



University
of Victoria

Board and Board Committee Meetings Monday, May 28 & Tuesday, May 29, 2018

Open Session

Tuesday May 29, 2018

11:00 am – 12:00 pm

Michael Williams Building, Boardroom 120

DRAFT AGENDA

8. Operations and Facilities Committee (Ms. Cathy McIntyre)

b. Proposal to Establish a Master of Management (MM) Degree

BOG-May29/18-15

MOTION:

THAT the Board of Governors approve, subject to funding, the establishment of a Master of Management (MM), as described in the document “Master of Management Degree”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval. Once the Board of Governors has approved the proposal, the proposal must be approved by the Secretariat of the Ministry of Advanced Education, Skills and Training.

c. Proposal to establish a Research Option in Master of Nursing and Master of Science in Health Informatics: Double Degree Program

BOG-May29/18-16

MOTION:

THAT the Board of Governors approve, subject to funding, the establishment of a Research Option in Master of Nursing and Master of Science in Health Informatics: Double Degree Program, as described in the document “Proposal to Offer Research Project Option in Master of Nursing and Master of Science in Health Informatics: Double Degree Program”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

d. Proposal to Establish a Master of Engineering in Applied Data Science

BOG-May29/18-17

MOTION:

THAT the Board of Governors approve, subject to funding, the establishment of a Master of Engineering in Applied Data Science, as described in the document “Master of Engineering in Applied Data Science”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval. Once the Board of Governors has approved the proposal, the proposal must be approved by the Secretariat of the Ministry of Advanced Education, Skills and Training.

e. Proposal to Change the Name of the “Certificate in Aboriginal Language Revitalization (CALR)” to the “Certificate in Indigenous Language Revitalization (CILR)” BOG-May29/18-18

MOTION:

THAT the Board of Governors approve the change of the name of the “Certificate in Aboriginal Language Revitalization (CALR)” to the “Certificate in Indigenous Language Revitalization (CILR)”, as described in the memo dated February 18, 2018, effective immediately.

f. Change the name “Theatre History” to “Theatre Studies” for the Department of Theatre’s MA program BOG-May29/18-27

MOTION:

THAT the Board of Governors approve the change of the name “Theatre History” to “Theatre Studies” for the Department of Theatre’s MA program, as described in the memo dated December 5, 2017, effective immediately.

g. Change the name “PhD in Theatre in History” to “PhD in Theatre” BOG-May29/18-28

MOTION:

THAT the Board of Governors approve the change of the name “PhD in Theatre History” to “PhD in Theatre”, as described in the memo dated December 5, 2017, effective immediately.

h. Existing curriculum for the PhD in Theatre History will become a stream identified as a “Theatre Studies Stream” within the PhD in Theatre BOG-May29/18-29

MOTION:

THAT the Board of Governors approve that the existing curriculum for the PhD in Theatre History become a stream identified as a “Theatre Studies Stream” within the PhD in Theatre.

i. Proposal to add a stream in Applied Theatre to the newly named PhD in Theatre BOG-May29/18-30

MOTION:

THAT the Board of Governors approve, subject to funding, the addition of a stream in Applied Theatre to the newly named PhD in Theatre, as described in the document “PhD in Applied Theatre”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

Pro Forma Motion: *THAT the above items be approved by the Board of Governors by consent.*



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

May 14, 2018

To: Operations and Facilities Committee

From: Nancy Wright, Associate Vice-President Academic Planning
(Interim Vice-President Academic and Provost)

cc: President and Vice-Chancellor

Meeting Date: May 29, 2018

Subject: Proposal to Establish a Master of Management (MM) Degree

Basis for Jurisdiction: Senate Committee on Planning meeting March 6, 2018
Senate meeting April 6, 2018

Previous Consultation: At its meeting on April 6, 2018, Senate approved and recommended that the Board of Governors approve the establishment of a Master of Management (MM) Degree. This proposal was approved by the Senate Committee on Planning on March 6, 2018.

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve, subject to funding, the establishment of a Master of Management (MM), as described in the document "Master of Management Degree", and that this approval be withdrawn if the program should not be offered within five years of the granting of approval. Once

the Board of Governors has approved the proposal, the proposal must be approved by the Secretariat of the Ministry of Advanced Education, Skills and Training.

Strategic Relevance

The Master of Management (MM) program is designed to be attractive to employers as well as students, given that its focus on integrative thinking, multi-disciplinary collaboration, “soft skills” development and targeted hard skills aligns well with recent predictions about the kinds of competencies that employees will need in the future. This grounding in basic business understanding, buttressed by applied learning in an interdisciplinary, problem-solving context, coupled with a work experience term tailored to the student’s interests, will provide a significant benefit that an MM graduate will be able to offer to potential employers along with the skills and knowledge that they bring from their undergraduate degree. We are confident that employers will appreciate that MM graduates represent a diverse pool of UVic graduates from various faculties, further distinguished by having a sophisticated understanding of how organizations work and the collaborative skills to function effectively within them that will make them eminently prepared for the transition to permanent employment.

Overview/nature of the academic Master’s degree

The MM is targeted at students who have just graduated from non-Business undergraduate programs. Courses will run from May to August and January to April, with a four-month work experience requirement starting in September. This program will effectively offer qualified students a one-year extension to their undergraduate experience with graduate-level coursework and experiential training that will make them better prepared to make a positive and notable impact on their organizations as new hires. It requires and builds upon designated Business Minor courses that students will complete within their undergraduate programs. With this foundation, the MM offers more advanced business coursework in a study context that reflects the conditions and challenges graduates are likely to face as they enter the professional workforce.

Alignment with the university’s mission and strategic plan

Consistent with the 2012 UVic Strategic Plan and mission, this program will parallel the University’s commitment to provide high-quality learning and integrate teaching and civic engagement across the disciplines. As a program designed to accept students with undergraduate study in a broad range of faculties, the Master of Management program offers an opportunity to partner directly with faculties across the UVic campus. With its emphasis on dynamic learning (through a problem-based, highly experiential pedagogy) and community engagement (through work experience in a broad range of organizations), the MM aligns directly with the mission of UVic.

Senate/academic considerations

There are no Senate / academic considerations anticipated.

Demand and availability

We expect an initial annual intake of about 15 to 20 MM students in the first few cohorts. This cohort size is in line with the experience at UBC, where the non-dual-degree MM program has had 50-60 students in its annual cohorts. Given that the recent expansion of capacity in the 200-level Business Minor courses has seen an increase of more than 40% in the number of different

students taking them, the demand for the MM is projected to grow to reach the target cohort size of 40-50 within four years.

Resource implications (including resource plan, revenue and expenditure implications)

The following financial projections are based on gradual growth to steady-state enrolment, based on the relatively long lead-time needed for students to obtain the pre-requisite undergraduate Business courses:

Intake year	2019 Year 1	2020 Year 2	2021 Year 3	2022 Year 4	2023 Year 5
Enrollment targets	15	20	25	40	40-50

Revenue

Suggested tuition is \$25,000 for domestic students and \$32,000 for international students, plus a program fee of \$3,500 for domestic students and \$5,000 for international students. Assuming that each group accounts for 50% of enrollees:

Enrolment	Domestic Tuition	International Tuition	Tuition Revenue
Year 1 - 15	\$ 175,000	\$ 256,000	\$ 431,000
Year 2 - 20	\$ 250,000	\$ 320,000	\$ 570,000
Year 3 - 25	\$ 300,000	\$ 416,000	\$ 716,000
Year 4 - 40	\$ 500,000	\$ 640,000	\$1,140,000
Steady state (40-50)	\$ 500-625,000	\$ 640-750,000	\$1,140,000-1,375,000

Program Budget

We anticipate an ongoing amount of base budget funding of \$100,000 per year to support the marketing and communications, recruitment, and technical requirements for the program.

Item	Year 0 2018	Year 1 2019	Year 2 2020	Year 3 2021	Year 4 2022
Faculty Lines	2x \$108,000	2x \$108,000			
Associate Director	1x PEA SG14 \$68,908				
Co-op Coordinator		1x PEA SG 13 \$65,770			
Graduate Secretary		1x CUPE 951 PB8 \$43,300			
Base Budget for Entrance Awards		\$35,000	+\$35,000	+\$30,000	(\$100k/year at steady state)

Program Miscellaneous	\$40,000	+\$20,000	+\$20,000	+\$20,000	(\$100K/year at steady state)
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Resources required for Faculty appointments including currently funded faculty resources and new faculty resources required.

With the need to offer 13.5 units of teaching plus project supervision for a cohort (40-50 FTE), plus the administrative offset for 2 sections for a Program Director and the need to account for study leaves, the ongoing incremental requirement is for four graduate faculty positions. We would like one of these to be at a mid-career level and the other three assistant professors, in order to maintain a proper balance in the faculty.

Resources required for staff appointments

The program will require one full-time Associate Director, PEA SG 14 (Business) and one full-time program secretary, CUPE 951 PB 8.

The program will require one full-time Co-op and Career Coordinator, PEA SG 13 (Co-op and Career).

Resources required for space

Ideally, the program would have a dedicated classroom, with breakout rooms in the Summer session and the second term of the Winter session, to facilitate the 18+ hours per week that the cohort will have in courses and co-curricular activities.

In addition, we require six individual office spaces for the following:

- four faculty lines (Business)
- one Associate Director (Business)
- one Business Co-op and Career Coordinator (Co-op and Career)
- one shared office space for the Graduate Secretary

Other relevant factors (including impact and outcomes)

The program is expected to provide a pathway for non-Business graduates to gain significantly improved employability by combining business/workplace development to their specialized knowledge from their undergraduate programs. This pathway is also expected to enhance recruitment into non-Business undergraduate programs by offering a potential five-year stream that gives students the opportunity to complete a degree in areas they are passionate about combined with workplace preparedness and early-career preparation.

Attachment(s): Proposal to Senate, dated March 21, 2018, for the establishment of a Master of Management degree.



University
of Victoria

Associate Vice-President Academic Planning

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MEMO

Date: March 21, 2018
To: The Secretary of the Senate
From: Dr. Nancy Wright, Chair, Senate Committee on Planning
Re: Proposal to Establish a Master of Management (MM)

At its meeting of March 6, 2018, the Senate Committee on considered a proposal presented by Dr. Vivien Corwin, to establish a Master of Management (MM).

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 a Master of Management (MM), as described in the document "Master of Management Degree", and that this approval be withdrawn if the program should not be offered within five years of the granting of approval. Once Senate and the Board of Governors have approved the proposal, the proposal must be approved by the Secretariat of the Ministry of Advanced Education, Skills and Training.

:sld

Committee Membership:

Dr. Nancy Wright, Chair	Dr. Sang Nam
Dr. Valerie S. Kuehne	Dr. Graham McDonough
Dr. Abdul Roudsari	Dr. Victoria Wyatt
Ms. Nicole Greengoe	Dr. Anne Stahl
Dr. Mauricio Garcia-Barrera	Dr. Andrea Giles
Dr. Robin Hicks	Dr. Stephen Evans
Dr. Rishi Gupta	Ms. Gillian Calder
Ms. Carrie Andersen	Dr. Ralf St. Clair
Dr. David Castle	Dr. Jo-Anne Clarke
Dr. Jason Colby	Ms. Susan Kim
Dr. Merwan Engineer	Ms. Hannah Koning
Dr. Patrick Nahirney	Ms. Sandra Duggan, Secretary

UNIVERSITY OF VICTORIA

Master of Management Degree
Peter B. Gustavson School of Business

Dean's Name: Dr. Saul Klein	Signature Dean: Original signed by Saul Klein
Contact Name and Number: Dr. Nancy Wright Associate Vice President Academic Planning (250) 721-7012	
Date approved by Department: n/a	Head: n/a
Date approved by Faculty: October 11, 2017	Dean or Faculty Chair: Original signed by Saul Klein
Date approved by Graduate Studies: February 22, 2018	Dean Signature Original signed by Marsha Ruentz



FULL PROPOSAL

A. Identification of new Master's program

Name, Location, Academic units (Faculties, departments, or schools) offering the new Master's degree	Master of Management (MM) Victoria BC Peter B. Gustavson School of Business University of Victoria
Anticipated Master's degree start date	May 2019
Name, title, phone number and e-mail address of contact person	Dr. Nancy Wright, Associate Vice President Academic Planning University of Victoria avpap@uvic.ca , (250) 721-7012

B. History and mission of unit

Established in 1990, Business is the newest faculty at the University of Victoria. The school launched its Bachelor of Commerce (BCom) program in 1990, followed by the Masters of Business Administration (MBA) program in 1992. The faculty was renamed the Peter B. Gustavson School of Business in 2010. Both the BCom and MBA academic programs reflect common hallmarks derived from the school's mission: mandatory co-operative education components that stress real-world application, an international focus, and cross-disciplinary specializations in international business, entrepreneurship and service management. All Gustavson academic programs are taught on a cohort basis, with students admitted at specific entry points and sharing their classes with the same group of entrants. There are more than 1,000 undergraduate and over 200 graduate students in the faculty.

The international focus of the Gustavson School led to the creation of two newer graduate programs, both launched in 2010. The first is the Master of Global Business (MGB), a course-only master's program that admits recent Business graduates selected by the University of Victoria and brings them together with students from international partner institutions, with the students traveling to each institution's campus in turn for their coursework. The MGB culminates in an international internship. The second program, a PhD in International Management and Organization, was also launched in 2010.

The Business Minor

Starting in 2004, the business school began to offer separate sections of core business courses to non-Commerce students, allowing these students to attain a Minor in Business by completing four required 200-level courses and two upper-level elective courses. These "Business Minor" courses are separate from those within the Commerce degree program and are open to any student.

The Business Minor courses have proven to be very popular. Although only a small segment of students who enroll in the courses complete all requirements for the Minor (on average, about 114 graduates per year since 2013-14), the demand for the courses is strong, with about 1,600 registrations per year across all sections. With new funding made available for the 2016-17 academic year, the Gustavson School has been able to expand the number of sections offered, and, in 2016-17, the total number of unique registrants in COM 200-level courses has grown to 578. The school sees part of its mission as offering business-related development for non-Commerce students, allowing these students to focus on their chosen fields of study while devoting some of their courses to become more knowledgeable about, and better prepared for, the

world of work into which they will step following graduation.

The Proposed Master of Management (MM)

The proposed Master of Management (MM) is intended to address graduates' need to be more knowledgeable and better prepared for the workplace. Students will be required to take five courses from the Business Minor (Financial Accounting 1, Organizational Behaviour, Management Finance, Fundamentals of Marketing, and Management Accounting 1) simultaneously with any undergraduate degree (or the equivalent courses offered at other institutions). The MM builds on these foundational courses with graduate courses providing understanding of organizations of various types, and the skills to operate effectively within them.

Based on their completing five specific Business Minor courses as part of their undergraduate degrees, students in the Master of Management (MM) would complete 16.5 more units (eight 1.5-unit courses, one 1.5-unit personalized professional development course, one 1.5-unit work preparation course, plus a 1.5-unit capstone project), including a work experience term, in a 12-month period. The program would run on a cohort basis, with students from a variety of disciplinary backgrounds beginning in the summer session, in most cases immediately after completing their undergraduate programs.

The best indication of the need for such a program is the success of the only similar program in Canada, recently launched at the University of British Columbia's Sauder School of Business. The Sauder School offers a Master of Management (MM) that is aimed at recent non-Business graduates, running for two terms starting each September. It also offers a Dual Degree MM that provisionally admits undergraduate students who complete two lower-level Business Minor courses, two specially designed upper-level courses in their third and fourth years, then (if they meet Faculty of Graduate Studies and Sauder admission requirements) spend six months following graduation completing 12.5 units of graduate coursework. For those students who take the special undergraduate Business courses but do not go on to the graduate portion, the two courses can contribute to a Minor in Business. For those admitted to the Master of Management (MM) program, the two courses count as 6.0 credits (3.0 units) towards it. For these students, the MM coursework is completed between mid-June and December.

The program has been very popular. Students can enter the program when they are admitted in their first year and Sauder reported that there were 292 students in the 2015 cohort.

At UBC, it is primarily non-Business faculties that promote the Dual Degree MM as an effective way to recruit students into their own programs. The prospect that students can follow their passion in their undergraduate studies and combine it with a compressed master's program to improve their employability has quickly become a significant marketing tool for several of UBC's non-Business faculties. The success of the UBC model demonstrates the value of offering business-world preparation through a business degree while still allowing students to pursue their interests in their undergraduate studies. The MM degree is designed to be a "pre-experience" master's program, targeted at students who have yet to enter the workforce. This makes it distinct from Masters of Business Administration programs that are typically intended for those applicants with several years of work experience.

There are similar programs being offered or in development elsewhere in Canada, with York University launching a Masters of Management program in the fall of 2018 and the University of Calgary currently developing a proposal. Such programs are likely to become increasingly common.

We believe that the proposed MM program, built around the Gustavson School's particular strengths – its focus on applied and integrated learning, its skills in international business and sustainability, and its commitment to co-op education – can serve University of Victoria students well. It would provide prospective students with a broader and more complete background in business than is offered through a Minor but use some of the coursework within the Business Minor to allow the graduate program to be completed within one year. The four-month work experience requirement adds additional value by allowing students to apply their learning immediately and gain appropriate feedback on their career readiness and mastery of key competencies.

C. Aims, goals and/or objectives

Distinctive characteristics

In terms of structure and content, the proposed Gustavson Master of Management (MM) program will also be distinctly different from the one existing Canadian model at UBC. First, the UVic program is designed to require students to complete five fundamental business courses, available for the Business Minor, as pre-requisites. Second, it is intended to take three terms starting in the summer session: there would be two terms of course work, with a work experience term in the middle of the program.

Summer:

- MM 504 (Workplace and Career Preparation)
- MM 505 (Professional Development)
- MM 510A (Organizations in a Changing World I)
- MM 520A (Collaborative Teamwork in Organizations I)
- MM530A (Applied Organizational Skills and Knowledge I)
- MM 540B (Organizational Analysis and Problem Solving I)

Fall:

- Work Experience Term

Winter:

- MM 510B (Organizations in a Changing World II)
- MM520B (Collaborative Teamwork in Organizations II)
- MM530B (Applied Organizational Skills and Knowledge II)
- MM 540B(Organizational Analysis and Problem Solving II)
- MM 596 (Capstone Integrative Project)

In addition, the MM will be built around a highly applied contextualized collaborative learning pedagogy that allows Gustavson to leverage its integrative and applied approach to business education.

The significant pre-requisite list serves two purposes. First, having students complete five courses at the undergraduate level allows them to build a basic business understanding before they enter the program full time, which in turn leaves more room within the two academic terms of the graduate program to integrate material and build the necessary hard and soft skills. Second, it increases the extent to which students are introduced to business concepts while they are still immersed in their primary areas of undergraduate study, potentially leading to better integration of the two spheres of learning.

Anticipated contribution to the UVic, Faculty, and academic unit's strategic plans

The University: The Master of Management (MM) is intended to provide a way for students to broaden their portfolio of skills and knowledge by extending their time within the university to better equip them to make the transition to the workplace. It will offer a recognizable credential for these students, signaling their suitability for graduate studies and their exposure to more breadth and depth in business training than is afforded by an undergraduate Minor in Business. It contributes to the University of Victoria's strategic plan primarily through student recruitment

and retention: The university's strategic plan's Objective 2 a) is to "continue to develop an effective, data-driven student recruitment and retention program that attracts and retains a diverse group of high-quality students nationally and internationally, removing barriers and expanding opportunities for traditionally underrepresented groups." The Master of Management (MM) program provides a way for non-Business faculties to offer a path for prospective students to complete undergraduate studies and a graduate degree in business within a five-year timeframe, allowing these applicants to pursue their personal academic interests while also gaining enhanced employability. Based on the pattern seen at UBC, we anticipate that the program will be most attractive to students entering the Faculties of Social Science, Science and Humanities.

The Gustavson School of Business: In the past several years, the trend in graduate business education has been away from the traditional two-year MBA program, for which applicants usually require several years of work experience, to "pre-experience" course-based master's programs. Nearly every Canadian business school now has at least one such program primarily for Business graduates (for example, the Gustavson School offers the Master of Global Business to recent Commerce graduates), reflecting low growth in applications to MBA programs and the need for schools to diversify their graduate program offerings. As well, the Gustavson full-time MBA program is typical of most of those in Canadian business schools where the overwhelming majority of applicants are international, with many of these experienced out-of-country applicants seeking the MBA as a way to enter the Canadian job market. In contrast, recent graduates of Canadian universities have faced increasing difficulties in gaining fulfilling initial employment. Some of these graduates have turned to pre-experience master's programs to improve their chances of success in getting their first post-graduate jobs, rather than face the uncertain prospect of waiting to accumulate the three to five years of full-time work experience that they would need as MBA applicants. By offering the Master of Management (MM), the Gustavson School will address this trend by meeting the changing needs of the university's graduates.

Target audience, student and labour market demand

Target audience: The MM degree is aimed at students graduating from degree programs in areas of study other than business but who have completed some fundamental business courses. The primary source of applicants would be those students who built their undergraduate degree programs to include five required business courses that are available through the Gustavson Business Minor offerings. The program would also be open to graduates who had completed these or comparable fundamental business courses elsewhere. We expect MM students to be drawn primarily from the Faculties of Social Science, Science and Humanities whose programs provide sufficient flexibility for students to accommodate five Business Minor courses that would form the pre-requisites for the MM. Although relatively fewer students may be expected from other UVic faculties, the program will be open to anyone meeting the pre-requisite requirements and admission standards.

The program will appeal to students who believe that a graduate degree in business – particularly one that includes a work experience term, which allows them to gain firsthand work experience or benefit from a range of volunteer or entrepreneurial activities – will prepare them for the workplace. For students admitted to non-Business faculties, the MM offers a way of planning to incorporate business studies into their learning with a twelve-month extension to their time on campus beyond the completion of the undergraduate programs.

Although the program primarily targets University of Victoria graduates, the program may also attract students from other institutions both in Canada and abroad. The pre-requisite courses in introductory marketing, organizational behaviour, finance and accounting are widely available at other colleges and universities and already articulated for transfer, and the one-year MM may appeal to graduates from these institutions as well, with their admission subject to their meeting the requirements of the Faculty of Graduate Studies.

Student and labour market demand: Student interest in business courses is clearly strong: in 2015-16, there were 398 different students from across the campus enrolled in at least one of the four 200-level Business Minor COM courses, collectively accounting for 1,204 registrations. In the same time period, there were also 373 registrations in the upper-level Business Minor electives courses, plus a smaller number enrolled in open Commerce electives. In four sets of convocations since 2013, an average of 114 graduates per year have attained Minors in Business. These numbers were constrained by the number and size of sections of the COM 200-level courses that were offered in the past; with new funding made available for the 2016-17 academic year, the Gustavson School has been able to expand the number of sections offered and, in 2016-17, the total number of unique registrants in COM 200-level courses has grown to 578. We predict that this will result in a commensurate surge in enrolments in upper-level Business Minor courses in future years, supported by 2016's enrolment of 600 students in the first-year introductory business courses, COM 100 – Introduction to Business Decision Making and ENT 100 – Introduction to Entrepreneurship.

Only a small portion of the 150+ students per year who pursue upper-level Business Minor courses would be expected to have the interest, academic standing and the means to extend their studies to include the MM. However, there may also be students from other universities who could also fulfil the Business pre-requisite courses and seek admission to the MM. Based on these two sources, we expect an initial annual intake of about 15 to 20 MM students in the first few cohorts. This cohort size is in line with the experience at UBC, where the non-dual-degree MM program has had 50-60 students in its annual cohorts. Given that the recent expansion of capacity in the 200-level Business Minor courses has seen an increase of more than 40% in the number of different students taking them, the demand for the MM is projected to grow to reach the target cohort size of 40 within four years. Given the lead time needed for students to plan to incorporate the pre-requisite courses in their second and third years, it may be several years before we know what the long-term annual student demand is for the program and whether additional cohorts could be supported beyond the single one envisaged here.

Plans for student recruitment, retention, and success

As part of our program development, we conducted two focus groups and numerous one-on-one interviews with key industry stakeholders. Participants expressed broad support for the Master of Management (MM) program goals, and a perception that the program would be filling a very real industry need. They highlighted the following issues as being particular challenges that they face when hiring new graduates from non-Business faculties today:

- A lack of “soft” skills (ability to communicate, lack of emotional intelligence, lack of teamwork skills);
- An inability to see how the new hire’s work contributes to, or is positioned within, a broader system;
- A lack of experience with team-based activities (e.g. team presentations, group work, etc.);
- A lack of “hard” skills (e.g. spreadsheet development, ability to read financial statements, etc.).

Our research suggests that this program will be attractive to employers as well as students, especially given that its focus on integrative thinking, multi-disciplinary collaboration, “soft skills” development and targeted hard skills aligns well with recent predictions about the kinds of competencies that employees will need in the future. This grounding in basic business understanding, buttressed by applied learning in an interdisciplinary, problem-solving context, coupled with a work experience term tailored to the student’s interests, will provide a significant benefit that an MM graduate will be able to offer to potential employers along with the skills and knowledge that they bring from their undergraduate degree. We are confident that employers will appreciate that MM graduates represent the diverse pool of UVic graduates, distinguished by having a sophisticated understanding of how organizations work and the collaborative skills to function effectively within them that will make them eminently prepared for the transition to permanent employment.

D. Admission requirements

1. The MM program will require that students complete five undergraduate business courses from the existing Business Minor:

- COM 202 – Financial Accounting 1
- COM 220 – Organizational Behaviour
- COM 240 – Management Finance
- COM 250 – Fundamentals of Marketing
- COM 317 – Management Accounting 1

In 2017-18, two new accounting courses (COM 202, COM 317) replaced COM 270 – Financial and Management Accounting for Specialists. Both COM 202 and COM 317 match standard introductory Financial Accounting and Management Accounting courses taught in most business programs. To accommodate students who have taken the existing combined accounting course, COM 270 will also be accepted in place of COM 202 and COM 317 for both the Business Minor and the MM. Note that a student who completes the five MM pre-requisites would need to complete only one other 300- or 400-level COM, ENT, or IB course to obtain the Business Minor, making this a readily obtainable alternative credential in cases where a student was not able to go on to complete the Master of Management (MM).

2. The Business Minor stipulates that each of the 200-level courses must be completed with a minimum grade of C+. The MM will require students to attain a B average across the five pre-requisite courses with a minimum grade of B- in any of them.
3. Students will have to meet the standard academic requirements for admission into the Faculty of Graduate Studies.
4. Graduates of business programs will not be accepted into the MM.
5. Similar to our existing MGB program, the MM will not require applicants to write the Graduate Management Admission Test (GMAT). Grades from the five pre-requisite courses will provide a common and sufficient basis for assessing applicants' aptitude and readiness for graduate business studies.

Preferred Access

"Preferred-access" status, reflecting students who have indicated an interest in applying to the MM, will carry no obligation to enter the MM program. If given this status at any stage, a student will have priority in enrolling in Business Minor courses, receive advice on progression towards meeting entry requirements and get assistance from MM staff in the graduate application process. Preferred access will be based on:

- On admission to Year 1 to a non-Business faculty or with first-year standing,
- With second-year standing, a GPA of 5.0 or better
- With third-year standing, a GPA of 5.0 or better on the most recent 27 units plus completion of at least two of the pre-requisite Business Minor courses with a minimum grade of B- in each
- With fourth-year standing, a GPA of 5.0 or better on the most recent 42 units and completion of at least four of the pre-requisite courses with a minimum grade of B- in each

"Preferred-access" students would need to apply to the Faculty of Graduate Studies and meet the normal requirements for graduate admission as well as the program's requirements for minimum grades in the pre-requisite undergraduate Business courses.

Students with fourth-year standing could apply directly to the program through the Faculty of Graduate Studies but admission for them would be competitive and dependent on projected space availability within the cohort of previously admitted students.

E. Areas of specialization and evidence of adequate faculty complement (Include a table showing anticipated faculty supervision and committee service taking into account faculty leaves). (Include short faculty CVs in Appendix)

The Gustavson School of Business faculty have expertise across all of the subjects in the Business Minor and MM graduate courses that correlate with subject areas taught within the core of both the Gustavson BCom and MBA Programs:

- Human Resource Management
- Business and Sustainability
- Operations Management
- Management Information Systems
- International Business
- Legal Issues in Management
- Strategic Management

Information about the Gustavson School's faculty who are expected to be involved in the program's delivery is contained in Appendix A.

As a course-based master's program, supervisory committee service for the MM will be limited to the supervision of a capstone project, provided largely by faculty teaching in the program. Remaining supervisory responsibilities will rest with the academic program director. There are no anticipated synergies between the MM courses and existing graduate Business programs in terms of shared course delivery or co-curricular requirements and, given our practice of cohort-based programs, we do not anticipate relying on existing graduate courses to serve MM students.

F. Curriculum design

The courses included in the Minor in Business are identified in Section D.

Courses: The Master of Management (MM) curriculum will be comprised of ten 1.5-unit courses, with a final integrative project (introduced in Term 1 and spanning all three terms), also of 1.5 units. Thus, the three-term program will consist of:

MM 504 – Workplace and Career Preparation	1.5 units
MM 505 – Professional Development	1.5 units
MM 510A – Organizations in a Changing World I	1.5 units
MM 510B – Organizations in a Changing World II	1.5 units
MM 520A – Collaborative Teamwork in Organizations I	1.5 units
MM 520B – Collaborative Teamwork in Organizations II	1.5 units
MM 530A – Applied Organizational Skills and Knowledge I	1.5 units
MM 530B – Applied Organizational Skills and Knowledge II	1.5 units
MM 540A – Organizational Analysis and Problem Solving I	1.5 units
MM 540B – Organizational Analysis and Problem Solving II	1.5 units
MM 596 – Capstone Integrative Project	1.5 units
Total	16.5 units

Course descriptions are below in this section.

Note that courses are intentionally broad in scope, and most have been divided into I and II components to ensure that students have timely evaluative feedback at the halfway point of their studies (at the end of the Summer session). This also avoids administrative challenges associated with having graded courses extending across academic sessions.

The second term is devoted to the MM work experience requirement, a placement of up to four months tailored to developing students' competencies in their particular areas of career interest (and may include a workplace internship, the creation of an entrepreneurial venture, or participation in an international social volunteerism experience, among others).

MM 504: Workplace and Career Preparation

Preparation and training to undertake a work experience term. Includes preparation of cover letters and resumes, skills assessment and analysis, networking and interview skill development and career planning.

MM 505: Professional Development

Designed to ensure students develop career readiness skills, including portfolio presentation, career planning and self-awareness skills. Content will vary and may include: self-assessments, peer coaching, skills training, career assessment, and networking events. Also requires students to link their prior disciplinary knowledge to their concurrent management education to develop a contextualized learning portfolio that elaborates on their undergraduate degree and professional interests.

MM 510A: Organizations in a Changing World I

Studies organizations as part of a broader political, cultural, and environmental system. Introduces the business challenges and opportunities in developing sustainable social, ecological and economic value creation. Explores the general management and structure of an organization and the formulation and implementation of its strategic direction. Addresses the impact of technology on organizations, and the changing nature of work.

MM 510B: Organizations in a Changing World II

Further investigation of organizations as part of a broader political, cultural, and environmental system. Includes an immersive International experience, to further situate the learning within broad social, political and cultural contexts.

MM 520A: Collaborative Teamwork in Organizations I

Examines the broad challenges of collaboration in organizational settings. Topics will include identifying the costs and opportunities of collaboration, conflict management, communication styles, coaching and feedback skills, power and influence, design thinking, cross-cultural management, and negotiation.

MM520B: Collaborative Teamwork in Organizations II

Further examines the broad challenges of collaboration in organizational settings. Topics will include identifying the costs and opportunities of collaboration, conflict management, communication styles, coaching and feedback skills, power and influence, design thinking, cross-cultural management, and negotiation.

MBA530A: Applied Organizational Skills and Knowledge I

Applies key skills necessary for analyzing organizational problems, such as budgeting and financial statements, spreadsheet development, presentation skills, project management, big data, management information systems, operations management and business case creation.

MBA530B: Applied Organizational Skills and Knowledge II

Continues application of key skills necessary for analyzing organizational problems, such as budgeting and financial statements, spreadsheet development, presentation skills, project management, big data, management information systems, operations management and business case creation.

MBA 540A: Organizational Analysis and Problem Solving I

Explores models for identifying and addressing increasingly complex, integrative problems. Topics include critical thinking, creative problem solving tools, network analysis, customer experience mapping, strategic planning and decision analysis.

MBA 598: Capstone Integrative Project

Team-based project that builds on learning from other courses as well as the student's undergraduate studies. Students will be required to demonstrate integrative thinking, thoughtful problem solving, and effective collaboration in addressing a real-world problem for an organizational client in their general field of disciplinary interest.

Delivery methods

All courses will be delivered face-to-face on the UVic campus.

The Master of Management (MM) curriculum will be designed around a Contextualized Collaborative Learning Model, which is highly integrative and experiential. Students will work in diverse teams (formed of students of differing disciplinary backgrounds) with a focus on highly applied problem-based learning, supplemented with lectures and tutorials.

Linkages Between the Learning Outcomes and the Curriculum Design

Students who complete the Master of Management (MM) will:

- demonstrate knowledge of the core disciplines and the complex, dynamic political, environmental and social contexts within which a broad range of organizations operate
- apply organizational tools, models and principles in an integrated way to identify and solve complex organizational problems
- communicate effectively, orally and in writing
- collaborate effectively in a multi-disciplinary and team-based environment
- develop workplace competencies through supervised internship employment.

Using the model in place for Gustavson's existing programs (as required for the School's ongoing AACSB and EQUIS accreditation), the Gustavson School will articulate specific program learning goals with objectives linked to measurable outcomes. Through a curriculum map that specifies the content of the program's required components, there will be designated points where material needed to assess each learning outcome will be collected and evaluated.

The MM program will follow the model of Gustavson's Bachelor of Commerce, Master of Global Business and Master of Business Administration programs in requiring an applied educational component. For the MM program, this will consist of a work experience requirement that students would undertake starting in September, following the completion of their first term of coursework. Development of suitable placement opportunities will rest largely with the Business Co-op and Career Services office that already manages 850 placements annually for other Business programs. There will also be coordination with other Co-op units on campus to establish workplace experience opportunities in organizations that reflect the intended career paths of MM students.

Residency requirements and anticipated times to completion

As a coursework-only master's program combined with a work experience term, students will have two terms of residency (May to August and January to April), with a work placement that is expected to be completed by the end of December. Students who fail to secure a work experience by the end of September may have their programs extended after April until their work experience terms are complete.

The program will contain an international experience, with the cohort traveling offshore to investigate a problem posed by a contributing organization. An “international applied project” element is already integral to Gustavson’s other master’s programs and a similar component will span the content courses delivered in one of the two terms.

Note that, as with all other programs within the business school, students will bear the expense of travel required as part of the international applied project.

There is no program element aimed explicitly at Indigenous perspectives. However, course delivery will rely on using multiple “live cases,” with students working on existing problems posed by local community organizations. This format provides the opportunity to work with Indigenous organizations, potentially through the National Consortium for Indigenous Economic Development (NCIED).

Policies on student evaluation, candidacy exams, and oral examinations

Students will be evaluated on the basis of grades in courses. Progression will depend on meeting the Faculty of Graduate Studies’ requirements. Note that the first term of coursework is in the Summer session, so that students will be assessed for progression at that point and again at the end of their second and final term of coursework in the spring.

G. Enrolment plan for the length of the Master's degree (Include a table of ongoing students, anticipated annual intake and graduates from program start to steady state)

Enrolment is based on a single intake per year for classes starting in late May. A cohort may have an enrolment between a minimum of about 15 to a maximum of 50. The expected class size for the first cohort is between 15 and 20 students but is expected to grow to 50 over four years.

The initial class sizes are lower than the steady-state expectation because the prerequisite courses are usually accumulated over more than one year. It will thus take two to three years before the program would see applicants who had designed their undergraduate programs from the start to meet the MM requirements. The program will have a minimum viable size of 15 students but the resources required to offer the program – faculty, staff, classrooms – are largely fixed for a cohort from this minimum size to the intended maximum of 50 students. The following table projects enrolment over a five-year period:

Point of Intake	Enrolment
May 2019	15
May 2020	20
May 2021	25
May 2022	40-50

H. Program Evaluation

The Gustavson School is accredited by two external international agencies, the US-based Association to Advance Collegiate Schools of Business (AACSB) and the European Foundation for Management Development (EFMD). Both agencies have five-year review cycles and assess program quality, supervision and support as parts of their re-accreditation process.

The MM program will be subject to two such external reviews in 2019 and 2020, shortly after its targeted implementation, and at five-year intervals for each thereafter.

I. Related Master's programs in your own or other British Columbia post-secondary institutions

There are numerous one-year pre-experience master's programs offered by Canadian business schools but all but three of these are restricted to graduates of business administration / commerce programs. As one of the few exceptions, Queen's University's Smith School of Business offers two specialized pre-experience master's programs that are open to graduates of non-business programs: a Masters of International Business (which has four pre-requisite courses in business and economics) and a Masters in Entrepreneurship and Innovation, offered in conjunction with Queen's Faculty of Engineering and Applied Science. The only comparable program in Canada that accepts non-Business graduates for general management studies is the previously mentioned one at the University of British Columbia's Sauder School of Business.

Following the Sauder model, a pre-experience Masters of Management is planned at York University and the University of Calgary is developing a proposal for one as well.

The Gustavson MBA program, like most MBA programs, accepts students with undergraduate degrees from any discipline. However, like most MBA programs, it is targeted at applicants who have at least three years of fulltime work experience. The MM program is designed to serve those who have yet to enter the workforce and, as a result, does not compete directly with the MBA. Existing and proposed programs at UBC, York University and the University of Calgary explicitly limit enrolment to applicants with no more than two years of work experience. The proposed program here is intended to take in students immediately following their undergraduate studies but does not restrict admission based on accumulated work experience.

J. Evidence of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable (Provide copies of letters of support in an appendix)

Appendix B includes support from UBC and SFU, as well as the following University of Victoria faculties:

Education, Engineering, Fine Arts, Science, Social Sciences, and Co-operative Education & Career Services.

Support letters from other institutions are currently being sought.

APPENDIX A

Faculty

The following section provides short *curricula vitae*, representing the most recent five years for the faculty members who are anticipated to be contributing to the teaching and project supervision for the Masters of Management program.

Graham Brown

Spring 2013 - Spring 2018
(250)721-6069
grbrown@uvic.ca

Degrees

- | | |
|------|--|
| 2005 | Ph.D., Organizational Behaviour and Human Resource Management, University of British Columbia, Vancouver, British Columbia Dissertation: Territoriality in Organizations |
| 2000 | M.S., Family Ecology, University of Utah |
| 1997 | B.A., Psychology, University of Victoria, Victoria, British Columbia |

Academic Employment History

2015 - Ongoing

Associate Professor, Gustavson School of Business, University of Victoria, Victoria, British Columbia

2012 - 2015

Assistant Professor, Gustavson School of Business, University of Victoria, Victoria, British Columbia, 2015

2009 - 2012

Assistant Professor, Faculty of Management, University of British Columbia, Vancouver, British Columbia, 2012

2005 - 2009

Assistant Professor, OB/HR, Singapore Management University, 2009

1994 - 1997

Cognitive Lab Assistant, University of Victoria, Victoria, British Columbia, 1997

Scholarly Achievement & Publications

Journal Publications

- Brown, G., & Zhu, H. (Helena). (2016). My workspace, not yours: The impact of psychological ownership and territoriality in organizations. *Journal of Environmental Psychology*, 48, 54–64.
- Brown, G., & Baer, M. (2015). Protecting the Turf: Negative Effects of Territoriality on Others' Creativity. *Journal of Applied Psychology*, 100(6), 1785–1797.
- Brown, G., Pierce, J., & Crossley, C. (2014). Toward an Understanding of the Development of Ownership Feelings. *Journal of Organizational Behavior*, 35(3), 318–338.
- Brown, G., Crossley, C., & Robinson, S. L. (2014). Psychological Ownership, Territorial Behavior, and Being Perceived as a Team Contributor: The Critical Role of Trust in the Work Environment. *Personnel Psychology*, 67(2), 463–485.

Chapters

- Brown, G. (2014). Setting (and Choosing) the Table: the Influence of the Physical Environment in Negotiation. In *Negotiation Excellence: Successful Deal Making* (pp. 23–38). Singapore: World Scientific Publishing.

Presentations

- Brown, G., & Zhu, H. (Helena). (2016, August). Creating Meaning Through Psychological Ownership and Territoriality in Organizations. Academy of Management conference 2016. Anaheim, USA.
- Brown, G., & Zhu, H. (2016, Summer). Creating Meaning Through Psychological Ownership and Territoriality in Organizations. Academy of Management Meetings.
- Brown, G., & Robinson, S. (2015, Summer). Claiming space at work: Using maps to understand employee territoriality. Academy of Management. Vancouver: AoM.
- Brown, G., & Robinson, L. S. (2014, May). Territorial infringement. Society of Industrial Organizational Psychology. Hawaii, USA: Society of Industrial Organizational Psychology.
- Brown, G. (2013, Summer). Teaching Social Entrepreneurship Outside the Classroom. National Education Conference. Milwaukee, USA: American Society for Quality (ASQ).

Other

- Brown, G. (2017). Foreword for the book *Psychological Ownership: Theoretical perspectives and applications in a for multi-cultural contexts*. *Psychological Ownership: Theoretical Perspectives and Applications in a for Multi-Cultural Contexts*.

