The next open meeting of the Senate of the University of Victoria is scheduled for Friday, January 4, 2013 at 3:30 p.m. in the Senate and Board Chambers, University Centre, Room A180.

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

1. APPROVAL OF THE AGENDA

2. MINUTES

   a. November 2, 2012

      Motion: That the minutes of the open session of the meeting of the Senate held on November 2, 2012 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. University rankings
      Cheryl Sivertson from the Department of Institutional Planning and Analysis has been invited to attend.

   b. 2013/14 Budget Update – R. Tremblay, Vice-President Academic and Provost and G. Gorrill, Vice-President Finance and Operations

   c. Other matters

5. CORRESPONDENCE

   a. Letter received November 10, 2012 and response dated December 6, 2012

   b. Campus Planning Committee – R. Tremblay and G. Gorrill, Co-Chairs
      i. Semi-annual report

      Motion: That Senate receive the 2011/2012 semi-annual report of the Campus Planning Committee for information.
6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Academic Standards - Dr. Eric Sager, Chair

   i. Annual Report (SEN-JAN 4/13-4)  

   Motion: That Senate receive the 2011/12 annual report of the Senate Committee on Academic Standards for information.

b. Senate Committee on Admission, Re-registration and Transfer - Dr. Adam Monahan, Chair

   i. Annual Report (SEN-JAN 4/13-5)  

   Motion: That Senate receive the 2011/12 annual report of the Senate Committee on Admission, Re-registration and Transfer for information.

c. Senate Committee on Agenda and Governance - Dr. David Turpin, Chair

   i. Annual Report (SEN-JAN 4/13-6)  

   Motion: That Senate receive the 2011/12 annual report of the Senate Committee on Agenda and Governance for information.

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

   i. New and Revised Awards (SEN-JAN 4/13-7)  

   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, as recommended by the Senate Committee on Awards:

   - Nancy Lee Graduate Scholarship (new)*
   - Dr. Douglas Earl Alcorn Scholarship (revised)*
   - Island Savings Growing Island Families Together (Gift) Bursaries (new)
   - UVic Transfer Scholarship (revised)
   - JTS Scholarship (new)*
   - Pemberton Holmes Entrance Scholarship in Honour of Davine Burton (new)*
   - Dr. Gordon L. Diewert Community Service Entrance Award (new)
   - Thomas M. Hess Scholarship in Indigenous Language Revitalization (revised)*
- Albert Aloucks Bursary (new)*
- James A. & Laurette Agnew Memorial Award (new)*
- Paul Parizeau Bursary (revised)*
- East China Normal University Entrance Scholarship (revised)
- Churchill Foundation Vancouver Island’s Aleck Trawick Scholarship in Political Science (revised)*
- Louis F. Lindholm, Q.C. Entrance Scholarship (new)*
- Maurice William Summerhayes Memorial Scholarship (revised)*
- Marion MacLeod Memorial Scholarship (new)
- Faculty of Engineering: Dean’s Entrance Scholarship (revised)
- John F. Baker Emergency Fund (new)*
- Malcolm Manson Memorial Award (new)*
- Vikes Entrance Scholarship (new)
- President’s Scholarship (revised)

*Administered by the University of Victoria Foundation

e. Senate Committee on Planning - Dr. Catherine Mateer, Chair

i. Proposal for PhD in Health Informatics (SEN-JAN 4/13-8)

**Motion:** That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a program leading to a degree of PhD in Health Informatics to be offered by the Faculty of Human and Social Development and the Faculty of Graduate Studies, as described in the document entitled “PhD Health Informatics”, dated October 15, 2012 and that this approval be withdrawn if the program should not be offered within five years of the granting of approval. A start date will be determined after consultation with Graduate Admissions and Records. Once Senate and the Board of Governors have approved the proposal, the proposal must be posted on the Ministry of Advanced Education website for peer review for a period of 30 days.

ii. Proposal for PhD in Environmental Studies (SEN-JAN 4/13-5)

**Motion:** That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a program leading to a degree of PhD in Environmental Studies to be offered by the Faculty of Social Sciences and the Faculty of Graduate Studies, as described in the document entitled “PhD in Environmental Studies”, dated November, 2012 and that this approval be withdrawn if the program should not be offered within five years of the granting of approval. A start date will be determined after consultation with Graduate Admissions and Records. Once Senate and the Board of Governors have approved the proposal, the proposal
must be posted on the Ministry of Advanced Education website for peer review for a period of 30 days.

iii. Proposal for Course-Based, Non-thesis Master’s Degree Option for Master of Public Health (SEN-JAN 4/13-10)

**Motion:** That Senate approve, and recommend to the Board of Governors that it also approve, the proposal for a Course-based Master of Public Health as described in the document entitled “MPH Proposal for Course-based Masters” dated October 26, 2012.

iv. Proposal for Course-Based, Non-thesis Master’s Degree Option for Master of English (SEN-JAN 4/13-10)

**Motion:** That Senate approve, and recommend to the Board of Governors that it also approve, the proposal for a Course-based Master of English as described in the document entitled “Course-only Path Through English Master’s Program” dated September 6, 2012.

v. Proposal for Course-Based, Non-thesis Master’s Degree Option for Master of Social Work (SEN-JAN 4/13-10)

**Motion:** That Senate approve, and recommend to the Board of Governors that it also approve, the proposal for a Course-based Master of Social Work as described in the document entitled “Completion of MSW Degree Through a ‘Course Based’ Option” dated October 31, 2012.

vi. Proposal for Course-Based, Non-thesis Master’s Degree Option for Global Business (SEN-JAN 4/13-10)

**Motion:** That Senate approve, and recommend to the Board of Governors that it also approve, the proposal for a Course-based Master of Global Business as described in the document entitled “Proposal to Change the Master of Global Business Program from a Project-based to Course-only Format” dated October 2012.

7. **PROPOSALS AND REPORTS FROM FACULTIES**
8. OTHER BUSINESS

a. Procedures for the Appointment of the University Secretary (Registrar) (SEN-JAN 4/13-11) 

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the attached revised Policy GV0325 Procedures for the Appointment of the University Secretary (Registrar).

b. Recommendation to add non-voting invitee to Senate (SEN-JAN 4/13-12) 

Motion: That the Associate Vice-President International be added to Senate as a non-voting invitee with speaking rights.

9. ADJOURNMENT
A meeting of the Senate of the University of Victoria was held on November 2, 2012 at 3:30 p.m. in the Bob Wright Centre, Room A104.

1. APPROVAL OF THE AGENDA

   Motion: (R. Burke/H. Brunt)
   That the agenda be approved as circulated.

   CARRIED

2. MINUTES

   Motion: (M. Purkis/N. Bassi)
   That the minutes of the open session of the meeting of the Senate held on October 5, 2012 be approved and that the approved minutes be circulated in the usual way.

   CARRIED

3. BUSINESS ARISING FROM THE MINUTES

   a. Implementation of Percentage Grading

   Dr. Turpin reported that concerns had been raised at the last Senate Committee on Agenda and Governance meeting regarding the update on percentage grading at the October Senate meeting.

   Dr. Mateer said she had been advised that there was lack of clarity in the last update on percentage grading, particularly with respect to implementation timelines. She provided an overview of the discussions at Senate regarding percentage grading since the proposal was first approved in 1994. Dr. Mateer explained that, due to the complex nature of implementation and other high priority projects, systems work required to implement percentage grading would not begin until 2014. Dr. Turpin added that part of the delay was caused by the number of systems projects already underway that were necessary to implement other academic priorities.

   Mr. Foster asked if the change to standard percentage to letter conversion would impact the way in which grades are determined.

   Dr. Serra expressed frustration at the implementation delay. She asked for clarification regarding how priorities are set, and thought there was a problem with this process if Senate decisions and requests are not responded to.

   Dr. Burke recalled a number of occasions when it was reported to Senate the percentage grading could not be implemented because the system was incapable. He also recalled that updates
provided to Senate regarding Banner always included questions or comments about percentage grading. Dr. Burke thought it was unacceptable to argue that the complexity of implementation had just been discovered, and that it was unfathomable to think that another two years were required for implementation. He expressed a concern that Senate decisions were being made by systems administrators.

Dr. Mateer spoke briefly to the decision to delay implementation, which she said had been made by the executive. Dr. Turpin acknowledged that there were problems with the current process, in that it was not clear how academic priorities were translated into systems priorities. He said he had tasked the Vice-President Academic and the Vice-President Finance and Operations with reviewing the governance process for making systems decisions. Dr. Tremblay reported that a consultant had been hired to assist with this review. She agreed to share the consultant’s recommendations with members of Senate.

Dr. Purkis said the switch to percentage grading was still somewhat contentious. She thought the time spent implementing the first phase of the change had not been wasted.

Dr. Webb said he had been frustrated to learn about the delay. Although he did not disagree with the decision to proceed with other priorities, he thought there was a problem with the decision making process. Dr. Webb said he was glad that a serious review of the process was underway, and thought it would be an embarrassment if the university was not able to proceed with academic priorities.

Dr. Harrington said he was concerned with the delay because of the difference between percentage and letter grading scales. Dr. Gillis agreed and said that, in order to get support from the Faculty of Science regarding the implementation plan, a short implementation timeline was important. She said the link between a percentage grade and a letter grade could lead to grade inflation or deflation and that it was important to address this issue in a timely manner.

Dr. Burke requested Senate be informed of the date that percentage grading would be implemented at the University of Victoria. Dr. Turpin said a report would be made to Senate setting out an implementation plan and updated timelines.

In response to a question from Mr. Foster, Dr. Mateer said no retroactive changes would be made to transcripts after implementation was complete.

4. REMARKS FROM THE CHAIR

   a. President’s Report

      i. Update on enrolment

Dr. Tremblay provided an update on enrolment. She reported that, although the university had exceeded ministry enrolment targets, undergraduate enrolments were down. Dr. Tremblay commented on the success in international and graduate enrolments. She addressed the reduction in undergraduate enrolments and provided members of Senate with information on strategies to increase domestic undergraduate enrolment. Dr. Tremblay said the university was reviewing its scholarship program, focusing on admissions processing time, and improving coordination
between recruitment and faculties. She said the university was also carrying out a national decline survey, the results of which would be made available to Senate.

In response to a question, Mr. Tony Eder explained that the 18-24 age group in British Columbia was declining everywhere except in the lower mainland. Dr. Tremblay said the university was considering how best to attract students from this region.

Ms. Watson commented that the university should recognize external factors affecting enrolment.

In response to a question, Mr. Eder described the steps in the admissions process and explained that most students who choose not to come to UVic do so before confirming their admission. He also noted that an increasing number of students are requesting deferrals.

ii. Other matters

With respect to federal matters, Dr. Turpin reported on his trip to Ottawa with the Association of Universities and Colleges of Canada (AUCC). He said he had appeared before the Senate Committee on Aboriginal Affairs regarding the LE,NONET program, and that AUCC would be invited back to Ottawa for further presentations on initiatives to support Aboriginal education.

Dr. Turpin reported that the university would be proceeding with 4% budget reductions for the coming year. He reminded members of Senate that one of his key priorities this year would be to work with the provincial government to maintain and increase resources.

Dr. Turpin reported on the Opportunity Agenda for BC submitted to the provincial government by the Research Universities’ Council of BC. He reviewed the proposal, which focused on three areas: a space for every qualified student, a guarantee for students in need and a commitment to innovation and jobs. Dr. Baer thought RUCBC was taking the right steps at the right time. He added that he thought it was time for the issue of graduate scholarships to be addressed. In response to a question regarding the request for 3600 new post-secondary seats, Dr. Turpin explained that this was a sector-wide request. He said it was recognized that the way the seats were divided would be asymmetrical. Ms. Rogers said this kind of proposal from university administrations supported the work being undertaken by students across the province.

Dr. Turpin provided an update on bargaining at the university, noting that tentative agreements had been reached with CUPE 951 and CUPE 917.

Dr. Turpin provided an update on matters at the university. He reported that:

- the Maclean’s rankings had been published and would be discussed at a future Senate meeting;
- Research Services was being restructured to amalgamate the research support currently provided by UVic Industry Partnerships, the Office of Community-Based Research and the Knowledge Mobilization unit in the Office of Research;
- the UVic community was saddened by the death of alumnus and long-time employee Mr. Nels Granewall, a member of UVic’s first graduating class and a volunteer convocation marshal at 200 convocations;
• five members of the university community were recently selected by the Business Council of BC to participate in the Next Leaders Council - Ms. Carrie Andersen, Mr. Jim Dundson, Mr. Andrew Coward, Dr. Sean Hier, and Dr. Cedric Littlewood.

• the UVic United Way campaign is underway and is helping the United Way celebrate its 75th year;

• five UVic alumni were recognized at the Celebration of 50 Years of Excellence event held on October 16 – Stephanie Dixon, Grand Chief Edward John, Paul Nicklen, Alisa Smith and Tamara Vrooman;

• three distinguished authors and thinkers will deliver President’s Distinguished Lectures and receive honorary doctorates during the 50th Anniversary - Mr. George Dyson on December 4, 2012, Ms. Anne Michaels on February 18, 2013 and Dr. Vandana Shiva on March 27, 2013; and

• the Victoria Leadership Awards deadline for nominations is November 30, 2012.

With regard to awards and honours at the university, Dr. Turpin announced that:

• the Canada Research Chairs Secretariat recognized the university as having exemplary practices in recruiting, nominating and appointing Canada Research Chairs and meeting the equity targets for the representation of the four designated groups among chair holders for 2012;

• Fine Arts professor, Dr. Bill Gaston won the Gold Award in the fiction category of the National Magazine awards for his story “Four Corners”;

• Chair of History, Dr. Lynne Marks was awarded the Marion Dewar Prize in Canadian Women’s History for her outstanding research, teaching and leadership;

• the Peter B. Gustavson School of Business was selected to receive the Canadian Bureau for International Excellence Outstanding Program Award for its Masters of Global Business program;

• Dr. Catherine Mateer, Associate Vice-President Academic Planning, was the recipient of the Mitchell Rosenthal Award from the American Congress of Rehabilitation Medicine and the Rehabilitation Psychology Division of the American Psychological Association;

• UVic alumnus Mr. Derek Porter was inducted into the Canadian Sports Hall of Fame;

• recent recipients of the Queen Elizabeth II Diamond Jubilee medal included:
  – Dr. Lorna Williams, Professor in the Department of Curriculum and Instruction and Canada Research Chair in Indigenous Knowledge and Learning
  – Dr. Martin Segger, Adjunct Professor Canadian Art and Architecture and longtime Director of the Maltwood Art Museum and Gallery
  – two students Mr. Ryan Flagg and Mr. Nicholas Hargrove, who are members of the HMCS Malahat, as well as undergraduate students at UVic;

• Dr. Lynne Young, School of Nursing was the recipient of the 2012 Canadian Association of Schools of Nursing award for excellence in teaching; and

• Department of Writing sessional instructor Dr. Madeline Sonik was the winner of the City of Victoria Butler Book Prize for her acclaimed memoir, Afflictions and Departures.

Dr. Tremblay reported on the establishment of an Interdisciplinary Office, which was created to profile and celebrate interdisciplinary programs, and to provide a coordinated structure for them. She announced that Dr. Webb had agreed to act as Interim Director of the office.
5. **CORRESPONDENCE**

There was none.

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

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

i. **Appointments to the 2012/2013 Senate Committees**

*Motion*: (B. Smith / D. Greschner)

That Senate approve the appointments to the 2012/2013 Senate committees for the terms indicated in the attached document, as recommended by the Senate Committee on Agenda and Governance.

**CARRIED**

ii. **Appointments to the Non-Academic Misconduct Appeal Board**

*Motion*: (K. Gillis/M. Webb)

That Senate approve the appointments of Peter Bell, Faculty of Graduate Studies, and Emilie Henriksen, Faculty of Fine Arts, to the Non-Academic Misconduct Appeal Board in accordance with the Procedures for Appealing a Decision Made Under a Non-Academic Misconduct Allegations Policy (AC1300) to begin immediately and end on June 30, 2013, as recommended by the Senate Committee on Agenda and Governance.

**CARRIED**

b. **Senate Committee on Awards**

i. **New and Revised Awards**

In response to a question from Dr. Lewis Hammond regarding the Robert and Ellen Pearce Scholarship, Ms. Lori Nolt explained the academic requirements for renewable scholarships.

*Motion*: (A. Lepp/M. Kennedy)

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 as recommended by the Senate Committee on Awards:

- Nutritionlink Services Society Bursary (new)
- Ramona Williams Memorial Scholarship in Child and Youth Care (new)
- Ramona Williams Memorial Scholarship in Social Work (new)
- Art and Music Education Bursary (new)
• Robert and Ellen Pearce Scholarship (revised)
• Phil Petersen Scholarship in Social Work (new)
• Physics Student Scholarship (new)

ii. Annual Report

Motion: (A. Lepp/M. Kennedy)
That Senate receive the 2011/2012 annual report of the Senate Committee on Awards for information.

CARRIED

c. Ad-Hoc Committee to Consider the Curriculum Process

i. Update on Review of the Curriculum Process

Dr. Webb reminded members of Senate of the proposal approved last spring to undertake a review of the curriculum process. He provided an update on progress to date and said he expected Senate would be consulted in the new year regarding draft recommendations. Dr. Webb provided a brief overview of some of the draft recommendations and noted that none of them would be dependent on systems changes.

7. PROPOSALS AND REPORTS FROM FACULTIES

There were none.

8. OTHER BUSINESS

a. Revision to the Procedures for the Appointment and Re-appointment of the Vice-President Research

Dr. Turpin reported that the appointment procedures for all vice-presidents and the university secretary were under review.

Motion: (K. Gillis/P. Keller)
That Senate approve, and recommend to the Board of Governors that it also approve, the attached revised policy GV0310 Procedures for the Appointment and Re-appointment of the Vice-President Research.

CARRIED

There being no other business the meeting was adjourned at 4:30 p.m.
MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA

Effective from July 1, 2012

EX OFFICIO MEMBERS - University Act: Section 35
(2) (a-f)
- Chancellor: Murray Farmer (31/12/14)
- President and Vice-Chancellor: David Turpin, Chair
- P. Academic & Provost: Reeta Tremblay
- V.P. Research: Howard Brunt
- Dean, Peter B. Gustavson School of Business:
  Saul Klein
- Dean of Education: Ted Riecken
- Dean of Engineering: Thomas Tiedje
- Dean of Continuing Studies: Maureen MacDonald
- Acting Dean of Fine Arts: Lynne Van Luvven
- Dean of Graduate Studies: David Capson
- Dean of Humanities: John Archibald
- Dean of HSD: Mary Ellen Purkis
- Dean of Law: Donna Greschner
- Dean of Science: Robert Lipson
- Dean of Social Sciences: Peter Keller, Vice-Chair
- University Librarian: Jonathan Bengtson

MEMBERS ELECTED BY THE FACULTIES -
Section 35 (2) (g)
- BUSI: Brock Smith (30/6/15)
  Richard Wolfe (30/6/13)
- EDUC: Mary Kennedy (30/6/14)
  Geraldine Van Gyn (30/6/13)
- ENGR: Micaela Serra (30/6/13)
  Fang Shi (30/6/14)
- FINE: Patricia Kostek (30/6/15)
  Jan Wood (30/6/13)
- GRADA: Annalee Lepp (30/6/13)
  John Walsh (30/6/14)
- HUMA: Abdal Roudsari (30/6/15)
  Debra Sheets (30/6/13)
- HUMS: Jamie Dopp (30/6/13)
  Laura Parisi (30/6/13)
- LAWF: Gillian Calder (30/6/14)
  Robert Howell (30/6/13)
- SCIE: Robert Burke (30/6/14)
  Florin Diacu (30/6/14)
- SOSCI: Rosaline Canessa (30/6/15)
  Michael Webb (30/6/14)

MEMBERS ELECTED BY THE FACULTY MEMBERS - Sections 35 (2) (g)
- Janni Aragon - SOSC (30/6/15)
- Doug Baer - SOSC (30/6/14)
- Sikata Banerjee - HUMS (30/6/13)
- Alison Chapman - HUMS (30/6/15)
- Kathryn Gillis - SCIE (30/6/14)
- Reuven Gordon - ENGR (30/6/14)
- David Harrington - SCIE (30/6/13)
- Tim Hasket - HUMS (30/6/13)

MEMBERS ELECTED BY THE FACULTY MEMBERS (continued)
- Susan Lewis Hammond - FINE (30/6/14)
- Adam Monahan - SCIE (30/6/14)
- Leslee Francis Pelton - EDUC (30/6/14)
- Margot Wilson - SOSCI (30/6/15)

MEMBERS ELECTED FROM THE STUDENT ASSOCIATION - Section 35 (2) (h)
- Rachel Barr (SOSC) (30/6/13)
- Peter Bell (GRAD) (30/6/13)
- Andrew Fortune (SOSC)
- David Foster (HUMS)
- David Hamilton (ENGR)
- Emilie Henriksen (FINE ARTS)
- Nicole Iaci (SOSC)
- Kelsey Mech (SCIE)
- Ariel Mishkin (BUSI)
- Yianni Pappas-Acreman (LAW)
- Emily Rogers (HUMA)
- Peter Schalk (GRAD)
- Gabrielle Sutherland (SOSC)
- Ariel Tseng (HUMS)
- Kelly Watson (GRAD)
- TBA (EDUC)

MEMBERS ELECTED BY THE CONVOCATION - Section 35 (2) (i)
- Nay Bassi (31/12/14)
- Linda Hannah (31/12/14)
- Robbyn Lanning (31/12/14)
- Cathy McIntyre (31/12/14)

ADDITIONAL MEMBERS - Section 35 (2) (k)
- Head, Division of Medical Sciences: Oscar Casiro
- Member elected by the Professional Librarians:
  - Tracie Smith (30/06/15)
- Continuing Sessional: Alicia Ulysses (30/06/14)

SECRETARY OF SENATE - Section 64 (2)
- University Secretary: Julia Eastman

BY INVITATION - Seated with specified speaking rights
- Assoc. V.P. Student Affairs: Jim Dunsdon
- Assoc. V.P. Academic Planning: Catherine Mateer
- Registrar: Lauren Charlton
- Associate University Secretary: Carrie Andersen

Last updated: 10/26/2012
Date: December 6th, 2012

To: Dr. Beatriz de Alba-Koch and other colleagues

From: Dr. Reeta Tremblay, Vice-President Academic & Provost

Cc: Chair and Members of the Board of Governors

Re: UVic Sessional Instruction Cuts

Dear Dr. Alba-Koch and other colleagues,

Your letter dated October 22, 2012 addressed to faculty colleagues and administrators was brought forward to the Board meeting on Tuesday November 27. As per your request it will also be brought forward to the next Senate meeting. As you are aware, we have asked all units to plan for a budget reduction of 4% for 2012-13. As you also most likely know, the largest single expense in faculty budgets is faculty salaries. The ability for faculties to reduce resources will vary as some may have, for example, existing faculty vacancies and/or planned retirements, and other faculties will not.

The deans submitted to me their budget reduction plans in October. During the past few weeks I have discussed with every dean the impact of budget reductions on the academic operations, enrolments and student experience. In order to ensure that budget reductions do not destabilize our enrolments, particularly where there are no or limited faculty vacancies or retirements, one-time money has been advanced to some units where the impact is highest for 2013-14. This should facilitate the transition and allow proper planning to be undertaken during the next six months to adjust the teaching capacity to base funding. This is consistent with one of the options you have proposed and will cushion some of the impact upon sessional teaching for the next academic year. For future years, it is imperative that our academic departments effectively maximize their instructional capacity based on a thorough analysis of capacity, costs, and student demand at the levels of academic programs and individual courses and taking into consideration recently implemented initiatives from the Smart Growth exercise including minimum class sizes. Depending on the outcomes of these reviews, and changes in faculty positions, there could be reductions in sessional teaching in future years.
I am confident that the deans and chairs have undertaken this exercise in an open and collegial manner and they will continue to do so. We all understand and appreciate the valued role that sessionals play at the University of Victoria.

Yours sincerely,

Reeta Tremblay, PhD
Vice-President and Provost
To: Julia Eastman
Subject: RE: Letter for Board of Governors and Senate

-----Original Message-----
From: albakoch@uvic.ca [mailto:albakoch@uvic.ca]
Sent: November-10-12 6:08 PM
To: Julia Eastman
Subject: Letter for Board of Governors and Senate
Importance: High

Dear Doctor Eastman:

I am writing on behalf of the signatories of the attached urgent letter regarding budget cuts that will affect the University's front-line workers. We would be grateful if you could forward our letter to Senate as well as to the Chair and Members of the Board of Governors at your earliest convenience.

With thanks,

Beatriz de Alba-Koch, PhD
Director, Latin American Studies
Associate Professor
Department of Hispanic and Italian Studies
Dear Faculty Colleagues and Administrators:

We write to express our deep concern regarding the budget cuts we are told are shortly to be implemented at the University of Victoria. We are extremely alarmed that these cuts will target sessional instructors and other staff--front-line workers, essential to the delivery of quality education--despite the recommendation of the British Columbia’s *Budget and Fiscal Plan 2012/13-2014/15* to “find savings and other efficiencies in order to protect front-line services” (p. 52). Cuts to our sessionals and staff--our lowest paid and most disadvantaged co-workers--contradict the University of Victoria’s public affirmation that Objective One of its strategic plan is a “demonstrated commitment to equity and fairness” (*A Vision for the Future – Building on Excellence*, p. 15). For a very low cost per course, our sessional colleagues enable us to keep our enrolments up, thus benefiting the university financially, and also allow us to offer our students personalized attention and a wider range of course options. Cutting sessional sections will inevitably result in larger average class sizes and lower overall enrolments and will erode UVic’s hard-won leadership status in a highly competitive environment for post-secondary educational institutions.

We are told that there are no viable alternatives to this approach to cuts. We respectfully disagree, arguing that a university that truly respects equity, fairness and collegiality, can think more creatively, and within a more open and consultative framework, to develop equitable and workable solutions to our present financial realities.

Some options that we believe should be considered include the following: providing appropriate financial incentives for retirement at a time when the reduced value of our pension plan is a serious disincentive to retirement; disseminating information to faculty about the option of temporarily reduced appointments (where this may be seen as a positive opportunity for work/family balance or other reasons); and re-thinking some of the university’s current priorities. In particular, rather than taking monies from central non-recurring funds for use on capital projects such as the new athletic centre and parkade, we believe that at this time of financial constraint these funds could be used to protect low paid and essential front-line workers.

The undersigned urge the university to seriously consider these options.

Yours truly,

Beatriz de Alba-Koch (Latin American Studies), Lynne Marks (History), Elizabeth Vibert (History), Hiroko Noro (Pacific and Asian Studies), Catherine Caws (French), Catherine Léger (French), Micaela Serra (Computer Science), Leslie Butt (Pacific and Asian Studies), James Young (Philosophy), Marc Lapprand (French), Emile Fromet de Rosnay (French), Adam Zielinski (Electrical and Computer Engineering), Cody Poulton (Pacific and Asian), Marina Bettaglio (Hispanic and Italian
Studies), Ana Maria Peredo (Business), Colin Macleod (Philosophy), Rebecca Johnson (Law), Martin Adam (Religious Studies), Hélène Cazes (French), Gregory Andrachuk (Hispanic and Italian Studies), Claire Carlin (French), Michael Bodden (Pacific and Asian Studies), Eric Sager (History), Michael M’Gonigle (Law), Hester Lessard (Law), Dan Russek (Hispanic and Italian Studies), Pablo Restrepo-Gautier (Hispanic and Italian), Margo Matwychuk (Anthropology), Wu-Sheng Lu (Law), John Lutz (History), Astri Wright (History in Art), Silvia Colás Cardona (Hispanic and Italian Studies), Lloyd Howard (Hispanic and Italian), Jutta Gutberlet (Geography), Valerie King (Computer Science), Hamar Foster (Law), Annalee Lepp (Women’s Studies), Wendy Wickwire (History), Gregory Rowe (Greek and Roman Studies), David Blades (Curriculum and Instruction), Mary Kennedy (Curriculum and Instruction), Daniela Damian (SEGAL Labs), Victoria Wyatt (History in Art), Wendy Myrvold (Computer Science), Christopher Thomas (History in Art), Eugene Dowling (Music), Robert Youds (Visual Arts), Susan Strega (Social Work), Lianne McLarty (History in Art), George Tzanetakis (Computer Science), Warwick Dobson (Theatre), Joan Macleod (Writing), Rita Schreiber (Nursing), Louis Ranger (Music), Daniel Scott (Child and Youth Care), Lynda Gagné (Public Administration), Gordon Barnes (Child and Youth Care), Lyn Davis (Public Health), Laurel Bowman (Greek and Roman), Sheila Rabillard (English), Daniela Lorenzi (Hispanic and Italian), Iain Higgins (English), Audrey Yap (Philosophy), Margaret Cameron (Philosophy), Gerry Baillargeon (English), Martha McGinnnis-Archibald (Linguistics), Scott Woodcock (Philosophy), Sonya Bird (Linguistics), Lisa Gould (Anthropology), Elena Pnevmonidou (German and Slavic), Chris Nelson (Biochemistry and Microbiology), Simon Springer (Geography), William Carroll (Sociology), Réal Roy (Biology), Julio Navarro (Physics), Susan Doyle (English), Sandy Briggs (Chemistry), Merwan Engineer (Economics), Laura Cowen (Mathematics), Emmanuel Herique (French), Alexandra D’Arcy (Linguistics), Karena Shaw (Environmental Studies/Political Science), Suzanne Urbanczyk (Linguistics), Nozomi Riddington (Pacific and Asian), Jill Simmons (Mathematics), Reuben Rose-Redwood (Geography), Jeffrey Foss (Philosophy), Ewa Czykowska-Higgins (Linguistics), Martin Bunton (History), Ron Skelton (Psychology), Stephen Ross (English), Gregory Bealieu (Biology)
Date: November 20, 2012

To: Julia Eastman
   University Secretary

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

RE: SEMI-ANNUAL REPORT TO SENATE ON CAMPUS DEVELOPMENT

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

Reeta Tremblay
Vice-President, Academic and Provost

Gayle Gorrill
Vice-President, Finance and Operations
CAMPUS PLANNING / CAPITAL PROJECTS

CARSA

The university’s updated development variance permit application for the Centre for Athletics, Recreation and Special Abilities (CARSA) and the related parkade was approved by the District of Saanich Council in September. The application included a parking variance of 256 spaces based on revised plans for the parkade and no change to the building height variance of 17.2 m based on the height of the CARSA climbing tower.

Changes to the parkade design were informed by the community consultation process that was undertaken between January and May. The revised parkade design reduced the original parkade height by three levels and added one level below ground so that is within the 10m Zoning Bylaw height limit. The trees adjacent to the project site and McKenzie Avenue will also act to screen the parking structure given its reduced height to four levels above ground. Along with addressing the concerns of local residents, the revised parkade design meets the needs of the university and the functions of the CARSA facility.

Tender documents for the project were issued on November 9th and are scheduled to close on December 14th. The building permit Construction is anticipated to start in the new year with an anticipated opening date of spring 2015.

S Hut

In conjunction with the CARSA project, the District of Saanich provided for the removal of S Hut from the community heritage register and the issuance of a demolition permit. Deconstruction of the hut occurred in October. Alternate arrangements have been made for sports field users who previously accessed the washrooms in the hut.

Water Tower

The District of Saanich has approved the university’s application to designate the water tower structure adjacent to Sinclair Road as a municipal heritage structure. Previously it was referenced in the community heritage register, given its historical significance. It is one of the last remaining water towers in Saanich. The wooden structure was originally constructed around 1910 as a facility to supply water to strawberry crops on the adjacent farmland. In 1933, a stable was constructed, windows were added and the tank portion covered. It was restored by the university in 2004, after it was damaged in a fire.

The building is currently used for storage purposes. Heritage designation protects the structure by municipal bylaw and signifies the university’s commitment to preserve it.
Date: November 9, 2012
To: Senate
From: Senate Committee on Academic Standards
Re: 2011/12 Annual Report


a) approval of the convocation lists of the faculties;
b) review of the Policy on Academic Integrity;
c) a proposal for new grades NEX/FEX;
d) the Undergraduate Grading Patterns Report;
e) graduate academic calendar regulations regarding student peer evaluation;
f) implementation of percentage grading; and
g) proposals from other Senate committees.

Approval of the convocation lists of the faculties

At its October 2011 and May 2012 meetings, under authority from Senate, the committee approved the fall and spring convocation lists. The deans of the faculties or a designate were in attendance. The committee also considered and approved two posthumous degrees in 2012.

Review of the Policy on Academic Integrity

At each of its meetings in 2011/12, the committee considered questions and issues related to the review of the Policy on Academic Integrity. The committee conducted consultation with the faculties on proposed amendments to the policy. Some of the issues considered by the committee included timelines for filing appeals and receiving responses; jurisdiction; transcript notations; and record keeping.

The committee will continue its review of the Policy on Academic Integrity in 2012/13. A sub-committee has been established to draft revisions and finalize recommendations for the committee.

Proposal for new grades NEX/FEX

In January 2012, the committee considered a proposal from the Faculty of Graduate Studies to introduce two new grades – NEX and FEX. The committee submitted a proposal to Senate in February. The proposal was not approved. Instead, it was referred back to the committee for further consideration. The
The proposal was reconsidered by the committee at each of its meetings between February and May 2012. A number of revisions to the proposal have been suggested. The proposal will continue to be considered and developed over the course of 2012/13.

**Undergraduate Grading Patterns Report**

At its November meeting, the committee reviewed a decision made in 2010/11 to transition to an online report, noting that implementation had not yet been possible. It made a request at that time for a paper report to be prepared until such time as the online report could be implemented. In February, the committee received and reviewed the Undergraduate Grading Patterns Report, prepared by Institutional Planning and Analysis.

**Academic calendar regulations – student peer evaluation**

At its October meeting, the committee considered a recommendation from the Senate Committee on Learning and Teaching to include regulations in the graduate calendar regarding student peer evaluation. The committee approved these regulations for recommendation to Senate.

**Implementation of Percentage Grading**

At its January meeting, the committee received a report on the implementation of percentage grading.

**Proposals from Other Senate Committees**

At its January meeting, the committee reviewed a proposal from the Senate Committee on Planning regarding course-based masters programs. The committee provided feedback to the Senate Committee on Planning for its consideration.

In April, the committee provided input to the Senate Committee on Admission, Reregistration and Transfer regarding proposed changes to the “Requirement to Withdraw” section of the undergraduate academic calendar.

Respectfully submitted,

2012/13 Senate Committee on Academic Standards
Eric Sager (Chair)
Geraldine Allen
Bert Annear
Eva Baboula
Stan Bardal
Nav Bassi
Kathleen Boland
Rosalina Canessa
Lauren Charlton
Cindy Holder
Catherine Mateer
Norah McRae
Kelsey Mech
Janet Pivnick
Brian Pollick
Alison Preece
Heather Raven
Emily Rogers
Abdul Roudsari
Yang Shi
Lincoln Shlensky
Brock Smith
Reeta Tremblay
Ariel Tseng
Carrie Andersen

2011/12 Senate Committee on Academic Standards
Margot Wilson (Chair)
Geraldine Allen
Mike Allen-Newman
Bert Annear
Eva Baboula
Stan Bardal
Sara Beam
Kathleen Boland
Lauren Charlton
Betty Clazie
Fatma Dogus
Gary MacGillivray
Catherine Mateer
Heather McRae
Norah McRae
Alison Preece
Heather Raven
Emily Rogers
Yang Shi
Lincoln Shlensky
Brock Smith
Carrie Andersen (Secretary)
The Senate Committee on Admission, Re-Registration and Transfer consisted of:

Dr. Adam Monahan (Earth and Ocean Sciences), Chair
Dr. Kenneth Stewart (Economics)
Dr. Jamie Dopp (English)
Dr. Gary MacGillivray (Acting Associate Dean Academic Advising, ex-o) (Sept 2011-Jan 2012)
Dr. Evelyn Cobley (Acting Associate Dean Academic Advising, ex-o) Mar 2012-July 2012
Dr. Cindy Holder (Associate Dean Academic Advising Faculties of Science, Social Sciences and Humanities) July 2012-Aug 2012
Dr. Tim Haskett (Representative to the BC Council on ATAC, ex-o)
Ms. Lynda Gammon (Visual Arts)
Ms. Leslee Francis Pelton (Curriculum & Instruction)
Mr. Joel Lynn (Director, Student Affairs, ex-o)
Ms. Anne Heinl (Undergraduate Advising Officer, ex-o)
Ms. Betty Clazie (Convocation) Sept 2011-Dec 2011
Dr. Linda Hannah (Convocation) Jan 2012-Aug 2012
Ms. Susan Dempsey (Counselling Services, ex-o)
Ms. Lauren Charlton (Registrar & Executive Director of Student Enrolment, ex-o)
Ms. Kathleen Boland (Associate Registrar, ex-o)
Ms. Samandeep Sall (Student Senator) Sept 1, 2011 – June 30, 2012
Mr. Jaraad Marani (Student Senator) Sept 1, 2011- June 30, 2012
Mr. David Foster (Student Representative)
Ms. Emily Rogers (Student Representative) July 2012-Aug 2012

Secretary: Pat Konkin
The Senate Committee on Admission, Re-Registration and Transfer held 15 meetings during the period September 1, 2011 to August 31, 2012 inclusive. There were 2 meetings that had to be rescheduled due to failure to achieve quorum, one of which was due to weather conditions. There was one meeting cancelled due to a lack of cases (February). There was a total of 27 appeals (7 from Undergraduate Admissions and 20 from Undergraduate Records) submitted by students. The results: 15 were accepted; 12 were rejected.

The Senate Committee on Admission, Re-Registration and Transfer (SCART) also considered the following items/issues.

1. David Foster (Student Representative) brought to SCART a Proposal to change the 2nd (and subsequent) RTW penalty from five years away from UVic to three years. The Committee supported this and it was then sent on to SCAS. SCAS also supported the Proposal and it then was sent on to Senate for approval. An amended version of this motion, changing the penalty for the 2nd RTW only was approved by Senate in April 2012. Senate advised SCART to consider the issue of penalties for 3rd (and subsequent) RTWs on which present policy is currently silent.

2. Dr. Monahan has had ongoing negotiations with the Dean of the Faculty of Graduate Studies regarding the consideration of issues of admission, reregistration, and transfer for graduate students (including appeals).
Date: November 21, 2012

To: Senate

From: Senate Committee on Agenda and Governance

Re: 2011/12 Annual Report

The Senate Committee on Agenda and Governance met eight times during 2011/12:

- September 23, 2011
- October 21, 2011
- November 18, 2011
- December 16, 2011
- January 20, 2012
- February 17, 2012
- March 29, 2012
- April 20, 2012

The nominations sub-committee met five times:

- September 13, 2011
- October 21, 2011
- December 16, 2011
- February 17, 2012
- April 20, 2012

Review of Draft Senate agenda

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

Rules to Govern Elections to the Board of Governors and the Senate

At the November and December 2011 meetings, the Senate Committee on Agenda and Governance undertook to review the Rules to Govern Elections to the Board of Governors and the Senate. It approved recommendations for revision to the rules, along with minor revisions to the Rules to Govern the Conduct of Senate Procedures, at its meeting in December. The recommendations were approved by Senate at the January 4, 2012 meeting.

Senate Committees Terms of Reference

At the September 23, 2011 meeting, the Senate Committee on Agenda and Governance approved revisions to the terms of reference for the Senate Committee on Appeals. The revised terms of reference were approved by Senate at the October 7, 2011 meeting.

At the October 21, 2011 meeting, the committee approved revisions to the terms of reference for the Senate Committee on Awards for recommendation to Senate. The revised terms of reference were approved by Senate at the November 4, 2011 meeting.
The committee approved revisions to the terms of references for the Senate Committee on Academic Standards, the Senate Committee on Curriculum and the Senate Committee on Planning at its April 20, 2012 meeting. The revised terms of references were approved by Senate at the May 4, 2012 meeting.

**2011/12 Appointments to Senate Committees**

At the September 13, 2011 meeting, the nominations sub-committee approved lists of appointments to the Senate committees, the Joint Senate Board Retreat Committee and the Non-Academic Misconduct Appeal Board. These appointments were approved by Senate at the October 7, 2011 and November 4, 2011 meetings.

At the December 16, 2011 and February 17, 2012 meetings, the nominations sub-committee approved appointments to the Senate committees and the Craigdarroch Research Awards selection committee. These appointments were approved by Senate at the January 6, 2012 and March 2, 2012 meetings.

**2012/13 Appointments to Senate Committees**

At the April 20, 2012 meeting, the nominations sub-committee discussed and approved nominations for vacancies on the Senate committees for 2012/2013, the Planning and Priorities Committee and the Ad hoc Committee to Consider the Curriculum Process. The appointments were approved by Senate at the May 4, 2012 meeting.

**2012/13 Senate Committee on Agenda and Governance**

David Turpin, Chair  
Peter Bell, Student Senator  
Robert Burke, Science  
Julia Eastman, University Secretary  
Kathy Gillis, Science  
Peter Keller, Social Sciences  
Robbyn Lanning, Convocation Senator  
Micaela Serra, Engineering  
Tracie Smith, Library  
Reeta Tremblay, Vice-President Academic and Provost  
Michael Webb, Social Sciences  
Carrie Andersen (Secretary)

**2011/12 Senate Committee on Agenda and Governance**

David Turpin, Chair  
Chandra Beaveridge, student senator  
Robert Burke, Science  
Julia Eastman, University Secretary  
Gail Flitton, Convocation Senator  
Kathy Gillis, Science  
Peter Keller, Social Sciences (Vice-Chair)  
Robbyn Lanning, Convocation Senator  
Rebecca Raworth, Library  
Micaela Serra, Engineering  
Reeta Tremblay, Vice-President Academic and Provost  
Michael Webb, Social Sciences  
Bill Trott (Acting Secretary)
MEMORANDUM

TO: Secretary of Senate
   University Secretary’s Office

FR: Lori Nolt, Director, Student Awards and Financial Aid
    Secretary, Senate Committee on Awards

RE: Awards Recommended to Senate for Approval

DATE: November 21, 2012

The Senate Committee on Awards recommends that the Senate approves and recommends to the Board of Governors the following awards:

*Administered by the University of Victoria Foundation
Additions are underlined
Deletions are struck-through

NANCY LEE GRADUATE SCHOLARSHIP* (NEW)

One or more scholarships are awarded to graduate nursing students in the Faculty of Human and Social Development who are in the School of Nursing, the School of Health Information Science or the School of Public Health and Social Policy, and who are interested in working in Indigenous communities. Preference will be given to students who can demonstrate community service. Selection of the recipients will be made by the Graduate Awards Committee upon the recommendation of the Faculty of Human and Social Development.

DR. DOUGLAS EARL ALCORN SCHOLARSHIP* (REVISED)

A scholarship is awarded to an academically outstanding 4th year undergraduate student who is pursuing a degree in Psychology and who demonstrates an interest in abnormal psychology, and who has completed at least two years of study at UVic and who is proceeding to medical school in September. Candidates must provide written acceptance of their entry into an approved medical school. Preference will be given to a student who is proceeding to medical school and who has provided written acceptance of their entry into an approved medical school. This may be awarded to a graduating student.
ISLAND SAVINGS GROWING ISLAND FAMILIES TOGETHER (GIFT) BURSARIES (NEW)

One or more bursaries are awarded to undergraduate or graduate students in the School of Child and Youth Care or the School of Social Work. Preference will be given to students from South Vancouver Island (south of Nanaimo including the Gulf Islands). Preference will also be given to single parent students.

UVIC TRANSFER SCHOLARSHIP (REVISED)

Scholarships of $2000 are awarded to undergraduate students with high academic standing who are entering transferring to an undergraduate program at the University of Victoria directly from a Canadian college or university. Recipients must have been enrolled in full-time undergraduate studies in any two terms of study between May and April in the previous academic year.

JTS SCHOLARSHIP* (NEW)

A scholarship is awarded to an academically outstanding undergraduate student in either the Department of Visual Arts, School of Music or the Department of Theatre. Every year the award must go to a different department beginning with the Department of Visual Arts, then the School of Music and then the Department of Theatre on a rotating basis.

PEMBERTON HOLMES ENTRANCE SCHOLARSHIP IN HONOUR OF DAVINE BURTON* (NEW)

One scholarship will be awarded to a student entering the Faculty of Law J.D. program who has demonstrated academic excellence. Preference will be given to a student who has shown continued athletic commitment to the sport of rugby as a player, coach or in any other capacity either as a current Vike or Vike alumnus or through any other rugby program. If a student who satisfies the aforementioned criteria is not eligible in a given year, the scholarship may be renewed for the previous year's recipient. Nomination of the student recipient and renewal decisions will remain at the discretion of the Faculty of Law.

DR. GORDON L. DIEWERT COMMUNITY SERVICE ENTRANCE AWARD (NEW)

An award of $1,000 is given to an undergraduate student entering the University of Victoria directly from a BC Secondary School. The student must demonstrate that they took an active leadership role in their dry grad activities associated with the prevention of drinking and driving, and must provide a letter of reference from a school representative of their high school’s Dry Grad Committee outlining their participation and leadership in the planning and/or organization of the dry grad event or activities.
THOMAS M. HESS SCHOLARSHIP IN INDIGENOUS LANGUAGE REVITALIZATION* (REVISED)

One or more scholarships are awarded to academically outstanding undergraduate Indigenous students in either the Faculty of Humanities or the Faculty of Education and who are enrolled in Indigenous Language courses or an Indigenous language program. Selection of the recipient will be made by a committee formed by the Department of Linguistics and will include members from both faculties.

