The next open meeting of the Senate of the University of Victoria is scheduled for Friday, April 10, 2015 at 3:30 p.m. in the Senate and Board Chambers, University Centre, Room A180.

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

1. APPROVAL OF THE AGENDA ACTION

2. MINUTES ACTION
   a. March 6, 2015 [SEN-APR 10/15-1]

   Motion: That the minutes of the open session of the meeting of the Senate held on March 6, 2015 be approved and that the approved minutes be circulated in the usual way.

3. BUSINESS ARISING FROM THE MINUTES

4. REMARKS FROM THE CHAIR INFORMATION
   a. President’s report

5. CORRESPONDENCE

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES ACTION
   a. Senate Committee on Admission, Re-registration and Transfer – Dr. Kenneth Stewart, Chair
      i. Change of Admission Category from “Exploratory Student” to “Discovery Student” [SEN-APR 10/15-2]

      Motion: That Senate approve a change of name for the existing admission calendar entry of “Exploratory Studies” to “Discovery Studies” effective September 1, 2015 and that the following revisions
be implemented in the admission section of the undergraduate academic calendar:

**Discovery Studies**

Students who wish to take individual credit courses for personal or professional interest without first being admitted to a degree program, may apply as a special access student through Discovery Studies. Applicants must be at least 21 years of age prior to the first day of classes and provide a letter of introduction outlining their reason for wishing to take courses. No transcripts or other documentation are required, except to establish English Language Proficiency when necessary.

Discovery Students are classified as “non-degree” students and will be permitted to register in no more than 3 units of courses per term, to a maximum of 12 units overall. After completion of 12 units, students who wish to take further courses must first apply to be admitted as a regular degree student. Discovery Students who wish to change their status from non-degree to regular upon or prior to reaching 12 units, must provide all relevant documentation and meet regular admission requirements for entry to the degree program requested.

Courses offered at the 100 and 200 level that have no prerequisite requirements or program restrictions are generally available. Discovery Students requesting a course with a prerequisite will be required to present official transcripts to demonstrate satisfaction of the prerequisite listed. Registration dates are assigned to ensure that regular degree students have the opportunity to register first.

The University reserves the right to limit the number of students admitted under this category. Applicants who have already been refused admission, or those who have been required to withdraw from any post-secondary institution during the previous three years, are not eligible for consideration.

*(Please note that this category is not currently available for admission to the Faculties of Education, Fine Arts and Law.)*

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

i. Revisions to the Terms of Reference for Senate Committee on Libraries [SEN-APR 10/15-3]

**ACTION**

**Motion:** That Senate approve the revisions to the terms of reference for the Senate Committee on Libraries.

Motion: That Senate approve the revisions to the Senate Rules and Procedures.

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

i. New and Revised Awards [SEN-APR 10/15-5] ACTION

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

- Student Ambassador Scholarship (revised)
- Royal Jubilee Hospital School of Nursing Alumni Association Student Award (revised)*
- Black Press Business Scholarship (revised)
- Butterfield Law Prize (revised)
- Vincent Short Memorial Theatre Scholarship (new)
- Joyce Clearihue Undergraduate Co-op Scholarship (new)*
- Speakman-Granewall Bursary in Mechanical Engineering (new)*
- Asia Pacific Entrance Grant (new)
- Margaret Beck Student Research Travel Award (revised)*
- Thomas Wirral Cup Award (new)
- Stó:lō Ethnohistory Legacy Scholarship (new)

* Administered by the University of Victoria Foundation

d. Senate Committee on Learning and Teaching – Dr. Janni Aragon, Chair


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

i. Discontinuation of the Certificate in Business Studies for International Students (CBSIS) [SEN-APR 10/15-7] ACTION

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the request for Discontinuation of the Certificate in Business Studies for International Students (CBSIS).
ii. Program Name Change: ‘Native Species and Natural Processes Professional Specialization Cert.’ to ‘Ecological Restoration Professional Specialization Cert.’ [SEN-APR 10/15-8]

Motion: That Senate approve the proposal to change the name of the ‘Native Species and Natural Processes Professional Specialization Certificate’ to ‘Ecological Restoration Professional Specialization Certificate’.

iii. Establishment of Trades as a Teaching Option to the Existing (5-year) Bachelor of Education Degree [SEN-APR 10/15-9]

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of Trades as a Teaching Option to the Existing (5-year) Bachelor of Education Degree (Secondary Curriculum), as described in the document “To Add Trades as a Teaching Option to the Existing (5-year) Bachelor of Education Degree (Secondary Curriculum)”, dated March 23, 2015, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

f. Senate Committee on University Budget - Dr. Susan Lewis, Chair


7. PROPOSALS AND REPORTS FROM FACULTIES

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

a. Update on Pathways Program Administration and Oversight [SEN-APR 10/15-11] INFORMATION

b. Procedures for the Selection of the Registrar (GV0400) [SEN-APR 10/15-12] ACTION

Motion: That Senate approved the updated Procedures for the Selection of the Registrar (GV0400) as approved by the Board of Governors.
9. OTHER BUSINESS


   Motion: That the Senate appoint Dr. Mary Kennedy as Orator for a term from July 1, 2015 until June 30, 2018.


d. Senate Elections Update INFORMATION

10. ADJOURNMENT
DRAFT MINUTES

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

1. APPROVAL OF THE AGENDA

   Motion: (G. Sutherland/B. Lukenchuk)
   That the agenda be approved as circulated.
   CARRIED

2. MINUTES

   Motion: (S. Beam/J. Crocker)
   That the minutes of the open session of the meeting of the Senate held on February 6, 2015 be approved and that the approved minutes be circulated in the usual way.
   CARRIED

3. BUSINESS ARISING FROM THE MINUTES

   There was none.

4. REMARKS FROM THE CHAIR

   a. Update on the Canada First Research Excellence Fund

   Prof. Cassels invited Dr. Castle to update members of Senate on the Canada First Research Excellence Fund (CFREF).

   Dr. Castle provided a verbal update as to the status of the CFREF proposal process. He said UVic’s proposal was submitted Monday March 2, 2015. Dr. Castle explained that UVic’s submission was for an Oceans Institute which would be organized under five themes. He said the institute would be broadly inclusive across faculties. Dr. Castle also informed members of Senate that UVic had partnered with other universities on their proposals including the University of Guelph and Simon Fraser University. Dr. Castle confirmed that the results of the funding competition would be announced in July 2015. He said 43 notices of intent were submitted and competition was fierce.

   Dr. Castle said that his office was preparing for the second round of requests. In doing so, he said, they would request feedback from those involved in the first round.
b. President’s Report

Prof. Cassels updated members of Senate on the recent provincial budget announcement. He said that there were no surprises and the provincial budget confirmed expected institutional-level reductions. Prof. Cassels said there was a projected surplus over the next two years, leading up to the election. Prof. Cassels also noted the broader narrative of the budget had shifted towards conveying the value of a diversified economy.

Prof. Cassels informed members of Senate that the Minister of Advanced Education, Andrew Wilkinson, will be on campus to meet with Prof. Cassels, some researchers and faculty.

Prof. Cassels reminded members of Senate that it was the final two days of IdeaFest. He noted that he had attended five events thus far and was very impressed by each of them. Prof. Cassels congratulated Dr. Castle and his team.

Prof. Cassels said that the 2015 Joint Senate and Board Retreat was held on February 28, 2015; he thanked those that participated and noted that it was a successful day with a series of good speakers and good engagement. Prof. Cassels said the theme, the role of universities in their regions, was timely and would be followed by an event, the Catalyst Conversation, which would explore similar themes with a different audience. He said the first Catalyst Conversation, set for June, was being co-organized with Camosun College and Royal Roads University and would include local municipal leaders.

Prof. Cassels said there were two substantial appointments to celebrate from the UVic community. First, Dr. Valerie Kuehne had been appointed as Vice-President Academic and Provost effective July 1, 2015. Second, Vice-President External Affairs, Ms. Carmen Charette had been appointed to the Board of the Federation of Humanities and Social Sciences.

Prof. Cassels also noted that Teaching Professor, Jin-Sun Yoon was the recipient of the prestigious 3M National Teaching Fellowship and provided his deepest congratulations.

5. CORRESPONDENCE

There was none.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Awards

i. New and Revised Awards

Dr. Lepp directed members of Senate to the provided memo and invited questions. Prof. Gillen questioned the terms of reference for the awards and asked why there was not standardized language regarding who nominates and selects the recipients. Dr. Lepp replied that it depended on the originator of the awards, some awards come from a Faculty while other are centralized through Student Awards and Financial Aid. Further, Lori Nolt, Director of Student Awards and Financial Aid, said that undergraduate and graduate awards are selected by different bodies.
Motion: (A. Lepp/A. Roudsari)
That Senate approve, and recommend to the Board of Governors that it
also approve, the new and revised awards set out in the attached
document:

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

* Administered by the University of Victoria Foundation

CARRIED

b. Senate Committee on Planning

a. Minor in Visual Arts Proposal

Dr. Van Luven said she was excited that this proposal had come forward as it would provide an
opportunity to include students across the campus in visual arts programming.

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

CARRIED
b. Renewal of Approved Centre Status for the Centre for Global Studies

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

CARRIED

c. Converting the Centre for Forest Biology into an Intra-Faculty Research Centre

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

7. PROPOSALS AND REPORTS FROM FACULTIES

There were none.

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

a. Student Mental Health Initiative

Dr. Kuehne introduced Associate Vice-President Student Affairs, Mr. Jim Dunsdon and the Student Mental Health Strategy. Mr. Dunsdon introduced Registered Psychologist, Dr. Rita Knodel.

Mr. Dunsdon provided a slide presentation, presenting an overview of the Student Mental Health Strategy. He provided the history of the initiative, noting results from a National College Health Assessment (NCHA) survey. Mr. Dunsdon reported on the work of the Student Mental Health Initiative thus far, including a dedicated website, a mental health literacy program, a folder providing quick tips to assist students in distress, and a student mental health grant.

Mr. Dunsdon closed the presentation with a video on the initiative and welcomed questions.

A Senator asked about referring students to counselling and confidentiality. Dr. Knodel said that all services are confidential and referrals from faculty are also treated as confidential.

A Senator asked about online resources for distance education students. Mr. Dunsdon confirmed that the conversation will continue to take into account special faculty needs.

Regarding a question about students who are resistant to attend counselling and yet are in need, Mr. Dunsdon responded that there was a process in place to put together a small team to support the student and that faculty members should talk to students services and make them aware of such a situation, should it arise.
Regarding wait lists and difficulties getting an appointment, Dr. Knodel responded that her office was working on accessibility and has made strides in this area.

A student Senator suggested that effort should be put towards the graduate student/supervisor relationship and training supervisors to be aware of mental health issues. He said much could be achieved by raising awareness among supervisors.

Prof. Cassels thanked Dr. Knodel and Mr. Dunsdon for the presentation and shared his experience supporting students in emotional or mental health distress as an Associate Dean in the Faculty of Law.

Prof. Cassels said the format on the presentation slides reminded him that he wanted to note the recent unveiling of the culmination of input into the UVic Difference Project, the UVic Edge.

9. OTHER BUSINESS

a. Update on Elections

Ms. Dewis updated members of Senate on a recent resignation from Senate, as per the Senate Rules and Procedures. She said Dr. Lianne McLarty, Senate representative for Fine Arts, resigned her position on Senate in late January 2015. Ms. Dewis informed members of Senate that the resignation and vacancy came at time when Faculty elections were being conducted for the regular three-year term positions. She noted that since there were two members from the Faculty of Fine Arts running for election, after consulting with the Senate Committee on Agenda and Governance, it was decided that one of the two candidates would be acclaimed into the newly vacant position to fill the remainder of the term, which will end July 2016. Ms. Dewis reported that Dr. Carolyn Butler-Palmer will serve in this capacity.

Ms. Dewis updated members of Senate on the ongoing Senate elections. She reported that there were eight acclamations for Student Senator positions including six current Senators. She said the elections for Student Senator positions from the Faculties of Science and Social Sciences and members-at-large were on-going and that there would need to be a by-election in the fall for student Senators representing the Peter B. Gustavson School of Business and the Faculty of Fine Arts. Ms. Dewis reported that the faculty members-at-large elections would open March 31, 2015 and would close April 8, 2015. She said seven candidates were standing for three available positions. Finally, Ms. Dewis said that the Convocation Senator election would open on March 9, 2015 with 22 candidates running for election.

There being no other business the meeting was adjourned at 4:27 p.m.
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<td>Dean, Faculty of Engineering</td>
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<td>Ulysses, Alicia</td>
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<td>Varela, Diana</td>
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<td>Webber, Jeremy</td>
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<td>Willis, Lindsey</td>
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<tr>
<td>Wright, Bruce</td>
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<td>Head, Division of Medical Sciences</td>
<td>Ex officio</td>
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<tr>
<td>Wyatt, Victoria</td>
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<td></td>
<td>Faculty of Fine Arts</td>
<td>Elected by the faculty members</td>
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</table>
MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA  
Effective February 13, 2015

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

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

MEMBERS ELECTED BY THE FACULTY MEMBERS - Sections 35 (2) (g)
- Janni Aragon – SOSC (30/6/15)
- Sikata Banerjee – HUMS (30/6/16)
- Alexandra Branzan Albu – ENGR (30/6/17)
- Catherine Caws – HUMS (30/6/15)
- Alison Chapman – HUMS (30/6/15)
- Aaron Devor – SOSC (30/6/17)
- Kathryn Gillis – SCIE (30/6/17)
- Tim Haskett – HUMS (30/6/17)
- Susan Lewis – FINE (30/6/17)

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

MEMBERS ELECTED BY THE CONVOCATION – Section 35 (2) (i)
- Nav Bassi (30/6/15)
- Linda Hannah (30/6/15)
- Robbyn Lanning (30/6/15)
- Cathy McIntyre (30/6/15)

ADDITIONAL MEMBERS - Section 35 (2) (k)
- Head, Division of Medical Sciences: Bruce Wright
- Member elected by the Professional Librarians: Tracie Smith (30/6/15)
- Continuing Sessional: Alicia Ulysses (30/6/17)

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

BY INVITATION - Seated with specified speaking rights
- Assoc. V.P. Student Affairs: Jim Dunsdon
- Assoc. V.P. Academic Planning: Catherine Mateer
- Registrar: Lauren Charlton
- Acting Associate University Secretary: Cassbreea Dewis
Date: March 12th, 2015

To: Members of Senate

From: Ken Stewart
Chair, Senate Committee on Admission, Re-registration, and Transfer (SCART)

Re: Change of Admission Category from “Exploratory Student” to “Discovery Student”

At the March 12th, 2015 meeting of SCART, the committee considered a proposal from the Office of the Registrar, to change the undergraduate admission category of “Exploratory Student” to “Discovery Student”.

Rationale:

The Exploratory Student category was established in 2009 as an update of the previous Qualifying Student category that had been in existence since September 2001. At that time, minor changes to the admission requirements were made. In May 2014, the senate-approved Timely Declaration of Programs initiative of the Faculties of Humanities, Sciences and Social Sciences included the creation of ‘Exploratory’ as a program option for students. As “Exploratory Student” was already in use for admission purposes, concerns about clarity were raised and it was noted by Senate that a revision to the name of the admission category may be required. Similar to 2009, this change is an opportunity to update the calendar language to better reflect the applicants who are typically considered for admission under this category. A brief letter of introduction is also now being requested to facilitate a better understanding of the applicant’s academic intentions in lieu of submitting transcripts or other documentation.

Recommended Motion:

That Senate approve a change of name for the existing admission calendar entry of “Exploratory Studies” to “Discovery Studies” effective September 1, 2015 and that the following revisions be implemented in the admission section of the undergraduate academic calendar:

Discovery Studies

Students, who wish to take individual credit courses for personal or professional interest without first being admitted to a degree program, may apply as a special access student through Discovery Studies. Applicants must be at least 21 years of age prior to the first day of classes and provide a letter of introduction outlining their reason for wishing to take courses. No transcripts or other documentation are required, except to establish English Language Proficiency when necessary.

Discovery Students are classified as “non-degree” students and will be permitted to register in no more than 3 units of courses per term, to a maximum of 12 units overall. After completion of 12 units, students who wish to take further courses must first apply to be admitted as a regular degree student. Discovery Students who wish to change their status from non-degree to regular upon or prior to reaching 12 units, must provide all relevant documentation and meet regular admission requirements for entry to the degree program requested.

Courses offered at the 100 and 200 level that have no prerequisite requirements or program restrictions are generally available. Discovery Students requesting a course with a prerequisite will be required to present official transcripts to demonstrate satisfaction of the prerequisite listed. Registration dates are assigned to ensure that regular degree students have the opportunity to register first.

