The next open meeting of the Senate of the University of Victoria is scheduled for Friday, April 1, 2016 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 4, 2016 [SEN-APR 1/16-1]

      Motion: That the minutes of the open session of the meeting of the Senate held on March 4, 2016 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

5. CORRESPONDENCE

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES ACTION

   a. Senate Committee on Awards – Dr. John Walsh, Chair

      i. New and Revised Awards [SEN-APR 1/16-2]

         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:

         • Linda Vey Scholarship (revised)*
         • Rose Won Lau Business Scholarship (revised)*
         • Big Picture Conference Inc. Scholarship in Service Management (new)
         • Kutzschkan Graduate Scholarship in Philosophy (new)*
         • L.E. Frances Druce Scholarship in Music (new)*
         • Langford-Seaborn Scholarship (revised)*
         • L.E. Frances Druce Collaborative Piano Prize (new)*
         • L.E. Frances Druce Student Travel Award (new)*
• Spiritbear Foundation Scholarship in the School of Child and Youth Care (new)
• Alumni Association Vikes Award (new)*
• M.A. & D.E. Breckenridge Education Graduate Award (revised)*

*Administered by the University of Victoria Foundation

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

i. Renaming of the Centre on Aging as the Institute on Aging and Lifelong Health (SEN-APR 1/16-3)

Motion: That Senate approve the renaming of the Centre on Aging as the Institute on Aging and Lifelong Health (IALH), with the approval of IALH as a multi-faculty research centre in effect until May 31, 2019.

ii. CYC Calendar Change: Removing the Child Life Stream from the Undergraduate Calendar (SEN-APR 1/16-4)

7. PROPOSALS AND REPORTS FROM FACULTIES

a. Faculty of Graduate Studies

i. Proposal to create a Faculty of Graduate Studies Council (SEN-APR 1/16-5)

Motion: That Senate approve the Constitution and Bylaws for the Faculty of Graduate Studies.

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

a. Consultation on the International Plan Refresh (SEN-APR 1/16-6)

9. OTHER BUSINESS

a. Elections update (SEN-APR 1/16-7)

10. ADJOURNMENT
DRAFT MINUTES

A meeting of the Senate of the University of Victoria was held on March 4, 2016 at 3:30 p.m. in the Senate and Board Chambers, University Centre, Room A180.

1. APPROVAL OF THE AGENDA

   Motion: (K. Erickson/B. Peterson)
   That the agenda be approved as circulated.
   CARRIED

2. MINUTES

   a. February 5, 2016

      Motion: (J. Crocker/K. Erickson)
      That the minutes of the open session of the meeting of the Senate held on February 5, 2016 be approved and that the approved minutes be circulated in the usual way.
      CARRIED

3. BUSINESS ARISING FROM THE MINUTES

   There was none.

4. REMARKS FROM THE CHAIR

   a. President’s Report

   Prof. Cassels welcomed the new Registrar, Ms. Nicole Greengoe to her first Senate meeting.

   Prof. Cassels provided a report to Senate. With respect to matters at the federal level, Prof. Cassels reported on the pre-budget submission prepared by Universities Canada.

   At the provincial level, Prof. Cassels reported on the provincial budget. He also commented on provincial funding secured for a number of initiatives, including the Ocean Networks Canada earthquake early warning system; a project called “Changing the Culture of Substance Use”, co-led by the Centre for Addictions Research; renovation of the academic space in the McKinnon Building; and renovations to E Hut to support the civil engineering program.

   Prof. Cassels commented on incidents of sexualized violence on campus and said a process was underway to review the university’s policies and response procedures.
Prof. Cassels encouraged members of Senate to attend Ideafest, taking place next week. He provided information on the Campus Sustainability Fund that had recently been launched. Prof. Cassels reported on an agreement of sale entered into for Dunsmuir Lodge. He also reported that the university had been included on the list of Canada’s Best Diversity Employers for the fifth consecutive year.

Regarding labour relations on campus, Prof. Cassels reported that CUPE 4163 had taken a strike vote. Dr. Mateer provided members of Senate with some further details regarding continued bargaining.

5. CORRESPONDENCE

There was none.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Agenda and Governance

i. Process for Senate committee appointments

Ms. Andersen reviewed the memorandum outlining the new process for making recommendations to Senate for committee appointments.

ii. Upcoming Senate committee vacancies

Ms. Andersen reviewed the report.

b. Senate Committee on Awards

i. New and Revised Awards

Dr. Walsh introduced the proposal. He acknowledged the award being funded by a donation from Dr. Rob Lipson, Dean of Science.

**Motion:** (J. Walsh/K. Erickson)
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:

- Anne McLaughlin Legacy Scholarship in Education (new)*
- I-Witness Field School Travel Award (new)
- Zena Chaim Katz Family Travel Award for Holocaust Studies (new)*
- Phillip T. Young Memorial Scholarship in Music (revised)*
- Robert Evelyn Milnes Scholarship (new)*
- Lynette F. Hain Memorial Scholarship (new)*
- Lindisfarne Scholarship in Medieval Studies (new)*
• Canadian Society of Senior Engineers/Engineering Institute of Canada (CSSE/EIC) Vancouver Island Award (new)
• David Harris Flaherty Scholarship (revised)*
• Rob and Tammy Lipson Undergraduate Research Scholarship (new)*
• Youth Futures Education Award (new)
• Betty Dewick Scholarship in Music (new)*

* Administered by the University of Victoria Foundation

CARRIED

c. Senate Committee on Planning

i. Master of Applied Science (MASc) in Civil Engineering

Dr. Mateer introduced the proposal.

In response to a question, Dr. Tiedje commented on the department’s faculty complement, in particular the potential of hiring teaching stream faculty.

Motion: (B. Peterson/D. Capson)
That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Master of Applied Science (MASc) in Civil Engineering, as described in the document “Master of Applied Science (MASc) Graduate Program in Civil Engineering”, dated February 11, 2016, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval. Once Senate and the Board of Governors have approved the proposal, the proposal must be posted on the Ministry of Advanced Education website for peer review for a period of 30 days.

CARRIED

ii. Doctor of Philosophy (PhD) in Civil Engineering

Dr. Mateer introduced the proposal.

Motion: (J. Crocker/B. Peterson)
That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Doctor of Philosophy (PhD) in Civil Engineering, as described in the document “Doctor of Philosophy (PhD) Graduate Degree Program in Civil Engineering”, dated February 11, 2016, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval. Once Senate and the Board of Governors have approved the proposal, the proposal must be posted on the Ministry of Advanced Education website for peer review for a period of 30 days.

CARRIED
7. PROPOSALS AND REPORTS FROM FACULTIES

a. Peter B. Gustavson School of Business

i. Bylaws & Constitution Changes for Senate Approval

Dr. Klein introduced the proposal.

Motion: (S. Klein/K. Erickson)
That Senate approve the revised Faculty Bylaws and Constitution for the Peter B. Gustavson School of Business.

CARRIED

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

a. Enrolment Projections for 2016-2017

Dr. Mateer introduced the proposal on behalf of the Vice-President Academic and Provost.

In response to a question, Dr. Mateer confirmed that no specific targets were proposed for international graduate students.

A question was asked regarding shifts in priorities for program growth and whether this reflected the provincial government’s mandate. Dr. Mateer responded that the university did not set quotas for enrolment in any areas. She noted that the shifts in enrolment were reflective of student choice. Dr. Mateer added that, based on the programs offered by the university and student choice, the university had no challenges meeting the targets identified by the provincial government in the Skills for Jobs Blueprint. It was noted that these targets only applied to 25 percent of enrolments.

In response to a question about the university maintaining its current size, it was noted that there had been some growth in recent years but that there were no plans to substantially grow enrolments.

A member commented that the university continually exceeded its graduate enrolment targets. In response, Prof. Cassels confirmed that these targets were set some time ago and no longer reflected the make up of the university. He said the university had been speaking to the Ministry regarding recalibration of the targets.

Motion: (C. Shankman/J. Crocker)
That Senate approve, and recommend to the Board of Governors that it also approve, a recommended enrolment level of 18,290 FTE for the 2016/17 academic year, subject to revisions in the event of new information regarding mandated growth, funding levels, and application rates.

CARRIED
b. Consultation on the Indigenous Academic Plan

Dr. Mateer provided a PowerPoint presentation on development of the draft Indigenous Academic Plan. She reviewed the foundational values used in development of the plan and the four pillars of the plan. Dr. Mateer provided an overview of the consultation process and asked members of Senate for their input on the draft.

A question was raised regarding implementation of a mandatory Indigenous course requirement. Dr. Mateer responded that this was not viewed as the most effective way of integrating Indigenous content into academic programs and said there were other ways of doing so that were more congruent with the spirit of the plan and the university’s academic mission.

In response to a question about recruitment of Indigenous faculty members, Dr. Mateer provided information on resources available to assist with development of department and faculty recruitment plans.

c. Update on Enhanced Planning Tools

Dr. Sarah Blackstone, Advisor to the Provost, Special Projects provided a report to Senate on the Enhanced Planning Tools project. She reported on the first cycle of report submission and outlined next steps. Members of Senate commented on their experience in the first cycle, noting some challenges with applying the questions to research centres, concerns with timing, and questions about the availability of accurate reports after errors are noted. The usefulness and ongoing value of the reports was also acknowledged. Dr. Blackstone expressed appreciation for the comments and said she would follow up on questions and concerns.

9. OTHER BUSINESS

a. 2015 Policy Review Annual Report

Dr. Eastman reviewed the report.

There being no other business the meeting was adjourned at 4:54 p.m.
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## EX OFFICIO MEMBERS - University Act: Section 35 (2) (a-f)
- Chancellor: Shelagh Rogers (31/12/17)
- President and Vice-Chancellor: Jamie Cassels, Chair
- 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: Susan Lewis
- Dean of Graduate Studies: David Capson
- Acting Dean of Humanities: Cedric Littlewood
- Dean of HSD: Patricia Marck
- Dean of Law: Jeremy Webber
- Acting Dean of Science: Kathryn Gillis
- 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 (30/6/18)
- 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 (30/6/18)
- GRAD: Sara Beam (30/6/16), Charlotte Schallie (30/6/17)
- HSD: Andre Kushmiruk (30/6/18), Esther Sangster-Gormley (30/6/16)
- HUMS: Jason Colby (30/6/18), Annalee Lepp (30/6/16)
- LAWF: Gillian Calder (30/6/17), Mark Gillen (30/6/16)
- SCIE: Florin Diauc (30/6/17), Diana Varela (30/6/17)
- SOSC: Janni Aragon (30/6/18), Doug Baer (30/6/17)

## MEMBERS ELECTED BY THE FACULTY MEMBERS - Sections 35 (2) (g)
- Sikata Banerjee - HUMS (30/6/16)
- Deborah Begoray – EDUC (30/6/18)
- Alexandra Branzan Albu – ENGR (30/6/17)
- Penny Bryden – HUMS (30/6/16)
- Aaron Devor – SOSC (30/6/17)
- Tim Haskett – HUMS (30/6/17)
- Robin Hicks – SCIE (30/6/18)
- Helga Hallgrimsdottir – SOSC (30/6/18)

## MEMBERS ELECTED FROM THE STUDENT SOCIETIES - Section 35 (2) (h)
- Wesley-Ryan Boyd (SOSC) (30/6/16)
- Lee Brekstad (HUMS)
- Jordan Crocker (HUMA)
- Julia Denley (SCIE)
- Bhuipinder Dulku (BUS)
- Kayleigh Erickson (SOSC)
- Ivelina Ivanova (LAW)
- Andrew Lemieux (GRAD)
- Dakota Mellin (EDUC)
- Alex Neiman (ENGR)
- Bernadette Peterson (SCIE)
- Diana Popova (GRAD)
- Tristan Ryan (SOSC)
- Phillip Schrod (SOSC)
- Cory Shankman (GRAD)
- vacancy (FINE)

## MEMBERS ELECTED BY THE CONVOCATION - Section 35 (2) (i)
- Rizwan Bashir (30/06/18)
- Chandra Beaveridge (30/06/18)
- Lauren Charlton (30/06/18)
- Peter Liddell (30/06/18)

## ADDITIONAL MEMBERS - Section 35 (2) (k)
- Head, Division of Medical Sciences: Bruce Wright
- Member elected by the Professional Librarians: John Durno (30/06/18)
- Continuing Sessional: Alicia Ulysses (30/06/17)

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

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

**LINDA VEY PRIZE SCHOLARSHIP***(REVISED-UG)**
A prize is made to an education student proceeding to the Learning Support Strand.
A scholarship is awarded to an academically outstanding undergraduate student in the Faculty of Education who has demonstrated a commitment to working with children with special needs requiring learning support. In the form of a letter, applicants must submit evidence of their commitment, such as courses taken, paid employment or volunteer experience. Applications must be submitted by May 31st to the Associate Dean Undergraduate Programs, Faculty of Education.