ALBERT ALOUCKS BURSARY* (NEW)

One or more bursaries are awarded to graduate students in each of the Department of Computer Science, the Department of Physics and the Faculty of Engineering.

JAMES A. & LAURETTE AGNEW MEMORIAL AWARD* (NEW)

One or more awards are given to outstanding graduate students to attend conferences, present at professional meetings or who are undertaking field research in the Faculty of Science and the Division of Medical Sciences. Selection of the recipients will be made by the Graduate Awards Committee upon the recommendation of the Dean of the Faculty of Science, in consultation with the Head of the Division of Medical Sciences, and the Chairs of the Departments of Biochemistry and Microbiology and Biology.

PAUL PARIZEAU BURSARY* (REVISED)

A bursary of $500 is awarded to a graduate student doing research in marine biology with a specialty in cancer research or research on the ecosystems and their impact on marine life in and around Vancouver Island. Selection of the recipient will be made by Student Awards and Financial Aid upon the recommendation of the Department of Biology.

EAST CHINA NORMAL UNIVERSITY ENTRANCE SCHOLARSHIP (REVISED)

A scholarship of $20,000, payable at $5,000 per year, is awarded to an academically outstanding international undergraduate student entering the University of Victoria from the No. 2 Secondary School attached to East China Normal University. To be automatically renewed a student must have completed a total of 12 or more academic units in any two terms of study between May and April and maintained a grade point average of 7.50 or higher on the best 12 units. If the student maintains a grade point average of 7.5 (out of 9.0) or higher, the scholarship is automatically renewed for each year of the student's full time study (12 or more units). The scholarship is automatically renewed for each year of a student's full time study until the completion of a first degree or for a maximum of four years, whichever is the shorter period. A student whose grade point average falls below 7.50 between 7.00 and 7.49 may file a written appeal with the Senate Committee on Awards to seek special consideration for the renewal of the scholarship. No renewal is considered if the student's grade point average falls below 7.00.
Students registered in a co-op or work experience work term will automatically be renewed when they next complete 12 or more academic units in two terms, provided they have a grade point average of 7.50 or higher in the two terms. Any student who takes neither a co-op or work experience work term or academic units for one or more terms may forfeit their scholarship.

SIR WINSTON CHURCHILL SCHOLARSHIP CHURCHILL FOUNDATION VANCOUVER ISLAND'S ALECK TRAWICK SCHOLARSHIP IN POLITICAL SCIENCE* (REVISED)

A scholarship is awarded to an outstanding undergraduate student in the 3rd or 4th year of a Major or Honours program in History or Political Science and who best exemplifies the character and qualities of the Right Honourable Sir Winston Spencer Churchill, with emphasis on leadership, courage, innovation, determination and magnanimity.

LOUIS F. LINDHOLM, Q.C. ENTRANCE SCHOLARSHIP* (NEW)

One entrance scholarship will be awarded to a student entering the Faculty of Law J.D. program who has demonstrated academic excellence. Preference will be given to a student who is a resident of British Columbia. Nomination of the student recipient will be made by the Faculty of Law.

MAURICE WILLIAM SUMMERHAYES MEMORIAL SCHOLARSHIP* (REVISED)

One or more scholarships of $20,000 or more, payable over four years, will be awarded to a student with an outstanding academic record, who is entering an undergraduate program in the Faculty of Engineering. To receive scholarship renewals, recipients must maintain a cumulative grade point average of 7.50 or better. A student whose cumulative grade point average falls between 7.00 and 7.49 may file a written appeal with the Senate Committee on Awards to seek special consideration for renewal of the scholarship. No renewal is considered if a student’s grade point average falls below 7.00. Preference will be given, in order, to students who completed secondary school studies on Vancouver Island, British Columbia, or in Canada. At the discretion of the Dean, this scholarship may not be awarded to students who hold another scholarship from the Faculty of Engineering. To be automatically renewed a student must have completed a total of 12 or more academic units in any two terms of study between May and April and maintained a cumulative grade point average of 7.00 or higher on the best 12 units. The scholarship is automatically renewed for each year of the student’s full time study until completion of a first degree or for a maximum of four years, whichever is the shorter period. A student whose cumulative grade point average falls below 7.00 may file a written appeal with the Senate Committee on Awards to seek special consideration for the renewal of the scholarship.

Students registered in a co-op or work experience work term will automatically be renewed when they next complete 12 or more academic units in two terms, provided they have a cumulative grade point average of 7.00 or higher in the two terms. Any student who takes neither a co-op, work experience/work term, nor academic units for one or more terms may forfeit their scholarship.
2012/2013 Senate Committee on Awards
Dr. A. Lepp (Chair), Ms. L. Nolt (Secretary), Dr. A. Baniasadi, Ms. K. Barnes,
Ms. L. Charlton, Dr. M. Kennedy, Dr. C. Mateer, Mr. J. Potter, Ms. C. Swayze,
Ms. K. Watson, Dr. M. Wilson, Dr. R. Wolfe, Ms. J. Wood

Lori Nolt
MEMORANDUM

TO: Secretary of Senate
University Secretary’s Office

DATE: December 12, 2012

FR: Lori Nolt, Director, Student Awards and Financial Aid
Secretary, Senate Committee on Awards

RE: Awards Recommended to Senate for Approval

The Senate Committee on Awards recommends that the Senate approves and recommends to the Board of Governors the following awards:

* Administered by the University of Victoria Foundation
Additions are underlined
Deletions are struck through

MARION MACLEOD MEMORIAL SCHOLARSHIP (NEW)

One or more scholarships totalling $1,000 are awarded to undergraduate students who have been required to upgrade their mathematical background by taking Math 120 (or its equivalent) and subsequently received a grade of B- or higher in Math 101.

FACULTY OF ENGINEERING: DEAN’S ENTRANCE SCHOLARSHIP (REVISED)

Scholarships of up to $2,000 each will be awarded to undergraduate students with high academic standing who are entering the Faculty of Engineering at the University of Victoria. The assessment of academic standing of the secondary school students will be based on secondary school course results while assessment of college students will be based on college course results. At the discretion of the Dean, this scholarship may not be awarded to students who hold another major scholarship from the Faculty of Engineering. Scholarships will be awarded at the discretion of the Dean.

JOHN F. BAKER EMERGENCY FUND* (NEW)

This fund is intended to provide assistance to undergraduate and graduate students, regardless of citizenship, who have demonstrated financial need. Students may inquire about their eligibility for this fund with Student Awards and Financial Aid throughout the academic year.
MALCOLM MANSON MEMORIAL AWARD* (NEW)

An award is given to an undergraduate student in the Peter B. Gustavson School of Business who is attending a university in China on exchange and/or completing an internship in China. Students must submit a cover letter with a 500 word essay expressing their passion and interest in China and outlining how they anticipate the China experience will benefit them. Applications must be submitted to the Peter B. Gustavson School of Business, Business Student Services Office by April 30th.

VIKES ENTRANCE SCHOLARSHIP (NEW)

One or more scholarships are awarded to academically outstanding undergraduate students who are entering the University of Victoria directly from a secondary school and who have demonstrated excellence in extramural athletics. 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 Manager of Athletics.

PRESIDENT’S SCHOLARSHIP (REVISED)

Scholarships are awarded to academically outstanding undergraduate students in all faculties. Recipients must be registered in a total of 12 or more units of study in two academic terms in the 12 month period (May to April) immediately preceding the adjudication of awards. Co-op Students who have completed complete only one academic term of 6 or more units and a co-op, work experience, practicum or international exchange term at least one work term in the previous 12 months period (May to April) will also be considered for this scholarship.

Lori Nolt

2012/2013 Senate Committee on Awards
Dr. A. Lepp (Chair), Ms. L. Nolt (Secretary), Dr. A. Baniasadi, Ms. K. Barnes, Ms. L. Charlton, Dr. M. Kennedy, Dr. C. Mateer, Mr. J. Potter, Ms. C. Swayze, Ms. K. Watson, Dr. M. Wilson, Dr. R. Wolfe, Ms. J. Wood
Date: November 1, 2012
To: The Secretary of the Senate
From: Dr. Catherine Mateer, Chair, Senate Committee on Planning
Copy: Dr. Mary Ellen Purkis, Dean, Faculty of Human & Social Development
Dr. David Capson, Dean, Faculty of Graduate Studies
Dr. Abdul Roudsari, Director, School of Health Information Sciences
Re: Proposal for PhD in Health Informatics

At its meeting of 10 October 2012, the Senate Committee on Planning discussed the proposal for a PhD in Health Informatics and approved the following motion:

That the Senate Committee on Planning recommend that Senate approve and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a program leading to a degree of PhD in Health Informatics to be offered by the Faculty of Human and Social Development and the Faculty of Graduate Studies, as described in the document entitled “PhD in Health Informatics”, dated October 15, 2012 and that this approval be withdrawn if the program should not be offered within five years of the granting of approval. A start date will be determined after consultation with Graduate Admissions and Records. Once Senate and the Board of Governors have approved the proposal, the proposal must be posted on the Ministry of Advanced Education website for peer review for a period of 30 days.

Committee Membership:

Dr. Catherine Mateer, Chair
Dr. Reeta Tremblay
Dr. David Boag
Dr. Geraldine Van Gyn
Dr. Jennifer Wise
Dr. Sybille Artz
Dr. Donna Greschner
Dr. Merwan Engineer
Dr. Stan Dosso
Dr. Tim Ilcs
Dr. Reuven Gordon
Mr. David Hamilton
Mr. Pal Skar
Ms. Lauren Charlton
Dr. Howard Brunt
Dr. David Turpin
Ms. Carrie Anderson
Ms. Julia Eastman
Ms. Maureen Moffatt (Secretary)
Graduate Program Proposal

PhD in Health Informatics

School of Health Information Science
University of Victoria

Version: October 15, 2012
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1.0 Program Identification

1.1 Program Name: Doctor of Philosophy (PhD) in Health Informatics

1.2 Location: University of Victoria

1.3 Faculties Offering the Program: School of Health Information Science in the Faculty of Human and Social Development and the Faculty of Graduate Studies

1.4 Anticipated Program Start Date: September 2013

1.5 Contact person: Dr. Abdul Roudsari
   Director, School of Health Information Science
   Email: Abdul@uvic.ca
   Telephone: 250.721.8578

2.0 History and Context

Our goal is to establish the first Canadian PhD program in Health Informatics at the School of Health Information Science. The School is well respected within the University of Victoria community and by health informatics scholars around the world. A doctoral program will satisfy the Canadian and international demand for qualified researchers and teachers and meet the needs of current and future faculty to enhance the depth, breadth, and quality of the School's research programs.

The transition of the healthcare industry to become more patient centred and evidence based has given rapid momentum to improvements in adoption of inter-operable electronic health records to support patient care and health information databases to support management of health care resources and retrospective planning. The industry is in the process of dramatically changing the way it creates, uses, manages, and disperses health information. Where once health information management focused on paper based medical records and processes, these practices are now being challenged by diffuse health data sources, technologies, access, privacy and security concerns, quality issues, and definitions of health information, ownership, legalities, and much more. The public and health information users are demanding quality data and assurance that health information is from a trusted source. The widespread use of digital data systems and the distribution of technology to the patient and family are giving rise to the proliferation of personal health records as a point of information aggregation and consumer-directed patient care services. With pandemic health threats to populations, access and health data transmission procedures from providers to and from the public health arena are being challenged. All of these processes are becoming increasingly global.

Our PhD program will be focused primarily on research. Health care delivery and health care management are fundamentally 'information sciences'. Much of clinical practice and resource management involves gathering, synthesizing, and acting on information. Research in health informatics is concerned with understanding and improving the management and use of information in all aspects of health care. While rigorous research will be at the core of the PhD program, all doctoral students will also be provided with ample opportunities for them to develop their teaching capabilities.

The nucleus of the PhD program will be mentorship, i.e., close, ongoing relationships with active researchers both here and around the world. To facilitate this mentorship, the program requires the resources to allow adequate credit for the faculty to lead PhD seminars, sit on committees, and supervise theses.
Most PhD programs across UVic (as well as in other universities) normally require between 3 to 13.5 units of course work (both required and elective) and a 15 to 30 unit dissertation. The intent is to follow this basic model yet with a particular innovation to add value and to provide a distinctive difference between our program and those available in other parts of the world. The innovation is that the program incorporates an elevated level of flexibility which assumes that some of the students will continue in their current jobs and take part of the program at a distance. Normally, students will be expected to complete the program in three years, nine terms of registration. However, participation in the co-operative education program, LATHE or extenuating circumstances can prolong the completion time of the program. The Faculty of Graduate Studies allows a maximum registration of seven years. PhD candidates will be expected to attend the in-class component of the 600 level courses, in year one of the model program.

The program will focus on those aspects of health informatics which reflect our core interdisciplinary specialization of: Design and Structure of Health Information Systems, Implementation & Evaluation of Health Information Systems, and Health Information Systems Applications. We also intend to establish an international exchange between our program and selected PhD programs in the United States and abroad to provide unique learning opportunities for our students by enhancing their research training and scholarly connections. It is our intent to have an optional cooperative education component available to our PhD students. Such opportunities will be reviewed on an individual basis and participation in the co-op program will be decided in collaboration with student, supervisor, and co-operative education coordinator.

To fulfill our mandate and to achieve our growth goals, the School of Health Information Science regularly recruits to find the very best candidates. A hurdle to attracting high quality researchers that has been encountered is the absence of a PhD program. Since most active researchers believe a vibrant research culture is underpinned by a PhD program, this is a prerequisite to enable the School of Health Information Science to attract and retain the best faculty.

The School of Health Information Science currently offers a PhD by Special Arrangement. Since September 2009 there have been 16 applications submitted, with six admitted into the program. Between 1994 and 2009 the school saw eight students successfully complete the special arrangement program and graduate with a PhD in Health Information Science.

Research and teaching in the application of Information and Communications Technologies (ICT), to support decision making within the health care system, is at the centre of the School of Health Information Science’s strategy and this area would be the core offering of our PhD program. Thus, the courses in our PhD in Health Informatics would be made up of four basic elements: a research methods course, a second course to provide the essential theoretical and empirical foundations in health informatics, a research seminar, a graduate level elective, and/or directed studies to allow the PhD candidate to develop a solid appreciation for the core disciplines (e.g., cognitive/human factors and interfaces, decision support, strategic planning, evaluation/research methods, databases and information retrieval, knowledge representation, etc). These courses would provide the essential theoretical and empirical foundations for each of our multidisciplinary concentration areas.

3.0 Aims and Objectives

This section describes how the proposed PhD program achieves the strategic objectives and furthers the goals of the School of Health Information Science, the University of Victoria, and the Government of British Columbia.
3.1 Distinctive Characteristics of the School of Health Information Science

The School of Health Information Science at the University of Victoria has been a pioneering influence in the field of health informatics and health informatics education for thirty years. It has been a leader in health informatics education, research and consultancy at both the national and international levels. The School was the first post secondary educational program in Canada offering an undergraduate BSc and MSc in health informatics and remains one of the only schools or departments in Canada exclusively devoted to health informatics education. Most of the programs in the USA (section 9.0) have either a highly 'medical' or 'biological' as opposed to a broader 'health' informatics focus. The School is in the top three in the world in terms of the number of faculty dedicated to health informatics.

The proposed PhD program incorporates a number of unique opportunities to students. The school proposes to have both national and international optional cooperative education and international exchanges available to students. These opportunities will provide students with an enriched educational experience and resources enhancing the quality and breadth of their dissertation research. Local students may register, as an elective, in the Learning and Teaching in Higher Education (LATHE) Certificate Program.

Program flexibility and the block teaching delivery method of the 600 level courses allow industry professionals to continue to hold their professional positions while providing them with an on campus experience to connect with the fellow graduate students, the School and University community.

The mission of the School is to improve health care delivery systems by educating individuals to be effective developers, users and managers of health information resources; by advancing knowledge through research; and by providing a consultative service to the health care community. The School's view of health information encompasses clinical, sociological, epidemiological, administrative, legal, and economic perspectives. Health is seen from a community perspective and encompasses the full range of services including health promotion and disease prevention, home care, community health and occupational health, physicians' services, institutional acute care, rehabilitation and extended care. As health information is increasingly being processed by computers and transmitted by communications technology, the School's programs have a significant technological component.¹

The proposed PhD program builds on the existing strengths of the School of Health Information Science and is a natural extension of the School's growing emphasis on graduate work, research, and on the success of existing graduates.

Another unique strength of the School of Health Information Science is in our approach to education that is built around regularly exposing our students to practitioners from the community. As a result, the School of Health Information Science graduates are known to be more rounded, capable of offering value to the field of management by creating and understanding the interrelated nature of complex health informatics problems, and the ability to problem solve at a multidisciplinary level. This integrated approach to learning will be built into the PhD program as well, thereby developing future faculty members who understand the complex nature of health informatics issues, who can generate research that offers high value to the management profession, and who can take forward this understanding to future generations of health informatics community.

The School of Health Information Science is capable of delivering a high quality PhD program because our faculty and the professionals involved in our activities have diverse disciplinary backgrounds and wide ranging research interests. In addition, the School of Health Information Science aims to draw on related programs at the University of Victoria to expand the intellectual discourse. This collaboration with other units in the University to develop mutually supportive programs at the doctoral level contributes to the University’s emphasis on interdisciplinary practices.

3.2 Anticipated Contribution of Proposed Program

The need to train doctoral students who can teach in the discipline of Health Informatics and fill the need for broad skills and labour shortage is undeniable. The proposed PhD program falls in line with the Faculty of Human and Social Development’s strategic plan of all schools to have a formalized PhD program. At this time, the School of Health Information Science is one of three schools within the Faculty not offering a formalized PhD program. The School of Health Information Science is typical of other university departments in that we expect a few of our faculty members to retire in the short and medium term.

For many years there has been a growing concern about the limited availability of well qualified health informatics practitioners in Canada. This includes both the need for health informaticians who can implement complex health care information systems, as well experienced managers who can successfully direct such implementations. Indeed, in light of several extensive international efforts to deploy technologies such as electronic patient records (EPRs), a major stumbling block encountered has been the availability of health informaticians with the “right” mix of background and capabilities (i.e. the appropriate knowledge, skills and judgment) to ensure that the large investments made to such efforts can achieve their projected potential.

According to Canada’s Health Informatics Association (COACH) Health Informatics and Health Information Management Human Resources Report the demand for broader skills and training exceeds the resources of professional associations. The broader skills and training required will come from all levels, both Master’s and PhD. "The central conclusion of this Report, which is supported by leaders in the field, is that there is a serious risk that labour shortages and skills shortages will constrain and undermine the successful implementation of electronic health information systems. System-based, human resources planning measures should be a priority to ensure that the substantial investments that governments at all levels are making in electronic health information systems deliver the promised benefits." (COACH: HI and HIM Human Resources Report, 2009, p. 10)

In Canada, the issue of availability of qualified practitioners is of growing concern and a number of organizations, such as Canadian Health Information Managements Association (CHIMA), COACH: Canada’s Health Informatics Association, Information and Communications Technology Council (ICTC), ITAC Health: the Health Division of the Information Technology Association of Canada, and Canada Health Infoway, are now working to consider what can be done to ease the shortage of trained professionals in both the short and long term. We propose the School’s contribution to this national and international shortage is to ensure that it produces graduates who possess the specific and highly sought after technical skills, while at the same time having a global “holistic” perspective to health information science. The attributes to be fostered in Health Information Science PhD graduates include:

1. Ascribing to ethical principles and understanding both the positive and negative impacts of health informatics on society. In addition, they will have the ability to apply the professional code of conduct espoused by the International Medical Informatics Association.

2. A broad health care industry and real world perspective on key aspects of health care system design and evaluation. This should span understanding success and
failure of systems at multiple levels, from the end user of systems to the broader organizational and societal levels.

3. Strong analytical and critical thinking skills, particularly in areas related to understanding selection, deployment and application of research methods in improving the usefulness, usability and appropriate uptake of health informatics innovations

4. Integrative perspective on information technology grounded in sound methodological skills focused on continuous quality improvement, ability to design algorithms and to understand advances in system program engineering, design and evaluation methods.

5. Skill base to develop innovative approaches to understanding, modeling and re-engineering organizational processes and data and implementing process and technical solutions. In addition, possess the ability to and capable of continually learning and staying abreast of ever changing trends, technologies and advances emerging from research and development (e.g. consumer empowerment, medical technologies, genomics, bioinformatics etc.)

Graduates of the program will be trained to plan and execute high quality research publishable in major academic journals. Results of their research are expected to advance both the theory and practice of international health/medical informatics. PhD students will develop research competencies by completing course requirements and by working closely with faculty advisors on research projects. In addition to research the proposed PhD program will prepare students for senior and high-level careers in industry.

Research and industrial placements are at the core of the program, our intention is to develop well rounded people who are ready for careers in academia and high-level careers in industry. With the extensive industrial links and national and international research connections, of the school’s faculty, our doctoral graduates should have rich opportunities to develop their teaching capabilities, participate in academic life, and further develop a strong sense of current industry trends. In addition to becoming research and teaching assistants, our goal is to acclimatize our PhD students to academic life and the health informatics industry.

Strategic Vision of the University of Victoria

A PhD program in Health Informatics is consistent with the University of Victoria’s Strategic Plan (2012). Specifically, it will promote the following objectives:

- **Objective 4** “To be nationally and internationally competitive in the recruitment and retention of graduate students of the highest calibre” (p. 6). Given the School of Health Information Science’s record with regard to its three Master’s programs, it is a logical candidate to make an increased contribution to this effort.

- **Objective 12** “To enhance the quality of our students’ classroom experience and ensure that the strong research culture at the University of Victoria is brought into the classroom” (p. 8). A PhD program at the School of Health Information Science will increase the ability of our faculty to engage in high quality research. It will also bring additional students to UVic who will have the potential to engage in research of this nature.

- **Objective 14** “To be nationally and internationally competitive in the quality of our graduate program offerings in recognition of the growing need for highly educated graduates” (p. 8). Specifically, the University aims to “fully integrate graduate programs with the research expertise of the departments, faculties and research centres and ensure that the planning and review process fully addresses the quality of graduate programs” (p. 8). The University’s emphasis in this area will be enhanced by the
development of the PhD program in the School of Health Information Science as it will be the first such dedicated program in Canada and only one of a very few in North America – many of which are in the biologically related field of bioinformatics as opposed to health informatics. In the USA and internationally there are many health/medical/biomedical educational programs, however most of them are only at the Masters level and/or post-doc research programs.

- **Objective 15** “To support a broad range of flexible course delivery options, including face-to-face, blended and distributed learning as part of the UVic tradition and as a mechanism for increasing access to higher education” (p. 8). The proposed PhD program will include a flex stream which allows for students to continue in their current jobs and take part of the program at a distance, similar to that of the distributed Master’s stream.

- **Objective 20** “To further enhance internationalization of the university through student and faculty recruitment and mobility, research partnerships, internationalization of curriculum and experiential learning” (p. 9). Since its inception in 1981, the School of Health Information Science has had an international presence. In 1986, it attracted a leading German scholar as its second full-time faculty member. The School has continued to attract faculty who have international recognition for their research contributions in the field of health informatics. As one of the oldest Health Information Science academic programs in the world, the School’s faculty are regularly invited to take part in international symposia, research and academic teaching. The School of Health Information Science hosts a bi-annual international conference, Information Technology and Communications in Health (ITCH) that attracts representatives from 19 countries. This conference also incorporates a student poster competition and paper presentation, providing an opportunity for UVic Health Information Science students to share their research on an international stage.

- **Objective 21** “To nurture our culture of excellence in research, scholarship, and creative endeavours, enhancing UVic’s local, national, and international impact and reputation as a leading, innovative, research-intensive university” (p. 9). Already enjoying noted accomplishments in its research contribution vis a vis other health/medical informatics programs around the world, the School of Health Information Science views the creation of a new PhD program as an important opportunity to enhance our contribution in this area and to support the University in achieving its objectives. The proposed PhD program would contribute towards the fulfillment of these university-level goals through research particularly in the School’s highlighted areas of electronic health records, cognitive/human factors and interfaces, decision support, evaluation/research methods, strategic planning, and knowledge representation.

- **Objective 23** “To enhance the societal benefits derived through mobilization of research knowledge and creative endeavours from across the academy” (p. 10). The School of Health Information Science enjoys a highly supportive relationship with the Victoria and the BC and Canadian health care communities – a number of whom have formal affiliation agreements with the School (i.e. BC Cancer Agency, Canadian Institute of Health Research, Canada Health Infoway, International Medical Informatics Association (IMIA), City University of London). These relationships lend themselves to research opportunities that can directly benefit society. A PhD program in the School of Health Information Science will enhance the number of opportunities to engage the community in research collaboration.

In relation to health informatics educational initiatives outside of Canada, the School of Health Information Science was one of the first schools or departments focusing on health informatics education and training in North America. We plan to continue to maintain and expand our
international connections with organizations such as the American Medical Informatics Association (AMIA) and the International Medical Informatics Association (IMIA). The School also continues to engage in international collaborations and educational exchanges with organizations such as Mt. Sinai Medical Center and the Department of Biomedical Informatics in New York, the NHS in England and Wales, the US Department of Veterans Affairs, and hospitals as well as university programs in Europe and Asia. Visitors routinely come to the School from France, Germany, Japan, Taiwan, Europe, the UK, the US and other countries.

More generally, a PhD program at the School of Health Information Science will enhance the international and national, as well as the provincial and local, image of the University of Victoria in British Columbia’s provincial capital. In addition, it will further realize the strategic investment the University of Victoria made thirty years ago by creating the School of Health Information Science.

**Strategic Goals of the Government of British Columbia**

A PhD program in Health Informatics helps to fulfill the BC Ministry of Advanced Education and Training’s two strategic goals described in *Ministry of Advanced Education 2010/11 Annual Service Plan Report*:

- **Goal 1**: British Columbians access B.C’s post-secondary education system to meet the needs of a knowledge driven economy and society.

- **Goal 2**: B.C.’s dynamic and integrated post-secondary education system is a global destination of choice for students to learn, stay to live, work, and invest.

- **Goal 3**: B.C.’s public and private post-secondary, industry and workplace training sectors support productive career development.

The School of Health Information Science has already demonstrated its willingness and its ability to address the BC Government’s priorities. In 2009, it was specifically asked to develop a new course on Government Informatics for junior and intermediate government staff who wished to understand the principles and practices of Information Management (IM) and Knowledge Management (KM) as it applies to government departments and agencies. As government moves to electronic records that increasingly cross government activities and reflect more horizontal thinking, core training in IM & KM is a critical job skill as issues such as data custodianship become more important. After investigating other options, the Government chose the School as the body to lead this undertaking.

**3.3 Target Audience, Student and Labour Market Demand**

The School of Health Information Science has the national and international recognition to be competitive in the recruitment of the top PhD candidates in the area of health informatics. This is supported by the successful national and international recruitment of students to the MSc program.

During the 2011-2012 academic year the school received approximately 80 applications for admission into the MSc in Health Information Science program. Of these, 21 were international applications from the following countries; China x5, Egypt, Ethiopia, Ghana, India, Iran x2, Jordan, Nigeria x4, Russian Federation, Saudi Arabia x2, Taiwan, Turkey, United States of America x2. The remaining applications were submitted from within Canada and include the following provinces; Alberta, British Columbia, Manitoba, New Brunswick, and Ontario.

In the 2010-2011 academic year the school received a total of approximately 66 applications, comprised of 15 international applications. International applications were received from the
following countries; China, Ghana, India x3, Iran x2, Mongolia, Nigeria, and Saudi Arabia x4. Domestic applications were received from Alberta, British Columbia, New Brunswick, and Ontario.

There continues to be an increasing number of inquiries, with approximately 22 in 2009-2010 and 38 since the summer of 2011. Individuals inquiring about the PhD in Health Informatics, by special arrangement, include students currently enrolled in a Masters program, however the majority are working within the health informatics/health care industries. Some of the professional roles held by those inquiring into the program are; IT Professionals, Physicians, Physiotherapist, Consultants, health care program Director/Coordinator, Business Analyst/Manager, Registered Nurses, and Radiology Technologist.

Our desire to establish a PhD program in Health Informatics is based on varying needs. First, qualified students and prospective employers (i.e., universities and industry) demand more doctoral training opportunities in our discipline than are currently available; the School of Health Information Science is uniquely positioned to respond to this demand. In fact, we believe it is our responsibility as Canada’s leading Health Informatics School to make a contribution towards the looming national crisis imminent in our universities of the shortfall of qualified scholars, teachers, and industry professionals.

Key findings in the Health Informatics and Health Information Management Human Resources Report (November 2009) indicate there are 32,540 currently in the workforce with 6,320 - 12,330 additional professionals needed by 2014; there is a 10% vacancy rate in 6 of 27 occupational groups studied; 8,800 professionals are now needing broader skills, with 13,690 - 32,170 professionals requiring broader skills by 2014. Second, the research and teaching climate at the School of Health Information Science, and the University overall, would be enhanced by the presence of more doctoral students at the School. Third, the capacity of the School of Health Information Science to attract and retain the talented research oriented faculty members we currently need, and are projected to need in the future, would be greatly improved if a PhD program existed.

Insufficient Supply of PhD Graduates in Health Informatics

Doctoral production in Canadian health informatics programs is minute at the moment (only UVic and Dalhousie Universities have PhDs by special arrangement and/or interdisciplinary programs) and the situation in the United States is not that much better. Dr. William Hersh, head of the health informatics program at Oregon Health & Science University, has reported that if the American health care system continues to move toward increased health IT adoption, 40,000 more health IT professionals might be needed. U.S. hospitals employ about 108,000 full-time health IT professionals, but if those hospitals want to adopt more technology to boost quality and efficiency, that number will have to increase by more than 35%. This demand will put pressure on academic programs to increase their output of qualified personnel.

Establishing a PhD program at the School of Health Information Science will be an important contribution to the health informatics discipline in Canadian universities. There is increasing demand for PhD prepared faculty in Canada to fill the void that will be created as many of the educators prepare to retire over the next decade. According to the Association of Universities and Colleges of Canada (AUCC)’s 2007 report Trends in Higher Education, during the last eight years, full time student enrolment in Canadian universities grew by 37 percent, but Canadian faculty grew by only 21 percent. The report estimates that Canadian universities will be faced with replacing 21,000 faculty who will retire from their positions, or leave for other reasons. The School of Health Information Science has had two faculty members retire within the last two years.
As documented in the 2008 Canadian Institute for Health Information Health Care in Canada report, "Getting access to care means getting the right care, at the right time, by the right care providers, in the right setting. Canada is not alone in facing challenges to providing excellent access to health care. The growing number of Canadians living with chronic diseases, an aging health care workforce, changing patterns of health services delivery and slow uptake of new technologies, such as electronic patient health records, are some of the factors affecting Canadians' access to health care."

According to the Health Council of Canada, "Governments agreed to place priority on implementing electronic health records, to strengthen the safety and quality of health care. We are not on track to meet the goal of 50% of Canadians having an electronic health record by 2010. Governments must find ways to accelerate the adoption of these essential tools for health care renewal. Public support for these investments is strong."

The situation is not unique to Canada. In the United States, President Obama signed into law a $787 billion economic stimulus package that includes more than $19 billion for health IT. At the signing ceremony, Obama said that digitizing U.S. residents' health records was "long overdue" and would help eliminate duplication and save billions of dollars.

4.0 Admission Requirements

Admission will be limited to students already holding a Master's degree in health informatics or related field from an accredited and recognized institution. Students will be expected to enter the program as a cohort in September. Doctoral students recruited will have research interests that link closely with the faculty's areas of specialization. The program will require full-time enrolment.

The application process will have several components as described below:

In addition to the two references required by the Faculty of Graduate Studies 'Assessment Report Form', the School will require a third letter of reference. At least two of these appraisals should be from academics who know the applicant well enough to evaluate their capacity to conduct independent scholarly work. A CV will be requested that summarizes the applicant's education and work experience, research and publications, awards and distinctions, and any other relevant information. Applicants will also be required to submit a preliminary dissertation proposal. The School will ask applicants to include in their application if they have made contact with a faculty member regarding possible supervisory commitment.

Our process will also be influenced by the applicant's statement letter, which is designed to provide some insight into their potential and aptitude as a PhD student. Their statements will be concise and limited to three pages. Applicants will be asked to incorporate the following questions into their letter: Why are you interested in earning a PhD in health informatics? What are your expectations in terms of personal and professional learning?

5.0 Faculty Specialization

The School of Health Information Science can also make higher contributions to research and teaching capacity due to the evidence of pent-up demand for PhDs. The School is currently supervising six students who are undertaking PhDs by Special Arrangement. The School regularly turns down requests from promising students from within Canada and internationally to undertake a PhD program. With the creation of a PhD program in Health Informatics, the current PhD program by Special Arrangement will no longer be required. Also, with a steady flow of incoming PhD candidates, faculty members will have more opportunities to plan and pursue
multi-year research projects with students. In a formal program, PhD students' study and research will be streamlined into the School's faculty areas of expertise, and they will thus be qualified and given opportunities to teach in the undergraduate programs.

Reflecting the strengths of our current faculty and professionals involved in the School of Health Information Science, as well as our ability to attract increasing external funding, the School of Health Information Science is well placed to offer the proposed PhD program, enhancing overall research and teaching capacity, and bolstering regional and national thought leadership in the application of information and communications technology in health care.

The School of Health Information Science has expended a great deal of effort to establish the application of Information and Communications Technologies (ICT) to support decision making within the health care system as our theme area of specialization and this process has created a valuable niche for our undergraduate and Master's programs. We propose to extend this element of our faculty's strategy into a PhD program to influence the adoption of ICT in Canada's health care system as called for repeatedly by health care policy organizations and funding agencies alike.

The senior faculty members of the School are highly respected members of the health informatics community. Some members also have extensive experience with the supervision of doctoral students. There are currently seven regular, tenure and tenure-track faculty at the School of Health Information Science. Of these positions, four are Full Professor, and three are at the rank of Assistant Professor. The School of Health Information Science also has one Senior Instructor, 25 Adjunct Faculty members as well as three Professor Emeritus. While all faculty members are fully engaged in teaching and research, this summary suggests that expertise exists among current faculty who can play a variety of roles including supervision and/or committee members in the proposed PhD program.

Current Graduate Faculty:

Elizabeth Borycki, PhD (Toronto); Assistant Professor; Health management, organization and strategy; disease management, respirology and geriatrics; nursing informatics and the effect of technology upon nurses' work; evaluation of the impact of information technology in health care; clinical informatics

Karen L. Courtney, PhD (University of Missouri); Assistant Professor; Health systems research; telehealth; informatics curriculum development; clinical decision making; underserved populations; diffusion of innovations and geographic information

Alex M.H. Kuo, PhD (Nottingham, UK); Assistant Professor; data interoperability, health database & data warehousing, clinical decision support systems, data mining applications in healthcare, and e-health

Andre Kushniruk, PhD (McGill); Professor; Evaluation of the use and usability of information systems; e-Health and Telemedicine; Consumer informatics; Cognitive aspects of decision support systems; Data mining in health informatics; Computerized patient record systems; Evaluation methodologies; Intelligent information filtering; Usability engineering; Knowledge representation; Design of health care user interfaces and human-computer; interaction in complex domains

Francis Lau, PhD (Alberta); Professor; Strategic IT planning for health systems; Electronic health records; Information management and analysis; Impacts of IT in health; Action research; Design, implementation and evaluation of health information systems; Decision support systems; Knowledge management
Scott MacDonald, PhD (Western Ontario); Professor; Substance abuse, drug testing and other workplace alcohol/drug programs

Abdul Roudsari, PhD (King’s College, University of London); Professor; Electronic healthcare, telecare, ehealth, evaluation of clinical systems, chronic disease management

Omid Shabastari, PhD (City University, London), MD (Tehran University of Medical Sciences); Senior Instructor; Secondary use of health data; business intelligence; health system analysis and design; electronic health records; telemedicine; health 2.0; evaluation research

Emeritus Faculty:

Gerhard Brauer, Associate Professor Emeritus - Epidemiology Societal impact of IT; Health Care Systems; Health Telematics; Imaging Technology Assessment; Reading of Translations

Denis Protti, Professor Emeritus - Health Care Information Management & Technology Strategic Planning; International Approaches to Electronic Records in Health Care; Physician Office EMR systems; Chief Information Officers; Evaluation of Information Management & Technology in Health Care

Jochen R. Moehr, Professor Emeritus - Hospital Information Systems; Medical Artificial Intelligence; Medical Records; Medical Coding; Factual Information Systems; Health Care Technology Evaluation; Preventive Medicine

6.0 Curriculum Design

The purpose of the PhD in Health Information Science degree program is to prepare scholars who will discover and extend scientific knowledge that advances the science and practice in health informatics. Graduates of the PhD program are prepared to:

1. assume leadership roles in informatics and health care
2. generate new knowledge through research and testing of theory
3. contribute to solutions that advance health care in a culturally diverse society
4. translate research findings into practice and policy at multiple levels
5. reflect an interdisciplinary perspective in research and scholarly endeavours

The proposed program will have three requirements, totalling 39.0 units of study. These requirements are:

1. 6.0 units of course work
2. Candidacy examination (3.0 units)
3. Dissertation (30.0 units)

Students will be required to complete two 600 level HINF courses - HINF 602: Theories in Health Informatics (units: 1.5), and HINF 603: Methods in Health Informatics (units: 1.5), HINF 580: Health Informatics Graduate Seminar (units: 1.5), and one 500 level HINF elective (units: 1.5). Normally, students will be expected to complete this coursework within the first year of study.

If a student does not have significant health informatics experience he/she will normally be expected to take several of the core Master’s courses. In addition, if the student does not have the prerequisites to enter into a Master’s level course, then this deficiency would also have to be remedied through additional coursework. This situation would be resolved on a case-by-case basis by the PhD Program Committee.
As part of our effort to create an effective program of doctoral student training, we believe that the creation of a close mentorship component between faculty and student is critical to academic success. This component also addresses our desire to facilitate an experiential component in doctoral training as students become heavily involved in the research programs of our active researchers. For this reason, we have built into our proposal an option for doctoral students to become active research assistants with the view that this involvement will provide ample opportunities to learn the craft of research from faculty. A teaching assistant option will also be made available to PhD students and they will be encouraged to enrol in the Learning and Teaching in Higher Education (LATHE) Certificate Program, offered through the Department of Educational Psychology and Leadership in conjunction with the Learning and Teaching Centre.

The proposed program will use technology to make instruction and other services more flexible for students and their instructors. After the completion of the one-week in-class component for each 600-level course, discourse need not be restricted to real-time discussions in a classroom or an online chat room, and individual student-instructor interactions need not be constrained by the traditional office hour or appointment model. Asynchronous web-threaded discussions can be flexible for both students and instructors, and they provide an opportunity for even the most inhibited students to collect their thoughts and participate in class-wide and private peer group discussions.

Asynchronous tools (i.e. Blackboard Collaborate) will be used as part of the delivery method of 600-level courses, with playback available for students unable to attend sessions due to work commitments or time zone differences. Sessions will be set up prior to the in-class course component, for course instructor and students as well as just for students to meet to discuss pre-reading, etc., to ensure students are well prepared for the intensive one week period. The School anticipates follow-up sessions to be scheduled after the week in-class instruction to discuss any remaining projects or assignments.

All 500-level Health Information Science courses use Blackboard Collaborate and/or Moodle.

Students who seek flexibility in a program often do so of necessity and so require flex services in all academic and administrative aspects of the educational service process. Online self-service, however, can easily fall short in the absence of a convenient opportunity for the student to request and receive individualized help from the instructor or other service provider, either in person, on the phone, or online in real time. Instructional services are no exception. Indeed, when instructional processes are redesigned to be offered primarily asynchronously online, the provision of just-in-time, real-time individual assistance becomes especially critical. In addition to University of Victoria Distance Education Service Online Help Desk, the school has made resources available to provide students with a support person for Moodle and another for Blackboard Collaborate who are readily available to troubleshoot technical issues with online technology. This support is well established and has been made available to Health Information Science graduate students for a number of years.

The dominant instructional method is the use of real-time interactions for learning activities for which asynchronous delivery is arguably impossible or would put important learning objectives at high risk. Programs delivered online asynchronously are the most flexible and are especially appropriate for audiences not within a reasonable radius of access to a campus or its extended instructional facilities. Asynchronous course delivery is a powerful convenience factor which should not be dismissed as a competitive edge just because a target audience is within driving or walking distance of instructional facilities.
### 6.1 Schedule of course delivery

#### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0 units</td>
<td>3.0 units</td>
<td>3.0 units - Candidacy</td>
</tr>
<tr>
<td><strong>Required Courses:</strong></td>
<td><strong>Required Courses:</strong></td>
<td><strong>Required Courses:</strong></td>
</tr>
<tr>
<td>HINF 580: Health Informatics Graduate Seminar (Units: 1.5)</td>
<td>HINF 602: Theories in Health Informatics (Units: 1.5)</td>
<td>HINF 693: Candidacy Exam (Units: 3.0)</td>
</tr>
<tr>
<td>HINF 603: Methods in Health Informatics (Units: 1.5)</td>
<td>Elective (Units: 1.5)</td>
<td>HINF 693: Candidacy Exam (Units: INP)</td>
</tr>
<tr>
<td>HINF 693: Candidacy Exam (Units: INP)</td>
<td>HINF 693: Candidacy Exam (Units: INP)</td>
<td></td>
</tr>
</tbody>
</table>

Elective: Learning and Teaching in Higher Education Certificate Program (Units: 6.0)³

#### Years 2 and 3

<table>
<thead>
<tr>
<th>Required Course:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HINF 699: Dissertation (Units: 30.0)</td>
<td></td>
</tr>
</tbody>
</table>

Elective:

| Learning and Teaching in Higher Education Certificate Program (Units: 6.0) | |

Program Total: 39.0 units

### 600-Level Course Descriptions:

**HINF 602: Theories in Health Informatics**
This is an advanced course on scientific theories that are relevant to health informatics. Faculty will assign key readings drawn from health informatics, information systems, computer science and related disciplines. Students will demonstrate the principles of theory and conceptual framework development for use in research. Students will present critical appraisals of conceptual models and theoretical frameworks used in existing research and apply them to the health informatics discipline. Through this course students may identify an appropriate theory or conceptual model to incorporate into their subsequent dissertation research.

**HINF 603: Methods in Health Informatics**
This is an advanced course on scientific methods that are relevant to health informatics. A substantial reading list of scientific papers drawing from health informatics, information systems, computer science and related disciplines will be assigned by the faculty team. Students are expected to present and critique the papers and to discuss their relevance to the health informatics discipline. Through this course students may select a method to incorporate into their subsequent dissertation research.

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³ Registration in Certificate Program can occur in year one and/or year two.
6.2 Delivery Methods

It is proposed that 600-level courses are taught by multiple instructors, in one week blocks. Course instructors will each select four to five top papers on the selected topic. Students are to be evaluated on presentations and assignments. This format was selected to achieve a critical mass that benefits both the student cohort as well as the School by improving efficiency. Students will complete the core PhD courses and required elective in year one of their program, with registration in HINF 693: Candidacy Exam from initial entry into the program and to be completed at the end of year one.

HINF 602: Theories in Health Informatics and HINF 603: Methods in Health Informatics will consist of an intensive one week face-to-face component, much like the established delivery method of the annual May Workshop. During the week of in-class instruction the class will normally meet Monday to Friday, 8:30am-4:30pm. Students may be required to complete pre-course reading and will typically complete course requirements (i.e. projects, papers) within the following weeks. The completion of course requirements may include both face-to-face and online interactions with faculty. Health Information Science 500-level courses are offered throughout the duration of a term, both online and face-to-face.

The May Workshop is a program requirement for Health Information Science MSc distributed stream students in which they attend an in-class component of two 500 level courses. Each course is delivered with a one-week intensive in-class portion, additional course work (i.e. individual and/or group assignments or projects) to follow for with course completion within the following four to six weeks. These courses are offered in the same term and students are on-campus for approximately 14 days.

In addition to completing coursework in a classroom setting, faculty members have extensive experience interacting with students using various online tools (i.e. Blackboard Collaborate, Skype, and Moodle). The experience faculty members have communicating with students from afar will ensure success for those students.

Faculty within the School of Health information Science have extensive experience delivering graduate level courses in a condensed format, by way of the annual May Workshop. As true for every Workshop, the 2012 May Workshop will run two 500-level HINF courses. Each course will be taught in a one-week block. This intensive on-campus format brings together graduate students providing them with an opportunity to bond as a cohort and allows them to spend a large portion of time with faculty.

The School also provides students with an online network community via Moodle and Blackboard Collaborate. There is a forum set up in Moodle for group discussions, sharing of ideas, etc. Resources have been made available to provide students with access to a Blackboard Collaborate support person. Aside from regularly scheduled course Blackboard Collaborate sessions, upon request or upon observed need, a session(s) have been coordinated for students to meet to discuss course projects, readings, etc. The School also has a designated graduate study room/working environment for students to discuss course material, research, etc.

