The next open meeting of the Senate of the University of Victoria is scheduled for Friday, March 6, 2015 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. February 6, 2015

   Motion: That the minutes of the open session of the meeting of the Senate held on February 6, 2015 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. Update on the Canada First Research Excellence Fund
   b. President’s Report

5. CORRESPONDENCE

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES
   a. Senate Committee on Awards – Dr. Annalee Lepp, Chair
      i. New and Revised Awards

   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:
• David Johnstone Chabassol Bursary in Education (new)*
• UVic Bookstore Scholarship in Writing (new)
• Dax Gibson Memorial Scholarship in Gender Studies & Anthropology (new)*
• Dax Gibson Memorial Award in Gender Studies (revised)*
• Pat Koster Essay in Early Women’s Writing (revised)*
• Myrna McEwen Daniels Scholarship (new)*
• Terry Daniels Scholarship (new)*
• CAPP Public Engagement Scholarship (revised)
• Michael and Olga Zachary Scholarship in Ukrainian Studies (new)*
• Emil and Lynette Hain Scholarship in Ukrainian Studies (new)*
• Victoria Joint Scottish Council Travel Award (revised)
• LaFarge Canada Scholarship in Civil Engineering (new)
• Pat Koster Scholarship in Early Women’s Writing (revised)*
• CFUW Victoria Anniversary Science Scholarship (new)*
• Geraldine and Peter Shostak Scholarship in Ukrainian Studies (new)
• UVic Residence Bursary (new)

* Administered by the University of Victoria Foundation

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


Motion: That Senate approve and recommend to the Board of Governors that it also approve, subject to funding, the establishment of an Minor in Visual Arts, as described in the document “Proposal for a Minor in Visual Arts”, dated October 15, 2014, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

b. Renewal of Approved Centre Status for the Centre for Global Studies [SEN-MAR 6/15-4] ACTION

Motion: That Senate approve the renewal of Approved Centre Status for the Centre for Global Studies (CFGS) for the five year period 1 July 2015 through 30 June 2020. This recommendation is not contingent upon the suggestions in the external review report relating to resources, which are advice to the Vice-President Research.
c. Converting the Centre for Forest Biology into an Intra-Faculty Research Centre

7. PROPOSALS AND REPORTS FROM FACULTIES

8. PROPOSALS AND REPORTS FROM THE VICE-PRESIDENT ACADEMIC AND PROVOST
   a. Student Mental Health Initiative
      - Dr. Joel Lynn, Executive Director of Student Services and Dr. Rita Knodel, Director of Counselling Services have been invited to attend

9. OTHER BUSINESS
   a. Update on Elections

10. ADJOURNMENT
A meeting of the Senate of the University of Victoria was held on February 6, 2015 at 3:30 p.m. in the Senate and Board Chambers, University Centre, Room A180.

Prof. Cassels welcomed Chancellor Shelagh Rogers to her first Senate meeting.

1. **APPROVAL OF THE AGENDA**

   **Motion:** (J. Aragon/G. Sutherland)
   That the agenda be approved as circulated.

   **CARRIED**

2. **MINUTES**

   **a. January 9, 2015**

   **Motion:** (G. Sutherland/K. Erickson)
   That the minutes of the open session of the meeting of the Senate held on January 9, 2015 be approved and that the approved minutes be circulated in the usual way.

   **CARRIED**

3. **BUSINESS ARISING FROM THE MINUTES**

   There was none.

4. **REMARKS FROM THE CHAIR**

   **a. President’s Report**

   Prof. Cassels provided members of Senate with an overview of the Provincial, Federal and local context.

   Prof. Cassels began the report from the Provincial perspective noting that UVic was working towards finalizing the university budget. He continued, reporting that he had recently met with the Vancouver Island university presidents to discuss a number of issues including community engagement.
On a National perspective Prof. Cassels reported that the university has been focussed on the Canada First Research Excellence Fund proposal. He said the Vice President Research has been working hard with his advisors on the proposal and have submitted a notice of intent.

On the local front Prof. Cassels reported that the search committee for the Vice President Academic and Provost has been making good progress. He encouraged members of Senate to attend the planned presentations and provide feedback.

Prof. Cassels reminded members of Senate that the campus plan renewal was well underway and thanked those that participated. He reported that the engagement stage of the Strategic Research Plan was underway and the enhanced planning tools initiative was in the information and engagement stage.

Prof. Cassels informed members that a recently held forum on divestment and climate change was a success, noting that over 250 people attended. He further reported on the success of Alumni Week and the distinguished alumni awards event, remarking on the importance of alumni.

Prof. Cassels described two upcoming important events—the unveiling of the UVic Difference Project and IdeaFest.

5. CORRESPONDENCE

There was none.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Academic Standards

i. 2014 University of Victoria Grading Patterns report

Prof. Heather Raven, Chair of Senate Committee on Academic Standards, reported to members of Senate that Mr. Tony Eder, Director, Institutional Planning and Analysis, was unable to attend and present on how to use the UVic Grading Patterns Reporting Portal. She referred members of Senate to Mr. Eder’s memo and reported that the Senate Committee on Academic Standards is continuing to work on the issue.

In response to a question, Prof. Raven said that it was the intention of the Senate Committee on Academic Standards to present an update on progress before the end of the academic year with a detailed report early in the next academic year. She noted she could not provide a certain date.

ii. Revisions to the Undergraduate Academic Calendar regarding Regulations Governing Administration of University Examinations

Prof. Raven referred member to the memo and noted that she would answer questions. There were none.
Motion: (B. Smith/G. Sutherland)
That Senate approve the proposed addition to the Undergraduate Regulations Governing Administration of University Examinations under the heading “Identification, entering and exiting the examination”.

CARRIED

b. Senate Committee on Admission, Re-registration and Transfer

i. Proposed revisions to the admission requirements for the Faculty of Graduate Studies

Dr. Francis Pelton informed members of Senate the proposal before them was to institute a process to approve, under special circumstances, entrance into a Masters program without a Bachelors degree.

Dr. Capson emphasized that the proposed changes to admissions requirements were meant to deal with truly exceptional cases. He informed members that the admissions change only covered entry to a Masters program and not into a PhD program. Dr. Capson provided members with the philosophy of the proposal which was to maintain the value of the undergraduate degree while providing exception for a limited number of special cases. He said the proposal was discussed at a meeting of the Faculty of Graduate Studies and there was no dissenting vote.

Dr. Baer took issue with the approval mechanism of the proposal and noted that he would prefer a committee to make the decisions on entrance to ensure that the circumstances of entry are truly exceptional. Dr. Capson responded that a committee was considered but in the end it was decided to align with the processes used at other universities.

Dr. Gillis drew members’ attention to the number of years of ‘experience’ required for entry in the proposal noting that it appeared arbitrary and asked for a rational. Dr. Capson responded that 15 years was selected as it ensured a high bar for entry. Members discussed the limitation on 15 years’ experience and the potential pitfalls of setting a firm requirement.

Dr. Smith suggested the addition of the word ‘normally’ to provide flexibility. He put forward a motion to amend and include the word ‘normally’ in the statement requiring 15 years’ experience.

Members discussed the amended motion as proposed. Ms. Sutherland remarked that based on her understanding, the word ‘normally’ would not make a difference to the admissions process. Dr. Capson agreed noting that waivers are granted on other aspects of entry and a potential student with less than 15 years’ experience could be granted such a waiver. Dr. Kuehne spoke in favour of the motion noting that the interpretation of flexibility from the student perspective was useful.
Motion to amend: (B. Smith/G. Gillis)
That Senate amend the proposed motion to introduce flexibility regarding the admission requirement for 15 years of experience and add “normally at least 15 years” to the admission requirement.

CARRIED

Motion: (G. Sutherland/B. Smith)
That Senate approve the proposal to create a provision, effective January 2015, that would allow the Dean of Graduate Studies, upon application of the academic unit, to waive the baccalaureate admission requirement to Master’s degree, diploma or certificate programs, as recommended by the Senate Committee on Admission, Re-registration and Transfer.

And

That Senate authorizes the Registrar to change the Academic Calendar to reflect the changes in admission requirements to the Faculty of Graduate Studies by providing an option to admit students in exceptional cases to Masters’ degree, diploma or certificate program without a baccalaureate degree or equivalent. This includes the proposed calendar changes reflected in the proposal from the Faculty of Graduate Studies with the addition of the phrase “normally at least 15 years” to clarify significant experience in the Admission without a Baccalaureate (Masters Only) section of the Academic Calendar.

CARRIED

c. Senate Committee on Agenda and Governance

i. Appointments to the 2014/15 Senate Committees

Motion: (A. Lepp/G. Sutherland)
That Senate approve the appointments to the 2014/2015 Senate committees for the terms indicated in the attached document, as recommended by the Senate Committee on Agenda and Governance.

CARRIED
d. Senate Committee on Awards

i. New and Revised Awards

Dr. Lepp introduced the item briefly.

Dr. Gillis asked for clarification regarding the process for adjudicating awards, specifically asking how the Senate Committee on Awards considers gender and gender specific awards and language.

Dr. Lepp clarified that the Senate Committee on Awards does not adjudicate awards but rather has the mandate to review awards. In response to the question, she said that the Senate Committee on Awards has been working to ensure that the language of the awards are as inclusive as possible so that students do not feel excluded from being eligible for awards for which gender is specified. She noted that the Committee has consulted with Dr. Aaron Devor, Professor, Department of Sociology, on strategies in this regard and Ms. Lori Nolt, Director, Student Awards and Financial Aid, had a meeting with university development officers in order to share these strategies as they often work directly with donors when determining the terms of reference of awards.

Dr. Lepp reported on the changes that had been implemented including:

- Avoiding the use of ‘he’ or ‘she’ and using ‘student’ as much as possible and ‘they’ if necessary.
- In instances when the terms of reference for awards indicate that, for example, an award should go to ‘one female’ and ‘one male,’ encouraging donors to consider using the phrase ‘students of two different genders.’
- Avoiding female and male as a biologically fixed terms and preferring ‘women’ or ‘man.’

Dr. Lepp noted that there remains debate about what gender inclusive language looks like, but said that these were some of the strategies employed by the Senate Committee on Awards.

Dr. Gillis thanked Dr. Lepp for the detailed response.

Ms. Sutherland said that she, along with many others, has fought hard to identify as a trans person and in some ways the efforts made by the committee could be viewed as too neutral an in effect silencing. She said that she does not have a problem with gender neutral language but thought that instead of ‘students of two different genders’ it would make more sense to use ‘students.’

Members of Senate discussed the general understanding of gender in the university community and in the donor community.

Motion: (A. Lepp/G. Sutherland)
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:

- Costco Canada Undergraduate Entrance Bursary (new)*
- Sybil Verch Woman in Business Award (new)
• University of Victoria German Club Jubilee Award (revised)*
• Sharon Higgins Scholarship in the School of Nursing (new)*
• Mrs. Matilda M. Schill Scholarship (revised)*
• Faculty of Humanities Undergraduate Research Travel Award (new)

* Administered by the University of Victoria Foundation

CARRIED

e. Senate Committee on Curriculum

i. Annual Report: Cycle 2 (September 2014) & Cycle 3 (January 2015)

The report was received for information, there were no questions.

ii. Cycle 1 Curriculum Submissions (May 2015)

Dr. Haskett referred members of Senate to the provided documents.

Motion: (T. Haskett/K. Erickson)
That Senate approve the curriculum changes recommended by the Faculties and the Senate Committee on Curriculum for inclusion in the 2015-2016 academic calendar, effective 1 May 2015.

And

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

CARRIED

7. PROPOSALS AND REPORTS FROM FACULTIES

a. Faculty of Law and Peter B. Gustavson School of Business

i. National Consortium for Indigenous Economic Development

Prof. Webber introduced the presentation. Prof. Webber informed members of Senate that the Consortium was a relaunch of an effort that began in 2004 towards the establishment of a Chair in Aboriginal Development. He reported that the objectives of the Consortium are threefold (1) to provide a venue for independent and collaborative research with a repository of best practices; (2) to serve catalyze and broker partnerships to sustain a national network of research and action; and (3) to offer learning in a supportive environment.

Dr. Klein introduced the structure of the Consortium, and informed members of Senate that the Consortium is establishing a Governance Advisory Board with appointed and ex-officio members. He drew members’ attention to the slide outlining the structure of the consortium, noting the role of the Executive Director, the Leaders in Residence, and the six core initiatives.
Dr. Klein introduced Mr. Miles Richardson, Interim Executive Director of the Consortium. Mr. Richardson thanked the Deans for their welcome into the Consortium and said he was pleased to fill the interim position. He continued to report on his experience as President of the Council of Haida Nation and the work of the Haida to establish self-entitlement. Mr. Richardson said that after 20 years of work, the results have not been as envisaged and he strongly believes that economic self-sufficiency is of prime importance. He said the Consortium is an opportunity to pursue that objective in a constructive way. Mr. Richardson said the Consortium will bring together industry, governments, and indigenous communities and that UVic is well positioned to be a leader.

Dr. John Borrows, Professor, Faculty of Law, noted his enthusiasm for the initiative and highlighted three key elements: (1) it is interdisciplinary; (2) it is about community engagement and reciprocal learning; (3) it has remained focused on the importance of introducing indigenous people’s perspectives and learning from them.

