The next open meeting of the Senate of the University of Victoria is scheduled for Friday, March 4, 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

2. MINUTES
   a. February 5, 2016 [SEN-MAR4/16-1]

   Motion: 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.

3. BUSINESS ARISING FROM THE MINUTES

4. REMARKS FROM THE CHAIR

5. CORRESPONDENCE

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES
   a. Senate Committee on Agenda and Governance - Prof. Jamie Cassels, Chair
      i. Process for Senate committee appointments [SEN-MAR 4/16-2]
      ii. Upcoming Senate committee vacancies [SEN-MAR 4/16-3]
b. Senate Committee on Awards - Dr. John Walsh, Chair

i. New and Revised Awards

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

- 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

---

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

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

**Motion:** 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of Applied Science (MASc) Graduate Program in Civil Engineering”, dated February 11, 2016, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.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.
ii. Doctor of Philosophy (PhD) in Civil Engineering

Motion: 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.

7. PROPOSALS AND REPORTS FROM FACULTIES

a. Peter B. Gustavson School of Business

i. Bylaws & Constitution Changes for Senate Approval

Motion: That Senate approve the revised Faculty Bylaws and Constitution for the Peter B. Gustavson School of Business.

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

a. Enrolment Projections for 2016-2017

Motion: 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.

b. Consultation on the Indigenous Academic Plan

INFORMATION

9. OTHER BUSINESS

a. 2015 Policy Review Annual Report

INFORMATION

10. ADJOURNMENT
DRAFT MINUTES

A meeting of the Senate of the University of Victoria was held on February 5, 2016 at 3:30 p.m. in the Senate and Board Chambers, University Centre, Room A180.

1. APPROVAL OF THE AGENDA

Motion: (J. Crocker/K. Erickson)
That the agenda be approved as circulated.

CARRIED

2. MINUTES

a. January 8, 2016

Motion: (K. Erickson/P. Kostek)
That the minutes of the open session of the meeting of the Senate held on January 8, 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 provided a report to Senate. He reported on recent meetings in Ottawa where he worked with colleagues at Universities Canada on a pre-budget submission; priorities for Canadian universities included increased support for the granting councils, increased support for Indigenous students and increased experiential learning opportunities for students. Prof. Cassels reported that, in Ottawa, he met with the head of SSHRC to discuss, among other items, UVic’s new strategic research plan. He also noted that UVic was again recognized by SSHRC as an equity leader in the Canada Research Chairs program. He said he had also travelled to Ottawa with a delegation led by the BC Premier and accompanied by four cabinet ministers.

Prof. Cassels informed Senators that UVic’s letter of intent for the CFREF proposal process was accepted to the second round. He further reported that the Times Higher Education listed UVic as one of the top 200 most international universities and that Dr. David Blades, Professor, Science
Education and Curriculum Studies, was the recipient of one of ten 3M National Teaching Fellowship Awards.

Prof. Cassels said that several noteworthy events had recently taken place on campus. He highlighted announcement of the first ever Chair in Transgender Studies, Dr. Aaron Devor, and congratulated Dr. Devor. He also congratulated the MBA student team, which included Mr. Dulku, for their recent win at a competition in Davos. Dr. Saul Klein described the Davos event and Mr. Dulku commented on the experience.

5. **CORRESPONDENCE**

There was none.

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

   a. **Senate Committee on Academic Standards**

      i. **Proposal to change the University Academic Standing Probationary Status and Requirement to Withdraw Regulation**

      Dr. Sara Beam, Chair, Senate Committee on Academic Standards introduced the proposal.

      A comment was made that the proposal was compassionate and the appropriate course of action.

      **Motion:** (S. Beam/J. Crocker)

      That Senate approve changes to the regulation governing Academic Probationary Status and Requirement to Withdraw * as detailed in Appendix 3 of the “Proposal to change the University Academic Standing Probationary and Requirement to Withdraw Regulation” to be revised in the September 2016 calendar with effective implementation beginning in the 2016-17 Winter Session.

      *(listed under the Academic Standing section of the September 2015-16 Undergraduate Calendar)*

      **CARRIED**

      ii. **Proposal to revise the Regulations Governing Administration of University Examinations**

      Dr. Beam introduced the proposal and noted that it was the culmination of significant sub-committee and committee work. She said the Senate Committee on Academic Standards would continue to monitor the issue.

      With the proposed motion on the floor for discussion, a member proposed a motion to amend the document as presented by striking the section that regulates student questions during examinations. A comment was made that students have the right to ask questions and gain clarification if an examination question is unanswerable or unfair and striking the section may limit that right. A
member responded that removing the section does not restrict students from asking questions and the absence of regulation might be more liberal than the proposed wording which would restrict students by granting them permission to ask only certain types of questions.

Motion (P. von Aderkas/T. Tiedje)
That Senate approve the following amendment to the proposed Regulations Governing Administration of University Examinations:

Strike the section “Questions are only permitted in relation to the student’s understanding of the examination, in cases of supposed errors or ambiguities in the examination questions or illegible or missing material. Such errors should be reported immediately to the invigilator. After the examination, the invigilator should report the error in writing to the academic unit and the Office of the Registrar (exams@uvic.ca)”

CARRIED

A concern was raised over the inclusion of washrooms as part of the examination environment and the potential for invigilators to accompany students into the washroom. A member proposed a motion to amend the document as presented by removing reference to washrooms from the definition of examination environment. Members discussed whether there were provisions for reasonable expectations of privacy that could be referenced.

Motion (C. Shankman/D. Popova)
That Senate approve the following amendment to the proposed Regulations Governing Administration of University Examinations:

Strike the words “and washrooms” from the section “The examination environment includes the room in which the examination is being written as well as the hallways and washrooms adjacent to the examination room”

DEFEATED

A question was raised regarding whether it was fair to restrict food from the examination environment. A member proposed a motion to amend the document as presented and allow food in the examination environment. A member noted that the restriction was proposed due to concern that food packaging could be used to cheat during examinations. This comment prompted a motion to revise the document’s wording to clarify that all containers may be inspected.
Motion (A. Lemieux/K. Erickson)
That Senate approve the following amendment to the proposed Regulations Governing Administration of University Examinations:

Strike the section: “Food is not permitted”

CARRIED

Motion (C. Beaveridge/B. Dulku)
That Senate approve the following amendment to the proposed Regulations Governing Administration of University Examinations:

Revise the sentence: “The invigilator may inspect the container” to “The invigilator may inspect containers”

CARRIED

A member suggested that editorial language adjustments in the regulations be permitted in order for the document to reflect the spirit of the motions revising the document. Members agreed with this approach.

Motion: (S. Beam/C. Shankman)
That Senate approve the revised Regulations Governing Administration of University Examinations*, as amended, effective May 1, 2016.

*(listed on page 36 under the Examinations section of the September 2015-16 Undergraduate Calendar)

CARRIED

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

i. Change to admission requirements for the Music & Computer Science Program

Dr. Kenneth Stewart, Chair, Senate Committee on Admission, Re-registration and Transfer introduced the proposal.

A member asked for clarification on the rational for the 73% minimum admission requirement. It was explained that 73% was the minimum admission requirement for Math 100 as well as the percentage of a ‘B’ in high school.

Motion: (S. Lewis/J. Crocker)
That Senate approve that the minimum grade in Pre-calculus 12 required for admission to the Music and Computer Science program be changed to 73%, effective May 1, 2016.

CARRIED
ii. Revised Calendar entries relating to transfer credit

Dr. Stewart introduced the proposal.

Motion: (J. Crocker/K. Erickson)
That Senate approve the attached calendar revisions, which add the sentence “Students should be aware that up to 30 units of transfer credit will normally be applied toward degree requirements and considered in determining year standing.”

CARRIED

iii. Change to admission requirements for the Faculty of Science

Dr. Stewart introduced the proposal.

A member commented that the requirement seemed low for entry into the Faculty of Science. The Dean of Science explained that all students in the Physical Sciences must take Math 100 which requires 73% for admission. The proposed admission requirement was meant to include students interested in the life sciences who are not required to take math at that level during their studies.

Motion: (C. Shankman/K. Erickson)
That Senate approve that the minimum grade in Pre-calculus 12 required for admission to the Faculty of Science be changed from 60% to 67%, effective May 1, 2016.

CARRIED

c. Senate Committee on Awards

i. New and Revised Awards

Dr. John Walsh, Chair, Senate Committee on Awards introduced the proposal.

Motion: (J. Walsh/J. Crocker)
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:

- Georgia Klap Award (new)*
- Anne McLaughlin Legacy Scholarship in Theatre (new)*
- Me to We Scholarship (new)
- Thomas M. Hess Scholarship in Indigenous Language Revitalization (revised)*
- Alumni Association Science Scholarship (new)*
- Alumni Association Humanities Scholarship (new)*
- Alumni Association Exercise Science, Physical and Health Education Scholarship (new)*

  *Administered by the University of Victoria Foundation

CARRIED

d. Senate Committee on Curriculum

i. Major Curriculum Changes

Dr. Tim Haskett, Chair, Senate Committee on Curriculum introduced the proposal.

**Motion:** (T. Haskett/J. Crocker)
That Senate approve the curriculum changes recommended by the Faculties and the Senate Committee on Curriculum for inclusion in the 2016-2017 academic calendar, effective May 1, 2016.

CARRIED

**Motion:** (T. Haskett/J. Crocker)
That Senate authorize the Chair of the Senate Committee on Curriculum to make small changes and additions that would otherwise unnecessarily delay the submission of items for the academic calendar.

CARRIED

e. Senate Committee on Planning

i. Signing of a MOU with Camosun College and renaming the Joint Degree Program in Nursing

Dr. Ann Stahl, member of the Senate Committee on Planning introduced the MOU. Prof. Cassels thanked and congratulated Dr. Howard Brunt and Dr. Laurene Sheilds for their work.

ii. Revisions to the Diploma in First Nations Government and Administration

Dr. Stahl introduced the proposal.

In response to a question, it was noted that while diploma students are not required to meet the university’s academic writing requirement, they are often encouraged to progress to a full degree which would require the academic writing requirement.

**Motion:** (A. Stahl/M. MacDonald)
That Senate approve, and recommend to the Board of Governors that it also approve, changing the title from the Diploma in First Nations Government and Administration to the Diploma in Indigenous Community Development and Governance, as well as other changes to the program as described in the document “Proposal for a Credit

CARRIED

iii. Reinstatement of the Honours Program in Visual Arts

Dr. Stahl introduced the proposal.

Motion: (A. Stahl/S. Lewis)
That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the reinstatement of the Honours Program in Visual Arts, as described in the document “Proposal for the Reinstatement of the Honours Program in Visual Arts”, dated November 9, 2015, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

CARRIED

iv. Proposal for expanded scope for the Centre for Aboriginal Health Research and that the Centre be renamed the Centre for Indigenous Research and Community-Led Engagement (CIRCLE)

Dr. Stahl introduced the proposal.

Motion: (A. Stahl/J. Crocker)
That Senate approve the expanded scope for the Centre for Aboriginal Health Research and that the Centre be renamed the Centre for Indigenous Research and Community-Led Engagement (CIRCLE), with the approval of CIRCLE as a multi-faculty research centre in effect until May 31, 2018.

CARRIED

v. Renewal of Approved Centre Status for the Centre for Studies of Religion and Society (CSRS)

Dr. Stahl introduced the proposal. Prof. Cassels congratulated the Centre on the positive review.

Motion: (A. Stahl/K. Erickson)
That Senate approve the renewal of Approved Centre Status for the Centre for Studies of Religion and Society (CSRS) for the five year period 21 April 2016 through 20 April 2021. This recommendation is not contingent upon the suggestions in the external review report relating to resources, which are advice to the Vice-President Research.

CARRIED
7. PROPOSALS AND REPORTS FROM FACULTIES

There were none.

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

There were none.

9. OTHER BUSINESS

a. Ten-Year Sessional Calendar

Dr. Julia Eastman, University Secretary introduced the item.

A member raised a concern that the short turnaround time between the end of the examination period in December and the first day of classes in January was causing burnout, particularly among Assistant Teaching Professors. It was noted that a sub-committee of the Senate Committee on Agenda and Governance was considering a longer fall reading break and this group would be considering the length of the exam period in their deliberations. A further question was raised about the varying lengths of semesters, in particular the length of the summer semester.

Motion: (W. Boyd/J. Crocker)
That Senate approve the 2015-2025 Ten-Year Sessional Calendar.

CARRIED

b. Academic Year Important Dates

Dr. Eastman introduced the item noting that the dates are drawn from the Ten-Year Sessional Calendar.

Motion: (C. Shankman/J. Crocker)
That Senate approve the Academic Year Important Dates for the period January 2017 through August 2017 for submission to the online academic calendar and for the academic calendar May 2016 publication.

CARRIED

c. 2015/2016 Emeritus and Emerita

Prof. Cassels said the item was provided for information.

d. 2016/2017 Senate Meeting Dates and Other Important Dates

Motion: (W. Boyd/K. Erickson)
That Senate approve the 2016/2017 Senate Meeting Dates and Other Important Dates.

CARRIED
e. Election Update

Ms. Cassbreea Dewis, Governance Services Manager provided an update on the ongoing faculty and student elections.

There being no other business the meeting was adjourned at 4:47p.m.
<table>
<thead>
<tr>
<th>Name</th>
<th>In Attendance</th>
<th>Regrets</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andersen, Carrie</td>
<td>□</td>
<td>X</td>
<td>Associate University Secretary By Invitation</td>
</tr>
<tr>
<td>Aragon, Janni</td>
<td>□</td>
<td></td>
<td>Faculty of Social Sciences Elected by the Faculty</td>
</tr>
<tr>
<td>Baer, Doug</td>
<td>□</td>
<td></td>
<td>Faculty of Social Sciences Elected by the faculty members</td>
</tr>
<tr>
<td>Banerjee, Sikata</td>
<td>□</td>
<td></td>
<td>Faculty of Humanities Elected by the faculty members</td>
</tr>
<tr>
<td>Bashir, Rowan</td>
<td>□</td>
<td></td>
<td>Convocation Senator Elected by the Faculty</td>
</tr>
<tr>
<td>Beam, Sara</td>
<td>□</td>
<td></td>
<td>Faculty of Graduate Studies Elected by the Faculty</td>
</tr>
<tr>
<td>Beaveridge, Chandra</td>
<td>□</td>
<td></td>
<td>Convocation Senator Elected by the convocation</td>
</tr>
<tr>
<td>Begoray, Deborah</td>
<td>□</td>
<td></td>
<td>Faculty of Education Elected by the faculty members</td>
</tr>
<tr>
<td>Bertagnon, Jonathan</td>
<td>□</td>
<td></td>
<td>University Librarian Ex officio</td>
</tr>
<tr>
<td>Boyd, Wesley-Ryan</td>
<td>□</td>
<td></td>
<td>Student Senator Elected by the students</td>
</tr>
<tr>
<td>Bранzan Albu, Alexandra</td>
<td>□</td>
<td></td>
<td>Faculty of Engineering Elected by the faculty members</td>
</tr>
<tr>
<td>Brekstad, Lee</td>
<td>□</td>
<td>X</td>
<td>Student Senator Elected by the students</td>
</tr>
<tr>
<td>Bryden, Penny</td>
<td>□</td>
<td></td>
<td>Faculty of Humanities Elected by the faculty members</td>
</tr>
<tr>
<td>Butler-Palmer, Carolyn</td>
<td>□</td>
<td></td>
<td>Faculty of Fine Arts Elected by the Faculty</td>
</tr>
<tr>
<td>Calder, Gillian</td>
<td>□</td>
<td></td>
<td>Faculty of Law Elected by the Faculty</td>
</tr>
<tr>
<td>Capson, David</td>
<td>□</td>
<td></td>
<td>Dean, Faculty of Graduate Studies Ex officio</td>
</tr>
<tr>
<td>Cassels, Jamie</td>
<td>□</td>
<td></td>
<td>President and Vice-Chancellor Chair of Senate</td>
</tr>
<tr>
<td>Castle, David</td>
<td>□</td>
<td></td>
<td>Vice-President Research Ex officio</td>
</tr>
<tr>
<td>Charlton, Lauren</td>
<td>□</td>
<td></td>
<td>Convocation Senator Elected by the convocation</td>
</tr>
<tr>
<td>Colby, Jason</td>
<td>□</td>
<td></td>
<td>Faculty of Humanities Elected by the Faculty</td>
</tr>
<tr>
<td>Crippen, Carolyn</td>
<td>□</td>
<td></td>
<td>Faculty of Education Elected by the Faculty</td>
</tr>
<tr>
<td>Crocker, Jordan</td>
<td>□</td>
<td></td>
<td>Student Senator Elected by the students</td>
</tr>
<tr>
<td>Dechev, Nikolai</td>
<td>□</td>
<td></td>
<td>Faculty of Engineering Elected by the Faculty</td>
</tr>
<tr>
<td>Dentley, Julian</td>
<td>□</td>
<td></td>
<td>Student Senator Elected by the students</td>
</tr>
<tr>
<td>Devor, Aaron</td>
<td>□</td>
<td></td>
<td>Faculty of Social Sciences Elected by the faculty members</td>
</tr>
<tr>
<td>Diacu, Florin</td>
<td>□</td>
<td></td>
<td>Faculty of Science Elected by the Faculty</td>
</tr>
<tr>
<td>Driessen, Peter</td>
<td>□</td>
<td></td>
<td>Faculty of Engineering Elected by the Faculty</td>
</tr>
<tr>
<td>Dulkhu, Bhupinder</td>
<td>□</td>
<td></td>
<td>Student Senator Elected by the students</td>
</tr>
<tr>
<td>Durrant, Jim</td>
<td>□</td>
<td></td>
<td>Associate Vice-President Student Affairs By Invitation</td>
</tr>
<tr>
<td>Duno, John</td>
<td>□</td>
<td></td>
<td>Librarian Elected by the Professional Librarians</td>
</tr>
<tr>
<td>Eastman, Julia</td>
<td>□</td>
<td></td>
<td>University Secretary Secretary of Senate</td>
</tr>
<tr>
<td>Erickson, Kayleigh</td>
<td>□</td>
<td></td>
<td>Student Senator Elected by the students</td>
</tr>
<tr>
<td>Francis Petlon, Leslee</td>
<td>□</td>
<td></td>
<td>Faculty of Education Elected by the faculty members</td>
</tr>
<tr>
<td>Gillen, Mark</td>
<td>□</td>
<td></td>
<td>Faculty of Law Elected by the Faculty</td>
</tr>
<tr>
<td>Gillis, Kathryn</td>
<td>□</td>
<td></td>
<td>Acting Dean, Faculty of Science Ex officio</td>
</tr>
<tr>
<td>Grant, Rebecca</td>
<td>□</td>
<td></td>
<td>Peter B. Gustavson School of Business Elected by the Faculty</td>
</tr>
<tr>
<td>Hallgrimsdottir, Helga</td>
<td>□</td>
<td></td>
<td>Faculty of Social Sciences Elected by the faculty members</td>
</tr>
<tr>
<td>Hans, Tim</td>
<td>□</td>
<td></td>
<td>Faculty of Humanities Elected by the faculty members</td>
</tr>
<tr>
<td>Hicks, Robin</td>
<td>□</td>
<td></td>
<td>Faculty of Science Elected by the faculty members</td>
</tr>
<tr>
<td>Ivonova, Ivelina</td>
<td>□</td>
<td></td>
<td>Student Senator Elected by the students</td>
</tr>
<tr>
<td>Klein, Saul</td>
<td>□</td>
<td></td>
<td>Dean, Peter B. Gustavson School of Business Ex officio</td>
</tr>
<tr>
<td>Kostek, Patricia</td>
<td>□</td>
<td></td>
<td>Faculty of Fine Arts Elected by the Faculty</td>
</tr>
<tr>
<td>Kroo, Dean, Faculty of Social Sciences Ex officio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kuehne, Valerie</td>
<td>□</td>
<td></td>
<td>Vice-President Academic and Provost Ex officio</td>
</tr>
<tr>
<td>Kushniruk, Andre</td>
<td>□</td>
<td></td>
<td>Faculty of Human and Social Development Elected by the Faculty</td>
</tr>
<tr>
<td>Lemieux, Andrew</td>
<td>□</td>
<td></td>
<td>Student Senator Elected by the students</td>
</tr>
<tr>
<td>Lepp, Anneale</td>
<td>□</td>
<td></td>
<td>Faculty of Humanities Elected by the Faculty</td>
</tr>
<tr>
<td>Littlewood, Cedric</td>
<td>□</td>
<td></td>
<td>Acting Dean, Faculty of Fine Arts Ex officio</td>
</tr>
<tr>
<td>MacDonald, Maureen</td>
<td>□</td>
<td></td>
<td>Dean, Division of Continuing Studies Ex officio</td>
</tr>
<tr>
<td>Marck, Patrick</td>
<td>□</td>
<td></td>
<td>Dean, Faculty of Human and Social Development Ex officio</td>
</tr>
<tr>
<td>Markham, Catherine</td>
<td>□</td>
<td></td>
<td>Associate Vice-President Academic Planning By Invitation</td>
</tr>
<tr>
<td>Mellin, Dakota</td>
<td>□</td>
<td></td>
<td>Student Senator Elected by the students</td>
</tr>
<tr>
<td>Neiman, Alex</td>
<td>□</td>
<td></td>
<td>Student Senator Elected by the students</td>
</tr>
<tr>
<td>Peterson, Bernetadette</td>
<td>□</td>
<td></td>
<td>Student Senator Elected by the students</td>
</tr>
<tr>
<td>Popova, Diana</td>
<td>□</td>
<td></td>
<td>Student Senator Elected by the students</td>
</tr>
<tr>
<td>Rogers, Shelaigh</td>
<td>□</td>
<td></td>
<td>Chancello Ex officio</td>
</tr>
<tr>
<td>Ryan, Tristan</td>
<td>□</td>
<td></td>
<td>Student Senator Elected by the students</td>
</tr>
<tr>
<td>Sangster-Gormley, Esther</td>
<td>□</td>
<td></td>
<td>Faculty of Human and Social Development Elected by the Faculty</td>
</tr>
<tr>
<td>Schallie, Charlotte</td>
<td>X</td>
<td></td>
<td>Faculty of Graduate Studies Elected by the Faculty</td>
</tr>
<tr>
<td>Schrod, Philipp</td>
<td>□</td>
<td></td>
<td>Student Senator Elected by the students</td>
</tr>
<tr>
<td>Shankman, Cory</td>
<td>□</td>
<td></td>
<td>Student Senator Elected by the students</td>
</tr>
<tr>
<td>Smith, Brock</td>
<td>□</td>
<td></td>
<td>Peter B. Gustavson School of Business Elected by the Faculty</td>
</tr>
<tr>
<td>St. Clair, Ralf</td>
<td>□</td>
<td></td>
<td>Dean, Faculty of Education Ex officio</td>
</tr>
<tr>
<td>Stahl, Ann</td>
<td>□</td>
<td></td>
<td>Faculty of Social Sciences Elected by the faculty members</td>
</tr>
<tr>
<td>Tiedje, Thomas</td>
<td>□</td>
<td></td>
<td>Dean, Faculty of Engineering Ex officio</td>
</tr>
<tr>
<td>Ulysses, Alicia</td>
<td>□</td>
<td></td>
<td>Faculty of Humanities Elected by the Continuing Sessionals</td>
</tr>
<tr>
<td>Varela, Diana</td>
<td>□</td>
<td></td>
<td>Faculty of Science Elected by the Faculty</td>
</tr>
<tr>
<td>von Aderkas, Patrick</td>
<td>□</td>
<td></td>
<td>Faculty of Science Elected by the faculty members</td>
</tr>
<tr>
<td>Walsh, John</td>
<td>□</td>
<td></td>
<td>Faculty of Graduate Studies Elected by the Faculty</td>
</tr>
<tr>
<td>Webb, Jeremy</td>
<td>□</td>
<td></td>
<td>Dean, Faculty of Law Ex officio</td>
</tr>
<tr>
<td>Wright, Bruce</td>
<td>□</td>
<td></td>
<td>Head, Division of Medical Sciences Ex officio</td>
</tr>
<tr>
<td>Wyatt, Victoria</td>
<td>□</td>
<td></td>
<td>Faculty of Fine Arts Elected by the faculty members</td>
</tr>
</tbody>
</table>
**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
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)