The University reserves the right to limit the number of students admitted under this category. Applicants who
have already been refused admission, or those who have been required to withdraw from any post-secondary institution during the previous three years, are not eligible for consideration.

(Please note that this category is not currently available for admission to the Faculties of Education and Law.)

The Senate Committee on Admission, Re-registration and Transfer (SCART) voted in favour of recommending the above changes to the “Exploratory Studies” calendar entry to Senate for their approval. They also consulted with the Senate Committee on Academic Standards (SCAS) and received favourable feedback.

On behalf of SCART, I am forwarding this proposed motion for consideration of the Senate. Thank you in advance for your consideration.

c/c
Lauren Charlton, Registrar
Laurie Barnas, Associate Registrar
Wendy Joyce, Director of Undergraduate Admissions
Jill Carruthers, Director of Undergraduate Records & Graduation Services
Cindy Holder, Associate Dean, Advising
Date: March 25, 2015

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

From: Cassbreea Dewis
Acting Associate University Secretary

Re: Change of Admission Category from “Exploratory Student” to “Discovery Student”

The Senate Committee on Academic Standards considered the proposal from the Senate Committee on Admission, Re-registration and Transfer regarding changing the admission category from “exploratory student” to “discovery student”. This is to confirm that members of the committee had no concerns with the academic standards aspects of the proposal.
Senate Committee on Agenda and Governance

Date: March 27, 2015
To: Senate
From: Senate Committee on Agenda and Governance
Re: Revisions to the Terms of Reference for Senate Committee on Libraries

The Senate Committee on Agenda and Governance met on March 27, 2015 to consider revisions to the terms of reference for the Senate Committee on Libraries. Details of the proposed revisions are set out in the attached documents.

Recommended Motion

That Senate approve the revisions to the terms of reference for the Senate Committee on Libraries.

Respectfully submitted,

2014/15 Senate Committee on Agenda and Governance
Jamie Cassels, Chair
Alexandra Branzan-Albu, Engineering
Julia Eastman, University Secretary
Kathy Gillis, Science
Valerie Kuehne, Acting Vice-President Academic and Provost
Robbyn Lanning, Convocation Senator
Analee Lepp, Humanities
Mary Ellen Purkis, Human and Social Development
Abdul Roudsari, Human and Social Development
Tracie Smith, Library
Gabrielle Sutherland, Student Senator
Cassbreea Dewis (Acting Secretary)
Date: 23 March 2015

To: Members of the Senate Committee on Agenda & Governance

From: Dale Ganley, Chair of Senate Committee on Libraries (SCL) and Jonathan Bengtson, University Librarian

Re: Requested additional member to Senate Committee on Libraries (SCL)

The SCL would like to request that Lisa Goddard, the newly appointed Associate University Librarian Digital Scholarship & Strategy, be appointed as an ex-officio (voting) member of this Committee with effect from 1st May 2015.

The proposed amended text to the Terms of Reference has been voted upon and agreed by the SCL, and Lisa's membership would be in keeping with the other two Associate University Librarians who are already members of this Committee.
SENATE COMMITTEE ON LIBRARIES
TERMS OF REFERENCE

The Committee shall:

1. Advise the University Librarian on matters relating to the operation of the Libraries and acts as the liaison between the Libraries and academic units and programs. The areas of advice include but are not limited to the following:
   - communication between the Libraries and academic units;
   - review of the Libraries’ strategic plan and annual priorities;
   - review of major changes in Libraries’ systems or operations;
   - review of Libraries’ performance data.

2. Advise the Vice-President Academic and Provost annually on issues facing the Libraries.

3. Recommend changes to Senate in rules and regulations for the operation of the Libraries.

Senate standing and ad hoc committee meetings are normally closed and the discussions and meeting documents are considered confidential.

Composition

- 12 faculty members representing the faculties and divisions (at least 2 of whom shall be members of Senate) (voting)
- 1 research centre director, selected by the Council of Centre Directors (voting)
- 2 students, including 1 undergraduate student and 1 graduate student, at least one of whom must be a student member of Senate (voting)
- 1 Librarian selected by the Faculty Association Librarians’ Committee (FALC) (voting)
- the University Librarian (ex officio, voting)
- the Associate University Librarian, Reference and Collections Services (ex officio, voting)
- the Associate University Librarian, Law (ex officio, voting)
- the 3 Associate University Librarians (ex officio, voting)
- the President or nominee (ex officio, voting)
- the Chief Information Officer (ex officio, voting)

Total membership = 21 (21 voting members)

The secretary of the committee is a representative from the Office of the University Librarian.
The Senate Rules and Procedures were comprehensively reviewed in autumn 2013.

In carrying out the Rules and Procedures over the past year it has come to our attention that two minor updates would be useful at this time.

The proposed updates to the Senate Rules and Procedures are attached. Changes include:

1. A provision to allow the Chair to invite guests that will add value to the discussion of closed Senate sessions (section 22.00); and

2. Moving the submission date of the Senate Committee on Curriculum (SCC) annual report to better align with the three-cycle submission schedule. The submission of the SCC annual report in October will mean the annual report could include the previous complete cycles 1, 2 and 3 (section 53.00).

The revised Senate Rules and Procedures were reviewed at the March 27, 2015 Senate Committee on Agenda and Governance meeting and met with approval. They are being presented to Senate for discussion and approval at this time.

Recommended motion:

That Senate approve the revisions to the Senate Rules and Procedures.

Attachment
# University of Victoria

## Rules and Procedures

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RULES AND PROCEDURES

1.00 These Rules and Procedures have been established in accordance with the University Act. In the event of a conflict the University Act will prevail.

2.00 The University Act sets out the powers of Senate.

3.00 The Senate Committee on Agenda and Governance will consider and make recommendations to Senate on any matters relating to rules and procedures that are not otherwise covered by these Rules and Procedures.

MEMBERSHIP

4.00 Senate membership is established in accordance with section 35(2) of the University Act. The current membership is set out in Appendix A.

Chair and Vice-Chair

5.00 The President will serve as Chair of Senate.

6.00 Senate will elect one of its members to serve as Vice-Chair. The Vice-Chair will serve as Chair in the absence of the President. The Vice-Chair will serve for a term of one year and until replaced, and may not serve more than two consecutive terms.

Leaves and Vacancies

7.00 Any elected member of Senate is entitled to a leave of absence for no more than three consecutive regular meetings of Senate. Unless granted an extension by the Chair, any absence beyond that will lead to a request for the resignation of the member.

8.00 If a vacancy in any position arises on Senate before the next regular election, the Senate secretary will report this to Senate at its next meeting and will enter a declaration of vacancy in the minutes of that meeting.

8.01 If the vacancy is an elected faculty member, professional librarian or continuing sessional, a by-election will be conducted in accordance with the Rules to Govern Elections to the Board of Governors and the Senate.

8.02 If the vacancy is a student or convocation member, the Senate secretary will consult the list of alternates from the immediate past election. If there is a suitable alternate, the candidate will be declared elected if the candidate received a percentage of votes at least equal to the percentage of participation in the election. If there is no alternate, the Senate secretary will issue a call for nominations, which will specify the Senate meeting at which an election on the floor of Senate will be held.
Duties
9.00 Senate members must carry out their functions with integrity, independence, good faith, and prudence of a reasonable individual.

10.00 Each member of Senate has a duty with other Senate members to act in the best interests of the University. Members of Senate may also bring the perspective of their colleagues and may articulate the interests of their home department and faculty.

Confidentiality
11.00 Senate members are expected to maintain the confidentiality of closed Senate deliberations and documents forever. Senate committee members are expected to maintain the confidentiality of confidential committee deliberations and documents forever.

MEETINGS

Participation
12.00 Members of Senate may only participate in Senate in person. Attendance or vote by proxy is not permitted.

12.01 Ex officio members of Senate may assign a delegate to attend an open session on their behalf in order to respond to questions that may arise.

Regular Meetings
13.00 Senate holds regular meetings each month from October to May. Regular meetings will normally be held on the first Friday of the month at 3:30 p.m. in the Senate and Board Chambers.

14.00 A regular meeting may be cancelled by the Chair of Senate on recommendation of the Senate Committee on Agenda and Governance if the committee determines there is insufficient business to justify holding a meeting.

Special Meetings
15.00 Between June and September the Chair may call a special meeting if there is business that cannot be postponed until the next regular meeting. At any other time, a special meeting may be held at the discretion of the Chair, or at the request of at least eight members of Senate.

16.00 The notice for a special meeting will clearly specify the purpose of the meeting and will be circulated to Senate at least three days before the meeting.

17.00 At a special meeting, only the matter or matters specified in the notice may be considered.
Emergency Protocol

18.00 The *Emergency Protocol for Senate Operations* outlined in Appendix B is intended for use by Senate in case of emergencies or significant disruptions to academic program delivery.

18.01 In response to an emergency and in accordance with the *Emergency Protocol for Senate Operations*, Senate may delegate authority to the Senate Committee on Agenda and Governance or the Vice-President Academic and Provost.

Open and Closed Sessions

19.00 Meetings of Senate include an open and closed session, as necessary. The closed session is used for the discussion of business deemed by the Chair to be confidential.

20.00 The open session of a meeting is open to members of the public. Attendance is limited to the seating capacity of the visitors’ gallery.

21.00 Normally, only members of Senate, and non-voting invitees with speaking rights as determined by Senate from time to time, may be present during the closed session.

21.0222.00 The Chair, at his/her discretion, may invite non Senators to attend the closed session where their attendance supports the agenda.

22.0023.00 The Chair, at his/her discretion, may have the visitors’ gallery cleared or ask anyone who is interfering with the orderly conduct of the Senate’s business to leave the visitors’ gallery.

Quorum

23.0024.00 The quorum required for all meetings of Senate will be fifteen members, at least eight of whom must be elected members.

24.0025.00 For special meetings, at least five of the members required for quorum must be elected faculty members.

Agenda and Order of Business

25.0026.00 The agenda for regular meetings is reviewed by the Senate Committee on Agenda and Governance, normally a minimum of 14 days prior to the scheduled meeting date.

26.0027.00 Any member of Senate may request in writing that an item be added to the agenda of the next regular meeting. The request must be submitted to the Senate Committee on Agenda and Governance at least two days prior to its meeting to review the agenda.

27.0028.00 The agenda for regular meetings will normally be circulated to members of Senate at least six days before the meeting is scheduled to take place.
There will be agendas for the open and the closed sessions. The open agenda will be made public.

The order of agenda items for regular open meetings will normally be:

1. Approval of the agenda
2. Minutes of the last meeting
3. Business arising from the minutes
4. Remarks from the Chair
5. Correspondence
6. Proposals and reports from Senate committees
7. Proposals and reports from faculties and other divisions
8. Proposals and reports from the Vice-President Academic and Provost
9. Other business
10. Adjournment

In exceptional circumstances, any urgent matter not on the agenda of a regular meeting may, at the request of a member of Senate and the discretion of the Chair, be added to the agenda under “other business”.

The Chair will receive proposals at the beginning of a regular meeting for other changes to the agenda.

When the agenda is modified at a meeting, the Chair will declare it approved as amended, unless there is a call for a formal vote to approve the agenda. When there are no additions or changes to the agenda, the Chair will declare the agenda approved as circulated.

An item on the agenda of the open session may be placed into the closed session at any time prior to or during discussion of the item by successful motion to have it so placed.

For each agenda item, the Chair may develop a speakers list. A member of Senate may speak a second time on a particular item only after the Chair has exhausted the list of first-time speakers. The mover of a motion or amendment will have the final opportunity to speak.

Voting

Voting will normally be by show of hands. A member of Senate may request at any time through a motion that a roll call or secret ballot be conducted. Such a motion requires a simple majority in the affirmative to pass.
Voting for the purpose of elections conducted on the floor of Senate will be by secret ballot.

The Chair will have the same right of a single vote as other members of Senate.

In the case of an equality of votes for and against a motion, the Chair will declare that the question is resolved in the negative.

The Chair will formally announce the outcome of each vote and this outcome will be recorded in the Senate minutes. Any member of Senate may ask that the vote count or the member’s individual vote or abstention be recorded in the Senate minutes.

Recording

Senate proceedings may not be recorded or reported on using cameras or other electronic equipment unless approved at the discretion of the Chair prior to the meeting.

Minutes

The minutes shall be the official record of a Senate meeting.

The minutes of each meeting will be circulated in draft form to members of Senate for approval at the next regular meeting. Draft minutes of a previous open session will be approved by Senate during the open session. Draft minutes of a previous closed session will be approved by Senate at the closed session.

Once approved, the minutes of an open session will be sent to the offices of Departments and Schools, the offices of senior officers of the university, the University of Victoria Students’ Society, and the Graduate Students’ Society.

Approval by Email

In exceptional circumstances, the Chair, after consultation with the Senate Committee on Agenda and Governance, may request voting on the motion of an item by mail or email with a report to Senate at the next meeting.

SENATE COMMITTEES

Senate will establish such standing and ad hoc committees it deems necessary and Senate will determine the terms of reference, membership and the method of appointing or electing members to those committees.

The following Senate standing committees have been established by Senate:

- Senate Committee on Academic Standards
- Senate Committee on Admission, Re-registration and Transfer
- Senate Committee on Agenda and Governance
- Senate Committee on Appeals
Terms of Reference

47.0048.00 The terms of reference of Senate standing or *ad hoc* committees are as determined by Senate. The terms of reference for the Senate standing committees are set out in Appendix C.

48.0049.00 A Senate standing or *ad hoc* committee may consider any item that falls within its terms of reference, or items referred to it by the Senate Committee on Agenda and Governance.

49.0050.00 A Senate standing committee may consider items that fall outside its terms of reference if it:

49.01 notifies and works in conjunction with any other Senate standing or *ad hoc* committee that has authority to consider the item as provided by its terms of reference; and

49.02 seeks the approval of the Senate Committee on Agenda and Governance.

50.0051.00 Senate standing and ad hoc committee meetings are normally closed. A committee may determine that the whole or part of any committee discussion or document presented to the committee shall be held in confidence.

Reports from Senate Committees

51.0052.00 The Senate standing committees will submit an annual report to Senate. *Ad hoc* committees of Senate will submit annual reports to Senate during the time that those committees are active.

52.0052.01 Annual reports will include information about meeting dates, actions taken and issues considered by a committee over the course of the year. Annual reports may also identify issues recommended by the committee for consideration by Senate.

52.0053.00 The schedule for submission of annual reports to Senate by Senate standing committees is as follows:

- January: Senate Committee on Agenda and Governance - nominations sub-committee, Senate Committee on Admission, Re-registration and Transfer
February: Senate Committee on Curriculum
April: Senate Committee on Learning and Teaching, Senate Committee on University Budget
May: Senate Committee on Planning, Senate Committee on Appeals, Senate Committee on Honorary Degrees and Other Forms of Recognition, Senate Committee on Libraries
October: Senate Committee on Continuing Studies; Senate Committee on Curriculum
November: Senate Committee on Awards, Senate Committee on Academic Standards

53.00 54.00 Each report to Senate from a Senate standing or ad hoc committee shall include the names of all members of the committee.

54.00 55.00 At the request of Senate, representatives of Senate on outside bodies may be invited to report to Senate on the activities of those bodies.

Composition of Senate Standing Committees
55.00 56.00 The composition of the Senate Committee on Agenda and Governance will include members of Senate only and will be determined in part through an election conducted on the floor of Senate. Two members of Senate who are not students or convocation members will be elected to the Senate Committee on Agenda and Governance by Senate at the May meeting.

56.00 57.00 In all other Senate standing committees, membership will include, where practicable and appropriate, at least two members of Senate, one of whom should normally be the Chair of the committee.

57.00 58.00 The Chairs of Senate standing committees will be appointed by Senate for a one year term. The Chair of a standing committee will be eligible for re-appointment, but may not serve for a period longer than his or her maximum term on the committee.

58.00 59.00 Normally an ex officio member of a Senate standing committee will not be appointed Chair of that committee.

59.00 60.00 The President or nominee will be an ex officio member of all Senate committees except the Senate Committee on Appeals. If the President appoints a nominee, this appointment shall be a continuing appointment and it shall be made after consultation with the Senate Committee on Agenda and Governance; however, such a nominee may be withdrawn at any time by the President. Other ex officio members of the Senate standing committees will follow the same process for appointing a nominee.

60.00 61.00 Any Senate standing committee other than the Senate Committee on Appeals may co-opt non-voting members, in consultation with the Senate Committee on Agenda and Governance. Any Senate standing committee may appoint ad hoc sub-committees whenever necessary.
Appointment to Senate Standing Committees

61.0062.00 Members of Senate standing committees will be appointed for a period of up to three years. A member of a standing committee will be eligible for re-appointment, but none may serve for more than six consecutive years.