There were no questions from members of Senate.

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

a. Enrolment Projections

Dr. Kuehne informed members of Senate that the provided report is an annual document presented to Senate. She said this version had no surprises or concerns.

Motion: (J. Aragon/R. Lipson)
That Senate approve, and recommend to the Board of Governors that it also approve, a projected annualized working enrolment target of 18,163 FTE for the 2015/16 academic year, subject to revisions in the event of new information regarding mandated growth, funding levels, and application rates.

CARRIED

9. OTHER BUSINESS

a. Ten-Year Sessional Calendar

Motion: (P. Kostek/J. Aragon)
That Senate approve the 2014-2024 Ten-Year Sessional Calendar.

CARRIED
b. Academic Year Important Dates

Motion: (G. Sutherland/M. Purkis)
That Senate approve the Academic Year Important Dates for the period January 2016 through August 2016 for submission to the online academic calendar and for the academic calendar May 2015 publication.

CARRIED

c. 2014/2015 Emeritus and Emerita

The list was received for information, there were no questions.

d. 2015/2016 Senate Meeting Dates and Other Important Dates

Motion: (G. Sutherland/A. Roudsari)
That Senate approve the 2015/2016 Senate Meeting Dates and Other Important Dates.

CARRIED

There being no other business the meeting was adjourned at 4:31p.m.
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MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA  
Effective January 30, 2015

**EX OFFICIO MEMBERS** - University Act: Section 35 (2) (a-f)  
Chancellor: Shelagh Rogers (31/12/17)  
President and Vice-Chancellor: Jamie Cassels, Chair  
Acting V.P. Academic & Provost: Valerie Kuehne  
V.P. Research: David Castle  
Dean, Peter B. Gustavson School of Business:  
Saul Klein  
Dean of Education: Ralf St. Clair  
Dean of Engineering: Thomas Tiedje  
Dean of Continuing Studies: Maureen MacDonald  
Acting Dean of Fine Arts: Lynne van Luven  
Dean of Graduate Studies: David Capson  
Dean of Humanities: John Archibald  
Dean of HSD: Mary Ellen Purkis, Vice-Chair  
Dean of Law: Jeremy Webber  
Dean of Science: Robert Lipson  
Dean of Social Sciences: Catherine Krull  
University Librarian: Jonathan Bengtson

**MEMBERS ELECTED BY THE FACULTIES** - Section 35 (2) (g)  
BUSI:  
Rebecca Grant (30/6/16)  
Brock Smith (30/6/15)  
EDUC:  
Carolyn Crippen (30/6/16)  
John Walsh (30/6/17)  
ENGR:  
Peter Driessen (30/6/16)  
Nikolai Dechev (30/6/17)  
FINE:  
Patricia Kostek (30/6/15)  
TBA (30/6/16)  
GRAD:  
Sara Beam (30/6/16)  
Charlotte Schallie (30/6/17)  
HUMA:  
Abdul Roudsari (30/6/15)  
Esther Sangster-Gormley (30/6/16)  
HUMS:  
Annalee Lepp (30/6/16)  
Laura Parisi (30/6/15)  
LAWF:  
Gillian Calder (30/6/17)  
Mark Gillen (30/6/16)  
SCIE:  
Florin Diacon (30/6/17)  
Diana Varela (30/6/17)  
SOSC:  
Doug Baer (30/6/17)  
Rosaline Canessa (30/6/15)  

**MEMBERS ELECTED FROM THE STUDENT ASSOCIATION** - Section 35 (2) (h)  
Buskstad (HSD) (30/6/15)  
Jordan Crocker (HUMA) “  
Kayleigh Erickson (SOSC) “  
Karthik Gopalakrishnan (SCIE) “  
Ivelina Ivanova (LAW) “  
Susan Karim (GRAD) “  
Ben Lunshchuk (BUS) “  
Dakota Mellin (EDUC) “  
Roy Nam (SOSC) “  
Alex Neiman (ENGR) “  
Cory Shankman (GRAD) “  
Gabrielle Sutherland (GRAD) “  
Kaylee Szakacs (HUMA) “  
Nick Tang (SCIE) “  
Lindsey Willis (HUMA) “  
TBA (FINE) “

**MEMBERS ELECTED BY THE CONVOCATION** - Section 35 (2) (i)  
Nav Bassi (30/06/15)  
Linda Hannah (30/06/15)  
Robbyn Lanning (30/06/15)  
Cathy McIntyre (30/06/15)

**ADDITIONAL MEMBERS** - Section 35 (2) (k)  
Head, Division of Medical Sciences: Bruce Wright  
Member elected by the Professional Librarians:  
Tracie Smith (30/06/15)  
Continuing Sessional: Alicia Ulysses (30/06/17)  

**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 Matee  
Registrar: Lauren Charlton  
Acting Associate University Secretary:  
Cassbreea Dewis
TO: Secretary of Senate  
University Secretary’s Office  

DATE: February 17, 2015

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

DAVID JOHNSTONE CHABASSOL BURSARY IN EDUCATION* (NEW)  
One or more bursaries are awarded to students pursuing a Bachelor of Education degree or Diploma in Secondary Education in the Secondary Post-Degree Professional Program.

UVIC BOOKSTORE SCHOLARSHIP IN WRITING (NEW)  
Two scholarships of $1,000 each are awarded to academically outstanding undergraduate students in the Department of Writing.

DAX GIBSON MEMORIAL SCHOLARSHIP IN GENDER STUDIES & ANTHROPOLOGY* (NEW)  
One or more scholarships are awarded to academically outstanding undergraduate students who are pursuing a Major in Women’s Studies, with preference given to students who have completed at least four courses in Anthropology, or who are pursuing either a Minor or Major in Anthropology. Selection of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of Women’s Studies.

DAX GIBSON MEMORIAL AWARD IN GENDER STUDIES* (REVISED)  
An award of $300 is given to an academically outstanding undergraduate student in the Department of Women’s Studies who produces the most exceptional WS 400B independent research project.
One or more awards are given to academically outstanding undergraduate students in the Department of Women’s Studies who produce the most exceptional Women’s Studies 400B independent research project and/or Women’s Studies honours thesis.

**PAT KOSTER ESSAY IN EARLY WOMEN’S WRITING 1660-1900* (REVISED)**
A scholarship of $500 is awarded to an academically outstanding student proceeding to third or fourth year of an English Major or Honours program who has written the best essay on women's writing during the period 1660–1900. One or two scholarships of at least $500 are awarded to academically outstanding undergraduate students who have written the best essays on women's writing from the period 1660 to 1914, with preference given to essays on women’s writing of the Restoration period or the eighteenth century. The winning students must be proceeding to third year, or above, of the English Major or Honours program. In the case of students in their final undergraduate year, they must be continuing to the University of Victoria’s graduate program in English.

**MYRNA MCEWEN DANIELS SCHOLARSHIP* (NEW)**
Four or more scholarships of a minimum of $2,000 each are awarded to academically outstanding undergraduate students entering second year in the Department of French. Preference will be given to students with demonstrated financial need. The Department of French will nominate the recipients.

**TERRY DANIELS SCHOLARSHIP* (NEW)**
Two or more scholarships of a minimum of $2,000 each are awarded to academically outstanding undergraduate students entering second year in the Department of Electrical and Computer Engineering who intend to pursue the electronics specialization. Preference will be given to students with demonstrated financial need. The Department of Electrical and Computer Engineering will nominate the recipients.

**CAPP PUBLIC ENGAGEMENT SCHOLARSHIP (REVISED)**
Four scholarships of $5000 each are awarded to outstanding graduate students in the Masters in Dispute Resolution program in the School of Public Administration and who are working in natural resource management and public engagement. Students must have at least two full academic terms remaining in their program of studies at the time of application for the award (i.e. be registered in course work, project or thesis, or co-op up to April of the following year). Selection of the recipient will be made by the Graduate Awards Committee upon the recommendation of the School of Public Administration.

**MICHAEL AND OLGA ZACHARY SCHOLARSHIP IN UKRAINIAN STUDIES* (NEW)**
One or more scholarships are awarded to academically outstanding undergraduate students in Ukrainian Language and Culture courses in the Department of Germanic and Slavic Studies. The department will nominate the recipients of this scholarship.
EMIL AND LYNETTE HAIN SCHOLARSHIP IN UKRAINIAN STUDIES* (NEW)
One or more scholarships of at least $1,000 are awarded to academically outstanding undergraduate students in secular Ukrainian Language and Culture courses. The nominations and the number of recipients will be at the discretion of the Department of Germanic and Slavic Studies.

VICTORIA JOINT SCOTTISH COUNCIL TRAVEL AWARD (REVISED)
An award of $500 to $1,000 is given to an undergraduate or graduate student in the Faculty of Humanities who is traveling to Scotland for research or course work. Students must submit an unofficial transcript, a statement of no more than 500 words describing the purpose of study/research in Scotland and its relevance to the student’s program of study, and a letter of support from an appropriate instructor or supervisor familiar with the student’s academic work. All application materials should be addressed to the Associate Dean, Faculty of Humanities and submitted by March 15th. (If March 15th falls on a weekend, the application is due the following Monday.) Selection of an undergraduate recipient will be made by the Senate Committee on Awards and selection of a graduate recipient will be made by the Graduate Awards Committee, upon the recommendation of the Faculty of Humanities.

LAFARGE CANADA SCHOLARSHIP IN CIVIL ENGINEERING (NEW)
Three awards of $3,000 each are awarded to undergraduate students registered in the Civil Engineering Program who have completed 3A and are preferably registered in 3B or 4A and have demonstrated an interest in co-op opportunities with Lafarge. Students will be nominated upon the recommendation of the Manager of Engineering, Computer Science and Math Co-op and the Dean of Engineering. A minimum of one of these awards will go to a woman student. If no woman student is successful, then there will be only two awards provided.

PAT KOSTER SCHOLARSHIP IN EARLY WOMEN’S WRITING 1660-1900* (REVISED)
One or more scholarships are awarded to outstanding graduate students in the Department of English doing research in women’s writing from 1660-1900, with preference given to a student researching in the area of the Restoration period and the eighteenth century. Selection of the recipient(s) will be made by the Graduate Awards committee upon the recommendation of the Department of English.
One or two scholarships of at least $1,000 are awarded to outstanding graduate students in the Department of English who are either entering or continuing in the program and who are doing research in women’s writing from 1660 to 1914, with preference given to students researching in the area of the Restoration period or the eighteenth century. Selection of the recipient is made by the Graduate Awards Committee upon the recommendation of the Department of English.

CFUW VICTORIA ANNIVERSARY SCIENCE SCHOLARSHIP* (NEW)
A scholarship is awarded to a 3rd or 4th year academically outstanding woman student in an Honours or Major program in the Department of Physics and Astronomy or the Department of Mathematics and Statistics. The scholarship celebrates the 100th anniversary of the first award given by Canadian Federation of University Women (CFUW) Victoria in 1917.

GERALDINE AND PETER SHOSTAK SCHOLARSHIP IN UKRAINIAN STUDIES (NEW)
Two scholarships of $1,000 each are awarded to academically outstanding undergraduate students enrolled in courses on Ukrainian language, history or culture who are artistically or musically inclined or who have demonstrable academic interest in Ukrainian art or music. Applicants must submit a statement
of 500 words outlining their accomplishments and/or studies in music and/or fine arts. Selection of recipients will be made by the Senate Committee on Awards, based on the recommendation of the Department of Germanic and Slavic Studies.

UVIC RESIDENCE BURSARY (NEW)
One or more bursaries of up to $1,000 are available to students who are residing in a University of Victoria residence, excluding Family Housing, and have an eight month contract (September to April). The bursaries are awarded on the basis of financial need and are intended to assist students in paying their residence accommodation fees.

Lori Nolt

2014/2015 Senate Committee on Awards
A. Lepp (Chair), A. Baniasadi, K. Barnes, L. Charlton, A. Cirillo, C. Crippen, K. Erickson, S. Evans, L. Nolt, Y. Rondeau, M. Sotoudehnia, J. Walsh, J. Wood,
At its meeting of 4 February 2015, the Senate Committee on Planning discussed and approved the proposal for a Minor in Visual Arts. The following motion is recommended:

That Senate approve and recommend to the Board of Governors that it also approve, subject to funding, the establishment of an Minor in Visual Arts, as described in the document “Proposal for a Minor in Visual Arts”, dated October 15, 2014, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

:mam

Committee Membership:
Dr. Catherine Mateer, Chair
Ms. Lauren Charlton
Dr. Stan Dosso
Ms. Katrina Flanders
Dr. Reuven Gordon
Ms. Cassbreea Dewis
Dr. David Castle
Dr. Maureen MacDonald
Dr. Timothy Iles
Dr. Merwan Engineer
Dr. Patrick Nahirney
Ms. Jessica Gelowsky, Secretary

Dr. Valerie S. Kuehne
Dr. David Boag
Dr. Catherine McGregor
Dr. Victoria Wyatt
Dr. Anne Bruce
Dr. Ann Stahl
Mr. Alex Neiman
Dr. Norah McRae
Dr. Stephen Evans
Ms. Gillian Calder
Dr. Ralf St. Clair
Ms. Katrina Flanders
Proposal for a Minor in Visual Arts  
October 15, 2014  
Department of Visual Arts, Faculty of Fine Arts

Summary of the Submission:

Minor in Visual Arts

The Minor in Visual Arts is a 16.5 unit undergraduate program, designed to provide learning opportunities to individuals enrolled in undergraduate programs at UVic who are interested in exploring creative disciplines offered in the Visual Arts Department. The Minor in Visual Arts will accommodate UVic students who have the desire to learn creative disciplines at a high level of academic rigour and application to the Contemporary field of Art. This program will provide complimentary value to other existing Undergraduate Programs through the inherent creativity and critical thinking offered throughout all Visual Arts disciplines.