Grants

- The Effects of Ownership and Territoriality on Creativity, Innovation, and Entrepreneurship, Funded by SSHRC (January 1, 2010), awarded January 1, 2010 (\$74,700.00), Completed, Spring 2013, PI Graham Brown

Courses Taught at the University of Victoria

Fall 2017

Term	Course Prefix	Course Number	Section	Course Title
Fall 2017	MBA	553	A02	MANAGING PEOPLE+ORGZTNS:I
Fall 2017	MBA	553	A03	MANAGING PEOPLE+ORGZTNS:I

Summer 2017

Term	Course Prefix	Course Number	Section	Course Title
Summer 2017	ENT	413	A01	PORTFOLIO PRACTICUM
Summer 2017	ENT	413	A02	PORTFOLIO PRACTICUM

Fall 2016

Term	Course Prefix	Course Number	Section	Course Title
Fall 2016	MBA	563	A01	ENTREPRENEURIAL STRATEGY

Summer 2016

Term	Course Prefix	Course Number	Section	Course Title
Summer 2016	ENT	413	A01	PORTFOLIO PRACTICUM
Summer 2016	ENT	413	A02	PORTFOLIO PRACTICUM

Fall 2015

Term	Course Prefix	Course Number	Section	Course Title
Fall 2015	MBA	563	A01	ENTREPRENEURIAL STRATEGY

Summer 2015

Term	Course Prefix	Course Number	Section	Course Title
Summer 2015	ENT	413	A01	PORTFOLIO PRACTICUM
Summer 2015	ENT	413	A02	PORTFOLIO PRACTICUM

Fall 2014

Term	Course Prefix	Course Number	Section	Course Title
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Term	Course Prefix	Course Number	Section	Course Title
Fall 2014	COM	321	A01	LEADING PEOPLE + ORGANIZTNS I
Fall 2014	COM	321	A02	LEADING PEOPLE + ORGANIZTNS I
Fall 2014	COM	321	A04	LEADING PEOPLE + ORGANIZTNS I
Fall 2014	COM	321	A05	LEADING PEOPLE + ORGANIZTNS I
Fall 2014	MBA	563	A01	ENTREPRENEURIAL STRATEGY

Summer 2014

Term	Course Prefix	Course Number	Section	Course Title
Summer 2014	ENT	413	A01	PORTFOLIO PRACTICUM
Summer 2014	ENT	413	A02	PORTFOLIO PRACTICUM

Fall 2013

Term	Course Prefix	Course Number	Section	Course Title
Fall 2013	MBA	561	A01	Entrepreneurial Planning & Finance

Summer 2013

Term	Course Prefix	Course Number	Section	Course Title
Summer 2013	ENT	413	A01	PORTFOLIO PRACTICUM
Summer 2013	ENT	413	A02	PORTFOLIO PRACTICUM

Vivien S Corwin

Spring 2013 - Spring 2018
250-721-6311
vcorwin@uvic.ca

Degrees

- 1999 Ph.D., Business Administration, University of British Columbia, Vancouver,
British Columbia Dissertation: "Making Sense of Part-Time Professional Work
Arrangements"
- 1990 B.A., International Relations, University of Toronto, Toronto, Ontario

Academic Employment History

2013 - 2015

Director, MBA Program, Gustavson School of Business, University of Victoria, Victoria,
British Columbia, 2015

2010 - 2013

Director, BCom Program, Gustavson School of Business, University of Victoria, Victoria,
British Columbia, 2013

2009 - Ongoing

Assistant Teaching Professor, Gustavson School of Business, University of Victoria, Victoria,
British Columbia

2006 - 2009

Assistant Professor, Gustavson School of Business, University of Victoria, Victoria, British
Columbia, 2009

Grants

UVic Learning and Teaching Development Grant , Funded by UVic Learning and Teaching
Center (September 2, 2013 - December 20, 2013) (\$6,000.00), Completed, Fall 2013,
Program Coordinator Vivien Corwin

Courses Taught at the University of Victoria

Fall 2017

Term	Course Prefix	Course Number	Section	Course Title
Fall 2017	COM	321	A01	LEADING PEOPLE + ORGANIZTNS I
Fall 2017	COM	321	A02	LEADING PEOPLE + ORGANIZTNS I
Fall 2017	COM	321	A03	LEADING PEOPLE + ORGANIZTNS I
Fall 2017	COM	321	A04	LEADING PEOPLE + ORGANIZTNS I
Fall 2017	COM	321	A05	LEADING PEOPLE + ORGANIZTNS I

Summer 2017

Term	Course Prefix	Course Number	Section	Course Title
Summer 2017	MBA	595	A02	SPCL TPCS:BUSINESS ADMN - Thriving on Change

Spring 2017

Term	Course Prefix	Course Number	Section	Course Title
Spring 2017	COM	322	A01	LEADING PEOPLE + ORGANIZTNS II
Spring 2017	COM	322	A02	LEADING PEOPLE + ORGANIZTNS II
Spring 2017	COM	322	A03	LEADING PEOPLE + ORGANIZTNS II
Spring 2017	COM	322	A04	LEADING PEOPLE + ORGANIZTNS II
Spring 2017	COM	322	A05	LEADING PEOPLE + ORGANIZTNS II

Fall 2016

Term	Course Prefix	Course Number	Section	Course Title
Fall 2016	COM	321	A01	LEADING PEOPLE + ORGANIZTNS I
Fall 2016	COM	321	A02	LEADING PEOPLE + ORGANIZTNS I
Fall 2016	COM	321	A03	LEADING PEOPLE + ORGANIZTNS I
Fall 2016	COM	321	A04	LEADING PEOPLE + ORGANIZTNS I
Fall 2016	COM	321	A05	LEADING PEOPLE + ORGANIZTNS I
Fall 2016	MBA	513	A01	ISSUES:SERV TECH+HR MGMT
Fall 2016	MBA	555	A01	MANAGNG PEOPLE+ORGZTNS:II

Spring 2015

Term	Course Prefix	Course Number	Section	Course Title
Spring 2015	SMGT	417	A01	SERVCE HUMAN RESOURCE MANAGMNT

Fall 2014

Term	Course Prefix	Course Number	Section	Course Title
Fall 2014	COM	321	A01	LEADING PEOPLE + ORGANIZTNS I
Fall 2014	COM	321	A02	LEADING PEOPLE + ORGANIZTNS I
Fall 2014	COM	321	A04	LEADING PEOPLE + ORGANIZTNS I
Fall 2014	COM	321	A05	LEADING PEOPLE + ORGANIZTNS I

Spring 2014

Term	Course Prefix	Course Number	Section	Course Title
Spring 2014	MBA	553	A01	MANAGING PEOPLE+ORGZTNS:I
Spring 2014	SMGT	417	A01	SERVCE HUMAN RESOURCE MANAGMNT

Fall 2013

Term	Course Prefix	Course Number	Section	Course Title
Fall 2013	MBA	553	A01	MANAGING PEOPLE+ORGZTNS:I

Spring 2013

Term	Course Prefix	Course Number	Section	Course Title
Spring 2013	SMGT	417	A01	SERVCE HUMAN RESOURCE MANAGMNT
Spring 2013	SMGT	417	A02	SERVCE HUMAN RESOURCE MANAGMNT

Stacey R Fitzsimmons

Spring 2013 - Spring 2018
(250)472-4787
sfitzsim@uvic.ca

Degrees

- | | |
|------|---|
| 2011 | Ph.D., International Business, Simon Fraser University, Vancouver, British Columbia, Canada |
| 2004 | B.B.A., Business Administration, Wilfrid Laurier University, Waterloo, Ontario, Canada
B.A., Philosophy, Wilfrid Laurier University, Waterloo, Ontario, Canada |

Academic Employment History

2014 - Ongoing

Assistant Professor of International Business, Peter B. Gustavson School of Business,
University of Victoria, Victoria, British Columbia

2011 - 2014

Assistant Professor of Management, Haworth College of Business, Western Michigan
University, Kalamazoo, 2014

Scholarly Achievement & Publications

Journal Publications

- Fitzsimmons, S. R., Liao, Y., & Thomas, D. C. (2017). Making the most of multicultural employees. *IESE Insight*, (146), 16-19.
- Fitzsimmons, S. R., Liao, E. Y., & Thomas, D. C. (2017). From crossing cultures to straddling them: An empirical examination of outcomes for multicultural employees. *Journal of International Business Studies*, (48), 63-89.
- Dietz, J., Fitzsimmons, S. R., Aycan, Z., Francesco, A. M., Jonsen, K., Osland, J., ... Boyacigiller, N. (2017). Cross-cultural management education rebooted: Creating positive value through scientific mindfulness. *Cross Cultural & Strategic Management*, 24, 125-151.
- McIver, D., Fitzsimmons, S. R., & Lengnick-Hall, C. (2016). When Knowledge Crosses Levels: Integrating Knowledge and When to Expect Resistance. *Academy of Management Best Paper Proceedings*, 14828.
- McIver, D., Fitzsimmons, S. R., & Flanagan, D. (2016). Instructional Design as Knowledge Management: A knowledge-in-practice approach to choosing instructional methods. *Journal of Management Education*, 40(1), 47-75.
- Fitzsimmons, S. R. (2014). Us, Them and Others in Management Research. *Academy of Management Review*, 39(3), 384-386.

- Fitzsimmons, S. R., & Stamper, C. (2014). How societal culture influences friction in the employee-organization relationship. *Human Resource Management Review*, 24(1), 80-94.
- Fitzsimmons, S. R. (2013). Multicultural Employees: A framework for understanding how they contribute to organizations. *Academy of Management Review*, 38, 525-549.
- Fitzsimmons, S. R., Lee, Y., & Brannen, M. Y. (2013). Demystifying the Myth about Marginals: Implications for Global Leadership. *European Journal of International Management*, 7(5), 587-603.
- Fitzsimmons, S. R., Flanagan, D. J., & Wang, X. A. (2013). Business students' choice of short-term or long-term study abroad opportunities. *Journal of Teaching in International Business*, 24, 125-137.

Chapters

- Fitzsimmons, S. R., Miska, C., & Stahl, G. K. (2017). Multicultural individuals: What can they bring to global organizations? In *Readings and Cases in International Human Resource Management* (6th ed.) (pp. 155-171). New York: Routledge.
- Hrenyk, J., Szymanski, M., Kar, A., & Fitzsimmons, S. R. (2016). Understanding multicultural individuals as ethical global leaders. In *Advances in Global Leadership* (pp. 57-78). Bingley, United Kingdom: Emerald Group Publishing Limited.
- Fitzsimmons, S. R. (2014). Biculturalism. In *Wiley Encyclopedia of Management*, 3rd Edition. (Vol. 6, International Management). Oxford, UK: John Wiley & Sons.

Presentations

- Vora, D., Martin, L., Pekerti, A. A., Fitzsimmons, S. R., Lakshman, C., & Raheem, S. (2017, July). Multiculturalism within Individuals. *Academy of International Business Conference*. Dubai, UAE.
- Vora, D., Martin, L., Pekerti, A., Fitzsimmons, S. R., Lakshman, C., & Raheem, S. (2017, August). Multiculturalism: A Review and Agenda for Future Research. *Academy of Management Conference*. Atlanta.
- Szymanski, M., Fitzsimmons, S. R., & Danis, W. M. (2017, July). Microfoundations of Global Performance: Evidence from Elite Football Teams on the Impact of Bicultural Managers. *Academy of International Business Conference*. Dubai, UAE.
- Tung, R., Fitzsimmons, S. R., Ikegami, J. J., Maznevski, M., Ota, M., & Pesch, R. (2017, July). The Bright Side of Culture in International Business: Toward a More Balanced Perspective. *Academy of International Business*. Dubai, UAE.
- Eden, L., Boyacigiller, N., Lu, J. W., Balakrishnan, M. S., Lirio, P., Welch, C., & Fitzsimmons, S. R. (2017, July). Life Happens: Female Academics Share Stories. *Academy of International Business*. Dubai, UAE: Women in the Academy of International Business (WAIB) Sponsored Panel.
- Fitzsimmons, S. R., Baggs, J., & Brannen, M. Y. (2016, August). Work outcomes for migrants and their descendants: Individual and organizational interaction effects. *Academy of Management conference*. Anaheim, CA.

McIver, D., Fitzsimmons, S. R., & Lengnick-Hall, C. (2016, August). When Knowledge Crosses Levels: Integrating Knowledge and When to Expect Resistance. Academy of Management Conference. Anaheim, CA.

Fitzsimmons, S. R., & Szymanski, M. (2016, April). How to get Teammates from Multiple Countries to Work as One. Academics & Athletics Co-Creation of Excellence Conference. Victoria, BC: Peter B. Gustavson School of Business and University of Victoria Vikes.

Fitzsimmons, S. R. (2016, February). When do Multicultural Employees Broker across Cultures? A mixed-methods approach. Invited speaker series. Vancouver, BC: SFU Beedie School of Business Centre for Global Workforce Strategy.

Fitzsimmons, S. R. (2016, January). From crossing cultures to straddling them: An empirical examination of outcomes for multicultural employees. Invited research talk. Bangalore, India: Indian Institute of Management Bangalore.

Arieli, S., & Fitzsimmons, S. R. (2015, August). Multicultural employees: Multiple challenges in the interplay between employees and organizations. Academy of Management conference. Vancouver, BC.

Fitzsimmons, S. R., Vora, D., & Thomas, D. C. (2015, August). Cultural brokering as a behavioral outcome of biculturalism. Academy of Management conference. Vancouver, BC.

Fitzsimmons, S. R. (2015, August). Understanding multicultural individuals through the lens of organizational behavior and social psychology. Academy of Management conference. Vancouver, BC.

Maloney, M., Zellmer-Bruhn, M., Beechler, S., Canney Davison, S., Fang, T., Fitzsimmons, S. R., ... Taylor, S. (2014, June). Cross-Cultural Competencies: Advances in Research and Practice. Panel presentation at Academy of International Business Conference. Vancouver, BC: Academy of International Business.

Fitzsimmons, S. R., Caprar, D. V., & Taras, V. (2014, June). Multicultural individuals on multicultural teams: Process and performance outcomes. Symposium, Academy of International Business conference. Vancouver: Academy of International Business.

McIver, D., Fitzsimmons, S. R., & Flanagan, D. (2014, August). Choosing Instructional Methods to Fit the Knowledge Structure of Course Components. Academy of Management Conference. Philadelphia: Academy of Management.

Fitzsimmons, S. R., Ghorbani, M., Caykoylu, S., Chand, M., Liao, Y., & Shadnam, M. (2013, Summer). Academics on the move: Advice for junior academics developing boundaryless careers. Symposium at Academy of International Business conference. Istanbul: Academy of International Business.

Dietz, J., Aycan, Z., Fitzsimmons, S. R., & Francesco, A. M. (2013, Autumn). Designing a Relevant Cross-cultural Management Course: A view through the lens of scientific mindfulness. Academy of International Business conference. Istanbul: Academy of International Business.

Other

Barzantny, C., & Fitzsimmons, S. (2016). L'engagement des salariés varie selon les pays et les cultures. Harvard Business Review France Blog.
<http://www.hbrfrance.fr/chroniques-experts/2016/07/11563-lengagement-des-salaries-varie-selon-les-pays-et-les-cultures/>

Grants

How Do Multicultural Employees Contribute to Their Organizations Across Contexts, Funded by Gustavson Executive Programs Research Grant (April 1, 2016 - March 31, 2017), awarded April 1, 2016 (\$2,500.00), Completed, Spring 2017, PI Stacey Fitzsimmons

ORS Scholarly Travel Grant, Funded by UVic Office of Research Services (April 1, 2016 - March 31, 2017) (\$1,350.00), Completed, Summer 2016, PI Stacey Fitzsimmons

When do Multicultural Employees Broker across Cultures? A Mixed-Method Approach, Funded by University of Victoria (June 1, 2016 - May 31, 2017) (\$4,873.00), Completed, Summer 2016, PI Stacey Fitzsimmons (100%)

ORS Scholarly Travel Grant, Funded by UVic Office of Research Services (April 1, 2015 - March 31, 2016) (\$1,350.00), Completed, Spring 2016, PI Stacey Fitzsimmons

Roles of multicultural employees in multicultural teams, Funded by University of Victoria (October 1, 2014 - March 31, 2015) (\$2,500.00), Completed, Spring 2015, PI Stacey Fitzsimmons (100%)

Cultural Brokering, Funded by Gustavson Executive Programs Research Grant (April 1, 2014 - March 31, 2015) (\$700.00), Completed, Spring 2015, PI Stacey Fitzsimmons

Courses Taught at the University of Victoria

Fall 2016

Term	Course Prefix	Course Number	Section	Course Title
Fall 2016	COM	321	A01	LEADING PEOPLE + ORGANIZTNS I
Fall 2016	COM	321	A02	LEADING PEOPLE + ORGANIZTNS I
Fall 2016	COM	321	A03	LEADING PEOPLE + ORGANIZTNS I
Fall 2016	COM	321	A04	LEADING PEOPLE + ORGANIZTNS I
Fall 2016	COM	321	A05	LEADING PEOPLE + ORGANIZTNS I

Fall 2015

Term	Cour se Prefix	Course Number	Section	Course Title
Fall 2015	COM	321	A01	LEADING PEOPLE + ORGANIZTNS I
Fall 2015	COM	321	A02	LEADING PEOPLE + ORGANIZTNS I
Fall 2015	COM	321	A03	LEADING PEOPLE + ORGANIZTNS I
Fall 2015	COM	321	A04	LEADING PEOPLE + ORGANIZTNS I
Fall 2015	COM	321	A05	LEADING PEOPLE + ORGANIZTNS I
Fall 2015	MGB	510	A01	NORTH AMERICAN BUSI CONTEXT
Fall 2015	MGB	510	A02	NORTH AMERICAN BUSI CONTEXT

Fall 2014

Term	Course Prefix	Course Number	Section	Course Title
Fall 2014	COM	321	A01	LEADING PEOPLE + ORGANIZTNS I
Fall 2014	COM	321	A02	LEADING PEOPLE + ORGANIZTNS I
Fall 2014	COM	321	A04	LEADING PEOPLE + ORGANIZTNS I
Fall 2014	COM	321	A05	LEADING PEOPLE + ORGANIZTNS I
Fall 2014	MGB	510	A01	NORTH AMERICAN BUSI CONTEXT
Fall 2014	MGB	510	A02	NORTH AMERICAN BUSI CONTEXT

Ricardo G. Flores

Spring 2013 - Spring 2018
(250)472-4810
ricardoflores@uvic.ca

Degrees

- | | |
|------|--|
| 2010 | Ph.D., Organizational Theory/IB, University of Illinois, Chicago, Illinois, United States |
| 2003 | M.B.A., International Finance, University of Illinois, Chicago, Illinois, United States |
| 1995 | B.S., Petroleum Engineering, Universidad Nacional de Cuyo, Mendoza, Argentina
Dissertation: Summa Cum Laude |

Professional Licensures & Certifications

- | | |
|------|--|
| 2014 | IDI Qualified Administrator, Intercultural Development Inventory |
|------|--|

Academic Employment History

2017 - Ongoing

Assistant Professor, Gustavson School of Business, University of Victoria, Victoria, British Columbia

2010 - 2017

Assistant Professor, Australian Graduate School of Management, University of New South Wales, Sydney, Australia, 2017

Scholarly Achievement & Publications

Journal Publications

- Kraatz, M. S., & Flores, R. G. (2015). Reinfusing values. Institutions and Ideals: Philip Selznick's legacy for organizational studies. *Research in the Sociology of Organizations*, 44, 353-381.
- Aguilera, R., Flores, R. G., & Kim, J. U. (2015). Re-examining regional borders and the multinational enterprise. *Multinational Business Review*, 23(4), 374-394.
- Kraatz, M. S., & Flores, R. G. (2015). Introduction: "Institutions and Ideals: Philip Selznick's legacy for organizational studies" *Research in the Sociology of Organizations*, 44, 1-7.
- Flores, R. G., Aguilera, R., Vaaler, P., & Mahdian, A. (2013). How well do supra-national regional grouping schemes fit International Business research models? *Journal of International Business Studies*, 44, 451-474.

Flores, R. G., Aguilera, R. V., Mahdian, A., & Vaaler, P. M. (2013). How well do supra-national regional grouping schemes fit International Business research models? *Journal of International Business Studies*, 5(44), 451-474.

Chapters

Flores, R. G. (2016). Globalisation: Challenges & Opportunities. In *MNGT6582 International business, MBA Programs, Australian Graduate School of Management, UNSW Business School* (p. Chapter 1). Sydney, Australia: University of New South Wales Press.

Presentations

Weng, C., Morgan, D., Sheldon, P., & Flores, R. G. (2016, June). *Zooming In: Untangling Home Country Subnational Institutional Effects on Chinese Firms' Outward FDI*. International Association for Chinese Management Research (IACMR). Hangzhou, China.

Bliemel, M., De Klerk, S., Flores, R. G., & Miles, M. P. (2016, June). *An exploratory study of the strategic management and performance of Australian accelerators and their impact on the internal, local and global entrepreneurial ecosystems*. Small Business Economics Special Issue Symposium. University of Adelaide.

Flores, R. G., Chandler, D., Kraatz, M., Lok, J., Walsh, J., Rindova, V., & Besharova, M. (2016, August). *The value of values*. Academy of Management Annual Meeting. Anaheim, USA.

Mendiratta, E., & Flores, R. G. (2016, August). *Strategic Choices and TMT Task-Related Faultlines: Do CEO Characteristics Matter too?* Academy of Management Annual Meeting. Anaheim, USA.

Flores, R. G., & Kassicieh, S. (2016, August). *Location, Location, Location: Exploring how a country's position influence individual-level entrepreneurship activity*. Academy of Management Annual Meeting. Anaheim, USA.

Kraatz, M., Flores, R. G., & Chandler, D. (2016, July). *Taking values seriously: Institutional analysis as humanist science*. 32nd EGOS Colloquium 2016. Naples, Italy.

Bliemel, M., Flores, R. G., De Klerk, S., & Miles, M. (2016, February). *What accelerators are (not), and which performance metrics matter*. Australian Centre for Entrepreneurship Research Exchange Annual Conference. Gold Coast, Australia.

Mendiratta, E., & Flores, R. G. (2016, February). *Location choices and top management team task-related faultlines: Do CEO characteristics matter too?* Australia and New Zealand International Business Academy (ANZIBA) Annual Conference. Sydney, Australia.

Flores, R. G., Aguilera, R., & Hollerer, M. (2016, April). *Organizational responses to precarious institutional environments: The case of Latin America*. 6th Latin American and European Meeting on Organization Studies. Santiago de Chile.

Flores, R. G. (2015). *Three things matter for entrepreneurship: Location, Location, Location: Exploring the effect of a country's "place" on its entrepreneurial activity level*. Invited Research Seminar, Faculty of Business and Economics, University of Melbourne. Melbourne, Australia: Faculty of Business and Economics, University of Melbourne.

- Leask, B., Green, W., Whitsed, C., & Flores, R. G. (2015, July). *Encouraging powerful ideas to foster global learning. International Education Association of Australia-IoC SIG Forum: Learning & Teaching for a Globalised World*. Melbourne, Australia.
- Flores, R. G., & Kassicieh, S. (2015). *Three things matter for entrepreneurship: Location, Location, Location": Exploring the effect of a country's "place" on its entrepreneurial activity level. Australian Centre for Entrepreneurship Research Exchange Conference*. Adelaide, Australia.
- Monod, E., Stickney, L., Flores, R. G., Alegre, I., & McNamara, S. (2015, August). *Interactive Assignments & Assignment Exchange. Academy of Management Annual Meeting*. Vancouver, Canada.
- Mendiratta, E., & Flores, R. G. (2015, August). *Novelty of International Locations: the Role of TMT Faultlines and Subgroup Level Dynamics in. Academy of Management Annual Meeting*. Vancouver, Canada.
- Bliemel, M., & Flores, R. G. (2015, August). *Defining and differentiating accelerators: insights from the Australian context in. Academy of Management Annual Meeting*. Vancouver, Canada.
- Flores, R. G. (2014). *Can you succeed overseas when you have no international experience? The Ta Ann Tasmania Case. Invited Research Seminar, Anderson School of Management, University of New Mexico*. New Mexico, USA: Anderson School of Management, University of New Mexico.
- Flores, R. G., & Kassicieh, S. (2014). *International factors enhancing local entrepreneurship incidence. World Conference on Entrepreneurship*. Dublin, Ireland.
- Flores, R. G. (2014). *Can inexperienced firms prosper overseas? The case of Ta Ann in Tasmania. Australia and New Zealand International Business Academy (ANZIBA) Annual Conference*. Auckland, New Zealand.
- Flores, R. G., & et al. (2014). *Regionalization and the multinational enterprise: resolving contentions and identifying blindspots. Academy of International Business Annual Conference*. Vancouver, Canada.
- Flores, R. G., & et al. (2014). *Worldly wisdom: Facilitating the development of global leadership and global citizenship. Academy of Management Annual Meeting*. Philadelphia, U.
- Flores, R. G. (2013). *The location choices of inter-organizational arrangements: The case of American JVs. Invited Research Seminar, College of Business & Economics, Australian National University*. Canberra, Australia: College of Business & Economics, Australian National University.
- Flores, R. G., & et al. (2013). *Global or Regional: Who Cares? Debating how location choices matter. Australia and New Zealand International Business Academy (ANZIBA) Annual Conference*. Sydney, Australia.

Proceedings

- Flores, R. G., Jordan-Jones, V., & Krix, J. (2014). *Can inexperienced firms prosper overseas? The case of Ta Ann in Tasmania. In Australian and New Zealand International Business Academy*.

Bliemel, M., & Flores, R. G. (2014). Accelerate Australia Far: Exploring the emergence of seed accelerators within the innovation ecosystem down-under. In *Australian Centre for Entrepreneurship Research Exchange Conference 2014*,.

Flores, R. G., & Kassicieh, S. (2014). Exploring local entrepreneurship as a function of a country's position in the global economy. In *Australian Centre for Entrepreneurship Research Exchange Conference 2014*.

Adel Guitouni

Spring 2013 - Spring 2018
(250)721-6428
adelg@uvic.ca

Degrees

- | | |
|------|---|
| 1998 | Ph.D., Management (Operations and Decision Systems), Laval University, Quebec, Quebec, Canada Dissertation: Choice Engineering of Multiple Criteria Decision Methods |
| 1993 | M.S., Electrical Engineering (Control and Power Electronics), Laval University, Quebec, Quebec, Canada Dissertation: Modeling, Simulation and Implementation of a Controlled Magnet Synchronous Motor Based Micro-controller 68HC11 |
| 1989 | B.S., Electrical Engineering, University of Quebec, Trois-Rivieres, Quebec, Canada |

Academic Employment History

2011 - 2020

Associate Professor Limited Term, Peter B. Gustavson School of Business, University of Victoria, Victoria, British Columbia, 2020

Scholarly Achievement & Publications

Journal Publications

Klibi, W., Martel, A., & Guitouni, A. (2016). The impact of operations anticipations on the quality of stochastic location-allocation models. *Omega: The International Journal of Management Science*, 62, 19-33.

<http://www.sciencedirect.com/science/article/pii/S0305048315001607>

Frini, A., Guitouni, A., & Benaskeur, A. (2015). Solving Dynamic Multi-Criteria Weapon-Target Allocation Problem Under Uncertainty: A Comparison of Decomposition and Myopic Approaches. *International Journal of Information Technology & Decision Making*, 0(0), 1-32.

Alaa, T., Saoussen, K., & Guitouni, A. (2015). Genetic Algorithm for Solving the Resource Constrained Project Scheduling Problem. *International Journal of Applied Metaheuristic Computing (IJAMC)*, 6, 45-60.

Abdelkhalek, O., Dahmani, N., Krichen, S., & Guitouni, A. (2015). VL-PLS: A Multi-objective Variable Length Pareto Local Search to Solve the Node Placement Problem for Next Generation Network. *Procedia Computer Science*, 73, 250-257.

Abdelkhalek, O., Krichen, S., & Guitouni, A. (2015). A Genetic Algorithm Based Decision Support System for the Multi-Objective Node Placement Problem in

- Next Wireless Generation Network. *Applied Soft Computing*, 33, 278-291.
<http://www.sciencedirect.com/science/article/pii/S1568494615001921>
- Masri, H., Krichen, S., & Guitouni, A. (2015). A multi-start variable neighborhood search for solving the single path multicommodity flow problem. *Applied Mathematics and Computation*, 251, 132-142.
- Guitouni, A., Masri, H., & Krichen, S. (2014). A hybrid genetic algorithm for solving the unsplittable multicommodity flow problem: The maritime surveillance case. *Lecture Notes in Computer Science*, 8546, 137-148.
- Guitouni, A., & Mir, H. (2014). Variable dwell time task scheduling for multifunction radar. *IEEE Transactions on Automation Science and Engineering*, 11(2), 463-472.
- Masri, H., Krichen, S., & Guitouni, A. (2014). A multi-start tabu search approach for solving the information routing problem. *Lecture Notes in Computer Science*, 8580, 267-277.
- Dridi, O., Krichen, S., & Guitouni, A. (2014). A multiobjective hybrid ant colony optimization approach applied to the assignment and scheduling problem. *International Transactions in Operational Research*, 21(6), 935-953.
<http://onlinelibrary.wiley.com/doi/10.1111/itor.12071/abstract>
- Guitouni, A., & Masri, H. (2014). An orienteering model for the search and rescue problem. *Computational Management Science*, 11(4), 459-473.
- Masri, H., Krichen, S., & Guitouni, A. (2014). A metaheuristic for solving the unsplittable multicommodity flow problem: the maritime surveillance case. *International Journal of Business Intelligence and Data Mining*, 9, 254-269.
- Masri, H., Guitouni, A., & Krichen, S. (2013). Towards Efficient Information Exchange in Fusion Networks. *Lecture Notes in Computer Science*, 7895, 535-546.
- Dridi, O., Krichen, S., & Guitouni, A. (2013). A hybrid genetic approach for multi-objective and multi-platform large volume surveillance problem. *International Journal of Metaheuristics*, 2(4), 353-369.

Chapters

- Masri, H., Krichen, S., & Guitouni, A. (2014). A Hybrid Genetic Algorithm for Solving the Unsplittable Multicommodity Flow Problem: The Maritime Surveillance Case. In *Algorithmic Aspects in Information and Management* (pp. 137-148). Springer International Publishing.
- Masri, H., Krichen, S., & Guitouni, A. (2014). A Multi-start Tabu Search Approach for Solving the Information Routing Problem. In *Computational Science and Its Applications--ICCSA 2014* (pp. 267-277). Springer International Publishing.
- Abdelkhalek, O., Krichen, S., & Guitouni, A. (2013). Location-Allocation Planning of Heterogeneous Networks for Maritime Surveillance Applications. In *Prediction and Recognition of Piracy Efforts Using Collaborative Human-Centric Information Systems* (pp. 228-236). The Netherlands: NATO Sciences for Peace and Security Series E, IOS Press.
- Guitouni, A., & Valin, P. (2013). Closed-loop information Fusion and Resource Management in INFORM LAB. In *Prediction and Recognition of Piracy Efforts Using Collaborative Human-Centric Information Systems* (pp. 135-150). IOS Press.

- Dridi, O., Krichen, S., & Guitouni, A. (2013). A multi-criteria genetic algorithm for solving the scheduling problem of tasks with resource constraint. In *Metaheuristics for Production Scheduling* (pp. 349-369). Wiley.
- Dridi, O., Krichen, S., & Guitouni, A. (2013). Un algorithme génétique multicritère pour la résolution du problème d'ordonnement de tâches avec contraintes de ressources. In *Métaheuristiques pour l'ordonnement multicritère et les problèmes de transport*. Hermes.
- Masri, H., Guitouni, A., & Krichen, S. (2013). Towards Efficient Information Exchange in Fusion Networks. In *Artificial Intelligence and Soft Computing* (pp. 535-546). Springer Berlin Heidelberg.
- Dridi, O., Krichen, S., & Guitouni, A. (2013). A Multicriteria Genetic Algorithm for the Resource Constrained Task Scheduling Problem. In *Metaheuristics for Production Scheduling* (pp. 349-371). Hoboken, NJ USA: John Wiley & Sons, Inc. <http://onlinelibrary.wiley.com/doi/10.1002/9781118731598.ch13/summary>

Proceedings

- Abdelkhalek, O., Krichen, S., & Guitouni, A. (2014). An Adaptive Tabu Search Algorithm for the Multi-Objective Node Placement Problem in Heterogeneous Networks. In *ICORES 2014*.
- Masri, H., Krichen, S., & Guitouni, A. (2014). A Multi-start Tabu Search Approach for Solving the Information Routing Problem. In *Computational Science and its Applications - ICCSA 2014* (Vol. 8580, pp. 267-277). Portugal: Springer International Publishing.
- Dridi, O., Krichen, S., & Guitouni, A. (2013). Solving Resource-Constrained Project Scheduling Problem by a Genetic Local Search Approach. In *IEEE 5th International Conference on Modeling Simulation and Applied Optimization (ICMSAO 2013)*.
- Abdelkhalek, O., Krichen, S., & Guitouni, A. (2013). A genetic algorithm for the two-level location area planning in telecommunication networks. In *IEEE 5th International Conference on Modeling, Simulation and Applied Optimization (ICMSAO 2013)*.
- Masri, H., Krichen, S., & Guitouni, A. (2013). Generating maximal efficient faces for the multiobjective multicommodity flow problem. In *Modeling, Simulation and Applied Optimization (ICMSAO), 2013 5th International Conference on*. IEEE.

Grants

- Conceptual Definition of Integrated Command and Control for the Canadian Forces, Funded by DRDC (June 1, 2009 - June 1, 2013), awarded June 1, 2009 (\$1,340,000.00), Completed, Summer 2013, PI Adel Guitouni
- Investigation of Decision and Planning Aids for Adaptive Dispersed Operations, Funded by DRDC (June 1, 2009 - June 1, 2013), awarded June 1, 2009 (\$1,500,000.00), Completed, Summer 2013, PI Adel Guitouni with CoInvestigator Micheline Belanger, CoInvestigator Mohamed Allouche

Courses Taught at the University of Victoria

Fall 2017

Term	Course Prefix	Course Number	Section	Course Title
Fall 2017	MGB	519	A01	INTRL LOGSTCS + SPLY CHAN MGMT
Fall 2017	MGB	519	A02	INTRL LOGSTCS + SPLY CHAN MGMT

Spring 2017

Term	Course Prefix	Course Number	Section	Course Title
Spring 2017	MGB	519	A01	INTRL LOGSTCS + SPLY CHAN MGMT

Fall 2016

Term	Course Prefix	Course Number	Section	Course Title
Fall 2016	MGB	519	A01	INTRL LOGSTCS + SPLY CHAN MGMT
Fall 2016	MGB	519	A02	INTRL LOGSTCS + SPLY CHAN MGMT

Spring 2016

Term	Course Prefix	Course Number	Section	Course Title
Spring 2016	MBA	535	A02	OPERATIONS MANAGEMENT
Spring 2016	MGB	519	A01	INTRL LOGSTCS + SPLY CHAN MGMT
Spring 2016	MGB	519	A02	INTRL LOGSTCS + SPLY CHAN MGMT

Fall 2015

Term	Course Prefix	Course Number	Section	Course Title
Fall 2015	MGB	519	A01	INTRL LOGSTCS + SPLY CHAN MGMT
Fall 2015	MGB	519	A02	INTRL LOGSTCS + SPLY CHAN MGMT

Spring 2013

Term	Course Prefix	Course Number	Section	Course Title
Spring 2013	MBA	535	A01	OPERATIONS MANAGEMENT
Spring 2013	MBA	535	A02	OPERATIONS MANAGEMENT

Basma Majerbi

Spring 2013 - Spring 2018
250-472-4281
majerbi@uvic.ca

Degrees

- | | |
|------|--|
| 2004 | Ph.D., Finance, McGill University, Desautels Faculty of Management,
MontrealDissertation: Essays in International Asset Pricing, Foreign Exchange
Risk and Management Segmentation |
| 1996 | M.S., International Management , HEC Montreal, MontrealDissertation: Hedging
Foreign Exchange Risk Exposure with Currency Derivatives |
| 1990 | B.Com, Finance, IHEC Carthage |

Academic Employment History

2016 - Ongoing

Associate Professor, Gustavson School of Business, University of Victoria, Victoria, British
Columbia

2004 - 2016

Assistant Professor, Gustavson School of Business, University of Victoria, Victoria, British
Columbia, 2016

2003 - 2004

Research Associate, McGill University, Montreal, Quebec, 2004

1996 - 1999

Instructor, McGill University, Montreal, Quebec, 1999

Scholarly Achievement & Publications

Journal Publications

Chung, H., Majerbi, B., & Rizeanu, S. (2015). Exchange Risk Premia and Firm
Characteristics. *Emerging Markets Review*, 22, 96-125.
Majerbi, B., & Rachdi, H. (2014). Systemic Banking Crises, Financial
Liberalization and Governance. *Multinational Finance Journal*, 18(3/4), 281-336.

Chaieb, I. C., Errunza, V., & Majerbi, B. (2013). Do Emerging Markets Provide Currency Diversification Benefits? *International Journal of Banking, Accounting and Finance*, 5(1/2), 102-120.

Presentations

Majerbi, B.; Noumon, N. Can Optimal and Stable Domestic Portfolios of US Industries Reduce Exposure to Currency Risk? *IFABS 2016 Barcelona*, 2016.

Grants

The creation of new EU Institutions in response to the Euro area crisis, Funded by SSHRC (October 1, 2016 - September 30, 2017), awarded October 1, 2016 (\$16,954.00), Completed, Spring 2017, CoInvestigator Basma Majerbi with PI Amy Verdun, CoInvestigator Paul Schure, CoInvestigator V. D'Ermann

EUCE 2014 - 2.6 Lecture Series (24 lectures on contemporary issues on the EU, Funded by UVic EUCE -European Union Centre of Excellence (May 1, 2014 - May 1, 2016), awarded May 1, 2014 (€19.300,00), Completed, Fall 2016, CoInvestigator Basma Majerbi with PI E Brunet Jailly, CoInvestigator P Schure, CoInvestigator A Verdun

EUCE 2014 -2.8 Financial Crisis and the Role of cooperative Financial Institutions, Funded by UVic EUCE European Centre of Excellence (April 1, 2014 - August 31, 2016), awarded April 1, 2014 (€12.600,00), Completed, Summer 2016, CoPI Basma Majerbi with Program Coordinator E Brunet Jailly, CoPI P Schure, Other Ana Maria Peredo

IFABS Conference presentation, Barcelona., Funded by UVic Office of Research Services (June 1, 2016), awarded May 16, 2016 (\$1,250.00), Completed, Summer 2016, PI Basma Majerbi

Financial Database Development, Funded by Canada Foundation for Innovation (CFI) (May 1, 2012 - June 30, 2016), awarded January 2, 2012 (\$60,000.00), Completed, Spring 2016, PI Basma Majerbi

Financial Database, Funded by BCKDF-LOF (May 1, 2012 - June 30, 2016), awarded January 2, 2012 (\$60,000.00), Completed, Spring 2016, PI Basma Majerbi

The role of cooperative financial institutions (CFIs) in the broader macro-economy, Funded by UVic Gustavson Executive Programs (April 1, 2013 - March 31, 2014), awarded April 1, 2013 (\$2,500.00), Completed, Spring 2014, PI Basma Majerbi

ORS Scholarly Travel Grant, Funded by UVic Office of Research Services (April 1, 2013 - March 31, 2014), awarded June 3, 2013 (\$1,250.00), Completed, Summer 2013, PI Basma Majerbi

Courses Taught at the University of Victoria

Fall 2017

Term	Course Prefix	Course Number	Section	Course Title
Fall 2017	MBA	530	A01	MANAGERIAL FINANCE
Fall 2017	MGB	512	A01	INTERNATIONAL FINANCE MANGMT
Fall 2017	MGB	512	A02	INTERNATIONAL FINANCE MANGMT

Spring 2017

Term	Course Prefix	Course Number	Section	Course Title
Spring 2017	COM	240	A01	MANAGEMENT FINANCE
Spring 2017	MBA	530	A01	MANAGERIAL FINANCE

Fall 2016

Term	Course Prefix	Course Number	Section	Course Title
Fall 2016	IB	417	A01	INTERNATIONAL FINANCE
Fall 2016	IB	417	A02	INTERNATIONAL FINANCE

Spring 2014

Term	Course Prefix	Course Number	Section	Course Title
Spring 2014	IB	417	A01	INTERNATIONAL FINANCE
Spring 2014	MBA	530	A01	MANAGERIAL FINANCE

Spring 2013

Term	Course Prefix	Course Number	Section	Course Title
Spring 2013	MBA	530	A01	MANAGERIAL FINANCE

Cheryl Mitchell

Spring 2013 - Spring 2018

Degrees

- 2014 Ph.D., Organizational Systems, Fielding Graduate University, Santa Barbara, California, United States Dissertation: Blame is not a game: Healthcare leaders' perspectives on blame in the workplace
- 2004 M.A., Counselling Psychology, Pacifica Graduate Institute, Santa Barbara, California, United States Dissertation: How Jungian psychology enhances the use of metaphor in experiential learning

Scholarly Achievement & Publications

Chapters

Mitchell, C. (2015). A vicious cycle: The dynamics of blame in the healthcare workplace. In *Leadership studies in healthcare Vol. 4* (pp. 176-209). Santa Barbara: Fielding Monograph Series.

Presentations

- Mitchell, C. (2016, February). *Creating a Culture Where Ideas Grow*. BC Patient Safety & Quality Council Conference.
- Mitchell, C. (2015, June). *Blame is not a game: How the vicious cycle of blame in healthcare impedes engagement, innovation and improvement*. Annual National Conference for the Canadian College of Health Leaders.
- Mitchell, C. (2015, August). *Enacting the scholar-practitioner role in organization development and change*. Academy of Management Annual Meeting.

Poster Presentations

- Mitchell, C., & et al. (2016, September). *Stroke Collaborative Results*. 2016 Canadian Stroke Congress.
- Mitchell, C. (2015, January). *Blame is not a game: How the vicious cycle of blame in healthcare impedes engagement, innovation and improvement*. Winter session conference for Fielding Graduate University.

Courses Taught at the University of Victoria

Fall 2017

Term	Course Prefix	Course Number	Section	Course Title
Fall 2017	MBA	553	A01	MANAGING PEOPLE+ORGZTNS:I
Fall 2017	MBA	585	A02	CONSULTING METHODS I
Fall 2017	MBA	586	A01	CONSULTING METHODS II

Summer 2017

Term	Course Prefix	Course Number	Section	Course Title
Summer 2017	MBA	546	A01	INNOVATION AND DESIGN
Summer 2017	MBA	552	A01	COLLABORATION IN ORGANIZATIONS

Fall 2016

Term	Course Prefix	Course Number	Section	Course Title
Fall 2016	MBA	585	A02	CONSULTING METHODS I

Fall 2015

Term	Course Prefix	Course Number	Section	Course Title
Fall 2015	MBA	595	A01	SPCL TPCS:BUSINESS ADMN - Building Solutions Through Collaboration

Sudhir Nair

Spring 2013 - Spring 2018
250-721-6414
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Degrees

- | | |
|------|--|
| 2011 | Ph.D., Business Administration, University of Massachusetts Amherst, Amherst, Massachusetts, United States
Dissertation: What do we do now? The role of absorptive capacity and consulting service firms in the internalization of new knowledge within organizations |
| 1992 | M.B.A., Business Policy & Operations, Weatherhead School of Management, Case Western Reserve University, Cleveland, Ohio, United States |
| 1990 | B.S., Electrical Engineering, Wichita State University, Kansas, United States |

Academic Employment History

2011 - Ongoing

Assistant Professor, University of Victoria, Victoria, British Columbia

2008 - 2011

Instructor, Department of Management, University of Massachusetts, Boston, Massachusetts, 2011

2006 - 2011

Research Assistant, Department of Management/University of Massachusetts, Amherst, Massachusetts, 2011

Scholarly Achievement & Publications

Journal Publications

Woodward, M., Miller, J., Miller, D. J., Silvernail, K. D., Guo, G. G., Nair, S., & Aydin, M. A. (2016). A cross cultural examination of individual preferences for job and organizational attributes. *Journal of Managerial Psychology*, 3(31), 702-719.

Meyer, C. R., Skaggs, B. C., Nair, S., & Cohen, D. G. (2015). Customer Interaction Uncertainty, Knowledge, and Service Firm Internationalization. *Journal of International Management*, 20(3), 249 - 259.
<http://doi:10.1016/j.intman.2015.04.003>

Tax, S. S., Kim, Y. "Sally", & Nair, S. (2013). Getting the Right Payoff from Customer Penalty Fees. *Business Horizons*, 56(3), 377-386.