62.0063.00 In accordance with its terms of reference, the Senate Committee on Agenda and Governance will normally be responsible for preparing recommendations on the membership of Senate standing and ad hoc committees for consideration by Senate at its May and October meetings, or as necessary. Further nominations may be made by the members of Senate present at the meeting at which nominations are considered, provided consent of the nominee has been obtained. In such case, an election will be held to determine the committee membership.

Leaves and Vacancies

63.0064.00 A member of a Senate standing committee, whether they are a member of Senate or not, will be entitled to a leave of absence for no more than three consecutive regular meetings of the committee. Unless granted an extension by the Chair, any absence beyond that will lead to a request for the member's resignation from the Senate standing committee.

64.0065.00 A member of a Senate standing committee who is on leave will normally be replaced for the duration of his/her leave and return to the committee upon return from leave. In exceptional cases, a member may wish to continue serving on the Senate standing committee while on leave and this may be allowed, subject to the appropriate approvals.

65.0066.00 Vacancies on Senate standing committees that arise during the year will be filled by appointment by Senate upon recommendation of the Senate Committee on Agenda and Governance.

66.0067.00 If vacancies arise during the year for the members of the Senate Committee on Agenda and Governance elected to the committee on the floor of Senate, these will be filled through an election carried out on the floor of Senate.

67.0068.00 Vacancies that arise on the Senate Committee on Admission, Re-registration and Transfer or the Senate Committee on Appeals will be filled without delay by the Senate Committee on Agenda and Governance, subject to ratification by Senate at its next meeting.

AMENDMENTS TO RULES AND PROCEDURES

68.0069.00 Any proposal to amend or change the Senate Rules and Procedures, including a request to establish a new Senate standing committee or changes to the terms of
reference of an existing Senate standing committee, will be presented in the form of one of the following:

68.01 69.01 a notice signed by at least one-fourth of the members of Senate;

68.02 69.02 a notice from a Senate standing committee;

68.03 69.03 a notice from an ad hoc committee appointed by Senate to examine the Senate Rules and Procedures; or

68.04 69.04 a notice made by a member of Senate during the course of a Senate meeting and approved by a majority of those present at the meeting.

69.00 A notice to amend or change the Senate Rules and Procedures must specify the amendment or change proposed. The proposal will be included in the agenda of the next regular meeting of Senate, or will be considered at a special meeting called for that purpose. Following the receipt by Senate of such notice, the Senate Committee on Agenda and Governance will study the proposed amendment or change, will seek advice, as deemed appropriate by the committee, and will report its opinion or findings to the person(s) or committee proposing the amendment or change and to Senate in time for the ordinary or special meeting at which the amendment or change will be considered.

69.01 A notice to amend or change the Senate Rules and Procedures submitted by the Senate Committee on Agenda and Governance may be considered at Senate at the first meeting at which it is submitted.

70.00 An amendment or change to the Senate Rules and Procedures will be considered passed if it is approved by at least two-thirds of the members of Senate present at the meeting.

Incorporating latest revisions made by Senate on:

Nov 4, 1981
May 20, 1981
Dec 1, 1982
Nov 7, 1984
Jan 7, 1987
May 4, 1988
Jan 11, 1989
Apr 4, 1990
Apr 1, 1992
Nov 7, 2001
May 6, 2005
May 5, 2006
May 6, 2011
Dec 6, 2013
The Senate Committee on Awards recommends that the Senate approves and recommends to the Board of Governors the following awards:

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

STUDENT AMBASSADOR SCHOLARSHIP (Revised)
A scholarship of $1,000 is awarded to an academically outstanding part-time, full-time or graduating undergraduate or graduate student who is a current UVic Student Ambassador in the Alumni Relations Office. Applications may be obtained from the Alumni Relations Office and must be submitted to them by April 30 February 27th.

ROYAL JUBILEE HOSPITAL SCHOOL OF NURSING ALUMNI ASSOCIATION STUDENT AWARD *(Revised)
One or more bursaries are awarded to academically outstanding students enrolled in an undergraduate or graduate program in the School of Nursing. Preference will be given to students who are former Royal Jubilee Hospital School of Nursing graduates, or their children or grandchildren, in perpetuity. Distance education students who meet the above criteria are also eligible for these bursaries and on-campus students are both eligible. Selection of the recipient will be made by Student Awards and Financial Aid upon the recommendation of the School of Nursing. Undergraduate students can apply via the online in-course application via My page under Student Awards and Financial Aid. Graduate Students can apply via an application form from the Dean’s Office, Faculty of Graduate Studies by May 31, attention to the Scholarships Officer. In case of an undergraduate award, selection of the recipient will be made by the Senate Committee on Awards upon the recommendation of the School of Nursing. In the case of a graduate award, selection will be made by the Graduate Awards Committee upon the recommendation of the School of Nursing.

BLACK PRESS BUSINESS SCHOLARSHIP (Revised)
Up to thirty-seven scholarships of $5,000 each are awarded to outstanding undergraduate students entering or continuing in the Peter B. Gustavson School of Business, one scholarship to a student from each district on the attached table. Applications together with a letter stating the applicant's future goals,
career ambitions/aspirations and a letter of reference must be submitted to the Peter B. Gustavson School of Business by February 28th. Applications to the Bachelor of Commerce program will be used to select recipients for this scholarship. Payment of this scholarship will be done in two installments, the first in September and the second in January. The second installment will be dependent upon the recipient maintaining a full time registration in the Peter B. Gustavson School of Business.

**BUTTERFIELD LAW BOOK PRIZE (Revised)**
A book prize of $50 $100 is awarded to a student in recognition of effort and perseverance in Greek and Roman Studies subject(s).

**VINCENT SHORT MEMORIAL THEATRE SCHOLARSHIP (New)**
A $1,000 scholarship is awarded to an undergraduate student entering third or fourth year who displays outstanding ability in the Design, Directing or Production & Management specializations in the Department of Theatre. Scholarship recipients will be nominated by the Department of Theatre.

**JOYCE CLEARIHUE UNDERGRADUATE CO-OP SCHOLARSHIP* (New)**
One or more scholarships are awarded to undergraduate students who completed a co-op term that involved the restoration and preservation of forests. Eligible students will have completed the work term in the academic year (May to April) prior to the disbursement of the scholarship. Preference will be given to students with demonstrated financial need. Nominations will be made by the Office of the Director Co-operative Education and Career Services.

**SPEAKMAN-GRANEWALL BURSARY IN MECHANICAL ENGINEERING*(NEW)**
One or more bursaries are awarded to undergraduate students in the Department of Mechanical Engineering. Preference will be given to single parents who have successfully completed their 2nd year.

**ASIA PACIFIC ENTRANCE GRANT (New)**
Three grants of $5,000 are awarded to academically outstanding international students from the Asia Pacific region entering an undergraduate program at the University of Victoria.

**MARGARET BECK STUDENT RESEARCH TRAVEL AWARD*(Revised)**
One award of $2,000 up to $6,000 is given to an undergraduate or graduate student in the Humanities or Social Sciences or Fine Arts who has already completed a course or undertaken a significant research project that is related to Icelandic language, literature, history, culture or society to travel to Iceland for the purpose of research or course work. Applications must be submitted to the Associate Dean of Humanities by December 15th. If in the case of an undergraduate award, selection will be made by the Senate Committee on Awards upon the recommendation of the Associate Dean of Humanities. If in the case of a graduate award, selection will be made by the Graduate Admissions and Awards Committee upon the recommendation of the Associate Dean of Humanities.

**THOMAS WIRRAL CUP AWARD (NEW)**
An award is given to an undergraduate or graduate member of each of the men’s and women’s rowing teams with the highest GPA and who are Vikes Honour Roll recipients. Recipients must be members of the rowing program in the year that they are recognized.

**STó:Lō ETHNOHISTORY LEGACY SCHOLARSHIP (NEW)**
One scholarship of $5,000 is awarded to a registered member of any Stó:lō First Nation (i.e. any First Nation located along the Fraser River and its tributaries between Langley and Yale) enrolled in a certificate, diploma, or a degree program (undergraduate or graduate) at the University of Victoria. Applicants must submit a short statement of the educational goals they wish to achieve with this
scholarship, a high school transcript and/or other relevant educational transcripts, proof of band membership, and two letters of reference. Applications must be submitted to the Department of History, att: Dr. John Lutz, by May 31st. In the case of an undergraduate award, selection will be made by the Senate Committee on Awards, upon the recommendation of the Department of History. In the case of a graduate award, selection will be made by the Graduate Awards Committee, upon the recommendation of the Department of History.

Lori Nolt

2014/2015 Senate Committee on Awards
A. Lepp (Chair), A. Baniasadi, K. Barnes, L. Charlton, A. Cirillo, C. Crippen, K. Erickson, S. Evans, L. Nolt, Y. Rondeau, M. Sotoudehnia, J. Walsh, J. Wood,

The Senate Committee on Learning and Teaching presented the University of Victoria Learning Outcomes to Senate for approval at the May 2014 Senate meeting. The learning outcomes were approved at that meeting, upon motion, as was their inclusion in the academic calendar.

With this major initiative completed, the committee turned to new emphases for the 2014-2015 academic year. The committee updated its terms of reference, initiated a working group on educational technology and heard from several university constituencies on matters relating to learning and teaching. In addition, the committee continued to receive regular updates on the Course Experience Survey and other matters from the Learning and Teaching Centre.

Review of committee terms of reference

The committee considered updated terms of reference at its November 2014 meeting. The revised terms of reference reflected updated standard Senate committee language and format as well as changes specific to the Senate Committee on Learning and Teaching. The latter included:

- the re-ordering of the first section of the terms of reference to first describe the committee’s relationship to Senate;
- the addition of a statement recognizing others at the university who contribute to the quality of learning and teaching;
- the addition of a member elected by the convocation to the composition of the committee;
- the addition of the Director of Co-op Education Career Services (or designate) as an ex-officio non-voting position to the composition of the committee;
- the addition of the Director of the Technology Integrated Learning Centre (or designate) as an ex-officio non-voting position to the composition of the committee.
The committee approved the terms at the November 2014 meeting on motion:

*That the Senate Committee on Learning and Teaching approve, and recommend to the Senate Committee on Agenda and Governance that it approve, the revised terms of reference for the Senate Committee on Learning and Teaching.*

Upon recommendation of the Senate Committee on Agenda and Governance, the terms of reference for the Senate Committee on Learning and Teaching were approved at the January 2015 Senate meeting.

**Course Experience Survey**

The online Course Experience Survey (CES) was implemented in the summer of 2014. The committee had the opportunity to discuss the implementation of the online survey at its September 2014 meeting and preliminary results from the summer data were presented at its December 2014 meeting. Committee members engaged in a fulsome discussion of the challenges of onboarding the new CES software and the CES initiative and provided input into the process for future consideration.

At the February 2015 meeting the committee discussed the ongoing online implementation of the CES and provided input and advice on potential research questions to the CES Advisory Committee.

**Initiated an Educational Technology Working Group**

At its September 2014 meeting, the committee determined that its priority for the 2014-2015 academic year would be to work towards developing guidelines for the use of educational technology and applications by university instructors in the classroom. To support this initiative, the committee formed a working group. The working group has met monthly with a mandate to:

- review the current use of educational technology and applications by instructors at UVic and other jurisdictions;
- formulate high level guidance on the use of educational technology and applications by instructors considering, privacy, consent, and teaching best practices; and
- prepare a report for the Senate Committee on Learning and Teaching and for Senate outlining best practices and guidance on the use of educational technology and applications.

**Presentations related to committee business**

*Implementation of Improved Test Scoring Software*

At its September 2014 meeting, the committee heard from the Learning and Teaching Centre on the recent upgrades to the antiquated test scoring software. The new software is comparatively easy to work with and raw data can effectively be transferred to excel or other programs for processing.
Student Technology Survey
At its October 2014 meeting, the committee received a presentation on the results of a 2014 survey of student use of technology at UVic. Committee members engaged in a lively discussion on effective uses of technology in a teaching and learning environment. The presentation and discussion would inform the work of the Educational Technology Working Group (noted above).

Learning Outcomes—Co-op and Experiential Learning
At its November 2014 meeting, Dr. Norah McRae, Executive Director Co-operative Education and Career Services, demonstrated several aspects of the Co-op and Career Services program by walking committee members through the website. She presented on the department specific learning outcomes and how they relate to co-op and experiential learning.

Technology and Privacy – Consent in the Learning and Teaching Environment
At its November 2014 meeting, Mr. Bill Trott, Chief Privacy Officer, informed committee members with a presentation on cloud computing and privacy. Mr. Trott is a member of the Educational Technology Working Group (noted above) and his presentation would form the basis for the guidelines the working group will be developing.

Map of Early Modern London
At its December 2014 meeting, the committee received a presentation on the Map of Early Modern London project. The project is a strong example of a university initiative that matches the Senate approved learning outcomes.

Centre for Academic Communication
At its January 2015 meeting, the committee heard from the Director of the Centre for Academic Communication, Dr. Laurie Waye, on the Writing Centre’s transition to the Centre for Academic Communication.

Report from the Learning and Teaching Centre
The committee received monthly reports from the Learning and Teaching Centre director Ms. Teresa Dawson on the major initiatives of the Centre.

All of which is respectfully submitted,

2014-15 Senate Committee on Learning and Teaching
Janni Aragon (Chair), Social Sciences
Andi Bergen, GSS representative
Sarah Blackstone, Advisor to the Provost, Special Projects
Jamie Cook, UVSS representative
Teresa Dawson, Director, Learning and Teaching Centre
Florin Diacu, Science
Gweneth Doane, Graduate Studies
Peter Driessen, Engineering
Dale Ganley, Peter B. Gustavson School of Business
Kathy Gaul, Education
Valerie Gonzales, Alumni Association
Linda Hannah, Convocation Senator
Hayley Hewson, Technology Integrated Learning Centre
Robert Howell, Law
Ivelina Ivanova, Student Senator
David Leach, Fine Arts
Ben Lukenchuk, Student Senator
Kurt McBurney, Medical Sciences
Norah McRae, Executive Director, Cooperative Education and Career Services
Jeannine Moreau, Human and Social Development
Katerina Perlova, UVSS representative
Rebecca Raworth, McPherson Library
Caron Rollins, McPherson Library
Richard Rush, Continuing Studies
Paul Stokes, Chief Information Officer
Scott Woodcock, Humanities
Cassbreea Dewis (Acting Secretary), Office of the University Secretary
At its meeting of 11 March 2015, the Senate Committee on Planning discussed and approved the request for Discontinuation of the Certificate in Business Studies for International Students (CBSIS). The following motion is recommended:

*That Senate approve, and recommend that the Board of Governors that it also approve, the request for Discontinuation of the Certificate in Business Studies for International Students (CBSIS).*

: req

**Committee Membership:**

Dr. Catherine Mateer, Chair  
Ms. Lauren Charlton  
Dr. Stan Dosso  
Ms. Katrina Flanders  
Dr. Reuven Gordon  
Ms. Cassbreea Dewis  
Dr. David Castle  
Dr. Maureen MacDonald  
Dr. Timothy Iles  
Dr. Merwan Engineer  
Dr. Patrick Nahirney  
Ms. Jessica Gelowsky, Secretary  
Dr. Valerie S. Kuehne  
Dr. David Boag  
Dr. Catherine McGregor  
Dr. Victoria Wyatt  
Dr. Patricia MacKenzie  
Dr. Ann Stahl  
Mr. Alex Neiman  
Dr. Norah McRae  
Dr. Stephen Evans  
Ms. Gillian Calder  
Dr. Ralf St. Clair  
Ms. Katrina Flanders
February 3, 2015

TO: Katy Mateer  
Chair, Senate Committee on Planning

FROM: Maureen MacDonald  
Chair, Senate Committee on Continuing Studies

RE: Certificate in Business Studies for International Students

On January 21, 2015 the Senate Committee on Continuing Studies moved to have the Certificate in Business Studies for International Students (CBSIS) permanently discontinued effective immediately.

The CBSIS in was approved in 2005. The program was initially offered with positive student numbers and was successful between 2005 and 2010. In 2010 registrations numbered 23. With these numbers, the program generated a healthy surplus. However, since that time, enrollment has declined significantly due to the financial crisis and changes in partner expectations. Enrollments dropped to 9 in FY 2011 and 7 in FY 2012.

The CBSIS program was a cohort based nine month program which began each July and was completed in late April of the following year. There was no carryover of students from one program offering to the next. Each year all enrolled students completed the program and there have been no enrolled students since the completion of the last offering in 2012.