<table>
<thead>
<tr>
<th>BUSI:</th>
<th>Rebecca Grant (30/6/16)</th>
<th>Brock Smith (30/6/18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC:</td>
<td>Carolyn Crippen (30/6/16)</td>
<td>John Walsh (30/6/17)</td>
</tr>
<tr>
<td>ENGR:</td>
<td>Peter Driessen (30/6/16)</td>
<td>Nikolai Dechev (30/6/17)</td>
</tr>
<tr>
<td>FINE:</td>
<td>Carolyn Butler-Palmer (30/6/16)</td>
<td>Patricia Kostek (30/6/18)</td>
</tr>
<tr>
<td>GRAD:</td>
<td>Sara Beam (30/6/16)</td>
<td>Charlotte Schallie (30/6/17)</td>
</tr>
<tr>
<td>HSD:</td>
<td>Andre Kushmiruk (30/6/18)</td>
<td>Esther Sangster-Gormley (30/6/16)</td>
</tr>
<tr>
<td>HUMS:</td>
<td>Jason Colby (30/6/18)</td>
<td>Annalee Lepp (30/6/16)</td>
</tr>
<tr>
<td>LAWF:</td>
<td>Gillian Calder (30/6/17)</td>
<td>Mark Gillen (30/6/16)</td>
</tr>
<tr>
<td>SCIE:</td>
<td>Florin Diacuc (30/6/17)</td>
<td>Diana Varela (30/6/17)</td>
</tr>
<tr>
<td>SOSC:</td>
<td>Janni Aragon (30/6/18)</td>
<td>Doug Baer (30/6/17)</td>
</tr>
</tbody>
</table>

**MEMBERS ELECTED BY THE FACULTY MEMBERS**
- Sections 35 (2) (g)

<table>
<thead>
<tr>
<th>Sikata Banerjee - HUMS</th>
<th>(30/6/16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deborah Begeray - EDUC</td>
<td>(30/6/18)</td>
</tr>
<tr>
<td>Alexandra Branzan Albu - ENGR</td>
<td>(30/6/17)</td>
</tr>
<tr>
<td>Penny Bryden - HUMS</td>
<td>(30/6/16)</td>
</tr>
<tr>
<td>Aaron Devor - SOSC</td>
<td>(30/6/17)</td>
</tr>
<tr>
<td>Tim Haskett - HUMS</td>
<td>(30/6/17)</td>
</tr>
<tr>
<td>Robin Hicks – SCIE</td>
<td>(30/6/18)</td>
</tr>
<tr>
<td>Helga Hallgrimsdottir – SOSC</td>
<td>(30/6/18)</td>
</tr>
</tbody>
</table>

**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)     | “         |
| Bhupinder 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 Schro (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: TBA
Associate University Secretary: Carrie Andersen

Last updated: 12/7/2015
At the December 2015 Senate meeting, a question was raised regarding the process used to recommend Senate committee appointments to Senate.

Current Practice

The terms of reference for the Senate Committee on Agenda and Governance include the following provisions regarding Senate committee appointments:

1. The nominations sub-committee will meet to propose recommendations for the membership of Senate committees for consideration at the May and October meetings of Senate. All recommendations to Senate must have the consent of the nominees.

2. The nominations sub-committee will annually publicize to the Senate and the university community a list of Senate committee vacancies for the upcoming year. Nominations for the vacancies should be submitted in writing to the Chair of the nominations subcommittee committee by a specified deadline.

3. Nominations sub-committee members are urged to suggest candidates for vacancies and should not limit suggestions to candidates from their own faculty.

4. The nominations sub-committee will consider nominations received, in addition to names put forth by members of the nominations sub-committee in making its recommendations to Senate.

5. The nominations sub-committee will consider the following when preparing its recommendations to Senate:

   a. Rotation of committee members in accordance with Senate regulations and the need to provide adequate continuity;
   b. Both administrative and academic loads on individuals;
   c. Desirability of spreading committee responsibilities as widely as possible throughout a faculty and across faculties; and
d. The acquainting of a new faculty members with university procedures.

6. The members of the Senate present at the May and October meetings may make further nominations for the Senate committee vacancies. Senate will elect the committee members from the list of nominees, if more than one per vacancy is received.

7. The nominations sub-committee will recommend to Senate names to fill any Senate committee vacancies that arise through the year.

Each year at the May and October Senate meetings, the Senate Committee on Agenda and Governance makes recommendations to Senate for Senate committee appointments. In preparation for making these recommendations, a number of administrative steps are taken. A call for expressions of interest is issued to all faculty members in January. While nominations for specific committee appointments are not requested, faculty members are asked to note which committees they are interested in serving on. The Office of the University Secretary maintains a log of interested faculty members and uses these names when considering appointments in current and future years. Suggestions for individuals to serve on Senate committees are also sought from members of the Senate Committee on Agenda and Governance, the Deans and others who wish to make nominations. Following completion of the elections to Senate (in February/March), the Office of the University Secretary examines committee vacancies, and new and continuing Senate appointments. The terms of reference for each committee are also examined to determine membership requirements. Over the summer months, upcoming faculty leaves are examined to determine where temporary appointments are required to replace faculty members on leave. To date, Senate members have not been explicitly asked at the May and October Senate meetings to make additional committee nominations (with the exception of nominations to the Senate Committee on Agenda and Governance).

Revised Approach

Because of the complex nature of Senate committee appointments and the need to obtain the consent of an individual being nominated, it would not be feasible to vote on additional nominations at the May or October meetings. Instead, the Senate Committee on Agenda and Governance has agreed to implement the following practice:

- A call for expressions of interest to serve on Senate committees will be issued in January.
- Senate members will be provided with a list of upcoming Senate vacancies at the February Senate meeting, and will be asked to provide nominations by February 28.
- Recommendations to Senate for committee appointments will be presented
At the May and October Senate meetings.

- At the May and October Senate meetings, Senate members will be asked to make any additional nominations to the Senate committees. Senate members should attempt to obtain consent from an individual before putting forward a nomination.
- If an additional nomination is received, approval of appointments to the committee in question will be deferred.
  o Following the meeting, the eligibility of the individual nominated will be confirmed and consent to be nominated will be confirmed.
  o For any nominations received at the May 2016 meeting, Senate will elect the committee members(s) via WebVote from the list of nominees. Senate quorum rules will apply to this election. Following any elections in May 2016, the feasibility of continued use of WebVote for this purpose will be assessed.
  o For any nominations received at the October meeting, at the next meeting, Senate will elect the committee member(s) from the list of nominees. This election will take place by secret ballot.

It should be noted that the process of requesting additional nominations on the floor of Senate is not required for Senate committee vacancies filled at other times throughout the year. The bulk of vacancies are filled at the May and October Senate meetings, and it is not the committee’s practice to fill vacancies on an ongoing basis, unless it is necessary to do so.

Respectfully submitted,

2015/2016 Senate Committee on Agenda and Governance
Jamie Cassels, Chair
Alexandra Branzan-Albu, Engineering
David Capson, Vice-Chair, Graduate Studies
Lauren Charlton, Convocation Senator
John Durno, Library
Julia Eastman, University Secretary
Mark Gillen, Law
Robin Hicks, Science
Valerie Kuehne, Vice-President Academic and Provost
Andrew Lemieux, Student Senator
Annalee Lepp, Humanities
Carrie Andersen (Secretary), Office of the University Secretary
Date:     February 17, 2016
To:       Members of Senate
From:     Senate Committee on Agenda and Governance
Re:       Upcoming Senate committee vacancies

Attached please find a list of Senate committee vacancies effective July 1, 2016. Potential vacancies held by committee members who are eligible for re-appointment have not been flagged in this list.

Also attached for your information is the call for expressions of interest to serve on Senate committees that was distributed in early January 2016.

/Attachments
<table>
<thead>
<tr>
<th>Name</th>
<th>Faculty or Department</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>VACANCY</td>
<td>TBA</td>
<td>2019 (2016)</td>
</tr>
<tr>
<td>Leslee Francis Pelton (S) (Vice-Chair)</td>
<td>Education</td>
<td>2017 (2011)</td>
</tr>
<tr>
<td>Diana Varela (S)</td>
<td>Science</td>
<td>2017 (2014)</td>
</tr>
<tr>
<td>Stephen Tax (NS)</td>
<td>Business</td>
<td>2017 (2014)</td>
</tr>
<tr>
<td>Alison Chapman (NS)</td>
<td>Humanities</td>
<td>2016 (2013)</td>
</tr>
<tr>
<td>TBA (S)</td>
<td>Student Senator</td>
<td>2017 (2016)</td>
</tr>
<tr>
<td>TBA (S)</td>
<td>Student Senator</td>
<td>2017 (2016)</td>
</tr>
<tr>
<td>TBA (NS)</td>
<td>Student Representative (UVSS)</td>
<td>2017 (2016)</td>
</tr>
<tr>
<td>Joel Lynn (NS)</td>
<td>Director, Student Services (President’s nominee)</td>
<td>(ex officio)</td>
</tr>
<tr>
<td>Cindy Holder (NS)</td>
<td>Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities)</td>
<td>(ex officio)</td>
</tr>
<tr>
<td>Sue Butler (NS)</td>
<td>Director or equivalent of an Advising Centre</td>
<td>(ex officio)</td>
</tr>
<tr>
<td>David O’Brien (NS)</td>
<td>Representative from Counselling Services</td>
<td>(ex officio)</td>
</tr>
<tr>
<td>Nicole Greengoe (NS)</td>
<td>Registrar</td>
<td>(ex officio)</td>
</tr>
<tr>
<td>Laurie Barnas (NS)</td>
<td>Associate Registrar</td>
<td>(ex officio)</td>
</tr>
<tr>
<td>Tim Haskett (NS)</td>
<td>Representative to the BC Council on Admission and Transfer, Transfer and Articulation Committee</td>
<td>(ex officio)</td>
</tr>
<tr>
<td>Patricia Konkin (Secretary)</td>
<td>Undergraduate Admissions and Records</td>
<td></td>
</tr>
</tbody>
</table>

(S) Senator
(NS) Non-Senator
# Senate Committee on Appeals

<table>
<thead>
<tr>
<th>Name</th>
<th>Faculty or Department</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Gillen (Chair) (S)</td>
<td>Law</td>
<td>2016 (2013)</td>
</tr>
<tr>
<td><strong>VACANCY</strong></td>
<td><strong>Business</strong></td>
<td><strong>2019 (2016)</strong></td>
</tr>
<tr>
<td>Monica Prendergast (NS)</td>
<td>Education</td>
<td>2017 (2014)</td>
</tr>
<tr>
<td><strong>VACANCY</strong></td>
<td><strong>Engineering</strong></td>
<td><strong>2019 (2016)</strong></td>
</tr>
<tr>
<td>Stephen Ross (NS)</td>
<td>Humanities</td>
<td>2018 (2015)</td>
</tr>
<tr>
<td>Esther Sangster-Gormley (S)</td>
<td>HSD</td>
<td>2016 (2013)</td>
</tr>
<tr>
<td>Carolyn Butler-Palmer (S)</td>
<td>Fine Arts</td>
<td>2018 (2015)</td>
</tr>
<tr>
<td>Frank van Veggel (NS)</td>
<td>Science</td>
<td>2018 (2012)</td>
</tr>
<tr>
<td>Aaron Devor (S)</td>
<td>Social Sciences</td>
<td>2017 (2014)</td>
</tr>
<tr>
<td>Gweneth Doane (NS)</td>
<td>Graduate Studies</td>
<td>2018 (2012)</td>
</tr>
<tr>
<td>TBA (S)</td>
<td>Student Senator</td>
<td>2017 (2016)</td>
</tr>
<tr>
<td>TBA (S)</td>
<td>Student Senator</td>
<td>2017 (2016)</td>
</tr>
<tr>
<td>TBA (S)</td>
<td>Student Senator</td>
<td>2017 (2016)</td>
</tr>
<tr>
<td>TBA (NS)</td>
<td>Student Representative (GSS)</td>
<td>2017 (2016)</td>
</tr>
<tr>
<td>Carrie Andersen (Secretary)</td>
<td>Associate University Secretary</td>
<td></td>
</tr>
</tbody>
</table>

(S) Senator  
(NS) Non-Senator
## Senate Committee on Continuing Studies

<table>
<thead>
<tr>
<th>Name</th>
<th>Faculty or Department</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maureen MacDonald (Chair) (S)</td>
<td>Dean, Continuing Studies</td>
<td>(ex officio)</td>
</tr>
<tr>
<td>Linda Shi (NS)</td>
<td>Business</td>
<td>2017 (2011)</td>
</tr>
<tr>
<td><strong>VACANCY</strong></td>
<td><strong>Education</strong></td>
<td><strong>2019 (2016)</strong></td>
</tr>
<tr>
<td>Poman So (NS)</td>
<td>Engineering</td>
<td>2018 (2015)</td>
</tr>
<tr>
<td>Carolyn Butler-Palmer (S)</td>
<td>Fine Arts</td>
<td>2018 (2015)</td>
</tr>
<tr>
<td>Esther Sangster-Gormley (S)</td>
<td>HSD</td>
<td>2017 (2014)</td>
</tr>
<tr>
<td>Penny Bryden (S)</td>
<td>Humanities</td>
<td>2018 (2015)</td>
</tr>
<tr>
<td><strong>VACANCY</strong></td>
<td><strong>Science</strong></td>
<td><strong>2019 (2016)</strong></td>
</tr>
<tr>
<td>Kenneth Stewart (NS)</td>
<td>Social Sciences</td>
<td>2018 (2015)</td>
</tr>
<tr>
<td>TBA (S)</td>
<td>Student Senator</td>
<td>2017 (2016)</td>
</tr>
<tr>
<td>TBA (NS)</td>
<td>Student Representative (UVSS)</td>
<td>2017 (2016)</td>
</tr>
<tr>
<td>TBA (NS)</td>
<td>Student Representative (GSS)</td>
<td>2017 (2016)</td>
</tr>
<tr>
<td>TBA (NS)</td>
<td>Student Representative from diploma or certificate program in Continuing Studies</td>
<td>2017 (2016)</td>
</tr>
<tr>
<td>Lia Marie Versaevel (NS)</td>
<td>Alumni Association</td>
<td>2017 (2014)</td>
</tr>
<tr>
<td>Chandra Beaveridge (S)</td>
<td>Convocation Senator</td>
<td>2018 (2015)</td>
</tr>
<tr>
<td>Catherine Mateer (NS)</td>
<td>Associate Vice-President Academic Planning (President’s Nominee)</td>
<td>(ex officio)</td>
</tr>
<tr>
<td>Nancy Moudahi (Secretary)</td>
<td>Continuing Studies</td>
<td></td>
</tr>
</tbody>
</table>

(S) Senator  
(NS) Non-Senator
Senate Committee on Libraries

<table>
<thead>
<tr>
<th>Name</th>
<th>Faculty or Department</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dale Ganley (NS) (Chair)</td>
<td>Business</td>
<td>2017 (2011)</td>
</tr>
<tr>
<td>Charlotte Schallie (S)</td>
<td>Graduate Studies</td>
<td>2017 (2014)</td>
</tr>
<tr>
<td>Andre Kushniruk (S)</td>
<td>HSD</td>
<td>2018 (2015)</td>
</tr>
<tr>
<td>Kathy Sanford (NS)</td>
<td>Education</td>
<td>2017 (2014)</td>
</tr>
<tr>
<td>Miranda Angus (NS)</td>
<td>Continuing Studies</td>
<td>2016 (2013)</td>
</tr>
<tr>
<td>Patricia Kostek (S)</td>
<td>Fine Arts</td>
<td>2017 (2014)</td>
</tr>
<tr>
<td>Colin Bennett (NS)</td>
<td>Social Sciences</td>
<td>2016 (2013)</td>
</tr>
<tr>
<td>VACANCY</td>
<td>Humanities</td>
<td>2019 (2016)</td>
</tr>
<tr>
<td>Freya Kodar (NS)</td>
<td>Law</td>
<td>2017 (2014)</td>
</tr>
<tr>
<td>Leigh Anne Swayne (NS)</td>
<td>Medical Sciences</td>
<td>2016 (2013)</td>
</tr>
<tr>
<td>Tom Fyles (NS)</td>
<td>Science</td>
<td>2017 (2011)</td>
</tr>
<tr>
<td>TBA (S)</td>
<td>Student Senator</td>
<td>2017 (2016)</td>
</tr>
<tr>
<td>TBA (NS)</td>
<td>Student Representative (GSS)</td>
<td>2017 (2016)</td>
</tr>
<tr>
<td>Peter Constabel (NS)</td>
<td>Representative of Council of Centre Directors</td>
<td>2016 (2012)</td>
</tr>
<tr>
<td>Daniel Brendle-Moczuk (NS)</td>
<td>Librarian selected by Faculty Association Librarians’ Committee (FALC)</td>
<td>2017 (2014)</td>
</tr>
<tr>
<td>Kim Nayyer (NS)</td>
<td>Associate University Librarian</td>
<td>(ex-officio)</td>
</tr>
<tr>
<td>Lisa Goddard (NS)</td>
<td>Associate University Librarian</td>
<td>(ex-officio)</td>
</tr>
<tr>
<td>Ken Cooley (NS)</td>
<td>Associate University Librarian</td>
<td>(ex officio)</td>
</tr>
<tr>
<td>TBA (NS)</td>
<td>President’s nominee</td>
<td>(ex officio)</td>
</tr>
<tr>
<td>TBA (NS)</td>
<td>Chief Information Officer</td>
<td>(ex officio)</td>
</tr>
<tr>
<td>Jonathan Bengtson (S)</td>
<td>University Librarian</td>
<td>(ex officio)</td>
</tr>
<tr>
<td>Sheila Cresswell (Secretary)</td>
<td>University Librarian’s Office</td>
<td></td>
</tr>
</tbody>
</table>

(S) Senator
(NS) Non-senator
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

ANNE MCLAUGHLIN LEGACY SCHOLARSHIP IN EDUCATION*
(NEW-GS)
One or more scholarships are awarded to academically outstanding graduate students in the Faculty of Education.