Presentations

- Nair, S. (2017, Spring). *Innovation as Self-Organizing System: The Role of Academia, Business, Social Entrepreneurs and Governments in the Workings of Innovation Networks*. Entrepreneurship and Collaboration Conference, University of Colorado Boulder, February 2017. Boulder, Colorado.
- Nair, S., Cohen, D. G., & Meyer, C. R. (2016). *Internationalization of Services: Conceptual and Empirical Challenges*. Academy of Management Annual Meeting. Academy of Management.
- Meyer, C. R., Cohen, D. G., & Nair, S. (2016). *Swatting at SWOT*. Academy of Management Annual Meeting. Anaheim, CA, USA: Academy of Management.
- Kiss, A., Danis, W., & Nair, S. (2015, Summer). *The Role of Serendipity in International Opportunity Recognition*. Academy of Management Annual Conference. Vancouver, B.C., Canada.
- Cohen, D. G., Meyer, C. R., & Nair, S. (2015, Summer). *Mind the Gap: Social Entrepreneurs as Network Bridges in the Funding of Stem Cell Research*. Academy of Management Annual Conference. Vancouver, B.C., Canada.
- Woodward, M., Giacobbe-Miller, J., Guo, G. C., Silvernail, K., & Nair, S. (2015, Summer). *Growing Up Poor (Or Rich): The Relation of Socioeconomic Background To Job Preference*. Eastern Academy of Management International Conference. Lima, Peru.
- Cohen, D. C., Meyer, C. R., & Nair, S. (2014, Autumn). *Mind the Gap: Social Entrepreneurs as Network Bridges in the Funding of Stem Cell Research*. NYU-Stern 11th Annual Social Entrepreneurship Conference. Boston, MA.
- Nair, S., Cohen, D. G., Guo, G. C., & Sherman, K. (2014, Summer). *Host Country Stereotyping as Competitive Advantage: A Microfoundational Perspective on Foreignness*. Strategic Management Society, Special Conference, Copenhagen, Denmark. Copenhagen, Denmark.
- Nair, S., Meyer, C. R., Skaggs, B. C., & Cohen, D. G. (2014, Summer). *Customer Interaction Uncertainty, Knowledge and Service Firm Internationalization Strategies*. Academy of Management Annual Meeting. Philadelphia, PA.
- Nair, S., Cohen, D. G., Guo, G. C., & Sherman, K. (2014, Summer). *A Social Psychological Perspective on Foreignness: Why Is Foreignness Sometimes a Liability And Sometimes a Benefit*. Academy of International Business Annual Meeting. Vancouver.
- Kiss, A., Danis, W., & Nair, S. (2014, Summer). *The Role of Serendipity in International Opportunity Recognition*. McGill International Entrepreneurship Annual Conference. Santiago, Chile.
- Skaggs, B. C., Meyer, C. R., Nair, S., & Cohen, D. G. (2014, Summer). *Extending Transaction Cost Economics to Final Product Market Firms*. Academy of Management Annual Meeting. Philadelphia, PA.
- Cohen, D. c., Meyer, C. r., & Nair, S. (2013, June). *Private politics, public good: The role of social entrepreneurship in the funding of stem cell research during the federal embargo*. International Association for Business & Society Annual Meeting. Portland, OR.
- Meyer, C. r., Cohen, D. c., & Nair, S. (2013, August). *Organizational Field Collapse: Complex Systems, Embeddedness, and it all Goes South*. Academy of Management Annual Meeting. Orlando, FL.

Other

Tax, S. S., Kim, Y. "Sally", & Nair, S. (2013). Getting the Right Payoff from Customer Penalty Fees. *Strategy+business (founded by the Consulting Firm - Booz & Company)*.

Grants

Academy of Management Annual Meeting, Funded by UVic Office of Research Services (April 1, 2016 - March 31, 2017), awarded May 11, 2016 (\$1,350.00), Completed, Summer 2016, PI Sudhir Nair

Investigation of Factors Affecting International Service Trade, Funded by University of Victoria (April 1, 2015 - March 31, 2016), awarded April 24, 2015 (\$7,000.00), Completed, Spring 2016, PI Uzay Damali with CoPI Sudhir Nair, CoPI Enrico Secchi

Investigation of Factors Affecting International Service Trade, Funded by GEPRG (April 1, 2015 - March 31, 2016), awarded May 4, 2015 (\$2,500.00), Completed, Spring 2016, PI Uzay Damali with CoPI Sudhir Nair, CoPI Enrico Secchi

Academy of Management Annual Conference, Funded by UVic Office of Research Services (April 1, 2015 - March 31, 2016), awarded June 30, 2015 (\$1,350.00), Completed, Summer 2015, PI Sudhir Nair

Private Politics, Public Good: The Role of Social Entrepreneurship in the Funding of Stem Cell Research during the US Federal Embargo, Funded by GEPRG (May 27, 2014 - March 31, 2015), awarded May 27, 2014 (\$2,500.00), Completed, Spring 2015, PI Sudhir Nair

Academy of Management Annual Conference, Funded by UVic Office of Research Services (April 1, 2014 - March 31, 2015), awarded May 6, 2014 (\$1,350.00), Completed, Summer 2014, PI Sudhir Nair

Academy of Management Annual Conference, Funded by UVic Office of Research Services (April 1, 2013 - March 31, 2014), awarded May 28, 2013 (\$1,350.00), Completed, Summer 2013, PI Sudhir Nair

Contextualizing International Entrepreneurship: The Case of India, Funded by UVic (April 1, 2012 - March 31, 2013), awarded April 1, 2012 (\$7,000.00), Completed, Spring 2013, PI Sudhir Nair with CoPI Wade Danis

Contextualizing International Entrepreneurship: The Case of India, Funded by GEPRG (June 7, 2012 - March 31, 2013), awarded June 7, 2012 (\$2,500.00), Completed, Spring 2013, PI Sudhir Nair with CoPI Wade Danis

Courses Taught at the University of Victoria

Spring 2017

Term	Course Prefix	Course Number	Section	Course Title
Spring 2017	COM	400	A01	STRATEGIC MANAGEMENT
Spring 2017	COM	450	A01	SELECTED TOPICS IN MGMT - Doing

Term	Course Prefix	Course Number	Section	Course Title
				Business in India

Fall 2016

Term	Course Prefix	Course Number	Section	Course Title
Fall 2016	COM	400	A01	STRATEGIC MANAGEMENT
Fall 2016	COM	400	A02	STRATEGIC MANAGEMENT

Spring 2016

Term	Course Prefix	Course Number	Section	Course Title
Spring 2016	COM	400	A01	STRATEGIC MANAGEMENT
Spring 2016	COM	450	A02	SELECTED TOPICS: Doing Business in India

Fall 2015

Term	Course Prefix	Course Number	Section	Course Title
Fall 2015	COM	400	A01	STRATEGIC MANAGEMENT
Fall 2015	COM	400	A02	STRATEGIC MANAGEMENT

Spring 2015

Term	Course Prefix	Course Number	Section	Course Title
Spring 2015	COM	400	A01	STRATEGIC MANAGEMENT
Spring 2015	MBA	570	A02	INTN'L BUSINESS ENVIRO

Fall 2014

Term	Course Prefix	Course Number	Section	Course Title
Fall 2014	COM	400	A01	STRATEGIC MANAGEMENT
Fall 2014	COM	400	A02	STRATEGIC MANAGEMENT

Spring 2014

Term	Course Prefix	Course Number	Section	Course Title
Spring 2014	COM	400	A01	STRATEGIC MANAGEMENT
Spring 2014	COM	450	A03	SELECTED TOPICS IN MGMT - DOING BUSINESS IN INDIA

Fall 2013

Term	Course Prefix	Course Number	Section	Course Title
Fall 2013	COM	400	A01	STRATEGIC MANAGEMENT
Fall 2013	COM	400	A02	STRATEGIC MANAGEMENT

Spring 2013

Term	Course Prefix	Course Number	Section	Course Title
Spring 2013	COM	400	A01	STRATEGIC MANAGEMENT

Sorin Rizeanu

Spring 2013 - Spring 2018
250-472-5382
srizeanu@uvic.ca

Degrees

- | | |
|------|--|
| 2011 | Ph.D., International Finance, University of South Carolina , Columbia, South Carolina, United States
Dissertation: Essays in Corporate Governance |
| 2005 | IMBA, International Business , University of South Carolina, Columbia, South Carolina, United States |
| 2002 | M.Sc. , Applied Statistics , University of Bucharest, Bucharest, Romania |
| 2000 | B.S., Mathematical Research, University of Bucharest, Bucharest, Romania |

Academic Employment History

2011 - Ongoing

Assistant Professor, University of Victoria, Victoria, British Columbia

2010 - 2011

Lecturer, University of Victoria, Victoria, British Columbia, 2011

2008 - 2008

Instructor , University of South Carolina, Columbia , South Carolina , 2008

2005 - 2010

Research Assistant , University of South Carolina , Columbia , South Carolina, 2010

Scholarly Achievement & Publications

Journal Publications

El Ghouli, S., Guedhami, O., Pittman, J., & Rizeanu, S. (2015). Cross-Country Evidence on the Importance of Auditor Choice to Corporate Debt Maturity. *Contemporary Accounting Research*, 33(2), 718-751.

Chung, H., Majerbi, B., & Rizeanu, S. (2015). Exchange Risk Premia and Firm Characteristics. *Emerging Markets Review*, 22, 96-125. This paper examines the presence and the determinants of exchange risk premia in stock returns using firm level data from South Korea. We conduct empirical asset pricing tests based

on cross-sectional data sorted by firm characteristics such as firm size, liquidity, foreign ownership, and industry. Using alternative model specifications and exchange rate measures, our results support the hypothesis of a significant unconditional exchange risk premium in the Korean stock market at firm and industry levels. More specifically, we find that the exchange risk premium is directly related to firm liquidity and inversely related to firm size and foreign ownership.

Attig, N., El Ghouli, S., Guedhami, O., & Rizeanu, S. (2013). The Governance Role of Multiple Large Shareholders: Evidence from the Valuation of Cash Holdings. *Journal of Management and Governance*, 17(2), 419-451.

Rizeanu, S., & Zhang, H. (2013). Exchange Rates and Portfolio Rebalancing: Evidence from Emerging Economies. *International Journal of Economics and Finance*, 5(2), 15-27.

Case Studies

Rizeanu, S. Mini-case: Valuation, DCF, Multiples, Wiley. Booth, Cleary and Rakita (2013), Third edition. online (2013).

Rizeanu, S. Mini-case: Capital Structure, Wiley. Booth, Cleary and Rakita (2013), Third edition. online (2013).

Rizeanu, S. Mini-case: WACC, Wiley. Booth, Cleary and Rakita (2013), Third edition. online (2013).

Rizeanu, S. Mini-case: The next ten years. Buy vs. Rent, Wiley: Booth, Cleary and Rakita (2013), Third Ed. online (2013).

Rizeanu, S. Mini-case: Replacement Decision, Wiley. Booth, Cleary and Rakita (2013), Third edition. online (2013).

Rizeanu, S. Mini-case: Portfolio Return and Risk, Wiley. Booth, Cleary and Rakita (2013), Third edition. online (2013).

Presentations

Boubakri, N., Guedhami, O., & Rizeanu, S. (2017, June). *Corporate Social Responsibility and Competition. 24th Annual Conference of the Multinational Finance Society*. Bucharest, Romania.

Rizeanu, S., Guedhami, O., & El-Ghouli, S. (2016, December). *Corporate Social Responsibility and Competition. 2016 Paris Financial Management Conference*. Paris, France.

Rizeanu, S. (2015). *Corporate Social Responsibility and Competition. Pipeline Palooza*. UVic.

Rizeanu, S. (2015, Autumn). *When do blockholders prefer long-term debt? International Evidence from SE Asia. International Finance and Banking Society*. Oxford, UK.

Rizeanu, S. (2014, June). *When do blockholders prefer long-term debt? Evidence from SE Asia. Academy of International Business Studies*. Vancouver: AISB.

Rizeanu, S. (2014, April). *When do blockholders prefer long-term debt? Evidence from SE Asia. International Conference on Accounting and Finance*. Phuket.

B Letters of Support



University
of Victoria

Co-operative Education Program and Career Services
Business and Economics Building 410 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-7628 | F 250-721-8996 | uvic.ca/coopandcareer | [@uviccoopcareer](https://twitter.com/uviccoopcareer)

Dr. Saul Klein
Dean, Peter B. Gustavson School of Business
University of Victoria

September 1, 2016

Dear Saul,

Re: Master of Management Degree

I am writing this letter to provide my support to the Master of Management Degree being proposed by the Peter B. Gustavson School of Business. Specifically, as this proposal references a co-op internship (p.11-12), the Business Co-op and Career Centre is well positioned to implement an additional co-op/internship program. Our experience with this model of one work experience for graduate students following the completion of their academic studies (MGB and MTIS programs for example) has been very positive. Students have obtained valuable career related experiences that allow them to apply the learning from their programs in business and industry settings. Having these co-op/internships occur at the end of their programs does allow these students to easily transition into full time career positions.

Our experience has provided us with the evidence that the resources required to adequately provide co-op/internship programs to these graduate, and often international, students is at a higher rate than for a standard undergraduate co-op program. As such, the co-op program requires 1.0 FTE Coordinator for the steady state of 40 students envisaged in this proposal. This resource requirement is factored into the proposal to ensure excellent outcomes.

We look forward to working with the School of Business in the development and implementation of the co-op/internship component of what looks to be an excellent addition to the suite of programs already offered by the school.

Sincerely,

Original signed by Norah McRae

Norah McRae
Executive Director, Co-operative Education Program and Career Services
Director, Office of Community University Engagement

NIM/ddr





Office of the Dean
Faculty of Education

PO Box 1700 STN CSC
Victoria, British Columbia V8W 2Y2 Canada
Tel: (250) 721-7757, Fax: 472-5063
Email: educdean@uvic.ca

MEMO

To: Professor Saul Klein, Dean of the Gustavson School of Business
Re: Master of Management Degree
Date: 18 December 2017

The Faculty of Education is happy to support the proposed Master of Management degree. It is interesting and inspiring to see units across the university begin to create sophisticated articulation pathways among and through programs, and this is a terrific example of such an approach.

In particular, we see the audience for the degree as having been particularly well thought-through, and find the rationale for the program very convincing and appropriate.



Faculty of Engineering
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Victoria, BC V8W 3P6

Tel (250) 721-8677
Fax (250) 721 8676
www.uvic.ca/engineering

December 4, 2017

Dr. Saul Klein
Dean of Business
University of Victoria

Dear Dr. Klein,

Re: Master of Management

The Dean of Engineering has asked me to review the Masters of Management Degree program proposal and offer my feedback on behalf of the Faculty of Engineering.

This letter is in strong support of the Peter B. Gustavson School of Business's newly proposed Masters of Management Degree program.

BC is facing unique challenges due to the mass retirement of baby boomers out of business and government management positions combined with the rapidly accelerating growth of the high-tech sectors as one of the core economic drivers. This is creating a widening gap for skilled and capable individuals the MM program's training targets. In general, Faculty of Engineering graduates enjoy high employment demand, but many will seek to transition from technology-centric careers onto management paths. Modern industries are also increasingly placing premiums on well-rounded individuals, i.e., those who can see, understand, and contribute to overall corporate missions, inclusive of environmental and societal stewardship concerns. The broader sets of knowledge and skills that the MM program seeks to develop therefore would be of strong interest and benefit to Faculty of Engineering graduates seeking to accelerate their transitions into management-track careers.

More widely, the continued growth and acceleration of BC's high-tech sector hinges on the broad availability of well-rounded individuals who can effectively interface between front-line high-tech workforces and senior level business leaders and entrepreneurs. Across UVic bachelor's degree programs strong skills and competencies are developed, but students can face challenges in seeking to map these into the more direct skills, capabilities, and practical experience industry and government demands. The MM program directly services this gap by enabling students to overlay direct business relevant competencies which are then cemented via in-program experiential learning and practicum experienced. Such MM graduates will be in high demand both within BC's tech sector and its public service, with the program in high-demand by students as it enables effective academia to workforce transitions.

The Faculty of Engineering is therefore a strong supporter of the Peter B. Gustavson School of Business' proposal for the development of its Masters of Management Degree program.

Sincerely yours,

Original signed by Stephen Neville

Dr. Stephen Neville
Associate Professor
Electrical & Computer Engineering Dept.

From: Fine Arts Dean
Sent: September-05-16 10:00 AM
To: Dean Gustavson B-School
Subject: RE: New Masters program

Thanks so much, Saul, for sharing your proposal. This looks like an excellent new degree offering that will provide many options for UVic students who have already completed some business courses during their undergraduate degree. A course-only master's degree (MM) with a business-related co-op/internship is particularly valuable in terms of preparing students for employment. I wish you every success as you move the proposal forward.

All best wishes,
Susan



Dr. Susan Lewis
Dean, Faculty of Fine Arts? [University of Victoria](mailto:finedean@uvic.ca)
T 250-721-7755? finedean@uvic.ca
www.finearts.uvic.ca



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Faculty of Science
Office of the Dean

**University
of Victoria**

Dr. Saul Klein
Dean, Peter B. Gustavson School of Business
University of Victoria

September 6, 2016

Dear Saul:

I have read your brief detailing the proposed Master of Management Degree, and am pleased to provide my enthusiastic support for the program. I fully agree that the required courses and experiential training that make up the Master of Management degree will give students an edge when seeking employment regardless of their undergraduate training. The learning outcomes articulated for the degree will enhance those obtained from our Science programs.

I believe the with good advertising on our end the Master of Management degree has the potential to attract new students with an interest in Business into Science by allowing them to “have their cake and eat it too”. As exciting to me is my belief that this program fills a gap which I have long felt was missing from the programs we offer in Science; namely how to encourage our students to use their disciplinary expertise to be more entrepreneurial. The proposed program will provide a subset of Science students with entrepreneurial ambitions an edge against others to translate their ideas in a way that address market needs and to potentially create wealth and jobs. Consider how the areas of Computer Science and Software Engineering have led the world in creating and marketing things that people want and use (for example, computers, smartphones, Facebook, apps). Similarly, Science also generates many creative ideas which could be marketed. Researchers in the UVic Department of Biochemistry & Microbiology have probably been the most successful in developing start-up companies and filing patents. However, we don’t overall do enough of it, because in reality academic scientists are not trained to think along those lines. Your program has the potential to begin that positive cultural change.

The concept of a “pre-experience” master’s program is a good one. It remains to be seen for some Science Majors/Honors programs whether there is sufficient flexibility to accommodate five Business Minor courses that form the pre-requisites for the Master of Management degree, simply because those programs are often filled with courses from other units within Science. For example, chemists need Physics, Math, and Biochemistry in addition to Chemistry to fulfill their degree requirements. However, this is something that can be addressed as the demand for the Master of management degree grows.

I sincerely hope this initiative is successful. Good luck going forward.

Sincerely

Original signed by Rob Lipson

Rob Lipson
Dean, Faculty of Science and Professor of Chemistry



Faculty of Social Sciences
Business & Economics Building Room 456 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-472-5058 | F 250-472-4583 | socialsciences.uvic.ca | @UVicSocialSci

January 9, 2018

Saul Klein
Dean, Peter B. Gustavson School of Business

RE: Support for Master of Business Management

Dear Saul,

I am very pleased to write a letter of strong support for the proposed Master of Management (MMJ) Degree in the Peter B. Gustavson School of Business. The MM Degree will allow students to pursue their academic interests in their undergraduate program while offering 'business-world preparation'. Subsequently, students will be better prepared in their transition from the university into the workplace.

Because the MM Degree offers students an alternative pathway to enhance their employability, I fully expect that a number of Social Sciences students will be interested. I also expect that this degree option will attract international students. Amongst the various Asian universities that I have visited, there is strong enthusiasm of combining a SOSC BA/BSc degree, particularly in Economics, Psychology or Environmental Studies, and a MM Degree with its integrated internship.

The MM Degree does not overlap with our Economics MA in terms of what it teaches. Having said this, I expect that the MM Degree will draw away a few students, particularly international, from our MA program in Economics. But providing a number of strong program choices to our students is always desirable. The only concern I have is in terms of the additional space that will be required both for new faculty/staff and for teaching. An additional 18 hours of teaching space is not trivial, especially given that it is already difficult to book suitable rooms on campus. Having said this, I assume that the additional demand on space has already been discussed in the pre-proposal stage.

Overall, I fully support this degree program. It is innovative and aligns well with UVic's priorities. The MM Degree exemplifies how students' education and subsequent employment can be significantly enhanced through interdisciplinary collaborations and the integration of experiential learning.

Sincerely yours,

Original signed by Catherine Krull

Catherine Krull
Dean of Social Sciences



From: Saul Klein
Sent: Saturday, January 6, 2018 10:08:10 AM
To: Shannon Perdigao
Subject: Fwd: Master of Management Degree proposal at Gustavson School of Business

From: dastmalc <dastmalc@sfu.ca>
Date: January 6, 2018 at 9:43:30 AM PST
To: 'Saul Klein' <sklein@uvic.ca>
Cc: 'Ali Dastmalchian' <beedie_dean@sfu.ca>
Subject: Master of Management Degree proposal at Gustavson School of Business

Dear Saul: I would like to congratulate you on this innovative program proposal and indicate my support for it. The interdisciplinary nature of the program targeting non-business students and the use of internship as well as the emphasis on collaboration would make this a unique master of management program. I wish you and Gustavson the best in having this approved and offered. I can provide a more detailed commentary should you require it at a later stage.

Sincerely,

Ali.

ALI DASTMALCHIAN, PhD
Professor & Dean
Beedie School of Business, Simon Fraser University
President, [GLOBE Project](#)
Burnaby | Vancouver | Surrey
British Columbia, Canada
+1.778.782.7664 | beedie_dean@sfu.ca | beedie.sfu.ca
[Beedie](#) | [Google Scholar](#) | [LinkedIn](#) | [Twitter](#)



From: Helsley, Robert [<mailto:robert.helsley@sauder.ubc.ca>] **Sent:** February 13, 2018 10:55 AM **To:** Dean Gustavson B-School <bizdean@uvic.ca>

Subject: Re: New degree proposal at UVic

Hi Saul,

Thank you for providing us with an advance copy of your new program proposal.

Our Senior Associate Dean, Students, Kin Lo, and I reviewed the proposal, and we would like to offer a few observations, as follows:

- 1 The proposal identifies a number of factors that differentiate your program from the MM at Sauder (e.g., page 7). We are not sure that all of them apply. For example, our program also develops “soft” skills as would yours; our program also prepares students to work in a range of organizations—for profit, not-for-profit, entrepreneurial. Perhaps some further refinement of the differentiators would be useful.
- 2 The proposal mentions at several different points an immersive international experience for students. However, it wasn’t clear to us where in the program this component fits in. In the course list on page 16, there is no mention of this aspect. On that page, there is mention of an “international social volunteerism experience” as one of several possibilities for the 4-month practicum, but then this would only be for a subset of students in the program. Perhaps some elaboration of the immersive international experience would be useful.
- 3 The proposal includes a forecast for demand based on enrolment and completion of the Minor in Commerce at UVic, which number roughly 110 per year. Although your projections have been quite conservative (15 to 25 students) in the first three years, the higher numbers (40-50) in the later years may be difficult to achieve based on our experience. The challenge is the price differential between subsidized domestic undergraduate tuition and graduate tuition.

Thank you for giving us the opportunity to review the proposal — it looks like a very interesting program. We hope you find these comments useful, and best of luck.

Sincerely,

Bob

Robert Helsley
Dean, UBC Sauder School of BusinessGrosvenor
Professor of Cities, Business Economics and Public Policy University of British Columbia | Vancouver Campus |
Musqueam Traditional Territory
769-2053 Main Mall | Vancouver, BC | Canada V6T 1Z2
phone 604.822.8559 | fax 604.822.8468
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University
of Victoria

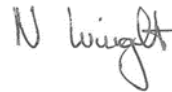
SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

May 14, 2018

To: Operations and Facilities Committee

From: Nancy Wright, Associate Vice-President Academic Planning
(Interim Vice-President Academic and Provost)



cc: President and Vice-Chancellor

Meeting Date: May 29, 2018

Subject: Proposal to establish a Research Option in Master of Nursing and Master of Science in Health Informatics: Double Degree Program

Basis for Jurisdiction: Senate Committee on Planning meeting March 6, 2018
Senate meeting April 6, 2018

Previous Consultation: At its meeting on April 6, 2018, Senate approved and recommended that the Board of Governors approve the establishment of a Research Option in Master of Nursing and Master of Science in Health Informatics: Double Degree Program. This proposal was approved by the Senate Committee on Planning on March 6, 2018.

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve, subject to funding, the establishment of a Research Option in Master of Nursing and Master of Science in Health Informatics: Double Degree Program, as described in the document

“Proposal to Offer Research Project Option in Master of Nursing and Master of Science in Health Informatics: Double Degree Program”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

Strategic Relevance

The proposed addition of a research project to current thesis option is relevant to the strategic initiative to “Promote and support, in alignment with the UVic Edge, the integration of research and educational programs to create dynamic learning reflective of UVic’s extraordinary environment and which contributes to the vital impact of research”. Providing greater options for research while maintaining academic standards and integrity enhances students’ experiences and their contributions to meaningful and vital impact.

Overview/nature of the academic Master’s degree

Requesting to include a research project option in addition to the currently offered thesis option for the Double Degree program to begin in September 2018. We believe this change will best meet the needs of the majority of our students, many of whom are working full time. Faculty from both the School of Nursing and the School of Health Information Science have discussed this proposal in detail and, believe that the academic integrity of the program options will be maintained with a research project or thesis option. There will be no change in the overall number of units required.

Alignment with the university’s mission and strategic plan

The proposed research projects will help students master the skills to complete a complex project in a ‘real world’ context and area of study. Research projects address a particular issue or problem in healthcare contexts. Working with community partners to address particular problems and finding new solutions/knowledge addresses the strategic goal of Expanding Partnerships, Innovation and Entrepreneurship.

Senate/academic considerations

A research project is designed to help students master the skills to complete a complex project in a specific area of study. Research projects address a particular issue or problem that needs investigation. Projects may use a research or an applied approach in seeking new knowledge. The scope of work for a research project tends to be more limited than a thesis and often takes less time to conduct. The number of units for the research project (3.0) is less than the thesis (6.0) and students completing a research project will need to take at least 2 additional courses (3.0 units).

Demand and availability

Over that last twenty years we have seen a considerable rise in the implementation and use of health information systems (HIS) and information and communication technologies (ICTs) in health care globally. Many countries are currently implementing HIS and ICTs in an effort to streamline health care delivery, reduce medical errors and improve the overall quality and efficiency of health care services. Nursing informatics is a discipline-specific form of informatics practice within health informatics. Nursing informatics borrows from nursing science, computer

science, information science and nursing practice to support nurses, other health care providers and patients using information technology (including information structures and processes). The degree is the first of its kind in Canada and one of very few in the world.

Resource implications (including resource plan, revenue and expenditure implications)

No change in current resource allocation

Other relevant factors (including impact and outcomes)

The proposed changes continue to meet the academic standards in Nursing and Health Information Science. This change is congruent with the policies of the Faculty of Graduate Studies.

There is a need for professionals with this expertise. In Canada there have been federal, provincial and territorial initiatives to implement health information systems that would lead to a pan-Canadian electronic health record (EHR) and repositories of electronically-maintained information about a patient's health status and health care. Such large-scale initiatives are not possible without a substantive, formally educated workforce in the discipline of health informatics. UVic offers a double degree in Nursing and Health Information Science that is one of very few in the world.

Attachment(s): Proposal to Senate, dated March 21, 2018, to establish a Research Option in Master of Nursing and Master of Science in Health Informatics: Double Degree Program.



University
of Victoria

Associate Vice-President Academic Planning

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MEMO

Date: March 21, 2018
To: The Secretary of the Senate
From: Dr. Nancy Wright, Chair, Senate Committee on Planning
Re: Proposal to Establish a Research Option in Master of Nursing (MN) and Master of Science (MSc) in Health Informatics: Double Degree Program

At its meeting of March 6, 2018, the Senate Committee on Planning considered a proposal presented by Dr. Susan Duncan and Dr. Frances Lau to establish a research option in Master of Nursing (MN) and Master of Science (MSc) in Health Informatics: Double Degree Program.

The following motion is recommended:

That Senate approve, and recommend to the Board of Governors that is also approve, subject to funding, the establishment of a Research Project Option in the Master of Nursing (MN) and Master of Science (MSc) in Health Informatics: Double Degree Program, as described in the document "Proposal to Offer Research Project Option in Master of Nursing and Master of Science in Health Informatics: Double Degree Program", and that this approval be withdrawn if the new option should not be offered within five years of the granting of approval.

:sld

Committee Membership:

Dr. Nancy Wright, Chair	Dr. Sang Nam
Dr. Valerie S. Kuehne	Dr. Graham McDonough
Dr. Abdul Roudsari	Dr. Victoria Wyatt
Ms. Nicole Greengoe	Dr. Anne Stahl
Dr. Mauricio Garcia-Barrera	Dr. Andrea Giles
Dr. Robin Hicks	Dr. Stephen Evans
Dr. Rishi Gupta	Ms. Gillian Calder
Ms. Carrie Andersen	Dr. Ralf St. Clair
Dr. David Castle	Dr. Jo-Anne Clarke
Dr. Jason Colby	Ms. Susan Kim
Dr. Merwan Engineer	Ms. Hannah Koning
Dr. Patrick Nahirney	Ms. Sandra Duggan, Secretary

School of Nursing

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DATE: Feb 20, 2018

TO: Dr. Nancy Wright, Chair of the Senate Committee on Planning

FROM: Dr. Anne Bruce and Dr. Francis Lau

RE: Proposal to Revise Master of Nursing and Master of Science in Health Informatics
Double Degree Program

Dear Dr. Wright,

The School of Nursing and the School of Health Information Science are requesting approval from the Senate Committee on Planning, for the attached program option proposal.

The proposal is to include a research project option in addition to the current thesis option for the Double Degree program to begin in September 2018.

Health informatics is the field that deals with information processing and communication in health-care-practice, disease prevention, education and research. Nurse Informatics integrates nursing science, computer science and information science to manage and communicate data, information, knowledge and wisdom in nursing practice. (ANA, 2007).

The double degree is the first of its kind in Canada and one of very few in the world.

The School of Nursing (SON) and the School of Health Information Science (HINF) are requesting permission to include a **research project option** in addition to the currently offered thesis option for the Double Degree program with **no reduction in the total unit value** for either option.

The rationale for this request are stated below:

- Choice (research and an applied approach to seeking new knowledge)
- Academic integrity of the program will be maintained
- Aligns with MN & MSc programs where option of thesis or projects/capstone available.



- Addresses a long-standing concern about length of time to completion for double degree students as most currently enrolled students maintain full time employment while completing coursework.

A research project addresses a particular issue or problem that needs investigation and may use a research or an applied approach in seeking new knowledge. The research project must contain knowledge development for both nursing and health informatics disciplines, will require an ethics consult prior to initiating any work and will culminate in a written report and an oral defense.

This differs from a thesis in the following ways:

- Scope of research
- Research project (3.0 units) the thesis (6.0 units)
- Students completing a research project will require two additional courses (3.0 units).
- Students wishing to continue on to PhD will be encouraged to select thesis option

Examples of research projects include (but are not limited to):

- ✓ Usability testing of a user interface
- ✓ Replication of prior methods or models with a new dataset
- ✓ Secondary data analysis of an existing dataset
- ✓ Modeling information flows particular to a setting or clinical situation
- ✓ Development of conceptual frameworks particular to a setting or clinical situation.
- ✓ Extensive literature reviews suitable for publication
- ✓ Application of evidence in designing a component of a clinical information system

Both research project and thesis options are available for students completing an MN degree or MSc Health Information Science (when taken separately). We believe this change will best meet the needs of the majority of our students. Faculty from both the School of Nursing and the School of Health Information Science have discussed this proposal in detail and, believe that the academic integrity of the program options will be maintained with a research project or thesis option. There will be no change in overall units required.

Thank-you,

Dr. Anne Bruce (Nursing) & Dr. Francis Lau (Health Information Science)



UNIVERSITY OF VICTORIA

Proposal to Offer Research Project Option in Master of Nursing (MN) and Master of Science
(MSc) in Health Informatics: Double Degree Program

Dean's Name: Dr. Patricia Marck	Signature Dean: Original signed by Patricia Marck
Contact Name and Number: Lori Klear (250) 721-7961 February 28, 2018	Original signed by Stephen Evans, Acting Dean Graduate Studies
Date approved by Department: December 1, 2017	Head: Original signed by Susan Duncan, Director of Nursing
Date approved by Faculty: February 14, 2018	Dean or Faculty Chair: Original signed by Esther Sangster-Gormley, Associate Dean



Proposal for revision for an Existing Graduate Program

**RE: Proposal to revise the Master of Nursing (MN) and Master of Science (MSc) in Health Informatics:
Double Degree Program**

The School of Nursing and the School (SON) of Health Information Science (HINF) are requesting permission to include a research project option in addition to the currently offered thesis option for the Double Degree program to begin in September 2018. We believe that this change will best meet the needs of the majority of our students, many of whom are working full time. Faculty from both SON and HINF have discussed this proposal in detail and, believe that the academic integrity of the program options will be maintained with a research project or thesis option.

Background

The SON and HINF have collaboratively offered a Double Degree through distance and distributed learning technologies to maximize accessibility for students from across Canada and internationally since 2010. This Double Degree program was developed for the purpose of preparing nurses with background essential for working in the rapidly expanding field of nursing and health informatics. There continues to be an ever-increasing requirement and longer-term projected need for health professionals (e.g. clinicians) to develop such expertise. Nursing and Health Informatics are the only fields with sufficient numbers from which to draw a workforce of professionals who can develop needed competencies to guide practice in a move from paper to electronic records and in the use of information science to support virtually every area of clinical practice. The degree is the first of its kind in Canada and one of very few in the world.

History & Context

Over that last twenty years we have seen a considerable rise in the implementation and use of health information systems (HIS) and information and communication technologies (ICT's) in health care globally. Many countries are currently implementing HIS and ICT's in an effort to streamline health care delivery, reduce medical errors and improve the overall quality and efficiency of health care services (e.g. United States, England, countries of the European Union and Canada) (Andersen, Klein, Schulz, Aarts & Mazzoleni, 2008; Lau, 2001; Protti, 2008; Shortliffe & Cimino, 2006). In Canada, the Canada Health Infoway has been working with federal, provincial and territorial governments to implement health information systems that would lead to a pan-Canadian electronic health record (EHR), or repository of electronically-maintained information about a patient's health status and health care that can be used by patients and health care professionals involved in their care (Canada Health Infoway, 2009; Shortliffe & Cimino, 2006). Such large scale deployment of HIS and ICT's is not possible without a substantive, formally educated workforce in the discipline of health informatics (or biomedical informatics as it is referred to in some countries such as the United States) (Shortliffe & Cimino, 2006).

Health informatics is the field that deals with information processing (including computers) and communication in health-care-practice, disease prevention, education and research. This includes not only access to health information electronically by health care workers, but also by the general public and patients (e.g. use of Web-based health information resources to access health information) (Kushniruk & Borycki, 2008). The sub-fields of health informatics include bioinformatics, imaging informatics, public health informatics, educational informatics and clinical informatics (of which nursing and medical informatics are a part) (Shortliffe, 2007).

Health informatics professionals are responsible for designing, developing, implementing, evaluating, maintaining and updating health information systems in a wide array of health care settings. (Kushniruk & Borycki, 2008). Health informatics professionals (in order to be competent practitioners) must have information science, clinical science and management science competencies, knowledge and skills specific to health informatics (Canada's Health Informatics Association [COACH], 2009). Historically, health informatics was an interdisciplinary field-drawing researchers and professionals from differing domains of practice (e.g. computer science, medicine, nursing, management, library science). Health informatics professionals drew on knowledge and research from these fields to inform their practice. Over the last twenty years, health informatics has emerged as a separate discipline developing its own body of knowledge that is contribution to its own growth as a discipline as well as contributing knowledge back to the disciplines from which it originated (e.g. computer science, medical science, nursing science and library science) (Shortliffe, 2007). As a consequence, health informatics professionals require information, clinical, and management science competencies. Health informatics professionals need these core competencies to have the knowledge, skills and judgment to effectively implement and maintain HISs (COACH, 2009).

Nursing informatics is defined by the American Nursing Association Scope and Standards of Nursing Informatics as the specialty that:

Integrates nursing science, computer science and information science to manage and communicate data, information, knowledge and wisdom in nursing practice. Nursing informatics supports patients, nurses and other providers in their decision-making in all roles and settings. This support is accomplished through the use of information structures, information processes and information technology. [Nursing Informatics: Scope and Standards of Practice Document, 2007, American Nurses Association, page 1]

The report goes on to state "nursing informatics is one example of a discipline specific informatics practice within the broader category of health informatics" and as such is an important emerging area of health informatics.

The Canadian Nursing Informatics Association (2009) draws on the work of Staggers and Bagley-Thompson's (2002) defining nursing informatics as integrating:

Nursing science, computer science, and information science to manage and communicate data, information, and knowledge in nursing practice. Nursing informatics facilitates the integration of data, information, and knowledge to support clients, nurses, and other providers in their decision-making in all roles and settings. (Staggers & Bagley-Thompson, 2002, p. 5).

In summary, nursing informatics is a discipline-specific form of informatics practice within health informatics. Nursing informatics borrows from nursing science, computer science, information science and nursing practice to support nurses, other health care providers and patients using information technology (including information structures and processes).

Aims/Goals & Objectives of the New Option

The SON and HINF are requesting review for a Senate approved change from a Thesis only based Masters to include a Research Project option with no reduction in the total unit value for either option. To ensure the strength of this request, the following factors have been considered:

- The addition of a research project option meets the FGS master's degree requirements as outlined in the current University of Victoria Graduate calendar.
- All standards, requirements, and regulations set forth by the Faculty of Graduate Studies will continue to apply.
- A Research Project for the Double Degree will allow our distance delivery programs to remain competitive nationally. (We currently exceed the national average for this type of professional graduate nursing program). This change also addresses a long-standing concern about the length of time it takes the double degree students in the thesis option to complete their program requirements as most work full time.
- The proposed change to add a research project option will provide an opportunity for students to demonstrate their ability to integrate both the Nursing and Health Informatics perspectives when addressing a relevant health topic.
- The co-supervision arrangement with both a HINF and a SON faculty ensures a balanced approach from both disciplines when planning and conducting the research project. The MN program currently offers a thesis and non-thesis option that is comprised of a set of foundational courses and additional requirements meet the Canadian competencies for Advanced Nursing Practice.
- The research project will culminate in the submission of a written report which documents the work done and knowledge gained from the work that will enable students to demonstrate that they can integrate both nursing and health informatics perspectives when addressing a relevant health topic. It will also ensure that students are critical consumers of health and nursing research and can demonstrate knowledge integration and the acquisition of competencies related to knowledge dissemination. Following graduation, students will be encouraged to revise their final reports into manuscripts and submit them to peer-reviewed journals.
- Both the research project and the thesis require an oral defense. In addition, both will require an ethics consult prior to initiating any work.

Description of Research Projects

The scope of work for a research project tends to be more limited than a thesis and often takes less time to conduct. The number of units for the research project (3.0) is less than the thesis (6.0) and students completing a research project will need to take at least two additional courses (3.0 units). The length and structure of the written report will vary between a research project and a thesis. Typically, a research project written report may be shorter and have a smaller scope of work. Often the written report for a research project is similar to a manuscript for a peer-reviewed journal article in depth and length. The thesis will represent a more in-depth discovery of the relevant literature and research methodology within the final thesis. Students wishing to pursue doctoral studies will be encouraged to consider completing the thesis option.

Research projects in the past have included:

- Usability testing of a user interface
- Replication of prior methods or models with a new dataset
- Secondary data analysis of an existing dataset
- Modeling information flows particular to a setting or clinical situation
- Development of conceptual frameworks particular to a setting or clinical situation.
- Synthesis of the literature for policy or practice recommendations
- Extensive literature reviews suitable for publication
- Application of evidence in designing a component of a clinical information system

Criteria for a Research Project

- Contribute new knowledge to the fields of nursing and health informatics
- Reflect advanced critical thinking and a scholarly approach to problem investigation
- Demonstrate a high level of achievement in the application of nursing and health informatics knowledge
- Contain a written report summarizing the relevant background material, the methods used, the results obtained and a discussion of the implications of your work

Curriculum Design for the New Option

Double Degree Research Project Option (31.5 units):

The 31.5 units consist of 7.5 units of Advanced Practice Nursing (APN) foundational courses, 6.0 units of required HINF courses, 6.0 units of co-operative learning experiences, 9.0 units of electives and a 3.0-unit research project.

Required foundational APN courses (7.5 units)

NURS 520 (1.5)	Nursing Disciplinary Knowledge
NURS 521 (1.5)	Advanced Practice Nursing and Professional Identity
NURS 522 (1.5)	Nursing Ethics for Health System Transformation
NURS 524 (1.5)	Evidence for Advanced Practice Nursing
NURS 525 (1.5)	Disciplinary Research for Advanced Practice Nursing

Required HINF courses (6.0 units)

HINF 501 (1.5)	Database Design
HINF 503 (1.5)	Research Methods in Health Informatics
HINF 550 (1.5)	Health Information Systems Design
HINF 572 (1.5)	Health Informatics: An Overview

Required Electives (9.0 units)

NURS Electives (3.0)

HINF Electives (3.0)

NURS or HINF Elective (3.0)

*Electives are chosen in consultation with the supervisors***Required Co-operative experience (6.0 units)**

COOP (NURS) (3.0) Co-operative Experience Requirement

COOP (HINF) (3.0) Co-operative Experience Requirement

Required Research Project (3.0 units)

NUHI 598 (3.0) Research Project

Double Degree Thesis Option (31.5 units):

The 31.5 units consist of 7.5 units of Advanced Practice Nursing (APN) foundational courses, 6.0 units of required HINF courses, 6.0 units of co-operative learning experiences, 6.0 units of electives and a 6.0-unit thesis. An oral examination of the thesis proposal as well as the completed thesis will be required.

Required foundational APN courses (7.5 units)

NURS 520 (1.5) Nursing Disciplinary Knowledge

NURS 521 (1.5) Advanced Practice Nursing and Professional Identity

NURS 522 (1.5) Nursing Ethics for Health System Transformation

NURS 524 (1.5) Evidence for Advanced Practice Nursing

NURS 525 (1.5) Disciplinary Research for Advanced Practice Nursing

Required HINF courses (6.0 units)

HINF 501 (1.5) Database Design

HINF 503 (1.5) Research Methods in Health Informatics

HINF 550 (1.5) Health Information Systems Design

HINF 572 (1.5) Health Informatics: An Overview

Required Electives (6.0 units)

NURS Electives (1.5)

HINF Electives (3.0)

NURS or HINF Elective (1.5)

Electives are chosen in consultation with the supervisors. HINF electives are listed at the beginning of the Health Information Science section. NURS electives are listed below.

Electives offered may vary from year to year. Students should consult with the school for details. With permission of the course instructor and your supervisors electives may include graduate level courses relevant to your program from other UVic departments.

NURA 518 (1.5) APL Praxis II

NURA 519 (1.5) Nursing Leadership II

NURS 500 (1.5) Scholarly Writing for Advanced Practice Nursing

NURS 509 (1.5) Evaluation of Health Care

NUED 572 (1.5) Intersectoral Course and Curriculum Design in
Nursing Education

NUED 574 (1.5) Nurse Educator Practice II

Required Co-operative experience (6.0 units)

COOP (NURS) (3.0) Co-operative Experience Requirement

COOP (HINF) (3.0) Co-operative Experience Requirement

Required Thesis (6.0 units)

NUHI 599 (6.0) Thesis

Program Length

The program has been designed to be completed in 5 years, but individual completion times vary.

In summary, the proposed changes continue to meet the academic standards in Nursing and Health Information Science. These changes are also congruent with the policies of the Faculty of Graduate Studies. Thank you for your consideration of this proposal.

Cc: Dr. Susan Duncan, Director, School of Nursing
 Dr. Andre Kushniruk, Director, School of Health Information Science
 Dr. Anne Bruce, Associate Director Graduate Education, School of Nursing
 Erin Sebastian, Program Coordinator, Health Information Science
 Dr. Esther Sangster-Gormley, Associate Dean, HSD

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UVic Program Curriculum Change

Summary of Program Curriculum Changes:

Effective Date:	01Sept2018		
Faculty:	Graduate Studies	Academic Unit:	Nursing
Contact Name:	Lori Klear	Local:	7961 Email: nurscoord@uvic.ca

Types of program change:		
Creation, reinstatement, discontinuance, or major modification of a program or credential	Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement	Other:
A minor modification in program or credential that does not significantly change that program or credential's focus, content, structure, or requirements	A change in description of a program or credential not involving any change in program or credential requirements	

All program changes should be in the order in which they will appear in the Calendar (i.e. a page 103, 107, 240, 277 as submission 1, 2, 3, 4).