Other programs such as the Certificate in Business Administration seem to be a better fit for international students seeking business programming of a shorter duration. A recommendation to discontinue the certificate program was made to the Senate Committee on Continuing Studies by program staff. At this time we no longer see potential for this program and as such we recommend that we permanently discontinue the certificate program.
Date: April 10, 2015
To: The Secretary of the Senate
From: Dr. Catherine Mateer, Chair, Senate Committee on Planning
Re: Program Name Change: ‘Native Species and Natural Processes Professional Specialization Cert.’ to ‘Ecological Restoration Professional Specialization Cert.’

At its meeting of 11 March 2015, the Senate Committee on Planning discussed and approved the Proposal to change the name of the ‘Native Species and Natural Processes Professional Specialization Cert.’ to ‘Ecological Restoration Professional Specialization Cert.’ The following motion is recommended:

That Senate approve the Proposal to change the name of the ‘Native Species and Natural Processes Professional Specialization Certificate’ to ‘Ecological Restoration Professional Specialization Certificate’.

: mam

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

Dr. Valerie S. Kuehne
Dr. David Boag
Dr. Catherine McGregor
Dr. Victoria Wyatt
Dr. Patricia MacKenzie
Dr. Ann Stahl
Mr. Alex Neiman
Dr. Norah McRae
Dr. Stephen Evans
Ms. Gillian Calder
Dr. Ralf St. Clair
Ms. Katrina Flanders
February 3, 2015

TO: Katy Mateer  
Chair, Senate Committee on Planning

FROM: Maureen MacDonald  
Chair, Senate Committee on Continuing Studies

RE: Native Species and Natural Processes Professional Specialization Certificate Name Change

On January 21, 2015 the Senate Committee on Continuing Studies moved to change the name of Native Species and Natural Processes Professional Specialization Certificate to Ecological Restoration Professional Specialization Certificate.

The Native Species and Natural Processes (NSNP) Professional Specialization Certificate (PSC) is a non-credit program that has been offered by the Division of Continuing Studies and the School of Environmental Studies since 2007. The name of the NSNP PSC was originally intended to be descriptive of the course curriculum. However, this name is lengthy and confusing, difficult to market, and no longer captures the core content of the program. Therefore, a recommendation was made to the Senate Committee on Continuing Studies by program staff, in consultation with the School of Environmental Studies, to change the name of the NSNP PSC Program to Ecological Restoration Professional Specialization Certificate. This proposed name more accurately describes the program content and fits in with terminology used in this field. Also, the proposed name is more marketable and more likely to attract potential students from advertisements and internet searches than the current program name. Please find attached a document containing letters in support of this name change from program staff and the School of Environmental Studies.

At this time, we recommend the approval of this name change request.

Maureen MacDonald
January 7, 2015

To: The Senate Committee on Continuing Studies

Re: Native Species and Natural Processes Program Name Change

The Native Species and Natural Processes (NSNP) Professional Specialization Certificate (PSC) is a non-credit program that has been offered by the Division of Continuing Studies and the School of Environmental Studies since 2007. This post-baccalaureate program appeals to professionals working in environmental fields seeking advanced training in ecological restoration concepts.

The name of the NSNP PSC was originally intended to be descriptive of the course curriculum. However, this name is lengthy and confusing, difficult to market, and no longer captures the core content of the program. Therefore, we are requesting to change the name of the NSNP PSC Program to Ecological Restoration PSC. This proposed name more accurately describes the program content and fits in with terminology used in this field. Also, the proposed name is more marketable and more likely to attract potential students from advertisements and internet searches than the current program name.

There is a need to increase program awareness and enrollment by reaching out to new audiences. With a variety of new marketing initiatives commencing this year, it’s essential to convey a strong and memorable message of what this program is about. Changing the name of the program to Ecological Restoration PSC will support the success of future marketing endeavors and strengthen the overall position of this program.

Please see the enclosed memos supporting the program name change, and do not hesitate to contact us for further information.

Yours sincerely,

Val Schaefer
Academic Administrator

Laura Biggs
Program Coordinator

Encl.
Date: January 7, 2015
To: Senate Committee on Continuing Studies
From: Val Schaefer, Academic Administrator, and Laura Biggs, Program Coordinator
Re: Program Name Change – Native Species and Natural Processes Professional Specialization Certificate Program

We are proposing a change for the non-credit Native Species and Natural Processes Professional Specialization Certificate Program and are seeking your approval to make this change.

Proposal:

Change Native Species and Natural Processes Professional Specialization Certificate to Ecological Restoration Professional Specialization Certificate.

Rationale:

The current program name is lengthy and does not accurately describe the program content, creating difficulty in marketing the program. The proposed program name is clearer, more accurate, and more marketable to prospective students interested in ecological restoration.

Thank you for your consideration.
MEMO

School of Environmental Studies
PO Box 1700 STN CSC
Victoria British Columbia V8W 2Y2 Canada
Tel (250) 721-7354, Fax (250) 721-8985
Web http://ses.uvic.ca/

Date: 11 December 2014
To: Senate Committee on Continuing Studies
From: Dr. Karena Shaw, Director, School of Environmental Studies
        ses@uvic.ca; 250 472 5070
Re: Program Name Change from “Native Species and Natural Processes” to “Ecological Restoration”

Since 2007 the School of Environmental Studies and the Division of Continuing Studies have been offering the Professional Specialization Certificate called “Native Species and Natural Processes” (NSNP) as part of their ecological restoration programming at the university. The NSNP program was originally named to place emphasis on the key themes that provided the focus of the curriculum. However, the title has been problematic with marketing – it’s long and unclear, and leads to a misunderstanding of the core focus of the certificate. Also, since 2007 both the School and the wider professional community have moved towards the term “Ecological Restoration” to refer to this curricular content. We propose changing the name of the Native Species and Natural Processes Professional Specialization Certificate to the Ecological Restoration Professional Specialization Certificate to improve clarity and marketing potential.

Thank you for your consideration, and please do not hesitate to be in touch if you have any questions.
At its meeting of 11 March 2015, the Senate Committee on Planning discussed and approved the proposal To Add Trades as a Teaching Option to the Existing (5-year) Bachelor of Education Degree (Secondary Curriculum). 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 Trades as a Teaching Option to the Existing (5-year) Bachelor of Education Degree (Secondary Curriculum), as described in the document “To Add Trades as a Teaching Option to the Existing (5-year) Bachelor of Education Degree (Secondary Curriculum)”, dated March 23, 2015, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

: mam

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

Dr. Valerie S. Kuehne
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Dr. Catherine McGregor
Dr. Victoria Wyatt
Dr. Patricia MacKenzie
Dr. Ann Stahl
Mr. Alex Neiman
Dr. Norah McRae
Dr. Stephen Evans
Ms. Gillian Calder
Dr. Ralf St. Clair
Ms. Katrina Flanders
Summary of
Proposal To Add Trades as a Teaching Option to the Existing
(5-year) Bachelor of Education Degree (Secondary Curriculum)

Faculty of Education

March 24, 2015

Over the past 30 years, high school trades programs have languished in British Columbia due to under-staffing and under-enrolment. With British Columbia’s government predicting the generation of over 100,000 trades-related jobs by 2020, increasing numbers of tradespeople are currently teaching with letters of permission and no teacher preparation at all. Government has vowed to address this situation through a number of strategies including making it easier for Red Seal tradespeople to gain teaching certification. In light of the government’s initiatives, the Faculty of Education is proposing to add trades teaching areas (Woodworking/Carpentry/Joinery; Electronics; Metalworking/Fabrication; & Machining) to the existing 5-year Bachelor of Education degree program (Secondary Curriculum). This is not a new program, but rather the addition of new teaching areas to be offered within an existing program. The anticipated start date is September 2015.

The Faculty of Education will offer Red Seal certified tradespeople two years of block transfer credit so that they may enter Year 3 of the existing 5-year Bachelor of Education (Secondary) program. In the first year, the Faculty plans to recruit a minimum of 8 students and will increase to a minimum of 12 in the second year. We will increase enrolment by 5 in each subsequent year until capacity is reached.

The Faculty will allocate resources to hire two instructors with graduate degrees to teach two trades teaching methods courses. For the time being, the courses will be offered as Special Topics in Education (EDCI 487). Should this initiative prove sustainable, calendar changes will be initiated for the two new methods courses. The Faculty of Education views this initiative as an opportunity to respond to the educational needs of a changing society, as per the Faculty’s Strategic Plan, Objective 15. Indeed, for relatively little – in the way of resource allocation – the impact of this innovation stands to be significant.
**Proposal:**

To Add Trades as a Teaching Option to the Existing (5-year) Bachelor of Education Degree (Secondary Curriculum)

Faculty of Education

March 23, 2015

1.0 Identification

1.1 Proposed Offering

To add trades teaching areas (Woodworking/Carpentry/Joinery; Electronics; Metalworking/Fabrication; & Machining) to the existing 5-year Bachelor of Education degree program (Secondary Curriculum). We are **not proposing a new program**, but rather new areas of teaching to be offered within an existing program.

1.2 Anticipated Date to Begin Offering Trades Teaching: September 2015.

1.3 Contact Person

Helen Raptis, Associate Dean, Undergraduate Programs, Faculty of Education  
adup@uvic.ca; 250-721-6570

1.2 History and Context

Until 1979, the University of Victoria’s Faculty of Education offered Industrial Education as a teaching area. In 1979-80 this teaching area was removed from the calendar due to lack of demand. Over the past 30 years, trades offerings have languished in British Columbia’s high schools, due to under-staffing and under-enrolment. For example, in 2013/2014, there were 2,368 high school students enrolled in technical education (trades training) programs in British Columbia, representing merely 2% of all grade 11 and 12 pupils.¹ Yet, in recent years the province has suffered from a chronic shortage of skilled tradesmen.

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tradespeople. Concern over this situation has been voiced by teachers and administrators in school districts, both on lower Vancouver Island and in the Kootenay region where we offer a teacher education program in collaboration with College of the Rockies. Even more troubling for educators and education authorities is the fact that many trades instructors teaching in high schools today are doing so with a temporary letter of permission and have no formal teacher preparation at all due to such high demand for their skills. This proposed revision to our 5-year B.Ed (Secondary) seeks to address this critical need.

With government predicting that by 2022 the developing liquefied natural gas (LNG) sector will generate over 100,000 trades-related jobs, the gap between skills supply and job market demand will be significant. To address this dilemma, in April 2014, the provincial government released *BC’s Skills for Jobs Blueprint: Re-Engineering Education and Training* that calls for better alignment of skills training with BC’s future employment needs. BC’s government has targeted 25% of post-secondary annual operating grants to support high demand occupations. Government has also committed to re-engineering the education system to provide students with a seamless pathway from the elementary level to post-secondary and on to the workforce. Education will be restructured to allow for increased hands-on learning in the early years of schooling; earlier exposure to trades training and a better alignment of post-secondary education to workforce demands. By 2016, government would like to 1) double the number of spaces available for Accelerated Credit Enrolment in Industry Training (ACE-IT) to 5,000; 2) increase the number of high school educators qualified to teach foundation courses for skills and apprenticeship training; and 3) seek ways to enable qualified tradespeople who have received an interprovincial Red Seal designation to teach at the high school level.

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4 ACE-IT is a program that enables high school students to complete the first level of training in specific trades; the program is normally offered at college training programs. This poses difficulties for students who do not live near community colleges.
The Red Seal is Canada’s standard of excellence for skilled trades and – for the areas that we would like to offer in our program – generally follows four years of apprenticeship after work-based technical training through a community college. There are two routes by which a tradesperson can obtain a Red Seal designation. The first is the apprenticeship route whereby a tradesperson must graduate from a recognized provincial or territorial apprenticeship training program and pass the Interprovincial Standards Red Seal Examination for that trade. The second route is to challenge the Red Seal Examination. In order to challenge the exam, an individual must have accumulated substantial verified work-based experience in a trade (usually 1½ times the normal work-based training hour requirement). The exam requires candidates to demonstrate both conceptual and applied knowledge. Due to the rigor of the exam, students are allowed to rewrite.

The Faculty of Education currently offers a (5-year) Bachelor of Education (Secondary Curriculum) program for students preparing to teach: Art and Physical Education. We would offer Red Seal tradespeople two years of block transfer credit (30 units) for their trades studies.

2.0 Aims, Goals and Objectives

2.1 Contribution to Faculty of Education Strategic Plan

The addition of trades as an area of teaching in the Faculty of Education is compatible with the Faculty’s Strategic Plan. In its Mission Statement, the Faculty of Education asserts its commitment to the “education and development of professionals in a broad spectrum of educational and community settings within a context of lifelong learning” (p. 5). In particular, this plan addresses the following objectives and action items:

Objective 1: To recruit and retain the best quality students to our programs and ensure that diverse criteria are used in attracting and selecting those students.

This objective is supported by our willingness “to consider equivalency when looking at qualifications for entry” (see Faculty of Education Strategic Plan, item 1.a)

Objective 3: To respond to the changing educational needs of students and society.
This is supported by our Faculty’s stated actions to “monitor changes in BC teacher supply and demand in cooperation with other teacher education bodies,” to “monitor changes in professional areas in cooperation with the appropriate professional organizations,” and to “research current and potential student demographics so as to identify and remove potential barriers.”

**Objective 10:** To engage emeritus faculty, elders, teachers and other community members who are able to make significant contributions in research, scholarship, teaching, and professional development.

Integrating trades teaching areas into our existing programming will enable us to engage the services of practicing trades teachers who have expertise in trades but also hold advanced (MA or MEd) degrees.

**Objective 15:** To review programs for their relevance to a changing society.

Government and educational officials have expressed concerns in recent years about the high number of certified teachers whose teaching expertise lies in low-demand areas (such as English and Social Studies). Offering trades teaching areas will allow our Faculty to diversify its offerings, offset teacher surplus, and meet the growing need to certify secondary trades teachers.

### 2.2 Target Audience

We will recruit tradespeople who possess Red Seal designations in three key trades areas for which there are currently government-generated high school curricula: Woodworking/Carpentry/Joinery; Electronics; Metalworking/Fabrication & Machining (See Appendix). These trades have been selected due to their compatibility with British Columbia’s high demand trades jobs as well as their alignment to BC Ministry of Education Curriculum Guides. The initial geographic region envisioned for recruitment is Vancouver Island and the lower mainland. We hope to enroll 8 students in year 1 and 12 in year 2.
2.3 Recruitment

We will recruit via trades organizations, such as the Industry Training Authority, WorkSafe BC; the BC Federation of Labour; the BC Building Trade Unions; the BC Regional Council of Carpenters; the International Association of Machinists and Aerospace Workers, to name but a few. In particular, we are interested in mid-career professionals who have experience in their trade, but might be seeking a career change due to physical ailment (such as physical injury) or are simply seeking a shift in career path. We will also offer Information Nights in various communities as a recruitment mechanism.

3.0 Admission Regulations and Requirements

Admission to the Faculty of Education’s current 5-year B.Ed (secondary) program requires 3.0 units of English; all other requirements vary by teaching area. (See UVic calendar). The 3.0 units of English normally required for admission will be deferred so that trades students can complete these requirements concurrently in the first year of their program at UVic.

Students who apply for a trades teaching area will require a Red Seal designation. To gain an interprovincial Red Seal designation, tradespeople must complete apprenticeships or hold provincial or territorial certification in various designated trades and then pass a national examination based on validated occupational analyses. The trades teaching pathway through the 5-year B.Ed (Secondary Curriculum) would be framed around two distinct educational phases.

1) Phase 1 would consist of an Industry Component (Red Seal designation), which students will already possess. The university would grant students 2 years of block transfer credit (30 units) for students’ Red Seal designation. The recognition of 30 units of block credit for the Red Seal credential is being awarded in the same way as block credit is currently awarded for certificates and diplomas in Child and Youth Care and Social Work programs at UVic. Students would apply to the program as mature students (See UVic Calendar, page 25: Special Access).
2) Phase 2 would consist of a Teacher Preparation Component. This includes three remaining years (45 units) of the B.Ed (Secondary Curriculum) program to be offered and staffed by the University of Victoria, Faculty of Education.

To apply as mature students, under Special Access guidelines, students must:
- be over the age of 23
- submit two Special Access Reference forms (in lieu of an interview)

We would also require students to
- hold a Red Seal designation in Carpentry, Electronics, or Metal Fabrication and/or Machining
- have at least 3 years of on-the-job experience as a journeyperson

4.0 Instructors and Facilities
We would need to hire trades instructors with Masters degrees for each of the trades methods courses (temporarily numbered EDCI 487 – Special Topics). We have already approached an instructor with the Sooke school district (SD 62) and he has indicated his interest in teaching. Cam Pinkerton, the Associate Superintendent of the Victoria School District (SD 61), has agreed to allow our Faculty to rent SD 61 facilities (for a modest fee) in order to teach the trades methods courses. All other courses (except Ed-D 407 – see footnote #7) are offered at the University of Victoria by existing faculty members or sessional instructors.