I-WITNESS FIELD SCHOOL TRAVEL AWARD (NEW-UG/GS)
All registered undergraduate or graduate students in the bi-annual I-Witness Field School will receive a travel award to assist with the field school program and travel costs. Award amounts will be determined by the director of the I-Witness Field School based on available funding.
ZENA CHAIM KATZ FAMILY TRAVEL AWARD FOR HOLOCAUST STUDIES* (NEW-UG)
All registered undergraduate students in the bi-annual I-Witness Field School will receive a travel award to assist with the travel costs of the field school (travel to, from and within Europe). Award amounts will be determined by the director of the I-Witness Field School based on available funding.

PHILLIP T. YOUNG MEMORIAL SCHOLARSHIP IN MUSIC* (REVISED-UG)
One or more scholarships are awarded to entering or continuing students of woodwind instruments in the BMus program in the School of Music. Preference will be given to students of double reed instruments.

ROBERT EVELYN MILNES SCHOLARSHIP* (NEW-UG)
One or more scholarships are awarded to academically outstanding undergraduate students in the Faculty of Human and Social Development who volunteer in the community. Preference will be given to students with demonstrated financial need. Nominations will be made by the Faculty of Human and Social Development.

LYNETTE F. HAIN MEMORIAL SCHOLARSHIP* (NEW-UG)
One or more scholarships of at least $1,000 each are awarded to academically outstanding undergraduate students with a declared major in French who are enrolled in the bi-annual French Field School Seminar. Preference will be given to students with demonstrated financial need. Nominations will be made by the Department of French.

LINDISFARNE SCHOLARSHIP IN MEDIEVAL STUDIES* (NEW-UG)
One scholarship of at least $1,000 is to be awarded to an academically outstanding undergraduate student entering second year, and one or more scholarships of at least $1,000 are to be awarded to academically outstanding undergraduate students entering third year, in the Medieval Studies Program. Preference will be given to students enrolled in an honours, major or minor degree in the Medieval Studies Program. Nomination of recipients will be made by the Medieval Studies Program Committee.

CANADIAN SOCIETY OF SENIOR ENGINEERS/ENGINEERING INSTITUTE OF CANADA (CSSE/EIC) VANCOUVER ISLAND AWARD (NEW-UG)
One or more awards of at least $1,000 are awarded to in-course undergraduate students (registered in 2A or higher) in any accredited undergraduate engineering program who:
a) are Canadian citizens or permanent residents
b) have graduated from a high school on Vancouver Island
c) have completed the previous year with at least a 5 or equivalent grade point average.
Preference will be given to students with one or more of the following:
a) demonstrated volunteer and community service
b) commitment to the engineering profession through one or more of: relevant work/co-op experience, active membership in an EIC Member Society or APEGBC
c) demonstrated leadership in campus or extracurricular activities
d) 2nd or 3rd year standing.
Candidates will submit an application to the UVic Engineering Undergraduate Office by April 30th outlining the above including a brief biography including the above criteria as well as hobbies, career aspirations and name(s)/contact information of relevant references.
DAVID HARRIS FLAHERTY UNDERGRADUATE STUDENT LIBRARY SCHOLARSHIP* (REVISED-UG)

A One or more scholarships is are awarded to an academically outstanding undergraduate students in any discipline who can show how they have utilized library resources – be they print archival, music, multimedia, digital, etc. – for a class project, assignment or research paper. Eligible students must complete a 500 word essay explaining their use of library resources in an application. The University Librarian’s Office will nominate the recipient.

ROB AND TAMMY LIPSON UNDERGRADUATE RESEARCH SCHOLARSHIP* (NEW-UG)

One or more scholarships of at least $2,000 are awarded to academically outstanding undergraduate students in the Faculty of Science who have:

a) An international research opportunity. The opportunity needs to be a research collaboration between UVic and an international academic, industry or government research entity;
b) Been recommended by their advisor and/or department chair;
c) And, whose advisor/chair and international collaborator have both committed funding to the students' research opportunity.

Preference will be given to students who have demonstrated a commitment to knowledge translation through one of:
a) A presentation at a departmental or research centre symposium or colloquium
b) Participation in a faculty/UVic wide presentation event, such as HonoursFest or IdeasFest.

The application forms are available from the Science Dean’s Office and are to be submitted by April 30th.

YOUTH FUTURES EDUCATION AWARD (NEW-UG)

One or more awards are given to recipients of the Youth in Care Award to offset living expenses, such as computers, books, housing, etc.

BETTY DEWICK SCHOLARSHIP IN MUSIC* (NEW-UG)

One or more scholarships are awarded to undergraduate string students either entering directly from high school or transferring from another institution into the School of Music. Preference will be given to students with demonstrated financial need.
At its meeting of 4 February 2016, the Senate Committee on Planning discussed and approved the proposal for a Master of Applied Science (MASc) in Civil Engineering. The following motion is recommended:

That Senate approve and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Master of 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.

: mam

Committee Membership:
Dr. Catherine Mateer, Chair
Ms. Lauren Charlton
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

Dr. Valerie S. Kuehne
Dr. Sang Nam
Dr. Catherine McGregor
Dr. Victoria Wyatt
Dr. Anne Bruce
Dr. Ann Stahl
Mr. Philip Schrod
Dr. Andrea Giles
Dr. Stephen Evans
Ms. Gillian Calder
Dr. Ralf St. Clair
Master of Applied Science (MASc)
Graduate Program in Civil Engineering

Faculty of Engineering
Faculty of Graduate Studies
University of Victoria

February 11, 2016
Master of Applied Science (MASc) Graduate Degree Program in Civil Engineering

1. Program Identification

1.1. Program Name: MASc Degree Program in Civil Engineering
1.2. Location: Engineering Office Wing (EOW), Faculty of Engineering
1.3. Academic Units Offering the Program: Faculty of Engineering, Faculty of Graduate Studies
1.4. Anticipated Program Start Date: September 1, 2016
1.5. Contacts:

Tom Tiedje
Dean, Faculty of Engineering
Phone: 250-721-6012; E-mail: ttiedje@uvic.ca

Zuomin Dong
Chair, Department of Mechanical Engineering
Phone: 250-472-5658; Email: zdong@me.uvic.ca

Chris Kennedy
Chair, Department of Civil Engineering
Phone: 250-472-4463; Email: cakenned@uvic.ca

Tom Gleeson
Director, Civil Engineering Graduate Program
Phone: 250-853-3934; Email: tgleeson@uvic.ca
2. History and Context of the Program

The new Bachelor of Engineering (BEng) undergraduate program in Civil Engineering, to be accredited by the Canadian Engineering Accreditation Board in 2017, has recently been established in the Faculty of Engineering at the University of Victoria. The program has attracted enthusiastic response from the first year students enrolled in the Faculty of Engineering and has contributed to the recent large increase in both applications for admission to the Faculty of Engineering and the number of female students admitted to first year engineering.

To facilitate a smooth start and steady buildup of a strong academic program, including research, the BEng Civil Engineering Program was first introduced in the Department of Mechanical Engineering. This was due to some similarity in courses, shared focus, and the strong, well established academic and research programs of the Department of Mechanical Engineering. There had always been an intention to make Civil Engineering a regular academic department with equally strong academic and research programs.

The process of establishing of a “Department of Civil Engineering” has been initiated in parallel to this proposal. Now that the Department of Civil Engineering has been established, the undergraduate BEng program, and the proposed graduate MASc and PhD programs in civil engineering will be housed in the new Department.

The BEng program has started with an intake of 40 students in the first term of the second year of the civil engineering program in 2013, 52 students in 2014 and 60 students in 2015 with the potential to expand to 80 to 100 students per year.

Civil Engineering got its name as the first non-military engineering discipline, but the emerging environment and sustainability oriented civil engineering technologies and practices represent the future of Civil Engineering. Graduates from this type of program are in high demand. Our new Civil Engineering program will undoubtedly join the other strong academic programs at UVic to sustain and speed up our efforts to make UVic a leading research university in Canada and globally.

The success of the Civil Engineering program cannot be accomplished without a full, strong graduate program to attract first-class academic staff and graduate students.

In parallel with the objectives of the undergraduate degree, the proposed MASc Degree Program aims at delivering first-class teaching and research, which advances sustainable Civil Engineering practices. The MASc program will be research-intensive, sustainability-focused and interdisciplinary.
The proposed program capitalizes on evidence of growing demand for a new breed of Civil Engineering graduate needed to meet growing challenges in climate change adaptation and mitigation, water resources management and environmental management that considers population growth and limited resources in the future. Other areas include construction, rehabilitation and repair of infrastructure, innovative use of building materials, building science, building energy efficiency, water safety and security, energy from waste disposal, solid and liquid waste management, intelligent transportation systems, coastal engineering and design of infrastructure for remote and indigenous communities. The proposed graduate program will bring teaching, research and industrial collaborations on advanced and cutting-edge technologies to UVic. It will enhance the existing areas of strength at UVic and foster interdisciplinary research, both within Engineering and with other Faculties at UVic.

UBC is currently the only university in the province with graduate programs in Civil Engineering. UBC Civil Engineering offers three types of Masters (Master of Engineering, Master of Engineering Leadership, Master of Applied Science) in the following areas of specialization: Materials Engineering, Environmental Engineering, Environmental Fluid Mechanics, Geotechnical Engineering, Hydrotechnical Engineering, Project & Construction Management, Structural & Earthquake Engineering and Transportation. As the UBC Dean of Engineering describes in his support letter, there are many important research topics within Civil Engineering that UBC does not cover and there is room for distinctive new research programs in Civil Engineering within the Province’s higher educational landscape. We plan to cover some of these topics with our distinctive graduate programs in Green Buildings, Sustainable Water Resources, Sustainable Cities and Industrial Ecology and consider our programs complementary to the programs offered by UBC.

3. Aims, Goals and Objectives

3.1. Distinctive Characteristics:

The program in Civil Engineering will directly address the priorities identified by the Faculty of Engineering and the University of Victoria, and contribute to the strategic plan of the university. The proposed program will not only be innovative in terms its research areas but will also integrate its educational program with its own undergraduate students and those from other departments. While the members of the proposed graduate program in Civil Engineering will normally be the faculty members in the Department of Civil Engineering, faculty members from other departments and programs, such as Mechanical, Electrical, Computer, and Software Engineering, and Computer Science and Earth and Ocean Sciences may also participate in the research and graduate student supervision.
3.2. Anticipated Contribution to the UVic, Faculty and Academic Unit’s Strategic Plans:

The establishment of the Civil Engineering Graduate MASc Degree Program at UVic will ensure the fulfillment of a number of the primary goals of UVic’s Strategic Plan including:

- To offer programs in teaching and research of such quality as to place us in the appropriate level of a national and international set of comparable programs as judged by peer evaluation and accreditation.
- To be nationally and internationally competitive in the recruitment and retention of graduate students of the highest calibre.
- To bring significant research funds to UVic and develop unique and innovative knowledge base and research excellence in the areas of civil engineering and related fields.
- To make significant contribution to UVic’s position as a leading research university focusing on issues of local, national and global importance, to encourage interdisciplinary research areas of high priority for society, and to promote and expand the mobilization of research knowledge for societal benefit.

Currently the Department of Civil Engineering in the Faculty of Engineering has 6.5 faculty members (See Table 1 below), with a further faculty member expected to join by summer 2016. The Department of Mechanical Engineering also has a faculty member, Sadik Dost, with civil engineering training and years of experience in civil engineering teaching and research. We currently have searches open for three additional faculty members and expect the base size of the Department to be 15 faculty members by 2018.

We are also exploring bringing on NSERC Industrial Research Chairs in Building Science, Water Safety and Security, Intelligent Transportation Systems, and Solid Waste Management. This will increase the size of the Department further.

The proposed Graduate MASc Degree Program in civil engineering will begin on September 1, 2016. Again this is essential for attracting high quality faculty and graduate students to the Department of Civil Engineering.
It must also be mentioned that the MASc Degree Program in civil engineering is similar in many ways to those in its sister departments in the Faculty. Particularly in terms of its capability for bringing in research funds, it is expected that the level of funding will be high. For its planned core size of 15 faculty members (with further possible expansion with the addition of industrial chairs), the size of annual operating research funding is expected to be in the order of $3M, excluding one-time grants and contributions such as CFI, Equipment, infrastructure funds, etc.

The MASc Degree Program is expected to have in steady state, about 2-3 graduate students per faculty member or for this size of faculty population, 30 to 45 students pursuing MASc degree at a given time.

3.3 Target Audience, Student and Labour Market Demand

A Masters degree is increasingly recognized as the industry standard qualification for the engineering profession, especially for those who become consulting engineers or take up leadership roles in industry. Data from Engineers Canada for 2014, shows the number of Masters degrees awarded in Engineering was 43% of the number of Bachelor’s degrees awarded. Given that some holders of the BEng go on to other (non-engineering) professions, it is likely that over half of future practicing engineers will hold Masters degrees. This is different from 10-20 years ago where the B.Eng. was the more common terminal degree.

Graduated students will find career opportunities in industry, and academia, as well as in municipal, provincial and federal governments, both in Canada and internationally. While some MASc-level graduates will continue their research at the PhD level, a MASc is often the preferred educational level for employment in industry. The proposed graduate program in civil engineering will offer the degree of Master Applied Science (MASc) in the areas of faculty members’ specialties.

Graduate programs in Civil Engineering will directly support the BC government’s Skills for Jobs Blueprint. These programs will ensure that BC’s growing and diversified economy is well supported by highly trained individuals in the areas of highest demand. The Top 60 Jobs by openings include Civil Engineering as well as Engineering Management as areas of focus. These are occupations that are filled by those who complete graduate programs in Civil Engineering. The labour market demand for Civil Engineering graduates is very strong – the employment rate after five years for bachelor’s graduates is over 95% and earnings are among the highest out of any disciplinary area. Post-baccalaureate graduates from the MASC and PhD programs in Civil Engineering would obtain labour market outcomes at, or in excess, of those with baccalaureate degrees. Critically, these graduates would address acute labour
shortages in senior and management level positions openings that would not be filled by baccalaureate graduates.

Civil engineers both graduate and undergraduate are the dominant engineering practitioners employed by the construction industry, the largest industry in BC. Future construction projects in the resource sector, such as pipelines and LNG plants, will be supported by civil engineers. Construction projects include renewal and new construction of infrastructure such as highways, sewage systems, and public water supplies which are also the domain of civil engineering. The ongoing transition to renewable carbon-free energy systems is also supported by civil engineers who are involved in run of the river power projects, wind farms and retrofitting old buildings for improved energy efficiency. Building codes and the way cities are designed are changing to take into account new more sustainable lifestyles. The transition to a more sustainable society is creating many research opportunities aimed at facilitating this transition.

Canada is the third largest exporter of consulting engineering services in the world and civil engineers are prominent in the consulting engineering industry. In BC a high proportion of the engineers registered with the Association of Professional Engineers and Geoscientists of BC (APEGBC) are civil and structural engineers. Of the newly registered professional engineers in BC every year, in excess of 40% have foreign academic credentials. This means that we are not producing enough engineers in BC to supply our own requirements. Finally Civil Engineering is the second most popular engineering discipline among engineering students in Canada, after Mechanical Engineering.

Another area of pressing need in BC for civil engineering expertise is in the area of remote community housing, and infrastructure such as drinking water. Many aboriginal communities are in remote locations therefore Civil Engineering is a logical area for future growth in aboriginal student enrollment in engineering.

According to a 2015 engineering labor market study by Engineers Canada, over the next ten years there will be 1000 civil engineering positions available in BC, split between replacements and new positions. The demand in BC is second only to Ontario with 1400 positions. The replacement demand is high because the average age of BC civil engineers, at 50, is the highest in Canada. For the next five years the labor market for civil engineers in BC will be the tightest in Canada.

Normally MASc students will be provided with financial support from faculty research funds for the first year. Subject to satisfactory performance and the availability of funding, financial support may be renewed. Graduate support can also be provided through various sources such as teaching assistantships, University of Victoria Fellowships, Mitacs Fellowships and NSERC Postgraduate.
Scholarships (PGS). All eligible students will be encouraged to apply for funding from provincial, federal and other external sources. It is essential that graduate students take part in undergraduate teaching as Teaching Assistants.

4. Admission Requirements

Admission requirements for the program will meet or exceed the requirements of the Faculty of Graduate Studies. Details particular to this Program are summarized below.

Applicants for admission whose first language is not English must meet the English Competency Requirement as specified by the Faculty of Graduate Studies. The minimum acceptable TOEFL (Test of English as a Foreign Language) score for the Civil Engineering Program will be 575 on the paper-based test or 90 on the Internet-based test (the minimum score for each section is Writing: 20; Speaking: 20; Reading: 20; Listening: 20). A minimum acceptable IELTS score will be 6.5. Even with passing TOEFL/IELTS scores, students may be required to take English language courses in addition to their other course work.

The admissions selection process will be competitive. Not all students who meet the minimum requirements will be admitted. It is expected that around 15 students will be admitted to the program each year. On-line applications will be submitted by following the links from the Faculty of Graduate Studies webpage. The Graduate Admissions and Records Office is the official depository for all applicant documentation. Additional information about graduate studies in the Program will be made available at the Faculty webpage.

Selection of students and the initiation of the admission process will be handled by the Civil Engineering Graduate Studies Committee in consultation with potential supervisors.

4.1. Admission to the Master of Applied Science (MASc) Program

Applicants will normally hold an undergraduate degree in Civil Engineering, but students with undergraduate degrees in other areas of engineering or Math and Sciences are eligible to apply. The minimum requirement for admission to the MASc will be B+ (grade point average of 6.0 respectively on the University of Victoria scale of 9.0) for the last two years of university work.

4.2. Deadlines

Entry points to the Program will be September, January and May.
4.3. Program Requirements
The program requirements for the Civil Engineering Graduate MASc Program will be along similar lines
to those of existing programs in the Faculty of Engineering. Attached are the proposed calendar entry
forms for the program.

The supervisory committee, in consultation with the student, will determine the program of study for
each student. The supervisory committee may decide that additional course work is required. The
program may also include senior undergraduate courses after assessment of the background strengths
of the student.

4.4. Master of Applied Science (MASc)

The work leading to the degree of MASc will provide an opportunity for the student to pursue advanced
studies and to carry out research or undertake creative design in a field of civil engineering under the
supervision of a member of the Department’s graduate faculty.

4.4.1. Course Requirements
The program will consist of a minimum of 16.5 units, normally with not less than 6.0 units of graduate
course work, a 1.5 unit seminar, and a thesis (CIVE 599). Required course work will be subject to the
approval of the Department.