Submission #:	Type(s) of change	Other units consulted: (list all)
1	A minor modification in program or credential that does not significantly change that program or credential's focus, content, structure, or requirements	n/a
2	A minor modification in program or credential that does not significantly change that program or credential's focus, content, structure, or requirements	n/a
3	A minor modification in program or credential that does not significantly change that program or credential's focus, content, structure, or requirements	n/a
4	A minor modification in program or credential that does not significantly change that program or credential's focus, content, structure, or requirements	n/a
5	A change in description of a program or credential not involving any change in program or credential requirements	n/a

UVic Program Curriculum Change

			Submission number: 1 of 5
Faculty: Graduate Studies	Academic Unit: Nursing	Date of submission: 29NOV17	Effective date of change: 01SEP18
Type(s) of program change:			
<input type="checkbox"/> Creation, reinstatement, discontinuance, or major modification of a program or credential	<input type="checkbox"/> Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement	<input type="checkbox"/> Other: Describe	
<input checked="" type="checkbox"/> A minor modification in program or credential that does not significantly change that program or credential's focus, content, structure, or requirements	<input type="checkbox"/> A change in the description of a program or credential not involving any change in program or credential requirements		
Current calendar entry:		Proposed calendar entry:	
Current calendar page number:		If new, suggested section to insert:	
<p>Admission To Master's Programs</p> <p>Applicants for admission must have completed a Baccalaureate in Nursing (equivalent to the degree offered by the University of Victoria) with at least a B+ (77%) average for the last two years of university work. Please note that practica, non-graded (pass/fail) courses, credit granted on the basis of life or work experience, or credit earned at institutions not recognized by the University will not be used in determining an applicant's admission grade point average or units completed. Any courses used in the calculation of the entering average cannot be used toward a graduate degree program. The Faculty of Graduate Studies may, therefore, be required to take nursing diploma or post-secondary grades outside of the Bachelor of Science in Nursing degree into account when calculating application grade point averages in order to calculate on 30 units.</p> <p>The Master of Nursing program admits students on an annual basis for September entry, with limited enrolment.</p> <p>All applicants to the School of Nursing Masters of Nursing Graduate Programs must have completed an upper level (300 or 400) undergraduate statistics course at a recognized post-secondary educational institute with a final grade of B or above prior to admission. This course must have been completed within five years of application.</p> <p>Applicants for admission to the Nurse Practitioner program must reside in British Columbia and maintain active practicing registration with the College of Registered Nurses of British Columbia (CRNBC) for the duration of the MN-NP program.</p>		<p>Admission To Master's Programs</p> <p>Applicants for admission must have completed a Baccalaureate in Nursing (equivalent to the degree offered by the University of Victoria) with at least a B+ (77%) average for the last two years of university work. Please note that practica, non-graded (pass/fail) courses, credit granted on the basis of life or work experience, or credit earned at institutions not recognized by the University will not be used in determining an applicant's admission grade point average or units completed. Any courses used in the calculation of the entering average cannot be used toward a graduate degree program. The Faculty of Graduate Studies may, therefore, be required to take nursing diploma or post-secondary grades outside of the Bachelor of Science in Nursing degree into account when calculating application grade point averages in order to calculate on 30 units.</p> <p>The Master of Nursing program admits students on an annual basis for September entry, with limited enrolment.</p> <p>All applicants to the School of Nursing Masters of Nursing Graduate Programs must have completed an upper level (300 or 400) undergraduate statistics course at a recognized post-secondary educational institute with a final grade of B or above prior to admission. This course must have been completed within five years of application.</p> <p>Applicants for admission to the Nurse Practitioner program must reside in British Columbia and maintain active practicing registration with the College of Registered Nurses of British Columbia (CRNBC) for the duration of the MN-NP program.</p>	

UVic Program Curriculum Change

<p>All students admitted to MN distance programs are required to attend an onsite orientation to their program in August, prior to program commencement in September. For Nurse Practitioner students, this onsite orientation is in addition to the required onsite components that occur in term two to six in the NP program.</p>	<p><u>Applicants for the Master of Nursing: Nurse Practitioner option must provide evidence of completion of a recognized, interactive Indigenous cultural safety course for health providers within 5 years of application (e.g., PHSA San'yas Indigenous Cultural Safety Training).</u></p> <p>All students admitted to MN distance programs are required to attend an onsite orientation to their program in August, prior to program commencement in September. For Nurse Practitioner students, this onsite orientation is in addition to the required onsite components that occur in term two to six in the NP program.</p>	
Rationale for proposed change:		
Rationale is required and must explain all components of the change		
Consultation: (Written evidence of all consultations in the preparation of this submission must be included in a single PDF for the entire program package)		
<u>Other units consulted:</u> <input type="checkbox"/> Included: List units if applicable <input checked="" type="checkbox"/> No consultation required	<u>Senate Committee on Planning:</u> <input type="checkbox"/> In-progress <input type="checkbox"/> Approved <input type="checkbox"/> Not applicable	<u>Other Committees consulted :</u> <input type="checkbox"/> In-progress: list committees if applicable <input type="checkbox"/> Approved

UVic Program Curriculum Change

			Submission number: 2 of 5
Faculty: Graduate Studies	Academic Unit: Nursing	Date of submission: 29NOV17	Effective date of change: 01SEP18
Type(s) of program change:			
<input type="checkbox"/> Creation, reinstatement, discontinuance, or major modification of a program or credential	<input type="checkbox"/> Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement	<input type="checkbox"/> Other:	
<input checked="" type="checkbox"/> A minor modification in program or credential that does not significantly change that program or credential's focus, content, structure, or requirements	<input type="checkbox"/> A change in the description of a program or credential not involving any change in program or credential requirements		
Current calendar entry:		Proposed calendar entry:	
Current calendar page number: 188		If new, suggested section to insert:	
Master of Nursing, Advanced Practice Nursing: Advanced Practice Leadership (APL) Course-based The Master of Nursing, Advanced Practice Nursing, Advanced Practice Leadership (APL), offered in an online/distributed learning format by the University of Victoria School of Nursing, is a practice oriented and theory-based degree intended to prepare nurses for a wide variety of advanced practice roles. Graduates of the program will be leaders in five spheres of influence: the patient/client sphere, the nurses/nursing sphere, the interprofessional/intersectoral health spheres, the organization sphere, and the health policy and systems sphere. They will practice as Advanced Practice Nurses in a wide range of settings, including acute care, community, long-term care and primary health care.		Master of Nursing, Advanced Practice Nursing: Advanced Practice Leadership (APL) Course-based The Master of Nursing, Advanced Practice Nursing, Advanced Practice Leadership (APL), offered in an online/distributed learning format by the University of Victoria School of Nursing, is a practice oriented and theory-based degree intended to prepare nurses for a wide variety of advanced practice roles. Graduates of the program will be leaders in five spheres of influence: the patient/client sphere, the nurses/nursing sphere, the interprofessional/intersectoral health spheres, the organization sphere, and the health policy and systems sphere. They will practice as Advanced Practice Nurses in a wide range of settings, including acute care, community, long-term care and primary health care.	
Course Requirements This program requires completion of a total of 16.5 units of study. The 16.5 units are made up of 7.5 units of foundational Advanced Practice Nursing (APN) courses, 4.5 units of required APL courses, and 4.5 units of electives.		Course Requirements This program requires completion of a total of 16.5 units of study. The 16.5 units are made up of 7.5 units of foundational Advanced Practice Nursing (APN) courses, 4.5 units of required APL courses, and 4.5 units of electives.	
Advanced Practice Leadership Course-Based Option (16.5 units):		Advanced Practice Leadership Course-Based Option (16.5 units):	
Required Foundational APN courses (7.5 units)		Required Foundational APN courses (7.5 units)	

UVic Program Curriculum Change

NURS 520 (1.5)	Nursing Disciplinary Knowledge	NURS 520 (1.5)	Nursing Disciplinary Knowledge
NURS 521 (1.5)	Advanced Practice Nursing and Professional Identity	NURS 521 (1.5)	Advanced Practice Nursing and Professional Identity
NURS 522 (1.5)	Nursing Ethics for Health System Transformation	NURS 522 (1.5)	Nursing Ethics for Health System Transformation
NURS 524 (1.5)	Professional Inquiry for Advanced Practice Nursing	NURS 524 (1.5)	<u>Evidence</u> for Advanced Practice Nursing
NURS 525 (1.5)	Disciplinary Research for Advanced Practice Nursing	NURS 525 (1.5)	Disciplinary Research for Advanced Practice Nursing
Required APL courses (4.5 units)		Required APL courses (4.5 units)	
NURA 516 (1.5)	Nursing Leadership I (Client and Nursing Spheres)	NURA 516 (1.5)	Nursing Leadership I (Client and Nursing Spheres)
NURA 517 (1.5)	APL Praxis I	NURA 517 (1.5)	APL Praxis I
NURA 596 (1.5)	Nursing Scholarship: Integration and Dissemination	NURA 596 (1.5)	Nursing Scholarship: Integration and Dissemination
Elective APL Courses (4.5 units)		Elective APL Courses (4.5 units)	
Students must take at least 4.5 units of elective courses (one of which may be a practice course). MN-APL students may take one 400 level course as an elective with the permission of the course instructor and the Graduate Adviser.		Students must take at least 4.5 units of elective courses (one of which may be a practice course). MN-APL students may take one 400 level course as an elective with the permission of the course instructor and the Graduate Adviser.	
Master of Nursing, Advanced Practice Nursing: Advanced Practice Leadership (APL)		Master of Nursing, Advanced Practice Nursing: Advanced Practice Leadership (APL)	
Thesis Option		Thesis Option	
This program requires a minimum of 22.5 units. The 22.5 units are made up of 7.5 units of APN core courses, 4.5 units of required APL courses, 4.5 units of electives, and a 6.0-unit thesis. Students must demonstrate an advanced ability to integrate theory related to advanced practice and nursing.		This program requires a minimum of 22.5 units. The 22.5 units are made up of 7.5 units of APN core courses, 4.5 units of required APL courses, 4.5 units of electives, and a 6.0-unit thesis. Students must demonstrate an advanced ability to integrate theory related to advanced practice and nursing.	
Criteria for MN Thesis Option:		Criteria for MN Thesis Option:	
<ul style="list-style-type: none"> • Confirmation of Thesis Supervisor • Student-MN Supervisor consultation • Recommendation of MN Supervisor • Completion of and/or registration in all required courses prior to enrollment in NURS 599 (6.0 units) • Completion of and/or enrollment in a minimum of one additional approved research course • Normally, an A (85%) average in all required courses 		<ul style="list-style-type: none"> • Confirmation of Thesis Supervisor • Student-MN Supervisor consultation • Recommendation of MN Supervisor • Completion of and/or registration in all required courses prior to enrollment in NURS 599 (6.0 units) • Completion of and/or enrollment in a minimum of one additional approved research course • Normally, an A (85%) average in all required courses 	

UVic Program Curriculum Change

Students achieving less than this identified percentage would not be considered eligible to pursue a thesis option.	Students achieving less than this identified percentage would not be considered eligible to pursue a thesis option.	
Rationale for proposed change:		
Revised title of NURS 524 to reflect the focus on understanding, accessing and synthesizing knowledge of a wide range of evidence for nursing practice.		
Consultation: (Written evidence of all consultations in the preparation of this submission must be included in a single PDF for the entire program package)		
<u>Other units consulted:</u> <input type="checkbox"/> Included: List units if applicable <input checked="" type="checkbox"/> No consultation required	<u>Senate Committee on Planning:</u> <input type="checkbox"/> In-progress <input type="checkbox"/> Approved <input type="checkbox"/> Not applicable	<u>Other Committees consulted :</u> <input type="checkbox"/> In-progress: list committees if applicable <input type="checkbox"/> Approved

UVic Program Curriculum Change

			Submission number: 3 of 5
Faculty: Graduate Studies	Academic Unit: Nursing	Date of submission: 29NOV17	Effective date of change: 01SEP18
Type(s) of program change:			
<input type="checkbox"/> Creation, reinstatement, discontinuance, or major modification of a program or credential		<input type="checkbox"/> Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement	<input type="checkbox"/> Other:
<input checked="" type="checkbox"/> A minor modification in program or credential that does not significantly change that program or credential's focus, content, structure, or requirements		<input type="checkbox"/> A change in the description of a program or credential not involving any change in program or credential requirements	
Current calendar entry:		Proposed calendar entry:	
Current calendar page number: 188		If new, suggested section to insert:	
Master of Nursing, Advanced Practice Nursing: Nurse Educator (NUED) Course-based The Master of Nursing degree in the Advanced Practice Nursing, Nurse Educator (course-based), offered in an online/distributed learning format by the University of Victoria, School of Nursing, is a practice oriented; theory-based degree intended to prepare nurses for advanced nurse educator roles in multi-sectoral settings. Graduates of the program will have enriched capacity to work across the health care delivery sector and academic settings with the skills to influence nursing practice at the health facility level and the nursing education level. Course Requirements This program requires completion of a total of 16.5 units of study. The 16.5 units are made up of 7.5 units of foundational courses, 4.5 units of required NUED courses, and 4.5 units of electives. Nurse Educator Course-Based Option (16.5 units):		Master of Nursing, Advanced Practice Nursing: Nurse Educator (NUED) Course-based The Master of Nursing degree in the Advanced Practice Nursing, Nurse Educator (course-based), offered in an online/distributed learning format by the University of Victoria, School of Nursing, is a practice oriented; theory-based degree intended to prepare nurses for advanced nurse educator roles in multi-sectoral settings. Graduates of the program will have enriched capacity to work across the health care delivery sector and academic settings with the skills to influence nursing practice at the health facility level and the nursing education level. Course Requirements This program requires completion of a total of 16.5 units of study. The 16.5 units are made up of 7.5 units of foundational courses, 4.5 units of required NUED courses, and 4.5 units of electives. Nurse Educator Course-Based Option (16.5 units):	

UVic Program Curriculum Change

<p>Required Foundational APN courses (7.5 units)</p> <p>NURS 520 (1.5) Nursing Disciplinary Knowledge</p> <p>NURS 521 (1.5) Advanced Practice Nursing and Professional Identity</p> <p>NURS 522 (1.5) Nursing Ethics for Health System Transformation</p> <p>NURS 524 (1.5) Professional Inquiry for Advanced Practice Nursing</p> <p>NURS 525 (1.5) Disciplinary Research for Advanced Practice Nursing</p> <p>Required NUED courses (4.5 units)</p> <p>NUED 570 (1.5) Engaging with Pedagogy: Teaching and Learning in Nursing Education</p> <p>NUED 573 (1.5) Nurse Educator Practice I</p> <p>NURS 596 (1.5) Nursing Scholarship: Integration and Dissemination</p> <p>Elective NUED Courses (4.5 units)</p> <p>Students must take at least 4.5 units of elective courses (one of which may be a practice course). MN-NUED students may take one 400 level course as an elective with the permission of the course instructor and the Graduate Adviser.</p> <p>Master of Nursing, Advanced Practice Nursing: Nurse Educator (NUED)</p> <p>Thesis Option</p> <p>This program requires a minimum of 22.5 units. The 22.5 units are made up of 7.5 units of foundational courses, 4.5 units of required NUED courses, 4.5 units of</p> <p>electives, and a 6.0-unit thesis. Students must demonstrate an advanced ability to integrate theory related to advanced practice and nursing.</p>	<p>Required Foundational APN courses (7.5 units)</p> <p>NURS 520 (1.5) Nursing Disciplinary Knowledge</p> <p>NURS 521 (1.5) Advanced Practice Nursing and Professional Identity</p> <p>NURS 522 (1.5) Nursing Ethics for Health System Transformation</p> <p>NURS 524 (1.5) <u>Evidence</u> for Advanced Practice Nursing</p> <p>NURS 525 (1.5) Disciplinary Research for Advanced Practice Nursing</p> <p>Required NUED courses (4.5 units)</p> <p>NUED 570 (1.5) Engaging with Pedagogy: Teaching and Learning in Nursing Education</p> <p>NUED 573 (1.5) Nurse Educator Practice I</p> <p>NURS 596 (1.5) Nursing Scholarship: Integration and Dissemination</p> <p>Elective NUED Courses (4.5 units)</p> <p>Students must take at least 4.5 units of elective courses (one of which may be a practice course). MN-NUED students may take one 400 level course as an elective with the permission of the course instructor and the Graduate Adviser.</p> <p>Master of Nursing, Advanced Practice Nursing: Nurse Educator (NUED)</p> <p>Thesis Option</p> <p>This program requires a minimum of 22.5 units. The 22.5 units are made up of 7.5 units of foundational courses, 4.5 units of required NUED courses, 4.5 units of</p> <p>electives, and a 6.0-unit thesis. Students must demonstrate an advanced ability to integrate theory related to advanced practice and nursing.</p>
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UVic Program Curriculum Change

Criteria for MN Thesis Option: <ul style="list-style-type: none"> Confirmation of Thesis Supervisor Student-MN Supervisor consultation Recommendation of MN Supervisor Completion of and/or registration in all required courses prior to enrollment in NURS 599 (6.0 units) Completion of and/or enrollment in a minimum of one additional approved research course Normally, an A (85%) average in all required courses Students achieving less than this identified percentage would not be considered eligible to pursue a thesis option. 	Criteria for MN Thesis Option: <ul style="list-style-type: none"> Confirmation of Thesis Supervisor Student-MN Supervisor consultation Recommendation of MN Supervisor Completion of and/or registration in all required courses prior to enrollment in NURS 599 (6.0 units) Completion of and/or enrollment in a minimum of one additional approved research course Normally, an A (85%) average in all required courses Students achieving less than this identified percentage would not be considered eligible to pursue a thesis option. 	
Rationale for proposed change:		
Revised title of NURS 524 to reflect the focus on understanding, accessing and synthesizing knowledge of a wide range of evidence for nursing practice.		
Consultation: (Written evidence of all consultations in the preparation of this submission must be included in a single PDF for the entire program package)		
<u>Other units consulted:</u> <input type="checkbox"/> Included: List units if applicable <input checked="" type="checkbox"/> No consultation required	<u>Senate Committee on Planning:</u> <input type="checkbox"/> In-progress <input type="checkbox"/> Approved <input type="checkbox"/> Not applicable	<u>Other Committees consulted :</u> <input type="checkbox"/> In-progress: list committees if applicable <input type="checkbox"/> Approved

UVic Program Curriculum Change

			Submission number: 4 of 5
Faculty: Graduate Studies	Academic Unit: Nursing	Date of submission: 29NOV17	Effective date of change: 01SEP18
Type(s) of program change:			
<input type="checkbox"/> Creation, reinstatement, discontinuance, or major modification of a program or credential		<input type="checkbox"/> Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement	<input type="checkbox"/> Other:
<input checked="" type="checkbox"/> A minor modification in program or credential that does not significantly change that program or credential's focus, content, structure, or requirements		<input type="checkbox"/> A change in the description of a program or credential not involving any change in program or credential requirements	
Current calendar entry:		Proposed calendar entry:	
Current calendar page number: 189		If new, suggested section to insert:	
Master of Nursing, Advanced Practice Nursing: Nurse Practitioner (NP) Course-based The Master of Nursing degree in Advanced Practice Nursing, Nurse Practitioner (NP) option, offered in an online/distributed learning format by the University of Victoria School of Nursing, is a practice oriented and theory-based professional degree that prepares nurses to qualify as family Nurse Practitioners in British Columbia. All practice experiences are completed within BC. Course Requirements This program requires completion of a total of 24 units of study, including an onsite program orientation prior to program commencement in September (usually two to three days in length) and additional condensed on-site components as scheduled in every subsequent term. The 24 units are made up of 6.0 units of foundational Advanced Practice Nursing (APN) courses and 18.0 units of required NP courses. <div style="background-color: #000080; color: white; padding: 5px; border: 1px solid black;"> Nurse Practitioner Course-Based Option (24.0 units): </div> Required Foundational APN courses (6.0 units)		Master of Nursing, Advanced Practice Nursing: Nurse Practitioner (NP) Course-based The Master of Nursing degree in Advanced Practice Nursing, Nurse Practitioner (NP) option, offered in an online/distributed learning format by the University of Victoria School of Nursing, is a practice oriented and theory-based professional degree that prepares nurses to qualify as family Nurse Practitioners in British Columbia. All practice experiences are completed within BC. Course Requirements This program requires completion of a total of 24 units of study, including an onsite program orientation prior to program commencement in September (usually two to three days in length) and additional condensed on-site components as scheduled in every subsequent term. The 24 units are made up of 6.0 units of foundational Advanced Practice Nursing (APN) courses and 18.0 units of required NP courses. <div style="background-color: #000080; color: white; padding: 5px; border: 1px solid black;"> Nurse Practitioner Course-Based Option (24.0 units): </div> Required Foundational APN courses (6.0 units)	

UVic Program Curriculum Change

NURS 520 (1.5)	Nursing Disciplinary Knowledge	NURS 520 (1.5)	Nursing Disciplinary Knowledge
NURS 521 (1.5)	Advanced Practice Nursing and Professional Identity	NURS 521 (1.5)	Advanced Practice Nursing and Professional Identity
NURS 524 (1.5)	Professional Inquiry for Advanced Practice Nursing	NURS 524 (1.5)	<u>Evidence</u> for Advanced Practice Nursing
NURS 525 (1.5)	Disciplinary Research for Advanced Practice Nursing	NURS 525 (1.5)	Disciplinary Research for Advanced Practice Nursing
Required NP courses (18.0 units)		Required NP courses (18.0 units)	
NUNP 531 (1.5)	Applied Pathophysiology	NUNP 531 (1.5)	Applied Pathophysiology
NUNP 532 (1.5)	Pharmacological Interventions in Health and Illness	NUNP 532 (1.5)	Pharmacological Interventions in Health and Illness
NUNP 537 (1.5)	Family Nurse Practitioner Integration Internship	NUNP 537 (1.5)	Family Nurse Practitioner Integration Internship
NUNP 540 (1.5)	Advanced Assessment and Diagnostic Reasoning Theory	NUNP 540 (1.5)	Advanced Assessment and Diagnostic Reasoning Theory
NUNP 541 (1.5)	Advanced Assessment and Diagnostic Reasoning	NUNP 541 (1.5)	Advanced Assessment and Diagnostic Reasoning
NUNP 543 (1.5)	Integrated Primary Health Care and Advanced Practice	NUNP 543 (1.5)	Integrated Primary Health Care and Advanced Practice
NUNP 544 (1.5)	Integrated Primary Health Care and Advanced Practice	NUNP 544 (1.5)	Integrated Primary Health Care and Advanced Practice
NUNP 545 (1.5)	Integrated Primary Health Care and Advanced Practice	NUNP 545 (1.5)	Integrated Primary Health Care and Advanced Practice
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NUNP 547 (1.5)	Integrated Primary Health Care and Advanced Practice	NUNP 547 (1.5)	Integrated Primary Health Care and Advanced Practice
NUNP 548 (1.5)	Integrated Primary Health Care and Advanced Practice	NUNP 548 (1.5)	Integrated Primary Health Care and Advanced Practice
NUNP 593 (1.5)	Evaluation Synthesis	NUNP 593 (1.5)	Evaluation Synthesis
Rationale for proposed change:			
Revised title of NURS 524 to reflect the focus on understanding, accessing and synthesizing knowledge of a wide range of evidence for nursing practice.			

UVic Program Curriculum Change

Consultation: (Written evidence of all consultations in the preparation of this submission must be included in a single PDF for the entire program package)		
<u>Other units consulted:</u> <input type="checkbox"/> Included: List units if applicable <input checked="" type="checkbox"/> No consultation required	<u>Senate Committee on Planning:</u> <input type="checkbox"/> In-progress <input type="checkbox"/> Approved <input type="checkbox"/> Not applicable	<u>Other Committees consulted :</u> <input type="checkbox"/> In-progress: list committees if applicable <input type="checkbox"/> Approved

UVic Program Curriculum Change

			Submission number: 5 of 5
Faculty: Graduate Studies	Academic Unit: Nursing	Date of submission: 29NOV17	Effective date of change: 01SEP17
Type(s) of program change:			
<input checked="" type="checkbox"/> Creation, reinstatement, discontinuance, or major modification of a program or credential	<input type="checkbox"/> Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement	<input type="checkbox"/> Other:	
<input type="checkbox"/> A minor modification in program or credential that does not significantly change that program or credential's focus, content, structure, or requirements	<input type="checkbox"/> A change in the description of a program or credential not involving any change in program or credential requirements		
Current calendar entry:		Proposed calendar entry:	
Current calendar page number: 191		If new, suggested section to insert:	
Master of Nursing and Master of Science in Health Informatics (Double Degree) Thesis The Double Degree option permits nurses who are interested in health information technology to develop graduate level competencies in both Nursing and Health Informatics. The option is intended to prepare nursing leaders with a background essential for working in the rapidly expanding field of nursing and health informatics. Graduates will be prepared to take leadership roles in informatics, telehealth, implementation of electronic health care records and other areas of emerging health technology.		Master of Nursing and Master of Science in Health Informatics (Double Degree) The Double Degree option permits nurses who are interested in health information technology to develop graduate level competencies in both Nursing and Health Informatics. The option is intended to prepare nursing leaders with a background essential for working in the rapidly expanding field of nursing and health informatics. Graduates will be prepared to take leadership roles in informatics, telehealth, implementation of electronic health care records and other areas of emerging health technology.	
Course Requirements This program requires a completion of a total of 31.5 units of study. The 31.5 units are made up of 7.5 units of Advanced Practice Nursing (APN) core courses, 6.0 units of required HINF courses, 6.0 units of co-operative learning experiences, 6.0 units of electives and a 6.0 unit thesis. Cooperative learning experiences must usually be undertaken outside of a student's current employment setting. An oral examination of the thesis proposal as well as the completed thesis will be required.		Course Requirements This program requires a completion of a total of 31.5 units of study, <u>including a research project or thesis. All course requirements must be completed prior to proceeding to the final oral examination. Students will have a supervisor from each School. Exceptional students may complete a thesis, with the approval of both supervisors, the Director of the School of Health Information Science and the Associate Director, Graduate Education in the School of Nursing. Completion of a Master's degree with thesis is encouraged for students intending to pursue Doctoral studies.</u>	
Double Degree Thesis (31.5 units): Required foundational APN courses (7.5 units) NURS 520 (1.5) Nursing Disciplinary Knowledge NURS 521 (1.5) Advanced Practice Nursing and Professional Identity		Students are expected to be enrolled full time for the duration of their program. Cooperative learning experiences must usually be undertaken outside of a student's current employment setting. <u>Double Degree Research Project Option (31.5 units):</u>	

UVic Program Curriculum Change

<p>NURS 522 (1.5) Nursing Ethics for Health System Transformation</p> <p>NURS 524 (1.5) Professional Inquiry for Advanced Practice Nursing</p> <p>NURS 525 (1.5) Disciplinary Research for Advanced Practice Nursing</p> <p>Required HINF courses (6.0 units)</p> <p>HINF 501 (1.5) Database Design</p> <p>HINF 503 (1.5) Research Methods in Health Informatics</p> <p>HINF 550 (1.5) Health Information Systems Design</p> <p>HINF 572 (1.5) Health Informatics: An Overview</p> <p>Required Electives (6.0 units)</p> <p>NURS Electives (1.5)</p> <p>HINF Electives (3.0)</p> <p>NURS or HINF Elective (1.5)</p> <p>Electives are chosen in consultation with the supervisors. HINF electives are listed at the beginning of the Health Information Science section.</p> <p>Required Co-operative experience (6.0 units)</p> <p>COOP (NURS) (3.0) Co-operative Experience Requirement</p> <p>COOP (HINF) (3.0) Co-operative Experience Requirement</p> <p>Required Thesis (6.0 units)</p> <p>NUHI 599 (6.0) Thesis</p>	<p><u>The 31.5 units consist of 7.5 units of Advanced Practice Nursing (APN) foundational courses, 6.0 units of required HINF courses, 6.0 units of co-operative learning experiences, 9.0 units of electives and a 3.0-unit research project.</u></p> <p><u>Required foundational APN courses (7.5 units)</u></p> <p><u>NURS 520 (1.5) Nursing Disciplinary Knowledge</u></p> <p><u>NURS 521 (1.5) Advanced Practice Nursing and Professional Identity</u></p> <p><u>NURS 522 (1.5) Nursing Ethics for Health System Transformation</u></p> <p><u>NURS 524 (1.5) Evidence for Advanced Practice Nursing</u></p> <p><u>NURS 525 (1.5) Disciplinary Research for Advanced Practice Nursing</u></p> <p><u>Required HINF courses (6.0 units)</u></p> <p><u>HINF 501 (1.5) Database Design</u></p> <p><u>HINF 503 (1.5) Research Methods in Health Informatics</u></p> <p><u>HINF 550 (1.5) Health Information Systems Design</u></p> <p><u>HINF 572 (1.5) Health Informatics: An Overview</u></p> <p><u>Required Electives (9.0 units)</u></p> <p><u>NURS Electives (3.0)</u></p> <p><u>HINF Electives (3.0)</u></p> <p><u>NURS or HINF Elective (3.0)</u></p> <p><i><u>Electives are chosen in consultation with the supervisors. HINF electives are listed at the beginning of the Health Information Science section. A listing of other electives is available on the School of Nursing website.</u></i></p> <p><u>Required Co-operative experience (6.0 units)</u></p> <p><u>COOP (NURS) (3.0) Co-operative Experience Requirement</u></p> <p><u>COOP (HINF) (3.0) Co-operative Experience Requirement</u></p> <p><u>Required Research Project (3.0 units)</u></p> <p><u>NUHI 598 (3.0) Research Project</u></p> <p><u>Double Degree Thesis Option (31.5 units):</u></p> <p><u>The 31.5 units consist of 7.5 units of Advanced Practice Nursing (APN) foundational courses, 6.0 units of required HINF courses, 6.0 units of co-operative learning</u></p>
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UVic Program Curriculum Change

	<p>experiences, 6.0 units of electives and a 6.0-unit thesis. An oral examination of the <u>thesis proposal as well as the completed thesis will be required.</u></p> <p>Required foundational APN courses (7.5 units)</p> <p>NURS 520 (1.5) Nursing Disciplinary Knowledge</p> <p>NURS 521 (1.5) Advanced Practice Nursing and Professional Identity</p> <p>NURS 522 (1.5) Nursing Ethics for Health System Transformation</p> <p>NURS 524 (1.5) <u>Evidence</u> for Advanced Practice Nursing</p> <p>NURS 525 (1.5) Disciplinary Research for Advanced Practice Nursing</p> <p>Required HINF courses (6.0 units)</p> <p>HINF 501 (1.5) Database Design</p> <p>HINF 503 (1.5) Research Methods in Health Informatics</p> <p>HINF 550 (1.5) Health Information Systems Design</p> <p>HINF 572 (1.5) Health Informatics: An Overview</p> <p>Required Electives (6.0 units)</p> <p>NURS Electives (1.5)</p> <p>HINF Electives (3.0)</p> <p>NURS or HINF Elective (1.5)</p> <p><i>Electives are chosen in consultation with the supervisors. HINF electives are listed at the beginning of the Health Information Science section. <u>A listing of other electives is available on the School of Nursing website.</u></i></p> <p>Required Co-operative experience (6.0 units)</p> <p>COOP (NURS) (3.0) Co-operative Experience Requirement</p> <p>COOP (HINF) (3.0) Co-operative Experience Requirement</p> <p>Required Thesis (6.0 units)</p> <p>NUHI 599 (6.0) Thesis</p> <p><u>Oral Examination</u></p> <p><u>An oral examination is required for both the thesis and project options.</u></p> <p><u>Program Length</u></p> <p><u>5 years</u></p>
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UVic Program Curriculum Change

Rationale for proposed change:		
To include and specify the requirements for the research project option NUHI students, to specify that the oral examination is required for both the thesis and project options, and to specify the maximum program length.		
Consultation: (Written evidence of all consultations in the preparation of this submission must be included in a single PDF for the entire program package)		
<u>Other units consulted:</u> <input checked="" type="checkbox"/> Included: List units if applicable <input type="checkbox"/> No consultation required	<u>Senate Committee on Planning:</u> <input checked="" type="checkbox"/> In-progress <input type="checkbox"/> Approved <input type="checkbox"/> Not applicable	<u>Other Committees consulted :</u> <input type="checkbox"/> In-progress: list committees if applicable <input type="checkbox"/> Approved



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

May 14, 2018

To: Operations and Facilities Committee

From: Nancy Wright, Associate Vice-President Academic Planning
(Interim Vice-President Academic and Provost)

cc: President and Vice-Chancellor

Meeting Date: May 29, 2018

Subject: Proposal to Establish a Master of Engineering in Applied Data Science

Basis for Jurisdiction: Senate Committee on Planning meeting March 6, 2018
Senate meeting April 6, 2018

N Wright

Previous Consultation: At its meeting on April 6, 2018, Senate approved and recommended that the Board of Governors approve the establishment of a Master of Engineering in Applied Data Science. This proposal was approved by the Senate Committee on Planning on March 6, 2018.

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve, subject to funding, the establishment of a Master of Engineering in Applied Data Science, as described in the document "Master of Engineering in Applied Data Science", and that this approval be withdrawn if the program should not be offered within five years of the granting of approval. Once the Board of Governors has approved the proposal, the

proposal must be approved by the Secretariat of the Ministry of Advanced Education, Skills and Training.

Strategic Relevance

Applied Data Science, including data mining, machine learning, pattern recognition and a variety of practical tools and skills, coupled with continued improvements in computer performance, is driving high double-digit annual growth rates for computer-industry giants. As a result, these companies pay high premiums to poach from a limited pool of experts, leaving little expertise for large numbers of smaller companies and government agencies that are unable to benefit from these advancements. This trend is accelerating as new data-centric opportunities like the Internet of Things (IoT) become mainstream, and the negative impact of a lack of suitably trained Highly Qualified Professionals (HQP) in this area is already significant within BC. The proposed innovative Masters training program is designed to address these critical HQP shortages. The goal of the program outlined in this proposal is to develop advanced engineering skills in the critical area of Applied Data Science.

Overview/nature of the academic Master's degree

The proposed program offers a Master of Engineering (MEng) in Applied Data Science (MADS) to be offered on campus at the University of Victoria and offered jointly by the Departments of Computer Science and Electrical and Computer Engineering in the Faculty of Engineering and the Faculty of Graduate Studies. The program can be finished in three academic terms plus optional Co-op Internship work terms, and will develop advanced conceptual and practical skills in Applied Data Science and professional and soft skills. Elective courses from Faculty of Science (Math and Statistics) may be selected by willing students. We hope to add electives in partnership with other non-STEM Faculties to broaden perspectives. Graduates will find employment in a variety of industry and government agencies demanding constructive management and analysis of large data sets. Furthermore, this program prepares its graduates for research positions as well as further studies at the doctoral level.

Alignment with the university's mission and strategic plan

This program will contribute to the mandate and Strategic Framework of UVic by providing a positive contribution to the University's quality objectives by fostering research in the emerging field of data science. The self-sustained program will also contribute to the internationalization objectives by attracting applicants across the globe.

Senate/academic considerations

Consultation with other academic units has been completed.

Demand and availability

Student demand for our related MEng in Telecommunications and Information Security (MTIS) program has been strong. The subject matter for MTIS, while important, does not carry the same unprecedented demand for graduates as data science. Also, MTIS has been offered exclusively by the Department of Electrical and Computer Engineering. MADS extends our recruiting base into the population interested in our Department of Computer Science. Therefore, we anticipate even stronger demand than for MTIS. We are prepared to offer the program beginning in September 2019.

Resource implications (including resource plan, revenue and expenditure implications)

As a cost-recovery professional program, all program expenses are covered by fees. For example, the annual cohort comprising of a mix of 25 domestic and foreign students, and the total approximate gross tuition of \$750,000 provides roughly \$150,000 to Administrative overhead and \$600,000 to operate the program. Major operating expenses include IT and co-op support, program Director and instructor course delivery.

Other relevant factors (including impact and outcomes)

This program brings together experts from Electrical and Computer Engineering and Computer Science to share in the delivery and management of this important training discipline, setting the stage for further development of joint research and training activities.

Attachment(s): Proposal to Senate, dated March 21, 2018, for the establishment of a Master of Engineering in Applied Data Science.



University
of Victoria

Associate Vice-President Academic Planning

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E-mail avpap@uvic.ca Web <http://www.uvic.ca/vpac>

MEMO

Date: March 21, 2018
To: The Secretary of the Senate
From: Dr. Nancy Wright, Chair, Senate Committee on Planning
Re: Proposal to Establish a Master of Engineering (MEng) in Applied Data Science

At its meeting of March 6, 2018, the Senate Committee on Planning considered a proposal presented by Dr. Tom Tiedje and Dr. Thomas Darcie, to establish a Master of Engineering (MEng) in Applied Data Science.

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 a Master of Engineering (MEng) in Applied Data Science, as described in the document, "Master of Engineering in Applied Data Science", and that this approval be withdrawn if the program should not be offered within five years of the granting of approval. Once Senate and the Board of Governors have approved the proposal, the proposal must be approved by the Secretariat of the Ministry of Advanced Education, Skills and Training.

:sld

Committee Membership:

Dr. Nancy Wright, Chair	Dr. Sang Nam
Dr. Valerie S. Kuehne	Dr. Graham McDonough
Dr. Abdul Roudsari	Dr. Victoria Wyatt
Ms. Nicole Greengoe	Dr. Anne Stahl
Dr. Mauricio Garcia-Barrera	Dr. Andrea Giles
Dr. Robin Hicks	Dr. Stephen Evans
Dr. Rishi Gupta	Ms. Gillian Calder
Ms. Carrie Andersen	Dr. Ralf St. Clair
Dr. David Castle	Dr. Jo-Anne Clarke
Dr. Jason Colby	Ms. Susan Kim
Dr. Merwan Engineer	Ms. Hannah Koning
Dr. Patrick Nahirney	Ms. Sandra Duggan, Secretary



UNIVERSITY OF VICTORIA

NEW MASTER'S DEGREE PROGRAM TEMPLATE

Master of Engineering in Applied Data Science

Approvals

Dean's Name and Date of consultation with AVPAP: Dr. Tom Tiedje	Dean signature: Original signed by Tom Tiedje
Name of contact person: Dr. Thomas Darcie	Original signed by Thomas. Darcie
Email & phone of contact person: tdarcie@uvic.ca 250 721-8686	
Date approved by Department: ECE – August 25, 2017 CSC – August 25, 2017	Chair/Director signature: Original signed by Michael McGuire
Date approved by discipline Faculty: November 7, 2017	Dean signature: Original signed by Tom Tiedje and Ulrike Stege
Date approved by Graduate Studies: February 22, 2018	Dean signature: Original signed by Stephen Evans

A. Identification of new Master's program	
Name, Location, Academic units (Faculties, departments, or schools) offering the new Master's degree	Master of Engineering (MEng) in Applied Data Science Departments of Electrical & Computer Engineering and Computer Science - Faculty of Engineering UVic Main Campus
Anticipated degree start date	September, 2019
Name, title, phone number and e-mail address of contact person	Thomas Darcie, Professor 250 721-8686 tdarcie@uvic.ca
B. History and context of the Master's degree	
<p>Advances in computer and Internet technologies have dramatically increased our ability to simply and inexpensively gather, generate, and transmit large volumes of data. Continually evolving consumer applications such as social networking, streaming media, gaming and on-line retail have created unprecedented demand for sharing large volumes of data. Almost every existing line of business or industry, including transportation, healthcare, sales and marketing, education and so on, is now dependent on collecting, managing, and extracting knowledge from vast quantities of data, as are emerging industries such as the Internet of Things, smart cities and cyber-physical systems. Why the obsession to collect and retain vast quantities of data? As evident from the tremendous financial valuations of big-data leaders (Google, Apple, etc.), the ability to extract insights and information regarding individual and collective consumer preference and behavior is extremely valuable. Traffic conditions can be inferred from time-dependent crowd-sourced location data. Worthwhile sales leads and credit worthiness can be inferred from social-media preferences. Timber suitability for harvest can be inferred from satellite imagery.</p> <p>Data Science lies at the heart of our ability to extract meaningful and valuable knowledge from vast quantities of data. Not surprisingly, given the value at stake, data scientists are in high demand. The goal of the Master of Applied Data Science (MADS) program outlined in this proposal is to develop advanced data science and engineering skills in the areas of importance across many applications or industries. In particular, students in this program will gain a broad understanding of how to collect and manage large data sets, maintain security and privacy, apply evolving computational, analytic, and machine learning tools to identify patterns and extract insights, and to visualize and present findings.</p> <p>Graduates from the proposed program will find employment in industry (small, medium and large businesses; start-up and established companies), government, research and academia – all areas in which data scientists are in high demand on Vancouver Island, across BC and beyond. Sample regional employers include Telus, BC Hydro, Shaw, Broadcom, Ericsson, Microsemi (PMC-Sierra), etc. Many Victoria-based companies are potential employers, including Pretio, Encepta, Tutela, and EchoSec that were recently founded in association with UVic under our Entrepreneurship@UVic program and others like Schneider Electric.</p>	

Our proposed professional Master of Engineering program in Applied Data Science is unique relative to other programs in this general subject area. Within the region, the UBC Master of Data Science, offered by the Faculty of Science, targets students without a computer science or statistics degree who lack the programming and mathematical skills prerequisite to our proposed program. The two programs are complementary in that they target different applicants, learning outcomes and graduate attributes, yet both address the shortage of data science skills in BC and Canada. SFU's MSc in Big Data, offered by the School of Computing Science, targets similar students to our proposed program. However, unlike the SFU program and many other MSc-based programs that have emerged elsewhere in Canada, generally as collaborative programs between Statistics and Computer Science, our MADS, offered jointly by Computer Science and Electrical and Computer Engineering, is unique in that it will have a much stronger focus on important applications as context for scientific training. Experiential learning provided to students in the UVic program through optional co-op internships, including internships based on connections to industry in the Victoria area, will increase their employment opportunities. To our knowledge, our program would be the only MEng program offered in Canada in the area of data analytics. This program will address an underserved training area that is so critical to Canadian business competitiveness.

The proposed MADS program is tailored towards training students for specialized careers as thought leaders in the information economy. Students can finish the academic component of this course-only Master's program in three consecutive academic terms (September - August). The proposed program schedule will include mandatory courses in data management, security and privacy, data analytics and data visualization, as well as a selection of elective courses aligned with important applications. Elective courses from the Faculty of Science (Math and Statistics) and potentially other Faculties in the future offer broadening opportunities (for example, Digital Humanities). All courses are offered by professors working in targeted areas of applied Data Science. Complementing the applied Data Science focus will be engineering practice and career development in the form of communication skills, marketing, project management, team work and leadership training, ethics and career planning. Graduates with this soft skill set are highly sought by industries. The program also includes regular presentations and seminars from experts in related information-centric fields including partners from industry.

C. Learning Outcomes, Learning Methodologies

The proposed Masters in Applied Data Science (MADS) provides students with opportunities to acquire and expand their technical knowledge as well as their professional skills:

Technical Learning Outcomes

1. Manage (organize, store, sort, filter, etc.) data sets at commercial scale
2. Protect data from security threats while managing privacy and proprietary data concerns
3. Develop mathematic models and techniques underpinning analytics of large-scale data sets
4. Use leading industry tools to perform data analytics in public and private cloud environments
5. Visualize information, trends and patterns extracted from large-scale data sets
6. Understand opportunities for human-machine interaction in system adaptation based on extracted information

Professional and Career Skills and Learning Outcomes

1. Learn the role, ethics and responsibilities of a professional engineer
2. Develop time and project management strategies and practices
3. Apply leadership skills and be an effective member of working team

4. Enhance continuous and self-learning skills
5. Communicate, in writing and presentation, effectively with peers, engineering community, and the general public
6. Acquire diversity and cultural sensitivity

The training program has been developed to realize these outcomes through methodologies that include a combination of lecture-based courses, hands-on problem solving, course projects, teamwork, professional training, guest seminars from industry partners and optional co-op work experience.