**ROSE WON LAU BUSINESS SCHOLARSHIP***(REVISED-UG)**
A scholarship is awarded to a Bachelor of Commerce student planning to participate in an academic exchange program and/or co-op work placement in China for the upcoming summer or winter session. Selection of the student is based on the submission of a resumé and an essay demonstrating the student's involvement in sports, extra-curricular activities or community contributions and stating how the
scholarship will be of assistance in completing the co-op term or exchange, and on academic merit. Preference will be given to a female woman student of Chinese ancestry. A cover letter can be used as the application form and must be returned with a resumé and an essay to the Gustavson School of Business, Business Student Services Office (BEC 283) by March 15 April 30th.

BIG PICTURE CONFERENCE INC. SCHOLARSHIP IN SERVICE MANAGEMENT (NEW-UG)
Two scholarships of $2,500 each are awarded to undergraduate students who have completed a two year Hospitality Management and/or Hotel Restaurant Administration diploma program, and have been directly admitted into the third year of the BCom program. Recipients must be Canadian Citizens. Nominations will be made by the Peter B. Gustavson School of Business.

KUTZSCHAN GRADUATE SCHOLARSHIP IN PHILOSOPHY* (NEW-GS)
One or more scholarships are awarded to academically outstanding graduate students in the Department of Philosophy. Selection of recipients will be made by the Graduate Awards Committee, upon the recommendation of the Department of Philosophy.

L.E. FRANCES DRUCE SCHOLARSHIP IN MUSIC* (NEW-UG/GS)
One or more scholarships are awarded to academically outstanding full-time undergraduate or graduate students entering the School of Music. Preference will be given to women students. Selection of the recipients will be made by Student Awards and Financial Aid or the Graduate Awards Committee upon the recommendation of the School of Music.

LANGFORD-SEABORN SCHOLARSHIP* (REVISED-GS)
A scholarship of $750 is awarded to a graduate student in the School of Public Administration who is a member of the Snuneymuxw First Nation. If no Snuneymuxw student in the School of Public Administration, the award may be given to any graduate student who is a member of the Snuneymuxw First Nation in any program. If no Snuneymuxw students, the award may be to a graduate student who is a member of any other Vancouver Island First Nation community or Vancouver Island Metis community in any program. If there are no graduate students eligible, it may go to an undergraduate student in the same order. Graduate students must submit an application form to the Faculty of Graduate Studies dean's office by May 31st. Undergraduate students can apply by completing the online application starting in April each year.

A scholarship of $750 is awarded to an Indigenous graduate student in the School of Public Administration. If there is no eligible student, an Indigenous graduate student in another department of the Faculty of Human & Social Development may receive the scholarship. Selection will be made by the Graduate Awards Committee, upon the recommendation of the School of Public Administration or the Faculty of Human & Social Development.

L.E. FRANCES DRUCE COLLABORATIVE PIANO PRIZE* (NEW-GS/UG)
One or more prizes are awarded to academically outstanding full-time undergraduate or graduate students in the School of Music. The prize is intended to enhance student learning by providing the financial support to work with a professional collaborative pianist. Preference will be given to women students. The selection of the recipients will be made by Student Awards and Financial Aid or the Graduate Awards Committee upon the recommendation of the School of Music.
L.E. FRANCES DRUCE STUDENT TRAVEL AWARD* (NEW-UG/GS)
One or more awards are made to academically outstanding full-time undergraduate or graduate students in the School of Music for the enhancement of the student learning experience through travel, in support of research/creative activity and may include field schools, exhibitions, performances or presentations. Preference will be given to women students. Selection of the recipients will be made by Student Awards and Financial Aid or the Graduate Awards Committee upon the recommendation of the School of Music.

SPIRITBEAR FOUNDATION SCHOLARSHIP IN THE SCHOOL OF CHILD AND YOUTH CARE (NEW-GS)
One scholarship of $10,000 and five scholarships of $5,000 each are awarded to academically outstanding graduate students in the School of Child and Youth Care who are conducting research that benefits children, youth and families. Students working in early years settings, youth services, mental health and/or family support programs are eligible. Selection of the recipients will be made by the Graduate Awards Committee upon the recommendation of the School of Child and Youth Care.

ALUMNI ASSOCIATION VIKES AWARD* (NEW-UG)
One or more awards are given to students who compete on any Vikes Varsity team at the University of Victoria. Eligible students must normally meet Canadian Interuniversity Sport (CIS) eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Director of Athletics and Recreation in consultation with the Varsity Head Coach and the Manager of Athletics.

M.A. & D.E. BRECKENRIDGE EDUCATION GRADUATE AWARD* (REVISED-GS)
A scholarship of at least $2,000 is awarded to an outstanding full or part-time continuing graduate summer student in the Faculty of Education who completed a course in the summer immediately preceding the fall nomination deadline. Selection of the recipient will be chosen by the Graduate Admissions and Awards Committee upon the recommendation of the Faculty of Education.
At its meeting of 3 March 2016, the Senate Committee on Planning discussed and approved the renaming of the Centre on Aging as the Institute on Aging and Lifelong Health (IALH). The following motion is recommended:

That Senate approve the renaming of the Centre on Aging as the **Institute on Aging and Lifelong Health (IALH)**, with the approval of IALH as a multi-faculty research centre in effect until May 31, 2019.

:mem

**Committee Membership:**
- Dr. Catherine Mateer, Chair
- Ms. Nicole Greengoe
- Dr. Stan Dosso
- Mr. Alexander Kovalchuk
- Dr. Reuven Gordon
- Ms. Carrie Andersen
- Dr. David Castle
- Dr. Maureen MacDonald
- Dr. Lisa Surridge
- Dr. Merwan Engineer
- Dr. Patrick Nahirney
- Ms. Jessica Gelowsky, Secretary
MEMORANDUM

DATE: 17 February, 2016

TO: Dr. Catherine Mateer, Chair, Senate Committee on Planning

FROM: Dr. Michael Miller – Associate Vice-President Research

RE: Proposal to Change the Name of the Centre on Aging

I am pleased to submit the attached proposal to change the name of the Centre on Aging (COAG) to the Institute on Aging and Lifelong Health (IALH). The proposal was prepared by COAG under the leadership of the Director, Dr. Scott Hofer. This proposal has the support of the Vice-President Research.

The rationale for the change is to better reflect the scope of the research activity undertaken by members of the centre including collaboration with partners at UVic and more broadly. The new name maintains and emphasizes the centre’s excellence in research on aging while indicating the full breadth of its current and potential activities.

The following letters of support for the proposed name change are attached:

- Dr. Howard Brunt, Interim Director, School of Nursing
- Dr. Catherine Krull, Dean, Faculty of Social Sciences
- Dr. Lenora Marcellus, Director, Institute for Studies and Innovation in Community University Engagement
- Dr. Tim Stockwell, Director of the Centre for Addictions Research BC
- Ms. Robin Syme, Executive Director CanAssist
- Dr. Bruce Wright, Regional Associate Dean, Division of Medical Sciences
- Dr. Paul Zehr, Director of the Centre for Biomedical Research
- Ms. Lori McLeod, Executive Director, Greater Victoria Elder Care Foundation
- Dr. Martin Wale, Chief Medical Officer & Executive VP Medicine, Island Health

COAG is a Senate approved multi-faculty research centre and the proposal is that IALH will assume that status for the duration of the approved term which is until March 31, 2019.

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

That the Senate Committee on Planning recommends that Senate approve renaming of the Centre on Aging as the Institute on Aging and Lifelong Health (IALH), with the approval of IALH as a multi-faculty research centre in effect until May 31, 2019.

cc: S. Hofer, Director Centre on Aging
Proposal to Change the Name of the Centre on Aging

This document provides a summary of the scope and objectives of the Centre on Aging (COAG) as well as a rationale and supporting documents to change the name of the centre to more fully and accurately describe its activities.

1. Proposed Name – Institute on Aging and Lifelong Health (IALH)
The new name formally acknowledges the centre’s emphasis on lifelong processes that influence health and aging-related outcomes. While retaining an emphasis on aging, the proposed name is reflective of a shift and growing mandate toward understanding modifiable lifestyle and contextual factors that influence aging and health outcomes later in life. This change in name will serve to highlight the interdisciplinary work of our many affiliates in the social, behavioural, and health sciences to improve health and well-being across the lifespan, emphasizing that aging and later life outcomes are the culmination of lifelong experiences, exposures, and events. The preference for the term institute, rather than centre, better reflects the broad scope, interdisciplinarity, and range of partnerships with health authorities and other academic institutions.

2. Centre Director: Dr. Scott Hofer

3. Advisory Board Members
- Cheryl Armstrong, University (ex-officio)
- Judy Brownoff, Government: Municipality of Saanich
- Brian Christie, Faculty
- Scott Hofer, Centre on Aging (Director, ex-officio)
- Michael Masson, Associate Dean of Social Sciences
- Stuart MacDonald, Faculty
- Patrick McGowan, Faculty
- Lori McLeod, Community
- Michael Miller, University (ex-officio)
- Bernie Paillé, Friends of the Centre on Aging (observer)
- Julie Shaver, Government: BC Ministry of Health (ex-officio)
- Beverly Timmons, UVic Retirees Association (observer)
- John Tomczak, at large (senior)
- Martin Wale, Government: Island Health
- Star Weiss, Community (senior)
- Bev Wilden (chair), Community (senior)

4. Objectives and Scope of Centre Activities
The Centre on Aging is a multidisciplinary research centre established at the University of Victoria (UVic) in 1992 to advance knowledge in the field of aging based on the twin standards of scientific rigor and applied relevance. Our overall goals are to contribute to improving the health and quality of life of an increasingly diverse population, and to assist their families, health care providers, and the government in meeting the challenges and potentials of an aging society. In order to achieve these broad goals, the centre has as its specific objectives:

- To add to the body of knowledge on aging and health by stimulating and conducting rigorous basic and applied research. This will be indicated by the development and funding of research proposals and contracts, the publication of scholarly articles and books reporting the results of research. We will respond effectively to emerging research funding opportunities and priorities at the local, provincial, national, and international levels; and, answer government and corporate calls for active solutions to policy and practice challenges arising from changing constituent needs.
To provide a focus and direction to the university’s and region’s research activities in the area of aging and health. This will be indicated by the engagement of affiliated researchers in the integration of research and creative endeavours into the learning and teaching environment, development of research initiatives, representation at university, government, and community events, and collaborations with external institutions.

To facilitate communication and collaboration among scholars, practitioners, government officials, and older adults. This will be indicated by the development of collaborative research projects, presentations, consultation, and partnerships between university researchers and government, health professionals, community groups and the private sector.

To contribute to the training of skilled research personnel which includes promoting and facilitating post-doctoral, graduate and undergraduate training within the area of aging and health. This will be indicated by the supervision of students, particularly at the graduate and post-graduate levels, provision of scholarships and support of external research funding related to aging, as well as support of disciplinary and interdisciplinary training opportunities in research.

To mobilize knowledge on aging and health with scientists, practitioners, and the public. This will be indicated by traditional measures of publications, presentations at professional meetings, public lectures and workshops, and web-based information.

To promote the translation of research findings into interventions, services, products, and policies. This will be indicated by the active participation of faculty and staff with our partners, alliances, committees and working groups, and by the incorporation of research findings into practice and policy.

Much of our work is rooted in a broad orientation to health that includes attention to the social, psychological, environmental, and cultural contexts in which people live, as well as the complexities of the institutions (e.g., health delivery systems) responsible for the health of an aging population. Moreover, we recognize that healthy aging is a lifelong process that requires attention to developmental changes that occur across the life span rather than simply an emphasis on late life. Within this general framework, we focus on the longitudinal and cross-sectional study of clinical, population health, and health services areas of health research. Efforts to address these areas of aging research are necessarily multi- and inter-disciplinary, and research at the centre draws on faculty from many university departments, including anthropology, business, child & youth care, economics, engineering, exercise science, geography, health information science, history, law, medical sciences, music, nursing, philosophy, psychology, public administration, public health & social policy, social work, sociology, and theatre, as well as researchers in the community and from other universities.

