University of Victoria | University Secretary

SENATE
Notice of
Meeting and Agenda

The next open meeting of the Senate of the University of Victoria is scheduled for Friday, May 1, 2020 at 3:30 p.m.

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

1. APPROVAL OF THE AGENDA **ACTION**

2. MINUTES **ACTION**

a. February 7, 2020 **(SEN-MAY 1/20-1)**
Motion: That the minutes of the open session of the meeting of the Senate held on February 7, 2020 be approved and that the approved minutes be circulated in the usual way.

3. BUSINESS ARISING FROM THE MINUTES

4. REMARKS FROM THE CHAIR

a. President's report **INFORMATION**

CONSENT

5. CORRESPONDENCE

a. Office of the Ombudsperson

i. 2019 Annual Report **(SEN-MAY 1/20-2)** **INFORMATION**

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

i. Semi-annual report **(SEN-MAY 1/20-3)** **INFORMATION**

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Appeals – Prof. Mark Gillen, Chair

i. 2019/2020 Annual Report **(SEN-MAY 1/20-4)** **INFORMATION**

b. Senate Committee on Curriculum - Dr. Tim Haskett, Chair

i. 2020/2021 Cycle 2 Changes related to AWR update **(SEN-MAY 1/20-5)** **INFORMATION**

c. Senate Committee on Libraries - Dr. Simon Devereaux, Chair

i. 2019-2020 Annual Report **(SEN-MAY 1/20-6)** **INFORMATION**

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

i. 2019-2020 Annual report **(SEN-MAY 1/20-7)** **INFORMATION**

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

a. Annual Report on Non-Academic Misconduct Allegations and Resolutions **(SEN-MAY 1/20-8)** **INFORMATION**

8. OTHER BUSINESS

a. Annual report to Senate on UVic-approved research centre approvals, renewals and closures **(SEN-MAY 1/20-9)** **INFORMATION**

b. 2019 Policy Annual Report **(SEN-MAY 1/20-10)** **INFORMATION**

c. 2019-2020 Emeriti **(SEN-MAY 1/20-11)** **INFORMATION**

d. Elections Update **(SEN-MAY 1/20-12)** **INFORMATION**

REGULAR

9. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

.

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

i. Proposed Change to Special Access Pathway Category **(SEN-MAY 1/20-13)** **ACTION**

Motion: That Senate approve the revision to the Special Access Pathway Admission category in the academic calendar, effective September 1, 2020.

ii. Proposed Change to the Academic Writing Requirement (AWR) **ACTION**
(SEN-MAY 1/20-14)

Motion: That Senate approve the revision to the Academic Writing Requirement (AWR) in the academic calendar, effective September 1, 2020.

iii. Proposed Revision to Undergraduate Admission Deadlines **ACTION**
(SEN-MAY 1/20-15)

Motion: That Senate approve the revision to the application deadlines for undergraduate programs listed in the academic calendar, effective September 1, 2020.

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

i. Appointments to the 2020/2021 Senate Standing Committees **ACTION**
(SEN-MAY 1/20-16)

Motion: That Senate approve the appointments to the 2020/2021 Senate standing committees for the terms indicated in the attached document.

ii. Appointments to the Campus Planning Committee **ACTION**
(SEN-MAY 1/20-16)

Motion: That Senate approve the re-appointments of Kara Shaw and Andrew Rowe to the Campus Planning Committee for a three-year term, beginning July 1, 2020 and ending June 30, 2023.

c. Senate Committee on Awards - Dr. Annalee Lepp, Chair

i. New and Revised Awards **(SEN-MAY 1/20-17)** **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:

- T'łat'laḵuł Dr. Trish Rosborough Memorial Scholarship in Indigenous Language Revitalization* (new)
- Mrs. Annie Greskiw Scholarship in Pre-Medical Studies* (revised)
- David Ritchie Business Grant* (revised)
- Hutchinson Graduate Scholarship* (new)
- Graeme Jackson Award (new)
- Erich Schwandt Undergraduate Scholarship in Music* (new)

- Erich Schwandt Graduate Scholarship in Music* (new)
- Gildardo & Lucia Garcia-Alvarez Award (new)
- James R. Bullick Memorial Scholarships* (revised)
- Paulette Lacroix Nursing Informatics Leadership Scholarship (new)
- Sybil Verch Greater Victoria Sports Hall of Fame Award (new)
- Lucy and Margaret Corbet Scholarship* (revised)
- Joyce Family Foundation Award for Indigenous Students* (revised)

** Administered by the University Of Victoria Foundation*

d. Senate Committee on Curriculum - Dr. Tim Haskett, Chair

i. 2020/2021 Cycle 2 Curriculum Submissions **(SEN-MAY 1/20-18)** **ACTION**

Motion: That Senate approve the curriculum changes recommended by the Faculties and the Senate Committee on Curriculum for inclusion in the 2020-2021 academic calendar, effective September 1, 2020.

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

Note: The summaries of the curriculum changes from the faculties have been included in the docket.

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

i. Proposal to Extend the Approved Centre Status for the Centre for Global Studies until December 31, 2020 **(SEN-MAY 1/20-19)** **ACTION**

Motion: That Senate approve the proposal to extend the Approved Centre Status for the Centre for Global Studies until December 31, 2020, as described in the memorandum dated January 16, 2020.

ii. Proposal to Discontinue the Geography Concentrations in the Bachelor of Arts and the Bachelor of Science Programs **(SEN-MAY 1/20-20)** **ACTION**

Motion: That Senate approve the proposal to discontinue Geography Concentrations in the Bachelor of Arts and the Bachelor of Science programs, as described in the document "Discontinuation of Geography Concentrations".

iii. Proposal to Discontinue the Graduate Professional Certificate in Cultural Heritage Studies **(SEN-MAY 1/20-21)** **ACTION**

Motion: That Senate approve the proposal to discontinue the Graduate Professional Certificate in Cultural Heritage Studies as described in the memorandum dated November 4, 2019.

iv. Proposal to Add an International Option to the Bachelor of Arts in French Program **(SEN-MAY 1/20-22)** **ACTION**

Motion: That Senate approve the proposal to add an International option to the Bachelor of Arts in French program, as described in the document "International Option for the BA in French (INT-FRAM)".

v. Proposal to Establish a Master of Engineering in Biomedical Systems **(SEN-MAY 1/20-23)** **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Master of Engineering in Biomedical Systems (Professional, M.Eng.), as described in the document "Masters of Engineering in Biomedical Systems".

vi. Proposal to Discontinue the Major and Minor in Italian Studies and of the Undergraduate Certificate in Language and Cultural Proficiency: Italian **(SEN-MAY 1/20-24)** **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Major in Italian Studies, as described in the document "Discontinuance of the Major and Minor in Italian and of the Undergraduate Certificate in Language and Cultural Proficiency: Italian".

AND

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Minor in Italian Studies, as described in the document "Discontinuance of the Major and Minor in Italian and of the Undergraduate Certificate in Language and Cultural Proficiency: Italian".

AND

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Undergraduate Certificate in Language and Cultural Proficiency: Italian, as described in the document "Discontinuance of the Major and Minor in Italian and of the Undergraduate Certificate in Language and Cultural Proficiency: Italian".

vii. Proposal to Discontinue the Concentration in Medieval and Early Modern Studies (MEMS), in the Master of Arts in English Program **(SEN-MAY 1/20-25)** **ACTION**

Motion: That Senate approve the proposal to discontinue the concentration in Medieval and Early Modern Studies (MEMS) in the Master of Arts in English program, as described in the document "ENGL MA – Deletion of MEMS Concentration".

viii. Proposal to Discontinue the Course-only Option in the Master of Arts in English Program **(SEN-MAY 1/20-26)** **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Course-only Option in the Master of Arts in English program, as described in the document "ENGL MA – Deletion of the Course-only MA".

ix. Proposal to Discontinue the Concentration in Nineteenth Century Studies (NCS), in the Master of Arts in English Program **(SEN-MAY 1/20-27)** **ACTION**

Motion: That Senate approve the proposal to discontinue the concentration in Nineteenth Century Studies (NCS) in the Master of Arts in English program, as described in the document "ENGL MA – Deletion of the NCS Concentration".

x. Proposal to Discontinue the Non-CSPT Thesis-based Master of Arts in English **(SEN-MAY 1/20-28)** **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the non-CSPT thesis-based Master of Arts in English, as described in the document "ENGL – Deletion of the Non-CSPT Thesis-Based MA".

f. Senate Committee on University Budget – Dr. Frank van Veggel, Chair

i. 2019/2020 Annual Report **(SEN-MAY 1/20-29)** **INFORMATION**

10. PROPOSALS AND REPORTS FROM FACULTIES

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

a. Term Research Chair in Transgender Studies **(SEN-MAY 1/20-30)** **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the renewal of a 5-year term Research Chair in Transgender Studies.

b. Update on Omnibus motion in response to the Novel Coronavirus (2019-nCoVv) **(SEN-MAY 1/20-31)** **INFORMATION**

12. OTHER BUSINESS

a. Orators for the University of Victoria **(SEN-MAY 1/20-32)** **ACTION**

Motion: That Senate appoint John Dower and Stuart MacDonald as Orators for 3-year terms beginning July 1, 2020 and ending June 30, 2023;

AND

That Senate re-appoint the following as Orators for a 3-year term beginning July 1, 2020 and ending June 30, 2023:

- Bradley Anholt
- John McLaren
- Carole Miller

- Christina Kieka Mynhardt
- Monica Prendergast
- Michael Prince
- Juliana Saxton
- Brock Smith
- Judith Terry

b. Election to the Senate Committee on Agenda and Governance **ACTION**
(SEN-MAY 1/20-33)

13. ADJOURNMENT

University of Victoria

Meeting of Senate
February 7, 2020

MINUTES

A meeting of the Senate of the University of Victoria was held on February 7, 2020, at 3:30 p.m. in the Senate and Board Chambers, University Centre, Room A180.

1. APPROVAL OF THE AGENDA

Prof. Cassels notified members there would be an addition to the agenda placed under Proposals and Reports from the Vice-President Academic and Provost.

Motion: (J. Bengtson/M. Scott-Bigsby)
That the agenda be approved as amended.

CARRIED

2. MINUTES

a. January 10, 2020

Motion: (M. Laidlaw/J. Clarke)
That the minutes of the open session of the meeting of the Senate held on January 10, 2020, be approved and that the approved minutes be circulated in the usual way.

CARRIED

3. BUSINESS ARISING FROM THE MINUTES

There was none.

4. REMARKS FROM THE CHAIR

a. President's Report

Prof. Cassels welcomed Mr. Chris Horbachewski to Senate as the new Vice-President External Relations. He also informed members of the new title for Dr. Robina Thomas, the Executive Director and Advisor to the President, Indigenous Academic and Community Engagement.

Regarding the Coronavirus, Prof. Cassels mentioned that the university continues to monitor the evolving situation. A response coordination committee has been established, chaired by Dr. Susan Lewis, Associate Vice-President Academic Planning. The priorities of the committee are to minimize health and academic risk to students who are travelling to affected areas, and to undertake local contingency planning should health measures become necessary. Prof. Cassels mentioned that the university has set up a website to disseminate information on the virus and travel, general health and wellness, and academic support.

Draft

He reminded members of the importance of ensuring that no person is targeted or subjected to discrimination resulting from a misplaced perception that they may be carriers based on race, ancestry, place of origin or otherwise.

A member noted the social media around the issue and was thankful for the response by the university.

Prof. Cassels addressed the January 15th campus closure due to heavy snowfall. He outlined the factors and communication that go into decision-making.

In response to a question on how the university determines the standard of safety and accessibility, Mr. Tom Downie, Director Campus Security Services, replied that this was a struggle that Facilities Management works hard to address. He noted that if anyone in the campus community feels an area is unsafe, they should notify Campus Security.

A member asked why other institutions, such as Camosun College, closed earlier than UVic on the day of the snowstorm. Prof. Cassels responded that using radar maps and microclimates to predict a situation can make the decision difficult. It was not anticipated that the storm would affect UVic in the same way as the Camosun College interurban campus. In response to another question about a coordinated plan for campus evacuation, Prof. Cassels mentioned that there is a team developing a plan to avoid issues in the event of a rapid campus closure.

Prof. Cassels announced the Board of Governors approved a responsible investment policy for the university's $225 million short-term investment fund. The policy targets the worst producers of greenhouse gases across all sectors, increases investments in clean technology and encourages low-carbon practices. The policy also aligns with the recommendations by the Canada's Expert Panel on Sustainable Finance and Mark Carney, UN Special Envoy on Climate Action and Climate Finance. The next steps are to activate Strategy 5.2 toward a campus-wide Climate and Sustainability Action Plan. A team has been established to develop the process and engage with the campus community.

Finally, Prof. Cassels announced the Engineering Precinct Expansion project and the open house scheduled for the next few weeks. As well, the Ideafest 2020 website is now live and the festival will run through the first week of March.

A member of Senate asked if the university planned to take a stand on the recent actions in the Wet'suwet'en territory. Prof. Cassels responded that this was a complex legal issue, and the university is a place to create opportunities to debate, research and develop ideas. As such, this is a situation in which academic engagement should happen, however it is not the function of the corporate institution, the president, or the administration to declare a position on behalf of the university community, to choose sides in a debate, or to tell its members what to think.

One Senate member voiced that the issue of Wet'suwet'en territory was a matter of morality and not open for debate. Another member asked if the university had a comment on the university students who had been arrested. Prof. Cassels said the university would offer counselling support and/or academic accommodations for those students, as in any similar case. He added that he understood there would be differing views on the position to remain neutral but pointed to the many ways in which the university demonstrates its commitment to truth and reconciliation and the elimination of colonial violence through its programs of research and education.

b. Presentation on university rankings and reputation

Dr. Lisa Kalynchuk, Vice-President Research, and Mr. Tony Eder, Executive Director, Academic Resource Planning, presented on university rankings and reputation. Dr. Kalynchuk noted that UVic was not recognized enough for its high quality of work. She mentioned that higher rankings would open up more research opportunities and increased government funding. Mr. Eder gave an overview of the various ranking measures, both domestically and internationally. The presentation ended with an outline of the next steps to be taken and areas in which the university may improve.

A question was asked in terms of how certain rankings measurements were attained. Mr. Eder explained the various ways in which certain rankings were managed, depending on the ranking body.

5. CORRESPONDENCE

There was none.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Academic Standards

i. Proposed Examination Cancellation Policy and Guidelines

Dr. Neil Burford introduced the proposal and thanked Dr. Struchtrup for his work as the Chair of the Sub-committee on the Exam Cancellation Guidelines. He noted a friendly amendment to the Exam Cancellation Policy wording, which was distributed to Senate members before the meeting.

A member asked how religious obligations would be handled if an exam was moved to a Sunday. Another member noted that exams are routinely scheduled on Saturday when Jewish people observe Shabbat. Prof. Cassels reminded Senate members of the policy on religious observance, which would accommodate students in under these circumstances.

Dr. Struchtrup commented that there was a limit to the possible solutions when a situation arises in that exams must be cancelled and rescheduled. The subcommittee tried a variety of options in order to be as accommodating as possible. The policy and guidelines need to strike a balance between what was possible to reschedule and the needs of students to keep prior commitments.

Different members suggested alternate wording for the Exam Cancellation Guidelines, which would account for students with previously scheduled conflicts other than travel. Prof. Cassels stated he was hesitant to draft a policy and guidelines on the Senate floor.

Another member stated that the policy and guidelines added clarity to a difficult issue and asked if the committee had considered policy on class cancellation events. Dr. Burford agreed to take this suggestion back to the committee.

After further discussion on compelling reasons to ask for a concession for a rescheduled exam, Dr. Burford moved to table the motion. Ms. Havelyn seconded the motion.

Draft

Motion: (N. Burford/S. Havelyn)
That Senate approve the Examination Cancellation Policy and Guidelines, effective immediately, and for inclusion in the Academic Regulations – Examinations section of the Undergraduate Academic Calendar and the Faculty Academic Regulations section of the Graduate Academic Calendar.

TABLED

b. Senate Committee on Awards

i. New and Revised Awards

A Senate member noted the increase of graduate awards and thanked the committee and others for their hard work in this regard.

Another member asked if the wording for the "30 by 30 Women in Engineering Award" contained language that was inclusive to all women. Dr. Lepp confirmed that the committee used the word women as an inclusive term.

Motion: (A. Lepp/M. Ingram)
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:

- 30 by 30 Women in Engineering Award (revised)
- Rosamund Dashwood Memorial Bursary in Dramatic Writing* (revised)
- Jeffrey Mallett Leadership Award* (revised)
- Allan and Ora Jones Bursary* (new)
- Oliver Prentice Memorial – Saanich Rotary Scholarship* (revised)
- Olivine Stephenson Graduate Scholarship* (new)
- Gregory and Victoria Spievak Graduate Scholarship in Privacy & Security* (new)
- Mrs. Zohra & Dr. Abdullah Siddiqui Scholarship* (new)
- School of Public Administration Scholarship* (revised)
- Easton Scholarship (new)
- Dr. Wilma Elias Greek and Roman Studies Scholarship* (new)
- Dr. Wilma Elias Undergraduate Scholarship in Chemistry* (new)
- Dr. Wilma Elias Graduate Scholarship in Chemistry* (new)

** Administered by the University of Victoria Foundation*

CARRIED

Draft

c. Senate Committee on Curriculum

i. 2020/2021 Cycle 1 Curriculum Submissions

Dr. Tim Haskett commented that this was the first fully operational cycle using the new Kuali software.

Motion: (T. Haskett/D. Weldmichael)
That Senate approve the curriculum changes recommended by the Faculties and the Senate Committee on Curriculum for inclusion in the 2020-2021 academic calendar, effective May 1, 2020.

CARRIED

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

CARRIED

d. Senate Committee on Planning

i. Proposal to Discontinue the Bachelor of Education (Secondary Curriculum) Program

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

Motion: (S. Hundza/M. Garcia-Barrera)
That Senate approve, and recommend to the Board of Governors that it approve, the proposal to discontinue the Bachelor of Education (Secondary Curriculum) Program, as described in the memorandum dated November 21, 2019.

CARRIED

7. PROPOSALS AND REPORTS FROM FACULTIES

There were none.

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

a. Enrolment Projections

Dr. Lewis introduced the annual enrollment projection report. She noted that the university continues to meet and exceed its targets for government both internally and externally. She highlighted various planned program expansions.

Mr. Eder reviewed the report in detail. He outlined the international tiering strategy and subsequent enrolment projections for international students.

A member asked why the projected number of international students was low despite the knowledge that these numbers were expected to rise. Mr. Eder explained that there are no targets set for international

Draft

students, and since the university is planning to diversify rather than increase our international student body, this number was kept lower.

Other members noted the increase in expected enrolment numbers for graduate students and yet the lack of funding. Prof. Cassels explained that even though the university has the capacity for more graduate students, it does not receive an increase in operating funds from the government.

> Motion: (M. Scott-Bigsby/E. Woodin)
> That Senate approve, and recommend to the Board of Governors that it also approve, a recommended enrolment level of 18,320 FTE for the 2020/21 academic year, subject to revisions in the event of new information regarding mandated growth, funding levels, and/or application rates.

CARRIED

b. Omnibus motion in response to the Novel Coronavirus (2019-nCoVv)

Dr. Lewis introduced the motion and explained that this was in response to the changing situation of the Coronavirus. She noted that the most substantial impact for students was for those who were studying abroad but that this motion was a precautionary measure for short-term adjustments in case there was an impact on campus.

One member inquired why April 30, 2020, was designated as the end date and asked what short-term adjustments were proposed. Dr. Lewis stated that the end date was to ensure planning was in place until the end of the spring term. She further explained that there were no proposals at this time, but a past example in a similar circumstance was a waiver for medical documentation for academic concessions to limit the number of students visiting health services and possibly spreading the virus.

> Motion: (N. Burford/J. Salem)
> That Senate approve an omnibus motion to allow the Provost to implement short-term adjustments to academic policy, regulations, and/or process that may be required or deemed necessary by the Provost in response to a substantial impact of Coronavirus and influenza-related illness on academic operations during the period February 8, 2020 through to April 30, 2020. Any adjustments made resulting from this motion would be reported to Senate at the next scheduled meeting of Senate and a summary report of all actions or adjustments made, if any, would be provided at the scheduled May 1, 2020 Senate meeting.

CARRIED

9. OTHER BUSINESS

a. 2019 Joint Senate Board Retreat Community-University Engagement (CUE) Summary

Ms. Jennifer Vornbrock, Executive Director Community and Government Relations, reviewed the feedback from the November 2019 Joint Senate-Board Retreat on Community-University Engagement.
She mentioned adjustments made to the CUE goal statement and revisions to a more inclusive and aspirational vision as a result of the consultation.

Draft

b. 10-Year Sessional Calendar

Ms. Saab introduced the 10-year calendar and noted that this calendar incorporated the adjustment made from the previously approved revision to move the start of the January. There were no questions.

Motion: (A. Stahl/L. Kalynchuk)
That Senate approve the 2019-2029 10-Year Sessional Calendar.

CARRIED

c. Academic Year Important Dates

Ms. Saab introduced the revised dates for the period of May 2021 through December 2021. There were no questions.

Motion: (A. Lepp/E. Woodin)
That Senate approve the Academic Year Important Dates calendar for the period May 2021 through December 2021 for submission to the online academic calendar and for the academic calendar May 2020 publication.

CARRIED

d. 2020/21 Senate Meeting Dates and Other Important Dates

Ms. Saab introduced the schedule of Senate meetings for the 2020/21 academic year with due dates for submission of materials for the Senate agenda. There were no questions.

Motion: (M. Scott-Bigsby/S. Hundza)
That Senate approve the 2020/21 Senate Meeting Dates and Other Important Dates.

CARRIED

There being no other business the meeting was adjourned at 5:03 p.m.

Draft

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
Beaveridge, Chandra	☐	☒	Convocation Senator	Elected by the convocation
Bengtson, 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
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
Greengoe, Nicole	☑	☐	Registrar	By Invitation
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	☐	☐	Associate Vice-President Academic Planning	By Invitation
Lindgren, Allana	☐	☐	Acting Dean, Faculty of Fine Arts	Ex officio
Loock, Peter	☑	☐	Dean, Faculty of Science	Ex officio
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
Stahl, Ann	☑	☐	Acting Dean, Faculty of Social Sciences	Ex officio
Strega, Susan	☐	☐	Faculty of Human and Social Development	Elected by the Faculty
Struchtrup, Henning	☐	☐	Faculty of Engineering	Elected by the Faculty
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 January 15, 2020

EX OFFICIO MEMBERS - University Act: Section 35 (2) (a-f)

Chancellor: Shelagh Rogers
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: Allana Lindgren
Dean of Graduate Studies: David Capson
Dean of Humanities: Christopher Goto-Jones
Dean of HSD: Patricia Marck
Dean of Law: Susan Breau
Dean of Science: Peter Loock
Acting Dean of Social Sciences: Ann Stahl
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: TBD (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
Assoc. VP Academic Planning: Susan Lewis
Special Advisor to the Provost: Cathie Krull
Registrar: Nicole Greengoe
Associate University Secretary: Ada Saab

OMBUDSPERSON 2019 ANNUAL REPORT

VOLUME 23 | ISSUE 1

In accordance with the Office of the Ombudsperson Terms of Reference, I present my annual report for the period of January to December of 2019.

2019 was my inaugural year as the ombudsperson. In reviewing last year's inquiries, the case distribution has been overall the same. I noticed students struggled with knowing how to resolve concerns due to not knowing the dispute resolution process available to them, thus my focus has been to increase student's knowledge of university policies and conflict resolution skills to empower them to effectively advocate for themselves. The role of university faculty and staff is to ensure the principles of administrative fairness are supported in the dispute resolution processes they manage, which encourages students to have confidence in a fair process regardless of the decision.

The themes and case studies identified in this report showcase the value of administrative fairness and the recommendations identifies areas for faculty and staff to consider. My door is always open not only to students but also to staff and faculty for consultation in policy development or decision making on a student matter.

Thank you to the university community for your continued dedication and support in the academic success and life journey for all those who come in contact with the university.

Annette Fraser
Office of the Ombudsperson
University of Victoria

TABLE OF CONTENTS

VISION, MISSION, GOALS PAGE 2
CASE DISTRIBUTION PAGE 3
HOW DID THE OMBUDSPERSON HELP? PAGE 4
CASE EXAMPLES PAGE 5
THEMES & RECOMMENDATIONS PAGE 6
GRADUATE STUDENTS PAGE 7
MANDATE & OTHER ACTIVITIES PAGE 8

VISION, MISSION, GOALS

WHAT IS AN OMBUDSPERSON?

Ombudsman is a Swedish term defined in the Oxford Dictionary as "an official appointed to investigate individuals' complaints against public authorities." It is used world-wide to designate independent, impartial and confidential offices that receive inquiries and complaints from the public.

The Office of the Ombudsperson (or ombuds) is an **independent**, **impartial**, and **confidential** resource for undergraduate and graduate students and other members of the University of Victoria community. The ombudsperson helps resolve student problems or disputes fairly.

At UVic, the ombuds office is mandated to deal with student-related issues and may provide information and referrals; offer confidential advice, feedback or coaching; problem-solve or facilitate communication; review or investigate.

"With a focus on fairness, equity and respect, the ombudsperson builds capacity to help the institution be accountable to its own value and mission statements. In working with individuals, the ombudsperson facilitates fair resolutions that build trust and fortify the relationship between individual and institution." – Association of Canadian College and University Ombudspersons (ACCUO)

WHY HAVE AN OMBUDSPERSON?

Members of the university community are empowered to resolve their concerns as they access safe spaces to receive information, advice and feedback to develop options to resolve their concerns.

On an institutional level, the unique positioning of the ombudsperson serves to provide unfiltered information that can produce insight to issues and resolutions. The ombudsperson is a source of detection and early warning of new issues and a source of suggestions of systemic change to improve existing processes. – International Ombudsman Association

"Very knowledgeable on University practices and gave an unbiased view of my situation."

VISION

A university community committed to fairness.

MISSION

To promote and support fairness, as an independent voice in the university community.

STRATEGIC GOALS

Students who need help are aware of services offered by the Ombudsperson and can access them.

In talking with students, the common feedback I received was "I didn't know this office existed". As I talked with faculty and staff, they have expressed desires for students to be more aware about the services offered at the ombudsperson's office. In 2019, my focus on increasing marketing communications began with rebranding the office marketing strategy which included updating marketing material. In 2020 the office website redesign will be completed.

Complaints are addressed efficiently.

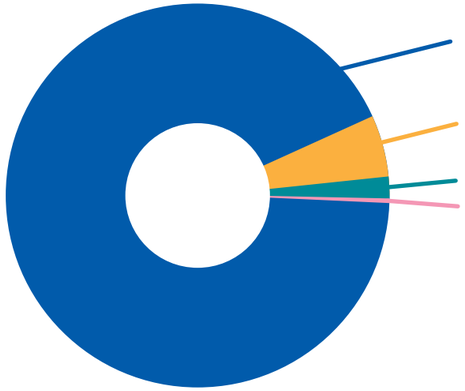
As part supporting its strategic goal in efficiently managing complaints, in 2019 the Ombudsperson's office developed a confidential online feedback survey, more information about the survey is found on page 4.

University staff and faculty members are supported in improving academic administration.

This year, several faculty and staff contacted my office to consult about administrative decisions and the reviewing and development of university policies.

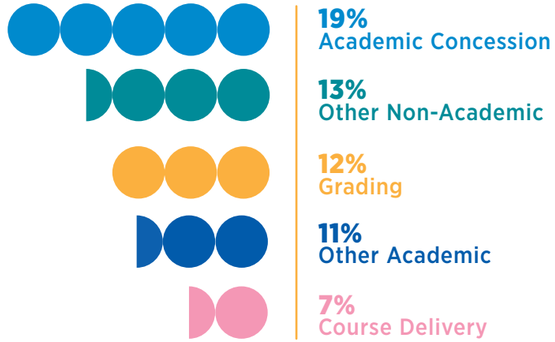
CASE DISTRIBUTION

TYPE OF OFFICE VISITOR



In 2019, the office handled a total of **363** inquiries and complaints distributed as follows:

TOP 5 ISSUES OF CONCERN



METHOD OF CONTACT

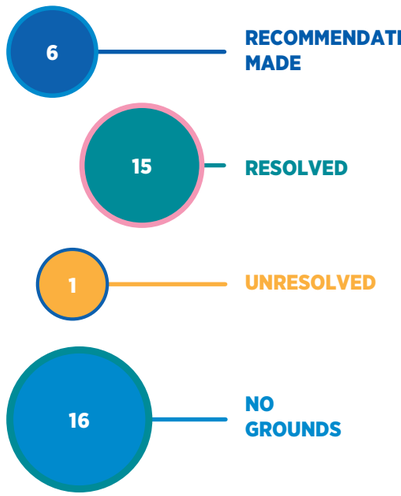
Visitors who attended the office sought help in the following ways:

OMBUDS OFFICE VISITORS OVER TIME

HOW DID THE OMBUDSPERSON HELP THE UNIVERSITY?

41 INDIVIDUAL INTERVENTIONS

The Ombudsperson only intervenes in individual cases with student's consent. Intervention include facilitating communication between students and units, problem-solving, mediation and case review or investigation.



OMBUDSPERSON FEEDBACK SURVEY

Did the Ombudsperson handle your complaint in a fair manner?
(73% answered yes)

73% answered YES

How would you rate your experience with the Ombudsperson's office?
73% (Average, Good, Excellent)

73% EXCELLENT

Are you satisfied with the results of your complaint?
83% (Agree, Neither Agree or Disagree)

83% AGREE

COMMENTS?

Participants in the survey were given the opportunity to offer additional comments. The comments are valuable and important to take into consideration for future office operations. Some comments had concerns with office approach to addressing complaints where the participants wanted more active investigation of complaints or to be more "hands on/ aggressive" in fixing their problems. Others mentioned the limitations of the ombudsperson to remedy situations or the limited authority of the position.

The Ombudsperson is an office of "last resort" meaning that individuals should exhaust all avenues available to resolve their concerns. Whether it be complaints about academic appeals, or complaints concerning faculty/student misconduct, students are sometimes reluctant to follow through with a process because of fear of retaliation and the effort needed to see the process through. Understandably, the process of appealing administrative decisions or participating in formal complaint process can seem daunting because it requires effort in composing an appeal and gathering supporting documentation.

As a neutral third party, the ombudsperson is there to identify gaps and instances of procedural unfairness and to remedy those concerns either on an individual basis by working with the parties to explore options for resolution or to make those discrepancies known to the university community at large by making and following up on recommendations. Investigations can be a great tool in identifying administrative unfairness; depending on the nature of complaint, access to information sometimes can be a stumbling block due to the Freedom of Information and Privacy Act. This year, to overcome the challenge of accessing information, I plan to introduce fairness audits of university policies as a tool to identify areas to improve administrative processes.

CASE EXAMPLES

Case examples are opportunities to capture the types of inquiries that come to the ombuds office; these few cases are not representative of the overall support given by all levels of faculty and staff when students face challenges and the willingness to work with students to help them achieve success in their academic life.

The value of appeals

A student requested to have their preferred name inscribed on their degree parchment and was told that the request would not be granted and was given no other guidance on how the decision can be addressed. The student was referred to my office, where I worked with parties to ensure the student had the opportunity to appeal the decision to refuse their request. There are many reasons why individuals may not have completed the process of legally changing their name due to implications and stigma that may ensue with reporting the change to other third parties. Upon reviewing their policies and consulting with other expertise, the university developed a process in which the student can have their preferred name on their parchment, this required the student to submit a notarized statutory declaration requesting for the preferred name to be on all official university records and documents, including diploma and transcripts. In proceeding with this process, the student was made aware of the implications as other institutions and licensing boards may question the discrepancy. The university regulation is states: Students who have grounds for believing themselves unjustly treated within the University are encouraged to seek all appropriate avenues of redress or appeal open to them.

It's important that whenever a decision is made, that students are informed of their right to appeal as it can bring about change not only on an individual basis but on a systemic level as well.

> *"My problem wasn't really resolved by the ombudsperson, though it was resolved at the same time I reached out. It's a good resource but should be better advertised ie. CLEAR INSTRUCTIONS ABOUT HOW TO USE AND WHERE TO FIND, I wish I had found them sooner."*

Student Empowerment

A graduate student contacted my office to seek information about their rights as a student for requesting accommodations for mental health related matters, and about supervisor relations. Specifically, the student had felt that their supervisor was not accommodating and has not necessarily made any efforts to understand the situation despite numerous attempts. The student was at the point where they were deciding what their next steps should be in regards to continuing their degree at UVic, whether it be working through the issue with the supervisor, finding a new supervisor, taking a leave or dropping the program. In consultation with the student, I educated the student about the resources available to them, such as, seeking confidential advice from faculty members like their graduate advisor or associate deans. I also reviewed some ways they could approach discussing the matter directly with their supervisor. The student took the information under consideration and decided to discuss the matter directly with their graduate supervisor. As a result, they were able to come to a reasonable solution where the student could complete their thesis remotely.

It appears that students are more willing to directly address their concerns when they are educated about options and suggestions on how to address their issues. More importantly, it seems students are encouraged to take a proactive approach when people are approachable.

Value of Being Heard

A student contacted my office seeking advice on whether to appeal an academic integrity violation. The student attended a mid-term exam and brought in unauthorized equipment. The student admitted to bringing the equipment and after meeting with the head of the department, it was determined that the student violated the policy and an academic penalty was enforced. The decision seemed reasonable and in accordance with the university policies. In meeting with the student, it was clear that the student was distraught about the matter because from their perspective, their actions were accidental. I provided the student information about the academic integrity policy and procedures and my assessment of the unlikelihood of success in the appeal process. The student appealed the decision to the Associate Dean of the faculty and was denied. In response the student said: "My appeal was read, my story was heard."

Students are concerned about their grades but they also care about how they are perceived by their peers and superiors. Although not successful, the student was able to tell their story and there is value in that process.

THEMES & RECOMMENDATIONS

PRINCIPLES OF ADMINISTRATIVE FAIRNESS

Sufficient Reasons

This past year, I had opportunities to review decisions made by faculty and staff. A key aspect that was missing are reasons for the decision. Whether it be advisors, instructors, chairs or deans, all staff and faculty make decisions that impact the outcomes in the academic journey of students and other members in the university community. The key elements of administrative fairness involves: giving people the opportunity to be heard, making timely decisions without bias and in accordance to the prescribed policy with clear and sufficient reasons that support the decision made. When students' requests are granted or denied, what is lacking is how the decision maker arrived to their decision. Sufficient reasons are the key foundation to administrative fairness. Sufficient reasons demonstrate how the decision maker gathers information and determine what is relevant and allows for students to be heard.

Giving reasons for decisions helps a person see the facts and reasoning that were the basis for the decision and see that the decision was not made arbitrarily. It also ensures that the person affected by a decision is able to see to what extent any arguments they put forward were understood, accepted or formed a basis for the decision. (BC Ombudspersons Office, Fairness in Practice)

Timely Decisions and Administrative Processes

I appreciate the Senate sub committee consulting with me as they review the academic concessions regulation and I have submitted my suggested my comments and suggestions for their consideration. Students attend my office seeking advice because they are unsure of the options available to them through the RAC process. Students often delay in addressing their academic issues for one reason or the other, sometimes to their disadvantage. When students attend my office looking for information about options for dropping courses, a question that comes up is why students did not drop the course by the academic drop deadlines? Some concerns that have been raised is that students were still waiting for the return and feedback of their submitted assignments and tests.

The academic calendar guides faculty to provide feedback and return work that will count toward the final grade. Just as a students are expected to submit work and sit exams according to the course outline, student should also expect to receive their coursework in a timely manner. Lakehead University has taken this into consideration by incorporating into their academic regulations that, "For all courses, at least 25% (for one term courses) and 30% (for two term courses) of the final grade shall be provided to students prior to the last day to withdraw without academic penalty for the course."

I recommend that academic units and course instructors review their course delivery to ensure that students are in a position to weigh out their options as to whether they should drop the course by the academic drop deadline date. In any university process that requires students to submit documents by a prescribed deadline, students should also expect to receive a response in a reasonable amount of time and if more time is required or if there is a reasonable delay to be notified of such.

REASONS FOR AN ADMINISTRATIVE DECISION SHOULD INCLUDE THE FOLLOWING:

- The issue to be decided;
- The information and evidence relevant to the issue;
- The applicable rules (legislation, policy etc.);
- Any legislative, policy or procedural requirements the decision maker was required to follow;
- How the information and evidence gathered was considered and assessed in the decision making process;
- What decision was made; and information about any appeal or review mechanism available to the person.

"I'm delighted to inform you that my appeal has been accepted. I'll be joining the school back in the fall. This would not have been possible without your help. So, thank you so much for your guidance."

GRADUATE STUDENTS

The Ombuds office was contacted by 51 graduate students during 2019.

In comparison to last year, there is no distinct issue that took precedent rather there was a myriad of issues raised by students in addition to supervisory concerns, such as: interpersonal conflicts, academic concessions, academic integrity allegations, or access to services and resources. Last year, I noted students received valuable support and guidance when I referred them to the Faculty of Graduate studies to obtain confidential advice. The Graduate Supervision Policy encourages students to use an adviser for support but is silent as to suggest who that person can be. The Graduate Students' Society has approved a Student Advocate Fund where the scope of work includes attending meetings on or behalf of students, and other advocacy efforts.

Regarding graduate supervision, concerns about the expectations around the progression of the thesis were brought to my attention. Section 5.11 of the Graduate Supervision Policy requires a formal assessment of progress for students in thesis or dissertation programs be carried out at least on an annual basis, and project and course based projects done at the discretion of the academic unit. In particular, students in project or course based graduate programs expressed concern that the expectations or benchmarks coming out from meeting with their supervisor over the course of the year are not being captured , which sometime leads to unmet or misunderstood expectations about the progression of their work.

I recommend that, in addition to the required annual progress report, any key discussions had between student and supervisor that impacts the delay or progress of a thesis or project should be documented to form an additional record on the student's file, which can help both the supervisor and student be on the same page about the research.

Receiving financial support is an important aspect to graduate studies. Depending on individual circumstances it could be the main source of financial support. Financial supports for graduate students can come by scholarships, bursaries and fellowships internally through UVic or externally through other funders. The university has set out regulations that sets out the terms of how the money is administered; however, the criteria in terms of how a student qualifies for the funding and how much funding they will receive is left up to the individual departments. here are many factors that goes into determining how much a student is to receive, such as the amount of money allotted to the department, or the number of graduate students. Although grateful, it's not always clear as to why certain students may receive more or less funding.

Regardless how a department decides to allocate money, a reasonable approach to the decision would also include communicating that decision to all students impacted and include sufficient reasons referred to earlier in this report.

A particular type of funding a student may receive is stipends through their supervisor's professional research grant where their primary duties are to support the faculty member's academic research while managing their own graduate research. The amount and timing of the disbursements are at the discretion of the supervisor and at times the terms of the arrangement are not documented, which has led to situations where students feel vulnerable because they have no assurance they will receive funding despite conducting research work on the supervisor's behalf, thus potentially leaving them without financial support and possibly jeopardising their graduate work.

Documenting terms of financial support will give supervisors confidence that their research will progress and assurance to the students that they can rely on financial support to pursue and complete their graduate work.

"My son was faced with a formidable task of filing an academic appeal for review of a policy. It was recommended by UVIC in their procedures to consult with the Ombudsperson prior to submission. My son & I were able to consult and receive expert advice that was valuable to our moving forward with the appeal. This service is essential to the education and support of all students in ensuring Fairness of policy for all."

MANDATE & OTHER ACTIVITIES

OFFICE STRUCTURE

The office is funded by direct contribution from undergraduate and graduate students, and a grant from the university administration. It is staffed by one full-time ombudsperson. The ombudsperson reports to the Ombudsperson Advisory Committee, with representation from undergraduate and graduate students, the Faculty Association, the Professional Employee Association and UVic senior administration and senate. *(Because of confidentiality requirements, committee members do not have access to individual case information.)*

PROFESSIONAL DEVELOPMENT & ACTIVITIES

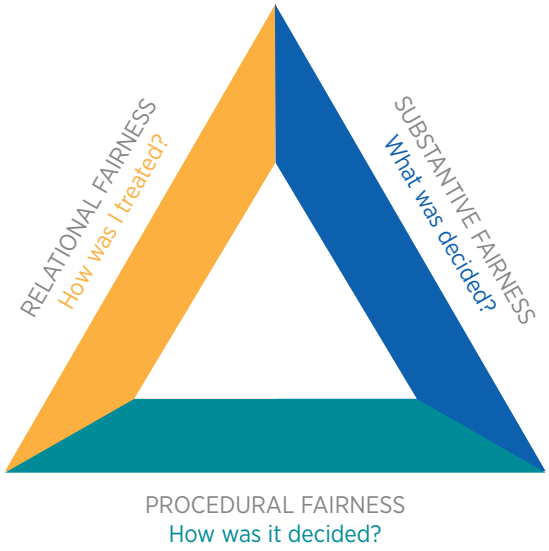
In April 2019, Ombudsperson Annette Fraser attended the biennial joint Forum of Canadian Ombudsman (FCO) and the Association of Colleges and University Ombudspersons (ACUO) that was held in Toronto. The theme of the conference was, "The ***OMBUDSMAN Building Trust Promoting Fair Resolution Processes***". Keynote speakers included, Rob Behrens, Parliamentary and Health Service Ombudsman from the United Kingdom and Susan Opler, the City of Toronto Ombudsperson. The workshops and speakers shared insightful thoughts and relevant case studies about the ongoing practice of ombuds work.

In June 2019, Ombudsperson Annette Fraser was invited attended the Future of Ombudship: Symposium on the Future of Parliamentary Ombudsman Functions and Services sponsored by the BC Ombudsperson Office and UVic School of Public Administration Department. The symposium illuminated challenges of omuds work for all ombudspersons across sectors, such as, the close and sometimes blurry relationship between investigation of specific complaints and Ombuds work with broader, systemic implications, and the major challenge posed to oversight, governance and accountability of decision-making.

In June 2019, Ombudsperson Annette Fraser hosted the Association for Colleges and Universities Ombudspersons (ACCUO) Western Regional Meeting. Guest speakers included Dr. Rob Hancock (Professor, Academic Manager of LE,NONET Project) and Ruth Young (Manager, Indigenous Initiatives) from University of Victoria who presented and led a dialogue about how administrative fairness looks like from an indigenous perspective. Some key thoughts discussed were: Decolonization involves transforming the institution; ombuds can help institutions move from hierarchal structures to relational structures through the power of asking questions and unpacking the assumptions about the "stories" we tell "about the stories we tell."

As Ombuds of post-secondary institutions we were encouraged to incorporate indigenous ways of knowing around fairness and equity. It begs to question whether the ACCUO's Standards of Practice (2012) and Constitution around indigenization concerns should be reviewed to acknowledge indigenous perspectives? The afternoon included robust discussions on various cases brought forth by fellow ombudspersons.

THE FAIRNESS TRIANGLE



Three Aspects of Fairness: The Fairness Triangle (Ombudsman Saskatchewan, 2012)

University of Victoria

Office of the Vice-President Finance and Operations

MEMO

Date: April 16, 2020

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 May 1st, 2020 meeting.

Original signed by

_____
Valerie Kuehne
Vice-President, Academic and Provost

Original signed by

_____
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) and Facilities Management are engaged in several significant capital projects at this time. UVic's number one capital priority is student housing. 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 is now under construction with site preparation and utility work well underway. A new modular dining facility is also under construction that is located in Parking Lot B and will be operational in September 2020.

The university is also in the schematic design stage for an addition to the Engineering Computer Science Building (ECSB) and a separate high bay structures laboratory in order to support the expansion of the Engineering and Computer Science programs. The OCPS hosted in-person and digital open houses in February, March, and April 2020 to inform and consult with the campus community and neighbours on the proposed development sites. Schematic building designs were also presented for input from the community. The schematic design will be presented to the Campus Planning Committee later in May.

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. The university is in the process of engaging an architect to commence the design of the building addition and to carry out consultation with the campus community, neighbours and local Indigenous communities. Additional opportunities for community engagement and input will be provided in the fall.

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

At this time construction is considered by the Provincial Health Officer (PHO) to be an essential service provided that it can be undertaken in accordance with the directives of the PHO. On campus, construction is continuing with additional support for contractors to be able to practice social distancing and maintain clean working areas. Facilities Management will continue to work with contractors to minimize impact to project schedules and cost.

1.0 Student Housing and Dining – Construction Schedule

Site preparation for the Student Housing and Dining project continues. The contractor has commenced site preparations for servicing each of the new student housing buildings and the Modular Dining Facility. Throughout the summer site preparation works will continue and a construction site boundary will be established. Periodic single-lane closures of Ring Road can be expected as utilities are brought across the road.

Construction on the main building site will commence in May 2020. Works to be completed this summer include deconstruction of Emily Carr Residence, Margaret Newton Hall and Cadboro Commons. The Modular Dining Facility will also be established and is currently planned to commence operations in September.

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

2.0 Faculty of Engineering and Computer Science Expansion

The 2019/2020 Five-Year Capital plan sets capital planning priorities for the university and supports an addition to the Engineering Computer Science Building (ECSB) and new High Bay Structures Laboratory Building in order to support the expansion of the Engineering and Computer Science programs.

Engineering and Computer Science Development Sites

The OCPS hosted open houses in February and March 2020 to inform and consult with the campus community and neighbours on the proposed development sites. Schematic building designs were also presented for input from the community. The schematic design will be presented to the Campus Planning Committee later in May. Pending support from the Committee and project approval by the President and the Board of Governors, the university will engage with the District of Oak Bay to pursue municipal approvals for the project.

3.0 National Centre for Indigenous Law and Reconciliation

The 2019/2020 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 hosted community open houses in October 2019 to inform and consult with the community on the building site, site principles and environmental restoration opportunities. The university is in the process of engaging an architect to commence the design of the building addition and to carry out consultation with the campus community, neighbours and local Indigenous communities.

Additional opportunities for community engagement and input will be provided in the fall.

More information: www.uvic.ca/fraserexpansion

4.0 Campus Cycling Plan Implementation

The university has completed construction drawings for the construction of a new cycling pathway between Ring Road and the MacLaurin Building. The OCPS has partnered with the District of Oak Bay for an application to the BC Active Transportation Infrastructure Grants Program to help fund the project. The university will engage a contractor to construct the pathway this summer.

5.0 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 of Victoria | Senate Committee on Appeals

MEMO

Date: April 7, 2020

To: Members of Senate

From: Senate Committee on Appeals

Re: **2019/2020 Annual Report**

The terms of reference for the Senate Committee on Appeals require that the Chair provide an annual report to Senate at its May meeting. This report covers the 2019/2020 academic year.

Appeals Received

The Senate Committee on Appeals received 11 appeals in 2019/2020.

Non-Academic Misconduct Appeals:

The committee did not receive any non-academic misconduct appeals in 2019/2020.

Academic Appeals

The committee received 11 academic appeals in 2019/2020:

1. The first case involved a request for academic concessions based on medical grounds. The Hearing Panel conducted the appeal on the basis of written materials. It denied the appeal.

2. The second case involved a student who was denied a request for academic accommodation. The parties attempted to reach a mediated agreement and was successful in part. The Hearing Panel conducted the remaining appeal on the basis of written materials. The appeal on the case remaining was denied.

3. The third case involved a faculty's grade conversion policy and process for exchange terms. The Hearing Panel conducted the appeal on the basis of written materials. It allowed the appeal and made recommendations to the Respondent on best practices for future policy and process.

4. The fourth case involved a violation of the Policy on Academic Integrity for conduct that allegedly occurred in the course of an exam. The parties attempted to reach a mediated agreement but was unsuccessful. The Hearing Panel conducted the appeal on the basis of written materials. The appeal was denied.

5. The fifth case involved a violation of the Policy on Academic Integrity for conduct that allegedly occurred in a submitted assignment. The Hearing Panel conducted the appeal on the basis of written materials. It denied the appeal.

6. The sixth case involved a student who was removed from a practicum experience. The Hearing Panel conducted the appeal on the basis of written materials. It denied the appeal.

7. The seventh case involved a student who was denied a number of requests for academic concession. The Hearing Panel conducted the appeal on the basis of written materials. It allowed the appeal in part.

8. The eighth case involved a request for academic concessions on medical grounds and for other extenuating circumstances. The Hearing Panel conducted the appeal on the basis of written materials. It denied the appeal.

9. The ninth case involves a denial of a minimum grade requirement waiver. The Hearing Panel conducted the appeal on the basis of written materials. It allowed the appeal.

10. The tenth case involves a purported violation of the Policy on Academic Integrity for conduct allegedly involving course attendance. The parties reached a mediated agreement, and the matter did not proceed to hearing as a result.

11. The eleventh case involved another purported violation of the Policy on Academic Integrity for conduct allegedly involving course attendance. The parties reached a mediated agreement, and the matter did not proceed to hearing as a result.

Recommendations

Academic Concessions

As noted in previous reports, Hearing Panels have found that the language of the regulation on Academic Concessions is unduly restrictive and poorly framed, and that provision should be expressly made for additional extenuating circumstances. A recommendation to review and revise this regulation is included in the 2015/16 Annual Report of Prof. Mark Gillen and the 2019/2020 Annual Report of Dr. Michelle Lawrence.

The Senate Committee on Academic Standards Sub-committee on Revisions to the Academic Concessions Regulation have consulted with the Senate Committee on Appeals in regards to the issues identified.

Workload of Senate Committee on Appeals

Below is a chart showing the number of appeals filed in recent years:

Year	Number of appeals
2019/2020	11
2018/2019	10
2017/2018	2
2016/2017	4
2015/2016	1
2014/2015	1
2013/2014	0

For the past two years, a consistent marked increase has occurred in the workload of the Senate Appeals Committee and those staff members within the University Secretary's office responsible for supporting the work of this committee.

As with the previous year, a request was made to the Senate Committee on Agenda and Governance for the participation of additional student Senators in hearing panels, to support this increase. Similar support might be requested in future years, if the number of appeals remains at the current level.

Conclusion

Thank-you to all members of the Senate Committee on Appeals. The work of this committee is very important to the just operation of the university and your contributions are greatly appreciated.

Respectively submitted,

2019/2020 Senate Committee on Appeals
Michelle Lawrence, Chair, Faculty of Law
Mark Gillen, Acting Chair, Faculty of Law
Mauricio Garcia-Barrera, Vice-Chair, Faculty of Graduate Studies
Neil Burford, Faculty of Science
Carolyn Butler-Palmer, Faculty of Fine Arts
Caelen Cook, Student Senator
Dale Ganley, Peter B. Gustavson School of Business
Maan Hani, GSS Representative
Afnan Juma, Student Senator
Eslam Mehina, Student Senator
Jillian Roberts, Faculty of Education
CindyAnn Rose-Redwood, Faculty of Social Sciences
Stephen Ross, Faculty of Humanities
Poman So, Faculty of Engineering
Susan Strega, Faculty of Human and Social Development
Ada Saab (Secretary), Associate University Secretary

University of Victoria | Senate Committee on Curriculum

MEMO

Date: 9 April 2020

To: Senate

From: Tim Haskett, Chair of Senate Committee on Curriculum

Re: **2020/2021 Cycle 2 Changes related to AWR update**

Background
At the 2020/2021 Cycle 2 Senate Committee Curriculum meeting, approval was given to change the subject code for the AWR related courses ENGL 101 and ENGL 135 to ATWP 101 and ATWP 135, respectively. This change resulted from an administrative relocation of the courses from the Department of English to the newly-created Academic and Technical Writing Program within the Faculty of Humanities.