5.0 Curriculum and Course Sequence
Year 1 and Year 2: Credit granted for Red Seal designation and 3 years of journeyman experience.

Year 3:
2 of: English 135, 146, or 147 3.0 units
EDCI 487 - Special Topics in Education
(Technology Education Methods I) 6 1.5 units
EDCI 487 - Special Topics in Education
(Technology Education Methods II) 1.5 units

6 Red highlighting indicates new courses to be developed; they will be listed in the calendar at a later date should this initiative prove sustainable.
Ed-D 406 (Psychology of Adolescence) 1.5 units
Ed-D 420 (Learning Support) 1.5 units
Ed-D 401 (Classroom Psychology) 1.5 units
IED 373 (Indigenous Education) 1.5 units

Ed-D 407 (Evaluating and Reporting Student Progress) 1.5 units
Ed-P 498 (Seminar & 2-week Practicum) 1.5 units

15 units

Students have the option to temporarily exit from the program at the end of Year 3 (that is, after 1 year in our program) and apply to the Teacher Regulation Branch for a Developmental Standard Term Certificate (DSTC) that would allow them to teach; they would have 8 years during which to complete their degrees.

Year 4:
Ed-P 780 (Secondary Field Experience Seminar) 1.5 units
EDCI 431, 432, or 434 (Philosophy; History; or Sociology) 1.5 units
EDCI 352 (Multiliteracies) 1.5 units
Ed-D 410 (Teacher as Leader) 1.5 units
EDCI 336 (Technology Innovation in Education) 1.5 units
Ed-P 798 (Final Practicum) 3.0 units
Electives 4.5 units (recommended: courses toward 2nd teaching area)

15 units

Year 5:
2nd Teaching Area; extended studies or other electives 15 units

75 units

At this point, UVic would award the students a Bachelor of Education degree.

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7 Ed-D 407 is an existing (foundational) evaluation course that will be tailored to trades students. Arts students take Ed-D 337A (Evaluation of Student Achievement in the Arts) and PE students take Ed-D 337C (Evaluation of Student Achievement in PE)
*Note: We hope to offer Years 4 and 5 through flexible delivery approaches in order that students can continue to teach while completing their degrees. Ed-D410 is already being offered using a blended approach (synchronous face-to-face and distance).

6.0 Enrolment and Support Plan

From February 2015 to May 2015, we will prepare recruitment materials including pamphlets, posters, newspaper advertisements, and entries for our website announcing the new offerings. If we receive Board of Governors approval on May 26th, these materials will be distributed. All recruitment materials will indicate that the offerings will be subject to enrolment. Our enrolment target is 8 students to begin September 2015 and an additional 12 in September 2016, continuing in increments of 5 until we reach capacity or demand drops off.

Our Faculty has discussed at some length whether tradespeople who have not been in a formal classroom for a number of years might find the transition to UVic difficult. We also discussed the various ways that we can ensure these students’ success. First and foremost, our Faculty has a strong reputation for supporting our learners, due in part to our system of cohorting. That is, all students entering our programs are grouped into cohorts not exceeding 37. The cohorts remain together throughout their years of study. Exit surveys indicate that graduates find this approach to be one of the most appealing features of our Faculty. Small cohorts enable faculty and students to establish important relationships that – research has shown – enhance learning. Small, stable cohorts also enable more hands-on experiential learning that are mainstays of applied programs, such as ours, that prepare educators for applied fields. Small cohorts also eliminate the need for teaching assistants to mark class assignments, again creating a closer link between instructor and student. This close link enables instructors to monitor students work closely enough to intervene quickly if a student experiences difficulties. In addition, in recent years the university, overall, has become better equipped to address the needs of learners following non-traditional pathways. In particular, the transformation of the former Writing Centre into the Centre for Academic Communication – with its revised and expanded service offerings – leaves us confident that our students will be supported academically throughout their studies. UVic’s Counseling Services and medical clinic are
also integral supports that will be available for the population we hope to recruit. Having said this, though, we do not anticipate any difficulties beyond those experienced by the average student currently enrolled in our programs. According to Dr. Wendy Carr, coordinator of UBC’s Technology Teacher Education program, “graduation rates are very high; in fact the only candidates who do not graduate withdraw due to personal or medical reasons or achieve a deferred standing, which means they complete at a later date.”

7.0 Related Offerings at Other Institutions

There are currently only two routes by which a tradesperson can become a high school technology education (trades) teacher in British Columbia. The first route is via joint programming offered at the University of British Columbia (UBC) in partnership with a technical institution. (UBC Vancouver’s partner is the BC Institute of Technology (BCIT); UBC Okanagan’s partner is Okanagan College). By way of example, for the BCIT-UBC program, students undertake two years of study in general technology education training at BCIT and then transfer to UBC. Teachers who take this route are considered “generalists” who do not qualify for a Red Seal designation but can teach introductory/exploratory technology education courses. Our program will prepare “specialist” teachers allowing for more in-depth (as opposed to broad) skill development.

The second route to trades teaching has recently been announced by Thompson Rivers University (TRU) to begin July 2015. This program will offer a five-year (150-credit or 75-unit) Bachelor of Education in Trades and Technology to Red Seal certified tradespeople. Despite recruiting Red Seal holders, 50% of the coursework will be in diverse trades (woodworking, electronics, power mechanics, drafting, metalworking.) As a result, the students will graduate as technology education “generalists.” Again, our program, would prepare specialists, but would also put more emphasis on teaching than on trades and can be completed in less time than TRU’s given the awarding of block transfer credit.

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8 Dr. Wendy Carr, personal communication, email dated September 23, 2014.
9 For UBC-Okanagan who partners with Okanagan College, the process is the same as UBC-BCIT. See Appendix for list of trades areas that UBC students take as generalists.
8.0 Consultations to Date

Outside of UVic:
Laura Bickerton, BC Ministry of Education, Pre-Service Integration (formerly of the Teacher Regulation Branch and the College of Teachers)
Anna Lisa Bond, School District 61, Middle School Careers & Transitions Coordinator
Larry Espe, BC Ministry of Education, Superintendent of Skills & Career Pathways
Randy Grey, School District 71, District Careers & Transitions Coordinator; President of the BC Technology Education Association
Rodger Hargreaves, School District 62, District Career & Transitions Coordinator
Heather Hepworth, College of the Rockies, Acting Dean of Arts & Sciences
Sandi Lavery, College of the Rockies, Coordinator, UVic Teacher Education Program
Shawn McMullin, Teacher Regulation Branch, Director of Professional Excellence & Outreach
Cam Pinkerton, School District 61, Associate Superintendent of Schools
Nicola Priestley, School District 61, District Careers & Transitions Coordinator
Monica Winter, Teacher Regulation Branch, Director of Certification

Within UVic:
Lauren Charlton, Registrar
Katrina Gardner, Undergraduate Admissions Officer for the Faculty of Education
Iain Higgins, Chair, Department of English
Wendy Joyce, Director, Undergraduate Admissions
Catherine Mateer, Associate Vice-President Academic Planning
Pia Russell, MacPherson Library, Education Librarian

9.0 Support for the Initiative

See attached emails from:
Larry Espe, BC Ministry of Education, Superintendent of Skills & Career Pathways
Cam Pinkerton, School District 61, Associate Superintendent of Schools
Laura Bickerton, BC Ministry of Education, Pre-Service Integration (formerly of the Teacher Regulation Branch and the College of Teachers)
Randy Grey, School District 71, District Careers & Transitions Coordinator; President of the BC Technology Education Association
Iain Higgins, Chair, Department of English
Pia Russell, MacPherson Library, Education Librarian
Appendix

I. BC Curricula To Be Addressed by Proposed Offering for Red Seal Tradespeople

Carpentry Level 1 (2006)
Technology Education 8 to 10 (1995)
Technology Education 11 and 12: Carpentry and Joinery (2001)
Technology Education 11 and 12: Metal Fabrication and Machining (2002)

Draft prepared by H. Raptis, Revised, March 23, 2015
During the 2014/15 academic year, the Senate Committee on University Budget continued to work with the administration throughout the integrated planning and budget planning processes. The committee met four times:

October 2, 2014  December 4, 2014
February 18, 2015  March 26, 2015

At the October 2, 2014 meeting, Acting Vice-President Academic and Provost, Dr. Valerie Kuehne provided an update and overview on the Enhanced Planning Tools initiative and the integrated planning and university budgeting processes. Dr. Kuehne and Vice-President Finance and Operations, Ms. Gayle Gorrill reviewed the 2014/15 Budget Expenditure Allocation report. With regards to the 2015/16 budget, Dr. Kuehne and Ms. Gorrill presented on the budget process and preliminary assumptions. Committee members provided feedback and guidance on the process, and engaged in a discussion regarding how the Enhanced Planning Tools initiative supported the budget planning processes.

At the December 4, 2014 meeting, the Dr. Kuehne reviewed the budget approach and provided context and assumptions over the three year period 2015-2018. Ms. Gorrill provided an overview of the status of the deferred maintenance and capital risks of the university, the 5-year capital plan and the future role of provincial funding in capital projects. Committee members provided feedback on the presentation and engaged in a discussion regarding matters related to funding and current initiatives.

At the February 18, 2015 meeting, Dr. Kuehne presented the 2015-2016 Planning and Budget Framework, a framework document that identifies high level university priorities. Ms. Gorrill presented an update on the 2015-2016 budgetary approach, which sets out the parameters and key assumptions employed in establishing the 2015-2016 budget.
At the March 26, 2015 meeting, the committee received the 2015-2018 planning and budget framework. Committee members engaged in a discussion of the framework which would be presented to the Board of Governors for approval.

Respectfully submitted,

2014/15 Senate Committee on University Budget
Susan Lewis, Fine Arts (Chair)
Doug Baer, Social Sciences
Neil Burford, Science
Jamie Cassels, President
Beatriz de Alba-Koch, Humanities
Bruce Kapron, Engineering
Cathy McIntyre, Convocation Senator
Esther Sangster-Gormley, Human and Social Development
Cory Shankman, Student Senator
David Scoones, Graduate Studies
Cassbreea Dewis (Acting Secretary)
Date: March 24, 2015

To: The Secretary of the Senate

From: Dr. Catherine Mateer, AVP Academic Planning

Re: Update on Pathways Program Administration and Oversight

Background
In 2011, the Ministry of Advanced Education recommended that all post-secondary institutions increase their international enrolments. The University of Victoria’s renewed Strategic Plan placed increased prominence of internationalization of the institution and on increased international student recruitment and retention. The university’s international enrolments at that time were relatively small. One response to this situation was the development of a new Pathways program, designed to provide an opportunity that could lead to university admission for students who were qualified for admission, except in the area of English. The first cohort of students was admitted to the Pathways program through Continuing Studies’ English Language Centre in 2012-13.

Based on early success of the program, a proposal to create a new admissions category for students entering the Pathways Program was taken to the March 2014 meeting of Senate by Andrew Marton, AVP International, through the Senate Committee on Admissions, Re-registration and Transfer. At that Senate meeting, two motions were approved:

1. to ‘approve the creation of a new category of special access admission for students applying to the Pathways Program’; and
2. to ‘approve the addition of a new admission category to the section of the undergraduate academic calendar entitled Other Applicant Categories (pages 25-26) that lists other special applicant categories effective May 1 2014.’

At that meeting, there was also a request from Senate to provide more information about the goals and purposes of the program, as well as its administration and academic oversight. This memo is to provide additional information on the Pathways Program for consideration by Senate.
Overview of the Pathways Program

Program Goals:
The Pathways program was designed to provide a pathway or route to international students who would be admissible to UVic save for their skills in English language use which are below the UVic requirements for direct entry into our programs but above a lower minimum threshold. The goal of the program is to provide the training and experience necessary for these students to qualify for regular university admission and be successful in their subsequent courses and programs of choice. This is one of the university’s approaches to meeting the internationalization goals of the university, as articulated in the Strategic Plan.

Program Structure:
The Pathways ‘program’ is not a program per se; it is a special admission category for international students who have met all entrance requirements to the university other than the required level of proficiency in English.

The Pathways Program is currently composed of two academic streams, one in Social Sciences (Economics), and one in Science/Engineering with core courses common to both, as well as specialized courses offered in each Faculty.

During the first year of the program, students participate in intensive English language training to develop their skills in understanding, speaking, reading and writing English through non-credit programming delivered by the English Language Centre in the Division of Continuing Studies. During this first year, Pathways students are expected to participate in selected academic courses, usually, but not always, as a cohort.

Upon satisfaction of both the English language proficiency requirements and achievement of the required minimum GPA of 2.0 (or higher if required by the relevant Faculty), the student may progress into a regular program. Students who successfully complete the 12 month program can earn up to 10.5 credits towards their degree. Students who do not meet these requirements will not be eligible to progress into a regular program, however, a record of the Pathways Program studies, including all academic credit awarded, will be retained as part of the academic record and will appear on their official transcripts.

Program Oversight

Governance:
The Pathways program is governed in accordance with university regulations and policies. There are two committees charged with planning and oversight of the program, the Pathways Steering Committee and the Pathways Planning Committee. Both committees are chaired by the AVP Academic Planning, and report to the VP Academic and Provost. Membership of the committees is listed in Appendix A. The Steering Committee includes the Deans of Continuing Studies, Social Sciences, Engineering and Science, as well as the Associate Dean, Advising, the Registrar, and the Director of Student Recruitment and Global Engagement. The Pathways Planning Committee includes all of these individuals plus the chairs and/or directors of academic programs in which Pathways students participate in academic coursework. It also includes a number of representatives of units that provide international student support.
There is also a Pathways Admissions subcommittee that reports to the planning committee. The committees currently meet on a monthly basis, or as needed.

**Student Recruitment:**
Student recruitment is primarily undertaken by the Division of Continuing Studies, but is informed by and is in alignment with the university’s overall international student recruitment and enrollment plans and goals. A Strategic Enrolment Management (SEM) plan for the Pathways program is being developed and will inform and support overall institutional enrolment planning. Recruitment goals include enrolling quality students from a diverse range of countries who have a high probability of being successful in the program and progressing to full admission after participation.

**Admissions:**
Applicants who satisfy all applicable university academic requirements for admission, including the requirements to enter a specific degree program, but who do not meet the minimum English language proficiency admission requirements, may enroll in the fulltime 12 month Pathways program. Students applying to the Pathways program provided they have achieved a minimum IELTS score of 5.5 or a minimum TOEFL score of 71. Specific admission requirements are provided in Appendix B.

Students applying to the Pathways program currently identify one of two academic programs or streams that they intend to pursue – economics or engineering. These two areas were selected because of a high level of international student interest. With program growth and more experience with students interested in the program, the goal is to broaden and increase the number of academic areas of potential student interest.

International academic records are interpreted in the same fashion as for any other applicant. All applications are reviewed by both the Office of the Registrar and the English Language Program in the Division of Continuing Studies and admission decisions are issued by Undergraduate Admissions.

Students admitted to the Pathways program are admitted to the University of Victoria in a special admissions category under the Other Applicant Category in the University Calendar as approved by Senate March 2014. In the first three years of the program, admissions were not capped, but going forward, capping of admissions to selected programs or the program as a whole will be considered to ensure both a better student experience and appropriate resourcing within the academic units that provide instruction to the Pathways students.

**Regulations:**
Pathways students are subject to all academic regulations as any other university student. There is no variation in the application of the academic regulations. The regulations include, but are not limited to add/drop dates, academic concessions, grading criteria, academic integrity policies, academic standing and course registration requirements.
Student Support Programs and Services:
While participating in the Pathways program, students have access to a variety of student and academic support services. These include, but are not limited to, library privileges, access to the Centre for Academic Communication (formerly the Writing Centre), Math Assistance, the Learning Commons, the International Commons, Counselling Services, and Health Services.

The Pathways Steering and Planning Committees reviews and recommends course and service requirements in academic and service units needed to ensure appropriate instructional administration and student support. The SEM plan, regular tracking of students in their programs, and close communication with deans and chairs through the Pathways Planning Committee structure will be used to plan and monitor the program’s success.

Funding:
The Pathways program is self-funding. Tuition fees for the program support all aspects of program delivery including English language training, the academic courses that are scheduled for Pathways students, and the additional support requirements that facilitate and are necessary for student success. Budget transfers to academic and student support units are managed through the Office of the VP Academic and Provost.

Student Progress to Date:
There have been three intakes of Pathways students to date, beginning in 2012. Enrolments have grown from 44 to 107 to 161 (see Appendix C). In the first two intakes, the percentages of students who successfully completed the program and were eligible for regular university admission were 80% and 83%. Information on the success rate of the third cohort is not yet available as students are in session, but it is anticipated to be comparable to previous intakes.