Anticipated contribution to the UVic, Faculty, and academic unit's strategic plans

With respect to the UVic Strategic Research Plan, the proposed program aligns directly with four of the five defined core priorities, which in turn support the broader UVic Strategic plan. These are:

- Defining and achieving research excellence – through broadening access to exceptional trainees, critical data and supportive partnerships,
- Enhancing the integration of research and education – through a new training program that runs in partnership with researchers and potential employers,
- Expanding partnerships, innovation and entrepreneurship – by defining at its core a curriculum that supports explicitly broad engagement in partnership activities and interdisciplinary research, and
- Improving competitiveness through differentiation and specialization – through targeting strategic application areas and extracting essential context from industry leaders.

Target audience, student and labour market demand

The proposed program targets students who have an undergraduate degree in electrical or computer engineering, computer science, or related quantitative disciplines with a GPA grade of 80% or above. Professional experience will be considered an asset but is not required.

The target audience includes all applicants meeting the minimum admission requirements of the Faculty of Graduate Studies, including the English language proficiency requirement. Graduates from the proposed program will find employment in industry (small, medium and large businesses; start-up and established companies), government, research and academia – all areas in which data scientists are in high demand.

Include plans for student recruitment, retention, and success

The proposed MADS program is intended to be equally attractive to domestic and international students. Recruitment will be based on obtaining in-depth hands-on training in a vitally important and growing area. Opportunities available to program graduates include high-value careers in local, regional, or international industry and opportunities for continued graduate studies. Co-op opportunities provide experience and connections in addition to financial support. These co-op placements will be particularly attractive to international students interested in acquiring high-quality industry experience in the area of data science. Enrolment to the program is targeted at 25. Currently, there are 25 students registered in the existing course-only MEng-based Master of Telecommunications and Information Security (MTIS) program, which targets the area of telecommunications and security. Due to the extremely high market demand for data scientists, the proposed MEng in Applied Data Science is expected to enjoy an even higher level of popularity. This high demand was recently brought into focus regionally with the announcement of the BC Digital Technology Supercluster which calls for, over the next ten years, investment of over \$1.4 billion into collaborative projects by more than 1,000 organizations, an increase of nearly \$10 billion in incremental GDP, and the creation of 50,000 new jobs, many in Data Science (<https://www.digitalsupercluster.ca/>). This unprecedented commitment adds to an already strong labour market

for Computer Systems Design and Related Services (BC Labour Market Outlook: 2017 Edition) which are projected to grow at over 3.4% per year, or 39,000 job openings in BC over 10 years. Considering also high national and global demand, we anticipate strong student interest and our being in a position to select only very strong students.

To facilitate the recruitment and management of these students, a program Director will be selected. The program Director will oversee the program, from recruitment and admissions, to course offerings, and to final presentation and graduation. The Director will be responsible for the recruiting of international students while working with the international recruitment team at the University. The Director will also work with graduate admission and record office (GARO) on student admission. It is anticipated that the program Director, support staff, recruiting, co-op, etc., can all be supported incrementally in combination with the existing MTIS program which already engages in these activities. Dr. Kin Li, currently the Director for MTIS, has agreed to serve as the acting Director of MADS. This will insure that maximum synergy is derived from the operations of the two programs.

D. Admission requirements

Include plans for multiple entry points if applicable

NA

E. Areas of specialization and evidence of adequate faculty complement (Include a table showing anticipated faculty supervision and committee service taking into account faculty leaves) . (Include short faculty CVs in Appendix)

The curriculum has been developed to meet targeted learning outcomes while maximizing existing teaching resources and leveraging UVic's unique combination of Computer Science and Electrical and Computer Engineering within the Faculty of Engineering. As recognized in the support letter from UBC (Peacock), this combination drives an emphasis on technical skills, soft skills and work experience, which is both appropriate for UVic and differentiated from UBC's Master of Data Science.

As a course-based degree, direct supervision is not required. The Program Director will provide guidance and monitor student progress.

- CSC 501 - Algorithms, Data Models and Operations
- **Ulrike Stege**, Venkatesh Srinivasan, Valerie King, Nishant Mehta, Alex Thomo
- CSC 502 - Algorithms, Structures, and Systems for Massive Datasets
- **Alex Thomo**, Yvonne Coady, Daniel German, George Tzanetakis, Alona Fyshe
- CSC 503 - Data Mining
- **Alona Fyshe**, George Tzanetakis, Alex Thomo, Nishant Mehta
- ELEC 503 - Optimization for Machine Learning
- **Wu-Sheng Lu**, Michael McGuire, Stephen Neville, Alexandra Brazen Albu, Pan Agathoklis
- ELEC 535A - Data Analysis and Pattern Recognition
- **Stephen Neville**, Michael McGuire, Alexandra Brazen Albu
- ELEC 535B - Applied Data Analytics
- **Stephen Neville**, Michael McGuire, Alexandra Brazen Albu
- ELEC 591, 592A, 592B – Professional and Career
- **Kin Li**, Michael McGuire

F. Curriculum design

Schedule of course delivery including proposed program design options.

Our curriculum includes 9 core courses listed below, refined from existing courses, and elective courses from a list of graduate courses. Existing teaching resources are available to cover all core and Engineering elective courses, as listed in Appendix A, as well as elective courses.

Core Course Calendar Descriptions:

- ELEC 503 (Units 1.5): Optimization for Machine Learning
 - The steepest descent and Newton methods for unconstrained optimization. Golden section, quadratic, cubic and inexact line searches. Conjugate and Quasi-Newton methods. The Fletcher-Reeves algorithm. Application to the design of circuits, control systems, filters, and mechanical systems using optimization techniques. Introduction to constrained optimization. Students are required to complete one project that applies some of the optimization techniques to be studied in the course to an engineering analysis or design problem.
- ELEC 535A (Units 1.5): Applied Data Analytics 1
 - Statistical data analysis and random processes, ergodicity and stationarity, Bayesian decisions procedures, feature extraction and selection, parametric and non-parametric pattern classification and clustering techniques. Applications to big data, data science, and computer security problems. Students are required to complete a project.
- ELEC 535B (Units 1.5): Applied Data Analytics 2
 - Theory and application of modern data analysis and machine learning methodologies to larger scale real-world data analytics problems. Impacts of outliers, normalization processes, feature selection and extraction, data set biases, and noise on analysis quality. Implications of stationarity, ergodicity, and adversaries on data analysis processes. Students will be required to complete a project.
- CSC 501 (Units 1.5): Algorithms, Data Models and Operations
 - A comprehensive advanced overview of the main data structures and algorithms for data processing. Topics include: the running time of algorithms, the list data model, the tree data model, the hash-map data model, the graph data model, the relational data model, the processes of data transformation, cleaning, and visualization.
- CSC 502 (Units 1.5): Algorithms, Structures, and Systems for Massive Datasets
 - Important and recent developments in database technology and systems for big data are covered in detail. Topics include: storage technology, algorithms for secondary storage, relational operators, implementation, multidimensional data and indexes, data structures for Information Retrieval, distributed data analytics, social network analytics, mining massive datasets.
- CSC 503 (Units 1.5): Data Mining
 - A comprehensive coverage of main Data Mining areas and algorithms. Topics include: supervised learning, unsupervised learning, semi-supervised and weakly supervised learning, recommender systems, dimensionality reduction, association analysis, Data-mining software tools will be reviewed and compared.

- ELEC 591 (Units 1.0):
 - Professional engineering practice and ethics. Canadian labour market research. Cultural intelligence and the diversified workplace. Leadership and management styles. Resumes and interviews. Technical and business communication for engineers. Safety-aware engineering design. Occupational health and safety in the workplace. Understanding professional competencies and engaging in reflective learning.
- ELEC 592A (Units 1.0):
 - Professional standards and ethics. Conflict resolution strategies. Presentation and technical writing skills. Project and time management. Team building, group dynamics, and mentoring. Intellectual property, copyright and patent. Career development. Building a professional network.
- ELEC 592B (Units 1.0):
 - Engineering standards and ethics. Development of critical thinking. Team presentation and technical writing skills. Risk management. Diversity and Equity. Sustainability. Entrepreneurship and new venture creation. Career planning.

Students in the proposed degree programs will take a set of core courses in fundamentals of applied data science and select four elective courses from a list. Electives will reflect the students' preference for ECE or CS. In either case, the proposed program is a course-only degree program consisting of 10 technical courses for a total of 15 units, consistent with other MEng programs offered within the Faculty of Engineering. In addition, three 1-unit courses provide professional and career training. This 3-unit trio will be mandatory, resulting in a total of 18 course units. Complementary courses from Faculty of Science (Math and Statistics) are available as electives, and in the future we hope to be able to include electives from other Faculties as broadening opportunities. Students may also complete up to three optional co-op Internship work terms at the end of the academic portion of the program. These co-op and professional features have been well received by students enrolled in our Masters of Telecommunications and Information Security (MTIS) program which has a similar structure. See Appendix A for details.

Delivery methods (e.g., plans for distance education, or computer assisted delivery) as appropriate to targeted student segments

There is no need for special distance education resources. Computer server technology and support essential for hands-on training is included in the proposal. Some talks and seminars will be hosted at the downtown Victoria facilities of our industry partner, The Alacrity Foundation.

Linkages between the learning outcomes and the curriculum design.

Technical learning outcomes are delivered within the core courses as follows:

1. Manage (organize, store, sort, filter, etc.) data sets at commercial scale – CSC 502, CSC 503, ELEC 535A, ELEC 535B
2. Protect data from security threats while managing privacy and proprietary data concerns – ELEC 535B, ELEC 592A
3. Develop mathematic models and techniques underpinning analytics of large-scale data sets – CSC 501, CSC 502, CSC 503, ELEC 503, ELEC 535A, ELEC 535B
4. Use leading industry tools to perform data analytics in public and private cloud environments – ELEC 535A, ELEC 535B, CSC 502, CSC 503
5. Visualize information, trends and patterns extracted from large-scale data sets – CSC 501, CSC 503
6. Understand opportunities for human-machine interaction in system adaptation based on extracted information – CSC 502, CSC 503

Professional and career skills learning outcomes are delivered within the core courses as follows:

1. Learn the role, ethics and responsibilities of a professional engineer – ELEC 592A, ELEC 592B
2. Develop time and project management strategies and practices – ELEC 592A, ELEC 592B
3. Apply leadership skills and be an effective member of working team – ELEC 535B, ELEC 592B
4. Enhance continuous and self-learning skills – ELEC 592A, ELEC 592B
5. Communicate, in writing and presentation, effectively with peers, engineering community, and the general public – ELEC 592A, ELEC 592B
6. Acquire diversity and cultural sensitivity – ELEC 591, ELEC 592A, ELEC 592B

An in-depth understanding of the motivating concepts, problems, and insights of the program is brought into focus through a capstone project included in the new course ELEC 535B in which students spend the last 4 weeks of the course analyzing a real data set of sufficient scale to exhibit common data analysis issues and concerns.

Students may complete up to three optional co-op Internship work terms at the end of the academic portion of the program. These co-op and professional features have been extremely well received by students enrolled in our Masters of Telecommunications and Information Security (MTIS) program which has a similar structure. Co-op opportunities provide experience and connections, in addition to financial support. These job placements will be particularly attractive to international students interested in acquiring high-quality industry experience in the area of data science. Co-op students are supervised and assessed by their employment supervisors.

Residency requirements and anticipated times to completion

Residency requires three academic semesters plus optional co-op placements (up to 3 terms).

Policies on student evaluation, candidacy exams, and oral examinations

As an MEng program, evaluation is based on courses and in-course projects only. There is no candidacy exam.

Plans for integration of teaching and research

NA

G. Enrolment plan for the length of the Master's degree (Include a table of ongoing students, anticipated annual intake and graduates from program start to steady state)

Enrolment to the program is targeted at 25. There may be a short ramp-up to that steady-state number. Currently, there are 25 students registered in the existing course-only MEng-based MTIS program, which targets the area of telecommunications and security. The proposed MEng in Applied Data Science is expected to enjoy an even higher level of popularity. Hence, we anticipate selecting only very strong students.

	Sept 2019	Sept 2020	Sept 2021	Sept 2022
Intake	25	25	25	25
Ongoing	0	40	40	40
Graduates	0	5	20	20

In the Table we assume that 20 of the 25 entrants successfully complete the academic program, and 15 of those to take co-op positions. We consider students engaged in co-op work-terms to be enrolled in the program. The ongoing total is the sum of new entrants (25) plus co-op (15), or 40.

H. Plans for how to evaluate graduate student supervision.

As a course-based degree, direct supervision is not required. The Program Director will provide guidance and monitor student progress.

I. Related Master's programs in your own or other British Columbia post-secondary institutions

UBC offers a program through Departments of Computer Science and Statistics. Their focus is on students without strong quantitative skills and therefore this program does not compare directly with our proposed program.

SFU's School of Computing Science offers a program that has strong similarities to our proposed MADS program. However, our program combines Engineering and Computer Science to provide an MEng degree and a stronger emphasis on applications and reduction to practice.

As indicated in the support letter from UBC (Olson), the UBC Faculty of Applied Science looks forward to ongoing and additional collaboration opportunities, including potential shared courses, distance learning, etc. We plan on exploring this opportunity and a similar opportunity with SFU. As a first step we are including leading data scientists from both UBC and SFU on the Advisory Board of our intra-Faculty Institute for Applied Data Science (launch planned for April 2018), which will bring together our Data Science researchers and oversee MADS and related future training programs.

J. Evidence of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable (Provide copies of letters of support in an appendix)

Letters of support have been obtained, as attached in Appendix B, from the following list of interests. In all cases, support is strong.

- Dean – UVic Peter B. Gustavson School of Business
- Associate Dean – UVic Faculty of Science
- Dean – UVic Faculty of Fine Arts
- Dean – UVic Faculty of Human & Social Development
- The Alacrity Foundation – representing data-centric business development in Victoria and BC
- UBC Science – provider of a similar but non-overlapping and non-engineering program
- UBC Applied Science – perspective on engineering emphasis
- SFU – provider of a similar but non-engineering program
- Wesley Clover – partner in Entrepreneurship@UVic

Appendix A

Proposed Courses and Schedule

The proposed course schedule for the 2019 calendar year is given in Table 1. Students will take a total of 18.0 units of courses broken down as follows:

	Sept - Dec	Jan - Apr	May - Aug	Course Units
Core ECE	ELEC 503 (Optimization for Machine Learning)	ELEC 535A (Data Analysis and Pattern Recognition)	ELEC 535B (Applied Data Analytics)	4.5
Core CS	CSC 501 (Algorithms, Data Models and Operations)	CSC 502 (Algorithms, Structures, and Systems for Massive Datasets)	CSC 503 (Data Mining)	4.5
Common CS/ECE	ELEC 591 (Professional)*	ELEC 592A (Career)*	ELEC 592B (Career)*	3.0
Total Core Course Units				12.0
CS Electives^				(1.5 each)
	CSC 511	Information Visualization		
	CSC 522	Graph Algorithms		
	CSC 523	Randomized Algorithms		
	CSC 520	Analysis of Algorithms		
	CSC 529	Cryptography		
	CSC 575	Music Retrieval Techniques		
	CSC 561	Multimedia Systems		
	CSC 545	Operations Research I		
	CSC 569	Wireless and Mobile Networks		
	CSC 591	Directed Studies		
	CSC XXX	Selected Topics in Data Science		
ECE Electives^				(1.5 each)
	ELEC 504	Random Signals		
	ELEC 515	Information Theory		
	ELEC 553	Introduction to Parallel and Cluster Computing		
	ELEC 564	Neural Networks and Their Implementation		
	ELEC 573	Engineering Design by Optimization II		
	ELEC 572	Security, Privacy, and Data Analytics		
	ELEC 590	Directed Studies		
	ELEC 579	Selected Topics in Data Science		
Electives from other Faculties^#				
Science	STAT 558	Design and Analysis of Experiments		
Science	STAT 5XX	Bayesian Statistics		
Science	STAT 5XX	Robust Statistics		
Science	STAT 5XX	Statistical Computing		
Other	TBD			
Total Elective Course Units for 4 Electives Selected from List (for 2 Co-op work terms)				6.0
Total Course Units				18.0

Table 1 – Course Schedule

* ELEC 591, 592A, and 592B are taken together for a total of 3.0 credits.

^ Scheduling and availability of Elective courses are subject to change.

Students may elect up to 2 electives from Faculties outside of Engineering, including 1 non-technical elective.

6.1 New Courses Proposed for the MEng Program

The proposed MEng program is based almost entirely on our strength and existing courses, with several modifications. One exception is the addition of a new course in Machine Learning (ELEC 535B). While components of the material required for this course are discussed in other core courses, machine learning is vital to the targeted learning outcomes. Therefore, the new ELEC 535B will focus machine learning fundamentals as applied to real-world data analysis problems. A new course in Algorithms, Data Models and Operations (CSC 501) replaces and modifies the content of the existing CSC 511. A new course in Algorithms, Structures, and Systems for Massive Datasets (CSC 502) replaces the prior CSC 571, coalescing material currently taught in CSC 565 and CSC 571 to cover advanced data bases and massive data sets in one course. For consistency, existing course CSC 578D is renumbered to CSC 503 (cross listed with SENG 474) to study Data Mining. Finally, new elective courses ELEC 579 and CSC XXX, Selected Topics in Data Science, are added in both CSC and ELEC to facilitate rapid introduction of new material, if deemed warranted by the program.

Course descriptions for these new courses are summarized below and detailed curriculum changes are provided in Appendix A.

Course Calendar Descriptions:

- ELEC 535B (Units 1.5): Applied Data Analytics
 - Theory and application of modern data analysis and machine learning methodologies to larger scale real-world data analytics problems. Impacts of outliers, normalization processes, feature selection and extraction, data set biases, and noise on analysis quality. Implications of stationarity, ergodicity, and adversaries on data analysis processes. Students will be required to complete a project.
- CSC 501 (Units 1.5): Algorithms, Data Models and Operations
 - A comprehensive advanced overview of the main data structures and algorithms for data processing. Topics include: the running time of algorithms, the list data model, the tree data model, the hash-map data model, the graph data model, the relational data model, the processes of data transformation, cleaning, and visualization.
- CSC 502 (Units 1.5): Algorithms, Structures, and Systems for Massive Datasets
 - Important and recent developments in database technology and systems for big data are covered in detail. Topics include: storage technology, algorithms for secondary storage, relational operators, implementation, multidimensional data and indexes, data structures for Information Retrieval, distributed data analytics, social network analytics, mining massive datasets.
- CSC 503 (Units 1.5): Data Mining
 - A comprehensive coverage of main Data Mining areas and algorithms. Topics include: supervised learning, unsupervised learning, semi-supervised and weakly supervised learning, recommender systems, dimensionality reduction, association analysis, Data-mining software tools will be reviewed and compared.
- ELEC 579 and CSC XXX (Units 1.5): New elective courses, Selected Topics in Data Science, are added in both CSC and ELEC to facilitate rapid introduction of new material, if deemed warranted by the program.

In addition, several courses are modified or consolidated to focus on the requirements of this program.

- ELEC 535A is modified to provide a coherent transition into ELEC 535B.
- ELEC 591/592 will incorporate materials on data privacy, data ethics, and data security.

Instructors for Core Courses (Primary in bold)

- CSC 501 - Algorithms, Data Models and Operations
- **Ulrike Stege**, Venkatesh Srinivasan, Valerie King, Nishant Mehta, Alex Thomo
- CSC 502 - Algorithms, Structures, and Systems for Massive Datasets
- **Alex Thomo**, Yvonne Coady, Daniel German, George Tzanetakis, Alona Fyshe
- CSC 503 - Data Mining
- **Alona Fyshe**, George Tzanetakis, Alex Thomo, Nishant Mehta
- ELEC 503 - Optimization for Machine Learning
- **Wu-Sheng Lu**, Michael McGuire, Stephen Neville, Alexandra Brazen Albu, Pan Agathoklis
- ELEC 535A - Data Analysis and Pattern Recognition
- **Stephen Neville**, Michael McGuire, Alexandra Brazen Albu
- ELEC 535B - Applied Data Analytics
- **Stephen Neville**, Michael McGuire, Alexandra Brazen Albu
- ELEC 591, 592A, 592B – Professional and Career
- **Kin Li**, Michael McGuire

Appendix B

Letters of Support

- UVic
 - Dr. Saul Klein – Dean, Peter B. Gustavson School of Business
 - Dr. Robin Hicks – Associate Dean, Faculty of Science
 - Dr. Susan Lewis – Dean, Faculty of Fine Arts
 - Dr. Patricia Marck – Dean, Faculty of Human & Social Development
- UBC – provider of a similar but non-overlapping and non-engineering program
 - Dr. James Olson – Dean, Applied Science
 - Professor Simon Peacock – Dean, Science
- SFU – provider of a similar but non-engineering program
 - Professor Eugene Fiume – Dean, Applied Sciences
- The Alacrity Foundation of BC – representing data-centric business development in Victoria and BC
 - Richard Egli – Managing Director
- Wesley Clover Corporation – Partner and investor in Entrepreneurship@UVic
 - Owen Matthews – General Partner



PETER B. GUSTAVSON
School of Business

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DATE: 6th March, 2018
TO: Tom Tiedje, Dean, Faculty of Engineering
FROM: Saul Klein, Dean
RE: Master of Engineering in Applied Data Science

Thank you for sending me a copy of the proposal for this new Masters degree. I think that it is an excellent response to a critical area of skills shortage. The use of large data sets to better inform decision making is at the forefront of innovation in many industries and will only increase in importance in the future. Graduates trained to work with big data will have strong employment opportunities.

The proposed program appears to be thoughtfully constructed and builds on existing strengths at UVic. As such, I am happy to endorse the proposal.

Good luck,

Original signed by Saul Klein

From: Fine Arts Dean <finedean@uvic.ca>

Date: Wednesday, March 7, 2018 at 4:26 PM

To: Engineering Dean - TTiedje <engrdean@uvic.ca>

Subject: FW: documentation for the Master of Engineering in Applied Data Science

Tom, Thank you for providing the attached documents for my review re. Master of Engineering in Applied Data Science. This looks like a fantastic program and opportunities for students that aligns with industry demand. I write to offer my support for the proposal and wish you the best as the proposal moves through the approval processes and into implementation. All best, Susan



Dr. Susan Lewis
Dean, Faculty of Fine Arts
University of Victoria
T 250-721-7755
finedean@uvic.ca
www.finearts.uvic.ca

From: hsddean <hsddean@uvic.ca>

Date: Wednesday, March 7, 2018 at 2:53 PM

To: Engineering Dean - TTiedje <engrdean@uvic.ca>

Subject: RE: documentation for the Master of Engineering in Applied Data Science

Dear Tom,

Assuming that this program requires no new additional base resources and is cost-recovery as outlined, and given that you have completed the additional consultations as requested, it seems like an excellent proposal that HSD can support. Please consider this my letter of support.

Take care,

Tricia

Patricia Marck RN, PhD
Professor & Dean
Faculty of Human & Social Development
University of Victoria
PO Box 1700, STN C
Victoria, BC, CANADA V8W 2Y2
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MEMO

Date: March 7, 2018

To: Dr. Tom Tiedje, Dean, Faculty of Engineering
Dr. Ted Darcie, Professor, Electrical & Computer Engineering

From: Dr. Robin Hicks, Associate Dean (Academic) Faculty of Science

Re: Masters of Engineering in Applied Data Science

On behalf of Dean Lipson I'm writing to convey the Faculty of Science's support for the proposed Masters of Engineering program in Applied Data Science. This is a well thought-out program in a topical and competitive area, and builds naturally on recent successes you have had in your Entrepreneurship programs. We now feel your consultation with Science and in particular the Department of Mathematics and Statistics has been sufficient and we're pleased to see some Statistics courses included as options for students in your program. We are also reassured by your indication to me that you would be supportive of a complementary data science graduate program more focused on fundamental and Science-centric themes that might arise from our Faculty's strengths in these areas.

Original signed by Robin Hicks

cc. Dr. Rob Lipson, Dean, Faculty of Science



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Applied Science
Office of the Dean
5000 – 2332 Main Mall
Vancouver, BC Canada V6T 1A4

Phone 604 822 6413
Direct 604.822-5705
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November 1, 2017

Dear Tom,

Working together to increase the number of highly trained graduates from engineering and computer science programs in BC is a shared vision that supports the continued growth and development of the BC Technology sector. In alignment with this shared vision, I am writing to provide continued and strong support for the proposed Master's of Data Science program to be offered at the University of Victoria. The program will be part of the Faculty of Engineering that includes the department of Computer Science and will be appropriately situated to provide students with opportunities for maximum exposure to the most pressing problems in today's tech sector.

With a strong and vibrant Data science community here in BC, the demand for professionals with Data Science knowledge continues to grow. The proposed program is likely to resonate with the interests that prospective students have expressed to undergo formalized training in this field.

The program has been thoughtfully designed to support the creation of many exciting new courses in Analytics, Visualization, Data Security, Artificial Intelligence and Machine Learning and other important areas impacting future technology and society.

The Faculty of Applied Science looks forward to continued collaboration and the additional opportunities including potential shared course offerings, distance learning, and other cooperative initiatives that will come from introducing the new proposed Master program of Data Science here in BC. We anticipate this program will help attract and retain the best students and faculty in this exciting field.

Sincerely,

Original signed by James Olson

James Olson, Ph.D., P.Eng., FCAE.
Dean (pro tem); Professor Mechanical Engineering



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Science, Office of the Dean
2178 - 2207 Main Mall
Vancouver, BC Canada V6T 1Z4

Phone 604 822 3336
Fax 604 822 5558

8 November 2017

Tom Tiedje, PEng
Dean, Faculty of Engineering
Professor, Electrical and Computer Engineering
University of Victoria
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2

Dear Tom,

I am pleased to write a letter in support of the University of Victoria's proposed Master of Applied Data Science (MADS). Overall, the proposed program appears complementary to UBC's Master of Data Science (MDS). Similar to UBC's MDS, the MADS proposal is largely justified by a shortage of highly qualified personnel in BC with "data science" skills—an important employment gap to fill. The two programs, however, target different applicant pools, expect different graduate attributes, and differ considerably in learning objectives and academic structure. In addition, UVic's MADS program proposal stresses the program's connections to local (Victoria region) industry for student experiences.

MADS' admissions requirements are an undergraduate degree in computer science, electrical or computer engineering, or a "related quantitative discipline". These requirements are similar to admissions expectations for Simon Fraser University's Professional Master's Program in Big Data. In contrast, UBC's MDS targets applicants without a computer science or statistics degree, and with fairly minimal programming and quantitative experience. There appears to be little overlap in target applicant pools, such that the new program at UVic together with the existing programs likely will draw more people into the data science field.

As one might expect there is some overlap in the two programs' learning objectives, but the overlap is minimal. The learning objectives for MADS emphasizes technical skills and soft skills like communication, teamwork, and project management. In contrast, UBC's MDS learning objectives focus on how to extract meaning from big data sets and ask and answer questions.

Similarly there are significant differences in the proposed courses and academic structure. Consistent with the proposed learning goals, MADS course offerings emphasize technical skills while UBC's MDS puts greater emphasis on statistics for interpreting data. The MADS program has built in more course time for career preparation than at UBC, where there is specific career preparation outside the course structure. In addition, the MADS program is three full terms (12 months), plus an optional year-long co-op internship. Coop is not an option in UBC's MDS program.

In summary, the proposed MADS program at the University of Victoria represents an exciting expansion in the relevant offerings in data science degrees across British Columbia, which in turn will benefit our province and the graduates of these programs.

Best regards,
Original signed by Simon Peacock

Simon Peacock
Dean, Faculty of Science, University of British Columbia



FACULTY OF APPLIED SCIENCES

Professor Tom Tiedje, Dean
Faculty of Engineering
University of Victoria
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OFFICE OF THE DEAN

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Applied Science Building
8888 University Drive
Burnaby BC V5A 1S6
Canada

13 November 2017

Dear Tom,

I read with great interest the material you recently sent me regarding your proposed M.Eng., Masters of Applied Data Science. While at the University of Toronto, I created a professional master's programme in Computer Science and participated in the creation of a Data Science sub-stream. Now as Dean of the Faculty of Applied Sciences at SFU, I oversee from a distance a successful professional master's programme in computer science that has a 60-strong cohort of students in the data science stream. With this, I need no convincing of the need to educate students who would specialise in the use and development of computational tools for data analysis and data-driven decision making. I fully support your creative initiative at the University of Victoria. I would also be happy to introduce you the leaders of our big-data agendas so that you may collaborate.

It is important to distinguish the skills required to work on big data at the graduate level from the skills required for traditional computer science. After all, most CS students have been exposed to the fundamentals of, for example, computer systems, including hardware, operating systems, and database systems. Computer scientists know all about scale and structured databases, and traditional CS graduate degrees serve that agenda well. But working with heterogeneous "big" data requires more than this: it requires an understanding of techniques to reduce unstructured data into more compact representations that facilitate insight. This requires a deeper understanding of statistics and machine learning, and of computational techniques that allow the navigation, exploration, and visualisation of data. There is thus both an opportunity for traditional computer scientists to make a transition into your new programme, and for fresh graduates to move into data science.

The use of data-driven techniques to support decision making has existed since the 1960s. At that time, the data gathered was largely focused on

tabular information such as financial payments, electronic records, and the like. The explosion of data from all walks of life, coupled to data capacity increases allowed by Moore's Law, has required the need for new techniques, technologies, and skills to work with "big" data. The consequent demand from industry for computational data scientists is extraordinarily high, and is likely to continue for at least a decade.

Your programme would differ from ours in that we place greater emphasis on statistical techniques and on laboratory courses, but yours has stronger focus on data security and privacy. I see such variations as a good thing.

I believe graduate education, particularly at the master's level, is due for evolution. Professionally oriented programmes that apply advanced learning to more specific agendas are a wonderful way for the applied sciences to enhance their social impact.

I enthusiastically support your proposed Masters in Applied Data Science initiative, and wish you the greatest of success.

Yours sincerely,
Original signed by Eugene Fiume

Eugene Fiume, FRSC
Dean and Professor



November 20, 2017

To Whom it may Concern,

The Alacrity Foundation is pleased to provide a letter of support for the University of Victoria Master's program in Applied Data Science (MADS). As an organization whose primary focus is in supporting and strengthening the tech community, we believe a program such as MADS is crucial to satisfy the compelling need for advanced-level trainees in the data science area.

The Alacrity Foundation is a not-for-profit organization founded in BC in 2009. Our mandate is to promote technological entrepreneurship and facilitate regionalized investment opportunities. Since inception, our companies in Victoria and Vancouver have employed over 200 people and have had a direct economic impact of \$300 million in Western Canada. The foundation has also helped bring over \$225 million into the BC technology ecosystem through our investor readiness program from 2015 to 2017.

We have had an excellent working relationship with UVic Engineering over the years. Many of our portfolio companies were assembled through our Entrepreneurship @UVic program, which places promising recent business and engineering graduates in an intense 9-12 month training bootcamp geared towards helping them become successful entrepreneurs in the technology sector. These students have best in class technical and professional training that will serve them for their entire careers.

Both the foundation and our portfolio companies have successfully taken on many co-op students from the business and engineering departments at UVic. Many of which still work with our group today. We know that the engineering grads coming from the UVic programs not only have a strong grasp of the academic theory but they are also able to apply the knowledge in a practical on the job fashion.

Access to qualified talent has always been difficult for Victoria technology companies. This program directly serves that need and we are proud to help with it in any way we can. The Alacrity Foundation strongly supports MADS and we look forward to continued partnership with the University of Victoria.

Richard Egli,

Managing Director

The Alacrity Foundation of B.C.

Original signed by Richard Egli



November 20, 2017

To Whom it may Concern,

I am writing this letter in support of the University of Victoria Master's program in Applied Data Science (MADS).

Wesley Clover has an enviable track record as an investment management firm and holding company, with active interests in Information and Communications Technologies (ICT), Real Estate and Leisure Properties. We have interests in a broad range of next-generation ICT companies. Combined, this global portfolio spends more the \$20M annually on research and development into innovative new technologies and applications.

Wesley Clover is a founding member of The Alacrity Foundation in British Columbia, Canada – a non-profit organization with two primary functions: to find venture capital funding to support the growth and success of sponsored Western Canadian technology companies, and to provide an intense training environment to prepare graduates for entrepreneurship in the local technology sector.

We have built a strong relationship with the University of Victoria through The Alacrity Foundation, and we have watched our companies based in Victoria flourish thanks to talented engineering and business UVic graduates and co-op students.

Unfortunately, finding qualified talent for technology companies in Victoria has always been a challenge. We believe that this program will directly solve this problem and we will happily show our support. Wesley Clover strongly supports MADS and we look forward to continued partnership in the future.

Sincerely,

Owen Matthews

General Partner,
Wesley Clover Corporation

Original signed by Owen Matthews



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

May 14, 2018

To: Operations and Facilities Committee

From: Nancy Wright, Associate Vice-President Academic Planning
(Interim Vice-President Academic and Provost)

cc: President and Vice-Chancellor

Meeting Date: May 29, 2018

Subject: Proposal to Change the Name of the "Certificate in Aboriginal Language Revitalization (CALR)" to the "Certificate in Indigenous Language Revitalization (CILR)"

Basis for Jurisdiction: Senate Committee on Planning meeting March 6, 2018
Senate meeting April 6, 2018

Previous Consultation: At its meeting on April 6, 2018, Senate approved and recommended that the Board of Governors approve the change of the name of the "the "Certificate in Aboriginal Language Revitalization (CALR)" to the "Certificate in Indigenous Language Revitalization (CILR)", as described in the memo dated February 28, 2018.

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the change of the name of the "Certificate in Aboriginal Language Revitalization (CALR)" to the "Certificate in

Indigenous Language Revitalization (CILR)", as described in the memo dated February 18, 2018, effective immediately.

Background:

On 5 January 2018, the Humanities Curriculum & Academic Standards Committee (HCASC) approved the request from the Department of Linguistics (in collaboration with the Division of Continuing Studies) to change the name of the Certificate in Aboriginal Language Revitalization (CALR) to bring it into consistency with the language of UVic's Indigenous Plan and other Indigenous programming (such as the Diploma in Indigenous Language Revitalization and the BEd in Indigenous Language Revitalization, into which the Certificate is a ladder). Hence, the new name should be: Certificate in Indigenous Language Revitalization (CILR).

Attachment(s): Proposal to Senate dated March 21, 2018, to change the name of the "Certificate in Aboriginal Language Revitalization (CALR)" to the "Certificate in Indigenous Language Revitalization (CILR)".



University
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Associate Vice-President Academic Planning

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E-mail avpap@uvic.ca Web <http://www.uvic.ca/vpac>

MEMO

Date: March 21, 2018
To: The Secretary of the Senate
From: Dr. Nancy Wright, Chair, Senate Committee on Planning
Re: Proposal to Change the Name of the "Certificate in Aboriginal Language Revitalization (CALR)" to the "Certificate in Indigenous Language Revitalization (CILR)"

At its meeting of March 6, 2018, the Senate Committee on Planning considered a proposal presented by Dr. Su Urbanczyk, to change the name of the "Certificate in Aboriginal Language Revitalization (CALR)" to the "Certificate in Indigenous Language Revitalization (CILR)".

The following motion is recommended:

That Senate approve, and recommend to the Board of Governors that is also approve, the change of the name of the "Certificate in Aboriginal Language Revitalization (CALR)" to the "Certificate in Indigenous Language Revitalization (CILR)".

:sld

Committee Membership:

Dr. Nancy Wright, Chair	Dr. Sang Nam
Dr. Valerie S. Kuehne	Dr. Graham McDonough
Dr. Abdul Roudsari	Dr. Victoria Wyatt
Ms. Nicole Greengoe	Dr. Anne Stahl
Dr. Mauricio Garcia-Barrera	Dr. Andrea Giles
Dr. Robin Hicks	Dr. Stephen Evans
Dr. Rishi Gupta	Ms. Gillian Calder
Ms. Carrie Andersen	Dr. Ralf St. Clair
Dr. David Castle	Dr. Jo-Anne Clarke
Dr. Jason Colby	Ms. Susan Kim
Dr. Merwan Engineer	Ms. Hannah Koning
Dr. Patrick Nahirney	Ms. Sandra Duggan, Secretary

To: Nancy Wright (AVP Academic Planning)**From:** Chris Goto-Jones (Dean, Humanities)**Date:** 28 February 2018**Re:** Name change: CALR to CILR**CC:**

Situation:

On 5 January 2018, the Humanities Curriculum & Academic Standards Committee (HCASC) approved the request from the Department of Linguistics (in collaboration with the Division of Continuing Studies) to change the name of the *Certificate in Aboriginal Language Revitalization* (CALR) to bring it into consistency with the language of UVic's Indigenous Plan and other Indigenous programming (such as the Diploma in Indigenous Language Revitalization and the BEd in Indigenous Language Revitalization, into which the Certificate is a ladder). Hence, the new name should be: *Certificate in Indigenous Language Revitalization* (CILR).

On 6 February 2018, the Faculty Council of the Faculty of Humanities also approved this change.

The change is supported by the Division of Continuing Studies (which collaborates in the delivery of the certificate, and initiated the process following consultation with our partner for delivery, the En'owkin Centre – see appendix), as well as by the Department of Indigenous Education (see appendix).

Request:

The name of the *Certificate in Aboriginal Language Revitalization* (CALR) be changed to the *Certificate in Indigenous Language Revitalization* (CILR).

No programmatic or substantive changes are required or requested.

Original signed by Chris Goto-Jones

Chris Goto-Jones, DPhil. Dean, Humanities.



Appendix: Confirmations of Support

From: Tania Muir - CRM Program Director <cmpdir@uvic.ca> **Date:** Wednesday, February 14, 2018 at 8:24 AM **To:** Suzanne Urbanczyk <urbansu@uvic.ca>, Lisa Surridge <lsurridg@uvic.ca>, Chris as DeanHums <deanhums@uvic.ca> **Cc:** Hossein Nassaji <nassaji@uvic.ca>, Janna Wilson - Certificate in Aboriginal Language Revitalization <calr@uvic.ca> **Subject:** RE: URGENT re CALR/CILR name change

Sincere thanks,

I can confirm on behalf of Continuing Studies that we initiated this change and are in support. As noted, consultations have also taken place with the En'owkin Centre as our program partner and IED. Please do let me know if there is anything you need from me to support the process.

Much appreciated, Tania

Tania Muir

Director, Cultural Management Programs
Division of Continuing Studies, University of Victoria
250-721-8462 | cmpdir@uvic.ca

From: Jean-Paul Restoule
Sent: December 1, 2017 2:12 AM
To: Suzanne Urbanczyk; iedlang
Cc: Martha McGinnis
Subject: Re: IED consultation

Thank you for consulting with the Department of Indigenous Education on the proposed changes to the calendar for Linguistics. We have reviewed the changes and do not see any negative implications for our programming at this time. Please consider this email our confirmation that we have been consulted and are satisfied with the proposed calendar changes as outlined below.

All best,

Jean-Paul

--

Jean-Paul Restoule, Ph.D.
Professor and Chair, Department of Indigenous Education
Faculty of Education
University of Victoria
PO Box 1700 STN CSC
Victoria BC V8W 2Y2
250-721-7826
iedchair@uvic.ca
MacLaurin BLDG Room A260



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

May 14, 2018

To: Operations and Facilities Committee

From: Nancy Wright, Associate Vice-President Academic Planning
(Interim Vice-President Academic and Provost)

N Wright

cc: President and Vice-Chancellor

Meeting Date: May 29, 2018

Subject: Change the name "Theatre History" to "Theatre Studies" for the
Department of Theatre's MA program

Basis for Jurisdiction: Senate Committee on Planning meeting April 4, 2018
Senate meeting May 4, 2018

Previous Consultation: At its meeting on May 4, 2018, Senate approved and recommended that the Board of Governors approve the change of the name "Theatre History" to "Theatre Studies" for the Department of Theatre's MA program. This proposal was approved by Senate Committee on Planning on April 4, 2018.

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the change of the name "Theatre

History” to “Theatre Studies” for the Department of Theatre’s MA program, as described in the memo dated December 5, 2017, effective immediately.

Background:

The Department of Theatre at the University of Victoria has increased its course offerings and diversified its pedagogical approaches in the classroom. Notably, two of our highest enrolment courses now residing under the rubric of “history” – “Performance and Popular Culture” and “Gender and Performance” – continue to teach students to ask historically informed questions, but also consider current case studies and are substantially informed by the theory and scholarly conversations generated by scholars associated with other disciplines, including Performance Studies and Gender Studies.

In recognition of the shift that has occurred in the Department in practice, if not in nomenclature, the external reviewers for the Department’s 2014-2015 Academic Performance Review recommended that we adopt the phrase “Theatre Studies”.

The course requirements for the degree programs will not change. Therefore, students currently enrolled in the programs we offer will not be delayed in the completion of their degrees.

Changing the name “Theatre History” to “Theatre Studies” at the MA level will reflect more accurately the range of approaches to the study of theatre that the department offers.

Attachment(s): Proposal to Senate, dated April 18, 2018, to change the name “Theatre History” to “Theatre Studies” for the Department of Theatre’s MA program.



**University
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Associate Vice-President Academic Planning

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MEMO

Date: April 18, 2018
To: The Secretary of the Senate
From: Dr. Nancy Wright, Chair, Senate Committee on Planning
Re: Change the name "Theatre History" to "Theatre Studies" for the Department of Theatre's MA program

At its meeting of April 4, 2018, the Senate Committee on Planning considered a proposal presented by Dr. Allana Lindgren and Dr. Eva Baboula, to change the name "Theatre History" to "Theatre Studies" for the Department of Theatre's MA program, as described in the memo dated December 5, 2017.

The following motion is recommended:

That Senate approve, and recommend to the Board of Governors that it also approve, the change of the name "Theatre History" to "Theatre Studies" for the Department of Theatre's MA program, as described in the memo dated December 5, 2017.

:sld

Committee Membership:

Dr. Nancy Wright, Chair
Dr. Valerie S. Kuehne
Dr. Abdul Roudsari
Ms. Nicole Greengoe
Dr. Mauricio Garcia-Barrera
Dr. Robin Hicks
Dr. Rishi Gupta
Ms. Carrie Andersen
Dr. David Castle
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Dr. Stephen Evans
Ms. Gillian Calder
Dr. Ralf St. Clair
Dr. Jo-Anne Clarke
Ms. Susan Kim
Ms. Hannah Koning
Ms. Sandra Duggan, Secretary



UNIVERSITY OF VICTORIA
Theatre Department
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WEB: <http://finearts.uvic.ca/theatre/>

MEMO

DATE: December 5, 2017
TO: Dr. Nancy Wright, Associate VP Academic
FROM: Dr. Allana C. Lindgren, Chair, Department of Theatre
RE: Request to change the name "Theatre History" to "Theatre Studies" for
the Department of Theatre's MA program

The Department of Theatre has offered courses about the history of western theatre since its inception in 1966. Admitting Master's students since the 1970s and PhD students since 1985, the Department has been conferring doctoral degrees since 1992.

The Department currently offers the following degrees: BFA (Theatre Major); BA (Honours) in Theatre History; MFA (Directing or Design/Production); MA (Theatre History or Applied Theatre); and a PhD in Theatre History. Students in all of these degree programs are required to take theatre history courses.

Since the 1960s, scholarship and pedagogical approaches in the field at both the national and international levels have expanded. While history courses remain the bedrock of most post-secondary Theatre departments, most programs now incorporate more theory into their curricula and offer a range of contemporary subjects that are often broached from more than one disciplinary perspective. To signal this development, many universities across North America, the UK, and Europe, including the University of British Columbia, Dalhousie University, Yale University, the University of Amsterdam, have adopted the term "Theatre Studies."

The Department of Theatre at the University of Victoria has similarly increased its course offerings and diversified its pedagogical approaches in the classroom. Notably, two of our highest enrolment courses now residing under the rubric of "history" – "Performance and Popular Culture" and "Gender and Performance" – continue to teach students to ask historically informed questions, but also consider current case studies and are substantially informed by the theory and scholarly conversations generated by scholars associated with other disciplines, including Performance Studies and Gender Studies.