Target Audience:

The target audience will be students enrolled in any of UVic’s undergraduate programs. The proposed Minor in Visual Arts can be paired with any Honours or Major Program in any faculty. It could also be used as part of a General Degree in Humanities, Science, and Social Science. The Minor in Visual Arts would be an excellent complement to many other areas of study, including other areas within the Faculty of Fine Arts. Regardless of their home department, having the additional skills and knowledge provided in Visual Arts will enrich students’ education and potentially broaden their employment prospects after graduation.

Target Date:

It is proposed that the program will first be offered in September 2015.

Description of the proposed Minor in Visual Arts:

This program will compliment other areas of study within the University of Victoria. Creative disciplines in the Visual Arts offered include: Drawing, Painting, Sculpture, Photography, Digital Media, and Interdisciplinary Media. Students enrolled in this Minor Program will take a variety of Introductory Level Studio Art courses and will then be able to choose their own direction in the Upper Level Studio Areas. Successful students will acquire knowledge and skill in their chosen areas including the ability for visual analysis and critical thinking. To this end, the Minor in Visual Arts will provide a foundation for professional pursuits in the field of Contemporary Visual Art and may compliment expertise gained in combination with other areas of academic study.
Introduction and Rationale for the Program:

The proposed Minor in Visual Arts can be paired with any Honours or Major Program in any faculty. It could also be used as part of a General Degree in Humanities, Science, and Social Science. The Minor in Visual Arts would be an excellent complement to many other areas of study. Due to the interdisciplinary nature of Visual Arts, and the fact that other disciplines also feature visual materials, visual acuity, analysis of cultural materials, fabrication skills, creativity and critical thinking, the skills acquired in Visual Arts are complementary to many other disciplines. Examples would be, but not limited to a combination of Anthropology, Biology, Psychology (particularly Art Therapy), Environmental Studies, Women’s Studies, English, Child and Youth Care, Art in Education. Of course this program will be of interest to students in other Fine Arts programs, as the complement of disciplines can be applied to many areas in Contemporary Art such as performance, video, sound, installation art and writing both in and about art. The Minor in Visual Art will complement the existing six Minors in the Faculty of Fine Arts (Music, Arts in Canada, Professional Writing in Journalism and Publishing, Film Studies, Film and Video Production and Art History and Visual Studies).

Student Demand

The rationale for the Minor was led by student demand. The Fine Arts Faculty Advising office has, for many years, received requests from students to initiate a Minor Degree in Visual Arts. We offer ART 100 and 200 level courses as electives for other programs. Many of the students who have completed one or more of these classes would like to further their studies in Visual Arts at the upper levels, but enrollment in upper level courses is limited to Visual Art Students. Many students pursuing a Major in another program would readily choose to do a Minor in Visual Arts as a complement to their Major area of study, but completing a double Major with Visual Arts would take them too many years to complete.

Visual Arts conducted a survey of non-visual arts UVic students who completed or are enrolled in all Visual Arts 100 or 200 level courses from September 2012 to September 2014. Students were asked how likely they would enroll in a Visual Arts Minor Program were it to be offered. Of 363 students requested to complete the survey, 93 responded (25.34%). 44 (47.31%) responded “yes”. 28 (30.11%) responded “maybe”. 21 (22.58%) responded “no”. While recognizing that those responding represent those with the most interest, with over 77% of them answering “yes” or “maybe” we also recognize that this indicates that there is high interest in a Visual Arts Minor.

Enrollment Plan:

Many non-visual art students have already completed 100 and 200 level Studio Art courses. These students will be invited to enroll in the Minor in Visual Arts Program as soon as it is offered. Students will be permitted to declare their
Minor in Visual Arts in the first year of study. They will be granted second priority in registering for Visual Arts courses following Visual Arts Majors, who are given first priority. Additionally, students who have already taken Studio Art courses already available university wide, once when registration opens these courses to non-visual arts students, will be permitted to declare their Visual Arts Minor at a later stage of their course of UVic studies. Declaring will allow them to register in all Visual Arts courses they have the prerequisites for in the second priority registration period following the Majors.

We are confident from our polling numbers that the addition of the Minor in Visual Arts will help bolster enrollment in 300 level Visual Arts courses that are currently slightly under-enrolled. New efficiencies implemented in the structure of the program have enabled the Department of Visual Arts to continue to offer a wide selection of courses for students while remaining within our existing operating expenses while building capacity. That is to say, the number of students we are expecting in the Minor Program would easily be integrated within our current Visual Arts Majors Program course capacities. No increase in funding or recruitment is expected to be necessary for successful enrollment at this time. Should the program lead to over-demand, a cap would be put on enrollment in the Minor Program. This can be accomplished either on a first-come-first-serve basis, or through a portfolio application as we currently perform yearly for entry into the Major Program. The Chair of Visual Arts will assess the state of demand for the program from year to year and will put a cap on maximum enrollment for the preceding year.

The Minor in Visual Arts furthers the University of Victoria Strategic Plan in that it promotes interdisciplinary study and would help foster creativity in many other disciplines and engages students in experientially learning opportunities through hands on work in studio environments. Our students also have regular opportunities in these specialized classes for extensive one on one consultation with teaching and technical support staff.

The course delivery methods are already in place in that all required courses are currently offered. No new courses or staff would be required.

Sandra Meigs, Professor, Visual Arts Minor Proposal Committee Chair
smeigs@uvic.ca
Proposal for a
Minor in Visual Arts

The Department of
Visual Arts

Paul Walde, Chair
Visual Arts
University of Victoria
visualartschair@uvic.ca
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Proposal for a Minor in Visual Arts
Department of Visual Arts

September 2014

PART I: Institutional and Program Identification

Credential to be awarded:

Minor in Visual Arts

The Minor in Visual Arts is a 16.5 unit undergraduate program, designed to provide learning opportunities to individuals enrolled in undergraduate programs at UVic who are interested in exploring creative disciplines offered in the Visual Arts Department. The Minor in Visual Arts will accommodate UVic students who have the desire to learn creative disciplines at a high level of academic rigour and application to the Contemporary field of Art. This program will provide complimentary value to other existing Undergraduate Programs through the inherent creativity and critical thinking offered throughout all Visual Arts disciplines.

Department and Faculty offering the proposed Minor:

The Department of Visual Arts in the Faculty of Fine Arts

Anticipated program start date:

September 2015

Description of the proposed Minor in Visual Arts:

This program will compliment other areas of study within the University of Victoria. Creative disciplines in the Visual Arts offered include: Drawing, Painting, Sculpture, Photography, Digital Media, and Interdisciplinary Media. Students enrolled in this Minor Program will take a variety of Introductory Level Studio Art courses and will then be able to choose their own direction in the Upper Level Studio Areas. Successful students will acquire knowledge and skill in their chosen areas including the ability for visual analysis and critical thinking. To this end, the Minor in Visual Arts will provide a foundation for professional pursuits in the field of Contemporary Visual Art and may compliment expertise gained in combination with other areas of academic study.
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The proposed Minor in Visual Arts can be paired with any Honours or Major Program in any faculty. It could also be used as part of a General Degree in Humanities, Science, and Social Science. The Minor in Visual Arts would be an excellent complement to many other areas of study. Due to the interdisciplinary nature of Visual Arts, and the fact that other disciplines also feature visual materials, visual acuity, analysis of cultural materials, fabrication skills, creativity and critical thinking, the skills acquired in Visual Arts are complementary to many other disciplines. Examples would be, but not limited to a combination of Anthropology, Biology, Psychology (particularly Art Therapy), Environmental Studies, Women's Studies, English, Child and Youth Care, Art in Education. Of course this program will be of interest to students in other Fine Arts programs, as the complement of disciplines can be applied to many areas in Contemporary Art such as performance, video, sound, installation art and writing both in and about art. The Minor in Visual Art will complement the existing six Minors in the Faculty of Fine Arts (Music, Arts in Canada, Professional Writing in Journalism and Publishing, Film Studies, Film and Video Production and Art History and Visual Studies).

Student Demand

The rationale for the Minor was led by student demand. The Fine Arts Faculty Advising office has, for many years, received requests from students to initiate a Minor Degree in Visual Arts. We offer ART 100 and 200 level courses as electives for other programs. Many of the students who have completed one or more of these classes would like to further their studies in Visual Arts at the upper levels, but enrollment in upper level courses is limited to Visual Art Students. Many students pursuing a Major in another program would readily choose to do a Minor in Visual Arts as a complement to their Major area of study, but completing a double Major with Visual Arts would take them too many years to complete.

Visual Arts conducted a survey of non-visual arts UVic students who completed or are enrolled in all Visual Arts 100 or 200 level courses from September 2012 to September 2014. Students were asked how likely they would enroll in a Visual Arts Minor Program were it to be offered. Of 363 students requested to complete the survey, 93 responded (25.34%). 44 (47.31%) responded “yes”. 28 (30.11%) responded “maybe”. 21 (22.58%) responded “no”. While recognizing that those responding represent those with the most interest, with over 77% of them answering “yes” or “maybe” we also recognize that this indicates that there is high interest in a Visual Arts Minor.

Anticipated Contributions to the Mandate and Strategic plan of UVic:

Strategic Plan: Into the Future
“Our programs engage and challenge through inspired teaching, incorporate the best disciplinary and
interdisciplinary knowledge and are enriched by our research-intensive environment.” (p.12 A Plan for the University of Victoria)

The Minor in Visual Arts will allow more UVic students to become involved in our richly interdisciplinary program and to engage with our own department’s faculty members, all of whom are renowned for their research in this creative discipline. Contemporary Visual Arts as a field of study is rich with cross disciplinary research between science, humanities, health care, and social science. A Minor will also allow more students to apply their knowledge from other fields of study within UVic, both within the Faculty of Fine Arts and other Faculties on campus, to the Visual Arts as they are being practiced today.

Strategic Plan: Into the Future
“They build on the attributes of a liberal education, which include, most importantly, the capacity for critical thinking, good judgment and effective communication.” (p.12 A Plan for the University of Victoria)

Teaching critical thinking is one of the key components of the Visual Arts program. Students gain skill in analyzing visual form, articulating cultural ideas and practices, and in developing dynamic group engagement in critique.

Strategic Plan: Quality: Academic Programs, Teaching and Learning
“We expect that programs will reflect the dynamic nature of the disciplines and evolving interdisciplinary areas.” (p. 25 A Plan for the University of Victoria)

Interdisciplinarity has acknowledged benefits for the expansion of knowledge. Visual Arts is inherently interdisciplinary. The works and research of Visual Artists has been crossing between disciplines for decades and more and more Visual Artists are being sought to participate in Research Teams for their highly valued contributions to area of Research Creation. Students also have a desire to apply their knowledge and experience from other fields.Immediately complimentary crossover possibilities include those connections between Music and field of Sound Art in Visual Arts; however, those seemingly more obscure possibilities such as between Oceanographic geology and Digital Media are equally rich in potential.

Strategic Plan: “Experiential learning is a feature that differentiates UVic from many institutions.” (p. 28)

All studio courses in Visual Arts integrate learning based through doing: Our students work in our metal and wood fabrication facilities, they utilize media lab producing large-scale photographic prints and videos, as well as draw and paint in our state-of-the-art two dimensional media studios. Student installation of artwork in exhibition spaces requires an experiential analysis of spatial properties, lighting, and visitor movement within the exhibition space. Hands-on fabrication is second nature to our students in everyday studies. Our studio
classes engage the student and teacher in a one to one relationship of listening, showing, doing, and talking.

Target Audience:
The target audience will be students enrolled in any of UVic's undergraduate programs. The proposed Minor in Visual Arts can be paired with any Honours or Major Program in any faculty. It could also be used as part of a General Degree in Humanities, Science, and Social Science. The Minor in Visual Arts would be an excellent complement to many other areas of study, including other areas within the Faculty of Fine Arts. Regardless of their home department, having the additional skills and knowledge provided in Visual Arts will enrich students' education and potentially broaden their employment prospects after graduation.

Program Content:
The content for this program will all be delivered through courses currently offered in the Undergraduate Calendar in the Visual Arts department.

Delivery Methods:
Required courses, all from within already existing Visual Arts curriculum, will, in majority, be delivered face to face in our state-of-the-art Studio Facility on campus. ART 150 (Art Theory) is a large enrollment lecture course that is delivered face to face in a campus lecture hall.