As the impact of this change affected multiple undergraduate courses and programs across many departments and faculties, the Committee agreed that updates should be managed centrally by the Curriculum and Calendar Unit in the Office of the Registrar.

Action
The Curriculum and Calendar Unit reviewed all occurrences of ENGL 101 (1) and ENGL 135 (95) in the Academic Calendar and identified several instances where updates are required. The table below summarizes these and the action taken:

Instance	Frequency	Action
Admission requirements	7	Added ATWP 135
Program requirements	42	Changed ENGL 135 to ATWP 135
Course prerequisites	45	Added ATWP 135
Course mutually exclusive notes	1	Added ATWP 135

These changes will appear in the September 2020 Academic Calendar. A full list of affected courses and programs is attached in Appendix A.

Appendix A: Courses and programs updated due to ENGL 101/135 change to ATWP 101/135.

Courses

Code	Title	Update
CIVE370	Construction and Project Management	Prerequisite
ECON306	International Economics	Prerequisite
ECON313	Intermediate Microeconomics II	Prerequisite
ECON320	Economic Development	Prerequisite
ECON321	The Economic History of Canada	Prerequisite
ECON327	Economic History of North America	Prerequisite
ECON328	Economic History of the Pacific Rim	Prerequisite
ECON337	History of Economic Thought to 1870	Prerequisite
ECON338	History of Economic Thought Since 1870	Prerequisite
ECON345	Applied Econometrics	Prerequisite
ECON365	Econometrics: Part I	Pre or corequisite
ECON405A	International Trade Theory	Prerequisite
ECON405B	International Monetary Theory and Policy	Prerequisite
ECON406	Monetary Economics	Prerequisite
ECON410A	Problems of Canadian Microeconomic Policy	Prerequisite
ECON410B	Problems of Canadian Macroeconomic Policy	Prerequisite
ECON416	Cost Benefit Analysis: Principles and Application	Pre or corequisite
ECON422	Issues in European Economic Integration	Prerequisite
ECON450	Game Theory in Economics	Pre or corequisite
ECON452	Information and Incentives	Prerequisite
ECON453	Economic Growth	Pre or corequisite
ECON456	Experimental Economics	Pre or corequisite
ECON457	Computational Economics	Prerequisite
ECON468	Financial Econometrics	Pre or corequisite
ECON481	Environmental Economics II	Prerequisite
ECON485	Topics in Economics	Pre or corequisite
ECON486	Topics in Econometrics	Pre or corequisite
ECON495	Directed Studies	Pre or corequisite
ENGL301	Report Writing for Business	Prerequisite
ENGL302	Writing for Government and the Public Sector	Prerequisite
ENGL303	Copy Editing	Prerequisite
ENGL305	Visual Rhetoric for Professional Writers	Prerequisite
ENGL305	Visual Rhetoric for Professional Writers	Prerequisite
ENGL306	Technical Communication	Prerequisite
ENGL401	Web Design	Prerequisite
ENGL406	Special Studies in Professional Communication	Prerequisite

ENGL407	Digital Communication and Social Media	Prerequisite
ENGL412	Research for Professional Writers	Prerequisite
ENGL417A	Digital Audio Production for Professional Writers	Prerequisite
ENGL417B	Digital Video Production for Professional Writers	Prerequisite
ENGL418	Print Media Genres and Techniques for Professional Communication	Prerequisite
ENGR112	Design I	Prerequisite
ENGR120	Design and Communication II	Prerequisite
ENGR121	Design II	Prerequisite
ENGR110	Design and Communication I	Mutually exclusive
ENGR240	Technical Writing	Prerequisite

Programs

Code	Title	Update
BA-APAH	Applied Linguistics (Honours)	Program
BA-APAM	Applied Linguistics (Major)	Program
BSC-BPSD	Biology and Psychology (Honours combined)	Program
BSC-BPSC	Biology and Psychology (Major combined)	Program
BSC-MSSH	Chemistry for the Medical Sciences (Honours)	Program
BSC-MSSM	Chemistry for the Medical Sciences (Major)	Program
BCOM	Commerce	Admission
BSC-CMSH	Computer Science (Honours)	Program
BSC-CMSH-SSYO	Computer Science (Honours) – Software Systems Option	Program
BSC-CMSM	Computer Science (Major)	Program
BSC-CMSM-CCNO	Computer Science (Major) – Computer Communications and Networks Option	Program
BSC-CMSM-CGG	Computer Science (Major) – Computer Graphics and Gaming Option	Program
BSC-CMSM-SSYO	Computer Science (Major) – Software Systems Option	Program
BSC-CMSM-CMTO	Computer Science (Major) – Theory Option	Program
BSC-CSHI	Computer Science and Health Information Science (Major combined)	Program
BSC-CTSD	Computer Science and Mathematics (Honours combined)	Program
BSC-CTSC	Computer Science and Mathematics (Major combined)	Program
BSC-CVSD	Computer Science and Statistics (Honours combined)	Program
BSC-CVSC	Computer Science and Statistics (Major combined)	Program
BED-ELEM	Elementary Curriculum	Program
MNR-ENGL	English (Minor)	Program
BA-EFAC	English and French (Canadian Literature)	Program
BSC-GCSC	Geography and Computer Science (Geomatics)	Program
BSC-HINF	Health Information Science (Major)	Program

BSC-KNSM	Kinesiology (Major)	Program
BFA-MUCS	Music and Computer Science (Major combined)	Program
BSC-MUCS	Music and Computer Science (Major combined)	Program
BA-PHAM	Physical and Health Education (Major)	Program
BSC-PBSD	Physics and Biochemistry (Honours combined)	Program
BSC-PBSC	Physics and Biochemistry (Major combined)	Program
BSC-PCSD	Physics and Computer Science (Honours combined)	Program
BSC-PCSC	Physics and Computer Science (Major combined))	Program
BED-ELEP	Post-Degree Professional Program (Elementary)	Admission
BED-MIDD	Post-Degree Professional Program (Middle Years)	Admission
MNR-PRCO	Professional Communication (Minor)	Program
BA-PSAH	Psychology (Honours)	Program
BSC-PSSH	Psychology (Honours)	Program
BA-PSAM	Psychology (Major)	Program
BSC-PSSM	Psychology (Major)	Program
BSC-PXSC	Psychology and Computer Science (Major combined)	Program
BA-RHAM	Recreation and Health Education (Major)	Program
BED-STE	Secondary Teacher Education	Admission
DIPL-STE	Secondary Teacher Education (Diploma)	Admission
BFA-THFM	Theatre (Major)	Program
BFA-THFM	Theatre (Major)	Program
BA-THAH	Theatre History (Honours)	Program
BFA-VACS	Visual Arts and Computer Science (Major combined)	Program
BSC-VACS	Visual Arts and Computer Science (Major combined)	Program

University of Victoria | Senate Committee on Libraries

MEMO

Date: 26 March 2020

To: Senate

From: Senate Committee on Libraries

Re: **2019-2020 Annual Report**

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

The Senate Committee on Libraries (SCL) met six times during 2019-2020:

19th September 2019
24th October 2019
21st November 2019
19th December 2019
22nd January 2020
26th February 2020

The committee is due to meet on April 29 and May 20, 2020.

Issues considered over the course of the year

Membership of the SCL Appeals Sub-Committee
Open Scholarship Strategies
At the September meeting, the committee established the membership of the SCL Appeals sub-committee and discussed tactics for more widely disseminating understanding of open scholarship as an increasingly central component of research dissemination. Despite our university's high standing in the international measure of this practice (2nd in Canada), many dimensions of core practice are still not widely understood. Open Education Resources (OER) also contributed to the discussion.

Shared Print Archive Network (SPAN)
Copyright Update
At the October meeting, the committee discussed UVic's membership of COPPUL (Council of Prairie and Pacific University Libraries) in jointly rationalizing holdings. Of 1.3 million items in our collection examined so far, 228,000 have been identified as rare and unique to UVic, which will become the designated "archive holder" of those materials for the regional network. Items eligible for weeding must be: (1) acquired prior to 2008; (2) circulated less than once since 1999; and (3) available in multiple copies across the network. Such items will be sent to Better World Books for forwarding to developing countries.

The committee was also informed of projects to determine UVic's usage of shared e-resources under CRKN (Canadian Research Knowledge Network), particularly e-journals, and developing strategies for rationalizing our financial commitments in ways designed to protect and maximize UVic's research productivity.

Finally, enforcement strategies for "best practices" were reviewed with respect to both e-book usage and delivery of course materials in teaching. The latter in particular is a subject of continuing efforts to better inform UVic faculty.

Open Researcher and Contributor ID (OCRID)
At the November meeting, the committee discussed ORCID as a free, simple and very useful means whereby faculty and graduate students may advertise and disseminate their research via a not-for-profit platform. The Senate has endorsed its use, and about 800 faculty and graduate students currently maintain an account at this time (there are about seven million ORCID accounts worldwide). The ease with which an account can be established and maintained was demonstrated, and strategies for encouraging wider usage by the university community was discussed.

Special Collections & University Archives: Overview & Community Engagement
At the December meeting, the organization and maintenance of the materials in Special Collections, as well as the varied means of providing public access to them, were reviewed. So too were practices with respect to Records Management at the university, particularly rules for retention and maintaining confidentiality wherever necessary and appropriate.

New Digital Research Infrastructure Organization (NDRIO)
Canadian Association of Research Libraries (CARL)
Faculty Newsletter
At the January meeting, the committee discussed NDRIO as a new nationwide organization to help support digital research. The SCL was informed about its administrative structure and governing arrangements.

The committee was apprised of the results of the first surveys regarding the Canadian Association of Research Libraries' (CARL) budgeting, services, platforms and operating salaries, as well as its particular role in promoting Open Access.

The committee also received a detailed report as to the format and specifications of the library's new Faculty Newsletter. The first two issues were published in September 2019 and January 2020.

Open Textbook initiatives
EDU perspective and Faculty Evaluation Policy
CARL Open Access Policy Template
At the February meeting, the committee received details of initiatives and institutional support with regard to open textbook formation.

The committee also received details of the Faculty of Education's well-developed open access policies and procedures and an update to the CARL Open Access policy template.

The March meeting was cancelled owing to the COVID-19 crisis.

At the (currently scheduled) April and May meetings, the committee plans to review the following items:

- *Law Library (including the renewed search for a new subject librarian)*
- *Case for Support – DEV*
- *Digital Information Fluency Update*
- *Library Guides/Instruction Menu Update*

Continued Projects for the Upcoming Year

The work of the SCL this past year has been particularly focused upon monitoring continuing initiatives and innovations in the development of Open Access policies with regard to research, teaching, the provision of materials in the most up-to-date formats, and the means by which the individual and collective achievements of UVic faculty, librarians and students may best be disseminated throughout the world.
It has also reviewed progress towards the sensible and necessary rationalization of conventional library resources in the swiftly changing area of knowledge delivery.

All of this work will be carried forward and deepened in 2020-21.

I would like to particularly acknowledge the ongoing and outstanding work of University Librarian Jonathan Bengtson and Secretary Sheila Cresswell, and to express my gratitude to both the new and the continuing members of this committee.

Respectfully submitted,
2019-2020 Senate Committee on Libraries

Simon Devereaux, (Chair), History
Jonathan Bengtson, University Librarian
Hélène Cazes, French (President's nominee)
Peter Driessen, Electrical & Computer Engineering
Lisa Goddard, Associate University Librarian
Robert Howell, Law
Natalia Karpovskaia, Student Senator
Wency Lum, Chief Information Officer
Myles Maillet, Student Representative GSS
Richard Marcy, Public Administration
Kirk McNally, Music
Louise Page, Biology
Sylvia Pantaleo, Curriculum & Instruction
Lisa Petrachenko, Associate University Librarian
Elena Pnevmonidou, Germanic & Slavic Studies/Grad Studies
Andrew Rowe, Representative of Council of Centre Directors
Richard Rush, Continuing Studies
Pia Russell, Libraries (FALC)
Linda Welling, Economics
Hao Zhang, Peter B. Gustavson School of Business
Sheila Cresswell (Secretary), Libraries

MEMO

Associate Vice-President Academic Planning
PO Box 1700 STN CSC
Victoria British Columbia V8W 2Y2 Canada
Tel (250) 721-7012 Fax 721-7216
E-mail avpap@uvic.ca Web http://web.uvic.ca/vpac

University of Victoria

Date: April 15, 2020
To: The Secretary of Senate

From: Dr. Susan Lewis, Chair, Senate Committee on Planning
Re: **Annual Report of the Senate Committee on Planning for 2019-20**

The Senate Committee on Planning reviews and recommends to Senate proposals that address changes and innovation in disciplines, alignment with key campus priorities, accreditation and related requirements and relevance for students and their learning, among other considerations.

The terms of reference of the Senate Committee on Planning are as follows:

The Committee shall:

1. *study and submit recommendations to Senate concerning proposals for the creation or dis-establishment of programs, faculties, schools, departments, centres and institutes, and major modifications of existing programs;*
2. *assist and advise Senate, after due consultation with the faculties, in the formation of appropriate academic policy; and*
3. *advise Senate and the President on academic issues, as required.*

The voting members of the Senate Committee on Planning for 2019-20 were:

Dr. S. Lewis	Associate Vice-President Academic Planning, Chair
Dr. V. Kuehne	Vice-President Academic and Provost
Dr. L. Kalynchuk	Vice-President Research
Dr. M. Engineer	Department of Economics
Dr. S. Nam	Peter B. Gustavson School of Business
Dr. G. McDonough	Department of Curriculum and Instruction
Dr. N. Roy	Department of Economics
Dr. A. Con	School of Music
Dr. A. Roudsari	Department of Health Information Science
Dr. R. St. Clair	Deans' Representative
Dr. R. Hicks	Faculty of Science
Dr. M. Garcia-Barrera	Department of Psychology
Ms. G. Calder	Faculty of Law
Dr. D. Capson	Faculty of Graduate Studies
Dr. D. Russek	Department of Hispanic and Italian Studies
Dr. P. Nahirney	Medical Sciences
Dr. J. Clarke	Division of Continuing Studies
Dr. R. Gupta	Faculty of Engineering
Dr. C. Holder	Department of Philospohy
Mr. K. Richins	Undergraduate Representative and Student Senator
Ms. C. Osborne	Graduate Student Representative

Ex officio, non-voting members include the following additional members:

Ms. N. Greengoe	Registrar
Ms. A. Saab	Associate University Secretary
Ms. A. Giles	Acting Executive Director, Co-op. Education & Career Services

The 2019-20 Report covers the activities of the Committee in the period from its meeting April 2, 2019, through its meeting on March 3, 2020. During this period, the Committee held eight meetings.

ACTION ITEMS APPROVED BY SENATE:

1. That Senate approve the proposed major change in the Master of Arts in the Community Development Program, as described in the memorandum dated January 11, 2019.
[Approved by Senate at its meeting on May 3, 2019]

2. That Senate approve the proposed program change to the PhD in Public Administration, as described in the memorandum dated January 11, 2019.
[Approved by Senate at its meeting on May 3, 2019]

3. That Senate that approve and recommend to the Board of Governors, that it also approve the proposal to discontinue the Master of Arts in the Dispute Resolution Program, as described in the memorandum dated December 19, 2018.
[Approved by Senate at its meeting on May 3, 2019]
[Approved by the Board of Governors at its meeting on May 28, 2019]

4. That Senate approve and recommend to the Board of Governors that it also approve the discontinuation of the DHUM Graduate Certificate in Digital Humanities, as described in the memorandum dated February 14, 2019.
[Approved by Senate at its meeting on May 3, 2019]
[Approved by the Board of Governors at its meeting on May 28, 2019]

5. That Senate approve and recommend to the Board of Governors that it also approve the name change of the Master of Arts in Indigenous Communities Counselling to “Indigenous Communities Counselling Psychology”, as described in the memorandum dated December 4, 2018.
[Approved by Senate at its meeting on May 3, 2019]
[Approved by the Board of Governors at its meeting on May 28, 2019]

6. That Senate approve and recommend to the Board of Governors that it also approve, the establishment of a Master of Engineering (MEng) program in Industrial Ecology, as described in the document “Master of Engineering (MEng) Program in Industrial Ecology”, and that this approval be withdrawn should the program not be offered within five years of the granting of approval. Once Senate and the Board of Governors have approved the proposal, the proposal must be approved by the Secretariat of the Ministry of Advanced Education.
[Approved by Senate at its meeting on May 3, 2019]
[Approved by the Board of Governors at its meeting on May 28, 2019]

7. That Senate approve the renewal of Approved Centre Status for the Institute on Aging and Lifelong Health (IALH) for the period November 1, 2019 through October 31, 2024.
[Approved by Senate at its meeting on May 3, 2019]

8. That Senate approve the renewal of Approved Centre Status for the Centre for Biomedical Research (CFBR) for the period July 1, 2019 through June 30, 2021.
[Approved by Senate at its meeting on May 3, 2019]

9. 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.
[Approved by Senate at its meeting on November 1, 2019]

10. 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.

[Approved by Senate at its meeting on November 1, 2019]
[Approved by the Board of Governors at its meeting on November 26, 2019]

11. 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.

[Approved by Senate at its meeting on November 1, 2019]

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

[Approved by Senate at its meeting on December 6, 2019]

13. 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.

[Approved by Senate at its meeting on December 6, 2019]
[Approved by the Board of Governors at its meeting on January 28, 2020]

14. 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.

[Approved by Senate at its meeting on December 6, 2019]
[Approved by the Board of Governors at its meeting on January 28, 2020]

15. 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.

[Approved by Senate at its meeting on December 6, 2019]
[Approved by the Board of Governors at its meeting on January 28, 2020]

16. 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.

[Approved by Senate at its meeting on December 6, 2019]

17. 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.

[Approved by Senate at its meeting on December 6, 2019]

18. 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.

[Approved by Senate at its meeting on December 6, 2019]
[Approved by the Board of Governors at its meeting on January 28, 2020]

19. That Senate approve the proposed changes to the Graduate Certificate in Evaluation, as described in the memorandum dated September 26, 2019.

[Approved by Senate at its meeting on January 10, 2020]

20. That Senate approve and recommend to the Board of Governors that it also approve, the proposed changes to the Master of Business Administration program, as described in the memorandum "Proposal for a Major Change to the UVic MBA Program".

[Approved by Senate at its meeting on January 10, 2020]
[Approved by the Board of Governors at its meeting on January 28, 2020]

21. That Senate approve the proposed changes to the Bachelor of Science, Kinesiology program, as described in the memorandum dated November 8, 2019.

[Approved by Senate at its meeting on January 10, 2020]

22. That Senate approve and recommend to the Board of Governors that it approve, the proposal to discontinue the Bachelor of Education (Secondary Curriculum) Program, as described in the memorandum dated November 21, 2019.

[Approved by Senate at its meeting on February 7, 2020]

ACTION ITEMS THAT ARE PENDING REVIEW BY SENATE in 2019-2020:

1. That Senate approve the proposal to extend the Approved Centre Status for the Centre for Global Studies until December 31, 2020, as described in the memorandum dated January 16, 2020.

2. That Senate approve the proposal to discontinue Geography Concentrations in the Bachelor of Arts and the Bachelor of Science programs, as described in the document "Discontinuation of Geography Concentrations".

3. That Senate approve the proposal to discontinue the Graduate Professional Certificate in Cultural Heritage Studies, as described in the memorandum dated November 4, 2019.

4. That Senate approve the proposal to add an International option to the Bachelor of Arts in French program, as described in the document "International Option for the BA in French (INT-FRAM)".

5. That Senate approve and recommend to the Board of Governors that it also approve, the proposal to establish a Master of Engineering in Biomedical Systems (Professional, M.Eng.), as described in the document "Masters of Engineering in Biomedical Systems".

6. That Senate approve and recommend to the Board of Governors that it also approve, the proposal to discontinue the Major in Italian Studies, as described in the document "Discontinuance of the Major and Minor in Italian and of the Undergraduate Certificate in Language and Cultural Proficiency: Italian".

7. That Senate approve and recommend to the Board of Governors that it also approve, the proposal to discontinue the Minor in Italian Studies, as described in the document "Discontinuance of the Major and Minor in Italian and of the Undergraduate Certificate in Language and Cultural Proficiency: Italian".

8. That Senate approve and recommend to the Board of Governors that it also approve, the proposal to discontinue the Undergraduate Certificate in Language and Cultural Proficiency: Italian, as described in the document "Discontinuance of the Major and Minor in Italian and of the Undergraduate Certificate in Language and Cultural Proficiency: Italian".

9. That Senate approve the proposal to discontinue the concentration in Medieval and Early Modern Studies (MEMS) in the Master of Arts in English program, as described in the document "ENGL MA – Deletion of MEMS Concentration".

10. That Senate approve and recommend to the Board of Governors that it also approve, the proposal to discontinue the Course-only Option in the Master of Arts in English program, as described in the document "ENGL MA – Deletion of the Course-only MA".

11. That Senate approve the proposal to discontinue the concentration in Nineteenth Century Studies (NCS) in the Master of Arts in English program, as described in the Document "ENGL MA – Deletion of the NCS Concentration".

12. That Senate approve and recommend to the Board of Governors that is also approve, the proposal to discontinue the non-CSPT thesis-based Master of Arts in English, as described in the document "ENGL - Deletion of the Non-CSPT Thesis-Based MA".

ACTION ITEMS THAT ARE PENDING REVIEW BY SENATE COMMITTEE ON PLANNING 2019-2020:

There are no pending items for review by Senate Committee on Planning 2019-2020.

PROGRAM PROPOSALS FORWARDED TO THE MINISTRY'S POST-SECONDARY INSTITUTION PROPOSAL SYSTEM (PSIPS) FOR 30-DAY PEER REVIEW:

There are currently no proposals posted to the Ministry's Post-secondary Institution Proposal System (PSIPS) for 30-day peer review.

FULL PROGRAM PROPOSALS STATUS REPORT:

1. On July 3, 3019 the proposed Master of Engineering in Industrial Ecology was submitted to the Ministry of Advanced Education, Skills and Training for review and approval. On January 10, 2020 the Ministry of Advanced Education, Skills and Training granted the University of Victoria approval to offer the Master of Engineering in Industrial Ecology degree.
2. On October 7, 2019 the proposed Master of Management was resubmitted to the Ministry of Advanced Education, Skills and Training for review and approval.

OTHER BUSINESS:

1. The Terms of Reference for the Senate Committee on Planning were reviewed and proposed revisions have been brought forward for approval.
2. UVic's Academic Program Review policy and related procedures are undergoing revision in response to recommendations from the Quality Assurance Process Audit conducted by the Ministry in December 2018. A consultation process on the revised policy is underway in 2019/20, with an updated policy to be brought forward for Senate approval in fall 2020.
3. The new program approval process was revised to provide clarity of process to departments considering a proposal as well as to align with program approval requirements of the Ministry of Advanced Education and Skills Training.

I would like to thank the Committee members for their careful deliberations and hard work over the last year. It is exciting to support proposals for academic change and innovation to ensure our programs are of high quality and relevant to students and society.

2019-20

Annual Report on Non-Academic Misconduct Allegations and Resolutions

April 2020

Table of Contents

INTRODUCTION 3
(I) BACKGROUND 4
Purpose and Scope of Policy AC1300 4
(II) ALLEGATIONS SUBMITTED AND REVIEWED UNDER POLICY AC1300 4
How Sanctions are Determined when Misconduct is Confirmed 5
Table 1 - Summary of Non-Academic Misconduct Allegations 5
Table 2 - Summary of Non-Academic Misconduct Outcomes 6
Table 3: Appeals under Policy AC1300 8
(III) Response to Trends 8

INTRODUCTION

The university Resolution of Non-Academic Misconduct Allegations Policy (hereinafter referred to as 'Policy AC1300') was approved by the Senate and the Board of Governors in May 2011, came into effect in August 2011, and was renewed and updated in August 2017.

Policy AC1300 requires annual reporting to Senate and the Board of Governors detailing the nature of non-academic misconduct allegations, types of offenses, sanctions assigned to students found responsible for violating the policy, and appeals.

2019-2020 Trends Identified in Student Non-Academic Misconduct:

Conduct trends observed by the Office of Student Life in the 2019-2020 reporting year include the following, as defined in Policy AC1300:

- Disruptive and dangerous behavior (28 allegations);
- Unauthorized Entry or Presence (10 allegations), including entering or remaining in a university property contrary to express instructions by a university staff member; and
- Theft, damage, or destruction to university property (11 allegations)

As noted above, an increase in vandalism and unauthorized presence in residence was an emerging trend in 2019/2020. There were 10 allegations of unauthorized presence on campus in 2019/2020 compared to 3 allegations in the previous year. All 10 allegations of unauthorized presence occurred in the Residence Complex.

The Office of Student Life has observed an increase in the number of allegations regarding theft, damage or destruction of property over the last few years. In 2016-2017, there were 2 allegations of theft, damage or destruction of property, and in 2017-2018, 4 allegations. In 2018-2019 and 2019-2020 there were 10 and 11 allegations respectively. All of the allegations reported in the 2019/2020 occurred in the Residence Complex. This is of concern, because of the increase in security and facilities cost needed to prevent, replace and fix damages. The Office of Student Life is currently working with Residence Services and Campus Security Services to strategize approaches for education, prevention and intervention for issues related to theft, damage and destruction of property in residence for the 2020/2021 academic year.

It is also relevant to note that 38 percent of conduct cases reviewed under policy AC1300 involved alcohol and/or substance use as a significant contributing factor to the conduct concerns identified. In response to this trend, the Office of Student Life has begun the development of educational awareness tools, specific to creating opportunities for students to engage in learning and reflection on their relationship with alcohol and substance use as it impacts their personal and academic student experience.

An additional trend observed is in the increase of Respondent students expressing interest in collaborating with the university to take accountability for their conduct in allegations of non-academic misconduct. 12 investigations in 2019/20 involved a voluntary resolution process, as compared to 8 in 2018/19. A focus of the 2019-2020 year has been on further developing processes for students to engage with the Office of Student Life and participate in voluntary resolution processes where appropriate. A voluntary resolution process can occur when a Respondent student takes accountability for an incident on campus and it is determined, based on a number of factors including the level of impact of the incident, that it is appropriate for the

student and the Office of Student Life to collaboratively reach appropriate outcomes or sanctions.

(I) BACKGROUND

Purpose and Scope of Policy AC1300

Policy AC1300 was designed to broadly address student conduct incidents that arise from time to time such as:

- theft, vandalism, or tampering with emergency equipment;
- unauthorized entry or presence in a university building;
- fraud, misuse or impersonation
- disruptive or dangerous behaviours;
- high-risk alcohol and/or drug use;
- non-compliance with university policy;
- failure to follow previous sanctions;
- assisting in non-academic misconduct; and
- illegal activities by a student occurring on university property or in connection with a university activity.

Policy AC1300 was developed and implemented to respond to student non-academic misconduct in a clear, predictable, and transparent manner with consistent response mechanisms. Generally, policy jurisdiction applies to student conduct issues that occur on university property and off-campus conduct only when the behaviour is directly connected to university operations or where students are formally representing the university. The policy does not govern issues of academic integrity or academic appeals, issues of student conduct administered under the Sexualized Violence Prevention and Response Policy (GV0245), or issues that are governed by previously existing university policies including the Discrimination and Harassment Policy (GV0205).

The policy and its associated procedures include processes that are intended to facilitate fair and consistent decisions when resolving student misconduct allegations while supporting the clarification of what constitutes non-academic student misconduct at the university. Further, the policy and associated procedures:

- encourage the informal resolution of issues whenever appropriate;
- describe how a member of the university community can submit an allegation;
- set out investigative processes for formal allegations;
- describe possible sanctions for confirmed misconduct;
- provide criteria for determining any sanction(s) for confirmed misconduct (after an investigation);
- provide protocols around how to communicate decisions to the respondent and complainant; and
- provide processes to appeal decisions and sanctions.

(II) ALLEGATIONS SUBMITTED AND REVIEWED UNDER POLICY AC1300

How Sanctions are Determined when Misconduct is Confirmed

Where misconduct has been confirmed after an investigation, whenever possible, the sanctions applied are not intended to be punitive. Rather, whenever possible, the misconduct resolution process primarily focuses on assigning sanctions with educational outcomes that are designed to help support student's personal growth and development and to help the student understand the impact of their actions.

Decisions on appropriate sanctions for confirmed misconduct are made based on numerous considerations including:

(a) the seriousness and impact of the Respondent's conduct on the University Community, a University Activity or the university's reputation or property;
(b) whether the incident is isolated;
(c) whether the incident was inadvertent or deliberate;
(d) whether other university policies were violated;
(e) related financial costs; and
(f) any other mitigating factors.

When sanctions are applied against students found responsible for misconduct, the goal is to help the respondent student to understand the full impact of their actions while helping the student to take steps to repair the harm done where appropriate, implement positive change, and restore relationships and community whenever possible. Where appropriate and possible, Respondent participation and accountability are taken into account when determining appropriate sanctions

Sanctions are not predetermined, but rather are reflective of the individual circumstances of the Respondent student and the specifics of a given case.

It is important to note that in some circumstances, it is appropriate for the university to impose punitive sanctions up to and including time-limited or permanent suspension from the university.

Table 1 - Summary of Non-Academic Misconduct Allegations

Table 1 contains information on the types of allegations submitted, investigated and resolved under Policy AC1300 since April, 2015. It is important to note that a student may be investigated under Policy AC1300 for multiple allegations. With the renewal of Policy AC1300 in 2017, new categories of non-academic misconduct were introduced, which were not tracked in previous year. Dashes (-) in the table below indicate that the category was not applicable or tracked during that year.

Categories of Non-Academic Misconduct Allegations	**Number of Allegations Received**				
	April 2015 –	*April 2016 –*	*April 2017 –*	*April 2018 –*	*April 2019 –*

	March-16	*March-17*	*March-18*	*March-19*	*March-20*
High-risk alcohol or drug use	2	2	3	1	4
Disruptive or dangerous behaviour (includes verbal or communicated threats and physical assaults)	5	12	25	18	28
Theft, damage, or destruction to university property	1	2	4	10	11
Violation of previously imposed sanction or restriction	0	2	1	1	2
Unauthorized entry or presence	-	-	5	3	10
Fraud, Misuse or Impersonation	-	-	0	4	4
Submission of False, Frivolous or Vexatious Allegations	-	-	0	0	0
Illegal activities	-	-	0	0	0
Non-Compliance with University Policy	-	-	0	1	3
Assisting in Non-Academic Misconduct	-	-	0	0	0
Allegations not investigated	-	3	12	4	10
Totals	**19**	**27**	**51**	**42**	**72**

Table 2 - Summary of Non-Academic Misconduct Outcomes

Table 2 contains summary information on the outcomes or resolutions reached under Policy AC1300. [i]

Outcome/Resolution	**Number of Sanctions Assigned**			
	Apr 2016 - Mar 2017	*Apr 2017 - Mar 2018*	*Apr 2018 - Mar 2019*	*Apr 2019 - Mar 2020*
A. Sanctions				
Written Warning	22	20	20	17
Apology	6	4	9	3
Participation in an Alternative Dispute Resolution Process (e.g., restorative justice, mediation, facilitated dialogue, etc.)	4	2	0	0
Limitation of Specified University Privileges	1	0	0	0
Restitution:				
(a) *Reflection Assignment*	9	17	6	7
(b) *Community Service*	2	1	1	0

[i] *In accordance with Policy AC1300, sanctions may be applied independently or in combination for any confirmed violation of the policy.*

Outcome/Resolution	Number of Sanctions Assigned			
	Apr 2016 - Mar 2017	*Apr 2017 - Mar 2018*	*Apr 2018 - Mar 2019*	*Apr 2019 - Mar 2020*
Hours				
(c) *Financial Re-payment*	0	0	4	2
Participation in Training/Workshops	10	10	1	0[ii]
Student Conduct Accountability Plan Development	-	2	3	0
Behavioural Agreement	-	-	2	4
Restricted Access (e.g., evicted from Residence, restricted access to segments of university property or university activity)	11	8	6	12
Notice of Trespass	0	0	-	-
No contact	5	1	1	0
On-going meetings with Office of Student Life	2	4	3	0
Residence Probation	-	7	2	0
Time-limited Suspension from University	0	2	0	1
Permanent Suspension from University	0	1	0	0
Total sanctions	***70***	***81***	***58***	***46[iii]***
B. Other outcomes				
No Finding (*allegation dismissed due to insufficient information)*	0	2	2	2
Investigation discontinued	-	-	4	0
Student found not responsible for non-academic misconduct	3	2	2	1
Allegation(s) still under investigation	2	3	5	11
Student withdrew from university prior to conclusion of investigation	0	0	-	2
Total other outcomes	***5***	***7***	***13***	***16***

[ii] A decrease in Participation in Training/Workshops as a sanction can be as well as the discontinuation of sexualized violence investigations under AC1300, which often assigned sexualized violence training as an outcome of an investigation. In addition, the program the university used for alcohol awareness was discontinued. The Office of Student Life is working on developing a workshop internally for use in these files moving forward.

[iii] A lower number of total sanctions can be attributed to the high amount of on-going investigations (11) that have not yet reached the decision/sanctioning stage.

Table 3: Appeals under Policy AC1300

Under Policy AC1300, the following appeal options are available:

Available Appeal Options	Appeals Submitted April 2016 – March 2017	Appeals Submitted April 2017 – March 2018	Appeals Submitted April 2018 – March 2019	Appeals Submitted April 2019 – March 2020
Appeal by complainant of the Office of Student Life's decision to not investigate a non-academic misconduct allegation	0	0	0	0
Appeal submitted deemed not to meet appeal grounds established in policy	1	0	0	0
Appeal of minor sanctions imposed for confirmed non-academic misconduct	0	4	0	0
Appeal of major sanction imposed by the President to the Senate Committee on Appeals	1	0	1	0
Total appeals	***2***	***4***	***1***	***0***

(III) Response to Trends

In response to the identified trends outlined in this report, the OSL plans to:

- Develop educational and awareness tools to remove the need to rely on external programs and to ensure the content is in line with the university context and student development. In particular and as noted above, OSL is focusing, to start, on developing a tool focused on student's relationship with alcohol and substance use as it impacts their personal and academic student experience;
- Work with Residence Services and Campus Security to strategize approaches for education, prevention and intervention for issues related to theft, damage and destruction of property in residence;
- Work with Residence Services to identify opportunities for early intervention and prevention strategies for all conduct issues;
- Work with Legal Services to identify appropriate sanctions for respondents who participate in continued or repeated low level conduct; and
- Further identify opportunities and processes for voluntary resolution.

University of Victoria

Office of the Vice-President, Research
Michael Williams Building Room A110 PO Box 1700 STN
CSC Victoria BC V8W 2Y2 Canada
T 250-472-5416 | F 250-472-5477 | uvic.ca/research

Date: April 15, 2020

To: Senate

From: Lisa Kalynchuk, Vice-President Research

Re: **Annual report to Senate on UVic-approved research centre approvals, renewals and closures**

At the 3 October 2014 meeting of Senate, a new way of reporting UVic-approved research centre establishment, renewal and non-renewal (closure) to Senate was proposed. The new reporting process was initiated to realign practices with procedure, and to give Senate members an annual overview of research centre activity. It was agreed that the Vice-President Research will report annually to the Senate (in May) and the Board of Governors (in June) on the establishment, renewal and closure of UVic-approved research centres, rather than doing so on an ad-hoc basis.

The 2019-20 annual report is appended (Attachment A) for the information of Senate members, along with the approval authorities (Attachment B) and list and description of current centres (Attachment C).

ATTACHMENT A

ANNUAL REPORT TO BOARD 2019/20

Establishment, renewal and closure of UVic-approved research centres

The purpose of this annual report is to provide Senate with information about the establishment, renewal and closure of UVic-approved centres.

ESTABLISHMENT OF NEW RESEARCH CENTRES

There were no new research centres established in the 2019-20 academic year.

REVIEW OF EXISTING CENTRES

Inter-institutional

No inter-institutional research centres were reviewed in the 2019-20 academic year.

Multi-faculty

Centre For Global Studies (CFGS)

A review of the centre was scheduled to take place in December 2019. This review was unfortunately delayed as a panel member sent regrets for the on-site visit on short notice. The review was then rescheduled for May 2020, but due to COVID-19, this review was cancelled. A request for a 6-month extension of the centre's approval status was submitted to the Senate Committee on Planning in January 2020, and is awaiting approval by Senate. A second extension request will be submitted once the first is approved. This will allow for a potential on-site evaluation in the fall of 2020.

Inter-faculty

No inter-faculty research centres were reviewed in the 2019-20 academic year.

Intra-faculty

Astronomy Research Centre (ARC)
The Centre was reviewed in April 2018, with the review panel recommending re-approval for a second 5-year term ending March 31, 2023.

MAJOR CHANGES TO EXISTING RESEARCH CENTRES

No major changes to existing research centres occurred in the 2019-20 academic year.

DISESTABLISHMENT / CLOSURE OF EXISTING RESEARCH CENTRES

No closures of existing research centres occurred in the 2019-20 academic year.

ATTACHMENT B

UVIC-APPROVED RESEARCH CENTRES

Approval levels for establishment, renewal and closure (as required by policy/procedures RH8300)

	ACTIONS				
Establishment of new centres	**Dean(s)**	**VPR**	**SCP**	**Senate**	**BOG**
Inter-institutional	consult	recommend	recommend	recommend	**approve**
Multi-faculty	consult	recommend	recommend	**approve**	information
Inter-faculty	recommend	**approve**	information	information	information
Intra-faculty	**approve**	information		information	information
Renewal/closure/disestablishment of existing centres					
Inter-institutional	consult	recommend	recommend	recommend	**approve**
Pacific Institute for Climate Solutions (PICS)					
Multi-faculty	consult	recommend	recommend	**approve**	information
Canadian Institute for Substance Use Research (CISUR) Centre for Advanced Materials and Related Technology (CAMTEC) Centre for Asia Pacific Initiatives (CAPI) Centre for Biomedical Research (CFBR) Centre for Global Studies (CFGS) Centre for Indigenous Research and Community-Led Engagement (CIRCLE) Centre for Studies in Religion and Society (CSRS) Centre for Youth and Society (CFYS) Institute for Integrated Energy Systems(IESVic) Institute on Aging and Lifelong Health (IALH)					
Inter-faculty	recommend	**approve**	information	information	information
None at present					
Intra-faculty	**approve**	information		information	information
Astronomy Research Centre (ARC) Institute for Applied Data Analytics (Matrix Institute) Centre for Forest Biology (FORB) Centre for Social and Sustainable Innovation (CSSI) Victoria Subatomic Physics and Accelerator research centre (VISPA)					

ATTACHMENT C

BACKGROUND INFORMATION ON UVIC-APPROVED RESEARCH CENTRES

UVic Research centres are organizations made up of **a group of faculty members who collaborate on an area of research.** Their work provides added value over and above their individual research programs. UVic encourages the establishment of research centres that will enhance and facilitate disciplinary and interdisciplinary research collaboration, knowledge transfer and training. At UVic, the guidelines for establishing a Research Centre are listed in the policy on Establishment and Review of Research Centres (and Associated Procedures) RH8300, and include:

a) Promote and facilitate collaborative and/or interdisciplinary research and enhancement of research networking capacity and infrastructure.
b) Increase and effectively manage the resources and research support for its members and the wider university community.
c) Provide education and training in research and related skills, especially for graduate and undergraduate students and thereby enhance the academic programs of their constituent academic units.
d) Contribute to the university's strategic educational and research missions and to support synergies between research, teaching and learning.
e) Transfer and mobilize knowledge gained through research for the benefit of society, via a variety of mechanisms as appropriate.
f) Enhance the reputation of its members, the constituent academic units, and the university through the quality of its work.

UVic currently has 16 research centres, 11 of which report to the Vice-President Research (currently delegated to the Associate Vice-President Research) and the rest reporting to a Dean or Deans.

The administrative requirements, approval and renewal processes, breadth of activities, and other aspects of Research Centres occur along a continuum that is proportionate to the breadth of their academic constituencies. This proportionality is primarily based on the location of the majority of the membership and activities of the centre and approximately parallels a department-faculty-university structure. Information about the UVic-approved research centres is listed under their categories below. More information can be found on the Research website:
https://www.uvic.ca/research/learnabout/home/centres/index.php

---

INTER-INSTITUTIONAL - membership and activities between multiple universities

Pacific Institute for Climate Solutions (PICS)
Date of establishment: 11 March 2008
Name of Director: Dr. Sybil Seitzinger

The mission of PICS is to partner with governments, the private sector, other researchers and civil society, in order to undertake research on, monitor, and assess the potential impacts of climate change and to assess, develop and promote viable mitigation and adaptation options to better inform climate change policies and actions.

MULTI-FACULTY - membership and activities normally between 3 or more faculties

Canadian Institute for Substance Use Research (CISUR) (formerly CARBC)
Date of establishment: 1 April 2003
Name of Acting Director: Dr. Tim Stockwell

CISUR's mandate involves the study of psychoactive substance use, with particular attention to the exploration of ways to minimize negative impacts on individuals and society. Substance use, like other human behaviours, is influenced by multiple factors: personal, social and environmental. Effectively addressing the negative impacts requires understanding the various factors that influence substance use and that contribute to the differential impact of that use (positive or negative).

Centre for Advanced Materials and Related Technology (CAMTEC)
Date of establishment: 1 November 1992
Name of Director: Dr. Alexandre Brolo

CAMTEC is a research centre committed to interdisciplinary work on advanced materials and technology. CAMTEC's objectives are to carry out fundamental and applied research in advanced materials, to train technical and academic personnel in these areas, and to disseminate the knowledge gained from the research through scientific publications, conferences, workshops and seminars.

Centre for Asia Pacific Initiatives (CAPI)
Date of establishment: 1 April 1989
Name of Director: Dr. Victor V. Ramraj

The Centre's primary mandate is to conduct and facilitate research on policy issues related to the Asia-Pacific region. In addition, the Centre serves as a regional research facility to the University and to the larger community.

Centre for Biomedical Research (CFBR)
Date of establishment: 1 January 2002
Name of Acting Director: Dr. Stephanie Willerth

The Centre for Biomedical Research (CBR) is a collaborative group of scientists and clinicians who are investigating a number of important biomedical problems. The CBR is a multidisciplinary unit with an emphasis on genetics, molecular biology, and biotechnology. The centre was created to promote interdisciplinary basic and translational biomedical research.

Centre for Global Studies (CFGS)
Date of establishment: 1 July 2000
Name of Director: Dr. Oliver Schmidtke

CFGS is committed to fostering reflection on the complex array of social forces associated with an increasingly interconnected world characterized by new forms of economic activity, artistic production, politics, media, nationalism, ethnicity, spirituality and community that increasingly transcend local, national and regional boundaries.

Centre for Indigenous Research and Community-Led Engagement (CIRCLE)
Date of establishment: 1 June 2008
Name of Acting Director: Dr. Jeff Corntassel

The mandate of CIRCLE involves providing opportunities for collaborative Indigenous research development and implementation as well as capacity development and support for diverse Indigenous and allied research partners. The centre also facilitates and supports the development, implementation and utilization of Indigenous research that is interdisciplinary, inter-institutional, and community-led.

Centre for Studies in Religion and Society (CSRS)
Date of establishment: 1 April 1991
Name of Director: Dr. Paul Bramadat

The Centre for Studies in Religion and Society (CSRS) is a leading centre in Canada for scholarly interdisciplinary research on topics at the intersection of religion and public life. We host several national public policy research networks, sponsor visiting fellowships for senior and junior scholars and members of the community, and produce a dynamic annual program of public lectures and seminars.

Centre for Youth and Society (CFYS)
Date of establishment: 1 April 2002
Name of Director: Dr. Fred Grouzet

Youth & Society aims to promote the well-being of youth from diverse social, economic, and ethnic backgrounds, across developmental transitions, and in evolving societal circumstances. The core mandate of the Centre is to promote research and action that contribute to the well-being of youth.

Institute on Aging and Lifelong Health (IALH)
Date of establishment: 1 May 1993
Name of Director: Dr. Scott Hofer

The Centre's mandate is to promote and conduct basic and applied research throughout the lifespan. Research is conducted in partnership with seniors, their families, organizations, health care providers, and the government. The research conducted includes needs assessments and social surveys, experimental research, program evaluations, development of clinical diagnostic tools, and social policy research; some of which is conducted using the Survey Research Centre.

Institute for Integrated Energy Systems (IESVic)
Date of establishment: 1 February 1994
Name of Director: Dr. Andrew Rowe

The Institute for Integrated Energy Systems at the University of Victoria (IESVic) is unique in its big picture approach to sustainable energy research. Collaboration between mechanical engineers, economists and environmental scientists is the norm rather than the exception. Students get hands- on experience, examining entire sustainable energy systems – from harnessing, storing and converting energy sources to delivering end-user services.

INTER-FACULTY - membership and activities normally between 2 faculties

None at present.

INTRA-FACULTY - membership and activities normally within a single department, a non-departmentalized Faculty, or between departments in a single faculty

Astronomy Research Centre (ARC)
Date of establishment: 1 April 2015
Faculty: Science
Name of Director: Dr. Kim Venn

ARC brings together world-renowned researchers with the expertise to answer many basic questions about our universe. UVic scientists work closely with colleagues at the nearby NRC Herzberg Astronomy and Astrophysics centre and at the TRIUMF Laboratory in Vancouver to form one of the largest concentrations of astronomy talent in Canada. Members are engaged in research ranging from observational planetary and stellar astrophysics, to computational astrophysics and cosmology, and observational galactic and extra-galactic astronomy. ARC is also involved in the development of some of the next-generation astronomical facilities, including the Thirty Meter Telescope, and leading edge technologies such as high contrast imaging and adaptive optics.

Centre for Forest Biology (FORB)
Date of establishment: 10 December 1990
Faculty: Science
Name of Director: Dr. Peter Constabel

The Centre for Forest Biology carries out fundamental and applied research in forest biology, and trains graduate students and postdoctoral fellows. Research projects emphasize the adaptations of trees and their interactions with the environment. The Centre is now embarking on a major research and training initiative, the NSERC CREATE Program in Forests and Climate Change, which supports graduate students for research on the interaction of trees and forests with climate change, including carbon sequestration.

Centre for Social and Sustainable Innovation (CSSI)
Date of establishment: January 2011
Faculty: Business
Name of Director: Dr. Monika Winn

The Centre for Social and Sustainable Innovation (CSSI) is powered by the constantly charging battery of action, ideas and research housed at the Peter B. Gustavson School of Business. Our goal is to open a door to the array of resources that help students, faculty and staff incorporate all kinds of sustainability into their studies, careers and lives. Business leaders can learn how our research affects their industries, enlist students for creative sustainability solutions, and speak to our classes about their field experiences.

Institute for Applied Data Analytics (Matrix Institute)
Date of establishment: April 2018
Faculty: Engineering
Name of Director: Dr. Ted Darcie & Dr. Margaret-Anne Storey

The Institute for Applied Data Analytics (known as the Matrix Institute) is a new research centre that is looking to coordinate, expand research capacity, and enhance the UVic brand as a world-class destination for research and teaching in leading-edge Data Science. The Institutes plans to engage a broad spectrum of experts from diverse disciplines, including law, business, science, healthcare and social sciences to address vital social and public policy issues related to security, privacy, economics, environment and the impact of data-driven technology on society.

Victoria Subatomic Physics and Accelerator research centre (VISPA)
Date of establishment: January 2011
Faculty: Science
Name of Director: Dr. Randall Sobie

The Victoria Subatomic Physics and Accelerator (VISPA) Research Centre brings together people with the skills and expertise to investigate the fundamental constituents of the Universe. VISPA members work together on leading international particle physics experiments, share computing and laboratory resources, jointly support and manage technical staff, provide a natural home for adjunct faculty from other institutions, and support high quality graduate and post-doctoral training.

University of Victoria | University Secretary

MEMO

Date: March 18, 2020

To: Members of Senate

From: Jamie Cassels, QC
President and Vice-Chancellor

Re: **2019 Policy Annual Report**

The Policy on University Policies and Procedures (GV0100) calls for the President to report annually the Senate and the Board of Governors on university policies developed and reviewed during the previous year.

The 2019 Policy Annual Report captures university policy activities and accomplishments in the 2019 calendar year, and outlines policy activities and priorities for 2020.

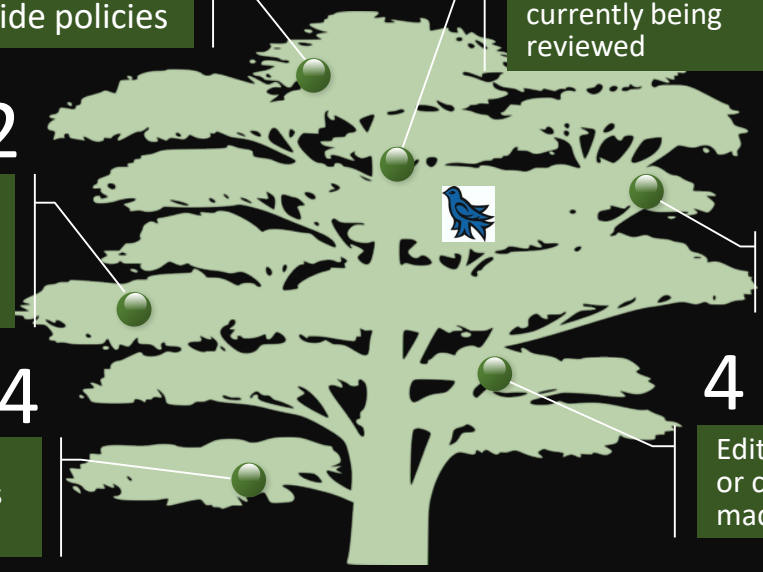
More information about university policies can be found on the University Secretary's website at www.uvic.ca/universitysecretary/policies.

Attached for Senate's information is the 2019 Policy Annual Report. This report was previously presented to the Board of Governors at their meeting on March 31, 2020.