6.3 Linkages between learning outcomes and curriculum design

As is typical for most research-focused PhD programs, the first year of the program is dedicated to coursework. The coursework offers students a thorough foundation in the diverse fields that constitute health informatics, as well as exposure to different methodological approaches to the field. As a field of study, health informatics is interdisciplinary and integrates insights from...
computer science, medicine, economics, sociology, and psychology to name a few. The research seminar will introduce students to other scholars in the field and students are encouraged to undertake research projects with faculty members. The extensive contact with a range of academic perspectives provides an intellectual and social support base that helps students to define a meaningful dissertation project.

While our proposed PhD program will be similar in many ways to other high-quality PhD programs, there are several features which set it apart. Our program will be closely tied to the established vision and strategy of the School of Health Information Science that has served us well, and which emphasizes an innovative and experiential approach to education. We will create a connection between the strategy of the School of Health Information Science and our proposed PhD program by highlighting several features including integration within the U Vic academic community and by creating opportunities to study abroad by way of our international exchange agreements. Students located outside the Victoria area, will have opportunities to integrate into the academic community by way of the school’s established online network, research collaborations, etc. Students will also have the option and be encouraged to audit relevant graduate-level courses, upon permission of course instructor and supervisor, at any stage of the program. Further, the close PhD student-supervisor relationships will create an experiential mentorship component that is critical to academic success.

The proposed flexibility is intended for working professionals who are not eligible for graduate funding and for students who are unable to participate in instruction requiring significant real-time structured interaction between instructors and students. This will also increase the supply of qualified professionals to meet the priority needs of healthcare employers and industry across Canada.

We believe that teacher training is a critical element in our PhD proposal. We plan to provide rich opportunities for our PhD students to learn to teach by taking the Learning and Teaching in Higher Education (LATHE) Certificate Program in year one and two of the program, and by becoming teaching assistants in the third and fourth year. Teacher training will be an optional component of a student’s PhD program and registration in the LATHE Certificate Program will be done in consultation with their Supervisor and Graduate Advisor.

### Meeting Learning Objective Expectations

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Leadership</th>
<th>Knowledge</th>
<th>Contribute to Solutions</th>
<th>Translate Research</th>
<th>Interdisciplinary Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>HINF 580</td>
<td>HINF 580</td>
<td>HINF 580</td>
<td>500 level elective</td>
<td>HINF 580</td>
<td>HINF 580</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HINF 602</td>
<td>HINF 602</td>
<td>HINF 602</td>
<td>HINF 602</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HINF 603</td>
<td>HINF 603</td>
<td>HINF 603</td>
<td>HINF 603</td>
</tr>
</tbody>
</table>

### 6.4 Use of Cooperative Education and Student Exchange

One of the jewels of the School of Health Information Science undergraduate and Master’s programs is its Cooperative Education program. Given that co-op education provides wonderful
opportunities for integrating theory and practice we propose to extend this idea to our PhD program. Depending on the nature of the co-operative placement the student may require additional time to complete the program and will be assessed on an individual basis.

Our approach will be to encourage international exchange opportunities for our students in the third year of the program. These international exchange opportunities would be located at select research-focused universities abroad with whom our school and individual faculty members have strong ties and would be optional based on the judgement of the Graduate Advisor and the PhD program committee, in collaboration with the student. Our students’ activities during these international exchanges could include rounding out their coursework (depending on an individual student’s needs and the foreign institution’s capabilities), developing a working relationship with another researcher, and creating new relationships with other PhD students who are located at these foreign schools. There could also be a co-op-like learning-work experience in a private or public health care organization. At the same time, the School of Health Information Science faculty would be prepared to reciprocate by accepting partner-school PhD students. We envision that an international exchange would take place sometime after a student successfully completes the candidacy requirement, at a time that is suitable in the judgement of the student and PhD Program Committee and would be up to four months. Some of the schools that we currently have/or are in the process of developing an exchange agreement with are listed in Table 6.0. As the needs of the School change, and as the reputation of other schools progress, we propose to add to this list of partner schools.

<table>
<thead>
<tr>
<th>Table 6.0: Partner Schools for International Exchange</th>
</tr>
</thead>
<tbody>
<tr>
<td>City University London, Centre for Health Informatics, England</td>
</tr>
<tr>
<td>University of Copenhagen, Faculty of Health Sciences, Denmark</td>
</tr>
<tr>
<td>Aalborg University, Biomedical Engineering &amp; Informatics, Denmark</td>
</tr>
</tbody>
</table>

The program of study as summarized in 6.1 consists of a total of 39 units. PhD students will be expected to take a minimum of 4.5 units of core courses, with additional course work if necessary as determined by their committees. The remaining units will consist of at least 1.5 units of elective courses, 3.0 units Candidacy Exam and a 30.0 unit dissertation.

6.5 Residency Requirements and Anticipated Times to Completion

PhD candidates will be required to attend two, one-week intensive 600-level courses (on campus) as part of the Health Informatics PhD program. Students will normally be expected to complete their program by the end of the third year. In consultation with their supervisor a student may be granted an additional fourth year to complete the program.

6.6 Policy on Student Evaluation, Candidacy Exams, and Oral Examinations

**Candidacy Exam**

Students must demonstrate essential breadth and in depth knowledge in health informatics. Assessment of a student’s research ability will be determined by the successful completion of HINF 693: Candidacy Exam, at the end of year one of the PhD program. Students will be required to submit a written report, normally between 30-50 pages. The work submitted, as part of the candidacy exam, forms the preliminary thesis proposal. The supervisory committee will assess the preliminary thesis proposal and oral presentation. PhD students must complete all course requirements before proceeding to the candidacy exam.
The purpose of the candidacy examination is to confirm that the student:
1. Understands the research problem and topic;
2. Has demonstrated capability to conduct the research;
3. Has a realistic research plan and schedule

Students will be evaluated and assigned a Pass/Fail for HINF 693 and will have two opportunities to pass each component of the candidacy exam; preliminary thesis proposal, and oral exam. The second attempt to pass the Candidacy Exam will typically be made within three months. If students fail to successfully complete their candidacy requirement after the second attempt they will normally be required to leave the program.

Once the PhD student completes the candidacy requirement they will work extensively with their supervisory committee to prepare a full dissertation proposal, typically within 6 months. As soon as the supervisory committee and student is satisfied that the dissertation proposal meets the standards of the Faculty of Graduate Studies and the School of Health Information Science, students will then apply for ethics approval or ethics waiver and begin their dissertation research.

**Final Oral Examination**

Once the Supervisory Committee is satisfied with the thesis, students will then defend the dissertation in a public oral examination. As per the Faculty of Graduate Studies policies, the dissertation examining committee will be made up of the student’s supervisor, one faculty member from the School of Health Information Science, one from within UVic but outside of the School of Health Information Science, Chair and External Examiner⁴.

### Table 6.1: PhD Program Evolution and Responsibilities

<table>
<thead>
<tr>
<th>Stage</th>
<th>Committee</th>
<th>Makeup</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions</td>
<td>PhD Program Committee</td>
<td>Graduate Advisor and two Health Information Science faculty members (will include prospective supervisor)</td>
<td>Evaluate student applications</td>
</tr>
<tr>
<td>Coursework and Dissertation Proposal</td>
<td>Supervisory Committee</td>
<td>Supervisor and two faculty members (one from the School of Health Information Science)</td>
<td>Guide students through coursework, administer candidacy exam, evaluate dissertation proposal and examining copy of Dissertation</td>
</tr>
<tr>
<td>Final Oral Examination of Dissertation</td>
<td>Examining Committee</td>
<td>Supervisor, supervisory committee members (one from the School of Health Information Science faculty, one UVic faculty member), one External Examiner from outside UVic, and a Chair</td>
<td>Evaluate Dissertation and final oral examination</td>
</tr>
</tbody>
</table>

⁴ See [http://www.uvic.ca/graduatestudies/assets/docs/policies/PhDExtExamGuide.pdf](http://www.uvic.ca/graduatestudies/assets/docs/policies/PhDExtExamGuide.pdf) for Faculty of Graduate Studies policy on selecting external examiners.
7.0 Enrolment Plan for Length of Program

Our plan is to admit our first PhD students in the 2013-2014 academic year, admitting five students per year, to a maximum of fifteen students by the third year of the program. On the basis of a three-year time to completion, Table 7.2 summarizes the expected number of admitted and graduated PhD students in the first seven years of the program (i.e. to the 2018-2019 academic year) when total enrolment reaches a steady state of fifteen students. These enrolment figures will be used to derive the resources (i.e. funding, office space, etc.) in this proposal.

The School of Health Information Science does not intend to further expand the Master’s program and anticipates a steady state of approximately 73 FTE, as set by the Faculty of Graduate Studies. Recruitment for the MSc program will be dependent on the enrolment targets received for each academic year. Table 7.0 summarizes the anticipated enrolment and completion schedule of the MSc Health Information Science program. The School proposes to admit up to five PhD students per year, for the first three years of the program. The projected FTE of the proposed PhD program, at steady state, will be approximately 13.5 FTE.

### Table 7.0: Anticipated Total Graduate Program Enrolment and Completion Schedule

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td><strong>HINF Admitting</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>HINF MSc Admitting (0.67 FTE)</td>
<td>12</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>15</td>
<td>15</td>
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<tr>
<td>HINF Double Degree (MN/MSc) Admitting (0.34 FTE)</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>HINF PhD Admitting (Special arrange) (0.67 FTE)</td>
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<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>HINF PhD Admitting (new program) (0.67 FTE)</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td><strong>Subtotal Admitting Students</strong></td>
<td>17</td>
<td>21</td>
<td>20</td>
<td>20</td>
<td>30</td>
<td>30</td>
<td>30</td>
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<tr>
<td><strong>Subtotal FTE Admitting Students</strong></td>
<td>9.74</td>
<td>12.42</td>
<td>11.75</td>
<td>11.75</td>
<td>16.8</td>
<td>16.8</td>
<td>16.8</td>
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<tr>
<td><strong>HINF Current (Projected?)</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>HINF MSc Current (1.0 FTE)</td>
<td>86</td>
<td>90</td>
<td>84</td>
<td>83</td>
<td>75</td>
<td>59</td>
<td>39</td>
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<tr>
<td>HINF MSc Double Degree (MN/MSc) Current (0.5 FTE)</td>
<td>12</td>
<td>17</td>
<td>22</td>
<td>27</td>
<td>26</td>
<td>30</td>
<td>35</td>
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<tr>
<td>HINF PhD Current (Special arrange) (1.0 FTE)</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>HINF PhD Current (new program) (1.0 FTE)</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td><strong>Subtotal Current Students</strong></td>
<td>104</td>
<td>118</td>
<td>123</td>
<td>130</td>
<td>123</td>
<td>116</td>
<td>106</td>
</tr>
<tr>
<td><strong>Subtotal FTE Current Students</strong></td>
<td>98</td>
<td>109.5</td>
<td>112</td>
<td>116.5</td>
<td>110</td>
<td>101</td>
<td>88.5</td>
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<tr>
<td><strong>HINF Completing</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HINF MSc (end of 5 Yr Period of Reg.) (1.0 FTE)</td>
<td>8</td>
<td>16</td>
<td>11</td>
<td>18</td>
<td>31</td>
<td>35</td>
<td>29</td>
</tr>
<tr>
<td>HINF Double Degree (end of 5 Yr Period of Reg.) (0.5 FTE)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>HINF PhD Completing (Special arrange) (1.0 FTE)</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>HINF PhD Completing (new program) (1.0 FTE)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Subtotal HINF Completing Students</strong></td>
<td>9</td>
<td>16</td>
<td>13</td>
<td>27</td>
<td>37</td>
<td>40</td>
<td>34</td>
</tr>
<tr>
<td><strong>Subtotal FTE Completing Students</strong></td>
<td>9</td>
<td>16</td>
<td>13</td>
<td>24</td>
<td>34</td>
<td>37.5</td>
<td>31.5</td>
</tr>
<tr>
<td><strong>Total Students in HINF</strong></td>
<td>112</td>
<td>123</td>
<td>130</td>
<td>123</td>
<td>116</td>
<td>106</td>
<td>102</td>
</tr>
<tr>
<td><strong>Total FTE</strong></td>
<td>98.74</td>
<td>105.92</td>
<td>110.75</td>
<td>104.25</td>
<td>92.8</td>
<td>80.3</td>
<td>73.8</td>
</tr>
</tbody>
</table>

**NOTE:** Variation in Total FTE is due to increase in number of students completing program, decrease in current student enrolment, and students admitted at entry point at less than full FTE.
Table 7.1: Projected PhD by Special Arrangement Completion Schedule

<table>
<thead>
<tr>
<th></th>
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<td>Current</td>
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<td>3</td>
<td>0</td>
<td>0</td>
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</table>

Table 7.2: Projected PhD Admissions and Completion Schedule

<table>
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<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Admitted</td>
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<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
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<td>5</td>
</tr>
<tr>
<td>Completing</td>
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<td>0</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

8.0 Program Assessment and Assessment of Supervision

Like other Schools at the University of Victoria, the School of Health Information Science undergoes an external review process, scheduled every five years. We anticipate the external reviewers will examine the structure of the doctoral program as well as the School's supervision of graduate students.

The School of Health Information Science is establishing procedures for formally evaluating current graduate student’s progress through the graduate program. Although faculty currently meet with students a number of times throughout the term, formal documentation will now be required. Student and supervisor will complete an annual report together, at which point an assessment will be done as to whether the student is following their timeline and to establish goals to be attained in the upcoming year.

Pending the acceptance of the PhD program proposal, the Health Informatics PhD program will be guided by the PhD Program Committee, consisting of three faculty members including the Graduate Advisor. Once implemented, the PhD Program Committee will also provide an ongoing assessment of the program, based on comments provided in the annual progress reports submitted to the Graduate Advisor.

9.0 Related Programs

In considering the current landscape of health informatics education in Canada, the School of Health Information Science at the University of Victoria remains unique in being one of the only School or Department in Canada devoted exclusively to health informatics education.

In recent years, in response to the increasing need for more qualified health informatics professionals, several other health informatics programs have emerged in Canada. Typically such programs have been housed within Departments of Medicine, Epidemiology, Computer Science or other related fields. These students are required to take courses from several different departments to complete their program, rather than studying within an integrated Health Informatics Department or School.

In a recent survey of health informatics programs in Canada, it was also found that the number of graduates from such programs is falling far short of the need in Canada for health informatics professionals as assessed by organizations such as Canada Health Infoway and Health...
Canada. Currently, within Canada, the School of Health Information Science is the only institution to offer a distance based Master's degree program specifically in health informatics, which is an area that is becoming increasingly important given the shortage of health informatics professionals and the dispersed geographical nature of Canada.

Comparison of Related PhD programs in the Canada

1. **University of British Columbia**

   UBC offers a PhD program in Bioinformatics as a trans-disciplinary program that combines computational and biological disciplines. This program is intended to accommodate the diverse background of students and the broad nature of bioinformatics research. Students applying for entrance must satisfy the general regulations of the Faculty of Graduate Studies and must be acceptable to the Bioinformatics Graduate program admissions committee. The major requirement for the PhD is completion of a research dissertation meeting the Faculty of Graduate Studies requirements. There are no specific course requirements for the PhD degree program apart from the dissertation. However, the student's PhD dissertation committee has the prerogative to impose course requirements where course deficiencies are perceived. Students proceeding toward a PhD must pass an oral qualifying examination within the first 24 months of study. All students are required to present a Bioinformatics graduate program seminar upon completion of their program, and before their dissertation defense. UBC's PhD program is the only comparable program within British Columbia.

2. **University of Toronto**

   The Institute of Health Policy, Management and Evaluation offers a PhD program in Clinical Epidemiology & Health Care Research. "The PhD curriculum exposes students to the full breadth of the discipline of clinical epidemiology, including trials methodology, quality of life measurement, meta-analysis, guidelines development, decision analysis, health services research, non-experimental design, and clinical economics. PhD students are required to complete 10 half-courses and a thesis on either a full-time or flex-time basis."

3. **University of Waterloo**

   The following information is taken directly from the University of Waterloo website.
   "University of Waterloo Computer Science offers graduate students pursuing M.Sc. and Ph.D. degrees the opportunity to explore key topics in health informatics and to do projects or theses that have applications in the area of health informatics.

   Students are required to complete the normal requirements for a Computer Science (CS) degree, and to take at least 1 course that explores current research in health informatics and its CS underpinnings. Students are supervised or co-supervised by faculty with an interest in health informatics, and choose research topics that are relevant to the health area."

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5 See http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,628,1399
6 See http://www.ihpme.utoronto.ca/
7 See http://www.cs.uwaterloo.ca/health_info/Waterloo_Graduate_Specialization.htm
Comparison of Related PhD programs in the United States

1. Columbia University

The following information has been taken directly from the Columbia University website.8

"The Department of Biomedical Informatics is one of five coordinated doctoral programs in biomedical sciences in the Graduate School of Arts and Sciences at Columbia University Medical Center. The Biomedical Informatics Program emphasizes research and training in the science of information and empirical discovery, the engineering of computational techniques, and the application of these techniques to medicine, biology, and public health. The discipline is motivated by the desire to make biomedical discoveries, to enable safe and high-quality health care, and to improve the health of the population.

PhD students are fully funded, either by the National Library of Medicine (NLM) training grant, a faculty grant, or other sponsorship (e.g. government or foundation scholarship, industry fellowship). Supplementary employment or its equivalent that provides additional compensation while pursuing the PhD studies must have advance approval by the student’s research advisor and the Graduate Affairs Office of GSAS. NLM funded trainees are required to attend the annual NLM 3-day training meeting that takes place in either June or July as well as submit yearly written updates on their studies. Any summer courses taken by PhD students are at their own expense.

Research is the primary focus of the doctoral program, and accordingly represents more than half of the required points. Due to the centrality of research to a student’s degree program, students are expected to receive "A" or above in research every semester. Grades below that level may result in program dismissal. Students are expected to work a minimum of 25 hours per week on research in the first year, increasing to 60 hours by the third year. Research should be the primary occupation of the student's time during the summer, due to the absence of coursework. The doctoral dissertation is the culmination of the student's research activity."

2. Oregon Health and Science University

The following information has been taken directly from the Oregon Health and Science University website.9

"The major goal of the PhD program is to develop independent researchers, dedicated teachers, and imaginative leaders in health care, academia, and industry. The university seeks individuals with a variety of backgrounds who desire to obtain a strong technical grounding in biomedical informatics, health and medicine, computer science, and research methods so that they may assume positions that require a thorough understanding of information technology, health, and biomedicine. Department of Medical Informatics & Clinical Epidemiology (DMICE) PhD in Biomedical Informatics supplies students with both a core knowledge base of clinical informatics and the skills to carry out advanced research in this area. The knowledge base primarily builds from coursework and experiences already in the OHSU Master's degree programs, further enhanced with more advanced courses. What distinguishes the doctoral program from the master's degree programs, however, is that PhD candidates engage in advanced research at a level that will allow them to make novel contributions to the field through the requirements of a

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8 See http://sklad.cumc.columbia.edu/gsas/

9 See Department of Medical Informatics and Clinical Epidemiology
doctoral dissertation. A unique aspect of the PhD program is the requirement for advanced training in a cognate area such as Computer Science, Biomedical Engineering, Environmental Science Engineering, Public Health, Nursing, Systems Science, Education, etc. Graduate courses for the cognate area can be taken from OHSU or at another approved accredited university.

Most students will take 18 - 24 months to complete coursework and take qualifying exams (written and oral), and another 12 - 24 months to conduct independent research, prepare a dissertation, and publicly present and orally defend it. Students who already have a Master's or equivalent degree in biomedical informatics may spend less time in the coursework phase. Doctoral students are required to maintain enrollment during the entire period of their training. This requirement is satisfied by coursework during the pre-candidacy period and with dissertation and research enrollment after being admitted to candidacy. There is a residency requirement of 12 - 15 credits for six consecutive terms in accordance with the by-laws of the School of Medicine Graduate Council. A minimum of 135 credits are required for graduation."

3. University of Washington

The following information has been taken directly from the University of Washington website.10

"The goal of the doctoral program is to train the next generation of researchers to advance the science of Biomedical and Health Informatics. The emphasis is on the science of Biomedical and Health Informatics, rather than on computer implementations or technology transfer of known methods to biomedical domains. The study of biomedical information leads to a set of core research questions about biomedical data and knowledge representation, knowledge and information retrieval, and information and technology use. As trainees strive to answer research questions in these arenas, they will acquire both a breadth of knowledge across informatics aspects of biomedicine and health care, as well as a depth in their particular area of specialization within biomedical and health informatics. The cross-cutting themes listed on our vision page provide a general vision for our graduate programs (MS and PhD) and the broad themes and goals we value in biomedical & health informatics education.

Doctoral students are key partners in on-going research efforts at UW BHI. As they progress through the program, they acquire the skills needed to contribute significantly to the field, and which will guide them in their transition from apprentices to valued colleagues.

The core Ph.D. curriculum is built around eight courses, but students are expected to build on these from the wide range of related courses available from BHI-affiliated programs, as well as the UW catalog as a whole.

The general UW graduate school requirements are as follows: minimum cumulative GPA of 3.0. Total of 90 credits minimum, of which 60 must be prior to scheduling the General Examination, and 27 are 800 level Dissertation credits over a period of at least three quarters. 60 credits minimum completed at the University of Washington. After completing required coursework students must pass a qualifying exam that covers breadth of knowledge prior to formally creating a Ph.D. supervisory committee and proceeding with dissertation research.

The general exam is scheduled at least four months after the Qualifying Exam, successful completion of the General Exam results in admission to candidacy for the doctoral degree. Enrollment in Dissertation credits (MEBI 800) may begin in the quarter following successful completion of the General Exam.

10 See Department of Biomedical Informatics and Medical Education
Candidates for the Ph.D. must present a dissertation demonstrating original and independent investigation and significant achievement in the field of Biomedical and Health Informatics—formatted according to UW Graduate School Requirements. The final oral exam includes a presentation and defense of the dissertation to the Supervisory Committee, Biomedical and Health Informatics faculty and students, and public, in accordance with Graduate School regulations.

4. Vanderbilt University Medical Center

The following information has been taken directly from the Vanderbilt University Medical Centre website.11

"Biomedical Informatics is the interdisciplinary science of acquiring, structuring, analyzing and providing access to biomedical data, information and knowledge. As an academic discipline, biomedical informatics is grounded in the principles of computer science, information science, cognitive science, social science, and engineering, as well as the clinical and basic biological sciences.

Students who enter the M.S. and Ph.D. degree programs typically have a background in one of the health professions or with a background in computing, engineering, biology, or mathematics. After graduation they pursue careers as full-time academic researchers, part-time academic researchers/part-time clinicians, and scientific managers in industry, advanced scientists in industry, information managers in health care settings, consultants or entrepreneurs.

The Vanderbilt Department of Biomedical Informatics (DBMI) Training Program is uniquely positioned to prepare future leaders in the field with a comprehensive understanding gained through a strong foundation in the principles and theory of biomedical informatics, and participation in mentored scientific research and large-scale informatics development and implementation projects. Collaboration on ongoing research projects within the Department of Biomedical Informatics and with the diverse faculty of Vanderbilt’s basic, clinical, and engineering sciences departments provide an in-depth experience with cutting-edge research.

Degree candidates are expected to demonstrate advanced knowledge of identified topics in three competency areas: Computer Science/Informatics, Biological and Health Sciences, and Research Methods. M.S. degree students take two courses in each of two competency areas and Ph.D. students take two courses in each of three competency areas. Some or all of these courses may have been taken prior to beginning this program.

Students in the M.S. degree program are required to take one elective course relevant to their educational goals and research focus. Students in the Ph.D. degree program are required to take three elective courses. Options for elective courses include courses in Biomedical Informatics that would not otherwise be required of the student, independent study with faculty members, and courses from the competency fields. Other elective courses may be selected if approved by the faculty mentor/research adviser and the Director of Graduate Studies.

All students must attend and participate in the DBMI Seminar Series during their course of study. Participation is logged and students are expected to attend 75% of offered seminars. CME for clinicians is available. All students must also participate in the journal club and the ethical conduct of research.

Students in the M.S. and Ph.D. degree programs typically develop an area of concentration that is supported by their elective coursework and research experiences to address a set of challenging questions in our field. Examples of these concentration areas include:

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11 See Department of Biomedical Informatics
• *Clinical Systems* - designs, develops, deploys, and/or evaluates clinical information systems.

• *Decision-Support Systems & Healthcare Decision Sciences* - designs, develops, deploys and/or evaluates intelligent decision support tools and decision models/guidelines/policies.

• *Evidence-Based-Practice Concentration Area* - uses, designs, develops, deploys and/or evaluates systems for optimal retrieval and application of knowledge from the literature and discovery and application of knowledge from data.

• *Health Policy, Management, and Administration Concentration Area* - designs, develops, manages and/or evaluates systems for optimal information application and resource optimization at the basic research, clinical, and organizational domains.

• *Bioinformatics for Molecular Medicine Concentration Area* - uses and designs new algorithms and/or software for medical bioinformatics applications and research.

• *Clinical Bioinformatics Concentration Area* - designs, executes, and/or evaluates systems for linking molecular biology to disease diagnosis, prevention and treatment."

### 10.0 Evidence of Support

The School of Health Information Science will be sending this PhD proposal to the following health informatics organizations along with a request for a letter of support:

- Richard Alvarez, President and Chief Executive Officer, Canada Health Infoway
- Catherine Claiter-Larson, Vice President and Chief Information Officer, Vancouver Island Health Authority
- Peter Murray, Chief Executive Officer, International Medical Informatics Association
- Dr. Jennifer Zelmer, Senior Vice President, Clinical Adoption and Innovation, Canada Health Infoway

The School of Health Information Science will also be sending this proposal and requesting a letter of support from academic programs with which the School has personal contact. These include:

- Dr. Joan Ash, Professor and Vice Chair, Department of Medical Informatics and Clinical Epidemiology, School of Medicine, Oregon Health & Science University
- Teresa Dawson, Director, Learning and Teaching Centre, University of Victoria
- Dr. Eric Eisenstein, Assistant Professor in Medicine, Assistant Professor in Community and Family Medicine, Duke University
- Dr. John Walsh, Professor & Graduate Advisor, Educational Psychology & Leadership, University of Victoria
- Dr. Sue Whitesides, Chair, Department of Computer Science, University of Victoria
Elizabeth Marie Borycki RN HBScN MN PhD, Associate Professor

<table>
<thead>
<tr>
<th>Degree</th>
<th>Field</th>
<th>Institution</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>Health Policy, Management And Evaluation (Health Services Management and Organization Stream) (Research Focus: Health Informatics)</td>
<td>University of Toronto</td>
<td>2008</td>
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</table>

**MAJOR FIELD(S) OF SCHOLARLY OR PROFESSIONAL INTEREST**
- Clinical Informatics, Telehealth and Mobile Health
- Organizational Aspects of Health Information Systems (HIS)

**Research and Work Experience Using Differing Quantitative and Qualitative Methodological Approaches**

**Publications SUMMARY:**
- ARTICLES PUBLISHED = 71
- BOOK CHAPTERS PUBLISHED = 15
- BOOK CHAPTERS ACCEPTED FOR PUBLICATION = 5
- ARTICLES ACCEPTED FOR UPCOMING PUBLICATION = 1

**Graduate Student Supervision at University of Victoria SUMMARY:**
- SUPERVISOR since I began supervising = 27 GRADUATE STUDENTS.
- COMMITTEE MEMBER = 21 GRADUATE STUDENTS.
- EXTERNAL EXAMINER = 7 GRADUATE STUDENTS
- CHAIR OR EXAMINATION COMMITTEE = 7
May 2006  University of Missouri – Columbia, MO  PhD  Nursing

Health systems research; telehealth; informatics curriculum development; clinical decision making; underserved populations; diffusion of innovations and geographic information

Publications – n = 29 peer reviewed, published or in-press, 5 invited

Latest Refereed Articles (* data based, § senior author)

Masters Non-Thesis Projects: 1
Masters Theses: 8
PhD Dissertations: 3
Alex Kuo, Mu-Hsing, Assistant Professor

data interoperability, health database & data warehousing, data mining application in healthcare, and e-health.

EDUCATION

Ph.D., Department of Computer Science, University of Nottingham, UK, 1996.

PUBLICATIONS

A. Journal Papers: 31
B. Conference papers: 20
C. Books/ Book chapters: 4

SUPERVISION

1. Pengrong Zhang, School of Health Information Science, University of Victoria, BC, Canada, 2011 – ongoing (Master)
2. Marianne Leenaerts, School of Health Information Science, University of Victoria, BC, Canada, 2010 – ongoing (PhD)
3. Jesse Gardner, School of Health Information Science, University of Victoria, BC, Canada, 2010 – ongoing (Master)
4. Xinran Zhang, School of Health Information Science, University of Victoria, BC, Canada, 2010 – ongoing (Master)
5. Fabiola Pinheiro, School of Health Information Science, University of Victoria, BC, Canada, 2010 – ongoing (Master)
6. Justin St-Maurice, School of Health Information Science, University of Victoria, BC, Canada, 2010 – ongoing (Master)
7. YunYong Guo, School of Health Information Science, University of Victoria, BC, Canada, 2010 – ongoing (Master)
Andre Kushniruk, Professor

DEGREES AND DIPLOMAS
Ph.D. Cognitive Psychology McGill University 1999

CURRENT POSITIONS
Professor - School of Health Information Science, University of Victoria, Victoria, Canada, 2009 – present

Honorary Professor – Faculty of Education, The University of Hong Kong, 2011- present

Adjunct Faculty Member - the Faculty of Graduate Studies (Graduate Program in Information Systems & Technology), York University, Toronto, Canada, 2009 – present

Adjunct Professor – Faculty of Engineering and Science, Aalborg University, Denmark, 2011 – present

Adjunct Associate Professor – Mount Sinai School of Medicine, New York, New York, 2001 – present

MAJOR FIELD(S) OF SCHOLARLY OR PROFESSIONAL INTEREST

Health Informatics
Cognitive Science
Evaluation Methodologies

Articles Indexed as Refereed Journals: 106 peer reviewed articles
Books: 1
Chapters in Books: 21 book chapters

Graduate Student Supervision at University of Victoria
Completed PhD Supervisions: 2
Current Ph.D. Supervisions: 3
Completed M.Sc. Supervisions: 11
Current M.Sc. Supervisions: 17
Post-Doctoral Training Experience: 4
Prior Graduate Training: 3
External Examiner to Masters and Ph.D. Theses: 7
Francis Lau PhD, Professor

Dr. Francis Lau is a PhD graduate in medical sciences specialized in medical informatics. He has a diverse background in business, computing and medical sciences, with 14 years of professional experience in the health IT industry. Prior to joining the University of Victoria in 2001 he was an Assistant Professor in the Department of Accounting and Management Information Systems in the Business School at the University of Alberta. Dr. Lau's current foci are in health information system evaluation, clinical vocabularies, and palliative care informatics. He is the recipient of the eHealth Chair funded by CIHR/Infoway to establish an eHealth Observatory to monitor the impact of health information system deployment in Canada.

Graduate Trainee Supervision

Currently Dr. Lau provides supervision, co-supervision and mentorship for over 20 research and graduate trainees. These include 4 PhD students, 20 MSc students, 3 research analysts and 1 clinician fellow. These trainees work mostly in the areas of electronic medical record evaluation, clinical terminologies and end-of-life care surveillance. The types of studies cover systematic reviews, multi-method evaluation studies and participatory system design.

Recent Publications

Scott Macdonald, Professor

PhD Epidemiology and Biostatistics University of Western Ontario 1987

Substance abuse, drug testing and other workplace alcohol/drug programs.

Current Peer-reviewed Grants:


Articles Published in Refereed Journals (2009 – 2012)

Total peer-reviewed papers (95)

Number and roles of graduate students completed, past year
External examiner, PhD (2)
Supervisor, MSc. (1)

Number and roles of graduate students ongoing
Co-supervisor, PhD (1)
Supervisory committee, PhD (2)
Supervisor, MSc (5)
Abdul V Roudsari, PhD, Professor and Director, School of Health Information Science

Education:
1989  Postgraduate Diploma, Computing and Artificial Intelligence, South Bank Polytechnic.

Research and Scholarship:

Research Focus

Electronic healthcare (eHealth) and Telecare: management of elderly and chronically-ill patients in their home environment using advanced healthcare technologies for home monitoring. Advanced and intelligent methods for the acquisition, processing and interpretation of data from the Electronic Patient Record and patient in the community for the purposes of developing Intelligent & evidence based Clinical Decision Support Systems for diagnosis, state prediction, management and prognosis.

Major research management and research initiatives include the following:

- CFHEP03 (2008-2011) The Centre for Health Informatics has been commissioned by the NHS Connecting for Health (CFH) Evaluation Programme to carry out the evaluation of the Blood Tracking implementation. The project budget is £230k over 26 month.
- REALITY (2003-2005) - (Representative evaluation of evolving remote home-based patient monitoring delivery): This project (1.071 MEuro)
  (accepted for publication-in press).
- Naghavi HR, Shabestari O, Roudsari A, Harrison J. Design and validation of a questionnaire for measuring the attitude of hospital staff concerning pandemic influenza. Journal of Infection and Public Health. 2012 (online) @
- Goddard K, Roudsari A, Wyatt JC. Automation Bias: a systematic review of frequency, effect mediators, and mitigators. Journal of the American Medical Informatics Association, 2011; JAMIA doi:10.1136/amiajnl-2012-000089 @
- Gooch P, Roudsari A. Automated Recognition and Post-coordination of Complex Clinical Terms. Stud Health Technol Inform. 2011;164:8-12. @
- Goddard K, Roudsari A, Wyatt JC. Decision Support and Automation Bias - Methodology and Preliminary Results of a Systematic Review. Stud Health Technol Inform. 2011;164. @
- Shabestari O, Roudsari A. A requirement engineering approach for improving the quality of the diabetes education websites. Stud Health Technol Inform. 2011;164:261-6. @

PhD Student Supervision completed: 16
Omid L. Shabestari Medical Doctor, PhD in Health Informatics, Senior Instructor

Qualifications
- MD: Tehran University of Medical Sciences, Iran; 1999
- PhD in Health Informatics: City University London, UK; 2010

Secondary use of health data; business intelligence; health system analysis and design; electronic health records; telemedicine; health 2.0; evaluation research

Peer-reviewed papers: 22

Computer Expertise
- Database Systems: MS SQL Server, MySQL, Microsoft Access
- Data Analysis and Business Intelligence: SPSS, EpiInfo, MS SQL BI
- Programming: ASP.Net, HTML
- Scientific applications: EndNote, RefViz, RevMan, PowerSim, TreeAge, ESTA
- Qualitative Research: Atlas.ti
Appendix B

Curriculum Change Forms
**SUMMARY OF PROPOSED MAJOR CURRICULUM CHANGES**

**ORIGINATING FACULTY:** Faculty of Human and Social Development

**ORIGINATING DEPARTMENT/SCHOOL:** School of Health Information Science

**FACULTY/DEPARTMENT OR SCHOOL CONTACT:** Shawna McNabb

Please provide sufficient information to make the nature of the proposed change clear to all receiving parties. The whole submission should be in Calendar order; pages of Major and Minor Changes should each be numbered in their own order, independently. If a change will affect another academic unit, please indicate which unit(s) are affected.

**Types of Major Changes**

1. new course/program 7. change in grading
2. change in aim of course 8. change in pre or co-requisite
3. change in course unit value, division of year-long course, merging two semester courses 9. change in program requirement
4. change in course number 10. deletion of course (except under 5 year rule)
5. change in contact hours 11. discontinuation of a program/degree
6. change of mutually-exclusive designation, sequence, credit information, or cross-listing information 12. other

<table>
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<tr>
<th>COURSE #</th>
<th>TYPE OF CHANGE</th>
<th>PAGE # IN EXTERNAL SUBMISSION</th>
<th>EFFECT (UNIT)</th>
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<tr>
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<td>New Program - PhD in Health Informatics</td>
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<tr>
<td>HINF 603</td>
<td>New Program - Admission Requirement</td>
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<tr>
<td>HINF 603</td>
<td>New Program - Application Deadline</td>
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<tr>
<td>HINF 603</td>
<td>New Program - Program Requirements</td>
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<tr>
<td>HINF 693</td>
<td>New Course - HINF 602: Theories in Health Informatics</td>
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<tr>
<td>HINF 693</td>
<td>New Course - HINF 603: Methods in Health Informatics</td>
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<tr>
<td>HINF 699</td>
<td>New Course - HINF 693: Candidacy Exam</td>
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<td>HINF 699</td>
<td>New Course - HINF 699: Dissertation</td>
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Summary of major changes
## Faculty
Human and Social Development

## Department/School
School of Health Information Science

### Date of Submission

### Effective Date of Change (1 May unless otherwise indicated)

### Type of Major Change
1. ☑ new or reinstated course/program
2. ☐ change in aim of course
3. ☐ change in course unit value, division of year-long course, merging two semester courses
4. ☐ change in course number
5. ☐ change in contact hours
6. ☐ change of mutually-exclusive designation, sequence credit or cross-listing information
7. ☐ change in grading
8. ☐ change in pre or co-requisite
9. ☐ change in program requirement
10. ☐ deletion of course (except under 5 year rule)
11. ☐ discontinuation of a program/degree
12. ☐ other

Note: to place an "x" in a box, double-click on it.

### Degrees and Specializations Offered

The School of Health Information Science offers courses of study leading to the degree of MSc. There are three program streams:

- On-campus Stream, MSc
- Distributed Stream (online), MSc
- Master's of Nursing, Advanced Practice Nursing—Master's of Science in Health Informatics (online)

The School also offers an on-campus special arrangement program of study leading to the degree of PhD in Health Informatics.

### Rationale for the Proposed Change.

New program - PhD in Health Informatics

External Effects of the Proposed Change: None

EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS where the proposed curriculum change will have an effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs.

#### Staffing, Fee or Other Financial Implications:

EVIDENCE OF CONSULTATION IS REQUIRED. Attached (e-mail or memo).

#### Library Implications:

Library Implications: The School will work within existing library collection.

EVIDENCE OF CONSULTATION IS REQUIRED from the University Librarian for both course additions and deletions as well as course deletion/retention under the five-year rule (Calendar Policy 2.2.4). Attached (e-mail or memo).

#### Co-op Implications:

Co-op Implications: May have additional students participate in optional co-operative education program.

EVIDENCE OF CONSULTATION IS REQUIRED with the Co-op and Career Office for both course/program additions and deletions that involve Co-operative education programs including work terms and work experience. Attached (e-mail or memo).
University of Victoria Curriculum Change
Submission Form PROPOSED MAJOR CURRICULUM CHANGE

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Department/School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human and Social Development</td>
<td>School of Health Information Science</td>
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<table>
<thead>
<tr>
<th>Date of Submission</th>
<th>Effective Date of Change (1 May unless otherwise indicated)</th>
</tr>
</thead>
</table>

**Type of Major Change**

13. ☑ new or reinstated course/program
14. □ change in aim of course
15. □ change in course unit value, division of year-long course, merging two semester courses
16. □ change in course number
17. □ change in contact hours
18. □ change of mutually-exclusive designation, sequence credit or cross-listing information
19. □ change in grading
20. □ change in pre or co-requisite
21. □ change in program requirement
22. □ deletion of course (except under 5 year rule)
23. □ discontinuation of a program/degree
24. □ other_.__ accompanying minor curriculum change #____

**Current Calendar Page Number __99__**

**Existing Calendar Entry (in full)**
(Please indicate deletions by striking through the word or phrase)

**Proposed Calendar Entry**
(Please indicate changes by underlining; course descriptions must conform to Calendar style and are limited to 75 words.)

**For international MSc students**

- If you are accepted into the distributed MSc stream, you will NOT be able to switch into other streams or programs. In fact, you will need to first withdraw from your program and reapply to UVic if you want to switch streams or programs.
- You will need to provide a letter from your current employer confirming your employment status with the organization, and that you will in fact continue to work there during the two years when you are enrolled in our program.
- You should plan to stay in Victoria only for the scheduled workshops; the 2-week workshop is in May. We expect you to return to your country in between these workshops to continue working for your current employer and not to remain in Canada.

**Applicants who have not completed a previous degree at a recognized university in Canada, the UK, Australia, New Zealand, or the USA should arrange to take the GRE (Graduate Record Examination: General exam) and submit the results to the Graduate Admissions and Records Office with their applications.**

**Please note that decisions to waive the GRE requirement are made on an individual basis, after the complete review of an application.**

**PhD Program**

Admission will be limited to students already holding a Master's degree in health informatics or related field. Students will be expected to enter the program as a cohort in September. Doctoral students recruited will have research interests that link closely with the faculty's areas of specialization. The program requires full-time enrolment.

In addition to the Faculty of Graduate Studies application requirements the School also requires the following:

- Third letter of reference. At least two of the three required references should be from academics who can assess applicants capacity to conduct independent scholarly work.
- CV that summarized education, work experience, research, publications, awards and distinctions.
- Preliminary dissertation proposal.
- Statement letter summarizing why there is an interest in earning a PhD in Health Informatics, research interest, expectations of program, and if contact has been made with a faculty member regarding possible supervisory commitment.

**PhD by Special Arrangement**

This is an on-campus PhD program. Applicants must hold a relevant Masters degree to apply.
Rationale for the Proposed Change.

Admission requirements for new PhD in Health Informatics program

External Effects of the Proposed Change: None

**EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS** where the proposed curriculum change will have an effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs.

*Attached (e-mail or memo).*

Staffing, Fee or Other Financial Implications: None

**EVIDENCE OF CONSULTATION IS REQUIRED.** *Attached (e-mail or memo).*

Library Implications: None

**EVIDENCE OF CONSULTATION IS REQUIRED from the University Librarian for both course additions and deletions as well as course deletion/retention under the five-year rule** (Calendar Policy 2.2.4). *Attached (e-mail or memo).*

Co-op Implications: None

**EVIDENCE OF CONSULTATION IS REQUIRED with the Co-op and Career Office for both course/program additions and deletions that involve Co-operative education programs including work terms and work experience.**

*Attached (e-mail or memo).*

Date of last submission {Enter Month, Day and Year here}
## University of Victoria Curriculum Change Submission Form

### PROPOSED MAJOR CURRICULUM CHANGE

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#### Type of Major Change

1. [x] new or reinstated course/program
2. [ ] change in aim of course
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8. [ ] change in pre or co-requisite
9. [ ] change in program requirement
10. [ ] deletion of course (except under 5 year rule)
11. [ ] discontinuation of a program/degree
12. [ ] other

*Note: to place an “x” in a box, double-click it.*

#### Current Calendar Page Number

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*Please indicate changes by underlining: course descriptions must conform to Calendar style and are limited to 75 words.*

#### Deadlines

For the distributed (online) MSc stream the deadlines for Canadian applications are October 31 for January entry, February 28 for May entry, and May 31 for September entry. For international applications the deadlines are April 15 for January entry, September 15 for May entry, and December 15 for September entry. For the on-campus MSc stream and the PhD by special arrangement the deadlines for Canadian applications are January 15 for both September and May entry. For international applications the deadlines are December 15 for September entry and September 15 for May entry.

#### Rationale for the Proposed Change

**Application deadline for new PhD program**

**External Effects of the Proposed Change: None**

**EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS** where the proposed curriculum change will have an effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs.

*Attached (e-mail or memo).*

**Staffing, Fee or Other Financial Implications: None**

**EVIDENCE OF CONSULTATION IS REQUIRED.**

**Library Implications:** The School will work within existing library collections.

**EVIDENCE OF CONSULTATION IS REQUIRED from the University Librarian for both course additions and deletions as well as course deletion/retention under the five-year rule (Calendar Policy 2.2.4).**

**Co-op Implications:** None

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*Attached (e-mail or memo).*

Date of last submission {Enter Month, Day and Year here}

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Page Number in Submission: 3
University of Victoria Curriculum Change Submission Form

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<th>Effective Date of Change (1 May unless otherwise indicated)</th>
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**Type of Major Change**

13. ☐ new or reinstated course/program
14. ☐ change in aim of course
15. ☐ change in course unit value, division of year-long course, merging two semester courses
16. ☐ change in course number
17. ☐ change in contact hours
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20. ☐ change in pre or co-requisite
21. ☐ change in program requirement
22. ☐ deletion of course (except under 5 year rule)
23. ☐ discontinuation of a program/degree
24. ☐ other ____________________

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<td>(Please indicate changes by underlining; course descriptions must conform to Calendar style and are limited to 75 words.)</td>
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**Required Thesis (7.5 units)**

- NURS 593 (1.5) Thesis Seminar

or

- HINF 580 (1.5) Thesis Seminar
- NUHI 599 (6.0) Thesis

**PhD Program**

Graduates of the program will be trained to plan and execute high quality research publishable in major academic journals. Results of their research are expected to advance both the theory and practice of international Health/Medical Informatics. PhD students will develop research competencies by completing course requirements and by working closely with faculty advisors on research projects. In addition to research the PhD program will prepare students for senior and high-level careers in industry.

Program flexibility and the block teaching delivery method of the 600 level courses allow industry professionals to continue to hold their professional positions while providing them with an on-campus experience to connect with the fellow graduate students, the School and University community. Students will be required to travel to the UVic campus to attend in-class course components.