Enrollment Plan:
Many non-visual art students have already completed 100 and 200 level Studio Art courses. These students will be invited to enroll in the Minor in Visual Arts Program as soon as it is offered. Students will be permitted to declare their Minor in Visual Arts in the first year of study. They will be granted second priority in registering for Visual Arts courses following Visual Arts Majors, who are given first priority. Additionally, students who have already taken Studio Art courses already available university wide, once when registration opens these courses to non-visual arts students, will be permitted to declare their Visual Arts Minor at a later stage of their course of UVic studies. Declaring will allow them to register in all Visual Arts courses they have the prerequisites for in the second priority registration period following the Majors.

We are confident from our polling numbers that the addition of the Minor in Visual Arts will help bolster enrollment in 300 level Visual Arts courses that are currently slightly under-enrolled. New efficiencies implemented in the structure
of the program have enabled the Department of Visual Arts to continue to offer a wide selection of courses for students while remaining within our existing operating expenses while building capacity. That is to say, the number of students we are expecting in the Minor Program would easily be integrated within our current Visual Arts Majors Program course capacities. No increase in funding or recruitment is expected to be necessary for successful enrollment at this time. Should the program lead to over-demand, a cap would be put on enrollment in the Minor Program. This can be accomplished either on a first-come-first-serve basis, or through a portfolio application as we currently perform yearly for entry into the Major Program. The Chair of Visual Arts will assess the state of demand for the program from year to year and will put a cap on maximum enrollment for the preceding year.

Student Evaluation:

The student evaluation process and grading scale would be the same as is currently in place within the Visual Arts department.

PART II: Program Description

Summary of Existing Programs in the Department

Presently the Department of Visual Arts offers a BFA Major degree and a Combined Major Program in Visual Arts and Computer Science.

The Major degree requires 31.5 units of department offerings. At least 21 units of the required units within the department must be taken at the 300 level or above. ART 150, 1.5 units is a mandatory course. At least 21 units of the 60 unit degree requirement must be chosen from outside the Department of Visual Arts, including 6 units of History in Art.

The Combined Major Program in Visual Arts and Computer Science may lead to either a Bachelor of Fine Arts Degree or a Bachelor of Science Degree. This program requires combined courses from both the Department of Visual Arts and the Department of Computer Science, a total of 30 units at the 100 and 200 level and a total of 30 units at the 300 and 400 level.

The Minor in Visual Arts would require 16.5 units of department offerings. 6.5 units of Visual Arts courses at the 100 or 200 level would be required. At least 9 of these required units must be taken at the 300 level or above. ART 150 is a mandatory course.

Required courses in proposed Minor:

The required 6 units of 100 and 200 level Art Studio credits would be chosen from the following offerings:

ART 103 1.5 units  Foundation Drawing and Painting
One of four courses forming the foundation year for studies in Visual Arts, this course is divided into two modules. The drawing module introduces the methods, materials and concerns in contemporary drawing through studio exercises and projects. The painting module introduces contemporary painting though studio projects exploring fundamental elements, materials and concepts.

**ART 104**  1.5 units  Foundation Sculpture and Material Methods  
One of four courses forming the foundation year for studies in Visual Arts, this course focuses on the processes and ideas associated with material technologies in the visual arts and with the practices of contemporary sculpture. Students will explore a range of workshop studio practices and theoretical issues.

**ART 105**  1.5 units  Foundation Photography and Video Art  
One of four courses forming the foundation year for studies in Visual Arts, this course focuses on the processes and ideas associated with the practices of contemporary photography and video art. Students will explore a range of studio practices and theoretical issues.

**ART 106**  1.5 units  Foundation Core Media Technologies and Arts  
One of four course forming the foundation year for studies in Visual Arts, this course focuses on the core digital technologies applicable to visual arts.

**ART 201**  1.5 units  Drawing  
An introduction to concerns and methods in contemporary drawing. Students will gain experience in a range of studio practices as well as theoretical issues through projects and critiques.

**ART 202**  1.5 units  Drawing  
A continuation of 201. Students will move towards a more independent way of working.

**ART 211**  1.5 units  Painting  
A studio introduction to painting and related areas.

**ART 212**  1.5 units  Painting  
An extension of 211.

**ART 221**  1.5 units  Sculpture  
An introduction to concerns and methods in contemporary sculpture. Students will experience a broad range of studio practices as well as explore theoretical issues. Short projects and critiques are the standard format for this class.

**ART 222**  1.5 units  Sculpture  
A continuation of 221; students will continue to develop their study of contemporary sculptural practices, with an increasing focus on their ability to undertake independent work.
ART 241  1.5 units  Photography
An introduction to analog black and white photography. Students will learn
basic camera techniques and darkroom procedures as well as being given
projects that explore contemporary issues in art photography.

ART 242  1.5 units  Photography
A continuation of 241, including both practical and theoretical aspects of
digital and film-based contemporary art photography.

ART 261  1.5 units  Digital Media Arts
An introduction to concerns and methods in the contemporary practice of
digital media in a computer lab environment including web development, audio
and computer assisted design.

ART 262  1.5 units  Digital Media Arts
An extension of digital arts will be extended to animation, artist book design
and 2 and 3D rendering. Computer programs relevant to the above will be
introduced.

ART 271  1.5 units  Video Art
An introduction to the basic technical and aesthetic concepts in video
production. The film and video works of contemporary artists will be explored.

ART 272  1.5 units  Video Art
A continuation of 271; alternative imaging concepts, projection systems,
computer displays and installation techniques will be discussed. Video will be
dealt with as an extension of a contemporary art practice.

The required 9 units of 300 or 400 level Art Studio offerings will be chosen from
the following:

ART 300  3 units  Drawing
Advanced course in drawing.

ART 306  6 units  Studies in Drawing, Photo, Media and
Interdisciplinary Practices I
Intermediate application of conceptual, technical and creative skills in the
independent research and production of self directed projects in the areas of
drawing, photo, digital media and interdisciplinary practices. Understanding
that academic explorations are linked with art practice, students will explore the
contextualization of their work in relation to significant areas of contemporary
thought. Team taught by faculty from Visual Arts and other disciplines, this
course includes both studio and seminar components.

ART 310  3 units  Painting
Advanced course in painting.

ART 320  3 units  Sculpture
Advanced course in sculpture.
ART 334  3 units  Multi-Media Printmaking
   A studio course placing emphasis on the use of a variety of media in
   printmaking.

ART 340  3 units  Photography
   The development of more advanced skills in digital and/or film-based
   technologies as well as independent research and production as they pertain to
   contemporary art photography.

ART 351  3 units  Special Studies
   The study of a specialized topic or area and its relationship to practice.

ART 352  3 units  Audain Studio Seminar
   This course will be led by the Audain Professor of Contemporary Art Practice
   of the Pacific Northwest; course content will vary in accord with the area of
   expertise of the Audain Professor.

ART 360  3 units  Extended Media Practices
   This course extends the dialogue and techniques of ART 260 and 261 with a
   special focus on the application and effect of new technologies on contemporary
   practices, the hybridization of long-standing traditional and intermedia
disciplines such as sound, performance, light and those conceptual practices that
lie outside of traditional artmaking.

ART 370  3 units  Digital Video Art
   An advanced course in digital video art. Relevant computer programs to
   capture and manipulate video will be used.

ART 380  1.5 units  Curatorial Direction
   Using the resources of the Visual Arts Department, students will learn to
   develop ideas around the exhibition of works of art. This may include
   organizing thematic group shows, solo exhibitions, promotion, cataloguing,
   presentation and fund-raising.

ART 390  1.5 to 4.5 units  Directed Studies in Visual Arts
   This course will be developed in consultation with the instructor and the
   Chair of the department.

ART 395  6 units  Visual Structures in the Imaginative Realm I
   Enhanced education for the creation of objects and images within a studio-
centered context. Sculpture, painting and installation form core areas for creative
research with a broad experimental approach. Cross-disciplinary knowledge
and the relationship of studio production to the built environment will guide
students towards working independently. Team taught by faculty from Visual
Arts and other disciplines; includes seminar component.

ART 490  1.5 or 3 units  Directed Studies
This course is for advanced students who have a shared field of interest with a particular instructor. Students are expected to have a well-developed proposal prepared in order to apply to an instructor for supervision.

The following 1.5 units is a required course:

ART 150  1.5 units  Introduction to Contemporary Art Theory: Practice and Criticism  
A lecture course introducing the terms and concepts necessary for an understanding of contemporary art.

Proposed Minor in Relation to programs at other BC/Canadian Institutions:

There are currently sixteen Minor Programs in Visual Arts offered throughout Canadian Institutions. Five of these are British Columbia universities. This indicates that there is both a demand for such a program, as well as proven value in the offering. There is some variance in these programs however, as they all have similar curriculum expectations in terms of the amount of course credits required at both the lower and upper levels of study. All of these programs require less than the Major Programs. This indicates that a Minor will pair well with a General Degree or with a Major Degree in another area to allow the student to have some expertise in the area of Visual Art while being able to graduate in a timely manner.

The sixteen Minor Program descriptions are attached in Appendix D.

Proposed Minor in Relation to programs at UVic:

As stated in the Rationale, the proposed Minor in Visual Arts can be paired with any Honours or Major Program in any faculty. It could also be used as part of a General Degree in Humanities, Science, and Social Science. The Minor in Visual Arts would be an excellent complement to many other areas of study. Due to the interdisciplinary nature of Visual Arts, and the fact that other disciplines also feature visual materials, visual acuity, analysis of cultural materials, fabrication skills, creativity and critical thinking, the skills acquired in the Visual Arts are complementary to many other disciplines.
Appendix A:

Minor in Visual Arts Consultations
Minor in Visual Arts Consultations

<table>
<thead>
<tr>
<th>Faculty of Fine Arts</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Department of Writing, Chair</td>
<td>David Leach</td>
<td><a href="mailto:dleach@uvic.ca">dleach@uvic.ca</a></td>
</tr>
<tr>
<td>School of Music, Director</td>
<td>Susan Lewis</td>
<td><a href="mailto:sglewis@uvic.ca">sglewis@uvic.ca</a></td>
</tr>
<tr>
<td>Faculty of Fine Arts, Student Advising</td>
<td>Anne Heinl</td>
<td><a href="mailto:aheinl@uvic.ca">aheinl@uvic.ca</a></td>
</tr>
<tr>
<td>Department of Theatre, Chair</td>
<td>Allana Lindgren</td>
<td><a href="mailto:theatrechair@uvic.ca">theatrechair@uvic.ca</a></td>
</tr>
<tr>
<td>Department of Art History &amp; Visual Studies, Chair</td>
<td>Catherine Harding</td>
<td><a href="mailto:charding@uvic.ca">charding@uvic.ca</a></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Other Faculties and Departments</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Curriculum &amp; Instruction</td>
<td>Michael Emme</td>
<td><a href="mailto:memme@uvic.ca">memme@uvic.ca</a></td>
</tr>
<tr>
<td>Associate Dean of Undergraduate Programs, Faculty of Education</td>
<td>Helen Raptis</td>
<td><a href="mailto:advp@uvic.ca">advp@uvic.ca</a></td>
</tr>
<tr>
<td>Dean and Landsdowne Professor of International Business, Gustavson School of Business</td>
<td>Saul Klein</td>
<td><a href="mailto:bizdean@uvic.ca">bizdean@uvic.ca</a></td>
</tr>
<tr>
<td>Department of Women’s Studies, Chair</td>
<td>Annalee Lepp</td>
<td><a href="mailto:alepp@uvic.ca">alepp@uvic.ca</a></td>
</tr>
<tr>
<td>Associate Dean, Faculties of Humanities, Science and Social Science, Academic Advising</td>
<td>Cindy Holder</td>
<td><a href="mailto:cholder@uvic.ca">cholder@uvic.ca</a></td>
</tr>
<tr>
<td>Associate Dean, Human and Social Development</td>
<td>Lauren Shields</td>
<td><a href="mailto:Ishields@uvic.ca">Ishields@uvic.ca</a></td>
</tr>
<tr>
<td>Dean, Faculty of Social Science</td>
<td>Catherine Krull</td>
<td><a href="mailto:soscdean@uvic.ca">soscdean@uvic.ca</a></td>
</tr>
<tr>
<td>Student Advising</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Advising and International Student Services, Student Services</td>
<td>Susan Corner</td>
<td><a href="mailto:diradva@uvic.ca">diradva@uvic.ca</a></td>
</tr>
<tr>
<td>Student Affairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registrar, Office of the Registrar, Division of Student Affairs</td>
<td>Lauren Charlton</td>
<td><a href="mailto:ljc@uvic.ca">ljc@uvic.ca</a></td>
</tr>
</tbody>
</table>
Appendix C:

Student Survey Results
Subject: FW: Minor Survey Results
Date: Monday, 29 September, 2014 4:16:08 PM Pacific Daylight Time
From: Visual Arts
To: Sandra Meigs

Hi Sandra,

One survey response was in my junk mail folder, so the revised numbers are:

363 – students emailed
93 – responses (25.34%)

44 – yes (47.31%)
28 – maybe (30.11%)
21 – no (22.58%)

---

Laura Nuttall
Department of Visual Arts
University of Victoria
http://finearts.uvic.ca/visualarts/
250-721-8011

---

From: Visual Arts <visualarts@uvic.ca>
Date: Wednesday, September 17, 2014 at 3:12 PM
To: Sandra Meigs <smeigs@uvic.ca>
Cc: "yachair@uvic.ca" <yachair@uvic.ca>
Subject: Minor Survey Results

Hi Sandra,

The survey totals are:

363 – students emailed
92 – responses (25.34%)

43 – yes (45.74%)
28 – maybe (30.43%)
21 – no (22.83%)

---

Laura Nuttall
Department of Visual Arts
University of Victoria
http://finearts.uvic.ca/visualarts/
250-721-8011
Appendix D

Canadian University Visual Arts Minor Programs
Universities in Canada Surveyed for the purposes of this Proposal:

<table>
<thead>
<tr>
<th>Province</th>
<th>Universities</th>
<th>Page</th>
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<tr>
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<td>Simon Fraser University</td>
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<td></td>
<td>Thompson Rivers University</td>
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<td></td>
<td>Vancouver Island University</td>
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<td>Lakehead University</td>
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<td>Nipissing University</td>
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<td>York University</td>
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<tr>
<td>Quebec</td>
<td>Concordia University</td>
<td>12</td>
</tr>
</tbody>
</table>
Program Descriptions excerpted from Program Calendar Listings

British Columbia

1. Simon Fraser University

Visual Art Extended Minor
This program may interest those who wish to obtain a bachelor of arts (BA) degree by completing an extended minor program. The program offers studio, history and theory courses in visual art, giving a good introduction to contemporary art issues and practices. An extended minor may be used for the purpose of teaching in public and private schools.