/attachments

Policy Portfolio at a Glance

2019



127 University-wide policies

42 Outdated policies currently being reviewed

12 Past-due policies reviewed and updated

5 Policies rescinded

4 Other policies or procedures updated

4 Editorial changes or corrections made

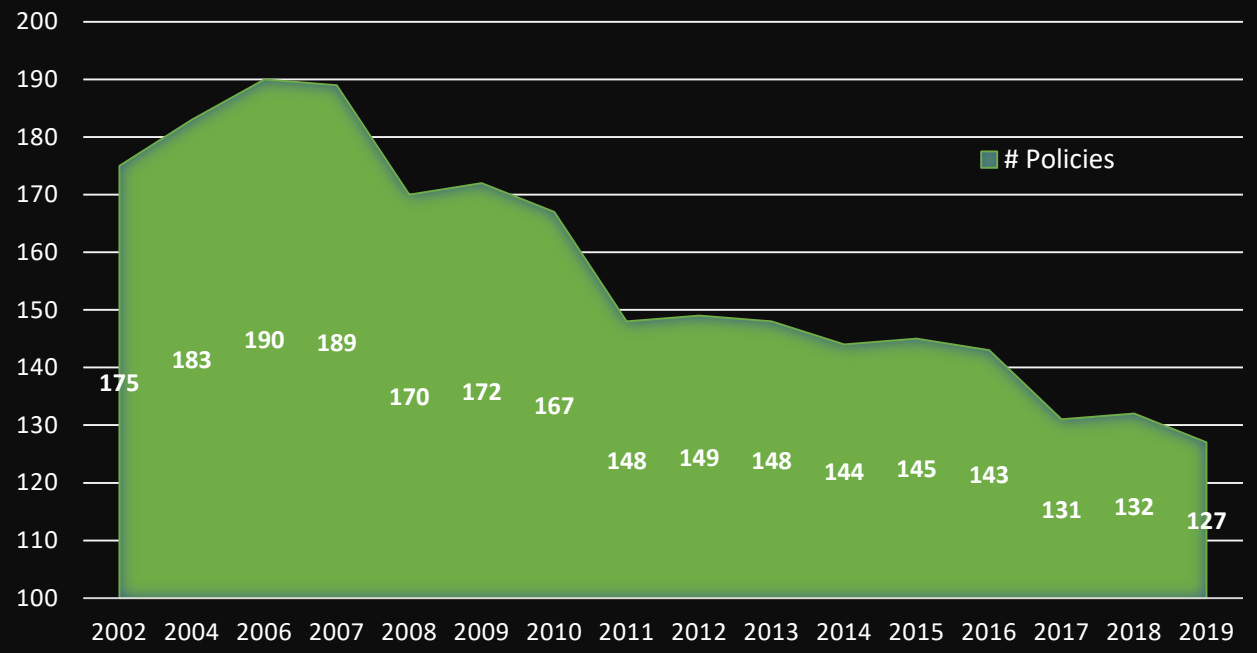
52%
67 up to date policies

34%
42 policy reviews underway

14%
18 policies needing review

52% Of the policy portfolio is up to date as of December 2019

University Policies Over Time



University of Victoria | University Secretary

University of Victoria

Date: February 21, 2020

To: Members of the Board of Governors and Senate

From: Jamie Cassels, QC
President and Vice-Chancellor

Re: 2019 University Policy Annual Report

Introduction

Policies are core governing documents for the university. Good policies help the university achieve the objectives and strategies set out in the Strategic Framework.

The Policy on University Policies and Procedures (GV0100) was approved by Senate and the Board of Governors to establish a consistent framework for developing and reviewing university policies and procedures. The goal is to create and maintain user-friendly policies and procedures that are current and relevant to the needs of the university community.

The Policy on University Policies and Procedures states that:

> *The President will report annually to the Board of Governors and the Senate on University Policies developed and reviewed during the year and the action taken or recommended.* (section 20.00)

This report responds to the above requirement, and also identifies university policy priorities for 2020.

The University Secretary's Role

The University Secretary's Office (USEC) supports the offices of the President and the Vice-Presidents (the Designated Executive Officers, DEOs) to develop and maintain policies within their respective portfolios. The USEC Policy Officer carries out policy drafting, research, and benchmarking; coordinates policy development and review with the DEOs; and helps to ensure that policy changes are consistent with the university's policy framework.

Update on the Policy Renewal

USEC supports the ongoing renewal of university policies. University policy renewal is guided by direction from the BC Auditor General in 2015 that emphasized the importance of up-to-date institutional policies for effective governance and risk avoidance.

Several policy renewal milestones were achieved in 2019. 12 outdated policies were renewed and updated, and five obsolete policies were rescinded. The updated policies cover areas such as equity and diversity (Preferential or Limited Hiring HR6110), human resources (Determination of the Employment Relationship HR6325), information technology (Audio-visual Services AD2510), and research centres (Appointment of Research Centre Directors GV0705; Duties and Responsibilities of Research Centre Directors GV0715; and Establishment, Review, and Closure of Research Centres RH8300).

Work that began in 2018 was concluded in 2019 when the remaining Campus Services policies were brought back to currency. The policies on printing, duplicating, photocopy, and facsimile services were consolidated into the Printing, Duplicating, and Photocopier Policy (AD2525). Three ancillary services budget policies were reviewed and determined to be obsolete, so they were rescinded.

With the aforementioned renewals completed, more than 50% of university policies are up to date (meaning that they have been reviewed within the last seven years). This is up from 44% at the end of 2018.

Policy Highlights from 2019

Collective bargaining with the Faculty Association presented an opportunity to update policies that were incorporated by reference into the collective agreement. These included such critical policies as Conflicts of Interest in Student-Faculty Relationships (AC1200), Intellectual Property (GV0215), and Duties and Responsibilities of Research Centre Directors (GV0715). These efforts will continue into 2020, when three more policies will be rescinded because their subject matter is now covered in the collective agreement. These policies are: Appointment of Chairs of Departments and Divisions (GV0700); Chairs of Departments and Directors of Schools (GV0710), and the Equity Policy for Female Faculty Members (HR6105).

A joint VPAC, VPFO, and USEC working group consolidated and updated the university's policies on relocation assistance for faculty and senior administrators. The refreshed Relocation Assistance Policy (HR6405) incorporated and replaced outdated policies on relocation grants, travel assistance, and home loan support.

The new Responsible Investment Policy (FM5215), which received Board of Governors approval in January 2020, replaced the outdated Social Responsibility and UVic Investments policy. The Responsible Investment Policy demonstrates UVic's commitment to environmental stewardship and sustainability through measures that reduce the carbon footprint of the short-term investment portfolio and increase engagement and investment towards addressing climate change. The policy was

developed through extensive consultation with faculty, staff, students and experts and close involvement of the Board of Governors.

Several current policies were revised to keep pace with changes at the university. The policy on appointing academic associate vice-presidents (GV0350) was revised to include the new position of vice-provost. The Calendar Submissions policy (AC1120) now states that the online calendar the official version, rather than the print calendar. This change anticipates the university's implementation of the Kuali cloud-based curriculum management and course catalog applications. Thirdly, the Naming of Facilities and Physical Assets policy (BP3100) was changed to keep pace with BC government rules, as well as to allow naming after a concept, word, value, or place that aligns with and reflects the university's mission and values or the history of the lands on which the university stands.

Looking Ahead

The University Secretary's Office continues to work with DEOs and other units and offices to proactively respond to university policy needs and changing regulatory requirements. Outdated policies are being reviewed according to their institutional significance and the length of time since the policy was last reviewed; the long-term goal is to bring the policy portfolio to 100% currency.

Collaborative efforts are underway to tackle the reviews of several policies with high institutional importance and impact, including the Discrimination and Harassment policy (GV0205), the Information Security policy (IM7800), and the policy on Accommodation and Access for Students with Disabilities (AC1205). The Sexualized Violence Prevention and Response Policy (GV0245) is also due for its legislated three-year review in 2020.

19 policies will become due for review in 2020, including several executive appointment policies; the Protection of Privacy and Records Management policies; and the policy on Liability Insurance, among others.

Ongoing policy-related initiatives include:

(a) continue to identify and rescind or relocate university policies and procedures that no longer meet the policy standard;

(b) continue to analyze and determine where additional new university policies and procedures are required and where related policies can be consolidated; and

(c) create tools and guides for the university community to improve policy management, development, and review.

Attachments

Appendix – Status of the Policy Portfolio

2019 Policy Annual Report
Appendix – Status of the Policy Portfolio

New Policies and Procedures

No new university policies were developed in 2019.

The following new policies and procedures are under development:

Policy	Portfolio	Status	Purpose
New Policies in Development			
Procedures for the Appointment, Review, and Re-appointment of Associate Deans (consolidation)	VPAC	Under review in 2020	New policy to consolidate the 13 appointment procedures for Associate Deans into one "umbrella" policy, similar to the consolidated decanal policy GV0450.
Student Residence Policy	VPAC	Under development	New high-level policy to replace existing Student Residences policy (BP3500) and Operation of Family Housing Policy (BP3505).

Revised Policies and Procedures

From January to December 2019, the following university policies and procedures were revised:

Policy	Portfolio	Effective Date
Outdated Policies Renewed		
Appointment and Re-appointment of Research Centre Directors (GV0705)	VPRE	January 2019
Appointment of the Chancellor (GV0300)	USEC	June 2019
Audio-visual Services (AD2510)	VPFO	December 2019
Conflicts of Interest in Student-Faculty Relationships (AC1200)	PRES	September 2019

Policy	Portfolio	Effective Date
Determination of Employment Relationship (HR6325)	VPFO	June 2019
Duties and Responsibilities of Research Centre Directors (GV0715)	VPRE	October 2019
Establishment, Review, and Closure of Research Centres (RH8300)	VPRE	January 2019
Intellectual Property (GV0215)	VPRE	September 2019
Preferential or Limited Hiring (HR6110)	PRES	August 2019
Printing and Duplicating Services Policy (AD2525) – renamed the Printing, Duplicating, and Photocopier Policy	VPAC	September 2019
Relocation Assistance (HR6405) (formerly Relocation Grants)	VPAC	June 2019
Research Policy (RH8100)	VPRE	January 2019
Other Policies and Procedures Revised		
Appointment and Re-appointment of the Academic Associate VPs (GV0350)	PRES	January 2019
Calendar Submissions (AC1120)	USEC	December 2019
Naming of Facilities and Physical Assets (BP3100)	PRES	March 2019
Relocation Assistance Procedures (attached to policy HR6405)	VPAC	June 2019
Editorial Changes Made		
Procedures for the Appointment and Review of a Head of the Division of Medical Sciences (GV0500)	VPAC	January 2019
Procedures for the Appointment of the Associate Dean (Research) of Engineering (GV0620)	VPAC	February 2019
Procedures for the Appointment of the Associate Dean (Undergraduate Programs) of Engineering (GV0625)	VPAC	February 2019
Typographical Corrections Made		
Off-campus Activity Risk Management Policy (AD2210)	PRES	May 2019

Rescinded Policies and Procedures

Policy	Portfolio	Rescinded
Outdated Policies Rescinded		
Travel Allowance for Visiting and Sessional Appointments (HR6415)	VPAC	June 2019
Bookstore Budget Policy (FM5505)	VPAC	September 2019
Food Services Budget Policy (FM5510)	VPAC	September 2019
Printing & Duplicating Services Budget Policy (FM5520)	VPAC	September 2019
Photocopy and Facsimile (FAX) Services Policy (AD2530)	VPAC	September 2019

Policies and Procedures Requiring Review

The following policies and procedures are past their mandated review date or otherwise require review.

Policy	Portfolio	Status
Targeted for Deletion or Relocation		
Residence Services Budget Policy (FM5515)	VPAC	Under review
Appointment of Chairs of Departments or Divisions (GV0700)	VPAC	Board approval in January 2020
Chairs of Departments and Directors of Schools (GV0710)	VPAC	Preparing for Board approval
Equity Policy for Female Faculty Members (HR6105)	PRES	Board approval in January 2020
Require Review		
Academic Accommodation and Access for Students with Disabilities (AC1205)	VPAC	Under review
Appointment of Associate Deans (12) (GV0600-GV0655)	VPAC	Under review
Appointment and Review of a Head of the Division of Medical Sciences, Procedures for the (GV0500)	VPAC	Under review

Policy	Portfolio	Status
Appointment of Deans (GV0450)	VPAC	To be reviewed
Appointment of the University Librarian (GV0410)	VPAC	To be reviewed
Appointment of the Vice-President Academic and Provost (GV0305)	PRES	To be reviewed
Art Collections (BP3310)	VPER	To be reviewed
Capital Expenditures on Physical Plant (FM5205)	VPFO	Under review
Casual Employment of Students (HR6300)	VPFO	Under review
Conflict of Interest and Confidentiality (GV0210)	PRES	Under review
Conflict of Interest in Employment Practices (HR6200)	PRES	Under review
Critical Incident Response Procedures (SS9115)	VPFO	To be reviewed
Deans of Faculties and Divisions (GV0660)	VPAC	Under review
Discrimination & Harassment (GV0205)	PRES	To be reviewed
Educational Services Contract Policy (AC1110)	VPAC	To be reviewed
Employment Accommodation (HR6115)	VPFO	Under review
Employment Equity (HR6100)	PRES	To be reviewed
Employment under Externally Funded Grants and Contracts (HR6305)	VPFO	Under review
Environmental Health & Safety Policy (SS9200)	VPFO	Under review
Establishment of Certificate and Diploma Programs (AC1135)	VPAC	Under review
Establishment of Endowed and Term Chairs and Professorships (AC1100)	VPAC	Under review
External Research Funding Agreements (RH8200)	VPRE	Under review

Policy	Portfolio	Status
Guidelines for Participation in International Activities (AD2200)	PRES	To be reviewed
Human Rights, Equity and Fairness (GV0200)	PRES	To be reviewed
Indirect Costs of Research (FM5400)	VPRE	Under review
Information Security Policy (IM7800)	VPFO	Under review
Institutional Acquisition and Standardization of Information Technology Devices (AD2515)	VPFO	Under review
Liquor Policy (AD2400)	VPFO	To be reviewed
Off-Campus Graduate Programs (AC1115)	VPAC	Under review
Political Leave Policy (HR6425)	VPFO	Under review
Post-Doctoral Fellows Policy (HR6310)	VPRE	To be reviewed
Prevention of Violence in the Workplace Policy (SS9120)	VPFO	Under review
Research Grants in Lieu of Salary Policy (RH8205)	VPRE	Under review
Research Involving Humans (RH8105)	VPRE	To be reviewed
Research or Teaching Involving Animals (RH8110)	VPRE	To be reviewed
Responding to the Death of a Student	VPAC	Under review
Risk Management Policy (GV0225)	VPFO	Under review
Social Responsibility & UVic Investments (FM5215) – renamed “Responsible Investment Policy”	VPFO	Board approval in January 2020
Specialist/Instructional Appointments (HR6315)	VPAC	Under review
Student Residence and Family Housing policies (BP3500, BP3505)	VPAC	Under review

Policy	Portfolio	Status
Title of Emeritus or Emerita (AC1140)	VPAC	To be reviewed
Use of Vehicles and Parking on Campus (BP3200)	VPFO	Under review

Policies with Transferred Approving Authority

No policies had their approving authority changed in 2019.

University of Victoria | University Secretary

MEMO

Date: April 15, 2020

To: Members of Senate

From: Carrie Andersen
University Secretary

Re: **2019-2020 Emeriti**

Below is a listing of faculty, assistant teaching professors and librarians who were granted emeritus/emerita/emeriti status in 2019/2020. This list is for Senate's information and will be submitted for inclusion into the 2020/2021 academic calendar, effective September 1, 2020.

Kenneth Cooley, MLS (UBC)
Gweneth Doane, BSN, MA, PhD (Victoria)
Michael Emme, BA (UVic), MA, EdD (UBC)
Glenn Gallins, QC, BA (Wisconsin), MS (Wisconsin), LLD (UBC), LLM (London)
Yvonne Haist, BSW, MEd (Victoria), DipAdEd (British Columbia)
Marie Hoskins, BA (UBC), Med, PhD (UVic)
Lorna Jackson, BA (Vic), MA (Vic)
Richard Keeler, BSc (McGill), MSc, PhD (UBC)
Arthur Kroker, BA (Windsor), MS (Purdue), PhD (McMaster)
Harry Kwok, BSc (Calif,LA), PhD (Stan), PEng
Robert Lipson, BSc, MSc, PhD (Tor)
Mary Lougheed, BScN (Alta), MN (Victoria)
Carol McDonald, BSN, PhD (Calg)
Cheryl Moir-van Iersel, BSW (Calgary), MSW (British Columbia)
Pamela Moss, BA (Indiana), MA (British Columbia), PhD (McMaster)
Patti-Jean Naylor, BPE (U of C), MA, PhD (UVic)
Olaf Niemann, BSc (Queen's), MSc, PhD (Alta)
Rebecca Raworth, BA (Alberta), MLIS (UBC)
Daniel Smith, BES, MA (Waterloo), PhD (Alberta)
Martin S. Smith, BA (Fraser), MA, PhD (York)
Susan Tasker, BSc, PhD (McMaster), CCC
Verena Tunnicliffe, BSc (McMaster), MPhil, PhD (York)
Marie Vautier, BA (Ott), MA (Laval), PhD (Tor)
Neded Vukovic, Theatre Diploma (Manchester Polytechnical)
Robert Walker, BA (Wales), MA, PhD (Queen's)
Rebecca Warburton, BA (Cornell), MSc (London School of Economics), PhD London)
Michael J. Whiticar, BSc (UBC), PhD (Christian Albrechts)
Monika Winn, MA (Tuebingen University), MBA, PhD (U of California, Irvine)
Robert E. Youds, BFA (UVic), MFA (York)
Susan Young, BA (Brigham Young), MMus (Calgary)

University of Victoria | University Secretary

MEMO

Date: April 15, 2020

To: Members of Senate

From: Carrie Andersen
University Secretary

Re: **Elections update**

Members Elected by the Faculties

The following have been acclaimed by their faculty colleagues to serve on Senate for a three-year term beginning July 1, 2020 and ending June 30, 2023:

- Neil Burford – Faculty of Science
- Sandra Hundza – Faculty of Education
- Helen Kurki – Faculty of Social Sciences
- Mark Laidlaw – Faculty of Science
- Andrew Newcombe – Faculty of Law
- Henning Struchtrup – Faculty of Engineering

The following have been elected by their faculty colleagues to serve on Senate for a three-year term beginning July 1, 2020 and ending June 30, 2023:

- Mauricio Garcia-Barrera – Faculty of Graduate Studies

Members Elected by Faculty Members

The following have been elected by their faculty colleagues to serve on Senate for a three-year term beginning July 1, 2020 and ending June 30, 2023:

- Rustom Bhiladvala – Faculty of Engineering
- Eric Campbell – Faculty of Fine Arts
- Aaron Devor – Faculty of Social Sciences
- Fraser Hof – Faculty of Sciences
- Suzanne Snizek – Faculty of Fine Arts
- Victoria Wyatt – Faculty of Fine Arts

Continuing Sessional

Matthew Koch has been acclaimed by the Continuing Sessional Lecturers to serve on Senate for a three-year term beginning July 1, 2020 and ending June 30, 2023.

Student Representatives

On January 8, 2020 a call for nominations was issued for student representatives to the Senate. Eight students were nominated and acclaimed in the Faculties of Engineering, Graduate Studies, Science, Social Sciences, and the Peter B. Gustavson School of Business.

A second call for nominations was issued February 24, 2020 for the eight remaining student representatives. Twenty-two students were nominated with two students being acclaimed to the Faculties of Fine Arts and Law. Given the circumstances surrounding COVID-19, at the time the university moved from face-to-face instruction to on-line instruction, twenty students nominated from the second call were in the middle of a campaigning period for elections scheduled for April 1 – 3, 2020. At its meeting on March 20th, the Senate Committee on Agenda and Governance made the decision to suspend the current campaigning period and election until September, 2020.

The following students have been acclaimed to Senate for 2020/2021. Please note, students are elected in a manner that ensures at least one student from each faculty and three students from the Faculty of Graduate Studies are elected.

Brittany Berge (Faculty of Law)
Jeffrey Bruton (Faculty of Graduate Studies)
Sophia Crabbe (Faculty of Fine Arts)
Robyn Giffen (Faculty of Graduate Studies)
Benjamin Gijzen (Faculty of Social Sciences)
Jonathan Granirer (Faculty of Social Sciences)
Navinder Hundal (Faculty of Science)
Tomas Kalyniuk (Peter B. Gustavson School of Business)
Joseph Martin (Faculty of Graduate Studies)
Evan Roubekas (Faculty of Engineering)

There continues to be vacancies for two student representatives in the Faculties of Education, and Human and Social Development. A third call for nominations for these positions will be issued in early September 2020 and an election will be conducted at the October 2020 Senate meeting.

University of Victoria | Senate Committee Admission, Re-registration and Transfer

MEMO

Date: March 13, 2020

To: Senate

From: Senate Committee on Admission, Re-registration and Transfer

Re: **Proposed Change to Special Access Pathway Category**

At its meeting of February 12, 2020, the Senate Committee on Admission, Re-registration and Transfer (SCART) considered a proposal dated February 6, 2020 from Dr. Jo-Anne Clarke, Dean Continuing Studies, and Ms. Wendy Joyce, Director, Undergraduate Admissions.

SCART supported the attached proposal and voted to endorse the recommendation to revise the minimum requirements for the Special Access Pathway category.

The proposal was then referred to the Senate Committee on Academic Standards (SCAS) for further consultation. SCAS considered the proposal at its meeting on March 12, 2020 and expressed no concerns related to the academic standards of the proposal.

Recommended Motion:

That Senate approve the revision to the Special Access Pathway Admission category in the academic calendar, effective September 1, 2020.

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 and Social Development
Ms. Tricia Best, International Student Services
Dr. Cindy Holder, Academic Advising (Faculties of SCIE, SOSC, HUM)
Dr. LillAnne Jackson, Representative to the BC Council on ATAC
Mr. Joel Lynn, Executive Director, Student Affairs
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 Sandford, Faculty of Education
Mr. Marshall Scott-Bigsby, Student Senator
Ms. Nicole Greengoe, Registrar
Dr. Stephen Tax, Peter B. Gustavson School of Business
Ms. Efe Türker, UVSS Representative
Ms. Shauna Underwood, Indigenous Student Support Centre
Dr. Diana Varela, Faculty of Science
Ms. Laurie Barnas, (Secretary), Associate Registrar
Ms. Patricia Konkin (Recording Secretary)

University of Victoria | Senate Committee on Academic Standards

MEMO

Date: March 12, 2020

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

From: Ada Saab
Associate University Secretary

Re: **Proposed Change to Special Access Pathway Category**

At its meeting on March 12, 2020 the Senate Committee on Academic Standards considered a proposal to the Senate Committee on Admission, Re-registration and Transfer (SCART) regarding a proposal dated February 6, 2020 from Dr. Jo-Anne Clarke, Dean, Continuing Studies to revise the minimum requirements for the Special Access Pathway category.

Committee members had no concerns related to the academic standards of the proposal.

University of Victoria

MEMO

Date: February 5, 2020

To: Senate Committee on Registration and Transfer

From: Jo-Anne Clarke, Dean, Continuing Studies
Wendy Joyce, Director, Undergraduate Admissions

Subject: Proposed Change to Special Access Pathway Category

Background

In March 2014, Senate approved the creation of a new admission category, *Special Access Pathway,* for applicants who meet the academic requirements for admission but are unable to demonstrate a sufficient level of English language proficiency. These students are directed to a one year remedial skill-building program offered at UVic's English Language Centre before entering regular academic study. Please refer to the attached brochure for further information.

At the time of Senate approval, the minimum admission requirements for the Special Access Pathway category included obtaining a passing grade of 50% in English 12 or equivalent. Subsequently, the new B.C. Graduation Program was introduced and implemented, with the first cohort of applicants due to enter in September 2020. Three working groups thoroughly considered the new high school curriculum, and a report along with two proposals was submitted and approved by Senate in October 2018. The outcome of this report is that the minimum admission requirement is now "English Studies 12 or English First Peoples 12 with at least 67%".

This memo proposes a revision to the minimum admission requirements for Special Access Pathway. This revision is to accommodate the updated high school curriculum and corresponding admission requirements for all students to the University of Victoria.

Proposal

To update the current Special Access Pathway category with the following, effective for September 2020 entry:

Special Access Pathway

~~Applicants who satisfy the academic requirements for admission, including the requirements to enter a specific degree program, who do not meet the minimum English language proficiency requirements and~~

~~who have a minimum IELTS score of 5.5 or a minimum TOEFL score of 71 may enrol in the 12 month Pathway Program in order to enhance their language skills while undertaking coursework for academic credit~~.

Applicants whose first language is not English may enroll in the 12 month Pathway Program in order to enhance their language skills while undertaking credit courses, provided they have a passing grade in English Studies 12 or equivalent and satisfy all other general and program-specific academic requirements for admission. To be eligible for the Pathway Program, applicants must also demonstrate a minimum language proficiency level by submitting an IELTS score of at least 5.5, TOEFL score of at least 71, or as tested by the English Language Centre.

Upon satisfaction of both the English language proficiency requirement and achievement of a minimum GPA of 2.0 (or higher if required by the relevant Faculty) in all credit courses attempted, the student may progress into a regular program. Students who do not meet these requirements will not be eligible to progress into a regular program, however, a record of the Pathway Program studies, including all academic credit awarded, will be retained as part of the academic record and will appear on the official transcript.

Rationale

High school students entering UVic in September 2020 onward are now required to present English Studies 12 or English First Peoples 12 (or equivalent) with at least 67% for admission. Data provided during the consultation and approval phases for the new B.C. graduation program showed that applicants most likely to achieve a grade below this threshold are English as an Additional Language (EAL) learners.

Previously, EAL applicants who had a passing grade of 50% in English 12, but were unable to meet the condition of their admission offer that they pass the English 12 provincial exam, were eligible for the Pathway Program as an alternate stream to enter UVic credit programs. Students who begin via this route have proven successful upon full entry to UVic, demonstrating that the Pathway Program provides effective remedial training for EAL learners who have weaker English language ability at the end of high school.

Approval of this proposal will provide an opportunity for otherwise academically sound applicants to attend UVic and to better prepare for future retention and success.

Recommended Motion:
That Senate approve the revision to the Special Access Pathway category in the academic calendar, effective September 1, 2020.

WELCOME TO THE

UVIC PATHWAYS PROGRAM

SEPTEMBER 8, 2020 – AUGUST 27, 2021

University of Victoria
VICTORIA, CANADA

THE UVIC PATHWAYS PROGRAM

This specialized first year program allows you to meet UVic's English language requirement while completing first year degree courses.

PROGRAM FEATURES

- Full-time, 12-month program
- 2 program streams: Canadian Career (includes pre-Business) or Science and Engineering
- 7 first-year degree courses = 10.5 units of credit
- UVic curriculum and instructors
- Academic support through labs and tutorials
- Smaller first-year classes
- Specialized workshops

The Pathways Program is delivered by the UVic English Language Centre (ELC) in collaboration with the faculties of Social Sciences, Science and Engineering.

UVIC AT A GLANCE

21,800 STUDENTS
UNDERGRADUATE AND GRADUATE

CONSISTENTLY RANKED IN THE ★TOP 3★
CANADIAN COMPREHENSIVE UNIVERSITIES

LOCATED IN VICTORIA, **THE SECOND SUNNIEST CITY** IN BRITISH COLUMBIA

LEADING RESEARCH ACTIVITIES
IN OCEANS AND CLIMATE, SUSTAINABILITY AND INDIGENOUS STUDIES

ENGLISH LANGUAGE CENTRE AT A GLANCE

WINNER
LANGUAGE SCHOOL OF THE YEAR
(ISTUDY GUIDE 2019-20)

A LEADER
IN INTERNATIONAL EDUCATION: TEACHING ENGLISH AT UVIC FOR **50 YEARS**

TESOL-TRAINED INSTRUCTORS
WITH INTERNATIONAL TEACHING EXPERIENCE GUARANTEED

CENTRAL LOCATION
ON UVIC'S BEAUTIFUL CAMPUS

2,500 STUDENTS FROM +35 COUNTRIES
ATTEND ELC PROGRAMS EACH YEAR

YOUR FUTURE SUCCESS BEGINS WITH UVIC PATHWAYS

UVic Pathways is a specialized first-year university program that combines degree courses with advanced academic English classes. You can look forward to a challenging, supported first year of university that will put you on the right path to success in your UVic degree program.

Pathways Program (Year 1)	**UVic degree program** (Years 2-4)	Graduate	
Pathways Program (Year 1)	**UVic degree program** (Years 2-4) + Co-op	Graduate	
Pathways Program (Year 1)	**UVic degree program** (Years 2-4) + Co-op + Professional Communication Minor	Graduate	
Pathways Program (Year 1)	**UVic degree program** (Years 2-4) + Co-op + Business Minor	Graduate	Master of Business Management

***Engineering is a 5-year program with mandatory co-op.*

BE PART OF THE UVIC COMMUNITY

As a Pathways student, you'll enjoy access to all UVic facilities and services, including:

- World-class athletic and recreation centre (CARSA) + 30 sport clubs
- 200 student clubs and 40 course unions
- The UVic library and International Commons
- Computer-Assisted Language Laboratory (CALL) and Computer labs

XIAOYI LI
China | Social Sciences

"I choose to study at UVic since it has both the co-op program and the pathways program, which provide me a time-saving chance to study effectively in Canada."

UVIC PATHWAYS OPTIONS

PATHWAYS STREAM	CANADIAN CAREER	SCIENCE AND ENGINEERING
SUITABLE FOR STUDENTS WHO:	Want to explore Social Sciences subjects while gaining practical experience to help get their careers off to a strong start after graduation.	Want to focus on foundational first-year courses in order to pursue specific careers in Science and/or Engineering.
COURSES OFFERED*	Canadian Studies, Economics, English, Math, Social Sciences	Canadian Studies, English, Math, Physics
TYPES OF DEGREES	**BA or BSc in 7 disciplines**: Anthropology, Economics, Environmental Studies, Geography, Political Science, Psychology, Sociology **BComm** from the UVic Gustavson School of Business	**BSc in 9 disciplines**: Astronomy, Biochemistry, Biology, Chemistry, Earth & Ocean Sciences, Mathematics, Microbiology, Physics, Statistics **BEng in 7 disciplines**: Computer Science, Biomedical/Civil/Computer/ Electrical/Mechanical/ Software Engineering

**Courses are subject to change*

PATHWAYS PROGRAM SAMPLE SCHEDULE

ACADEMIC SESSION	DATES	UVIC DEGREE COURSES	ENGLISH LANGUAGE COURSES
WINTER SESSION	Sept–Dec 2020	Degree course 1, 1.5 units	Academic English (ELPI 490)
	Jan–April 2021	Degree course 2, 1.5 units	Academic English (ELPI 570)
SUMMER SESSION	April–May 2021	Degree course 3 (Canadian Studies), 1.5 units	University Admission Preparation (UAP)
	May–June 2021	Degree course 4, 1.5 units Degree course 5, 1.5 units	English Tutoring Support
	July–Aug 2021	Degree course 6, 1.5 units Degree course 7, 1.5 units	English Tutoring Support

UVic awards "units" of academic credit to completed courses; a one-term course typically has 1.5 credit units.

PROGRAM COMPLETION

Upon successful completion of the winter and summer sessions, you will have completed 10.5 units of university-level course work. To qualify for continued academic study at UVic, you must pass UAP and Canadian Studies and maintain good academic standing.

92%
OF PATHWAYS STUDENTS PASSED UVIC'S ENGLISH REQUIREMENT DURING THE PROGRAM
(2017/18)

4.0
AVERAGE GPA IN THE PATHWAYS ACADEMIC SESSIONS
(2017/18)

CAREER DEVELOPMENT OPPORTUNITIES

No matter your UVic degree, business knowledge and professional communication skills enhance employability in any field. UVic's Gustavson School of Business and the Faculty of Humanities offer the following programs to give a competitive edge to your degree:

- **The Business Minor Program** uvic.ca/gustavson/undergraduate/minor
- **The Master of Management (a graduate degree)** uvic.ca/gustavson/gill/mm
- **The Professional Communication Program (a minor degree)** uvic.ca/professionalcommunication

UVIC CO-OP

At UVic, co-op—also known as co-operative education—helps you make sure your dream job is a good fit + gain real-world experience while you're still a student. As a co-op student, you'll alternate terms in class with terms working in paid positions with real employers.

75%
OF UVIC CO-OP STUDENTS RECEIVED A JOB OFFER BY THE TIME THEY GRADUATE.

CO-OP GIVES YOU A HUGE HEAD START!

OVER 1,350 EMPLOYERS

FROM AROUND THE WORLD HIRE UVIC STUDENTS INCLUDING:
TESLA, GOOGLE,
FACEBOOK,
FAIRMONT EMPRESS HOTEL,
BC TRANSIT,
AND THE BC CANCER AGENCY

CAREER SERVICES

If you've come from outside Canada to study at UVic, we can help you search for work and gain experience. Take part in our programs and services and access international student resources at uvic.ca/coopandcareer/workincanada.

YAMILA FRANCO
Dominican Republic | Biology

Yamila completed a valuable co-op term with the Science Venture Program, coordinating science experiments for youth campers.

ADMISSION REQUIREMENTS

LANGUAGE REQUIREMENTS (ONE OF THE FOLLOWING)

- CAEL 50 with no section less than 40
- IELTS 5.5 with no section less than 5.0
- TOEFL 71 with no section less than 15
- Passing grade for level 410 in the ELPI Program

ACADEMIC REQUIREMENTS

For acceptance into the Pathways Program, you must meet UVic's academic entrance requirements for your country.

For more information, visit: **uvic.ca/admissions**

PROGRAM FEES

- **Tuition: $34,370 CAD**
  (includes all degree and English courses, English tutors, gym membership, extended health and dental insurance and a 12-month bus pass)
- Application fee: $325 CAD (includes courier fee)
- Program deposit: $1,000 CAD (part of tuition, not an additional cost)

ADDITIONAL EXPENSES

- Primary health insurance for Term 1 (guard.me): $273 CAD
- Books and supplies: $1,700 CAD (approximate)
- Homestay with meals: $950 CAD/month
- UVic Residence with standard meal plan: $5,517 CAD/4-month term (based on 2019-20 rates)

APPLYING TO THE PATHWAYS PROGRAM

1. Complete the Pathways application **uvic.ca/pathways** Deadline: April 30
2. Pay the application fee and deposit
3. Send official transcripts and language exam results
4. Visit **uvic.ca/application** Check the status of your application

QUESTIONS?

For further information find us online at uvic.ca/elc
or contact us directly by phone or email.

elcinfo@uvic.ca | **1-250-721-8469**

University of Victoria

University of Victoria | Senate Committee Admission, Re-registration and Transfer

MEMO

Date: March 13, 2020

To: Senate

From: Senate Committee on Admission, Re-registration and Transfer

Re: **Proposed Change to the Academic Writing Requirement (AWR)**

At its meeting of January 15, 2020, the Senate Committee on Admission, Re-registration and Transfer (SCART) considered a proposal dated January 7, 2020 from Dr. Lisa Surridge, Associate Dean, Faculty of Humanities and Ms. Wendy Joyce, Director, Undergraduate Admissions.

SCART supported the attached proposal and voted to endorse the recommendation to update the current Academic Writing Requirement.

The proposal was then referred to the Senate Committee on Academic Standards (SCAS) for further consultation. SCAS considered the proposal at its meeting on March 12, 2020 and expressed no concerns related to the academic standards of the proposal.

Recommended Motion:

That Senate approve the revision to the Academic Writing Requirement (AWR) in the academic calendar, effective September 1, 2020.

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 and Social Development
Ms. Tricia Best, International Student Services
Dr. Cindy Holder, Academic Advising (Faculties of SCIE, SOSC, HUM)
Dr. LillAnne Jackson, Representative to the BC Council on ATAC
Mr. Joel Lynn, Executive Director, Student Affairs
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 Sandford, Faculty of Education
Mr. Marshall Scott-Bigsby, Student Senator
Ms. Nicole Greengoe, Registrar
Dr. Stephen Tax, Peter B. Gustavson School of Business
Ms. Efe Tūrker, UVSS Representative
Ms. Shauna Underwood, Indigenous Student Support Centre
Dr. Diana Varela, Faculty of Sciences
Ms. Laurie Barnas, (Secretary), Associate Registrar
Ms. Patricia Konkin (Recording Secretary)

University of Victoria | Senate Committee on Academic Standards

MEMO

Date: March 12, 2020

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

From: Ada Saab
Associate University Secretary

Re: **Proposed Change to the Academic Writing Requirement (AWR)**

At its meeting on March 12, 2020 the Senate Committee on Academic Standards considered a proposal to the Senate Committee on Admission, Re-registration and Transfer (SCART) regarding a proposal dated January 7, 20-20 from Dr. Lisa Surridge, Associate Dean, Faculty of Humanities and Ms. Wendy Joyce, Director, Undergraduate Admissions, to change the Academic Writing Requirement.

Committee members had no concerns related to the academic standards of the proposal.

University of Victoria

MEMO

Date: January 7, 2020

To: Senate Committee on Registration and Transfer

From: Lisa Surridge, Associate Dean, Academic, Humanities
Wendy Joyce, Director, Undergraduate Admissions

Subject: Proposed Change to the Academic Writing Requirement (AWR)

Background

During 2018, an extensive consultation process took place regarding implementation of the new B.C. Graduation Program. Three working groups thoroughly considered the new high school curriculum, and a report along with two proposals was submitted and approved by Senate in October 2018. The report also noted the English 12 provincial examination was being eliminated and that "the Academic Writing Requirement regulation will require further review and adjustment since students with a grade of at least 86% on the provincial exam (within the last three years) are currently considered to have met the AWR requirement."

On July 1, 2019, the new grade 11 and 12 courses were officially implemented and current BC high school applicants to UVic will begin offering these courses to meet admission requirements for September 2020 entry. Accordingly, an updated regulation is needed to assess the status of the Academic Writing Requirement.

Proposal

To update the current Academic Writing Requirement with the following, effective September 1, 2020:

Academic Writing Requirement

Strong reading, writing, and research skills are essential to academic success. Regardless of whether they are native speakers of English or have learned English as an additional language, all students need to develop these skills so that they are able to meet the expectations of advanced literacy associated with university-level academic studies.
To ensure that students are prepared to meet these expectations, the university requires all undergraduate students enrolled in a degree program to satisfy one of the following two requirements.

1. Successful completion of a minimum 1.5 unit AWR-designated course (ENGL 135, 146, 147, ENGR 110).

2.One of the following qualifications.

- A score of at least 86% on the B.C. English 12 Provincial Examination, or English 12 First Peoples Provincial Examination, within the three years immediately prior to admission.
- ~~A final grade of at least 86% in an approved English 12 equivalent course from other Canadian provinces within the three years immediately prior to admission.~~
  A final grade of at least 86% in B.C. English Studies 12, English First Peoples 12, or an approved equivalent grade 12 high school course taken in Canada within the three years immediately prior to admission.
- A minimum 1.5 units of transfer credit for ENGL 135, 146 or 147, ENGR 110, or AWR-designated level credit (ACWR transfer credit).
- A degree from a recognized English-speaking university.

It is also proposed that the above bullet point referring to the B.C. English 12 provincial examination be removed after the three-year time limit has expired.

Rationale

Current BC high school students entering UVic in September 2020 onward will present English Studies 12 or English First Peoples 12 for admission. These new courses do not include a provincial examination, so the current AWR calendar entry will no longer be applicable for this or future cohorts. The proposed calendar edit reflects the current regulation for high school applicants from other Canadian provinces. It will also provide the ability for Undergraduate Admissions to convey the correct information to newly admitted students as they prepare to register and to accurately update their AWR status when final grades are received next summer.

Recommended Motion:
That Senate approve the revision to the Academic Writing Requirement (AWR) in the academic calendar, effective September 1, 2020.

University of Victoria | Senate Committee Admission, Re-registration and Transfer

MEMO

Date: April 15, 2020

To: Senate

From: Senate Committee on Admission, Re-registration and Transfer

Re: **Proposed Revision to Undergraduate Admission Deadlines**

At its meeting of March 18th, 2020 the Senate Committee on Admission, Re-registration and Transfer (SCART) considered a proposal from Ms. Wendy Joyce, Director Undergraduate Admissions on behalf of the Student Recruitment and Conversion Implementation Committee, one of the Strategic Enrolment Management committees. The memo proposes to update the application deadlines for undergraduate programs, effective September 1, 2020.

SCART supported the attached proposal and voted to endorse the proposed academic calendar changes.

The proposal was then referred to the Senate Committee on Academic Standards (SCAS) for further consultation. SCAS considered the proposal at its meeting of April 9, 2020 and expresses no academic standards concerns.

Recommended Motion:
That Senate approve the revision to the application deadlines for undergraduate programs listed in the academic calendar, effective September 1, 2020.

Respectfully submitted,

2019/2020 Senate Committee on Admission, Re-registration and Transfer Credit
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: April 9, 2020

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

From: Ada Saab
Associate University Secretary

Re: **Proposed Revision to Undergraduate Admission Deadlines**

At its meeting on April 9, 2020 the Senate Committee on Academic Standards considered a proposal to the Senate Committee on Admission, Re-registration and Transfer (SCART) regarding a proposal dated March 12, 2020 from Ms. Wendy Joyce, Director, Undergraduate Admissions, to change application deadlines for undergraduate programs.

Committee members had no concerns related to the academic standards of the proposal.

University of Victoria

MEMO

Date: March 12, 2020

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

From: Wendy Joyce, Director, Undergraduate Admissions
on behalf of the Student Recruitment and Conversion Implementation Committee

Subject: Proposed Change to Application Deadlines for Undergraduate Programs

---

Background

In spring 2019, the University of Victoria adopted its first Strategic Enrolment Management (SEM) plan. Aligned with the Strategic Framework and other important institutional initiatives, this multi-year plan outlines six high-level goals designed to achieve key enrolment objectives of the university. Led by the Enrolment Management Working Group, four SEM committees – Undergraduate Student Recruitment and Conversion Committee; Undergraduate Student Retention and Success Committee; Graduate Recruitment and Retention Committee; and Data Analysis and Benchmarking Committee – were tasked with creating strategies, tactics and implementation plans to meet these goals. The first goal states the following:

GOAL 1

By 2024, strengthen the entering domestic undergraduate class by

a. increasing the % of first-time enrolling students who have an entering average of 80% or higher from 79% to 89%;

b. increasing the % of admitted students with an entering average of at least 90% or higher who choose to register at UVic from 37% to 45%; and

c. enhancing and developing initiatives that increase the representation of under-represented populations, including but not limited to students with lived experience in care and students of low socio-economic status.

Adjusting the application process timeline for new students was identified by the Undergraduate Student Recruitment and Conversion Committee as one of many tactics for achieving Goal 1, and the outcome was that the Enrollment Management Working Group designated Goal 1, Strategy 2, Tactic 1 "*Move application, admission, and scholarship-offer dates to an earlier point in the year*" as the first priority in Year 1 of the SEM plan. This will both streamline workflow and decision-making while improving communications and applicant expectations through standardized deadlines.

Proposal

This memo proposes to update the current application deadlines chart with the following, effective September 1, 2020:

Application Deadlines	
SEPTEMBER	
All programs* (unless specified below)	January 31
Elementary & Secondary post-degree program (PDPP)	January 2
JANUARY	
All programs* (unless specified below)	September 30
Engineering Bridge	February 15
SUMMER	
All programs*	March 31
Law	
First Year – September	January 15
Upper Level – September/January	April 30
Summer Session – May	March 31
School of Public Administration diplomas & certificates	
First Year – September	January 15
Upper Level – September/January	April 30
Summer Session – May	March 31
Continuing Studies diplomas & certificates	
For entry points and deadlines contact the Division of Continuing Studies directly or visit <continuingstudies.uvic.ca>	
*NOTE: Some programs offer only one entry point. Consult the website for more details.	

Rationale

While changes to application deadline dates and how they are presented in the calendar are editorial, a more formal review of our deadlines has not occurred in over 20 years. Consequently, over 50 key stakeholders across more than 25 faculties and departments were consulted between September 2019 and March 2020 regarding this proposal, and the support was overwhelmingly positive.

Currently, the academic calendar outlines a complex system of 18 different application deadlines varied by entry point, program and applicant type. As a further challenge to understanding this chart (see Appendix A), new applicants to UVic must also navigate through other deadline dates related to self-reporting, document submission, supplemental materials, scholarships, housing, and the acceptance deposit. In comparison, most of our competitor institutions across Canada have a much simpler and earlier set of dates. As shown in the attached survey (Appendix B) and timeline (Appendix C), the simplicity of other institutions' deadlines provides them with the ability to convey information to their applicants easily and provide them with timely decisions.

There are two main advantages of an earlier application deadline:

Workflow and Decision-making – An earlier deadline creates a more linear application process and the capacity to better manage workflow to make timely decisions.

UVic admission offers for September entry are usually sent out beginning in January, with the majority being made from February to early May. However, multiple application deadlines occurring over this period and beyond result in numerous competing priorities. New incoming applications and further evaluations are simultaneously managed along with the final process of reviewing conditions, recording prerequisite courses and assigning transfer credit for those who have already received an admission offer leading up to June registration. At the same time, applications are also being received and evaluated for the summer session and January entry. Consequently, the peak undergraduate application period currently runs from January through to early September each year.

In notable contrast, UBC only accepts applications for both September and May entry until January 15, after which they collect documents and make most of their decisions by March. From that point onward, the focus is on a final review of those who previously received an offer. They do not accept applications for January entry.

Applicant Expectations – An earlier deadline better positions the institution to improve service standards and meet our applicants' expectations.

While the bulk of our admission offers are made during the same approximate time period as UBC and SFU, we continue to accept and evaluate additional applications for several months after they have finished. While the original goal was to provide greater flexibility to prospective applicants, an unintended effect of this extended process has been to create the perception, for some, that UVic's offers are sent out later than our competitors when this is not usually the case.

Applicants applying near the deadline are not as well-served in comparison to their earlier-applying peers. It is not unreasonable to assume that if you apply on the last publicized day that there will still be sufficient time to provide your documents, receive an offer, pay the acceptance deposit, and register in your desired classes when registration opens. Unfortunately, those who submit their application close to our current deadlines are at risk of a poor experience, scrambling to expedite their documents and often feeling compelled to pressure admission staff for a hasty decision before registration begins. In addition, waitlists are a genuine concern for these students. In the case of the January entry point, applications are currently accepted until October 31 (with a document due date of November 30), so decisions often continue to be processed until the last day before Christmas closure.

Furthermore, Daniel Guhr's 2013 ICG report *International Student Recruiting at the University of Victoria* (page 45-46) made several related recommendations including:

- Program-specific deadlines, which range from January to May, should be standardized and a decision deadline enforced, eliminating hold-ups.

- Application deadline for international students should be moved by at least two months to become more competitive in the international landscape.
- Timelines for additional Faculty and program review should be standardized.

Setting a single, earlier application deadline date for each entry point will provide greater transparency, improve the university's ability to plan and prioritize over the course of the admission cycle, and will better meet the expectations of our undergraduate applicants.

Recommended Motion:
That Senate approve the revision to the application deadlines for undergraduate programs listed in the academic calendar, effective September 1, 2020.

Appendix A: Current Calendar Entry

Undergraduate Application and Documentation Deadlines

The deadlines below are fixed dates. If a fixed date falls on a holiday, a Saturday or a Sunday, the nearest following day of business will be considered the deadline. The University reserves the right to make changes as necessary.

FACULTY/PROGRAM	ENTRY POINT	APPLICATION DEADLINE	DOCUMENT DEADLINE
EARLY ADMISSION - BC and OUT OF PROVINCE APPLICANTS			
Current graduating BC and out-of-province secondary school applicants only (including off-shore Canadian curriculum schools)	September	February 28	March 31 (mandatory self-reported grades and all other documents unless otherwise specified)
EARLY ADMISSION - US and INTERNATIONAL APPLICANTS			
Current graduating secondary school applicants	September	February 28	March 31 (midterm grades and all other documents unless otherwise specified)
PETER B. GUSTAVSON SCHOOL OF BUSINESS* (Official in-progress transcripts are required at time of application)			
	September	February 28	February 28
EDUCATION * (Official in-progress transcripts are required by January 31; Final Transcripts by May 31)			
Elementary Teacher Education Programs:			
4-Year Program	September	February 28	May 31
Post-Degree Program (PDPP)	September	January 2	May 31
Secondary Teacher Education Programs:			
Post-Degree Program (PDPP)	September	January 2	May 31
Five-Year BEd (Art, Music, PE)	September	January 31	May 31
School of Exercise Science, Physical and Health Education (BA and BSc)			
Year 1 Entry	September	February 28	May 31
Year 2 Entry	September	January 31	May 31
ENGINEERING (Official in-progress transcripts are required at time of application)			
BEng and BSEng	September	April 30	May 31
BSc (Computer Science)	September	April 30	May 31
	January	October 31	November 30
	May	March 31	April 30
Engineering Bridge (via Camosun College)	January	February 15	March 15
FINE ARTS (Official in-progress transcripts are required at time of application)			
Art History and Visual Studies	September	April 30	May 30
	January	October 31	November 30
	May	March 31	April 30
Music*	September	February 28	March 31
Visual Arts*	September	February 28	May 15
Theatre*	September	February 28	May 15
Writing	September	March 31	May 15
HUMAN & SOCIAL DEVELOPMENT (Official in-progress transcripts are required at time of application)			
Child and Youth Care*	September	February 28	April 1
Pre-Child and Youth Care (distance only)	September	February 28	May 1
	January	June 15	August 15
	May	November 1	January 1
Health Information Science*	September	March 31	April 30
	January	October 31	November 30
Nursing*	September	March 31	May 15
	January	September 30	November 15
Social Work*	September	January 31	January 31
Pre-Social Work (on and off campus)	September	April 30	May 30
	January	October 31	November 30
	May	March 31	April 30
	July	April 30	May 31
School of Public Health and Social Policy*	September	April 15	May 15
Public Sector Management, Local Government Management Diploma, Professional Specialization Certificates*	September	May 31	June 15
	January	October 15	November 15
	May	February 15	April 1
Diploma in Indigenous Community Development and Governance	September	May 31	June 15
HUMANITIES/SCIENCE /SOCIAL SCIENCES (Official in-progress transcripts are required at time of application)			
New and reregistering students	September	April 30	May 30
	January	October 31	November 30
	May	March 31	April 30
	July	April 30	May 31
LAW (Dates subject to change)			
First Year	September	January 15	March 1
Upper Level	Sept./Jan	April 30	June 30
Summer Session	May	March 31	April 30

Undergraduate Application and Documentation Deadlines (Continued)

The deadlines below are fixed dates. If a fixed date falls on a holiday, a Saturday or a Sunday, the nearest following day of business will be considered the deadline. The University reserves the right to make changes as necessary.

FACULTY/PROGRAM	ENTRY POINT	APPLICATION DEADLINE	DOCUMENT DEADLINE
CONTINUING STUDIES DIPLOMAS & CERTIFICATES	For entry points and deadlines contact the Division of Continuing Studies directly or visit <continuingstudies.uvic.ca>.		