The goal of the PhD in Health Information is to prepare scholars who will discover and extend scientific knowledge that advances the science and practice in health informatics. Graduates of the PhD program are prepared to:

1. Assume leadership roles in informatics and health care
2. Generate new knowledge through research and testing of theory
3. Contribute to solutions that advance health care in a culturally diverse society
4. Translate research findings into practice and policy at multiple levels
5. Reflect an interdisciplinary perspective in research and scholarly endeavours

The PhD requires the completion of a minimum of 39.0 units. This includes coursework, candidacy exam and dissertation. The PhD program will typically take 3 years to complete. Normally,
students will be expected to complete this coursework within the first year of study. The program of study will include the following requirements:

- HINF 500 level elective (1.5)
- HINF 580 (1.5) Health Informatics Graduate Seminar
- HINF 602* (1.5) Theories in Health Informatics
- HINF 603* (1.5) Methods in Health Informatics
- HINF 693 (3.0) Candidacy Exam
- HINF 699 (30.0) PhD Dissertation

Students may take as an elective the Learning and Teaching in Higher Education Certificate Program (Units: 6.0).

*HINF 602 and HINF 603 will be delivered with a one week intensive in-class component, with additional course requirements completed in the following weeks. Students will be required to travel to Victoria.

**Candidacy Exam Requirements:**

Students must demonstrate essential breadth and in-depth knowledge in health informatics. Assessment of a student's research ability will be determined by the successful completion of HINF 693: Candidacy Exam, at the end of the third term or 12 months of the PhD program. Students will be required to submit a written report, normally between 30-50 pages. The work submitted, as part of the candidacy exam, forms the preliminary thesis proposal. The supervisory committee will assess the preliminary thesis proposal and oral presentation of the proposal. PhD students must complete all course requirements before proceeding to the candidacy exam.

The purpose of the candidacy examination is to confirm that the student:

1. Understands the research problem;
2. Is aware of the advanced literature in health informatics in the area of his or her specific research topics;
3. Has demonstrated capability to conduct the research;
4. Has a realistic research plan and schedule;
5. Is of PhD calibre.

Students will be evaluated and assigned a Pass/Fail for HINF 693 and will have two opportunities to pass each component of the candidacy exam: preliminary thesis proposal, and oral exam. The second attempt to pass the Candidacy Exam must be made within three months. If students fail to successfully complete their candidacy requirement after the second attempt they will be required to leave the program.

Once the PhD student completes the candidacy requirement they will work extensively with their supervisory committee to prepare a full dissertation proposal, typically within 6 months. As soon as the supervisory committee and student is satisfied that the dissertation proposal meets the standards of the Faculty of Graduate Studies and the School of Health Information Science, students will then apply for ethics approval or ethics waiver and begin their dissertation research.

Rationale for the Proposed Change.

New PhD program
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Date of last submission {Enter Month, Day and Year here}
## Faculty
Human and Social Development

## Department/School
School of Health Information Science

### Date of Submission

### Effective Date of Change (1 May unless otherwise indicated)

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### Proposed Calendar Entry

**HINF 602**

**Units:** 1.5

**Theories in Health Informatics**

This is an advanced course on scientific theories that are relevant to health informatics. Faculty will assign key readings drawn from health informatics, information systems, computer science and related disciplines. Students will demonstrate the principles of theory and conceptual framework development for use in research. Students will present critical appraisals of conceptual models and theoretical frameworks used in existing research and apply them to the health informatics discipline. Through this course students may identify an appropriate theory or conceptual model to incorporate into their subsequent dissertation research.

### Rationale for the Proposed Change.

**New PhD program**

**External Effects of the Proposed Change:** None

**EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS** where the proposed curriculum change will have an effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs.

**Attached (e-mail or memo):**

**Staffing, Fee or Other Financial Implications:** None

**EVIDENCE OF CONSULTATION IS REQUIRED. Attached (e-mail or memo):**

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**Co-op Implications:** None

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Date of last submission (Enter Month, Day and Year here)
# University of Victoria Curriculum Change Submission

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## Type of Major Change

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11. Discontinuation of a program/degree
12. Other

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<td>This is an advanced course on methods that are relevant to health informatics. Faculty will assign key readings drawn from health informatics, information systems, computer science and related disciplines. Students are expected to present and critique the papers and to discuss their relevance to the health informatics discipline. Through this course students may select a method for incorporation in their dissertation research.</td>
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<table>
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**External Effects of the Proposed Change:** None

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**Attached (e-mail or memo):**

**Staffing, Fee or Other Financial Implications:** None

**EVIDENCE OF CONSULTATION IS REQUIRED.**

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**Co-op Implications:** None

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Date of last submission {Enter Month, Day and Year here}

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**Effective Date of Change (1 May unless otherwise indicated)**

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**Current Calendar Page Number**

**Existing Calendar Entry (in full)**

(Please indicate deletions by striking-through the word or phrase)

None – New Course

**Proposed Calendar Entry**

(Please indicate changes by underlining; course descriptions must conform to Calendar style and are limited to 75 words.)

HINF 693

Units: 3.0

**Candidacy Exam**

Students enrol in HINF 693 for the duration of their preparations for their candidacy examinations. This begins at the time a student first enrols in the PhD program and continues until candidacy requirements have been completed, normally at the end of first year of program.

Grading: INP, COM, N, F

**Rationale for the Proposed Change.**

New PhD program

**External Effects of the Proposed Change:** None

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Attached (e-mail or memo)

**Staffing, Fee or Other Financial Implications:** None

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Page Number in Submission _7_
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None – New Course

**Proposed Calendar Entry**

(If any changes are made, please indicate changes by underlining; course descriptions must conform to Calendar style and are limited to 75 words.)

**HINF 699**

**Units:** 30.0

**Dissertation**

**Prerequisites:** 693

**Grading:** INP, COM, N, F

**Rationale for the Proposed Change.**

New PhD program

External Effects of the Proposed Change: None

**EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS** where the proposed curriculum change will have an effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs.

**Attached** (e-mail or memo) ☐

Staffing, Fee or Other Financial Implications: None

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Co-op Implications: None

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Date of last submission {Enter Month, Day and Year here}
Appendix C: Enrolment Plan

The School of Health Information Science does not intend to further expand the Master’s program and anticipates a steady state of approximately 73 FTE, as set by the Faculty of Graduate Studies. Recruitment for the MSc program will be dependent on the enrolment targets received for each academic year. Table 7.0 summarizes the anticipated enrolment and completion schedule of the MSc Health Information Science program.

There are currently six PhD students enrolled in the special arrangement program. It is anticipated that all special arrangement PhD students will complete their program by the 2015-2016 academic year.

The School proposes to admit five students each year for the first three years of the PhD program. Projected enrolments will result in a steady state of 15 PhD students by the 2015-2016 academic year. The following tables illustrate the anticipated enrolment and completion schedule in the MSc program, enrolment of special arrangement PhD students and their expected rate of completion, the projected admission and continued enrolment of students into a formalized PhD program.

Our plan is to admit our first PhD students in the 2013-2014 academic year, admitting five students per year, to a maximum of fifteen students by the third year of the program. On the basis of a three year time to completion, up to a maximum 7 years of registration as per the Faculty of Graduate Studies registration time limits. Table 7.2 summarizes the anticipated enrolment of PhD students in the first seven years of the program.
Table 7.0: Anticipated Total Graduate Program Enrolment and Completion Schedule

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<td>HINF MSc Current (1.0 FTE)</td>
<td>86</td>
<td>90</td>
<td>84</td>
<td>83</td>
<td>75</td>
<td>59</td>
<td>39</td>
</tr>
<tr>
<td>HINF MSc Double Degree (MN/MSc) Current (0.5 FTE)</td>
<td>12</td>
<td>17</td>
<td>22</td>
<td>27</td>
<td>26</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>HINF PhD Current (Special arrange) (1.0 FTE)</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>HINF PhD Current (new program) (1.0 FTE)</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>Subtotal Current Students</td>
<td>104</td>
<td>118</td>
<td>123</td>
<td>130</td>
<td>123</td>
<td>116</td>
<td>106</td>
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<td>Subtotal FTE Current Students</td>
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<td>112</td>
<td>116.5</td>
<td>110</td>
<td>101</td>
<td>88.5</td>
</tr>
<tr>
<td>HINF Completing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HINF MSc (end of 5 Yr Period of Reg.) (1.0 FTE)</td>
<td>8</td>
<td>16</td>
<td>11</td>
<td>18</td>
<td>31</td>
<td>35</td>
<td>29</td>
</tr>
<tr>
<td>HINF Double Degree (end of 5 Yr Period of Reg.) (0.5 FTE)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>HINF PhD Completing (Special arrange) (1.0 FTE)</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>HINF PhD Completing (new program) (1.0 FTE)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>(end of 7 Yr Period of Reg.)</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Subtotal HINF Completing Students</td>
<td>9</td>
<td>16</td>
<td>13</td>
<td>27</td>
<td>37</td>
<td>40</td>
<td>34</td>
</tr>
<tr>
<td>Subtotal FTE Completing Students</td>
<td>9</td>
<td>16</td>
<td>13</td>
<td>24</td>
<td>34</td>
<td>37.5</td>
<td>31.5</td>
</tr>
<tr>
<td>Total Students in HINF</td>
<td>112</td>
<td>123</td>
<td>130</td>
<td>123</td>
<td>116</td>
<td>106</td>
<td>102</td>
</tr>
<tr>
<td>Total FTE</td>
<td>98.74</td>
<td>105.92</td>
<td>110.75</td>
<td>104.25</td>
<td>92.8</td>
<td>80.3</td>
<td>73.8</td>
</tr>
</tbody>
</table>

Table 7.1: Projected PhD by Special Arrangement Completion Schedule

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Current</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>Completing</td>
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<td>0</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Total</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 7.2: Projected PhD Admissions and Completion Schedule

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Admitted</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Completing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>
The Graduate Student Progress Report is outlined below for reference.

**Graduate Student Annual Progress Report**

This report must be completed by the supervisor with the student present, and submitted to the graduate advisor. The Annual Review should be scheduled, in the first month of the anniversary entry point.

**SECTION 1 - STUDENT INFORMATION**

<table>
<thead>
<tr>
<th>Student name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Level:</td>
</tr>
<tr>
<td>(PhD/MSc):</td>
</tr>
<tr>
<td>Graduate Program:</td>
</tr>
<tr>
<td>(PhD/MSc Stream/Double Degree)</td>
</tr>
<tr>
<td>Entry Point:</td>
</tr>
<tr>
<td>Anticipated Date of Graduation:</td>
</tr>
<tr>
<td>Temporary Withdrawals/ Personal Leave (if any):</td>
</tr>
<tr>
<td>Thesis/Project Title:</td>
</tr>
<tr>
<td>Remaining Course Requirements (# of units):</td>
</tr>
<tr>
<td>Candidacy Exam (if applicable) Date Completed/Anticipated:</td>
</tr>
<tr>
<td>Supervisor:</td>
</tr>
<tr>
<td>Co-Supervisor (if any):</td>
</tr>
<tr>
<td>Committee Members:</td>
</tr>
</tbody>
</table>

**SECTION 2 - SUPERVISION**

1. Has the student and supervisor made contact with Supervisor at least twice per term?  
   YES/NO

2. Has the student and supervisor maintained written records on the supervision?  
   YES/NO
SECTION 3 - CONFERENCES, PUBLICATIONS, AND PRESENTATIONS

3. Has the student attended any conferences during the year? YES/NO
   If YES please give details:

4. Did the student present a paper? YES/NO

5. Has the student submitted any papers for publication? YES/NO
   If YES, please give details:

6. Has the student prepared a seminar and/or presented papers to colleagues? YES/NO
   If YES, please give details:

SECTION 4 - PROGRESS

8. Please indicate student's progress in the program and comment:

9. If progress has been less than satisfactory, please give date of next review (recommended follow up be scheduled in three months).

10. Should the student be permitted to continue studies? YES/NO (if no, please give reasons under).

<table>
<thead>
<tr>
<th>Stage of Research</th>
<th>Additional Information</th>
<th>Dates (mark as ongoing, complete, expected to begin)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td></td>
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<tr>
<td>Proposal</td>
<td></td>
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<tr>
<td>Literature Review</td>
<td></td>
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<tr>
<td>Research Design</td>
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<tr>
<td>Ethics</td>
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<tr>
<td>Approval/Waiver</td>
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<tr>
<td>Data Collection</td>
<td></td>
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<tr>
<td>Data Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thesis/Project Write-up</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Progress</th>
<th>Additional Information</th>
<th>Dates (mark as ongoing, complete, expected to begin)</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Goals</td>
<td>•</td>
<td></td>
</tr>
<tr>
<td>Goals Met</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goals not achieved (Why?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Notes on Progress:**

**Signature of Co-Supervisor(s)\hspace{1cm}Date:**

**Recommendations:**

**Student Signature\hspace{1cm}Date:**

**Supervisor Signature\hspace{1cm}Date:**

**Graduate Advisor Signature\hspace{1cm}Date:**

Please ensure that the student receives a copy of this report.
N.B. Please return the completed report to the Graduate Advisor, who will address any issues where appropriate. Annual reports will then be filed in the School student file.
Appendix D

Recruitment and Marketing Plan

For a PhD program in Health Informatics the best recruitment and marketing strategy will be our reputation in the health informatics industry and academic contacts. This has proven to be successful in the recruitment and marketing of our MSc program and students admitted into the PhD by special arrangement.

In addition to updating all our current graduate brochures, to include a formal PhD program in the list of graduate programs offered, a new poster will be created and distributed to health informatics organizations, such as COACH and AMIA, and to closely related academic programs within Canada and abroad.

In consultation with UVic communications there are many opportunities within the Faculty of Human and Social Development to further promote and highlight a new program, when approved. These would include the announcements in the HSD newsletter, on the website and on HSD Twitter and Facebook sites.
June 18, 2012

Dr. Abdul Roudsari
Director
School of Health Information Science
University of Victoria
Victoria, B.C.
P.O. Box 3050, STN CSC
V8W 3PS

Dear Dr. Roudsari:

Re: Your letter of May 22, 2012

We welcome your plans for developing a formal PhD program in health informatics at the University of Victoria.

The sustainability and transformation of Canada's health care system depends on innovation. Effective use of information and communications technologies is an important enabler of these goals, offering substantial value for individual Canadians, clinicians, and the health system as a whole. There is, however, a significant current and projected future shortage of health informatics specialists in Canada and a number of other countries. Addressing this gap is important to accelerating progress, which means that we also need to expand the cadre of those who can teach future practitioners and leaders. Likewise, as a new and rapidly-evolving field, there are many gaps in the evidence-base. Growing our research and knowledge translation capacity is therefore also important.

The proposed new program at the University of Victoria has the potential to contribute on both fronts, and we hope that you are successful in establishing it.

Yours truly,
September 20, 2012

Dr. Abdul Roudsari
University of Victoria
School of Health Information Science
PO Box 3050, STN CSC
Victoria BC V8W 3P5

Dear Dr. Roudsari:

It gives me great pleasure to support the development of the Health Informatics Doctorate program at the University of Victoria.

As an alumnus of the School of Health Information Science working in the health care sector, I see the urgent requirement to develop an enhanced research and analytical capacity in the Canadian, as well as global, health informatics experience. As electronic health record capabilities are realized across care settings, an explosion of information is becoming more readily available. The scientific evaluation regarding use of that information for direct patient care, quality improvements, care delivery modeling, population-based health planning, and research will necessitate an even higher level of informatics capability. Additionally, the worlds of genomics, informatics, and personal health care are assimilating and the informatics community needs to be prepared to develop and support new levels of automated intelligence. As a result, higher academic preparation of Health Information leaders is required to help guide the information transformation journey that has begun, and to ensure that future care providers receive core informatics competencies in their education.

Vancouver Island Health Authority takes its role in supporting all levels of students across multiple disciplines seriously; it is one we are proud of. We are delighted to be able to participate in the further education of University of Victoria Health Information scholars.

Yours sincerely,

Catherine Claiter-Larsen
Vice-President and Chief Information Officer

Executive Office
Located at 2101 Richmond Avenue, Victoria, B.C., Canada V8R 4R7 · Tel: 250.370.8959 · Fax: 250.370.8750
Mailing address: 1952 Bay Street, Victoria, BC Canada V8R 1J8
Dear Dr. Abdul Roudsari

Ref: PhD program in Health Informatics at the School of Health Information Science

The International Medical Informatics Association (IMIA) confirms its support for the proposed development of the PhD program in Health Informatics at the School of Health Information Science, University of Victoria.

The motivation underlying the development of the program, so as to address the need for researchers, educators and practitioners who have skills and knowledge in the broad discipline of health informatics, and the mission of the School, are congruent with IMIA’s own purpose and vision. We believe that the School, and its faculty, have the demonstrated knowledge, skills, experience, and contacts, both within Canada and internationally, to ensure the successful delivery of the program and to provide the necessary rounded student experience.

Many aspects of the proposed program are also congruent with IMIA’s own view of the need to develop health informatics programs that address a wide variety educational needs, in terms of the breadth and variety of content within programs, the differing needs of students within different contexts, and the differing professional backgrounds and prior experiences of students. These are addressed in IMIA’s “Recommendations of the International Medical Informatics Association (IMIA) on Education in Biomedical and Health Informatics: First Revision - IMIA White Paper”, published in Methods of Information in Medicine and also available on the IMIA website (Authors John Mantas; Elske Ammenwerth; George Demiris; Arie Hasman; Reinhold Haux; William Hersh; Evelyn Hovenga; K. C. Lun; Heimar Marin; Fernando Martin-Sanchez; Graham Wright - IMIA Recommendations on Education Task Force. Methods Inf Med 2010; 49: doi: 10.3414/ME5119 http://www.imia-medinfo.org/new2/node/8)

The International Medical Informatics Association (IMIA) is the world body for health and biomedical informatics. As an “association of associations”, IMIA acts as a bridging organisation for its constituent Member Societies (57 nationally-based health and biomedical informatics associations around the world), its network of more than 50 Academic and Corporate Industrial Members, and its Working Groups. IMIA therefore draws on the expertise of more than 50,000 individuals, who contribute their academic and scientific expertise directly or through their contributions to IMIA’s Special Interest Groups and Working Groups, which form the core of IMIA’s scientific activity.

IMIA is an independent, not-for-profit international scientific organisation, incorporated under Swiss law, in existence for over 40 years. IMIA is a NGO in official relations with the World Health Organization, is a
Liaison A category organisation in cooperation with ISO, and has close links with the International Federation for Information Processing (IFIP).

IMIA plays a major global role in the application of information science and technology in the fields of healthcare and research in medical, health and bio-informatics. The goals and objectives of the association include:

- promoting informatics in health care and research;
- advancing and nurturing international cooperation;
- stimulating research, development and routine application;
- moving informatics from theory into practice in all health delivery settings; and
- furthering the dissemination and exchange of knowledge.

The School of Health Information Science, University of Victoria is an Academic Institutional member of IMIA.

We will be happy to provide any further information needed in support of the program.

Yours sincerely,

[Signature]

Dr Peter J. Murray
CEO, IMIA

06 September, 2012
Geneva, Switzerland
August 24, 2012

Dr. Abdul Roudsari
School of Health Information Science
PO Box 3050 STN ESC
Victoria, BC V8W 3P5, Canada

Dear Dr. Roudsari:

I am delighted to be writing this letter to provide my personal support for the establishment of a Ph.D. program in Health Informatics to be offered by the School of Health Information Science at the University of Victoria. By way of introduction, I have served on two doctoral committees for HSIS students in the past, once as an outside committee member and once as a regular member. I am therefore acquainted with the present process for graduating Special Arrangements Ph.D. students. In addition, I served on the 2007 Academic Program Committee that reviewed the SHIS, so I was able to learn a great deal about the school at that time. One of the recommendations that committee made was to plan towards establishing a Ph.D. program, but to do it carefully so that faculty resources are not over-taxed.

I would like to comment separately on three areas outlined in the proposal: the concept of this Ph.D. program; the curriculum that is outlined; and faculty expertise.

Concept
The concept outlined in this proposal is that this program would produce graduates who would enter careers not only in academia, but possibly in industry or health care as well. Students would be required to hold a masters degree in informatics prior to entering the Ph.D. program. Coursework would be offered in a combination of on campus and distance formats. The program is designed as a three-year curriculum with full-time students taking courses as a cohort. This plan is reasonable and inclusion of distance segments of courses allows flexibility.

Curriculum
The new courses specifically for this program include one on theories, one on methods, and one graduate seminar. It is likely that more instruction in research design and specific methodologies will be needed by most students, so hopefully these can be accessed elsewhere in the university.

Faculty
The current graduate faculty members represent a wide variety of interests and expertise in applied health informatics, so that any student should be able to find an appropriate mentor no matter what the focus of the dissertation will be. There are more faculty members now than in 2007 when the review
The committee wrote its report, and it does not seem that six doctoral students would be too great a burden on seven or eight faculty members. In fact, having doctoral students contribute to the teaching load is a positive all around in that the students gain experience and faculty gain help. The ability for students to actually take a course in teaching is extremely important and you should be congratulated for including this in your plans.

In summary, I am pleased that I was asked to write a letter of support for this proposal. I believe this program could contribute significantly to fostering informatics education and help fill future workforce needs internationally.

Sincerely,

Joan S. Ash, Ph.D., M.L.S., M.B.A.
Professor and Vice-Chair
Department of Medical Informatics and Clinical Epidemiology
School of Medicine
3181 SW Sam Jackson Park Rd.
Portland, OR 97201
Voice: 503-494-4540
Fax: 503-494-4551
Email: ash@ohsu.edu
Dear Dr. Roudsari:

Teresa Dawson and I are writing to offer our support for the proposed Ph.D. program in Health Informatics. In doing so, we wish to comment particularly upon the role that the Learning and Teaching in Higher Education (LATHE) Certificate is proposed to play in the doctoral program.

We are delighted that you have proposed that the LATHE Graduate Certificate be a strongly recommended option for those students in your doctoral program, who wish to become academics. As we discussed, the LATHE Certificate is designed to serve all academic units on campus that wish to provide doctoral students with teaching skills and experience at the post-secondary level. We share your commitment to producing excellent teachers, as well as excellent researchers in Health Informatics. We are happy to provide this service to your unit and at present, we have the capacity to accommodate interested students.

It should be added that we share your strong conviction that students who take the LATHE Certificate concurrently with their doctoral studies will be highly competitive for academic positions. With declining academic positions in many fields, this added credential will set your students apart. In short, they will be prepared to teach and have evidence of their commitment to post-secondary teaching.

In closing, we support your proposed program without equivocation. We are most pleased to accept all interested and qualified students from your doctoral program.

Best wishes,

rl.i:P.

John Walsh, Ph.D., R. Psych.
Professor
Graduate Advisor

Teresa Dawson
Director
Learning and Teaching Centre
July 24, 2012

Dr. Abdul Roudsari  
School of Health Information Science  
PO Box 3050 STN ESC  
Victoria, BC V8W 3P5  
Canada

Dear Dr. Roudsari:

It is with great pleasure that I write in support of the School of Health Information Science's Graduate Program Proposal for a PhD in Health Informatics. Clearly, there is a growing need for doctoral training in health informatics, and your school is uniquely situated to offer a program that focuses on health informatics as a means for understanding and improving health care delivery and management.

Over the years, I have been greatly impressed with the School of Health Information Science's combination of practice-based research and education. Your masters program is internationally known, and will serve as a feeder program for your doctorate program. The flexible education methods that you and your colleagues have developed for the Masters program will be a critical element for the success of your proposed PhD in Health Informatics. Since I completed my doctorate while being a full-time employee of the Cleveland Clinic Foundation, I appreciate the need for flexibility, a balance between theory and application, and the need for mentored research with direct application to health informatics practice. All of these are elements of your proposal.

I am particularly impressed with your proposal's aim of preparing PhD students for careers in academia and industry. Your program's focus on health information system design and structure, implementation and evaluation, and applications are precisely the elements required to meet this dual-focused aim. Besides allowing students to continue working while actively enrolled, other elements of this program that promote its success include: an emphasis on faculty mentorship; an optional cooperative education component; the integration of health informatics theory and practice; research and industrial placements; and an international exchange opportunity for 3rd year students.

In short, your proposed PhD in Health Informatics program is well designed and uniquely positioned to prepare its graduates to make significant contributions in the research and practice of health informatics at the international level.
My colleagues and I at Duke University look forward to continuing our collaborations with the School of Health Information Science, and to the success of your PhD in Health Informatics program. Please keep us abreast of how we can assist you in this effort.

Sincerely, """"

Eric L. Eisenstein, DBA
Date: June 8, 2012

To: Aaron Devor  
Dean, Faculty of Graduate Studies

From: Mary Ellen Purkis  
Dean, Faculty of Human & Social Development

Re: Faculty Approval – Graduate Program Proposal for a PhD in Health Informatics

The graduate program proposal for a PhD in Health Informatics was considered by the Faculty of Human & Social Development at our April 2012 meeting.

At this time we reviewed and approved, in principle, the proposal for the PhD.

The following motion was passed at the meeting held on April 11, 2012:

*Approval in principle of the proposal to offer a PhD program in Health Informatics in the School of Health Information Science in the Faculty of Human & Social Development.*

A. Roudsari moved  
L. Shields seconded  
Passed unanimously

Child and Youth Care, Health Information Science, Indigenous Governance, Nursing, Public Administration, 
Public Health and Social Policy, Social Work
Thank you for sharing with us the proposal for a PhD program in Health Informatics. The proposal has been reviewed by Professor Alex Thoma, who is our Graduate Advisor and Graduate Committee Chair, and myself.

From an academic perspective, we find the proposed PhD program in Health Informatics to be a great addition to the set of graduate programs that UVic offers. It will address a clear demand in having highly qualified people with expertise in health information systems, encompassing a wide array of skills, including data integration, security and privacy, ownership and legalities, and user interaction, to name a few.

The Department of Computer Science can contribute to the proposed PhD program as we have a body of faculty members with diverse areas of expertise that are directly or indirectly related to health information systems, such as data & knowledge engineering applied to HINF (Jens Weber), databases and data mining (Alex Thoma), legal aspects of software (Daniel German), visualization and HCI (Peggy Storey and Melanie Tory), bioinformatics (Ulrike Stege and Alex Thoma), security and privacy (Bruce Kapron, Venkatesh Srinivasan, and Alex Thoma), and global team interaction (Daniela Damian). Other possible linkages include gaming for therapeutics (Bruce Gooch).

The contributions of our department can be in terms of student co-supervision and supervisory committees, tailoring some of our graduate course offerings to accommodate HINF PhD students, and providing timely expertise in projects and thesis related to the areas listed above.

There may be a possibility for joint research collaborations and grant applications. Some of our professors already have research collaborations and research funding in the health informatics area.

We also find the vision of having co-op terms associated with the PhD program in HINF particularly interesting as this would significantly strengthen the students' education with real-life experience. In our department, the co-op option is very popular among the graduate students, particularly when related to, or extending their thesis research.
As you and I have previously discussed, there may be opportunities for collaboration on recruitment of students. Also, Computer Science may benefit from your experience with program delivery to professionals at a distance.

My understanding is that Prof. Jens Weber, who is a member of the Computer Science Department and who is the current Director of the Software Engineering Program (an undergraduate program shared between ECE and Computer Science), has offered his personal support for this program. However, the crSENG program does not have a graduate component, and he thus his support is from his own point of view. Prof. Weber currently teaches a course (although not every year) entitled Engineering Biomedical Systems, CSC485/CSC586/SENG488.

I would point out that the Faculty of Engineering has a new Biomedical Engineering program, which began this fall.

In summary, we fully support the proposed PhD program and believe it will be a source of new research ideas and will encourage more collaboration between HINF and our department on other matters including academic course offerings, methods of course delivery, and synergistic recruitment strategies.

As a caveat, please note that the proposal has not been reviewed by the department as a whole, nor presented to a department meeting; consideration of resource implications is beyond the scope of the feedback here, although clearly, we have a substantial number of professors with relevant expertise and interest. Our department is, as a whole, collaborative and interdisciplinary in outlook.
On 15/10/2012 20:23, "Jens Weber" <jens@uvic.ca> wrote:

>Dear Abdul,
>Thanks for your note. This is a good initiative for the school. I am
>glad that you undertake it. As I told the member of the senate planning
>committee when he called, I am just the director of the undergraduate
>bachelor of software engineering program. Software engineering has no
>graduate program, but computer science has. As such, if you get a
>letter of support from CSC, this should be sufficient.
>Personally, I do support this initiative. I will also tell that to Sue
>if she asks me.
>Cheers
>Jens
>
>Sent from my iPad
At its meeting of 5 December 2012, the Senate Committee on Planning discussed the proposal for a PhD in Environmental Studies and approved the following motion:

That the Senate Committee on Planning recommend that Senate approve and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a program leading to a degree of PhD in Environmental Studies to be offered by the Faculty of Social Sciences and the Faculty of Graduate Studies, as described in the document entitled "PhD in Environmental Studies", dated November, 2012 and that this approval be withdrawn if the program should not be offered within five years of the granting of approval. A start date will be determined after consultation with Graduate Admissions and Records. Once Senate and the Board of Governors have approved the proposal, the proposal must be posted on the Ministry of Advanced Education website for peer review for a period of 30 days.

Committee Membership:
Dr. Catherine Mateer, Chair
Dr. Reeta Tremblay
Dr. David Boag
Dr. Geraldine Van Gyn
Dr. Jennifer Wise
Dr. Sybille Artz
Dr. Donna Greschner
Dr. Mervan Engineer
Dr. Stan Dosso

Dr. Tim Iles
Dr. Reuven Gordon
Mr. David Hamilton
Mr. Pal Skar
Ms. Lauren Charlton
Dr. Howard Brunt
Dr. David Turpin
Ms. Carrie Anderson
Ms. Julia Eastman
Ms. Maureen Moffatt (Secretary)
A Proposal for a PhD Program in Environmental Studies
University of Victoria

November 2012

Submitted by the
PhD Program Planning Committee
School of Environmental Studies
University of Victoria

Contact:
Dr. Brian Starzomski
(starzom@uvic.ca)

Dr. Eric Higgs
(higgs@uvic.ca)

Dr. Peter Stephenson
(pstephen@uvic.ca)
1.0 Institutional and Program Identification
The School of Environmental Studies (ENVI) at the University of Victoria, one of seven
units housed within the Faculty of Social Sciences, is proposing to offer a PhD Program
in environmental studies. The degree program will be jointly administered by the School
and the Faculty of Graduate Studies. Dr. Brian Starzomski in Environmental Studies is
the contact person for this proposal (starzom@uvic.ca, 250-853-3564).

The anticipated start date for the PhD Program in Environmental Studies is September
2013.

2.0 History and Context of Graduate Studies in Environmental Studies
The School of Environmental Studies has offered an MA/MSc. program since 2007, and
has greatly exceeded enrollment targets, having taken almost three times the number of
masters-level students (N > 45) originally anticipated. (See
http://web.uvic.ca/enweb/graduate/profiles.php for an online listing of a selection of
graduate students and their projects as of 2012.) This does not include a growing number
of interdisciplinary and “by special arrangement” graduates who have earned PhD
degrees from the University of Victoria, with ES as their home department.

The School of Environmental Studies has grown quickly over the last 10 years, including
five new tenure-track hires at the Assistant Professor level since 2009. This growth has
put ES in a strong academic position and serves as a platform for further development,
which includes a doctoral program. This is in line with the Faculty of Social Sciences
Strategic Plan from 1999-2000, which proposed the creation of PhD programs in all units
within the Faculty.

Over the last several years, as we have moved toward planning for the PhD program,
several faculty members (Higgs, Volpe, Shaw, Turner, M’Gonigle) have supervised or
are currently supervising Interdisciplinary (INTD) or “special arrangement” Ph.D.
students. Currently six are enrolled, five have completed. All of these graduates are now
employed in post-secondary education in Canada or the U.S., hold Post-doctoral
fellowships, or work in their chosen field outside of academia. Five INTD PhD students
are currently enrolled. Many of the faculty in ENVI serve on PhD committees outside
the unit, in departments like Biology, Geography, and Political Science.

3.0 Aims and Goals
Faculty in the School of Environmental Studies at the University of Victoria strongly
value the generation of knowledge in doctoral education. The goal of the program is to
prepare environmental studies scholars to provide new and important contributions to
focused disciplinary knowledge, to be able to navigate inter-disciplinary challenges (a
specialty of the School), and to contribute to solving wider problems associated with
knowledge production and distribution in a contemporary setting. To do this we ask
students to demonstrate a critical understanding of the literature relevant to their research
goals, to demonstrate original thinking in a program of new interdisciplinary research, and to be prepared to conduct themselves as professional environmental scholars and thinkers both within and outside academia. The proposed PhD program in environmental studies enhances the School’s goal of bringing together faculty and doctoral students into research areas that transcend traditional disciplinary boundaries (e.g., Biology, Political Science, Anthropology, Geography, Ethnoecology, Management, Philosophy) and which are also of interest to the wider university community. The themes which will frame the doctoral program are: 1) Ecological restoration; 2) Ethnoecology; and 3) Political ecology. These are elaborated in section 3.2 (below). An emphasis on themes that transcend traditional research silos is in keeping with our history as a school with a trans­
disciplinary approach. It is a goal of the proposed doctoral program to preserve and enhance the holistic, diverse, and interdisciplinary characteristics of the School of Environmental Studies.

The Ph.D. program will engage students in a variety of theoretical and methodological approaches both within and across the traditional areas covered by ecological restoration, ethnoecology, and political ecology. Students will undertake original field research. Students will engage with other disciplines and academic units such as Anthropology, Geography, Political Science, Sociology, Biology, Engineering, Indigenous Governance, Earth and Ocean Sciences, Education, and the Island Medical Program, among others, and numerous research centers with which faculty are associated. There are few programs on campus that have the capacity to be as cross-disciplinary as Environmental Studies, and this has proven to be very attractive to graduate students. Graduates will be prepared to devise and carry out independent research that furthers environmental studies theory, methodology, and practice and/or to further disciplinary development.

Graduates of the PhD Program in Environmental Studies will contribute to both scholarship and society in the following ways:

1. Research: generating new knowledge that informs, challenges, and expands the theories inherent in the disciplines that form environmental studies as well as informing government policy at regional, provincial, national and international levels. This entails an understanding of the particular relevance of various methodologies as both ethically appropriate and pragmatically relevant to certain kinds of research problems. Novel field research will be a part of this wherever appropriate, especially in fields like ecology, ecological restoration, and ethnoecology. Improving and developing theory can be among the biggest challenges for PhD-level students, and this will often be an important component of doctoral research in the School of Environmental Studies.

2. Teaching: providing guidance and experience in the goals and means of developing a thirst for knowledge on the part of students while encouraging the skills and commitment to facilitate critical thinking, communication skills and new knowledge creation. Opportunities for guest teaching within the School and across campus will be encouraged, as well as opportunities such as the newly-offered LATHE (Learning and Teaching in Higher Education) certificate offered by the Learning and Teaching Centre at UVic.
3. Practice: preparing future environmental researchers and practitioners with skills and knowledge to work in the many facets of environmental studies. Many environmental scholars who complete a Ph.D. do not work in academia; they work in practices which include all levels of government, indigenous groups, NGOs, museums, businesses of all sizes or as consultants in areas like environmental consulting, ecosystem management, protected areas, international health, cultural studies, economic development, human rights and policy analysis. The School of Environmental Studies maintains deep links within government and the private sector to provide opportunities for PhD students to engage there. See 3.7 (below) for more information on the careers of environmental scholars.

3.1 Distinctive Characteristics of the School of Environmental Studies, and Responses to the University of Victoria Strategic Plan

The School of Environmental Studies (ENVI) at the University of Victoria has made good on a 2003 strategic commitment to become among the best-integrated environmental studies program in Canada. From a base of 3.75 FTE faculty in 2001, we have grown to 10.75 FTE (effective January 1, 2013).* Our internationally distinctive teaching and research programs are based on three academic pillars: ecological restoration, ethnoecology, and political ecology. These pillars are congruent with UVic’s Strategic Plan, notably its commitments to sustainability and community-based research. In 2004 we renewed our undergraduate program, resulting in steady and strong pressure on our courses (including our award-winning diploma and certificate program in the Restoration of Natural Systems). In 2007 we launched an MA/MSc program that grew more than twice as fast as originally anticipated. A doctoral program in Environmental Studies is a logical next step in the growth of the school, and would greatly enhance our research and training opportunities. Based on frequent inquiries by prospective students, we believe a doctoral program could attract two to four excellent students annually.

The University of Victoria (UVic) is one of Canada’s research-intensive comprehensive universities. In a recent policy document, the university made a commitment to increase the number of training opportunities for graduate students. The UVic Strategic Research Plan {http://www.uvic.ca/research/learnabout/publications/index.php} describes how advancing the state of knowledge and applying it to societal challenges and aspirations are the primary goals of university research. Research in the School of Environmental Studies provides answers to difficult questions of societal importance, and covers each of the six goals listed in the university research plan:

1. Foster research excellence and enhance UVic’s role in the global exchange of

* In addition, we gain capacity from 1.0 FTE Academic Administrator of the Restoration of Natural Systems Program, Dr. Valentin Schaefer, and 1.0 FTE Director, Dr. Peter Stephenson, who is seconded from Anthropology (2010-2013). On January 1, 2013, we welcome Dr. Natalie Ban, a new 1.0 FTE assistant professor in ethnoecology.
knowledge.

2. Promote emerging areas of interdisciplinary research of the highest quality.
3. Optimize faculty renewal by recruiting world-class researchers.
4. Enhance UVic's capacity to educate highly qualified personnel for BC and Canada.
5. Build the infrastructure to support leading-edge research (ENVI has done this through developing new laboratory, office, teaching, and research space in the new Social Sciences and Mathematics building).
6. Contribute to the economic growth and social advancement of BC and Canada through development of the intellectual capital created at the University and via collaboration with various communities through joint research endeavours.

Further, ENVI has strengths in four of the 10 thematic areas in which UVic plans to develop or maintain excellence: Cultural Knowledge and Indigenous Research; Environment, Oceans, and Climate – Science and Policy; Global Politics and Economics; and Health and Society. Perhaps because of these interdisciplinary strengths, the school has attracted a large number of successful graduate students to its MA and MSc programs, and has received a considerable level of interest in a PhD program (as an example, one recent advertisement for a Special Arrangement PhD in the School attracted close to 150 email inquiries).

The “original” complement of faculty (Nancy Turner, Michael M’Gonigle, Wendy Wickwire, Duncan Taylor, Paul West1) has almost trebled in recent years, with the addition of Eric Higgs (Professor) in 2002, Karena Shaw (Associate Professor) and John Volpe (Associate Professor) in 2005, Trevor Lantz (Assistant Professor) and Brian Starzomski (Assistant Professor) in 2009, James Rowe (Assistant Professor) in 2011, Jessica Dempsey (Assistant Professor) in 2012, and Natalie Ban (Assistant Professor) in January 2013. The research expertise and capacity of the school has been substantially broadened and deepened over this time.

Our aim is to develop a PhD program that honours our commitment to interdisciplinary research and learning in the areas of ethnoecology, ecological restoration, and political ecology. More specifically we will open opportunities for students to develop advanced critical skills in environmental research and communication at local, regional and global scales. We embrace a full range of learning including natural and social sciences, humanities and traditional ecological knowledge. Every student would be responsible for undertaking a deep, novel, and important independent research project culminating in a thesis.

Our proposed PhD program will build on our existing strengths, including distinctive approaches to teaching and curriculum, as described in our 2003 Strategic Plan:

A good environmental studies program must respond to changes in international

1 Original Director of the School, cross appointed in Chemistry.
governance, globalization and global issues, national priorities, scientific advances, technologies, patterns of consumption, and ways of valuing nature and life. Opportunities are richer now for well-educated students of the environment. Environmental practices are solidly situated in every sector of the economy. However, many of these opportunities require inventiveness, courage, and ardour to realize, which is why the curriculum in the School emphasizes the skills of integration, design, and collaborative work and the ability to understand complex systems and their dynamics. We believe that the best education an undergraduate (and graduate) student of the environment can have is one that balances creativity with synthesis and analysis, knowledge and skills, rhetoric and logic. When students graduate from the School, we hope they develop the skills and intelligence to feed their passion.

Our PhD program will be highly integrative and interdisciplinary. Virtually all the major environmental problems we face, globally, regionally and locally, are highly complex, and must be addressed from many different perspectives if they are to be solved. Solutions require not only that individuals be able to recognize and appreciate a variety of specialized disciplinary approaches, but also that people from many disciplines are able to collaborate and exchange knowledge, and to find new ways of organizing, thinking about, and communicating information. We need people with specific training in interdisciplinary and integrative modes of thinking, people who understand that there are multiple methodologies and theoretical approaches to deep research and who are able to accommodate and navigate among these and to communicate with specialists in different fields. Meeting this need will be a central objective of our PhD program. We will expect a lot of our PhD students, including both a deep knowledge of their primary field of research, and an excellent understanding of the associated fields that bear on it. As well, in our PhD program we will continue our practice of linking and collaborating with other academic units throughout the university that presently have environmental dimensions to their graduate programs. Our capability for developing truly reciprocal and mutually beneficial arrangements with other units will be enhanced through a formal graduate program in ENVI, rather than duplicate, diminish, or dilute existing opportunities in other units. We would be able to create fertile new ground for interdisciplinary study of the environment.

The proposed new PhD program will solidify the University of Victoria's position and goal as a leader in post-secondary education of environmental scholars in Canada and enhance its ability to play a constructive role in addressing pressing social and environmental concerns. It will offer a unique PhD education, unlike any other in Canada. Although a number of programs across Canada offer PhD degrees in areas of environmental studies, none of them is built explicitly on the three pillars of research strength to be covered in our proposed program—ecological restoration, ethnoecology, and political ecology. Moreover, our pillars are mutually reinforcing: we serve students who are interested, for example, in ethnoecology with a restoration angle, or sustainable community development and restoration of supporting ecosystems.
3.2 Anticipated Contributions to the University of Victoria, Departmental and Strategic Plans
The creation of a Ph.D. program in Environmental Studies is the next logical step in the development of the School and will enhance the position of the University of Victoria as a major research institution in the area of the environment. In addition, the School of Environmental Studies is now poised to contribute to the vision of the University’s Strategic Plan, which promotes “Protection of the environment, health, social well-being, the special challenge of reconciliation with Canada’s Indigenous Peoples” (P. 9, A Vision of the Future, 2007), as well as the new Strategic Research Plan {http://www.uvic.ca/research/learnabout/publications/index.php}. Work with indigenous students has been a significant component of the School to date, notably in Nancy Turner’s group.

3.3 Target Audience and Labour Market Demand
Students undertake doctoral studies for many reasons, not the least of which is a compelling curiosity about some special aspect of the world and environmental studies that has always motivated many such students. As befits an internationally oriented discipline, environmental scholars with Ph.D. degrees from Canadian institutions work in Canadian academia and around the world, most often the United States, the U.K., Australia and New Zealand. Aside from University Affairs and the CAUT Bulletin, a wider set of positions can be found on the websites of the Canadian Society for Ecology and Evolution (http://www.ecoevo.ca/en/index.htm), Canadian Society for Ecological Economics (http://www.cansee.org/), Ecological Society of America (https://listserv.umd.edu/archives/ecolog-l.html), Society for Conservation Biology (http://www.conbio.org/jobs/), Society for Ecological Restoration (http://www.ser.org/content/job_noticeboards.asp), Society for Economic Botany (http://www.econbot.org/_news_/index.php?sm=01), Society of Ethnobiology (http://ethnobiology.org/), International Society of Ethnobiology (http://ethnobiology.net/), and Political Ecology Society (http://ipe.library.arizona.edu/calls-1.htm), among numerous others where positions in Parks Services, NGO’s, for consulting and academic environmental scholars etc. can be found. Since no one society covers all aspects of environmental studies, little data analysis on Canadian environmental studies Ph.D.’s and their employment has been done. Nevertheless, we do know that many PhD graduates work outside academia in satisfying careers.

Canadian trained environmental scholars are found in a wide array of government and industry positions at the international, national, and local levels. Among the major employers are various Parks systems, ministries of environment, development and environmental NGOs, and international health management organizations (UNESCO, WHO, CDC, etc.) as well as consulting companies like Golder, Rescan, and Stantec. Typical employers include, but are not limited to:

- Agricultural Development
- Agricultural Management
The employment sections of websites like those listed above typically list 100s of positions, and the cumulative total of positions is 1000s per year. The market for environmental studies PhDs continues to grow.

4.0 Admission and Transfer

4.1 Admission Requirements
Applicants will normally be required to have completed a baccalaureate and masters (thesis or non-thesis) degree in one of a number of disciplines from recognized academic institutions. These disciplines include, but are not limited to: anthropology, biology, environmental studies, geography, botany, zoology, political science, sociology, and engineering. Students will be assessed on a case-by-case basis at admission and will be advised of suggested or required pre- or co-requisite course requirements deemed necessary by the Admissions Committee to ensure students’ success in the program. We anticipate that Ph.D. students will be required to register in no more than 3.0 units of prerequisite coursework. Normally there will be up to three entry points in an academic year: September, January, and May.

Applicants will be expected to have achieved a minimum GPA of 7.0 (or equivalent) in their master’s program, have excellent letters of reference, present a clear statement of research interests, and submit an example of scholarly work. All applications will be reviewed by the School Graduate Committee (chaired by the graduate advisor) and students will only be accepted into the program if there is at least one faculty member
able, interested, and available to supervise the proposed topic of research.