Methods and concepts courses are offered simultaneously as upper and lower division courses; with the exception of FPA 269/369. They may only be completed once for credit, either as a lower division course or an upper division course, but not both.

Admission Requirements
Program and course admission is contingent upon University admission. Contact Student Services for admission procedures, requirements and deadlines. Entry to all programs and to many courses is by audition, interview or application. Contact the school's office for information on procedures and deadlines.

Although the University operates on a trimester system, most FPA courses are planned in a two term (fall and spring) sequence. Consequently, students enter in the fall term (September) and are advised to contact the school in the preceding January for program entry and requirements information.

Transfer Credit and Advanced Standing
Unassigned or general elective (type 2 and 3, respectively) transfer credit awarded for courses completed at other recognized post-secondary institutions will not automatically entitle students to advanced standing in the school's programs. Advanced standing is generally given on an individual basis as a result of an audition or interview.

About the School's Course Offerings
Students are encouraged to take advantage of interdisciplinary offerings within the school. As many programs depend on a continuing sequence of courses completed in order, students should plan carefully to gain the maximum benefit and efficiency from their study. Note that not all courses are offered every term and several are offered on a rotational basis, i.e. every third or fourth term. An advisor is available to help plan study programs.

Students are reminded that the school is an interdisciplinary fine and performing arts department, and are strongly advised to acquaint themselves with the many disciplinary
courses that are available.

Special Topics Courses
The subject matter (and prerequisites) of special or selected topics courses vary by term.

Prior Approval Prerequisite
Where a prerequisite is or includes 'prior approval,' approval must be obtained before enrolling in the course. Contact the school for further information.

Program Requirements
BFA Academic Continuance Policy
After a student has declared a major in Contemporary Arts, he or she will need to maintain their BFA Program GPA (FPA) at a minimum of 3.0. Maintenance of the BFA Program GPA level will be evaluated at the end of the 1st and 2nd academic years, normally at the end of the Spring Semester. A student who falls below a BFA Program GPA of 3.0 will lose their status as major, and meet with the SCA advisor. If the student has finished first year, they will normally have one year to increase the BGA Program GPA to 3.0 or above in order to re-establish the major. If the student has finished second year, they will need to meet with the Area Coordinator and the Advisor to determine

• if the BFA Program GPA can be raised and the major can be re-established and
• plan their academic career for either re-establishing the major or pursuing a SCA Extended Minor, and the FCAT BA Double Minor.

Lower Division Requirements
Students complete a minimum of 30 units including all of

FPA 160 - Introductory Studio in Visual Art I (3)
FPA 161 - Introductory Studio in Visual Art II (3)
FPA 167 - Visual Art and Culture I (3)
FPA 168 - Visual Art and Culture II (3)
FPA 186 - Art and the Moving Image (3)
FPA 210 - Artworks, Theories, Contexts (3)
FPA 260 - Studio in Visual Art I (3)
FPA 261 - Studio in Visual Art II (3)
and six units of

FPA 262 - Methods and Concepts: Drawing-based Practices (3)
FPA 263 - Methods and Concepts: Painting-based Practices (3)
FPA 264 - Methods and Concepts: Sculptural Practices (3)
FPA 265 - Methods and Concepts: Photo-based Practices (3)
FPA 269 - Methods and Concepts: Selected Topics (3) *
* may be completed more than once under a different topic. Topics may change every term and include, but are not limited to, installation practices, performance practices, digital 2D practices, and time-based media practices. Contact the school for further information.

Upper Division Requirements
Students complete a minimum of 15 units including six units of

FPA 363 - Methods and Concepts: Painting Practices (3)
FPA 364 - Methods and Concepts: Sculptural Practices (3)
FPA 365 - Methods and Concepts: Photo-based Practices (3)
FPA 369 - Methods and Concepts: Selected Topics (3)

and nine FPA upper division units including one history/theory courses.

* may be completed more than once under a different topic. Topics may change every term and include, but are not limited to, installation practices, performance practices, digital 2D practices, and time-based media practices. Contact the school for further information.

2. Thompson Rivers University

Bachelor of Arts Minor in Visual Arts
(Only available in conjunction with a Major)
Requirements:
• 120 credits are required for the BA degree
• Minimum 36 credits and maximum 42 credits in VISA courses
• 18 credits must be upper level VISA courses
History of Art (VISA 1110/1120), 2D Foundation 1 and 2 and 3D Foundation (VISA 1010/1020/1030) and Drawing 1 (VISA 1210) are required courses

3. Vancouver Island University

Requirements for a Minor

Students must fulfill all the Institutional B.A. degree requirements, including Degree English Requirements and courses listed below:

Years 1 and 2 *

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>ARTS 101 - (Drawing I)</td>
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<tr>
<td>ARTS 112 - (History of Western Art II)</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 120 - (Two-Dimensional Design)</td>
<td>3</td>
</tr>
</tbody>
</table>
ARTS 254 - (Painting I) 3
ARTS 301 - (Advanced Drawing I) 3
ARTS 302 - (Advanced Drawing II) 3
*ARTS 102, 111 and 121 are highly recommended.

Years 3 and 4
ARTS 310 - (Cultural Studies in the Visual Arts) 3
ARTS 354 - (Painting III) 3
ARTS 384 - (Two- and Three-Dimensional Studies) 3
ARTS 484 - (Advanced Studio: Multi-Disciplinary) 3

4. University of British Columbia

BA in Visual Art (Minor) Program

The Minor in Visual Art program is for students in a Major or Honours program in a subject other than the Visual Art specialization. It allows students to complement their primary studies with the study and practice of Visual Art and Art History. This program encourages students to explore and develop their technical skills, as well as their perceptions of contemporary and historical visual culture.

BA Minor VISA Program Requirements

• 9 credits of 100-level VISA: VISA 180/182 + VISA 183 + VISA 110 with a cumulative average of at least 72%
• 6 credits of 100- or 200-level ARTH, 3 of which must be ARTH 227 with a cumulative average of at least 72%
• 6 credits of 200-level VISA with a cumulative average of at least 72%
• 6 credits from ARTH 300-level and above
• 12 credits from VISA 300-level and above
For additional information please email deana.holmes@ubc.ca

5. University of the Fraser Valley

Visual Arts extended minor
This section specifies the Visual Arts extended minor requirements only. Please refer to the Bachelor of Arts or Bachelor of Fine Arts section for information on additional requirements. Please check the Bachelor of Arts residency section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.
Lower-level requirements: 21 credits
• Six credits of 100- or 200-level AH courses (see Note 2)
• Six credits chosen from VA 223, 231, 251, 271, or 283
• Six credits chosen from VA 224, 232, 252, 272, or 284
• Any 100- or 200-level VA, AH, FILM, or MACS courses, or IPK 277
Note 1: In order to be eligible to take the required upper-level courses, students must ensure they complete the appropriate lower-level prerequisites.
Note 2: Students completing a double extended minor in Visual Arts and Art History will be permitted to substitute lower-level FILM or MACS course for lower-level AH, if necessary to complete program requirements without duplications.

Upper-level requirements: 16 credits
• Four credits of 300- or 400-level Art History
• Six credits chosen from VA 321, 331, 351, 371, or 383
• Six credits chosen from VA 322, 332, 352, 372, or 384
Note 1: See official course outlines for prerequisites for Directed Study courses.
Note 2: Available studio disciplines are Painting and Drawing, Sculpture, Print Media, Photography, and New Media.

Visual Arts minor
This section specifies the Visual Arts minor requirements only. Please refer to the Bachelor of Arts or Bachelor of Fine Arts section for information on additional requirements. Please check the Bachelor of Arts residency section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

Lower-level requirements: 12 credits
12 lower-level credits in Visual Arts, Film, and Art History, including:
• One Art History course
• One Visual Arts course

Upper-level requirements: 15 credits
15 credits in Visual Arts and Art History, including:
• One Art History course, 300-level or above
• One Visual Arts course, 300-level or above
Note 1: In order to be eligible to take the required upper-level courses, students must ensure they complete the appropriate lower-level prerequisites.
Note 2: See official course outlines for prerequisites for Directed Study courses.
Alberta

6. University of Alberta

Major and Minor in Art and Design and Open Studies

Students who choose to major or minor in Art and Design may take courses in studio disciplines in Fine Art Studies, Design Studies, as well as in the History of Art, Design, and Visual Culture. Students explore aspects of art and design, and develop skills in critical thinking, communication, creativity, and commitment in both academic and practical course work.

A portfolio is NOT required for admission to this program. For admission requirements to the Bachelor of Arts (BA) program, please go to the Faculty of Arts admission web page:

http://www.foa.ualberta.ca/Undergraduate_Programs/Admissions.aspx

Students who major in Art and Design will need to register in ART 134 and DES 135, Art and Design Fundamentals studio courses. Together, ART 134 and DES 135 are the prerequisites to second year studio courses in all areas offered in the department. ART 134 and DES 135 will satisfy 6 course weights toward the Breadth and Diversity requirement.

7. University of Calgary

4.8.4 Minor in Visual Studies and Art History

The Minor in Visual Studies and Art History is regulated by the section of the Faculty of Arts Graduation Requirements entitled 3.4.4 Minor Fields. Students must successfully complete at least 5.0 and not more than 6.0 full-course equivalents from the Field of Art (including all courses labelled Art and Art History) with at least 2.5 full-course equivalents at the 300 level or above.

Note: To meet prerequisite requirements, students who wish to take senior courses in Art should take Art 241, 251 and at least one of Art 231, 233, 243 or 253. Students who wish to take senior courses in Art History should take Art History 201 and 203.
Saskatchewan

8. University of Saskatchewan

Studio Art - Minor in Art
This minor may be taken in conjunction with a Three-year, Four-year or Honours B.A. or B.Sc. program in any subject area, excluding Studio Art. Students majoring in Art History must follow modified requirements listed under Art History program.

Requirements (24 credit units)
ARTH 120.3
ARTH 121.3
Choose 18 credit units ART courses such that courses are selected from a minimum of 2 of the following areas:

Painting; ART 111.6; ART 211.6; ART 311.6; ART 411.6; ART 421.6; ART 431.6;
Drawing; ART 112.6; ART 212.6; ART 312.6; ART 412.6; ART 422.6; ART 432.6;
Printmaking; ART 113.6; ART 213.6; ART 313.6; ART 413.6; ART 423.6; ART 433.6;
Extended Media; ART 136.3; ART 236.3; ART 237.3; ART 338.3; ART 339.3; ART 438.3; ART 439.3;
Sculpture; ART 141.3; ART 214.6; ART 241.3; ART 242.3; ART 341.3; ART 342.3; ART 441.3; ART 442.3; ART 443.3; ART 445.3; ART 446.3;
Photography; ART 161.3; ART 216.6; ART 316.6; ART 235.3; ART 416.6; ART 426.6; ART 436.6;
Ontario

9. Bishop's University

Minor in Fine Arts Program

The Minor in Fine Arts requires a minimum of 24 departmental or cognate credits, with 12 credits in Art History including: FIH 100: The Art of Viewing: Introduction to Art History, FIH 102: Survey of Western Art II: Renaissance to Modern, FIH 220: Twentieth-Century Art to the Sixties, FIH 221: Art since the 1960s and 12 credits in studio.