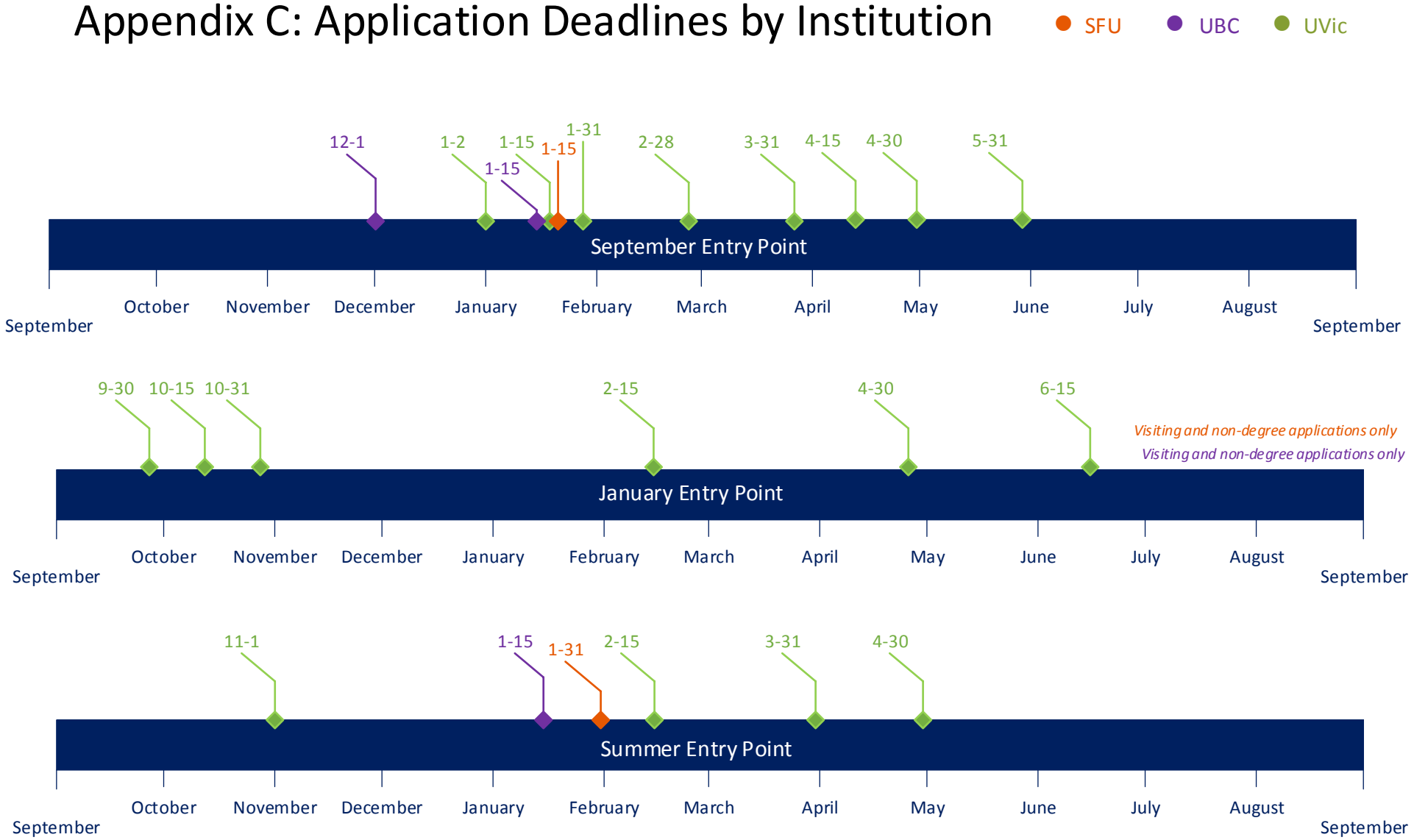
* These programs require supplemental materials; please contact the faculty/department directly.

Appendix B: Application Process – Deadlines Survey

	APPLICATION			Self-report	Entrance Scholarships	Housing	Confirm offer/deposit
	September	**January**	**Summer**		A = automatic S = selective		
UVic *(See also Appendix A)*	Jan 2 Jan 15 Jan 31 Feb 28 Mar 31 Apr 15 Apr 30 May 31	Feb 15 Apr 30 Jun 15 Sep 30 Oct 15 Oct 31	MAY: Feb 15 Mar 31 Nov 1 JULY: Apr 30	Feb 15 to Mar 31	Mar 31 (A) May 1 (S)	June 30	May 1
SFU	Jan 31	n/a (Visiting and non-degree apps only)	Jan 31	Dec 2 to Mar 15	Dec 15	n/a	May 1
UBC	Jan 15 (Dec 1 to be considered for first-round offers and scholarships)	n/a (Visiting and non-degree apps only)	Jan 15	n/a	Dec 1	May 1	May 1
U of Alberta	Mar 1	n/a	Mar 1	Feb 1 to Apr 30	Dec 11	Apr 30	May 1
U of Calgary	Mar 1 (Dec 15 Early Admission)	Sep 1 (open studies/ visiting only)	Mar 1 June 15 (open studies/visiting only)	On-going	Dec 1 (S) Mar 1 (A)	May 1	May 1
U of Saskatchewan	Feb 15 (Dec 1 for early admission and major scholarship applicants)	Sep 1 (International) Dec 1 (domestic)	MAY/JULY: Feb 15 (Selective programs) MAY: Feb 1/Apr 1 (Arts & Science - Int'l/domestic) JULY: Mar 1/May 1 (Arts & Science - Int'l/domestic)	n/a	Dec 15 (S) Mar 1 (S)	"Apply Early"	"By date in letter"

	APPLICATION			Self-report	Entrance Scholarships	Housing	Confirm offer/deposit
	September	**January**	**Summer**		A = automatic S = selective		
U of Manitoba	Mar 1 (Direct entry) June 1 (Transfer)	Oct 1	Mar 1	on-going	Feb 1 (S) Mar 1 (A)	June 30	n/a
McMaster U	Jan 15 (ON high school) February 1 (most supplemental app programs) April 1 (programs with no supplementary app)	n/a	MAY: Apr 1 JUNE: May 15	n/a	Jan 15 (A) Apr 15 (S)	June 1	June 1
Queen's U	Feb 1	Nov 30 (Bridge only)	Mar 31	n/a (grades rec'd from OUAC Apr 30)	Dec 1	June 8	May 1 (non-ON high school students) June 1 (ON high school students)
U of Toronto	Jan 15	n/a	January 15	n/a	Jan 15(A)	Mar 31	As listed on offer
Western U	Jan 15 (ON high school) Mar 1 (non-ON high school)		May: Mar 1 JULY: May 1	On-going; opens in October (current high school students from provinces outside of Ontario only)	Jan 15 (A) Feb 14 (S)	No application required. Housing is guaranteed with every admission offer. Pay deposit by deadline in letter.	June 1

Appendix C: Application Deadlines by Institution



University of Victoria | Senate Committee on Agenda and Governance

MEMO

Date: April 15, 2020

To: Senate

From: Senate Committee on Agenda and Governance

Re: **Appointments to the 2020/2021 Senate Standing Committees and the Campus Planning Committee**

The Senate Committee on Agenda and Governance nominations sub-committee met on April 17, 2020 to consider appointments to the 2020/2021 Senate committees, and re-appointments to the Campus Planning Committee.

2020/2021 Senate Committees

The Senate Committee on Agenda and Governance recommends to Senate the approval of appointments indicated in bold text in the attached document. Most new members are being appointed for 3-year terms from July 1, 2020 to June 30, 2023. Committee chairs and student members are being appointed for one-year terms from July 1, 2020 to June 30, 2023.

> ***Recommended Motion:***
> That Senate approve the appointments to the 2020/2021 Senate standing committees for the terms indicated in the attached document.

Campus Planning Committee

The Senate Committee on Agenda and Governance recommends the re-appointment of Andrew Rowe and Karena Shaw to the Campus Planning for a three-year term beginning July 1, 2017 and ending on June 30, 2020.

> ***Recommended Motion:***
> That Senate approve the re-appointment of Andrew Rowe and Karena Shaw to the Campus Planning Committee for a three-year term beginning July 1, 2020 and ending on June 30, 2023.

/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

2020- 2021 Senate Committees

Senate Committee on Academic Standards

Name	Faculty or Department	Term
Neil Burford (S) (Chair)	**Science**	**2021 (2018)**
Martha McGinnis (S)	Graduate Studies	2022 (2019)
Michelle Lawrence (NS)	**Law**	**2021 (2020)**
Alexandra D'Arcy (S)	Humanities	2022 (2019)
Janni Aragon (S)	Social Sciences	2021 (2018)
Sorin Rizeanu (NS)	**Peter B. Gustavson School of Business**	**2023 (2020)**
Tania Muir (NS)	Continuing Studies	2022 (2019)
Sandra Hundza (S)	**Education**	**2023 (2020)**
Henning Struchtrup (S)	**Engineering**	**2023 (2017)**
Yasmine Kandil (S)	Fine Arts	2022 (2019)
Esther Sangster-Gormley (NS)	Human & Social Development	2021 (2018)
Michele Martin (NS)	Medical Sciences	2021 (2015)
Sophia Crabbe (S)	**Student Senator**	**2021 (2020)**
Navinder Hundal (S)	**Student Senator**	**2021 (2020)**
TBD (NS)	Student Representative (UVSS)	2021 (2020)
TBD (NS)	Student Representative (GSS)	2021 (2020)
Robert Hancock (S)	Convocation Senator	2021 (2018)
Stephen Evans (NS)	Vice-President Academic and Provost's designate	(ex officio)
Susan Lewis (NS)	**Associate Vice-President Academic Planning (President's Nominee)**	**(ex officio)**
Andrea Giles (NS)	Acting Executive Director, Cooperative Education and Career Services	(ex officio)
Sabrina Jackson (NS)	Acting Director, Graduate Admissions and Records	(ex officio)
Nicole Greengoe (NS)	Registrar	(ex officio)
Laurie Barnas (NS)	Associate Registrar	(ex officio)
Cindy Holder (NS)	Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities)	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

Updated: April 23, 2020

Senate Committee on Admission, Re-registration And Transfer

Name	Faculty or Department	Term
Stuart MacDonald (NS)	Social Science	2022 (2019)
Fraser Hof (S)	**Science**	**2023 (2020)**
Anne Bruce (NS)	HSD	2022 (2019)
Victoria Wyatt (S)	**Fine Arts**	**2023 (2020)**
Erin Kelly (NS)	**Humanities**	**2023 (2020)**
Carmen Galang (NS)	**Business**	**2023 (2020)**
Phalguni Mukhopadhyaya (S)	Engineering	2022 (2019)
Kathy Sanford (NS)	Education	2022 (2019)
Jonathan Granirer (S)	**Student Senator**	**2021 (2020)**
TBD (S)	Student Senator	2021 (2020)
TBD (NS)	Student Representative (UVSS)	2021 (2020)
Joel Lynn (NS)	**Executive Director, Student Services (President's nominee)**	**(ex officio)**
Cindy Holder (NS)	Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities)	(ex officio)
Trisha Best (NS)	Director or equivalent of International Student Services	(ex officio)
Shauna Underwood (NS)	Director or equivalent of an Advising Centre	(ex officio)
Emma Mason (NS)	Representative from Counselling Services	(ex officio)
Nicole Greengoe (NS)	Registrar	(ex officio)
LillAnne Jackson (NS)	Representative to the BC Council on Admission and Transfer, Transfer and Articulation Committee	(ex officio)
Laurie Barnas (Secretary)	Associate Registrar	
Patricia Konkin (Recording Secretary)	Undergraduate Admissions and Records	

(S) – Senator
(NS) – non Senator

Senate Committee on Agenda and Governance

Name	Faculty or Department	Term
Jamie Cassels (S) (Chair)	Chair of Senate	(ex officio)
Dean Seeman (S)	Librarian	2021 (2018)
Aaron Devor (S)	**Social Sciences**	**2023 (2017)**
Helen Kurki (S)	Social Sciences	2022 (2019)
Robin Hicks (S)	Science	2021 (2015)
TBD (S)	TBD	2023 (2020)
Joseph Martin (S)	**Student Senator**	**2021 (2020)**
Chandra Beaveridge (S)	Convocation Senator	2021 (2018)
Saul Klein (S)	Vice-Chair of Senate	(ex officio)
Valerie Kuehne (S)	Vice-President Academic and Provost	(ex officio)
Carrie Andersen (S)	University Secretary	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	
Kathy MacDonald (Recording Secretary)	Senate Coordinator	

(S) – Senator
(NS) – non Senator

Senate Committee on Appeals

Name	Faculty or Department	Term
TBD (NS)	Law	2023 (2020)
Mauricio Garcia-Barrera (S)	Graduate Studies	2021 (2018)
CindyAnn Rose-Redwood (S)	Social Sciences	2022 (2019)
Neil Burford (S)	Science	2021 (2018)
Dale Ganley (NS)	Peter B. Gustavson School of Business	2022 (2017)
Jillian Roberts (NS)	**Education**	**2023 (2017)**
Mark Laidlaw (S)	**Science**	**2023 (2020)**
Stephen Ross (NS)	Humanities	2021 (2015)
Susan Strega (S)	HSD	2022 (2019)
Carolyn Butler-Palmer (S)	Fine Arts	2021 (2020)
Brittany Berge (S)	**Student Senator**	**2021 (2020)**
Benjamin Gijzen (S)	**Student Senator**	**2021 (2020)**
TBD (S)	Student Senator	2021 (2020)
TBD (NS)	Student Representative (GSS)	2021 (2020)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

Senate Committee on Awards

Name	Faculty or Department	Term
Helga Hallgrimsdottir (S) (Chair)	**Human and Social Development**	**2021 (2015)**
Suzanne Snizek (S)	**Fine Arts**	**2023 (2020)**
Brock Smith (S)	Business	2021 (2018)
Linda Welling (NS)	**Social Sciences**	**2023 (2017)**
Charlotte Schallié (NS)	Graduate Studies	2022 (2016)
Ciel Watt (NS)	**Alumni Association**	**2023 (2017)**
Tomas Kalyniuk (S)	**Student Senator**	**2021 (2020)**
TBD (NS)	Student Representative (GSS)	2021 (2020)
John Dower (NS)	Chair, Faculty of Graduate Studies Awards Committee	(ex officio)
Yvonne Rondeau (NS)	Scholarships Officer, Faculty of Graduate Studies	(ex officio)
Nicole Greengoe (NS)	Registrar	(ex officio)
Carmencita Duna (NS)	**International Student Services (President's nominee)**	**(ex officio)**
Lori Nolt (NS)	Director, Student Awards and Financial Aid	(ex officio)
Alexis Ramsdale (Secretary)	Student Awards & Financial Aid	

(S) – Senator
(NS) – non Senator

Senate Committee on Continuing Studies

Name	Faculty or Department	Term
Jo-Anne Clarke (S) (Chair)	Dean, Continuing Studies	(ex officio)
Sang Nam (NS)	**Business**	**2023 (2017)**
James Nahachewsky (NS)	Education	2022 (2016)
Rustom Bhiladvala (S)	**Engineering**	**2023 (2020)**
Carolyn Butler-Palmer (S)	Fine Arts	2021 (2015)
TBD	HSD	2023 (2020)
Penny Bryden (NS)	Humanities	2021 (2015)
Mark Gillen (S)	Law	2021 (2018)
Mark Laidlaw (S)	**Science**	**2023 (2020)**
Kenneth Stewart (NS)	Social Sciences	2021 (2015)
TBD (S)	Student Senator	2021 (2020)
TBD (NS)	Student Representative (UVSS)	2021 (2020)
TBD (NS)	Student Representative (GSS)	2021 (2020)
Christina Johnson (NS)	**Student Representative from diploma or certificate program in Continuing Studies**	**2021 (2017)**
Wendy Gedney (NS)	Alumni Association	2022 (2016)
David Alexander (S)	Convocation Senator	2021 (2019)
Susan Lewis (NS)	**Associate Vice-President Academic Planning (President's Nominee)**	**(ex officio)**
Kirsten Kopp (Secretary)	Continuing Studies	

(S) – Senator
(NS) – non Senator

Senate Committee on Curriculum

Name	Faculty or Department	Term
TBD (S) (Chair)	TBD	2023 (2020)
Robin Hicks (S) (Vice-Chair)	**TBD**	**2023 (2020)**
Chris Graham (NS)	Business	(ex officio)
Cathy McGregor (NS)	Education	(ex officio)
LillAnne Jackson (NS)	Engineering	(ex officio)
Eva Baboula (NS)	Fine Arts	(ex officio)
Steve Evans (NS)	Graduate Studies	(ex officio)
Esther Sangster-Gormley (NS)	HSD	(ex officio)
Lisa Surridge (NS)	Humanities	(ex officio)
Freya Kodar (NS)	Law	(ex officio)
Rosaline Canessa (NS)	Social Sciences	(ex officio)
Robin Hicks (S)	Science	(ex officio)
Michele Martin (NS)	Medical Sciences	(ex-officio)
Gary MacGillivray (NS)	Faculty of Science, Department of Mathematics and Statistics (President's nominee)	(ex officio)
Neil Burford (S)	Chair, Senate Committee on Academic Standards	(ex officio)
Navinder Hundal (S)	**Student Senator from the Senate Committee on Academic Standards**	**(ex officio)**
Gordon Fulton (NS)	Faculty of Humanities (Vice-President Academic and Provost designate)	(ex officio)
Asia Longphee (NS)	Calendar Editor	(ex officio)
Andrea Giles (NS)	Cooperative Education and Career Services	(ex officio)
Nicole Greengoe (NS)	Registrar	(ex officio)
Sabrina Jackson (NS)	Acting Director, Graduate Admissions and Records	(ex officio)
Laurie Barnas (NS)	Associate Registrar	(ex officio)
Ada Saab (NS)	Associate University Secretary	(ex officio)
James Wigginton (Secretary)	Registrar Representative	

(S) – Senator
(NS) – non Senator

Senate Committee on Honorary Degrees and Other Forms of Recognition

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

(S) – Senator
(NS) – non Senator

Senate Committee on Learning and Teaching

Name	Faculty or Department	Term
Michael McGuire (NS) (Chair)	**Engineering**	**2021 (2018)**
Jason Colby (S)	Humanities	2021 (2018)
Erin Campbell (S)	**Fine Arts**	**2023 (2020)**
Cedric Littlewood (NS)	Graduate Studies	2021 (2016)
Brian Leacock (S)	Peter B. Gustavson School of Business	2022 (2019)
Laura Vizina (NS)	Continuing Studies	2022 (2016)
TBD	Education	2023 (2020)
TBD	Social Sciences	2023 (2020)
Elizabeth Borycki (NS)	**HSD**	**2023 (2020)**
Tim Richards (NS)	**Law**	**2022 (2016)**
TBD	Medical Sciences	2023 (2020)
Scott McIndoe (NS)	**Science**	**2023 (2020)**
Robyn Giffen (S)	**Student Senator**	**2021 (2020)**
TBD (S)	Student Senator	2021 (2020)
TBD (NS)	Student Representative (UVSS)	2021 (2020)
TBD (NS)	Student Representative (UVSS)	2021 (2020)
TBD (NS)	Student Representative (GSS)	2021 (2020)
Jennifer Whately (NS)	Alumni Association	2021 (2018)
Tina Bebbington (NS)	Library, (FALC)	2022 (2019)
Chandra Beaveridge (S)	Convocation Senator	2021 (2019)
Justin Harrison (NS)	University Librarian Designate	(ex officio)
Wency Lum (NS)	Chief Information Officer	(ex officio)
Andrea Giles (NS)	Acting Executive Director, Cooperative Education and Career Services	(ex officio)
Laurene Sheilds (NS)	Executive Director, Learning and Teaching Support and Innovation	(ex officio)
Mariel Miller (NS)	Technology Integrated Learning Centre	(ex officio)
Susan Lewis (NS)	**Associate Vice-President Academic Planning (President's Nominee)**	**(ex officio)**
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

Senate Committee on Libraries

Name	Faculty or Department	Term
Richard Marcy (S) (Chair)	**HSD**	**2022 (2016)**
TBD	Graduate Studies	2023 (2020)
Adrienne Boyarin (NS)	**Humanities**	**2023 (2020)**
Sylvia Pantaleo (NS)	**Education**	**2023 (2017)**
Richard Rush (NS)	Continuing Studies	2022 (2019)
Peter Driessen (NS)	Engineering	2021 (2018)
Kirk McNally (NS)	**Fine Arts**	**2023 (2017)**
Linda Welling (S)	Social Sciences	2022 (2019)
Hao Zhang (NS)	**Business**	**2023 (2017)**
Robert Howell (NS)	**Law**	**2022 (2016)**
TBD	Medical Sciences	2023 (2020)
Louise Page (NS)	**Science**	**2023 (2017)**
TBD (S)	Student Senator	2021 (2020)
TBD(NS)	Student Representative (GSS)	2021 (2020)
Andrew Rowe (NS)	Representative of Council of Centre Directors	2021 (2018)
TBD (NS)	Librarian selected by Faculty Association Librarians' Committee (FALC)	2023 (2020)
TBD (NS)	Associate University Librarian	(ex-officio)
Lisa Goddard (NS)	Associate University Librarian	(ex-officio)
Lisa Petrachenko (NS)	Associate University Librarian	(ex officio)
Hélène Cazes (NS)	**Faculty of Humanities (President's nominee)**	**(ex officio)**
Wency Lum (NS)	Chief Information Officer	(ex officio)
Jonathan Bengtson (S)	University Librarian	(ex officio)
Sheila Cresswell (Secretary)	University Librarian's Office	

(S) – Senator
(NS) – non Senator

Senate Committee on Planning

Name	Faculty or Department	Term
Susan Lewis (S) (Chair)	Associate Vice-President Academic Planning	(ex officio)
Sang Nam (NS)	Business	2021 (2015)
Graham McDonough (NS)	Education	2022 (2016)
Cindy Holder (NS)	Humanities	2022 (2019)
Adam Con (NS)	Fine Arts	2022 (2019)
Abdul Roudsari (NS)	HSD	2022 (2016)
TBD (S)	Dean	2023 (2020)
Robin Hicks (S)	**Science**	**2023 (2017)**
Rustom Bhiladvala (S)	**Engineering**	**2023 (2020)**
TBD	Law	2023 (2020)
Mauricio Garcia-Barrera (S)	**Graduate Studies**	**2023 (2017)**
TBD	Medical Sciences	2023 (2020)
Jo-Anne Clarke (S)	**Continuing Studies**	**2023 (2017)**
Nilanjana Roy (NS)	Social Sciences	2021 (2018)
Evan Roubekas (S)	**Student Senator**	**2021 (2020)**
TBD (NS)	Student Representative (GSS)	2021 (2020)
Merwan Engineer (NS)	**Peter B. Gustavson School of Business (President's nominee)**	**(ex officio)**
Nicole Greengoe (NS)	Registrar	(ex officio)
Andrea Giles (NS)	Cooperative Education and Career Services	(ex officio)
Valerie Kuehne (S)	Vice-President Academic and Provost	(ex officio)
Lisa Kalynchuk (S)	Vice-President Research	(ex officio)
TBD (S)	Dean, Faculty of Graduate Studies	(ex officio)
Ada Saab (NS)	Associate University Secretary	(ex officio)
Sandra Duggan (Secretary)	Office of the Vice-President Academic and Provost	

(S) – Senator
(NS) – non Senator

Senate Committee on University Budget

Name	Faculty or Department	Term
Jen Baggs (NS) (Chair)	**Business**	**2021 (2018)**
Hélène Cazes (NS)	Humanities	2022 (2019)
Laura Cowen (S)	Science	2022 (2019)
Helen Kurki (S)	**Social Sciences**	**2023 (2017)**
Frank Van Veggel (NS)	**Science**	**2023 (2017)**
Jodi Streelasky (NS)	Education	2021 (2018)
Graham Voss (NS)	Social Sciences	2022 (2019)
Jeffrey Bruton (S)	**Student Senator**	**2021 (2020)**
Carolyn Russell (S)	Convocation Senator	2021 (2019)
Jamie Cassels (S)	Chair of Senate	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

University of Victoria | Senate Committee on Awards

MEMO

Date: April 15, 2020

To: Senate

From: Senate Committee on Awards

Re: New and Revised Awards

The Senate Committee on Awards met on April 09, 2020 and approved a number of new and revised awards for Senate's approval. Terms of these awards are attached.

Recommended Motion:

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

- T'łat'laḵuł Dr. Trish Rosborough Memorial Scholarship in Indigenous Language Revitalization* (new)
- Mrs. Annie Greskiw Scholarship in Pre-Medical Studies* (revised)
- David Ritchie Business Grant* (revised)
- Hutchinson Graduate Scholarship* (new)
- Graeme Jackson Award (new)
- Erich Schwandt Undergraduate Scholarship in Music* (new)
- Erich Schwandt Graduate Scholarship in Music* (new)
- Gildardo & Lucia Garcia-Alvarez Award (new)
- James R. Bullick Memorial Scholarships* (revised)
- Paulette Lacroix Nursing Informatics Leadership Scholarship (new)
- Sybil Verch Greater Victoria Sports Hall of Fame Award (new)
- Lucy and Margaret Corbet Scholarship* (revised)
- Joyce Family Foundation Award for Indigenous Students* (revised)

* *Administered by the University of Victoria Foundation*

Terms for New and Revised Awards

Additions are underlined
Deletions are ~~struck through~~

T'ɬat'laḵuɬ Dr. Trish Rosborough Memorial Scholarship in Indigenous Language Revitalization* (New-GS)
One or more scholarships are awarded to graduate students enrolled in Indigenous Language Revitalization who are developing their own advanced language proficiency and have a strong record of contributing to their/a language community through their work. Preference will be given to student(s) who have participated in a program or are working with the First Peoples Cultural Council (FPCC) and/or the First Nations Education Steering Committee (FNESC) to advance language learning.

Applications must provide evidence of the contributions to Indigenous language work that the applicant has made. Part-time students (enrolled in at least 1.5 units) are eligible for this scholarship.

Recipients will be approved by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Education.

Mrs. Annie Greskiw Scholarship in Pre-Medical Studies* (Revised-UG)
Two scholarships ~~of $1650 each~~ are awarded to academically outstanding undergraduate students who are proceeding to premedical studies at the year 3 or 4 level at the University of Victoria. Applicants must provide details of their plans for future medical school attendance on the application form.

David Ritchie Business Grant* (Revised – UG/GS)
One or more grants will be awarded annually to either undergraduate students ~~to spend one or two semesters at the University of Victoria~~ in the Peter B. Gustavson School of Business who are enrolled in one or two semesters or graduate students enrolled in ~~to complete~~ the MBA or MGB program ~~at the University of Victoria~~. Scholarships will be valued in the amount equalling a student's tuition and fees. Grant applicants must be a recipient of the Horatio Alger Scholarship and in good standing with the committee and approved by the UVic Peter B. Gustavson School of Business.

Hutchinson Graduate Scholarship* (New-GS)
Two scholarships, of at least $2,000 each, are awarded to academically outstanding graduate students in the Department of History who are studying immigration to Western Canada. Preference is for students with demonstrated financial need. Selection of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of History.

Graeme Jackson Award (New-UG)
An award is given to a fourth year undergraduate student in the Peter B. Gustavson School of Business who demonstrates a strong entrepreneurial spirit. The recipient must have completed an international exchange with one of the business school's recognized international exchange partners.

The recipient is selected based on nominations received from fellow students, faculty and/or staff. Nomination letters (maximum 500 words) must include or provide examples of:

1. where and when the nominee went on their international exchange;
2. how the nominee has made meaningful connections during their time at UVic;
3. how the nominee demonstrates a passion for life in areas such as work experience, community involvement and/or family;
4. when the nominee helped to positively impact other students; and
5. how the nominee demonstrates a strong entrepreneurial spirit

Applicants must also submit a brief personal statement (max 500 words) that outlines the above nomination criteria. Both the nomination letter and the personal statement must be submitted to the Administrative Director of the Bachelor of Commerce program by May 15. Graduating students are eligible for this award. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business.

Nominations must be submitted to the Administrative Director of the Bachelor of Commerce program by May 15. Graduating students are eligible for this award. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business.

Erich Schwandt Undergraduate Scholarship in Music* (New-UG)
One or more scholarships are awarded to entering or continuing academically outstanding undergraduate students in the School of Music.

Erich Schwandt Graduate Scholarship in Music* (New-GS)
One or more scholarships are awarded to academically outstanding graduate students in the School of Music. Approval of recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Music.

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

James R. Bullick Memorial Scholarships* (Revised-UG)
Two scholarships ~~of $1600 each~~ are awarded to <u>academically</u> outstanding <u>undergraduate</u> students entering <u>third or fourth year.</u> ~~one of the final two years of undergraduate studies.~~ One scholarship will be awarded in the Faculty of Engineering and one in the Faculty of Social Sciences.

Paulette Lacroix Nursing Informatics Leadership Scholarship (New-GS)
One or more scholarships are awarded to academically outstanding graduate students in Health Information Science or the double degree School of Health Information Science/School of Nursing program who are licensed registered nurses and have demonstrated potential or actual leadership abilities in healthcare nursing practice or administration.

Applicants must submit their CV and a one page statement (maximum 500 words) summarizing their view of Nursing Leadership in the field of Health Informatics.

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

Sybil Verch Greater Victoria Sports Hall of Fame Award (New-UG)
One award is given to an undergraduate woman student entering UVic from a secondary school in the Greater Victoria region who competes on a Vikes Varsity team.

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

The cover letter must include:

- Full legal name, gender, date of birth, name of secondary school attended and year of graduation;
- Career goals and objectives;
- Athletic goals and objectives; and
- Reasons for entering UVic and the benefits that the applicant expects to receive from attending UVic as well their motivation for applying for the Award.

The curriculum vitae must include:

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

Eligible students must meet all U SPORTS eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Director of Athletics & Recreation in consultation with the Associate Director, Sport.

Lucy and Margaret Corbet Scholarship* (Revised-UG)
A scholarship ~~of $525~~ is awarded to an academically outstanding undergraduate student who has completed premedical studies at the University of Victoria and is proceeding to medical school in September. Preference is for students with demonstrated financial need. ~~Approval of the winner will be made by the Senate Committee on Awards on the basis of sound academic achievement~~

~~and demonstrated financial need.~~ Candidates must provide written acceptance of their entry into an ~~approved~~ accredited medical school.

Joyce Family Foundation Award for Indigenous Students* (Revised-UG)
One or more awards are given to Indigenous undergraduate students with demonstrated financial need. Preference will be given to 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. Students may receive this award more than once.

Respectfully submitted,
2019/2020 Senate Committee on Awards
Annalee Lepp (Chair), Department of Gender Studies
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
Nicole Greengoe, Registrar
Ciel Watt, Alumni Association
Dawit Weldemichael, Student Senator
Linda Welling, Department of Economics
Alexis Ramsdale (Secretary), Student Awards and Financial Aid

University of Victoria | Senate Committee on Curriculum

MEMO

Date: 7 April 2020

To: Senate

From: Senate Committee on Curriculum

Re: **2020/2021 Cycle 2 Curriculum Submissions**

All curriculum submissions are available for viewing by Senate on its Connect site using the following link: https://connect.uvic.ca/sites/executive/senate/SitePages/Home.aspx.

On the left hand side, click on the link '2019 - 2020 Senate Meeting Agendas and Materials' then select the folder 'Curriculum Changes effective September 1, 2020'.

> Motion: That Senate approve the curriculum changes recommended by the Faculties and the Senate Committee on Curriculum for inclusion in the 2020-2021 academic calendar, effective September 1, 2020.
>
> Motion: That Senate authorize the Chair of the Senate Committee on Curriculum to make small changes and additions that would otherwise unnecessarily delay the submission of items for the academic calendar.

2019/2020 Senate Committee on Curriculum

Tim Haskett (Chair), Faculty of Humanities
Laurie Barnas, Associate Registrar
Neil Burford, Chair, Senate Committee on Academic Standards
Adam Con, Faculty of Fine Arts
Steve Evans, Faculty of Graduate Studies
Gordon Fulton, Designate for Vice-President Academic & Provost
Andrea Giles, Co-operative Education & Career Services
Chris Graham, Peter B. Gustavson School of Business
Sarina de Havelyn, Student Senator
Robin Hicks, Faculty of Science
LillAnne Jackson, Faculty of Engineering
Sabrina Jackson, Acting Director, Graduate Admission and Records
Freya Kodar, Faculty of Law
Asia Longphee, UVic Calendar Editor
Gary MacGillvray, President's Nominee
Michele Martin, Division of Medical Sciences
Catherine McGregor, Faculty of Education
Nilanjana Roy, Faculty of Social Sciences
Ada Saab, Associate University Secretary
Esther Sangster-Gormley, Faculty of Human and Social Development
Lisa Surridge, Faculty of Humanities
Wendy Taylor, Acting Registrar
James Wigginton (Secretary), Office of the Registrar

University of Victoria | Senate Committee on Planning

MEMO

Date: February 19, 2020

To: Senate

From: Senate Committee on Planning

Re: **Proposal to Extend the Approved Centre Status for the Centre for Global Studies until December 31, 2020**

At its meeting of February 4, 2020, the Senate Committee on Planning considered the proposal to extend the Approved Centre Status for the Centre for Global Studies until December 31, 2020, as described in the memorandum dated January 16, 2020.

The following motion is recommended:

Motion: that Senate approve the proposal to extend the Approved Centre Status for the Centre for Global Studies until December 31, 2020, as described in the memorandum dated January 16, 2020.

Respectfully submitted,

2019-2020 Senate Committee on Planning

Susan Lewis, (Chair), 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
Robin Hicks, 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
Nicole Greengoe, Office of the Registrar
Cindy Holder, Humanities

University of Victoria
Office of the Vice-President, Research
Michael Williams Building Room A110 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-472-5416 | F 250-472-5477 | uvic.ca/research

MEMORANDUM

DATE: January 16, 2020

TO: Dr. Susan Lewis; Chair, Senate Committee on Planning

FROM: Dr. Michael Masson, Acting Associate Vice-President Research

RE: Centre for Global Studies

I am writing under the delegated authority of the Vice-President Research, Dr. Lisa Kalynchuk. She has reviewed and is in agreement with this recommendation.

An external review of the Centre for Global Studies (CFGS) under the directorship of Dr. Oliver Schmidtke is scheduled for May 2020, in adherence with University of Victoria policy number RH8300, *Establishment, Review, and Closure of Research Centres*.

The external review was originally scheduled to take place December 2019, well in advance of the expiration of the current mandate of the Centre (30 June 2020). The review had to be postponed, however, because an external panel member notified our office with very short notice that he or she was no longer able to participate in the review at the agreed upon time. As a result, we have had to reschedule the external review, with the new date set for May 2020, based on the availability of the reviewers. Given that the current approval for the Centre ends on 30 June of this year, our office is requesting a six-month extension of the Centre's approval to allow time for completion of the renewal process.

The CFGS is an established and highly active multi-Faculty centre which facilitates global initiatives, partnerships, and collaboration. The VPR does not foresee any problems with the renewal process.

I therefore request that the Senate Committee on Planning recommend the following motion to Senate:

> *That the Senate Committee on Planning recommends that Senate extends for 6 months the Approved Centre Status for the Centre for Global Studies until 31 December 2020.*

University of Victoria | Senate Committee on Planning

MEMO

Date: February 19, 2020

To: Senate

From: Senate Committee on Planning

Re: **Proposal to Discontinue the Geography Concentrations in the Bachelor of Arts and the Bachelor of Science Programs**

At its meeting of February 4, 2020, the Senate Committee on Planning considered the proposal to discontinue the Geography concentrations in the Bachelor of Arts and Bachelor of Science programs, as described in the document "Discontinuation of Geography Concentrations".

The following motion is recommended:

Motion: that Senate approve the proposal to discontinue Geography Concentrations in the Bachelor of Arts and the Bachelor of Science programs, as described in the document "Discontinuation of Geography Concentrations".

Respectfully submitted,

2019-2020 Senate Committee on Planning

Susan Lewis, (Chair), 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
Robin Hicks, 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
Nicole Greengoe, Office of the Registrar
Cindy Holder, Humanities

UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

Discontinuation of Geography Concentrations

Dean's Name and Date of consultation with AVPAP: NILANJANA ROY 15th DEC, 2019 (INTERIM ASSOCIATE DEAN, ACADEMIC)	Dean signature: (ASSOCIATE DEAN) Original signed by Nilanjana Roy
Name of contact person: Dr. Johan Feddema, Chair of the Department of Geography	
Email & phone of contact person: geogchair@uvic.ca; 250-721-7325	
Date approved by Department: December 5, 2016	Chair/Director signature: Original signed by Johan Feddema
Date approved by Faculty: January 30, 2020	Dean Original signed by Ann Stahl
Date approved by Senate Committee on Planning:	AVPAP signature:
Resource Commitments	Signature of line authority

Discontinuation of Geography Concentrations

PROPOSAL (up to 4,000 words plus appendices)	
A. Identification of the change	
Name, Location, Academic units (Faculties, departments, or schools)	Department of Geography
Anticipated implementation date of change	September 2020
Name, title, phone number and e-mail address of contact person	Johan Feddema, Professor and Department Chair – geogchair@uvic.ca; 250-721-7325 Ian O'Connell, Teaching Professor and Undergraduate Affairs Committee Chair – ianoc@uvic.ca; 250-721-7338

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

Include a description of how the proposed change relates to similar programs in your unit and comparable programs outside UVIC. Provide a rationale for the change and describe the impact on students. How does the proposed change align with unit/Faculty/UVIC strategic plans and priorities?

The Department of Geography is proposing to discontinue the eight BA concentration options and the eight BSc concentration options. In combination with the proposed curriculum changes also submitted for September 2020, the goal is to offer robust, flexible programs that will support students in completing their degrees in a timely manner while taking courses from a wider range of options.

We currently have 27 programs to administer:

- BSc Geography Major
- BSc Geography Major, Concentration in Coastal Studies
- BSc Geography Major, Concentration in Environment and Sustainability
- BSc Geography Major, Concentration in Geomatics
- BSc Geography Major, Concentration in Physical Geography
- BSc Geography Honours
- BSc Geography Honours, Concentration in Coastal Studies
- BSc Geography Honours, Concentration in Environment and Sustainability
- BSc Geography Honours, Concentration in Geomatics
- BSc Geography Honours, Concentration in Physical Geography
- BSc Combined Major in Geomatics (CSC and GEOG)
- BSc Combined Major in Physical Geography (EOS and GEOG)
- BSc Combined Honours in Physical Geography (EOS and GEOG)
- BSc Geography General/Minor

- BA Geography Major
- BA Geography Major, Concentration in Coastal Studies
- BA Geography Major, Concentration in Environment and Sustainability
- BA Geography Major, Concentration in Geomatics
- BA Geography Major, Concentration in Urban, Health, and Development
- BA Geography Honours
- BA Geography Honours, Concentration in Coastal Studies
- BA Geography Honours, Concentration in Environment and Sustainability
- BA Geography Honours, Concentration in Geomatics
- BA Geography Honours, Concentration in Urban, Health, and Development
- BA Geography General/Minor
- Coastal Studies General/Minor
- Geographic Information Technology Minor

Most of these programs have very few students in them. The discontinuation of the concentration options would bring the number of programs to eleven, a less overwhelming number of options for students, and a much more administratively manageable number for the department.

Students have told the department through surveys and town hall meetings that they find the concentration options to be confusing and inflexible. While students are not required to take a concentration, in spite of all attempts to communicate this, many students remain convinced that they must do so and express feeling trapped in concentrations, which complicate the path to graduation.

Administratively, the department is looking for ways to allow more flexibility in the courses we offer and increase adaptability to a changing faculty population and a changing world. With the concentrations removed, we would have greater flexibility in offering alternative courses when faculty members are on leave or on a reduced teaching load. Increased flexibility in course offerings would also allow the department to be freer to innovate with new courses in line with UVic's strategic priorities. Current areas of departmental course innovation include focuses on experiential and community-engaged learning, engagement at the local and global levels, and creative approaches to sustainable futures. With new faculty hires, the department hopes to cultivate stronger Indigenous perspectives in courses and continue efforts in decolonizing curriculum and courses.

If the discontinuation of the concentrations is approved, the department will work with students, applying appropriate substitute courses where needed, to ensure that all students who have already declared concentrations will be able to complete their programs. The department will consider appropriate substitute courses in concentrations where course offerings have already been significantly impacted by changes in the faculty population so that students are not impeded in their graduation paths.

The Major, Honours, Combined, and General/Minor programs that will be in place if curriculum changes are approved and concentrations are discontinued will offer students more flexibility in pursuing an interdisciplinary range of interests within Geography while completing academically robust programs.

C. Indicators of labour market and student demand.

Currently, 70% of students (427 out of 614) who are declared in a Geography Major program have opted to not declare a concentration. 187 out of 614 current, declared Geography students have opted to declare a concentration.

Of those 187, below is the breakdown by concentration and degree program:

BA program:

- Coastal Studies (CSS) – 4 students (0.6% of declared Geography Majors)
- Environment and Sustainability (ENSU) – 29 students (4.7% of declared Geography Majors)
- Geomatics (GEO) – 5 students (0.8% of declared Geography Majors)
- Urban, Health, and Development (URHD) – 38 students (6.2% of declared Geography Majors)

BSc program:

- Coastal Studies – 15 students (2.4% of declared Geography Majors)
- Environment and Sustainability – 27 students (4.4% of declared Geography Majors)
- Geomatics – 47 students (7.7% of declared Geography Majors)
- Physical Geography (PHGE) – 22 students (3.6% of declared Geography Majors)

In the last seven years, 44-60% of graduating Geography Major students have opted not to complete a concentration. Only between 0 and 30 students have graduated in each concentration option each year. Below is the average number of students to graduate per year for each concentration over the last seven years (2012-19):

- BA CSS: 2 (1.1% of graduating students on average)
- BA ENSU: 12 (7.1% of graduating students on average)
- BA GEO: 4 (2.3% of graduating students on average)
- BA URHD: 22 (12.9% of graduating students on average)
- BSc CSS: 4 (2.4% of graduating students on average)
- BSc ENSU: 9 (5.3% of graduating students on average)
- BSc GEO: 17 (10.0% of graduating students on average)
- BSc PHGE: 8 (4.7% of graduating students on average)

D. Areas of research & teaching specialization and evidence of adequate faculty complement.
Due to faculty leaves, retirements, and new hires, the ability of the department to offer the specific courses required to complete all of the eight concentration options significantly varies from year to year. During some years, this has had such an impact on course offerings in a certain teaching area that students trying to complete some concentrations have been left scrambling to find substitute courses or have had program completion impeded. Removing concentration options in combination with the curriculum changes will create flexible, robust major programs that will support students in completing their degrees in a timely manner while taking courses from a wider range of options. These changes will also reduce pressure on the department to offer specific courses every year, even when there are insufficient instructors among the regular faculty to teach them.

E. Does the proposed change have an impact on current policies (admissions, student evaluation, supervision, oral examinations)? If yes, provide details.
No.

F. Curriculum design (Include draft curriculum as Appendix) (not required for requests for program discontinuation)
Indicate the requirements and design, including core and elective courses and total program units. Identify which courses already exist at UVic and any new courses required. n/a

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

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

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

Identify the program learning outcomes.

Provide anticipated times to completion.

Describe any plans for international or indigenous opportunities or perspectives.

Plans for integration of teaching and research.

G. Anticipated enrolment and student financial support plan (not required for requests for program discontinuation)
n/a
H. Resource requirements. Indicate any resources required (faculty & staff appointments, space, library)
There will be no change in current resource requirements.
I. Indicate related undergraduate programs in other British Columbia post-secondary institutions.
In related undergraduate programs in other British Columbia post-secondary institutions, only VIU has two comparable "stream" options in their BA programs. UNBC and UBC-O do not have comparable program options. SFU and UBC have additional Major program options, but they have nothing comparable to our concentration options: SFU has BSc programs in physical geography or GIS, and UBC has BA programs in Environment and Sustainability and Human Geography.
Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the program change (emails/letters of support in an appendix).

University of Victoria | Senate Committee on Planning

MEMO

Date: February 19, 2020

To: Senate

From: Senate Committee on Planning

Re: **Proposal to Discontinue the Graduate Professional Certificate in Cultural Heritage Studies**

At its meeting of February 4, 2020, the Senate Committee on Planning considered the proposal to discontinue the Graduate Professional Certificate in Cultural Heritage Studies, as described in the memorandum dated November 4, 2019.

The following motion is recommended:

Motion: that Senate approve the proposal to discontinue the Graduate Professional Certificate in Cultural Heritage Studies, as described in the memorandum dated November 4, 2019.

Respectfully submitted,

2019-2020 Senate Committee on Planning

Susan Lewis, (Chair), 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
Robin Hicks, 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
Nicole Greengoe, Office of the Registrar
Cindy Holder, Humanities

University of Victoria
Faculty of Fine Arts| Office of the Dean
Fine Arts Building Room 116 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-7755 | F 250-721-7748 | fineasst@uvic.ca | http://finearts.uvic.ca

MEMORANDUM

Date: November 4, 2019

To: Dr. David W. Capson, Dean, Faculty of Graduate Studies

From: Dr. Adam Jonathan Con, Acting Associate Dean, Faculty of Fine Arts

Copy: Dr. Susan Lewis, Acting Associate Vice-President Academic Planning
Dr. Catherine Harding, Acting Chair, Art History and Visual Studies
Ms. Tania Muir, Director, Cultural Management Programs, Division of Continuing Studies
Ms. Carolyn Swayze, Coordinator, Information, Research & Communications, FGS

Re: Discontinuance of the Graduate Professional Certificate in Cultural Heritage Studies

This memo confirms the agreement to discontinue the Graduate Professional Certificate in Cultural Heritage Studies. The attached memo provided by Tania Muir, Director, Cultural Management Programs, Division of Continuing Studies, provides the rationale.

The program is housed academically in Art History and Visual Studies. Courses associated with the Cultural Heritage Studies will remain in the calendar until the AHVS department has the opportunity to assess possible future changes or deletions.

The Department of Art History and Visual Studies approved this motion on September 10, 2019.
The Senate Committee on Continuing Studies approved this motion in November 2018.
The Faculty of Fine Arts has approved this motion on November 6, 2019.

Original signed by Catherine Harding — Nov 6 2019

Catherine Harding, *Acting Chair* — Date
Art History and Visual Studies

Original signed by Tania Muir — Nov. 6, 2019

Tania Muir, *Director* — Date
Cultural Management Programs, Division of Continuing Studies

Original signed by Adam Con — NOV. 6, 2019

Adam Jonathan Con, *Acting Associate Dean* — Date
Faculty of Fine Arts

University of Victoria
Division of Continuing Studies | Program Unit Name Here
PO Box 1700 STN CSC Victoria British Columbia V8W 2Y2 Canada
T 250-721-8462 | F 250-721-8774 | cmpdir@uvic.ca | continuingstudies.uvic.ca

October 16, 2019

TO: Susan Lewis
Chair, Senate Committee on Planning

FROM: Tania Muir
Program Director, Cultural Management Programs, Continuing Studies

CC: Eva Baboula, Acting Dean, Faculty of Fine Arts; David Capson, Dean, Faculty of Graduate Studies; Catherine Harding, Acting Chair, Art History and Visual Studies; John Lutz, Chair, History; Jo-Anne Clarke, Dean, Division of Continuing Studies.

RE: Recommendation to Discontinue the Graduate Professional Certificate in Cultural Heritage Studies

For over 30 years the Faculty of Fine Arts in partnership with the Cultural Resource Management Program (CRMP) in the Division of Continuing Studies has been offering high-quality undergraduate and post-graduate education opportunities for emerging and mid-career professionals in the museum, heritage, and cultural management fields.

The Graduate Professional Certificate in Cultural Heritage Studies (GPC CHS) was proposed and approved by senate in 2011 in order to offer graduate-level opportunities to professionals in the field (as well as to graduate students pursuing a Masters degree at UVic in a related discipline). Graduate-level credentials, along with the knowledge and skills they provide, have become the entry-level qualification in many areas of specialized museum and heritage practice. The GPC program was designed to accommodate two major fields within cultural work: heritage and museum, and offers participants the opportunity to explore topics that support their professional development. Designed for online delivery on a part-time basis, the GPC launched in the fall of 2012.

In February 2016, the Senate Committee on Continuing Studies recommended that new applications be put on hold for two years to review program viability. During this time, a number of barriers have been identified which prohibit the GPC from meeting both its financial targets, as well as meeting the educational needs of working professionals in the field. These include:

- Changes in the museum/heritage educational market since the GPC was proposed rendering these programs less competitive. Enrolment expectations and the current financial model are not sustainable within the current landscape.
- The Division of Continuing Studies is a non-academic unit and does not have a dedicated Faculty member to oversee the unique academic needs of graduate

students or respond to the administrative and academic requirements of the Faculty of Graduate Studies

Enrollment and graduation information:

The total number from graduates for the Graduate Professional Certificate in Cultural Heritage Studies: 28

Enrollment information:

Academic Year	2012/13	2013/14	2014/15	2015/16	2016/17*
Number of Courses offered	5	6	5	3	0
Total Enrollment	36	36	43	21	0

*In 2016-17 there were insufficient enrollments to launch the program.

An analysis of statistics for the 2014-15 application year indicates that of the program applications received, 25% were either unsuitable for entry into the program or choose to reject our offer in favour of an alternative program or changes in personal circumstances. Of those that accepted our offer, 21% deferred their entry into the program. From 2012 to 2016 the average number of registrations per course was 7.

Since the closure of the graduate portal, the Cultural Resource Management Program has successfully supported all GPC learners to complete their program with the exception of one remaining student who has medical circumstances that have resulted in the delay in completion of their remaining courses. Provisions have been made for the student to complete the program when able, including the retention of the GPC courses in the calendar.

Students looking to access 400-level Cultural Resource Management courses as part of their graduate programs at the University of Victoria continue to do so either with approval of their Academic Advisor or, as part of their core courses in Public History MA offered through the Faculty of Humanities. In addition, learners in graduate programs in Western Canada continue to access the Cultural Resource Management courses through the Western Dean's Agreement.

As the Graduate Professional Certificate in Cultural Heritage Studies is no longer viable as part of the Cultural Resource Management Program in the Division of Continuing Studies, and alternative learning pathways are currently available for learners at a graduate level in the areas of heritage and museum studies, the Senate Committee on Continuing Studies in November, 2018 recommended that the Graduate Professional Certificate in Cultural Heritage Studies be formally discontinued by September 2020. As the academic home for the Cultural Resource Management Program, the Department of Art History and Visual Studies also voted in favour of the discontinuance during their meeting on September 10, 2019.

University of Victoria | Senate Committee on Planning

MEMO

Date: February 19, 2020

To: Senate

From: Senate Committee on Planning

Re: **Proposal to Add an International Option to the Bachelor of Arts in French Program**

At its meeting of February 4, 2020, the Senate Committee on Planning considered the proposal to add an International Option to the Bachelor of Arts in French program, as described in the document "International Option for a BA in French (INT-FRAM)'.

The following motion is recommended:

Motion: that Senate approve the proposal to add an International option to the Bachelor of Arts in French program, as described in the document "International Option for the BA in French (INT-FRAM)".

Respectfully submitted,

2019-2020 Senate Committee on Planning

Susan Lewis, (Chair), 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
Robin Hicks, 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
Nicole Greengoe, Office of the Registrar
Cindy Holder, Humanities

University of Victoria
Faculty of Humanities | Department of French
Clearihue C247 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-7363 | F 250-721-8724 | uvic.ca/humanities/french | @UVicFran

Victoria

February 16th, 2020

Ref: International Option/ BA in French

Dear Susan,

As per your requirement, I am happy to provide additional information related to our new option for helping students in French engaged with the francophone communities in Canada and abroad.

The main changes to our BA in French (BA-FRAM/ Major) is that we have streamlined the program in order to (1) adapt it to contemporary issues by adding new courses, (2) reducing the number of mandatory courses to 4 upper level courses offering media, culture, lilterary and language competencies, (3) increasing the minimum mark required in FRAN 275 (writing in French) in order to be admitted into the Major, and (4) adding an International Option (INT-FRAM)

As described in the program summary, "The International Option for the BA in French (INT-FRAM) provides the opportunity for eligible BA-FRAM students to spend a term studying at a francophone university, either in Canada or overseas". Our goal is to encourage and reward the efforts made by students to engage with global issues, and adapt to a new language and cultural environment for an extended time (typically a term). We are also committed to working with the registrar's office to ensure that students will not be financially burdened by the lack of transfer credits upion they return. By allowing them to register in UVIC courses while studying at a French-speaking institution, they are guaranteed to receive the credits for which they paid under the condition that they fulfill the academic requirement of the course.