4.2 Transferability
The School of Environmental Studies may, in exceptional circumstances, accept the transfer of a few graduate students (both Masters and PhD) who have begun their graduate degrees at other institutions. These kinds of situations arise when a supervisor or other committee members depart or where the research project coincides closely with work being done at UVic. In these situations, the students apply through our regular admissions channels and, if accepted, may be given transfer credit for their coursework at the original university, according to regulations of the Faculty of Graduate Studies. For most previous doctoral students by special arrangements, this has meant completing their dissertation requirements and candidacy examinations here. The department may continue this practice on a case-by-case basis.

The curriculum of the proposed PhD Program has been designed in sufficiently general terms so that students who begin their graduate studies in environmental studies at the University of Victoria can be assured that the content of the courses they take here will be consistent with that of courses in other Canadian universities offering the same degree. They will therefore be likely to receive transfer credit from other institutions, provided that their institutional policy permits such transfer.

Students who have completed ES 500 and ES 501 as a Masters student in the School of Environmental Studies may be required to complete alternative courses in place of ES 600 and ES 601 as determined by their advisory committee and graduate program advisor.

5.0 Areas of Specialization and Evidence of Adequate Faculty Complement

Themes in the School of Environmental Studies: The Three Pillars

Ecological restoration is repairing damage we've done to ecosystems. But, repair makes it sound too easy. Eric Higgs, John Volpe, Brian Starzomski, and Valentin Schaefer conduct research and teaching that show that good ecological restoration is about getting the ecology right, but that might only be 25% of the challenge. The rest involves ensuring adequate political support, creating an inspiring design, mobilizing community volunteers, providing long-term economic support, and monitoring and adapting to change complete the picture. These are big challenges requiring an integrated approach.

Ethnoecology is the study of people’s knowledge of the environment and relationships with ecosystems they inhabit. Nancy Turner, Trevor Lantz, Wendy Wickwire, Natalie Ban, and Brenda Beckwith conduct research that does more than document traditional relationships to place: they interpret our changing relationships to nature and bring this knowledge and practice to bear on critical issues of land rights, climate change, and the recovery and applications of knowledge.
Political ecology is an interdisciplinary inquiry into the political and economic principles controlling the relations of human beings to each other and to the environment. Put more simply, it explores the politics and policy necessary in a world where ecology matters. Kara Shaw, James Rowe, Jessica Dempsey, Duncan Taylor, and Michael M’Gonigle all conduct research in understanding how to create positive change. Understanding the deep blocks to change is the first lesson. The second is that real change happens when we see the subtle shades between black and white solutions.

Capacities and Facilities within the School of Environmental Studies
In addition to the research strengths of the faculty presented above, the School of Environmental Studies has other significant capabilities. Nancy Turner has created one of North America’s best Ethnoecology libraries, housed in the Ethnoecology laboratory. The Restoration of Natural Systems program also maintains a significant library containing difficult to find ecological restoration materials, and the director, Dr. Valentin Schaefer, provides expertise in that field. Dr. Brenda Beckwith, a Senior Lab Instructor, brings significant expertise in management of local Garry Oak habitats, in both ethnoecological and ecological approaches. Other associated research units like the POLIS project provide strong integration into communities off campus.

By the time the proposed program starts we will have 10.75 FTE (as well as 0.5 FTE Senior Lab Instructor, Dr. Brenda Beckwith and 1.0 Academic Administrator, Dr. Valentin Schaefer) regular full-time faculty members whose areas of expertise cover and often overlap with all of the proposed academic themes outlined in section 5.0 around which our Ph.D. program is based. Having this number of faculty members will allow us to supervise or co-supervise students who choose to identify with one or more themes, and will ensure that the required Ph.D. courses can be offered each year.

In addition to the regular faculty listed in table 5.0.1 (below) the school includes among its supervisory professors a complement of adjunct faculty members who are also able to serve on graduate committees. In addition, there are a significant number of individuals with Ph.D. degrees in environmental studies fields or who do related research located in other departments on campus who have served on graduate committees in the past (both MA and PhD); several have indicated an interest in working with PhD students in Environmental Studies. [See Appendix C].

One regular faculty member (Peter Stephenson, Anthropology) is cross-listed with School of Environmental Studies. Dr. Stephenson is presently serving as Director of the School of Environmental Studies. The Senior Lab instructor is available as an additional committee member due to her recognized expertise and research record in the field of ethnoecology and is included in the table. Further, Dr. Valentin Schaefer has been an active researcher in ecological restoration and is also listed below.

Supervision of our current cohort of graduate students by faculty members is presented in Table 5.0.2.
Table 5.0.1 Faculty Complement with areas of expertise listed

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Years</th>
<th>ES FTE</th>
<th>Tenured</th>
<th>Environmental Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ban, Natalie, PhD</td>
<td>Assistant Professor</td>
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<td>1.0</td>
<td>N</td>
<td>Ethnoecology</td>
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<tr>
<td>Beckwith, Brenda, Ph.D.*</td>
<td>Senior Lab Instructor</td>
<td>7</td>
<td>0.5</td>
<td>n/a</td>
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</tr>
<tr>
<td>Dempsey, Jessica, PhD</td>
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<tr>
<td>Higgs, Eric, Ph.D.</td>
<td>Professor</td>
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<td>Y</td>
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</tr>
<tr>
<td>Lantz, Trevor, PhD</td>
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<td>3</td>
<td>1.0</td>
<td>N</td>
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</tr>
<tr>
<td>M’Gonigle, Michael Ph.D.</td>
<td>Professor</td>
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<td>0.5</td>
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<tr>
<td>Rowe, James, Ph.D.</td>
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<td>1.0</td>
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<td>Political Ecology</td>
</tr>
<tr>
<td>Schaefer, Valentin Ph.D.*</td>
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<td>Ecological restoration</td>
</tr>
<tr>
<td>Shaw, Karena Ph.D.</td>
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<td>1.0</td>
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<tr>
<td>Starzomski, Brian, Ph.D.</td>
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<td>1.0</td>
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<tr>
<td>Taylor, Duncan, Ph.D.</td>
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<tr>
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<td>Professor</td>
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<td>Ethnoecology</td>
</tr>
<tr>
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<td>1.0</td>
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<tr>
<td>Wickwire, Wendy, Ph.D.</td>
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<td>10</td>
<td>0.25</td>
<td>Y</td>
<td>Political ecology</td>
</tr>
</tbody>
</table>

*Can co-supervise, Can sit on committees.

†Cross-appointed faculty members who may supervise graduate students or sit on graduate committees.
Table 5.0.2 Current (Summer, 2012) supervision by Environmental Studies faculty members

The current supervisory responsibilities (May 2012) for graduate faculty are specified in the following table. Three new faculty members with as yet little or no supervisory responsibilities joined the department and represent increased capacity in terms of future Ph.D. student supervision. As our MA/MSc program enrollment decreases or levels off to make room for the Ph.D. program, we anticipate no problems in relation to supervisory capacity.

<table>
<thead>
<tr>
<th>Regular Faculty member</th>
<th>Number of graduate students currently supervising (this does not include committee membership, but does include INTD student supervision)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N. Ban</td>
<td>0</td>
</tr>
<tr>
<td>B. Beckwith</td>
<td>1</td>
</tr>
<tr>
<td>J. Dempsey</td>
<td>1</td>
</tr>
<tr>
<td>E. Higgs</td>
<td>8 (includes co-supervising 3)</td>
</tr>
<tr>
<td>T. Lantz</td>
<td>3</td>
</tr>
<tr>
<td>M. M'Gonigle</td>
<td>5</td>
</tr>
<tr>
<td>J. Rowe</td>
<td>2 (includes co-supervising 1)</td>
</tr>
<tr>
<td>V. Schaefer</td>
<td>3</td>
</tr>
<tr>
<td>K. Shaw</td>
<td>6 (includes co-supervising 2)</td>
</tr>
<tr>
<td>B. Starzomski</td>
<td>6 (includes co-supervising 2)</td>
</tr>
<tr>
<td>P. Stephenson</td>
<td>1 (includes co-supervising 1)</td>
</tr>
<tr>
<td>D. Taylor</td>
<td>4 (includes co-supervising 2)</td>
</tr>
<tr>
<td>N. Turner</td>
<td>5</td>
</tr>
<tr>
<td>J. Volpe</td>
<td>6</td>
</tr>
<tr>
<td>W. Wickwire</td>
<td>2</td>
</tr>
</tbody>
</table>

5.1 Supervisory Arrangements and Supervisory Committee Structure

All students will be assigned a primary advisor (also known as supervisor) who is a regular or adjunct faculty member in the School of Environmental Studies at the start of their program: typically this arrangement is established during the admissions process. Co-supervision may be appropriate in certain circumstances (adjunct faculty members are typically associate members of the Faculty of Graduate Studies; all associate members
are required to have a regular faculty member as a co-supervisor). The supervisor or co-supervisors provide the primary guidance for the student’s program.

Each student will have a supervisory committee, comprising three faculty members (to a maximum of four) including the supervisor and co-supervisor (where appropriate). At least one member of the committee (beyond the primary supervisor) will come from outside the School of Environmental Studies, as per the Faculty of Graduate Studies requirements.

Supervisory committees will be formed no later than the end of the second term of the student’s program.

6.0 Curriculum Design

Dissertation research is the primary emphasis of our proposed program. Students entering the program will be required to register continuously for two terms (typically the first two terms) in ES 600/601, a doctoral seminar that meets weekly during fall and winter terms to provide a forum for research communication and group cohesion. Students will also be required to register in ES602, the Graduate Colloquium, for at least one semester; participation throughout the remainder of the student’s program is optional.

In addition to the above, students will normally enroll in two graduate-level courses during their first two years. Examples are given below, under “Elective Courses”, and will typically be courses that are deep examinations of a topic that is very close to that of the dissertation research. The number and nature of courses to be taken are agreed to between the student and the supervisory committee upon entry into the program. PhD students must present in ES 602 twice during their studies: once at the proposal stage and once just prior to the defense date. Students will defend their dissertation research proposal and/or candidacy papers and take their candidacy exam within the first 18 months of entry into the program. After successful completion of these requirements, students will then normally conduct dissertation field-based research for 12-24 months depending on their project. These requirements are explained below in detail.

Required Courses (7.5 units)

ES 600 (1.5 units) Perspectives on Environmental Theory

An examination of contemporary theories that support ethnoecology, ecological restoration, and political ecology. Emphasis will be given to the intersection of scientific, humanistic, and traditional knowledge. In most years, weekly seminars will be preceded by a 3-day field camp in late August/early September (additional cost for field camp). ES 600 will typically be taught in conjunction with ES500. PhD-level students will complete additional requirements to receive credit for the ES 600 component.

ES 601 (1.5 units) Methods, Research Design and Communication

Students will learn about different research methods, including qualitative and
quantitative approaches, their strengths and weaknesses, rationales for their application, and how they can be combined in interdisciplinary research; they will develop effective written, oral, and graphical communication skills and understanding of the range of each for gaining reliable knowledge. ES 601 will typically be taught in conjunction with ES 501. PhD-level students will complete additional requirements to receive credit for the ES 601 component.

ES 602 (1.5 units) School of Environmental Studies Graduate Colloquium

The School of Environmental Studies Graduate Colloquium meets weekly from late September until mid-April. Papers are presented by graduate students, faculty, and visiting scholars. PhD students take a large role in organizing a School seminar series that forms part of the basis of this course.

PhD students are expected to enroll in and participate on a complete/incomplete basis in the Graduate Colloquium while on campus during their Ph.D. studies. Participation includes attendance and at least one paper presentation during the first two years of the student’s program. ES 602 will typically be taught in conjunction with ES502. PhD-level students will complete additional requirements, including co-organizing the seminars to receive credit for the ES 602 component.

ES 693 (3.0 units) Candidacy Examination

See section 6.6 for a description of requirements.

Elective courses

Other courses may be taken at the discretion of the student and committee. They may include, but are not limited to, the following:

ES 670 Field Study (supervised research study)
ES 680 Advanced Seminar in Political Ecology
ES 681 Advanced Seminar in Ethnoecology
ES 682 Advanced Seminar in Ecological Restoration
ES 690 Directed Studies

These courses are not typically taught on a regular basis, but arise at the intersection of student and faculty interest and demand. As our graduate program grows, it is expected that elective courses such as these, cross-listed as 5xx and 6xx courses, will be offered more regularly. MA/MSc students so far have found rich opportunities for individual directed study or select courses outside Environmental Studies to fill elective requirements. We anticipate PhD students will find similar opportunities for courses in other units as well.

In consultation with the student’s committee other courses may be taken outside the School of Environmental Studies.
## Sample Schedule for Program Completion

### Four-Year Plan

#### Table 6.0.1

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 1</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 2</th>
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<tbody>
<tr>
<td>Sept-Dec</td>
<td>Jan-April</td>
<td>May-Aug</td>
<td>Sept-Dec</td>
<td>Jan-April</td>
<td>May-Aug</td>
</tr>
<tr>
<td>ES 600</td>
<td>ES 601</td>
<td>Field work; Continue Prep for Candidacy Exams, Dissertation research proposal writing</td>
<td>ES 693</td>
<td>Candidacy Examination and elective coursework and/or Fieldwork</td>
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</tr>
<tr>
<td>1.5 units</td>
<td>3.0 units</td>
<td>3.0 units</td>
<td>Courses complete</td>
<td>Courses complete</td>
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</tbody>
</table>

<table>
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<th>Year 4</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept-April</td>
<td>May-Aug</td>
<td>Sept-April</td>
<td>May-Aug.</td>
</tr>
<tr>
<td>Fieldwork</td>
<td>Fieldwork and Dissertation writing</td>
<td>Dissertation completion Oral Defense</td>
<td></td>
</tr>
</tbody>
</table>

### 6.2 Schedule of Course Delivery

- Typically students will complete all coursework within 16 months of the start of their program (except ES602). ES600 and ES601, offered annually, will typically be taken within the first year of study.

- The ES Graduate Colloquium (ES602) will be offered in both the fall and spring semesters each academic year. Participation includes regular weekly attendance and presenting at least one paper by the end of the second academic year of the student’s program.

- ES 693 will be offered on an ongoing basis, when each individual Ph.D. student has completed their dissertation research proposal and has prepared for the candidacy exam.
At the committee's discretion, one or more courses may be added to the core list of courses to cover topic areas deemed necessary to the research program of the PhD. Such decisions about additional coursework will normally be made either before the start of the student's program, or during the first term of study.

6.3 Residency Requirement

There is no formal residency requirement. However, it is expected that students will be resident in the program during their first two semesters of study. We encourage students to extend their residency requirements to two years or longer as feasible, but recognize that research and professional demands make this challenging in some cases. Field research components do not count toward this requirement.

6.4 Practica, Co-op Options

Opportunities are available for students to undertake co-op as an optional part of their PhD program. This may be part of fieldwork for some students, if acceptable to their supervisory committee.

6.5 Anticipated Times to Completion

After successful advancement to Candidacy (normally within 16-20 months of the start of their program), students will have finished their course requirement and will have only their dissertation to complete. Because of the nature of ES, dissertation research often includes a period of field research of 8-24 months. Time spent in such research will vary depending upon a student's dissertation project. Keeping the fieldwork requirement in mind, under normal circumstances, students should be able to complete the Ph.D. degree in the School of Environmental Studies in three to five years (three years for those students who arrive with a well-honed research program and are able to focus entirely on their project; longer for those students who need a longer development phase in their project or who have more extensive field research requirements). Students are also expected to maintain continuous registration throughout the program, which is structured to support them in moving through the requirements in a timely manner. We will very strongly encourage completion of PhD degree programs in four years.

Candidacy Examinations

To advance to candidacy, students, in consultation with their supervisory committee, will normally prepare a comprehensive reading list, a dissertation proposal, and two major papers (on topics relevant to the PhD research field and decided on by the committee with a focus on topics explored in the reading list. They will then sit for an oral examination related to the proposal and major papers.

Students will prepare and present to their supervisory committee an initial reading list, covering the broad scope of the dissertation topic, typically no later than the end of the third term, but preferably in the first two terms of the start of their program. The reading
list will then be refined by their committee in discussion with the students. A final reading list will be finalized within one month. In all cases, this will occur no later than the end of the third term of study.

All students will prepare a dissertation proposal that will be regularly explored in committee meetings. The proposal will include, among other elements, an extended review of relevant research-specific topics, and should be in the range of 20 to 35 pages. The proposal is intended to be a living document that is explored in each committee meeting, and is then evaluated according to the following criteria: acceptable as is, acceptable with minor revisions, acceptable with major revisions, or unacceptable. If all of the committee members find the proposal to be acceptable (without or after revision), the student will have passed that particular part of the candidacy exam. It is intended that the proposal will be completed within the first 12-16 months of the program to ensure that students can move into the research phase of the PhD, the main component of the dissertation process.

Two candidacy papers will be prepared. The examining committee, comprising the student's supervisory committee, will assess these within two weeks of completion. The evaluation framework is analogous to that for theses and dissertations: acceptable as is, acceptable with minor revisions, acceptable with major revisions, or unacceptable. If all of the committee members find the two candidacy papers to be acceptable (without or after revision), the student will have passed that particular part of the candidacy exam.

If any of the candidacy papers requires revision, the following procedure will be followed:

The candidacy paper needing revision will be returned to the student with the comments of the committee members. The student will have a defined time period of no more than 6 weeks to re-submit his/her revised paper, subject to the decision of the dissertation committee and the regulations of the Faculty of Graduate Studies.

If the revised paper is deemed unacceptable, the examining committee will make a written report, submitted to the Environmental Studies Graduate Advisor, either stating that the student has one final attempt to revise the paper to the committee’s satisfaction, or recommending that the student not continue in the program.

The students’ dissertation research proposal and the topics explored in the list of readings and papers will be defended orally as the comprehensive examination (described above). The purpose of the comprehensive examination is to test the student’s understanding of material considered essential to completion of a PhD and the student’s competence to do research that will culminate in the PhD dissertation. Students will make a brief 15-20 minute presentation on their proposal topic and then answer questions posed by the examining committee, on theory, method, and significance of the proposed research. The oral defense will also be evaluated on a pass/fail basis. The oral examination committee will comprise the student’s PhD committee, with the addition of a chair from FGS. One non-committee School of Environmental Studies faculty member will be present as chair.
Students will advance to candidacy after they have successfully completed their proposal and passed a comprehensive examination.

To reach candidacy, the student must complete the following by the noted dates. Note that all judging of work is done by dissertation committee:

- Required courses (ES 600, 601, 602, 693) [end of 2nd year]
- Comprehensive reading list in consultation with dissertation committee [preferably by end of 1st year]
- PhD proposal [preferably by end of 1st year]
- 2 major papers [end of 2nd year]
- Comprehensive oral exam on the contents of proposal and major paper (judged by the dissertation committee members as the examining committee) [end of 2nd year]
- Revisions to proposal and major papers (when necessary) [beginning of 3rd year]

**Dissertation and Oral Defense requirement**

All students are required to prepare a dissertation upon which the student will be examined as per the regulations of Graduate Studies. Ph.D. students will choose, in consultation with their supervisory committees, one of the following types of dissertation:

(a) A traditional dissertation composed of integrated chapters, under the guidance of the student’s supervisory committee;

(b) Submission of at least three original, substantial papers published or formally accepted for publication in peer-reviewed journals, bound together with a scholarly introduction and conclusion that contextualize the Ph.D. research. The composition of these Ph.D. dissertations will be determined in consultation with the student’s committee, in accordance with the following guidelines:

i. The journals will be recognized national or international journals of high reputation and rigorous peer review, as determined and approved by the student’s committee, or as selected from a list the department will maintain of suitable journals,

ii. The student will be primary author and lead intellectual contributor of each paper and,

iii. The journal articles will be based on research conducted during the student’s Ph.D. program.

Below, we outline our proposed schedule for program completion. Given the nature of much environmental studies doctoral dissertation research (typically in the range of 8 to 24 months of original fieldwork, often abroad), a three to five year completion schedule is realistic and expected. In the following table, we present a four-year schedule. The required course units appear in bold at the bottom of the column showing each term’s coursework.
7.0 Enrolment Plan for the Length of the Program

Admission of one to two students in the first three years and three to four students in subsequent years will usually occur annually in September. The table below presents the projected admissions and completions schedule for students currently in Interdisciplinary and Special Arrangement PhD Programs. This includes interdisciplinary students with a home base in the School of Environmental Studies, students to be admitted in 2012 as Special Arrangement Students, and students beginning in 2013 as students in the new PhD Program in Environmental Studies.

We anticipate reaching a steady state in our PhD program after five years.

Table 7.0.1
Projected PhD Enrollment and Completion Schedule, in FTEs

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<td>5</td>
<td>7</td>
<td>9</td>
<td>11</td>
<td>13</td>
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</table>

Table 7.0.2
Current and Projected MA/MSc Enrollment and Completion Schedule, in FTEs

In the following table enrolment in the MA program can be seen declining as enrolment in the Ph.D. program increases as projected in the previous table (7.0.1). Total graduate enrolment will slowly increase, however, because Ph.D. students are expected to take at least twice as long to complete their programs, and graduate.

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<tr>
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<td>31</td>
<td>30</td>
<td>28</td>
<td>27</td>
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</table>

Please note that the total number of graduate students (both MA/MSc and PhD) enrolled increases from 33 in 2010-2011 to 39 in 2017-2018.
8. Plans for On-Going Program Assessment and Evaluation of Graduate Student Supervision

We strike an annual three-member Graduate Committee for our ongoing MA/MSc program. Once our PhD program has been implemented, this Graduate Committee will assess the program on an ongoing basis. The Graduate Committee will provide input and consultation to curriculum development, ongoing review, and evaluation of the effectiveness of graduate supervision and program outcomes. Each course offered in the program will be subject to review by colleagues, students, and by the instructor.

The Graduate Committee will also evaluate the supervision of graduate students through the collecting of annual Student Progress Reports (already in place for MA/MSc students) and through annual meetings with students. The Student Progress Report will track students through the program in terms of completion of program requirements, electives taken, supervisory committee members, candidacy paper topics, dissertation topics, funding and awards received from all sources, publications and presentations, and time to completion. This information will be reviewed each year by the Graduate Committee to ensure that students are progressing through the program at a reasonable rate, given their individual plans and circumstances.

9. Related PhD Programs at other British Columbia Post-secondary Institutions.

There is not currently a PhD program in Environmental Studies at any British Columbia university. Nevertheless, related programs are offered at the University of Northern British Columbia (PhD in Natural Resources and Environmental Studies) and the Resource and Environmental Management program at Simon Fraser University. A long tradition exists in British Columbia of training scholars in environmental fields, though these have been spread across numerous departments and universities, including the UBC Departments of Botany, Geography, and Zoology, the Faculty of Forestry, and the Institute for Resources, Environment and Sustainability. No one unit at UBC offers an environmental studies PhD.

The NRES program at UNBC focuses on ‘people and the environment’, a broader theme than that proposed in the School of Environmental Studies program.

The REM program at SFU is well established, but it shares little research focus with environmental studies at the University of Victoria.

The three pillars of Ecological Restoration, Ethnoecology, and Political Ecology separate the School of Environmental Studies from all other related programs in British Columbia. No other unit or university offers the same expertise in each of these fields, and UVic ES has demonstrated a significant strength in each of the pillars, leading to a high demand
for the program from MA/MSc students.

10. Evidence of support

We will be seeking letters of support for this program from the following institutions:

1. University of British Columbia Department of Zoology
2. University of British Columbia Department of Botany
3. University of British Columbia Faculty of Forestry
4. University of British Columbia IRES
5. Simon Fraser University REM
6. Simon Fraser University Department of Biological Sciences
7. Simon Fraser University Department of Geography
8. University of Victoria Department of Geography
9. University of Victoria Department of Biology
10. University of Victoria SEOS
11. University of Victoria Faculty of Law
12. University of Victoria Indigenous Governance program
13. University of Victoria School of Public Administration
14. University of Victoria Library
15. University of Victoria Peter B. Gustavson School of Business
16. University of Waterloo Environment
17. McGill University School of the Environment
18. York University Faculty of Environment
19. Dalhousie University School of Resource and Environmental Studies
20. University of British Columbia Department of Anthropology
21. University of British Columbia Department of Political Science
22. University of British Columbia Department of Earth and Ocean Sciences
23. Island Medical Program
24. University of Victoria Department of Sociology
25. University of Victoria Department of Political Science
26. University of Victoria Department of Anthropology
27. University of Victoria Department of Engineering
28. Simon Fraser University Department of Anthropology
29. Simon Fraser University Department of Political Science
Appendices

Appendix A
Short faculty CV’s.
PERSONAL

- Permanent resident of Canada and citizen of the United States.

EDUCATION

2005 Ph.D., Department of Biology and School of Environmental Studies, University of Victoria. Title of Dissertation: "The Queen Root of this Clime": Ethnoecological Investigations of Blue Camas (Camassia leichtlinii (Baker) Wats., C. quamash (Pursh) Greene; Liliaceae) and its Landscapes on Southern Vancouver Island, British Columbia.

1995 M.Sc., Department of Biological Sciences, California State University, Sacramento. Title of Thesis: An Evaluation of the Cultural Significance of Plants Used by the Coast Miwok of Marin and Southern Sonoma Counties (California) with Emphasis on Olompali State Historic Park.

1989 B.A., Department of Biological Sciences, California State University, Sacramento.

FIELDS of EDUCATIONAL and PROFESSIONAL INTEREST

- Environmental Outreach & Education: community-based learning, environmental art, experiential and alternative education, field studies.
- Ethnoecology: landscape reconstruction, sustainable farming, applied ethnoecology and ethnobotany.

APPOINTMENTS at UNIVERSITY OF VICTORIA

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<th>Years</th>
<th>Rank</th>
<th>Academic Unit</th>
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<td>2007-present</td>
<td>Senior Lab Instructor (half time)</td>
<td>School of Environmental Studies</td>
</tr>
<tr>
<td>2009-2011</td>
<td>Senior Instructor (half time/quarter time, limited term)</td>
<td>School of Environmental Studies</td>
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TEACHING EXPERIENCE at UNIVERSITY OF VICTORIA

Instructor, Division of Continuing Studies

2011 - Workshop: "Let the Wild In: Native Plants in Local Gardens" (8 April)
1998  - Elderhostel Course: “Plants for all Reasons.”

Senior Laboratory Instructor (half time), School of Environmental Studies

In addition to the courses listed below, this position includes coordination and execution of additional experiential education activities for ES students both on and off campus.


Recent Sessional & Senior Instructor, School of Environmental Studies & Restoration of Natural Systems Program

       - ES 382: Ecology of Sustenance (part of Redfish School of Change field school).

       - ES 382: Ecology of Sustenance (part of Redfish School of Change field school).

       - ES 421: Ethnobotany: Plants and Human Cultures.
       - ES 382: Ecology of Sustenance (part of Redfish School of Change field school).

2009  - ES 490: Directed Studies (Environmental Education).
       - ES 482: Advanced Topics in Ecological Restoration (Grassroots Restoration).
       - ES 240: Ecological Processes (part of Redfish School of Change field school).

2008  - ER 312A: Field Studies in Ecological Restoration I.
       - ES 490: Directed Studies (Environmental Education).

Instructor, University 102 (Social Sciences stream of University 101)

University 101 and 102 are open to people who are otherwise unable to attend university courses; the courses are free and all instruction is voluntary. Instructors teach for two nights and each night includes dining with the students, leading a 1.5 hour lecture and 1.0 hour discussion session with students and course TAs, and providing qualitative feedback on students’ assignments.

2007  - Connections to Place: Ethnoecology of our Local Landscape.
       - 2012  - People and Plants: Ethnobotany of Garry Oak Ecosystems (interpretive walk at University of Victoria).
                   - Unity through Community-based Art, community art project co-taught with Ken Josephson.

Instructor, University 201 (monthly courses as part of University 101)

2010  - Art of Place: Role of Community-based Art in Academia, team-taught with Ken Josephson, Geography (August).
Examples of Presentations, Field Instruction, and Workshops at the University of Victoria

2012
- Discussion regarding history of the Alumni Garry Oak Meadow site in ES 441 (19 January).
- “Local Food Landscapes,” presentation for ES 200 (24 September).

2010
- Interpretive restoration walk on Mt. Tolmie for ES 341 (1 February).

2009
- “Dwelling Here: Student Engagement in Environmental Sustainability;” workshop for Leading toward Sustainability, Student Leadership Conference 2009, Student Transition Services (31 January).
- “Cast Your Mark Day;” community art workshop for Faculty of Social Sciences Alumni, with Ken Josephson and Barb Roberts, Division of External Relations (3 February).
- “Getting to Know your Local Lily;” presentation (16 February), and interpretive walk of UVic Garry oak meadows (19 February) for ES 423.
- Interpretive ethnological walk of East Sooke Park for ES 470 (17 February).
- Interpretive walk of UVic Garry Oak Meadow Restoration Trials site for ES 341 (16 March).

2008
- Field Trip to Reserve #2, Beecher Bay, with pit-cook and interpretive walk for ES 321 (1 March).
- “Bridging Communities Spring Social;” workshop on experiential learning for Environmental Studies undergraduate students and community representatives (26 March).
- “Restoration of Garry Oak Ecosystems;” presentation in ES 341 (6 October).
- “Spotlight on... The Created Environment;” workshop for Create A Ripple, Make a Wave, A Conference on Sustainability Leadership for Grade 9 & 10 Students, Fresh Minds Symposium, Student Transition Services (3 November).

OTHER TEACHING, FACILITATION, and PRESENTATION EXPERIENCE

Examples of Community Talks, Interpretive Walks, and Workshops

2012
- Interpretive Walk for Simon Fraser University Geography students, Mt. Tolmie, Victoria (27 April).
- Interpretive Walk of Native Hedgerows and Tour of Personal Garden, North Saanich Fifth Annual Flavour Trail (25 August).
- Presentation on cultural and environmental landscape change for Living Stories Project Open House, Gordon Head Recreation Centre, Victoria (22 September).

2011
- Witty’s Lagoon Regional Park Interpretive Walk for Environmental Technology course, Camosun College (17 March)
- Interpretive Walks with Canada Scouts troop on Mt. Douglas (15-16 October).
- Interpretive Walk of UVic campus for EDCI 403 (Curriculum and Instruction in Elementary or Middle School Science) Course (1 December).

2010
- "A Faint Heartbeat: How a Cultural Root Vegetable Shaped a Landscape;" presentation for His Honour Steven Point, Lieutenant Governor of British Columbia, and Mrs. Gwen Point, and the Friends of Government House Gardens (9 April).
- "Ethnoecological Restoration in Practice and Community;" field trip facilitation with members of SeaChange Marine Conservation Society and Tsawout Nation for Society of Ethnobiology Conference (8 May).
- Ethnobotany Interpretive Walk for Continuing Studies and University Life, Royal Roads University (23 June).

2009
- "Introduction to Local Ethnobotany;" 6-hour workshop for Green Learning Program, Continuing Studies, Royal Roads University (28 March).
- Mt. Tolmie interpretive walk with Thomas Munson for Grade 10 Science Class, Mt. Douglas High School (27 April).
- "Dwelling in Eden: An Ethnoecologist’s Walk through Garry Oak Ecosystems;" presentation at the Federation of BC Naturalists (BC Nature) AGM, Duncan (2 May).
- "Local Fare from the Garden: Recent History of Plant Edibles on southern Vancouver Island;" 3-hour workshop for Pacific Horticultural College, Glendale Gardens and Woodland (21 November).

2008
- "Getting to Know your Local Lily;" presentation and interpretive walk of Drumbeg Park, Gabriola Land and Trails Trust, Gabriola Island (16-17 May).
- Interpretive Ethnoecological Walk of Knockan Hill Park, Habitat Acquisition Trust (HAT), Saanich (24 May).
- "Eden Again: Nurturing and Using Native Plants in your Home Gardens;" community presentation and ecological restoration workshop (with children, ages 6-12), Gulf Islands Centre for Ecological Learning (GICEL), Mayne Island (20 September).

2007
- "Getting to Know your Local Lily;" presentation at Seedy Saturday, Victoria Conference Centre, Victoria (17 February).
- Interpretive walk with Songhees youth on Christmas Hill, Songhees Nation (22 March).

PROFESSIONAL EXPERIENCE

Recent Environmental Consultation

2012 - Project Advisor, Kootenay Camas Project, Castlegar, BC.

2006 - present
- Ecological Landscaping/Gardening and Ecological Restoration Consultation, Victoria, Saanich Peninsula, and Gulf Islands.

MEMBERSHIPS and COMMITTEES

Recent Advisory Positions and Committees at the University of Victoria

2012  - Project Co-coordinator, Idea Fest 2012, School of Environmental Studies.
       - Project Co-coordinator, Living Stories Project, UVic 50th Anniversary, School of Environmental Studies & Department of Geography.

2009  - Advisory Committee, Alumni Garry Oak Meadow Development Project.
       - present

2006  - Adjunct Professor, School of Environmental Studies.
       - present

2009  - Advisory Committee, Campus Community Gardens.
       -2010

Other Memberships and Committees

2009  - Pacific Horticultural College (Program Advisory Committee).
       - present

RECENT PUBLICATIONS, ARTICLES, and REPORTS


       - “Blue Camas – Lily of a Heritage Landscape.” Report written for the Emperor of Japan as requested by His Honour Stephen Point, Lieutenant Governor of British Columbia.

       - “Ecological Outlaws: The (Not So) Good, the Bad, and the Ugly (Cue the Whistle)...” The Acorn (newsletter of the Salt Spring Island Conservancy), No. 36, Fall 2007, with L. Matthias.

FELLOWSHIPS, AWARDS, and GRANTS

2011  - Outstanding Community Service Award, Faculty of Social Sciences Excellence 2012, University of Victoria.
DR. JESSICA DEMPSEY
Assistant Professor
School of Environmental Studies • University of Victoria
3880 Finnerty Road • Victoria, British Columbia • V8P 5C2 •
Email: jdempsey@uvic.ca

PREVIOUS EMPLOYMENT

Postdoctoral Fellow (2011-2012)
Department of Geography, University of Washington

EDUCATION

PhD, Department of Geography, University of British Columbia, Canada (2011)
(Dissertation title: Making Markets, Making Biodiversity: Understanding Global Biodiversity Politics)

Masters of Arts, Department of Geography, University of British Columbia, Canada (2006)
(Thesis title: The Birth of the Great Bear Rainforest: Conservation Science and Environmental Politics on British Columbia’s Central and North Coast)

Bachelor of Science, with distinction double major in Geography and Environmental Studies,
University of Victoria, Canada (2001)

MAJOR ACADEMIC AWARDS (name, source, year, approximate value)

- Social Science and Humanities Research Council Postdoctoral Fellowship – University of Washington, $81,000
- Ciriacy-Wantrup Postdoctoral Fellowship – University of California, Berkeley, 2011-2013, $110,384 (US dollars) – declined
- Izaak Walton Killam Memorial Postdoctoral Fellowship – University of Alberta, 2011-2013, $92,000 – declined
- Collaborative Research Grant, Liu Institute for Global Issues - University of British Columbia, 2011, $4500 (funds will be shared equally between myself and co-investigator)
- Trudeau Foundation Scholarship, Trudeau Foundation, 2007 - 2010, $172,000
- Canada Graduate Scholarship Doctoral, Social Science and Humanities Research Council, 2007 - 2010, $105,000 (over four years)
- Faculty of Arts Fellowship, University of British Columbia, 2006, $15,000
- Mackenzie King Open Scholarship, Mackenzie King Foundation, 2006, $7,000
- Canada Graduate Fellowship, Canadian Social Science and Humanities Research Council, 2003, $18,000
- Graduate Entrance Scholarship, University of British Columbia, 2002, $10,000
- Undergraduate Award in Geography, Canadian Association of Geographers, 2002, $100
- Coastal Inquiries Fellowship, University of Victoria, 2001, $7,000
- The President’s Scholarship, University of Victoria, 2000, 1999, 1998 (total $6,500)
- Ross Geography Scholarship, Department of Geography – University of Victoria, 1999, $2,500
PUBLICATIONS

Refereed Contributions


Book Chapters


Policy and Technical Reports


Hul'qumi'num Treaty Group on Vancouver Island, British Columbia.


Book Reviews


Selected Popular Press


RECENT PRESENTATIONS AND CONFERENCE PARTICIPATION

Invited Presentations

2012  ‘Enterprising Nature’ Invited colloquium to the Department of Geography, University of Washington

2011  ‘Who will pay for conservation?’ Invited lecture to the Department of Geography, University of Victoria

2010  ‘Remaking biodiversity and ecology for ecosystem services?’ Invited lecture to the University of Victoria Environmental Studies colloquium series, Victoria.

Conference papers and organizing


TEACHING

Course Instructor

Course: ‘Environmental Change and Quality’
University of British Columbia, Department of Geography
Co-instructor, responsible for developing syllabus, delivering course lectures and evaluating students.

Course: Environment and Resources
University of British Columbia, Department of Geography
Evaluated student assignments, provided feedback and tutoring to course students

Course: Geographical Change in the Modern World
University of British Columbia, Department of Geography
Facilitated student discussions, evaluated student assignments, exams, and essays.

Course: Introduction to Physical Geography – Air and Water
University of British Columbia, Department of Geography
Instructed laboratory exercises, evaluated student assignments and examinations.

RECENT EXPERIENCE

Academic Research Positions
Research Assistant – Dr Trevor Barnes
University of British Columbia, Department of Geography
Conducted research for ‘Cultural Cities’ project, focused on the Vancouver video game industry.

Research Assistant - Dr. Michael M’Gonigle
Polis Project, University of Victoria
Research (both theoretical and empirical), editing, and writing for numerous projects and publications; liaising with provincial and community organizations for environmental and community development projects throughout British Columbia and internationally.

Consulting/Policy Research

Research Consultant
Hul’qumi’num Treaty Group, Vancouver Island
Examined outcomes of land use planning decisions on the north and central coast of British Columbia, focusing on the relevance for the Hul’qumi’num Treaty Group. Provided critical review and resource of co-management models/arrangement for Hul’qumi’num treaty group.

Research Consultant
Centre for international forestry research (CIFOR)
Completed summary and analysis of available literature on the forestry situation in Canada (especially British Columbia) especially as it relates to local communities, notably First Nations. Research focused on the legal and policy regimes surrounding forests/land and the impact of these regimes on livelihoods and community well-being.

SERVICE

University Service

2008-2009 Co-Organizer, Human Geography Methodologies Seminar, UBC Geography, Responsible for developing curriculum and organizing speakers for the bi-weekly graduate seminar.

2006-2007 Member, Department of Geography, Graduate Committee, UBC Geography
Contributed to overhaul of the graduate programme requirements and course offerings.

2003-2004 Graduate student representative, Department of Geography, Colloquium Committee, UBC Geography, 2003- 2004

Public Service

Editor
[square brackets]
[square brackets] is a publication produced in collaboration between the United Nations Secretariat for the Convention on Biological Diversity (SCBD) and civil society groups working on global biodiversity policies. Responsible for selecting and editing articles for publication.

Editor
ECO: The Voice of the Civil Society Community in International Environmental Conventions
Responsible for producing and distributing the widely-read and circulated dossier providing daily
critical analysis during policy negotiations at the United Nations Convention on Biological Diversity (editor at over 16 negotiations)

Co-Founder and Coordinator

Convention on Biodiversity (CBD) Alliance of NGOs, Indigenous Peoples, and local communities

The Convention on Biological Diversity (CBD) Alliance is a network of civil society groups advocating for diverse and effective participation in CBD processes. Some of my personal contributions include fundraising over a million USD dollars, developing governance structures, producing policy analysis, coordinating increased participation of Southern and Indigenous civil society representatives, liaising with Convention Secretariat to increase opportunities for civil society participation in expert and technical meetings, organizing workshops and strategy sessions on issue areas, and producing the widely-read civil society dossier ECO.

REVIEWER (Journal, dates)

Transactions of the Institute of British Geographers (2010, 2011)
Environmental Conservation (2010)
Conservation and Society (2010)
BC Studies (2009)
Society and Space (2003)
The Canadian Geographer (2012)
Biosocieties (2012)
Short Curriculum Vitae

Revised August 2012

Name: Eric Stowe HIGGS

Faculty: Social Sciences

Department/School: School of Environmental Studies

Mailing Address:
School of Environmental Studies
B243 Social Sciences and Mathematics Building
Social Sciences & Math B243
3800 Finnerty Road (Ring Road)
Victoria, BC V8P 5C2
Canada

Telephone: +1 250 721-8228 (office, B243a Social Sciences and Mathematics)
721-7354 (School of Environmental Studies)
721-8985 (FAX)

Electronic Communications:
E-mail: ehiggs@uvic.ca
http://web.uvic.ca/enweb/people/faculty/higgs.php

1. Degrees

PhD Interdisciplinary (Philosophy, and Regional Planning and Resources Development
Waterloo) 1988

Title of Dissertation: Planning, Technology and Community Autonomy

MA Philosophy Western Ontario 1981

BIS Independent Studies Waterloo 1979

2. Positions Held Prior to Appointment at University of Victoria

1997-2001 Associate Professor
Department of Anthropology, Adjunct in the Department of Sociology
University of Alberta

2000 Visiting Professor and Lansdowne Lecturer (Fall Term)
School of Environmental Studies,
University of Victoria

1996 Maurice Young Invited Research Fellow (Fall Term)
Centre for Applied Ethics
University of British Columbia

1996-7 Associate Professor (with tenure effective 1 July 1996)
Cross-appointed in the Department of Anthropology and the Department of Sociology
University of Alberta

1992-1996  Assistant Professor
Cross-appointed in the Department of Anthropology and the Department of Sociology
University of Alberta

1995  Visiting Scholar (Winter Term)
Science, Technology and Society Program
Massachusetts Institute of Technology.

1989-1992  Assistant Professor (on leave 1989-90)
Department of Philosophy, and Science, Technology and Society Program
University of Alberta

1989-1990  Visiting Assistant Professor
Environmental Studies Program
Oberlin College

1988-1989  Visiting Scholar
Philosophy and Technology Studies Center
Polytechnic University (New York City)

1987-1988  Lecturer
Cross-appointed in the Department of Environment and Resource Studies and the
Centre for Society, Technology and Values
Course Option Coordinator, Centre for Society, Technology and Values

3. **Major Field(s) of Scholarly or Professional Interest**

Ecological Restoration, Philosophy of
Ecological Restoration, Policy and Practice of (especially in mountain regions and protected areas)
Historical Ecology, including cultural and ecological change
Repeat Photography
Philosophy of Technology
Science, Technology and Society

4. **Memberships and Offices Held in Learned and Professional Societies**

Chair, Science and Policy Working Group, Society for Ecological Restoration  2010-2011

Board member, Society for Ecological Restoration, BC chapter  2005–

Past Chair, Board of Directors, Society for Ecological Restoration International  2003-2004

Chair, Board of Directors, Society for Ecological Restoration International  2001-2003
Vice-Chair, Board of Directors, Society for Ecological Restoration International 2000-2001
Secretary, Board of Directors, Society for Ecological Restoration International 1995-2000

5. Scholarships, Fellowships, Honours and Awards (recent, selected)

a. Scholarships, Fellowships, Honours and Awards

Professor-at-Large, Institute for Advanced Studies, University of Western Australia 2011-2013
Adjunct Professor, School of Plant Biology, University of Western Australia 2011-2014
Adjunct Professor, Department of Anthropology, University of Alberta 2002-2009
Excellence in Leadership Award, Society for Ecological Restoration International 2003
Computerworld Laureate, Jasper Photo Project 2002
Golden Trowel Award, Society for Ecological Restoration 2000

b. Research grants


Mountain Legacy Project support. BC Ministry of Forests and Range, $30,000

Mountain Legacy Project support, Parks Canada, $80,000 (2008-2011)


6. Appointments at University of Victoria

a. Academic
Jul. 1, 2005 to present  Professor  School of Environmental Studies
Jan.1, 2002 to Jun. 30, 2005  Associate Professor  School of Environmental Studies

b. Administrative
Jan. 1, 2002 to Jun. 30, 2010  Director  School of Environmental Studies
7. Scholarly and Professional Achievements (recent, selected)

a. Articles Published in Refereed Journals


b. Books, Chapters, Monographs


8a. Teaching Duties at the University of Victoria

a. Courses Taught

Environmental Studies 200 Introduction to Environmental Studies, Spring 2005, Spring 2006

Environmental Studies 341/ER 311, Ecological Restoration, Fall 2006, Fall 2008, Fall 2009

Environmental Studies 400A, Ecology and Design, Spring 2002

Environmental Studies 441/ER 411 (previously ES 482), Nature By Design. Spring 2012.

Environmental Studies 482/ER 411 (also ES 400D/ER 338A), Nature By Design, Fall 2003, Fall 2005, Fall 2007, Summer 2009


Environmental Studies 500, Perspectives on Environmental Theory, Fall 2009 (team taught with Kara Shaw and John Volpe), Fall 2011.