10. Lakehead University

Minor Program in Drawing
A minor in Drawing requires an overall average of 70% in three FCEs in Drawing courses, below:

(a) Visual Arts 1150 - Introductory Drawing
and Visual Arts 1170 - Introduction to Figure Drawing
(b) Visual Arts 2021 - Intermediate Drawing
(c) Visual Arts 3021 - Advanced Drawing

Minor Program in Painting
A minor in Painting requires an overall average of 70% in the following 3.5 FCEs:

(a) Visual Arts 1010 - Introductory Painting
(b) Visual Arts 2041 - Intermediate Painting
(c) Visual Arts 3041 - Advanced Painting
(d) Visual Arts 4041 - Senior Painting Seminar

Minor Program in Sculpture
A minor in Sculpture requires an overall average of 70% in the following 3.5 FCEs:

(a) Visual Arts 1030 - Introductory Sculpture
(b) Visual Arts 2121 - Intermediate Sculpture
(c) Visual Arts 3001 - Advanced Sculpture
(d) Visual Arts 4003 - Senior Sculpture Seminar

Note:
Students registered in the HBFA (Visual Arts Major) and BA (Visual Arts Major) programs are not eligible for these minors.
11. Nipissing University

Minor in Fine Arts
A Minor in Fine Arts is available to students pursuing a program of study in a different discipline. Students will need to achieve a minimum 60% average in the 18 credits presented for the Minor. In addition to the requirements listed below, please refer to the Minor Requirements section.

Minor in Fine Arts (Studio Arts)
Students must complete 18 credits as follows:
- FAVA 1026 Art Fundamentals I 3 cr.
- FAVA 1027 Art Fundamentals II 3 cr.
- FAVA Upper level Studio 12 cr.
Note: Cross-listed courses may not be counted towards a Minor in Fine Arts (Studio Arts).

12. University of Western Ontario

MINOR IN VISUAL ARTS
Admission Requirements Completion of first-year requirements, including Visual Arts Studio 1020 or Visual Arts Studio 1025 and 1.0 course from either Visual Arts History 1040 or two of VAH 1041A/B, VAH 1042A/B, VAH 1043A/B, VAH 1044A/B, and VAH 1045A/B, with a mark of at least 60% in each course, or permission of the Department.
Module 4.0 courses:
- 1.0 VAS course at the 2200 level or above.
- 1.0 VAH course at the 2200 level or above.
- 2.0 additional courses in VAS or VAH at the 2200 level or above.
Note: With permission of the Department, up to 1.0 2000 level VAS course may be used in lieu of 1.0 2200 level VAS course.
This Minor may not be combined with any of the Honors Specializations in the Department of Visual Arts.

13. University of Toronto

MINOR PROGRAM IN STUDIO (ARTS)
Undergraduate Advisor Email: studio-program-supervisor@utsc.utoronto.ca
Enrolment in the Minor in Studio is limited. Students must apply to enter the program after completing four credits including VPSA62H3 and VPSA63H3. Decisions are made on program admissions only twice a year, in May and August, and are based on student requests submitted to the registrar through ROSI. Admission is determined on the basis
of a student's overall GPA and grades in VPSA62H3 and VPSA63H3.  
Program Requirements:  
Students are required to complete a total of four full credits as follows:  
1. VPSA62H3 Foundation Studies in Studio  
2. VPSA63H3 But Why is it Art?  
3. VPHA46H3 Ways of Seeing: Introduction to Art Histories  
4. VPSA70H3 Drawing I  
5. 1.0 credits at the B-level in VPS  
6. 0.5 credits from the following:  
   VPSC66H3 Theory and Practice: Two-Dimensional Work  
   VPSC68H3 Theory and Practice: Time-Based Work  
   VPSC69H3 Theory and Practice: Art in a Globalizing World  
   VPSC70H3 Theory and Practice: New Media in Studio  
7. An additional 0.5 credits at the C-level in VPS  

14. University of Windsor  

Minor in Art History/Visual Culture  

Requirements: six Visual Arts courses, including one of 27-105, 27-106, 27-107,  
27-108 or 27-110; plus 28-150, 28-214, 28-215 and two additional art history  
courses.  

15. York University  

Honours Minor (Studio)  

Students must complete at least 30 credits in visual arts, including:  

• 18 studio credits including six credits at the 3000 or 4000 level;  
• 12 studies credits including FA/VISA 1000 3.00 and FA/ARTH 1130 6.00.
Quebec

16. Concordia University

Art History and Studio Art
Minor 30 credits

ARTH 200 6 cr to be taken as first 6 credits in art history
ARTH 300 3 cr
6-9 credits chosen from ARTH electives
12-15 credits chosen from Studio Art electives

Computation Arts
Minor 24 credits

CART 211 3 cr
CART 212 3 cr
CART 253 3 cr
CART 351 3 cr
CART 411 3 cr
CART 412 3 cr
chosen from CART 312, 345, 346, 347, 353, 355, 356, 357, 358, 360, 361, 362, 370, 398 (3 each)

Photography
Minor 30 credits

PHOT 210 6 cr
ARTH 267 3 cr
ARTH 359 3 cr
PHOT 211 3 cr
9 credits chosen from PHOT electives
6 credits chosen from PHOT or Studio Arts electives

Print Media
Minor 30 credits

3-9 credits chosen from PRIN courses at the 200 level
6-9 credits chosen from PRIN courses at the 300 level
3-9 credits chosen from PRIN courses at the 400 level
6 credits chosen from Studio Art electives
6 credits chosen from Fine Arts electives
At its meeting of 4 February 2015, the Senate Committee on Planning discussed and approved the renewal of Approved Centre Status for the Centre for Global Studies (CFGS). The following motion is recommended:

That Senate approve the renewal of Approved Centre Status for the Centre for Global Studies (CFGS) for the five year period 1 July 2015 through 30 June 2020. This recommendation is not contingent upon the suggestions in the external review report relating to resources, which are advice to the Vice-President Research.

: mam

Committee Membership:
Dr. Catherine Mateer, Chair
Ms. Lauren Charlton
Dr. Stan Dosso
Ms. Katrina Flanders
Dr. Reuven Gordon
Ms. Cassbreea Dewis
Dr. David Castle
Dr. Maureen MacDonald
Dr. Timothy Iles
Dr. Merwan Engineer
Dr. Patrick Nahirney
Ms. Jessica Gelowsky, Secretary

Dr. Valerie S. Kuehne
Dr. David Boag
Dr. Catherine McGregor
Dr. Victoria Wyatt
Dr. Anne Bruce
Dr. Ann Stahl
Mr. Alex Neiman
Dr. Norah McRae
Dr. Stephen Evans
Ms. Gillian Calder
Dr. Ralf St. Clair
Ms. Katrina Flanders
MEMORANDUM

University of Victoria

Date: November 19, 2014
To: Dr. Catherine Mateer, Chair of the Senate Committee on Planning
From: Dr. David Castle, Vice-President Research
Re: Renewal of the Centre for Global Studies (CFGS)

An external review of the CFGS was conducted on 11-12 September, 2014 and the attached report was provided by the review panel on 31 October, 2014. The CFGS Director, Dr. Oliver Schmidtke, provided his response (attached) on 12 November 2014. Note that the review was conducted in the Fall rather than next Spring as the Director will be on study leave January – June 2015.

The review panel report is a comprehensive and highly positive assessment of the CFGS. The executive summary of the report notes (underlining added for emphasis):

- The Centre for Global Studies (CFGS) adds significant value to the University of Victoria's mission by enhancing the sense of campus community, helping to recruit and retain researchers of the highest calibre, mobilizing research across disciplines, and contributing to the university's internationalization. We thus strongly recommend the continuation of the centre.
- Although the report formally covers the period 2010-14, we focus on the transition since 2012, which has been a success. The centre has a strong identity rooted in a broad understanding of global studies, and it enjoys the full support of all stakeholders, including dedicated staff, fellows, and students.
- Over the past three years, the CFGS has made enormous strides in reaching out to students and faculty across campus, and has begun to attract visiting faculty and students from further afield. The centre is the only body on campus that responds to the significant demand for research assistance, structured academic interaction, learning, and outreach in global studies.
- There is a consensus about the positive and energetic leadership exercised by the director, his proactive engagement with the campus community, and the excellent human and coordination skills of the centre's staff.
- Building on these achievements, the centre should now offer formal membership or an enhanced role to faculty whose research deals with global studies. It should also seek to initiate or structure new global studies-related initiatives on campus, beyond the centre's current strengths in the environment, Europe and governance.
- The centre could play a key role in the creation of a graduate-level concentration on global studies, to which it could contribute a credit core course and/or a summer institute.
• In collaboration with the university leadership and all relevant stakeholders, the centre will need to develop a strategic plan over the next few years. The review panel is worried that the centre’s budget is declining in constant dollars.

The CFGS underwent a significant transition in 2012. The review panel notes the success of that transition and what has been accomplished since the transition which is attributable to the efforts of many but particularly to the leadership shown by the Director. The panel report notes the positive and energetic leadership of the Director and also notes the strong contribution of Centre staff.

The final point identifies the need to broaden the funding for CFGS. This is appropriately addressed in the Director’s response where he indicates the Centre will have to undertake fundraising projects and apply for external support of research projects.

Conclusion and Recommendation
The external review panel has provided a very positive assessment of the CFGS and has strongly recommended its continuation. The CFGS Director has provided a succinct response to the review report that clearly indicates the recommendations of the panel will be followed appropriately in the ongoing development of the Centre.

I recommend that the Senate Committee on Planning approve the following motion:

That the Senate Committee on Planning recommends that Senate approve the renewal of Approved Centre Status for the Centre for Global Studies (CFGs) for the five year period 1 July 2015 through 30 June 2020. This recommendation is not contingent upon the suggestions in the external review report relating to resources, which are advice to the Vice-President Research.

By copy of this memorandum, I am notifying the CFGS, through the Director, that the next review of the Centre will include an assessment of the progress the Centre has made on the recommendations in the Review Panel Report. This does not restrict the Centre from undertaking other initiatives as appropriate.

cc: O. Schmidtke, CFGS Director
1. Executive Summary

- The Centre for Global Studies (CFGS) adds significant value to the University of Victoria’s mission by enhancing the sense of campus community, helping to recruit and retain researchers of the highest calibre, mobilizing research across disciplines, and contributing to the university’s internationalization. We thus strongly recommend the continuation of the centre.
- Although the report formally covers the period 2010-14, we focus on the transition since 2012, which has been a success. The centre has a strong identity rooted in a broad understanding of global studies, and it enjoys the full support of all stakeholders, including dedicated staff, fellows, and students.
- Over the past three years, the CFGS has made enormous strides in reaching out to students and faculty across campus, and has begun to attract visiting faculty and students from further afield. The centre is the only body on campus that responds to the significant demand for research assistance, structured academic interaction, learning, and outreach in global studies.
- There is a consensus about the positive and energetic leadership exercised by the director, his proactive engagement with the campus community, and the excellent human and coordination skills of the centre’s staff.
- Building on these achievements, the centre should now offer formal membership or an enhanced role to faculty whose research deals with global studies. It should also seek to initiate or structure new global studies-related initiatives on campus, beyond the centre’s current strengths in the environment, Europe and governance.
- The centre could play a key role in the creation of a graduate-level concentration on global studies, to which it could contribute a credit core course and/or a summer institute.
- In collaboration with the university leadership and all relevant stakeholders, the centre will need to develop a strategic plan over the next few years. The review panel is worried that the centre’s budget is declining in constant dollars.

2. Background

The CFGS was founded in 1998. Building on the University of Victoria’s existing base of interdisciplinary expertise in transnational and global scholarship, the CFGS bridges academic research and student mentoring with knowledge mobilization and community engagement. Following the retirement of Director Gordon Smith in the spring of 2012, the University set up a working group led by Professor Paul Bramadat who produced recommendations for the redesign of the centre’s organizational structure and portfolio of
initiatives. Our review focuses on the new configuration of the CFGS under the leadership of Professor Oliver Schmidtke since 2012. The review assesses the transition of the CFGS, its new set of initiatives, and its priorities for the upcoming five years.

The Associate Vice-President (Research), Michael Miller, appointed this review panel, which is made up of Frédéric Mérand (chair), Associate Professor of Political Science and Director of the University of Montreal Centre for International Studies; Sara Curran, Associate Professor of International Studies and Public Affairs at the University of Washington and Director of the Center for Global Studies at the Henry M. Jackson School of International Studies; and Elizabeth Vibert, Associate Professor of History at the University of Victoria. During a visit on September 11-12, 2014, the panel met with the Associate Vice-President for Research, the CFGS executive director and staff (project manager Jennifer Swift and research coordinator Jodie Walsh), the 11-member program committee, 6 CFGS project leaders and staff, 10 CFGS fellows, the dean of social science, and the chair of the political science department. Each meeting lasted about an hour and included short presentations as well as a question-and-answer period. Prior to the visit, the review panel read the 126-page self-assessment report drafted by Professor Schmidtke.

We preface our detailed review with a short statement of its findings. It is our assessment that, with limited means, the CFGS has added significant value to the University of Victoria’s mission and contributed meaningfully to its strategic plan. The centre has enhanced the sense of campus community in a number of tangible ways. The presence and activities of the centre help the University of Victoria to recruit and retain faculty and graduate students of the highest calibre. The centre’s staff is clearly mindful of the need to bring societal benefits through mobilization of research across disciplines. Finally, the centre enhances a global perspective and contributes significantly to the internationalization of teaching, research, scholarship, community outreach and the development of global citizenship. We thus strongly recommend the continuation of the centre.

3. Assessment

The following observations are based on our review of the centre’s activities, especially since 2012. The self-assessment report produced on July 10, 2014 should be used as a reference to this assessment.