4.4.2. Other Requirements
The program will allow for a maximum of two Directed Studies courses (CIVE 590), of which only one
may be directly related to the thesis topic. The program of study will be determined by the supervisory
committee in consultation with the student. The supervisory committee may decide that additional
course work is required. All MASc students will be required to give a seminar (CIVE 595) on their thesis
research during the second year of the program. Normally, students will register in CIVE 595 until
program completion. The seminar will have a unit value of 1.5. Students must attend a minimum of two-
thirds of the seminar series.

4.4.3. Thesis
The thesis (CIVE 599) for the MASc program will be equivalent to 9 units. The topic of the thesis will be
subject to the approval of the department.
4.4.4. Oral Examination
MASc students will be required to defend their completed thesis in a final oral examination which is open to the public.

4.4.5. Program Length
The program length is determined by the Faculty of Graduate Studies. Civil Engineering MASc students are expected to complete program requirements within 24 months except for co-op students. Normally, financial support will not be continued beyond this time limit.

4.5. Co-operative Option
The proposed Program will participate in the Co-operative Education Program of the Faculty of Graduate Studies. Participation in the Co-operative Education program, which enables students to acquire knowledge, practical skills and workplace experience, is optional for full-time Master’s and PhD students. Graduation with a co-operative education designation requires master’s students to complete two work terms and PhD students to complete three (a work term consists of four months of full-time paid employment). Students require permission from their academic supervisor and the Co-op coordinator to participate in the Co-op program. Interested students should contact the Engineering and Computer Science/Math Co-op office during their first year. Students should also consult “Co-operative Education”

5. Areas of Specialization and Evidence of Adequate Faculty Complement

The present and future faculty members’ research areas are briefly summarized below.

Table 1 presents four core research areas and the faculty qualified to teach graduate students, supervise research and/or serve on supervisory committees in these fields. Primary faculty are those individuals that will play a central role in the program, regularly supervising students and actively volunteering to contribute to graduate teaching in Civil Engineering. The associate members will have a less active role but are expected to facilitate the delivery of the program when they have students enrolled in it.
Table 1: Core Program Areas and Designated Faculty

<table>
<thead>
<tr>
<th>Core program areas</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green Buildings &amp; Structures</td>
<td>Gupta, Phalguni, Sun, 1 New Hire</td>
</tr>
<tr>
<td>Sustainable Water Resources</td>
<td>Valeo, Gleeson, 2 New Hires</td>
</tr>
<tr>
<td>Sustainable Cities, including Transportation</td>
<td>Iverson (0.5), 1 offer accepted 3 New Hires</td>
</tr>
<tr>
<td>&amp; Geotechnical Engineering</td>
<td></td>
</tr>
<tr>
<td>Industrial Ecology &amp; Environmental</td>
<td>Kennedy, 2 New Hires</td>
</tr>
</tbody>
</table>

As seen from Table 1, the total number of core faculty members presently planned is 15.5; this includes 14 regular appointments and the Chair of Department. Further Scott Iverson (0.5) is currently giving support in the transportation area, and we plan to initiate a number of Industrial Chairs (IRCs) in various key areas of civil engineering.

This planned faculty size is the minimum required to deliver the undergraduate and proposed graduate programs in civil engineering. This also includes the effects of study leaves that are anticipated according to the present UVic policies. Of course any further expansion in recruitment will enhance the delivery of the programs.

Based on the experience in the existing engineering programs, study leaves do not affect supervision of graduate students. This is mainly due to the present communication tools available to supervisors and students. If any needs arise for interim supervision during the absence of a faculty member(s), the planned overlaps in research areas and the number of faculty members (see Table 1) in the specialty areas will be sufficient to provide adequate coverage. Present engineering policies regarding this issue will also apply to the civil program.

The anticipated effects on any existing programs will be complementary enhancements. Additional graduate courses, along with enhanced 4th year technical electives, will be available to the students of other programs.

6. Curriculum design

6.1. Schedule of Course Delivery
Graduate courses will normally be offered as 3h lectures per week as done in the sister department of Mechanical Engineering. It will also be possible some courses may be scheduled as cross-listed 4th year undergraduate technical electives courses for efficiency.
6.2. Delivery Methods
Delivery methods may include a variety of options depending on the course content and instructors’ delivery; including any combination of classroom lectures, classroom tutorials, outside classroom projects, fieldwork and homework, etc., using the available teaching tools and techniques.

6.3. Linkage Between the Learning Outcomes and the Curriculum Design
This linkage will be evaluated and examined periodically. In Engineering at UVic, presently, all undergraduate programs have or are preparing learning outcomes. The graduate programs are also going in that direction but the detailed learning outcomes have not been developed yet.

The proposed program has emphasis on teaching and research in the core areas of: Green Buildings and Structures; Sustainable Cities and Infrastructure; Water Resources and Industrial Ecology / Sustainability Science.

Outcomes for the proposed degree program are as follows:

At the end of the MASc program in Civil Engineering, students will be able to:
1. Investigate industrial and academic requirements using appropriate enquiry-based, experimental and analytical methods to identify underlying civil engineering problems
2. Apply mathematics, natural sciences, engineering fundamentals, specialized knowledge of the branches of civil engineering, and state-of-the-art engineering tools to formulate models of civil systems, execute model-based analyses and develop solutions informed by those analyses. (1, 2, 4).
3. Interpret results of model-based analyses or experimental based research to reach substantiated conclusions and apply these results with an understanding of the associated limitations (2, 4).
4. Throughout the investigation, analysis, experiment, design and implementation of solutions to advanced engineering and scientific industrial and academic requirements, present techniques and methods for advanced issue in civil engineering in general.

6.4. Use and Purpose of Practica, Co-op, or Work Terms
As stated earlier in Section 4, the students in the Program will have the option of participating in the Co-operative Education Program of the Faculty of Graduate Studies. Under this program, a MASc student will normally spend the first year of the program on course work. At least two terms in the second or third year will be spent working at a paid research-related position in either industry or government.

Participation in the co-operative program requires:
1) acceptance of the student by a suitable sponsoring organization
2) the organization’s agreement to allow the publication of the student’s research findings in the open literature
In addition, without a formal co-op structure, graduate students whose research is based on collaborative research projects with industry may choose to spend during their program a period of time in the industrial premises and take part in industrial processes to enhance their training and learning. This will be encouraged whenever possible.

6.5. Residency Requirements and Anticipated Time to Completion

The residency requirements and anticipated times to completion for the degree program are as follows:

For the MASc. degree program, a minimum of 1 year residency is required. A minimum of half of the courses required during the program must be taken at UVic (not including the directed studies course(s)). The completion time is normally 2 years except for co-op students. Details are presented in Section 4 (programs requirements).

6.6. Policies on Student Evaluation and Oral Examinations

Policies on student evaluation and oral examinations for the MASc. degree program are presented in detail in Section 4 (programs requirements).

7. Enrolment Plan for the Length of the Program

In Engineering a typical ratio of graduate students to faculty is 4 to 5, of which typically 2/3rds are masters’ students and 1/3rd are PhD students. Based on the core number of 15 faculty members, the expected number of MASc students will be in the order of 30- to 45. These projected numbers are summarized in Figure 1.

It is expected that, with the possible addition of industrial chairs (as per the Mechanical Engineering Program), the number of MASc students in the Civil program may exceed the projected numbers (see figure 1).
8. Related Programs at UVic or Other BC Institutions

UBC currently offers a comprehensive program in Civil Engineering at its Vancouver campus and more limited offerings at its Okanagan campus. These are the only research oriented Civil Engineering graduate programs in British Columbia and our program will be the only one available on Vancouver Island. BCIT has an undergraduate program in Civil Engineering, but no thesis-based graduate program. UNBC has the first two years of an undergraduate environmental engineering program that flows into the UBC civil engineering program in third year. Our program will focus on key areas of interest to industry and communities on the island, in British Columbia and in Canada. At the same time, by careful recruiting, we expect to be able to create a distinctive research program that builds on UVic’s strengths and is world class in the key strength areas that our researchers will focus on.
APPENDICES

A. Short Faculty CVs (available from the Office of the Provost)

B. Calendar Curriculum Change Forms

C. Recruitment and Marketing Plan

D. Letters of Support
B. Calendar Curriculum Change Forms

The forms are attached for program as well as the following courses. This will evolve and be updated whenever needed.

COURSE DESCRIPTIONS

Overall classes

CIVE 580 Units: 1.5
Selected Topics
Note: May be taken more than once for credit in different topics.

CIVE 590 Units: 1.5
Directed Studies
A wide range of topics will be available.
Note: Pro Forma is required.

CIVE 599 Units: 9.0
MASc Thesis
Grading: INP, COM, N, F.

CIVE 601 Units: 1.5
Research Methods
This hands-on, interdisciplinary and problem-based Civil Engineering course will teach the laboratory, numerical and analytical methodologies of the different research groups in civil engineering. The specific methods change annually and the course is team-taught by several civil engineering faculty members.

CIVE 695 Units: 1.5
Sustainability Seminars
Definitions, practices and approaches to sustainability in local to global civil engineering problems with a focus on case studies and integration across diverse disciplines in this seminar-based class. The specific topics change annually and the course is team-taught by several civil engineering faculty members.

Sustainability Science/Industrial Ecology
CIVE 510  
Units: 1.5  
**Industrial Metabolism**  
Methods of material and substance flow analysis are taught in the context of technology and environmental change. Topics include: evolution of technology; environmental footprints, impacts and boundaries; industrial / societal use of dominant elements and compounds; critical metals; resource decoupling; transformation of global infrastructure systems.

CIVE 511  
Units: 1.5  
**Methods in Life Cycle Assessment**  
A variety of methods and applications of life cycle assessment (LCA) are covered including process-based methods and input-output (IO) techniques. Topics include: consequential and attributional LCA; streamlined LCA; life-cycle sustainability assessment; environmentally extended IO analysis; multi-regional and multi-scale IO analysis; applications of environmental LCA in product design and policy.

CIVE 512  
Units: 1.5  
**Industrial Symbiosis and Recycling**  
Industrial symbiosis aims to reduce costs, add value and improve the environment through the sharing of services, utility, and by-products between industries. This course teaches the historical development and future prospects of industrial symbiosis at the eco-park, municipal and regional scales. Advances in waste management, recycling technologies and limits to the circular economy are also covered.

**Sustainable water resources**

CIVE 540  
Units: 1.5  
**Uncertainty in Water Resources**  
Basic and advanced methods in uncertainty analysis in water resources modelling. Bayesian statistics, fuzzy sets and fuzzy numbers are used with applications to water resources. Typical methods used in physically-based modelling including GLUE.

CIVE 541  
Units: 1.5  
**Hydrologic Modeling**
Analytical, numerical, statistical and physical approaches from local to global scales including groundwater-surface water interactions; analysis and prediction; discuss different approximations of hydrologic process equations and limitations and uncertainty associated with different process representations

CIVE 542 Units: 1.5
Environmental Modeling
Basic and advanced methods in spatial statistics for point, area and continuous variables. All the levels (from visual to analytical) of possible spatial analysis techniques are examined for each type of variable and applications in environmental modelling are used to illustrate the concepts.

CIVE 545 Units: 1.5
Groundwater Hydrology

Green Buildings and Structures

CIVE 550 Units: 1.5
Green Building Design
Definition of green building, design and construction concepts, site selection, materials and origin, water resource, energy use and generation, retrofit and recycling, indoor environment, occupant behavior, durability, life cycle analysis, net-zero buildings, green building rating systems.

CIVE 551 Units: 1.5
Advanced Building Science
Scope and definition, heat-air-moisture transport mechanisms, hygrothermal properties, test methods, climate characterization, moisture management, durability index, energy efficient building envelopes, whole building energy performance, application of numerical simulation tools, forensic investigations.

CIVE 552 Units: 1.5
Sustainable Construction
Sustainability in urban and remote communities, case studies to highlight some of the recent trends in sustainable construction in North America and around the globe. Topics for case studies will include (but not limited to): light-gauge steel technology for mass construction, insulated stay-in-place formwork technology for mass construction, shotcrete, precast and prestressed construction, and rammed-earth construction. This course will also include an introduction to use of BIM for managing construction projects.

**CIVE 553**

**Units: 1.5**

**Advanced Mechanics of Materials**

This mechanics of materials course covers advanced topics including beams on elastic foundations, unsymmetrical bending, curved beams, shear flow and torsion in closed and open sections, elastic stability and shells of revolution.

**CIVE 556**

**Units: 1.5**

**Advanced Concrete Technology**

Microstructure of hydration products and its effect on properties of concrete. Mechanisms and interaction of chemical admixtures and industrial wastes to produce sustainable and durable concrete. Evaluation of fresh and hardened properties of conventional and cement-based composites. The course will include a project component focusing on specialized concretes not limited to fiber-reinforced concrete, self-consolidating concrete, high-strength concrete, light-weight concrete, and carbon-negative concrete.

**Sustainable Cities**

**CIVE 513**

**Units: 1.5**

**Sustainable Cities**

Infrastructure development for sustainable cities is taught through the study of urban metabolism. A systems perspective links energy and material flows through cities to design of the built environment. Elements of sustainable transportation, green buildings, urban climatology, vegetation, water systems and energy supply are integrated in the design of sustainable urban neighbourhoods. Measures of urban metabolism are used for greenhouse gas emissions accounting of cities, and assessment of other environmental impacts.
CIVE 546  Units: 1.5  
**Urban Water Systems**

The planning and management of urban water systems; handling of wastewaters; drainage and flood prevention; urban agriculture and nutrient recycling; and recreational water uses. All elements of urban water infrastructure from water source, pumping, storage, transmission and distribution, to the hydraulics and network design of sewerage and drainage. Maintenance and repair of pipe networks, adaptation to climate change and sustainable approaches such as low-impact development, grey-water systems, rainwater harvesting.

CIVE 547  Units: 1.5  
**Water Treatment Processes**

Theory and application of physical, chemical and biological processes for the treatment of water and wastewater. Topics include sedimentation, coagulation, filtration, and disinfection, activated sludge, biological nutrient removal, and anaerobic processes for waste treatment. Lecture material is supported by laboratory experiments.

CIVE 560  Units: 1.5  
**Urban Transportation Planning**

The full suite of skills required in urban transportation planning including travel-demand modelling, analysis of transportation land-use interactions, quantification of social and environmental impacts, and project evaluation in the context of broader planning issues and policies. Focus is primarily given to passenger transportation, including walking and cycling, with introduction to freight transport. Theoretical foundations of dissociate choice models and other techniques in travel-demand modeling are introduced.

CIVE 561  Units: 1.5  
**Urban Transit**

The course focuses on the planning and operation of public-transit systems, covering the hierarchy of modes from buses and bus-rapid transit through streetcars and light-rail to subways and heavy rail. Topics include: factors affecting transit performance and demand; design of networks and mode interchanges; station design; vehicle operations and scheduling, design of transit priority; use of information technology and other innovations in transit planning; project evaluation.
C. Recruitment and Marketing Plan

The recruitment and marketing plan for the proposed civil MASc graduate program will be similar to that of Mechanical Engineering. Civil engineering graduate students will either be fully supported from faculty members’ research funding and/or student fellowships and scholarships.

The civil engineering graduate program will have a well-designed web page to describe the program and advertise our uniqueness and special research topics. We will aim at attracting outstanding Canadian and foreign students. Our established reputation in engineering will further enhance our recruitment.

D. Letters of Support

Strong support and interest shown for the civil undergraduate BEng program is an indication of the need for a graduate program, and will help with the quick development of the proposed graduate program.

Attached are additional letters of support obtained explicitly supporting this graduate program proposal from the Faculty of Science, Department of Geography, School of Environmental Studies, Pacific Institute for Climate Change Solutions and the School of Earth and Ocean Sciences at UVic, as well as the Faculty of Engineering at UBC and RDH, a local engineering consulting firm.
November 1, 2015

Professor T. Tiedje, PEng
Dean, Faculty of Engineering
University of Victoria
Victoria, BC V8W 2Y2

Dear Tom,

I am pleased to provide this letter of strong support for the proposed PhD and MASc programs in Civil Engineering at the University of Victoria.

Across Canada 95,000 job openings are expected by 2020 due to retiring engineers; we need to increase our stream of highly qualified personnel and provide additional educational opportunities at all levels to fill this void.

At UBC we have a broad-based graduate program in Civil Engineering, however there are many important research topics within Civil Engineering that we simply do not cover. There is room for distinctive new research programs in Civil Engineering within the Province’s higher-educational landscape. We welcome the opportunities that nearby research programs will lend to the students and faculty of UBC, and more broadly, to the people of British Columbia. We view future collaborations with UVic in Civil Engineering research in the most positive light.

At UBC we are experiencing very strong demand for Civil Engineering with rising admission averages and increasing first-choice requests for placement into second-year Civil Engineering. Considering the strong demand by students and employers for engineers in BC — 40% of newly licensed engineers in BC have foreign academic credentials — new Civil Engineering graduate programs at UVic will help provide the human resources to support the need for engineers. By enabling and supporting faculty research in Civil Engineering, graduate students will be an invaluable asset serving as teaching assistants and enhancing undergraduate learning opportunities.

In closing, I offer UBC Applied Science’s full and enthusiastic support for the new Civil Engineering post-graduate programs at UVic.

Sincerely,

Marc Parlange, P.Eng, PhD
Dean, UBC Faculty of Applied Science
Dr. Tom Gleeson
Graduate Program Chair, Civil Engineering
Faculty of Engineering, University of Victoria

Dear Dr. Gleeson,

I am writing in strongest support of the proposed new Graduate Program (with MASc and PhD degrees) in Civil Engineering within the Faculty of Engineering. This graduate program will be an integral component of the expansion into Civil Engineering at UVic, given the recent (and very successful) development of an undergraduate (BEng) program, and the imminent establishment of the Department of Civil Engineering. I consider the creation of this department to be one of the most exciting and progressive developments at UVic in recent years, and a strong graduate program is absolutely essential to the success of the department.

From the point of view of the School of Earth and Ocean Sciences (SEOS), the proposed focuses of the new Civil Engineering Graduate Program in climate change adaptation and mitigation and water resources and environmental management address pressing societal needs and are areas of potential fruitful cross-faculty collaborations with SEOS. In addition to these areas identified in your proposal, there could also be mutual interests between our departments in geotechnical engineering and seismic-hazard site assessment. SEOS would welcome opportunities for our graduate students to have access to appropriate coursework in your department (and vice versa), and for research collaborations and joint supervision of graduate students.

Your proposal for a Civil Engineering Graduate Program describes an innovative and forward-looking program, which, given the strong and ongoing demand for Civil Engineers in B.C. and Canada, should attract high-quality graduate students (male and female) and be a credit to the University. SEOS strongly supports this program.

Sincerely,

Stan Dosso
Acting Director
School of Earth and Ocean Sciences
Dr. Tom Tiedje  
Dean, Faculty of Engineering  
University of Victoria  
Victoria, British Columbia  V8W 3R4  Canada

Dear Dean Tiedje,

This letter is to confirm the Geography Department’s support for your proposed MASc and PhD degree programs in Civil Engineering. Our department offers a range of related course and degree offerings, and is supportive of these more specialized Engineering degrees. In support of these proposed programs Geography offers a number of research and teaching options that compliment this proposal, including research and teaching programs related to Hydrology (partly through WCIRC), Climatology and Geomorphology and GIS and other Geomatics technologies. These proposed programs provide a valuable addition to the overall vision and goals of the University of Victoria, and complement a number of ongoing campus activities related to water resources and environmental analysis.

If you have any further questions please feel free to contact me.

Sincerely,

Johannes Feddema  
Professor and Chair
TO

Dr. Thomas Tiedje
Professor and Dean of Engineering
University of Victoria
3800 Finnerty Road
Victoria, BC, V8P-SC2

EMAIL
engrdean@uvic.ca

DATE
October 20, 2015

REGARDING Letter of Support for UVic Civil Engineering Graduate Program

I am pleased to submit this letter of support for introducing a graduate program in civil engineering at the University of Victoria (UVic). RDH Building Science Inc. operates two offices on Vancouver Island and one in the Lower Mainland, employing dozens of engineers that work on several of the topic areas noted in the UVic proposal. Please see the attached description of our firm. We provide most of the noted building science and engineering services to Vancouver Island clients, namely condominium owner groups (Strata Corporations), apartment landlords, property managers, public sector organizations, developers, architects, energy utilities and non-profit organizations.