Research Activities. The centre undertakes and supports aging and health-related research in its many forms, including quantitative, qualitative, longitudinal, experimental, and intervention research that is relevant and supportive of the needs of an aging community. Current projects include:

- Alzheimer’s Drug Therapy Initiative (ADTI)
- Applied Computer Vision Algorithms (ACVA)
- Arm and Leg Coordination During Walking
- British Columbia Trajectories in Care Study (BC-TICS)
- Canadian Driving Research Initiative for Vehicular Safety in the Elderly (Candrive)
- Canadian Longitudinal Study on Aging (CLSA)
- Caring near and far – connecting community based clients and caregivers using remote monitoring: a multi-province investigation
- Equitable Access to Care for People with Life Limiting Conditions
- Evaluating the Effectiveness of Integrating Patient Reported Outcomes and Assessments in the Care for Seniors with Complex Needs (e-PRO)
- Initiative for a Palliative Approach in Nursing: Evidence and Leadership (iPANEL)
- Integrative Analysis of Longitudinal Studies of Aging and Dementia (IALSA)
- Mobile Medication Reconciliation for the Frail Elderly Across Care Settings: mMedRec in your Hand
- Self-Management BC
Knowledge Sharing. The Centre on Aging has a reputation for exemplary work in knowledge translation through many opportunities including IdeaFest (a campus-wide knowledge translation event for the UVic community—both internal and external—that showcases the work of UVic researchers; e.g., COAG Aging Deconstructed, 2015), International Day of Older Persons lecture held in the community at the Salvation Army Citadel (e.g., COAG IDOP 1999 through 2015), CIHR-sponsored Café Scientifique series (2012-2013; 2013-2014), and with the University of Victoria Retirees Association cohosting the Masterminds lecture series (2006 through 2015). These events continue to be well-attended and are rated highly by participants. The Centre on Aging maintains contact with an extensive network of community members, the UVic-sponsored knowledge mobilization unit, advocacy groups, practitioners, decision makers, students, and researchers through print and electronic newsletters, social media, seminars, lectures, formal and informal meetings, and other speaking events. The Centre’s Advisory Board meets regularly and includes members from government, Canadian Institute for Health Information, community, and the Greater Victoria Eldercare Foundation. Cerner, one of our business partners, has an active knowledge and learning mobilization strategy that will be leveraged to share findings within its partner organizations across the globe as part of our expanding knowledge sharing plan.

Centre affiliates have and will continue to have a role in two major transformative initiatives in the health care system in BC. The BC Strategy for Patient Oriented Research (SPOR) Support for People and Patient-Oriented Trials (SUPPORT) Unit and the Academic Health Science Network (AHSN) both focus on an end goal of closing the gap between the availability of positive evidence and associated changes in practice and policy. The Centre on Aging’s objectives and scope are strongly aligned with these two initiatives and, in collaboration with health authorities and the BC Ministry of Health, will close the knowledge sharing gap to improve health outcomes and patient experience, and decrease health care costs for aging adults, in alignment with health care system priorities in BC.

5. Rationale for the change in name to Institute on Aging and Lifelong Health (IALH)
The COAG affiliates and the Advisory Board support this request for a change in name to better reflect the centre’s objectives, research, and knowledge sharing activities, as well as the range of affiliate expertise and collaborations with community members and clinical health experts. The term, institute, is a better description of the broad interdisciplinarity, scope of research across the life course or lifespan, and range of partnerships with health authorities as well as collaborations with national and international investigators and research networks.

The new name formally acknowledges the lifelong processes that influence health and aging-related outcomes. This emphasis on lifespan or life course processes and modifiable determinants of aging-related changes and outcomes has always been a major feature of COAG-affiliated research. In the 1990s PharmaCare (Health Canada, NHRDP, SIRP, and CDS ($500K, 1998) PI Howard Brunt) and the Cost Effectiveness of Home Care Services in Canada (Health Transition Fund ($1.5M, 1998-2000) PI Neena Chappell) were examples of projects using lifespan models and an interdisciplinary approach working with government, practitioners, scholars, and business as research partners. The Integrative Analysis of Longitudinal Studies of Aging and Dementia, led by Scott Hofer and Andrea Piccinin, currently coordinates the analysis of many long-term longitudinal studies to evaluate how early and mid-life factors influence health and cognitive outcomes later in life. Further details about the scope of research interests from our many affiliates are available on our website: http://www.uvic.ca/research/centres/aging/people/affiliates/uvic-affiliates/index.php.

The name change, Institute on Aging and Lifelong Health (IALH), will raise the profile of our work and increase the appeal to students and the broader community. Training of highly qualified personnel (HQP) is an integral component of our research and knowledge sharing. We continue to seek and realize opportunities to attract and engage students and community members with events such as the colloquium series, and the Film and Snapshot courses, and a variety of other outreach activities.
Advisory Board Minutes (Excerpt) *
December 1, 2015

Centre on Aging Name Change – Institute for Lifelong Health and Aging

Discussion:
- The proposed Centre on Aging name change was developed with COAG affiliates and staff during the Canadian Association of Gerontology conference in October 2015. The proposed name, “Institute for Lifelong Health and Aging” is reflective of the interdisciplinary work of the Centre on Aging and more accurately describes the centre’s activities.
- There was discussion on the use of the term “Institute” versus “Centre”, with a collective opinion being that it is a more official and appropriate term, and one that accurately describes the work of the centre.
- The Centre on Aging is celebrating its 25th anniversary in 2017-2018 and this new name would be a lead to the celebrations and set the intention for the next 25 years.
- There was a comment that Institute for Lifelong Health and Aging feels more inclusive, positive and attractive.
- Part of the intention is to strengthen our partnerships. There was discussion around using “Partnership” but the conclusion that “Partnership for Lifelong Health and Aging” sounded like commerce, not research.
- Martin Wale indicated the proposed name would align with Island Health.
- This proposal will continue to develop and Scott will contact Michael Miller for the next steps in the process.

* Original presentation to the board named the institute, “Institute for Lifelong Health and Aging”, as the proposal was further developed the name was modified to the current request of “Institute on Aging and Lifelong Health”.
## Appendix: Centre of Aging Research Affiliates

### Faculty

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<th>Researcher</th>
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</tbody>
</table>
Dr. Scott Hofer  
Director, Centre on Aging  
University of Victoria  
R Hut, room 103  
Victoria BC V8P 5C2  

RE: Proposed name change of the Centre  

Dear Scott:  

I write on behalf of the School of Nursing to support the Centre on Aging’s (COA) proposed name change to the Institute on Aging and Lifelong Health (IALH). The School has been a strong supporter of the COA, with many faculty members active in the life of the Centre, since its inception.  

Changing a name of an organization is not without risk, and it must be more than a symbolic gesture or a way to refresh an organization’s brand (a tired logo!). In this case, the School believes that the new name better reflects the true work within the Centre and, importantly, sets its direction for the future. The School is proud to have been part of COA’s legacy of research excellence and community-engagement and we look forward to continuing to be an active part of the IALH’s future.  

Sincerely,  

Howard Brunt, PhD  
Interim Director
February 16, 2016

Dr. David Castle
Vice President Research
University of Victoria

Dear Dr. Castle,

We are writing to express our strong support for the proposal by Director Scott Hofer of the Centre on Aging to change the Centre's name to the Institute on Aging and Lifelong Health. The Faculty of Social Sciences has had a long association with the Centre, including the fact that a series of Directors of the Centre have held regular appointments within our Faculty. In addition, a number of our faculty members are actively engaged in research and other activities associated with the Centre. Through these and other relationships, Social Sciences has a significant stake in the how the Centre is presented to the public. In our view, the proposed name change is a welcome modification that provides a more accurate reflection of the Centre's goals and of the current emphasis on health-based models of development and well-being. The proposed name change will bring into better alignment the public image conveyed by the Centre's name and the nature of its primary mission. As a result, we are fully supportive of the change that Dr. Hofer has brought forward.

Sincerely yours,

Catherine Krull
Dean of Social Sciences

Original letter signed by

Michael E. J. Masson
Associate Dean (Research and Graduate Studies), Faculty of Social Sciences
Dr. Lenora Marcellus  
Associate Professor, School of Nursing  
Director, Institute for Studies and Innovation in Community University Engagement (ISICUE)  
University House 3; PO Box 1700 STN CSC  
Victoria, BC V8W 2Y2

January 20, 2016

Letter of support for the shift in name and emphasis for the Center on Aging to being the Institute on Aging and Lifelong Health

Dear Dr. Castle,

Based on the information received from Dr. Scott Hofer, Director of the Center on Aging, I am prepared to support two proposed changes: (1) a shift from a center to an institute structure to address the scope, interdisciplinarity and range of partnerships related to their activities and (2) the name change to include lifelong health to acknowledge the emphasis of activities on lifelong process that influence health and aging-related outcomes. The ISICUE team and I look forward to continued collaboration with Dr. Hofer and other affiliates in this research unit related to community university engagement within our communities. With this expanded emphasis I anticipate there will be greater opportunities for us to work collectively and with synergy in our communities.

Regards,

Original letter signed by

Dr. Lenora Marcellus  
Director, ISICUE, UVIC
January 15, 2016

Dr David Castle
Vice-President, Research
University of Victoria
PO Box 1700
Victoria BC V8W 2Y2

Dear David

I am writing to support the proposal from Dr Scott Hofer, director of the Centre on Aging (COAG) to rename that centre as the Institute on Aging and Lifelong Health. As a long-standing, interdisciplinary, well funded research entity with a broad research scope, I agree that the term "Institute" is a good fit. I also like the positive connotation of adding the phrase "lifelong health".

As a side note, I believe this is the first time a UVic research centre has been renamed an institute. Given the basis provided by Scott for the name change, it would seem important to define the difference between research centres and institutes to provide guidance going forward. It may also be appropriate to consider a range of other policy and procedural differences in how they relate to the rest of the University e.g. in terms of sign off and distribution of indirect costs applied to research contracts.

Best wishes,

Original letter signed by

Tim Stockwell, PhD, FCAHS, MA (Oxon.), M.Sc.
Director, CARBC
Professor, Department of Psychology, University Victoria
February 16, 2016

Dr. David Castle  
Vice-President, Research  
University of Victoria  

Dear Dr. Castle:

Re: Letter of Support for COAG Name Change

CanAssist supports the proposed name change of the Centre on Aging (COAG) to the Institute on Aging and Lifelong Health (IALH). We believe the new name will better reflect the work of COAG as well as give more meaningful association to our collaboration with them.

In our partnership with COAG we have clearly stated our goal to better understand client, family, caregiver and service provider populations to enable strategic and research opportunities. As a leader in creating technologies, programs and services that contribute to a truly inclusive society, COAG’s proposed name lends a greater connection to our constituents and to the work we are currently conducting together.

We believe embracing the lifespan approach to health and aging will enhance COAG’s objectives and better capture the scope of its activities. I personally believe this to be a positive move for COAG, CanAssist and the university.

Yours sincerely,

Original letter signed by

Robin Syme  
Executive Director
February 15, 2016

Dear Dr. Castle:

RE: Name Change Proposal for the Centre on Aging

This letter is to confirm my support for the proposal to change the name of the Centre on Aging to the Institute on Aging and Lifelong Health. As a division with firm ties to the Centre, we have an invested interest in ensuring that the collaborative nature of the Centre is reflected in all aspects, and that it attains a high profile at the national and international level. An effective way of indicating the Centre’s broad scope is with a name that better describes its mandate. It is for this reason that I support the name change and I thank you for your consideration of this proposal.

Sincerely,

Original letter signed by

Bruce J. Wright, MD, CCFP, FCFP
Regional Associate Dean, Vancouver Island
Faculty of Medicine, University of British Columbia
Head, Division of Medical Sciences
University of Victoria
email: brucewri@uvic.ca
January 16, 2016

To: Dr. David Castle, Vice-President (Research), UVic

Re: Letter of Support for the Institute on Aging and Lifelong Health

Dear David,

I am writing to heartily endorse the proposed name change from the “Centre on Aging” to “The Institute on Aging and Lifelong Health”. I believe this will open up new strategic opportunities for health researchers in this domain. Indeed, I have had many discussions over the years with colleagues who found the name “aging” to be exclusionary and restrictive.

I find that this proposal has a considerable number of positives and enthusiastically support this effort.

Yours sincerely,

E. Paul Zehr, PhD

Director, Centre for Biomedical Research,
Professor, Rehabilitation Neuroscience Laboratory,
School of Exercise Science, Physical and Health Education,
Division of Medical Sciences & Island Medical Program, University of Victoria
January 18, 2015

Dr. David Castle,
Vice-President Research
University of Victoria

Dear Dr. Castle,

RE: Letter of Support for COAG Name Change

Please accept this letter in support of the proposed change of name of the University of Victoria’s Centre On Aging (COAG) to the Institute on Aging and Lifelong Health (IALH).

The Eldercare Foundation has enjoyed a long association and mutually beneficial working relationship with COAG. In my position as Executive Director of Eldercare, I participate as a member of the COAG Board of Advisors. COAG Director Dr. Scott Hofer is co-chair of our Vancouver Island Partnership for Aging Care with Island Health. Additionally, COAG has participated in Eldercare’s Embrace Aging Month initiative since 2006. As a valuable Embrace Aging community partner, COAG informs and engages the public on research findings and the factors that influence aging and health outcomes across the lifespan. Embrace Aging is an awareness initiative aimed at connecting people of all ages to education, activities and resources to help navigate the journey of aging. We invite young and old alike to explore the possibilities and get connected during Embrace Aging Month each March. After all, we are all aging from the day we are born!

The proposed new name, Institute on Aging and Lifelong Health, is a most fitting new name for this internationally acclaimed research centre. This new name reflects and acknowledges the Centre’s emphasis on lifelong processes that influence health and aging-related outcomes. Additionally, by changing the designation from Centre to Institute, it signifies the broad scope, interdisciplinary activities, and range of partnerships with health authorities, other academic institutions and community partners like Eldercare Foundation.