3.1 Purpose, objectives and goals

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<th>Purpose</th>
<th>Objectives</th>
<th>Goals</th>
<th>Performance</th>
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<td>(a) Promote and facilitate collaborative and/or interdisciplinary research and enhancement of research networking capacity and infrastructure.</td>
<td>OBJECTIVE 1: Building and empowering a UVic Global Studies community</td>
<td>GOAL 1: Make the CFGS a hub of research- and outreach-driven activities facilitating debates and collaboration across disciplinary lines; foster collegial interdisciplinary relations among students and faculty from all parts of the university and at all stages of their careers.</td>
<td>The CFGS is a hub for interdisciplinary collaboration and does so formally and informally. Informally, it provides welcome public space for working groups and presentations; formally it sponsors graduate research groups, interdisciplinary research groups, and regularly hosts a speaker series.</td>
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<td>Purpose</td>
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<td>OBJECTIVE 2: Supporting and initiating multidisciplinary research initiatives</td>
<td>GOAL 2: Establish the CFGS as an incubator for research initiatives with a global dimension</td>
<td>The CFGS is an incubator for research initiatives for graduate students completing their theses, interdisciplinary faculty working groups, for individual faculty needing mini sabbaticals, and for visiting faculty.</td>
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<td>OBJECTIVE 3: Fostering outreach and community-oriented research</td>
<td>GOAL 3: Nurture outward linkages with the local, regional, national and international community; establish the CFGS as a central vehicle for mobilizing knowledge and facilitating contact between scholars and students at UVic and political and academic leaders in Canada and elsewhere in the world.</td>
<td>The CFGS is actively involved in making linkages to local, regional, national and international communities, especially through its sponsored research collaborations.</td>
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<td>OBJECTIVE 4: Providing students with high-calibre research, learning and networking opportunities</td>
<td>GOAL 4: Connect the CFGS's research-driven initiatives more fully to students and their learning experience at UVic.</td>
<td>Currently graduate students are the primary beneficiaries of these connections. The CFGS is considering possible curricular programs additions that would help manifest these connections to all types of students.</td>
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<td>OBJECTIVE 5: Be a key partner in UVic’s internationalization efforts</td>
<td>GOAL 5: support UVic’s multifaceted internationalization efforts</td>
<td>The CFGS sponsors visiting fellows from around the world, who find a productive space at the CFGS and contribute to UVic through public presentations of their scholarship and the development of ongoing working relationships with UVic faculty and students that extend beyond their fellowship.</td>
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<td>OBJECTIVE 6: Establishing a productive and sustainable governance structure</td>
<td>GOAL 6: secure the CFGS’s financial sustainability and administrative capacity</td>
<td>The CFGS has managed a very tight fiscal ‘ship’ and accomplished a lot with a small budget. The extra costs have been born by CFGS director and the extraordinary dedication of the two staff.</td>
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3.2 Review Panel Comments

Throughout the visit, the panel was very impressed by the positive sense of community that defines the CFGS for faculty, fellows and project leaders. At its core, the centre is a creative space for intellectual collaboration across disciplines and for scholars from different backgrounds and at different stages in their career. Interdisciplinary collaboration was mentioned as the centre’s strongest characteristic by virtually every one of our interlocutors. The disciplinary scope of the CFGS is indeed breathtaking: from environmental sciences to political science, via studies in law and history, we know of very few comparable centres in Canada that “live” interdisciplinary engagement to the same extent.

The CFGS has a range of stakeholders, to each of whom it brings specific benefits. For example, a regular lecture series showcases high-profile speakers (either prominent academics or practitioners such as former Prime Minister Paul Martin) who disseminate knowledge and stimulate interest about global affairs on and off campus. Another series, Global Talks, fosters interdisciplinary exchange between junior and senior scholars. Graduate student fellowships provide students with funding and an environment that is both supportive and conducive to academic excellence; while visiting fellowships (for both faculty and students) bring a steady flow of Canadian and international scholars to interact with the UVic community, further developing the CFGS’ global network. Leaders of the several research projects affiliated with the centre receive key logistical support, as well as a reputational bonus.

Several interlocutors mentioned that the centre offers resources that seem difficult to find on campus. Through different tools, the CFGS enhances the reputation of its members as well as academic units. For instance, one faculty grant has allowed a UVic professor to take time off and complete a writing project. More importantly, it was mentioned by two interlocutors that they turned to CFGS staff to provide them with administrative support in the preparation of major grant applications, something they couldn’t readily get from their faculty or the research office. This is how, we were told, applications for the $2.3 million Borders in Governance (BIG) partnership project and the $450,000 European Union Centre of Excellence (EUCE) were launched. In that regard, the CFGS can truly be called an incubator of major research initiatives.

Several scholars and students said that, given the interdisciplinary and/or global nature of their project, the CFGS was the only place where they “fit” at UVic. As the chair of the political science department told us, “The center is a go-to place for help” for scholars whose work is global in scope. For instance, graduate student fellowships allow graduate students to finish their dissertation in a timely manner, which improves the university’s MA and PhD completion rates. For one of our interlocutors, this allows the CFGS to play a “unique role within graduate studies.” Indeed the CFGS provides a home for about 30 students (fellows or research assistants) enrolled in interdisciplinary programs or whose interests span several disciplines.

The meeting with 10 fellows, most of whom were students but some of whom were non-stipendiary visiting fellows, was a high point in the review committee’s visit. We were impressed by how articulate, close to one another, and grateful to the centre the fellows were, attesting to the collegial spirit that permeates the centre. Students do not only get a place to complete their dissertation. In the Global Talk series, they have access to speakers from diverse disciplines and the opportunity to present their own work, expanding their intellectual
horizons and becoming more self-confident as they learn to speak to a larger audience. Students also get training by participating in the centre’s affiliated research projects, some of which employ them as research assistants. Several junior fellows reported that they deeply appreciate the mentorship they receive in the non-hierarchical and supportive environment provided by the CFGS. The discussion we had with them confirmed that they saw the CFGS as a diverse, welcoming, and intellectually supportive community.

A centre of global studies is bound to have a strong internationalization profile. The visiting fellowships, some of which are leveraged with BIG or EUCE funds, bring international students and scholars on a regular basis. There are currently visiting faculty and graduate students at the CFGS from other universities in Canada, the US, Ireland, Australia, New Zealand, Germany, France, the Netherlands, China, and Ukraine. It was clear to us that the staff goes the extra mile to ensure that visiting scholars feel at home and engaged with the UVic community more broadly, by putting people in contact and organizing events.

Surprisingly, perhaps, the centre’s regional expertise currently seems to focus on Europe, with no structured attention paid to South America, Africa or Asia (the latter is covered by the neighbouring Centre for Asia Pacific Initiatives). We heard that steps had been made to accommodate the Middle East Discussion Group, which was formed outside the CFGS. The Caribbean and Africa, for example, were mentioned as regions where UVic has strong researchers who would benefit from being organized in CFGS, but one could also think in terms of research clusters focused on the Global South or BRICS. This may be a model to emulate as the centre expands its geographical reach to become truly global in scope.

Based on the successful template of the Centre for Studies in Religion and Society, the CFGS supports synergies between research, teaching and learning though a balanced mix of financial support for students, graduate assistantships and, as we already mentioned, strong faculty-student interaction in situ. Walking around CFGS premises gave us a good impression of the dynamism that comes from 30-odd students who work on various projects in different capacities. One of the student fellows, visiting from a major international studies centre, called the CFGS “small but mighty.” Students made clear that here they enjoy access to faculty and visiting scholars, and real collaboration, that they do not enjoy at their home institutions. It was clear from our discussion with stakeholders that the CFGS promotes a culture of excellence though home-grown initiatives such as a dissertation writing group, spontaneous collaboration among students who share drafts, and so on. The physical space is perfectly configured for productive exchanges, and should be, if possible, expanded.

We would like to point out, however, that the centre could play more of a pivotal role by offering credit courses, which could take the form of a core course on global issues or a summer institute. Such initiatives would support and enhance global studies at UVic and help to build a wider base of “alumni.” Both faculty and students affiliated with the CFGS acknowledged that there was a large unmet need among undergraduate and graduate students to learn about global affairs and global studies research and careers. While some suggested a graduate degree, others were more sceptical of launching such an endeavour. This latter group suggested a complementary concentration in global studies for those graduate students in many different disciplines. It is the panel’s assessment that this is a reasonable suggestion and would significantly enhance graduate education at UVic without undermining current graduate programs. Furthermore, the CFGS might be able to offer capstone-like experiences through a program which connects students with applied research and practice experiences in global affairs with local, provincial, and national public and private sector organizations. The diffusion by the CFGS of internship and coop opportunities in global affairs would be an
obvious place to start.

The transfer and mobilization of knowledge for the benefit of society is another strong point of the CFGS. Social innovation and change are at the core of many projects, especially those that deal with the environment and governance. Concretely, the CFGS engages the community through different means: a packed calendar of public talks sponsored or co-sponsored by the CFGS (most recently the visit of Thomas Homer-Dixon and a public seminar on the implications of the recent Tsilhqot’in decision in the Supreme Court); academic conferences (often with some sessions welcoming the public); public lectures downtown; POLIS policy briefs and community interventions; and a significant number of media appearances by CFGS faculty and project leaders. By contrast, however, we believe that the centre’s virtual presence is not at the level where it should be. The web page is fine but lacks some key features, notably a database of experts. Time and resources permitting, efforts should be invested in enhancing the CFGS’ visibility — and thereby the visibility of global studies at UVic — on the internet.

POLIS, the Water Innovation and Global Governance (WIGG) Lab and the BIG partnership project are specifically designed to engage and impact decision-makers, businesspeople, and civil society, including aboriginal peoples. Initially, we got the impression that there was a disjuncture between the projects, which are externally funded, and the centre’s core research themes, which originate from the program committee. While the themes of the environment and governance are found in centre-supported projects, the remaining core themes — social justice, culture, and identity — do not seem to be present in any structured way. Fellows, however, seem to enjoy this flexibility which allows them to submit fellowship applications that fit with broad research themes. Some questions were raised about the relevance of the Digital Fishers project to global studies, but this project is wrapping up shortly and its leaders make valued contributions to the centre’s feeling of community.

Turning to governance, there is unanimity about the positive and energetic leadership exercised by the director, his proactive engagement with the campus community, and the excellent human and coordination skills of the staff. It is important to emphasize that during our visit no one raised any concerns about the quality of CFGS leadership. Noting the “enormous progress accomplished in two years” and the “great personality of the director,” members of the program committee noted that “The temperature is very supportive.” A major challenge over the reviewed period was the transition from the previous incarnation of the centre, which was focused on attracting external, non-academic grants, to the current, perhaps more traditional definition of a research centre. The Working Group report had underlined the need to engage the UVic community more deeply and extensively. There is a consensus that, since 2012, the CFGS has made enormous strides in reaching out to students and faculty across campus, and has begun to attract visiting faculty and students from further afield. As the chair of an academic department put it, “The centre is really connected and part of our project.” Although we were surprised by the limited number of UVic faculty who are institutionally involved in the centre, conversations with the director have comforted us that this was the next planned step in renewing the centre and expanding its reach.

There was of course a risk in the transition that the CFGS would turn inward and lose its extensive networks outside the university. Although some externally-funded, policy-related networks seem indeed to have been lost, those networks had more to do with the professional background of the former director than with strong institutional connections. In the current political context, characterized by declining government funding for public diplomacy, we are
not convinced that these networks were sustainable anyway. Focusing on benefiting the UVic and local community was the right decision and, in any event, the CFGS still leverages modest resources to kick-start research projects or attract outreach projects, such as the $1.3 million POLIS, which is led by adjunct faculty and cannot easily find a home in the university’s traditional structures. Hosting such projects constitutes an original feature of the CFGS that strengthens its innovative outlook when it comes to knowledge mobilization.

In sum, the transition has been a success. The centre has a strong identity rooted in a broad understanding of global studies, and it enjoys the full support of all stakeholders, including dedicated staff and fellows. The Associate Vice-President (Research) has thus encouraged us to think about “ways for the centre to grow.” Below we make a number of recommendations that would be easy to implement, many of which have already been initiated by the CFGS leadership. But given the tremendous dynamism of the CFGS and its many tangible and intangible benefits to faculty, students and stakeholders, the review panel was taken aback that the centre’s activities can be performed on a budget of little more than $200,000. The fact that the director’s course buy-out and modest salary supplement are taken out of this budget makes it smaller than comparable research centres in Canada. As a project leader told us, “The director is pragmatic, he works with what he has.” This means, for example, that the CGFS has to rely on partners such as the EUCE or BIG to attract speakers and organize events. We are deeply worried that the centre’s budget, which seems to be linked to interest from the endowment, is declining and will continue to do so in constant dollars.

3.3 Review of Proposed Future Objectives and Activities

The self-assessment report provides a number of strategies that are in line with the objectives and goals stated in section 3.1. By and large, we find these strategies to be sensible, exhaustive, and feasible.

In particular, we encourage the centre to post a database of CFGS members’ expertise on its webpage. This database should showcase research conducted at the CFGS and make it easier to find experts by topic. In particular, we recommend focusing on UVic faculty who would be offered the possibility to become regular CFGS “research fellows” or “faculty associates.” This will be crucial to enhance the public visibility of the centre, both on and off campus.