The BC building construction industry was forced to re-invent itself in the 1990s and 2000s as a result of the leaky condo crisis, culminating in the “Barrett Commission” report in 1998 and RDH was a leader in this market transformation, with key staff having received training at universities in Ontario. A similar transformation is underway in the 2010 decade in response a 12% electricity rate increase in a single year, strengthened commitments to climate change mitigation, poor energy performance of existing buildings, increasingly stringent building codes and emerging climate change impacts such as “Pineapple Express” (atmospheric river) extreme weather events, experienced at least three times in four weeks in southwest BC in January 2015.

UVic could become a research leader in electricity conservation and climate change mitigation and adaptation pertaining to construction and existing buildings, a complement to the Pacific Institute for Climate Solutions and the Institute for Integrated Energy Systems. It is noted that neither of those existing UVic initiatives, nor the graduate research at UBC, SFU and UNBC, adequately cover the topic of “building science” and sustainable building design. As such, RDH continues to hire dozens of Masters Graduates and students from Canada’s leading institutions, University of Waterloo and University of Toronto, for leadership track positions, as well as students from a number of other institutions offering buildings science programs including BCIT. We also recently hired a PhD graduate from UBC on ventilation and airflow in buildings, an emerging area of focus.

The proposed UVic Civil Engineering Graduate Program will address many the key areas of focus for RDH, namely:

- climate change adaptation and mitigation,
- construction, renewals and repair of infrastructure,
- innovative use of building materials,
building science,
building energy efficiency,
design of infrastructure for remote and indigenous communities.

We would like to hire graduates of such a program. In fact, we are currently in the process of hiring an undergrad coop student from UVic to start in January 2016, on the condition that the individual has taken a course under Dr. Phalguni Mukhopadhyaya who has building science expertise.

If a Civil Engineering grad program was established, we would propose offering a dedicated course in building science and would be prepared to share curriculum from our instruction at BCIT in their building science program (which, as you note is not research orientated).

The advanced training that could be offered under a Civil Engineering grad program could be instrumental to support a market transformation in British Columbia toward ultra-low energy consumption, zero carbon and durability that is resilient to emerging changes in climate. The research could contribute toward the development of building codes across Canada. It would also train a new generation of engineers that will provide world-leading expertise in tackling those issues.

We would collaborate in research, including investing in private-sector scholarship funds such as NSERC Industrial Scholarships, Mitacs and others. One of our employees Robert LePage has started his PhD in fall 2015 on a building science topic in the Mechanical Engineering department; better suited to a Civil Engineering program. We are co-funding his PhD.

In addition to supporting graduate students that are, or could become RDH team members, we are very interested in collaborating on research, including a proposed, “UVic Living Laboratory” to research high-performance designs, materials, and technologies through field applications at the diversity of buildings and uses on campus. With the slowdown of federal research at the National Research Council, CMHC, NRCan CANMET and others, we feel that universities will become the future site for national R&D.

It is my pleasure to support this proposal to establish Masters and Doctorate programs in Civil Engineering at the University of Victoria.

Sincerely,

Andrew Pape-Salmon, P.Eng., MRM
Associate, Senior Energy Specialist
RDH Building Sciences Inc.
Dear Chris,

My colleagues, John Volpe and Eric Higgs, and I have reviewed your proposed programs for the Master of Applied Science (M.A.Sc.) and Doctor of Philosophy (Ph.D.) degrees in Civil Engineering.

The School of Environmental Studies endorses the vision for training graduate civil engineers described in the proposals. It is critical to teach engineers with the skills to develop infrastructure for meet society’s needs, while doing so within the carrying capacity of the natural environment. We would welcome significant collaboration with a Department of Civil Engineering focused on sustainable cities, industrial ecology, green buildings and water resources. The new graduate programs will offer capacity to UVic’s already impressive roster of graduate level programming and research in environmental studies across many units. The School of Environmental Studies celebrated its 40th anniversary last year, encouraging reflection on the growth and success of our programs and the rise of UVic as a leading university in Canada committed to environmental research and learning themes. We look forward to sharing expertise across our three research streams—ecological restoration, ethnoecology and political ecology—and developing new combinations of research through collaborations across graduate students and faculty in both units.

We wish you the very best with the launch of your new graduate programs.

Sincerely,

Kara

—

Dr. Karena Shaw
Associate Professor and Director
School of Environmental Studies
PO Box 1700 STN CSC
University of Victoria
V8W 2Y2

e: ses@uvic.ca
tel: 250 472-5070
web: http://karenashaw.com/
14 January 2016

Dr. Tom Tieje
Dean, Faculty of Engineering

Dear Tom,

I am writing in support of the proposed new Master of Applied Science (MASc) and Doctor of Philosophy (PhD) degrees in Civil Engineering. I have reviewed the proposals you forwarded to me, and have obtained input from the Director of the School of Earth Ocean Sciences.

There is no doubt that the success of your new Civil Engineering department will depend on having a vibrant graduate program offering both MASc and PhD degrees. This will be key not only to attract and retain top researchers, but also to have a cohort of well trained TAs to teach and mentor your undergraduate civil engineering students.

Overall I see the civil graduate program as being complementary to the graduate programs in Science, but not competing with or duplicating Science programs. The letter of support provided by the Director of SEOS identifies areas of mutual interest, including climate change adaptation and mitigation, water resources, environmental management and geohazards. I agree with him that there are areas of potential fruitful cross-faculty collaborations that would be mutually beneficial to SEOS/Science and Civil Engineering. There will be opportunities for civil graduate students to take courses in Science and I understand that Science students will be able to take Civil graduate courses in-so-far as their programs allow it. There may also be opportunities for co-supervision of graduate students with Science faculty members.

Thank you for giving me the opportunity to comment on your proposal and best of luck with the implementation of the new program.

Sincerely,

Kathryn Gillis
Acting Dean
Dr. Chris Kennedy, P.Eng.
Professor and Chair
Department of Civil Engineering
University of Victoria
Victoria, BC, V8W 2Y2

Dear Chris,

Thank you for the opportunity to comment on the new MASc, and PhD programs in Civil Engineering. As you may be aware, the objective of the Pacific Institute for Climate Solutions (PICS) is to bring together leading researchers to study climate change impacts and to develop positive approaches to mitigation and adaptation within a British Columbia context. From this perspective, PICS is delighted to learn that there are strong elements in your new graduate programs that contribute to climate change solutions. In particular I note the grouping of courses in the theme areas of green buildings, sustainable cities, industrial ecology and water resources. Many of these are areas that PICS is currently focusing research and analysis on. The new Civil Engineering program at UVic that is proposed would be highly beneficial to BC and Canada in increasing expertise in the workforce in these and other areas.

Through their energy consumption, buildings account for a substantial percentage of global greenhouse gas emissions; and provide some of the most cost effective measures for reducing emissions. Cities, moreover, are responsible for about 75% of global CO₂ emissions; the development of sustainable, low-carbon cities is a vibrant and important research field, so it is excellent to see that Civil Engineering will be active in this area.

I was interested to learn about your work in Industrial Ecology and see the development of courses in this area. It was impressive to learn that about 20 industrial ecologists led or contributed to chapters of the IPCC’s last Assessment Report on Climate Change. Research in water resources is important for many reasons, but its relevance is heightened by the challenges of climate change – both with respect to providing drinking water and water for agriculture in increasingly water stressed areas – and making our communities more adaptive and resilient to extreme weather events.

It is very encouraging to see your new graduate programs address issues of climate change and sustainable engineering practices more broadly which also should help you to attract leading researchers and faculty members.

Sincerely,

Sybil Seitzinger
Executive Director

SS:nc
At its meeting of 4 February 2016, the Senate Committee on Planning discussed and approved the proposal for a Doctor of Philosophy (PhD) in Civil Engineering. The following motion is recommended:

*That Senate approve and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a **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.*

:mam:

---

**Committee Membership:**
Dr. Catherine Mateer, Chair  
Ms. Lauren Charlton  
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  
Dr. Valerie S. Kuehne  
Dr. Sang Nam  
Dr. Catherine McGregor  
Dr. Victoria Wyatt  
Dr. Anne Bruce  
Dr. Ann Stahl  
Mr. Philip Schrod  
Dr. Andrea Giles  
Dr. Stephen Evans  
Ms. Gillian Calder  
Dr. Ralf St. Clair
Doctor of Philosophy (PhD)
Graduate Program in Civil Engineering

Faculty of Engineering
Faculty of Graduate Studies
University of Victoria

February 11, 2016
1. Program Identification

1.1. Program Name: PhD Degree Program in Civil Engineering

1.2. Location: Engineering Office Wing (EOW), Faculty of Engineering

1.3. Academic Units Offering the Program: Faculty of Engineering, Faculty of Graduate Studies

1.4. Anticipated Program Start Date: September 1, 2016

1.5. Contacts:

Tom Tiedje
Dean, Faculty of Engineering
Phone: 250-721-6012; E-mail: ttiedje@uvic.ca

Zuomin Dong
Chair, Department of Mechanical Engineering
Phone: 250-472-5658; Email: zdong@me.uvic.ca

Chris Kennedy
Chair, Department of Civil Engineering
Phone: 250-472-4463; Email: cakenned@uvic.ca

Tom Gleeson
Director, Civil Engineering Graduate Program
Phone: 250-853-3934; Email: tgleeson@uvic.ca
2. History and Context of the Program

The new Bachelor of Engineering (BEng) undergraduate program in Civil Engineering, to be accredited by the Canadian Engineering Accreditation Board in 2017, has recently been established in the Faculty of Engineering at the University of Victoria. The program has attracted enthusiastic response from the first year students enrolled in the Faculty of Engineering and has contributed to the recent large increase in both applications for admission to the Faculty of Engineering and the number of female students admitted to first year engineering.

To facilitate a smooth start and steady buildup of a strong academic program, including research, the BEng Civil Engineering Program was first introduced in the Department of Mechanical Engineering. This was due to some similarity in courses, shared focus, and the strong, well established academic and research programs of the Department of Mechanical Engineering. There had always been an intention to make Civil Engineering a regular academic department with equally strong academic and research programs.

The process of establishing of a “Department of Civil Engineering” has been initiated in parallel to this proposal. Now that the Department of Civil Engineering has been established, the undergraduate BEng program, and the proposed graduate MASc and PhD programs in civil engineering will be housed in the new Department. The BEng program has started with an intake of 40 students in the first term of the second year of the civil engineering program in 2013, 52 students in 2014 and 60 students in 2015 with the potential to expand to 80 to 100 students per year.

Civil Engineering got its name as the first non-military engineering discipline, but the emerging environment- and sustainability-oriented civil engineering discipline represent the future of Civil Engineering. Graduates from this type of program are in high demand. Our new Civil Engineering program will undoubtedly join the other strong academic programs at UVic to sustain and speed up our efforts to make UVic a leading research university in Canada and globally.

The success of the Department of Civil Engineering cannot be accomplished without a full, strong graduate program to attract first-class academic staff and graduate students. In parallel with the objectives of the undergraduate program, the proposed graduate PhD Degree Program aims at delivering first-class teaching and research in advancing sustainable Civil Engineering. The PhD program will be research-intensive, sustainability-focused and interdisciplinary.

The proposed program capitalizes on evidence of growing demand for a new breed of Civil Engineering graduate needed to meet growing challenges in climate change adaptation and mitigation, water
resources management and environmental management that considers population growth and limited resources in the future. Other areas include construction, rehabilitation and repair of infrastructure, innovative use of building materials, building science, building energy efficiency, water safety and security, energy from waste disposal, solid and liquid waste management, intelligent transportation systems, coastal engineering and design of infrastructure for remote and indigenous communities. The proposed graduate program will bring teaching, research and industrial collaborations on advanced and cutting-edge technologies to UVic. It will enhance the existing areas of strength at UVic and foster interdisciplinary research, both within Engineering and with other Faculties at UVic.

UBC is currently the only university in the province with graduate programs in Civil Engineering. UBC Civil Engineering offers a PhD degree in the following areas of specialization: Materials Engineering, Environmental Engineering, Environmental Fluid Mechanics, Geotechnical Engineering, Hydrotechnical Engineering, Project & Construction Management, Structural & Earthquake Engineering and Transportation. As the UBC Dean of Engineering describes in his support letter, there are many important research topics within Civil Engineering that UBC does not cover and there is room for distinctive new research programs in Civil Engineering within the Province’s higher educational landscape. We plan to cover some of these topics with our distinctive graduate programs in Green Buildings, Sustainable Water Resources, Sustainable Cities and Industrial Ecology and consider our programs complementary to the programs offered by UBC.

3. Aims, Goals and Objectives

3.1. Distinctive Characteristics:

The program in Civil Engineering will directly address the priorities identified by the Faculty of Engineering and the University of Victoria, and contribute to the strategic plan of the university. The proposed program will not only be innovative in terms its research areas but will also integrate its educational program with its own undergraduate students and those from other departments. While the members of the proposed graduate program in Civil Engineering will normally be the faculty members in the Department of Civil Engineering, faculty members from other departments and programs, such as Mechanical, Electrical, Computer, and Software Engineering, and Computer Science and the Earth and Ocean Sciences may also participate in the research and graduate student supervision.
3.2. Anticipated Contribution to the UVic, Faculty and Academic Unit’s Strategic Plans:

The establishment of the Civil Engineering Graduate PhD Degree Program at UVic will ensure the fulfillment of a number of the primary goals of UVic’s Strategic Plan including:

- To offer programs in teaching and research of such quality as to place us in the appropriate level of a national and international set of comparable programs as judged by peer evaluation and accreditation.
- To be nationally and internationally competitive in the recruitment and retention of graduate students of the highest calibre.
- To bring significant research funds to UVic and develop unique and innovative knowledge base and research excellence in the areas of civil engineering and related fields.
- To make significant contribution to UVic’s position as a leading research university focusing on issues of local, national and global importance, to encourage interdisciplinary research areas of high priority for society, and to promote and expand the mobilization of research knowledge for societal benefit.

Currently the Department of Civil Engineering in the Faculty of Engineering has 6.5 faculty members, with a further faculty member expected to join by summer 2016 (see Table 1 below). The Department of Mechanical Engineering also has a faculty member, Sadik Dost, with civil engineering training and years of experience in civil engineering teaching and research. We currently have searches open for three additional faculty members and expect the base size of the Department to be 15 faculty members by 2018. We are also exploring bringing on NSERC Industrial Research Chairs in Building Science, Water Safety and Security, Intelligent Transportation Systems, and Solid Waste Management. This will increase the size of the Department further.

The proposed Graduate PhD Degree Program in civil engineering will begin on September 1, 2016. Again this is essential for attracting high quality faculty and graduate students to the Department of Civil Engineering.

It must also be mentioned that the PhD Degree Program in civil engineering is similar in many ways to the PhD programs in its sister departments in the Faculty. Particularly in terms of its capability for bringing in research funds from federal departments and granting councils, from industry, and from municipal and provincial governments. It is expected that the level of funding will be high.
For its planned core size of 15 faculty members (with further possible expansion with the addition of industrial chairs), the size of annual operating research funding is expected to be in the order of $3M, excluding one-time grants and contributions such as CFI, Equipment, infrastructure funds, etc.

The PhD degree program is expected to have in steady state, about 1-2 graduate students per faculty member or for this size of faculty population, 15 to 30 students pursuing PhD degree at a given time.

3.3 Target Audience, Student and Labour Market Demand

Graduated students will find career opportunities in industry, and academia, as well as in municipal, provincial and federal governments, both in Canada and internationally. After obtaining a PhD in civil engineering, students will have the opportunity to find jobs in industry, academia, and research establishments. The proposed graduate program in civil engineering will offer the degree of Doctor of Philosophy (PhD) in the areas of faculty members’ specialties.

Graduate programs in Civil Engineering will directly support the BC government’s Skills for Jobs Blueprint. These programs will ensure that BC’s growing and diversified economy is well supported by highly trained individuals in the areas of highest demand. The Top 60 Jobs by openings include Civil Engineering as well as Engineering Management as areas of focus – occupations that are filled by those who complete graduate programs in Civil Engineering. The labour market demand for Civil Engineering graduates is very strong – the employment rate after five years for bachelor’s graduates is over 95% and earnings are among the highest out of any disciplinary area. Post-baccalaureate graduates from the MASC and PhD programs in Civil Engineering would obtain labour market outcomes at, or in excess, of those with baccalaureate degrees. Critically, these graduates would address acute labour shortages in senior and management level positions openings that would not be filled by baccalaureate graduates.

Civil engineers both graduate and undergraduate are the dominant engineering practitioners employed by the construction industry, the largest industry in BC. Future construction projects in the resource sector, such as pipelines and LNG plants, will be supported by civil engineers. Construction projects include renewal and new construction of infrastructure such as highways, sewage systems, and public water supplies which are also the domain of civil engineering. The ongoing transition to renewable carbon-free energy systems is also supported by civil engineers who are involved in run of the river power projects, wind farms and retrofitting old buildings for improved energy efficiency. Building codes and the way cities are designed are changing to take into account new more sustainable lifestyles. The transition to a more sustainable society is creating many research opportunities aimed at facilitating this transition.
Canada is the third largest exporter of consulting engineering services in the world and civil engineers are prominent in the consulting engineering industry. In BC a high proportion of the engineers registered with the Association of Professional Engineers and Geoscientists of BC (APEGBC) are civil and structural engineers. Of the newly registered professional engineers in BC every year, in excess of 40% have foreign academic credentials. This means that we are not producing enough engineers in BC to supply our own requirements. Finally Civil Engineering is the second most popular engineering discipline among engineering students in Canada, after Mechanical Engineering.

In addition to the potential jobs in industry and consulting, PhD students will find employment in faculty positions, government research and policy groups, as well as research-focused non-governmental organizations in the areas of green buildings, sustainable cities, water resources and industrial ecology. These are growth areas for Civil Engineering, as evidenced in recent years by faculty hiring at Calgary, Carleton, Concordia, Toronto and Waterloo amongst other Canadian universities.

Another area of pressing need in BC for civil engineering expertise is in the area of remote community housing, and infrastructure such as drinking water. Many aboriginal communities are in remote locations therefore Civil Engineering is a logical area for future growth in aboriginal student enrollment in engineering.

According to a 2015 engineering labour market study by Engineers Canada, over the next ten years there will be 1000 civil engineering positions available in BC, split between replacements and new positions. The demand in BC is second only to Ontario with 1400 positions. The replacement demand is high because the average age of BC civil engineers, at 50, is the highest in Canada. For the next five years the labour market for civil engineers in BC will be the tightest in Canada.

Normally PhD students will be provided with financial support from faculty research funds for the first year. Subject to satisfactory performance and the availability of funding, financial support may be renewed. Graduate support can also be provided through various sources such as teaching assistantships, University of Victoria Fellowships, Mitacs Fellowships and NSERC Postgraduate Scholarships (PGS). All eligible students will be encouraged to apply for funding from provincial, federal and other external sources. It is essential that graduate students take part in undergraduate teaching as Teaching Assistants.
4. Admission Requirements

Admission requirements for the program will meet or exceed the requirements of the Faculty of Graduate Studies. Details particular to this Program are summarized below.

Applicants for admission whose first language is not English must meet the English Competency Requirement as specified by the Faculty of Graduate Studies. The minimum acceptable TOEFL (Test of English as a Foreign Language) score for the Civil Engineering Program will be 575 on the paper-based test or 90 on the Internet-based test (the minimum score for each section is Writing: 20; Speaking: 20; Reading: 20; Listening: 20). A minimum acceptable IELTS score will be 6.5. Even with passing TOEFL/IELTS scores, students may be required to take English language courses in addition to their other course work.

The admissions selection process will be competitive. Not all students who meet the minimum requirements will be admitted. It is expected that around 8 students will be admitted to the program each year in steady state. On-line applications will be submitted by following the links from the Faculty of Graduate Studies webpage. The Graduate Admissions and Records Office is the official depository for all applicant documentation. Additional information about graduate studies in the Program will be made available at the Faculty webpage.

Selection of students and the initiation of the admission process will be handled by the Civil Engineering Graduate Studies Committee in consultation with potential supervisors.

4.1. Admission to the Doctor of Philosophy (PhD) Program

The minimum requirement for admission to the doctoral program will be a master’s degree in science or engineering. In exceptional cases, a student registered for a master’s degree may be allowed to transfer to the doctoral program without completing the master’s program.