Pathways students who have been admitted to the university have in general been successful, with GPA levels and progression rates at levels equivalent to other international students. Further information about student success and progress is provided in Appendix D. Recognizing differences in sample sizes and course load, Pathways students who have been admitted to the university have been successful with GPA levels equal to or better than international and domestic students with 80% having remained at UVic.

Summary
The Pathways program has been successful in achieving the goals of increasing international enrolments. It has provided a route to admission to the university for students who meet all entrance requirements other than the required level of English proficiency. After a year of intensive English language training and participation in a select range of academic courses, a high proportion of students remain at UVic and appear to be successful in their programs of study. This is also helping the university to meet its goals for access. Oversight of the Pathways program is undertaken through the Pathways Steering and Planning Committee structure. As the program evolves, the effectiveness of the program, the oversight mechanisms in place, and the metrics of student success will be regularly reviewed. Changes to the program will be made when necessary and appropriate. The associated oversight
committees are working to broaden the regions of the world from which Pathways students are recruited and to broaden the range of courses and program options available to them.

Dr. Catherine Mateer, AVP Academic Planning
Chair, Pathways Planning Committee

Attachment
### Appendix A

#### PATHWAYS PLANNING COMMITTEE MEMBERSHIP

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>EMAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katy Mateer</td>
<td>AVP Academic Planning (Chair)</td>
<td><a href="mailto:avmateer@uvic.ca">avmateer@uvic.ca</a></td>
</tr>
<tr>
<td>Maureen MacDonald</td>
<td>Dean of Continuing Studies</td>
<td><a href="mailto:uvcsdean@uvic.ca">uvcsdean@uvic.ca</a></td>
</tr>
<tr>
<td>Tom Tiedje</td>
<td>Dean of Engineering</td>
<td><a href="mailto:engrdean@uvic.ca">engrdean@uvic.ca</a></td>
</tr>
<tr>
<td>Catherine Krull</td>
<td>Dean of Social Sciences</td>
<td><a href="mailto:soscdean@uvic.ca">soscdean@uvic.ca</a></td>
</tr>
<tr>
<td>Rob Lipson</td>
<td>Dean of Science</td>
<td><a href="mailto:sciedean@uvic.ca">sciedean@uvic.ca</a></td>
</tr>
<tr>
<td>David Scoones</td>
<td>Chair of Economics</td>
<td><a href="mailto:econchr@uvic.ca">econchr@uvic.ca</a></td>
</tr>
<tr>
<td>Iain Higgins</td>
<td>Chair of English</td>
<td><a href="mailto:englchr@uvic.ca">englchr@uvic.ca</a></td>
</tr>
<tr>
<td>Rod Edwards</td>
<td>Chair of Math</td>
<td><a href="mailto:mschair@uvic.ca">mschair@uvic.ca</a></td>
</tr>
<tr>
<td>Cindy Holder</td>
<td>Associate Dean, Advising-Humanities, Science and Social Science</td>
<td><a href="mailto:adadva@uvic.ca">adadva@uvic.ca</a></td>
</tr>
<tr>
<td>Lauren Charlton</td>
<td>Registrar</td>
<td><a href="mailto:ljc@uvic.ca">ljc@uvic.ca</a></td>
</tr>
<tr>
<td>Carolyn Russell</td>
<td>Director, Student Recruitment and Global Engagement</td>
<td><a href="mailto:carolynr@uvic.ca">carolynr@uvic.ca</a></td>
</tr>
<tr>
<td>Jackie Prowse</td>
<td>Director of the English Language Centre</td>
<td><a href="mailto:jkprowse@uvic.ca">jkprowse@uvic.ca</a></td>
</tr>
<tr>
<td>Susan Corner</td>
<td>Director, Academic Advising and International Student Services</td>
<td><a href="mailto:diradva@uvic.ca">diradva@uvic.ca</a></td>
</tr>
<tr>
<td>Tia Robertson</td>
<td>Coordinator International Student Advising</td>
<td><a href="mailto:trobert@uvic.ca">trobert@uvic.ca</a></td>
</tr>
<tr>
<td>Laurie Waye</td>
<td>Associate Director, Student Academic Success</td>
<td><a href="mailto:ltcassopdirsas@uvic.ca">ltcassopdirsas@uvic.ca</a></td>
</tr>
<tr>
<td>Catalin Albu</td>
<td>Administrative Budget Officer, VPAC</td>
<td><a href="mailto:calbu@uvic.ca">calbu@uvic.ca</a></td>
</tr>
<tr>
<td>Lisa Surridge</td>
<td>Acting Director of the Academic Writing Division</td>
<td><a href="mailto:lsurridg@uvic.ca">lsurridg@uvic.ca</a></td>
</tr>
<tr>
<td>Wei Marton</td>
<td>International Coordinator for Pathways Program</td>
<td><a href="mailto:wmarton@uvic.ca">wmarton@uvic.ca</a></td>
</tr>
<tr>
<td>TBD</td>
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#### PATHWAYS STEERING COMMITTEE MEMBERSHIP

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<td><a href="mailto:uvcsdean@uvic.ca">uvcsdean@uvic.ca</a></td>
</tr>
<tr>
<td>Lauren Charlton</td>
<td>Registrar</td>
<td><a href="mailto:ljc@uvic.ca">ljc@uvic.ca</a></td>
</tr>
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#### PATHWAYS ADMISSIONS SUB-COMMITTEE MEMBERSHIP

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<td><a href="mailto:trobert@uvic.ca">trobert@uvic.ca</a></td>
</tr>
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<td>International Coordinator for Pathways Program</td>
<td><a href="mailto:wmarton@uvic.ca">wmarton@uvic.ca</a></td>
</tr>
<tr>
<td>Wendy Joyce</td>
<td>Director, Undergraduate Admissions</td>
<td><a href="mailto:joycewa@uvic.ca">joycewa@uvic.ca</a></td>
</tr>
<tr>
<td>Chris Gambrell</td>
<td>ELC Marketing Manager</td>
<td><a href="mailto:gambrell@uvic.ca">gambrell@uvic.ca</a></td>
</tr>
<tr>
<td>Carolyn Russell</td>
<td>Director, Student Recruitment and Global Engagement</td>
<td><a href="mailto:carolynr@uvic.ca">carolynr@uvic.ca</a></td>
</tr>
<tr>
<td>Laurie Barnas</td>
<td>Associate Registrar</td>
<td><a href="mailto:aregr@uvic.ca">aregr@uvic.ca</a></td>
</tr>
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</table>
Appendix B

UVic Pathway Program Admission Requirements

The admission requirements for the Pathways Program applicants are the same as for the other regular program applicants with the exception of their English language proficiency requirement.

The Pathways Program is a 12-month program for international students who wish to complete an undergraduate degree at UVic and, as stated, have met all academic admission requirements except for the English language proficiency requirement. The Pathway Program allows students to undertake selected credit courses at UVic while undertaking completion of the English language proficiency requirement. The program is available to students interested in undergraduate programs in the Faculty of Social Sciences, Science, and Engineering.

1. Admission Requirements:

1.1 Canadian High School (Onshore/Offshore)

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<th>Required Academic Courses</th>
<th>Self-Report (SR)</th>
<th>English 12*</th>
<th>GPA</th>
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<td>BC High School Curriculum</td>
<td>Current</td>
<td>IELTS 5.5 with no section less than 5.0; or TOEFL 71 with no section less than 15</td>
<td>Please refer to UVic website: <a href="https://www.uvic.ca/future-students/undergraduate/admissions/thinking/highschool.php">https://www.uvic.ca/future-students/undergraduate/admissions/thinking/highschool.php</a></td>
<td>Yes</td>
<td>English 12 final grade with 50% or better</td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All other provinces</td>
<td>All</td>
<td></td>
<td></td>
<td>No</td>
<td>Please refer to UVic website: <a href="https://www.uvic.ca/future-students/undergraduate/admissions/thinking/highschool.php">https://www.uvic.ca/future-students/undergraduate/admissions/thinking/highschool.php</a></td>
</tr>
</tbody>
</table>

*It is acceptable for Pathway applicants whose provincial exam mark for English 12 is under 50%.

1.2 Chinese High School Curriculum

<table>
<thead>
<tr>
<th>ENPR</th>
<th>High School Graduation Diploma</th>
<th>Compulsory Courses</th>
<th>GPA</th>
<th>Gaokao*</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Sciences</td>
<td></td>
<td>N/A</td>
<td></td>
<td>60+% of the highest achievable score for the province</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>IELTS 5.5 with no Section less than 5.0; or TOEFL 71 with no section less than 15</td>
<td>Required</td>
<td>Math, Physics &amp; Chemistry at grade 10 &amp; 11; Math &amp; 2 science courses at grade 12; Math, Physics &amp; another science course at grade 12</td>
<td>85%</td>
<td>Minimum Math &amp; Physics grade to be determined every year by faculty</td>
</tr>
<tr>
<td>Engineering</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
*SAT or ACT will also be accepted if applicants don’t do Gaokao: SAT with a minimum score of 1760 (Reading + Math + Writing) and ACT with a minimum score of 26 (Composite).

3) **Chinese University Transfer:**

<table>
<thead>
<tr>
<th>University Type</th>
<th>ENPR</th>
<th>High School Graduation Diploma</th>
<th>University Courses</th>
<th>GPA</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOU</td>
<td>IELTS 5.5 with no section less than 5.0; or TOEFL 71 with no section less than 15</td>
<td>Required</td>
<td>Applicants must have completed at least one academic year of study at their home institution</td>
<td>75% +</td>
<td>Students must meet science subject requirements from high school or university.</td>
</tr>
<tr>
<td>2011 Project</td>
<td></td>
<td></td>
<td></td>
<td>80% +</td>
<td></td>
</tr>
</tbody>
</table>

**Admission Documentation:**

- The official IELTS report or TOEFL report must be sent directly to Undergraduate Admissions from the test centre.
- High school/university transcripts must be sent directly to Undergraduate Admissions in a sealed official envelope from the school/university.
- Undergraduate Admissions also accept Paper Verification Reports in PDF version via email for school transcripts, Gaokao reports, and High School Graduation Diplomas from CHESICC (China Higher Education Student Information and Career Centre)

If applicants don’t write Gaokao, either SAT or ACT report is acceptable, which must be sent to Undergraduate Admissions directly from the exam board.
## Appendix C
### PATHWAY STUDENT STATISTICS

**First Three Intakes**

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Total Students who started Pathways Program</th>
<th>Nationalities</th>
<th>Students who dropped during Pathways Program</th>
<th>Students who completed Pathways Program</th>
<th>Eligible for admission to UVic</th>
<th>1 year Retention rate after Pathways Program completed</th>
<th>Faculty/Program changed after Pathways Program completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Chinese</td>
<td></td>
<td>Total</td>
<td>%</td>
<td>Total</td>
<td>%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>44</td>
<td>44</td>
<td></td>
<td>9</td>
<td>20.45</td>
<td>35</td>
<td>79.55</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td></td>
<td>Total</td>
<td>%</td>
<td>Total</td>
<td>%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>107</td>
<td>102</td>
<td></td>
<td>18</td>
<td>16.82</td>
<td>89</td>
<td>83.18</td>
</tr>
</tbody>
</table>

**Nationalities:**
- Chinese
- Taiwan
- Thailand
- Russian Federation
- Mexico

**Total Students who started Pathways Program:**
- 2012-2013: 44
- 2013-2014: 107
### Appendix D

#### 2013-14 Faculty of Social Sciences - Performance of Pathways Students (Cohort 1) in first term after program completion versus other international and domestic students

<table>
<thead>
<tr>
<th></th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathway Graduates</td>
<td>3.77</td>
<td>4.18</td>
<td>4.65</td>
</tr>
<tr>
<td>Other International Students</td>
<td>4.15</td>
<td>4.28</td>
<td>4.56</td>
</tr>
<tr>
<td>Domestic Students</td>
<td>3.84</td>
<td>4.02</td>
<td>4.70</td>
</tr>
</tbody>
</table>

![Graph showing term GPA comparison](chart.png)
Based on the seven-year policy review cycle set out in the University Policy on Policies and Procedures, the Procedures for the Selection of the Registrar (GV0400) ("the Procedures") are scheduled to be updated; the last update was in November 2002.

Attached for ease of reference are the previous and the updated versions of the Procedures as presented and approved by the Board of Governors at its March meetings. Updates made to the Procedures include:

- A change to the title of the procedures by removing Executive Director, Student Enrolment to reflect the contemporary status of the Registrar’s title;
- An update to the Search Committee composition to allow flexibility as necessary;
- The Vice President Academic and Provost has been included as the Designated Executive and Procedural officer with the ability to name a designate Chair to align with other university Procedures;
- Addition of Senator representatives who are appointed through the Senate Committee on Agenda and Governance rather than specified Chairs of two Senate Committees; and
- An overall update to the current procedures template for this level of position including provisions for committee alternates, discussion of employment equity, provisions for confidentiality, protection of privacy and records management, and the inclusion of the Authorities and Officers for the policy.

Given the timing of the Board of Governors meeting (March 31), the Procedures were presented to Board subject to approval by Senate.

**Recommended Motion:**

That Senate approve the updated Procedures for the Selection of the Registrar (GV0400) as approved by the Board of Governors.
1. **PREAMBLE**

Under Section 27.2 f) and g) of the University Act, the Board of Governors shall, with the approval of Senate, establish procedures for the recommendation and selection of senior academic administrators and shall subsequently appoint these administrators. The Board of Governors has delegated its authority to make appointments to the President or the appropriate Vice-President. The following procedures define the method by which the appointment, or review and reappointment, of the Registrar and Executive Director, Student Enrolment will be carried out.

1.1 **Introduction**

When the position is vacant or will become so within six months, the Provost shall notify Senate and the Board of Governors of the vacancy, and will convene a search committee. If necessary, the President will appoint an Acting Registrar and Executive Director, Student Enrolment to serve until such time as the new appointee takes office.

1.2 **Composition, Procedures, and Responsibilities of the Search Committee**

1.2.1 The Search Committee shall be constituted as follows:

1. The Vice-President Academic and Provost, who shall serve as the Chair of the Committee
2. Two Chairs of the Senate Committees on Admission, Re-registration and Transfer; and Awards
1. Dean of Graduate Studies, or designate
1. One Dean selected by the Deans (except the Dean of the Faculty of Graduate Studies)
1. One graduate student selected by the Graduate Students’ Society
1. One undergraduate student selected by the University of Victoria Students’ Society
1. Executive Director of Student and Ancillary Services
1. One member elected by and from the academic and professional staff in the Office of the Registrar and Executive Director, Student Enrolment

...
Where possible, alternates will be identified who may be asked to serve when a member needs to resign from the Committee before it begins to interview candidates. Alternates cannot be added after this point as each member of the Committee must participate in the interview of and hear the Committee’s deliberations with regard to the merits of all of the candidates prior to making a recommendation. In the event that an alternate is needed and no alternate was determined at the time the Committee was constituted, the alternate shall be appointed by the remaining members of the Committee after appropriate consultation.

1.2.2 The University of Victoria is committed to employment equity. Where possible, constituencies should encourage representation from the four designated groups: women, aboriginal peoples, persons with disabilities, and members of visible minorities. During the selection process, the Committee should acquaint itself with human rights requirements, University equity and harassment policies, faculty equity plans, include equity issues in its consideration of criteria for the position, and take steps to widen the pool of qualified applicants to include the four designated groups. Postings for the position, both internal and external, shall include an employment equity statement encouraging applications from the four designated groups. The Chair of the Committee is encouraged to consult the Equity Office for advice and support in running a fair and equitable search process.

1.2.3 Deliberations of the Committee shall be confidential. A person who has breached confidentiality shall be subject to sanction by the Chair up to and including dismissal from the Committee and forfeiture of constituency representation. Members should respond to general questions on the Committee’s progress by referencing procedural decisions of the Committee as recorded in the minutes. At no point is it appropriate to refer to opinions or comments expressed at meetings of the Committee.

1.2.4 Documentation received by the Committee during its deliberations must be kept confidential. Personal information is protected by the B.C. Freedom of Information and Protection of Privacy Act.

1.2.5 Members of the Committee shall be responsible for seeking information from their constituencies and keeping them advised of the process.

1.2.6 The Committee shall keep in camera minutes of its decisions and actions. Deliberations of the Committee concerning candidates shall not be recorded.

1.2.7 The Committee shall acquaint itself with the requirements of the position of Registrar and Executive Director, Student Enrolment through meetings with the incumbent and others as needed, and
shall then establish criteria on which the candidates shall be judged.