We also agree that establishing an external advisory board would be a good way to embed the centre in the community of practitioners. The board should include a carefully crafted selection of government officials, business people, NGO representatives and prominent academics. To make sure that board members are fully committed, this board should not be too large, perhaps 10 people.

The Canada Research Chair in Global History hire is an exciting example of collaboration between the CFGS and an academic department (History) that will allow the university to attract and retain a high calibre scholar who is bound to play a major role in the development of global studies. To secure the benefits of this strategic research position, it will be important that the chair has a permanent office in the CFGS in addition to the History Department.

Given the centre’s reputation for assisting students and faculty at the grant writing stage, it will make sense to develop formal resources and procedures, for example by creating a grant writing fellowship.
Although we did not discuss it during the visit, the report mentions a working paper series, which strikes us as a sound and affordable tool for getting CFGS research out in the academic community quickly.

With regards to a possible MA in Global Studies, discussions with faculty, students and the university administration lead us to encourage the CFGS to consider a more modest option, namely the creation of a graduate concentration in global studies. There are concerns that launching an MA program might distract the centre’s director from his important work in research and outreach. A concentration could be offered as an option in relevant programs, for example in political science or history, and include a core course offered by the CFGS.

4. Recommendations

Under the leadership of Professor Schmidtke, the centre has exceeded expectations by tapping into real needs in the UVic community, offering resources and a framework for interdisciplinary exchange in the vibrant and growing field of global studies. Through fellowships, conferences, practical workshops and mentorship, the CFGS enhances its profile across campus and contributes to the university’s research and educational mandate. The centre is on its way to becoming an anchor for interdisciplinary global studies training at UVic and a nexus for global studies research in Canada. Given the quality of its leadership, the tangible and intangible benefits the centre offers to students and faculty, and its contribution to the university despite modest resources, we strongly recommend the continuation of the CFGS.

In order to help the centre grow, we also offer a number of recommendations that are divided into the four main business lines of a research centre.

Research

- To represent the breadth and depth of global studies scholarship at UVic, we recommend engaging and drawing in more affiliated faculty on campus. Ultimately, all UVic faculty whose research and teaching addresses global studies should be invited to be part of the centre, with the possibility of being represented on the program committee.
- Similarly, CFGS would be the natural place to bring together scholars who work on specific themes or regions at UVic but lack a structure to have a meaningful interdisciplinary conversation. In that regards, the Middle East Discussion Group and the European Union Centre of Excellence provide useful templates. We recommend that the CFGS undertake an effort to systematically assess those needs and institutionalize ways for such thematic or regional emphases to emerge and be supported by the centre.

Training

- To further global studies at UVic, we recommend creation of a graduate-level concentration that could be offered as an option in relevant graduate programs, for example in political science and history.
• The centre should become the hub of this concentration by offering the core course and contributing to experiential learning through the diffusion of internship and coop opportunities. A summer institute in global studies could also be envisaged.

Outreach

• We encourage the CFGS to engage in strategic planning about their public profile. The web page, communication tools and advertised research themes should provide a more adequate and coherent picture of the centre’s core expertise and activities.
• In order to increase its visibility and connect to major current debates, the centre will want to enhance strategic engagement with influential members of society, for example through the creation of an external advisory board made up of a small number (around 10) of government officials, business people, and civil society representatives.

Funding and management

• Over the next five years, the CFGS program committee will need to develop a strategic plan that draws on and builds the core capacities of its scholars to continue to advance the centre’s excellence.
• With regards to short-term fundraising, we recommend exploring opportunities to establish a Gordon Smith Fellowship, which could be used to fund conferences or visiting scholars in line with the centre’s core research themes.
• In addition to its intellectual offerings, the centre brings real practical benefits to UVic, for example by funding students and faculty to finish their studies or projects in a timely manner. To ensure that CFGS funds are used to the benefit of its members, we recommend that the course buy-out and salary supplement of the director be covered by the university as a contribution to CFGS, and not by the endowment.
Response to the External Review Panel Report (October 30, 2014)

Before I address some of the points and recommendations highlighted in the report from the CFGS review panel I would like to point out that I am very pleased with how the report acknowledges the achievements of the Centre over the past two years and the potential for its future development. During the site visit it became quickly apparent how the external reviewers' expertise and commitment were a considerable asset in reflecting on the CFGS’s accomplishments and possible future initiatives. I would like to thank all three reviewers for their time and most productive feedback. I would also like to express my gratitude to the Centre’s staff (Jodie Walsh and Jennifer Swift) whose dedication and competence have been a pivotal part of the CFGS’s successful transition over the past two years.

I did not find any factual errors in the report and do not have any concerns about its findings. In general I accept and endorse the recommendations made in the report. Let me comment on the different aspects of these recommendations in the following six points:

1) Teaching and strengthening UVic’s profile in offering learning opportunities in global/international affairs: I fully heartedly agree with the assessment of the report that there is a "large unmet need among undergraduate and graduate students to learn about global affairs and global studies research and careers." The report’s recommendations point to two main options how the CFGS can play a leading role in addressing this need:

a. The Centre could assist in building a ‘concentration in global studies’ at the graduate level for instance by taking the lead on developing the core course for such a program. In my view such an initiative would be an excellent first step for the Centre to contribute directly to teaching graduate students from a range of disciplinary backgrounds. I am sympathetic to the assessment of the report that developing and taking responsibility for a full MA in Global Studies would stretch the resources of the Centre and threaten to compromise its research/outreach initiatives at this point. Starting with a ‘concentration’ as well as the suggestion to organize a regular summer school in global studies seem like proposals that respond well to the Centre’s ambition to become more active in the field of graduate student training and that are in line with UVic’s policy regarding the role research centres should play when it comes to (graduate student) teaching.

b. The report also recommends offering ‘capstone-like experiences’ that connect graduate students with innovative modes of experimental learning and professional opportunities (internships, coop opportunities etc.). In my view the CFGS is in an excellent position to facilitate access to such opportunities through its growing network of scholars and professionals in particular in the international field. Similarly the CFGS is keen on following...
up on the report’s suggestion to establish stronger links between CFGS alumni and current cohorts of graduate students.

2) Enhancing the role and visibility of faculty with expertise in Global Studies: The CFGS has already started to revamp its webpage in order to address this very productive suggestion. We are currently in the process of building a database for UVic experts (including student and visiting fellows) presenting their (regionally or thematically specific) research expertise and the availability for media outreach (similar to the Europe Canada Experts Database [www.eucanet.org](http://www.eucanet.org) that I lead). Over the past months the Centre has regularly been approached by media in search for experts. Considering the CFGS’s expanding network of experts we are excited to play a more pro-active role in facilitating this important dimension of our experts’ outreach and knowledge mobilization. In this respect we have recently started to build stronger ties with Global Engagement office and we have embarked on establishing a partnership with local media outlets. In the same vein, we continue to work on clearer articulation and public presentation of the Centre’s four core key research areas. The working paper series, suggested in the report, will also be an important the Centre’s visibility and UVic faculty in the wider academic community.

3) Expanding research clusters at the CFGS in particular with a view to the Global South/BRICS: I agree with the assessment that the Centre has not promoted research on all regional contexts of the globe to a similar degree. A more comprehensive focus on the Centre’s internationalization profile is a high priority. Thus far we have been able to draw on the expertise of those closely affiliated with the Centre (through fellowships and other associations) in particular with respect to Europe, the Middle East and North America. New this coming year, in collaboration with the Centre for Religion and Society and the Centre for Asia-Pacific Initiatives, we are inviting applications from scholars whose research addresses religion and migration in the Indian national, regional, and Indian diasporic contexts. Furthermore, we have started to reach out to UVic’s experts on South America and Africa and hope to engage them more fully in the near future. The selection of the faculty fellow for next academic year is slated to be an important step in this direction.

4) Development of a strategic plan: A first draft of such a strategic plan was part of the self-assessment report. This draft will be substantially revised and expanded in light of the recommendations made in the external review panel report. The finalized strategic plan will be presented to the Program Committee and Advisory Board in the new year.

5) The CFGS is in the midst of establishing an external advisory board. In this respect we are grateful for the report’s suggestion to select its members carefully from different professional backgrounds.

6) Funding: I share the report’s concern for the challenging funding structure of the Centre that, with its endowment-based core support, has reached a critical point in terms of providing the necessary resources for its manifold activities. As pointed out in the report, the funding that the Centre receives from its endowment will decline in its real worth over the years to come. Clearly the CFGS will need to pursue different options for expanding its funding base (those include fundraising initiatives and applications for externally funded research projects). Undoubtedly it would be of substantial benefit to the CFGS if UVic considered the report’s recommendation to cover the course buy-out and salary supplement of the director as a university contribution to the Centre.
At its meeting of 4 February 2015, the Senate Committee on Planning discussed (for information only) the attached memo regarding converting the FORB to an Intra-Faculty Research Centre. Accordingly, the Senate Committee on Planning is providing an update Senate for information:

The Centre for Forest Biology (FORB) has been re-established as an intra-faculty research centre in the Faculty of Science, reporting to the Dean of Science, and that consequently it is not being renewed as a research centre reporting to the Vice-President Research.

There is no motion requested.

Date: March 6, 2015
To: The Secretary of the Senate
From: Dr. Catherine Mateer, Chair, Senate Committee on Planning
Re: For Information: FORB converted into an Intra-Faculty Research Centre

Committee Membership:
Dr. Catherine Mateer, Chair
Ms. Lauren Charlton
Dr. Stan Dosso
Ms. Katrina Flanders
Dr. Reuven Gordon
Ms. Cassbreea Dewis
Dr. David Castle
Dr. Maureen MacDonald
Dr. Timothy Iles
Dr. Merwan Engineer
Dr. Patrick Nahirney
Ms. Jessica Gelowsky, Secretary

Dr. Valerie S. Kuehne
Dr. David Boag
Dr. Catherine McGregor
Dr. Victoria Wyatt
Dr. Anne Bruce
Dr. Ann Stahl
Mr. Alex Neiman
Dr. Norah McRae
Dr. Stephen Evans
Ms. Gillian Calder
Dr. Ralf St. Clair
Ms. Katrina Flanders
MEMORANDUM

Office of Vice President Research
Administrative Services Building, Room 110A
PO Box 1700 STN CSC
Victoria British Columbia V8W 2Y2 Canada
Tel (250) 721-7973 Fax (250) 472-5477
E-mail: vpr@uvic.ca Web: http://www.uvic.ca/research/index.php

Date: January 23, 2015
To: Senate Committee on Planning
From: Dr. David Castle, Vice-President, Research
Re: Converting the Centre for Forest Biology to an Intra-Faculty Research Centre

The purpose of this memorandum is to advise the Senate Committee on Planning that the Centre for Forest Biology (FORB) is to be re-established as an intra-faculty research centre in the Faculty of Science, reporting to the Dean of Science, and that consequently it is not being renewed as a research centre reporting to the Vice-President Research.

FORB was the first research centre formally created at UVic. It was initially established in the Faculty of Science and was subsequently transferred to report to the Vice-President Research. The approval of FORB ended on Dec. 31, 2014.

A review of FORB was conducted this Fall. The review panel report was very positive and recommended continuation of FORB together with additional recommendations. Dr. Constabel’s response as Director was very positive in terms of how the panel’s recommendations would serve in the ongoing work and development of FORB.

In 2010, the Policy and Procedures for the Establishment and Review of Research Centres (RH9300) was revised to provide for the following types of research centres:

- Intra-faculty - membership and activities normally within a single department, a non-departmentalized Faculty, or between departments in a single faculty
- Inter-faculty - membership and activities normally between 2 faculties
- Multi-faculty - membership and activities normally between 3 or more faculties
- Inter-institutional - membership and activities between multiple universities

FORB has since its inception been effectively operating as an intra-faculty centre since it engages researchers in the Faculty of Science. It is thus appropriate to formally designate FORB as an intra-faculty centre as it is renewed.

Establishment of an Intra-faculty Research Centres requires the approval of the dean on the recommendation of the relevant chairs. After approving the intra-faculty Research Centre the dean is to advise the Faculty Council and report the establishment of the new centre to the Vice-President Research, who will report to the Senate Governors for their information. The review and renewal of an intra-faculty centre and the director of an intra-faculty centre is the responsibility of the dean.

A memorandum from Dean Lipson confirming the reestablishment of FORB as an intra-faculty research centre in the Faculty of Science effective for five years commencing on January 1, 2015 is attached.
Date: January 23, 2015

To: David Castle, Vice President Research

From: Rob Lipson, Dean of Science

Re: Establishment of the Centre for Forest Biology as an intra-faculty Research Centre

After discussions with Centre Director Peter Constabel and consultation with the FORB membership, there is a positive consensus to re-establish the Centre for Forest Biology as an intra-faculty Research Centre with fiscal oversight provided by the Office of the Dean of Science. I have also discussed this transition with Biology Chair Kerry Delaney who is supportive. This memo is to inform you of my approval for this transition beginning retroactively January 1, 2015, and for a 5-year term. I am asking your office to present this change to the Senate Committee on Planning for formal approval at the institutional level.

Do not hesitate to let me know if you require more information.
Thank you.