4.2. Deadlines

Entry points to the Program will be September, January and May.
4.3. Program Requirements
The program requirements for the Civil Engineering Graduate PhD Program will be along similar lines to those of existing programs in the Faculty of Engineering. Attached are the proposed calendar entry forms for the program.

The supervisory committee, in consultation with the student, will determine the program of study for each student. The supervisory committee may decide that additional course work is required. The program may include senior undergraduate courses after assessment of the background strengths of the student. The program may also include courses outside of the Faculty of Engineering, but not for more than fifty percent of courses in the total program.

4.4. Doctor of Philosophy (PhD)
The objective of the PhD program is the accomplishment of independent and original research work leading to significant advancement of knowledge in the field of civil engineering. All PhD students will be under the supervision of a member of the Department’s graduate faculty.

4.4.1. Course Requirements
The program for a student with a master’s degree will be a minimum of 37.5 units, normally with not less than 3 units of approved course work, a 1.5 unit seminar, a 3.0 unit candidacy examination and a dissertation (CIVE 699). The approved course work must include CIVE 601(1.5 units) which must be taken before the candidacy exam.

Candidates who hold a master’s degree from a university outside Canada or the United States will normally be required to complete at least 9 units of courses, a 1.5 unit seminar and a 3.0 unit candidacy examination.

A student transferring from a master’s program to the doctoral program will be required to complete a program of at least 45 units. This program includes a minimum of 10.5 units of approved courses, (including CIVE 601), a 1.5 unit seminar, a 3.0 unit candidacy examination, and a dissertation (CIVE 699). For those students transferring from a master’s program, credit will normally be given for courses already completed. Required course work will be subject to the approval of the Department.
4.4.2. Comprehensive and Candidacy Exams
Within 12 months of registration and successful completion of CIVE 601, a PhD student must submit a written dissertation research proposal, defining the research topic, the goals of the research and the methodology to be used. The PhD student is required to pass a written comprehensive exam and an oral candidacy exam before their supervisory committee. The PhD student must register in CIVE 693 (3.0 units) from the beginning of the PhD program until the candidacy examination is successfully completed. CIVE 693 is a prerequisite for CIVE 699.

The comprehensive exam will take place over a 3-day period (unsupervised). Candidates will receive three sets of questions from the supervisory committee. Questions will examine the breadth of the candidate’s knowledge in areas germane to the proposed research direction.

The oral candidacy exam will take place within a week of completion of the written comprehensive exam. During the candidacy examination, the supervisory committee will question the candidate to determine whether the candidate has the appropriate background knowledge and skills to undertake the proposed dissertation project, and whether the project is likely to lead to results suitable for a PhD dissertation.

4.4.3. Other Requirements
The program of study will be determined by the supervisory committee in consultation with the student. The supervisory committee may decide that additional course work is required. The program will allow for a maximum of one Directed Studies course (CIVE 590).

All PhD students will be required to give two seminars (CIVE 695) on their thesis research within 20 months and 34 months of registration. Normally, students will register in CIVE 695 until program completion. The seminars have a total unit value of 1.5. Students must attend a minimum of two-thirds of the seminar series.

4.4.4. Dissertation
The dissertation (CIVE 699) for the PhD program will be equivalent to 30 units. The topic of the dissertation is subject to the approval of the department.

4.4.5. Oral Examination
PhD candidates will be required to defend their completed dissertation in a final oral examination which is open to the public.
4.4.6. Program Length

The program length is determined by the Faculty of Graduate Studies. Civil Engineering PhD students are expected to complete program requirements within 48 months. Normally, financial support will not be continued beyond this time limit.

4.5. Co-Operative Option

Participation in the Co-operative Education program, which enables students to acquire knowledge, practical skills and workplace experience, is optional for full-time Master’s and PhD students. Graduation with a co-operative education designation requires master’s students to complete two work terms and PhD students to complete three (a work term consists of four months of full-time paid employment). Students require permission from their academic supervisor and the Co-op coordinator to participate in the Co-op program. Interested students should contact the Engineering and Computer Science/Math Co-op office during their first year. Students should also consult “Co-operative Education”

5. Areas of Specialization and Evidence of Adequate Faculty Complement

The present and future faculty members’ research areas are briefly summarized below.

Table 1 presents four core research areas and the faculty qualified to teach graduate students, supervise research and/or serve on supervisory committees in these fields. Primary faculty are those individuals that will play a central role in the program, regularly supervising students and actively volunteering to contribute to graduate teaching in Civil Engineering. The associate members will have a less active role but are expected to facilitate the delivery of the program when they have students enrolled in it.
Table 1: Core Program Areas and Designated Faculty

<table>
<thead>
<tr>
<th>Core program areas</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green Buildings &amp; Structures</td>
<td>Gupta, Phalguni, Sun, 1 New Hire</td>
</tr>
<tr>
<td>Sustainable Water Resources</td>
<td>Valeo, Gleaveon, 2 New Hires</td>
</tr>
<tr>
<td>Sustainable Cities, including Transportation &amp; Geotechnical Engineering</td>
<td>Iverson (0.5), 1 offer accepted, 3 New Hires</td>
</tr>
<tr>
<td>Industrial Ecology &amp; Environmental</td>
<td>Kennedy, 2 New Hires</td>
</tr>
</tbody>
</table>

As seen from Table 1, the total number of core faculty members presently planned is 15; that includes 14 regular appointments and the Chair of Department. Further Scott Iverson (0.5) is currently giving support in the transportation area, and we plan to initiate a number of Industrial Chairs (IRCs) in various key areas of civil engineering.

This planned faculty size is the minimum required to deliver the undergraduate and proposed graduate programs in civil engineering. This also includes the effects of study leaves that are anticipated according to UVic policies. Of course any further expansion in recruitment will enhance the delivery of the programs.

Based on the experience in the existing engineering programs, study leaves do not affect supervision of graduate students. This is mainly due to the present communication tools available to supervisors and students. If any needs arise for interim supervision during the absence of a faculty member(s), the planned overlaps in research areas and the number of faculty members (see Table 1) in the specialty areas will be sufficient to provide adequate coverage. Present engineering policies regarding this issue will also apply to the civil program.

The anticipated effects on any existing programs will be complementary enhancements. Additional graduate courses, along with enhanced 4th year technical electives, will be available to the students of other programs.

6. Curriculum design

6.1. Schedule of Course Delivery
Graduate courses will normally be offered as 3h lectures per week as done in the sister department of Mechanical Engineering. Some courses may be scheduled as cross-listed 4th year undergraduate technical electives for efficiency.
6.2. Delivery Methods
Delivery methods may include a variety of options depending on the course content and instructors’ delivery; including a combination of classroom lectures, classroom tutorials, outside classroom projects, fieldwork and homework, etc., using the available teaching tools and techniques.

6.3. Linkage Between the Learning Outcomes and the Curriculum Design
This linkage will be evaluated and examined periodically. In Engineering at UVic, presently, all undergraduate programs have or are preparing learning outcomes. The graduate programs are also going in that direction but the detailed learning outcomes have not been developed yet.

The proposed program has emphasis on teaching and research in the core areas of: Green Buildings and Structures; Sustainable Cities and Infrastructure; Water Resources and Industrial Ecology / Sustainability Science.

A Ph.D. program is the most advanced degree in any area of engineering... The expectation is the development of a comprehensive and deep knowledge base in the special areas of choice, and the further enhancement of knowledge. The level of academic preparation and research expertise must be at the level of an independent researcher in the area of choice who can initiate, conduct and complete a research project as demonstrated by course work and the completion of the thesis.

At the end of the PhD program in Civil Engineering, students will be able to:
1. Investigate industrial and academic requirements using appropriate enquiry-based, experimental and analytical methods to identify underlying special civil engineering problems
2. Apply mathematics, natural sciences, engineering fundamentals, specialized knowledge of the branches of civil engineering, and state-of-the-art engineering tools to formulate models of civil systems, execute model-based analyses and develop solutions informed by those analyses. (1, 2, 4).
3. Interpret results of model-based analyses or experimental based research to reach substantiated conclusions, develop an advanced knowledge base, and take them further and apply these results with an understanding of the associated limitations (2, 4).
4. Throughout the investigation, analysis, experiment, design and implementation of solutions to advanced engineering and scientific industrial and academic requirements, present techniques, processes, recommendations, and methods for advanced issues in civil engineering for academic and industrial applications.

6.4. Use and Purpose of Practica, Co-op, or Work Terms
As stated earlier in Section 4, students in the Program will have the option of participating in the Co-operative Education Program of the Faculty of Graduate Studies.
Under exceptional circumstances, when it is quite evident that the industrial work periods form an essential and integral part of a student’s thesis project, a PhD student may participate in the co-operative graduate program.

Participation in the co-operative program requires:
1) acceptance of the student by a suitable sponsoring organization
2) the organization’s agreement to allow the publication of the student’s research findings in the open literature

In addition, without a formal co-op structure, graduate students whose research is based on collaborative research projects with industry may choose to spend during their program a period of time in the industrial premises and take part in industrial processes to enhance their training and learning. This will be encouraged whenever possible.

6.5. Residency Requirements and Anticipated Time to Completion
The residency requirements and anticipated times to completion for the degree program are as follows:

For the PhD degree program, a minimum of 2-years residency is required. A minimum of half of the courses required during the program must be taken at UVic (not including the directed studies course(s)). The completion time is normally 4 years except co-op students. Details are presented in Section 4 (programs requirements).

6.6. Policies on Student Evaluation, Candidacy Exams, and Oral Examinations
Policies on student evaluation and oral examinations for the Ph.D. degree program, and the policy of candidacy examination for the PhD program are presented in detail in Section 4 (programs requirements).

7. Enrolment Plan for the Length of the Program

In engineering a typical ratio of graduate students to faculty is 4 to 5, of which typically 2/3rds are masters students and 1/3rd are PhD students. Based the core number of faculty members, which is 15, the expected number of PhD students will be in the order of 15 to 30. These projected numbers are summarized in Figure 1.

It is expected that, with the possible addition of industrial chairs (as per the Mechanical Engineering Program), the number of MASc students in the Civil program may exceed the projected numbers (see figure 1).
8. Related Program at UVic or Other BC Institutions

UBC currently offers a comprehensive program in Civil Engineering at its Vancouver campus and more limited offerings at its Okanagan campus. These are the only research oriented Civil Engineering graduate programs in British Columbia and our program will be the only one available on Vancouver Island. BCIT has an undergraduate program in Civil Engineering, but no thesis-based graduate program. UNBC has the first two years of an undergraduate environmental engineering program that flows into the UBC civil engineering program in third year. Our program will focus on key areas of interest to industry and communities on the island, in British Columbia and in Canada. At the same time, by careful recruiting, we expect to be able to create a distinctive research program that builds on UVic’s strengths and is world class in the key strength areas that our researchers will focus on.
APPENDICES

A. Short Faculty CVs (available from the Office of the Provost)

B. Calendar Curriculum Change Forms

C. Recruitment and Marketing Plan

D. Letters of Support
B. Calendar Curriculum Change Forms

The forms are attached for the program as well as the following courses. This will evolve and be updated whenever needed.

COURSE DESCRIPTIONS

Overall classes

CIVE 580 Units: 1.5
Selected Topics
Note: May be taken more than once for credit in different topics.

CIVE 590 Units: 1.5
Directed Studies
A wide range of topics will be available.
Note: Pro Forma is required.

CIVE 601 Units: 1.5
Research Methods
This hands-on, interdisciplinary and problem-based Civil Engineering course will teach the laboratory, numerical and analytical methodologies of the different research groups in civil engineering. The specific methods change annually and the course is team-taught by several civil engineering faculty members.

CIVE 693 Units: 3.0
Candidacy Examination
PhD students enroll in CIVE 693 for the duration of their preparation for the candidacy examination. This begins at the time the PhD student first enrolls in the PhD program and continues until the candidacy examination has been completed.
Grading: INP, COM, N, F.

CIVE 699 Units: 30.0
PhD Dissertation
Prerequisites: CIVE 693
Grading: INP, COM, N, F.
CIVE 695 Units: 1.5
**Sustainability Seminars in Civil Engineering**
Definitions, practices and approaches to sustainability in local to global civil engineering problems with a focus on case studies and integration across diverse disciplines in this seminar-based class. The specific topics change annually and the course is team-taught by several civil engineering faculty members.

Sustainability Science/Industrial Ecology

CIVE 510 Units: 1.5
**Industrial Metabolism**
Methods of material and substance flow analysis are taught in the context of technology and environmental change. Topics include: evolution of technology; environmental footprints, impacts and boundaries; industrial / societal use of dominant elements and compounds; critical metals; resource decoupling; transformation of global infrastructure systems.

CIVE 511 Units: 1.5
**Methods in Life Cycle Assessment**
A variety of methods and applications of life cycle assessment (LCA) are covered including process-based methods and input-output (IO) techniques. Topics include: consequential and attributional LCA; streamlined LCA; life-cycle sustainability assessment; environmentally extended IO analysis; multi-regional and multi-scale IO analysis; applications of environmental LCA in product design and policy.

CIVE 512 Units: 1.5
**Industrial Symbiosis and Recycling**
Industrial symbiosis aims to reduce costs, add value and improve the environment through the sharing of services, utility, and by-products between industries. This course teaches the historical development and future prospects of industrial symbiosis at the eco-park, municipal and regional scales. Advances in waste management, recycling technologies and limits to the circular economy are also covered.

Sustainable water resources

CIVE 540 Units: 1.5
**Uncertainty in Water Resources**
Basic and advanced methods in uncertainty analysis in water resources modelling. Bayesian statistics, fuzzy sets and fuzzy numbers are used with applications to water resources. Typical methods used in physically-based modelling including GLUE.
CIVE 541 Units: 1.5  
Hydrologic Modeling  
Analytical, numerical, statistical and physical approaches from local to global scales including groundwater-surface water interactions; analysis and prediction; discuss different approximations of hydrologic process equations and limitations and uncertainty associated with different process representations.

CIVE 542 Units: 1.5  
Environmental Modeling  
Basic and advanced methods in spatial statistics for point, area and continuous variables. All the levels (from visual to analytical) of possible spatial analysis techniques are examined for each type of variable and applications in environmental modelling are used to illustrate the concepts.

CIVE 545 Units: 1.5  
Groundwater Hydrology  

Green Buildings and Structures

CIVE 550 Units: 1.5  
Green Building Design  
Definition of green building, design and construction concepts, site selection, materials and origin, water resource, energy use and generation, retrofit and recycling, indoor environment, occupant behaviour, durability, life cycle analysis, net-zero buildings, green building rating systems.

CIVE 551 Units: 1.5  
Advanced Building Science  
Scope and definition, heat-air-moisture transport mechanisms, hygrothermal properties, test methods, climate characterization, moisture management, durability index, energy efficient building envelopes, whole building energy performance, application of numerical simulation tools, forensic investigations.
CIVE 552  Units: 1.5
Sustainable Construction

Sustainability in urban and remote communities, case studies to highlight some of the recent trends in sustainable construction in North America and around the globe. Topics for case studies will include (but not limited to): light-gauge steel technology for mass construction, insulated stay-in-place formwork technology for mass construction, shotcrete, precast and prestressed construction, and rammed-earth construction. This course will also include an introduction to use of BIM for managing construction projects.

CIVE 553  Units: 1.5
Advanced Mechanics of Materials
This mechanics of materials course covers advanced topics including beams on elastic foundations, unsymmetrical bending, curved beams, shear flow and torsion in closed and open sections, elastic stability and shells of revolution.

CIVE 556  Units: 1.5
Advanced Concrete Technology
Microstructure of hydration products and its effect on properties of concrete. Mechanisms and interaction of chemical admixtures and industrial wastes to produce sustainable and durable concrete. Evaluation of fresh and hardened properties of conventional and cement-based composites. The course will include a project component focusing on specialized concretes not limited to fiber reinforced concrete, self-consolidating concrete, high strength concrete, light weight concrete, and carbon negative concrete.

Sustainable Cities

CIVE 513  Units: 1.5
Sustainable Cities
Infrastructure development for sustainable cities is taught through the study of urban metabolism. A systems perspective links energy and material flows through cities to design of the built environment. Elements of sustainable transportation, green buildings, urban climatology, vegetation, water systems and energy supply are integrated in the design of sustainable urban neighborhoods. Measures of urban metabolism are used for greenhouse gas emissions accounting of cities, and assessment of other environmental impacts.
CIVE 546  Units: 1.5
Urban Water Systems

The planning and management of urban water systems; handling of wastewaters; drainage and flood prevention; urban agriculture and nutrient recycling; and recreational water uses. All elements of urban water infrastructure from water source, pumping, storage, transmission and distribution, to the hydraulics and network design of sewerage and drainage. Maintenance and repair of pipe networks, adaptation to climate change and sustainable approaches such as low-impact development, grey-water systems, rainwater harvesting.

CIVE 547  Units: 1.5
Water Treatment Processes

Theory and application of physical, chemical and biological processes for the treatment of water and wastewater. Topics include sedimentation, coagulation, filtration, and disinfection, activated sludge, biological nutrient removal, and anaerobic processes for waste treatment. Lecture material is supported by laboratory experiments.

CIVE 560  Units: 1.5
Urban Transportation Planning

The full suite of skills required in urban transportation planning including travel-demand modelling, analysis of transportation land-use interactions, quantification of social and environmental impacts, and project evaluation in the context of broader planning issues and policies. Focus is primarily given to passenger transportation, including walking and cycling, with introduction to freight transport. Theoretical foundations of disaggregate choice models and other techniques in travel-demand modeling are introduced.

CIVE 561  Units: 1.5
Urban Transit

The course focuses on the planning and operation of public-transit systems, covering the hierarchy of modes from buses and bus-rapid transit through streetcars and light-rail to subways and heavy rail. Topics include: factors affecting transit performance and demand; design of networks and mode interchanges; station design; vehicle operations and scheduling, design of transit priority; use of information technology and other innovations in transit planning; project evaluation.
C. Recruitment and Marketing Plan

The recruitment and marketing plan for the proposed civil PhD graduate program will be similar to that of Mechanical Engineering. Civil engineering graduate students, normally, will fully be supported from faculty members’ research funding. We will also accept students with fellowships and scholarships.

The civil engineering graduate program will have a well-designed web page to describe the program and advertise our uniqueness and special research topics. We will aim at attracting outstanding Canadian and foreign students. Our established reputation in engineering will enhance our recruitment.

D. Letters of Support

Strong support and interest shown for the civil undergraduate BEng program is an indication of the need for a graduate program, and will help with the quick development of the proposed graduate program.

Attached are additional letters of support obtained explicitly supporting this graduate program proposal from the Faculty of Science, Department of Geography, School of Environmental Studies, PICS and the School of Earth and Ocean Sciences at UVic as well as the Faculty of Engineering at UBC and RDH, a local engineering consulting firm.
November 1, 2015

Professor T. Tiedje, PEng
Dean, Faculty of Engineering
University of Victoria
Victoria, BC V8W 2Y2

Dear Tom,

I am pleased to provide this letter of strong support for the proposed PhD and MASc programs in Civil Engineering at the University of Victoria.

Across Canada 95,000 job openings are expected by 2020 due to retiring engineers; we need to increase our stream of highly qualified personnel and provide additional educational opportunities at all levels to fill this void.

At UBC we have a broad-based graduate program in Civil Engineering, however there are many important research topics within Civil Engineering that we simply do not cover. There is room for distinctive new research programs in Civil Engineering within the Province’s higher-educational landscape. We welcome the opportunities that nearby research programs will lend to the students and faculty of UBC, and more broadly, to the people of British Columbia. We view future collaborations with UVic in Civil Engineering research in the most positive light.

At UBC we are experiencing very strong demand for Civil Engineering with rising admission averages and increasing first-choice requests for placement into second-year Civil Engineering. Considering the strong demand by students and employers for engineers in BC — 40% of newly licensed engineers in BC have foreign academic credentials — new Civil Engineering graduate programs at UVic will help provide the human resources to support the need for engineers. By enabling and supporting faculty research in Civil Engineering, graduate students will be an invaluable asset serving as teaching assistants and enhancing undergraduate learning opportunities.

In closing, I offer UBC Applied Science’s full and enthusiastic support for the new Civil Engineering postgraduate programs at UVic.