We have set specific courses aside to allow flexibility: FRAN 360 (1.5 to 3 units), FRAN 360A (3 units), FRAN 365 (1.5 to 3 units), FRAN 367 (1.5 to 4.5 units), FRAN 480 (1.5 to 3 units). We also require at least 4.5 units of course while studying in the chosen institution. Furthermore, we require that students contact the Chair of the Department in order to discuss their plans for studying at a French-speaking institution. Once admitted into the Option, and upon approval of the plan of studies, students will receive permission to register in the courses cited above.

We have set aside funds to help students financially. For instance, our current collaboration with UBS (University Bretagne Sud) is under an Erasmus-Mundus program. As such it offers guaranteed funding for two students each year. In addition our Department has the Harry Hickman bursaries for studying in France for a term and the faculty of Humanities has a specific bursary for students who are studying at an other instution to gain global experience.

As also explained in our memo (sent to you in January) our new program better align with Strategy 3 and Streatgy 6 of the UVic Strategic Framework, by inclusing more opportunities for enriched experiential and community engaged learning,

Please do not hesitate to consult me with any additional questions or queries,

Best regards,

Original signed by Catherine Caws

Catherine Caws, PhD
Chair || Directrice
French
chairfran@uvic.ca

UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

International Option for the BA in French (INT-FRAM)

Dean's Name and Date of consultation with AVPAP: Chris Goto-Jones, Dean Lisa Surridge, Associate Dean Humanities Consultation with Susan Lewis, AVPA, on Dec 9, 2019 (see attached)	Dean signature: Original signed by Lisa Surridge
Name of contact person: Catherine Caws, Chair, French	
Email & phone of contact person: **chairfran@uvic.ca** **250-7217362**	
Date approved by Department: November 26, 2019 (extraordinary meeting of the French Department)	Chair/Director signature: Original signed by Catherine Caws
Date approved by Faculty: **January 9, 2020 (**Faculty of Humanities Cycle 2 Meeting)	Original signed by Chris Goto-Jones
Date approved by Senate Committee on Planning	AVPAP signature:
Resource Commitments	Signature of line authority

International Option for the BA in French (INT-FRAM)

PROPOSAL (up to 4,000 words plus appendices)	
A. Identification of the change	
Name, Location, Academic units (Faculties, departments, or schools)	Introduction of an international option for the BA in French major, Department of French, Faculty of Humanities
Anticipated implementation date of change	Sept 2020
Name, title, phone number and e-mail address of contact person	Catherine Caws, Chair, Department of French 250-721-7362 chairfran@uvic.ca

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

Include a description of how the proposed change relates to similar programs in your unit and comparable programs outside UVIC. Provide a rationale for the change and describe the impact on students. How does the proposed change align with unit/Faculty/UVIC strategic plans and priorities?

To align with the Strategy 3, Intensify Dynamic learning, our revamped BA includes many opportunities for "research-enriched and experiential learning". In particular we are introducing an International Option for the BA in French in order to better engage our students on a global level and help them become global citizens who will have a better chance to understand and respect a multitude of cultures, voices and practices. Strategy 3.4 suggests the need to "update quality curricular and co-curricular programs that positively impact the student experience, foster wellness and resilience, and support the achievement of educational goals and timely graduation". In addition, under Strategy 6, Engage Locally and Globally, our new option fits with strategy 6.2 because it "develops and supports student mobility [...] experiential learning and [...] intercultural curricula" and it enhances "global awareness and connections".

The International Option will formally recognize the efforts taken by students to experience learning overseas or in another francophone environment in Canada. It is an optional BA program, rather than being imposed onto all of our students.

C. Indicators of labour market and student demand. (not required for requests for program discontinuation)

During the Spring term 2019, the Chair organized a wide consultation with students to see the type of changes that they would like to see in a revamped program. Many students expressed a desire for a more fitted and targeted mechanism to spend a term in a francophone university and ensuring that they would receive proper credits. This International Option does not require further funding and is fully integrated with our program. In terms of the labour market, the unmet demand in BC for fluent French immersion teachers as well as the continuing nationwide demand for bilingual workers in the federal government indicate that this option will prepare students for the workplace.

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

N/A This option has no resource implications for the unit.

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

No, this option does not have any implication in this regard.

F. Curriculum design (Include draft curriculum as Appendix) (not required for requests for program discontinuation)

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

This is how the International Option is described in our Program requirements: (screen shot taken from KUALI)

The International Option

The International Option for the BA in French (INT-FRAM) provides the opportunity for eligible BA-FRAM students to spend a term studying at a francophone university, either in Canada or overseas. During this study abroad term, students register in UVic FRAN courses (see below) and receive full course credits for their participation in learning and studying in a francophone environment. By choosing the INT-FRAM option, students may receive between 4.5 and 7.5 units:

FRAN 360 (1.5 to 3 units)
FRAN 360A (3 units)
FRAN 365 (1.5 to 3 units)
FRAN 367 (1.5 to 4.5 units)
FRAN 480 (1.5 to 3 units)

To be eligible for the International Option, students must contact the Chair of the Department in order to discuss their plans for studying at a French-speaking institution. Once admitted into the Option, and upon approval of the plan of studies, students will receive permission to register in the courses cited above.

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

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

The International Option is by definition an opportunity for experiential learning and the development of Intercultural skills, as well as engagement on a global level.

- Opportunities for community engaged and research-enriched learning

These opportunities exist in some of the new courses that we have introduced, but the International Option also provides a direct connection with francophone communities through exchange. While studying at Francophone Universities, students will have the opportunity to register in our Fran 365 or FRAN 367 courses and through the courses reflect on their self-development and self-awareness of the other culture(s) and ways of being and learning.

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

N/A

Identify the program learning outcomes.

- Development of linguistic and cultural competencies.
- Development of intercultural competencies.
- Direct engagement with Francophone culture(s), people, and artefacts.

Provide anticipated times to completion.

The International Option will provide an opportunity to spend one semester at a francophone university in Canada or overseas. It will not affect time of completion for the BA in French.

Describe any plans for international or indigenous opportunities or perspectives.

- The International Option is by definition an international option

Plans for integration of teaching and research.

- The formal requirement for self-reflection will involve research on what it means to be a francophone in an increasingly global society. The research-based learning will be similar to an ethnographic exploration.

G. Anticipated enrolment and student financial support plan (not required for requests for program discontinuation)
We anticipate that between 5 to 10 students will choose this option per year. It does not require further financial support.
H. Resource requirements. Indicate any resources required (faculty & staff appointments, space, library)
No specific resource is requested.
I. Indicate related undergraduate programs in other British Columbia post-secondary institutions.
We would be the first Department of French in BC to provide a formal International Option. Business at UVic offers this option and after talking to faculty and colleagues at UVic, we modeled our Option on theirs. We hope that this Option will be a unique opportunity for students and thus encourage more students to choose UVIc in order to continue their journey into French.
Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the program change (emails/letters of support in an appendix).

University of Victoria | Senate Committee on Planning

MEMO

Date: March 18, 2020

To: Senate

From: Senate Committee on Planning

Re: **Proposal to Establish a Master of Engineering in Biomedical Systems (Professional, M.Eng.)**

At its meeting of March 3, 2020, the Senate Committee on Planning considered the proposal to establish a Master of Engineering in Biomedical Systems (Professional, M.Eng.), as described in the document "Master of Engineering in Biomedical Systems".

The following motion is recommended:

Motion: that Senate approve and recommend to the Board of Governors, that it also approve the proposal to establish a Master of Engineering in Biomedical Systems (Professional, M.Eng.), as described in the document "Masters of Engineering in Biomedical Systems".

Respectfully submitted,

2019-2020 Senate Committee on Planning

Susan Lewis, (Chair), 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
Robin Hicks, 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
Nicole Greengoe, Office of the Registrar
Cindy Holder, Humanities

FACULTY OF GRADUATE STUDIES

NEW GRADUATE PROGRAM TEMPLATE

Masters of Engineering in Biomedical Systems

Dean's Name and Date of consultation with AVPAP: Peter Wild October 25th, 2019	Dean signature Original signed by Peter Wild
Name of contact person: Stephanie Willerth	
Email & phone of contact person: willerth@uvic.ca 250-721-7303	
Date approved by Department: November 13th, 2019	**Original signed by Christopher Kennedy**
Date approved by discipline Faculty: December 3rd, 2019	Dean signature:
Date approved by Graduate Studies:	Dean signature:
Date of Consultation with Libraries: December 18th, 2019	University Librarian:
Resource Consultations – Other: *(e.g. Co-op, space, Faculty, staff) See internal letters of support*	

A. Areas of specialization and evidence of adequate faculty complement to support the new program.

Adding a professional M.Eng. program in Biomedical Systems would build upon the Engineering Faculty's existing area of research strength and it will contribute the Engineering Expansion project being conducted by the University. Additionally, this program contributes to building capacity in health-related expertise within the mandate of the University-wide Health Sciences Initiative. The Faculty of Engineering has 8 Faculty with active research programs strongly linked to or completely focused on Biomedical Systems. These experts include: Dr. Nikolai Dechev, an internationally recognized expert in Assistive Technologies, whose research is focused on prosthetic device development for persons with limb deficiency, the development of clubfoot correction devices for children, and development of scoliosis treatment devices for children with spinal deformity. His efforts with the Victoria Hand Project have brought national and international recognition to UVic for the positive health impact on those suffering limb deficiencies in 8 countries. Dr. Mohsen Akbari, an internationally recognized expert in using microfluidics to engineer tissues and to develop novel treatments for wound assessment and healing. Dr. Joshua Giles, an expert in biomechanics and orthopaedic technologies and their integration to develop novel rehabilitation devices for persons with musculoskeletal disabilities. Dr. Stephanie Willerth, an internationally recognized and award-winning expert in developing engineered neural tissues for drug screening applications. She also serves as the Director of the Biomedical Engineering undergraduate program and directs the Centre for Biomedical Research, which has several researchers conducting health related research including medical devices. Dr. Xiaodai Dong has extensive experience with high capacity, energy efficient wireless communication systems. She's recently applied this to help develop a cloud-based mobile electrocardiogram heart monitor. Dr. Reuven Gordon holds a Canada Research Chair in nanoplasmonics and has applied this expertise to many projects in health technology including cancer detection. Dr. Fayez Gebali is an expert on Hardware security and implementations of crypto systems, parallel algorithms and computing and wireless networks with applications to medical devices. He has also published papers of effectively teaching engineering design. The program proposes the hiring of two teaching professors to provide additional support for this M.Eng. as well as the undergraduate BME program. As well, Mechanical Engineering is in the process of hiring a CRC in Assistive Technologies whose expertise could support this M.Eng.

B. Admission Requirements. Do they differ from Faculty of Graduate Studies requirements? If so, provide details.

Admission requirements will be based on the Faculty of Graduate Studies requirements with the exception of these additions:

- Applicants will hold an undergraduate degree in engineering or applied science.
- Applicants with relevant industrial experience in combination other types of degrees, diplomas or certifications could be considered.

C. Curriculum design (Include draft curriculum in Appendix).

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

The program will consist of a minimum of 15 units, normally with no less than 12.0 units of graduate course work, and a 3.0 unit design project. Students will complete a core set of four courses, four electives, and a technical project focusing on medical systems/device design. Students can also complete an optional co-op. More information in Appendix.

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

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

The student will have opportunities for experiential learning through course design projects and the 3.0 credit technical project. They will also have the opportunity to gain further skills through an optional co-op term.

The technical project will be performed under the supervision of a Faculty member. Students will have the choice to work in teams or individually and the opportunity to select a topic from a pre-set list provided by Faculty or a topic of their choosing. Faculty projects will be related to their research programs and projects may also be provided by industrial partners. Students choosing their own topics get the opportunity to work on projects with industry partners or projects with potential community impacts.

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

Not at the current time.

Identify the learning outcomes.

The goal of the program is to provide the student with knowledge and experience in biomedical systems and biomedical devices. The student will also learn about human physiology on different scales from cells to organ systems and how to apply it to medical device design. As a result of successfully completing this program, the student will be able to:

- Apply the basic principles of human physiology to system design
- Apply the principles of material science for medical device design and implementation
- Apply human factors and ergonomic considerations to medical system design
- Analyze medical devices in the context of a usability process, economic consideration, and risk management
- Use the regulatory process and pathways to develop medical device
- Design medical devices for use by healthcare professionals and the health industry
- Use current innovative technology and techniques in the biomedical device industry

These learning outcomes will be introduced at a basic level through core courses and then further explored in electives.

Identify anticipated times to completion.

The entry point to the program will be September only and the course requirements for the program will be completed in 12-16 months depending on the students desired course load. The optional co-op work term will add an additional 3-4 months to degree completion.

After 3 years of running the program, an evaluation of the workload will be performed, looking at: completion rates, time to completion, course participation, and the grades achieved in the courses, to determine if the 12-16 month program length is appropriate and effective.

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

Techniques for evaluating student performance will be decided by the individual course instructors so long as they abide by the University's regulations. Techniques could include assignments, essays, oral or written tests (including midterms), participation in class discussions, seminar presentations, laboratory examinations, "open book" or "take home" examinations, and examinations administered during formal examination periods.

The mandatory Technical Project will be evaluated in a similar style to how current M.Eng. projects are evaluated. The student(s) will be required to a perform literature review on their chosen topic, produce a design/prototype or their chosen solution and compile the information in a formal document. The student(s) will complete the project under the supervision of a Faculty member who will subsequently evaluate the design and written work along with a second member

Plans for integration of teaching and research.

There are two research Centres on campus, the Centre for Biomedical Research (CBR) and the Centre for Advanced Materials and Technology (CAMTEC), both of which hold members whose research focuses on medical system development. UVic is also recruiting a Canada Research Chair in Assistive Technologies, which will strengthen the ties of our Biomedical Engineering program with the CanAssist organization on campus. In 2018, CBR hosted the second Biomedical Engineering Partnership day with a successful turnout, indicating a strong interest in this area from the public.

A Master's program in Biomedical Systems would expand on this existing knowledge base and create new opportunities for biomedical research on campus with supervised projects and co-op opportunities incorporated into the degree.

Describe any international or Indigenous opportunities or perspectives.

For the Technical Project, students have the opportunity, if they choose, to decide their own topic. International or Indigenous students can select topics/projects specifically impacting their communities.

D. Enrolment plan for the length of the degree and student financial support plan.

The admissions selection process will be competitive. Not all students who meet the minimum requirements will be admitted. It is expected that around 15 students will be admitted to the program the first year with an increase to 25 by year 3. We would like to eventually offer fellowships to underrepresented groups once the program becomes revenue generating in year 3.

We will also screen the applicant pools to promote equity and diversity targets in line with the Faculty's policies. On-line applications will be submitted by following the links from the Faculty of Graduate Studies webpage. The Graduate Admissions and Records Office is the official depository for all applicant documentation. Additional information about graduate studies in the program will be made available at the Faculty of Graduate Studies webpage.

Selection of students and the initiation of the admission process will be handled by a newly formed Biomedical Engineering Graduate Committee consisting of the M.Eng. program director, the Mechanical Engineering graduate advisor, and the Mechanical Engineering Chair.

E. Resource requirements (include a table of program revenue and expenditures).

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

Resource requirements addressed by VPAC and Faculty Dean.

Appendix – Draft Curriculum

The program will consist of a minimum of 15 units. This will include 12.0 units of graduate course work, 6.0 units from four mandatory program courses and 6.0 and 6.0 units from four technical elective. A 3.0 unit technical design project, focusing on medical systems/device design, will be completed in the final one or two terms depending on the students desired course load and whether they will participate in an optional co-op.

Table 3: List of Courses Offered in the M.Eng in Biomedical Systems

Core Courses (6.0 units required for program completion)	
New with this program (1.5 units each)	BME 500: Introduction to Medical Device and System Design and Regulation
	BME 501: Biosensors and Imaging for Medical Device Design
Previously existing (1.5 units each)	BME 505: Quantitative Human Physiology
	BME 520: Human Factors and Usability Engineering for Medical Devices
Elective Courses (6.0 units required for program completion)	
Previously Existing (1.5 units each)	BME 510: Bioprinting – 3D printing human body parts
	BME 515: Biomaterials and Tissue Engineering
	BME 550: Microfluidics for Biomedical and Energy Applications
	BME 560: Introduction to Musculoskeletal Mechanics
	ECE 545: Nano technology
	ECE 547: Electronic Devices
	ECE 591: Professional Foundation
	MECH 510: Mechanics and Energy Conversion in Living Cells
	MECH 536: Microfluidics
	MECH 555: Micro-ElectroMechanical Systems
	MECH 576: Introduction to Electron Microscopy

Table 4: Example Course Schedule for M.Eng in Biomedical Systems with 12-Month Course Completion and Co-op

Term 1 (Fall)	Term 2 (Spring)	Term 3 (Summer)	Term 4 (Fall - Optional)
BME 500 (core)	BME 520 (core)	**M.Eng Technical Project**	**Co-op work term**
BME 501 (core)	BME 515 (elective)		
BME 505 (core)	BME 550 (elective)		
BME 510 (elective)	BME 560 (elective)		

***** One or two electives could be taken in the summer term along with the technical project depending on availability of desired courses

Table 5: Example Course Schedule for M.Eng. in Biomedical Systems with 16-Month Course Completion

Term 1 (Fall)	Term 2 (Spring)	Term 3 (Summer)	Term 4 (Fall)
BME 500 (core)	BME 520 (core)	**M.Eng Technical Project**	**M.Eng Technical Project**
BME 501 (core)	BME 515 (elective)	BME 560 (elective)	BME 510 (elective)
BME 505 (core)	BME 550 (elective)		

*Students could take an optional co-op work term in a fifth term.

Course Descriptions

Core courses (6.0 units)

BME500: Introduction to Medical Device and System Design and Regulation for Clinical Engineers
This course will provide background to clinical engineering concepts for integrating technology into health care. A focus will be placed on patient/physician interactions with technologies. As well, this course will cover in depth design methodology; recognizing and defining open-ended biomedical engineering problems, problem definition, concept generation, project planning, modelling, analysis, decision making, design synthesis, prototyping and testing. As well students will examine current trends in medical devices from local and global standpoints.

BME501: Biosensors and Imaging for Medical Device Design
Examines the principles of biomedical electronics with emphasis on instruments and systems for biomedical data acquisition, data processing and medical imaging technologies. Topics include techniques applied in medical imaging technologies such as CT, MRI, ultrasound, X-ray, and biosensor technologies.

BME505: Quantitative Human Physiology
Examines the basic structures and processes that make up cells and tissues, including protein synthesis, cellular tissues, and control of cellular processes, using principles from engineering kinetics and transport processes. Includes wet lab exercises.

BME520: Human Factors and Usability Engineering for Medical Devices
This course will cover the regulatory framework and regulatory standards for developing medical devices. It will cover the human factors associated with biomedical device design, including ergonomics and usability. The concept of a usability study and clinical trial will be discussed. Topics on Safety and Risk Assessment and Management will be covered to explain how these devices should be produced through a usability engineering process to maximize safety. Design control concepts such as the Design History File and the Device Master Record will be covered. It will also cover the life cycle of a medical device, by introducing the QMS process (quality management system) used to monitor device performance and allow for the continuous improvement process. Case studies of existing medical devices will be interspersed in the course. The course has a final design project, where students will develop a medical device by applying the various topics covered in the course.

M.Eng. Technical Project (3.0 units)

A significant technical design project in Biomedical Engineering completed under the supervision of a faculty member. This design experience is based on the knowledge and skills acquired in earlier coursework. Projects may originate from faculty members, students, or external sources. It is anticipated that for a 3.0 unit course completed over one term – the student or

team will spend ~18 hours a week on their project. If the project is completed over two terms, the student would spend ~9 hours a week on the project. It is understand that the workload may fluctuate as dictated by the nature of the project, but would not normally exceed these guidelines.

Elective courses (6.0 units)

Students will get the opportunity to choose 2 technical BME electives and 2 general engineering elective

BME electives

BME510: Bioprinting – 3D printing human body parts

This course shows the ways that 3D printing and 3D bioprinting are revolutionizing the available treatments available for medical needs. 3D bioprinting requires collaboration between biomedical engineers, scientists, and critically - clinicians. The clinician identifies the medical need for a 3D printed structure. As this course introduces different projects, a clinician's needs will drive each particular project by identifying the potential advantages of using 3D printing technology to deliver a personalized treatment. During these four modules, the student will learn about how 3D printing has developed into 3D bioprinting. The student will start by learning about 3D printed prosthetics and implants. Next they will be introduced more specifically to 3D bioprinting technologies. This course will encourage thought about ethical considerations and ramifications of these technological advances and the student will complete a design project to at the end of the course to synthesize what they have learned.

BME515: Biomaterials and Tissue Engineering

Introduction to the types of biomaterials and their associated properties. Experimental characterization techniques including microscopy, detection of chemical compositions, protein adsorption and immunoreactivity. Methods for combining biomaterials with cells to engineer tissues.

BME525: Mechanics and Energy Conversion in Living Cells

Provides an engineering introduction to cell architecture, and cell function in health and disease states. Cell components and functions. Families of molecules used by cells. The role of water in cell architecture. Proteins - the machine systems of cells. Thermodynamics of metabolic processes. Mechanical analyses of cytoskeleton, cell membranes. Cell movement and forces. Cellular mechanotransduction. Readings in bio-inspired engineering systems, biotechnology, molecular diagnostics, tissue regeneration, stem cells and cancer.

BME550: Microfluidics for Biomedical and Energy Applications

"Microfluidics for Biomedical and Energy Applications" is an interdisciplinary senior and graduate level course, which introduces the students to the design and development of miniaturized systems for a wide range of biomedical applications from medical diagnostics to drug discovery and regenerative medicine as well as energy applications from fluid sample analysis (e.g. oil analysis) to CO2 transport in microporous media). The main focus is to understand the fundamentals and basic concepts underlying the heat and mass transport in micro scales, microfabrication strategies, and flow control in microfluidic systems. This course will cover the following topics: 1) Transport phenomena in microscale; 2) Fundamentals of microfabrication techniques for microfluidic devices; 3) Flow control in microfluidic systems; 4) Recent advances in designing microscale diagnostics and analytical systems; 5) A brief overview of the applications of microfluidic systems in biology and the concept of organ-on-chip; and 6) A brief overview of the use of microscale technologies for energy applications. The course is highly interactive, emphasizing teamwork, student presentation, and class discussion.

BME560: Introduction to Musculoskeletal Mechanics

This course will explore fundamental engineering principles applied to the human musculoskeletal (MSk) system. In addition to establishing an understanding of basic MSk anatomy and nomenclature, students will study the biomechanical effects of muscle, bone, tendons, and ligaments on the overall human MSk system. Biomechanical kinematic and force analysis will also be studied using first principles and spatial transformations. Throughout the course, technologies commonly used to assess MSk variables will be discussed.

Engineering Electives

MECH 576: Introduction to Electron Microscopy
Introduction to Scanning Electron Microscopes, Transmission Electron Microscopes and associated methods of microscopy; phase contrast imaging, diffraction contrast imaging, Z-contrast imaging and analytical electron microscopy; methods for producing microscopy specimens.

MECH 555: Micro-ElectroMechanical Systems
Principles of Micro-ElectroMechanical Systems (MEMS). Covers theory, design and fabrication. Topics include: scaling law principles, micro-mechanical structures for micro-sensing and micro-actuations, electrostatic devices, micro-thermal devices, piezoresistive devices, piezoelectric devices, micro-magnetic devices, micro-fluidics, micro-optics, microassembly and packaging. Case studies of actual MEMS devices, their operation and their micro-fabrication are discussed.

MECH 536: Microfluidics
Fundamentals of liquid flow, capillarity, two-phase flow, species transport, ionic transport, electroosmosis, electrophoresis and other electrokinetic phenomena in microstructures. Overview of experimental, computational and microfabrication methods. Applications to lab-on-chip processing and fuel cell technologies.

ECE 547: Electronic Devices
Study of the operation of bipolar and field-effect devices in VLSI design. Study of photonic and opto-electronic devices used in transmission, modulation, demodulation and receivers. Principles, construction and design of lasers and their applications. Study of display devices, thin-film devices, imaging devices, transducers and micromachines and their interfacing. Sensor arrays and related system design. Students are required to complete a project.

ECE 591: Professional Foundation
Professional engineering practice and ethics. Canadian labour market research. Cultural intelligence and the diversified workplace. Leadership and management styles. Resumes and interviews. Technical and business communication for engineers. Safety-aware engineering design. Occupational health and safety in the workplace. Understanding professional competencies and engaging in reflective learning.

ECE 545: Nano technology
Nanoscale materials and devices. Techniques and tools of nanostructure fabrication and characterization. Properties of low-dimensional materials. Semiconductor nanostructures, metallic nanoparticles, carbon nanotubes, organic molecules, quantum dots. Applications including nanoelectronics and molecular devices, biotechnology, nanoscale computation, nanomechanical devices and nanophotonics. Students are required to complete a project.

Stage 1 Review for New Degree Proposals

The Stage 1 Review is to determine the need for the program and how it fits with other programs currently offered by the BC public post-secondary education system. It applies to BC publicly funded post-secondary institutions as a means to ensure public resources are spent effectively.

Submission format:

- To facilitate the Stage 1 Review, institutions must complete this template to ensure that all necessary information is provided for the DQAB review.
- Supporting letters, surveys and other documentary evidence should be included as an appendix.
- Use "n/a" or "non-applicable" for a criterion that does not apply and add a brief rationale.
- The submission is expected to be concise and should not exceed 12 pages or 4,000 words, excluding appendices.
- Attached to the template are the submission guidelines for each standard. The submission guidelines detail suggested evidence the institution may provide to demonstrate the program meets each criterion.

INSTITUTION: University of Victoria	PSIPS PROPOSAL #:
PROPOSED DEGREE: Master of Engineering in Biomedical Systems (Professional, M.Eng.)	

Stage 1 Review for New Degree Proposals

Summary Description of Degree Program: (1 page maximum)

Medical devices and their associated systems encompass all apparatus, appliances, materials, and software used in medical practice. These devices include anything that interacts with a patient during any stage of care including prevention, diagnosis, monitoring and treatment. The medical device industry is rapidly evolving with new technologies and regulatory approval practices. Biomedical Engineering combines the principles of science and engineering to solving issues in healthcare. Thus, biomedical engineers play key roles in the fields of medical devices and systems. A program focused on biomedical devices and development would give students a competitive knowledge base and skill set to innovate and lead in industry and healthcare organizations. The proposed M.Eng. degree is a coursework-based program, which trains students with enhanced knowledge, specialized courses, experiential learning, and hands-on skills through laboratories, for a future career in industry, government or academia. The goal of this M.Eng. program is to train students with the skills they need to succeed in the medical device industry. As part of their program, each student will complete a design project focused on medical device and system design, as well as completing courses in human factors and usability, regulatory factors, and human physiology. In addition, several elective courses are available to allow students to further specialize their knowledge. This specialized program will be housed in the Department of Mechanical Engineering which currently delivers a traditional M.Eng. program only used in special circumstances to ~9 students in the past three years. This program will provide additional skills desired by employers looking to hire talent for the growing biotechnology and biomedical device industry both in B.C. and Canada in general as indicated by both survey data and our letters of support. We anticipate launching this program in September 2021 and starting with an initial cohort of 15 students that will grow to 30 by year 3.

The program will consist of a minimum of 15 units, normally with not less than 12.0 units of graduate course work, and a 3.0 unit design project. Students will complete a core set of four courses, four electives, and a technical project focusing on medical systems/device design. Students can also complete an optional co-op.

The goal of the program is to provide the student with knowledge and experience in biomedical systems and biomedical devices. The student will also learn about human physiology on different scales from cells to organ systems and how to apply it to medical device design. As a result of successfully completing this program, the student will be able to:

- Apply the basic principles of human physiology to system design
- Apply the principles of material science for medical device design and implementation
- Apply human factors and ergonomic considerations to medical system design
- Analyze medical devices in the context of a usability process, economic consideration, and risk management
- Use the regulatory process and pathways to develop medical device
- Design medical devices for use by healthcare professionals and the health industry
- Use current innovative technology and techniques in the biomedical device industry

These learning outcomes will be introduced at a basic level through core courses and then further explored in electives.

Stage 1 Review for New Degree Proposals

INSTITUTIONAL MANDATE / CAPACITY ***STANDARD: The institution must establish that it has the mandate and capacity to offer the proposed degree program.***	
CRITERIA:	COMMENTS:
A. Mandate	
How does the proposed program fit within the mandate of the institution?	• This program fits with the vision of UVic as a research institution that integrates outstanding scholarship with engaged learning through its co-op option. This program will train the next generation of biomedical engineers – leading to better health outcomes for Canadians.
How does the proposed program support the current academic and strategic plan of the institution?	• This program aligns with UVic's strategic research plan as it contributes to knowledge and capacity in the targeted areas of "Health and Life Sciences" and "Physical Sciences and Engineering, Mathematics and Computer Science" • UVic's Engineering department in a 2017 priorities report state they are interested in establishing new programs, specifically professional masters programs, to expand the student population. • It also aligns with UVic's new Health Science Initiative, which will create a high-visibility collection of health-based programs and researchers, to enhance UVic's leadership in health science.
For applied degrees offered under the *College and Institute Act*: • Does the proposal lead to a specific occupation? • Does the proposal provide a diploma exit, if appropriate?	•
B. Capacity	
To what extent does the program build on the institution's existing infrastructure, resources and experience from offering programs in related fields?	• The biomedical engineering program currently has several faculty with research directly related to biomedical devices and systems who could teach the courses offered in this program. • The Mechanical Engineering department is currently hiring a CRC in Assistive Technologies which offers another professor with the background to teach for this program.
To what extent has the institution assessed the resources required and identified funding sources needed to implement the program?	• A budget has been developed for the proposed program that indicates a net zero cost for the first year of the program (10 international students and 5 domestic students) and revenue generate for consecutive years (25 students)

Stage 1 Review for New Degree Proposals

SOCIAL AND ECONOMIC BENEFIT

STANDARD: The institution must demonstrate that the proposed program will serve the social and economic needs of British Columbians.

CRITERIA:	COMMENTS:
A. Priority of Program Focus	
Is the program focus primarily on meeting social benefit(s) or economic benefit(s)?	• Both Social and Economic benefits will result from this program
B. Social Benefit	
What social, cultural, regional, community, environmental, institutional and/or intellectual benefits would the proposed program provide?	• This program will train biomedical engineering professionals who will contribute to the growing biomedical device industry in Canada. Their work will promote better outcomes for Canadians.
How would the proposed program advance social goods or government priorities?	• This program will enhance the quality of Canadian healthcare, leading to better outcomes for Canadians.
C. Economic Benefit	
What direct and/or indirect economic, industrial or labour market benefits would the program offer the student, community, region or province?	• This program will provide highly trained personal to support the growing biotechnology industry in B.C. and the rest of Canada.
How would the proposed program support economic growth and/or government economic priorities?	• This program supports the activities of the Digital Supercluster, the Creative Destruction Labs Health Stream, and the Centre for Commercialization of Regenerative Medicine.
What labour market needs would the proposed program meet for the province? (Please include no more than 5 applicable National Occupational Classification (NOC) codes.)	• NOC code 2148: Other Engineers, Engineering
Do potential employers require a degree for graduates to gain employment in the field?	• Companies hiring biomedical engineers, particularly in R&D, often list a Master's degree as a preferred or required qualification. • In their letters of support, two of BC's largest medical device companies, Starfish Medical and StemCell Technologies, indicated they would like to hire graduates from this proposed program
If the main employer will be government or another public agency, what support does the program have from relevant ministry/public employers?	• We do have a support letter from Island Health with regards to our program as well as other
D. Consultation	
What feedback from relevant community groups, employer groups, and professional	• Key biomedical employers in Victoria and Vancouver have stated their support of such a program. We also have support letters

Stage 1 Review for New Degree Proposals

organizations was incorporated into the proposed program?	from other Universities and Island Health. • One of the courses to be offered in this program was collaboratively created and is taught in partnership with Starfish Medical, a medical device development company in Victoria.
If the program relates to a regulated profession, what feedback did the regulatory or licensing bodies and the responsible Ministry provide?	• While Engineering is a regulated profession at the undergraduate level, graduate programs are not subject to accreditation.

SYSTEM COORDINATION / PROGRAM DUPLICATION

STANDARD: The institution must establish that the proposed program fills a need within the post-secondary system and that there is no unnecessary duplication with existing programs.

CRITERIA:	COMMENTS:
A. System Context	
What differentiates the proposed program from all other related programs in the province? Please provide a list of Classification of Instructional Programs (CIP) codes for related programs.	• What sets this program apart from other biomedical engineering M.Eng. programs is it specializes in biomedical systems. This program will build on UVic's relationships with local industry in order to give students a unique learning opportunity • UBC offers an M.Eng. program in biomedical engineering. The program requires 30 total credits, 10 of which are required courses including a 6 credit project. The remaining 20 credits are decided by the student. Courses can be taken in life sciences and applied sciences related to biomedical engineering. • SFU offers M.Eng. programs but non-specific to biomedical engineering. • CIP codes: 14.0501(bioengineering and biomedical engineering), 15.0401(biomedical engineering technology), 14.4501(biological/Biosystems engineering), 41.0301(bioprocess engineering)
B. Consultation	
To what extent has the institution consulted other institutions in British Columbia offering similar programs and responded to their feedback?	• UBC and U of T offer M.Eng programs in biomedical engineering. Each institution indicated through a letter of support that they believe this program should be established at Uvic. They also indicated that they have excessive demand for these programs.
C. Rationale for Duplication	
If programs with similar learning objectives are currently available in the region or online within the province, what is the rationale for establishing another program?	• In 2018, UBC had 102 applicants to their Biomedical Engineering M.Eng. program but could only accept 15 students. This shows a huge demand for such programs in BC and an established program at UVic could allow more admissions to BC M.Eng. programs.

Stage 1 Review for New Degree Proposals

D. Collaboration	
To what extent has the institution explored appropriate ways to collaborate and/or share resources with other institutions offering related programs?	• We are in talks with the University of British Columbia about sharing courses that would benefit both programs.

STUDENT DEMAND AND OUTCOMES

STANDARD: The institution must demonstrate that the proposed degree program will have sufficient ongoing student interest and provide benefit to students.

CRITERIA:	COMMENTS:
A. Student Demand	
How robust is the demonstrated potential student demand to sustain the proposed program?	• A recent survey of our undergraduate Biomedical Engineering alumni indicated that ~34% of our graduates pursued higher education (graduate or medical school), suggesting a large internal demand for such a program. • In 2018, UBC had 102 applicants to their biomedical engineering but could only accept 15 students. This shows a huge demand for such programs in BC and an established program at UVic could allow more admissions to BC M.Eng. programs.
B. Benefit to Students	
To what extent will students be able to transfer to and from other post-secondary institutions in the province?	• Students who have completed undergraduate degrees from any institution in Canada in engineering or applied sciences could apply for admission to this program. • Graduate students at other institutions can apply to transfer their course credits in accordance with the policies established by the UVic Faculty of Graduate Studies.
What opportunities are available to program graduates for further study in the field or in professional fields?	• Graduates from this program could potentially pursue a Ph.D. or medical degrees.
What added value will the proposed program offer graduates in terms of employment opportunities?	• This program will provide specialized training in the area of biomedical systems and would be a way for students who majored in a different type of engineering as an undergraduate to upgrade their relevant skill set.

Stage 1 Review for New Degree Proposals

Submission Guidelines

The submission guidelines detail suggested evidence the institution may provide to demonstrate the program meets each criterion.

SUMMARY DESCRIPTION OF DEGREE PROGRAM

- One page maximum executive summary description of the proposed degree program. Include number of program credits, expected time to completion, program concentrations, delivery methods, targeted students, learning outcomes, and employment prospects.

INSTITUTIONAL MANDATE / CAPACITY

STANDARD: The institution must establish that it has the mandate and capacity to offer the proposed degree program.

Submission Guidelines

- Describe how this program fits within the mandate of the institution.
- Indicate how the program supports the current academic and strategic plan of the institution.
- Describe whether the institution has had successful past performance in related program areas over the past three years and provide supporting evidence, such as student outcome surveys or other relevant information that demonstrate satisfaction of students, employers, graduates and receiving institutions.
- Describe the possible impact the program may have on existing programs, resources, services and capacity at the institution. Identify plans for reallocating internal resources.
- Provide an enrolment plan for the program, identifying the projected number of students (full-time and part-time), minimum viable enrolment, and anticipated number of credentials awarded each year.
- Provide the timeframe required to implement the program and the anticipated launch date.

SOCIAL AND ECONOMIC BENEFIT

STANDARD: The institution must demonstrate that the proposed program will serve the social and economic needs of British Columbians.

Submission Guidelines

- Prioritize whether the degree primarily provides social benefits or economic benefits.
- Describe the potential social, cultural, regional, community, environmental, institutional and intellectual benefits of the program. Provide references to documents that support these statements. If the program advances one or more social goals, policies and/or government priorities, provide details.
- Describe the direct and indirect economic or industrial benefits of the proposed degree program to the student, the community, region or province. If the program advances one or more economic goals, policies and/or government priorities, provide details.
- Provide evidence of consultation with applicable community groups, employer groups and professional organizations as well as the findings resulting from such consultations.
- Provide evidence that potential employers require a degree to gain employment in the field.
- Describe the labour market demand for the credential. Provide supportable evidence, such as relevant statistical/census employment data relevant to the field, dated employment ads, current employer letters of support, labour force projections from government, industry and professional associations, and employer surveys.
  - Labour market analyses should use the National Occupational Classification (NOC) codes of Human Resources and Skills Development Canada whenever possible to specify relevant occupation

destinations of program graduates. Please identify no more than the top five occupation destinations for graduates of the program.

- If the main employer is the provincial or federal government, provide evidence of the relevant ministry's or department's support for the program.
- Describe the potential earnings for graduates and provide evidence such as student outcome surveys.
- Indicate whether the proposed degree is preparatory to work in a regulated field. If this is a regulated field, state whether the proposed degree represents a change in the "entry to Practice" standard and provide evidence of consultation with and support from pertinent regulatory/licensing bodies.

SYSTEM COORDINATION / PROGRAM DUPLICATION

STANDARD: The institution must establish whether the proposed program fills a need within the post-secondary system and that there is no unnecessary duplication with existing programs.

Submission Guidelines

- Identify degree programs with similar learning objectives offered by other post-secondary institutions in British Columbia and briefly explain how or whether this degree will differ from the others.
- Describe the consultation that has occurred with other institutions in British Columbia offering similar programs.
- If there are programs with similar learning objectives or outcomes available in the province, explain why an apparent duplication in programming is warranted (e.g.: demand for graduates exceeds system capacity; the program is unavailable online or within reasonable commuting distance; etc.).
- Outline any plans for collaboration and/or sharing resources and identify the prospective collaborating institutions/organizations.
- Provide documentary evidence such as letters of support.

STUDENT DEMAND AND OUTCOMES

STANDARD: The institution must demonstrate that the proposed degree program will have sufficient ongoing student interest and provide benefit to students.

Submission Guidelines

- Provide evidence of student demand for the program, such as:
  - The results of a survey indicating current student demand for the program. If a survey is used, describe the survey instrument used and questions posed.
  - Student waitlists of comparable programs offered in British Columbia.
- Describe what plans and/or arrangements are in place to establish articulation agreements with other post-secondary institutions in the province. Provide a website link to the institution policy on admissions and transfer.
- If relevant, provide anticipated enrolment figures from other institutions that may have students wishing to articulate into the proposed program.
- Describe the opportunities that graduates of the program have for progression to further study in this field or in professional fields. Provide evidence of consultation with graduate/professional post-secondary programs.
- If non-degree and/or degree programs in the same field are offered at this institution, explain:
  - The expected added value for students taking this proposed degree program (e.g., promotion or employment opportunities) and provide evidence that these anticipated benefits are justified.

Institute of Biomaterials
& Biomedical Engineering
UNIVERSITY OF TORONTO

Re: Letter of Support for University of Victoria M. Eng program

Dear Dr. Willerth,

I am pleased to support your innovative proposal to offer a Master of Engineering (M.Eng.) in Biomedical Systems at the University of Victoria on behalf of the institute of Biomaterials and Biomedical Engineering at the University of Toronto. As the Director of the Institute, we are pleased to see the University of Victoria expand their offerings in Biomedical Engineering to include a graduate program. The field of Biomedical Engineering and its associated industries have been growing at rapid pace, creating a demand for trained engineers in this profession.

Here at the University of Toronto, our M.Eng. program is quite popular and we would anticipate similar demand for such a program on the West Coast of Canada. We wish Dr. Willerth the best of luck in implementing this program.

Sincerely,

Original signed by Warren Chan

Warren Chan, PhD
Professor
November 11, 2019

FACULTIES OF APPLIED SCIENCE AND ENGINEERING, MEDICINE, AND DENTISTRY
Rosebrugh Building, 164 College Street, Room 407, Toronto, Ontario, M5S 3G9 Canada
Tel: +1 416 946-8258 • Fax: +1 416 978-4317 • www.ibbme.utoronto.ca

THE UNIVERSITY OF BRITISH COLUMBIA

School of Biomedical Engineering
Faculty of Applied Science and Faculty of Medicine
The University of British Columbia
2222 Health Sciences Mall
Vancouver, BC Canada V6T 1Z3
bme.ubc.ca

November 19 2019

Dr. Stephanie Willerth
Professor and Program Director
Biomedical Engineering Program, Department of Mechanical Engineering
University of Victoria
British Columbia, Canada

Dear Dr. Willerth,

On behalf of the School of Biomedical Engineering at the University of British Columbia, please accept this letter indicating our support of the Master's of Engineering in Biomedical System's proposed as part of expanding the Biomedical Engineering Program at the University of Victoria to include graduate studies.

As the founding Director of the University of British Columbia's School of Biomedical Engineering, I am keen to support the biotechnology and biomedical engineering ecosystem in British Columbia. This program at University of Victoria provides a unique graduate training opportunity in Biomedical Systems that will be a key addition to the province.

On behalf of the School I wish Dr. Willerth the best of luck in launching this program.

Sincerely,

Original signed by Peter Zandstra

Peter Zandstra PhD, FRSC, PEng
Canada Research Chair in Stem Cell Engineering
Director and Professor, School of Biomedical Engineering
Director, Michael Smith Laboratories

4M BIOTECH

November 20, 2019

Dr. Stephanie Willerth
Professor and Program Director
Biomedical Engineering Program, Department of Mechanical Engineering
University of Victoria
British Columbia, Canada

Master's of Engineering in Biomedical Systems - Letter of Support

Dear Dr. Willerth,

On behalf of 4M BioTech Ltd., Please accept this letter in support of the Master's of Engineering in Biomedical System's proposed as part of the Biomedical Engineering Program at the University of Victoria.

4M Biotech is a startup company based in Victoria, BC. focusing on development of technology that lies at the interface of cellular biology, biomaterials, and mechanical engineering, in order to address current grand challenges in global health.

Our team has grown in the past few months to include 10 full time and part time employees and we have firsthand experience with the difficulties involved in hiring the right talent in Victoria. I believe this program would allow local students to remain at UVic while earning a professional Master degree. This would give students additional expertise in areas associated with biomedical devices and systems including hands on experience with professional training. Also, the co-op program will allow employers to hire knowledgeable students on a temporary basis, while providing the relevant experience for the students to become even more prepared for the industry.

I believe this program would solve some of the problems associated with hiring talent with knowledge and hands on experience with biomedical systems and I look forward to the successful launch of this program.

Sincerely,

Original signed by Shapoor Shayegani

Shapoor Shayegani, MD. MSc.
CEO, 4M BioTech
250-891-4748
shapoor@4mbiotech.com

EUPRAXIA PHARMACEUTICALS

November 13, 2019

Dr. Stephanie Willerth
Professor and Program Director
Biomedical Engineering Program, Department of Mechanical Engineering
University of Victoria
British Columbia, Canada

Master's of Engineering in Biomedical Systems - Letter of Support

Dear Dr. Willerth,

On behalf of Eupraxia Pharmaceuticals, Please accept this letter in support of the Master's of Engineering in Biomedical System's proposed as part of the Biomedical Engineering Program at the University of Victoria.

Eupraxia Pharmaceuticals is a clinical stage biotechnology company that develops novel sustained release delivery systems for the optimal delivery of drugs. As a company that specializes in polymer based delivery systems, Eupraxia always spans the space between a drug and a device. We are always looking for great people who can look at a problem from many different angles and come up with innovative solutions. University of Victoria is a great institution and we have hired many co-ops and recent graduates from their programs into Eupraxia. A Master's program in Biomedical Systems will be particularly interesting to us, as it would provide great training for students on how to create novel drug/device solutions for unmet medical needs.

We at Eupraxia think the creation of a Master's of Engineering in Biomedical Systems will be a great addition to the breadth of the University of Victoria.

Sincerely,

Original signed by Amanda Malone

Amanda Malone
Chief Scientific Officer
Eupraxia Pharmaceuticals
amalone@eupraxiapharma.com
604-445-5692

LifeSciences British Columbia

Suite 580 - 1285 West Broadway
Vancouver, BC V6H 3X8
T 604.669.9909 ∞ F 604.669.9912
www.lifesciencesbc.ca

November 13, 2019

Dr. Stephanie Willerth
Professor and Program Director
Biomedical Engineering Program, Department of Mechanical Engineering
University of Victoria
British Columbia, Canada

Master of Engineering in Biomedical Systems

Letter of Support

Dear Dr. Willerth,

On behalf of LifeSciences BC, I write in support of the proposed Master of Engineering graduate degree as part of the Biomedical Engineering program, at the University of Victoria.

LifeSciences BC is a not-for-profit Association with a mission to build a world-class life sciences cluster in British Columbia; that contributes to the economic and societal wellbeing of the Province through a collaborative effort supported by industry, academia and government.

In our effort as an Association we work vigorously, with our stakeholders to develop, nurture and grow a globally competitive life science sector. It is well within our mandate to advocate, encourage and support the facilitation of critical growth by ensuring skilled and talented STEM graduates, are educated and hired locally, regionally and provincially. Without well educated and skill-specific graduates, our sector will not flourish.

The increasingly integrated and complex relationships between technology and the life sciences, has created a need for Master of Biomedical Engineering graduates who can fill the expanding talent gap, while developing and delivering new tools for better patient outcomes. At LifeSciences BC we believe

LifeSciences British Columbia

Suite 580 - 1285 West Broadway
Vancouver, BC V6H 3X8
T 604.669.9909 ■ F 604.669.9912
www.lifesciencesbc.ca

that the graduate level learning provided by this program, will amplify sector growth as well as, offering significant employment opportunities for this highly sought-after graduate. UVic's specialized Master's program in medical devices, the first of its kind offered in B.C., will further position British Columbia as a serious competitor in globally emerging world-class, life science cluster.

We sincerely wish Dr. Willerth, every success inaugurating this new and substantially valuable program at the University of Victoria.

Sincerely,

Original signed by Wendy Hurlburt

Wendy Hurlburt,

President and CEO

LifeSciences BC

StarFish MEDICAL

StarFish Medical
455 Boleskine Rd. Victoria, British Columbia

14 November 2019

Dr. Stephanie Willerth
Professor and Program Director
Biomedical Engineering Program, Department of Mechanical Engineering
University of Victoria, British Columbia, Canada

Master's of Engineering in Biomedical Systems - Letter of Support

Dear Dr. Willerth,

On behalf of StarFish Medical, please accept this letter in support of the Master's of Engineering in Biomedical Systems proposed as part of the Biomedical Engineering Program at the University of Victoria.

StarFish Medical is Canada's largest medical device design, development and contract manufacturing company. We help medtech innovators throughout North America overcome challenging technology obstacles to create breakthrough products that improve health and save lives.

StarFish has a long history of hiring strongly capable Biomedical Engineers who have contributed significantly to the success of our clients and ourselves. This need continues and so we welcome the news that the University of Victoria is proposing to extend their training of suitable students to M. Eng level. We expect that the additional breadth of experience, knowledge and skills that they will acquire on the course will enable them to contribute at a higher level sooner. We will be keen supporters of the course, including taking on students for co-op terms. We anticipate that ultimately, StarFish will gain by the hiring of graduates for full time positions and so enable further progress in the biomedical device industry in BC and beyond.

We wish you and the Biomedical Engineering program success in launching this new program.

Sincerely,

Original signed by John Walmsley

John Walmsley FInstP PPhys CPhys

Executive Vice President, Strategic Relationships
jwalmsley@starfishmedical.com | (250) 940 2401

STEMCELL™ TECHNOLOGIES

November 26th, 2019

Dr. Stephanie Willerth
Professor and Program Director
Biomedical Engineering Program, Department of Mechanical Engineering
University of Victoria
British Columbia, Canada

Re: New Master of Engineering in Biomedical Systems program proposal

Dear Dr. Willerth.

I write to you on behalf of STEMCELL Technologies in support of the new Master of Engineering in Biomedical Systems program, proposed as part of the Biomedical Engineering Program at the University of Victoria.

STEMCELL Technologies Inc. is a Canadian biotechnology company that develops specialty cell culture media, cell isolation systems, and accessory products for life science research. STEMCELL supports the advancement of scientific research around the world with our catalogue of more than 2500 cell biology research tools designed to streamline research protocols, reduce experimental variability, and improve the accuracy of results. Our Research and Development team collaborates with many academic and industry partners to develop, produce, and distribute products specific to a multitude of specific biomedical research fields. STEMCELL's products are developed and manufactured in our ISO 13485-certified Vancouver facility, with 96% of our revenues derived from export sales.

STEMCELL currently employs several of your recent graduates from the undergraduate program in BioMedical Engineering at the University of Victoria. We first interacted with them while they were students, during their respective co-op terms at STEMCELL – STEMCELL is currently one of the largest co-op employers in the region. Your proposed expansion of the Biomedical Engineering program to provide students with additional training options through a M.Eng. in BioMedical Systems program fits very well with STEMCELL's need to hire individuals with advanced training that extends beyond their undergraduate engineering training to include more advanced concepts in BioMedical Engineering.

Furthermore, opportunities for our existing staff to upgrade their existing skill set through this program are of significant interest to STEMCELL. After reviewing your well-considered proposal, it is clear to me that your course based program could serve to enable our existing staff to upgrade their background knowledge while continuing their work at STEMCELL – I would therefore like to encourage you incorporate the requirements of extension education into the design of the program.

I currently serve on the industry advisory board for your undergraduate program in BioMedical Engineering. From this work I have gained an appreciation for the high quality of your faculty and program. I believe your faculty has much to offer students in a course work M.Eng. program, and I feel that such a program could significantly enhance STEMCELL's ability to recruit the highest quality talent.

For all these reasons, your proposal has STEMCELL's wholehearted support!