Name: LANTZ, Trevor Charles
University of Victoria
School of Environmental Studies

Date of Birth: June 19, 1974
Citizenship: Canadian
Place of Birth: Edmonton, Alberta

DEGREES
PhD Ecology, University of British Columbia. 2008
  Dissertation: Relative influence of temperature and disturbance on vegetation dynamics in
  the Low Arctic: An investigation at multiple scales.
MSc Ethnoecology, University of Victoria. 2001
  Thesis: The population ecology and ethnobotany of Devil's Club (Oplopanax horridus (Sm.)
BSc Botany, University of Alberta. 1998
  Thesis: A permineralized Cretaceous tree fern from the Budden Canyon Formation and the
  role of fossil tree ferns in resolving the phylogeny of the Cyatheaceae s.l.

POSITIONS HELD (2002-2012)
Assistant Professor. School of Environmental Studies, University of Victoria. 2009-2012.
Post-doctoral Research Associate. (International Polar Year). Department of Forest Science,
Sessional Lecturer. Biodiversity and Conservation Biology. School of Environmental Studies,
Senior Laboratory Instructor. (Higher Plants). Department of Biology, University of Victoria.

MAJOR FIELD OF SCHOLARLY OR PROFESSIONAL INTEREST

MEMBERSHIPS AND OFFICES HELD IN PROFESSIONAL SOCIETIES
Ecological Society of America. Member, 2001-Present.
Arctic Institute of North America. Member, 2006-Present.
Canadian Society of Ecology and Evolution. Member, 2009-Present.

RESEARCH GRANTS (2010-2012)
  Canadian Foundation for Innovation, Leaders Opportunity Fund. $188,052. 2012-2017
  (Approved by CFI in June, 2011).
  Natural Science and Engineering Research Council of Canada (NSERC) Discovery Grant.
  $100,000 (2009-2114).
A multiscale assessment of cumulative impacts in the Northern Mackenzie basin. NWT
Monitoring environmental change in the Mackenzie Delta Region: Inuvialuit observations
  and participatory multimedia mapping. NWT Cumulative Impact Monitoring Program
  (NWT CIMP). $250,000 - (2012-2014).


Using Inuvialuit Observations to Monitor Change in the Mackenzie Delta Region. The Northwest Territories Cumulative Impact Monitoring Program. Joint Proposal with the Inuvialuit Joint Secretariat (IJS) and the Mackenzie Delta Hunters and Trappers Committees. $30,000. (Funds Administered by the IJS). 2010-2011

Community Monitoring of Vegetation and Permafrost in the Mackenzie Delta Region. The Northwest Territories Cumulative Impact Monitoring Program. Joint Proposal with the Inuvialuit Joint Secretariat (IJS) and the Mackenzie Delta Hunters and Trappers Committees. $30,000. (Funds Administered by the IJS). 2010-2011

ARTICLES PUBLISHED IN REFEREED JOURNALS (2008-2012)


42

traditional use of the Old Crow Flats in northern Canada: An IPY opportunity to meet the challenges of the new northern research paradigm. *Arctic.* 64: 127-135.


ARTICLES SUBMITTED TO REFEREED JOURNALS


INVITED PRESENTATIONS AND WORKSHOPS (2009-2012)


T.C. Lantz 3
Lantz, T.C. Cumulative effects of climate warming and increasing disturbance on vegetation in the Western Arctic. University of Victoria, Forest Biology Public Seminar Series, February 5, 2009.

CONTRIBUTED PRESENTATIONS (2011-2012)
Marsh, P., Endrizzi, S., Lantz, T.C., Marsh, C. and Pomeroy, J. Effects of shrub expansion on the hydrology of the western Canadian Arctic. American Geophysical Union. San Francisco, California, December 6-10, 2011

COURSES TAUGHT (2009-2012)

ES 240: Ecological Processes. 3 hours per week. 100-150 Students. 2009, 2010
ES 481: Urban Ethnoecology. 3 hours per week, 20-30 Students. 2010, 2012
ES 481: Field Studies in Urban Ethnoecology. 15 hours per week, 10-22 Students. 2010, 2012
ES 501: Methods, Research Design and Communication. 3 hours per week, 5 students. 2012
ES 590: Directed Studies. 1 hour per week, 2 Students. 2010, 2011
ES 490: Directed Studies. 1 hour per week, 2 Students. 2010, 2012
ES 200; HDCC 200: Contributing Lecturer. 2010-2012.

GRADUATE STUDENT SUPERVISION (2009-2012)

Emily Cameron. Supervisor. MSc Student. Started September 2012.
Harneet Gill. Supervisor. MSc Student. Started September 2011.
Audrey Steedman. Supervisor. MSc Student. Started September 2011.
Shanley Thompson. Committee Member. PhD Student. Started January 2012.
Kim Carlson. Committee Member. Started September 2010.
Jennifer Sauter. Committee Member. MSc Student. Started September 2009.
Kate Proctor. Committee Member. MSc Student. Started September 2008.
Rick Kubian. Committee Member. MSc Student. Started September 2008.

9. ADMINISTRATIVE ACTIVITIES

School of Environmental Studies Undergraduate Advisor 2012-
Faculty of Social Science Research Advisory Board. 2012-
Campus Sustainability Advisory Committee. 2009-Present
Faculty Search Committee: Tenure Track Appointment in Ethnoecology, 2012.
Faculty Search Committee: Tenure Track Appointment in Political Ecology, 2011.
Faculty Teaching Mentor (Bob Bandringa, Lorenzo Mazgul). 2010-Present.
SES Director Search Committee, 2010.
Social Science and Math Building Garden Committee. September 2009-Present
CURRICULUM VITAE

R. MICHAEL M'GONIGLE

Citizenship: Canadian
Marital Status: Married with two children

MICHAEL M'GONIGLE is the EcoResearch Professor in Environmental Law and Policy in the Faculty of Law and School of Environmental Studies at the University of Victoria, Canada. A lawyer and political ecologist, he has written extensively in the areas of international environmental law, domestic resource law and policy (especially forestry, fisheries, rural and urban planning), aboriginal rights, and legal theory. Dr M’Gonigle has also long been active on environmental and social issues. His work with Greenpeace in the 1970s led to the international moratorium on commercial whaling. During this time he co-founded Greenpeace International. In the 1980s, he worked on wilderness conservation and forestry reform in British Columbia, including leading the successful struggle to prevent logging in the Stein River Valley (now a tribal park with Class A provincial park status). As Chair of the Board of Greenpeace Canada, he initiated its forests campaign in the 1990s. He also co-founded the Sierra Legal Defense Fund (now EcoJustice), SmartGrowth BC, Forest Futures (now the Dogwood Initiative), the POLIS Project on Ecological Governance (at UVic), and the Farmlands Trust. Author of dozens of academic publications and studies, his popular writings include: Stein: The Way of the River (1988) (with Wendy Wickwire); Forestopia: A Practical Guide to the New Forest Economy (1994) (with Ben Parfitt); and Planet U: Sustaining the World, Reinventing the University (2006) (with Justine Starke). His current research seeks to develop a new field of “green legal theory.”

EDUCATION:
a) Undergraduate:
   1969 B.A.
   (Hons, Pol. Sci.)
   British Columbia
b) Graduate:
   1970 M.Sc. (Econ.)
   1976 LL.B.
   1979 LL.M.
   1982 J.S.D.
   University of Toronto Law School
   Yale University Law School
   London School of Economics
   Yale University Law School
CURRENT APPOINTMENT:
Professor and Eco-Research Chair of Environmental Law and Policy, Faculty of Law and School of Environmental Studies, University of Victoria

ACADEMIC AND PRACTICAL EXPERIENCE:

<table>
<thead>
<tr>
<th>Position Held</th>
<th>Dates</th>
<th>Institution</th>
</tr>
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<tbody>
<tr>
<td>Professor and Eco-Research Chair</td>
<td>July/95-present</td>
<td>Faculty of Law and School of Environmental Studies</td>
</tr>
<tr>
<td>of Environmental Law and Policy</td>
<td></td>
<td>University of Victoria</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Sept/90-June/95</td>
<td>School of Resource and Environmental Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Simon Fraser University</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Sept/86-Sept/90</td>
<td>Natural Resources Management Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Simon Fraser University</td>
</tr>
<tr>
<td>Articled Lawyer</td>
<td>Nov/85-Oct/86</td>
<td>Shrum, Liddle and Hebenton</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vancouver, B. C.</td>
</tr>
<tr>
<td>Director</td>
<td>Jan/84 Nov/85</td>
<td>Institute for New Economics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vancouver, B. C.</td>
</tr>
<tr>
<td>Lecturer/Post Doctoral Fellow</td>
<td>Sept/82-Aug/84</td>
<td>Dept of Political Science Doctoral Fellow</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University of British Columbia</td>
</tr>
<tr>
<td>Visiting Legal Fellow</td>
<td>Jan/80-Jan/81</td>
<td>Center for Law and Social Policy, Washington, D.C.</td>
</tr>
<tr>
<td>Research Fellow</td>
<td>June/76-Aug/78</td>
<td>Institute of International Relations</td>
</tr>
<tr>
<td>Research Fellow</td>
<td>Sept/74 Aug/75</td>
<td>University of British Columbia</td>
</tr>
<tr>
<td>Assistant to Director</td>
<td>Sept/73-Sept/74</td>
<td>Law of the Sea Section/Marine Legislation, Dept. of Transport, Ottawa</td>
</tr>
<tr>
<td>Appeals Officer</td>
<td>May/73-Sept/73</td>
<td>Public Service Commission, Ottawa</td>
</tr>
</tbody>
</table>

PUBLICATIONS:

A. Refereed Books


2000 Associate editor/co-publisher/coordinator, Cuba Verde: En busca de un modelo para la sustentabilidad el el siglo XXI, Carlos Jesus Delgao Diaz (ed.), Habana, Cuba: Instituto Cubano del Libro, 2000

B. Refereed Journal Articles

2012 Does Ecological Economics Have a Future: Discourse and Contradiction in the Age of Climate Change" Ecological Economics, (Forthcoming, with Blake Anderson) Fall,
2008 Green Legal Theory, in Okologishes Wirtschafton, Issue 4, pages 34 - 38
2006 Minding Place: Towards a (rational) political ecology of the sustainable university, (with Justine Cara Starke), Environment and Planning D: Society and Space 2006, volume 24(3), June, pages 325-348
(2003: Abstract and paper listed in The Philosopher’s Index, Bowling Green, Ohio)

C. Refereed Book Chapters

2009 Beyond the reach of democracy? The university and institutional citizenship, (with Jason Found), Laurie Adkin (ed) Environmental Conflicts and Democracy in Canada, Vancouver: UBC Press.
2003 Somewhere between Centre and Territory: Exploring a Nodal Site in the Struggle against Vertical Authority and Horizontal Flows, in Warren Magnusson and Karena Shaw (eds.), A Political Space: Reading the Global through Clayoquot Sound, (Globalization and Community; v.11), Minneapolis, MN, University of Minnesota Press, 2003, pp. 121-137.


DISTINCTIONS

2004  Environmental Achievement – Business/Industry Award of the Saanich 2004 Environmental Awards awarded to the POLIS Project

2004  Maclean’s Guide to Canadian Universities 2004: identified as one of the University of Victoria’s “most popular Professors” (Law)

AWARDS, RESEARCH GRANTS/CONTRACTS

<table>
<thead>
<tr>
<th>Nature of Award/Contract</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>2007-2009: Urban Water Demand Management (Walter and Duncan Gordon Foundation)</td>
<td>$280,000</td>
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<tr>
<td>2001 Growing Healthy Communities Project (Vancouver Foundation) (with E. MacNair)</td>
<td>$25,000</td>
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<tr>
<td>2002 World Temperate Rainforest Conference (American Lands Alliance)</td>
<td>$27,698 (US)</td>
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<tr>
<td>2002 Urban Water Demand Management (Walter and Duncan Gordon Foundation)</td>
<td>$100,000</td>
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<tr>
<td>2002 Treaty-Making in Hul’qumi’num Territory (Hul’qumi’num Treaty Group) (with B. Egan)</td>
<td>$100,000</td>
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<tr>
<td>2001 BC Community Forestry Forum (IDRC)</td>
<td>$10,000</td>
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<tr>
<td>BC Community Forestry Forum (CIDA)</td>
<td>$20,000</td>
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<tr>
<td>BC Community Forestry Forum (Natural Resources Canada)</td>
<td>$5,000</td>
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<tr>
<td>BC Community Forestry Forum (SIFERP)</td>
<td>$27,500</td>
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<tr>
<td>2000 MCRI Project (SSHRC/NSERC) (with S. Song)</td>
<td>$120,000</td>
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<tr>
<td>2000 Innovative Institutions for Community Resource Stewardship: Building Canada-Asia Partnership (International Development Research Research Centre, Singapore)</td>
<td>$66,600</td>
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</tbody>
</table>

TEACHING ACTIVITIES
1. Courses Taught

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Course Number</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>2010</td>
<td>ES 301</td>
<td>Political Ecology</td>
</tr>
<tr>
<td>2008</td>
<td>Law 501</td>
<td>LL.M./Ph.D. Graduate Program Seminar in Law and Society</td>
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<tr>
<td>2007</td>
<td>Law 328</td>
<td>Green Legal Theory</td>
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<tr>
<td>2006</td>
<td>Law 501</td>
<td>LL.M./Ph.D. Graduate Program Seminar in Law and Society</td>
</tr>
<tr>
<td>2006</td>
<td>ES 301</td>
<td>Political Ecology</td>
</tr>
<tr>
<td>2006</td>
<td>Law 328/ES 450</td>
<td>Environmental Law and Policy</td>
</tr>
<tr>
<td>2005</td>
<td>Law 389</td>
<td>APPEAL Journal (co-supervisor)</td>
</tr>
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<td>2005</td>
<td>Law 501</td>
<td>LL.M./Ph.D. Graduate Program Seminar in Law and Society</td>
</tr>
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<td>2005</td>
<td>ES 301</td>
<td>Political Ecology</td>
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<td>2005</td>
<td>Law 328/ES 450</td>
<td>Environmental Law and Policy</td>
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<td>2003</td>
<td>Law 328/ES 450</td>
<td>Environmental Law and Policy</td>
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<tr>
<td>2002</td>
<td>Law 343</td>
<td>International Environmental Law and Policy</td>
</tr>
<tr>
<td>2002</td>
<td>Law 328/ES 450</td>
<td>Environmental Law and Policy</td>
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<tr>
<td>2000</td>
<td>Law 328/ES 450</td>
<td>Environmental Law and Policy</td>
</tr>
<tr>
<td>2000</td>
<td>Law/PA 334</td>
<td>Urban Policy and Planning</td>
</tr>
</tbody>
</table>
James K. Rowe  
School of Environmental Studies  
University of Victoria  
PO Box 3060 STN CSC  
Victoria, British Columbia  
V8W 2Y2 Canada  
jkrowe@uvic.ca  
(250) 884-8757

Current Position

Assistant Professor, School of Environmental Studies, University of Victoria, 2011-Present.

Education

Ph.D. (2009) University of California, Santa Cruz, Department of Politics.  
M.A. (2005) University of California, Santa Cruz, Department of Politics.  
B.A. (2001) University of Victoria, Department of Political Science.

Research and Teaching Interests


Publications

Books Authored


Chapters in Books


Journal Articles

Book Reviews


Conference Proceedings


Other Publications


Dissertation

Rowe, James K. 2009. Love the Earth: Nietzschean Pathways For Progressive Politics (ProQuest).

Conference Presentations


2


Public Talks

Invited Speaker. "Occupy the Economy" Presentation to the People's Assembly of Victoria, Centennial Square, Victoria, B.C. November 2011.


Invited Speaker. The Limits of Unlimited Growth. Lecture for the Wayward School, Victoria B.C. April 2011.

Invited Speaker. "The Root Causes of Ecological and Social Injustice," Thinking Nature Politically Workshop hosted by the Cultural, Social, and Political Thought (CSPT) graduate program, University of Victoria, April 16th, 2011.


Invited Speaker. "Corporate Social Responsibility: Preserving Neoliberal Capitalism or Prefiguring Alternatives?" The Center for Co-operative and Community Based Economy Speaker Series, University of Victoria, January 13th, 2011.


Invited Speaker. "Alternative Drivers for Economic Activity," Presentation at the Sustainability Through the Co-operative Economy Conference hosted by the Centre for Co-operative and Community-Based Economy, University of Victoria, October 16th, 2009.


Invited Speaker: "Economy vs. Ecology?" Symposium on Environmental and Economic Crisis: A panel discussion with Michael Webb (Political Science) and Daniel Rondeau (Economics). University of Victoria, March 25, 2009.

Invited Speaker: "The Politics of British Columbia's Carbon Tax," Debate on British

Recent Positions

Limited Term Senior Instructor, School of Environmental Studies, University of Victoria, 2008-2010.

Sessional Lecturer, The Department of Political Science and School of Environmental Studies, University of Victoria, 2007-2008.

Teaching Assistant, Department of Politics, University of California, Santa Cruz, 2001-2006.

Courses Taught

Courses and Seminars, University of Victoria

ES 200 -- Introduction to Environmental Studies
ES 301 -- Political Ecology
ES 380 -- The Political Ecology of Food
ES 402 -- Global Issues in Sustainability
ES 480 -- Advanced Topics in Political Ecology
ES 490 -- Directed Studies
POLI 300C -- Post-Enlightenment Political Thought

Public Activities

Co-Chair of the Board of Directors for the Victoria Street Newz, 2007-Present.

Co-Editor of the ECO – The Voice of the Civil Society Community at the International Environmental Conventions, 9th Conference of the Parties to the UN Convention on Biological Diversity, Bonn Germany, May 2008.

Co-Editor of The ECO – The Voice of the Civil Society Community at International Environmental Conventions, 8th Conference of the Parties to the UN Convention on Biological Diversity, Curitiba Brazil, March 2006.

Languages

English: First Language.
French: Reading: Good; Speaking: Good; Writing: Fair.
Curriculum Vitae - Valentin Schaefer, Ph.D., R.P.Bio.

Academic Administrator, Restoration of Natural Systems Program, Environmental Studies, University of Victoria

1. EDUCATION

Ph.D. Ecology 1979 Simon Fraser University at Burnaby, BC Aspects of habitat selection in the coast mole (Scapanus orarius) in British Columbia.


B.Sc. Biology 1972 McGill University at Montreal, PQ Ecology, Ethology, Zoology and Botany

2. MEMBERSHIPS AND OFFICES HELD IN LEARNED AND PROFESSIONAL SOCIETIES

- Society for Ecological Restoration BC Chapter (Secretary) 2006-present

3. SCHOLARLY AND PROFESSIONAL ACHIEVEMENTS

a. Articles Published in Refereed Journals - Selected


b. Books, Chapters, Monographs - Selected


Schaefer, V. and A. Schaefer. 2010. Ogden Point Odyssey: Breakwater, Natural History, People and Activities. urbanecology.ca. New Westminster, BC


c. Other Publications - Selected


d. Papers, Lectures, Addresses - Selected


Schaefer, V. and N. McLean. 2004. The Urban Quilt: Patch sizes and connectivity. Canadian Association of Landscape Architects Annual Congress, St. John’s, Newfoundland June 17, 2004
April 7, 2011. Urban Ecology: Studying the City by Sarah Davidson. Catalyst (Carleton University MSc Journalism Students). Ottawa (I was extensively quoted in the article)

March/April 2009. Boulevard. Critters in the City by Alisa Gordaneer (I was extensively quoted in the article)


November 2005. Shaw Television. The Daily. Eco Rest. The RNS Program at UVic and Garry Oak restoration project at Chatterton Hill, Saanich

f. Graduate Student Supervision (Note: * = completed) (Most recent first)

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Name</th>
<th>Degree</th>
<th>Type of Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>Cara Hernould</td>
<td>M.Sc.</td>
<td>Thesis Supervisor</td>
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<tr>
<td>2012</td>
<td>Catherine Orr</td>
<td>M.Sc.</td>
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<tr>
<td>2009</td>
<td>Rowkwa Rim</td>
<td>M.A.*</td>
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<td>2009</td>
<td>Jennifer Sauter</td>
<td>M.Sc.</td>
<td>Thesis Supervisor</td>
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<tr>
<td>2008</td>
<td>Sara Duncan</td>
<td>M.Sc.*</td>
<td>Thesis Supervisor</td>
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<td>2008</td>
<td>Susan Jaggar</td>
<td>M.Ed.*</td>
<td>Committee Member</td>
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<td>Hilary Harrop-Archibald</td>
<td>M.Sc.*</td>
<td>Thesis Supervisor</td>
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<td>2006</td>
<td>Lise Townsend</td>
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<td>2006</td>
<td>Carla Burton</td>
<td>Ph.D.</td>
<td>Committee Member</td>
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<td>2006</td>
<td>Valerie Huff</td>
<td>M.A.*</td>
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<td>2006</td>
<td>Glen Bartley</td>
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<tr>
<td>University of Michigan</td>
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<tr>
<td>2006</td>
<td>Patrick Mooney</td>
<td>Ph.D.*</td>
<td>Committee Member</td>
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<tr>
<td>Thompson Rivers University</td>
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<tr>
<td>2012</td>
<td>Julie Schooling</td>
<td>M.Sc.</td>
<td>Committee Member</td>
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<td>Antioch University New England</td>
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<tr>
<td>2012</td>
<td>Caroline Allanthus</td>
<td>M.Sc.</td>
<td>Committee Member</td>
</tr>
</tbody>
</table>
KARENA SHAW

CONTACT: School of Environmental Studies
PO Box 3060 STN CSC
University of Victoria
Victoria, BC, V8W 3R4
Canada

Office: (250) 721-7353
Fax: (250) 721-8985
e-mail: shawk@uvic.ca

EDUCATION: Ph.D., Department of Political Science, The Johns Hopkins University, 1999.
M.A., Department of Political Science, Johns Hopkins University, 1995.
B.A. (Hons), Politics, University of California at Santa Cruz, 1990.

POSITION: Associate Professor, School of Environmental Studies and Department of Political Science,
University of Victoria, 2009-present, (July 2010 - July 2013 at .75 fte).
Also affiliated with the Institute for Integrated Energy Systems and the Cultural, Social and Political Thought Graduate Program.

RECENT POSITIONS: Assistant Professor, School of Environmental Studies, University of Victoria, 2005-2009
(July 2008 - July 2010 at .55 fte).
Assistant Professor (Limited Term), School of Environmental Studies, University of Victoria,
Teaching Fellow, School of Politics, International Relations and the Environment, Keele University, UK, 2000-2003.

TEACHING FIELDS:
Environmental Politics: political ecology; sustainable development; environmental activism; global environmental politics; energy systems and the environment.
Political Theory: feminist social and political theory; “green” political theory; postcolonial thought; contemporary political theory; history of political thought.
Political Movements: environmental, feminist, indigenous, nationalist and ethnic politics.
International Relations: global/local environmental governance; globalization and resistance.
RECENT GRANTS
AND AWARDS (2008-2012):


Social Science Award for Teaching Excellence, University of Victoria, 2009.

“Local/Global Environmental Governance: Meeting Contemporary Challenges of Scale,” SSHRC Faculty Research Grant, 2006-2010.

SELECTED PUBLICATIONS:
(student co-authors are underlined)


### GRADUATE STUDENT ADVISING
(Dates indicate length of my involvement.)

#### Supervisor
- **2008-2011** Margaret Low MA Environmental Studies
- **2009-2012** Nathaniel Gosman MA Environmental Studies/IESVic (Co-op degree)
- **2010-** Lindsay Monk MA Environmental Studies
- **2011-2012** Anna Melnik MA Environmental Studies
- **2011-** Katherine Garvie MA Environmental Studies
- **2012-** Christine Twerdoclib MA Environmental Studies
- **2012-** Mathew Murray MA Environmental Studies

#### Co-Supervisor
- **2004-2009** Catherine Rhodes MA Dispute Resolution (on medical leave, 2006-09)
- **2005-2006** Atulya Sharman LLM Law
- **2006-2008** Michael Optis MASc Mechanical Engineering/IESVic
- **2006-2012** Mekonnen Aragaw PhD INTD (ES/Anthropology; on leave 2010-11)
- **2007-2009** Victor Lorentz MA Political Science and CSPT
- **2008-2010** Blake Anderson MA Environmental Studies
- **2009-2011** Michael Large LLM Law
- **2010-** Garrett Richards PhD INTD (Environmental Studies/Political Science)
- **2010-** Sarah Malan LLM Law

#### External Examiner
- **2005**
  - Serena Kataoka MA Political Science
  - Chris Hurl MA Sociology
  - Lori A. Crowe MA Political Science
- **2006**
  - Michael Bloomfield MA Political Science
- **2010**
  - Aaron Shepard MFA Creative Writing
  - Renee McBeth MA Political Science
  - Nathanael Wilner MA Political Science
- **2011**
  - Noah Ross MA Political Science
  - Gordon Ruby MA Political Science
  - Sam Grey MA Indigenous Governance
  - Carolyn Schneyer MEng Mechanical Engineering
- **2012**
  - Michael Shumlich MSc Earth and Ocean Science
Name: **Brian M. Starzomski**, Ian McTaggart-Cowan Professor of Biodiversity Conservation and Ecological Restoration (Assistant professor)

Faculty: **Social Sciences**

Department/School: **Environmental Studies**

1. **Degrees and Diplomas**

<table>
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<th>Field Institution</th>
<th>Year Granted</th>
<th>Title of Thesis or Dissertation</th>
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<tr>
<td>Dalhousie University, Post-doctoral fellow</td>
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<td>2009</td>
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<td>University of British Columbia, Ph.D. Zoology</td>
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<td>2006</td>
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<td>Santa Fe Institute Complex Systems Summer School</td>
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<td>2004</td>
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<td>Acadia University, M.Sc. Biology</td>
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<td>2000</td>
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2. **Scholarships, Fellowships, Honours and Awards** (include dates)

- NSERC Undergraduate Student Research Award (2012: Owen Fitzpatrick)
- Alberta Parks Research Funding $19,000 (2011-2012)
- Alberta Parks Research Funding $20,000 (2012-2013)
- Hakai Beach Institute grant (2012-2017)
- Pacific Institute for Climate Solutions Resilient Ecosystems grant (2011)
- Pacific Institute for Climate Solutions Internship grant (2011: Andrew Sherriff)
- NSERC Undergraduate Student Research Award (2011: Erika Dort)
- NSERC Discovery grant (2010-2014)
- Canada Foundation for Innovation Leader’s Opportunity Fund Award (2010)
- Habitat Conservation Trust Fund (co-applicant) 2010-2011
- BC Ministry of Environment Grant (co-applicant) 2010

3. **Appointments at University of Victoria**

Ian McTaggart-Cowan Professor of Biodiversity Conservation and Ecological Restoration 2009-2011 (Assistant Professor)

4. **Scholarly and Professional Achievements**

a. Articles Published in Refereed Journals [NOTE: due to the collaborative nature of academic ecology, it is normal to have many multi-authored journal articles. Often data is sourced from multiple field locations, or analyzed using a number of different techniques possessed by each of the co-authors]


Straka J.R. and B.M. Starzomski *In review*. Humming Along or Buzzing Off? The Elusive Demographic Consequences of Plant-Pollinator Mismatches.


B.M. Starzomski *In review*. Clarity, confusion, and idea refining in ecology.

c. Other Publications


B.M. Starzomski. *In review*. Climate change and the conservation of BC’s leading-edge species at risk. Pacific Institute for Climate Solutions Briefing Note.


d. Papers, Lectures, Addresses [Does not include co-authored talks with students]

2011 Invited Lecture, Restoration Institute: Novel Ecosystems: When and how do we intervene in the new ecological world order?

2011 Invited lecture: Special Session on Alpine Ecology, Canadian Society for Ecology and Evolution

2011 Invited lecture, Resource and Environmental Management, Simon Fraser University

2010 Fall program guest lecture, Bamfield Marine Sciences Centre

2010 Plenary Address, Pacific Ecology and Evolution Conference, Bamfield, BC

2009 How to get an academic job, Association of Polar Early Career Scientists workshop, ArcticNet conference, Victoria, BC

2009 Yukon Experiential Science (ES) Grade 11 Lecture, Victoria, BC

2009 PPS Arctic Canada Conference, Dalhousie University

2009 Canadian Society for Ecology and Evolution Conference, Dalhousie University

2009 2 talks and 2 posters: 4th PPS Arctic Conference, Zvenigorod, Russia

2009 School of Environmental Studies, University of Victoria

2009 Arthur Irving Environmental Centre, Acadia University

2008 Arctic Change Conference, Quebec City

2008 1 talk and 3 posters: Canadian Society for Ecology and Evolution Conference, University of British Columbia

2008 PPS Arctic International Conference, Memorial University, Newfoundland

2008 Biology Department, Acadia University

2008 Marine Affairs Program, Dalhousie University

2008 2 posters: Sustainability and Environmental Research Symposium, Dalhousie University

2008 Biology Department, Dalhousie University

2008 School for Resource and Environmental Studies, Dalhousie University

8. **Teaching Duties at the University of Victoria**

**Summer 2012**
Biodiversity and Conservation of Coastal BC, ES470, University of Victoria (remote field course taught at Hakai Beach Institute, Calvert island, British Columbia)

**Winter 2012**
Advanced Ecological Restoration, ES482, University of Victoria

**Winter 2012**
ES480: Directed Studies course
Fall 2011
Foundations of ecology, ES582/ES482, University of Victoria

Fall 2011
Ecological Restoration, ES341, University of Victoria

Summer 2011
Biodiversity and Conservation of Coastal BC, ES470, University of Victoria (remote field course taught at Hakai Beach Institute, Calvert island, British Columbia)

Fall 2010
Foundations of ecology, ES590, University of Victoria

Fall 2010
Ecological Restoration, ES341, University of Victoria

Summer 2010
Biodiversity and Conservation of Coastal BC, ES470, University of Victoria (remote field course taught at Hakai Beach Institute, Calvert island, British Columbia)

Winter 2010
Ecological Restoration, ES341, University of Victoria

Winter 2010
Climate change and biodiversity, ES482, University of Victoria

Winter 2010
Directed Studies, ES590, University of Victoria

Fall 2009
Ecological Restoration, ES341, University of Victoria (co-taught with Dr. Eric Higgs)

Summer 2009
Coastal Biodiversity and Conservation, Bamfield Marine Science Centre

September to December 2008
Statistics for the environmental sciences (5000-level Directed Reading), Dalhousie University

September to December 2008
Topics in Restoration Ecology (5000-level Directed Reading), Dalhousie University

b. Graduate Student Supervision

Supervised
- University of Victoria, School of Environmental Studies: Kira Hoffman, 2012-20xx
• University of Victoria, School of Environmental Studies: Kimberley Carlson, 2010-2012
• University of Victoria, School of Environmental Studies: Jason Straka, 2010-2012
• University of Victoria, School of Environmental Studies: Katharine Baldwin-Corriiveau, 2010-2012
• University of Victoria, School of Environmental Studies: Adriana Luna, Co-supervisor 2010-2012
• University of Victoria, School of Environmental Studies: Yvonne Patterson, Co-supervisor 2010-2012
• University of Victoria, School of Environmental Studies: Sara Duncan, Co-supervisor 2009-2011 (completed)
• Dalhousie University Biology Honours student co-supervisor, Elizabeth Oakham, 2008 (completed)
• Dalhousie University Environmental Science Honours student co-supervisor, Stephanie Daley, 2008 (completed)
• University of Victoria, School of Environmental Studies: Post-doctoral fellow Andrew Trant 2012-2015
• University of Victoria: Honours Student Sarah McArthur, 2012-2013

Committees
• PhD. committee member, Finn Hamilton, Dept of Biology, University of Victoria
• PhD. committee member, Ian Darke, Dept of Geography, University of Victoria
• PhD. committee member, Bethany Coulthard, Dept of Geography, University of Victoria
• PhD. committee member, Rod Davis, IDPHD, University of Victoria
• MSc. committee member, Graham Dixon-McCallum, Dept of Biology, University of Victoria
• MSc. committee member, Jenna Cragg, Dept of Biology, University of Victoria
• MSc. committee member, Logan Wiwchar, Dept of Biology, University of Victoria
• MSc. committee member, Dane Stabel, ES, University of Victoria (completed)
• MSc. committee member, Valerie Muccarelli, ES, University of Victoria
• MSc. committee member, Ashley Park, ES, University of Victoria
• MSc. committee member, Andra Forney, ES, University of Victoria
• Master's of Environmental Studies committee member, Danielle DeFields, Dalhousie University (completed)

9. Administrative Activities
a. University and Faculty Committees (include dates)
   -Member, Marine Safety Committee
   -Faculty of Social Sciences IRG research review committee (Spring 2011)
   -Pacific Institute for Climate Solutions graduate fellowships review committee (Spring 2011)
- Northern Scientific Training Program review committee (2011 and 2012)
- Field Study Review Committee, Jeanne Simpson Field Studies Resource Centre, Fall/Winter 2010-2011

b. Department/School Committees and Responsibilities (include dates)
Environmental Studies Graduate Admissions committee 2012
Environmental Studies Ethnoecology hiring committee 2011-2012
Writing School of Environmental Studies PhD program application
Environmental Studies brochure design committee 2009-2010
Environmental Studies website design committee 2009-2010
Environmental Studies Senior Instructor hiring committee 2009-2010
Name: Taylor, Duncan MacDonald
Faculty or School: Social Sciences
Department: School of Environmental Studies

1. DEGREES AND DIPLOMAS

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<tr>
<th>Degree or Diploma</th>
<th>Field</th>
<th>Institution</th>
<th>Year Granted</th>
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<tr>
<td>PhD</td>
<td>History of Ideas / Environmental Studies</td>
<td>University of California, Santa Cruz</td>
<td>1985</td>
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<td>B.A. (Hons)</td>
<td>Philosophy</td>
<td>Queen's University, Kingston, Ontario</td>
<td>1974</td>
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B. Positions Held at Other Universities

- 1997-00  Adjunct Faculty, The Union Institute Graduate College, Cincinnati, Ohio
- 1985-89  Adjunct Faculty, Graduate Program, Whole Systems Design Program, Antioch University, Seattle, Washington

2. MAJOR FIELD(S) OF SCHOLARLY OR PROFESSIONAL INTEREST

- Integral Systems Theory and Application
- Integral Environmental Education
- Wilderness Adventure Therapy: Theory and Practice
- Sustainable Development: Theory and Practice
- British Columbia Community Forestry
- Ecoforestry: Its Science and Practice
- History and Philosophy of North American Environmental and Conservation Movements

3. MEMBERSHIPS AND OFFICES HELD IN LEARNED AND PROFESSIONAL SOCIETIES

1994-Present  Environmental Studies Association of Canada
2009-Present  Association for Experiential Education
4. SCHOLARLY AND PROFESSIONAL ACHIEVEMENTS

A. Articles Published in Refereed Journals


B. Books, Chapters, Monographs

Books


Chapters


2006. "Deep Valuing of Wildlands as Ecosystems: Learning Sustainability from the Integrity and Resilience of


**Monograph**


**C. Other Publications** (including book reviews and reports)


Telefilm Canada and Softimage, Montreal.


Graduate Student Supervision

Graduate Student Supervision – University of Victoria

<table>
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<tr>
<th>Year</th>
<th>Student</th>
<th>Degree</th>
<th>Supervisory Role</th>
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<tr>
<td>2011-12</td>
<td>Stranger, Nicholas</td>
<td>Ph.D., Curriculum and Instruction</td>
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<td>Braslavsky, Anna</td>
<td>M.SC., Psych</td>
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<td>2011-12</td>
<td>Leighton, Hilary</td>
<td>Ph.D., INTD</td>
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<td>2010-11</td>
<td>Roessler, Hannah</td>
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<td>Melnik, Anna</td>
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<td>Portal, Emilio</td>
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<td>Corrigan, Joselin</td>
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<td>Todesco, Tara</td>
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<td>Ralph, Jeff</td>
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<td>Vandersluis, Dan</td>
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<td>Shannon, Zane</td>
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<td>Yuichi, Inoui</td>
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<td>2004</td>
<td>Laura McCartney</td>
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<td>Year</td>
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<td>Brennan, Casey</td>
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<td>2000-04</td>
<td>Quick, Timothy</td>
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<td>2003-04</td>
<td>Hoffman, Jennifer</td>
<td>M.A., Education</td>
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<td>2001-06</td>
<td>Drew, Daryl</td>
<td>Ph.D., Education</td>
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<td>2003</td>
<td>Quigley, Sharon</td>
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<td>2001-02</td>
<td>Hochachka, Gail</td>
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<td>Whitehall, Geoffrey</td>
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<td>Latofsky, Shauna</td>
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<td>1997</td>
<td>Sheehan, Linda</td>
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<td>1997</td>
<td>Cummins, Shirley</td>
<td>M.A., Social and Natural Sciences</td>
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<td>1997-98</td>
<td>Green, Tom</td>
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<td>1997-00</td>
<td>Persaud, Shanti</td>
<td>Ph.D, Psych Foundations</td>
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<td>1997-01</td>
<td>Senez, Paul</td>
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<td>1997-99</td>
<td>Taggart, Malcolm</td>
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<td>1996</td>
<td>Burke, Lisa</td>
<td>M.A., Political Science</td>
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<td>1996</td>
<td>Maki, Timothy</td>
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<td>1995-99</td>
<td>Burda, Cheri</td>
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<td>1994</td>
<td>Stewart, Cara</td>
<td>M.A., Political Science</td>
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<td>1993-94</td>
<td>Deol, Nadia</td>
<td>Ph.D., History</td>
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<td>1992-99</td>
<td>Hutcheson, Sarah</td>
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<td>1992-94</td>
<td>Yuichi, Inou</td>
<td>PhD., History</td>
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<td>1992</td>
<td>Widdowson, Frances</td>
<td>M.A., Education Psychology</td>
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<td>Young, Jennifer</td>
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<td>1990-91</td>
<td>Doyle, Stephen</td>
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Graduate Student Supervision – University of Northern British Columbia

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<th>Year</th>
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<tr>
<td>2008-12</td>
<td>Eric Kopetski</td>
<td>M.A., Environmental Studies</td>
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Graduate Student Supervision – University of Antioch

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<tr>
<td>1998</td>
<td>Banighen, Tyhson</td>
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<tr>
<td>1998</td>
<td>Wright, Georgia</td>
<td>M.A., Systems Design</td>
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<td>1989</td>
<td>Talbot, Susan</td>
<td>M.A., Systems Design</td>
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Graduate Student Supervision – The Union Institute, Cincinnati, Ohio

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<th>Year</th>
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<tr>
<td>1997-99</td>
<td>Geist, Betsy</td>
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Graduate Student Supervision – University of Northern British Columbia

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Graduate Student Supervision – University of Edinburgh, Edinburgh, Scotland

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<tr>
<td>2001-02</td>
<td>Campbell, Lynn</td>
<td>MSc., Resource Management</td>
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SHORT BIOGRAPHY August 2102
Nancy J. Turner, CM, OBC, PhD, FRSC, FLS

Nancy Turner is an ethnobotanist and Distinguished Professor and Hakai Chair in Ethnoecology in the School of Environmental Studies. She is also a Research Associate with the Royal British Columbia Museum and an Adjunct Professor in Geography, and at the University of Manitoba, Natural Resources Institute. Her research area intersects the fields of botany and ecology with anthropology, geography and linguistics, among others. She is interested in the traditional knowledge systems and traditional land and resource management systems of Indigenous peoples, particularly in western Canada. She has worked with First Nations elders and cultural specialists in northwestern North America for over 40 years, with a strong record of collaboration with Indigenous communities to help retain and promote their traditional knowledge of plants and habitats, including traditional foods, materials and medicines, as well as language and vocabulary relating to plants and environment. She has also documented the role of plants and animals in narratives, ceremonies and belief systems.

She has authored or co-authored over 20 books (most recently, Ethnobiology – co-edited with E.N. Anderson, Deborah Pearsall, Eugene Hunn; The North American Guide to Common Poisonous Plants and Mushrooms – co-authored with Patrick Von Aderkas; Resetting the Kitchen Table – co-edited with Christopher Parrish and Shirley Solberg; Plants of Haida Gwaii (2004); The Earth’s Blanket (2005); and “Keeping it Living”: Traditions of Plant Use and Cultivation on the Northwest Coast of North America – this last co-edited with Douglas Deur (2005)), over 125 peer reviewed papers and book chapters, and numerous other publications in the area of ethnobotany, ethnoecology, traditional ecological knowledge and sustainable resource use in northwestern North America. She has taught diverse undergraduate courses, mostly in the area of ethnoecology and environmental studies, and has served as major advisor or co-advisor for 9 doctoral and 34 Masters students (and on the committees of dozens more), and 4 post-doctoral fellows. She has been active in her professional field, in organizations such as Society of Ethnobiology (past President), Society for Economic Botany, and Slow Food International, promoting conservation, better decision making around resource use, and emphasizing the inextricable ties between the biosphere and the “ethnosphere” – biodiversity and cultural diversity.

She has received a number of awards for her work, including: Richard Evans Schultes Award in Ethnobotany from the Healing Forest Conservancy, Washington DC (1997); Order of British Columbia (1999); elected Fellow of the Royal Society of Canada (1999); Slow Food Award in Biodiversity, Bologna, Italy (2001); Confederation of University Faculty Associations of British Columbia Academic of the Year Award (2002); Canadian Botanical Association’s Lawson Medal for lifetime contributions to Canadian Botany (2002); UVic’s Alumni Association Legacy Distinguished Alumna award (2003); Lieutenant Governor’s medal for best BC Historical non-fiction of the year (Plants of Haida Gwaii, 2005); Craigdarroch Gold Medal, University of Victoria (2006); William L. Brown Award for Excellence in Genetic Resource Conservation, Missouri Botanical Garden (2008); Member of the Order of Canada (2009); Honorary Doctorate, Vancouver
Island University (2011); Honorary Doctorate, University of British Columbia (2011); Distinguished Economic Botanist from the Society of Economic Botany (2011); Saanich Municipality’s Freedom of the Municipality (upcoming) (2011); and Traditional Ecological Knowledge Mentor Award, Ecological Society of America (2012).
DEGREES AND DIPLOMAS

Degree | Title
-------|--------------------------------------------------------
Ph.D   | Invasion ecology of farm-escaped Atlantic salmon (*Salmo salar*) in British Columbia.

MAJOR FIELDS OF SCHOLARLY OR PROFESSIONAL INTEREST

- Ecology and social structure of marine-derived food production systems with an emphasis on aquaculture (*Seafood Ecology*)
- Systems theory, eco-social diversity and resilience
- Ecology, evolution and bio-cultural impacts of exotic marine species
- Marine restoration and relationships between measures of biodiversity, ecosystem function & resilience

Funding Secured

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<td>Intervet (Schering-Plough)</td>
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2008 45,000 Pacific Salmon Forum
2007-2011 17,300 (p/a) NSERC – Discovery
2006 47,100 Environment Canada – Invasive Alien Species Partnership Program
2006 27,000 Pacific Salmon Forum
2006 US 35,000 National Geographic Society
2006 £180,000 Darwin Foundation (co-PI)
2005 18,000 U of Victoria Start-up
2004 17,000 Canadian Sablefish Association
2004 30,000 Alberta Conservation Association
2003 5,000 Canadian Wildlife Federation
2003 102,158 CFI – New Opportunities
2003 102,158 AB Science & Research Investments Program
2002 28,000 Alberta Conservation Association
2002 993,531 CFI – Innovation Fund (ACCRU) (Co-PI)
2002-2006 18,000 (p/a) NSERC – Operating
2001-2003 52,000 (p/a) NSERC / SSHRC – MCRI (CUS)
2001 80,000 U of Alberta Start-up
1997-1999 90,000 (p/a) BC Habitat Conservation Trust
(p/a) = per annum

SCHOLARLY AND PROFESSIONAL ACHIEVEMENTS

a. Refereed Published Articles
   (undergraduate students & graduate students under my direction when research was conducted)

Papers Submitted or In Review
   

   Fisher, J.T., S. Bradbury, M.T. Wheatley, B. Anhalt, and J.P. Volpe. From absence of proof, to proof of absence: wolverines in protected and industrial landscapes on the edge of the Alberta Rockies. Biological Conservation In Review


Published


b. Books, Chapters, Monographs


c. Other Publications


**Student Supervision**

- Undergraduate Honours Students: 12 (0 currently in program)
- MSc / MA Students: 19 (6 currently in program)
- PhD Students: 5 (0 currently in program)
CURRICULUM VITAE

WENDY WICKWIRE

Employment

1997- Associate Professor, Department of History and School of Environmental Studies
    University of Victoria

1995- Assistant Professor, Department of History and Environmental Studies
    Program, University of Victoria, Victoria, British Columbia.

1994-1995 - Assistant Professor, Department of Social and Educational Studies
    University of British Columbia, Vancouver. Director, Ts"Kel Programme for
    First Nations Graduate Students, University of British Columbia.

1993-1994 – Research Associate, Department of Anthropology and Sociology, University
    of British Columbia, Vancouver, B.C.

1990-1993 - Canada Research Fellow (SSHRC), Department of Social and Educational
    Studies, University of British Columbia, Vancouver, B.C.

Distinctions, Grants, and Research Awards

SSHRC Research Grant (3 yrs) 2005-2008 (James A. Teit and the Challenge of
Ethnography in the Boasian Era)

Winner of Humanities Research Fellowship, University of Victoria, 2002.

SSHRC Faculty Internal Research Grant, University of Victoria (April 2001)

SSHRC Faculty Internal Research Grant, University of Victoria (April 1995).