In recognition of the shift that has occurred in our Department in practice, if not in nomenclature, the external reviewers for the Department's 2014-2015 Academic Performance Review recommended that we adopt the phrase "Theatre Studies":

The remarkable variety of theatre history courses provides ample opportunity for teaching a range of critical, aesthetic, historiographical, and theoretical concepts. For that reason, we recommend re-identifying this section of the overall program in a way that recognizes the broader, more fundamental role these courses play in developing students' theatre education (perhaps calling them "Theatre Studies," as is common in other comparable departments, or using some such broader label).
(Emphasis in original.)

We wish to implement this recommendation while emphasizing that we do not plan to change any of the course requirements for any of our degree programs. Therefore, students currently enrolled in the programs we offer will not be delayed in the completion of their degrees.

In short, we simply wish to change the name "Theatre History" to "Theatre Studies" at the MA level to reflect more accurately the range of approaches to the study of theatre that we offer.

We would like these changes to take effect September 1, 2018.

This proposed change was approved by the Department of Theatre on October 26, 2017.

Original signed by Allana Lindgren

December 5, 2017

Dr. Allana C. Lindgren
Chair, Department of Theatre

Date

Original signed by Eva Baboula

January 7, 2018

Dr. Eva Baboula
Associate Dean, Faculty of Fine Arts
Chair, Faculty of Fine Arts Curriculum Committee

Date

Original signed by Susan Lewis

February 27, 2018

Dr. Susan Lewis
Dean, faculty of Fine Arts

Date

Original signed by Stepten Evans

March 29, 2018

Dr. Stephen V. Evans
Acting Dean, Faculty of Graduate Studies

Date



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

May 14, 2018

To: Operations and Facilities Committee

From: Nancy Wright, Associate Vice-President Academic Planning
(Interim Vice-President Academic and Provost)

cc: President and Vice-Chancellor

Meeting Date: May 29, 2018

Subject: Change the name "PhD in Theatre History" to "PhD in Theatre

Basis for Jurisdiction: Senate Committee on Planning meeting April 4, 2018
Senate meeting May 4, 2018

N Wright

Previous Consultation: At its meeting on May 4, 2018, Senate approved and recommended that the Board of Governors approve the change of the name "PhD in Theatre History" to "PhD in Theatre". This proposal was approved by Senate Committee on Planning on April 4, 2018.

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the change of the name "PhD in Theatre History" to "PhD in Theatre", as described in the memo dated December 5, 2017, effective immediately.

Background:

The Department of Theatre currently offers the following graduate degrees: MFA (Directing or Design/Production); MA (Theatre History or Applied Theatre); and a PhD in Theatre History. The Department accepts doctoral students in Applied Theatre by special arrangement and also has doctoral students who are enrolled in the Interdisciplinary PhD.

The Department would like to regularize the PhD in Applied Theatre by:

1. Changing the name of the doctoral degree from “PhD in Theatre History” to “PhD in Theatre”,
2. Adding a doctoral stream in Applied Theatre, and
3. The degree requirements currently in place for the PhD in Theatre History will become one stream in this degree. The course requirements for the stream in Theatre Studies will be the same as those currently listed in the calendar for the PhD in Theatre History. Nothing will change in this stream except the name.

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Attachment(s): Proposal to Senate, dated April 18, 2018, to change the name “PhD in Theatre History” to “PhD in Theatre”.



University
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Associate Vice-President Academic Planning

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MEMO

Date: April 18, 2018
To: The Secretary of the Senate
From: Dr. Nancy Wright, Chair, Senate Committee on Planning
Re: Change the name "PhD in Theatre History" to "PhD in Theatre"

At its meeting of April 4, 2018, the Senate Committee on Planning considered a proposal presented by Dr. Allana Lindgren and Dr. Eva Baboula, to change the name "PhD in Theatre History" to "PhD in Theatre", as described in the memo dated December 5, 2017.

The following motion is recommended:

That Senate approve, and recommend to the Board of Governors that it also approve, the change of the name "PhD in Theatre History" to "PhD in Theatre", as described in the memo dated December 5, 2017.

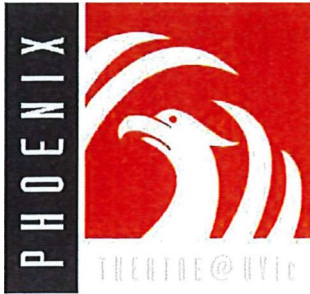
N Wright

:sld

Committee Membership:

Dr. Nancy Wright, Chair
Dr. Valerie S. Kuehne
Dr. Abdul Roudsari
Ms. Nicole Greengoe
Dr. Mauricio Garcia-Barrera
Dr. Robin Hicks
Dr. Rishi Gupta
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WEB: <http://finearts.uvic.ca/theatre/>

MEMO

DATE: December 5, 2017
TO: Dr. Nancy Wright, Associate VP Academic
FROM: Dr. Allana C. Lindgren, Chair, Department of Theatre

RE: Request to change the name "PhD in Theatre History" to "PhD in Theatre"

The Department of Theatre has robust graduate programs. Admitting Master's students since the 1970s and PhD students since 1985, the Department has been conferring doctoral degrees since 1992.

The Department currently offers the following graduate degrees: MFA (Directing or Design/Production); MA (Theatre History or Applied Theatre); and a PhD in Theatre History. The Department accepts doctoral students in Applied Theatre by special arrangement. We also have doctoral students who are enrolled in the Interdisciplinary PhD.

We would like to regularize our PhD in Applied Theatre. To accomplish this goal, we are pursuing the advice you provided to us on October 16, 2017. If you recall, you suggested that we proceed as outlined in the steps below.

1. We will change the name of our doctoral degree from "PhD in Theatre History" to "PhD in Theatre."
2. We will add a doctoral stream in Applied Theatre. We have submitted a separate application to do so.
3. The existing curriculum for our PhD in Theatre History will become one stream in this degree designated "Theatre Studies". The two streams in the PhD in Theatre will be Theatre Studies and Applied Theatre. The course requirements for the stream in Theatre Studies will be the same as those currently listed in the calendar for the PhD in Theatre History. Nothing will change in this stream except the designation.

This proposed change will not impede any students currently enrolled in the program from completing their degrees in a timely manner.

We would like these changes to take effect September 1, 2018.

This proposed change was approved by the Department of Theatre on September 28, 2017. It was approved by the Faculty of Fine Arts on December 5, 2017.

Original signed by Allana C. Lindgren

December 5, 2017

Dr. Allana C. Lindgren
Chair, Department of Theatre

Date

Original signed by Eva Baboula

January 7, 2018

Dr. Eva Baboula
Associate Dean, Faculty of Fine Arts
Chair, Faculty of Fine Arts Curriculum Committee

Date

Original signed by Susan Lewis

March 29, 2018

Dr. Susan Lewis
Dean, Faculty of Fine Arts

Date

Original signed by Stephen Evans

March 29, 2018

Dr. Stephen V. Evans
Acting Dean, Faculty of Graduate Studies

Date



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

May 14, 2018

To: Operations and Facilities Committee

From: Nancy Wright, Associate Vice-President Academic Planning
(Interim Vice-President Academic and Provost)

A handwritten signature in grey ink, appearing to read 'N Wright'.

cc: President and Vice-Chancellor

Meeting Date: May 29, 2018

Subject: Existing curriculum for the PhD in Theatre History will become a stream identified as a "Theatre Studies Stream" within the PhD in Theatre

Basis for Jurisdiction: Senate Committee on Planning meeting April 4, 2018
Senate meeting May 4, 2018

Previous Consultation: At its meeting on May 4, 2018, Senate approved, and recommended that the Board of Governors approve that the existing curriculum for the PhD in Theatre History become a stream identified as a "Theatre Studies Stream" within the PhD in Theatre. This proposal was approved by Senate Committee on Planning on April 4, 2018.

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve that the existing curriculum for the

PhD in Theatre History become a stream identified as a "Theatre Studies Stream" within the PhD in Theatre.

Background:

The Department of Theatre currently offers the following graduate degrees: MFA (Directing or Design/Production); MA (Theatre History or Applied Theatre); and a PhD in Theatre History. The Department accepts doctoral students in Applied Theatre by special arrangement and also has doctoral students who are enrolled in the Interdisciplinary PhD.

The Department would like to regularize the PhD in Applied Theatre by:

1. Changing the name of the doctoral degree from "PhD in Theatre History" to "PhD in Theatre",
2. Adding a doctoral stream in Applied Theatre, and
3. Making the degree requirements currently in place for the PhD in Theatre History one stream in this degree. The course requirements for the stream in Theatre Studies will be the same as those currently listed in the calendar for the PhD in Theatre History. Nothing will change in this stream except the name.

Attachment(s): Proposal to Senate, dated April 18, 2018, that the existing curriculum for the PhD in Theatre History become a stream identified as a "Theatre Studies Stream" within the PhD in Theatre.



University
of Victoria

Associate Vice-President Academic Planning

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MEMO

Date: April 18, 2018
To: The Secretary of the Senate
From: Dr. Nancy Wright, Chair, Senate Committee on Planning
Re: Existing curriculum for the PhD in Theatre History become a stream identified as a "Theatre Studies Stream" within the PhD in Theatre

At its meeting of April 4, 2018, the Senate Committee on Planning considered a proposal presented by Dr. Allana Lindgren and Dr. Eva Baboula, that the existing curriculum for the PhD in Theatre History become a stream identified as a "Theatre Studies Stream" within the PhD in Theatre.

The following motion is recommended:

That Senate approve, and recommend to the Board of Governors that it also approve, that the existing curriculum for the PhD in Theatre History become a stream identified as a "Theatre Studies Stream" within the PhD in Theatre.

N Wright

:sld

Committee Membership:

Dr. Nancy Wright, Chair
Dr. Valerie S. Kuehne
Dr. Abdul Roudsari
Ms. Nicole Greengoe
Dr. Mauricio Garcia-Barrera
Dr. Robin Hicks
Dr. Rishi Gupta
Ms. Carrie Andersen
Dr. David Castle
Dr. Jason Colby
Dr. Merwan Engineer
Dr. Patrick Nahirney

Dr. Sang Nam
Dr. Graham McDonough
Dr. Victoria Wyatt
Dr. Anne Stahl
Dr. Andrea Giles
Dr. Stephen Evans
Ms. Gillian Calder
Dr. Ralf St. Clair
Dr. Jo-Anne Clarke
Ms. Susan Kim
Ms. Hannah Koning
Ms. Sandra Duggan, Secretary



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

May 14, 2018

To: Operations and Facilities Committee

From: Nancy Wright, Associate Vice-President Academic Planning
(Interim Vice-President Academic and Provost)

cc: President and Vice-Chancellor

Meeting Date: May 29, 2018

Subject: Proposal to add a stream in Applied Theatre to the newly named PhD in Theatre

Basis for Jurisdiction: Senate Committee on Planning meeting April 4, 2018
Senate meeting May 4, 2018

Previous Consultation: At its meeting on May 4, 2018, Senate approved and recommended that the Board of Governors approve a stream in Applied Theatre be added to the newly named PhD in Theatre. This proposal was approved by the Senate Committee on Planning on April 4, 2018.

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve, subject to funding, the addition of a stream in Applied Theatre to the newly named PhD in Theatre, as described in the

document “PhD in Applied Theatre”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

Strategic Relevance

The University of Victoria is a leader in Applied Theatre pedagogy and research in North America. Moreover, Applied Theatre is the most popular area of graduate study in the Department of Theatre. Adding an Applied Theatre stream to our PhD program will affirm the importance of Applied Theatre within the Department and, at the same time, will streamline the application process for the increasing numbers of students who wish to undertake advanced studies in Applied Theatre at the University of Victoria (the Department already has a thriving Master’s program in Applied Theatre, and has been admitting PhD students since 2006 under the ‘Special Arrangement’ protocols).

Overview/nature of the academic Master’s degree

In the past twenty years, the field of Applied Theatre has expanded exponentially. Definitions of the discipline abound, but the one that the University of Victoria has adopted is as follows: theatre used for extra-theatrical purposes, where extra-theatrical purposes refer to education; social justice/social change; and, community-building. Consequently, drama and theatre methods are being used across an ever-widening spectrum of education, health, community, business and institutional settings.

The aims and objectives of the PhD program are formulated in recognition of the fact that Applied Theatre is essentially a practice-based discipline. Its principal aims are: (i) to facilitate cutting-edge research in the rapidly developing field of Applied Theatre; and (ii) to provide doctoral-level training for the discipline’s future professors in Canada and beyond.

The program is also designed to prepare scholars and artists to contribute to society beyond the academy. With the value it places on the development of highly skilled practitioners, on strong literacy and communication skills, and on an awareness of the interconnectedness of theory and practice, the PhD in Applied Theatre aims to nurture the habits of mind, as well as the skills and competencies, that enable graduates to have a positive impact on our world within a wide range of cultural, political, and human-development contexts.

The PhD curriculum is designed to provide doctoral students with a comprehensive understanding of the theoretical and practical aspects of the discipline of Applied Theatre; and to prepare them to teach a range of Applied Theatre courses, whilst advancing the theory and practice through original research of national and international significance.

Alignment with the university’s mission and strategic plan

The University of Victoria’s mission statement is “to engage the community by deepening understanding of literature, language, and culture... and to facilitate the acquisition, dissemination, and application of such knowledge at UVic and throughout the world”. This mission is in alignment with the central tenets of Applied Theatre.

Whether performed in regional and municipal theatre buildings, parks, schools, community centers, churches, prisons, or outdoor civic spaces, theatre is a participatory art, which exists in public arenas. With our students regularly directing, designing, creating and facilitating Applied

Theatre activities in: elementary, middle and high schools; in collaborations with other University of Victoria academic units; at the Legislature of British Columbia; at William Head Institution; and at countless other community locations, the Department of Theatre concretely advances the community outreach objectives of the UVic Strategic Plan every day (“Civic and Community Engagement,” SP Objectives 13, 19, 29, 31). As a key element in our full range of program offerings, the PhD program serves the essential function of ensuring the up-to-date scholarly validity of all of our community-engaged activities.

Senate/academic considerations

Applied Theatre is a burgeoning discipline, not only across North America, but globally. All of the programs offered by the Department of Theatre are of the highest caliber (undergraduate and graduate), and the University of Victoria is acknowledged as a leader in research, and the pedagogy of Applied Theatre. Applied Theatre faculty and graduate students have entered into a number of collaborations with other academic units (e.g. education, psychology, nursing, etc), with offices across campus (e.g. the Centre on Aging, the Office of Equity, the Office of Student Life, etc.). The distinctive character of the PhD stream in Applied Theatre has developed out of the strengths of our undergraduate program. The recent External Academic Program Review notes that “the Applied Theatre programs are experiencing considerable growth and recognition, due, in part, to a University Scholar position.... The Department and University are to be commended for their initiative in encouraging this leading theatrical and pedagogical form, which has community outreach—one of the key goals of the University’s strategic plan—as a major component.”

Demand and availability

The proposed program is intended for the broadest spectrum of artists involved in the discipline of theatre, and will consequently be appropriate for facilitators, directors, devisers, playwrights and performers. The cohort would therefore be drawn from groups such as: UVic graduates and other theatre graduates holding appropriate Masters’ degrees; practicing professional theatre artists with an appropriate Masters’ degree; educators, community workers and others with demonstrable experience in the field and an appropriate Masters’ degree in an allied discipline; international students with experience in the field and an appropriate Masters’ degree. Year on year, the Department receives large numbers of expressions of interest in the PhD program, but limited faculty resource expertise determines which applicants are most likely to benefit from the program.

Students will be recruited locally, nationally and internationally, but it is anticipated that many will come from the existing graduate pool of students within departments of theatre and drama.

Resource implications (including resource plan, revenue and expenditure implications)

Although demand for the Department's PhD program has been rapidly growing over the last five years, we consider the current size of the program to be optimal, and it is not our intention to increase enrolment substantially. Given the sizable teaching loads in the Faculty of Fine Arts—all faculty in the Department of Theatre normally teach five or six courses each year—current supervisions within the Department of Theatre represent a sustainable level of commitment to graduate students. Thus we consider that the program has achieved a “steady state” of graduate student enrolment.

Enrollment	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Ongoing	6	8	8	7	6	4	4
Admissions	1	2	0	1	1	2	2
Completion	1	0	1	1	2	2	1

Although it is undeniably the case that additional supervisory capacity within the Department (and beyond) would be beneficial, it is not anticipated that additional resources would be made available in the short term.

Other relevant factors (including impact and outcomes)

With over forty Canadian post-secondary institutions offering undergraduate theatre programs, the study of theatre is an ever more popular choice for young people seeking higher education today – and with good reason. As noted in a recent article in *The Chronicle of Higher Education*, “Why Theatre Majors are Vital in The Digital Age,” an education in theatre produces empathic, literate, self-aware, imaginative, socially adept individuals with the ability to create and work in real-world communities—all of which skills and competencies are essential for a just and peaceful world.

Attachment(s): Proposal to Senate, dated April 18, 2018, to add a stream in Applied Theatre to the newly renamed PhD in Theatre.



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Associate Vice-President Academic Planning

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MEMO

Date: April 18, 2018
To: The Secretary of the Senate
From: Dr. Nancy Wright, Chair, Senate Committee on Planning
Re: Proposal to add a stream in Applied Theatre to the newly renamed
PhD in Theatre

At its meeting of April 4, 2018, the Senate Committee on Planning considered a proposal presented by Dr. Allana Lindgren and Dr. Eva Baboula, to add a stream in Applied Theatre be added to the newly renamed PhD in Theatre, as described in the document "Applied Theatre PhD Stream".

The following motion is recommended:

That Senate approve, and recommend to the Board of Governors that it also approve, a stream in Applied Theatre be added to the newly renamed PhD in Theatre, as described in the document "Applied Theatre PhD Stream".

:sld

Committee Membership:

Dr. Nancy Wright, Chair
Dr. Valerie S. Kuehne
Dr. Abdul Roudsari
Ms. Nicole Greengoe
Dr. Mauricio Garcia-Barrera
Dr. Robin Hicks
Dr. Rishi Gupta
Ms. Carrie Andersen
Dr. David Castle
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Dr. Andrea Giles
Dr. Stephen Evans
Ms. Gillian Calder
Dr. Ralf St. Clair
Dr. Jo-Anne Clarke
Ms. Susan Kim
Ms. Hannah Koning
Ms. Sandra Duggan, Secretary

UNIVERSITY OF VICTORIA

Applied Theatre PhD Stream

Dean's Name: Dr. Susan Lewis Dean, Faculty of Fine Arts October 16, 2017	Signature Dean: Original signed by Susan Lewis <hr/> Dr. Susan Lewis Dean, Faculty of Fine Arts
Contact Name and Number: Allana Lindgren Chair, Department of Theatre Ext. 8005	
Date approved by Department: September 28, 2017	Signature Head: Original signed by Allana Lindgren <hr/> Allana Lindgren Chair, Department of Theatre
Date approved by Faculty: December 5, 2017	Signature Dean or Faculty Chair: Original signed by Susan Lewis <hr/>
Date approved by Faculty of Graduate Studies: March 29, 2018	Signature Dean of Graduate Studies Original signed by Stephen Evans <hr/> Dr. Stephen Evans Acting Dean, Faculty of Graduate Studies



TO GEE MAR 21/18
TO FGS MAR 29/18

Proposal to add an Applied Theatre Stream to the Department's Doctoral Program

Department of Theatre
Faculty of Fine Arts
University of Victoria

24th July 2017

Submitted by
Dr. Allana C. Lindgren, Chair
Dr. Warwick Dobson, Graduate Advisor



University
of Victoria



Proposal to add an Applied Theatre Stream to the Department's Doctoral Program

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Proposal to add an Applied Theatre Stream to the Department's Doctoral Program

Executive Summary

1. History of the Program, its mission and academic goals

1.1 History

The Department of Theatre, located within the Faculty of Fine Arts at the University of Victoria, has operated a highly regarded graduate program for over forty years. Admitting Master's students since the 1970s and PhD students since 1985, the Department has been conferring doctoral degrees since 1992. In the last twenty-four years, the Department of Theatre has awarded twelve PhD degrees (four of them in Applied Theatre, since the first doctoral student was admitted in 2006), about one every two years (see Appendix G).

Between 1985 and 1993, the Department's PhD in Theatre History was available only by Special Arrangement (SPARR); but in 1993, the Department of Theatre, after years of work and planning, achieved Senate and Ministry approval for a fully accredited, in-house PhD. Sadly, in 2004, the Department was urged to terminate its regular PhD program, and return to the onerous SPARR admission process. This situation arose as a result of the Department losing six senior faculty members (most to retirements), five with PhDs. This was the situation that obtained until 2016, when the Department successfully gained approval to re-regularize its PhD program in Theatre History.

The undergraduate program in Applied Theatre was introduced in 2004. This amounted to a re-branding of the Drama and Theatre in Education program which had been established by Dr Barbara McIntyre (at that time Chair of the Department of Theatre) in the nineteen-seventies. Later in that decade, Dr McIntyre developed a Master's program in Drama and Theatre in Education. Both undergraduate and graduate programs continued to flourish throughout the eighties and nineties, under the direction of Professor Juliana Saxton. Following her retirement in 1999, both programs gradually wound down. During this period, over twenty graduates successfully completed the Master's program under the supervision of either Dr McIntyre or Professor Saxton.

In 2003, the university approved the creation of a 'University Scholar in Applied Theatre' position, signaling its commitment to the burgeoning field of Applied Theatre. Dr Warwick Dobson was appointed to the position, and took up his duties in the fall of 2005,

In the nineteen-nineties, the term 'Applied Theatre' was coined by three academics at the University of Manchester. The term designates a set of practices developed in the UK in the nineteen-seventies, and was usually referred to as 'Community Theatre'. There was a general

consensus in the field that the new term was more appropriate to academic contexts, and was quickly adopted across North America, Australia and Europe. The allied fields of Drama and Theatre in Education have now been subsumed under this new generic heading.

In the past twenty-five years, the field of Applied Theatre has expanded exponentially. Definitions of the discipline abound, but the one that the University of Victoria has adopted in its undergraduate specialization is: **theatre used for extra-theatrical purposes: where extra-theatrical purposes refer to: education; social justice and social change; and, community-building.** Consequently, drama and theatre methods are being used across an ever-widening spectrum of educational, community and professional settings.

The first graduate students in Applied Theatre began their studies in 2006 (three Master's students and one Doctoral student), all being admitted under the SPARR admission protocols. Since that date, the demand for places on the Master's program has increased steadily. Efforts to initiate a regular MA program began in 2010; and, in 2013, Dr. Catherine Mateer, then the Associate Vice-President Academic Planning, authorized the Department to submit an application to introduce a regular MA program in Applied Theatre. The appointment of Dr Kirsten Sadeghi-Yekta in 2014, a second faculty appointment in Applied Theatre, provided additional impetus to this process; and the university granted final approval for the program in the fall of 2016.

In addition to the four Applied Theatre doctoral students who have successfully completed their studies, a further six are currently enrolled with predicted completion dates ranging from June 2018 to June 2020 (see Appendix G).

Having successfully shepherded four Applied Theatre PhDs to completion since 2006, all admitted by means of the SPARR protocols or through Interdisciplinary Studies, the Department of Theatre has a proven track-record of excellence in guiding doctoral research. The high quality of the degree is attested by the success of our PhD graduates in securing teaching positions at institutions such as Brock University, Royal Roads University and Frontier College, Alberta.

1.2 Mission and academic goals

The mission of the Department of Theatre is to advance and disseminate knowledge of all aspects of theatre through teaching, research, and creative activity, at the bachelor's, master's, and doctoral level.

The knowledge we gain from theatre—i.e., knowledge of human action and interaction—has a 2,500-year track-record of demonstrated social, political, and intellectual utility. Our unit is therefore dedicated to advancing the art in theory and practice, through teaching, research, and public performance, and especially in connection with the work of our graduate students—who, coming to us as they do from Argentina, Australia, Brazil, China, Egypt, Iran, Japan, Kosovo, Lebanon, Nigeria, the Philippines, Taiwan, Thailand, Turkey, the UK and the US, ensure that our mission is a thoroughly internationalized one.

2. Proposed credential to be awarded, including the level, category, and special field of the degree

The Department would like to offer a regularized PhD in Theatre with a specialization in Applied Theatre.

3. Location

Department of Theatre, Faculty of Fine Arts, University of Victoria.

4. Academic units (Faculties, departments, or schools) offering the new program

Faculty of Graduate Studies, Faculty of Fine Arts, Department of Theatre.

5. Anticipated program start date

The program is currently functioning under the administrative protocols of SPARR (PhD by Special Arrangement); pending Senate approval, the doctoral Applied Theatre stream will begin in September, 2018.

6. Anticipated completion time in years or semesters

The normal completion time for the PhD in Applied Theatre is five years: two years residency for coursework; a third for completing THEA 693: Candidacy Exams; and two years for the research, writing, revision, and oral defense of an original, book-length doctoral dissertation of publishable quality.

7. Description of the proposed program, including:

7.1 Aims, goals and/or objectives

Students currently can only do doctoral work in Applied Theatre by applying to the Department of Theatre via the SPARR process. We would like to regularize the existing program by adding an Applied Theatre stream to the PhD in Theatre. The aims and objectives of the existing PhD program are formulated in recognition of the fact that Applied Theatre is essentially a practice-based discipline. Its principal aims are: (i) to facilitate cutting-edge research in the rapidly developing field of Applied Theatre: and (ii) to provide doctoral-level training for the discipline's future professors in Canada and beyond.

The program is also designed to prepare scholars and artists to contribute to society beyond the academy. With the value it places on the development of highly skilled practitioners, on strong literacy and communication skills, and on an awareness of the interconnectedness of theory and practice, the PhD in Applied Theatre aims to nurture the habits of mind, as well as the skills and competencies, that enable graduates to have a positive impact on our world within a wide range of cultural, political, and human-development contexts.

7.2 Anticipated contribution to the mandate and strategic plan of UVic

Whether performed in regional and municipal theatre buildings, parks, schools, community centers, churches, prisons, or outdoor civic spaces, theatre is a participatory art which exists in public arenas. With over 10,000 ticket-holders from the wider community attending productions staged by the Department of Theatre every year, and with our students regularly directing, designing, creating and facilitate Applied Theatre activities in: elementary, middle and high schools; in collaborations with other University of Victoria academic units; at the Legislature of British Columbia; at William Head Institution; and at countless other community locations, the Department of Theatre concretely advances the community outreach objectives of the UVic Strategic Plan every day (“Civic and Community Engagement,” SP Objectives 13, 19, 29, 31). As a key element in our full range of program offerings, the PhD program serves the essential function of ensuring the up-to-date scholarly validity of all of our community-engaged activities.

Another undoubted strength of the Department of Theatre is the degree to which teaching is integrated with research. All core, required courses in our BFA, BA, MA, MFA, and PhD programs are taught by regular full-time faculty. The presence of active graduate programs in our unit has been a vital ingredient in our ability to achieve such an intense integration of research and teaching at all levels. Our PhD students conduct cutting-edge research alongside us and serve as Teaching Assistants. The addition of a PhD stream in Applied Theatre will consequently advance Objectives 13 and 14 of the UVic Strategic Plan (Integrated Research and Pedagogy, Objectives 13.b and c; and 14.a, integrating graduate programs with faculty research expertise).

The University’s Strategic Plan also emphasizes “Internationalization and International Impact” (Objectives 19 and 20). It is to a great extent through our graduate programs, especially the PhD, that we have the capacity to advance this objective. The international connections of the PhD students who come to study with us from around the world, their international conference presentations and publications, and their globally-minded research projects—all enhance our unit’s ability to advance the University’s international aspirations. Our PhD programs to date have attracted students from Argentina, Egypt, Iran, Korea, Lebanon, Nigeria, the Philippines, Turkey, the United States and the United Kingdom.

The addition of an Applied Theatre stream to our PhD program will also contribute to the overall “Research Excellence” of the institution (SP Objective 21). Even though we have been relatively successful in attracting high-quality doctoral students (via the SPARR admissions process), there is little doubt that our ability to attract the best doctoral students will be significantly enhanced by adding an Applied Theatre stream to our regular PhD program.

Hands-on activities, such as theatre, provide frequent opportunities for Experiential Learning (SP Objective 18); in actual fact, it is almost impossible to avoid experiential learning in the pursuit of any degree in the Fine Arts. Thanks to the community-engaged immediacy of theatre, the new stream in Applied Theatre will also advance Objective 23 of UVic's Strategic Plan, "Mobilization of Research for Societal Benefit." For example, the research of a recent PhD candidate formed the basis of an Intergenerational Theatre Project in southern India, involving an elder's village and a school dedicated to first-generation learners; another doctoral student is currently completing the research phase of his plan to work with internally-displaced people (IDP's) in West Africa; a third is in the process of designing an ambitious, comprehensive, enactive curriculum for students on the autism spectrum; and a fourth is in the process of planning his research in the Phillippines on climate change and indigenous ways of knowing.

7.3 Linkages between the learning outcomes and the curriculum design

The curriculum is designed to provide doctoral students with a comprehensive understanding of the theoretical and practical aspects of the discipline of Applied Theatre; and to prepare them to teach a range of Applied Theatre courses, whilst advancing the theory and practice through original research of national and international significance.

The program begins with "Methods and Materials of Theatre Research," which has two foundational components. THEA 500a uses an experiential-learning model to familiarize students with the scholarly protocols of the discipline, leading them systematically through every stage of a single research project. THEA 500b shifts the focus from the practice of research to the dominant theories that underpin it; theories are drawn from the earliest scholarship to the present day.

Graduate students in Applied Theatre are also required to take THEA 535, "Research Methods in Applied Theatre". This is more narrowly focused than both THEA 500a and THEA 500b; and surveys a range of research methodologies that are particularly appropriate to the discipline: for example, Reflective Practitioner Research, Arts-Based Methodologies, Case Study, Participatory Action Research, Research, Community-based Participatory Research, Decolonizing Research Methods, etc.

In the past, most graduates enter the program either with skills in the making of theatre, or with facilitation and enabling skills. It is rarely the case that graduates have expertise in both of these areas. In order to remedy this deficit, two optional courses are offered: one, THEA 532, 'Workshop Facilitation'; and another, THEA 533, 'Making Theatre'. Flexibility is built into the remaining coursework—up to 3.0 units of THEA 690 and 3.0 units of other Graduate Seminars—which allows students to gain knowledge and research experience in those areas of greatest relevance to their dissertation topic.

THEA 693, incorporating the two departmental Candidacy Exams, has been crafted to ensure the following:

- a. that every doctoral candidate in Applied Theatre is possessed of a broad knowledge of the discipline from its beginnings to the present day;
- b. that every doctoral candidate have read, and is able to interpret, a broad range of Applied Theatre theoretical texts, and is familiar with research projects that have national and global reach.
- c. that doctoral candidates are equipped to undertake the research and writing of an original dissertation as proposed in their Dissertation Proposal.

7.4 Areas of employment for graduates

The number of post-secondary programs in Applied Theatre remains relatively small. A recent count reveals fifteen dedicated Masters' programs (only two in Canada, most in the UK, some in the US and Australia). Undergraduate programs are proliferating, with twenty-six dedicated Applied Theatre courses; and a growing number of universities are offering courses in Applied Theatre and allied disciplines within their broader programs. In recent years, tenure track positions have been advertised at Brock University, the University of Victoria and the University of Northern British Columbia (UNBC) in Canada; and at Northampton University in the UK.

The doctoral Applied Theatre stream also leads to employment opportunities beyond academe. As is often noted in the scholarly literature on the subject, an education in theatre equips graduates incomparably well for a wide range of careers requiring knowledge of humanity, strong interpretation and communication skills, interdisciplinary thought and action, practical judgment and foresight, creative and technical problem-solving, team-work, and leadership.¹ In addition to working as professors, Applied Theatre scholars and practitioners are employable as dramaturgs, writers, and creators of community-outreach programs for professional theatre companies; as community organizers; and as makers of socially transformative new theatre art.

7.5 Delivery methods

All required courses are delivered on campus in small graduate seminars or as closely supervised Directed Studies courses.

7.6 Program strengths

The strengths of the program proceed from its three most distinctive features:

- a. its highly specialized focus on Applied Theatre;
- b. the exceptional range of in-house faculty expertise and areas of study, from the history of applied theatre to the devising of contemporary plays that explore pressing social issues, from the educational uses of theatre in school to broader applications within the wider community, from theatre for young audiences to reminiscence and intergenerational theatre, from theatre in conflict and post-conflict zones to the uses of theatre with

¹ See esp. Tracey Moore, "Why Theatre Majors are Vital in The Digital Age" *The Chronicle of Higher Education* (April 3, 2016,) and Nancy Kindelan, *Artistic Literacy: Theatre Studies and a Contemporary Liberal Education* (Basingstoke: Palgrave Macmillan, 2012).

refugees and internally-displaced persons; from theatre for social justice to indigenous language revitalizing initiatives;

- c. the coherence of student and faculty research interests, which coalesce around four themes: 1) Democracy; 2) Education and Community Empowerment; 3) Conflict and War; 4) Identity Formation.

7.7 Overview of the level of support and recognition from other institutions and organizations

Letters of support are being sought from the following: Dr Taiaiake Alfred, Graduate Advisor and founding Director of the Indigenous Governance Program, UVic; Professor George Belliveau, Language and Literacy Education, University of British Columbia; Dr David Blades, Professor, Science Education and Curriculum Studies; Professor Christopher Butterfield, Director, School of Music, UVic; Dr. Erin Campbell, Chair, Art History and Visual Studies, UVic; Dr Darlene Clover, Professor and Graduate Advisor, Leadership Studies, UVic; Dr Lynn Fels, Faculty of Education, Simon Fraser University; Dr Michael Hayes, Professor, School of Public Health and Social Policy, UVic; Dr Wanda Hurren, Professor, Social Studies and Curriculum Studies UVic; Dean Saul Klein, Gustavson School of Business, UVic; Dean Catherine Krull, Faculty of Social Sciences; UVic; Professor David Leach, Chair, Department of Writing; Dean Susan Lewis, Faculty of Fine Arts; Dean Rob Lipson, Faculty of Science, UVic; Dean Maureen M. MacDonald, Faculty of Continuing Education, UVic; Dr Sarah Macoun, Assistant Professor, Educational Psychology and Leadership Studies, UVic; Dr Monica Prendergast, Associate Professor, Drama Education, Department of Curriculum and Instruction, UVic; Dr Dan Russek, Associate Professor, Hispanic and Italian Studies; Dr Lara Robinson, Department of Psychology, UVic; Ralf St. Clair, Faculty of Education, UVic; Dr Duncan Taylor, Assistant Professor, Environmental Studies; Dr. Helga Thorson, Chair, Germanic and Slavic Studies, UVic; Dean Tom Tiedje, Faculty of Engineering, UVic; Dr Holly Tuokko, Professor, Department of Psychology, UVic; Professor Paul Walde, Chair, Department of Visual Arts, UVic; Dean Jeremy Webber, Faculty of Law, UVic; Dr Wendy Wickwire, Emeritus Associate Professor, Environmental Studies, UVic; Dr James Young, Professor of Philosophy, UVic.

7.8 Related programs in the institution or other British Columbia post-secondary institutions.

Several UVic programs intersect in productive ways with the doctoral program in Applied Theatre. These include departments with which we have developed productive collaborative relationships: e.g. Department of Psychology, School of Nursing, Department Educational Psychology and Leadership Studies, Department of Environmental Studies, Department of Curriculum and Instruction, etc. All of the collaborators listed above, amongst others, offer courses of direct relevance to our students, given the interdisciplinary, multi-medial nature of theatre. However, none of these programs has a mandate to advance and disseminate knowledge of theatre; and none offers anything like a specialization in Applied Theatre.

In British Columbia, the Department of Theatre and the Language and Literacy Program at the University of British Columbia, and the Faculty of Education at Simon Fraser University offer

graduate programs that strongly complement our doctoral specialization. The productive synergies and mutual supportiveness that pertain between these other graduate programs and the PhD in Applied Theatre at UVic can be seen in the Tri-University Colloquium for Theatre, Film, and Performance Research, a graduate student conference held every spring, on a rotating basis, at one of the three institutions.

Proposal to add an Applied Theatre Stream to the Department's Doctoral Program

1. Identification of program

- 1.1 *Name* PhD in Theatre, Applied Theatre Stream
- 1.2 *Location* Department of Theatre, Faculty of Fine Arts, University of Victoria
- 1.3 *Academic Units* Department of Theatre, Faculty of Fine Arts, Faculty of Graduate Studies
- 1.4 *Anticipated Start Date* September 2018
- 1.5 *Name, title, phone number and e-mail address of contacts:*
 - Dr. Allana C. Lindgren, Chair, Department of Theatre (250) 721-8005;
theatrechair@uvic.ca;
 - Dr. Warwick Dobson, Graduate Coordinator, Department of Theatre (250) 721-7997; wdobson@uvic.ca

2. History and Context of the Program

The Department of Theatre, located within the Faculty of Fine Arts at the University of Victoria, has operated a highly regarded graduate program for over forty years. Admitting Master's students since the 1970s and PhD students since 1985, the Department has been conferring doctoral degrees since 1992. In the last twenty-four years, the Department of Theatre has awarded twelve PhD degrees (four of them in Applied Theatre, since the first doctoral student was admitted in 2006), about one every two years (see Appendix G, Table 1). This number of students met the Department's graduation rate target during this period, and was in line with the undergraduate student/graduate student ratio that was thought desirable at the time. Today, ten PhD candidates in Theatre are currently registered and in progress, seven through Special Arrangement (SPARR), and three through Interdisciplinary Studies (INTD).

The steady demand for our graduate programs over the decades is also reflected in our Master's-level programs, which every year attract approximately twice the number of applications from qualified candidates around the world as we are able to accommodate. Since 2000 alone, the Department of Theatre has conferred fifty-one MA and MFA degrees, an average of just over three per year (see Appendix G, Table 2). As is the case with our doctoral program, demand for our MA and MFA programs has recently been on a steep rise. Currently, we have sixteen Master's-level students enrolled in the Department of Theatre, for a total graduate-student cohort in 2016/17 of twenty-five, including PhD students.

Between 1985 and 1993, the Department's PhD in Theatre History was available only by Special Arrangement (SPARR); but in 1993, the Department of Theatre, after years of work and planning, achieved Senate and Ministry approval for a fully accredited, in-house PhD. Sadly, in 2004, the Department was urged to terminate its regular PhD program, and return to the onerous SPARR admission process. This situation arose as a result of the Department losing six senior

faculty members (most to retirements), five with PhDs. Given the economic climate in British Columbia in the late 1990s, few of these faculty positions were filled at the time. The unfortunate timing of these retirements meant that the number of available supervisors for graduate theses and dissertations in Theatre quickly fell from five PhD-holding faculty members to one. This was the situation that obtained until 2016. As a result of new appointments, the Department of Theatre is once again adequately resourced, with five PhD-holding faculty members currently supervising or co-supervising ten doctoral students. Consequently, the Department successfully gained approval to re-regularize its PhD program in Theatre History in 2016.

Since 2004, we have admitted ten doctoral students under the SPARR protocols. Four of these have successfully defended their dissertations and graduated—one in 2011, two in 2012, and one in 2016—and seven are currently in process. Since 2004 we have also hosted and provided co-supervision for one completed PhD through INTD, with another three in progress.

The undergraduate program in Applied Theatre was introduced in 2004. This amounted to a re-branding of the Drama and Theatre in Education program which had been established by Dr Barbara McIntyre (at that time Chair of the Department of Theatre) in the nineteen-seventies. Later in that decade, Dr McIntyre developed a Master's program in Drama and Theatre in Education. Both undergraduate and graduate programs continued to flourish throughout the eighties and nineties, under the direction of Professor Juliana Saxton. Following her retirement in 1999, both programs gradually wound down. During this period, over twenty graduates successfully completed the Master's program under the supervision of either Dr McIntyre or Professor Saxton.

In 2003, the university approved the creation of a "University Scholar in Applied Theatre" position, signaling its commitment to the burgeoning field of Applied Theatre. Dr Warwick Dobson was appointed to the position, and took up his duties in the fall of 2005.

In the nineteen-nineties, the term "Applied Theatre" was coined by three academics at the University of Manchester. The term designates a set of practices that was developed in the UK in the nineteen-seventies, and was usually referred to as "Community Theatre". The new term was felt to be more appropriate to academic contexts, and was quickly adopted across North America, Australia and Europe. The allied fields of Drama and Theatre in Education have now been subsumed under this new generic heading.

In the past twenty-five years, the field of Applied Theatre has expanded exponentially. Definitions of the discipline abound, but the one that the University of Victoria has adopted in its undergraduate specialization is: **theatre used for extra-theatrical purposes: where extra-theatrical purposes refer to: education; social justice and social change; and, community-building.** Consequently, drama and theatre methods are being used across an ever-widening spectrum of educational, community and professional settings.

The first graduate students in Applied Theatre began their studies in 2006 (three Master's students and one Doctoral student), all being admitted under the SPARR admission protocols. Since that date, the demand for places on the Master's program has increased steadily. Efforts

to initiate a regular MA program began in 2010; and, in 2013, Dr. Catherine Mateer, then the Associate Vice-President Academic Planning, authorized the Department to submit an application to introduce a regular MA program in Applied Theatre. The appointment of Dr Kirsten Sadeghi-Yekta in 2014, a second faculty appointment in Applied Theatre, provided additional impetus to this process; and the university granted final approval for the program in the fall of 2016.

In addition to the four Applied Theatre doctoral students who have successfully completed their studies, a further six are currently enrolled with predicted completion dates ranging from June 2018 to June 2020 (see Appendix G).

Having successfully shepherded four Applied Theatre PhDs to completion since 2006, all admitted by means of the SPARR protocols or through Interdisciplinary Studies, the Department of Theatre has a proven track-record of excellence in guiding doctoral research. Although the doctoral program in Theatre has always been small (and we intend it to remain so), the high quality of the degree is attested by the success of our Applied Theatre PhD candidates in securing teaching positions at institutions such as Brock University, Royal Roads University and Frontier College, Alberta.

2.1 Mission and academic goals

The mission of the Department of Theatre is to advance and disseminate knowledge of all aspects of theatre through teaching, research, and creative activity, on the bachelor's, master's, and doctoral level.

The knowledge we gain from theatre—i.e., knowledge of human action and interaction—has a 2,500-year track-record of demonstrated social, political, and intellectual utility. Our unit is therefore dedicated to advancing the art in theory and practice, through teaching, research, and public performance, and especially in connection with the work of our graduate students—who, coming to us as they do from Argentina, Australia, Brazil, China, Egypt, Iran, Japan, Kosovo, Lebanon, Nigeria, the Philippines, Taiwan, Thailand, Turkey, the UK and the US, ensure that our mission is a thoroughly internationalized one.

2.2 Advantages of adding a stream in Applied Theatre to the existing PhD program

The Department of Theatre is committed to facilitating and promoting cutting-edge research in Applied Theatre at the doctoral level, and continuing its essential work of training the faculty of tomorrow for university theatre departments in Canada and beyond. It will therefore continue to operate a small, but active, PhD program, whether admission is achieved through SPARR or through a regular PhD program.

There are a number of advantages to regularizing an Applied Theatre stream as part of our PhD program, principal amongst which is the simplification of the admission process by enabling potential PhD students to apply and enroll through normal channels:

A. Reducing obstacles for international students

As is the case with our highly internationalized Master's programs—in which our students hail from as far away as Australia, Brazil, China, the Czech Republic, Japan, Kosovo, Taiwan and Thailand —our PhD program is increasingly being sought by outstanding candidates from Argentina, Bangladesh, Iran, Lebanon, Nigeria, the Philippines, the United States, the UK, and elsewhere. Requiring such students to plan their entire academic timetables three years in advance, before arriving in Canada and having convenient access to departmental course schedules and individual professors', is unreasonably onerous; and has served as a strong disincentive to many. By regularizing the normal admission process for a PhD degree in Applied Theatre, worthy applicants will be able to apply on-line in the usual way, rather than being discouraged by the complex and difficult SPARR process.