Sincerely,

Original signed by Eric Jervis

Eric Jervis, PhD
Senior Principal Scientist
BioEngineering Team Lead

cc: Sharon Louis, PhD – Vice President, R&D

SUITE 500 · 818 STATION STREET · VANCOUVER, BRITISH COLUMBIA · V6A 1B6 · CANADA
WWW.STEMCELL.COM TEL +1 604 877 0713 · TOLL-FREE TEL 1 800 667 0322 FAX +1 604 877 0704 TOLL-FREE FAX 1 800 567 2899 INFO@STEMCELL.COM

12 Dec 2019

Dr. Stephanie Willerth
Professor and Program Director
Biomedical Engineering Program, Department of Mechanical Engineering
University of Victoria
British Columbia, Canada

Master's of Engineering in Biomedical Systems - Letter of Support

Dear Dr. Willerth,

On behalf of Island Health Biomedical Engineering, please accept this letter in support of the Master's of Engineering in Biomedical System's proposed as part of the Biomedical Engineering Program at the University of Victoria.

Island Health will benefit in the future from graduates of the program to support medical technology initiatives at our organization. Note that the minimum qualifications for Biomedical Engineers currently at Island Health is a Master's level of education.

The Biomedical Engineering Department at Island Health has supported the undergrad and post graduate program over the years by offering Co op employment positions and I am a member of the UVIC Biomedical Engineering Advisory Board.

I would like to see at least one course or part of a course to review aspects and knowledge pertaining to the field of Clinical Engineering, which is the field in which I work at the hospital.

Sincerely,

Original signed by Martin Poulin

Martin Poulin, M.Eng., P.Eng., FCMBES

Director, Biomedical Engineering

Island Health

University of Victoria | Faculty of Engineering | Department of Mechanical Engineering
Engineering Office Wing Room 548 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-8895 | F 250-721-6051 | uvic.ca/engineering/mechanical

MEMORANDUM

Nov 25th, 2019

Dr. Stephanie Willerth
Professor and Director of Biomedical Engineering Program,
Department of Mechanical Engineering
University of Victoria

Regarding: Letter of Support for Master's in Engineering in Biomedical Systems

Dear Dr. Willerth:

On behalf of the Department of Mechanical Engineering, I am pleased to provide a letter of support and strong recommendation for your proposal to offer of a new Master of Engineering degree in Biomedical Systems, at the University of Victoria. The Biomedical Engineering Program at UVic is growing, and has attracted many excellent undergraduate students since its start in 2012. As articulated in your proposal, many of the graduates are seeking more advanced degrees, and this new Master's of Engineering in Biomedical Systems (BME MEng) is a great fit to achieve that purpose. As well this BME MEng will provide the much needed, highly qualified talent needed to support the growing bio-technology and biomedical industry in British Columbia.

Mechanical Engineering is excited to see this new MEng program launch. We are a key supporter of this initiative as the home department hosting the MEng, and providing administrative support. There is a great synergy between Mechanical Engineering and this MEng, for graduate students and faculty. The newly developed courses will enhance and enrich the graduate course offerings available to students, providing a higher quality of graduate education overall. This degree will also likely attract many domestic students outside of BC, and international students from the Mechanical Engineering discipline. Given the high quality of the proposed program, I am certain that MEng graduates will have a big impact in the life sciences community and the biomedical industry. This will serve to enhance the reputation of the Faculty of Engineering, and the University of Victoria.

Yours Truly,

Original signed by Nick Dechev

Nick Dechev,
Acting Chair, Department of Mechanical Engineering
Email: meng.chair@uvic.ca

University of Victoria

Faculty of Engineering | Electrical and Computer Engineering
Engineering Office Wing Room 448 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-6036 | ecesec@uvic.ca |

MEMORANDUM

DATE: November 5, 2019
TO: Professor Stephanie Willerth, Professor and Program Director
Biomedical Engineering Program, Department of Mechanical Engineering
University of Victoria
FROM: Michael McGuire, Associate Professor and Chair,
Department of Electrical and Computer Engineering
RE: Support for Masters of Engineering in Biomedical Systems

Dear Professor Willerth,

On behalf of the Department of Electrical and Computer Engineering, please accept this letter in support of the formation and offering of a new Master of Engineering in Biomedical Systems that is being proposed as part of the Biomedical Engineering Program at the University of Victoria.

The Department of Electrical and Computer Engineering supports the formation of this M.Eng. program in Biomedical Systems as it will have a positive impact on the Faculty of Engineering. This program will also help solidify our Faculty's leadership position in Biomedical Engineering in British Columbia and Canada. Our department has been consulted on the proposed program and its curriculum and believe that this program will fill an important gap in our graduate degree portfolio.

I wish you the best of luck in this endeavor.

Yours truly,

Original signed by Michael McGuire

Dr. Michael McGuire
Chair, Department of Electrical and Computer Engineering,
Faculty of Engineering
University of Victoria

University of Victoria

Dr. Sudhakar Ganti, Chair and Associate Professor,
Faculty of Engineering | **Department of Computer Science**
Engineering & Computer Science Building PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-472-5704 | F 250-472-5708 | chair@csc.uvic.ca

5 November 2019

Dr. Stephanie Willerth
Professor and Program Director
Biomedical Engineering Program, Department of Mechanical Engineering
University of Victoria
British Columbia, Canada

Subject: Master's of Engineering in Biomedical Systems - Letter of Support

Dear Dr. Willerth,

On behalf of Department of Computer Science, please accept this letter in support of the formation and offering of a new Master of Engineering in Biomedical Systems that is being proposed as part of the Biomedical Engineering Program at the University of Victoria.

The Computer Science Department supports the formation of this M.Eng. program in Biomedical Systems as it will have a positive impact on the Faculty of Engineering and it supports the Faculty-wide Engineering Expansion. We have been consulted on the proposed program and its curriculum and believe that this program fills an important gap in our portfolio.

I wish you the best of luck in this endeavour.

Sincerely,

Original signed by Sudhakar Ganti

Dr. Sudhakar Ganti
Chair, Department of Computer Science,
University of Victoria.
Email: chair@csc.uvic.ca

University of Victoria

Faculty of Engineering | Department of Civil Engineering
ECS Building Room 304 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-5842 | F 250-472-4028 | uvic.ca/engineering/civil | @UViCIVE

5 November, 2019

Dr. Stephanie Willerth
Professor and Program Director
Biomedical Engineering Program, Department of Mechanical Engineering
University of Victoria
British Columbia, Canada

Dear Dr. Willerth,

Letter of Support for Master's of Engineering in Biomedical Systems

The Department of Civil Engineering is pleased to support the formation and offering of a new Master of Engineering degree in Biomedical Systems at the University of Victoria. Over the past decade, you and your colleagues have developed a highly successful undergraduate program in Biomedical Engineering, which is unique within western Canada. Adding an MEng. degree in Biomedical Systems is a natural next step, which will further strengthen education on this important topic within the Province.

Civil Engineering has been consulted on the proposed program and its curriculum, and believe that this program is an excellent addition to the portfolio of programs offered by the Faculty.

I wish you continued success.

Original signed by Christopher Kennedy

Dr. Christopher Kennedy, FCAE
Professor and Chair,
Department of Civil Engineering,
University of Victoria

University of Victoria

Faculty of Science, Office of the Dean
P.O. Box 1700 STN CSC
Victoria, BC V8W 2Y2
T | 250-721-7062 W | uvic.ca/science t | @uvicscience

MEMO

Date: November 15, 2019

To: Stephanie Willerth, Professor, Department of Mechanical Engineering; Acting Director, Biomedical Engineering Program

From: Robin Hicks, Acting Dean, Faculty of Science

Re: MEng in Biomedical Systems

I have reviewed your proposal for the Professional Masters' Degree in Biomedical Systems, and I like what I see. The new program builds on what appears to be successful BEng in Biomedical Engineering, and the demand for the proposed MEng is apparent. The program dovetails nicely with UVic's Health Sciences Initiative and overall the package is well prepared and presented.

The Faculty of Science offers it support for the proposed MEng program in Biomedical Systems.

Original signed by Robin Hicks

Robin Hicks

FACULTY OF MEDICINE
University of Victoria

Island Medical Program
The University of British Columbia
Faculty of Medicine MD
Undergraduate Program
delivered in collaboration with
the University of Victoria

November 12, 2019

Dear Dr. Willerth,

Re: Letter of Support for Master's of Engineering in Biomedical Systems

As the Regional Associate Dean of the Island Medical Program, I am pleased to support your proposal to offer of a new Master of Engineering degree in Biomedical Systems at the University of Victoria. We are keen to grow the health sciences here at the University and this program will build upon our existing strength in the Island Medical Program along with the Faculty of Engineering's highly successful undergraduate program in Biomedical Engineering, which was the first of its kind in Western Canada. This M.Eng. degree in Biomedical Systems could also be of interest to our medical students to enable them to get a 1-year Masters before starting their medical education.

Thank you for consulting with me on the proposed program and its curriculum. This program would be an excellent addition to the health related academic programs offered by the University of Victoria and I reiterate my support for this M.Eng. program.

Sincerely,

Original signed by Bruce Wright

Bruce J. Wright, MD, CCFP, FCFP
Regional Associate Dean, Vancouver Island
Faculty of Medicine, University of British Columbia
Head, Division of Medical Sciences
University of Victoria
email: brucewri@uvic.ca

Carolyn Swayze - FGS Coordinator

From: Stephanie Willerth <willerth@uvic.ca>
Sent: December 19, 2019 2:52 PM
To: Carolyn Swayze - FGS Coordinator
Subject: Fwd: Consultation re M.Eng. in Biomedical Devices
Attachments: MinistryTemplateMeng_BME_R1.docx; UVicTemplateMEng_BME_R2.docx

FYI

---------- Forwarded message ---------
From: **Stephanie Willerth** <willerth@uvic.ca>
Date: Wed, Dec 18, 2019 at 12:58 PM
Subject: Consultation re M.Eng. in Biomedical Devices
To: Kenneth Cooley <kcooley@uvic.ca>

Hi Kenneth,

Please find attached our proposal for an M.Eng. in Biomedical Devices. It has been approved at the Department (Mechanical) and Faculty levels and we wanted to consult with the libraries re offering this program.

Let me know if you have any questions or if you want to meet to discuss.

Stephanie

--
Stephanie Willerth, Ph.D., P.Eng.
Canada Research Chair in Biomedical Engineering
Acting Director of the Biomedical Engineering program and the Centre for Biomedical Research
Member of the International Collaboration on Repair Discoveries (ICORD)
Department of Mechanical Engineering
Division of Medical Sciences
University of Victoria

Email: willerth@uvic.ca
Telephone: (250) 721-7303

--
Stephanie Willerth, Ph.D., P.Eng.
Canada Research Chair in Biomedical Engineering
Acting Director of the Biomedical Engineering program and the Centre for Biomedical Research
Member of the International Collaboration on Repair Discoveries (ICORD)
Department of Mechanical Engineering
Division of Medical Sciences

University of Victoria

Email: willerth@uvic.ca
Telephone: (250) 721-7303

University of Victoria | Senate Committee on Planning

MEMO

Date: March 18, 2020

To: Senate

From: Senate Committee on Planning

Re: **Proposal to Discontinue the Major and Minor in Italian Studies and of the Undergraduate Certificate in Language and Cultural Proficiency: Italian**

At its meeting of March 3, 2020, the Senate Committee on Planning considered the proposal to discontinue the Major and Minor in Italian Studies and of the Undergraduate Certificate in Language and Cultural Proficiency: Italian, as described in the document "Discontinuance of the Major and Minor in Italian and of the Undergraduate Certificate in Language and Cultural Proficiency: Italian".

The following motion is recommended:

Motion: that Senate approve and recommend to the Board of Governors that it also approve the proposal to discontinue the Major in Italian Studies, as described in the document "Discontinuance of the Major and Minor in Italian and of the Undergraduate Certificate in Language and Cultural Proficiency: Italian".

And

Motion: that Senate approve and recommend to the Board of Governors that it also approve the proposal to discontinue the Minor in Italian Studies, as described in the document "Discontinuance of the Major and Minor in Italian and of the Undergraduate Certificate in Language and Cultural Proficiency: Italian".

And

Motion: that Senate approve and recommend to the Board of Governors that it also approve the proposal to discontinue the Undergraduate Certificate in Language and Cultural Proficiency: Italian, as described in the document "Discontinuance of the Major and Minor in Italian and of the Undergraduate Certificate in Language and Cultural Proficiency: Italian".

Respectfully submitted,

2019-2020 Senate Committee on Planning

Susan Lewis, (Chair), 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
Graham McDonough, Curriculum & 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

Robin Hicks, Chemistry
Lisa Kalynchuk, VP Research
Valerie S. Kuehne, VPAC
Adam Con, Fine Arts
Sandra Duggan, Secretary, VPAC
Ada Saab, Associate University Secretary
Ralf St. Clair, Education
Nicole Greengoe, Office of the Registrar
Cindy Holder, Humanities

UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

Discontinuance of the Major and Minor in Italian and of the Undergraduate Certificate in Language and Cultural Proficiency: Italian

Dean's Name and Date of consultation with AVPAP: Chris Goto-Jones	Dean signature: Original signed by Lisa Surridge
Name of contact person: Pablo Restrepo Gautier	
Email & phone of contact person: **restrepo@uvic.ca** **ext. 7413**	
Date approved by Department:	Chair/Director signature: Original signed by Pablo Restrepo Gautier
Date approved by Faculty: February 11	Dean signature: Original signed by Lisa Surridge
Date approved by Senate Committee on Planning	AVPAP signature:
Resource Commitments **N/A**	Signature of line authority

Discontinuance of the Major and Minor in Italian and of the Undergraduate Certificate in Language and Cultural Proficiency: Italian

A. Identification of the change

Name, Location, Academic units (Faculties, departments, or schools)	Italian Studies (Major, Minor) Language and Cultural Proficiency: Italian (Certificate) Department of Hispanic and Italian Studies, Faculty of Humanities.
Anticipated implementation date of change	September 2020
Name, title, phone number and e-mail address of contact person	Dr. Pablo Restrepo Gautier, Chair of Hispanic and Italian Studies, restrepo@uvic.ca.

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

Include a description of how the proposed change relates to similar programs in your unit and comparable programs outside UVIC. Provide a rationale for the change and describe the impact on students. How does the proposed change align with unit/Faculty/UVIC strategic plans and priorities?

1. **Similar programs in the Department**
    a. The Department has the following similar programs: The Spanish Major and Minor and the Undergraduate Certificate in Language and Cultural Proficiency (Spanish). These programs have healthy enrolments with sufficient faculty members to offer them.
2. **Rationale for discontinuance**
    a. The programs were suspended in September 2017 due to low enrolments, on the suggestion of the dean's office, upon the vote of the department, and with the approval of Dr. Nancy Wright, AVP Academic Planning. Dr. Wright informed the Department that two years after the suspension the programs would have to be discontinued, if conditions had not improved. There is no indication that they have. Although beginner Italian courses at the 100-level show healthy enrolments, enrolments drop sharply in the second year. A number of faculty from the Italian side of the department have retired, and there is not sufficient enrollment to justify rehiring.
3. **Impact on students**
    a. Students will be unable to obtain any credential in Italian at UVIC if the programs are discontinued. Students will be able to study Italian at a basic undergraduate level. The needs of students who were enrolled in the programs at the time of suspension have been addressed.
4. **Alignment with unit/Faculty/UVIC strategic plans and priorities**
    a. Discontinuance does not align the Department priorities and seems to go against the University's internationalization strategic priority.

University of Victoria | Senate Committee on Planning

MEMO

Date: March 18, 2020

To: Senate

From: Senate Committee on Planning

Re: **Proposal to Discontinue the Concentration in Medieval and Early Modern Studies (MEMS), in the Master of Arts in English Program**

At its meeting of March 3, 2020, the Senate Committee on Planning considered the proposal to discontinue the concentration in Medieval and Early Modern Studies (MEMS) in the Master of Arts in English program, as described in the document "ENGL MA – Deletion of MEMS Concentration".

The following motion is recommended:

Motion: that Senate approve the proposal to discontinue the concentration in Medieval and Early Modern Studies (MEMS) in the Master of Arts in English program, as described in the document "ENGL MA – Deletion of MEMS Concentration".

Respectfully submitted,

2019-2020 Senate Committee on Planning

Susan Lewis, (Chair), 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
Robin Hicks, 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
Nicole Greengoe, Office of the Registrar
Cindy Holder, Humanities

UNIVERSITY OF VICTORIA

PROGRAM CHANGE – GRADUATE

ENGL MA – DELETION OF MEMS CONCENTRATION

Dean's Name and Date of consultation with AVPAP:	Dean signature:
Name of contact person: **Adrienne Williams Boyarin** **(ENGL Grad Advisor)**	Original signed by Adrienne Williams Boyarin
Email & phone of contact person: **abovarin@uvic.ca | (250) 721-7260**	
Date approved by Department: **29 October 2019**	Original signed by Michael Nowlin
Date approved by Faculty: 11 Feb. 2020	Original signed by Lisa Surridge
Date approved by Graduate Studies:	Dean signature:
Date approved by Senate Committee on Planning	AVPAP signature:
Resource Commitments **NONE**	Signature of line authority

ENGL MA – DELETION OF MEMS CONCENTRATION

PROPOSAL	
A. Identification of the change	
Name, Location, Academic units (Faculties, departments, or schools)	Concentration in Medieval and Early Modern Studies (MEMS), Department of English MA Program, Faculty of Humanities — Proposal to Discontinue the Concentration
Anticipated implementation date of change	September 2020
Name, title, phone number and e-mail address of contact person	Adrienne Williams Boyarin, Associate Professor and English Graduate Program Advisor, aboyarin@uvic.ca

B. History and context and impact of the program change

Provide a rationale for the change and describe the impact on students.

The MEMS concentration was introduced into the ENGL MA program in the 2010–2011 academic year, but it is no longer sustainable. In the wake of the FGS reform of graduate program budgets and student funding (effective September 2019), the ENGL MA program has settled on a maximum of incoming cohort of 18 students/year (15 MA, 3 PhD), with 9–10 graduate seminars per year (4 in each Winter session term and 1–2 in Summer session). We see this as a sustainable size for the future and also hope, simultaneously, to increase these students' times-to-completion through curriculum reforms. As the ENGL MA is a designated one-year program and can only offer one-year of funding for MA students, even at this size, it is unfair to offer a concentration that requires at least 4.5 units of related courses; we cannot offer that many units of MEMS courses per year and fairly distribute course allocations, areas of study available for students, and faculty workload (especially supervision). Further, the demand for the MEMS Concentration, while significantly stronger than other concentrations in ENGL (past and current), is not proportionate to the resources used to support it. **Since 2012, 31 students have chosen the MEMS concentration, while 22 have ended up graduating with the concentration.** We currently have 1 student undertaking the concentration, supported with a Directed Reading necessary to finish the course requirements within one year, and we have NO applicants (of approximately 70) seeking the MEMS concentration for September 2020.

Without the MEMS concentration, students interested in the area will still (or better) thrive: we will still offer a variety of courses each year, while students specializing in MEMS-related research will continue to

benefit from what courses are offered in these areas (almost certainly always two per year, one in medieval and one in early modern literature), as well as strong faculty supervision. Students applying to doctoral programs will still be able to develop writing samples and research profiles in MEMS and will be able to request letters of reference from the many scholars of medieval and early modern literature and culture among our research faculty. Discontinuing the concentrations does not discontinue our department's strengths in the concentration area, but releases students and colleagues from having to fit a set required number of MEMS units into the degree timeline.

The Department of English voted unanimously to discontinue the MEMS concentration on 29 October 2019, after extensive consultation with colleagues who work in the concentration area and discussions with current MA students.

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

The option to declare the Concentration in MEMS will need to removed from the ENGL MA applications by GARO. Otherwise, students interested in the research area will continue to be well supported (as noted above, para. 2).

D. Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the program change (emails/letters of support in an appendix).

Attached are:

1) Minutes of the Meeting of the Department of English, 29 October 2019;
2) an email exchange with Carolyn Swayze and AVPAP Susan Lewis regarding concentration deletions and other GR-ENGL curriculum changes;
3) an email exchange with Carolyn Swayze regarding Cycle 3 guidelines on FGS review of this and other proposals.

MINUTES OF THE MEETING OF THE DEPARTMENT OF ENGLISH

Tuesday 29 October, 2019 at 2:30 pm in Clearihue A203

1. **TERRITORIAL ACKNOWLEDGEMENT**

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

2. **TIME OF ADJOURNMENT**

   3:40 pm Lincoln/ Kuchar CARRIED

3. **APPROVAL OF AGENDA**

   Ross/ Murray CARRIED

4. **ADOPTION OF THE MINUTES OF THE MEETING OF 1 October 2019**

   Ross/ Williams Boyarin CARRIED

5. **BUSINESS ARISING FROM THE MINUTES OF 1 October 2019**

   None.

6. **CHAIR'S REMARKS AND DEAN'S REMARKS**

7. **MOTIONS FROM THE GRADUATE COMMITTEE**

MOTION 1
THAT the Department delete the Course-only MA degree path.

Rationale: This is the third motion on this matter: in February 2019, the department voted unanimously to suspend and delete the Course-only MA (and it was suspended at that time). The basic rationale was that, as of September 2019, FGS no longer funds course-only degree programs, and the course-only option—because of current program requirements in relation to number of course offerings—is impossible to complete in a 12-month period. In April 2019, however, in response to consultation with the HUMS Associate Deans, the Graduate Committee introduced a revised motion to change the status of, rather than delete, this degree path, so that it would remain an option for already-enrolled MA students by special permission, similar to our non-CSPT Thesis path. The department voted unanimously in support of the revised motion, and, in September 2019, the change was approved by the HUMS Curriculum Committee.

When the change then came before the FGS Graduate Executive Council (GEC) on 7 October 2019, however, the GEC returned it to the department for procedural reasons: a department may not offer a degree path to which students cannot apply; further, such "ghost programs" are unnecessary

to accommodate graduate students who need or want special arrangements, since FGS already has a mechanism to support such students through the approval of SPAR degrees (i.e., degrees by special arrangement). For students who may need special permission to complete a course-only degree—as discussed in the April 2019 department meeting—the Graduate Advisor may apply to FGS for a SPAR designation and indicate the department's support. There is thus no need for the department to duplicate this process in the Calendar, nor through internal committee work. The GEC was supportive of the department's will overall and fully expects to approve this change in Cycle 2 (i.e., to go into effect in September 2020). The Graduate Committee thus, once again, recommends deletion of the Course-only MA path.

CARRIED unanimously

MOTION 2
THAT the Department delete the Thesis-based MA degree path for non-CSPT students.

Rationale: The Graduate Advisor's FGS Graduate Executive Council (GEC) consultation on 7 October 2019—mentioned in the rationale for Graduate Committee Motion 1 above—revealed that our currently calendared option of a Thesis-based MA by special permission is out of line with policy in that it creates a degree by permission but not by admission, i.e., what the GEC called a "ghost program." From the FGS perspective, this path should not be in the Calendar because students cannot actually apply to a Thesis-based MA except through CSPT. While students admitted to the CSPT Program must complete a Thesis-based MA, all non-CSPT students are currently discouraged from a thesis path, which is available only by permission of the Graduate Committee, after review of a thesis proposal and with supervisor support (see *Graduate Handbook* 4.5.1–4.5.2). Only 6 non-CSPT students have chosen to pursue a Thesis-based MA in the past 10 years, and 5 of those completed their degrees by 2013. Going forward, any students who wish, with a supervisor's support, to pursue a non-CSPT Thesis-based MA may do so through an FGS SPAR designation, a process that will involves considerably less work than the current departmental arrangement. The Graduate Committee therefore recommends this motion as a Calendar cleanup measure and a reflection of current practice.

CARRIED unanimously

MOTION 3
THAT the Department discontinue the MA Concentrations in NCS and MEMS.

Rationale The Graduate Committee recommends the discontinuation of MA Concentrations, both NCS and MEMS, because concentrations are no longer sustainable within our graduate program's size and budget. In the wake of the FGS reform of graduate program budgets and graduate student funding (effective September 2019), our program has settled on a size that we can (just) maintain and afford: an incoming cohort of a maximum of 18 students per year (15 MA, 3 PhD), with 9–10 graduate seminars per year (4 in each Winter session term and 1–2 in summer) plus one section of the mandatory ENGL 500. Because our program is an GARO- and FGS-designated one-year program that can only offer one-year of funding for MA students, it is also incumbent on us to run a program that

can in fact be completed in a 12-month period. With our size and constraints, it is often not possible—and not fair in terms of workload and equitable distribution of teaching and supervision opportunities—to sustain concentrations that require 3 courses each (4.5 units) in a 12-month period, nor is it fair to NCS and MEMS colleagues who consequently have more supervisions than others and are frequently asked to teach Directed Readings to sustain concentration requirements. *Without* the concentrations, we will be able to offer a wide variety of courses each year, from a wider variety of colleagues who want to teach graduate seminars, while students specializing in NCS- or MEMS-related research will continue to benefit from courses are offered in these areas as well as faculty supervision in these areas. Discontinuing the concentrations does not discontinue our department's strengths in NCS and MEMS (which we may continue to use in recruitment). *Please see the appended tables for current information on NCS and MEMS admission, enrolment, and graduation stats.*

NCS

Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
total MA applicants					64	58	54	61	63	58
Applied for NCS Concentration					5	10	6	9	6	8
Came to UVic					2	4	2	2	0	2
Graduated with NCS concentration*					0	2	0	2	0	

MEMS

Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
total MA applicants	101	81	83	62	64	58	54	61	63	58
Applied for MEMS Concentration			7	8	6	9	4	10	8	7
Came to UVic			4	4	3	5	3	5	5	2
Graduated with MEMS concentration*			2	3	2	5	3	4	2	

*Indicates the number of applicants who came to UVic for that year and finished their degree with the concentration.

CARRIED with 1 abstention

8. OTHER BUSINESS

None.

MOTION TO ADJOURN Ross/Fulton

The meeting was adjourned at 4:11 p.m.

From: **Adrienne Williams Boyarin - English Graduate Advisor** englgradad@uvic.ca
Subject: Fw: Cycle 2 Calendar Changes
Date: January 30, 2020 at 1:41 PM
To: Adrienne Williams Boyarin aboyarin@uvic.ca

Dr. Adrienne Williams Boyarin
Associate Professor of English
English Graduate Program Advisor
University of Victoria
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2
Ph. 250.721.7260 | Fax 250.721.6498
Editor, *Early Middle English*: https://arc-humanities.org/our-series/journals/eme/

From: Carolyn Swayze - FGS Coordinator
Sent: January 22, 2020 1:23 PM
To: Adrienne Williams Boyarin - English Graduate Advisor
Cc: Alison Grootenboer - English Graduate Secretary; Dailyn Ramirez - English Assistant to the Chair; Lisa Surridge - Humanities Associate Dean, Academic
Subject: RE: Cycle 2 Calendar Changes

Thanks Adrienne! January 31st for the memos to propose the significant changes you have noted is perfect. I will ensure these are placed on the February 10 GEC agenda and we will again ask that attend the meeting to introduce the changes. The meeting starts at 1:30 pm, but someone will follow up regarding your arrival time as we have some general business to attend to at the start of the meeting.

You can put these items in Kuali now for cycle 3 if you want to (Lisa should weigh in). I don't need them in Kuali for my review until end of April so there is no rush from my end.

I am still waiting on the revised version of GR-ENGL-REQ for Cycle 2 which reversal of the deletion of MEMS and NCS concentrations. I believe that there are other changes to that submission that should continue in this Cycle and the deletion of the concentrations will move to Cycle 3.

Thanks and let me know if you have other questions.

Best,

Carolyn

Carolyn Swayze
Coordinator of Information, Research & Communication

University of Victoria | Senate Committee on Planning

MEMO

Date: March 18, 2020

To: Senate

From: Senate Committee on Planning

Re: **Proposal to Discontinue the Course-only Option in the Master of Arts in English Program**

At its meeting of March 3, 2020, the Senate Committee on Planning considered the proposal to discontinue the Course-only Option in the Master of Arts in English Program, as described in the document "ENGL MA – Deletion of the Course-only MA".

The following motion is recommended:

Motion: that Senate approve and recommend to the Board of Governors that it also approve, the proposal to discontinue the Course-only Option in the Master of Arts in English program, as described in the document "ENGL MA – Deletion of the Course-only MA".

Respectfully submitted,

2019-2020 Senate Committee on Planning

Susan Lewis, (Chair), 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
Robin Hicks, 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
Nicole Greengoe, Office of the Registrar
Cindy Holder, Humanities

UNIVERSITY OF VICTORIA

PROGRAM CHANGE – GRADUATE

ENGL MA – DELETION OF THE COURSE-ONLY MA

Dean's Name and Date of consultation with AVPAP:	Dean signature:
Name of contact person: **Adrienne Williams Boyarin** **(ENGL Grad Advisor)**	Original signed by Adrienne Williams Boyarin
Email & phone of contact person: **abovarin@uvic.ca | (250) 721-7260**	
Date approved by Department: **29 October 2019**	Chair/Director signature: Original signed by Michael Nowlin
Date approved by Faculty: 11 Feb. 2020	Original signed by Lisa Surridge
Date approved by Graduate Studies:	Dean signature:
Date approved by Senate Committee on Planning	AVPAP signature:
Resource Commitments **NONE**	Signature of line authority

ENGL MA – DELETION OF THE COURSE-ONLY MA

PROPOSAL	
A. Identification of the change	
Name, Location, Academic units (Faculties, departments, or schools)	Course-Only MA, Department of English MA Program, Faculty of Humanities — Proposal to Discontinue the Course-Only MA
Anticipated implementation date of change	September 2020
Name, title, phone number and e-mail address of contact person	Adrienne Williams Boyarin, Associate Professor and English Graduate Program Advisor, aboyarin@uvic.ca

B. History and context and impact of the program change

Provide a rationale for the change and describe the impact on students.

The Department of English's Course-only MA option was introduced in September 2013. It requires 15.0 units of coursework, including ENGL 500 (Textual Studies and Methods of Research). The Course-only MA, however, has not attracted many students: since its launch, 16 MA students have graduated with a course-only MA in ENGL, and 2 MA students (out of 35) are currently enrolled. No students applying for September 2020 have requested a course-only option.

Because FGS (as of September 2019) no longer funds course-only degree programs, and in line with increasing budgetary dependence on external research awards, the maintenance of a Course-only MA path is no longer a viable option for ENGL. In addition, though the ENGL Project-based and Course-only MAs are approved one-year programs, it is in fact impossible to complete the course-only option in 12 months: even if a student takes more than our recommended 4.5 units (i.e., three graduate seminars) in each term of the Winter Session, we do not consistently offer enough Summer Session courses to allow a one-year completion. Further, the Department is in the process of reforming of its graduate program and curriculum to better support in-time completion rates and the University's strategic vision for research strength. The Course-only MA does not fit these visions.

The Department of English first voted unanimously to delete the Course-only MA in February 2019. After further consultation with the HUMS Associate Deans, however, I brought a new motion to change the status of, rather than delete, the option. In April 2019, therefore, the Department again voted unanimously to make the Course-only MA an extraordinary-circumstance, permission-based option (e.g.,

for students who have been on extended medical leaves or who work full time outside of the university), and the HUMS Curriculum Committee then approved that proposal (in September 2019). After taking the proposal to the FGS GEC (7 October 2019), despite the HUMS consultation and approval, I was advised that a department may not offer a degree path to which a student cannot apply (i.e., departments should not maintain "ghost programs" that are mentioned in the *Calendar* as possible options but to which no student may directly apply at the time of admission). Further, I learned from the FGS GEC that there is no need for such department-based procedures in any case, since FGS already has a mechanism to support such students in special circumstances through the approval of SPARR degrees. This information was thus returned to ENGL so that the proposal could be revised (or returned) to a proposal for full deletion.

The Department of English thus voted unanimously (again) to delete the Course-only MA on 29 October 2019.

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

The option to choose a Course-Only MA will need to removed from the ENGL MA applications by GARO, and students in special circumstances who may request the possibility of a course-only degree in the future may need to be counselled regarding SPARR options.

D. Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the program change (emails/letters of support in an appendix).

Attached are:

1) Minutes of the Meeting of the Department of English, 29 October 2019;
2) Email from FGS Dean David Capson summarizing feedback of 7 October 2019 GEC recommendations;
3) an email exchange with Carolyn Swayze and AVPAP Susan Lewis regarding GR-ENGL Cycle 3 curriculum changes;
4) an email exchange with Carolyn Swayze regarding Cycle 3 guidelines on FGS review of this and other proposals.

MINUTES OF THE MEETING OF THE DEPARTMENT OF ENGLISH

Tuesday 29 October, 2019 at 2:30 pm in Clearihue A203

1. **TERRITORIAL ACKNOWLEDGEMENT**

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

2. **TIME OF ADJOURNMENT**

   3:40 pm Lincoln/ Kuchar CARRIED

3. **APPROVAL OF AGENDA**

   Ross/ Murray CARRIED

4. **ADOPTION OF THE MINUTES OF THE MEETING OF 1 October 2019**

   Ross/ Williams Boyarin CARRIED

5. **BUSINESS ARISING FROM THE MINUTES OF 1 October 2019**

   None.

6. **CHAIR'S REMARKS AND DEAN'S REMARKS**

7. **MOTIONS FROM THE GRADUATE COMMITTEE**

MOTION 1
THAT the Department delete the Course-only MA degree path.

Rationale: This is the third motion on this matter: in February 2019, the department voted unanimously to suspend and delete the Course-only MA (and it was suspended at that time). The basic rationale was that, as of September 2019, FGS no longer funds course-only degree programs, and the course-only option—because of current program requirements in relation to number of course offerings—is impossible to complete in a 12-month period. In April 2019, however, in response to consultation with the HUMS Associate Deans, the Graduate Committee introduced a revised motion to change the status of, rather than delete, this degree path, so that it would remain an option for already-enrolled MA students by special permission, similar to our non-CSPT Thesis path. The department voted unanimously in support of the revised motion, and, in September 2019, the change was approved by the HUMS Curriculum Committee.

When the change then came before the FGS Graduate Executive Council (GEC) on 7 October 2019, however, the GEC returned it to the department for procedural reasons: a department may not offer a degree path to which students cannot apply; further, such "ghost programs" are unnecessary

to accommodate graduate students who need or want special arrangements, since FGS already has a mechanism to support such students through the approval of SPAR degrees (i.e., degrees by special arrangement). For students who may need special permission to complete a course-only degree—as discussed in the April 2019 department meeting—the Graduate Advisor may apply to FGS for a SPAR designation and indicate the department's support. There is thus no need for the department to duplicate this process in the Calendar, nor through internal committee work. The GEC was supportive of the department's will overall and fully expects to approve this change in Cycle 2 (i.e., to go into effect in September 2020). The Graduate Committee thus, once again, recommends deletion of the Course-only MA path.

CARRIED unanimously

MOTION 2
THAT the Department delete the Thesis-based MA degree path for non-CSPT students.

Rationale: The Graduate Advisor's FGS Graduate Executive Council (GEC) consultation on 7 October 2019—mentioned in the rationale for Graduate Committee Motion 1 above—revealed that our currently calendared option of a Thesis-based MA by special permission is out of line with policy in that it creates a degree by permission but not by admission, i.e., what the GEC called a "ghost program." From the FGS perspective, this path should not be in the Calendar because students cannot actually apply to a Thesis-based MA except through CSPT. While students admitted to the CSPT Program must complete a Thesis-based MA, all non-CSPT students are currently discouraged from a thesis path, which is available only by permission of the Graduate Committee, after review of a thesis proposal and with supervisor support (see *Graduate Handbook* 4.5.1–4.5.2). Only 6 non-CSPT students have chosen to pursue a Thesis-based MA in the past 10 years, and 5 of those completed their degrees by 2013. Going forward, any students who wish, with a supervisor's support, to pursue a non-CSPT Thesis-based MA may do so through an FGS SPAR designation, a process that will involves considerably less work than the current departmental arrangement. The Graduate Committee therefore recommends this motion as a Calendar cleanup measure and a reflection of current practice.

CARRIED unanimously

MOTION 3
THAT the Department discontinue the MA Concentrations in NCS and MEMS.

Rationale The Graduate Committee recommends the discontinuation of MA Concentrations, both NCS and MEMS, because concentrations are no longer sustainable within our graduate program's size and budget. In the wake of the FGS reform of graduate program budgets and graduate student funding (effective September 2019), our program has settled on a size that we can (just) maintain and afford: an incoming cohort of a maximum of 18 students per year (15 MA, 3 PhD), with 9–10 graduate seminars per year (4 in each Winter session term and 1–2 in summer) plus one section of the mandatory ENGL 500. Because our program is an GARO- and FGS-designated one-year program that can only offer one-year of funding for MA students, it is also incumbent on us to run a program that

can in fact be completed in a 12-month period. With our size and constraints, it is often not possible—and not fair in terms of workload and equitable distribution of teaching and supervision opportunities—to sustain concentrations that require 3 courses each (4.5 units) in a 12-month period, nor is it fair to NCS and MEMS colleagues who consequently have more supervisions than others and are frequently asked to teach Directed Readings to sustain concentration requirements. *Without* the concentrations, we will be able to offer a wide variety of courses each year, from a wider variety of colleagues who want to teach graduate seminars, while students specializing in NCS- or MEMS-related research will continue to benefit from courses are offered in these areas as well as faculty supervision in these areas. Discontinuing the concentrations does not discontinue our department's strengths in NCS and MEMS (which we may continue to use in recruitment). *Please see the appended tables for current information on NCS and MEMS admission, enrolment, and graduation stats.*

NCS

Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
total MA applicants					64	58	54	61	63	58
Applied for NCS Concentration					5	10	6	9	6	8
Came to UVic					2	4	2	2	0	2
Graduated with NCS concentration*					0	2	0	2	0	

MEMS

Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
total MA applicants	101	81	83	62	64	58	54	61	63	58
Applied for MEMS Concentration			7	8	6	9	4	10	8	7
Came to UVic			4	4	3	5	3	5	5	2
Graduated with MEMS concentration*			2	3	2	5	3	4	2	

*Indicates the number of applicants who came to UVic for that year and finished their degree with the concentration.

CARRIED with 1 abstention

8. OTHER BUSINESS

None.

MOTION TO ADJOURN Ross/Fulton

The meeting was adjourned at 4:11 p.m.

From: **Adrienne Williams Boyarin - English Graduate Advisor** englgradad@uvic.ca
Subject: Fw: English Course Only Proposal
Date: January 30, 2020 at 1:41 PM
To: Adrienne Williams Boyarin aboyarin@uvic.ca

Dr. Adrienne Williams Boyarin
Associate Professor of English
English Graduate Program Advisor
University of Victoria
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2
Ph. 250.721.7260 | Fax 250.721.6498
Editor, *Early Middle English*: https://arc-humanities.org/our-series/journals/eme/

From: English Graduate Secretary
Sent: October 9, 2019 1:35 PM
To: James Wigginton, Curriculum and Calendar Manager; Adrienne Williams Boyarin - English Graduate Advisor
Subject: RE: English Course Only Proposal

Hi James,

I withdrew and resubmitted it after taking out the course-only section of the rationale. It's now going to Adrienne who has a pretty busy day but I'm Cc-ing her so she knows it will be in her Action List.

Best,
Dailyn

From: James Wigginton, Curriculum and Calendar Manager <calmgr@uvic.ca>
Sent: October 9, 2019 1:23 PM
To: English Graduate Secretary <englgradsec@uvic.ca>
Subject: RE: English Course Only Proposal

Hi Dailyn,

There is an issue with the Kuali workflow for the GR-ENGL-GI proposal. Please can you withdraw it and then resubmit it. The proposal will then proceed back through workflow for re-approval.

Also, should the rationale be updated now that this major change is not happening in cycle 1?

Please let me know if you have any questions.

James

University of Victoria | Senate Committee on Planning

MEMO

Date: March 18, 2020

To: Senate

From: Senate Committee on Planning

Re: **Proposal to Discontinue the Concentration in Nineteenth Century Studies (NCS), in the Master of Arts in English Program**

At its meeting of March 3, 2020, the Senate Committee on Planning considered the proposal to discontinue the concentration in Nineteenth Century Studies (NCS) in the Master of Arts in English Program, as described in the document "ENGL MA – Deletion of the NCS Concentration".

The following motion is recommended:

Motion: that Senate approve the proposal to discontinue the concentration in Nineteenth Century Studies (NCS) in the Master of Arts in English program, as described in the document "ENGL MA – Deletion of the NCS Concentration".

Respectfully submitted,

2019-2020 Senate Committee on Planning

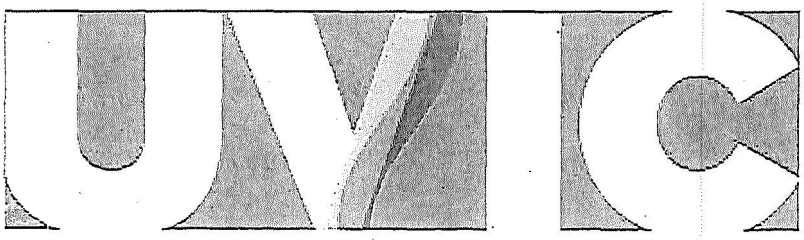
Susan Lewis, (Chair), AVPAP
Gillian Calder, Law
David Capson, Graduate Studies
Jo-Anne Clarke, Continuing Studies
Merwan Engineer, Economics
Mauricio Garcia-Barrera, Psychology
Andrea Giles, Co-op Education
Rishi Gupta, Civil Engineering
Robin Hicks, Chemistry
Lisa Kalynchuk, VP Research
Valerie S. Kuehne, 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
Nicole Greengoe, Office of the Registrar
Cindy Holder, Humanities

UNIVERSITY OF VICTORIA

PROGRAM CHANGE – GRADUATE

ENGL MA – DELETION OF NCS CONCENTRATION

Dean's Name and Date of consultation with AVPAP:	Dean signature:
Name of contact person: **Adrienne Williams Boyarin** **(ENGL Grad Advisor)**	Original signed by Adrienne Williams Boyarin
Email & phone of contact person: **abovarin@uvic.ca | (250) 721-7260**	
Date approved by Department: **29 October 2019**	Original signed by Michael Nowlin
Date approved by Faculty: 11 Feb. 2020	Original signed by Lisa Surridge
Date approved by Graduate Studies:	Dean signature:
Date approved by Senate Committee on Planning	AVPAP signature:
Resource Commitments NONE	Signature of line authority



ENGL MA – DELETION OF NCS CONCENTRATION

PROPOSAL	
A. Identification of the change	
Name, Location, Academic units (Faculties, departments, or schools)	**Concentration in Nineteenth Century Studies (NCS), Department of English MA Program, Faculty of Humanities — Proposal to Discontinue the Concentration**
Anticipated implementation date of change	**September 2020**
Name, title, phone number and e-mail address of contact person	**Adrienne Williams Boyarin, Associate Professor and English Graduate Program Advisor, aboyarin@uvic.ca**

B. History and context and impact of the program change

Provide a rationale for the change and describe the impact on students.

The NCS concentration was introduced into the ENGL MA program in the 2012–2013 academic year, but it has not served students well and is no longer sustainable. In the wake of the FGS reform of graduate program budgets and student funding (effective September 2019), the ENGL MA program has settled on a maximum of incoming cohort of 18 students/year (15 MA, 3 PhD), with 9–10 graduate seminars per year (4 in each Winter session term and 1–2 in Summer session). We see this as a sustainable size for the future and also hope, simultaneously, to increase these students's times-to-completion through curriculum reforms. As the ENGL MA is a designated one-year program and can only offer one-year of funding for MA students, even at this size, it is unfair to offer a concentration that requires at least 4.5 units of related courses; we can neither offer that many units of NCS courses in a year, nor would there be enough faculty or students to fill them. Further, it is not fair in terms of workload and equitable distribution of teaching and supervision opportunities to sustain the concentrations: NCS colleagues are frequently asked to teach extra-to-load Directed Readings to sustain concentration requirements for the few students enrolled. **Since 2013, only 12 students have chosen the NCS concentration, and only four have ended up graduating with the concentration, suppored by 9 Directed Readings in an NCS topic.** We currently have 2 students undertaking the concentration, who are also being supported with at least one Directed Reading in order to finish their course requirements within one year, and we have no applicants (of approximately 70) seeking the NCS concentration for September 2020.

Without the NCS concentration, students interested in the area will still (or better) thrive: we will still

offer a variety of courses each year, while students specializing in NCS-related research will continue to benefit from what courses are offered in these areas as well as strong faculty supervision. Students applying to doctoral programs will still be able to develop writing samples and research profiles in NCS, and will be able to request letters of reference from the world-renowned scholars of nineteenth-century literature and culture who are among our research faculty. Discontinuing the concentrations does not discontinue our department's strengths in nineteenth-century studies, but releases students and colleagues from having to fit a set required number of NCS units into their degree timeline.

The Department of English voted unanimously to discontinue the NCS concentration on 29 October 2019, after extensive consultation with colleagues who work in the concentration area and discussions with current MA students.

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

The option to declare the Concentration in NCS will need to removed from the ENGL MA applications by GARO. Otherwise, students interested in the research area will continue to be well supported (as noted above, para. 2).

D. Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the program change (emails/letters of support in an appendix).

Attached are:

1) Minutes of the Meeting of the Department of English, 29 October 2019;
2) an email exchange with Carolyn Swayze and AVPAP Susan Lewis regarding concentration deletions and other GR-ENGL curriculum changes;
3) an email exchange with Carolyn Swayze regarding Cycle 3 guidelines on FGS review of this and other proposals.

MINUTES OF THE MEETING OF THE DEPARTMENT OF ENGLISH

Tuesday 29 October, 2019 at 2:30 pm in Clearihue A203

1. **TERRITORIAL ACKNOWLEDGEMENT**

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

2. **TIME OF ADJOURNMENT**

   3:40 pm Lincoln/ Kuchar CARRIED

3. **APPROVAL OF AGENDA**

   Ross/ Murray CARRIED

4. **ADOPTION OF THE MINUTES OF THE MEETING OF 1 October 2019**

   Ross/ Williams Boyarin CARRIED

5. **BUSINESS ARISING FROM THE MINUTES OF 1 October 2019**

   None.

6. **CHAIR'S REMARKS AND DEAN'S REMARKS**

7. **MOTIONS FROM THE GRADUATE COMMITTEE**

MOTION 1
THAT the Department delete the Course-only MA degree path.

Rationale: This is the third motion on this matter: in February 2019, the department voted unanimously to suspend and delete the Course-only MA (and it was suspended at that time). The basic rationale was that, as of September 2019, FGS no longer funds course-only degree programs, and the course-only option—because of current program requirements in relation to number of course offerings—is impossible to complete in a 12-month period. In April 2019, however, in response to consultation with the HUMS Associate Deans, the Graduate Committee introduced a revised motion to change the status of, rather than delete, this degree path, so that it would remain an option for already-enrolled MA students by special permission, similar to our non-CSPT Thesis path. The department voted unanimously in support of the revised motion, and, in September 2019, the change was approved by the HUMS Curriculum Committee.

When the change then came before the FGS Graduate Executive Council (GEC) on 7 October 2019, however, the GEC returned it to the department for procedural reasons: a department may not offer a degree path to which students cannot apply; further, such "ghost programs" are unnecessary

to accommodate graduate students who need or want special arrangements, since FGS already has a mechanism to support such students through the approval of SPAR degrees (i.e., degrees by special arrangement). For students who may need special permission to complete a course-only degree—as discussed in the April 2019 department meeting—the Graduate Advisor may apply to FGS for a SPAR designation and indicate the department's support. There is thus no need for the department to duplicate this process in the Calendar, nor through internal committee work. The GEC was supportive of the department's will overall and fully expects to approve this change in Cycle 2 (i.e., to go into effect in September 2020). The Graduate Committee thus, once again, recommends deletion of the Course-only MA path.

CARRIED unanimously

MOTION 2
THAT the Department delete the Thesis-based MA degree path for non-CSPT students.

Rationale: The Graduate Advisor's FGS Graduate Executive Council (GEC) consultation on 7 October 2019—mentioned in the rationale for Graduate Committee Motion 1 above—revealed that our currently calendared option of a Thesis-based MA by special permission is out of line with policy in that it creates a degree by permission but not by admission, i.e., what the GEC called a "ghost program." From the FGS perspective, this path should not be in the Calendar because students cannot actually apply to a Thesis-based MA except through CSPT. While students admitted to the CSPT Program must complete a Thesis-based MA, all non-CSPT students are currently discouraged from a thesis path, which is available only by permission of the Graduate Committee, after review of a thesis proposal and with supervisor support (see *Graduate Handbook* 4.5.1–4.5.2). Only 6 non-CSPT students have chosen to pursue a Thesis-based MA in the past 10 years, and 5 of those completed their degrees by 2013. Going forward, any students who wish, with a supervisor's support, to pursue a non-CSPT Thesis-based MA may do so through an FGS SPAR designation, a process that will involves considerably less work than the current departmental arrangement. The Graduate Committee therefore recommends this motion as a Calendar cleanup measure and a reflection of current practice.

CARRIED unanimously

MOTION 3
THAT the Department discontinue the MA Concentrations in NCS and MEMS.

Rationale The Graduate Committee recommends the discontinuation of MA Concentrations, both NCS and MEMS, because concentrations are no longer sustainable within our graduate program's size and budget. In the wake of the FGS reform of graduate program budgets and graduate student funding (effective September 2019), our program has settled on a size that we can (just) maintain and afford: an incoming cohort of a maximum of 18 students per year (15 MA, 3 PhD), with 9–10 graduate seminars per year (4 in each Winter session term and 1–2 in summer) plus one section of the mandatory ENGL 500. Because our program is an GARO- and FGS-designated one-year program that can only offer one-year of funding for MA students, it is also incumbent on us to run a program that

can in fact be completed in a 12-month period. With our size and constraints, it is often not possible—and not fair in terms of workload and equitable distribution of teaching and supervision opportunities—to sustain concentrations that require 3 courses each (4.5 units) in a 12-month period, nor is it fair to NCS and MEMS colleagues who consequently have more supervisions than others and are frequently asked to teach Directed Readings to sustain concentration requirements. *Without* the concentrations, we will be able to offer a wide variety of courses each year, from a wider variety of colleagues who want to teach graduate seminars, while students specializing in NCS- or MEMS-related research will continue to benefit from courses are offered in these areas as well as faculty supervision in these areas. Discontinuing the concentrations does not discontinue our department's strengths in NCS and MEMS (which we may continue to use in recruitment). *Please see the appended tables for current information on NCS and MEMS admission, enrolment, and graduation stats.*

NCS

Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
total MA applicants					64	58	54	61	63	58
Applied for NCS Concentration					5	10	6	9	6	8
Came to UVic					2	4	2	2	0	2
Graduated with NCS concentration*					0	2	0	2	0	

MEMS

Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
total MA applicants	101	81	83	62	64	58	54	61	63	58
Applied for MEMS Concentration			7	8	6	9	4	10	8	7
Came to UVic			4	4	3	5	3	5	5	2
Graduated with MEMS concentration*			2	3	2	5	3	4	2	

*Indicates the number of applicants who came to UVic for that year and finished their degree with the concentration.

CARRIED with 1 abstention

8. OTHER BUSINESS

None.

MOTION TO ADJOURN Ross/Fulton

The meeting was adjourned at 4:11 p.m.