1.3 Search Procedures of the Committee

The Committee shall proceed as follows:

1.3.1 The Committee will invite members of the University community to suggest possible candidates and will advertise the position.

1.3.2 The Committee shall gather relevant information about the candidates and shall then select a short list of candidates. It shall arrange for those candidates to meet for discussion with those individuals and offices that have substantial interaction with the Registrar and Executive Director, Student Enrolment, including staff in the office of the Registrar and Executive Director, Student Enrolment.

1.3.3 The Committee shall decide on its recommendation to the President by simple majority vote.

1.3.4 In the case of an academic candidate, the Committee shall consult the Dean of the relevant faculty and the Chair of the relevant department about the proposed academic appointment.

1.3.5 The recommendation for the candidate put forward by the Committee shall be in the form of a report including recommendations for action and a rationale for the Committee’s choice.

1.3.6 When the President has approved the appointment, and the successful applicant has accepted, there shall be a meeting between the Provost and the new Registrar and Executive Director, Student Enrolment to discuss any issues arising from the appointment process.
PURPOSE

1.00 The following procedures define the method by which the appointment, or review and re-appointment, of the Registrar will be conducted.

SCOPE

2.00 These procedures apply to: the appointment of a new Registrar and to the appointment of an acting Registrar. An acting Registrar is not considered an incumbent.

PROCEDURES

Delegation of Appointment Authority

3.00 Under Sections 27(2) (f) and (g) of the University Act, the Board of Governors shall with the approval of Senate establish procedures for the recommendation and selection of senior academic administrators and shall subsequently appoint these administrators.

3.01 The Board of Governors has delegated its authority to make appointments to the President or the appropriate vice-president. The President is responsible for approving the appointment of the Registrar.

Notification of Vacancy

4.00 When the position is vacant or will become so within six months, the President shall notify Senate and the Board of Governors of the vacancy, and will arrange to convene an Appointment Committee.

4.01 If necessary, the President will appoint an acting Registrar in accordance with section 21.00 of these procedures to serve until the new appointee takes office.

Appointment Committee Establishment and Governance

5.00 The Vice-President Academic and Provost will ask the University Secretary to convene the Appointment Committee (hereinafter referred to as “the Committee”) in accordance with these procedures.
Representation from Equity Groups
6.00 The university is committed to equity and diversity. When electing members of the Committee, constituencies should encourage diverse representatives from their membership to stand for election including: women, Indigenous peoples, persons with disabilities, visible minorities, people of all sexual orientations and genders and others who may contribute to the diversification of the Committee.

Committee Composition
7.00 The Committee shall be comprised as follows:

1. The Vice President Academic and Provost (or designate) who shall serve as the Chair of the Committee
2. Dean of Graduate Studies, or designate
3. One Dean selected by the Deans (except the Dean of the Faculty of Graduate Studies)
4. Senator nominated by the Senate Committee on Agenda and Governance
5. One graduate student selected by the Graduate Students’ Society
6. One undergraduate student selected by the University of Victoria Students’ Society
7. Chief Information Officer
8. Members selected from the professional staff in the Office of the Registrar and
9. Director Student Recruitment and Global Engagement

Alternate Committee Members
8.00 Alternates will be identified, where possible, who may be asked to serve when a member needs to resign from the Committee before it begins to formally interview candidates. Alternates cannot be added after this point as each Committee member must be in a position to weigh the merits of each candidate prior to making a recommendation.

8.01 In the event that an alternate is required and no alternate was determined at the time the Committee was constituted, an alternate will be appointed by the remaining members of the Committee after appropriate consultation.

Committee Member Participation
9.00 Committee members are expected to attend the Committee’s meetings and must participate in interviews. A Committee member who is not able to meet these expectations shall resign from the Committee and an alternate may be appointed in accordance with section 8.00.

Establishment of Position Criteria
10.00 The Committee shall acquaint itself thoroughly with the requirements of the Registrar position through a review of appropriate university policies and procedures, meetings with the incumbent, and others as appropriate, and shall establish criteria by which to evaluate candidates.
Employment Equity

11.00 Throughout the appointment process, the Committee should acquaint itself with human rights requirements, university equity and diversity policies, include equity considerations when developing criteria for the position, and take steps to widen the pool of qualified applicants to include designated equity group members and others who may contribute to the further diversification of the university. Position advertisements shall include the current employment equity statement.

11.01 The Committee should familiarize itself with best practices for conducting fair and equitable search and selection processes.

Confidentiality, Protection of Privacy and Records Management

12.00 The personal information of the incumbent and Registrar candidates shall be managed and protected in accordance with the Freedom of Information and Protection of Privacy Act, and the university's Protection of Privacy (GV0235) and Records Management (IM7700) policies and associated procedures.

12.01 Documentation containing personal information received by the Committee is confidential and shall be used or disclosed only for the purpose for which the information was collected or a purpose consistent with the original collection purpose. All other uses or disclosures of such information require the consent of the incumbent or candidate.

13.00 Deliberations of the Committee are confidential. The Committee shall keep a confidential summary record of its meetings detailing its decisions and actions. Deliberations of the Committee concerning the incumbent or candidates shall not be recorded in the summary record.

13.01 Only the Chair (or designate) is authorized to speak on behalf of the Committee. Committee members shall not disclose opinions or individual comments voiced at Committee meetings and are expected to respond to questions on the Committee's progress as directed by the Chair.

13.02 A Committee member who has breached confidentiality shall be subject to sanction by the Chair potentially including dismissal from the Committee.

14.00 Committee records shall be managed in accordance with the university's Protection of Privacy (GV0235) and Records Management (IM7700) policies and associated procedures.

Consultation with Constituencies

15.00 Committee members are responsible for exercising their best judgment in the interests of the appointment process and their respective constituencies. They are expected to seek information from their constituencies and keep constituencies apprised of the non-confidential aspects of the appointment process.

15.01 The Chair will guide Committee members with respect to consultations with their constituencies.
Search Procedures

Determination of Candidate Field
16.00 The Chair, in consultation with the Committee, shall determine whether or not to initially seek internal candidates only.

16.01 The Vice-President Academic and Provost (or designate) may elect to engage a search consultant in cases where the position is open to external candidates.

Candidate Selection
17.00 The Committee will gather relevant information about the candidates and shall then select a short list of candidates.

Communication with Candidates
18.00 The Committee is responsible for ensuring all candidates are made aware of, and provided with a copy of these procedures.

18.01 Candidates shall be advised of the measures to be used for assessment and the individuals and constituency groups the Committee intends to consult.

Voting
19.00 The Committee shall reach a decision on a recommended candidate through a simple majority vote, by secret ballot. The Chair has the right to vote.

Recommendation
20.00 The Committee’s appointment recommendation shall be provided to the President in the form of a report including recommendations for action and a rationale for its decision.

Appointment of an Acting Registrar
21.00 When the appointment of an Acting Registrar is necessary, the Vice-President Academic and Provost (or designate) will consult with individuals and committees, as he or she deems appropriate, and will then make a recommendation for appointment to the President. Normally such an appointment would not exceed two years.

Authorities and Officers
i) Approving Authority: Senate and Board of Governors
ii) Designated Executive Officer: Vice-President Academic and Provost
iii) Procedural Authority: Senate and Board of Governors
iv) Procedural Officer: Vice-President Academic and Provost

Legislation
University Act
Freedom of Information and Protection of Privacy Act

Related Policies and Documents
Protection of Privacy Policy (GV0235) and associated procedures
Records Management Policy (IM7700) and associated procedures
Date: March 25, 2015

To: Members of the Senate

cc: Dr. Andrew Rippon, University Orator
    Dr. Susan Lewis, Chair of the Convocation Committee

From: Jamie Cassels, QC
      President and Vice-Chancellor

Re: University Orators

As you know, citations for the honorary graduands for whom the Senate approves degrees are written and read at Convocation by the university’s orators. The citations convey to those attending Convocation what the individuals have achieved and why we are recognizing them. In addition, they communicate the university’s recognition and appreciation to the honorands. The terms of reference for orators are attached.

Recommended Motion:

That the Senate appoint Dr. Mary Kennedy as Orator for a term from July 1, 2015 until June 30, 2018.

Attachment
TERMS OF REFERENCE

The Senate of the University of Victoria recognizes and honours individuals for their outstanding achievements by awarding them honorary degrees. Such degrees are presented at Convocation. Orators play a vital role in recognizing and celebrating the recipients. They research, write and deliver citations that articulate for both a general and an academic audience, the reasons why the honorary degree is being granted.

The University maintains a roster of orators, appointed by the Senate, that includes a University Orator, a Deputy University Orator and other orators.

I University Orator

The University Orator will:

1. research and write citations for honorary graduands and read those citations at Convocation;
2. provide instruction and advice to other orators;
3. assign orators to work on particular citations;
4. edit draft citations; and
5. assist in the recruitment and orientation of new orators.

II Deputy University Orator

The Deputy University Orator will:

1. research and write citations for honorary graduands and read those citations at Convocation; and
2. act for the University Orator when he or she is absent.

III Orators

The Orators will:

1. research and write citations for honorary graduands and read their citations at Convocation.
PROCEDURES

1. The University Orator, Deputy University Orator and other Orators will be appointed by the Senate upon the recommendation of the President. The Chair and Vice-Chair of the Convocation Committee will advise the President on such appointments.

2. The Chair and Vice-Chair of the Convocation Committee will seek to appoint as orators members of the university community who:
   - are excellent public speakers;
   - are able to shape biographical materials into a portrait which explains the achievements and qualities of the recipient of the honorary degree (ie: not a mere c.v.);
   - are available at the times of Convocation (spring, fall); and
   - enjoy seeing students convocate and participating in Convocation.

2. The term of appointment will normally be three years, renewable, from July 1 to June 30.

NOTES

1. Service as an orator is deemed to be service to the university under the Framework Agreement (Joint Committee on the Administration of the Framework Agreement Annual Report 2006).

2. An individual who has not yet been appointed as an orator by the Senate may be invited by the University Orator to prepare and deliver a citation.
Date: March 25, 2015

To: Members of Senate

From: Jamie Cassels, QC
President and Vice-Chancellor


The Policy on University Policies and Procedures (GV0100) calls for the President to report annually to the Board of Governors and the Senate on university policies developed and reviewed during the previous year. The 2014 Policy Review Annual Report captures university policy activities and accomplishments in the 2014 calendar year and outlines current policy activities and priorities for 2015. To provide a complete picture of the progress to date, the 2014 Policy Review Annual report also includes activities undertaken in the first quarter of the 2015 calendar year (January through March).

More information about university policies is available on the University Secretary’s website at www.uvic.ca/universitysecretary/policies.

Attached for Senate’s information is the 2014 Policy Review Annual Report.
1. Introduction

The university’s Policy on University Policies and Procedures (GV0100) was approved by Senate and the Board of Governors in order to establish a consistent framework for the development and review of university policies and procedures. The goal in implementing the policy framework is to create and maintain a collection of user-friendly policies and procedures that is current and relevant to the needs of the university community.

This report responds to the requirement in the Policy on University Policies and Procedures to report annually to Senate and the Board of Governors on the development and review of university policies and procedures. The Policy states:

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

The report also identifies university policy related priorities for 2015.

2. Update on the Implementation of the Policy Framework

Overall, the university continued its progress in 2014 in implementing the university policy framework. The responsibility for drafting of new policies and the revising of existing policies has been assumed by the president’s office or individual vice-presidents’ offices. The University Secretary’s office continues to coordinate policy development and ensures new policies and policy changes are consistent with the Policy on University Policies and Procedures.

(a) New Policies and Procedures Developed or Under Development

In 2014 and early 2015 (January - March 31), the following new university policies and procedures were approved or were under development:

**APPROVED - 2014**

<table>
<thead>
<tr>
<th>Policy or Procedure</th>
<th>Purpose and Rationale for Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Policy (and Procedures) on Art Collections (BP3310)</td>
<td>Completed: May 27, 2014</td>
</tr>
</tbody>
</table>

**APPROVED - 2015 (January - March 31)**

<table>
<thead>
<tr>
<th>Policy or Procedure</th>
<th>Purpose and Rationale for Development</th>
</tr>
</thead>
</table>

**UNDER DEVELOPMENT**

<table>
<thead>
<tr>
<th>Policy or Procedure</th>
<th>Purpose and Rationale for Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Procedures for Appointment, Review and Re-Appointment of Associate Deans (consolidation) (NEW)</td>
<td>Under development</td>
</tr>
<tr>
<td>2. Booking of University Facilities or Space for Secondary</td>
<td>Under development. To replace the existing booking policies.</td>
</tr>
</tbody>
</table>
### Revised Policies and Procedures

In 2014, the following university policies and procedures were revised:

<table>
<thead>
<tr>
<th>Policy or Procedure</th>
<th>Summary of Amendments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Procedures on Curriculum Submissions (Policy on Calendar Submissions - AC1120)</td>
<td>Completed: May 2, 2014</td>
</tr>
<tr>
<td>4. Professional Development Expenses - Excluded Management and Confidential Staff (HR6400)</td>
<td>Completed: March 17, 2014</td>
</tr>
</tbody>
</table>
In early 2015 (January – March 31), the following university policies and procedures have been or will be revised:

<table>
<thead>
<tr>
<th>Policy or Procedure</th>
<th>Summary of Amendments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Academic Program Review (AC1145)</td>
<td>Completed: January 2015</td>
</tr>
<tr>
<td>5. Purchasing Services Policy (FM5105)</td>
<td>Completion March 2015</td>
</tr>
<tr>
<td>6. Selection of Administrative Registrar &amp; Executive Director, Student Enrolment (GV0400)</td>
<td>Completion Spring 2015</td>
</tr>
</tbody>
</table>

(c) **Rescinded Policies and Procedures**

In 2014 and 2015, the university rescinded the following policies and procedures that no longer met the university policy standard or had been superseded by other policies or documents.

**RESCINDDED - 2014**

<table>
<thead>
<tr>
<th>Policy or Procedure</th>
<th>Rationale for Rescinding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ethical Assessment of Institutional Quality of Programs and Services (AD2205)</td>
<td>Rescinded – The policy did not meet the university policy standard pursuant to the Policy on University Policies and Procedures (GV0100). In order to meet the university policy standard, a policy must be current and relevant. University policies must also</td>
</tr>
</tbody>
</table>
### RESCI NDED - 2015 (January - March 31)

<table>
<thead>
<tr>
<th>Policy or Procedure</th>
<th>Rationale for Rescinding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Policy on Strategic Alliances (FM5110)</td>
<td>Rescinded – It is not anticipated that there will be a need for future strategic alliances. The Policy no longer meets the university policy standard pursuant to the Policy on University Policies and Procedures (GV0100). In order to meet the university policy standard, a policy must be current and relevant. University policies must also be principle-based statements to be followed in carrying out the activities of the university and must have broad application throughout the university.</td>
</tr>
<tr>
<td>2. Maltwood Art Museum and Gallery (BP3300)</td>
<td>Rescinded – The existing policy was replaced with the Policy on University of Victoria Art Museum (BP3315)</td>
</tr>
</tbody>
</table>

### Policies with Transferred Approving Authority

In 2014 no approving authorities were transferred based on current organizational responsibilities.
4. University Policy Goals and Priorities for 2015

(a) Finalize University Policies Under Review - brought forward from previous years (2011, 2012 and 2013)