Sincerely,

Lori S. McLeod
Executive Director

Original letter signed by

Lori S. McLeod
Executive Director
January 21, 2016

Dr. Scott Hofer
Director, Aging Centre on Aging
University of Victoria
R Hut, room 103
Victoria BC V8P 5C2

Dear Dr. Hofer,

Island Health provides health care to more than 765,000 people on Vancouver Island, the islands of the Georgia Strait, and in the mainland communities north of Powell River and south of Rivers Inlet. Although our population is relatively healthy with an average life span of 82 years, over ten percent of our residents are currently over 75 years of age and in 20 years this number is expected to more than double, posing major challenges to capacity and sustainability, cost and quality of care. Keeping our residents healthy as they age, and finding new ways to provide care for illnesses and conditions associated with aging such as dementia and frailty, have been identified as priorities for research.

Island Health has been a long-time collaborator with the Centre on Aging (COAG) and with our renewed focus on research collaboration over the last several years we’ve strengthened relationships with the COAG health research community. The proposed name change to the Institute on Aging and Lifelong Health is better-aligned with Island Health’s focus on prevention and health promotion throughout the life span. It is also more reflective of our goals of keeping people healthy into old age, reducing the need for hospitalization and residential care, and providing high quality and safe care for those who are ill or at end of life.

We look forward to continuing our collaboration to improve health, health care and quality of life for the people we serve and fully support your proposed new name to the Institute on Aging and Lifelong Health.

Sincerely,

Original letter signed by

Dr. Martin Wale
Chief Medical Officer & Executive VP Medicine

cc. Cindy Trytten
At its meeting of 3 March 2016, the Senate Committee on Planning discussed and reviewed the CYC calendar change memo to remove the Child Life stream from the Undergraduate Calendar to align with requirements of the field. This memo was reviewed for information only.
MEMORANDUM

School of Child and Youth Care
Office of the Director

To: Catherine Mateer
AVP, Academic Planning

From: Dr. Jennifer White
Director, School of Child and Youth Care

Re: CYC Calendar Change: Removing Child Life Stream from the Undergraduate Calendar to Align with Requirements of the Field

December 21, 2015

We are providing the attached calendar change for your information as the VPAP and Chair of the Senate Committee on Planning. As indicated in the calendar change rationale, SCYC can no longer offer the Child Life Stream due to major changes within the field. Undergraduate preparation for Child Life Certification will be phased out by the Child Life Council over a period of time and a Master’s program in Child Life will become the required credential for certification.

The following describes the transition process:

In 2013, after much debate, the Child Life Council decided to change the credentials required for certification as a Child Life Specialist. In 2022 a Master of Arts degree with a specialization in child life will be a required component of certification, and by 2025 the requirement will be a Master degree in Child Life. As a result of these changes the School of Child and Youth Care will be phasing out the undergraduate child life specialization. SCYC and UFV have shared delivery of the required courses for a number of years and have worked out a transition plan. Students interested in pursuing an internship as part of their CYC degree may be able to do so, but only if they have completed a child life course from either the School of Child and Youth Care at UVIC, or the University of the Fraser Valley (UFV). This course will be offered in 2016 by UFV and in 2017 by UVIC. Successful completion of the child life course does NOT guarantee an internship. Internship opportunities are limited and access is competitive. After 2017 students interested in becoming Child Life Specialists will be encouraged to apply for the post-degree Child Life certificate program at the University of the Fraser Valley. The credits from this program can be applied to a Master of Arts in 2019 at UFV with a child life specialization.

For details on the Child Life certification process visit the Child Life Council website.

Please let us know if you have any questions or concerns.

c.c. Dr. Patricia Marck, Dean of HSD
Dr. Laurene Shields, Associate Dean of HSD
MEMORANDUM  

To:  
Dr. Catherine Mateer  
AVP, Academic Planning  

From:  
Dr. Jennifer White  
Director, School of Child and Youth Care  

Re:  
Response to Questions Re: CYC Calendar Change: Removing Child Life Stream from the UG Calendar to Align with Requirements of the Field  

February 15, 2016  

At the last Senate Committee on Planning meeting several questions arose regarding our decision to remove the Child Life Stream from the Undergraduate Calendar. Here is our detailed response to each question:

1) It appears as if UVic is vacating this field to another institution (Fraser Valley). 
There was concern about this.
   a. This program has a strong link to field of practice leading to employment. 
      With the Ministry focusing so much on the labour market and fit with BC jobs, is this the best time to remove a stream like this?

RESPONSE: An average of two or three practicum placements are available throughout BC on an annual basis and maybe one or two more in other provinces We are unable to guarantee access to a child life practicum placement/internship because the responsibility of the child life supervisor is very extensive and structured as dictated by the Child Life Council. Due to workload issues, this results in only a few child life specialists being able to mentor students. These placements are competitive across Canada. While the practicum and the successful completion of a professional exam are required elements for accessing the field now, the credentials are changing. The undergraduate preparation will no longer be adequate as of 2022. UFV has a faculty member who is a certified child life specialist and she is developing the curriculum for a Master’s Program with a child life specialization. We have carefully considered the implications for our School. With no existing child life expertise among our current faculty we are not able to respond to the changes in the field, therefore we are committed to our original decision, which is to withdraw ourselves from this limited field. Please note that McMaster is also offering a Masters in Child Life as of 2015 and UFV currently offers a Child Life post-degree certificate, which includes the internship.

2) What is the rationale behind this decision? 
   a. Is there insufficient demand? 
   b. Is there insufficient capacity to mount a post-graduate program?

RESPONSE: Child Life tends to attract strong interest but is extremely limited by the availability of positions (see response to question one). The Masters-level credential that will be required contains a detailed set of outcomes that do not align with our graduate program. When we introduced the Child Life Stream to our curriculum we had a faculty
member who had both an interest and expertise in this area. He has since retired and hiring in this area is not our current priority.

3) Does UVic still offer some courses?
   a. It was difficult to distinguish between statements that referred to the “stream” and the “course”.

RESPONSE: The stream consists of our CYC core courses, one intensive Child life course (CYC 461), and a related practicum. In other words, we often refer to the course when referring to the stream and regret any confusion that this may have caused.

I hope this satisfactorily answers all of the questions that were raised at the last meeting. I look forward to answering any further questions you might have.

c.c. Dr. Patricia Marck, Dean of HSD
     Dr. Laurene Shields, Associate Dean of HSD
Memorandum

To: Senate

From: David Capson, Dean, Faculty of Graduate Studies

Re: Proposal to create a Faculty of Graduate Studies Council

Date: March 17, 2016

The Faculty of Graduate Studies (FGS) approved the following motion at its meeting today:

“That the Faculty of Graduate Studies approve and recommend the proposal for a new Faculty of Graduate Studies Council for consideration at the Senate meeting on April 1, 2016.”

This motion was passed with an overwhelming majority in favour. There were no opposing votes. The attendance was the largest for any FGS meeting in the past 4 years.

Please find attached a copy of the proposal (that includes a Constitution and set of Bylaws) for consideration for approval by Senate. If approved, the implementation date would be September 2016.

Graduate enrolments have expanded significantly across UVic in the past years and I believe it is time for us to consider this fresh approach to the governance of the Faculty of Graduate Studies that will enhance transparency and institutional communications.
Proposal for the establishment of a

Faculty of Graduate Studies Council

for administrative governance of the

Faculty of Graduate Studies

February 23, 2016

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Introduction

The Faculty of Graduate Studies (FGS) is unique among the Faculties at the University of Victoria in that its membership comprises approximately 800 of the full-time faculty members from across the University. All regular members of FGS also hold appointments in the other Faculties.

FGS provides a critical function to the University with an institution-wide scope of responsibility for all matters of academic policy, procedures and process that pertain to graduate education at the University. These include the administration of regulations, curriculum, new program proposals, allocation of internal and donor-funded fellowships, management and allocation of travel grants, coordination of Tri-council scholarship applications, and calendar content.

In recent years, enrolment in graduate programs at UVic has expanded significantly (by more than 45% in the past decade) to the point where graduate students now comprise approximately 3,000 FTE (or approximately 16%) of the total enrolment of the University. The FGS Dean’s Office maintains a Faculty Membership list, which includes everyone who has been authorized to supervise graduate work or to participate in the examination of graduate theses/dissertations. This list currently numbers more than 1500 including associate (adjunct) faculty members from outside of UVic, and emeritus faculty.

The purpose of this document is to propose a new governance structure for an effective, engaged and equitable administration of the Faculty of Graduate Studies (FGS).

Current FGS governance structure

The current Senate motions (dating from November, 1987) stipulate FGS membership in several categories (Regular, Associate, Emeritus) as specified in Appendix A.

Only regular members of the Faculty of Graduate Studies and the Chair (or designate) of the Graduate Student’s Society have voting rights at Faculty of Graduate Studies meetings. All members (Regular, Associate and Emeritus) have the right to attend and speak.

FGS representation on Senate

Two faculty members and at least three graduate students are elected to represent FGS on Senate. Several FGS faculty representatives are appointed among some (but not all) of the twelve standing Senate Committees.

The Graduate Executive Committee

Currently, the Faculty of Graduate Studies uses a Graduate Executive Committee (GEC) that vets all issues, policies, proposals and other business for subsequent approval at FGS faculty meetings. The terms of reference for the FGS Graduate Executive committee (last updated October 1997) are shown in Appendix B. Only regular members of FGS are eligible for membership on the GEC.

Current graduate student representation in FGS

The only representation for graduate students that currently exists is by way of a single seat on the Graduate Executive Committee (specified as the Chair of the GSS, or designate) and at the FGS general meeting, with voting privileges in both instances.
A Changing Landscape in Graduate Education

In the past decade, the University of Victoria has significantly diversified its graduate offerings and strengthened its position as a research-intensive institution. Strategic growth in graduate programs is a central objective in the 2012 UVic Strategic Plan.

Clearly the landscape in graduate education continues to change - a strong, equitable and effective governance process is essential to deal with emerging challenges, particularly after our period of rapid growth.

All FGS Faculty members, graduate advisors, graduate students, and non-academic administrative staff should feel that they are well-informed about issues that arise and feel that they are engaged and represented in the decision making processes that are taken to serve our graduate education enterprise at UVic.

However, it is typical for attendance at FGS faculty meetings to be low and unpredictable. Important matters of policy and regulations, curriculum, and new program proposals are frequently discussed, debated and approved by small numbers of faculty members in attendance, with inconsistent representation from the other Faculties.

There is no specified quorum.

There are many other universities in Canada that use a governance structure for Graduate Studies administration that utilize an elected, centralized Council to ensure that all Faculties have a voice in debating matters of graduate education and to ensure an adequate level of communication and engagement. Several examples are attached to this document as Appendix C.

Proposed Faculty of Graduate Studies Council structure for UVic

It is intended that Senate create a new FGS Council which will repeal the current structure approved by Senate for making decisions in the Faculty. The new FGS Council will be empowered to exercise the authority of the Faculty of Graduate Studies as set out in the University Act as well as in university policies and regulations. The membership of the FGS Council will be subject to approval by Senate.

It is proposed to replace the system of governance in FGS, which is a general meeting of the entire regular faculty membership (currently numbering approximately 800), with a structured body composed of a representative from each faculty, school, department or program, as appropriate.

Note: The current composition and mandate of the Graduate Executive Committee will not be changed and thus no Senate motion regarding the Graduate Executive Committee is required.

The new FGS Council will report to, and make recommendations to, the University Senate by way of the appropriate Senate standing committees including the Senate Committee on Academic Standards (SCAS), the Senate Committee on Admission Re-registration and Transfer (SCART), the Senate Committee on Curriculum (SCC), the Senate Committee on Planning (SCP), and others as appropriate.

The new FGS Council will serve to inform the Senate representatives elected to represent the Faculty of Graduate Studies on current issues and developments in FGS.

The new FGS Council will receive input from several other areas by invitation including the Deans of the other Faculties, AVP Student Affairs, the Learning and Teaching Centre (which supports TA training and the LATHE graduate certificate program), Co-operative Education and Career Services, the Division of Continuing Studies, the University Librarian, the Registrar, the Associate Vice-President Academic Planning, the VP External, the AVP Alumni and Development, and others as appropriate, from time-to-time, as depicted in Figure 1 below:
The Graduate Executive Committee and FGS Council will be chaired by the Dean of Graduate Studies (or in the absence of the Dean, an Associate Dean of FGS). The Dean's Assistant will be the recording secretary.

The two faculty members and all graduate students who are FGS representatives on Senate will be non-voting members of the FGS Council in order to keep apprised of the current business related to FGS – they will continue to vote in Senate and Senate committees to which they are appointed.

All members of the Faculty of Graduate Studies (Appendix A) will have the right to attend FGS Council meetings, to participate in discussion and debate, and to ask questions.

Only members of the FGS Council will have voting rights.