Sincerely,

Marc Parlange, P.Eng, PhD
Dean, UBC Faculty of Applied Science
Dr. Tom Gleeson  
Graduate Program Chair, Civil Engineering  
Faculty of Engineering, University of Victoria

Dear Dr. Gleeson,

I am writing in strongest support of the proposed new Graduate Program (with MASc and PhD degrees) in Civil Engineering within the Faculty of Engineering. This graduate program will be an integral component of the expansion into Civil Engineering at UVic, given the recent (and very successful) development of an undergraduate (BEng) program, and the imminent establishment of the Department of Civil Engineering. I consider the creation of this department to be one of the most exciting and progressive developments at UVic in recent years, and a strong graduate program is absolutely essential to the success of the department.

From the point of view of the School of Earth and Ocean Sciences (SEOS), the proposed focuses of the new Civil Engineering Graduate Program in climate change adaptation and mitigation and water resources and environmental management address pressing societal needs and are areas of potential fruitful cross-faculty collaborations with SEOS. In addition to these areas identified in your proposal, there could also be mutual interests between our departments in geotechnical engineering and seismic-hazard site assessment. SEOS would welcome opportunities for our graduate students to have access to appropriate coursework in your department (and vice versa), and for research collaborations and joint supervision of graduate students.

Your proposal for a Civil Engineering Graduate Program describes an innovative and forward-looking program, which, given the strong and ongoing demand for Civil Engineers in B.C. and Canada, should attract high-quality graduate students (male and female) and be a credit to the University. SEOS strongly supports this program.

Sincerely,

Stan Dosso  
Acting Director  
School of Earth and Ocean Sciences
Dr. Tom Tiedje  
Dean, Faculty of Engineering  
University of Victoria  
Victoria, British Columbia V8W 3R4 Canada

Dear Dean Tiedje,

This letter is to confirm the Geography Department’s support for your proposed MASc and PhD degree programs in Civil Engineering. Our department offers a range of related course and degree offerings, and is supportive of these more specialized Engineering degrees. In support of these proposed programs Geography offers a number of research and teaching options that compliment this proposal, including research and teaching programs related to Hydrology (partly through WCIRC), Climatology and Geomorphology and GIS and other Geomatics technologies. These proposed programs provide a valuable addition to the overall vision and goals of the University of Victoria, and complement a number of ongoing campus activities related to water resources and environmental analysis.

If you have any further questions please feel free to contact me.

Sincerely,

Johannes Feddema
Professor and Chair
TO  Dr. Thomas Tiedje  
Professor and Dean of Engineering  
University of Victoria  
3800 Finnerty Road  
Victoria, BC, V8P 5C2  
EMAIL  engrdean@uvic.ca  
DATE  October 20, 2015

REGARDING  Letter of Support for UVic Civil Engineering Graduate Program

I am pleased to submit this letter of support for introducing a graduate program in civil engineering at the University of Victoria (UVic). RDH Building Science Inc. operates two offices on Vancouver Island and one in the Lower Mainland, employing dozens of engineers that work on several of the topic areas noted in the UVic proposal. Please see the attached description of our firm. We provide most of the noted building science and engineering services to Vancouver Island clients, namely condominium owner groups (Strata Corporations), apartment landlords, property managers, public sector organizations, developers, architects, energy utilities and non-profit organizations.

The BC building construction industry was forced to re-invent itself in the 1990s and 2000s as a result of the leaky condo crisis, culminating in the “Barrett Commission” report in 1998 and RDH was a leader in this market transformation, with key staff having received training at universities in Ontario. A similar transformation is underway in the 2010 decade in response a 12% electricity rate increase in a single year, strengthened commitments to climate change mitigation, poor energy performance of existing buildings, increasingly stringent building codes and emerging climate change impacts such as “Pineapple Express” (atmospheric river) extreme weather events, experienced at least three times in four weeks in southwest BC in January 2015.

UVic could become a research leader in electricity conservation and climate change mitigation and adaptation pertaining to construction and existing buildings, a complement to the Pacific Institute for Climate Solutions and the Institute for Integrated Energy Systems. It is noted that neither of those existing UVic initiatives, nor the graduate research at UBC, SFU and UNBC, adequately cover the topic of “building science” and sustainable building design. As such, RDH continues to hire dozens of Masters Graduates and students from Canada’s leading institutions, University of Waterloo and University of Toronto, for leadership track positions, as well as students from a number of other institutions offering buildings science programs including BCIT. We also recently hired a PhD graduate from UBC on ventilation and airflow in buildings, an emerging area of focus.

The proposed UVic Civil Engineering Graduate Program will address many the key areas of focus for RDH, namely:

- climate change adaptation and mitigation,
- construction, renewals and repair of infrastructure,
- innovative use of building materials,
building science,
building energy efficiency,
design of infrastructure for remote and indigenous communities.

We would like to hire graduates of such a program. In fact, we are currently in the process of hiring an undergrad coop student from UVic to start in January 2016, on the condition that the individual has taken a course under Dr. Phalguni Mukhopadhyaya who has building science expertise.

If a Civil Engineering grad program was established, we would propose offering a dedicated course in building science and would be prepared to share curriculum from our instruction at BCIT in their building science program (which, as you note is not research orientated).

The advanced training that could be offered under a Civil Engineering grad program could be instrumental to support a market transformation in British Columbia toward ultra-low energy consumption, zero carbon and durability that is resilient to emerging changes in climate. The research could contribute toward the development of building codes across Canada. It would also train a new generation of engineers that will provide world-leading expertise in tackling those issues.

We would collaborate in research, including investing in private-sector scholarship funds such as NSERC Industrial Scholarships, Mitacs and others. One of our employees Robert LePage has started his PhD in fall 2015 on a building science topic in the Mechanical Engineering department; better suited to a Civil Engineering program. We are co-funding his PhD.

In addition to supporting graduate students that are, or could become RDH team members, we are very interested in collaborating on research, including a proposed, “UVic Living Laboratory” to research high-performance designs, materials, and technologies through field applications at the diversity of buildings and uses on campus. With the slowdown of federal research at the National Research Council, CMHC, NRCan CANMET and others, we feel that universities will become the future site for national R&D.

It is my pleasure to support this proposal to establish Masters and Doctorate programs in Civil Engineering at the University of Victoria.

Sincerely,

Andrew Pape-Salmon, P.Eng., MRM
Associate, Senior Energy Specialist
RDH Building Sciences Inc.
Dear Chris,

My colleagues, John Volpe and Eric Higgs, and I have reviewed your proposed programs for the Master of Applied Science (M.A.Sc.) and Doctor of Philosophy (Ph.D.) degrees in Civil Engineering.

The School of Environmental Studies endorses the vision for training graduate civil engineers described in the proposals. It is critical to teach engineers with the skills to develop infrastructure for meet society’s needs, while doing so within the carrying capacity of the natural environment. We would welcome significant collaboration with a Department of Civil Engineering focused on sustainable cities, industrial ecology, green buildings and water resources. The new graduate programs will offer capacity to UVic’s already impressive roster of graduate level programming and research in environmental studies across many units. The School of Environmental Studies celebrated its 40th anniversary last year, encouraging reflection on the growth and success of our programs and the rise of UVic as a leading university in Canada committed to environmental research and learning themes. We look forward to sharing expertise across our three research streams--ecological restoration, ethnoecology and political ecology--and developing new combinations of research through collaborations across graduate students and faculty in both units.

We wish you the very best with the launch of your new graduate programs.

Sincerely,

Kara

—
Dr. Karena Shaw
Associate Professor and Director
School of Environmental Studies
PO Box 1700 STN CSC
University of Victoria
V8W 2Y2

e: ses@uvic.ca
tel: 250 472-5070
web: http://karenashaw.com/
14 January 2016

Dr. Tom Tieje
Dean, Faculty of Engineering

Dear Tom,

I am writing in support of the proposed new Master of Applied Science (MASc) and Doctor of Philosophy (PhD) degrees in Civil Engineering. I have reviewed the proposals you forwarded to me, and have obtained input from the Director of the School of Earth Ocean Sciences.

There is no doubt that the success of your new Civil Engineering department will depend on having a vibrant graduate program offering both MASc and PhD degrees. This will be key not only to attract and retain top researchers, but also to have a cohort of well trained TAs to teach and mentor your undergraduate civil engineering students.

Overall I see the civil graduate program as being complementary to the graduate programs in Science, but not competing with or duplicating Science programs. The letter of support provided by the Director of SEOS identifies areas of mutual interest, including climate change adaptation and mitigation, water resources, environmental management and geohazards. I agree with him that there are areas of potential fruitful cross-faculty collaborations that would be mutually beneficial to SEOS/Science and Civil Engineering. There will be opportunities for civil graduate students to take courses in Science and I understand that Science students will be able to take Civil graduate courses in-so-far as their programs allow it. There may also be opportunities for co-supervision of graduate students with Science faculty members.

Thank you for giving me the opportunity to comment on your proposal and best of luck with the implementation of the new program.

Sincerely,

Kathryn Gillis
Acting Dean
Dr. Chris Kennedy, P.Eng.
Professor and Chair
Department of Civil Engineering
University of Victoria
Victoria, BC, V8W 2Y2

Dear Chris,

Thank you for the opportunity to comment on the new MASc, and PhD programs in Civil Engineering. As you may be aware, the objective of the Pacific Institute for Climate Solutions (PICS) is to bring together leading researchers to study climate change impacts and to develop positive approaches to mitigation and adaptation within a British Columbia context. From this perspective, PICS is delighted to learn that there are strong elements in your new graduate programs that contribute to climate change solutions. In particular I note the grouping of courses in the theme areas of green buildings, sustainable cities, industrial ecology and water resources. Many of these are areas that PICS is currently focusing research and analysis on. The new Civil Engineering program at UVic that is proposed would be highly beneficial to BC and Canada in increasing expertise in the workforce in these and other areas.

Through their energy consumption, buildings account for a substantial percentage of global greenhouse gas emissions; and provide some of the most cost effective measures for reducing emissions. Cities, moreover, are responsible for about 75% of global CO$_2$ emissions; the development of sustainable, low-carbon cities is a vibrant and important research field, so it is excellent to see that Civil Engineering will be active in this area.

I was interested to learn about your work in Industrial Ecology and see the development of courses in this area. It was impressive to learn that about 20 industrial ecologists led or contributed to chapters of the IPCC's last Assessment Report on Climate Change. Research in water resources is important for many reasons, but its relevance is heightened by the challenges of climate change – both with respect to providing drinking water and water for agriculture in increasingly water stressed areas – and making our communities more adaptive and resilient to extreme weather events.

It is very encouraging to see your new graduate programs address issues of climate change and sustainable engineering practices more broadly which also should help you to attract leading researchers and faculty members.

Sincerely,

Sybil Seitzinger
Executive Director

SS:nc
DATE: February 11, 2016
TO: Senate
FROM Saul Klein, Dean
RE: Bylaws & Constitution Changes for Senate Approval

Please find attached all documents corresponding to the approval of changes to our Bylaws & Constitution at Faculty Council on February 10, 2016.

Bylaw and Constitution changes incorporate those edits required to conform to the new Faculty Collective Agreement, including the addition of Associate Teaching Professors and minor editorials.

Thank you.
I. The Council of the Gustavson School of Business exercises its powers and duties under the University Act, as amended. These powers and duties shall be subject to the approval of the Senate or Board of Governors, where the Act so requires, and shall be to:

1. Make rules and regulations for governing its proceedings.
2. Fix and determine courses of study in the academic programs of the Gustavson School of Business.
3. Subject to the approval of the Senate, fix and determine the courses of study in the Bachelor of Commerce Program.
4. Subject to the approval of the Council of the Faculty of Graduate Studies and the Senate, fix and determine the courses of study in the graduate programs at Gustavson.
5. Subject to the approval of the Council of the Faculty of Graduate Studies and the Senate, appoint examiners for and conduct the examinations of the courses in the graduate programs and determine the results of such examinations.
6. Determine procedures for approval of awards, bursaries, honours, prizes, recognitions and scholarships.
7. Determine the numbers, composition and authority of the committees of the Council.
8. Make recommendations to the Dean on matters of concern to the Council.
9. Report to the Senate and Board of Governors on such matters as the Council determines.

II. The term of office of the Faculty Council shall be from July 1 to June 30.

III. The membership of the Council shall consist of:

1. The Dean.
2. Associate & Assistant Deans.
3. Faculty in the Gustavson School of Business holding the rank of:

To be approved by Faculty Council, February 10, 2016
a) Full Professor in tenured or tenure stream appointments.

b) Associate Professor in tenured or tenure stream appointments.

c) Assistant Professor in tenured or tenure stream appointments.

d) Teaching Professors, Associate Teaching Professors, Assistant Teaching Professors, Lecturers, or Limited Term Professors with appointments greater than or equal to .5 FTE faculty.

4. Appointments for the following Council representatives should be completed by April 15 and approved at the May Council meeting. Terms are for one year (July 1 – June 30) unless otherwise approved by the Dean.

a) One representative of teaching staff not included in section 3, to be appointed by the Dean.

b) One student representative from the Graduate programs to be chosen annually by the MBA Student Council.

c) One student representative from the Bachelor of Commerce program, to be chosen annually by the Commerce Students Society.

d) One representative of CUPE staff and one representative of PEA staff, to be elected annually by their respective groups.

e) A representative of the Alumni, to be chosen annually by the Chair of the Gustavson School of Business Alumni Association, Victoria Chapter.

5. One member of the Gustavson School of Business Board of Advisers International Advisory Board, to be chosen annually by the Executive Council of the Board of Advisers-IAB Chair.

6. The Manager or a representative of the University of Victoria Business Co-op & Career Office.

IV. Chair of the Council

1. The Dean will serve as Chair and shall preside over all meetings of the Faculty Council. In the absence of the Chair, an Associate Dean will preside over the meeting.
I. Faculty Council

1. When a representative ceases to be a member of the constituency, the seat will be declared vacant, and the constituencies will be requested by Council to appoint a new representative for the balance of the term.

2. There shall be a minimum of one meeting of the Council scheduled every four month period each year, at an hour and place to be stated in the notice calling the meeting.

3. It is the responsibility of all members of Council to attend scheduled meetings of Council.

4. If a member cannot attend a meeting, it is the responsibility of that member to inform Council either directly or through the Dean’s Secretary of the intent to be absent.

5. Special meetings of Council may be called by the Chair. At the written request of ten members of Council, special meetings will be called by the Chair within ten days.

6. In the absence of the Chair, one of the Associate Deans will preside over the meeting as appointed by the Dean.

7. No proposal for changes in policy or regulations may be brought for a vote unless the material outlining the proposal has been distributed to members of Council at least one week in advance of the meeting or unless otherwise authorized by the Dean.

8. Notice of meeting, agenda and supporting material shall be distributed at least one week in advance of any meeting unless otherwise authorized by the Dean.

9. Minutes of each Faculty Council meeting will be distributed on a pre-adopted basis within ten working days after the meeting.

10. Council may delegate to the Executive Committee the authority to act on behalf of Council on specified matters such as fixing and determining courses and programs of study, subject to external approval as required in the Constitution of the Gustavson School of Business.

11. No proxy voting shall be permitted on motions brought to a vote in meetings of Faculty Council or standing committees. Faculty Council or its standing committees may, if desired, determine that a particular motion should be voted on by mail or email ballot outside of a Council or standing committee meeting.
II. Faculty Council Committees

1. The Council may establish committees to investigate any matters coming before Council and to report to Council through the Executive Committee on any policy recommendations.

2. All committees may appoint ad hoc sub-committees to investigate and report on any matters relating to the work of those committees.

3. Notice of meetings shall be distributed to all members of each committee.

4. Notices of meetings and agendas shall be distributed at least one week in advance of the meeting unless otherwise authorized by the Dean.

5. Minutes of all committee meetings shall contain a record of the pertinent points discussed and the results of a vote on all motions.

6. Minutes of each meeting will be distributed to members of the committee in pre-adopted form within ten working days after the meeting.

7. A copy of the minutes of all meetings will reside in the Dean’s Office and be made available to members of Council on request or via the Council SharePoint site (https://share.uvic.ca/bus/_fac_council/default.aspx) (https://connect.uvic.ca/sites/gustavson/Pages/default.aspx).

8. Vacancies occurring in a standing committee at any time shall be filled by an appointment made by the committee or an administrator responsible for staffing the committee and reported to Council.

9. Ex-officio members of committees shall have the right to vote.

10. The quorum for meetings shall be fifty percent (50%) of the members of each committee unless otherwise specified.

11. The student representatives shall normally be chosen by their various constituencies by September 15 of the year in which they are to serve. Administrative members, as appropriate, shall be appointed by the Executive Committee at any time during the year.

12. Membership on Council is not a necessary condition for eligibility for membership on committees.

13. A member of a committee who cannot attend a meeting shall inform the Secretary or the Chair of that committee of the intent to be absent.

14. Any member of Council shall have the right to attend any committee meeting; however, only committee and ex-officio members shall have voting privileges.
III. Standing Committees

There shall be three standing committees of Council to be known as the:

- a) Executive Committee
- b) Undergraduate Programs Committee
- c) Graduate Programs Committee

1. Executive Committee

a) Membership

i. Ex-Officio: Dean, Academic Director of Undergraduate Programs, one Director of the Graduate Programs (appointed by the Dean) and either the International Programs Director or the Co-op & Career Manager (also appointed by the Dean). The Dean can invite other members of the faculty to participate in Executive Committee meetings as deemed necessary, but they cannot vote (e.g. Associate/Assistant Deans, Program Directors).

ii. There shall be three elected members of the Gustavson School Executive Committee from the four electoral constituencies identified below:

   a. Faculty holding the rank of Full Professor, Associate Professor, or Assistant Professor in tenured or tenure stream appointments.

   b. Faculty holding the rank of Teaching Professor, Associate Teaching Professor or Assistant Teaching Professor.

   c. Faculty holding the rank of Academic Administrator.

   d. Lecturers or Limited-term Professors with appointments longer than one year and greater than or equal to .5 FTE faculty.

iii. The Dean is not eligible for election and will serve as Chair. The Chair will abstain from voting, except in the case of a tie.

b) Faculty members shall be eligible for election to the Executive Committee if they belong to one of the four electoral constituencies, are not already serving as an ex-officio member of the Executive Committee, and are available for the full two-year term of office. Current members are eligible for re-election. Each year, a list of such eligible members will be circulated.

c) The election will be held annually by April 15 using an e-mail ballot. Votes will be collected from only those representing the groups in III.1.a.ii.
d) The term of office for elected members will be two years starting July 1 and ending June 30 after 24 months. The terms of the members-at-large will be staggered, so that at least one member-at-large is elected each year.

e) Meetings

Regular meetings will be held at least once per term during the academic year and special meetings may be held at the call of the Chair. The notice of meeting and agenda of the Executive Committee meetings should be distributed to the committee one week in advance of each meeting unless otherwise authorized by the Dean.

f) Quorum

At least sixty (60) percent of elected & appointed/ex-officio members (four persons, minimum) plus the Chair (or designate) are required to comprise a quorum.

g) Responsibilities

i. To set the agenda and dates for Faculty Council meetings.

ii. To receive and consider reports on all matters that require Council’s approval and forward these to Council or return them for further consideration. These matters include: (i) fixing and determining courses of study for existing programs in the School of Business subject to external approval as required by the Constitution, and (ii) appointing members to serve on standing committees of the Council or other committees that require Council appointment.

iii. To receive and consider the annual plans and reports of the Dean, including the School of Business budget.

iv. To collaborate with the Dean and Appointments Subcommittee of the Faculty Advisory (Appointments) Committee in determining the hiring priorities and desired qualifications for instructional staff and Directors in the School.

v. To make decisions on all matters that Council has delegated to the Committee to decide on Council’s behalf.

vi. If considered appropriate, to require the investigation of specific subjects related to any School of Business policy and to review ensuing reports after it has passed through the appropriate committee.

vi. To determine procedures for approval of awards, bursaries, honours, prizes, recognitions and scholarships.
vii. To receive, consider, and either refer back or forward to Council, proposed changes and amendments to the Constitution and Bylaws of the School. Changes may be proposed by any member or group of members of the Gustavson Council.

viii. To advise the Dean on other matters as requested.