B. Reducing administrative burdens for staff and faculty at UVic

SPARR applications must be carefully explained to each individual applicant, and processed manually, often repeatedly, as changes and errors are almost inevitable given the geographical distances and long timeframes involved. Each item in a SPARR application package must be individually researched and confirmed, and signed by a number of individuals on campus: supervisors, grad advisors, chairs, professors delivering the specified courses, etc. Since the applicant is often thousands of miles distant and, consequently, not on campus to gather these signatures, course-descriptions, and timetables, the burden inevitably falls on the shoulders of graduate secretaries, supervisors, advisors, admissions clerks at FGS, and other UVic personnel. Adding a stream in Applied Theatre will simplify the admission process for prospective doctoral students in Applied Theatre will enable them to apply directly on-line through FGS, saving many hours of administrative paper-shuffling, consultation through e-mail and Skype, troubleshooting, and processing.

C. Improving our competitiveness in attracting the best doctoral students

The logistical obstacles encountered by students attempting to apply to study Applied Theatre at the doctoral level by means of the SPARR process are such that many worthy applicants give up, and turn to other universities with clearer and less convoluted application processes. In making our decisions for acceptance into the program, we wish to be able to choose from among the best and brightest scholars, not merely those dogged enough to put up with the bureaucratic demands of the SPARR process.

D. Enabling us to advertise and recruit

Because the PhD program is currently administered through SPARR, the Faculty of Graduate Studies website does not list Applied Theatre among the doctoral programs a PhD in Applied Theatre among the graduate programs offered at UVic. Since most graduate students researching doctoral programs today do so on-line, the lack of an on-line presence for doctoral studies the PhD degree in Applied Theatre presents a problem which needs to be rectified.

For the administrative convenience of prospective students and UVic personnel alike, the Department of Theatre proposes that adding a stream in Applied Theatre to our existing regularized PhD should be introduced, listed and administered in the Department of Theatre, within the Faculty of Fine Arts, at the University of Victoria.

3. Aims, goals, and/or objectives

The aims and objectives of the PhD stream in Applied Theatre include the following: to facilitate cutting-edge research in Applied Theatre, and to provide doctoral-level training for the discipline's future professors in Canada and beyond. There are well over 40 post-secondary theatre programs in Canada today²³ (many of them becoming increasingly aware of the growing field of Applied Theatre), all requiring properly trained faculty; the same is true for the rapidly growing numbers of university theatre programs around the world. Indeed, as the community-engaged, democratically empowering art of the theatre gains adherents across the globe (even in places that until very recently were officially hostile to such western traditions) post-secondary theatre programs have proliferated everywhere from Bangkok to Bangladesh, Tehran to Taiwan.

In broad terms the doctoral stream in Applied Theatre aims to develop a student's skills in critical analysis and academic research, and to apply these skills in the practical application and study of the discipline. The structure of the program therefore encourages students to develop broad-based, systematic and advanced understandings of the theories and historical antecedents of the field, and to acquire practical skills in research, coupled with significant opportunities to extend and consolidate personal practice in a variety of contexts.

Core courses coupled with electives offering students high levels of personal autonomy are designed to enable students to deepen their knowledge in a focused exploration of particular aspects of their preferred areas of study.

Thus the program aims may be considered in terms of the core elements of the program and student-driven choice as set out below. **Firstly:**

- to provide students with a firm grounding in the different approaches to the analysis, making and evaluation of applied theatre practice, and its relationship to the specifics of intention, context and audience;
- to enable students to understand and apply research methods involved in these approaches;

² Although he was not among these departures from UVic, one of the PhD-holding members of the Department was appointed Dean of the Faculty of Fine Arts in 1998, where he served two terms, remaining unavailable for graduate supervisions until his retirement in 2007.

³ U Sask, York, Ryerson, U Ottawa, Brandon U, U Winnipeg, U Manitoba, U Guelph, U of T, with UT Mississauga and UT Scarborough programs operating independently; Bishops U, Wilfred Laurier, SFU, UBC, U Lethbridge, U of Alberta, U of Calgary, U Windsor, Brock, U Regina, Concordia, McGill, U PEI, McMaster, Laurentian, Dalhousie, Acadia, Memorial, Capilano, Trinity Western, UVic, VIU, U Fraser Valley, Mount Allison, Thompson Rivers, Grant MacEwan, Queen's, Waterloo, plus dozens more at public colleges and conservatories including George Brown, Sheridan, National Theatre School, Conservatoire d'art dramatique de Montréal, Studio 58 at Langara College, etc.

- to help students develop appropriate transferable skills, including the ability to construct persuasive arguments, synthesize relevant perspectives, and exercise critical judgement;
- to help students develop essential research skills in the gathering, organization and deployment of evidence, data and information derived from a variety of primary and secondary sources.

Secondly, these aims reflect the level of choice open to students within the final years of the program, as they complete their dissertation. They therefore enable the student:

- to demonstrate a systematic and comprehensive understanding of the knowledge, concepts, and practical skills relevant to effective practice, research and scholarship at the forefront of the discipline;
- to exhibit innovation in the exercise of generic and subject-specific intellectual abilities;
- to apply the concepts, theories and methods used in the study of the field in order to engage with key and emergent aesthetic, philosophical, social and cultural issues to an advanced level;
- to develop a variety of approaches and forms for the documentation and dissemination of emergent practices appropriate to the various disciplines;
- to produce a substantial, innovative and original piece of research on a topic of the student's choice, subject to the supervisory expertise of available staff.

In addition to training faculty for university theatre programs, the PhD stream in Applied Theatre aims to prepare scholars and artists to contribute to society in other ways as well. With the high value it places on the varying applications of drama and theatre in broadly-based educational settings, on issues of social justice, and on a strong commitment to building and celebrating community, the PhD stream in Applied Theatre is designed to nurture the habits of mind, as well as the skills and competencies, that enable graduates to have a positive impact on our world within a wide range of educational, cultural, political, and human-development contexts.

As theatre is the most multidisciplinary of all art forms, its study develops cross-disciplinary thinking and action; virtually all of our doctoral students engage deeply with other disciplines and units including Environmental Studies, Health Sciences, Indigenous Governance, Psychology, Hispanic Studies, and many more. The program's inclusive sweep encourages a sympathetic understanding of the human condition within a global perspective. Its theoretical and critical rigour equips graduates to produce knowledge that is sound and defensible, while the community-engaged character of the art-form ensures that such knowledge never loses touch with the real-world needs and aspirations of actual people within their constructed and natural environments. Holders of the degree have therefore been employed not only as academics but also as dramaturgs, writers, and creators of community-outreach programs for professional theatre companies, as community organizers; and as makers of socially transformative new theatre art. By way of example, Matthew Gusul (graduated 2016) created an intergenerational theatre company, consisting of seniors and first-generation learners in Tamil Nadu, India.

3.1 Distinctive characteristics

The distinctive character of the PhD stream in Applied Theatre has developed out of the strengths of our undergraduate program. The recent External Academic Program Review notes that “the Applied Theatre programs are experiencing considerable growth and recognition, due, in part, to a University Scholar position.... The Department and University are to be commended for their initiative in encouraging this leading theatrical and pedagogical form, which has community outreach—one of the key goals of the University’s strategic plan—as a major component” The Review goes on to acknowledge that “awareness of and concern for action on social and other issues, as well as shifting desires of students to envisage employment opportunities post-degree, mean that Applied Theatre programs have the potential to fill an important niche.” Adding an Applied Theatre stream to the Department of Theatre’s existing PhD will extend the richness and scope of our undergraduate curriculum onto the doctoral level, building on the Department’s reputation for strength in this area.

This program will be the first of its kind in Canada, with its exclusive focus on the field of Applied Theatre. Although there are currently two Masters’ programs in Applied Theatre in the United States (one at the City University of New York, the other at the University of Southern California), both of which have a much narrower focus than both the Master’s and proposed Doctoral program at UVic. As far as we have been able to determine, there is, as yet, no dedicated focus on Applied Theatre as part of a doctoral program in the US.

The broad focus of the proposed doctoral stream is aligned with both of the existing undergraduate and graduate programs. Scholarly and research expertise will, of course provide the twin pillars of the program; but, in addition, it is a point of principle in the department’s approach to Applied Theatre that an effective practitioner requires two essential skill-sets: those of the deviser/director trained in devising with diverse community groups; and those of the teacher/facilitator skilled in the design, development and running of exploratory drama and theatre participatory workshops.

(Important note: the program does **not** aspire to provide training for drama therapy, classroom teachers, traditional actor-training or performance studies. The curriculum will equip scholars, researchers and theatre artists to work in a variety of formal and informal educational and community settings. Its goal will be the comprehensive education of a vanguard of scholar/practitioners for the diverse field of applied theatre.)

3.2 Anticipated contribution to the UVic, Faculty, and academic unit’s strategic plans⁴

From the civic-minded Athenian democrats who invented theatre 2,500 years ago to the legions of idealistic theatre artists around the world today, theatre has always been the most civic and community-engaged of the arts. Whether performed in regional and municipal theatre buildings, parks, schools, community centers, churches, prisons, or outdoor civic spaces, theatre is a

⁴ As the Faculty of Fine Arts and the Department of Theatre are both in the midst of creating new strategic plans, within this section we will be using the University’s current Strategic Plan to evaluate the alignment of the proposed program with the larger planning objectives of the institution.

participatory art which exists in public arenas. With over 10,000 ticket-holders from the wider community attending our shows every year, and with our students going out regularly into the community to direct, design, act, create, and facilitate in: elementary, middle and high schools; in collaborations with other University of Victoria academic units; at the Legislature; at William Head Institution; and at countless other community locations, the Department of Theatre concretely advances the community outreach objectives of the UVic Strategic Plan every day (“Civic and Community Engagement,” SP Objectives 13, 19, 29, 31). As a key element in our full range of program offerings, the PhD serves the essential function of ensuring the up-to-date scholarly validity of all of our community-engaged activities.

In addition to its civic-mindedness and community engagement, another undoubted strength of the Theatre Department is the degree to which teaching is integrated with research. All core, required courses in our BFA, BA, MA, MFA, and PhD programs are taught by regular full-time faculty. The presence of active graduate programs in our unit has been a vital ingredient in our ability to achieve such an intense integration of research and teaching at all levels. Because the existence of a PhD program in a given department is attractive to the most ambitious scholars, our doctoral degree has undoubtedly helped us to secure and retain outstanding faculty. But teaching/research integration is also facilitated by the very fact of PhD students doing cutting-edge research alongside faculty and serving as Teaching Assistants in lower-level courses. The addition of a PhD stream in Applied Theatre will consequently advance Objectives 13 and 14 of the UVic Strategic Plan (Integrated Research and Pedagogy, Objectives 13.b and c; and 14.a, integrating graduate programs with faculty research expertise).

The University’s Strategic Plan also emphasizes “Internationalization and International Impact” (Objectives 19 and 20). It is to a great extent through our graduate programs, especially the PhD, that we have the capacity to advance this objective. The international connections of the PhD students who come to study with us from around the world, their international conference presentations and publications, and their globally-minded research projects—all of these enhance our unit’s ability to advance the University’s international aspirations. Our PhD programs to date have attracted students from Argentina, Egypt, Iran, Korea, Lebanon, Nigeria, the Philippines, Turkey, the United States and the United Kingdom.

The addition of an Applied Theatre stream in our PhD program will also contribute to the overall “Research Excellence” of the institution (SP Objective 21). Even though we have been relatively successful in attracting high-quality doctoral students (via the SPARR admissions process), there is little doubt that our ability to attract the best doctoral students will be significantly enhanced by adding an Applied Theatre stream to our regular PhD program.

Hands-on activities, such as theatre, provide frequent opportunities for Experiential Learning (SP Objective 18); in actual fact, it is almost impossible to avoid experiential learning in the pursuit of any degree in the Fine Arts. Thanks to the community-engaged immediacy of theatre, the new stream in Applied Theatre will also advance Objective 23 of UVic’s Strategic Plan, “Mobilization of Research for Societal Benefit.” For example, the research of a recent PhD candidate formed the basis of an Intergenerational Theatre Project in southern India, involving an elder’s village and a school dedicated to first-generation learners; another doctoral student is currently completing the research phase of his plan to work with internally-displaced people

(IDP's) in West Africa; a third is in the process of designing an ambitious, comprehensive, enactive curriculum for students on the autism spectrum. and a fourth is in the process of planning his research in the Phillipines on climate change and indigenous ways of knowing.

In setting out the University's vision for the future, the university's strategic plan, *A Vision for the Future – Building on Excellence* (2012), specifically targets graduate provision as a continuing priority, "In the coming years graduate enrolments should continue to increase relative to undergraduate enrolments." (p 18)

The current proposal engages with policy imperatives drawn directly from the university's Strategic Plan. This document sets out the University's Mission. Given the emphasis identified above, the following seems apposite:

"integrating teaching, learning, research and civic engagement across disciplines";

"employing our core strengths to benefit our external communities – locally, regionally, nationally and internationally – and promoting civic engagement and global citizenship". (p 6)

In line with the above, the institution has indicated its commitment to serving the external community: **"our goal is to establish UVic as a recognized cornerstone of the community, committed to the sustainable social, cultural and economic development of our region and our nation".** (p 36)

This translates more directly to objective 28a), "establish a university-led civic engagement plan that integrates and supports the civic engagement efforts of individuals and units across campus" (p 36); and 28c), "enhance civic literacy and promote the value of civic engagement among our students, faculty and staff through our academic programs, community outreach and other activities" (p 36), objectives commensurate with the over-arching goals of the program. Applied Theatre students have already been involved in joint initiatives with organizations and agencies in the local, regional, national and international communities, as well as cross-campus collaborations with other faculties, schools, departments and offices.

3.3 Target audience, student and labour market demand

With over forty Canadian post-secondary institutions offering undergraduate theatre programs, the study of theatre is an ever more popular choice for young people seeking higher education today – and with good reason. As noted in a recent article in *The Chronicle of Higher Education*, "Why Theatre Majors are Vital in The Digital Age," an education in theatre produces empathic, literate, self-aware, imaginative, socially adept individuals with the ability to create and work in real-world communities—all of which skills and competencies are essential for a just and peaceful world. Author Tracey Moore also cites the findings of the Johnson O'Connor Research Foundation, which between 2011 and 2014 found that "the aptitude called 'foresight,' which is the talent to envision many possible outcomes or possibilities, was present in all theater workers

(playwrights, directors, designers, actors).”⁵ Given the altruistic ambitions of today’s students and their hunger for hands-on collaborative work, thousands are rightly drawn every year to the study of theatre in universities and colleges across North America, where dynamic curricula equip them incomparably well for a wide range of careers requiring knowledge of humanity, strong interpretation and communication skills, practical judgment and foresight, creative and technical problem-solving, team-work, and leadership.

Target Audience

The proposed program is intended for the broadest spectrum of artists involved in the discipline of theatre, and will consequently be appropriate for facilitators, directors, devisers, playwrights and performers. The cohort would therefore be drawn from groups such as:

- UVic graduates and other theatre graduates holding appropriate Masters’ degrees;
- practising professional theatre artists with an appropriate Masters’ degree;
- educators, community workers and others with demonstrable experience in the field and an appropriate Masters’ degree in an allied discipline;
- international students with experience in the field and an appropriate Masters’ degree.

Student Demand

Students will be recruited locally, nationally and internationally, but it is anticipated that many will come from the existing graduate pool of students within departments of theatre and drama.

Current graduates on Special Arrangement programs in Applied Theatre include: UVic graduates, one of whom has worked extensively in the field of education and young people’s theatre in Argentina; another with experience of working in educational and community contexts in Malawi; another who has been involved in community projects across West Africa; a fourth who is investigating the therapeutic effects of reminiscence work with seniors suffering from the various forms of dementia; a fifth who is developing a theatre-based curriculum for students on the autism spectrum; and a sixth who is working on indigenous ways of knowing in the Philippines. Recent graduates of the UVic Master’s program include two who have broad experience teaching English as a Second Language in South Africa and South East Asia; one who has wide experience in devising and developing theatre for young audiences; and one who has worked with the Red Cross and was involved in developing Applied Theatre programs in the areas of medical, nurse and health education.

Labour Market Demand

As the field of Applied Theatre continues to grow, an ever-increasing range of working contexts has developed. Doctoral graduates might expect to find employment in the following range of positions:

- academic faculty in post-secondary institutions;

⁵ Tracey Moore, “Why Theatre Majors are Vital in The Digital Age” April 3, 2016; also Nancy Kindelan, *Artistic Literacy: Theatre Studies and a Contemporary Liberal Education* (Basingstoke: Palgrave Macmillan, 2012).

- qualified practitioners with specialist organizations in the fields of theatre outreach (including specialist provision for young audiences), historical interpretation and museum education, prisons, hospitals and other community-based organizations;
- community and education directors for cultural organizations;
- theatre in health education contexts (performers, program trainers, facilitators and directors);
- reminiscence and intergenerational theatre;
- team-building and management training specialists in private, public and not-for-profit settings;
- specialists with national and international development programs, aid agencies and refugee support and trauma-relief programs.

Given the wide-range of possible employment opportunities, the entrepreneurial attitude of Applied Theatre practitioners and the newly-fledged nature of the discipline it is difficult to offer precise indicators as to the future demand for graduates. However, Federal Government Expenditures for Cultural Activity from 2005 to 2010 demonstrate an increase in spending from \$3.5 billion to \$4.1 billion⁶.

What can be claimed with accuracy, however, is that in Canada the arts and culture sector employs as many people as the combined sectors of agriculture, forestry, fishing, mining, oil, gas and utilities.⁷ According to *Statistics Canada* in 2016, the arts and culture sector directly employed 782,400 people⁸ and as of 2014, generated \$6.7 billion for the British Columbian economy alone,⁹ which is an increase of \$1 billion from 2013.¹⁰ Additionally, culture activities accounted for 3% of Canada's total gross domestic product (GDP) and 3.5% of jobs in 2014.¹¹

Employment figures for Canada, as compiled by the government agency *Statistics Canada* (*Statcan*), do not offer detailed figures for either theatre workers in general or Applied Theatre workers in particular. As is the case in many other countries, the data for theatre are subsumed within broader categories,¹² and it is therefore not generally possible to mine these employment figures to obtain specific information on theatre employment trends or indeed to determine growth or decline in employment opportunities since these are not disaggregated. However, *Statcan* does offer indicators within broader categories of employment, so that within 'Information, culture and recreation' we are provided with statistics which indicate a growth in

⁶ Accessed on July 17, 2017 from

<http://www5.statcan.gc.ca/cansim/a26?lang=eng&retrLang=eng&id=5050003&&pattern=&stByVal=1&p1=1&p2=31&tabMode=dataTable&csid=>

⁷ Retrieved on July 15, 2017 from <http://www.statcan.gc.ca/tables-tableaux/sum-som/101/cst01/econ40-eng.htm>

⁸ Retrieved on July 15, 2017 from <http://www.statcan.gc.ca/tables-tableaux/sum-som/101/cst01/econ40-eng.htm>

⁹ Retrieved on July 17, 2017 from <http://www2.gov.bc.ca/gov/content/sports-culture/arts-culture/creative-economy/arts-stats>

¹⁰ Retrieved on July 17, 2017 from <http://www.statcan.gc.ca/daily-quotidien/160511/dq160511a-eng.htm>

¹¹ Retrieved on July 18, 2017 from <https://www.census.gov/eos/www/naics/>

¹² Retrieved on July 18, 2017 from <https://www.census.gov/eos/www/naics/>

Generally according to the NAICS – North American Industry Classification System

employment between 2012 and 2016 from 759,100 to 782,400.¹³ Statistics for British Columbia specifically in the category, “Performing Arts, Spectator Sports and Related Industries” give a projected increase in employment from 2016 to 2025 of 2,500 employees with an annual growth rate of 1.8% from 2016-2020.¹⁴

Again, within the wider cultural arena itself *Statcan*¹⁵ and Hill Strategies¹⁶ offers the following:

“There are 671,100 people in cultural occupations (in Canada)...in other words, one in every 26 Canadian workers has a cultural occupation as of 2011”. In 2011, employment in culture occupations accounted for 3.82% of the total workforce in Canada, up from 1.92% in 2001.¹⁷

“Employment in culture occupations increased at a faster rate in Canada than in the United States between 1981 and 2001, according to a... study. As a result, by 2001, Canada's share of the workforce employed in culture occupations had surpassed that of the United States.”¹⁸

However, it can also be argued that international trends in cultural activity quickly cross frontiers and that these trends will have their own inevitable impact on the creative industries in Canada¹⁹.

Worldwide, the creative industries are growing faster than other economic sectors, reflecting the changes in today's wealth-generating economies.²⁰ Creative industries are a growing source of

¹³ Retrieved on July 15, 2017 from <http://www.statcan.gc.ca/tables-tableaux/sum-som/101/cst01/econ40-eng.htm>

¹⁴ Retrieved on July 15, 2017 from <https://www.workbc.ca/getmedia/9f1f83a6-2a79-4574-8797-51f722b4499b/Profile-Performing-Arts-and-Spectator-Sports-compressed.pdf.aspx>

¹⁵ Retrieved on July 15, 2017 from <http://www.statcan.gc.ca/daily-quotidien/070816/dq070816d-eng.htm>

¹⁶ Retrieved on July 17, 2017 from <http://www.hillstrategies.com/content/statistical-profile-artists-and-cultural-workers-canada>

¹⁷ Retrieved on July 15, 2017 from <http://www.statcan.gc.ca/daily-quotidien/070816/dq070816d-eng.htm>

¹⁸ Retrieved on July 15, 2017 from <http://www.statcan.gc.ca/daily-quotidien/070816/dq070816d-eng.htm>

¹⁹ Creative industries can be defined as “a cluster of those industries which have their origin in individual creativity, skill and talent and which have potential for wealth and job creation through the generation and exploitation of intellectual property.” Creative industries operate within a synergy of arts ideas, business and technology. They leverage on the multi-dimensional creativity of individuals – artistic creativity, entrepreneurship and technological innovation, to continuously create new economic value. Characteristically, creative industries:

- offer a unique product or service based on intellectual property;
- depend on the creative skills, talent and knowledge of the employees and harness local skills and networks in new and emerging sectors;
- strike a balance between creative, business and technical skills;
- are great potential exporters; driving growth and development in every economic sector with new skills and tools, or products and services.

direct exports, e.g. film, TV, etc. They also contribute to the competitiveness of other industries, as a component of many modern commercial and consumer products. Creative industries have grown dramatically in Canada, Australia, the United Kingdom, Denmark, the United States, Singapore, Hong Kong, and New Zealand. It is hard to estimate the potential of creative industries because there are no standard definitions but according to *Premier's Policy-scan August 2004 – Issue No.15* estimates of the income generation of the creative industries put the world market at over US\$3.04 trillion.²¹ By 2020 this sector is estimated as being worth US\$6.1 trillion.

The most detailed source of information available internationally on job trends and statistics – albeit in the context of the United States - is the *Bureau of Labor Statistics (BLS)* which provides some useful figures for growth. Thus in the area of 'Actors, Producers, and Directors', *BLS* gives a projected increase in acting jobs between 2008 and 2018 of 13% - translating into some 7,200 additional employees.²²

Occupational Title	Employment 2014	Projected Employment 2024	Change, 2014-24	
			Number	Percent
Actors, producers, and directors	192,000	209,700	17,700	10
Actors	69,400	76,000	6,600	10
Producers and directors	122,600	133,700	11,100	9

²³

The *BLS* also indicates a growth in the area of Arts, Design, Entertainment, Sports and Media occupation as a whole of some 12.4% by 2020.²⁴ This expansion is accounted for, to a large degree, by growth in cable and satellite television operations which it is predicted will lead to increasing production and distribution of major studio and independent films, which should create more employment opportunities for actors, producers, and directors. Also, fueling job growth is the continued development of interactive media, direct-for-web movies, and mobile content, produced for cell phones or other portable electronic devices.²⁵ Similarly, North

²⁰ Retrieved on July 16, 2017 from <http://www.worldcreative.org/#overview>

²¹ *Premier's Policy-scan August 2004 – Issue No.15*

²² Retrieved on July 17, 2017 from <https://www.bls.gov/ooh/arts-and-design/home.htm>

²³ Retrieved on July 15, 2017 from <https://www.bls.gov/ooh/entertainment-and-sports/producers-and-directors.htm>

²⁴ Retrieved on July 15, 2017 from <https://www.bls.gov/opub/mlr/2012/01/art5full.pdf>

²⁵ It should be noted that overall the technological drivers of the performing arts sector relate in particular to digitalisation and the multimedia potential of the Internet. These drivers affect the production and storage of

America contributes 28% of global Cultural and Creative Industries (CCI) revenues as of 2017 and provides 4.7 million jobs.²⁶

Likewise, in the European Union (EU) an economic and political union of 27 member states,²⁷ EU employment data about theatre is subsumed within the *European Labour Force Survey (ELFS)* under cultural employment which encompasses both arts occupations and any employment in the cultural sectors of the economy. Furthermore, the range of cultural employment is, for historical reasons, differently defined in different countries, and thus no agreed framework for the collection of statistics across Europe presently exists. However, as stated on *World Creative 2017*, the Cultural and Creative sector's growth in Europe has expanded to include 7.7 million jobs (26% of total CCI jobs) and generate US\$709bn of revenues.²⁸ Additionally, "Europe's cultural economy is rooted in its history: the region enjoys a unique concentration of heritage and arts institutions [and]...remains a trendsetter on the global stage."²⁹

Further support from the Southern Hemisphere may be obtained from Australian Government statistics³⁰ which indicate employment trends in the performing arts which support the case for the view that the sector is, despite the difficulties facing the global economy, remarkably buoyant.

content, the marketing and publicity of it and the distribution channels to the audience. Thus, they shape the nature of performance and the possibilities open to performers.

²⁶ Retrieved on July 16, 2017 from <http://www.worldcreative.org/#overview>

²⁷ Retrieved on July 15, 2017 from https://europa.eu/european-union/about-eu/history_en

Culture is generally seen as having a strong political profile within the EU. One of the EU's flagship initiatives, the *Culture* program, is now well-established and in its present form, it runs from 2007 to 2013 with a total budget for the period of around €400 million. It covers all non-audiovisual cultural activities. The specific objectives of the current *Culture* program are to:

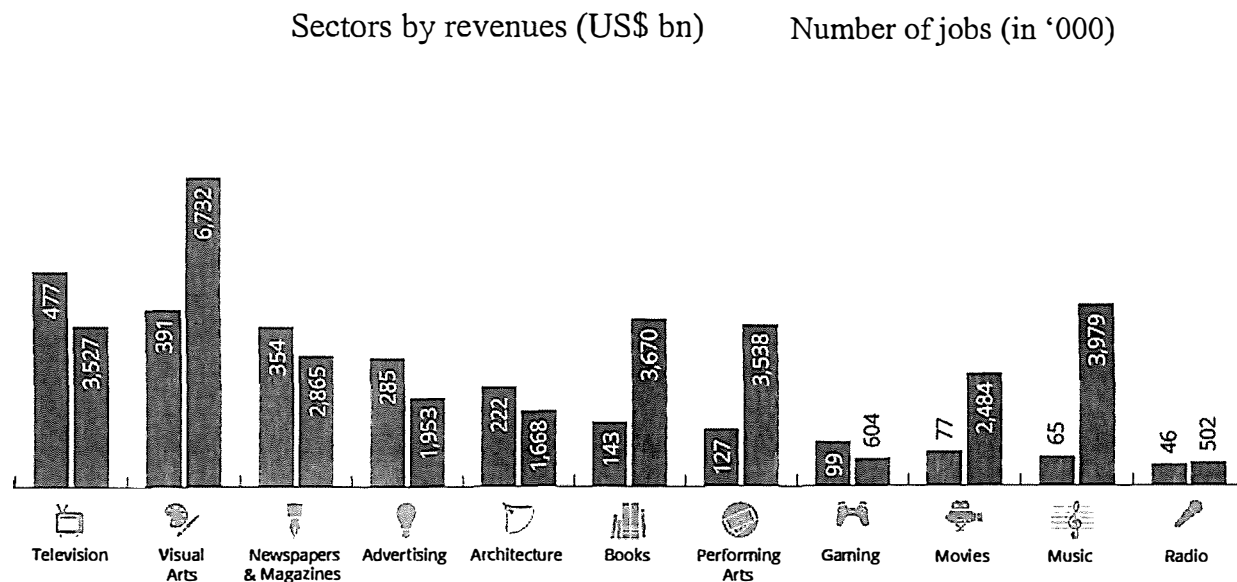
- promote the awareness and the preservation of cultural items of European significance;
 - promote the transnational mobility of those working in the cultural sector;
 - encourage the transnational circulation of works and cultural and artistic products;
- stimulate intercultural dialogue.

²⁸ Retrieved on July 17, 2017 from <http://www.worldcreative.org/regions/europe/>

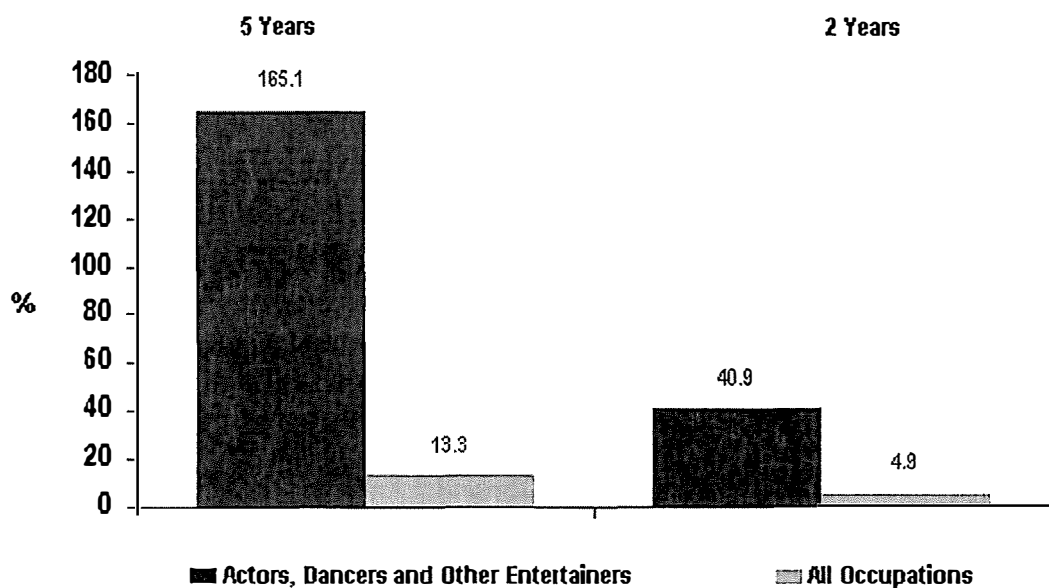
²⁹ Retrieved on July 17, 2017 from <http://www.worldcreative.org/regions/europe/>

³⁰ Retrieved on July 15, 2017 from <http://joboutlook.gov.au/industryspecific.aspx?search=industry&industry=R>

Cultural and Creative Contributions by Sector³¹



Recent Job Growth (per cent)



The graph shows employment growth (per cent) over the past five years and two years for this occupation, compared with all occupations.

³¹ Retrieved on July 17, 2017 from <http://www.worldcreative.org/#overview>

Public Policy Initiatives

Against this general pattern of increasing employment, the creative and cultural industries are now a recognized focus for both policy development and investment on the international stage. As of 2016, the Canadian government has committed “to invest \$1.9B in the arts over the next five years”,³² including the Canada Council for the Arts “which provides funding to artists and cultural projects across the country [and] will see its annual budget of \$182 million nearly doubled within five years.”³³ In his prepared budget speech in 2016, Finance Minister Bill Morneau stated that “our cultural industries represent a key sector of our economy [and] it also creates a collective wealth that goes beyond economic benefits and statistics.”³⁴ With this commitment from the Federal Government, the *Canada Council for the Arts* aims to support diverse artistic activities that bring together professional theatre artists and the broader community in a creative and collaborative relationship.

Elsewhere in the northern hemisphere, for example in the UK, The British Council has released a new Global Arts Strategy for 2016-2021: “the refreshed strategy is unveiled as new figures reveal the impact of the British Council’s Arts programme since 2010/2011. In financial terms, its global Arts programme has grown by thirty per cent since 2011, to £49.5 million, meaning that the organisation is investing more in the UK cultural sector than ever before.”³⁵ The Global Arts Strategy includes a focus on “**Arts for Social Change**: creating safe spaces for culture, creative exploration and exchange and creating opportunities for artists through initiatives including the operation of the UK’s new Cultural Protection Fund, which aims to foster, safeguard and promote cultural heritage overseas, in partnership with DCMS.”³⁶ Considering the wider European picture in the EU, we see that EU policy foregrounds the cultural dimension in all its activities so that culture is a significant component in plans for regional development, employment policies, strategies for the exploitation of new technologies, improvement of the quality of life and so forth.

In the southern hemisphere we see, for example, in New Zealand that the *Ministry for Culture & Heritage* led an eighteen-month program (completed in June 2006), working closely with local government and other central agencies, to increase awareness and understanding of ‘cultural well-being’ as a purpose of local government. The promotion of cultural well-being as a requirement of local authorities was introduced into the Local Government Act 2002. While the Act did not define the term ‘cultural well-being’, its inclusion reflects local government’s long-standing interest in the funding of cultural activity. The Ministry’s program aimed to promote

³² Retrieved on July 18, 2017 from <http://www.cbc.ca/news/canada/ottawa/arts-federal-budget-canada-council-heritage-1.3501480>

³³ Retrieved on July 18, 2017 from <http://www.cbc.ca/news/canada/ottawa/arts-federal-budget-canada-council-heritage-1.3501480>

³⁴ Retrieved on July 18, 2017 from <http://www.cbc.ca/news/canada/ottawa/arts-federal-budget-canada-council-heritage-1.3501480>

³⁵ Retrieved on July 17, 2017 from <https://www.britishcouncil.org/organisation/press/British-Council-unveils-global-arts-strategy>

³⁶ Retrieved on July 18, 2017 from <https://www.britishcouncil.org/organisation/press/British-Council-unveils-global-arts-strategy>

understanding of the inter-relationship of cultural well-being with economic, social and environmental well-being and to foster better alignment among central government agencies in the ways they work with local government to promote all four well-beings. As of 2017, the *Ministry for Culture & Heritage* is dedicated to “support for the arts” and recognizes the importance of art for the well-being of New Zealand’s citizens.³⁷

All the above evidence suggests that cultural workers such as applied theatre practitioners are, in many cases, better placed to gain suitable employment than workers in other sectors. This proposal therefore sits within this global context.

4. Admission Requirements

To be eligible for admission to the PhD in Applied Theatre, a student must

- a. hold an MA in Applied Theatre, or a closely related field, from a recognized university;
- b. demonstrate a capability for advanced research through the evidence of publication or MA thesis, and letters of reference;
- c. satisfy the admission requirement of the Faculty of Graduate Studies.

The specific admission requirements of c., those stipulated by the Faculty of graduate Studies, currently include

- a. a four-year baccalaureate degree (or equivalent degree from another country) from recognized institution;
- b. a grade point average of 5.0 (B) in the work of the last two years (30 units) leading to the bachelor’s degree;
- c. satisfactory assessment reports;
- d. the availability of an appropriate supervisor within the academic unit concerned;
- e. the availability of adequate space and facilities within the academic unit concerned;
- f. proof of English Language Proficiency (see English Language Proficiency);
- g. In exceptional cases a student may be admitted with lower formal qualifications when there is significant experience relevant to the proposed area of scholarship (see Other Admissions).

5. Areas of specialization and evidence of adequate faculty complement. (Include short faculty cv information in Appendix A.)

5.1 Areas of Specialization

Notwithstanding its highly specialized focus, the field of Applied Theatre grows exponentially year on year. This results from an increasing number of contexts and possibilities where

³⁷ Retrieved on July 17, 2017 from <http://www.mch.govt.nz/what-we-do/our-projects/completed/cultural-well-being>

organizations and agencies perceive a role for drama and theatre activity in their mandates. Areas of faculty expertise range widely: from the history of Applied Theatre to the devising of contemporary plays that explore pressing social issues; from the educational uses of theatre in school to broader applications within the wider community; from theatre for young audiences to reminiscence and intergenerational theatre; from theatre in conflict and post-conflict zones to the uses of theatre with refugees and internally-displaced persons; and, from theatre for social justice to indigenous language revitalization initiatives. Courses in all of these areas are taught in the Department of Theatre at UVic. However, faculty research, supervisory capacities, and areas of specialization are in fact more cohesive than this diverse catalogue of subjects might suggest, coalescing around four main themes: (1) democracy; (2) education and community empowerment; (3) conflict and war; and, (4) identity formation.

Democracy: As an art that encourages citizens to redress ideological and biased historical narratives, and to enact these radically altered perspectives for and with the direct participation of their own local communities, theatre has a 2,500-year history of advancing democracy wherever it takes root. From Aeschylus in fifth-century Athens, to Edward Bond in western Europe, from Vaclav Havel before the Velvet Revolution in Prague, to Saadallah Wannous on the eve of the Arab Spring, theatre artists are our 'prophets of democracy', always among the first to diagnose the uses and abuses of power in their communities, always among the first to inspire and lead their cities and nations to progressive political change. The research of a number of graduate students and supervisors in the Department of Theatre is animated by this historical tendency of theatre toward democratization.

Education and Community Empowerment: The educational possibilities of theatre have been recognized throughout the ages: in Medieval Europe, the Church used theatrical activity for overtly didactic purposes in educating the laity in the tenets of Christianity; in Germany in the late nineteen-twenties, a playwright as eminent as Bertholt Brecht wrote a number of plays (*Lehrstücke*, or 'learning plays') for use in schools; the theatre-in-education movement (which began in the nineteen-sixties in England) saw professional companies of actor/teachers devising age-appropriate plays and touring them to schools; more recently, through the work of outstanding drama practitioners such as Dorothy Heathcote, Gavin Bolton and Jonothan Neelands, the advances in our understandings of classroom drama have led to the development of innovative, participatory and enactive approaches across curriculum areas as diverse as language arts, social studies and science. The extension of theatrical activities into broader community contexts has witnessed initiatives specifically designed to: defuse local tensions; bring communities together; and celebrate community cohesion.

Conflict and War: With some type of human conflict at the heart of every theatrical narrative, many research initiatives are unified by the themes of personal, civic, and national conflict. Of especial interest are those occasions when practice within the art-form practice overlaps most overtly with local and national theatres of war, sometimes escalating these conflicts, and sometimes proposing imaginative solutions. Moreover, the Theatre Department faculty members and several graduate students have been actively researching the central role that theatre plays in contexts of war and conflict. This has created awareness of the important place that theatre occupies within different cultures and societies, including our own.

Identity Formation: Theatre artists, their audiences, and governing authorities have always used, and continue to use, the performing arts to debate the contours of normative behaviour and values. Nineteenth-century minstrel shows, drag queen entertainers, children’s acts in vaudeville companies, dancers in wheelchairs, opening ceremonies at the Olympics and indigenous ceremonies, among many others—all of these phenomena help us to understand how attitudes towards race, gender, class, age, ability, and nationalism have been constructed, affirmed, or challenged over time. In this way, the theatrical stage helps researchers to understand how people have participated in the formation of their individual and collective identities.

5.2 Evidence of adequate faculty complement and table of supervisions

Seven members of the Department of Theatre are active supervisors of graduate students. Five of these hold PhDs, and are presently supervising or co-supervising nine doctoral students (three through INTD), plus ten MA students. The remaining four members of FGS in the unit supervise MFA students in Directing and Design (the MFA is the terminal degree in both fields).

Faculty supervisor	Number of current supervisions
W. Dobson	2 MA, 1 MA co-supervision, 3 PhD, 2 PhD co-supervision
L. Hardy	2 MFA
M. Kerr	1 MFA, 2 PhD co-supervision
A.C. Lindgren	2 MA, 2 PhD, 2 PhD co-supervision
K. Sadeghi-Yekta	1 MA, 1 MA co-supervision, 3 PhD, 1 PhD co-supervision
J. Wise*	1 PhD

(* NB. Professor Wise has recently retired, although she is committed to seeing her current graduate student through to the completion of his studies. She will be replaced by Dr Alexandra (Sasha) Kovacs in September of 2018.)

Although demand for our PhD program has been rapidly growing over the last five years, we consider the current size of the program to be optimal, and it is not our intention to increase enrolment substantially. Given the sizable teaching loads in the Faculty of Fine Arts—all faculty in the Department of Theatre normally teach five or six courses each year—current supervisions within the Department of Theatre represent a sustainable level of commitment to graduate students. Thus we consider that the program has achieved a “steady state” of graduate student enrolment.

5.3 Supervisory capacity within the Department of Theatre (see Appendix A for faculty CVs)

Dr. Warwick Dobson. Specializes in the history of applied theatre, drama- and theatre-in-education, reminiscence and intergenerational theatre, and the uses of drama and theatre in health-education settings.

Dr. Alexandra (Sasha) Kovacs. Specializes in mid- to late-nineteenth-century Indigenous performance practices.

Dr. Allana Lindgren. Specializes in Canadian theatre history, Modernism, dance history, identity formation, and oral history.

Dr. Kirsten Sadeghi-Yekta. Specializes in theatre in war, (post)-conflict zones, and developing settings; indigenous theatre and language revitalization; global economics, aesthetics, social justice and human rights in applied theatre.

Dr. Anthony Vickery. Main areas of historical expertise include theatre finances and economics, American theatre, the history of touring, the Broadway musical, Medieval and religious drama, 19th-century melodrama and early film, commercial theatre production, theatrical spectacle, and performances in popular culture.

Dr. Jennifer Wise. Specializes in the ancient Greek theatre, history of opera, history and theory of acting; theatre of the Enlightenment in England, France, and Germany; democracy and technology; melodrama and revolution.

5.4 Supervisory Capacity beyond the Department

The art of the theatre is inherently multi- and interdisciplinary. It incorporates the visual arts and architecture, multiple technologies, music, dance, and poetry, as well as the myths, histories, languages, and literatures of the world. It stages educational events and political ideologies; it can reinforce community solidarity as well as challenging societal norms by addressing issues of social justice and inequity; it can celebrate significant local, national and international successes, and it can assist in the diagnosis of psychological and social ills. As a result, advanced theatre research always overlaps to a significant extent with other disciplines. Accordingly, our graduate students have taken courses with and been guided in their research by numerous professors in departments and faculties across the campus.

The following is a partial list of UVic faculty beyond the Department of Theatre who have already served, are presently serving, or are qualified to serve on the committees of our PhD students:

Department of Curriculum and Instruction

Dr. David Blades, specializing in the Aesthetics in/of Science Curriculum.

Dr. Wanda Hurren, specializing in Curriculum Theory and Arts-based Research.

Dr. Monica Prendergast, specializing in Drama and Theatre in Education.

Department of Hispanic and Italian Studies

Dr. Dan Russek, specializing in comparative literature, Latin American literature, visual art, and media; aesthetics and urban studies.

Department of Educational Psychology and Leadership Studies

Dr. Darlene Clover, specializing in community and cultural activism, art-based adult education and research, citizenship and political participation.

Dr. Sarah Macoun, specializing in Intervention and Rehabilitation of Cognitive Processes.

Department of Environmental Studies

Dr. Duncan Taylor, specializing in the history and philosophy of the environmental movement.

Dr. Wendy Wickwire, specializing in oral history, Aboriginal history and ethnohistory.

Department of Philosophy

Dr. James Young, specializing in philosophy of language, philosophy of art, moral questions in art, aesthetic judgements, and intellectual property in the arts

Department of Political Science

Dr. Taiaiake Alfred, specializing in Indigenous Governance.

Department of Psychology

Dr. Holly Tuokko, specializing in lifespan development.

School of Public Health and Social Policy

Dr. Michael Hayes, specializing in the social dimensions of health.