**Structured Representation from Graduate Programs across campus**

A key objective of the proposed structure is to facilitate and enhance communications among academic units with graduate programs, graduate student representatives, and with the Dean of Graduate Studies.

It is proposed that the graduate program representation on the FGS Council will comprise one appointed (or elected) representative from each academic unit that offers a graduate program. It will be expected that Graduate
Advisors, Program Directors, or equivalent, would be the likely representatives given their day-to-day involvement with graduate program issues at their unit level, but this is not strictly necessary. Academic units will be free to appoint (or elect) a representative for the FGS Council as they deem to be appropriate. It is proposed that the membership of the FGS Council and the membership of the Graduate Executive Committee (GEC) be mutually exclusive. Normally, no member of the FGS Council will be eligible to serve simultaneously on the Graduate Executive Committee (GEC).

The new FGS Council will include representatives from each of the Faculties as well as the Division of Medical Sciences. All voting members of the FGS council must be regular members of the Faculty of Graduate Studies.

**Increased Student Representation**

The new Council will have 5 student representatives. Four students will be elected from the general population (two enrolled in Master’s programs; two in doctoral programs). The fifth student representative will be chosen by and from the Graduate Students’ Society (GSS) executive committee.
FGS Council

The composition of the proposed FGS Council is summarized in Tables 1 and 2 below:

### Table 1: Proposed FGS Council “voting” membership

<table>
<thead>
<tr>
<th>Category</th>
<th>Appointment/Term</th>
<th>Number of votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean, Faculty of Graduate Studies</td>
<td>Ex officio</td>
<td>1</td>
</tr>
<tr>
<td>Associate Deans, Faculty of Graduate Studies</td>
<td>Ex officio</td>
<td>3(^a)</td>
</tr>
<tr>
<td>Program representatives, such as Graduate Advisors, Program Directors, etc. appointed or elected in each of the Faculties of:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>(3)(^c)</td>
<td></td>
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<tr>
<td>Education</td>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>(4)(^b)</td>
<td></td>
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<tr>
<td>Fine Arts</td>
<td>(5)</td>
<td></td>
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<tr>
<td>Humanities</td>
<td>(9)</td>
<td></td>
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<tr>
<td>Human and Social Development</td>
<td>(7)</td>
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<tr>
<td>Law</td>
<td>(1)</td>
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<tr>
<td>Science</td>
<td>(6)</td>
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<tr>
<td>Social Sciences</td>
<td>(7)</td>
<td></td>
</tr>
<tr>
<td>Medical Sciences</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>Director of Interdisciplinary Academic Programs</td>
<td>Ex officio</td>
<td>1</td>
</tr>
<tr>
<td>2 students from Master’s programs anywhere in the university</td>
<td>1 year terms</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Elected by and from graduate students enrolled in any Faculty</td>
<td></td>
</tr>
<tr>
<td>2 students from Doctoral programs anywhere in the university</td>
<td>1 year terms (renewable)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Elected by and from graduate students enrolled in any Faculty</td>
<td></td>
</tr>
<tr>
<td>1 representative from the Graduate Students’ Society (GSS)</td>
<td>1 year term</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Graduate student representative appointed by Executive of GSS</td>
<td></td>
</tr>
<tr>
<td><strong>Total number of votes for the Council:</strong></td>
<td></td>
<td><strong>57</strong></td>
</tr>
</tbody>
</table>

\(^a\) The Faculty of Graduate Studies will in future employ 3 Associate Deans.

\(^b\) The number of representatives from Engineering will be 4 assuming the introduction of new Civil Engineering graduate programs.

\(^c\) As a non-departmentalized Faculty, 1 voting member is provided for each graduate advisor (or equivalent) assigned to their programs.
Table 2: Proposed FGS Council “non-voting” membership

<table>
<thead>
<tr>
<th>Category</th>
<th>Appointment/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>VP Academic and Provost (or representative)</td>
<td>Ex officio</td>
</tr>
<tr>
<td>VP Research (or representative)</td>
<td>Ex officio</td>
</tr>
<tr>
<td>Faculty of Graduate Studies representatives on Senate (2 faculty + at least 3 graduate students) and other Senate Committees</td>
<td>Ex officio</td>
</tr>
<tr>
<td>Graduate librarian</td>
<td>1 year term (renewable) appointed by the Chief Librarian</td>
</tr>
<tr>
<td>Director of Graduate Admissions and Records (GARO)</td>
<td>Ex officio</td>
</tr>
<tr>
<td>Non-academic staff member from the office of the Dean of Graduate Studies</td>
<td>1 year term (renewable) appointed by the Dean of Graduate Studies</td>
</tr>
</tbody>
</table>

Total number of non-voting members: 10

Total size of Council: 57 voting + 10 non-voting members = 67

Improving Communications

The members of the Council will have the responsibility to represent and communicate with their colleagues in all procedural and academic matters pertaining to graduate education at the University. The new FGS Council provides:

- A regular mechanism for all graduate advisors, program directors or associate directors (or equivalent program representatives) to meet to discuss and approve best practices, curriculum, policies, new graduate programs, calendar content, and other academic matters related to UVic graduate education.
- A mechanism for regular two-way communications between the graduate programs and the Office of the Dean. It also facilitates communication of national and international trends in graduate education.
- Significantly increased representation for graduate students, including a representative from the Graduate Students’ Society (GSS) as well as elected members from Master’s and Doctoral programs throughout the University.
- Representation from a senior non-academic staff member from the Faculty of Graduate Studies.
- An opportunity for all FGS representatives on Senate (currently two FGS faculty representatives and at least 3 graduate students are elected) to participate in the FGS Council to aid in apprising Senate on current issues surrounding graduate education.

As is currently the practice, the FGS Council will be restricted to procedural and academic matters, and will not be tasked with distributing resources.

Amending Representation on the Council

In recognition that the shape of graduate programming will continue to evolve at UVic, amendments to the membership on the FGS Council may be proposed by the Dean of Graduate Studies in consultation with the GEC and are subject to ratification by Senate (for non-departmentalized Faculties, membership on the FGS Council may be based on the number of graduate advisors assigned to demonstrably distinctive graduate programs, proposed by the Dean of Graduate Studies in consultation with the GEC and subject to ratification by Senate).
Appendix A: Current FGS membership categories

Quoted from the UVic Graduate Calendar:

“Members of the Faculty of Graduate Studies demonstrate commitment to scholarship, professional achievement and, where appropriate, credentials or artistic achievement. As members of supervisory committees, they play a key role in guiding graduate students to success.

Appointments to membership in the Faculty of Graduate Studies are made by the Dean of the Faculty of Graduate Studies in one of three categories:

- **Regular membership** for tenured and tenure-track faculty members who wish to teach graduate courses, supervise graduate students, chair examining committees, and vote at Faculty of Graduate Studies general meetings. Membership is typically granted for the length of the academic appointment.

- **Associate membership** for others who wish to serve on supervisory committees or teach graduate students. Membership is granted for fixed terms.

- **Emeritus membership** for retired University of Victoria faculty who have appointments as emeritus professors and wish to serve on supervisory committees or teach graduate students. Membership is granted for fixed terms.

Procedures for becoming a member of the Faculty of Graduate Studies can be found on the Faculty of Graduate Studies website.”
Appendix B: Graduate Executive Committee (GEC)

Graduate Executive Committee - Terms of Reference

1. Composition
The Executive Committee shall consist of the Dean, the Associate Dean(s), the Chair of the Graduate Students’ Society or designate, and one member of the Faculty of the Faculty of Graduate Studies elected from each of the other faculties having graduate programs. Elected members are eligible for re-election. The Director of Graduate Admissions and Records shall be an ex officio, non-voting member.

2. Terms of Reference
The committee shall advise and assist the Dean in the policy and decision making processes and make motions on appropriate matters for consideration at the Faculty of Graduate Studies meetings.

3. Terms of Service
The normal term shall be three years, beginning July 1 and ending June 30.

4. Election Procedures
Each year approximately one-third of the committee positions will be filled by election. The nominations and elections will normally occur in April/May with term of service to begin the following July 1.

In the event of unforeseen vacancies, the Dean of Graduate Studies may ask the appropriate discipline Dean to appoint a member to the committee for a term of not more than one year. During that time an election will be called to fill the term of the vacancy.

(Approved by FGS, October 23, 1997)
### Appendix C: Graduate Studies Council Memberships at Comparator Institutions

<table>
<thead>
<tr>
<th>Membership</th>
<th>University of Manitoba</th>
<th>Dalhousie University</th>
<th>University of Calgary</th>
<th>Queen’s University</th>
</tr>
</thead>
<tbody>
<tr>
<td>University President</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Vice-Presidents</td>
<td>No</td>
<td>No</td>
<td>Yes - 2</td>
<td>Yes, Dean of GS also AVP</td>
</tr>
<tr>
<td>Dean of Graduate Studies</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Provost</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Associate Vice-Provost</td>
</tr>
<tr>
<td>Library Representative</td>
<td>Director of Libraries</td>
<td>Assistant University Librarian</td>
<td>Yes - title not specified</td>
<td>No</td>
</tr>
<tr>
<td>Assoc. Deans Graduate Studies</td>
<td>Yes</td>
<td>Yes - 1</td>
<td>Yes - 4</td>
<td>Yes</td>
</tr>
<tr>
<td>Member of Senate</td>
<td>No</td>
<td>No</td>
<td>One</td>
<td>No</td>
</tr>
<tr>
<td>Deans and Directors</td>
<td>Yes from every faculty/dept that has a graduate program</td>
<td>No</td>
<td>No</td>
<td>Assoc. Deans of Graduate Studies of the Faculties/School</td>
</tr>
<tr>
<td>Student Representatives</td>
<td>14 Students Total - 4 Reps from the GSA Council and 2 elected students from each of the five functional areas.</td>
<td>Three Student Reps &amp; 1 Post-Doc</td>
<td>President; VP Academic; VP Student Life and VP Finance</td>
<td>President or delegate and graduate student Senator</td>
</tr>
<tr>
<td>Graduate Program Directors</td>
<td>Yes, every dept offering a grad program has one elected member or 2 members if dept has more than 30 full time grad students</td>
<td>Elected Faculty Members (21)</td>
<td>One from every dept with GS Program (62 Total) Large departments have 2 reps.</td>
<td>Chairs of the Faculty Graduate Councils</td>
</tr>
<tr>
<td>Assoc. Deans Research (Faculty Level)</td>
<td>No</td>
<td>No</td>
<td>Ten</td>
<td>No</td>
</tr>
<tr>
<td>FGS Officers</td>
<td>No</td>
<td>One</td>
<td>Two</td>
<td>Senior Officer</td>
</tr>
</tbody>
</table>

Note: this information was compiled from on-line institutional websites.
## Appendix D: Program Representation on the FGS Council

| Faculty of Business * | 3 | - *Master of Business Administration*  
| - *Master of Global Business*  
| - *Doctor of Philosophy*  
| Faculty of Education | 4 | Curriculum and Instruction  
| Educational Psychology and Leadership Studies  
| Exercise Science, Physical and Health Education  
| Indigenous Education  
| Faculty of Engineering | 4 | Computer Science  
| Electrical and Computer Engineering  
| Mechanical Engineering  
| - *Civil Engineering anticipated in 2016*  
| Faculty of Fine Arts | 5 | Art History and Visual Studies  
| Music  
| Theatre  
| Visual Arts  
| Writing  
| Faculty of Human and Social Development | 7 | Child and Youth Care  
| Health Information Science  
| Nursing  
| Public Administration  
| Social Work  
| Indigenous Governance  
| Public Health & Social Policy  
| Faculty of Humanities | 9 | English  
| French  
| Germanic and Slavic Studies  
| Greek and Roman Studies  
| Hispanic and Italian Studies  
| History  
| Linguistics  
| Pacific and Asian Studies  
| Philosophy  
| Faculty of Law * | 1 |  
| Faculty of Science | 6 | Biochemistry and Microbiology  
| Biology  
| Chemistry  
| Earth and Ocean Sciences  
| Mathematics and Statistics  
| Physics and Astronomy  
| Faculty of Social Science | 7 | Anthropology  
| Economics  
| Environmental Studies  
| Geography  
| Political Science  
| Psychology  
| Sociology  
| Division of Medical Sciences | 1 | Neurosciences  
| **Total Program Representation:** | 47 |  

*Non-departmentalized faculty*
Appendix E: FGS Council Constitution and Bylaws

CONSTITUTION

1. Powers to Act

1.1 The Faculty of Graduate Studies (FGS) Council is empowered to exercise the authority of the Faculty of Graduate Studies as set out in the University Act as well as in all University of Victoria policies and regulations.

2. Membership

2.1 An “academic unit” is defined as a department or school (or in the case of a non-departmentalized Faculty, a Faculty) including the Division of Medical Sciences, but does not include the Division of Continuing Studies.