From: **Adrienne Williams Boyarin - English Graduate Advisor** englgradad@uvic.ca
Subject: Fw: Cycle 2 Calendar Changes
Date: January 30, 2020 at 1:41 PM
To: Adrienne Williams Boyarin aboyarin@uvic.ca

Dr. Adrienne Williams Boyarin
Associate Professor of English
English Graduate Program Advisor
University of Victoria
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2
Ph. 250.721.7260 | Fax 250.721.6498
Editor, *Early Middle English*: https://arc-humanities.org/our-series/journals/eme/

From: Carolyn Swayze - FGS Coordinator
Sent: January 22, 2020 1:23 PM
To: Adrienne Williams Boyarin - English Graduate Advisor
Cc: Alison Grootenboer - English Graduate Secretary; Dailyn Ramirez - English Assistant to the Chair; Lisa Surridge - Humanities Associate Dean, Academic
Subject: RE: Cycle 2 Calendar Changes

Thanks Adrienne! January 31st for the memos to propose the significant changes you have noted is perfect. I will ensure these are placed on the February 10 GEC agenda and we will again ask that attend the meeting to introduce the changes. The meeting starts at 1:30 pm, but someone will follow up regarding your arrival time as we have some general business to attend to at the start of the meeting.

You can put these items in Kuali now for cycle 3 if you want to (Lisa should weigh in). I don't need them in Kuali for my review until end of April so there is no rush from my end.

I am still waiting on the revised version of GR-ENGL-REQ for Cycle 2 which reversal of the deletion of MEMS and NCS concentrations. I believe that there are other changes to that submission that should continue in this Cycle and the deletion of the concentrations will move to Cycle 3.

Thanks and let me know if you have other questions.

Best,

Carolyn

Carolyn Swayze
Coordinator of Information, Research & Communication

University of Victoria | Senate Committee on Planning

MEMO

Date: March 18, 2020

To: Senate

From: Senate Committee on Planning

Re: **Proposal to Discontinue the Non-CSPT Thesis-based Master of Arts in English**

At its meeting of March 3, 2020, the Senate Committee on Planning considered the proposal to discontinue the non-CSPT Thesis-based Master of Arts in English, as described in the document "ENGL – Deletion of the Non-CSPT Thesis-Based MA".

The following motion is recommended:

Motion: that Senate approve and recommend to the Board of Governors that is also approve, the proposal to discontinue the non-CSPT thesis-based Master of Arts in English, as described in the document "ENGL - Deletion of the Non-CSPT Thesis-Based MA".

Respectfully submitted,

2019-2020 Senate Committee on Planning

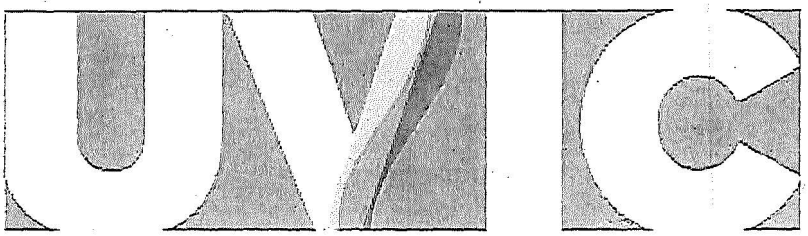
Susan Lewis, (Chair), AVPAP
Gillian Calder, Law
David Capson, Graduate Studies
Jo-Anne Clarke, Continuing Studies
Merwan Engineer, Economics
Mauricio Garcia-Barrera, Psychology
Andrea Giles, Co-op Education
Rishi Gupta, Civil Engineering
Robin Hicks, Chemistry
Lisa Kalynchuk, VP Research
Valerie S. Kuehne, 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
Nicole Greengoe, Office of the Registrar
Cindy Holder, Humanities

UNIVERSITY OF VICTORIA

PROGRAM CHANGE – GRADUATE

ENGL – DELETION OF THE Non-CSPT THESIS-BASED MA

Dean's Name and Date of consultation with AVPAP:	Dean signature:
Name of contact person: **Adrienne Williams Boyarin** **(ENGL Grad Advisor)**	Original signed by Adrienne Williams Boyarin
Email & phone of contact person: **abovarin@uvic.ca | (250) 721-7260**	
Date approved by Department: **29 October 2019**	Original signed by Michael Nowlin
Date approv d by Faculty: 11 Feb. 2020	Original signed by Lisa Surridge
Date approved by Graduate Studies:	Dean signature:
Date approved by Senate Committee on Planning	AVPAP signature:
Resource Commitments NONE	Signature of line authority



ENGL – DELETION OF THE Non-CSPT THESIS-BASED MA

PROPOSAL	
A. Identification of the change	
Name, Location, Academic units (Faculties, departments, or schools)	**Thesis-based MA for non-CSPT students, Department of English MA Program, Faculty of Humanities — Proposal to Discontinue the Thesis-based MA for students who are not pursuing the Concentration in Cultural, Social, and Political Thought**
Anticipated implementation date of change	**September 2020**
Name, title, phone number and e-mail address of contact person	**Adrienne Williams Boyarin, Associate Professor and English Graduate Program Advisor, aboyarin@uvic.ca**
B. History and context and impact of the program change	
Provide a rationale for the change and describe the impact on students.	

While the Department of English began its MA Program (in the 1970s) with a Thesis-based MA, the option takes significantly longer to complete than the Project-based MA program and is not necessary for students' career or academic goals: admissions to PhD programs do not require an MA thesis, nor do SSHRC applications. Currently, the Thesis-based MA requires 7.5 units of coursework, including ENGL 500 (Textual Studies and Methods of Research), and 7.5 thesis units (ENGL 599), but ENGL actively discourages the thesis option and, in practice, only permits it for CSPT students, because the CSPT Program requires a thesis for its MA. Our Graduate Handbook and Calendar entries note that a non-CSPT thesis requires the permission of the ENGL Graduate Committee (after review of proposals and with supervisorial support), and, **since 2013, only ONE non-CSPT student has applied for and pursued a Thesis-based MA.** This student is set for April 2020 completion.

In addition, though the ENGL MA is an approved one-year program and can only fund MA students for one year, it is normally expected that Thesis-based students will take a full two years to complete the degree (indeed, the current non-CSPT student is in her third year). The thesis option is not in line with the Department's efforts to reform its graduate program to better support in-time completion rates.

Perhaps most significantly, the by-permission-only status that the Thesis-based MA has for non-CSPT students is at odds with FGS GEC guidance: when ENGL voted last year to make its Course-only MA an extraordinary permission-based option, the GEC (on 7 October 2019) advised that a department may not offer a degree path to which a student cannot apply (i.e., departments should not maintain "ghost

programs" that are mentioned in the *Calendar* as possible options but to which no student may directly apply at the time of admission) and the proposal was returned for revision. At the same time, I learned from the FGS GEC that there is no need for such department-based procedures in any case, since FGS already has a mechanism to support students needing an alternative degree path through the approval of SPARR degrees. These procedures were thus discussed with the ENGL Chair and Graduate Committee and deemed to affect our Thesis-based options as well. The Department supported a motion to remove the non-CSPT MA thesis as a long overdue Calendar clean-up measure.

The Department of English thus voted unanimously to delete the Thesis-based MA for non-CSPT students on 29 October 2019, and the HUMS Faculty Council voted to approve this change on 11 February 2020.

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

Any suggestion of a non-CSPT MA thesis option may need to removed from the ENGL MA applications by GARO (GARO to be consulted). Students in special circumstances (or their supervisors) who may request the possibility of a non-CSPT MA thesis in the future may need to be counselled regarding SPARR options.

D. Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the program change (emails/letters of support in an appendix).

Attached are:

1) Minutes of the Meeting of the Department of English, 29 October 2019;
2) Email from FGS Dean David Capson summarizing feedback of 7 October 2019 GEC recommendations;
3) an email exchange with Carolyn Swayze and AVPAP Susan Lewis regarding GR-ENGL Cycle 3 curriculum changes;
4) an email exchange with Carolyn Swayze regarding Cycle 3 guidelines on FGS review of this and other proposals.

MINUTES OF THE MEETING OF THE DEPARTMENT OF ENGLISH

Tuesday 29 October, 2019 at 2:30 pm in Clearihue A203

1. **TERRITORIAL ACKNOWLEDGEMENT**

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

2. **TIME OF ADJOURNMENT**

   3:40 pm Lincoln/ Kuchar CARRIED

3. **APPROVAL OF AGENDA**

   Ross/ Murray CARRIED

4. **ADOPTION OF THE MINUTES OF THE MEETING OF 1 October 2019**

   Ross/ Williams Boyarin CARRIED

5. **BUSINESS ARISING FROM THE MINUTES OF 1 October 2019**

   None.

6. **CHAIR'S REMARKS AND DEAN'S REMARKS**

7. **MOTIONS FROM THE GRADUATE COMMITTEE**

MOTION 1
THAT the Department delete the Course-only MA degree path.

Rationale: This is the third motion on this matter: in February 2019, the department voted unanimously to suspend and delete the Course-only MA (and it was suspended at that time). The basic rationale was that, as of September 2019, FGS no longer funds course-only degree programs, and the course-only option—because of current program requirements in relation to number of course offerings—is impossible to complete in a 12-month period. In April 2019, however, in response to consultation with the HUMS Associate Deans, the Graduate Committee introduced a revised motion to change the status of, rather than delete, this degree path, so that it would remain an option for already-enrolled MA students by special permission, similar to our non-CSPT Thesis path. The department voted unanimously in support of the revised motion, and, in September 2019, the change was approved by the HUMS Curriculum Committee.

When the change then came before the FGS Graduate Executive Council (GEC) on 7 October 2019, however, the GEC returned it to the department for procedural reasons: a department may not offer a degree path to which students cannot apply; further, such "ghost programs" are unnecessary

to accommodate graduate students who need or want special arrangements, since FGS already has a mechanism to support such students through the approval of SPAR degrees (i.e., degrees by special arrangement). For students who may need special permission to complete a course-only degree—as discussed in the April 2019 department meeting—the Graduate Advisor may apply to FGS for a SPAR designation and indicate the department's support. There is thus no need for the department to duplicate this process in the Calendar, nor through internal committee work. The GEC was supportive of the department's will overall and fully expects to approve this change in Cycle 2 (i.e., to go into effect in September 2020). The Graduate Committee thus, once again, recommends deletion of the Course-only MA path.

CARRIED unanimously

MOTION 2
THAT the Department delete the Thesis-based MA degree path for non-CSPT students.

Rationale: The Graduate Advisor's FGS Graduate Executive Council (GEC) consultation on 7 October 2019—mentioned in the rationale for Graduate Committee Motion 1 above—revealed that our currently calendared option of a Thesis-based MA by special permission is out of line with policy in that it creates a degree by permission but not by admission, i.e., what the GEC called a "ghost program." From the FGS perspective, this path should not be in the Calendar because students cannot actually apply to a Thesis-based MA except through CSPT. While students admitted to the CSPT Program must complete a Thesis-based MA, all non-CSPT students are currently discouraged from a thesis path, which is available only by permission of the Graduate Committee, after review of a thesis proposal and with supervisor support (see *Graduate Handbook* 4.5.1–4.5.2). Only 6 non-CSPT students have chosen to pursue a Thesis-based MA in the past 10 years, and 5 of those completed their degrees by 2013. Going forward, any students who wish, with a supervisor's support, to pursue a non-CSPT Thesis-based MA may do so through an FGS SPAR designation, a process that will involves considerably less work than the current departmental arrangement. The Graduate Committee therefore recommends this motion as a Calendar cleanup measure and a reflection of current practice.

CARRIED unanimously

MOTION 3
THAT the Department discontinue the MA Concentrations in NCS and MEMS.

Rationale The Graduate Committee recommends the discontinuation of MA Concentrations, both NCS and MEMS, because concentrations are no longer sustainable within our graduate program's size and budget. In the wake of the FGS reform of graduate program budgets and graduate student funding (effective September 2019), our program has settled on a size that we can (just) maintain and afford: an incoming cohort of a maximum of 18 students per year (15 MA, 3 PhD), with 9–10 graduate seminars per year (4 in each Winter session term and 1–2 in summer) plus one section of the mandatory ENGL 500. Because our program is an GARO- and FGS-designated one-year program that can only offer one-year of funding for MA students, it is also incumbent on us to run a program that

can in fact be completed in a 12-month period. With our size and constraints, it is often not possible—and not fair in terms of workload and equitable distribution of teaching and supervision opportunities—to sustain concentrations that require 3 courses each (4.5 units) in a 12-month period, nor is it fair to NCS and MEMS colleagues who consequently have more supervisions than others and are frequently asked to teach Directed Readings to sustain concentration requirements. *Without* the concentrations, we will be able to offer a wide variety of courses each year, from a wider variety of colleagues who want to teach graduate seminars, while students specializing in NCS- or MEMS-related research will continue to benefit from courses are offered in these areas as well as faculty supervision in these areas. Discontinuing the concentrations does not discontinue our department's strengths in NCS and MEMS (which we may continue to use in recruitment). *Please see the appended tables for current information on NCS and MEMS admission, enrolment, and graduation stats.*

NCS

Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
total MA applicants					64	58	54	61	63	58
Applied for NCS Concentration					5	10	6	9	6	8
Came to UVic					2	4	2	2	0	2
Graduated with NCS concentration*					0	2	0	2	0	

MEMS

Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
total MA applicants	101	81	83	62	64	58	54	61	63	58
Applied for MEMS Concentration			7	8	6	9	4	10	8	7
Came to UVic			4	4	3	5	3	5	5	2
Graduated with MEMS concentration*			2	3	2	5	3	4	2	

*Indicates the number of applicants who came to UVic for that year and finished their degree with the concentration.

CARRIED with 1 abstention

8. OTHER BUSINESS

None.

MOTION TO ADJOURN Ross/Fulton

The meeting was adjourned at 4:11 p.m.

From: **Adrienne Williams Boyarin - English Graduate Advisor** englgradad@uvic.ca
Subject: Fw: Cycle 2 Calendar Changes
Date: January 30, 2020 at 1:41 PM
To: Adrienne Williams Boyarin aboyarin@uvic.ca

Dr. Adrienne Williams Boyarin
Associate Professor of English
English Graduate Program Advisor
University of Victoria
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2
Ph. 250.721.7260 | Fax 250.721.6498
Editor, *Early Middle English*: https://arc-humanities.org/our-series/journals/eme/

From: Carolyn Swayze - FGS Coordinator
Sent: January 22, 2020 1:23 PM
To: Adrienne Williams Boyarin - English Graduate Advisor
Cc: Alison Grootenboer - English Graduate Secretary; Dailyn Ramirez - English Assistant to the Chair; Lisa Surridge - Humanities Associate Dean, Academic
Subject: RE: Cycle 2 Calendar Changes

Thanks Adrienne! January 31st for the memos to propose the significant changes you have noted is perfect. I will ensure these are placed on the February 10 GEC agenda and we will again ask that attend the meeting to introduce the changes. The meeting starts at 1:30 pm, but someone will follow up regarding your arrival time as we have some general business to attend to at the start of the meeting.

You can put these items in Kuali now for cycle 3 if you want to (Lisa should weigh in). I don't need them in Kuali for my review until end of April so there is no rush from my end.

I am still waiting on the revised version of GR-ENGL-REQ for Cycle 2 which reversal of the deletion of MEMS and NCS concentrations. I believe that there are other changes to that submission that should continue in this Cycle and the deletion of the concentrations will move to Cycle 3.

Thanks and let me know if you have other questions.

Best,

Carolyn

Carolyn Swayze
Coordinator of Information, Research & Communication

University of Victoria | Senate Committee on University Budget

MEMO

Date: April 15, 2020

To: Senate

From: Senate Committee on University Budget

Re: **2019/2020 Annual Report**

During the 2019/20 academic year, the Senate Committee on University Budget continued to work with the administration throughout the integrated planning and budget planning processes. The committee met four times:

October 15, 2019	December 9, 2019
January 23, 2020	March 27, 2020

At the **October 15, 2019** meeting, Vice-President Academic and Provost, Dr. Valerie Kuehne and Associate Vice-President Financial Planning, Ms. Kristi Simpson provided an overview of the integrated planning and university budgeting processes. Vice-President Finance and Operations, Ms. Simpson reviewed the 2019/20 Budget Expenditure Allocation Report and responded to questions from committee members. This report is available as part of the September 2019 Open Board meeting docket at https://www.uvic.ca/universitysecretary/assets/docs/meetings/open-session-meeting-docket-september-24-2019.pdf.

Also at the October meeting, the committee passed a motion that all meetings for 2019/2020 be deemed closed and confidential and that all materials submitted to the committee in 2019/2020 be deemed closed and confidential unless these are submitted as open documents.

At the **December 9, 2019** meeting Vice-President Finance and Operations, Ms. Gayle Gorrill, and Associate Vice-President Finance Planning, Ms. Kristi Simpson reviewed the 2020/2021 budget approach and key assumptions informing the development of the budget. She reviewed the cost pressures and discussed the university's approach to allocating funding for the upcoming budget year.

Also at the December meeting, Vice-President Academic and Provost, Dr. Kuehne and Executive Director Academic Resource Planning, Mr. Tony Eder reviewed the priorities and the process for developing Part One of the Budget and Planning Framework. The framework identified budget priorities for the coming year. Committee members provided feedback on the process and priorities.

At the **January 23, 2020** meeting, Vice-President Academic and Provost, Dr. Valerie Kuehne reviewed a draft of the 2020/21 to 2022/2023 Planning and Budget Framework, Part One. Dr. Kuehne reported on the process for developing this portion of the document, and reviewed the approach and content. Committee members asked questions and provided feedback regarding the proposed budget priorities and related issues.

At the **March 27, 2020** meeting, the committee received a presentation on the 2020/2021 - 2022/2023 Planning and Budget Framework. Vice-President Finance and Operations, Ms. Gayle Gorrill, reviewed the strategies and priorities outlined in Part One of the framework. Associate Vice-President Financial Planning, Ms. Kristi Simpson reviewed Part Two of the draft framework, including sources of revenue, expenditures, fee increases and priority allocations. Professor Jamie Cassels commented that although there are many budgetary unknowns due to the global pandemic, the university must proceed with this awareness and the future need for adjustment. Nevertheless, the priorities set out over the next 3-4 years have not changed and remains the framework for our work. Committee members provided feedback on the budget framework, proposed revenue sources and proposed budget allocations.

Respectfully submitted,

<u>2019/20 Senate Committee on University Budget</u>
Frank van Veggel (Chair), Science
Jen Baggs, Peter B. Gustavson School of Business
Jamie Cassels, President and Vice-Chancellor
Hélène Cazes, Humanities
Laura Cowen, Science
Helen Kurki, Social Sciences
Carolyn Russell, Convocation Senator
Jodi Streelasky, Education
Graham Voss, Social Sciences
Dawit Weldemichael, Student Senator
Ada Saab (Secretary)

University of Victoria

Office of the Vice-President Academic and Provost
Michael Williams Building PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-7013 | F 250-721-7216 | provasst@uvic.ca | www.uvic.ca/vpacademic

memo

To:	Members of Senate
From:	Valerie S. Kuehne, Vice-President Academic and Provost
Date:	April 15, 2020
Re:	**Term Research Chair in Transgender Studies**

On January 15, 2016, the University of Victoria established the world's first research Chair in Transgender Studies, congruent with UVic's deep commitment to the practices of equity, diversity, inclusion, accessibility, and dialogue among all members of our vibrant community. The first term of this chair is drawing to a close in the coming months, and Senate is asked to support the renewal of this Chair for another five year term, beginning January 1, 2021. On the recommendation of Senate and in accord with Policy AC1100, proposals for endowed and term chairs and professorships are subsequently presented to the Board of Governors for approval.

The continuation of this Chair is important to the University's long-term commitment of being a world leader in providing a welcoming environment for trans, nonbinary, Two-Spirit and other gender-diverse undergraduate and graduate students, faculty, and staff, and for all who care about trans, nonbinary, Two-Spirit and other gender-diverse people.

During the first term, the focus of the Chair in Transgender Studies has necessarily been on building programming, infrastructure, capacity, and reputation. The Chair initiated, fostered, and supported increased knowledge about the lives and circumstances of transgender people by reaching out to some of the world's best researchers and scholars, mentoring students, transgender community activists and thought leaders, and inspiring them to work together in interdisciplinary ways. A renewal of the Chair in Transgender Studies will allow this important work to continue at UVic as well as lead in improving the broader life experience for trans, nonbinary, Two-Spirit, and other gender diverse people.

Background

The Policy for the Establishment of Endowed and Term Chairs and Professorships (AC1100) guides the establishment and naming of endowed chairs. Chair holders are established through the generosity of

benefactors who work with UVic to establish terms of reference for the chair position. Endowed chairs advance academic programs of the University, enhancing teaching, research and creative activity.

Strategic Relevance

The Chair's responsibilities support UVic's Strategic Framework priorities by:

- Building the field of Transgender Studies through research, publishing articles, chapters, and books in Transgender Studies;
- Conducting and supporting community-engaged research and scholarship in Transgender Studies;
- Teaching courses on transgender topics and providing guest lectures on transgender topics to UVic and visiting classes;
- Supervising and advising graduate students both at UVic and other institutions;
- Mentoring both existing and new scholars to pursue careers in Transgender Studies;
- Providing scholarships and fellowships supporting trans, nonbinary, Two-Spirit and other gender-diverse students and scholars working in any field of study, and people of any gender working in Transgender Studies;
- Hosting visiting academic and community scholars from around the world;
- Providing public education and knowledge translation on all things trans through public lectures around the world, frequent media appearances, and by maintaining an active social media presence;
- Building local, national, and international linkages with others working in Transgender Studies;
- Organizing and hosting the biennial international interdisciplinary Moving Trans History Forward conferences;
- Actively fundraising to ensure the long-term sustainability of the Chair in Transgender Studies;
- Advising policy makers (e.g., local, provincial, national, and international governments; NGOs; health, service, and professional organizations; World Professional Association for Transgender Health);
- Doing community outreach and community-building through producing arts and cultural events, and by organizing social events;
- As a subject expert in support of transgender research, working with UVic Libraries to promote and support the research value of the UVic Libraries' Transgender Archives; working with and advising UVic Libraries on material and financial donor solicitation and stewardship; helping to keep the UVic Libraries' Transgender Archives webpages current; and as appropriate, engaging with the Transgender Archives through teaching, publishing, and public education.
- Other activities proposed by the Chair and approved by the University in support of transgender research, education, and community outreach.

The Chair in Transgender Studies also advances the reputation of the University of Victoria by welcoming community members to UVic and by bringing UVic strengths into the community. Examples of activities include sponsoring/supporting social networking opportunities, arts and cultural events, public speakers, and colloquia.

Funding to Support the Chair

There are no new budget implications associated with this proposal. All out-of-pocket programming, and support-staff costs for the Chair will be covered by externally-raised funds. Funding raised from

external sources is in hand for this purpose. Fundraising will continue to be a central activity of the Chairholder, with the ultimate goal of endowing the Chair.

Planned further action

The appointment of the Term Chair in Transgender Studies.

Recommended Motion

That Senate recommend to the Board of Governors that the proposal for the renewal of a 5-year term Research Chair in Transgender Studies be approved.

University of Victoria

Office of the Vice-President Academic and Provost
Michael Williams Building PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-7013 | F 250-721-7216 | provasst@uvic.ca | www.uvic.ca/vpacademic

memo

To:	Carrie Andersen, University Secretary
From:	Valerie S. Kuehne, Vice-President Academic and Provost Susan Lewis, Associate Vice-President Academic Planning
Date:	4/15/2020
Re:	Summary of actions or adjustments made related to the omnibus motion in response to COVID-19

The COVID-19 pandemic continues to have a significant impact on university operations, including the online delivery of summer courses and the transition to remote working environments. Further information for the university community on COVID-19, including updates and FAQs, can be found at uvic.ca/covid-19/.

At the February 7, 2020 meeting of Senate, Senate approved an omnibus motion allowing the Provost to implement short-term adjustments to the application of academic policy and regulations when deemed necessary by the Provost during the period of February 8 to April 30, 2020. During that time period, and in relation to the omnibus motion in response to COVID-19, the following actions or adjustments were made as the pandemic progressed and UVic responded to measures implemented by the BC Provincial Health Officer:

- Remove requirement of medical documentation for illness less than 14 days for Requests for Academic Concession.
- Introduce flexible dates for admission review in Graduate Admissions and Records.
- Give faculty and instructors flexibility to adjust assessment schemes for the January-April term and full-year courses.
- Give faculty and instructors flexibility to complete course delivery in alternate systems as we transitioned away from face-to-face delivery.
- Remove requirement for students to attend class in-person.
- Extend the final grade submission deadline (to May 15, 2020).
- Reduce the length of co-op work terms (while maintaining accreditation and program requirements) and allowing co-op work terms to be completed remotely, where possible.
- Remove restrictions on course credit limits in the Gustavson School of Business.

Given that the university is in a level 3 emergency—defined as an event that has wider impact resulting in extensive damage and/or disruption to campus and academic program delivery—the committee reviewed the Emergency Protocol for Senate Operations in the Senate Rules and Procedures (Appendix B). A level 3 emergency authorizes the Provost to make decisions in consultation with the President, as Senate chair, on measures required to respond quickly to the university's academic requirements. As this authority supersedes the omnibus motion approved at the February 2020 Senate meeting, there is no need to extend the omnibus motion at this time.

All decisions made under the emergency protocol and the delegated authority are also reported to Senate. The emergency protocols have allowed for the following actions thus far:

- Introduce new grading options for students, including a COVID-19 FAIL (not counted toward GPA), COVID-19 DROP (extending the date for an academic drop), and COVID-19 PASS (not counted toward GPA), and COVID-19 notation on transcripts, noting the need to interpret grading for this term in light of COVID-19 pandemic.
- Create a new student bursary to support students impacted by COVID-19.
- Reduce units' requirements for in-course scholarship renewal.

Attached: Memo to Senate on Feb. 7, 2020 re: Omnibus motion in response to the Novel Coronavirus (2019-nCoV)

Original signed by

Valerie S. Kuehne
Vice-President Academic and Provost

Original signed by

Susan Lewis
Associate Vice-President Academic Planning

University of Victoria
Office of the Vice-President Academic and Provost
Michael Williams Building PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-7013 | F 250-721-7216 | provasst@uvic.ca | www.uvic.ca/vpacademic

memo

To:	Carrie Andersen, University Secretary
From:	Valerie S. Kuehne, Vice-President Academic and Provost Susan Lewis, Associate Vice-President Academic Planning
Date:	2/7/2020
Re:	Omnibus motion in response to the Novel Coronavirus (2019-nCoVv)

Over the last two weeks there has been increasing concern about the spread of the Novel Coronavirus (2019-nCoVv). While there are no reported cases of the Coronavirus on campus, the university has been actively monitoring the situation and following precautions established by health authorities to limit the spread of viruses. We have also been working closely with students currently in impacted areas to support their completion of academic programs and return to campus. Further information for the university community on the Coronavirus (2019-nCo-Vv) can be found here:

https://www.uvic.ca/info/coronavirus/index.php

While the Public Health Agency of Canada has assessed the public health risk associated with 2019-nCoV as low for Canada, we cannot predict the course of the Coronavirus and its impact on the university community over the coming months. The impact of the Coronavirus on regions where we host academic programs, student exchanges, co-op work terms, and related activities is already significant. From an academic perspective, the risk is disruption to students' courses, programs of study, and other academic activities due to infections here or elsewhere and any accompanying travel restrictions.

As a precautionary measure that would enable us to respond quickly should events warrant, the Office of the Provost requests that an "Omnibus" motion be approved by Senate that permits the implementation of short-term adjustments to the application of academic policy and regulations when deemed necessary by the Provost during the period between February 8, 2020 and April 30, 2020. This "Omnibus" motion would provide the flexibility necessary to deal with academic issues arising from the Coronavirus and related influenza illnesses. Any modifications arising from this motion would be reported to relevant Senate Committees and Senate. A similar request was approved by Senate for the H1N1 influenza virus in 2009 and 2014.

Motion: That Senate approve an omnibus motion to allow the Provost to implement short-term adjustments to academic policy, regulations, and/or process that may be required or deemed necessary by the Provost in response to a substantial impact of Coronavirus and influenza-related illness on academic operations during the period February 8, 2020 through to April 30, 2020. Any adjustments made resulting from this motion would be reported to Senate at the next scheduled meeting of Senate and a summary report of all actions or adjustments made, if any, would be provided at the scheduled May 1, 2020 Senate meeting.

Valerie S. Kuehne
Vice-President Academic and Provost

Susan Lewis
Associate Vice-President Academic Planning

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

MEMO

Date: 15 April 2020

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. In that regard, the following are recommended for appointment and re-appointment:

Recommended Motion:
That Senate appoint John Dower and Stuart MacDonald as Orators for 3-year terms beginning July 1, 2020 and ending June 30, 2023;

AND

That Senate re-appoint the following as Orators for a 3-year term beginning July 1, 2020 and ending June 30, 2023:

- *Bradley Anholt*
- *John McLaren*
- *Carole Miller*
- *Christina Kieka Mynhardt*
- *Monica Prendergast*
- *Michael Prince*
- *Juliana Saxton*
- *Brock Smith*
- *Judith Terry*

/Attachment

University of Victoria

Name: Orators
Approving Authority: Senate
Effective Date: March 2008
Supersedes: March 1991
Last Editorial Change: N/A

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 | University Secretary

MEMO

Date: April 15, 2020

To: Senate

From: Carrie Andersen
University Secretary

Re: **Election to the Senate Committee on Agenda and Governance**

The *Senate Rules and Procedures* state that:

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

As Dr. Annalee Lepp has served the allowable six consecutive years on the Senate Committee on Agenda and Governance, there is a vacancy for an elected position on the committee for a three-year term beginning July 1, 2020 and ending June 30, 2023.

Nominations for the position will be accepted at the May 1, 2020 Senate meeting. If required, an election will take place using WebVote the week directly following the meeting.

UVic Program curriculum changes: September 2020

Department of Curriculum and Instruction

Faculty of Education

Code	Program title	Change description	Consultation
BED-SECO	Secondary Curriculum: Bachelor of Education	Creation, reinstatement, discontinuance, or major modification of a program or credential	

UVic Program curriculum changes: September 2020

Department of Indigenous Education

Faculty of Education

Code	Program title	Change description	Consultation
BED-EDIL	Indigenous Language Revitalization: Bachelor of Education	Change of the required courses for a program	Department of Curriculum and Instruction

UVic Program curriculum changes: September 2020

Faculty of Education

Faculty of Education

Code	Program title	Change description	Consultation
UG-ED-REQ	Faculty of Education: Requirements	sessional grade point average	

UVic Program curriculum changes: September 2020

School of Exercise Science, Physical and Health Education

Faculty of Education

Code	Program title	Change description	Consultation
BA-PHAM*	Physical and Health Education: Bachelor of Arts - Major	Editing the sequence of recommended courses	
BA-RHAM	Recreation and Health Education: Bachelor of Arts - Major	Editing the sequence of recommended courses	
BSC-KNSM	Kinesiology: Bachelor of Science - Major	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
UG-EPHE-REQ	Recreation and Health Education: Requirements	clarify GPA requirements and in compliance with Office of Registrar GPA calculation	

UVic Program curriculum changes: September 2020

Biomedical Engineering

Faculty of Engineering

Code	Program title	Change description	Consultation
BENG-BME	Biomedical Engineering: Bachelor of Engineering	Change of the required courses for a program	Department of Mechanical Engineering, Department of Electrical and Computer Engineering

UVic Program curriculum changes: September 2020

Department of Civil Engineering
Faculty of Engineering

Code	Program title	Change description	Consultation
BENG-CIVE	Civil Engineering: Bachelor of Engineering	Change of the required courses for a program	

UVic Program curriculum changes: September 2020

Department of Computer Science
Faculty of Engineering

Code	Program title	Change description	Consultation
BSC-CMSH	Computer Science: Bachelor of Science - Honours	Change of the required courses for a program	
BSC-CMSH-SSYO	Software Systems Option: BSC-CMSH - Computer Science	Change of the required courses for a program	
BSC-CMSM	Computer Science: Bachelor of Science - Major	Change of the required courses for a program	Department of Visual Arts, Department of Geography, School of Music, Department of Mathematics and Statistics, Department of Psychology, Department of Physics and Astronomy
BSC-CMSM-CCNO	Computer Communications and Networks Option: BSC-CMSM - Computer Science	Change of the required courses for a program	
BSC-CMSM-CGG	Computer Graphics and Gaming Option: BSC-CMSM - Computer Science	Change of the required courses for a program	
BSC-CMSM-CMTO	Theory Option: BSC-CMSM - Computer Science	Change of the required courses for a program	
BSC-CMSM-SSYO	Software Systems Option: BSC-CMSM - Computer Science	Change of the required courses for a program	
MNR-CMSC	Computer Science: General	Change of the required courses for a program	
MNR-COSC	Computer Science: Minor	Change of the required courses for a program	
UG-EN-CSC-REQ	Computer Science: Requirements	Reducing minimum requirements for declaring	

UVic Program curriculum changes: September 2020

Department of Electrical and Computer Engineering

Faculty of Engineering

Code	Program title	Change description	Consultation
BENG-CENG	Computer Engineering: Bachelor of Engineering	Change of the required courses for a program	
BENG-ELEC	Electrical Engineering: Bachelor of Engineering	Change of the required courses for a program	

UVic Program curriculum changes: September 2020

Department of Mechanical Engineering

Faculty of Engineering

Code	Program title	Change description	Consultation
BENG-MECH	Mechanical Engineering: Bachelor of Engineering	Change in description of a program or credential not involving any change in program or credential requirements	

UVic Program curriculum changes: September 2020

Faculty of Engineering

Faculty of Engineering

Code	Program title	Change description	Consultation
UG-EN-COOP	Faculty of Engineering: Co-op Requirements	Work terms	Associate Vice-President Academic Planning (AVPAP)
UG-EN-GI	Faculty of Engineering: General Information	Limitation of Enrolment	

UVic Program curriculum changes: September 2020

Software Engineering
Faculty of Engineering

Code	Program title	Change description	Consultation
BSENG-BSEN	Software Engineering: Bachelor of Software Engineering	Change of the required courses for a program	Department of Electrical and Computer Engineering, Department of Computer Science
MNR-SFDV	Software Development: Minor	Change of the required courses for a program	Department of Electrical and Computer Engineering, Department of Computer Science

UVic Program curriculum changes: September 2020

Department of Art History and Visual Studies

Faculty of Fine Arts

Code	Program title	Change description	Consultation
MNR-MUST	Museum Studies: General and Minor	Change in description of a program or credential not involving any change in program or credential requirements	

UVic Program curriculum changes: September 2020

Department of Theatre
Faculty of Fine Arts

Code	Program title	Change description	Consultation
BFA-THFM	Theatre: Bachelor of Fine Arts - Major	Change in description of a program or credential not involving any change in program or credential requirements	
BFA-THFM-APTH	Applied Theatre Focus: BFA-THFM - Theatre	Change of the required courses for a program	
BFA-THFM-DRCT	Directing Focus: BFA-THFM - Theatre	Change of the required courses for a program	
BFA-THFM-DSGN	Design Focus: BFA-THFM - Theatre	Change of the required courses for a program	
BFA-THFM-PROM	Production and Management Focus: BFA-THFM - Theatre	Change of the required courses for a program	
UG-THEA-REQ	Theatre: Requirements	Remove GPA condition from Directed Study area	

UVic Program curriculum changes: September 2020

Department of Visual Arts
Faculty of Fine Arts

Code	Program title	Change description	Consultation
BFA-VAFH	Visual Arts: Bachelor of Fine Arts - Honours	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
BFA-VAFM	Visual Arts: Bachelor of Fine Arts - Major	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)

UVic Program curriculum changes: September 2020

Department of Writing
Faculty of Fine Arts

Code	Program title	Change description	Consultation
BA-WRAM	Writing: Bachelor of Arts - Major	Minor modification in program or credential that does not significantly change that program or credential's focus, content, structure, or requirements	
BFA-WRFM	Writing: Bachelor of Fine Arts - Major	Change of the required courses for a program	
MNR-PRJP	Professional Writing in Journalism and Publishing: General and Minor	Change in description of a program or credential not involving any change in program or credential requirements	

UVic Program curriculum changes: September 2020

Faculty of Fine Arts

Faculty of Fine Arts

Code	Program title	Change description	Consultation
CERT-FIFA	Foundations in Indigenous Fine Arts: Certificate	Change of the required courses for a program	Division of Continuing Studies, Faculty of Fine Arts, Department of Visual Arts, Department of Writing
UG-FA-GI	Faculty of Fine Arts: General Information	Addition of Technology and Society Minor to be housed in the Faculty of Fine Arts	Faculty of Human and Social Development, Faculty of Engineering, Faculty of Social Sciences, Faculty of Education

UVic Program curriculum changes: September 2020

Technology and Society

Faculty of Fine Arts

Code	Program title	Change description	Consultation
MNR-TESO	Technology and Society: General and Minor	Transfer to Faculty of Fine Arts	Associate Vice-President Academic Planning (AVPAP), Faculty of Human and Social Development, Faculty of Humanities, Faculty of Social Sciences, Faculty of Education, Faculty of Engineering

UVic Program curriculum changes: September 2020

Department of Visual Arts, Department of Computer Science

Faculty of Fine Arts, Faculty of Engineering

Code	Program title	Change description	Consultation
BFA-VACS	Visual Arts and Computer Science: Bachelor of Fine Arts - Combined Major	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Department of Computer Science
BSC-VACS	Visual Arts and Computer Science: Bachelor of Science - Combined Major	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Department of Computer Science

UVic Program curriculum changes: September 2020

School of Music, Department of Computer Science

Faculty of Fine Arts, Faculty of Engineering

Code	Program title	Change description	Consultation
BFA-MUCS	Music and Computer Science: Bachelor of Fine Arts - Combined Major	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
BSC-MUCS	Music and Computer Science: Bachelor of Science - Combined Major	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), School of Music

UVic Program curriculum changes: September 2020

School of Child and Youth Care

Faculty of Human and Social Development

Code	Program title	Change description	Consultation
BCYC-CYC	Child and Youth Care: Bachelor of Child and Youth Care	Change in description of a program or credential not involving any change in program or credential requirements	
BCYC-CYC-EYS	Early Years Stream: BCYC-CYC - Child and Youth Care	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)

UVic Program curriculum changes: September 2020

School of Public Administration

Faculty of Human and Social Development

Code	Program title	Change description	Consultation
DIPL-PSM	Public Sector Management: Diploma	Change in description of a program or credential not involving any change in program or credential requirements	

UVic Program curriculum changes: September 2020

School of Social Work

Faculty of Human and Social Development

Code	Program title	Change description	Consultation
UG-SOCW-REQ	Social Work: Requirements	Removed the Minor statement as	

UVic Program curriculum changes: September 2020

School of Health Information Science, Department of Computer Science

Faculty of Human and Social Development, Faculty of Engineering

Code	Program title	Change description	Consultation
BSC-CSHI	Computer Science and Health Information Science: Bachelor of Science - Combined Major	Change of the required courses for a program	School of Health Information Science

UVic Program curriculum changes: September 2020

Department of English
Faculty of Humanities

Code	Program title	Change description	Consultation
BA-ENAH	English: Bachelor of Arts - Honours	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
BA-ENAM	English: Bachelor of Arts - Major	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)

UVic Program curriculum changes: September 2020

Department of French
Faculty of Humanities

Code	Program title	Change description	Consultation
BA-FRAH	French: Bachelor of Arts - Honours	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
BA-FRAM	French: Bachelor of Arts - Major	Modification that significantly changes a program or credentials focus, content, structure or requirements	Department of Curriculum and Instruction, Associate Vice-President Academic Planning (AVPAP)
CERT-FLCP	Language and Cultural Proficiency: French: Certificate	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
MNR-FREN	French: General and Minor	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
UG-FRAN-REQ	French: Requirements	Changes in our requirements to explain the new programs that are meant to streamline the said programs, and make them more accessible for a wider range of students.	

UVic Program curriculum changes: September 2020

Department of Hispanic and Italian Studies

Faculty of Humanities

Code	Program title	Change description	Consultation
UG-HISP-REQ	Hispanic and Italian Studies: Requirements	Addition of Humanities breadth requirement	

UVic Program curriculum changes: September 2020

Department of History
Faculty of Humanities

Code	Program title	Change description	Consultation
UG-HSTR-REQ	History: Requirements	Breadth requirement	Associate Vice-President Academic Planning (AVPAP)

UVic Program curriculum changes: September 2020

Department of Pacific and Asian Studies

Faculty of Humanities

Code	Program title	Change description	Consultation
BA-PJAM	Pacific and Asian Studies: Bachelor of Arts - Major	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
CERT-CLCP	Language and Cultural Proficiency: Chinese: Certificate	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
MNR-CHIN	Chinese Studies: General and Minor	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
MNR-PASS	Pacific and Asian Studies: General and Minor	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)

UVic Program curriculum changes: September 2020

Department of Philosophy

Faculty of Humanities

Code	Program title	Change description	Consultation
UG-PHIL-REQ	Philosophy: Requirements	Breadth requirement	

UVic Program curriculum changes: September 2020

Faculty of Humanities

Faculty of Humanities

Code	Program title	Change description	Consultation
UG-HU-REQ	Faculty of Humanities: Requirements	Aligning Majors declaration with the other faculties of Science and Social Science.	Associate Vice-President Academic Planning (AVPAP)

UVic Program curriculum changes: September 2020

Indigenous Studies Program
Faculty of Humanities

Code	Program title	Change description	Consultation
BA-ISAM	Indigenous Studies: Bachelor of Arts - Major	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
UG-IS-REQ	Indigenous Studies: Requirements	Change in listing of eligible or elective courses that can be used to meet a program or credential requirement	

UVic Program curriculum changes: September 2020

Medieval Studies Program

Faculty of Humanities

Code	Program title	Change description	Consultation
BA-MDAH	Medieval Studies: Bachelor of Arts - Honours	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
BA-MDAM	Medieval Studies: Bachelor of Arts - Major	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)

UVic Program curriculum changes: September 2020

Medieval Studies Program, Department of English

Faculty of Humanities

Code	Program title	Change description	Consultation
BA-EMAD	Combined English Honours and Medieval Studies Minor: Bachelor of Arts - Honours	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Department of English

UVic Program curriculum changes: September 2020

Arts of Canada

Faculty of Humanities, Faculty of Fine Arts

Code	Program title	Change description	Consultation
MNR-ACAN	Arts of Canada: General and Minor	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Faculty of Humanities, Department of English

UVic Program curriculum changes: September 2020

Film Studies

Faculty of Humanities, Faculty of Fine Arts

Code	Program title	Change description	Consultation
MNR-FLST	Film Studies: General and Minor	Removal of grade requirement for two entry courses needed to declare	Faculty of Social Sciences, Department of Philosophy, Faculty of Fine Arts, Department of Art History and Visual Studies, Department of English, Department of Anthropology, Department of Pacific and Asian Studies, Department of French, Department of Gender Studies, Department of Germanic and Slavic Studies, Faculty of Humanities, Department of History, Department of Writing, Department of Hispanic and Italian Studies, School of Music

UVic Program curriculum changes: September 2020

European Studies

Faculty of Humanities, Faculty of Human and Social Development, Faculty of Fine Arts, Faculty of Social Sciences

Code	Program title	Change description	Consultation
MNR-EURO	European Studies: General and Minor	Change in listing of eligible or elective courses that can be used to meet a program or credential requirement	Interdisciplinary Studies, Faculty of Social Sciences, European Studies

UVic Program curriculum changes: September 2020

Intercultural Studies

Faculty of Humanities, Faculty of Social Sciences, Faculty of Education

Code	Program title	Change description	Consultation
DIPL-ISP	Intercultural Studies and Practice: Diploma	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Division of Continuing Studies, Department of Sociology

UVic Program curriculum changes: September 2020

Faculty of Law

Faculty of Law

Code	Program title	Change description	Consultation
JD/JID-LAWI	Law: Juris Doctor and Juris Indigenarum Doctor - Joint Degree	Change in description of a program or credential not involving any change in program or credential requirements	
JD-LAW	Law: Juris Doctor		

UVic Program curriculum changes: September 2020

Department of Biochemistry and Microbiology

Faculty of Science

Code	Program title	Change description	Consultation
UG-BIOC-COOP	Biochemistry and Microbiology: Co-op Requirements	Grading	

UVic Program curriculum changes: September 2020

Faculty of Science

Faculty of Science

Code	Program title	Change description	Consultation
UG-SC-REQ	Faculty of Science: Requirements	Definition of a Minor program	

UVic Program curriculum changes: September 2020

School of Earth and Ocean Sciences, Department of Chemistry

Faculty of Science

Code	Program title	Change description	Consultation
BSC-CGSC	Chemistry and Earth Sciences: Bachelor of Science - Combined Major	Change of the required courses for a program	Department of Chemistry
BSC-CGSD	Chemistry and Earth Sciences: Bachelor of Science - Combined Honours	Change of the required courses for a program	Department of Chemistry

UVic Program curriculum changes: September 2020

Department of Anthropology
Faculty of Social Sciences

Code	Program title	Change description	Consultation
BA-ANAH	Anthropology: Bachelor of Arts - Honours	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
BA-ANAM	Anthropology: Bachelor of Arts - Major	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
BSC-ANSH	Anthropology: Bachelor of Science - Honours	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
BSC-ANSM	Anthropology: Bachelor of Science - Major	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)

UVic Program curriculum changes: September 2020

Department of Geography
Faculty of Social Sciences

Code	Program title	Change description	Consultation
BA-GEAH	Geography: Bachelor of Arts - Honours	Modification that significantly changes a program or credentials focus, content, structure or requirements	Associate Vice-President Academic Planning (AVPAP)
BA-GEAH-CSS	Concentration in Coastal Studies: BA-GEAH - Geography	Creation, reinstatement, discontinuance, or major modification of a program or credential	
BA-GEAH-ENSU	Concentration in Environment and Sustainability: BA-GEAH - Geography	Creation, reinstatement, discontinuance, or major modification of a program or credential	
BA-GEAH-GEO	Concentration in Geomatics: BA-GEAH - Geography	Creation, reinstatement, discontinuance, or major modification of a program or credential	
BA-GEAH-URHD	Concentration in Urban, Health and Development Studies: BA-GEAH - Geography	Creation, reinstatement, discontinuance, or major modification of a program or credential	
BA-GEAM	Geography: Bachelor of Arts - Major	Modification that significantly changes a program or credentials focus, content, structure or requirements	Associate Vice-President Academic Planning (AVPAP)
BA-GEAM-CSS	Concentration in Coastal Studies: BA-GEAM - Geography	Creation, reinstatement, discontinuance, or major modification of a program or credential	
BA-GEAM-ENSU	Concentration in Environment and Sustainability: BA-GEAM - Geography	Creation, reinstatement, discontinuance, or major modification of a program or credential	
BA-GEAM-GEO	Concentration in Geomatics: BA-GEAM - Geography	Creation, reinstatement, discontinuance, or major modification of a program or credential	
BA-GEAM-URHD	Concentration in Urban, Health and Development Studies: BA-GEAM - Geography	Creation, reinstatement, discontinuance, or major modification of a program or credential	
BSC-GESH	Geography: Bachelor of Science - Honours	Change of the required courses for a program	Department of Biology, Department of Physics and Astronomy, Department of Chemistry, Associate Vice-President Academic Planning (AVPAP)

UVic Program curriculum changes: September 2020

BSC-GESH-CSS	Concentration in Coastal Studies: BSC-GESH - Geography	Creation, reinstatement, discontinuance, or major modification of a program or credential	
BSC-GESH-ENSU	Concentration in Environment and Sustainability: BSC-GESH - Geography	Creation, reinstatement, discontinuance, or major modification of a program or credential	
BSC-GESH-GEO	Concentration in Geomatics: BSC-GESH - Geography	Creation, reinstatement, discontinuance, or major modification of a program or credential	
BSC-GESH-PHGE	Concentration in Physical Geography: BSC-GESH - Geography	Creation, reinstatement, discontinuance, or major modification of a program or credential	
BSC-GESM	Geography: Bachelor of Science - Major	Modification that significantly changes a program or credentials focus, content, structure or requirements	Department of Biology, Department of Physics and Astronomy, Department of Chemistry, Associate Vice-President Academic Planning (AVPAP)
BSC-GESM-CSS	Concentration in Coastal Studies: BSC-GESM - Geography	Creation, reinstatement, discontinuance, or major modification of a program or credential	
BSC-GESM-ENSU	Concentration in Environment and Sustainability: BSC-GESM - Geography	Creation, reinstatement, discontinuance, or major modification of a program or credential	
BSC-GESM-GEO	Concentration in Geomatics: BSC-GESM - Geography	Creation, reinstatement, discontinuance, or major modification of a program or credential	
BSC-GESM-PHGE	Concentration in Physical Geography: BSC-GESM - Geography	Creation, reinstatement, discontinuance, or major modification of a program or credential	
MNR-CSS	Coastal Studies: General and Minor	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
MNR-GEGA	Geography BA: General and Minor	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
MNR-GEGS	Geography BSc: General and Minor	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
MNR-GITX	Geographic Information Technology: Minor	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
UG-GEOG-COOP	Geography: Co-op Requirements	GPA requirements	Co-operative Education Program and Career Services

UVic Program curriculum changes: September 2020

Department of Political Science
Faculty of Social Sciences

Code	Program title	Change description	Consultation
UG-POLI-REQ	Political Science: Requirements	New courses to course lists and delete sunsetted.	