6. Curriculum design (Include calendar curriculum change forms in Appendix B.)

Since its inception in 2006, the curriculum of doctoral work in Applied Theatre by Special Arrangement has evolved into its present form:

Course requirements, PhD in Applied Theatre	
Methods and Materials of Theatre Research (THEA 500a: 1.5 units; and THEA 500b: 1.5 units)	
Research Methods in Applied Theatre (THEA 535: 1.5 units)	
Other Graduate Seminars (3.0 units)	
Directed Studies (THEA 690: 1.5 units)	
Comprehensive Exam/ Proposal/ Candidacy Exam (THEA 693 and THEA 697: 3.0 units)	
Dissertation (THEA 699: 30.0 units)	
Total:	42.0 units

The 3.0 units of elective Graduate Seminars are to be taken in subjects directly related to the student's area of interest; subject to the approval of the supervisor and graduate coordinator, these seminars may be taken outside the department since, as previously noted, theatre research is inherently interdisciplinary. All elective seminars, whether in theatre or in related disciplines, must be approved by the student's supervisor and the graduate coordinator.

6.1 Schedule of course delivery (Include proposed program design options)

September is the sole intake point for the PhD in Applied Theatre. Two years of residency are normally required. The nine units of required coursework (THEA 500a THEA 500b, THEA 535, THEA 690, and approved Graduate Seminars) are completed during this period.

Within three years of enrolment, and consistent with the cross-campus FGS rule established in 2010, students must take and pass THEA 693, the 3.0-unit Candidacy Exams. In the Department of Theatre, this course has three components: a General Field Paper, in which the student must demonstrate a broad theoretical understanding of the discipline of Applied Theatre; a Special Field Paper, in which the student must demonstrate an advanced understanding, and familiarity with the research findings relating to the area of specialism to be investigated in the dissertation; and, a Dissertation Proposal. Students may register in THEA 693 once they have completed 3.0 units of THEA 500a and THEA 500b, 1.5 units of THEA 535. and 4.5 units of required seminars and directed studies courses. All course work must be completed within two years of initial registration, and THEA 693 must be passed within three years of registration in the program. In the event of a student failing the Candidacy Exams, they can be re-taken, but only once.

Registration in THEA 699, the 30-unit Dissertation, is possible only upon successful completion of THEA 693.

The language requirements will be determined by the supervisory committee with specific reference to the student's dissertation research.

Students holding a Master's degree from our department, and entering the doctoral program having already taken THEA 500a, THEA 500b and THEA 535 for 4.5 units, will take 9 units of required Graduate Seminars. This may include a maximum of 3.0 units of undergraduate courses at the 300-level or above in a department outside the Department of Theatre, if deemed relevant to the student's research area by the supervisor and approved by the graduate coordinator.

6.2 Delivery methods

All required courses are delivered on campus in small graduate seminars or as closely supervised Directed Studies courses.

6.3 Linkages between the learning outcomes and the curriculum design

The design of the curriculum is calculated to train doctoral students in the discipline of Applied Theatre, and prepare them to teach a range of courses within an increasingly broad field of study, whilst advancing knowledge of the art of theatre through original research of national and international significance.

The foundation of the program is THEA 500a and b, "Methods and Materials of Theatre Research", which is delivered as two semester-long seminars (1.5 units each for a total of 3.0); and THEA 535, 'Research Methods in Applied Theatre' (1.5 units). Students are required to take both semesters. THEA 500a must be taken in the fall semester by all incoming graduate students. The course uses an experiential-learning model to familiarize students with the scholarly protocols of the discipline, leading them systematically through every phase of a single research project of their choice, from the posing of a question, through all stages of the research, writing, and revision, to the presentation of results in a scholarly journal-article format. THEA 500b, the companion course, must be taken by all graduate students in the spring of their first year. This course shifts the focus from the practice of theatre research to the theory behind it, introducing students to the dominant theories of historical and textual interpretation from the beginning of scholarship to the present. THEA 535 surveys some of the research methodologies commonly used in the field of Applied Theatre, for example: Reflective Practitioner Research, Case Study, Participatory Action Research, Arts-based Methodologies, Community-based Participatory Research,, Decolonizing Research Methods, etc.

The flexibility that has been built into the remaining 4.5 units of required coursework—1.5 units of THEA 690 and 3.0 units of approved Graduate Seminars—allows each doctoral student to accumulate knowledge and develop research competencies in the areas of greatest relevance to, and utility for, their particular dissertation topic.

While THEA 500a, THEA 500b and THEA 535 are designed to give doctoral students the practical skills and theoretical awareness to conduct valid research in the field of Applied Theatre, the 4.5 units of Directed Studies and approved Graduate Seminars are intended to broaden and deepen their knowledge of the theoretical aspects of Applied Theatre, appreciate a range of different approaches to Applied Theatre practice, and come to an advanced understanding of themes commonly investigated. THEA 693, incorporating the three departmental Candidacy Exams, has been carefully crafted to ensure the following:

- a. that every doctoral candidate in Applied Theatre at UVic is possessed of a broad knowledge of the history of Applied Theatre and its uses in a broad range of different contexts and settings;
- b. that doctoral candidates are equipped to undertake the research and writing of an original dissertation as proposed in their Dissertation Proposal, and that the topic as proposed is theoretically sound and practically viable;
- c. and, that they are sufficiently familiar with the theoretical and research literature of their chosen research topic to undertake research that will be original, theoretically and factually sound, valid and accurate.

Together, all of the components of the curriculum as described above are strongly linked with the aims and the objectives of the program: to train scholars and professors in the discipline of Applied Theatre and ensure that they have the knowledge to teach a range of Applied Theatre courses in post-secondary theatre programs across Canada and beyond.

6.4 Use and purpose of practica, Co-op, or work terms

While it is not an absolute requirement of the degree—because those with undergraduate and Master’s-level degrees in theatre are usually skilled communicators already—doctoral students in Theatre are strongly encouraged to serve as Teaching Assistants for our undergraduate theatre history survey courses and Applied Theatre courses during their first and second years of the program. The experience of assisting their professors and supervisors in delivering these undergraduate courses provides a valuable practical training in the real-world challenges and joys of teaching Applied Theatre in a university setting.

6.5 Residency requirements and anticipated times to completion

Two years of residency are normally required to complete the 9.0 units of mandatory coursework. The student’s third year is generally taken up with completing THEA 693, i.e. the Candidacy Exams and the Dissertation Proposal (for more detailed information about the scheduling of the Candidacy Exams, see 6.6.1, below). Following the successful completion of 693, the research, writing, revisions, and defense of the dissertation are normally completed in two years, for a total of five years for the degree from initial registration.

6.6 Policies on student evaluation, candidacy exams, and oral examinations

The small size of the doctoral program in the Department of Theatre enables us to monitor students' progress closely. During their first two years, PhD students generally have three or more hours of contact with their supervisors per week, whether in the form of graduate seminars (THEA 500a and THEA 500b, THEA 535, THEA 690), and through their activities as Teaching Assistants for their supervisor's undergraduate courses, and often both. In addition to these structured interactions with their supervisor, PhD students also meet regularly but on a more casual basis with the Graduate Coordinator, who monitors the progress of graduate students through organized social events, weekly office hours, drop-in essay clinics, and the like. The Graduate Coordinator in turn reports formally to the Chair, twice per semester, with updates about the progress of the Department's graduate students.

6.6.1 Candidacy exams

The syllabus of THEA 693, "Ph.D. Comprehensive Exam, Dissertation Proposal, and Special Field Exam," outlines the Department's policies in candidacy exams as follows: a PhD dissertation at this university is intended to be "an original investigation which shall be judged to constitute a significant contribution to knowledge in the field" (see the Calendar of the Faculty of Graduate Studies for a detailed description of the expectations for the dissertation and for the PhD generally).

Preliminary to writing the dissertation, doctoral students become doctoral candidates by completing THEA 693, consisting of three components: a General Field Paper, in which the student must demonstrate a broad theoretical understanding of the discipline of Applied Theatre; a Special Field Paper, in which the student must demonstrate an advanced understanding, and familiarity with the research findings relating to the area of specialism to be investigated in the dissertation, and a Dissertation Proposal.

General Field Paper: This normally takes the form of a 20-25 page essay, written at home, and submitted within three weeks of receiving the brief. The subject of the paper, designed to address broad theoretical understandings in Applied Theatre, is agreed by members of the supervisory committee, following a meeting with the student. It is usually written concurrently with the Special Field Paper. (See Appendix H for the list of books, chapters and articles that a PhD student is expected to be familiar with.)

Special Field Paper: This follows the procedure and format of the General Field Paper. Both papers are marked by at least three PhD-holding faculty members, including the supervisor (mostly from the Department of Theatre but, where appropriate, augmented by faculty from other academic units with specialist expertise in the area of the student's area of research). The papers are usually written towards the end of the student's second-year, or when the student's course requirements are complete. Deferments will not be granted beyond the end of the spring semester of the student's third year. Submission of the papers is followed by an oral defense in the presence of the student's committee. Satisfactory performance is required in both the written work and in the oral defense

Both the exam and the oral defense are awarded a mark in one of two categories: Complete (Pass) or Fail. If the examination is failed, the student may take it again, but a second failure will result in the termination of the student's candidacy. Under no circumstances (apart from a formal leave of absence granted by the Faculty of Graduate Studies) will the re-taking of this examination be allowed to extend beyond a one-year period from the candidate's first sitting. When the exam is deemed 'Complete', the student may proceed to the Dissertation proposal.

Dissertation Proposal

After the successful completion of the two essays and the oral defense, students will write a 15 to 25-page proposal describing the research project they plan to undertake for the dissertation. The proposal will be read, (and revised, if necessary) by the members of the student's committee. When it is accepted by the committee, it is 'Approved'. Once approved, a copy will be submitted to the graduate coordinator, normally by December 30th of the third year.

When the two essays are completed and the dissertation proposal approved, the student will receive a grade of COM for THEA 693, will be considered a candidate for the PhD, and may proceed to THEA 699: Dissertation.

6.6.2 Dissertation and Oral Defense

All doctoral candidates are required to prepare a dissertation of original content and publishable quality upon which they will be orally examined as per the regulations of the Faculty of Graduate Studies.

The normal and expected format for the dissertation is a book-length study composed of continuous and connected chapters. With the support of the supervisor and supervisory committee, and if the subject is judged by all to warrant it, the candidate may choose an alternate format for the dissertation, such as a series of published, peer-reviewed papers. If the candidate wishes practical field-work to form part of the dissertation, such a project will be considered a component or "chapter" of the student's written dissertation, not a substitute for the dissertation.

7. Enrolment plan for the length of the program (Include a second copy of this section in Appendix C.)

Since the PhD in Applied Theatre has existed under the Special Arrangement protocols since 2006, the steady state for the program has, by and large, already been achieved. Through all administrative regimes for admitting doctoral students into the Department of Theatre—by SPARR, though INTD, or under a regular, Ministry-approved PhD degree program (as between 1993 and 2004)—our faculty complement of PhD-holding supervisors has never exceeded five at any one time. This remains the case today, and is not expected to change in the foreseeable future. We therefore intend to maintain current levels of enrollment in the PhD program, despite considerable pressure from a growing number of qualified applicants, particularly international students.

Table 7.0.1

PhD enrollment, admissions, and completion schedule, in FTEs, projected to 2022/23.

<i>Enrollment</i>	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Ongoing	6	8	8	7	6	4	4
Admissions	1	2	0	1	1	2	2
Completion	1	0	1	1	2	2	1

Table 7.0.2

MA and MFA enrollment, admissions, and completion schedule, in FTEs, projected to 2022/23.

<i>Enrollment</i>	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Ongoing	2	3	4	4	4	4	4
Admissions	3	4	4	4	4	4	4
Completion	2	3	4	4	4	4	4

8. Plans for on-going program assessment and for evaluation of graduate student supervision

Assessment of the program will continue to be carried out through the university-level process of the external Academic Program Review. Our next APR will likely be undertaken four years from now, in 2020.

The quality of graduate-student supervision within the Department is assessed on a regular basis by the Graduate Coordinator in conjunction with the Chair (see Section 6.6 for more information about the departmental process for evaluating and monitoring the progress of graduate students). In meetings between the Chair and Graduate Coordinator, and those between the Graduate Coordinator and individual students, issues relating to the conduct, practices, and helpfulness of supervisors are often addressed, and remedied where necessary.

The smooth progress of graduate students through the program, and the supervisory relationship, is also supported by the annual updating of all relevant policies, FGS rules, deadlines, etc., in the Department's *Graduate Student Handbook*. This handbook is presented to all incoming graduate students at the beginning of the fall semester at an orientation session led by the Graduate Coordinator and the Graduate Secretary.

9. Related programs in your own or other British Columbia post-secondary institutions

A number of UVic programs intersect in productive ways with the PhD in Applied Theatre. The departments of Curriculum and Instruction, Educational Psychology and Leadership Studies, Environmental Studies, Hispanic and Italian Studies, Political Science, Psychology and the School of Public Health and Social Policy, among others, all offer courses of direct relevance to our students, given the interdisciplinary and multi-medial nature of theatre.

There are no existing PhD programs dedicated to the study, research and practice of Applied Theatre in the province. In British Columbia, the Department of Theatre and Film at the University of British Columbia, and the School for Contemporary Arts at Simon Fraser University, offer programs that complement our PhD in Applied Theatre. UBC offers a doctoral program in Theatre but it is more broadly based – faculty research interests there include theatre and health, disability theatre, and intercultural theatre and performance all of which have an Applied Theatre dimension. In addition, the graduate program in Language and Literacy located in the Faculty of Education would offer some slight degree of overlap. SFU offers MA and MFA degrees in theatre, dance, and contemporary art. The productive synergies and mutual supportiveness that obtains between these two programs and the PhD in Applied Theatre is evidenced by the development of the Tri-University Colloquium for Theatre, Film, and Performance Research, a graduate student conference held every spring, on a rotating basis, at one of the three institutions. The 2016 Tri-University Colloquium, hosted at UBC, featured research papers by Master's and doctoral students from the Department of Theatre at UVic, as well as from UVic's School of Music, in addition to papers from grad students working in related fields at UBC and SFU.

10. Evidence of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable (Provide copies of letters of support in Appendix E)

10.1 Post-secondary institutions

1. UBC: George Belliveau, Professor, Language and Literacy Education, Faculty of Education; E-mail: george.belliveau@ubc.ca; Phone number: 604 822 8654.
2. SFU: Elspeth Pratt, Associate Professor and Director, SFU School for the Contemporary Arts; E-mail: ep Pratt@sfu.ca; Phone number: 778 782 3766.
3. University of the Fraser Valley: Dr. Heather Davis-Fisch, Department Head/Assistant Professor; E-mail: heather.davisfisch@ufv.ca; Phone: 1-604-504-7441 ext. 2564.

10.2 UVic Deans

1. Dean Susan Lewis, Faculty of Fine Arts; Email: finedean@uvic.ca
2. Dean Jeremy Webber, Faculty of Law; Email: lawdean@uvic.ca
3. Dean Ralf St. Clair, Faculty of Education; Email: educdean@uvic.ca
4. Dean Catherine Krull, Faculty of Social Sciences; Email: soscdean@uvic.ca
5. Dean Tom Tiedje, Faculty of Engineering; Email: engrdean@uvic.ca
6. Dean Rob Lipson, Faculty of Science; Email: sciedeand@uvic.ca
7. Dean Maureen M. MacDonald, Faculty of Continuing Education; Email: uvcdean@uvic.ca
8. Dean Saul Klein, Gustavson School of Business; Email: bizdean@uvic.ca

10.3 UVic Chairs

1. Dr. Erin Campbell, Chair, Art History and Visual Studies; Email: arthistorychair@uvic.ca
2. Professor David Leach, Chair, Department of Writing; Email: writingchair@uvic.ca
3. Professor Paul Walde, Chair, Department of Visual Arts; Email: visualartschair@uvic.ca
4. Professor Christopher Butterfield, Director of the School of Music; Email: musicdirector@uvic.ca

Appendix B: Course Curriculum Changes

All of the requisite course curriculum changes have been submitted and approved.

Following the regularization of the Master's program in Applied Theatre in 2016, three new courses were added: THEA 532 (Workshop Facilitation); THEA 533 (Making Theatre) and THEA 535 (Applied Theatre Research Methods).

Following the re-regularization of the Doctoral Program in Theatre History in 2016, THEA 500 was deleted, and replaced by THEA 500A and THEA 500B (Methods and Materials of Theatre Research).

Appendix C: Enrolment plan for the length of the program

Since the PhD in Applied Theatre has existed under the Special Arrangement protocols since 2006, the steady state for the program has, by and large, already been achieved. Through all administrative regimes for admitting doctoral students into the Department of Theatre—by SPARR, through INTD, or under a regular, Ministry-approved PhD degree program (as between 1993 and 2004)—our faculty complement of PhD-holding supervisors has never exceeded five at any one time. This remains the case today, and is not expected to change in the foreseeable future. We therefore intend to maintain current levels of enrollment in the PhD program, despite considerable pressure from a growing number of qualified applicants, particularly international students.

Table 7.0.1.

PhD enrollment, admissions, and completion schedule, in FTEs, projected to 2022/23.

<i>Enrollment</i>	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Ongoing	6	8	8	7	6	4	4
Admissions	1	2	0	1	1	2	2
Completion	1	0	1	1	2	2	1

Table 7.0.2

MA and MFA enrollment, admissions, and completion schedule, in FTEs, projected to 2022/23.

<i>Enrollment</i>	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Ongoing	2	3	4	4	4	4	4
Admissions	3	4	4	4	4	4	4
Completion	2	3	4	4	4	4	4

Appendix D: Recruitment and Marketing Plan

The Department of Theatre wishes to add a stream in Applied Theatre to its existing PhD program. Since the unit has recruited PhD students via the Special Arrangement and Interdisciplinary protocols since 2006, existing recruitment and marketing strategies are sufficient to support our enrolment goals, and will continue to be utilized. These proven marketing strategies include the following:

1. Exploiting our extensive alumni networks by mail, email, social media, and on-site alumni homecoming events;
2. Continually updating and enhancing our Department website, with its many special features (performance archives, videos, podcasts, etc.);
3. Distributing flyers and “bookmarks” face to face at academic conferences, theatre festivals, and other events where potential students might be in attendance;
4. Encouraging direct entry from our master’s programs;
5. Pursuit of new funding packages and named donor awards as aids in recruiting new students.

Appendix E: Letters of Support

Letters of support have been sought from the following:

Post-secondary institutions

1. UBC: George Belliveau, Professor, Language and Literacy Education, Faculty of Education; E-mail: george.belliveau@ubc.ca; Phone number: 604 822 8654.
2. SFU: Elspeth Pratt, Associate Professor and Director, SFU School for the Contemporary Arts; E-mail: ep Pratt@sfu.ca; Phone number: 778 782 3766.
3. University of the Fraser Valley: Dr. Heather Davis-Fisch, Department Head/Assistant Professor; E-mail: heather.davisfisch@ufv.ca; Phone: 1-604-504-7441 ext. 2564.

UVic Deans

4. Dean Susan Lewis, Faculty of Fine Arts; Email: finedean@uvic.ca
5. Dean Jeremy Webber, Faculty of Law; Email: lawdean@uvic.ca
6. Dean Ralf St. Clair, Faculty of Education; Email: educdean@uvic.ca
7. Dean Catherine Krull, Faculty of Social Sciences; Email: soscdean@uvic.ca
8. Dean Tom Tiedje, Faculty of Engineering; Email: engrdean@uvic.ca
9. Dean Rob Lipson, Faculty of Science; Email: sciedean@uvic.ca
10. Dean Maureen M. MacDonald, Faculty of Continuing Education; Email: uvcsdean@uvic.ca
11. Dean Saul Klein, Gustavson School of Business; Email: bizdean@uvic.ca

UVic Fine Arts Faculty Chairs

12. Dr. Erin Campbell, Chair, Art History and Visual Studies; Email: arthistorychair@uvic.ca
13. Professor David Leach, Chair, Department of Writing; Email: writingchair@uvic.ca
14. Professor Paul Walde, Chair, Department of Visual Arts; Email: visualartschair@uvic.ca
15. Professor Christopher Butterfield, Director of the School of Music; Email: musicdirector@uvic.ca

In addition, letters of support have been sought from the following UVic faculty who have had some connection with the Applied Theatre program:

Dr Taiaiake Alfred, Graduate Advisor and founding Director of the Indigenous Governance Program, UVic; Professor George Belliveau, Language and Literacy Education, University of British Columbia; Dr David Blades, Professor, Science Education and Curriculum Studies; Professor Christopher Butterfield, Director, School of Music, UVic; Dr. Erin Campbell, Chair, Art History and Visual Studies, UVic; Dr Darlene Clover, Professor and Graduate Advisor, Leadership Studies, UVic; Dr Lynn Fels, Faculty of Education, Simon Fraser University; Dr Michael Hayes, Professor, School of Public Health and Social Policy, UVic; Dr Wanda Hurren, Professor, Social Studies and Curriculum Studies UVic; Dean Saul Klein, Gustavson School of Business, UVic; Dean Catherine Krull, Faculty of Social Sciences; UVic; Professor David Leach, Chair, Department of Writing; Dean Susan Lewis, Faculty of Fine Arts; Dean Rob

Lipson, Faculty of Science, UVic; Dean Maureen M. MacDonald, Faculty of Continuing Education, UVic; Dr Sarah Macoun, Assistant Professor, Educational Psychology and Leadership Studies, UVic; Dr Monica Prendergast, Associate Professor, Drama Education, Department of Curriculum and Instruction, UVic; Dr Dan Russek, Associate Professor, Hispanic and Italian Studies; Dr Lara Robinson, Department of Psychology, UVic; Ralf St. Clair, Faculty of Education, UVic; Dr Duncan Taylor, Assistant Professor, Environmental Studies; Dr. Helga Thorson, Chair, Germanic and Slavic Studies, UVic; Dean Tom Tiedje, Faculty of Engineering, UVic; Dr Holly Tuokko, Professor, Department of Psychology, UVic; Professor Paul Walde, Chair, Department of Visual Arts, UVic; Dean Jeremy Webber, Faculty of Law, UVic; Dr Wendy Wickwire, Emeritus Associate Professor, Environmental Studies, UVic; Dr James Young, Professor of Philosophy, UVic.

UVic Program Curriculum Change

Summary of Program Curriculum Changes:

Effective Date: 01JAN19		
Faculty: Fine Arts	Academic Unit: Theatre	
Contact Name: Dr Warwick Dobson	Local: 7997	Email: wdobson@uvic.ca

Types of program change:		
Creation, reinstatement, discontinuance, or major modification of a program or credential	Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement	Other: Describe in 'Type of change' field
A minor modification in program or credential that does not significantly change that program or credential's focus, content, structure, or requirements	A change in description of a program or credential not involving any change in program or credential requirements	

All program changes should be in the order in which they will appear in the Calendar (i.e. a page 103, 107, 240, 277 as submission 1, 2, 3, 4).

Submission #:	Type(s) of change	Other units consulted: (list all)
1	Major modification: name change of degree from PhD in Theatre History to PhD in Theatre; and major modification in program: PhD in Theatre History to PhD in Theatre Studies (stream within degree program of PhD in Theatre)	AHVS, ED-D, EDCI, MUS, PHIL, WRIT
2	Major modification: introduction of PhD in Applied Theatre (stream within degree program of PhD in Theatre)	AHVS, ED-D, EDCI, MUS, PHIL, WRIT

UVic Program Curriculum Change

Submission number: 1			
Faculty: Fine Arts	Academic Unit: Theatre	Date of submission: 31012018	Effective date of change: 01JAN19
Type(s) of program change:			
<input checked="" type="checkbox"/> Creation, reinstatement, discontinuance, or major modification of a program or credential	<input type="checkbox"/> Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement	<input type="checkbox"/> Other: Describe	
<input type="checkbox"/> A minor modification in program or credential that does not significantly change that program or credential's focus, content, structure, or requirements	<input checked="" type="checkbox"/> A change in the description of a program or credential not involving any change in program or credential requirements		
Current calendar entry:		Proposed calendar entry:	
<p>Current calendar page number: 228-231</p> <p>GENERAL INFORMATION The Department of the Theatre offers the MA degree in Theatre (Theatre Studies and Applied Theatre), the MFA in Directing and Design/ Production, and the PhD in Theatre History.</p> <p>...</p> <p>Degrees and Specializations Offered The department offers the following graduate programs:</p> <p>MA in Theatre (Theatre Studies) MA in Theatre (Applied Theatre) MFA in Directing MFA in Design/Production PhD in Theatre History</p> <p>....</p> <p>ADMISSION REQUIREMENTS</p> <p>...</p> <p>Admission to the PhD in Theatre History</p> <p>In addition to the above general requirements, applicants to the PhD in Theatre History must hold an MA in Theatre History or a closely related field from a recognized university, demonstrate a capability for advanced research by</p>		<p>If new, suggested section to insert:</p> <p>GENERAL INFORMATION The Department of the Theatre offers the MA degree in Theatre (Theatre Studies and Applied Theatre), the MFA in Directing and Design/ Production, and the PhD in Theatre.</p> <p>...</p> <p>Degrees and Specializations Offered The department offers the following programs:</p> <p>MA in Theatre (Theatre Studies) MA in Theatre (Applied Theatre) MFA in Directing MFA in Design/Production PhD in Theatre (<u>Theatre Studies</u>) PhD in Theatre (<u>Applied Theatre</u>)</p> <p>...</p> <p>ADMISSION REQUIREMENTS</p> <p>...</p> <p>Admission to the PhD in Theatre</p> <p>In addition to the above general requirements, applicants to the PhD in Theatre must hold an MA in Theatre, <u>Applied Theatre</u> or a closely related field from a</p>	

UVic Program Curriculum Change

<p>providing a sample of their scholarly writing, provide at least two letters of reference and satisfy the admission requirements of the Faculty of Graduate Studies. Applicants should begin by consulting the Department's Graduate Advisor to determine if an appropriate supervisor is available.</p> <p>...</p> <p>PhD in Theatre History</p> <p>Doctoral students may propose and pursue research projects on a wide variety of topics from Greek tragedy to Broadway musicals, dance to opera, the history of applied theatre to the economics of commercial touring, melodrama to Modernism, spectacle to social identities, indigenous theatre to theatre technology. Faculty research in these areas coalesces around four themes: 1. Democracy and Community Empowerment; 2. War, Conflict and Revolution; 3. Modernity and Technology; and, 4. Identity Formation.</p>	<p>recognized university, demonstrate a capability for advanced research by providing a sample of their scholarly writing, provide at least two letters of reference and satisfy the admission requirements of the Faculty of Graduate Studies. Applicants should begin by consulting the Department's Graduate Advisor to determine if an appropriate supervisor is available.</p> <p>...</p> <p><u>PhD in Theatre</u></p> <p><u>Two streams are available within the PhD program: one in Theatre Studies, and one in Applied Theatre.</u></p> <p>PhD in Theatre <u>Studies</u></p> <p>Doctoral students may propose and pursue research projects on a wide variety of topics from Greek tragedy to Broadway musicals, dance to opera, melodrama to Modernism, spectacle to social identities, indigenous theatre to theatre technology. Faculty research in these areas coalesces around four themes: 1. Democracy and Community Empowerment; 2. War, Conflict and Revolution; 3. Modernity and Technology; and, 4. Identity Formation.</p>	
<p>Rationale for proposed change:</p> <p>The department has proposed changing the name of the Theatre History courses to Theatre Studies courses to bring our programs into alignment with other Theatre courses and programs in North American Universities. This requires changes to the section on Degrees and Specializations Offered, Admission requirements and the general information on Theatre programs. The department has also proposed adding a new stream in Applied Theatre to its current PhD offering (submission #2). The adjustment from Theatre History to Theatre Studies and the introduction of a new stream of Applied Theatre necessitate that the name of the PhD degree is to change to PhD in Theatre. As a result, the renamed PhD in Theatre Studies and the new stream in Applied Theatre will be two streams within the PhD in Theatre.</p>		
<p>Consultation: (Written evidence of all consultations in the preparation of this submission must be included in a single PDF for the entire program package)</p>		
<p><u>Other units consulted:</u></p> <p><input checked="" type="checkbox"/> Included: List units if applicable AHVS, ED-D, EDCI, MUS, PHIL, Writ</p> <p><input type="checkbox"/> No consultation required</p>	<p><u>Senate Committee on Planning:</u></p> <p><input checked="" type="checkbox"/> In-progress</p> <p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> Not applicable</p>	<p><u>Other Committees consulted :</u></p> <p><input type="checkbox"/> In-progress: list committees if applicable</p> <p><input type="checkbox"/> Approved</p>

UVic Program Curriculum Change

Submission number: 2	
Faculty: Fine Arts	Academic Unit: Theatre
Date of submission: 31012018	Effective date of change: 01JAN19
Type(s) of program change:	
<input checked="" type="checkbox"/> Creation, reinstatement, discontinuance, or major modification of a program or credential	<input type="checkbox"/> Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement
<input type="checkbox"/> A minor modification in program or credential that does not significantly change that program or credential's focus, content, structure, or requirements	<input type="checkbox"/> A change in the description of a program or credential not involving any change in program or credential requirements
<input type="checkbox"/> Other: Describe	
Current calendar entry:	
Current calendar page number: 231	
Oral Examination ...	
Proposed calendar entry:	
If new, suggested section to insert:	
Oral Examination ...	
<u>PhD in Applied Theatre</u> <u>Doctoral students may propose and pursue research projects on a wide variety of topics: from the history of Applied Theatre to the devising of contemporary plays that explore pressing social issues; from the educational uses of theatre in school to broader applications within the wider community; from theatre for young audiences to reminiscence and intergenerational theatre; from theatre in conflict and post-conflict zones to the uses of theatre with refugees and internally-displaced persons; and, from theatre for social justice to indigenous language revitalization initiatives. Faculty research in these areas coalesces around four themes: 1. democracy; 2. education and community empowerment; 3. conflict and war; and, 4. identity formation.</u>	
<u>Course Requirements</u> <u>Methods and Materials of Theatre Research (including THEA 500A and 500B)...3 and Research Methods in Applied Theatre (THEA 535)... 1.5</u> <u>THEA 500A, 500B and 535 may be waived for students accepted into the program with a Master's degree from the University of Victoria. These courses may be replaced by electives, to be chosen either from Theatre Department courses, or</u>	

UVic Program Curriculum Change

<p>Program Length</p> <p>The entry point for the PhD in Theatre History is September only.</p>	<p>from a related discipline, to be approved by the Graduate Adviser. (Units may be taken at the 300 or 400 level, up to a maximum of 4.5 units)</p> <p><u>Other graduate Seminars... 1.5</u> <u>Directed Studies... 3</u> <u>Candidacy Exams (THEA 693)...3.0</u> <u>Dissertation (THEA 699)... 30.0</u> <u>Total... 42.0</u></p> <p>...</p> <p>Program Length</p> <p>The entry point for the PhD in Theatre is September only.</p>	
<p>Rationale for proposed change:</p> <p>The department has proposed adding a new stream in Applied Theatre to its current PhD offering. This requires that the PhD stream in Applied Theatre should appear under the heading of PhD in Theatre, following the section on PhD in Theatre Studies.</p>		
<p>Consultation: (Written evidence of all consultations in the preparation of this submission must be included in a single PDF for the entire program package)</p>		
<p><u>Other units consulted:</u></p> <p><input checked="" type="checkbox"/> Included: List units if applicable AHVS, ED-D, EDCI, MUS, PHIL, Writ</p> <p><input type="checkbox"/> No consultation required</p>	<p><u>Senate Committee on Planning:</u></p> <p><input checked="" type="checkbox"/> In-progress <input type="checkbox"/> Approved <input type="checkbox"/> Not applicable</p>	<p><u>Other Committees consulted :</u></p> <p><input type="checkbox"/> In-progress: list committees if applicable <input type="checkbox"/> Approved</p>

December 18, 2017

Dr. Warwick Dobson
University Scholar in Applied Theatre
University of Victoria
PO Box 1700, STN CSC
Victoria, British Columbia
V8W 2Y2

Dear Warwick:

Re: Proposed PhD Program in Applied Theatre at the University of Victoria

The Division of Continuing Studies is pleased to provide this letter of support for the proposed PhD Program in Applied Theatre at the University of Victoria.

I have reviewed the proposal and have no concerns regarding the same as it relates to the Division. As your proposal states, Applied Theatre is synonymous with experiential learning and community engagement in social change; both of which advance the University's commitment to dynamic learning and vital impact.

We are supportive of the proposal, and believe a PhD in Applied Theatre will benefit the scholarly discipline as well as the University of Victoria and community partners.

We wish you the best success as you move this proposal forward.

Sincerely,

Original signed by Jo-Anne Clarke

Jo-Anne Clarke, PhD

Dean, Division of Continuing Studies
University of Victoria



University
of Victoria

Faculty of Science, Office of the Dean
P.O. Box 1700 STN CSC
Victoria, BC V8W 2Y2
T | 250-721-7062 W | uvic.ca/science t | @uvicscience

MEMO

Date: December 19, 2017

To: Dr. Warwick Dobson, University Scholar in Applied Theatre, Theatre Department

From: Dr. Robin Hicks, Associate Dean (Academic) Faculty of Science

Re: PhD Program in Applied Theatre

I have reviewed the Executive Summary for the PhD in Applied Theatre program proposal, and I like what I see. The new program builds on what appears to be successful BSc and MA programs at UVic in this area, and the ongoing success of this PhD stream under the Special Arrangement protocols demonstrates momentum. In addition the relatively small number of such graduate programs would seem to offer a “niche” advantage for UVic as well.

The Faculty of Science offers it support for the proposed PhD program in Applied Theatre.

Original signed by Robin Hicks

Robin Hicks





University
of Victoria

Department of Writing

PO Box 1700 STN CSC

Victoria BC V8W 2Y2

Canada

Tel (250) 721-7306

writing@finearts.uvic.ca

Dr. Allana Lindgren
Department of Theatre
University of Victoria

December 28, 2017

Dear Allana:

I am writing to affirm the support of the Department of Writing for your department's proposal to change the name "Theatre History" to "Theatre Studies" at the MA and PhD levels to reflect more accurately the range of approaches to the study of theatre that your unit offers.

If you have any further questions please contact me at writingchair@uvic.ca or (250) 721-7627

Sincerely,

Original signed by David Leach

David Leach
Chair, Department of Writing
writingchair@uvic.ca, (250) 721-7627

Subject: Letters of Support

Date: Thursday, January 4, 2018 at 2:17:07 PM Pacific Standard Time

From: Warwick Dobson

To: Theatre Department / UVIC

E-mail response (no attachment).

Best

Warwick

From: Darlene Clover

Sent: Monday, December 18, 2017 1:37 PM

To: Warwick Dobson

Subject: Re: New PhD Proposal in Applied Theatre

Dear Warwick

Thank you for the opportunity to support your new initiative for a PhD. Having been involved in the supervision of a number of Applied Theatre graduates during the past ten years, and having been impressed with the calibre of the students. I am very pleased to support the proposal to introduce a new stream in Applied Theatre into the Theatre Department's existing PhD program.

Sincerely, Dr. Darlene Clover,

Leadership Studies, Faculty of Education

Subject: FW: PhD Program in Applied Theatre
Date: Thursday, January 4, 2018 at 2:19:30 PM Pacific Standard Time
From: Warwick Dobson
To: Theatre Department / UVIC

E-mail response. (No attachment)

Best

Warwick

From: Art History Chair
Sent: Tuesday, December 19, 2017 3:23 PM
To: Warwick Dobson
Subject: Re: PhD Program in Applied Theatre

Dear Warwick, AHVS supports your proposed new PhD program in Applied Theatre. We wish you every success with the proposal going forward. It is sure to be a popular credential.
All the best, Erin

Erin J. Campbell
Professor, Chair
Art History & Visual Studies
University of Victoria
Tel: 250-721-7940
Email: arthistorychair@uvic.ca

From: Warwick Dobson <wdobson@uvic.ca>
Date: Monday, December 18, 2017 at 12:07 PM
To: Visual Arts Chair <visualartschair@uvic.ca>, Art History Chair <arthistorychair@uvic.ca>, Writing Chair <writingchair@uvic.ca>, Music Director <musicdirector@uvic.ca>
Cc: Theatre Chair <theatrechair@uvic.ca>
Subject: PhD Program in Applied Theatre

Good morning.

I am writing to you as Graduate Adviser in the Department of Theatre to solicit your support for our proposed new PhD program in Applied Theatre. We have been admitting doctoral students since 2006 under the

Special Arrangement program. Since then, four candidates have successfully completed their doctoral studies; six have recently completed their candidacy exams; and two more were admitted to the program in September of this year. The department feels that the time is right for us to add a stream in Applied Theatre to our already existing PhD program. If you feel able to support us, we would appreciate hearing from you at your earliest convenience, since we are hoping to secure final approval next semester. (E-mail communications are acceptable.) I realize that this is a very busy time of year, but if you are able to write in support of our proposal (however brief) we would be most appreciative. Thanking you in anticipation.

I am attaching the Executive Summary of our proposal for your information.

With very best wishes.

Dr Warwick Dobson
University Scholar in Applied Theatre

Subject: FW: New PhD Proposal in Applied Theatre
Date: Thursday, January 4, 2018 at 2:21:42 PM Pacific Standard Time
From: Warwick Dobson
To: Theatre Department / UVIC
Attachments: E00AF5CE-86C6-4531-A35A-980759221665[24].jpg

No attachment.

Best

Warwick

From: Ralf St. Clair - Dean of Education
Sent: Thursday, December 21, 2017 3:13 PM
To: Warwick Dobson
Subject: Re: New PhD Proposal in Applied Theatre

Dear Dr. Dobson,

The Faculty of Education is supportive of this development, which aligns very nicely with our own area of Drama Education.

My very best wishes for this endeavour.

Ralf



Ralf St.Clair
Dean
Faculty of Education
250.721.7757

On 2017-12-18, 12:01, "Warwick Dobson" <wdobson@uvic.ca> wrote:

Good morning.

I am writing to you as Graduate Adviser in the Department of Theatre to solicit your support for our proposed new PhD program in Applied Theatre. We have been admitting doctoral students since 2006 under the Special Arrangement program. Since then, four candidates have successfully completed their doctoral studies; six have recently completed their candidacy exams; and two more were admitted to the program in September of this year. The department feels that the time is right for us to add a stream in Applied Theatre to our already existing PhD program. If you feel able to support us, we would appreciate hearing from you at your earliest convenience, since we are hoping to secure final approval next semester. (E-mail communications are acceptable.) I realize that this is a very busy time of year, but if you are able to write in support of our proposal (however brief) we would be most appreciative. Thanking you in anticipation.

I am attaching the Executive Summary of our proposal for your information.

Subject: FW: Department of Theatre PhD Proposal

Date: Thursday, January 4, 2018 at 2:22:46 PM Pacific Standard Time

From: Warwick Dobson

To: Theatre Department / Uvic

E-mail response. (No attachment.)

Best

Warwick

From: Helga Thorson

Sent: Sunday, December 31, 2017 12:54 PM

To: Warwick Dobson

Subject: Department of Theatre PhD Proposal

Dear Dr. Dobson,

Thank you for consulting with the Department of Germanic and Slavic Studies regarding your proposal to add a PhD stream in Applied Theatre. Our department fully supports you in this endeavour. We recently redesigned our MA program to include three streams (Germanic Studies, Slavic Studies, and Holocaust Studies). The difference is remarkable—it makes the process less cumbersome for students (especially for our Slavic Studies students who no longer have to complete the program by special arrangement), and the three streams make our program much more attractive to students.

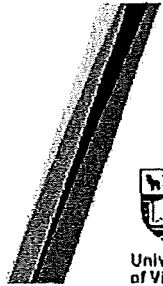
The Theatre Department at Uvic is vibrant on many levels: acting, applied theatre, design, innovative performance opportunities through the Phoenix Theatre, and its specialization in theatre history. I have heard very positive things about the Applied Theatre field school in India led by one of your PhD students, Matthew (Gus) Gusal, several years ago. Setting up a multi-generational theatre company had a profound impact on both the Canadian students on the field school as well as the community involved in Tamil Nadu. I hope that a regularized stream in applied theatre will lead to many more exciting experiential learning experiences for your students.

For your information, the Department of Germanic and Slavic Studies can provide mentoring and resources to students who are specifically interested in drama history related to German-speaking countries as well as Russian and Eastern European theatre. We also welcome any theatre student to enrol in GMST 488 (Performing German Drama), which is a course run every two years that combines theatre history, production management, and performance opportunities with building German-language skills. By the end of the course, students stage a drama in German for the local community. We would definitely welcome more collaborations between our departments in the future.

We wish your department all the best with your current proposal.

All the best,

Helga Thorson



Helga Thorson
CHAIR

Germanic and Slavic Studies
University of Victoria

T 250-721-7320
helgat@uvic.ca

<http://www.uvic.ca/humanities/germanicslavic/>

Subject: FW: New PhD Proposal in Applied Theatre

Date: Thursday, January 4, 2018 at 2:24:50 PM Pacific Standard Time

From: Warwick Dobson

To: Theatre Department / UVIC

E-mail response. (No attachment.)

Best

Warwick

From: James Young

Sent: Monday, January 01, 2018 2:26 PM

To: Warwick Dobson

Subject: Re: New PhD Proposal in Applied Theatre

To whom it may concern:

I am writing with regard to the Ph.D. programme proposal in Applied Theatre.

Some years ago, I was on a Ph.D. supervision committee in the area of Applied Theatre. I was impressed with the quality of the candidate, the rigour of research that he undertook, and the careful supervision that he received. I am confident that the Department of Theatre can offer a high quality of education in Applied Theatre at the Ph.D. level.

I would be happy to be an external member of an Applied Theatre committee in the future.

Sincerely yours,

James Young

On Dec 18, 2017, at 12:28 PM, Warwick Dobson <wdobson@uvic.ca> wrote:

Good morning.

I am writing to you as Graduate Adviser in the Department of Theatre at the University of Victoria to solicit your support for our proposed new PhD program in Applied Theatre. During the past ten years, you have had some involvement with our graduate students, faculty and the existing programs. We have been admitting doctoral students since 2006 under the Special Arrangement program. Since then, four candidates have successfully completed their doctoral

studies; six have recently completed their candidacy exams; and two more were admitted to the program in September of this year. The department feels that the time is right for us to add a stream in Applied Theatre to our already existing PhD program. If you feel able to support us, we would appreciate hearing from you at your earliest convenience, since we are hoping to secure final approval next semester. (E-mail communications are acceptable.) I realize that this is a very busy time of year, but if you are able to write in support of our proposal (however brief) we would be most appreciative. Thanking you in anticipation.

I am attaching the Executive Summary of our proposal for your information.

With very best wishes.

Dr Warwick Dobson
University Scholar in Applied Theatre

<Executive Summary for AT Proposal.docx>



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January 8, 2018

Dr. Warwick Dobson
University Scholar in Applied Theatre
University of Victoria
Department of Theatre
PO Box 1700 STN CSC
Victoria, BC
V8W 2Y2

wdobson@uvic.ca

Dear Dr. Dobson

I have read the Proposal to add an Applied Theatre Stream to the Department's Doctoral Program within the Department of Theatre in the Faculty of Fine Arts at the University of Victoria. I strongly support the addition of the stream.

Given the relatively short time the program has been admitting graduate students under the SPARR admission protocols, the strength and success of its graduates point to the necessity for this program within Canadian post-secondary education. There is a scarcity of such programs, allowing the University Victoria the opportunity to build on its history and to be the leaders in this discipline.

Based on first hand experience, offering a PhD by Special Arrangement seriously undermines the degree for the candidates and does not allow the Department to recruit the best candidates. Given that the program has been able to sustain itself as successfully as it has indicates that with the appropriate designation the program will flourish.

Please do not hesitate to contact me if you have further questions concerning your proposal.

Sincerely,

Original signed by Elspeth Pratt

Elspeth Pratt
Director