2.2 The voting members of the FGS Council shall be as follows:

   The Dean of the Faculty of Graduate Studies, all Associate Deans of the Faculty of Graduate Studies, one regular member of the Faculty of Graduate Studies from every academic unit that offers a graduate program, the Director of Interdisciplinary Academic Programs, 2 graduate students registered in any Master’s program in the university, 2 graduate students registered in any doctoral program in the university, 1 representative from the Graduate Students’ Society (GSS).

2.3 The non-voting members of the FGS Council shall be as follows:

   The Vice-President Academic and Provost (or representative), the Vice-President Research (or representative), all Faculty of Graduate Studies representatives elected to Senate (2 faculty members and at least 3 graduate students) and other Senate Committees, the Graduate Librarian, the Director of Graduate Admissions and Records (GARO), and one non-academic staff member from the FGS Dean’s Office appointed by the Dean of FGS.

2.4 Normally, no member of the FGS Council will be eligible to serve simultaneously on the Graduate Executive Committee (GEC). Normally, no member (neither faculty members nor students) elected to represent the Faculty of Graduate Studies on Senate, will sit simultaneously on the FGS Council.

2.5 At the beginning of each academic year, the Dean of Graduate Studies will contact the head of every academic unit to request the name of a representative from their unit to represent them on the FGS Council for the year. Each member that is nominated may be either elected or appointed, at the discretion of the academic unit. The proposed representative must hold a regular membership in the Faculty of Graduate Studies. In the absence of a response from the academic unit, the default selection as their representative shall be assumed to be their graduate advisor (or equivalent).
BYLAWS

3. Procedures

3.1 Professional collegiality will be the guiding principle in the conduct of each meeting.

3.2 The Dean of the Faculty of Graduate Studies chairs the FGS Council meetings. In the absence of the Dean, the chair will be delegated to an Associate Dean of FGS.

3.3 The Dean’s assistant is the recording secretary. Draft minutes for each meeting are approved at the next FGS Council meeting.

3.4 Only members of the FGS Council who are present may move and vote on motions. No proxies are permitted. All votes must be cast in person while physically present at any meeting of the FGS Council (i.e. no votes by email, nor via any other electronic connections including by computer or by telephone). Members of the FGS Council are normally expected to serve for the entire academic year. From time-to-time, temporary substitutions for any member of the FGS Council are permitted provided that the substitute is from the same academic unit and is a regular member of the Faculty of Graduate Studies. The substitute will have voting privileges at the FGS Council meeting.

3.5 All members of the Faculty of Graduate Studies are entitled to attend FGS Council meetings and to speak, to take part in debate, and to ask questions.

3.6 FGS Council meetings will be open to observers (non-FGS members), unless the FGS Council determines that it is appropriate to move into a closed session. This will be done by a simple majority approval (50% plus 1 vote) of voting members of a motion from the floor.

4. Agenda and Motions

4.1 All meeting material including the Agenda shall be posted electronically and made available to all members of the Faculty of Graduate Studies approximately one week prior to the meeting.

4.2 Normally, proposed agenda items should be indicated to be one of the following categories:
   - for Information
   - for Discussion
   - for Approval

4.3 Any member of the Faculty of Graduate Studies is entitled to bring issues forward by way of their faculty Graduate Executive Committee (GEC) representative, or by way of their academic unit’s FGS Council representative, or directly to the Dean of Graduate Studies (or an Associate Dean of Graduate Studies) for consideration for inclusion on an agenda.

4.4 All agenda items brought forward to the FGS Council meetings for Approval must be pre-approved by the Graduate Executive Committee (GEC) and their determination of inclusion or exclusion of any item for approval in an agenda is final.

4.5 All motions must be moved and seconded by a voting member of the FGS Council who is present at the meeting. After appropriate discussion, a simple majority (50% plus 1 vote) of voting members who are present and voting is required to pass.

4.6 Voting is normally by show of hands. A secret ballot may be used if requested and appropriate.
4.7 The Chair of the meeting has voting rights.

4.8 Abstentions are not counted in the determination of a majority.

5. Quorum

5.1 Quorum at any FGS Council meeting will be 20% (rounded down) of the voting membership of the FGS Council.

5.2 If no quorum is present within 10 minutes of the scheduled start time of the meeting then the Chair will adjourn the meeting. The meeting will be re-scheduled for another time within 2 weeks of the adjourned meeting with the same agenda. If, 10 minutes after the scheduled start time of the re-scheduled meeting there is no quorum present, then the meeting proceeds and the business conducted at it is valid, as if passed at a properly convened meeting with a quorum present.

6. Meeting Schedule

6.1 The yearly meeting schedule is organized by the Dean and distributed to all members of the Faculty of Graduate Studies on or before Sept 1 of each year.

6.2 The FGS Council will normally meet at least 2 times in each of the Session 1 (September to December) and Session 2 (January to April) terms of each academic year. Normally one meeting will be scheduled in each of the months of October, November, February, and March.

6.3 Additional meetings may be scheduled if warranted due to an abundance of agenda items or time-sensitive business.

6.4 Additional meetings can be scheduled at any time if at least 25 members of Faculty of Graduate Studies so request in writing to the Dean of Graduate Studies, or by recommendation from the GEC.

7. Graduate Executive Committee (GEC)

7.1 The role of the GEC is to vet all issues prior to consideration for approval by the FGS Council.

7.2 The GEC will normally meet once during each month from September to May in each academic year. The Dean may cancel any meeting due to a lack of urgent business.

7.3 Composition
The Graduate Executive Committee will consist of the Dean and all Associate Deans of FGS, the Chair of the Graduate Students’ Society (or designate), and one regular member of the Faculty of Graduate Studies appointed from each of the other Faculties, the School of Business, the Division of Medical Sciences (but not the Division of Continuing Studies). The Director of Graduate Admissions and Records (GARO) and a non-academic staff member from the FGS Deans’ office (appointed by the Dean) will be non-voting members. No member of the GEC will also simultaneously serve on the FGS Council.

7.4 Terms of Reference
The committee will advise and assist the Dean in the policy and decision making processes and make and approve motions on matters appropriate for consideration by the FGS Council.
7.5 Terms of Service  
The normal term shall be three years, beginning July 1 and ending June 30.

7.6 Election Procedures  
Each year approximately one-third of the committee positions will be filled by election. The nominations and elections will normally occur in April/May with term of service to begin the following July 1. In the event of unforeseen vacancies, the Dean of Graduate Studies may ask the appropriate Faculty Dean to appoint a member to the committee for a term of not more than one year. During that time an election will be called to fill the term of the vacancy. Elected members are eligible for re-election.

7.7 Substitution  
If needed, any member of the GEC may arrange for a temporary substitute from time-to-time. The substitute will be a regular member of FGS and from the same Faculty as the member who is being replaced. The substitute will have voting privileges at the GEC meeting.

8. Amending FGS Council Bylaws

8.1 These bylaws may be amended, subject to subsequent approval of Senate, by a motion approved by at least a 2/3 majority of voting members of the FGS Council who are present and voting at a meeting of the FGS Council. Abstentions are not counted in the determination of the 2/3 majority.

8.2 All proposed changes to these bylaws must first be considered by the Graduate Executive Committee (GEC) with a recommendation, either in support or not in support, forwarded to the FGS Council for its consideration and approval.
In spring of 2015, there was agreement that the University of Victoria would refresh its International Plan. The first International Plan was developed in 2006. In consultation with the president and VPs Academic and Research, the International Research and Academic Planning Group (IRAP) was asked to develop a refreshed plan.

Members of the IRAP include:

- Katy Mateer, AVP Academic Planning (Chair);
- David Capson, Dean, Faculty of Graduate Studies;
- Cindy Holder, Associate Dean, Academic Advising;
- Catherine Krull, Dean, Faculty of Social Sciences;
- Joel Lynn, Executive Director, Student Services;
- Norah McRae, Executive Director, Cooperative Education and Career Services, and Director, Community-University Engagement;
- Michael Miller, Associate Vice-President Research;
- Carolyn Russell, Director, Student Recruitment & Global Engagement
- Tom Zsolnay, Associate Vice-President Alumni and Development.

The IRAP first reviewed progress on the objectives of the 2006 plan – ‘Making a World of Difference: Furthering Internationalization at the University of Victoria.’ Based on the results of that review, progress on goals identified at that time, and an assessment of current strengths, challenges and opportunities with respect to internationalization at UVic, the IRAP refreshed the existing plan and developed new draft objectives.

As a starting point, the planning group proposes that a global perspective and strategy is fundamental to our university’s functioning, mission and achievement of excellence. The University of Victoria’s refreshed plan for furthering internationalization should build on our tradition of excellence in internationalization through dynamic learning, research that has a vital impact, and the creation of an extraordinary environment for international learning, scholarship, and civic engagement.
Following an introduction that provides the rationale for internationalization, a definition and principles, objectives and proposed actions to support UVic’s refreshed plan for internationalization are organized under five major categories:

1. Creating a Culture of Exchange through Student Mobility
2. Enhancing the International Student Experience
3. Ensuring Curriculum for a Global Ready Institution
4. Making a Vital Impact through International Research and Engagement
5. Establishing an Extraordinary Environment for Internationalization

The International Plan refresh is still in draft form. We are now seeking feedback from Senate on the draft plan as part of a larger consultation process that has included or will include the Executive, Deans’ Council, faculty and staff, the Division of Student Affairs, the Council of Research Centre Directors, faculty members of the Research Advisory Group, Research Services, the Learning and Teaching Centre, Co-operative Education and Career Services, and other members of our campus community.

Specific questions we would appreciate your feedback on include:

- Are we headed in the right direction in terms of tone and scope?
- Do you think this plan resonates with our institutional goals and mission and will differentiate us?
- Does this draft create space for or include references to your own unit’s goals and aspirations with respect to internationalization?
- Are there any areas that cause concern or raise significant questions?
- Are there areas where you would like additional information, data or background included in the draft plan?

Our goal is to have the consultation process completed by late Spring 2016.

Thank you for your interest and assistance with this important planning process.

Catherine Mateer, PhD
Associate Vice-President Academic Planning
The University of Victoria’s Vision is “to be a university of choice for outstanding students, faculty and staff from British Columbia, Canada and the world. We aspire to be the Canadian University that best integrates outstanding scholarship, inspired teaching and real-life involvement. As members of a diverse and dynamic learning community, we challenge one another to become thoughtful, engaged citizens and leaders, prepared to contribute to the betterment of a rapidly changing global society.”

The university’s 2012 Strategic Plan indicates that a global perspective is fundamental to the mission of the University of Victoria and commits to enhancing its leadership with regard to internationalization in teaching, research, scholarship, community outreach and the development of global citizenship. It commits to enhancing “internationalization of the university through student and faculty recruitment and mobility, research partnerships, internationalization of the curriculum and experiential learning” (Objective 20).

University of Victoria 2012 Strategic Plan – A Vision for the Future: Building on Excellence

A global perspective and strategy is indeed fundamental to our university’s functioning, identity and achievement of excellence. The University of Victoria’s plan for furthering internationalization will build on our tradition of excellence in internationalization through dynamic learning, research, scholarship and creative activities that have a vital impact, and the creation of an extraordinary environment of learning, scholarship, and civic engagement.

Building capacity at home and abroad, we will encourage every student to obtain a global experience that links them with the world and supports their intercultural competencies and development as global citizens. Dynamic learning opportunities support students’ understanding of global histories, cultures, languages, and social/political/governance structures through hands-on, relevant experiences, research opportunities, and engagement with international communities. Through opportunities for community-engaged learning (CEL), students will have an impact on issues of critical importance throughout the world. A commitment to social justice, to intercultural understanding, and to environmental and economic sustainability are at the core of our commitment to supporting and facilitating meaningful change. These values are reflected in our university-wide Learning Outcomes which include “informed civic engagement and understanding – from local to global” and “intercultural knowledge and sensitivity” (University of Victoria 2015-16 Undergraduate Calendar, p. 450).
As an internationally-engaged research-intensive university, with a longstanding history of excellence in community-engaged research (CER), UVic is committed to employing our core strengths to benefit communities across the globe. Given our location on the west coast of Canada, we have established particularly strong relationships with countries of the Pacific Rim. A commitment to building a thoughtful, internationalized research and education strategy is a core part of both UVic’s Strategic Plan and our Strategic Research Plan. This international focus infuses the work of every faculty and research centre on campus, resulting in hundreds of state-of-the-art research projects and partnerships that link our students and faculty to virtually every continent on the planet. These activities will address the social, health, economic, and environmental challenges that are most relevant to the world today, and will inform the policies and policy makers that will inform the world’s response.

As we further internationalize our campus and academic environment, we will strengthen international research and graduate education, enhance international academic mobility, identify opportunities for meaningful engagement and build deeper global partnerships. We will employ a targeted and focused international recruitment strategy and encourage and facilitate the participation of our students in opportunities to study abroad. Our alumni and faculty with international experience will be invited to act as our ambassadors in the international arena. We will build on our commitment to student success and provide enriching professional experiences, world class curricula and pedagogy, and research intensity in disciplines of global relevance and impact.