<table>
<thead>
<tr>
<th>Policy or Procedure</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teaching and Organization of Courses and Programs (AC1150)</td>
<td>Targeted for completion in Spring 2016</td>
</tr>
<tr>
<td>5. University Facility and Space Booking policies:</td>
<td>Under review as part of project to review university's booking policies. Targeted for completion in Spring 2016</td>
</tr>
<tr>
<td>(a) External Bookings of University Space (BP3400)</td>
<td></td>
</tr>
<tr>
<td>(b) Use of University Facilities of Academic Departments by External Organizations (BP3405)</td>
<td></td>
</tr>
<tr>
<td>(c) University Centre Foyer Booking (BP3410)</td>
<td></td>
</tr>
<tr>
<td>(d) University Centre A180 Booking (BP3415)</td>
<td></td>
</tr>
<tr>
<td>(e) Operation of the Cadboro Commons Building (BP3420)</td>
<td></td>
</tr>
<tr>
<td>(f) Booking Policy - Residence &amp; Food Facilities (BP3425)</td>
<td></td>
</tr>
<tr>
<td>(g) Booking of Physical Education, Athletics and Recreational Facilities (BP3430)</td>
<td></td>
</tr>
<tr>
<td>(h) University Centre Auditorium: General Use &amp; Booking (BP3435)</td>
<td></td>
</tr>
<tr>
<td>7. Policies related to student residences</td>
<td>Targeted for completion in Fall 2015</td>
</tr>
<tr>
<td>(a) Student Residences Policy</td>
<td></td>
</tr>
<tr>
<td>Policy or Procedure</td>
<td>Status</td>
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<td>--------------------------------------------------------------</td>
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<tr>
<td>(BP3500) (BP3505) (FM5515)</td>
<td></td>
</tr>
<tr>
<td>8. Signing Authority (FM5100)</td>
<td>Targeted for completion in December 2015</td>
</tr>
<tr>
<td>9. Intellectual Property (GV0215)</td>
<td>Completion delayed</td>
</tr>
<tr>
<td>11. Procedures for the Appointment of Chairs of Departments or Divisions (GV0700)</td>
<td>Targeted for completion in Spring 2016</td>
</tr>
<tr>
<td>13. Social Responsibility and UVic Investments Policy (FM5215)</td>
<td>Targeted for completion in December 2015</td>
</tr>
<tr>
<td>14. Determination of Employment Relationship (HR6325)</td>
<td>Completion delayed</td>
</tr>
<tr>
<td>15. Distribution of News and Information Publications on Campus (IM7400)</td>
<td>Under review as part of project to review the university's communication policies</td>
</tr>
<tr>
<td>16. Liquor Policy (AD2400)</td>
<td>Targeted for completion in Spring 2016</td>
</tr>
<tr>
<td>17. Discrimination and Harassment Policy (GV0205)</td>
<td>Targeted for completion in Spring 2015</td>
</tr>
<tr>
<td>18. Purchasing Services Policy (FM5105)</td>
<td>Targeted for completion in March 2015</td>
</tr>
<tr>
<td>19. Protection of Privacy Policy (GV0235)</td>
<td>Targeted for completion in Fall 2015</td>
</tr>
<tr>
<td>20. Records Management Policy (IM7700)</td>
<td>Targeted for completion in Fall 2015</td>
</tr>
<tr>
<td>21. Information Security Policy (IM7800)</td>
<td>Targeted for completion in Fall 2015</td>
</tr>
</tbody>
</table>
(b) **Finalize University Policies Targeted for Review in 2014**

<table>
<thead>
<tr>
<th>Policy or Procedure</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. International Fieldwork and Travel Policy (AD2210)</td>
<td>Targeted for completion in Fall 2015</td>
</tr>
<tr>
<td>3. Internal Audit (GV0220)</td>
<td>Targeted for completion in December 2015</td>
</tr>
<tr>
<td>4. Risk Management Policy (GV0225)</td>
<td>Targeted for completion in December 2015</td>
</tr>
<tr>
<td>5. Establishment and Review of Research Centres (RH8300)</td>
<td>Targeted for completion in 2016</td>
</tr>
</tbody>
</table>

(c) **University Policies/Projects Targeted for Review in 2015**

<table>
<thead>
<tr>
<th>Policy or Procedure</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Flag Display policy and procedures (AD2300)</td>
<td>Targeted for completion in Fall 2015</td>
</tr>
<tr>
<td>4. Conflict of Interest and Confidentiality policy (GV0210)</td>
<td>Targeted for completion in Fall 2015</td>
</tr>
<tr>
<td>5. Auditor Independence: Retention of External Auditors for Audit, Tax and Other Non-Audit (GV0230)</td>
<td>Targeted for completion in 2015</td>
</tr>
<tr>
<td>6. Appointment of Non-Academic Associate Vice-Presidents and Non-Academic Assistant Vice-Presidents (GV0345)</td>
<td>Targeted for completion in Spring 2016</td>
</tr>
<tr>
<td>7. Appointment and Review of the Head of the Division of Medical Sciences (GV0500)</td>
<td>Targeted for completion in Spring 2016</td>
</tr>
</tbody>
</table>
(d) Other Policy Related Priorities

Other university policy-related priorities for 2015 include:

- continue to identify and rescind or relocate university policies and procedures that no longer meet the university policy standard; and
- continue to analyze and determine where additional new university policies and procedures are required and where related policies can be consolidated.
Background:

As you know, the annual Joint Senate and Board Retreat (JSBR) is a regular and important opportunity for the members of the University of Victoria (UVic) Board of Governors (Board) and Senate to come together. The goal of the JSBR is to foster a common understanding on the part of the members of the Board and Senate on strategic issues or developments of interest to the university. The JSBR and its topical themes enhance the members’ understanding of the global and national higher education environment and place UVic within that context.

This memo describes the 2015 Joint Senate and Board Retreat, for the benefit of those of you who were unable to attend.

Summary:

The purpose of the 2015 retreat was to bring the Board and Senate together to gain an understanding of the role of universities in their regions with a focus on UVic. The day began with Dr. Alan Shepard, President of Concordia, providing a ‘big picture’ view of the roles and the challenges universities face in their regions. Following Dr. Shepard’s presentation, two respondents narrowed the discussion to this region and UVic. Mr. Ken Kelly, General Manager, Downtown Business Association, spoke from the perspective of the downtown core of Victoria. Dr. Sarah Wiebe highlighted the work of Vancouver’s CityStudio in engaging post-secondary students in their communities and proposed a SalishStudio for our region, a version of the CityStudio concept.

After the presentations, expert panelists reflected on areas where UVic has the opportunity to play a stronger regional role. Panelists were chosen from the university and from the community:

- Prof. Deborah Curran, *Hakai Professor in Environmental Law and Sustainability, Faculty of Law, UVic*
- Ms. Kate Harland, *Executive Officer, Small Advanced Economy Initiative Secretariat*
The afternoon table discussion session allowed time for participants to reflect on the day’s discussion and to provide suggestions for enhancing UVic’s role in our region. Corresponding with the purpose of the retreat, each table was composed of a mix of Board, Senate, and guest representatives. Through the brainstorming session on the question “How can UVic improve our role in our region?” diverse concepts and ideas were put forward. Participants developed thoughtful ideas that illustrate how the retreat participants worked together to develop common understandings of UVic’s role in our region.

The themes that emerged from the table discussions included:

1. Bringing the classroom into the community
2. Becoming more visible in the region and making the region more visible to university
3. Promoting student experience beyond the classroom
4. Improving on our partnerships with Indigenous communities

The range of ideas proposed under the themes encompassed developing programs where students can collect and engage with regional data, hosting community dialogue events, exploring how students can give back to the community, and providing Indigenous students with mentorship opportunities.

Feedback:

Participants in the JSBR were asked to complete feedback forms at the end of the event. The feedback from the 2015 JSBR was largely positive. Participants particularly enjoyed Dr. Shepard’s talk; comments included ‘provocative and interesting’; ‘inspiring’ and ‘thought provoking. There were also many comments on the high quality of all of the speakers and panels, and the good integration of the presentations with the discussion topic. Those that commented were generally pleased with the discussion topic and the time allowed to reflect on the ideas presented and promote their own ideas.

This was the first time since 2009 that the event was held off campus. While there were some comments that the venue was far to travel, many felt that it was a good space and liked the idea of the topic hosted at an offsite location such as VITP; a few would have liked to have toured VITP as part of the day. Some suggested that the next JSBR be held in another offsite location, others would like it returned to UVic.

There were some comments that the event was short and should produce more concrete outcomes, although these comments were balanced by many more positive comments regarding the format and discussion. Other comments for improving future JSBRs included keeping the event on time, distributing background materials beforehand, and increasing participation from members of the Board.

Planned Further Action:

The Office of the University Secretary will consider Board and Senate feedback and how it may pertain to the format and structure for the 2016 Joint Senate and Board Retreat.

Attachment(s): Joint Senate and Board Retreat Agenda
# UVic Joint Senate and Board Retreat 2015

February 28, 2015  ●  Vancouver Island Technology Park, Victoria, BC

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## Understanding the role of universities in their regions

### 8:30 Registration

### 9:00 Welcome and overview of the day

*Prof. Jamie Cassels, President, University of Victoria*

*Introduction to the Vancouver Island Technology Park, Peter Kuran, President & CEO, UVic Properties*

### 9:10 Keynote Address: The role of universities and regional development

*Dr. Alan Shepard, President, Concordia University*

### 9:50 Perspectives from downtown Victoria

*Mr. Ken Kelly, General Manager, Downtown Business Association*

*Perspectives from a new faculty member*

*Dr. Sarah Wiebe, Instructor, Department of Political Science, UVic*

### 10:15 Coffee Break with refreshments

### 10:30 Panel Chair: Dr. David Castle, Vice President Research, UVic

**Panel Questions:**

- How can the university continue as a positive driving force for regional economic and social development?
- How can the university continue to respond to regional needs?

**Panelists:**

- Prof. Deborah Curran, *Hakai Professor in Environmental Law and Sustainability, Faculty of Law, UVic*
- Ms. Kate Harland, *Executive Officer, Small Advanced Economy Initiative Secretariat*
- Mr. Miles G. Richardson, *Interim Director, National Consortium for Indigenous Economic Development*
- Dr. David Obee, *Editor-in-Chief, Times Colonist*
- Dr. Leslie Brown, *Special Advisor to the Provost on Community Engagement, UVic*

### 12:00 Lunch Break

### 12:45 Table discussion:

**Identify where and how UVic can improve our role in our region?**

### 1:45 Reflective comments on the proceedings and closing remarks

### 2:15 Retreat Adjourned
Keynote Address

Alan Shepard
President, Concordia University

Professor Alan Shepard is president of Concordia University in Montreal. Concordia is one of Canada's largest and most innovative urban universities. Its founding institutions, Loyola College (1896) and Sir George Williams University (1926), gave rise in 1974 to the modern Concordia, now home to 46,000 students.

Alan joined Concordia in 2012 from Toronto, where he had served as provost of Ryerson University. While there he led teams developing entrepreneur-based experiential learning, including the Digital Media Zone (DMZ) and the Centre for Urban Energy. Alan has also held academic leadership roles in Virginia and Texas and at the University of Guelph.

His research has focused on the relationships among national security, history and rhetoric in early modern Europe and on the emergence of a culture of scientific discourse in the early modern world of belles-lettres. He has published books and articles on these topics as well as pieces on the challenges facing universities today.

Alan studied at St. Olaf College, where he was elected to Phi Beta Kappa, and the University of Virginia (PhD 1990), and was a visiting student at the University of Cambridge. He has held senior fellowships at the University of Toronto.

His past and present service includes Stratford Festival of Canada, Public Health Ontario, Centraide (United Way), Fondation Montréal Inc., Les Amis de la montagne, the Montreal Science Center Foundation and the Montreal Board of Trade.
Respondents

Ken Kelly  
*General Manager, Downtown Business Association*

Ken Kelly is an urban planner and the General Manager of the Downtown Victoria Business Association (DVBA). For the past thirty-five years, he has worked in five of the six regions of Canada in the public, private, and university sectors to revitalize downtowns and inner cities. He assumed his roll with the DVBA in 2004 after serving as General Manager of Downtown Moncton Centre-ville Inc. Ken is the Past President of the Business Improvement Areas of British Columbia, Past President of Downtown New Brunswick, and an Honourary Citizen of Winnipeg, Manitoba. He is a graduate of UBC and Queen’s University.

Sarah Wiebe  
*Instructor, Department of Political Science, UVic Faculty of Social Sciences*

Sarah Marie Wiebe teaches Political Science at the University of Victoria and holds a SSHRC Post-Doctoral Fellowship with the Institute for Studies and Innovation in Community-University Engagement. Her dissertation *Anatomy of Place: Ecological Citizenship in Canada’s Chemical Valley* examined struggles for environmental and reproductive justice and the impact of pollution on the Aamjiwnaang First Nation. She has published on the politics of reproductive justice and ecologies of Indigenous citizenship. At the nexus of citizenship, biopolitics and environmental politics, her teaching and research interests focus on the role of the body in citizen protest, deliberative democracy and struggles for knowledge. As a collaborative researcher, she assisted Indigenous youth with the production of a documentary film, *Indian Givers*, and current scholarship emphasizes the “arts of engagement.”
Panelists

Deborah Curran
*Hakai Professor in Environmental Law and Sustainability & Program Director, Environmental Law Centre, UVic Faculty of Law*

Deborah Curran is the Hakai Professor in Environmental Law and Sustainability in the University of Victoria Faculty of Law. As a municipal and environmental lawyer, Deborah is able to combine her academic and community interests by giving legal information and advice through many of the courses she teaches. These include the Environmental Law Clinic where students provide legal services to community organization and First Nations across BC, and the Field Course in Environmental Law and Sustainability held at the Hakai Institute in the Central Coast of BC, the only national field course in law. Deborah has also spent the last 20 years working with local governments on creating sustainable communities through the implementation of green bylaws. Teaching all types of land and water-related courses, Deborah's research is in the areas of green real estate, water law, and collaborative watershed management.

David Obee
*Editor and Chief, Times Colonist*

Dave Obee is Editor-in-Chief of the Times Colonist, and has worked as a journalist in British Columbia and Alberta since 1972. He has been with the Times Colonist since 1997. In 2012 he was awarded an Honorary Doctorate of Laws by the University of Victoria for his work as a historian, genealogist and journalist. In 2014 he was presented with the Governor General's Caring Canadian award for his work as a community volunteer.

Dave was one of the founders of the annual Times Colonist book drive, which has raised $2 million in support of school libraries and other literacy projects since 1998. He is a member of the board of Canada's History Society, which publishes Canada's History, the magazine formerly known as The Beaver, and Kayak, which is a history magazine for children, as well as related websites. Dave was the recipient of the B.C. Library Association's Keith Sacre Library Champion Award, the association's top award for non-librarians, for 2010/2011. This honoured his research into the history of libraries in British Columbia.

Dave has written a dozen books and given almost 600 presentations at family history conferences and seminars in Canada, the United States and Australia since 1997.
Panelists cont....

Miles G. Richardson
Interim Director National Consortium for Indigenous Economic Development

Miles G. Richardson is a citizen of the Haida Nation and Canada. He grew up among his people on Haida Gwaii, attended high school in Prince Rupert, British Columbia, and in 1979 received a Bachelor of Arts in Economics from the University of Victoria. From 1984 to 1996, he served as President of the Council of Haida Nation.

Mr. Richardson was a member of the British Columbia Claims Task Force, which made recommendations to the Government of Canada, Government of British Columbia and First Nations in British Columbia on how the three parties could begin negotiations to build a new relationship and what negotiations should include.

From 1991 to 1993, Mr. Richardson was a member of the First Nations Summit Task Group, which is an executive body representing First Nations in British Columbia. In October 1995, Mr. Richardson was nominated by the Summit and appointed as a Commissioner to the BC Treaty Commission. He was elected to a second term in April 1997. In November 1998, he was chosen as Chief Commissioner by agreement of Canada, BC and the First Nations Summit for a three-year term and was reappointed in November 2001.

In 2007, Mr. Richardson was named an Officer of the Order of Canada. Currently, he operates his own business advisory service and is also the co-chair of the IOG Indigenous Advisory Circle.

Leslie Brown
Special Advisor to the Provost on Community Engagement, UVic

Leslie Brown, PhD, is a researcher, grandmother, motorcyclist and currently the Special Advisor to the Provost on Community Engagement and Director of the Institute for Studies and Innovation in Community University Engagement at UVic. She is the co-chair of the Pacific Housing Research Network and Principal Investigator of Siem Smun'eem, the Indigenous Child Well-being Research Network. Her research and practice interests include community-engaged research and learning.
Panelists cont....

Kate Harland  
**Executive Officer, Small Advanced Economies Initiative Secretariat**

As Head of Research for the Office of the Prime Minister’s Chief Science Advisor (PMCSA), New Zealand, Kate lead the research activities for the office investigating policy-relevant issues surrounding science and innovation policy. A second aspect of her role also included synthesizing and communicating scientific evidence to inform the public and policy-makers on a broad range of topical issues.

During her time at PMCSA Kate was involved in the establishment of an initiative, the Small Advanced Economies Initiative to build collaboration on science, innovation and economic policy across economies of similar scale. This Initiative was later backed by the New Zealand Prime Minister, and now involves extensive co-operation between New Zealand, Ireland, Israel, Denmark, Finland and Singapore.

Kate held responsibility for day-to-day management as Executive Officer for the Secretariat and developed the work programme in collaboration with senior policymakers from across the countries. Since relocating to British Columbia she continues to work remotely overseeing the Science and Innovation stream as a Senior Advisor to the Initiative.

Prior to her role at PMCSA Kate worked for 5 years as a senior consultant and advisor in London, with projects extending across Europe. She has practical experience in translating research and development to the marketplace including: developing national policy, analysing routes to market for new technology, and developing and managing international field trials (primarily in energy and new vehicle technology).

Kate graduated from Cambridge University, UK with a 1st class masters degree in Geophysics, and undergraduate degree in Physical Sciences.