Winner of the Canadian Historical Society Prize for the best article in the Canadian
Historical Review for 1994. Prize awarded at the Annual Meeting of the Canadian
Historical Society in Montreal, August, 1995.

HSS- Small Grant, University of British Columbia, 1995 (Declined).

Winner of the Roderick Haig-Brown Award for the best book about B.C. B.C. Book
Awards, Penticton, B.C. April 24, 1993.

Canada Research Fellowship, Social Sciences and Humanities Research Council of
Canada and the University of British Columbia (1990-1993).


Co-winner of the Bill Duthie Booksellers' Choice Award for the B.C. Book of the Year. B.C. Book Awards, May, 1989, Vancouver, B.C.

Canada Council Explorations Grant, (March-September, 1985).

I.W. Killam Postdoctoral Fellowship, Department of Anthropology and Sociology, University of British Columbia (1982-84).


Urgent Ethnology Grant for field research on Interior Salish songs, National Museum of Man, Ottawa, Ontario. (July - August, 1979).


Tuition Fellowship, Wesleyan University (1978-1980).

**Publications**

**Books**

Book manuscript near completion:
(Timless Witness: James A. Teit and the Making of a (First) Peoples' History)


Edited Books


Articles


"Prophecy at Lytton," in Brian Swann (editor), Voices From Four Directions: Contemporary Translations of the Native Literatures of North America (University of Nebraska Press, 2004), pp. 134-170.


"Reading Rock Art: One Sense/Many Senses," (With Michael M'Gonigle), BC Studies 108:75-93, 1995-96.


"The Queen's People: Ethnography or Appropriation?" (with Michael M'Gonigle) in Native Studies Review 7 (2) 1991: 97-113.

"Epilogue" (with Michael M'Gonigle), in Stein Valley Wilderness Guidebook (Vancouver: Stein Wilderness Alliance, 1990).
Appendix B
Calendar change forms
Appendix C
Enrollment plan.

Admission of one to two students in the first three years and three to four students in subsequent years will usually occur annually in September. The table below presents the projected admissions and completions schedule for students currently in Interdisciplinary and Special Arrangement PhD Programs. This includes interdisciplinary students with a home base in the School of Environmental Studies, students to be admitted in 2012 as Special Arrangement Students, and students beginning in 2013 as students in the new PhD Program in Environmental Studies.

We anticipate reaching a steady state in our PhD program after five years.

Table C.0.1
Projected PhD Enrollment and Completion Schedule, in FTEs

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<td>4</td>
<td>5</td>
<td>7</td>
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<tr>
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<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
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<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
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<td>Total Remaining</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>9</td>
<td>11</td>
<td>13</td>
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</table>

Table C.0.2
Current and Projected MA/MSc Enrollment and Completion Schedule, in FTEs

In the following table enrolment in the MA program can be seen declining as enrolment in the Ph.D. program increases as projected in the previous table (7.0.1). Total graduate enrolment will slowly increase, however, because Ph.D. students are expected to take at least twice as long to complete their programs, and graduate.

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<tr>
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</tr>
<tr>
<td>Total Remaining</td>
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<td>31</td>
<td>31</td>
<td>30</td>
<td>28</td>
<td>27</td>
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</table>

Please note that the total number of graduate students (both MA/MSc and PhD) enrolled increases from 33 in 2010-2011 to 39 in 2017-2018.
Appendix D.

Recruitment and marketing plan (to be developed with Recruitment team and UVic Communications)
Appendix E.

Letters of Support

Attached are letters of support for this program from the following institutions:

1. University of Waterloo Environment and Resource Studies
2. University of Victoria Department of Geography
3. University of Victoria School of Earth and Ocean Sciences
4. University of Victoria Faculty of Law
5. University of Victoria Faculty of Law (Hakai Professor in Environmental Law and Sustainability)
6. University of Victoria Department of Anthropology
7. University of Calgary Environmental Design
8. University of British Columbia Institute for Resources, Environment & Sustainability
9. Royal Roads University
10. McGill University School of the Environment
15 October 2012

Dr. Peter Stephenson, Director of the School of Environmental Studies
School of Environmental Studies
University of Victoria
Social Sciences & Math Building B262
3800 Finnerty Road (Ring Road)
Victoria, BC V8P 5C2

Support letter for "A Proposal for a PhD Program in Environmental Studies"

Dear Dr. Stephenson,

I have been asked to provide a letter of support for the above proposal. I do so enthusiastically.

As Chair of the Department with Canada's only other truly transdisciplinary doctoral program, one might wonder why I would support competition. That is because I don't see this as competition but a welcome addition to an academic ethos badly under-represented. One could say "a market" not well served but universities are not commodities or business - rhetoric aside - and the School at U Victoria shares these sorts of values with my own department. This is not a surprise since Professor Eric Higgs graduated under several of my current and emeritus colleagues and since he and I (as well as others in the School) have been friends and colleagues for many years. By no means does this create a conflict of interest - the main reason we interact is again because of shared values so seeing the desire to create a PhD program that embraces those values makes this a slam-dunk for me - it should proceed and will succeed.

Pragmatically, the foci and delivery are spot-on; the ambition is there and quite realistic. There is no plan to become too big for the faculty complement and there is a nuanced recognition of reallocating between PhD and Master's should this proposal be passed. The Faculty are top-notch and the program would capture an audience that other programs and even my own will not serve - in our case, it is more a function of geography perhaps. With a successful proposal, I would see many opportunities for exchanges and collaboration between my department and the School - this is easier if the School has a PhD program. I do not see much similar in BC so there is a west coast audience to start with - SFU and UBC will be tough competition in some respects because they have more resource- or sustainability-focused PhDs and some applicants may confuse these with what the School offers in terms of political ecology. That is a small risk and the School's proposal outlines its distinctiveness well.
There is a need for about 3-5 transdisciplinary PhD programs in Canada; this will be the 2nd and a welcome addition. I heartily endorse this effort.

Sincerely

Stephen D. Murphy B.Sc. (Hons.), Ph.D.
Professor and Chair of the Department
Department of Environment and Resource Studies (ERS), University of Waterloo
200 University Avenue West Waterloo ON Canada N2L 3G1

Co-Chair, Scientific Program, Society for Ecological Restoration 2013 Conference

Director, Centre for Ecosystem Resilience & Adaptation (ERA)
Chair, Centre for Applied Science in Ontario Protected Areas (CASIOPA)
Associate Editor, Restoration Ecology & Associate Editor, Weed Science

Environment 2 (EV2), Room 2034
sd2murph@uwaterloo.ca or stephen.murphy@uwaterloo.ca
519 888 4567 x35616 vox | drsmurph is my skype ID | 519 746 0292 fax
MEMO

TO Peter Stephenson, Director, Environmental Studies
FROM Phil Dearden, Chair, Geography
RE Proposed ES PhD Program
DATE Oct 24, 2012

Thank you for the opportunity to review the proposed PhD program in Environmental Studies and we wish you every success with its implementation as you build on your existing Master’s program. The three areas of concentration identified in the proposal complement our offerings in Geography and also provide opportunity for interaction with our graduate students. There is strong demand for advanced studies in your target areas, and you should have no shortage of students. Your faculty complement also shows considerable strength in these areas. We look forward to further conversations to see whether there are any possible efficiencies in the future delivery of graduate level courses between our units.
Monday, October 22nd, 2012

Dr. Peter H. Stephenson
Director, School of Environmental Studies
University of Victoria
PO Box 3060 STN CSC
Victoria BC V8W 3R4

Re: Proposed Environmental Studies Ph.D. Program

Dear Peter,

I am happy to provide a letter of support for the proposed Ph.D. program in Environmental Studies here at the University of Victoria. The School of Environmental Studies has a well-earned reputation, based both on the strength of its faculty and on the quality of its undergraduate and M.A. programs, in ecological restoration, ethnoecology and Political ecology. It therefore makes great sense to build on these strengths by offering a Ph.D. program.

Our research and teaching here in the School of Earth and Ocean Sciences (SEOS) addresses the physical, geological, chemical and biological evolution of the Earth System stretching from the present back into deep time. Increasingly our investigations of the Earth System lead to questions concerning policy, environmental impacts and anthropogenic contributions to ongoing changes in the Earth System. Hence we view the potential for an Environmental Sciences Ph.D. program here on campus as a positive development that would aid in the development of a more comprehensive scientific and social understanding of the Earth System.

Sincerely,

Dr. Stephen T. Johnston
Director, School of Earth & Ocean Sciences
University of Victoria
PO Box 1700 STN CSC
Victoria BC V8W 2Y2
November 7th, 2012

Peter Stephenson  
Director, School of Environmental Studies  
University of Victoria  
SSM B242, 3800 Finnerty Road  
Victoria, BC V8P 5C2

Re: School of Environmental Studies Proposal for a PhD Program

On behalf of the Faculty of Law I am pleased to write this letter of support for the proposal by the School of Environmental Studies to establish a PhD program. Expanding the School's academic programming is a welcome addition to the University's offerings, especially for the Faculty of Law in light of its considerable interaction with the School.

The Faculty of Law, which is well known for its expertise in environmental law, has a long history of fruitful collaboration with the School of Environmental Studies. For instance, Professor Michael M'Gonigle, the Eco-Research Chair in Environmental Law and Policy, is cross-appointed between the two academic units. Assistant Professor Deborah Curran teaches a field course taken by both Law and Environmental Studies students, including graduate students. In addition, the Law Faculty usually has several graduate students whose co-supervisors are in the School of Environmental Studies.

The Faculty of Law benefits from these interactions. We are able to provide guidance to students in rapidly changing and developing areas of law—such as water, mining, and climate change law—with the science-or policy-based expertise found in the School of Environmental Studies. There is certainly the student interest and broader research agenda to support a PhD program in Environmental Studies, and such a program would also enhance further the School's relationship with the Faculty and benefit our students.

Sincerely,

Donna Greschner  
Dean of Law
November 4 2012

Members of the Academic Community at the University of Victoria:

Re: School of Environmental Studies Proposal for a PhD Program

I am pleased to write this letter in support of the School of Environmental Studies’ (SES) proposal for a PhD program. The growth of the School, the quality of professors and students, and the increasing demand for SES research all point to the timeliness and need for such a program.

I have had ongoing interactions with the SES over the past seven years. I have co-supervised graduate students in the Faculty of Law with SES faculty, as well as taught graduate and undergraduate SES students in an annual field course in environmental law and sustainability. I was an external member on the SES hiring committee in 2010-2011, and regularly guest lecture in SES courses.

The SES is ideally placed to continue the adept development of interdisciplinary research, teaching and collaboration in which it excels. The three themes of the SES – ecological restoration, ethnoecology and political ecology – can provide the rigor of focused subject areas for students, but also offer the possibility for interdisciplinary influence and supervision. This approach mirrors multifaceted environmental issues, and will bring a welcome academic lens to societal problems that are increasing in severity and complexity.

In summary, I am pleased to support the development of this PhD program and look forward to working both with colleagues in SES and future students.

Sincerely,

[Signature]

Deborah Curran
Hakai Professor in Environmental Law and Sustainability
To: Dr. Peter Stephenson, Director, School of Environmental Studies

From: Dr. Ann Stahl, Chair, Department of Anthropology

RE: Environmental Studies PhD Program Proposal

Date: 30 October, 2012

I am writing to express our department’s unequivocal support for the School’s proposal to augment your current graduate programming with a doctoral program. The School has developed a substantive profile in graduate training in recent years through its MA/MSc programs and involvement in doctoral training by special arrangement. The School’s proposed focus for the doctoral program builds on existing strengths in restoration ecology, ethnoecology and political ecology. The program’s trans-/interdisciplinary focus is, as underscored in the School’s proposal, important for training students to think and practice outside of standard disciplinary ‘silos’. As such the program will provide the School’s doctoral students with a solid platform for engaging complex problems with considerable practical implications as its graduates move into diverse careers.

The program is crafted to build on the strengths of both longer-term and recently hired faculty. Addition of a regularized doctoral program should be viewed as a key factor in the institution’s ability to retain talented young scholars whose work will in turn be enhanced by more sustained opportunities to participate in and interact with advanced graduate students.

Our department sees the potential for exciting synergies between the integrative thematic foci of our graduate program (specifically, Evolution and Ecology; Indigenous Peoples; Visual Anthropology and Materiality) and the thematic foci of the School’s proposed program. As such we look forward to working with the School to further enhance the exciting trans-disciplinary vision that informs your proposal.

Wishing you all good success in launching this exciting program.
To Whom It May Concern:

I am writing in support of the proposed PhD Program from the School of Environmental Studies (ES) of the University of Victoria. I base my comments on both the written summary of the proposal that has been provided, and a face-to-face meeting with two of the ES faculty members (Professors Brian Starzomski and Eric Higgs) held in Victoria on October 24, 2012. I was able to visit them as I was in Victoria on other business, and we had a lively and informative discussion.

The School of Environmental Studies has grown rapidly in recent years, adding a number of highly qualified faculty members and seeing their MA/MSc program enrollment rise to over 45 students. Drs. Starzomski and Higgs report that faculty and students in the existing program have been quite successful in both national grant and scholarship competitions and those at the more local level. They also have an extensive bursary program to financially support their students at the Master’s level during the all-important first year in program.

Interest in Environmental Studies is growing around the world, and our PhD program at the University of Calgary is well established and very successful, with over 40 students currently in program and the majority of our doctorate-holding faculty serving as PhD supervisors. However, our PhD admissions committee often turns away qualified applicants because of lack of supervisory capacity and/or funding. We also have to decline many applicants because their research interests do not match those of our faculty.

The stated areas of special expertise in the University of Victoria’s School of Environmental Science (Ecological Restoration, Ethno-ecology and Political Ecology) would provide complementary expertise to that of our faculty’s researchers. If this program is approved, I can envision significant collaboration, and indeed, we have already started to discuss that. Students from Western Canadian Universities can take courses at universities other than their home campus under the Western Dean’s Agreement, and the proximity of our two campuses makes this a real possibility.
Other aspects of this program that strike me as well considered and thought through are the admissions process, which is quite similar to ours, and are the academic requirements for coursework, candidacy, defense, and the proposed governance structure. I also find the expected time to completion to be realistic and in line with current Canadian expectations.

In summary, this program is consistent with a growing interest in this field of study and I believe, will be a welcome and popular addition to the suite of environment-oriented PhD programs in Canada. Please free to contact me if you would like any further information at (403) 220-7437 or keenan@ucalgary.ca

Yours sincerely,

Dr. Thomas P. Keenan, FCIPS, I.S.P., ITCP
Professor and PhD Director, Faculty of Environmental Design
Adjunct Professor, Department of Computer Science

Oct 25, 2012
Dear Peter Stephenson

I write you today to express my department’s support for the proposed PhD Program in Environmental Studies at the University of Victoria.

The Institute for Resources, Environment, and Sustainability at the University of British Columbia is home to a well-established graduate program that is currently home to roughly 60 PhD and 30 Masters students. Through the Resource Management and Environmental Studies program, we support graduate education across a large variety of fields including most domains of resource management and food security. Though not limited to the following, a sample of particular areas of expertise includes: ecosystems and their services and values, the human dimensions of conservation and sustainable land and seascapes; culture and resource management; disaster management; energy systems and policy; climate change assessment, policy, governance and finance from local to global scales; water governance and integrated water management; risk perception, assessment and decision making; environment, climate change and development; human health and the environment, particularly indoor and outdoor air quality; and sustainability theory, practice, assessment, and building design.

More generally, we are a problem-focused, and curiosity-driven, interdisciplinary research institute and graduate program. Our mission is to foster sustainable futures through integrated research and learning about the linkages among human and natural systems, and to support decision making from local to global scales. In this sense, we specialize somewhat in those crossing the social-science/natural science and social science/engineering divides, though not exclusively so. We also have a fairly large proportion of more ‘social science’ inter-disciplinarians amongst our students. But, we do not specialize as will your program, in any of the domains you mention: political ecology, enthroneoclogy or ecological restoration, and we cannot claim any expertise in the latter two areas.

Thus, upon learning about your proposed “Three Pillars” of the PhD Program at the University of Victoria, I agree and recognize fully that you will be serving an important, indeed very important, unmet need. This support is all the more so as your planned student intake of approximately 10 students is entirely commensurate with your explicit focus. I also hope that we continue to collaborate across departments and universities as able. I know we have drawn to our own program students from yours and vice versa.

In sum, the Institute for Resources, Environment, and Sustainability supports the proposed size and scope of the PhD Program in Environmental Studies at the University of Victoria, and wishes you all the best as you proceed.

Sincerely,

Terre Satterfield, Director and Professor, Culture, Risk and the Environment
Institute for Resources, Environment and Sustainability
University of British Columbia, 4th Floor, 2202 Main Mall, Vancouver, BC, V6T 1Z4, Canada
T: (604) 822-7725 | F: (604) 822-9250 | www.ires.ubc.ca
Dear Dr. Stephenson,

Royal Roads University is pleased to provide a letter of support for the PhD program in Environmental Studies proposed by the School of Environmental Studies at the University of Victoria. Faculty members in our School of Environment and Sustainability have reviewed the proposal and shared their positive assessment of the program under consideration.

The inter-disciplinary and integrative nature of the program is innovative, appropriate and necessary for the field of Environmental Studies and for the three strong and inter-connected themes proposed. The themes of Ecological restoration, Ethnoecology and Political ecology are significant and should be in demand by students. The themes also represent skills and knowledge that are needed in the province, country, and globally but are presently in short supply.

The proposed program would be supported by a breadth and depth of Faculty expertise. The senior faculty in the School of Environmental Studies have very strong and long-standing research and teaching records as well as international reputations in these areas. The limited numbers of students anticipated, admissions requirements, and the expertise of the faculty should ensure high quality of the educational experience and graduates.

In terms of non-faculty resources, the ethnoecology library and laboratory as well as the restoration of natural systems program provide excellent support for faculty and students in these fields. The curriculum is well structured but flexible and integrated enough to accommodate the wide range of interests likely to be found among applicants. The required and elective courses are appropriate and should prepare students adequately for proposal
design and field work. The ES 600, 601 and 602 sequence of courses should provide the necessary interdisciplinary background knowledge and skills to enable students to identify, investigate and mobilize knowledge to contribute to the understanding and solution of multifaceted environmental problems. The evaluation methods - candidacy examination, proposal dissertation and oral defense schedule - seem likely to ensure high academic standards in the program.

The proposed program is complementary to the current successful Master's offerings in the School of Environmental Studies, and the faculty have a strong record of successfully guiding doctoral students. We also see this program as being attractive to graduates of Royal Roads University programs including the Master of Arts/Master of Science in Environment and Management, Master of Arts/Master of Science in Environmental Practice, and the Master of Arts in Environmental Education and Communication programs.

We believe the proposed program will meet a labour market need in the province and beyond, provide pathways for doctoral studies currently absent, and effectively build on existing degree programs in the region. It has our full support.

Regards,

matthew heinz, phd
Dean
Faculty of Social and Applied Sciences
Royal Roads University

matthew.heinz@royalroads.ca
250.391.2662
October 23, 2012

Peter Stephenson, Director
School of Environmental Studies
University of Victoria
Social Sciences & Math Building B262
3800 Finnerty Road (Ring Road)
Victoria, BC V8P 5C2

Dear Dr Stephenson,

It gives me great pleasure to write a letter in support of the initiative to begin a PhD in Environmental Studies through the School of Environmental Studies at the University of Victoria. I have read the 8-page summary proposal (October 2012) and am very excited about the description of the program.

Although the traditional disciplines continue to provide valuable insights into current environmental challenges, a new generation of scholar is needed – one who understands, respects, communicates, and in fact works at the intersection of disciplines. The proposed program aims to achieve this with regard to three targeted research themes: ecological restoration, ethnoecology and political ecology. Each of these themes brings a natural science understanding of ecology into juxtaposition with scholarly research in the social sciences. Four to five professors are linked with each theme, providing sufficient academic input to ensure sustainability of the themes. The diverse backgrounds of candidates entering the program will enrich the discussion among students and with faculty, and promote novel insights in the dissertation research projects. Careful attention has been placed on the duration of the PhD, through a balance between course work, seminars, preparation of a research proposal, candidacy exam and dissertation research.

Furthermore, the School has gained experience over the past 5 years in graduate training through their MA/MSc, and has witnessed (and responded to) the demand for such training at the doctoral level. There is no doubt in my mind of the need for this type of PhD program. As Director of the McGill School of Environment, I constantly receive requests from prospective doctoral students who seek an alternative, trans-disciplinary approach. The proposed PhD Program in Environmental Studies will help to meet this need. I suspect that the number of applicants will far exceed the anticipated target enrolment.

I wish the School of Environmental Studies every success as they launch this new initiative.

Yours sincerely,

Marilyn E. Scott, PhD
Director
Appendix F: Business Plan

a. Funding Plan for Length of a Program

The School of Environmental Studies' plan is to maintain the overall size of our graduate program, which means adjusting the size of our MA/MSc program to incorporate the new PhD program.

Funding for students in the PhD program will come from new external sources and from the recent addition of new faculty. New sources will include externally-funded competitive fellowships designated for doctoral students only (see table below) and must also increasingly include funding provided by grants and contracts to be acquired by faculty. Beyond their residence period, doctoral students in environmental studies characteristically require funds to support them while conducting extended field research, either abroad or at considerable distance from Victoria, for between nine and 18 months (this includes airfare, research equipment and supplies, housing, permits, visas, etc). Faculty within the School of Environmental Studies have been very successful at raising funds for studentships (e.g., from the Hakai Institute, Monterey Bay Aquarium). Funds for sessional instructor work for those near the end of their program would be sought from sabbatical replacement sources within the Faculty of Social Science.

Given past experience with our MA/MSc and Special Arrangement PhD students, we anticipate that our students will have good success in obtaining external funding. In the past, our doctoral students have received awards from NSERC, SSHRC, BC HCTF, and Michael Smith Foundation. MA/MSc. students have received internal fellowships from the Centre for the Study of Religion and Society, Vandekerkhove Family Trust Graduate Student Fellowship, and the Sara Spencer Foundation, the Government of BC (in Aging research) and external fellowships from NSERC, SSHRC, CIHR, and the Michael Smith Foundation. Once we begin to accept PhD students into our program, they will also be eligible to apply for dissertation fieldwork funding from, for example, the Pacific Institute for Climate Solutions, the Trudeau Foundation, the Garfield Weston Foundation, the Hakai Beach Institute, Fulbright, National Geographic, Sigma Xi, as well as other funding sources. Some of these funds can help to support beginning PhD students while they complete their required coursework and prepare their research proposals and candidacy examinations, while others provide financial support for the dissertation fieldwork, analysis, and/or write-up. Ph.D. students in their first two years will be eligible to apply for teaching assistantships, and once they have advanced to candidacy, they will be eligible to apply for sessional teaching (see below).

We view doctoral student involvement in teaching within the school as both a learning opportunity and a source of financial support. As such, we anticipate funding students, particularly those in the “writing-up” stage, by offering some of them at least some part-time sessional instructor positions in the department. With a transition to more regular summer teaching these opportunities are likely to expand. Once the PhD Program is in place, we plan to give priority to doctoral students at the post-fieldwork stage when
allocating sessional teaching assignments, within the requirements of the CUPE sessional agreement. Doctoral students who teach within the program will be able to develop their teaching skills within a supportive teaching and learning environment. School mentors support and work closely with all new sessional faculty. This is an invaluable learning experience for future academics, in much the same way that research fellowships prepare students for academic roles. We will encourage students also to enroll in the LATHE teaching certificate program offered by the Learning and Teaching Centre at UVic.

**Resources Required**

**b. Faculty Appointment**

With respect to Faculty, and as outlined in section 5.0, we presently have an adequate complement of full-time regular faculty to support the proposed Ph.D. program. Given continued growth in undergraduate and graduate programs, priority for the next hire would be given to the Ecological Restoration pillar. This will fit with the makeup of our recent hires and the 'three pillars' structure (Ecological Restoration, Ethnoecology, and Political Ecology).

**c. Support Staff**

Similar to other units our size, we have two full-time support staff, 1) a PB9 (School Administrator) and 2) PB7 (Graduate and undergraduate administrator).

**d. Student financial support plan**

Faculty in the School of Environmental Studies have been successful in raising funds from various Tri-council and non-Tri-council sources to support graduate students. In particular, funds have been raised from organizations like the Hakai Institute/Tula Foundation, which prefers to support PhD students over MA/MSc students. To be best in a position to utilize the support that is currently available to Environmental Studies faculty, a PhD program is necessary. Other excellent sources of funding for PhD students are described in the following table.

**Some Major National and International Research Funding Resources for Doctoral Students in Environmental Studies.**

<table>
<thead>
<tr>
<th>Funding source</th>
<th>Amount</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Garfield Weston Awards</td>
<td>Numerous</td>
<td>Varies</td>
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<tr>
<td>Trudeau Foundation</td>
<td>Up to $180,000</td>
<td>4 years</td>
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<tr>
<td>WL Mackenzie King Award</td>
<td>PhD awards given out annually, $10,000</td>
<td>1 year</td>
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<tr>
<td>National Geographic</td>
<td>While grant amounts vary greatly, most range from U.S. $15,000 to $20,000.</td>
<td>Generally 1 year</td>
</tr>
<tr>
<td>Grants Provider</td>
<td>Grant Description</td>
<td>Duration</td>
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</tr>
<tr>
<td>Sigma Xi</td>
<td>Grants of up to $1,000 to students from all areas of the sciences and engineering</td>
<td>travel</td>
</tr>
<tr>
<td>Spencer Foundation</td>
<td>$25,000 dissertation fellowship</td>
<td>1 year</td>
</tr>
<tr>
<td>Pacific Institute for Climate Solutions</td>
<td>PhD awards $18,000</td>
<td>1 year</td>
</tr>
<tr>
<td>Smithsonian</td>
<td>Graduate and pre-dissertation $5-25,000</td>
<td>Up to 1 year</td>
</tr>
</tbody>
</table>

### e. Space Resources

The School of Environmental Studies has laboratory and office space in the Social Sciences and Mathematics building. Additionally, the recent acquisition of space in University House 4 provides graduate student and post-doctoral fellow office space.

### f. Library Holdings

Another major resource consists of the School library holding, particularly journals and ethnoecology books which are vital for current teaching and research at the graduate level. On the whole, the library resources are certainly adequate, and the acquisition of numerous on-line journals has enhanced this.
At its meeting of 7 November 2012, the Senate Committee on Planning discussed the proposal for Course-Based Non-Thesis Master's Degree Options and approved that the following motions be recommended to Senate:

1. That Senate approve, and recommend to the Board of Governors that it also approve, the proposal for a Course-based Master of Public Health as described in the document entitled MPH Proposal for Course-based Masters dated October 26, 2012.

2. That Senate approve, and recommend to the Board of Governors that it also approve, the proposal for a Course-based Master of English as described in the document entitled Course-only Path Through English Master's Program dated September 6, 2012.

3. That Senate approve, and recommend to the Board of Governors that it also approve, the proposal for a Course-based Master of Social Work as described in the document entitled Completion of MSW Degree Through a “Course-Based” Option dated October 31, 2012.

4. That Senate approve, and recommend to the Board of Governors that it also approve, the proposal for a Course-based Master of Global Business as described in the document entitled proposal to Change the Master of Global Business Program from a Project-based to Course-only Format dated October 2012.
Committee Membership:

Dr. Catherine Mateer, Chair
Dr. Reeta Tremblay
Dr. David Boag
Dr. Geraldine Van Gyn
Dr. Jennifer Wise
Dr. Sybille Artz
Dr. Donna Greschner
Dr. Merwan Engineer
Dr. Stan Dosso

Dr. Tim Iles
Dr. Reuven Gordon
Mr. David Hamilton
Mr. Pal Skar
Ms. Lauren Charlton
Dr. Howard Brunt
Dr. David Turpin
Ms. Carrie Anderson
Ms. Julia Eastman
Ms. Maureen Moffatt (Secretary)
October 26, 2012

TO: Senate Committee on Planning

FROM: Dr. Laurene Shields, Interim Director, PHSP, Associate Dean Academic

CC: Dr. David Capson, Dean, Faculty of Graduate Studies
    Dr. Mary Ellen Purkis, Dean, Faculty of Human and Social Development

RE: MPH Proposal for Course-based Masters

The School of Public Health and Social Policy (PHSP) offers a Master of Public Health (MPH) degree. The MPH program was approved in March 2010 by the University of Victoria, Board of Governors and in August 2010, the program was approved by the Ministry of Advanced Education (see attached original proposal). Subsequently, the School of PHSP was formed and the first intake of MPH students (32) occurred in September 2011. The design and development of the MPH program was informed by the Guidelines for MPH Programs in Canada (Public Health Agency of Canada) and the Council on Education for Public Health Accreditation Criteria.

Current Program:
The MPH is a 21 unit Masters designed to include core curriculum focusing on recognized national and provincial health competencies. The 9 unit program core includes courses in Epidemiology and Biostatistics, Health Promotion, Supportive Environments, Public Health Interventions and Public Health Research Strategies. In addition to the core, students select from one of four areas of focus (Social Policy, Public Health Nursing, Indigenous People’s Health, or Public Health Informatics). All students are currently also required to complete 1.5 units of elective, a 3 unit practicum/work experience as well as a 3 unit culminating project. According to the Canadian Guidelines for MPH programs the culminating experience is required in addition to a 450 hour practicum experience. This capstone experience includes a synthesis and integration of theory, knowledge and experience applied in a situation that approximates professional practice. Different models are acceptable and include comprehensive examinations, supervised practice, a major paper, as well as an applied research project.

The MPH program is offered to students through a blend of distance/on-line learning and face-to-face formats to maximize accessibility to students. Online delivery occurs through a mix of asynchronous and synchronous formats with three strategically placed on-site intensives (gateway, areas of focus and culminating experience).

A complement of six regular faculty (Dr. Michael Hayes, Dr. Charlotte Reading, Dr. Jeff Reading, Dr. Cathy Worthington, Dr. Trevor Hancock, Dr. Laurene Shields) and two senior instructors (Dr. Lyn Davis, Ms. Victoria Barr) are responsible for program development and delivery. All are members of the Faculty of Graduate Studies.
Overview of Curriculum (Faculty of Graduate Studies Calendar 2012-13)

Master of Public Health (21.0 or 24.0 units)

The MPH degree requires a minimum of 21 units. The 21 units are made up of 9.0 units of core courses, 4.5 units of courses from the chosen area of focus, project (3.0 units), practicum (3.0 units) and 1.5 units of elective credit.

- PHSP 501 (1.5) Life Course Determinants I: Epidemiology and Biostatistics
- PHSP 502 (1.5) Life Course Determinants II: Epidemiology and Biostatistics
- PHSP 503 (1.5) Constructions of Health and Principles of Health Promotion
- PHSP 504 (1.5) Supportive Environments and Healthy Public Policy
- PHSP 505 (1.5) Public Health Interventions
- PHSP 506 (1.5) Public Health Research

One of Four Areas of Focus (4.5 units required in one area)

- Indigenous Health Studies
  - INGH 520 (1.5) Community Engagement and Leadership
  - INGH 521 (1.5) Indigenous Public Health and Social Policy
  - INGH 522 (1.5) Indigenous Health Research Methodologies

- Public Health Informatics
  - PHSP 530 (1.5) Health Informatics: An Overview
  - PHSP 531 (1.5) Database Design and Data Analysis in Health Care
  - PHSP 532 (1.5) Public Health Informatics

- Public Health Nursing
  - PHSP 540 (1.5) Foundations in Public Health Nursing
  - PHSP 541 (1.5) Social Justice and Public Health Nursing
  - PHSP 542 (1.5) Advanced Public Health Nursing Practice

- Social Policy
  - PHSP 550 (1.5) Critical Perspectives in Social Policy and Public Health
  - PHSP 551 (1.5) Social Determinants and Healthy Public Policy
  - PHSP 552 (1.5) Healthy Public Policy Strategies

Additional Program Requirements
- PHSP 589 (3.0) Practicum (450 hours)
- PHSP 598 (3.0) Culminating Project (21 unit option)
- OR
  - PHSP 599 (6.0) Thesis

Proposed Change from a Project-based Masters to a Course-based Masters

The full proposal for the MPH was approved prior to the availability of the course only option. Given the academic requirements of the MPH as a professional degree program as outlined in the national standards, the School is requesting review for a Senate approved change from a project based masters to a course based masters. The following factors are put forward for your consideration.

**MPH Program.**

- Currently a 21 unit masters. This would remain unchanged and exceeds the FGS minimum requirements of 15 units with at least 12 units at the graduate level
- Students would continue to have a supervisor or program advisor appointed.
- The change to a course based MPH would mean that normally there would not be a supervisory committee, however the culminating experience will be overseen by a faculty member who is also a member of the Faculty of Graduate Studies.
- The MPH program will continue to be comprised of a set of core courses and additional requirements that are academically sound and meet the standards for MPH programs, thus there will be a strong intellectual core as well as coherence among the elements of the program.
- All other standards, requirements, regulations set forth by the Faculty of Graduate Studies will continue to apply.
The course-based masters will culminate in a capstone experience and will require all students to meet the competencies to become critical consumers of research.

**Capstone Experience**

- As noted previously, according to the national Guidelines for MPH programs, a required component of an MPH is a capstone experience that demonstrates a synthesis and integration of theory, knowledge and experience applied in a situation that approximates professional practice. Different models are acceptable and include comprehensive examinations, supervised practice, a major paper, an applied research project and a case-study based inquiry.
- This requirement for a capstone experience is consistent with the Faculty of Graduate Studies standards for a course based Masters, whereby students must complete a capstone course, a comprehensive exam or a literature review demonstrating that they have a broad understanding of the conceptual themes of their program and that they have acquired the skills necessary to be critical consumers of the type of research generated within their discipline.
- The MPH program does include a set of courses designed to prepare students to have the knowledge base necessary to become excellent readers/reviewers/users of public health related research. These courses specifically include:
  - PHSP 501 Life Course Determinants I: Epidemiology and Biostatistics
  - PHSP 502 Life Course Determinants II: Epidemiology and Biostatistics
  - PHSP 506 Public Health Research

- High quality research articles are essential within all of the additional course work (13.5 units) in the program. None of these standards would be altered in the change to the course based Masters.
- The current MPH program does include two culminating experiences.
  - PHSP 589 Practicum (450 hours of Professional Practice) – 3 units
  - PHSP 598 Culminating Project – 3 units

These courses are offered concurrently and form a capstone experience.

- The proposed change would require students to continue to have a culminating experience that would include the preparation of a major culminating report in keeping with the preparation requirements expected within the field of public health. Through this requirement students would, at a minimum, demonstrate the skills necessary to be critical consumers of research and therefore meet the competency requirements of the field as well as the standards set forth by the Faculty of Graduate Studies. The Culminating Report will be overseen by a regular faculty member who is also a member of the Faculty of Graduate Studies.
  - PHSP 589 Practicum (450 hours of Professional Practice) – 3 units
  - PHSP 508B Culminating Report – 3 units (new course # PHSP 508B)

In summary the proposed changes meet the national standards in the field of public health and are congruent with the policies of the Faculty of Graduate Studies. Thank you for your consideration of this proposal.

Sincerely,

Laurene Sheilds, RN, PhD
Director (Interim), School of Public Health and Social Policy
Associate Dean, Academic, Faculty of Human and Social Development
lsheilds@uvic.ca
To: David W. Capson, Dean  
Faculty of Graduate Studies  

From: Christopher Douglas  
Graduate Adviser  
English Department  

Re: Course-only path through English Master’s program

Currently there are two paths through the English Master’s Degree:

1. 10.5 units of coursework plus 4.5 units for a Master’s Essay (English 598).
2. 7.5 units of coursework plus 7.5 units for a Master’s Thesis (English 599).

The vast majority of our students pursue the first option. The second option is limited to those participating in the Cultural, Social, and Political Thought program (who are required to write a Thesis), and those who make a special request to the English Graduate Committee seeking permission to pursue the Thesis option. The first option is faster, and the Thesis is no longer the preferred route of preparation for future PhD work in the discipline of English.

The English Department is proposing a new course-only path through the Master’s degree. Students would do 15 units of coursework (i.e., 10 graduate courses). The attached curriculum change form outlines the changed language for next year’s Calendar.

The English Department’s rationale for adding a course-only path through our MA is to make our program more competitive with other English MA programs in Canada. Many of our competitor universities offer such streams in their M.A. programs, sometimes as the only option, including Toronto, Alberta, UBC, Queen’s, Western and York. (Please see Appendix 1 below for a summary of these programs’ English course-only MA requirements.) We are in particularly fierce competition with Alberta and UBC for excellent graduate students. This year, for example, UBC English graduate students won 15 new SSHRC awards (5 doctoral and 10 Master’s, as far as I can tell); UVic English graduate students, meanwhile, also won 15 new SSHRC awards (also 5 doctoral and 10 Master’s). We are in deep competition with UBC and these other aspirational institutions for the best students, and we want to increase our attractiveness to potential students.
The English Department recently conducted an anonymous poll of our Master's students through Fluidsurveys.com. 55% of our current students say the course-only path would be a valuable stream, while 30% say they would take the option. Both these numbers would obviously increase if we had a course-only path on the books because we would attract students with that intention.

The other rationale for offering a course-only stream is that it will allow us to offer more graduate courses in our program. High on students' list of criteria when choosing M.A. programs in English is course selection. In 2011-12 we were able to mount 19 Graduate seminars in addition to 2 sections of 500 (on methods of research) and 2 sections of 502 (teaching literature and composition). Faced with cutbacks in 2012-13, we have been able to mount only 16 seminars in addition to 2 sections of 500 and 2 sections of 502. Because students are drawn to diverse course offerings, this decrease, and any future decreases, will jeopardize our otherwise robust enrollment numbers; more students will choose our competitor universities who offer 20+ seminars. If one-third to one-half of our 30 or so Master's student per year choose the course-only option instead of the course plus M.A. Essay option, this will allow us to field 3 or 4 additional seminars per year to keep up with demand. That will in turn allow us to consolidate our position as a medium-sized English graduate program in Canada, competitive with UBC, Alberta, McGill, Queen's and others. We think that in the long run this option will also moderate the supervisory burden on our faculty, which has grown with our graduate numbers in recent years.

The course-only Master's path would remain research-intensive. Every English graduate seminar is driven by research. Student presentations are based on individual research programs into specific problems of literary genre, literary history, or literary movements and periods, and final 20+ page course papers, modeled on academic journal articles, are developed as interventions into contemporary literary studies research in the different subfields of the seminars.

As noted in the Graduate Calendar on page 21 under bullet #3, Course-only Master’s degrees require “an element designed to provide students with the skills to enable them to be critical consumers of the kind of research normally used in their discipline.” This requirement will be satisfied by our mandatory English 500 course on “Textual Studies and Methods of Research” (1.5 units) whose Calendar description reads “An introduction to research skills, textual studies, disciplinary issues, and professional life. Covers bibliography (analytical, descriptive, and enumerative), methods of research, appropriate forms of citation and documentation, and the dissemination of research.” Moreover, this requirement of learning to critically consume research is also centrally pursued in every English graduate course (though less so in 502).

As noted in the Graduate Calendar on page 21 under bullet #4, Course-only Master’s degrees also require “elements to provide students with an in-depth understanding of the motivating concepts, problems, and insights of their degree programs. This might be accomplished in a variety of ways such as a capstone course, a comprehensive examination, or a literature review.” This requirement will be met by the graduate English courses necessary for the MA (including, in a different way, English 502, which is a course on teaching composition and
literature), which separately lend themselves to these criteria. This is another way of saying that all English graduate courses are research-intensive. Two representative sample assignments common to all our graduate courses (except 500 and 502) illustrate this kind of research experience – the construction of a research essay proposal, with annotated bibliography, and the end-of-term final research project itself:

1. One research essay proposal (750 to 1,000 words) with an annotated bibliography (extra to the word count of the proposal). The proposal should show what intellectual labor the research essay envisions accomplishing; it should state clearly what the research problem is to be addressed, and it should, using the annotated bibliography, construct its proposed argument through reference to scholarship in the field. The aim for this assignment is to accomplish sufficient research to be able to frame a problem to be solved by the essay. The annotated bibliography should have at least 8 pertinent articles or chapters, which means that you will have read more than 8 articles or chapters in order to discover the most relevant ones.

2. One research essay (7,500 words). The research essay should be original and significant work; its problem should be developed through attention to current scholarship; it should be lucidly written and well-argued. It is the culmination of your work for the course, and is modelled on the journal article in the discipline of English literary studies.

Once students take 8 or 9 courses of this kind, building on the first 500 course, they have a very good idea of the motivating concepts, problems, and insights in English literary studies. Through writing final research essays in 8 or 9 graduate courses (thus crafting 160 to 200 or more pages, in total, of this journal-article genre of academic research), students will also have become “critical consumers of the kind of research normally used in their discipline.”

Other English Departments at other universities, like the University of Toronto and others listed above, have dispensed with final Thesis or Projects partly because these are often only longer 30-, 50- or 70-page versions of the 20-page final research essay with which virtually every English graduate course concludes. These long final research projects are different in length, not different in kind, from the final research essays that conclude literary studies graduate courses – thus the trend toward course-only degrees in our discipline at competitor institutions.

As the review of course-based English Master’s programs in Canada in the Appendix demonstrates, the criteria of requiring students to have “an in-depth understanding of the motivating concepts, problems, and insights” of English literary studies is accomplished through a mix of graduate coursework plus a research methods / bibliography course during their programs, not as a capstone at the end. Indeed, Alberta is the exception to the course-only English Master’s pattern in Canada of not requiring a culminating project after all the coursework has been completed: Toronto, UBC, Queen’s, Western and York have no such final requirement. Fortunately, the language of the UVic Graduate Calendar is attentive to disciplinary differences, noting that the conveying the “in-depth understanding of the motivating concepts, problems, and insights” of a disciplinary MA program “might” take the
form of a capstone exercise, literature review, or final examination. In the discipline of English, such capstone exercises are not the norm for course-only Master's degrees. Students who want to pursue this kind of capstone exercise will of course be able to choose the Master’s Essay path through our MA program.

The Master's in English would remain a 12-month program. Students could complete the program in 12 months by taking 3.5 courses in the Fall (that is, 3 plus the first part of 502, which is a 1.5 unit course spread across two terms), 3.5 courses in the Spring (3 plus the second part of 502), and 3 courses in the Summer session.

There are no additional staffing or library needs.

The course-only path through our M.A. is a smart-growth strategy that allows us to maintain and strengthen our competitiveness even in this time of fiscal restraint.

Please let me know if you have any questions.

Christopher Douglas,
Graduate Adviser
English Department
University of Victoria
gradengl@uvic.ca
Appendix 1: Course-only English Master’s programs in Canada

<table>
<thead>
<tr>
<th>Course-only M.A.’s in Canada</th>
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<tbody>
<tr>
<td><strong>U Toronto:</strong></td>
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<tr>
<td><strong>UBC:</strong></td>
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<td><strong>U Alberta:</strong></td>
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<td><strong>Queen’s:</strong></td>
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<td><strong>McGill:</strong></td>
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<tr>
<td><strong>SFU:</strong></td>
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<td><strong>Washington:</strong></td>
</tr>
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University of Toronto English MA course only structure (from their website):

**Graduate Programs - M.A. Program**

The M.A. program usually requires twelve months to complete. An overall average of B+ and evidence of first-class work in English (A) are required for admission to the M.A. program. In considering applications, the Department favours a broad training in the major genres and periods of English literature. **Candidates normally take the degree by course work only and are required to complete 3.0 full courses in English plus Critical Topographies: Theory and Practice of Contemporary Literary Studies in English** (note that MA CRW students are not required to take this course). A minimum of a B- standing must be attained in each course.

M.A. students hoping to proceed to the Ph.D. program may wish to choose some of their courses with the Ph.D. requirements in mind.

Courses that are cross-listed by English from other departments are equivalent to English courses and may be taken without special permission from the Department.

(http://www.english.utoronto.ca/grad/programs/maprogram.htm)
University of British Columbia English MA course only structure (from their website):

4.2 MA without Thesis and MA with Thesis

The Department of English at UBC offers the MA either without or with a thesis. Either degree qualifies the student to apply for the PhD program. Typically, approximately one-third of any given MA cohort in the department is working on a thesis-based MA.

For the MA in Literature or Language, without Thesis, students are required to complete: 30 credits of course work, of which not more than 6 may be 300 or 400 level courses (see section 4.4)

For the MA in Literature or Language, with Thesis, students are required to complete: 21 credits of course work, of which not more than 6 may be 300 or 400 level courses (see section 4.4); and 9 credits of MA Thesis and Oral Examination (see section 4.5)

4.4 Course Work

All MA students are required to take ENGL 500 “Research Tools and Methods” and to complete either:

• 27 credits of additional coursework (coursework option) OR
• 18 credits of additional coursework and write a 9-credit thesis (thesis option; see 4.7).

(\http://www.english.ubc.ca/grad/handbook09 section4.htm#4.2)

University of Alberta English MA course only structure (from their website):

CourseBased

- seven courses at the graduate level (up to two may be taken outside the Department)
- completion of required Proseminar A (see description of Proseminar A under the New PhD)
- an MA portfolio
- completion of language requirement: basic proficiency in one language other than English by obtaining a 2.7 in a full-year intermediate language course or by taking the written examination scheduled several times a year through MLCS.
- average completion 1 year.