Our local, provincial and national communities, including the citizens of British Columbia want and need us to take this global perspective. Peace and prosperity, social and economic development, and health and safety for all citizens will increasingly depend on our understanding of and engagement with international people, cultures, businesses, agencies and governments. The International Education Strategy for BC, developed under Canada Starts Here: The BC Jobs Plan, is designed to position the province and its residents to benefit from the social, cultural and economic opportunities that flow from international education activities, embracing new ways of learning and inviting other cultures and ideas into British Columbia’s regions, communities and classrooms.

Definition and Principles

UVic has adopted a definition of internationalization developed by the Canadian Bureau of International Education http://www.cbie-bcei.ca/about-ie/):

The internationalization of education is the process of integrating international, intercultural, and global dimensions and perspectives into the purpose, functions and delivery of education. It shapes our institutional values, influences external relations and partnerships, and impacts upon the entire educational enterprise. Internationalization aims to educate students as global citizens, including attributes of openness to and understanding of other worldviews, empathy for people with different backgrounds and experience, and the capacity to value diversity.
The following principles, based in that definition, support excellence in the policy and practice of internationalization within the university and are consistent with the highest values of Canadian education:

1. Internationalization is a vital means to achieving global-level civic engagement, social justice and social responsibility, and ultimately is vital to the common good.

2. Given its importance and central role in society, internationalization aims for the highest quality of learning experiences as a core element of education.

3. International students are valued and recognized for all of their contributions, including enriching institutional life and the educational experiences of all students; providing direct economic and social benefits to local communities beyond the institution; and creating opportunities for long-lasting professional partnerships and relationships that can be of national, international and global benefit.

4. Internationalization is inclusive, pervasive and comprehensive, encompassing all aspects of the work of the institution (teaching, research, service and community outreach) and the full range of institutional goals and actions, including: curriculum and program design; teaching and learning development; student, faculty and staff mobility; language education and training; research and innovation; projects and services; community outreach and local economic development.

5. Internationalization of the student body and research partnerships is important to the financial sustainability of the university and should not be undertaken without adequate allocation of resources; however, the financial imperatives must not dictate the internationalization agenda.

6. Internationalization that comprises knowledge development and capacity building across borders and cultures must benefit all parties involved; the university should use a collegial, participatory and mutually beneficial approach to the establishment of international and global partnerships.

7. Internationalization engages the full range of internal and external community members in the design and development of activities, and aims for equitable access to activities.

8. International research, scholarship and creative activities should engage with partners and communities to maximize impact and social and environmental benefit.

**Background**

This plan builds on the 2006 ‘Strategic Plan for Furthering Internationalization at the University of Victoria – Making a World of Difference.’ Since that time, the university has made significant advances in its development as a globally aware and engaged
university, in its preparation of students as global citizens and in its international impact through research, scholarly and creative activities. We have increased our enrolment of international students, developed a Pathways program, enhanced our services and supports for international students, increased financial support for student participation in international learning experiences, made significant gains in internationalizing our curriculum, developed new international learning opportunities, further refined our commitment to university-community engagement, increased the number and range of our international research activities, and developed a strategic research plan that emphasizes the importance of international engagement. Now, ten years later, we are recommitting to the internationalization of our university, and adopting a plan that defines the objectives and actions necessary to achieve our goals over the coming five years.

Objectives and Activities

Objective and activities to support UVic’s plan for internationalization involves five major categories:

1. Creating a Culture of Exchange through Student Mobility
2. Enhancing the International Student Experience
3. Ensuring Curricula for a Global Ready Institution
4. Making a Vital Impact through International Research and Engagement
5. Establishing an Extraordinary Environment for Internationalization

1. Creating a Culture of Exchange through Student Mobility (Study Abroad Initiatives and International Students On-Campus)

A. UVic Students Going Abroad

The University’s Strategic Plan identifies the importance of expanding “student study-abroad opportunities including exchanges, co-operative education placements, field schools, practica and internships” for both undergraduate and graduate students. In support of this commitment, the University offers: student exchange for a term or year abroad, international cooperative education placements, study/field schools abroad, research project involvement, practica placements, internships, independent study, and athletic and cultural tours. At present, approximately 3% of UVic students participate in formal study abroad programs. The following goals and strategies address the need to increase such opportunities and the participation of students. To be successful, it will be necessary for academic units to promote the university’s expectation of internationalization, with exchange opportunities as one important way to achieve that goal.

OBJECTIVE SM (Student Mobility) 1:
1. **By 2020, to have at least doubled the number of students from the University of Victoria having an experience abroad as part of their academic studies.**

**Actions:**

a) Develop an international partnerships strategy and review process for current international partnerships that align with the International Recruitment Tiering Strategy and/or support internationalization goals.

b) Strengthen relations with select international partners and enhance promotion of all active exchanges through the combined efforts of faculties and the Office of Global Engagement.

c) Enhance opportunities for students to gain an international language immersion experience.

d) Expand international experiential learning opportunities (e.g. co-op, practica, internships, service learning, etc.).

e) Encourage new field experiences (study tours, field schools, and field work, Indigenous exchanges) that are related to program learning goals and outcomes. Cross-program development (e.g. study abroad/field school followed by a co-op experience) should be explored.

f) Develop a mechanism to effectively identify and report on UVic student international experiences. Where possible, this mechanism should include the tracking of learning outcomes from these experiences.

g) Develop and implement a University international travel policy and procedure that supports student in global activities, including a travel registry.

h) Enhance orientation for students travelling abroad with appropriate workshops, development of handbooks, the development of intercultural capabilities and debriefing/sharing experiences on return.

i) Improve appropriate course availability/transferability of international experiences at partner institutions and ensure the smooth transfer of credits earned abroad.

j) Continue the development of career planning services to provide our students with a better understanding of how their international experiences are linked to both their programs of academic study, their career goals and opportunities, and their personal development.
OBJECTIVE SM 2:

2. **Further enhance financial support for student mobility by obtaining external resources to supplement internally allocated University resources.**

Actions:

a) Ensure that potential donors are aware of the needs of students wanting an international experience, the value of such experiences, and the variety of international opportunities potentially available to students.

b) Continue to promote the available scholarships and other supports for gaining an international experience.

B. **International Students Coming to UVic**

The University has been attracting increasing numbers of well-qualified international students to its programs. In 2006/07 8.5% of students were international; by 2014/15 international students accounted for 13.8% of the student body. This represents 11.5% of undergraduate students and 25.8% of graduate students. The rapid growth in the international student population over the past ten years has required additional resources to support the success of international students. The increased enrolment of international students has raised awareness of the need to enhance the University experience for these students, from first contact through to alumni status.

Diversifying the international student population to ensure a broad representation from different regions of the world is also a key priority for the university and is essential to ensuring that internationalization objectives are met.

OBJECTIVE SM 3:

3. **To stabilize the growth in international undergraduate students, maintaining at least the current proportion of international visa students, with a balance of student geographic distribution.**

Actions:

Develop a Strategic Enrolment Management (SEM) plan that will guide a coordinated and integrated approach for achieving these objectives. The international component of the SEM plan should include the following core elements:

a) Support for advancing the International Recruitment Strategy for recruitment marketing and communication.
b) A student and academic support service plan that promotes student retention, academic success and transition.

c) An information and assessment plan to inform the development of international student enrolment strategies, benchmark existing practices and evaluate the success of strategies implemented.

Enhancing the International Student Experience

The international student experience should consider all aspects of enrollment and retention, student development theory, and broader issues that are specific to international student success. Core components of an effective model includes targeted academic and personal support programs and services, immigration and settlement services, and integration and orientation experiences. The international student experience at UVic should be aligned with the goals and objectives of the broader institutional student experience and seek opportunities to enrich the overall campus community and ensure mutual benefit to domestic and international students. The international student experience should specifically support the educational goals, developmental levels, and the social, emotional, and cultural needs of individual international students and specific populations (CAS Standards, 8th Edition, P. 306.)

OBJECTIVE SE (Student Experience) 1:

4. By 2020, implement an effective international student experience framework that aligns with the diversity of needs across the international student population.

Actions:

a) Complete a comprehensive review of current co-curricular/non-academic programs, services, and space across campus. Determine opportunities for collaboration, identify gaps in relation to supporting the population, and recommend changes to ensure alignment with international student needs.

b) Review institutional data related to international student retention and program progression. Identify issues that would benefit from changes or enhancements to programming, supports, and/or services.

c) Review specific services related to immigration & related government services, financial aid, student employment, health care and insurance, and settlement supports. Identify gaps in related programs, services, policies & procedures and implement changes that support the diversity of the international student population.

d) Develop and offer a wide array of academic support programs, including pre-arrival programs, specific to international students that include academic learning within a Canadian institution, writing and communication skills,
orientation to academic policies and regulations, and assist with the adjustment to UVic.

e) Develop and offer educational programs to the campus community to enhance positive interaction between domestic and international students, and to assist in the knowledge and diversity of the international nature of the University and local community. Develop specific opportunities that facilitate international student participation in campus life and the local community.

f) Develop and offer programs and services that assist with preparation for returning home for both domestic and international students.

OBJECTIVE SE 2:

5. By 2020, to have an expanded and appropriately resourced the International Student Centre as a central destination for outside of the classroom programming, supports, advising, and services for international students:

Actions:

a) Complete a space renewal study of the recently launched (August 2015) International Student Centre (ISC) in the University Centre. Develop and implement a capital renewal project of the ISC to ensure a built environment that supports the delivery of related programs and services for the size and diversity of student population being served.

b) Align the role and function of the International Learning Commons (ILC), as a destination for academic support services for international students with the objectives of broader Learning Commons and the Centre for Academic Communications objectives and plans.

The Edge of Learning: Curriculum for a Global Ready Institution

UVic is ideally positioned to develop a curriculum appropriate for a global ready institution. Our extraordinary academic environment located on the edge of the North American continent and on the Pacific Rim, our research-inspired focus in key areas of vital impact and our programs of dynamic learning set the conditions for our institution to provide educational opportunities for the entire university community to meet the challenges and reap the benefits of learning, working and living in a pluralistic society.

To achieve these goals, academic units will need to include global perspectives within existing and new course content. Intercultural understanding and effectiveness will be increasingly important for faculty who are teaching and mentoring a diverse body of
undergraduate and graduate students and for staff who are responding to an increasingly multicultural student body. Intercultural capabilities will also be important for students so as to prepare them for diverse classrooms, learning opportunities and workplaces. The curriculum needs to prepare students to be global ready graduates and enable faculty, staff and students to be open to and effective in diverse settings. The curriculum requires the following components: learning objectives, relevant content and curriculum design (including experiential), assessment of learning and opportunities for reflection.

**OBJECTIVE GC (Global Curriculum) 1:**

Assist faculty, staff and students to be effective in culturally diverse settings and experiences by strengthening, developing and making available curricular resources, tools and content.

Actions:

a) Building upon curriculum and resources that currently exists through offices such as Co-operative Education and Career Services, Global Engagement, Diversity Advisor to the Provost, Human Rights and Equity and many academic and administrative units, develop intercultural curricular resources which can be freely accessed by any faculty or staff member.

b) The Learning and Teaching Centre, while supporting units in the development of their learning outcomes, will bring awareness to and emphasize learning outcomes that include an international dimension.

c) The Learning and Teaching Centre will hold workshops on internationalizing the curriculum and through these workshops continue to build a community of practice for faculty and staff engaged in these curricular efforts.

d) Grants and awards such as the Community-Engaged Learning grant, will be partially designated towards international community engaged learning.

e) Opportunities to showcase internationalized curriculum will be included in events such as International Education Week, International Development Week, IdeaFest, and Teaching awards.

**Vital Impact through International Engagement**

UVic is committed to vital impact and as an international teaching and research hub, tackles essential issues that matter – to people, places and the planet. Given our location on the west coast of Canada, we are a gateway to the Pacific Rim. This is reflected in our educational programs, our longstanding student and faculty exchange
programs with China, India and other countries of the Asia-Pacific region, and our research activities (e.g., Centre for Asia Pacific Initiatives; the UNESCO Chair). We will continue to nurture and build on those relationships and strengths.

We will also continue to focus our programs education, research and service in regions of the world where we have the expertise, the capacity and the partnerships to ensure that those activities resonate and contribute to meaningful change (e.g., Europe, Africa, Latin America, the United States and Oceana).

The University’s 2016 Strategic Research Plan identifies eight dynamic research capabilities that identify the broad areas where UVic researchers have local, national and international impact:

- Creativity and Culture
- Data Science and Cyber Physical Systems
- Environment, Climate and Energy
- Global Studies and Social Justice
- Health and Life Sciences
- Indigenous Research
- Ocean Science and Technology
- Physical Science and Engineering, and Mathematical and Computer Science

Based on the above research strengths together with UVic’s history of international scholarly, artistic and cultural exchanges, we have identified four broad areas of international impact and engagement. These areas overlap and intersect with the areas of research strength.