UVic Program curriculum changes: September 2020

Department of Psychology
Faculty of Social Sciences

Code	Program title	Change description	Consultation
BA-PSAH	Psychology: Bachelor of Arts - Honours	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
BA-PSAM	Psychology: Bachelor of Arts - Major	Change in listing of eligible or elective courses that can be used to meet a program or credential requirement	Associate Vice-President Academic Planning (AVPAP)
BSC-PSSH	Psychology: Bachelor of Science - Honours	Modification that significantly changes a program or credentials focus, content, structure or requirements	Associate Vice-President Academic Planning (AVPAP)
BSC-PSSM	Psychology: Bachelor of Science - Major	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
UG-PSYC-REQ	Psychology: Requirements	Change in listing of eligible or elective courses that can be used to meet a program or credential requirement	

UVic Program curriculum changes: September 2020

Department of Sociology
Faculty of Social Sciences

Code	Program title	Change description	Consultation
BA-SOAH	Sociology: Bachelor of Arts - Honours	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
BA-SOAM	Sociology: Bachelor of Arts - Major	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)

UVic Program curriculum changes: September 2020

Faculty of Social Sciences

Faculty of Social Sciences

Code	Program title	Change description	Consultation
UG-SS-REQ	Faculty of Social Sciences: Requirements	Definition of a Minor program	

UVic Program curriculum changes: September 2020

Department of Geography, Department of Computer Science
Faculty of Social Sciences, Faculty of Engineering

Code	Program title	Change description	Consultation
BSC-GCSC	Geography and Computer Science (Geomatics): Bachelor of Science - Combined Major	Change of the required courses for a program	Department of Computer Science

UVic Program curriculum changes: September 2020

Department of Psychology, Department of Biology

Faculty of Social Sciences, Faculty of Science

Code	Program title	Change description	Consultation
BSC-BPSC	Biology and Psychology: Bachelor of Science - Combined Major	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Department of Biology
BSC-BPSD	Biology and Psychology: Bachelor of Science - Combined Honours	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Department of Biology

UVic Program curriculum changes: September 2020

School of Earth and Ocean Sciences, Department of Geography

Faculty of Social Sciences, Faculty of Science

Code	Program title	Change description	Consultation
BSC-GOSC	Physical Geography and Earth and Ocean Sciences: Bachelor of Science - Combined Major	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), School of Earth and Ocean Sciences
BSC-GOSD	Physical Geography and Earth and Ocean Sciences: Bachelor of Science - Combined Honours	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), School of Earth and Ocean Sciences

UVic Program curriculum changes: September 2020

Peter B. Gustavson School of Business

Peter B. Gustavson School of Business

Code	Program title	Change description	Consultation
UG-BUSI-ADMS	Business: Admission Requirements	Creation of a new admission category	

UVic Course curriculum changes: September 2020

Department of Curriculum and Instruction

Faculty of Education

Course	Title	Type(s) of change	Consultation
EDCI302	Literacy and Language in Elementary or Middle School	MX	
EDCI303	Historical and Philosophical Foundations of Canadian Education	MX	
EDCI336	Technology and Innovation in Education	MX	
EDCI360	Field Experience Seminar (Elementary or Middle Years Post Degree)	Description;#MX	
EDCI402	Reading Instructional Principles and Strategies	MX	
EDCI403	Curriculum and Instruction in Elementary or Middle School Science	MX	
EDCI404	Curriculum and Instruction in Elementary School Social Studies	Description;#MX	
EDCI405	Curriculum and Instruction in Elementary or Middle School Math	MX	
EDCI409	Fostering and Assessing Mathematical Understanding	Sunset	
EDCI453	Ecology for Teachers	Retain	
EDCI490	Transformative Inquiry	Description;#MX	
ED-P361	Six-Week Practicum (Elementary or Middle Years Post Degree)	MX	
ED-P461	Nine-Week Elementary Practicum (Post Degree)	MX	

UVic Course curriculum changes: September 2020

Department of Indigenous Education

Faculty of Education

Course	Title	Type(s) of change	Consultation
IED302	Literacy and Language in Indigenous Elementary Education	NEW	Department of Curriculum and Instruction
IED303	Foundations of Indigenous and Canadian Education	NEW	Department of Curriculum and Instruction
IED336	Technology Innovation in Indigenous Education	NEW	Department of Curriculum and Instruction
IED360	Field Experience Seminar	NEW	
IED361	Six-Week Practicum	NEW	Department of Curriculum and Instruction
IED402	Instructional Principles of Reading Engagement	NEW	Department of Curriculum and Instruction
IED403	Curriculum and Instruction in Indigenous-focused Science	NEW	
IED404	Curriculum and Instruction in Indigenous-focused Social Studies	NEW	
IED405	Curriculum and Instruction in Indigenous-focused Mathematics	NEW	
IED461	Nine-Week Elementary Practicum	NEW	Department of Curriculum and Instruction
IED490	Situating Ourselves: Transformative Inquiry and Practice	NEW	Department of Curriculum and Instruction

UVic Course curriculum changes: September 2020

School of Exercise Science, Physical and Health Education

Faculty of Education

Course	Title	Type(s) of change	Consultation
EPHE109	Dance	Description;#Title	Faculty of Fine Arts
EPHE135	Martial Arts	Sunset	
EPHE312	Overview of Elementary or Middle School Physical Education	Grading;#MX;#Supp Note	
EPHE355	Functional Anatomy	Coreq;#Prereq;#Pre/Coreq	

UVic Course curriculum changes: September 2020

Biomedical Engineering
Faculty of Engineering

Course	Title	Type(s) of change	Consultation
BME403	Medical Image Processing	Hours	
BME499	Design Project	Prereq	Department of Mechanical Engineering, Department of Electrical and Computer Engineering

UVic Course curriculum changes: September 2020

Department of Civil Engineering
Faculty of Engineering

Course	Title	Type(s) of change	Consultation
CIVE299	Geomatics Engineering	Description;#Supp Note	

UVic Course curriculum changes: September 2020

Department of Computer Science

Faculty of Engineering

Course	Title	Type(s) of change	Consultation
CSC454	Fault Tolerant Computing	Sunset	
CSC498	Bioinformatics Project	Sunset	

UVic Course curriculum changes: September 2020

Department of Electrical and Computer Engineering

Faculty of Engineering

Course	Title	Type(s) of change	Consultation
ECE216	Electricity and Magnetism	Description;#Prereq	Department of Mechanical Engineering
ECE435	Medical Image Processing	Hours	

UVic Course curriculum changes: September 2020

Department of Mechanical Engineering

Faculty of Engineering

Course	Title	Type(s) of change	Consultation
MECH423	Engineering Ceramics	Sunset	
MECH445	Cryogenic Engineering	Sunset	
MECH497	Green Vehicle Technology Project	Description;#MX;#Supp Note	Biomedical Engineering, Department of Civil Engineering
MECH498	Honours Thesis	Description;#MX;#Supp Note	Biomedical Engineering, Department of Civil Engineering
MECH499	Technical Project	MX;#Supp Note	Biomedical Engineering, Department of Civil Engineering

UVic Course curriculum changes: September 2020

Faculty of Engineering

Faculty of Engineering

Course	Title	Type(s) of change	Consultation
ENGR110	Design and Communication I	MX	
ENGR002	Work Term 2	Prereq;#Supp Note	Co-operative Education Program and Career Services

UVic Course curriculum changes: September 2020

Software Engineering
Faculty of Engineering

Course	Title	Type(s) of change	Consultation
SENG499	Design Project II	Description;#Prereq	Department of Computer Science, Department of Electrical and Computer Engineering

UVic Course curriculum changes: September 2020

Department of Art History and Visual Studies

Faculty of Fine Arts

Course	Title	Type(s) of change	Consultation
AHVS337A	Modern and Contemporary Chinese Art	NEW	
AHVS337B	Modern and Contemporary Southeast Asian Art	NEW	
AHVS370E	The Family in Film	NEW	
AHVS370F	The End: Apocalyptic Themes in Cinema	NEW	
AHVS370G	Time in Cinema	NEW	
AHVS457	Seminar in Canadian Art	NEW	
AHVS488J	Curatorship	Description	
AHVS488W	Community Engagement and Social Change	Title	

UVic Course curriculum changes: September 2020

Department of Theatre

Faculty of Fine Arts

Course	Title	Type(s) of change	Consultation
THEA234	The Director and Designer Relationship	Prereq	
THEA352	Scenic Design	MTO;#Units	
THEA355	Ways of Seeing I	DELETED	
THEA356	Ways of Seeing II	DELETED	
THEA357	Ways of Seeing	NEW	
THEA362	History of Fashion and Body Modification	DELETED	
THEA363	History of Fashion and Body Modification II	DELETED	
THEA368	History of Fashion and Body Modification	NEW	
THEA390	Directed Studies in Theatre History	Prereq;#Pro Forma	
THEA391	Directed Studies in the History of Drama	Prereq;#Pro Forma	
THEA392	Directed Studies in Theories of Acting	Prereq;#Pro Forma	
THEA393	Directed Studies in Theories of Directing	Prereq;#Pro Forma	
THEA394	Directed Studies in Applied Theatre	Prereq;#Pro Forma	
THEA395	Directed Studies in Production and/or Management	Prereq;#Pro Forma	
THEA396	Directed Studies in Scene Design	Prereq;#Pro Forma	
THEA397	Directed Studies in Costume Design	Description;#Prereq;#Pro Forma	
THEA398	Directed Studies in Lighting Design	Prereq;#Pro Forma	
THEA399	Theatre Laboratory	MX;#Prereq;#Pro Forma	
THEA415	Methods and Materials of Theatre Research	Prereq	
THEA429	Theatre Performance	Prereq;#Supp Note	
THEA490	Graduating Project	Description;#Prereq;#Pro Forma	
THEA499	Theatre Laboratory	Description;#Prereq;#Pro Forma	

UVic Course curriculum changes: September 2020

Department of Visual Arts
Faculty of Fine Arts

Course	Title	Type(s) of change	Consultation
ART105E	Foundation Photography and Video Art	NEW	
ART106E	Foundation Core Media Technologies and Arts	NEW	
ART150E	Introduction to Contemporary Art Theory, Criticism and Practice	Description;#Supp Note;#Title	
ART211E	Painting	Description;#Prereq;#Supp Note;#Title	Faculty of Fine Arts, Division of Continuing Studies
ART221E	Sculpture	Description;#Prereq;#Supp Note;#Title	Division of Continuing Studies, Faculty of Fine Arts
ART350	Contemporary Art Theory and Practice	Reinstated;#Description;#Prereq;#Supp Note	Department of Art History and Visual Studies

UVic Course curriculum changes: September 2020

Department of Writing
Faculty of Fine Arts

Course	Title	Type(s) of change	Consultation
CW100E	Introduction to Creative Writing	DELETED	
CW101E	Introduction to Creative Writing I	NEW	Faculty of Fine Arts, Division of Continuing Studies
CW102E	Introduction to Creative Writing II	NEW	Faculty of Fine Arts, Division of Continuing Studies
WRIT202A	Introduction to Fiction Workshop	Hours	
WRIT204A	Introduction to Creative Nonfiction Workshop	Hours	
WRIT306	Digital Publishing	Description;#Hours	
WRIT320	Writing and Film Production Workshop	Description;#Hours;#Prereq;#Pre/Coreq	
WRIT322	Magazine Publishing	Prereq	
WRIT323	Writing for TV	MX	
WRIT326	Media Production for Writers	Description;#Hours	
WRIT328	Humour Writing	MX	
WRIT329	International Film Writing	Retained	
WRIT405	Multi-Genre Workshop	Hours	
WRIT412	Recurrent Themes in Film	Description;#Hours	
WRIT420	Film Writing and Production	Description;#Hours;#Prereq;#Title	

UVic Course curriculum changes: September 2020

School of Music

Faculty of Fine Arts

Course	Title	Type(s) of change	Consultation
MUS108	African Hand Drumming	Supp Note	
MUS142	Lyric Diction	DELETED	
MUS319	Music and Culture of Cuba	Description;#Retained;#Supp Note	
MUS342	Lyric Diction	NEW	
MUS356A	Basic Conducting I	Title	
MUS356B	Basic Conducting II	Description;#Retained;#Title	
MUS401B	Baroque Counterpoint	Retained	
MUS432A	Kodály Level 1 Pedagogy and Music Literature	Retained;#Title	
MUS433A	Kodály Level 1: Musicianship, Conducting and Ensemble	Retained	

UVic Course curriculum changes: September 2020

European Studies

Faculty of Fine Arts, Faculty of Social Sciences, Faculty of Humanities, Faculty of Human and Social Development

Course	Title	Type(s) of change	Consultation
EUS400	The European Legacy	NEW	Faculty of Fine Arts, Faculty of Social Sciences, Faculty of Human and Social Development, Faculty of Humanities

UVic Course curriculum changes: September 2020

Indigenous Governance Program

Faculty of Human and Social Development

Course	Title	Type(s) of change	Consultation
IGOV382	Indigenous Resurgence	Retained	
IGOV383	The Indigenous-State Relationship	Retained	

UVic Course curriculum changes: September 2020

School of Child and Youth Care

Faculty of Human and Social Development

Course	Title	Type(s) of change	Consultation
CYC110	Introduction to Child and Youth Care	NEW	Associate Vice-President Academic Planning (AVPAP)
CYC120	Lifespan Development	NEW	Associate Vice-President Academic Planning (AVPAP)
CYC205	Applying Change Theory in CYC Practice	Prereq	
CYC210	Supervised Practicum I	Prereq	
CYC265	Introduction to Group Work in Child and Youth Care Practice In Workflow	Prereq	
CYC310		Prereq	
CYC311		Prereq	
CYC338	Applying Developmental Theory in Child and Youth Care Practice	Prereq	
CYC350	Applying Law in Child Protection and CYC Practice	Description;#Title	
CYC356	Child and Youth Care Practice with Families	Prereq	
CYC382	Early Years Program Approaches	NEW	
CYC475	Advanced Child and Youth Care Practice with Families and Groups	Description;#Prereq	
CYC482	Leadership, Advocacy and Program Planning in the Early Years	NEW	

UVic Course curriculum changes: September 2020

School of Social Work

Faculty of Human and Social Development

Course	Title	Type(s) of change	Consultation
SOCW311	Understanding Oppression	Description;#Prereq	
SOCW452	Teaching and Learning for Social Change	Description;#Pre/Coreq	
SOCW465	Interdisciplinary Practice with Children and Families	Description;#Pre/Coreq	
SOCW469	Re-defining Abilities in the Context of Theory and Practice	Pre/Coreq	
SOCW471	Addictions in Society Theory, Practice and Policy	Description;#Pre/Coreq;#Title	

UVic Course curriculum changes: September 2020

Academic and Technical Writing Program

Faculty of Humanities

Course	Title	Type(s) of change	Consultation
ATWP101	Fundamentals of Academic Literacy	NEW	Faculty of Social Sciences, Faculty of Science, Faculty of Humanities, Faculty of Human and Social Development, Faculty of Education, Associate Vice-President Academic Planning (AVPAP), Faculty of Fine Arts, Faculty of Engineering
ATWP135	Academic Reading and Writing	NEW	Faculty of Humanities, Faculty of Social Sciences, Faculty of Science, Faculty of Fine Arts, Associate Vice-President Academic Planning (AVPAP), Faculty of Engineering, Faculty of Education, Faculty of Human and Social Development

UVic Course curriculum changes: September 2020

Department of English
Faculty of Humanities

Course	Title	Type(s) of change	Consultation
ENGL101	Fundamentals of Academic Literacy	DELETED	
ENGL135	Academic Reading and Writing	DELETED	
ENGL330	Literature and Culture II	Supp Note	
ENGL407	Digital Communication and Social Media	Description;#Title	Faculty of Fine Arts

UVic Course curriculum changes: September 2020

Department of French
Faculty of Humanities

Course	Title	Type(s) of change	Consultation
FRAN100	Intensive French I	Description;#Formerly;#Supp Note	
FRAN120	Intensive French II	Description;#Formerly;#Prereq;#Supp Note	
FRAN150	French Conversation	Description;#Formerly;#Prereq;#Supp Note;#Title	
FRAN160	French Words in Context	Formerly;#Hours;#Prereq;#Supp Note;#Title	
FRAN170	Intensive French III	NEW	Department of Curriculum and Instruction, Associate Vice-President Academic Planning (AVPAP)
FRAN180	Intensive French IV	Description;#Prereq;#Supp Note;#Title	
FRAN200	Introduction to French Linguistics	Description;#Supp Note	
FRAN220	French Phonetics	DELETED	Department of Curriculum and Instruction
FRAN240	Intermediate Oral French	NEW	Department of Curriculum and Instruction, Associate Vice-President Academic Planning (AVPAP)
FRAN250	Experiential Learning	Renumbered	
FRAN265	Global French Connections	Description;#Title	
FRAN275	Writing in French I	Description;#Formerly;#Prereq;#Pre/Coreq	
FRAN280	Literature, Media and Culture 1	Supp Note;#Title;#Description	
FRAN300	French Reading Course	DELETED	Department of History, Associate Vice-President Academic Planning (AVPAP), Department of English, Department of Greek and Roman Studies, Department of Linguistics
FRAN305	Intermediate French Linguistics	NEW	Department of Linguistics
FRAN310	Literature, Media and Culture 2	Description;#Hours;#Title	
FRAN335	Cinema of the French-Speaking World (in English)	Title;#MTO	Department of Art History and Visual Studies, Film Studies
FRAN340	Studies in the Lit or Lang of the French-Speaking World	DELETED	Department of English
FRAN345	Summer Francophone Institute	NEW	Department of Curriculum and Instruction, Associate Vice-President Academic Planning (AVPAP)

UVic Course curriculum changes: September 2020

FRAN350	Advanced Oral French	DELETED	Department of Curriculum and Instruction, Associate Vice-President Academic Planning (AVPAP)
FRAN360A	Paris on Stage	NEW	Associate Vice-President Academic Planning (AVPAP)
FRAN365	Experiential Learning	Renumbered;#Description;#Formerly;#Prereq	
FRAN367	Francophone Immersion	NEW	Associate Vice-President Academic Planning (AVPAP)
FRAN375	Writing in French II	Description;#Formerly;#Hours;#Prereq;#Pre/Coreq;#Supp Note	
FRAN378	Creative Writing in French	NEW	Department of Writing
FRAN380	French Morphology	Formerly;#Prereq	
FRAN385	French Syntax and Semantics	Description;#Formerly;#Prereq	
FRAN390	Critical Methods	DELETED	
FRAN394	Children's and Young Adult Literature in French	NEW	Department of Curriculum and Instruction, Associate Vice-President Academic Planning (AVPAP)
FRAN400	Advanced Studies in French Linguistics	Formerly;#MX;#Prereq;#Pre/Coreq	
FRAN401	Teaching and Learning French	NEW	Department of Linguistics, Department of Curriculum and Instruction
FRAN402	Advanced Language Course	Description;#Formerly;#Prereq;#Title	
FRAN404	History of French	Retained	
FRAN405	Varieties of French	Description;#Formerly;#Prereq	
FRAN406	Translation Studies	Formerly	
FRAN407	Canadian Francophonie and Linguistic Ideologies	NEW	Department of Linguistics
FRAN409	Speech Art in French	NEW	Department of Curriculum and Instruction
FRAN410	Studies in Québec or French-Canadian Literature	Description;#Prereq	
FRAN411	The French-Canadian Novel from the Origins to the Modern Period	DELETED	Associate Vice-President Academic Planning (AVPAP), Department of English
FRAN412	History of Québec and Franco-Canadian Literature	Description;#Formerly;#Prereq;#Title	Department of Curriculum and Instruction, Department of English
FRAN415	French-Canadian Poetry	DELETED	Department of English

UVic Course curriculum changes: September 2020

FRAN418	Québec Literature and Culture of the Extrême Contemporain	NEW	Department of English
FRAN420	Studies in Francophone Literatures and Cultures	Prereq	
FRAN422	Contemporary Francophone African Novel	Formerly;#MX;#Prereq	
FRAN423	Contemporary Francophone Caribbean Novel	Prereq;#Formerly	
FRAN424	French Beyond France	NEW	
FRAN426	Indigenous Literatures of Canada or the Francophone World	NEW	Department of English, Indigenous Studies Program, Department of Indigenous Education
FRAN428	Francophone Women Documentary Filmmakers	NEW	Department of Art History and Visual Studies, Department of Gender Studies
FRAN430	Studies in French Literatures and Culture before 1800	Prereq	
FRAN431	Medieval Literature	Description;#Formerly;#Prereq	Medieval Studies Program
FRAN434	Medieval and Renaissance Theatre	Description;#Formerly;#MX;#Prereq	Medieval Studies Program
FRAN435	Renaissance Poetry	DELETED	
FRAN436	Early Modern Literature and Culture	Description;#Formerly;#Title	
FRAN437	French Myths up to the 21st Century	NEW	Medieval Studies Program, Associate Vice-President Academic Planning (AVPAP)
FRAN438	French Texts that Made our World	NEW	
FRAN441	Comedy in the 17th and 18th Centuries	DELETED	
FRAN444	18th-Century French Literature and Culture	DELETED	
FRAN445	Nature and the Environment in French-Speaking Cultures	NEW	School of Environmental Studies, Associate Vice-President Academic Planning (AVPAP)
FRAN446	The Enlightenment	DELETED	Associate Vice-President Academic Planning (AVPAP)
FRAN449	Critical and Subversive French Theatre	NEW	Department of Theatre
FRAN450	Studies in French Literature and Culture after 1800	MX;#Prereq	
FRAN451	Women in the World of French Theatre	NEW	Department of Gender Studies, Department of Theatre
FRAN453	Decadence and Symbolism	Prereq;#Supp Note	

UVic Course curriculum changes: September 2020

FRAN455	Dada, Surrealism and the End of the French Novel	Prereq;#Pre/Coreq;#Supp Note;#Title	
FRAN456	20th-Century French Theatre	Formerly;#Prereq	
FRAN457	Breaking New Ground after Existentialism	Supp Note;#Prereq	
FRAN458	French Thought from Descartes to Postmodernism and Beyond	NEW	Department of Philosophy
FRAN459	The Everyday in French Culture since the 19th Century	NEW	Associate Vice-President Academic Planning (AVPAP)
FRAN470	Studies in Cultures of the French-Speaking World	Description;#Grading;#Prereq;#Pre/Coreq;#Title	
FRAN471	Figures on the Fringe	NEW	
FRAN478	Critical Methods	NEW	
FRAN499	Honours Graduating Essay	Description;#Formerly;#Prereq;#Units	

UVic Course curriculum changes: September 2020

Department of Gender Studies

Faculty of Humanities

Course	Title	Type(s) of change	Consultation
GNDR350	International Experience Research Project	NEW	

UVic Course curriculum changes: September 2020

Department of Germanic and Slavic Studies

Faculty of Humanities

Course	Title	Type(s) of change	Consultation
GMST108	Introduction to Translating German Texts	NEW	
GMST420	Foreign Language, Culture and Identity	NEW	Department of Linguistics

UVic Course curriculum changes: September 2020

Department of Hispanic and Italian Studies

Faculty of Humanities

Course	Title	Type(s) of change	Consultation
ITAL300	Italian for Reading Knowledge	Sunset	
ITAL308	Travels to Bell'Italia (in English)	Sunset	
SPAN265	Introductory Written Spanish (Study Abroad Program)	Sunset	

UVic Course curriculum changes: September 2020

Department of History
Faculty of Humanities

Course	Title	Type(s) of change	Consultation
HSTR132	Disease, Medicine and Society, 1500-present	DELETED	
HSTR210B	The United States since 1865	Description;#Recommendation;#Title	
HSTR310E	Religion in the United States	NEW	Religion, Culture and Society Program
HSTR328	Indigenous-Settler Relations in Canada	Renumbered	Indigenous Studies Program
HSTR328A	Indigenous North America to 1850	NEW	Indigenous Studies Program
HSTR328B	Indigenous-Settler Relations in Canada since 1850	Renumbered;#Description	Indigenous Studies Program
HSTR328C	Indigenous-Settler Relations in the United States since 1850	NEW	Indigenous Studies Program
HSTR336S	Sex, Violence and Death in Modern Medievalism	Description;#Supp Note	Medieval Studies Program
HSTR337C	Private Life in the Renaissance	NEW	Department of Hispanic and Italian Studies, Department of French, Department of Germanic and Slavic Studies
HSTR340C	The Thirty Years War	NEW	Department of Political Science, Department of Germanic and Slavic Studies
HSTR355	Epidemics and Public Health in Modern History	DELETED	
HSTR365C	China and the World	MX;#X-listed Chg	Department of Pacific and Asian Studies, Department of Political Science
HSTR365D	Chinese Politics	NEW	Department of Pacific and Asian Studies, Department of Political Science
HSTR381	Medicine in the Modern World	NEW	Department of Anthropology
HSTR390A	Exploring Early History through Role Playing Games	NEW	
HSTR390B	Exploring Modern History through Role Playing Games	NEW	
HSTR427A	Decolonizing Settler Societies	NEW	Indigenous Studies Program
HSTR442	Torture and Execution in the Renaissance	Title;#Description	
HSTR489A	Doing History in a Digital World	Description	Department of Art History and Visual Studies

UVic Course curriculum changes: September 2020

Department of Linguistics
Faculty of Humanities

Course	Title	Type(s) of change	Consultation
LING272	Introduction to Indigenous Languages of British Columbia	Description	Indigenous Studies Program
LING297	Introduction to Selected Topics in Linguistics	Title	
LING449	Directed Readings in Linguistics	Description;#Hours;#MTO;#Units	
LING476	Seminar and Practicum in Applied Linguistics	Description	
LING486	Experimental Phonetics	Description	
LING497	Advanced Topics in Linguistics	Prereq	
LING499	Honours Thesis	Description;#Hours	

UVic Course curriculum changes: September 2020

Department of Pacific and Asian Studies

Faculty of Humanities

Course	Title	Type(s) of change	Consultation
PAAS118	Intensive Beginner Chinese I	Formerly;#Hours	
PAAS128	Introduction to Korean I	NEW	Indigenous Studies Program
PAAS129	Introduction to Korean II	NEW	Indigenous Studies Program
PAAS208	Family, Gender and Sexuality in the Asia-Pacific	Description;#Title	Indigenous Studies Program
PAAS218	Intensive Beginner Chinese II	Description;#Formerly;#Hours	
PAAS307	Globalization and Religion	X-listed Chg;#MX	Religion, Culture and Society Program
PAAS318	Intermediate Chinese	Description;#Formerly;#Hours	

UVic Course curriculum changes: September 2020

Department of Philosophy

Faculty of Humanities

Course	Title	Type(s) of change	Consultation
PHIL321	Philosophy of Medicine	Supp Note	
PHIL330	Professional and Business Ethics	Supp Note	
PHIL331	Biomedical Ethics	Supp Note	
PHIL333	Philosophy and the Environment	Supp Note	

UVic Course curriculum changes: September 2020

Indigenous Studies Program

Faculty of Humanities

Course	Title	Type(s) of change	Consultation
IS100	The Place You Are Now	NEW	
IS300	Community-based Cultural Production	NEW	
IS310A	LE,NONET Preparation Seminar	Renumbered;#Description	
IS310B	Major Preparation Seminar	DELETED	
IS310D	LE,NONET Preparation Seminar	Formerly;#Renumbered	
IS320A	LE,NONET Research Apprenticeship	NEW	
IS320B	LE,NONET Research Apprenticeship	NEW	
IS320C	LE,NONET Research Apprenticeship	NEW	
IS320D	LE,NONET Research Apprenticeship	NEW	
IS321A	LE,NONET Community Internship	NEW	
IS321B	LE,NONET Community Internship	NEW	
IS321C	LE,NONET Community Internship	NEW	
IS321D	LE,NONET Community Internship	NEW	
IS390	Community-based Research Project	NEW	
IS400	Research Seminar in Indigenous Studies	Prereq	
IS450	Indigenous Studies in the Field	Prereq	

UVic Course curriculum changes: September 2020

Religion, Culture and Society Program

Faculty of Humanities

Course	Title	Type(s) of change	Consultation
RS381	Globalization and Religion	NEW	Department of Pacific and Asian Studies
RS384	Religion in the United States	NEW	Department of History
RS390	Experiential Learning	NEW	

UVic Course curriculum changes: September 2020

Arts of Canada

Faculty of Humanities, Faculty of Fine Arts

Course	Title	Type(s) of change	Consultation
ACAN225	Introduction to the Arts of Canada	Retained	

UVic Course curriculum changes: September 2020

Faculty of Law

Faculty of Law

Course	Title	Type(s) of change	Consultation
LAW102I	Transsystemic Criminal Law	Description;#Supp Note;#Units	
LAW107I	Transsystemic Property	Description;#Supp Note;#Units	
LAW304	Criminal Law Term	Coreq;#Description;#Hours;#Prereq;#Pre/Coreq;#Supp Note;#Units	
LAW310	Restitution	Sunset	
LAW311	Regulation of Financial Institutions	Sunset	
LAW330A	Global Corruption	NEW	
LAW338	Mediation and Lawyers	Sunset	
LAW339	Legal Theory Workshop	Sunset	
LAW345A	First Nation Taxation	NEW	
LAW354	Forest Law and Policy	Sunset	
LAW374	Law of the European Union	Description;#Reinstated	
LAW376	International Environmental Law	Description;#Reinstated	
LAW384	Field Course in Reconciliation, Ecology and Place-based Law	Description;#Supp Note;#Title	School of Environmental Studies

UVic Course curriculum changes: September 2020

Department of Biology

Faculty of Science

Course	Title	Type(s) of change	Consultation
BIOL330	Study Design and Data Analysis	Description;#Recommendation	
BIOL457	Paleoecology and Environmental Change	MX	

UVic Course curriculum changes: September 2020

Department of Chemistry
Faculty of Science

Course	Title	Type(s) of change	Consultation
CHEM225	Introduction to Inorganic Chemistry	MX	Department of Biochemistry and Microbiology
CHEM234	Organic Chemistry with Biological Applications	MX	Department of Biochemistry and Microbiology
CHEM260	Synthetic Chemistry Laboratory	Description;#MX	Department of Biochemistry and Microbiology

UVic Course curriculum changes: September 2020

Department of Anthropology
Faculty of Social Sciences

Course	Title	Type(s) of change	Consultation
ANTH317	Quantitative Methods in Anthropological Research	Description	
ANTH454	Approaches to Human Bioarchaeology	Supp Note;#X-listed Chg	

UVic Course curriculum changes: September 2020

Department of Economics
Faculty of Social Sciences

Course	Title	Type(s) of change	Consultation
ECON180	Introduction to Economics and Financial Project Evaluation	Description;#Title	School of Public Administration, Peter B. Gustavson School of Business, Faculty of Engineering

UVic Course curriculum changes: September 2020

Department of Geography
Faculty of Social Sciences

Course	Title	Type(s) of change	Consultation
GEOG104	Our Digital Earth	NEW	Department of Computer Science
GEOG227	Introduction to Qualitative Methods in Geography	NEW	Department of Mathematics and Statistics, Department of Psychology, Department of Anthropology, Department of Sociology
GEOG272	Introduction to Climatology and Hydrology	Hours	Department of Biology
GEOG274	Introduction to Biogeography	Hours;#Recommendation	Department of Anthropology
GEOG276	Introduction to Geomorphology	Hours	
GEOG288	World Regional Geography	DELETED	
GEOG308	Introduction to Geographic Information Systems	DELETED	Department of Anthropology, School of Health Information Science
GEOG310	Global Migration	NEW	
GEOG313	Field Studies in Mountain Meteorology	NEW	School of Earth and Ocean Sciences
GEOG316	Field Studies in Human Geography	NEW	
GEOG317	Field Studies in Sustainable Communities	NEW	
GEOG319	Remote Sensing of the Environment using Passive Sensors	Description;#Title	Department of Anthropology
GEOG322	Digital Remote Sensing of the Environment using Active Sensors	Description;#Title	School of Earth and Ocean Sciences, Department of Anthropology, Department of Computer Science
GEOG327	Research Methods in Human Geography	DELETED	
GEOG355	Coastal Communities	DELETED	Indigenous Studies Program
GEOG366	Medical Geographies	DELETED	School of Health Information Science
GEOG373	Applied Climatology	Hours	
GEOG382	Geography of Southeast Asia	DELETED	
GEOG383	Physical and Cultural Geography of China	DELETED	
GEOG388	Regional Studies	Description;#MX;#Title	
GEOG405	Dynamics of the Cryosphere	NEW	School of Earth and Ocean Sciences
GEOG448	Urban Social Geographies	DELETED	
GEOG453	Field Studies in Coastal and Marine Management	Prereq	Department of Anthropology, Indigenous Studies Program
GEOG456	Wildlife Conservation	Description;#Prereq	

UVic Course curriculum changes: September 2020

Department of Political Science

Faculty of Social Sciences

Course	Title	Type(s) of change	Consultation
POLI324	China and the World	NEW	Department of History
POLI332	Urban Politics	Sunset	
POLI336	The Modern State	Sunset	
POLI371	Chinese Politics	X-listed Chg	Department of History

UVic Course curriculum changes: September 2020

Department of Psychology
Faculty of Social Sciences

Course	Title	Type(s) of change	Consultation
PSYC330	Personality	Prereq	

UVic Course curriculum changes: September 2020

Department of Sociology
Faculty of Social Sciences

Course	Title	Type(s) of change	Consultation
SOCI235	Racialization and Ethnicity	NEW	
SOCI335	Racialization and Ethnicity	DELETED	

UVic Course curriculum changes: September 2020

Faculty of Social Sciences

Faculty of Social Sciences

Course	Title	Type(s) of change	Consultation
SOSC300	Working in the Community	Description;#Prereq	Department of Psychology, Department of Political Science, Department of Anthropology, Department of Economics, Department of Sociology, School of Environmental Studies, Department of Geography

UVic Course curriculum changes: September 2020

School of Environmental Studies

Faculty of Social Sciences

Course	Title	Type(s) of change	Consultation
ES344	Study Design and Data Analysis	Description;#Recommendation	
ES384	Natural and Social Systems Theory	Description;#Title	
ES403	Field Course in Reconciliation, Ecology and Place-based Law	Description;#Title	

UVic Program curriculum changes: September 2020

Division of Medical Sciences

Division of Medical Sciences

Code	Program title	Change description	Consultation
MSC-NRSC	Neuroscience: Master of Science	Changing Application Process description	School of Exercise Science, Physical and Health Education, Department of Biology
PHD-NRSC	Neuroscience: Doctor of Philosophy	Changing Application Process description	School of Exercise Science, Physical and Health Education, Department of Biology

UVic Program curriculum changes: September 2020

Department of Educational Psychology and Leadership Studies

Faculty of Education

Code	Program title	Change description	Consultation
GR-EPLS-COOP	Educational Psychology and Leadership Studies: Requirements for Co-op	Co-operative Education	Co-operative Education Program and Career Services
MA-EDLS	Leadership Studies: Master of Arts	Change in listing of eligible or elective courses that can be used to meet a program or credential requirement	
MED-EDLS	Leadership Studies: Master of Education	Change in listing of eligible or elective courses that can be used to meet a program or credential requirement	

UVic Program curriculum changes: September 2020

Department of Civil Engineering
Faculty of Engineering

Code	Program title	Change description	Consultation
MENG-ECO*	Master of Engineering (MEng) in Industrial Ecology: Master of Engineering	Master of Engineering(MEng) Program in Industrial Ecology	

UVic Program curriculum changes: September 2020

Department of Art History and Visual Studies

Faculty of Fine Arts

Code	Program title	Change description	Consultation
GPCERT-CH	Cultural Heritage Studies: Graduate Professional Specialization Certificate	Discontinuance of the Graduate Professional Certificate in Cultural Heritage Studies	

UVic Program curriculum changes: September 2020

Department of Theatre
Faculty of Fine Arts

Code	Program title	Change description	Consultation
MFA-DRCT	Directing: Master of Fine Arts	Change in listing of eligible or elective courses that can be used to meet a program or credential requirement	Associate Vice-President Academic Planning (AVPAP)
MFA-DSPD	Design and Production: Master of Fine Arts	Change in listing of eligible or elective courses that can be used to meet a program or credential requirement	Associate Vice-President Academic Planning (AVPAP)

UVic Program curriculum changes: September 2020

School of Music

Faculty of Fine Arts

Code	Program title	Change description	Consultation
MMUS-MPRF	Performance: Master of Music	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
MMUS-MPRF-STQT	Emphasis in String Quartet: MMUS-MPRF - Performance	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)

UVic Program curriculum changes: September 2020

School of Public Administration

Faculty of Human and Social Development

Code	Program title	Change description	Consultation
GCERT-EVAL	Evaluation: Graduate Certificate	Change in listing of eligible or elective courses that can be used to meet a program or credential requirement	
MA-CD	Community Development: Master of Arts	Change of the required courses for a program	

UVic Program curriculum changes: September 2020

School of Public Health and Social Policy

Faculty of Human and Social Development

Code	Program title	Change description	Consultation
GR-PHSP-GI	Public Health and Social Policy: General Information	PHSP will be administering the SDH program.	

UVic Program curriculum changes: September 2020

School of Social Work

Faculty of Human and Social Development

Code	Program title	Change description	Consultation
GR-SOCW-PREG	Social Work: Program Regulations	Updating to more concise language	

UVic Program curriculum changes: September 2020

Social Dimensions of Health

Faculty of Human and Social Development

Code	Program title	Change description	Consultation
GR-SDH-GI	Social Dimensions of Health: General Information	PHSP will be administering the SDH program.	

UVic Program curriculum changes: September 2020

Department of English
Faculty of Humanities

Code	Program title	Change description	Consultation
GR-ENGL-REQ	English: Requirements	Change of the required courses for a program	Faculty of Graduate Studies
MA-ENGL.PROJ	English (Project-based): Master of Arts	Change of the required courses for a program	

UVic Program curriculum changes: September 2020

Department of French
Faculty of Humanities

Code	Program title	Change description	Consultation
MA-FLLC	French Literature, Language and Culture: Master of Arts	Reformulations	Associate Vice-President Academic Planning (AVPAP)

UVic Program curriculum changes: September 2020

Department of Greek and Roman Studies

Faculty of Humanities

Code	Program title	Change description	Consultation
UG-GRS-REQ	Greek and Roman Studies: Requirements	Breadth requirement	

UVic Program curriculum changes: September 2020

Department of Linguistics
Faculty of Humanities

Code	Program title	Change description	Consultation
MA-LING	Linguistics: Master of Arts	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
PHD-LING	Linguistics: Doctor of Philosophy	Change in description of a program or credential not involving any change in program or credential requirements	Associate Vice-President Academic Planning (AVPAP)

UVic Program curriculum changes: September 2020

Medieval Studies Program

Faculty of Humanities

Code	Program title	Change description	Consultation
MNR-MDST	Medieval Studies: General and Minor	Change of the required courses for a program	

UVic Program curriculum changes: September 2020

Department of Chemistry
Faculty of Science

Code	Program title	Change description	Consultation
PHD-CHEM	Chemistry: Doctor of Philosophy	Conflicting information for transfer process in Admission to the PhD program versus Transfer from MSc to PhD. Removed duplicate reference	

UVic Program curriculum changes: September 2020

Department of Physics and Astronomy

Faculty of Science

Code	Program title	Change description	Consultation
PHD-PHYS	Physics: Doctor of Philosophy	Bring program description in line with the requirements of the Faculty of Graduate Studies.	

UVic Program curriculum changes: September 2020

Department of Psychology
Faculty of Social Sciences

Code	Program title	Change description	Consultation
MSC-PSCL	Clinical Psychology: Master of Science	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
MSC-PSCL-LIFE	Lifespan Development Emphasis: MSC-PSCL - Clinical Psychology	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
MSC-PSCL-NEUR	Neuropsychology Emphasis: MSC-PSCL - Clinical Psychology	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
MSC-PSYC	Psychology: Master of Science	Change in description of a program or credential not involving any change in program or credential requirements	
PHD-PSCL	Clinical Psychology: Doctor of Philosophy	Change in description of a program or credential not involving any change in program or credential requirements	
PHD-PSCL-LIFE	Lifespan Development Emphasis: PHD-PSCL - Clinical Psychology	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
PHD-PSCL-NEUR	Neuropsychology Emphasis: PHD-PSCL - Clinical Psychology	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
PHD-PSYC	Psychology: Doctor of Philosophy	Change in description of a program or credential not involving any change in program or credential requirements	

UVic Program curriculum changes: September 2020

Department of Sociology

Faculty of Social Sciences

Code	Program title	Change description	Consultation
MA-SOCI	Sociology: Master of Arts	Change of the required courses for a program	
PHD-SOCI	Sociology: Doctor of Philosophy	Change of the required courses for a program	

UVic Program curriculum changes: September 2020

Peter B. Gustavson School of Business

Peter B. Gustavson School of Business

Code	Program title	Change description	Consultation
MBA-BUSI	Business Administration (Daytime and Weekend): Master of Business Administration	Change of the required courses for a program	Faculty of Law, Faculty of Graduate Studies

UVic Course curriculum changes: September 2020

Division of Medical Sciences

Division of Medical Sciences

Course	Title	Type(s) of change	Consultation
NRSC525	Translational Neuroscience	NEW	School of Exercise Science, Physical and Health Education, Department of Biology
NRSC625	Translational Neuroscience	NEW	School of Exercise Science, Physical and Health Education, Department of Biology

UVic Course curriculum changes: September 2020

Department of Curriculum and Instruction

Faculty of Education

Course	Title	Type(s) of change	Consultation
EDCI549	Gender and Pedagogy	Retained	
EDCI584	Analysis of Quantitative and Mixed Methods Research	Retained	

UVic Course curriculum changes: September 2020

Department of Educational Psychology and Leadership Studies

Faculty of Education

Course	Title	Type(s) of change	Consultation
ED-D519D	Creative Arts Therapy	Retained	
ED-D532A	Educational Program Leadership	Retained	
ED-D501	Theory of Measurement	Retained	
ED-D525	Indigenous Healing and Spirituality	Description;#Retained	
ED-D531	Concepts and Theory of Organization	Description;#Units	
ED-D533B	Decision-Making and the Law	Retained	
ED-D562	Advanced Statistical Methods in Education	Prereq	
ED-D614	University Teaching	Description;#Retained	
ED-D631	Advanced Concepts and Theory of Organization	NEW	

UVic Course curriculum changes: September 2020

Department of Civil Engineering
Faculty of Engineering

Course	Title	Type(s) of change	Consultation
CIVE510	Industrial Metabolism and Global Environmental Change	Description;#Title	
CIVE511	Methods in Life Cycle Assessment	DELETED	
CIVE512	Industrial Symbiosis and Recycling Technologies	Description;#Title	
CIVE513	Urban Metabolism and Sustainable Cities	Title	
CIVE515	Methods, Tools and Data for Industrial Ecology	NEW	
CIVE519A	MEng Project in Industrial Ecology A	NEW	
CIVE519B	MEng Project in Industrial Ecology B	NEW	

UVic Course curriculum changes: September 2020

Department of Computer Science

Faculty of Engineering

Course	Title	Type(s) of change	Consultation
CSC524	Computational Complexity	Retained	
CSC554	Fault Tolerant Computing	Sunset	

UVic Course curriculum changes: September 2020

Department of Art History and Visual Studies

Faculty of Fine Arts

Course	Title	Type(s) of change	Consultation
AHVS561	Seminar in Modern Art II (1945-present)	Title	
CH560	Cultural Heritage Stewardship and Sustainability	DELETED	
CH561	Social Engagement	Retained	
CH563	Visitor Experiences	DELETED	
CH570	Heritage Conservation In Context	DELETED	
CH571	Determining Significance of Heritage Resources	DELETED	
CH572	Heritage Conservation Planning	DELETED	
CH588	Special Studies in Museum Studies	DELETED	
CH589	Special Studies in Heritage Conservation	DELETED	
CH591	Practicum in Cultural Heritage	DELETED	

UVic Course curriculum changes: September 2020

Department of Theatre

Faculty of Fine Arts

Course	Title	Type(s) of change	Consultation
THEA500B	MethodsTheory andfor Materials of Theatre Research	Title	

UVic Course curriculum changes: September 2020

School of Music

Faculty of Fine Arts

Course	Title	Type(s) of change	Consultation
MUS540	Individual Tuition	Units	
MUS545	Major Instrument Study	Description;#MTO;#Units	Associate Vice-President Academic Planning (AVPAP)
MUS545Q	Major Instrument Study	Description;#MTO;#Units;#Supp Note	Associate Vice-President Academic Planning (AVPAP)
MUS580A	University Orchestra	MX	
MUS580B	University Wind Symphony	MX	
MUS580C	Don Wright Symphonic Winds	MX	
MUS580D	Jazz Ensemble	MX	
MUS580E	University Chorus	MX	
MUS580F	Chamber Singers	MX	
MUS580G	University Women's Choir	MX	
MUS580H	Pacific Opera Victoria Chorus	MX	
MUS588	MMus Practicum First Year Recital	Description;#Title	Associate Vice-President Academic Planning (AVPAP)
MUS598Q	MMus Practicum String Quartet Ensemble Recitals	Description;#Title	Associate Vice-President Academic Planning (AVPAP)

UVic Course curriculum changes: September 2020

Indigenous Governance Program

Faculty of Human and Social Development

Course	Title	Type(s) of change	Consultation
IGOV560	Indigenous Peoples and Globalization	DELETED	
IGOV570	Indigenous Women and Resistance	Retained	

UVic Course curriculum changes: September 2020

School of Health Information Science

Faculty of Human and Social Development

Course	Title	Type(s) of change	Consultation
HINF536	Controlled Terminology Standards	Description	
HINF537	Health Information Exchange Standards	Description	
HINF597	Field Project in Health Informatics	Description	

UVic Course curriculum changes: September 2020

School of Public Administration

Faculty of Human and Social Development

Course	Title	Type(s) of change	Consultation
ADMN608	Innovation, Implementation, Evaluation in Public Administration	Description;#Title	

UVic Course curriculum changes: September 2020

School of Social Work

Faculty of Human and Social Development

Course	Title	Type(s) of change	Consultation
SOCW511	Contemporary Debates and Ethical Dilemmas in Social Work	Prereq	
SOCW515	Transnational Social Work	Prereq	
SOCW519	Indigenous Resistance, Resurgence And Revitalization For Helpers	Prereq	
SOCW521	Indigenous Perspectives on Knowledge and Research	Description;#Prereq	
SOCW523	Self-Conscious Traditionalism in Indigenous Social Work Practice	Prereq;#Title	
SOCW526	Seminar in Health Policy and Practice in Indigenous Communities	Prereq;#Description	
SOCW533	Working with Trauma	Sunset	
SOCW540	Foundation Practicum	Prereq;#Pre/Coreq	
SOCW542	Anti-Racist Practice	Prereq	
SOCW544	Social Work, the State and Citizenship	Prereq	
SOCW545	Networks and Communities	Sunset	
SOCW547	Historicizing Social Work	Prereq	
SOCW549	Research Foundations	Prereq	
SOCW550	Social Justice, Social Work and the Law	Prereq	
SOCW551	Indigenous Social Work Foundations	Prereq	
SOCW596	Team Graduating Research Project/Report	Sunset	
SOCW598	Individual Graduating Research Project/Report	Sunset	

UVic Course curriculum changes: September 2020

Department of English
Faculty of Humanities

Course	Title	Type(s) of change	Consultation
ENGL500	Research Methods and Professional Development	Description;#Grading;#Supp Note;#Title	Faculty of Graduate Studies
ENGL502	Teaching English in Higher Education	Description;#Grading;#Title	Faculty of Education, Faculty of Graduate Studies
ENGL503	Special Studies	Title	Faculty of Graduate Studies
ENGL582	Area Studies in Literatures of the West Coast	Description;#Title	Faculty of Graduate Studies
ENGL583	Topics in Literature of the West Coast	Description;#Title	Faculty of Graduate Studies
ENGL598	Master's Essay or Project	Description;#Supp Note;#Units	Faculty of Graduate Studies

UVic Course curriculum changes: September 2020

Department of Hispanic and Italian Studies

Faculty of Humanities

Course	Title	Type(s) of change	Consultation
ITAL598	Master's Essay	Retained	

UVic Course curriculum changes: September 2020

Department of Linguistics

Faculty of Humanities

Course	Title	Type(s) of change	Consultation
LING570	Psycholinguistics	Sunset	Department of Psychology
LING599	MA Thesis	Units	
LING699	PhD Dissertation	Supp Note;#Units	

UVic Course curriculum changes: September 2020

Department of Chemistry

Faculty of Science

Course	Title	Type(s) of change	Consultation
CHEM521	Contemporary Inorganic Chemistry	Description;#Supp Note;#Title;#X-listed Chg	
CHEM523	Organometallics and Catalysis	Description;#Supp Note;#Title;#X-listed Chg	
CHEM533	Organic Synthesis	Description;#X-listed Chg	
CHEM537	Biological and Medicinal Chemistry	Description;#Supp Note;#Title;#X-listed Chg	
CHEM555	Statistical Thermodynamics	Supp Note;#Title;#X-listed Chg	
CHEM577	Computational Chemistry	Retained	
CHEM599	MSc Thesis	Units	
CHEM647	Materials Science	Description;#Supp Note;#X-listed Chg	
CHEM664	Directed Experiential Learning in Chemistry	NEW	
CHEM676	Polymer Chemistry	Supp Note;#Title;#X-listed Chg	
CHEM699	PhD Dissertation	Units	

UVic Course curriculum changes: September 2020

Department of Mathematics and Statistics

Faculty of Science

Course	Title	Type(s) of change	Consultation
MATH699	Dissertation	Coreq;#Pre/Coreq	
STAT699	Dissertation	Coreq;#Pre/Coreq	

UVic Course curriculum changes: September 2020

Department of Physics and Astronomy

Faculty of Science

Course	Title	Type(s) of change	Consultation
ASTR503	The Interstellar Medium	Sunset	
PHYS693	PhD Candidacy Examination	Description	

UVic Course curriculum changes: September 2020

Department of Anthropology

Faculty of Social Sciences

Course	Title	Type(s) of change	Consultation
ANTH520A	Themes in Sociocultural Anthropology	MX;#Supp Note	
ANTH530	Ethnology of Selected Areas	MX;#Supp Note	
ANTH552A	Applied Topics in Osteological Methods	MX;#Supp Note;#X-listed Chg	

UVic Course curriculum changes: September 2020

Department of Geography
Faculty of Social Sciences

Course	Title	Type(s) of change	Consultation
GEOG500A	Geographical Research Approaches	Description;#Supp Note	
GEOG500B	Research Design in Geography	Description;#Supp Note	

UVic Course curriculum changes: September 2020

Department of Political Science

Faculty of Social Sciences

Course	Title	Type(s) of change	Consultation
POLI501	Advanced Topics in Political Theory	NEW	
POLI502	Contemporary Themes in Political Thought	NEW	
POLI507	Comparative Policy and Governance	Sunset	
POLI512	Migration, Nationalism and Identity in Asia	NEW	
POLI528	Development, Politics and Institutions	NEW	
POLI536	Politics of Human Rights in New Democracies	NEW	
POLI542	International Law	NEW	
POLI544	Governance in the Global Political Economy	NEW	
POLI556	The Politics of the Internet	NEW	
POLI558	Topics in Environmental Politics	NEW	
POLI573	Advanced Topics in African Politics and Political Economy	NEW	
POLI598	Major Research Paper	Grading	
POLI607	Comparative Policy and Governance	Sunset	
POLI610	Theories of Public Management	Sunset	

UVic Course curriculum changes: September 2020

Department of Psychology
Faculty of Social Sciences

Course	Title	Type(s) of change	Consultation
PSYC500	Professional Development	Sunset	
PSYC503	Practicum in Clinical Psychology	Prereq	
PSYC556	Applied Clinical Assessment in Cognitive Functioning	NEW	
PSYC570	Psycholinguistics	Sunset	Department of Linguistics
PSYC584	Clinical Assessment: Cognitive Functioning	Description	

UVic Course curriculum changes: September 2020

Department of Sociology
Faculty of Social Sciences

Course	Title	Type(s) of change	Consultation
SOCI545	Current Issues in Health, Aging and Society	Description;#Title	
SOCI551	Current Issues in the Sociology of Crime and Law	NEW	
SOCI525	Current Issues in Gender, Racialization and Ethnicity	Description;#Title	
SOCI535	Current Issues in Ecology, Global Sociology and Social Movements	Description;#Title	

UVic Course curriculum changes: September 2020

School of Environmental Studies

Faculty of Social Sciences

Course	Title	Type(s) of change	Consultation
ES547	Foundations of Ecology	NEW	Department of Geography, Department of Biology

UVic Course curriculum changes: September 2020

Peter B. Gustavson School of Business

Peter B. Gustavson School of Business

Course	Title	Type(s) of change	Consultation
MBA502A	Personal and Professional Development	NEW	Associate Vice-President Academic Planning (AVPAP), Faculty of Law, Faculty of Graduate Studies
MBA515	Business Economics	Description;#Title	Associate Vice-President Academic Planning (AVPAP), Faculty of Law, Faculty of Graduate Studies
MBA535	Sustainable Operations Management	Description;#Title	Associate Vice-President Academic Planning (AVPAP), Faculty of Law, Faculty of Graduate Studies