(http://www.efs.ualberta.ca/GraduateProgram/MAProgram/CourseBasedMA.aspx)

Queen’s University English MA course only structure (from their website):

PROGRAM

Students entering the MA program may follow one of two patterns. Both patterns are designed to be completed within twelve months. Only under exceptional circumstances will students be permitted to follow pattern 2.

PATTERN 1:

Eight graduate half-courses or the equivalent: In consultation with the Co-ordinator of Graduate Studies, students will select a combination of eight half-courses or the equivalent which will both serve their own special interests and extend their knowledge of particular areas of literature which they may not yet have studied at an advanced level. One of these courses may be taken outside the department. Students are encouraged to take English 800, the professional skills course, as one of their one-term credit courses, and to take one Spring session course in order to spread out their course load. Spring session courses meet twice per week for six weeks, from the beginning of May to the middle of June.
University of Western Ontario English MA course only structure (from their website):

I. Types of M.A. Programs

All M.A. students are required to take at least one half-course at the graduate level before 1900. With approval from the Chair of Graduate Studies, up to the equivalent of one full course that directly relates to a student's field of interest may be taken from another graduate program (examples of eligible programs include French, Classics, Modern Languages, Comparative Literature, Women's Studies, Theory and Criticism, History, Political Studies, Psychology, Anthropology, Sociology, and Philosophy). Students holding a teaching assistantship may register for only three full (or equivalent) courses per term in the Fall/Winter session and must take the other full course (or equivalent) in the succeeding Summer session. Permission to take an additional undergraduate course may be given where it is needed to fulfill the language requirement (see Item IX).

1. Four full (or equivalent) graduate courses and one half-course in bibliographical methods.

2. Three full (or equivalent) graduate courses, one half-course in bibliographical methods, and an independent research project of approximately 50 pages. A student choosing this program will register in course work and in an independent research project (English 9005). The prospectus for the independent research project must be approved by the student's supervisor and submitted to the Chair of the Committee on Graduate Studies no later than the second-last week of September. The independent research project will have a supervisor and an examiner who determines the grade after consultation with the supervisor. There is no oral defense of the independent research project.

3. Two full (or equivalent) graduate courses, one half-course in bibliographical methods, and a thesis of approximately 100 pages. The prospectus for the thesis must be approved by the student's supervisor and submitted to the Chair of the Committee on Graduate Studies no later than the second-last week of September.

(http://www.uwo.ca/english/graduate/ma.html)
York University English MA course only structure (from their website):

MA in English

There are three ways of earning an MA degree in English:

<table>
<thead>
<tr>
<th>Type of MA</th>
<th>Format</th>
<th>Characterization</th>
</tr>
</thead>
</table>
| Course Based | 24 credits of course work<sup>(1)</sup>  
+ Bibliography seminar  
Program Checklist | • Broadest exploration of a diversity of ideas, literatures, and theories  
• Most structured because of the course format |
| MRP | 18 credits of course work<sup>(1)</sup>  
+ Bibliography seminar  
+ Major Research Project  
Program Checklist | • Ample exposure to diversity of ideas, literatures, and theories  
• Completion of an MRP, which is a piece of original research and critical writing of 50 to 75 pages on an approved topic, under the direction and supervision of a faculty member of the GPE<sup>(2)</sup> |
| Thesis | 12 credits of course work<sup>(1)</sup>  
+ Bibliography seminar  
+ Master's Thesis  
Program Checklist | • More limited exposure to the structure of course work  
• Completion of a thesis of approx. 120 pages that in its research and analysis demonstrates independence, originality, and thorough understanding of the area of investigation<sup>(2)</sup> |

(http://www.yorku.ca/gradengl/ma.html)
The following has been approved by the faculty of the School of Social Work in the summer of 2012 and by the School of Social Work Council during its September 2012 meeting:

**Completion of MSW degree through a “Course based” option**

**Proposal**

We propose that beginning in May 2013, students in the MSW Advanced program, MSW Indigenous specialization, or students in the second year of the non-BSW entry MSW program have the option of completing the MSW degree through a “course based option”.

The "course based option" will replace the previous "non-thesis option" thereby eliminating the requirement for students to take both SOCW 506/506A (practicum) and SOCW 598 (individual research project) or SOCW 596 (team research project).

With the course based option available May 2013, SOCW 598 (individual research project) and SOCW 596 (team research project) will no longer be an option for new students and students currently in the program will have the option of completing their graduate work through the course based option rather than the research project option. The course based option will consist of SOCW 506/506A (practicum) and SOCW 571 (capstone course). The capstone course will include a final paper or other original work demonstrating students’ integration and evaluation of learning. Students graduating from the “course based” option should have acquired the skills necessary to be critical consumers of the kinds of research generally produced in social work.
There would be no need for a supervisory committee for students undertaking the “course based option.” Instead, the faculty member assigned to teach SOCW 571 (capstone course) will guide and support the students in SOCW 571 in keeping with the understanding that graduate student retention and successful completion is enhanced when students are mentored in their graduate programs.

NOTE: Practicum is a keystone course in advanced practice preparation because it is in field education where theory, practice concepts and skills, values, and research are applied and internalized.

NOTE: There are no changes proposed for the MSW thesis based option. Students may continue to choose the 'courses plus thesis' option (as long as a thesis supervisor from Social Work is available to assume this role).

**Background**

The trend in graduate social work education is to have a course-based option for graduation in addition to a thesis based option. Providing a course-based option recognizes that the master degree in social work is the terminal degree for advanced professional practice in a variety of practice areas. The thesis option provides preparation for advanced research for those students who anticipate pursuing a PhD. Research as an element of advanced practice is typically applied research and is only one element of master level practice. The Canadian Association of Social Work Education (CASWE), the accrediting body for social work education in Canada, identifies the course based option with a practicum requirement as a viable option for social work graduate degree programs. Following those standards, there are currently eleven accredited master level graduate programs in Canada that have a course-based option, including UBC, UNBC, and University of Calgary. Most of these programs require that students demonstrate their learning through a final paper or some other type of final product. Below is a description of the course of study we have designed for students in our program who choose a course based option and for those who choose a thesis option along with a description of the capstone course.

**Description of Thesis and Course Based Option**

<table>
<thead>
<tr>
<th>MSW Thesis option</th>
<th>MSW Course Based Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>Core Courses</td>
</tr>
<tr>
<td>o SOCW 510 (1.5) Policy Context of Practice</td>
<td>o SOCW 510 (1.5) Policy Context of Practice</td>
</tr>
<tr>
<td></td>
<td>o SOCW 511</td>
</tr>
<tr>
<td>Elective Courses</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>--</td>
</tr>
<tr>
<td>1.5 units (must be from SOCW)</td>
<td></td>
</tr>
</tbody>
</table>

**SOCW 571 MSW Capstone**

Designed to be a culminating educational experience which allows student to consolidate their learning and demonstrate their preparation for advanced social work practice. Through engaging in critical enquiry students will analyze and apply with greater depth, breadth, and specificity their commitment to social justice, their skills in working across difference, their theoretical knowledge related to diversity, ethics, social policy, and anti-oppressive social work practice. Students will integrate, articulate, and evaluate learning from the courses and practica in the MSW program within the context of their other professional activities and prior academic experiences.

This will be a learner focused course that will culminate in an extensive written paper (or other original work).
Proposal to Change the Master of Global Business Program from a Project-based to Course-only Format

Program Contacts: Professor Ignace Ng, MGB Program Director
               ing@uvic.ca; Ext 6073

               John Oldale, MGB Program Associate Director
               joldale@uvic.ca; Ext 6433

The Master of Global Business Program (MGB) in the Peter B. Gustavson School of Business was first approved in 2010 as a project-based master’s program. Originally conceived as a course-only master’s program, its design included a major project to conform to the then-current standards but the intent was to convert it to a course-only format when such programs were permitted. This proposal is to alter the existing project-based MGB program to a course-only program as of September 2013.

The MGB program is currently a one-year master’s open only to students who have completed an undergraduate business or similar degree. Unlike an MBA that is targeted at non-Business graduates with some work experience, the MGB is intended as a “pre-experience” degree for recent Business Administration or Commerce graduates who may have little or no full-time work history. The program is focused on developing students’ “global mindset,” enhancing their effectiveness in making decisions in an international context, more able to manage challenges in international business, understand better the differences in North American, European and Asian socio-economic environments and gain greater cultural awareness and empathy. It is not intended to prepare students for research-focused graduate studies.

The MGB is designed as a one-year program for students who are eager to launch into an international management career. The current program structure consists of 13.0 units of coursework, the 1.5-unit Global Internship, a 3.0-unit MGB 596 major consulting project (or its alternative, the MGB 598 individual research project) plus a non-credit language requirement. The coursework is completed in three modules that are delivered within the timeframe of the UVic Winter session, with the internship and concurrent completion of the major project carried out in the following Summer session.

The MGB program addresses its goals in part through its unique structure. UVic MGB students form part of a cohort that also has students from one partner Asian university and one partner European one. Each tri-continental cohort takes classes together, first at the University of Victoria, then moves to each of the partner universities in turn in a series of 9-week modules. (This year, there are two parallel cohorts; one starts at UVic, then travels to National Sun Yat-Sen University in Taiwan, then to Johannes Kepler University in Linz, Austria; the other cohort takes classes at the Rouen Business School in France and at Sungkyunkwan University in Korea.) Each track culminates with student groups conducting major projects, with each group assigned to a multinational company that poses specific problems for its group to investigate. In the final Summer term, students then complete an international internship (MGB 537 – Global Internship) of at least 300 hours and submit a group consulting report (MGB 596 – Global Business Consulting Report) to fulfill the program’s project requirement. In addition to the coursework, internship and project, students must also complete 3.0 units not-for-credit of introductory foreign language training.
A significant concern with this structure is that the major consulting project report, MGB 596, is largely redundant. Students complete a major group project within the program’s final coursework module in conjunction with non-UVic students within their cohort. However, they are not given credit for this closely-guided work; instead, the UVic MGB students complete a separate report, based in part on the prior project work, during the following term when undertaking their internships. Relatively little has been gained by requiring the students to prepare the added report. Moreover, generating a group report is complicated by the situation of students being fully employed in internship positions scattered around the world.

The proposed program changes are intended to remove the separate report requirement, MGB 596 – Global Business Consulting Report, and replace it with a 2.0-unit course, MGB 536 – International Research and Consulting Project. The concurrent MGB 535 – Consulting Methods and Practice provides guidance to students about conducting the investigative work and reporting to the client firms. The MGB 536 course covers the research carried out by the student group, the presentation to the client and to the class, and the production of the final report. The proposed content changes are shown in Table 1 below.

**Table 1 - Proposed Structural Change for Course-only MGB Program**

<table>
<thead>
<tr>
<th>August</th>
<th>Sep - Nov</th>
<th>Nov - Feb</th>
<th>Feb - April</th>
<th>May - August</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>North American Module</td>
<td>Asian Module</td>
<td>European Module</td>
<td>Internship</td>
</tr>
<tr>
<td>MGB 510 (1.0 unit) North American Business Context</td>
<td>MGB 520 (1.5 units) Industry Analysis &amp; Asian Business Context</td>
<td>MGB 530 (1.5 units) European Business Context</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGB 512 (1.0 unit) International Financial Management</td>
<td>MGB 525 (1.5 units) Business Development &amp; Asia’s Entrepreneurial Environment</td>
<td>MGB 535 (1.0 unit) Consulting Methods &amp; Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGB 516 (1.0 unit) International Marketing &amp; Global Strategy</td>
<td>MGB 597 (0 units) Comprehensive Examination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGB 519 (1.0 unit) International Logistics &amp; Supply Chain Management</td>
<td>MGB 536 (2.0 units) International Research and Consulting Project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGB 520 (1.0 unit) Global Leadership &amp; Cultural Intelligence</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGB 180, 181, 182 (2.0 units total) Language Skills I, II, III</td>
<td>MGB 583 (1.5 units) Cross-National Business Report</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGB 570 (2.0 units) Global Leadership &amp; Cultural Intelligence</td>
<td></td>
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</tr>
</tbody>
</table>

The proposed change will require students to complete 15.0 units of credit coursework plus 3.0 units of language training (not for credit) plus a 1.5-unit internship.

The proposed structure contains the requisite elements for a course-only master’s program:

1. The program coursework culminates in the preparation of the major report, which requires that students investigate pertinent issues and bring to bear current research when developing recommendations to the client firm. In the final coursework module, the students work under faculty guidance in this exercise that develops their skills in
becoming “critical consumers” of the kind of research relevant to addressing management problems.

2. The MGB program has always had a comprehensive examination. Students complete the MGB 597 – Comprehensive Examination upon completion of the final coursework module. This is a written exam that tests students on the main themes addressed throughout the three modules. In addition, MGB 583 – Cross-National Business Report requires students to conduct a research project on a suitable topic about international business, connecting the academic work with the cross-cultural experiences they have encountered in the program and with their foreign language training. In this way, students are pushed to consider in a more holistic way the other aspects of learning that the MGB experience affords.

Other Changes

There is another proposed change that reflects the learning that has taken place in managing this complicated program: while the program has been a one-year program, we are seeking to have it changed to be four terms in length. While most students complete their internship requirements by the end of the Summer term, many employers, particularly European ones, offer only six-month internships. These internships provide excellent opportunities for students but they also mean that degree requirements cannot be completed without the students facing re-registration fees when the internships extend past August. By changing the MGB to a four-term program, students can complete extended internships without being assessed extra fees.

Attachments: Related Proposed Calendar Change Forms
# University of Victoria Curriculum Change Submission Form

## PROPOSED MINOR CURRICULUM CHANGES

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Department/School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Studies</td>
<td>Business</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of Submission</th>
<th>Effective Date of Change (1 May unless otherwise indicated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>October, 2012</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Minor Change</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ☐ editorial change to title</td>
<td>4. ☐ retention under 5-year rule</td>
</tr>
<tr>
<td>2. ☑ editorial change to description</td>
<td>5. ☐ change to electives</td>
</tr>
<tr>
<td>3. ☐ deletion under 5-year rule</td>
<td>6. ☐ other</td>
</tr>
</tbody>
</table>

*Note: to place an "x" in a box, double click it*

<table>
<thead>
<tr>
<th>Current Calendar Page Number</th>
<th>47</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Existing Calendar Entry (in full)</th>
</tr>
</thead>
</table>

Please indicate deletions by striking through the word or phase.

The Master of Global Business (MGB) is a one-year graduate degree designed specifically for the student who holds an undergraduate degree in Business Administration or Commerce and wishes to specialize in International Business.

<table>
<thead>
<tr>
<th>Proposed Calendar Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Please indicate changes by underlining; course descriptions must conform to Calendar style and are limited to 75 words.)</td>
</tr>
</tbody>
</table>

The Master of Global Business (MGB) is a sixteen-month graduate degree that can be completed within twelve months, designed specifically for the student who holds an undergraduate degree in Business Administration or Commerce and wishes to specialize in International Business.

<table>
<thead>
<tr>
<th>Rationale for the Proposed Change.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first two years of program operation has demonstrated that some students will have internships that extend past the end of the third term. By making the program officially four terms long, these students will not have to pay extra fees. However, the majority of students should be able to complete all program requirements within three terms, so it is important to signal this in the program description.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Effects of the Proposed Change:</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

**EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS** where the proposed curriculum change will have an effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs.

Attached (e-mail or memo) ☐

<table>
<thead>
<tr>
<th>Library Implications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

**EVIDENCE OF CONSULTATION IS REQUIRED from the University Librarian for both course additions and deletions as well as course deletion/retention under the five-year rule (Calendar Policy 2.2.4).** Attached (e-mail or memo) ☐

<table>
<thead>
<tr>
<th>Co-op Implications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

**EVIDENCE OF CONSULTATION IS REQUIRED with the Co-op and Career Office for both course/program additions and deletions that involve Co-operative education programs including work terms and work experience.** Attached (e-mail or memo) ☐

Page Number in Submission ______

Date of last submission {Enter Month, Day and Year here}
### University of Victoria Curriculum Change
### Submission Form
#### PROPOSED MAJOR CURRICULUM CHANGE

<table>
<thead>
<tr>
<th>Faculty</th>
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<tbody>
<tr>
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</tbody>
</table>

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</tr>
</thead>
<tbody>
<tr>
<td>October, 2012</td>
<td></td>
</tr>
</tbody>
</table>

#### Type of Major Change

1. [x] new or reinstated course/program
2. [ ] change in aim of course
3. [ ] change in course unit value, division of year-long course, merging two semester courses
4. [ ] change in course number
5. [ ] change in contact hours
6. [ ] change in pre or co-requisite
7. [ ] change in grading
8. [ ] change in program requirement
9. [x] deletion of course (except under 5 year rule)
10. [x] discontinuation of a program/degree
11. [ ] other

#### Current Calendar Page Number

49

#### Existing Calendar Entry (in full)
*(Please indicate deletions by striking through the word or phrase)*

#### Proposed Calendar Entry
*(Please indicate changes by underlining; course descriptions must conform to Calendar style and are limited to 75 words.)*

### Project-based MGB Program

The MGB Program consists of four modules followed by a comprehensive examination and a Global Business Project. The program is normally completed in 12 months. The regular degree program consists of 16.5 units plus 3.0 units of required introductory language training.

#### 1. Coursework

MGB students are required to take 49 units of coursework, as listed below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Global Business Fundamentals Module (4.0 units)</td>
<td></td>
</tr>
<tr>
<td>MGB 510 (1.0) The North American Business Context</td>
<td></td>
</tr>
<tr>
<td>MGB 512 (1.0) International Financial Management</td>
<td></td>
</tr>
<tr>
<td>MGB 516 (1.0) International Marketing and Global Strategy</td>
<td></td>
</tr>
<tr>
<td>MGB 519 (1.0) International Logistics and Supply Chain Management</td>
<td></td>
</tr>
<tr>
<td>b) Global Business Opportunities Module (3.0 units)</td>
<td></td>
</tr>
</tbody>
</table>

### MGB Program

The MGB Program consists of four modules followed by a comprehensive examination and an international research and consulting project and a global internship. The program is normally completed in 12 months, but may extend to 16 months. The regular degree program consists of 16.5 units plus 3.0 units of required introductory language training.

#### 1. Coursework

MGB students are required to take 19.5 units of coursework, as listed below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Global Business Fundamentals Module (4.0 units)</td>
<td></td>
</tr>
<tr>
<td>MGB 510 (1.0) The North American Business Context</td>
<td></td>
</tr>
<tr>
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<td>b) Global Business Opportunities Module (3.0 units)</td>
<td></td>
</tr>
<tr>
<td>MGB 520 (1.5) Industry Analysis and the Asian Business Context</td>
<td></td>
</tr>
</tbody>
</table>
MGB 520 (1.5) Industry Analysis and the Asian Business Context

MGB 525 (1.5) Business Development and Asia's Entrepreneurial Environment
c) Global Business In Action Module (4.5 units)
MGB 530 (1.5) The European Business Context
MGB 535 (1.0) Consulting Methods and Practice
d) Global Business Experience Module (1.5 units)
MGB 537 (1.5) Global Internship
Additional courses, running throughout the program:
MGB 570 (2.0) Global Leadership and Cultural Intelligence
MGB 180 (1.0) Language Skills I
MGB 181 (1.0) Language Skills II
MGB 182 (1.0) Language Skills III
MGB 583 (1.5) Cross National Business Report

2. Report Requirement
In addition to the above courses, students will also complete one of either:
MGB 596 (3.0) Global Business Consulting Report; OR
MGB 598 (3.0) Global Business Research Report

Rationale for the Proposed Change. The program is now a coursework-based masters program; MGB 596 has been eliminated; an extended Internship period will now be an option. Changes are reflected in individual course changes in this submission.
**External Effects of the Proposed Change:** None

**Evidence of Consultation is Required** from all affected units where the proposed curriculum change will have an effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs.  
*Attached (e-mail or memo).* □

**Staffing, Fee or Other Financial Implications:** None  
**Evidence of Consultation is Required.** Attached (e-mail or memo). □

**Library Implications:** None  
**Evidence of Consultation is Required** from the University Librarian for both course additions and deletions as well as course deletion/retention under the five-year rule (Calendar Policy 2.2.4).  
*Attached (e-mail or memo).* □

**Co-op Implications:** See individual course changes for MGB 537.  
**Evidence of Consultation is Required** with the Co-op and Career Office for both course/program additions and deletions that involve Co-operative education programs including work terms and work experience.  
*Attached (e-mail or memo).* □

Page Number in Submission ___

Date of last submission {Enter Month, Day and Year here}
**University of Victoria Curriculum Change Submission Form**

**PROPOSED MAJOR CURRICULUM CHANGE**

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<tr>
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<tbody>
<tr>
<td>Date of Submission</td>
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<td>Effective Date of Change</td>
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</tr>
</tbody>
</table>

**Type of Major Change**

1. [ ] new or reinstated course/program
2. [ ] change in aim of course
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4. [ ] change in course number
5. [ ] change in contact hours
6. [ ] change of mutually-exclusive designation, sequence credit or cross-listing information
7. [ ] change in grading
8. [ ] change in pre or co-requisite
9. [x] change in program requirement
10. [ ] deletion of course (except under 5 year rule)
11. [ ] discontinuation of a program/degree
12. [ ] other ____________________________

Note: to place an "x" in a box, double-click on it.

**Current Calendar Page Number**: 49

**Existing Calendar Entry** (in full)

(Please indicate deletions by striking through the word or phrase)

**Proposed Calendar Entry**

(Please indicate changes by underlining; course descriptions must conform to Calendar style and are limited to 75 words.)

**Program Length**

Students will normally be expected to complete the program within one year (September to August with a brief orientation prior to the first module).

Students will normally be expected to complete the program within one year (September to August with a brief orientation prior to the first module) but may extend up to 16 months to accommodate longer internships.

**Rationale for the Proposed Change**: To allow students to remain in the program longer without penalty if they are required to undertake longer Internships, due to employer or work permit (visa) regulations.

**External Effects of the Proposed Change**: N/A

**EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS** where the proposed curriculum change will have an effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs.

Attached (e-mail or memo) [ ]

**Staffing, Fee or Other Financial Implications**: N/A

**EVIDENCE OF CONSULTATION IS REQUIRED**. Attached (e-mail or memo) [ ]

**Library Implications**: N/A

**EVIDENCE OF CONSULTATION IS REQUIRED** from the University Librarian for both course additions and deletions as well as course deletion/retention under the five-year rule (Calendar Policy 2.2.4). Attached (e-mail or memo) [ ]

**Co-op Implications**: None

**EVIDENCE OF CONSULTATION IS REQUIRED** with the Co-op and Career Office for both course/program additions and deletions that involve Co-operative education programs including work terms and work experience. Attached (e-mail or memo) [ ]

Page Number in Submission ____________

Date of last submission {Enter Month, Day and Year here}
**University of Victoria Curriculum Change Submission Form**

**PROPOSED MAJOR CURRICULUM CHANGE**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Department/School</th>
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<tbody>
<tr>
<td>Graduate Studies</td>
<td>Business</td>
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<tr>
<th>Date of Submission</th>
<th>Effective Date of Change (1 May unless otherwise indicated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>October, 2012</td>
<td></td>
</tr>
</tbody>
</table>

**Type of Major Change**

1. [x] new or reinstated course/program
2. [ ] change in aim of course
3. [ ] change in course unit value, division of year-long course, merging two semester courses
4. [ ] change in course number
5. [ ] change in contact hours
6. [ ] change of mutually-exclusive designation, sequence credit or cross-listing information
7. [ ] change in grading
8. [ ] change in pre or co-requisite
9. [x] change in program requirement
10. [ ] deletion of course (except under 5 year rule)
11. [ ] discontinuation of a program/degree
12. [ ] other

**Current Calendar Page Number** 219

<table>
<thead>
<tr>
<th>Existing Calendar Entry (in full)</th>
<th>Proposed Calendar Entry</th>
</tr>
</thead>
</table>

(Please indicate changes by underlining; course descriptions must conform to Calendar style and are limited to 75 words.)

**MGB 536**

**International Research and Consulting Project**

**Units: 2.0**

An individual or group consulting report. Participating students, working individually or in small teams and under faculty supervision, research issues and maintain a consulting/client relationship with a corporate sponsor. The students examine a problem of current interest to the sponsor and prepare detailed written recommendations, make in-person presentations to clients and submit a final report.

**Grading:** INP, COM, N, F

**Rationale for the Proposed Change.** Group consulting project replaces the larger 596 project.

**External Effects of the Proposed Change:** None

**EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS** where the proposed curriculum change will have an effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs.

**Library Implications:** None

**EVIDENCE OF CONSULTATION IS REQUIRED from the University Librarian for both course additions and deletions as well as course deletion/retention under the five-year rule** (Calendar Policy 2.2.4).
EVIDENCE OF CONSULTATION IS REQUIRED with the Co-op and Career Office for both course/program additions and deletions that involve Co-operative education programs including work terms and work experience.

Page Number in Submission  M13
Date of last submission {Enter Month, Day and Year here}
**University of Victoria Curriculum Change Submission Form**

**PROPOSED MAJOR CURRICULUM CHANGE**

<table>
<thead>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

**Type of Major Change**

1. [ ] new or reinstated course/program
2. [ ] change in aim of course
3. [ ] change in course unit value, division of year-long course, merging two semester courses
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8. [ ] change in pre or co-requisite
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10. [ ] deletion of course (except under 5 year rule)
11. [ ] discontinuation of a program/degree
12. [ ] other ________

Note: to place an “x” in a box, double-click on it.

**Current Calendar Page Number** __219__

**Existing Calendar Entry (in full)**

(Please indicate deletions by striking-through the word or phrase)

**Proposed Calendar Entry**

(Please indicate changes by underlining; course descriptions must conform to Calendar style and are limited to 75 words.)

**MGB 537**

**Global Internship**

**Units: 1.5**

Students must complete at least 300 hours of work with an organization that normally (1) has an international component linking two or more regions of the world, or (2) is located in any region of the world, provided that it is not the student’s “home” region or country. Requires students to apply their learning through a reflective component that describes how each of the first three program modules has prepared students for global business.

Note: Students who fail to complete an internship by the end of four academic terms may be required to withdraw.

Grading: INP, COM, N, F

**Rationale for the Proposed Change**

Internship course description should include to appropriate grading. This will also allow internships to extend over more than one term.

**External Effects of the Proposed Change**: None

**EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS** where the proposed curriculum change will have an effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs.

Attached (e-mail or memo) [ ]
<table>
<thead>
<tr>
<th><strong>Staffing, Fee or Other Financial Implications:</strong> None</th>
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</thead>
<tbody>
<tr>
<td>EVIDENCE OF CONSULTATION IS REQUIRED. Attached (e-mail or memo).</td>
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<thead>
<tr>
<th><strong>Co-op Implications:</strong> Students have the option to do a second Internship.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVIDENCE OF CONSULTATION IS REQUIRED with the Co-op and Career Office for both course/program additions and deletions that involve Co-operative education programs including work terms and work experience. Attached (e-mail or memo).</td>
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Page Number in Submission M14
Date of last submission {Enter Month, Day and Year here}
## PROPOSED MAJOR CURRICULUM CHANGE

### Faculty Graduate Studies

**Department/School**
- Business

**Date of Submission**
- October, 2012

**Effective Date of Change** (1 May unless otherwise indicated)

### Type of Major Change

1. ☐ new or reinstated course/program
2. ☐ change in aim of course
3. ☐ change in course unit value, division of year-long course, merging two semester courses
4. ☐ change in course number
5. ☐ change in contact hours
6. ☐ others
7. ☐ change in grading
8. ☐ change in pre or co-requisite
9. ☒ change in program requirement
10. ☒ deletion of course (except under 5 year rule)
11. ☐ discontinuation of a program/degree
12. ☐ other

### Current Calendar Page Number
- 219

### Existing Calendar Entry (in full)

**MGB 596**
- Units: 3.0

**Global-Business-Consulting-Report**

An individual or group consulting report. Participating students, working individually or in small teams and under faculty supervision, maintain a consulting/client relationship with a corporate sponsor. The students examine a problem of current interest to the sponsor and prepare detailed written recommendations.

**Note:** Credit will be granted for only one of 596, 698.

**Grading:** INP, COM, N, F

### Rationale for the Proposed Change

The MGB degree will henceforth be a course-based Master's degree; therefore, a major project is no longer required.

### External Effects of the Proposed Change

**EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS** where the proposed curriculum change will have an effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs.

**Attached (e-mail or memo):** ☐

### Staffing, Fee or Other Financial Implications

**EVIDENCE OF CONSULTATION IS REQUIRED. Attached (e-mail or memo):** ☐
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Page Number in Submission M16
Date of last submission {Enter Month, Day and Year here}
### University of Victoria Curriculum Change Submission Form

**PROPOSED MAJOR CURRICULUM CHANGE**

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**Type of Major Change**

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**Current Calendar Page Number** 219

**Existing Calendar Entry** (in full)

(please indicate deletions by striking-through the word or phrase)

**MGB-598**

**Global Business Research Report**

**Units:** 3.0

A substantial analysis of a significant management problem or policy issue, prepared individually in consultation with a faculty advisor.

**Note:** Students take only one of 596 or 598. Students choosing to take 598 will be required to take an additional Research Methods course of 1.5 units and should consult with their academic supervisor for this purpose.

**Grading:** INP, COM, N, F

**Rationale for the Proposed Change.**

The MGB degree will henceforth be a course-based Master's degree; therefore, a major research component is no longer required.

**External Effects of the Proposed Change:** N/A

**EVIDENCE OF CONSULTATION IS REQUIRED FROM ALL AFFECTED UNITS** where the proposed curriculum change will have an effect on program requirements, overlap with courses or programs in other academic units including Interdisciplinary Programs.

**Staffing, Fee or Other Financial Implications:** N/A

**EVIDENCE OF CONSULTATION IS REQUIRED. Attached (e-mail or memo).**
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Page Number in Submission M17

Date of last submission {Enter Month, Day and Year here}
Date: 19 December 2012

To: Senate

From: David H. Turpin, CM, PhD, FRSC
President and Vice-Chancellor

Re: Procedures for the Appointment of the University Secretary (Registrar)

Attached for your consideration is a draft revised version of the “Procedures for the Appointment of the University Secretary (Registrar)”. These procedures must be considered by Senate before Board consideration (University Act, s. 27(2)(f)). In recent months the procedures for the appointment of members of the university’s executive (other than the president) have been reviewed to ensure consistency and the incorporation of appropriate common language.

A number of revisions have been made to align, where appropriate, the existing “Procedures for the Appointment of the University Secretary (Registrar)” with the “Procedures for the Appointment and Re-appointment of the Vice-President Academic and Provost”, which were approved by Senate and the Board of Governors in November 2010 and the “Procedures for the Appointment and Re-appointment of the Vice-President Research”, approved by Senate in November 2012.

The proposed changes reflect the new university policy format and numbering system approved by Senate and the Board of Governors in 2007, as well as updates and editorial changes.

Under Section 27(2)(f) of the University Act, the Board of Governors has authority “with the approval of Senate, to establish procedures for the recommendation and selection of candidates for president, deans, librarians, registrar, and other senior academic administrators as the Board may designate.”

Recommended Motion:

THAT Senate approve, and recommend to the Board of Governors that it also approve, the attached revised Policy GV0325 Procedures for the Appointment of the University Secretary (Registrar).

Attachments:

Attachment 1: Revised Policy GV0325 Procedures for the Appointment of the University Secretary (Registrar).
Attachment 2: Table show proposed changes to Policy GV0325 Procedures for the Appointment of the University Secretary (Registrar).
PURPOSE

1.00 Under sections 27(2) (f) and (g) of the University Act, the Board of Governors shall, with the approval of Senate, establish procedures for the recommendation and selection of senior academic administrators and shall subsequently appoint these administrators. The following procedures define the method by which the President and Vice-Chancellor carries out the responsibility of making a recommendation to the Board of Governors concerning the appointment of the University Secretary.

PROCEDURES

2.00 When the position is vacant or will become so within six months, the President shall notify Senate and the Board of Governors of the vacancy, and will arrange to convene an Appointment Committee. If necessary, the Board will appoint an Acting University Secretary to serve until such time as the new appointee takes office.

Composition and Responsibilities of the Appointment Committee

3.00 The University of Victoria is committed to equity and diversity. Where possible, when establishing the Appointment Committee, constituencies should encourage a diverse representation from the university community including women, persons with disabilities, visible minorities, Indigenous peoples, people of all sexual orientations and genders, and others who may contribute to the further diversification of the university.

4.00 The Appointment Committee (hereinafter referred to as "the Committee") shall be constituted as follows:
   • (1) The Vice-Chair of Senate
   • (1) The Chair of the Board of Governors or designate
• (1) One member from the University Foundations jointly selected by the chairs of the Foundation for the University of Victoria and the University of Victoria Foundation
• (1) The Chancellor
• (1) One Vice-President, selected by the President
• (1) One graduate student selected by the Graduate Students’ Society
• (1) One undergraduate student selected by the University of Victoria Students’ Society
• (1) One staff member selected by and from those members of staff reporting directly to the University Secretary
• (1) One member of the President’s Advisory Council, elected by the Council
• (1) The President, who shall serve as the Chair of the Committee

4.01 The President will designate an individual to serve as Secretary of the Committee.

5.00 Committee members are expected to attend the Committee’s meetings and must participate in interviews. A Committee member who is not able to meet these expectations shall resign from the Committee and an alternate may be appointed in accordance with section 6.00.

6.00 Where possible, alternates will be identified who may be asked to serve when a member needs to resign from the Committee before it begins to interview candidates. Alternates cannot be added after this point as each Committee member must participate in the interview of and hear the Committee’s deliberations with regard to the merits of all of the candidates prior to making a recommendation. In the event that an alternate is needed and no alternate was determined at the time the Committee was constituted, the alternate shall be appointed by the remaining members of the Committee after appropriate consultation.

7.00 During the search and selection process, the Committee should acquaint itself with human rights requirements, university equity and diversity policies, include equity issues in its consideration of criteria for the position, and take steps to widen the pool of qualified applicants to include women, persons with disabilities, visible minorities, Indigenous peoples, people of all sexual orientations and genders, and others who may contribute to the further diversification of the university. Postings for the position, both internal and external, shall include the current equity statement. The Committee should familiarize itself with best practices for conducting fair and equitable selection processes.
Committee members are responsible for exercising their best judgment in the interests of the appointment process and the university. They may keep colleagues apprised of the non-confidential aspects of the appointment process and encourage them to provide input through the Chair or Committee Secretary.

The Chair will guide Committee members with respect to consultations with their constituencies.

Deliberations of the Committee are confidential. The Committee shall keep a confidential summary record of its decisions and actions. Deliberations of the Committee concerning candidates shall not be recorded.

Only the Chair (or designate) may speak on behalf of the Committee.

A member of the Committee who has breached confidentiality shall be subject to sanction by the Chair, potentially including dismissal from the Committee and forfeiture of constituency representation. Members of the Committee should respond to general questions on the Committee’s progress by referencing procedural decisions of the Committee as recorded in the confidential summary record. At no point is it appropriate to reference opinions or comments expressed at meetings.

Documentation received by the Committee during its deliberations is confidential. Personal information is managed and protected in accordance with the Freedom of Information and Protection of Privacy Act and the University’s Protection of Privacy Policy GV0235.

The Committee shall acquaint itself with the requirements of the position of University Secretary by various means, normally including meeting with the incumbent and will establish criteria on which the candidates shall be judged.

After the appointment is made, the President may convene the Committee to evaluate the process and to provide advice on any revisions to these procedures.

Search Procedures of the Committee

The Committee shall proceed as follows:

The Committee will advertise the position externally and will invite members of the University community to suggest possible candidates.

The President will inform the committee if he or she has hired the services of a professional agency to assist in the search.
13.02 The Committee shall gather relevant information about the candidates and shall then select a short list of candidates.

The Committee shall ensure that the final candidates have an opportunity to meet with the relevant constituencies, members of the Senate Committee on Agenda and Governance, and members of the Board of Governors.

13.03 The Chair (or designate) or the search consultant shall contact references in confidence. Information provided in references shall be summarized and forwarded to the Committee in anonymous form, unless the Chair decides to seek one or more references’ permission to attribute their comments to them by name or position when the comments are shared in confidence with the Committee.

13.04 The Committee shall decide on its recommendation to the President by simple majority vote.

13.05 The recommendation for the candidate put forward by the Committee shall be in the form of a report including recommendations for action and a rationale for the Committee’s choice.

13.06 When the Board has approved the appointment, and the successful applicant has accepted, there shall be a meeting between the President and the new University Secretary to discuss any issues arising from the appointment process as they relate to the mandate for the new appointee.

Authorities and Officers
i. Approving Authority: Board of Governors on recommendation of Senate
ii. Designated Executive Officer: President
# Procedures for the Appointment of the University Secretary (Registrar)

## Authorities and Officers

1. Approving Authority: Board of Governors on recommendation of Senate
2. Designated Executive Officer: President

## Relevant Legislation

- University Act
- FOIPP Act

## Purpose

**Section 1.00**

Under sections 27(2) (f) and (g) of the *University Act*, the Board of Governors shall, with the approval of Senate, establish procedures for the recommendation and selection of senior academic administrators and shall subsequently appoint these administrators. The following procedures define the method by which the President and Vice-Chancellor shall carry out the responsibility of making a recommendation to the Board of Governors concerning the appointment of the University Secretary.

## Procedures

**Section 2.00**

When the position is vacant or will become so within six months, the President shall notify Senate and the Board of Governors of the vacancy, and will arrange to convene an Appointment Committee. If necessary, the Board will appoint an Acting University Secretary to serve until such time as the new appointee takes office.

## Composition and Responsibilities of Appointment Committee

**Section 3.00**

The University of Victoria is committed to employment equity and diversity. Where possible, when establishing the Appointment Committee, constituencies should encourage a diverse representation from the four designated groups: university community including women, aboriginal peoples, persons with disabilities, and members of visible minorities, Indigenous peoples, people of all sexual orientations and genders, and others who may contribute to the further diversification of the university.
Composition and Responsibilities of Appointment Committee
Section 4.00
The search committee Appointment Committee (hereinafter referred to as “the Committee”) shall be constituted as follows

- (1) The President, who shall serve as the Chair of the Committee
- (1) The Vice Chair of Senate
- (1) The Chair of the Board of Governors or designate
- (1) One member from the University Foundations jointly selected by the chairs of the Foundation for the University of Victoria and the University of Victoria Foundation
- (1) The Chancellor
- (1) One Vice-President, selected by the President.
- (1) One graduate student selected by the Graduate Students’ Society
- (1) One undergraduate student selected by the University of Victoria Students’ Society
- (1) One staff member selected by and from the staff in the Office of the University Secretary, including Ceremonies office staff by and from those members of the staff reporting directly to the University Secretary.
- (1) One member of the President’s Advisory Council, elected by the Council

4.01 The President will designate an individual to serve as Secretary of the Committee.

Composition and Responsibilities of Appointment Committee
Section 5.00
Committee members are expected to attend the Committee’s meetings and must participate in interviews. A Committee member who is not able to meet these expectations shall resign from the Committee and an alternate may be appointed in accordance with section 6.00.

Composition and Responsibilities of Appointment Committee
Section 6.00
Where possible, alternates will be identified who may be asked to serve when a member needs to resign from the Committee before it begins to interview candidates. Alternates cannot be added after this point as each member of the Committee must participate in the interview of and hear the Committee’s deliberations with regard to the merits of all of the candidates prior to making a recommendation. In the event that an alternate is needed and no alternate was determined at the time the Committee was constituted, the alternate shall be appointed by the remaining members of the Committee after appropriate consultation.
Composition and Responsibilities of Appointment Committee

Section 7.00

During the search and selection process, the Committee should acquaint itself with human rights requirements, university equity and diversity harassment policies, include equity issues in its consideration of criteria for the position, and take steps to widen the pool of qualified applicants to include the four designated groups: women, persons with disabilities, visible minorities, Indigenous peoples, people of all sexual orientations and genders, and others who may contribute to the further diversification of the university. Postings for the position, both internal and external, shall include an employment equity statement encouraging applications from the four designated groups. The Chair of the Committee is encouraged to consult the Equity Office for advice and support in running a fair and equitable search process. The Committee should familiarize itself with best practices for conducting fair and equitable selection processes.

Composition and Responsibilities of Appointment Committee

Section 8.00

Members of the Committee shall be responsible for seeking information from their constituencies and keeping them advised of the process responsible for exercising their best judgment in the interests of the appointment process and the university. They may keep colleagues apprised of the non-confidential aspects of the appointment process and encourage them to provide input through the Chair or Committee Secretary.

8.01 The Chair will guide Committee members with respect to consultations with their constituencies.

Composition and Responsibilities of Appointment Committee

Section 9.00

Deliberations of the Committee shall be confidential. The Committee shall keep in-camera minutes a confidential summary record of its decisions and actions. Deliberations of the Committee concerning candidates, including the incumbent, shall not be recorded.

9.01 Only the Chair (or designate) may speak on behalf of the Committee.

9.02 A person member of the Committee who has breached confidentiality shall be subject to sanction by the Chair up to and including potentially including dismissal from the Committee and forfeiture of constituency representation. Members of the Committee should respond to general questions on the Committee's progress by referencing procedural decisions of the Committee as recorded in the minutes-confidential summary record. At no point is it appropriate to refer to reference opinions or comments expressed at meetings of the Committee.
### Procedures for the Appointment of the University Secretary (Registrar)

#### Composition and Responsibilities of Appointment Committee

**Section 10.00**

Documentation received by the Committee during its deliberations is **must be kept confidential**. Personal information is **protected by the B.C. Freedom of Information and Protection of Privacy Act** managed and protected in accordance with the Freedom of Information and Protection of Privacy Act and the University’s Protection of Privacy Policy GV0235.

#### Composition and Responsibilities of Appointment Committee

**Section 11.00**

The Committee shall acquaint itself with the requirements of the position of University Secretary by various means, normally including meeting with the incumbent and will establish criteria on which the candidates shall be judged.

#### Composition and Responsibilities of Appointment Committee

**Section 12.00**

After the appointment is made, the President may convene the Committee to evaluate the process and to provide advice on any revisions to these procedures.

#### Search Procedures of the Committee

**Section 13.00**

The Committee shall proceed as follows:

**Section 13.01**

The Committee will advertise the position externally and will **invite** members of the University community to suggest possible candidates. The President will inform the committee if he or she has hired the services of a professional agency to assist in the search. The President shall decide whether to **engage a search consultant** to assist in the search.

**Section 13.02**

The Committee shall gather relevant information about the candidates and shall then select a short list of candidates. The Committee shall ensure that the final candidates have an opportunity to meet with the relevant constituencies, members of the Senate Committee on Agenda and Governance, and members of the Board of Governors.

- It shall arrange for those candidates to meet for discussion with those individuals and offices that have substantial interaction with the University Secretary, including staff in the office of the University Secretary.
### Procedures for the Appointment of the University Secretary (Registrar)

#### Search Procedures of the Committee

##### Section 13.03

The Chair (or designate) or the search consultant shall contact references in confidence. Information provided in references shall be summarized and forwarded to the Committee in anonymous form, unless the Chair decides to seek one or more references’ permission to attribute their comments to them by name or position when the comments are shared in confidence with the Committee.

##### Search Procedures of the Committee

- **In the case of an academic candidate, the Committee shall consult the Dean of the relevant faculty and the Chair of the relevant department about the proposed academic appointment.**

#### Search Procedures of the Committee

##### Section 13.04

The Committee shall decide on its recommendation to the President by simple majority vote.

*The Committee shall recommend its preferred candidate(s) to the President of the University by simple majority vote.*

#### Search Procedures of the Committee

##### Section 13.05

The recommendation for the candidate put forward by the Committee shall be in the form of a report including recommendations for action and a rationale for the Committee’s choice.

#### Search Procedures of the Committee

##### Section 13.06

When the Board has approved the appointment, and the successful applicant has accepted, there shall be a meeting between the President and the new University Secretary to discuss any issues arising from the appointment process as they relate to the mandate for the new appointee.
Date: November 20th, 2012

To: Senate

From: Dr. Reeta Tremblay, Vice-President Academic & Provost

Cc: Dr. David Turpin, President and Vice-Chancellor

Re: Recommendation to add nonvoting invitee to Senate

As members of Senate will recall, Dr. Andrew Marton joined the university in the new position of Associate Vice-President International in August 2012. The AVP International is responsible for leading, promoting and supporting implementation of the university’s internationalization objectives. The position reports to both the Vice-President Academic and the Vice-President Research, and works to ensure the success of international activities (including partnership and exchange agreements, international academic and research opportunities and the recruitment and admission of international students) in both portfolios.

The work of the AVP International has a direct link to academic issues being considered by Senate. As such, it is proposed that the Associate Vice-President International be added to Senate as a non-voting invitee with speaking rights. As a non-voting invitee, the AVP International would inform Senate about emerging issues and initiatives, and provide information on the international perspective when proposals come forward to Senate for consideration and approval. The AVP International would also gain an awareness of Senate’s priorities, which could inform planning of international strategies and activities. Two other associate vice-presidents, the AVP Academic Planning and the AVP Student Affairs, as well as the Registrar, already attend Senate in this capacity.

Recommended Motion:

That the Associate Vice-President International be added to Senate as a non-voting invitee with speaking rights.

Yours sincerely,

Reeta Tremblay, PhD

Vice-President Academic and Provost