International partnerships are key to our success, and in 2015 UVic was recognized in the Leiden University Rankings for the highest proportion of internationally co-authored research of any university. We will build on existing relationships and create new partnerships in countries and regions of the world where we can deepen our impact. Opportunities for students in the form of field schools, academic exchange and experiential learning will be further developed within the themes, as well as faculty exchanges and research partnerships. Broad themes of social justice, human rights, and economic and environmental sustainability infuse all of the areas of international impact.

**International Development, Health and Education**

UVic will build on its strengths in child development and child rights, building capacity in healthcare and education, enhancing determinants of health and well-being, global development, human rights and social justice, and fostering ethical and effective leadership in communities, businesses, NGOs and governments. This theme builds on our commitment to fostering the development and application of critical knowledge with respect to the range of factors that shape global development patterns, inequalities, and the conditions and opportunities under which these patterns and inequalities change.
Science, Technology and Sustainability

UVic has and will continue to be a leader in the development of international partnerships that build on its teaching and research strengths in clean energy, the development of transformational technological advances, high energy physics and astronomy, advanced computing science and security, and environmental restoration and sustainability. UVic researchers work with global partners to address pressing issues of climate change, the health of our oceans, medical and biomedical advances, and many other areas through the application of knowledge, skills and ideas to the challenges of our time.

Borders, Trade, Immigration, Laws and Government

UVic has deep connections with international research partners in Asia, Australia, Europe, and the Middle East that focus on issues of immigration and migration, borders, economics, governance, privacy and security, and legal traditions. The work extends from local to global in dimension and incorporates international Indigenous perspectives with an emphasis on human rights and ethical practices.

Arts, Language, Culture and History

Arts, language, religion and culture, from prehistoric times to modern, constitute essential elements of the human condition throughout the world. They shape and reflect the values, perspectives, aspirations and struggles of people in every society. They shed light on the events, movements, triumphs and cataclysms that impact our world. UVic students and faculty work internationally to bring understanding, critical analysis, reflection and celebration of creative activity and to bring the lessons and cautions of history to all of us.

OBJECTIVE IE (International Engagement) 1:

1. Promote high quality and socially relevant research that engages with international partners to maximize opportunities for impact

Actions:

a) Improve institutional responsiveness to new opportunities for international partnerships

b) Provide information and support for researchers and units who want to pursue international research grants, agreements and other forms of partnerships

c) Develop clear guidelines, policies and procedures for establishing international research agreements
d) Work with Research Services, Research Partnerships Knowledge Mobilization (RPKM) and the Office of University Community Engagement (OCUE) to support international partnerships as needed and appropriate

**OBJECTIVE IE2:**

2. **Enhance opportunities for integrating international educational opportunities and learning experiences with research, scholarly and artistic engagement**

**Actions:**

a) Increase opportunities for international research placements for graduate students and advanced undergraduate students

b) Increase opportunities for graduate and honours undergraduates to present their research at international conferences

c) Ensure that international dimensions of research, scholarship and creative expression are infused into the curriculum

**Establishing an extraordinary environment for internationalization**

The university will strengthen a culture of global-mindedness, enhancing its international presence and impact by engaging both its internal and external communities in activities, programs and events that deepen and broaden their cross-cultural awareness. This will be done, in large part, through building partnerships with organizations, community agencies and groups that are internationally focused, and that would help build capacity for students, staff, faculty, and newcomers.

**OBJECTIVE EE (Extraordinary Environment) 1:**

1. **Provide opportunities for all students, staff and faculty, as well as members of the larger community, benefit from and celebrate the international nature of the university and the local community.**

**Actions:**

a) Take steps to promote the values of pluralism, respect for everyone both on and off our campus, and strive to create a respectful and welcoming community for all members.

b) Enhance and promote, to both our internal and external communities, the rich array of films, performances, celebrations, lectures, discussions and
cultural events on and off campus that will enrich global learning and a sense of world-mindedness

c) Build on existing strength in Continuing Studies to promote programs for English language learning, newcomer skills and training, professional upgrading for foreign trained workers, etc.

d) Participate as an institution with local, provincial, national and international associations to assist us in meeting our strategic goals for internationalization.

e) Sponsor, co-sponsor and/or participate in selected local events that support intercultural education, exchange and development (e.g., International Education Week, International Development Week).

f) As a member of the World University Service of Canada (WUSC), provide our students, staff and faculty with opportunities to engage in international development and immigrant resettlement activities in Canada.

OBJECTIVE EE 2:

2. By 2020, have established a campus communications and reporting plan related to the international strategy that includes:

   Actions:

   a) A mechanism to track and coordinate international activity through support of an inventory and enhanced data gathering

   b) Determine the appropriate web positioning of the UVic international strategy, actions, and all related plans and reporting;

   c) Complete a refresh of the UVic international website including consultation on the colocation of programs, services, units, etc. for use by determined stakeholders;

   d) Develop and implement a mechanism to report to the campus community on milestones and updates related to the UVic international strategy.

OBJECTIVE EE 3:

3. To educate government and community partners about the distinctive role and value of international mobility and globally engaged scholarship, education and citizenship in the mission and success of post-secondary
institutions and advocate for policies and public sector practices that support the University in this aspect of its mission.

Actions:

a) Continue to work with other post-secondary institutions and with organizations such as Canadian Bureau for International Education (CBIE) and Universities Canada to raise awareness about the impact of policies and practices on international education, research and partnerships and to ensure that policymakers understand the implications of policy and implementation choices for individual students, faculty and staff and for the University’s international partners.

b) Work with government agencies, alongside other post-secondary institutions and organizations such as CBIE and Universities Canada, to strengthen and develop channels of communication between post-secondary institutions and government agencies in all areas that impact the University’s goals with respect to internationalization.

c) Work with government agencies, alongside other post-secondary institutions and organizations such as CBIE and Universities Canada to ensure that policy implementation and government services’ practices supports the government’s goals and priorities with a minimum of unintended consequences for students, faculty and staff and without compromising the University’s ability to achieve its goals with respect to globally engaged research, education and citizenship.

OBJECTIVE EE 4:

4. Create a culture of international alumni engagement

The University of Victoria has alumni living all over the world. Some are Canadians who have pursued international opportunities while others came to Canada from abroad to study at UVic and returned after graduation. In their respective regions international alumni are UVic’s best ambassadors and student recruiters and, as they mature and succeed in their careers, may have the capacity to support the university as advocates and funders.

Actions:

a) Build closer links with cultural and/or nationality based student groups on campus to encourage contact with colleagues and the university beyond their graduation year.

b) Maintain contact with international exchange and ESL students who spend time on the UVic campus but graduate from their home institution.
c) To further alumni engagement and to meet other university goals, encourage travelling UVic administrators, academics, and co-op coordinators to share their travel plans with the Alumni & Development office so that arrangements can be made for personal contacts with engaged alumni.

d) Alumni Relations will continue to build a base of support in key regions by coordinating with local alumni and interest groups that provide programming of benefit and interest to alumni, students, friends and donors in the region.

Implementation of the International Plan

If the university is to be successful in achieving its goals for internationalization, it will require the commitment and participation of all academic, administrative and student support units.

- Deans, Chairs and Directors will play a key role in the successful implementation of this international strategy, by efforts to enhance international student recruitment and success and by encouraging international student exchange, animation of university-wide learning outcomes related to cultural awareness, internationalization of the curriculum, and international research engagement. Internationalization efforts will need to be regularly discussed at the Deans’ Council, as well as in Faculty Councils.

- University Libraries will need to continue to engage actively with both domestic and international students and faculty. In an increasingly globalized academic and research environment, this engagement will be realized through provision, access, preservation, and production of scholarly materials that enhance university programs; the integration of librarians into universities' international initiatives; and, the strengthening of existing and establishment of new partnerships and collaborations between university libraries across international boundaries.

- The Division of Student Affairs will need to continue their essential role in international student recruitment, orientation, and advising, as well as health services, counselling and student development. Student Recruitment and Global Engagement will continue to play a key role with faculty and academic units in the development and management of meaningful partnerships for the advancement of UVic’s international priorities and facilitating specialized funding programs for UVic students to participate in international
opportunities. International Student Services will continue to work to support international exchange programs and students who wish to pursue international experiences.

- Co-operative Education and Career Services will continue to develop opportunities for international work integrated learning, prepare students for intercultural experiences, and facilitate development of intercultural competence.

- The Office of Community-University Engagement will coordinate the university’s cross-portfolio activities in community-engaged learning, community-engaged research, knowledge mobilization and being a good neighbor from an international perspective.

- The Learning and Teaching Centre will continue to provide academic and writing support for international undergraduate and graduate students through the Centre for Academic Communications, and support for faculty and graduate students in developing an increasingly internationalized curriculum.

- Research Services will continue to provide support to faculty around international research activities. Research Centres will continue to serve as drivers for international research impact and engagement.

A summary of roles and responsibilities for some of these key areas are identified in Appendix 1.

The International Academic and Research Planning Group (IRAP), sponsored jointly by the Provost and the Vice-President Research, and chaired by the AVP Academic Planning, will continue to play a central role in supporting the university’s international goals and overseeing their accomplishment. Members of the IRAP include the AVP Research, AVP Development and Alumni Relations, the Executive Director Student Services, the Director of Student Recruitment and Global Engagement, the Executive Director Co-operative Education and Career Services and Community-University Engagement, the Associate Dean Advising, the Dean of Graduate Studies, and a representative of the deans of academic faculties. This committee will continue to address international matters, and will be charged with recommending priorities, monitoring implementation of the International Plan, and providing an annual report on progress with respect to the goals of the plan. Resource allocations or reallocations necessary to support the plan will come in part through regular planning, prioritizing and budgeting processes of the academic and service units of the university. Requests for additional support needed to achieve the plan’s goals will be brought forward to Integrated Planning by the IRAP through the VP Academic and VP Research.
Objective and activities to support UVic’s plan for internationalization involves five major categories:

1. Creating a Culture of Exchange through Student Mobility
2. Enhancing the International Student Experience
3. Ensuring Curricula for a Global Ready Institution
4. Making a Vital Impact through International Research and Engagement
5. Establishing an Extraordinary Environment for Internationalization

1. Are we headed in the right direction in terms of tone and scope?

2. Do you think this plan resonates with our institutional goals and mission and will differentiate us?

3. Does this draft create space for, or include references to, your own unit’s goals and aspirations with respect to internationalization?

4. Are there any areas that cause concern or raise significant questions?

5. Are there areas where you would like additional information, data or background included in the draft plan?

YOUR NAME AND DEPARTMENT/FACULTY

Feedback can be sent to Holly Hatch either by fax (250-721-7216) or by e-mail to vpacapal@uvic.ca or in person to ASB A244.
MEMO

Date: March 16, 2016
To: Members of Senate
From: Julia Eastman
University Secretary
Re: Elections update

Members Elected by the Faculties

The following faculty members were acclaimed to Senate for a three-year term beginning July 1, 2016 and ending on June 30, 2019:

- Dr. Sara Beam (Graduate Studies)
- Dr. Peter Driessen (Engineering)
- Prof. Mark Gillen (Law)
- Dr. Rebecca Grant (Business)
- Dr. Monica Prendergast (Education)

The following faculty members were elected to Senate for a three-year term beginning July 1, 2016 and ending on June 30, 2019:

- Dr. Carolyn Butler-Palmer (Fine Arts)
- Dr. Lynda Gagne (HSD)
- Dr. Annalee Lepp (Humanities)

Members Elected by Faculty Members

The following faculty members were elected to Senate for a three-year term beginning July 1, 2016 and ending on June 30, 2019:

- Dr. Garry Gray (Social Sciences)
- Dr. Rebecca Warburton (Human and Social Development)
- Dr. Victoria Wyatt (Fine Arts)

Student Representatives

The following students were acclaimed or elected to Senate for 2016/2017. Please note, students are elected that ensures at least one student from each faculty and three students from the Faculty of Graduate Studies are elected.

- Dheeraj Alamchandani (Engineering)
- Alicia Armstrong (Business)
- Paige Bennett (Social Sciences)
Michelle Brown (Social Sciences)
Zoë-Blue Coates (Humanities)
Andrew Lemieux (Graduate Studies)
Ben Lukenchuk (Social Sciences)
Samual Maroney (Law)
Brontë Renwick-Shields (Social Sciences)
Bernadette Peterson (Science)
Cory Shankman (Graduate Studies)
Ann-Bernice Thomas (Fine Arts)
Susan Timayo (Social Sciences)

Twenty-two students were nominated for positions to Senate. Students were acclaimed in the Faculties of Engineering, Fine Arts, Law and Science. Two students were acclaimed in the Faculty of Graduate Studies. Two nominations were received for students in the Peter B. Gustavson School of Business, three for the Faculty of Humanities, and 11 for the Faculty of Social Sciences. In terms of voter turnout, 2,867 students, representing 13.7% of eligible voters, voted in the election.

There are vacant positions for student representatives in the Faculties of Education, Graduate Studies and Human and Social Development. A call for nominations for these positions will be issued in early September 2016 for a by-election to be conducted at the October 2016 Senate meeting.