2. **Undergraduate Programs Committee**

   a) **Membership**

   At least two faculty members from the same electoral constituencies as III.1.a.ii, appointed by the Chair and approved by the Executive Committee, by June 30 of each academic year. In appointing members for a two-year term (July 1 – June 30), the Chair should take into account the need for staggered terms. Also appointed are one student representative of the Commerce Student Society (normally the elected president for the length of their term) and one representative from Business Co-op & Career. Ex-officio members include the Academic Director and the Director of Undergraduate Programs Administration. The Associate Dean, Programs shall set the agenda and serve as Chair.

   b) **Responsibilities**

   To develop, consider and recommend to Executive Committee undergraduate curriculum and program additions, changes and deletions.

   To determine, monitor and assess grading standards of admission, progress and withdrawal from degree programs.

   To establish, monitor and assess grading standards and procedures and approve international exchange grade interpretation policies.

   To monitor and assess student recruitment and employment procedures and performance.

   To monitor and assess student internship procedures, requirements and performance.

   To receive and consider undergraduate program administrative policies, procedures and guidelines that may affect the effectiveness of the academic program delivery.

   To establish goals and implement best practices for Assurance of Learning.

   c) **Limitations**

   The Undergraduate Programs Committee has no formal decision making authority. Administrative recommendations will ultimately require the approval of the Dean. Academic recommendations will ultimately require approval of Executive Committee and Faculty Council.
d) **Quorum**

At least 60% of committee membership including at least one appointed faculty member.

e) **Sub-Committees**

May include Business Minor & Option Team and BCOM Team, or others as deemed necessary by the Chair.

3. **Graduate Programs Committee**

a) **Membership**

At least two faculty members from the same electoral constituencies as III.1.a.ii, appointed by the Chair and approved by the Executive Committee by **June 30** of each academic year. In appointing members for a two-year term (July 1 – June 30), the Chair should take into account the need for staggered terms. Also appointed are at least one student representative (for one year July 1 – June 30) and one representative from Business Co-op & Career. Ex-officio members include the Director/s, the Associate Director/s and Program Managers of all the Graduate Programs and either or both can attend. The Associate Dean, Programs shall set the agenda and serve as Chair.

b) **Responsibilities**

To develop, consider and recommend to Executive Committee the graduate programs’ curriculum and program additions, changes and deletions.

To determine, monitor and assess grading standards of admission, progress and withdrawal from graduate programs.

To establish, monitor and assess grading standards and procedures and approve international exchange grade interpretation policies.

To monitor and assess student recruitment and employment procedures and performance.

To monitor and assess student internship procedures, requirements and performance.

To receive and consider graduate programs’ administrative policies, procedures and guidelines that may affect the effectiveness of the academic program delivery.

**To establish goals and implement best practices for Assurance of Learning.**
c) **Limitations**

The Graduate Programs Committee has no formal decision making authority. Administrative recommendations will ultimately require the approval of the Dean. Academic recommendations will ultimately require approval of Executive Committee, Gustavson Council and the Faculty of Graduate Studies.

d) **Quorum**

At least 60% of committee membership including at least one appointed faculty member.

e) **Sub-Committees**

May include MBA, MGB, ENT C & D teams and PhD Teams Advisory Committees, or others as deemed necessary by the Chair.

IV. **Appointments Committee/s**

As per the faculty Collective Agreement (CA), an Appointments Committee is formed by April 30 and procedures developed annually (CA 31.0) to meet the specific requirements of screening and conducting interviews of candidates in the disciplinary areas targeted for recruitment. When there are appointments to multiple faculty positions in the same year, the Appointments Committee may be structured to have different sub-committees responsible for appointment recommendations for the different positions; normally the Appointments Committee Chair serves as the Chair of each sub-committee. The School has historically chosen to have the Dean establish committee membership and have the composition brought to the March Faculty Council Meeting for information.

The GSB Appointments Committee has a minimum of three faculty members, plus an alternate. Committee members may be of any rank. In the case of multiple sub-committees, each one consists of the Chair plus a minimum of two other members. There will normally be an alternate member chosen to serve for each sub-committee, although the same member can serve as the alternate for more than one sub-committee. The alternate is expected to participate fully in the selection process up to the point of a recommendation vote, voting only if substituting for a committee member who did not have sufficient contact with one or more of the appointment candidates, particularly if the committee member did not participate in one or more of the candidates’ formal interviews or in the committee’s discussions of the candidates.

The Appointments Committee will use regular processes to ensure broad consultation may use input from other faculty members. Faculty members with expertise in the appointment’s discipline may assist in the initial screening of applicants and any faculty member may be involved in informal interviews, such as those conducted during placement.
activities at academic conferences or during the candidate’s campus visit (i.e. research and teaching presentations). Feedback is requested via email from all faculty after each candidate visit, however, any input from non-committee members is treated as advisory, with decision-making remaining with the designated Appointments Committee or its sub-committee.

Appointment recommendations are made only where the Committee has had sufficient interaction with a candidate to make a suitably informed decision. Such interaction normally takes place on site during a campus visit by the candidate. During the campus visit, a candidate is expected to:

a) Provide a research seminar that demonstrates his or her scholarly capabilities (for research faculty appointments only)

b) Conduct all or part of a regular class session, subject to availability of a suitable group of students, that demonstrates his or her teaching capabilities

c) Undergo a formal interview conducted by all members of the Appointments Committee or its relevant sub-committee

d) Meet with as many GSB faculty and staff as possible, particularly those with whom the candidate might work most closely if successfully appointed

e) Meet with the Dean for an informal interview.

After all candidates have been interviewed, the Appointments Committee makes a recommendation to the Dean that indicates:

a) Whether a candidate is acceptable for an offer of appointment; and

b) If a candidate is considered acceptable, how the candidate is ranked relative to others.

By default, the vote on a candidate’s acceptability is done by secret ballot but, if all committee members agree, the Chair may allow otherwise.

Information supplied by a candidate is confidential. It may be shared by the Appointments Committee with faculty and staff within the School who interact with the candidate. Information gathered by the committee, such as feedback from faculty, staff or students, who have interacted with a candidate, is not shared outside of the committee, other than with the Dean; similarly, information from the committee’s interviews and discussions is not shared with non-committee members.
V. Reappointment, Promotion and Tenure Committee/s (RPT)

As required by FCA 21.131.1, GSB establishes a committee to consider reappointments, promotion and tenure decisions each year. Among the available options, the School has historically chosen to have the Dean establish committee membership and have the composition ratified by the Faculty holding regular appointments.

The RPT committee shall follow the procedures laid out in the Framework-Collective Agreement.

VI. Academic Administration

1. Associate Dean(s) (Faculty Renewal and Programs)
   a) The duties of the Associate Deans shall include:
      i. duties as assigned by the Dean.
      ii. an Associate Dean shall normally act for the Dean in his/her absence.
   b) The appointment shall normally be for a term of three years.
   c) The Associate Deans shall be appointed as per the UVic Policy GV0605 – Appointment of the Associate Dean, Faculty of Business.

2. Assistant Dean(s)

   Assistant Deans may be appointed and assigned duties by the Dean as required.

3. Academic Directors of Masters Programs (MBA, MGB, ENTC&D)
   a) The duties of the Academic Directors for each of the Masters Programs shall include:
      i. responsibility for Masters-level Education
      ii. recommending staff for master courses
      iii. recommending students for admission
      iv. managing the support staff assigned to Masters Programs.
   b) The appointment shall normally be for a term of three years.
   c) The Academic Director/s of the Master Programs shall be members of the Gustavson School as listed in III.1.a.ii.
d) The Academic Director/s shall be appointed by the Dean in collaboration with the elected members of the Executive Committee.

4. Academic Director of Undergraduate Programs

   a) The duties of the Academic Director of Undergraduate Programs shall include:
      
      i. curricular responsibility for Undergraduate Education
      
      ii. recommending staff for undergraduate courses

   b) The appointment shall normally be for a term of three years.

   c) The Academic Director of Undergraduate Programs shall be a member of the Gustavson School as listed in III.1.a.ii.

   d) The Academic Director shall be appointed by the Dean in collaboration with the elected members of the Executive Committee.

5. Director of the PhD Program

   a) The duties of the Director of the PhD Program shall include:
      
      i. responsibility for PhD Education
      
      ii. recommending staffing for PhD courses
      
      iii. managing the support staff assigned to the Doctoral Program
      
      iv. recommending students for admission to the PhD Program.

   b) The appointment shall normally be for a term of three years.

   c) The Director of the PhD Program shall be a member of the Gustavson School as listed in III.1.a.ii.

   d) The Director shall be appointed by the Dean in collaboration with the elected members of the Executive Committee.
V. Changes to Bylaws

1. Changes in the Bylaws require a simple majority vote by the Council at any scheduled meeting.

2. All proposed changes in the Bylaws must be considered by the Executive Committee before submission to Council.

3. Notice of a motion to change the Bylaws must be circulated to Council members at least one week in advance of a scheduled meeting unless otherwise authorized by the Dean.

4. Any matter for which adequate notice has not been given will require an affirmative vote of two-thirds of the members present at a scheduled meeting.
V. **Quorum**

One-third of the voting members of Council as listed in III., of whom at least 50% are faculty members.

VI. **Amendments**

The Constitution may be amended by the affirmative vote of two-thirds of the membership present at a regular meeting prior to which there has been given to the Council seven (7) days notice of the proposed amendment.

VII. **Conduct of Meetings**

1. Anyone may attend, observe and speak at Faculty Council. If someone would like to make a presentation to Council, a request must be made prior to the agenda distribution one week before each meeting. Only members of Faculty Council may vote at meetings.

2. All meetings of the Faculty Council shall be conducted in accordance with Roberts Rules of Order.
I. The Council of the Gustavson School of Business exercises its powers and duties under the University Act, as amended. These powers and duties shall be subject to the approval of the Senate or Board of Governors, where the Act so requires, and shall be to:

1. Make rules and regulations for governing its proceedings.

2. Fix and determine courses of study in the academic programs of the Gustavson School of Business.

3. Subject to the approval of the Senate, fix and determine the courses of study in the Bachelor of Commerce Program.

4. Subject to the approval of the Council of the Faculty of Graduate Studies and the Senate, fix and determine the courses of study in the graduate programs at Gustavson.

5. Subject to the approval of the Council of the Faculty of Graduate Studies and the Senate, appoint examiners for and conduct the examinations of the courses in the graduate programs and determine the results of such examinations.

6. Determine procedures for approval of awards, bursaries, honours, prizes, recognitions and scholarships.

7. Determine the numbers, composition and authority of the committees of the Council.

8. Make recommendations to the Dean on matters of concern to the Council.

9. Report to the Senate and Board of Governors on such matters as the Council determines.

II. The term of office of the Faculty Council shall be from July 1 to June 30.

III. The membership of the Council shall consist of:

1. The Dean.

2. Associate & Assistant Deans.

3. Faculty in the Gustavson School of Business holding the rank of:
a) Full Professor in tenured or tenure stream appointments.

b) Associate Professor in tenured or tenure stream appointments.

c) Assistant Professor in tenured or tenure stream appointments.

d) Teaching Professors, Associate Teaching Professors, Assistant Teaching Professors, Lecturers, or Limited Term appointments greater than or equal to .5 FTE faculty.

4. Appointments for the following Council representatives should be completed by April 15 and approved at the May Council meeting. Terms are for one year (July 1 – June 30) unless otherwise approved by the Dean.

a) One representative of teaching staff not included in section 3, to be appointed by the Dean.

b) One student representative from the Graduate programs to be chosen annually by the MBA Student Council.

c) One student representative from the Bachelor of Commerce program, to be chosen annually by the Commerce Students Society.

d) One representative of CUPE staff and one representative of PEA staff, to be elected annually by their respective groups.

e) A representative of the Alumni, to be chosen annually by the Chair of the Gustavson School of Business Alumni Association, Victoria Chapter.

5. One member of the Gustavson School of Business International Advisory Board, to be chosen annually by the IAB Chair.

6. The Manager or a representative of the University of Victoria Business Co-op & Career Office.

IV. Chair of the Council

1. The Dean will serve as Chair and shall preside over all meetings of the Faculty Council. In the absence of the Chair, an Associate Dean will preside over the meeting.
V. **Quorum**

One-third of the voting members of Council as listed in III., of whom at least 50% are faculty members.

VI. **Amendments**

The Constitution may be amended by the affirmative vote of two-thirds of the membership present at a regular meeting prior to which there has been given to the Council seven (7) days notice of the proposed amendment.

VII. **Conduct of Meetings**

1. Anyone may attend, observe and speak at Faculty Council. If someone would like to make a presentation to Council, a request must be made prior to the agenda distribution one week before each meeting. Only members of Faculty Council may vote at meetings.

2. All meetings of the Faculty Council shall be conducted in accordance with Roberts Rules of Order.
I. Faculty Council

1. When a representative ceases to be a member of the constituency, the seat will be declared vacant, and the constituencies will be requested by Council to appoint a new representative for the balance of the term.

2. There shall be a minimum of one meeting of the Council scheduled every four month period each year, at an hour and place to be stated in the notice calling the meeting.

3. It is the responsibility of all members of Council to attend scheduled meetings of Council.

4. If a member cannot attend a meeting, it is the responsibility of that member to inform Council either directly or through the Dean’s Secretary of the intent to be absent.

5. Special meetings of Council may be called by the Chair. At the written request of ten members of Council, special meetings will be called by the Chair within ten days.

6. In the absence of the Chair, one of the Associate Deans will preside over the meeting as appointed by the Dean.

7. No proposal for changes in policy or regulations may be brought for a vote unless the material outlining the proposal has been distributed to members of Council at least one week in advance of the meeting or unless otherwise authorized by the Dean.

8. Notice of meeting, agenda and supporting material shall be distributed at least one week in advance of any meeting unless otherwise authorized by the Dean.

9. Minutes of each Faculty Council meeting will be distributed on a pre-adopted basis within ten working days after the meeting.

10. Council may delegate to the Executive Committee the authority to act on behalf of Council on specified matters such as fixing and determining courses and programs of study, subject to external approval as required in the Constitution of the Gustavson School of Business.

11. No proxy voting shall be permitted on motions brought to a vote in meetings of Faculty Council or standing committees. Faculty Council or its standing committees may, if desired, determine that a particular motion should be voted on by mail or email ballot outside of a Council or standing committee meeting.
II. Faculty Council Committees

1. The Council may establish committees to investigate any matters coming before Council and to report to Council through the Executive Committee on any policy recommendations.

2. All committees may appoint ad hoc sub-committees to investigate and report on any matters relating to the work of those committees.

3. Notice of meetings shall be distributed to all members of each committee.

4. Notices of meetings and agendas shall be distributed at least one week in advance of the meeting unless otherwise authorized by the Dean.

5. Minutes of all committee meetings shall contain a record of the pertinent points discussed and the results of a vote on all motions.

6. Minutes of each meeting will be distributed to members of the committee in pre-adopted form within ten working days after the meeting.

7. A copy of the minutes of all meetings will reside in the Dean’s Office and be made available to members of Council on request or via the Council SharePoint site (https://connect.uvic.ca/sites/gustavson/Pages/default.aspx).

8. Vacancies occurring in a standing committee at any time shall be filled by an appointment made by the committee or an administrator responsible for staffing the committee and reported to Council.

9. Ex-officio members of committees shall have the right to vote.

10. The quorum for meetings shall be fifty percent (50%) of the members of each committee unless otherwise specified.

11. The student representatives shall normally be chosen by their various constituencies by September 15 of the year in which they are to serve. Administrative members, as appropriate, shall be appointed by the Executive Committee at any time during the year.

12. Membership on Council is not a necessary condition for eligibility for membership on committees.

13. A member of a committee who cannot attend a meeting shall inform the Secretary or the Chair of that committee of the intent to be absent.

14. Any member of Council shall have the right to attend any committee meeting; however, only committee and ex-officio members shall have voting privileges.
III. Standing Committees

There shall be three standing committees of Council to be known as the:

a) Executive Committee
b) Undergraduate Programs Committee
c) Graduate Programs Committee

1. Executive Committee

a) Membership

i. Ex-Officio: Dean, Academic Director of Undergraduate Programs, one Director of the Graduate Programs (appointed by the Dean) and either the International Programs Director or the Co-op & Career Manager (also appointed by the Dean). The Dean can invite other members of the faculty to participate in Executive Committee meetings as deemed necessary, but they cannot vote (e.g. Associate/Assistant Deans, Program Directors).

ii. There shall be three elected members of the Gustavson School Executive Committee from the four electoral constituencies identified below:

a. Faculty holding the rank of Full Professor, Associate Professor, or Assistant Professor in tenured or tenure stream appointments.

b. Faculty holding the rank of Teaching Professor, Associate Teaching Professor or Assistant Teaching Professor.

c. Faculty holding the rank of Academic Administrator.

d. Lecturers or Limited-term appointments longer than one year and greater than or equal to .5 FTE faculty.

iii. The Dean is not eligible for election and will serve as Chair. The Chair will abstain from voting, except in the case of a tie.

b) Faculty members shall be eligible for election to the Executive Committee if they belong to one of the four electoral constituencies, are not already serving as an ex-officio member of the Executive Committee, and are available for the full two-year term of office. Current members are eligible for re-election. Each year, a list of such eligible members will be circulated.

c) The election will be held annually by April 15 using an e-mail ballot. Votes will be collected from only those representing the groups in III.1.a.ii.
d) The term of office for elected members will be two years starting July 1 and ending June 30 after 24 months. The terms of the members-at-large will be staggered, so that at least one member-at-large is elected each year.

e) Meetings

Regular meetings will be held at least once per term during the academic year and special meetings may be held at the call of the Chair. The notice of meeting and agenda of the Executive Committee meetings should be distributed to the committee one week in advance of each meeting unless otherwise authorized by the Dean.

f) Quorum

At least sixty (60) percent of elected & appointed/ex-officio members (four persons, minimum) plus the Chair (or designate) are required to comprise a quorum.

g) Responsibilities

i. To set the agenda and dates for Faculty Council meetings.

ii. To receive and consider reports on all matters that require Council’s approval and forward these to Council or return them for further consideration. These matters include: (i) fixing and determining courses of study for existing programs in the School of Business subject to external approval as required by the Constitution, and (ii) appointing members to serve on standing committees of the Council or other committees that require Council appointment.

iii. To receive and consider the annual plans and reports of the Dean, including the School of Business budget.

iv. To collaborate with the Dean and Appointments Committee in determining the hiring priorities and desired qualifications for instructional staff and Directors in the School.

v. To make decisions on all matters that Council has delegated to the Committee to decide on Council’s behalf.

vi. If considered appropriate, to require the investigation of specific subjects related to any School of Business policy and to review ensuing reports after it has passed through the appropriate committee.

vii. To determine procedures for approval of awards, bursaries, honours, prizes, recognitions and scholarships.
vii. To receive, consider, and either refer back or forward to Council, proposed changes and amendments to the Constitution and Bylaws of the School. Changes may be proposed by any member or group of members of the Gustavson Council.

viii. To advise the Dean on other matters as requested.

2. **Undergraduate Programs Committee**

   a) **Membership**

   At least two faculty members from the same electoral constituencies as III.1.a.ii, appointed by the Chair and approved by the Executive Committee, by **June 30** of each academic year. In appointing members for a two-year term (July 1 – June 30), the Chair should take into account the need for staggered terms. Also appointed are one student representative of the Commerce Student Society (normally the elected president for the length of their term) and one representative from Business Co-op & Career. Ex-officio members include the Academic Director and the Director of Undergraduate Programs Administration. The Associate Dean, Programs shall set the agenda and serve as Chair.

   b) **Responsibilities**

   To develop, consider and recommend to Executive Committee undergraduate curriculum and program additions, changes and deletions.

   To determine, monitor and assess grading standards of admission, progress and withdrawal from degree programs.

   To establish, monitor and assess grading standards and procedures and approve international exchange grade interpretation policies.

   To monitor and assess student recruitment and employment procedures and performance.

   To monitor and assess student internship procedures, requirements and performance.

   To receive and consider undergraduate program administrative policies, procedures and guidelines that may affect the effectiveness of the academic program delivery.

   To establish goals and implement best practices for Assurance of Learning.

   c) **Limitations**

   The Undergraduate Programs Committee has no formal decision making authority. Administrative recommendations will ultimately require the approval of the Dean. Academic recommendations will ultimately require approval of Executive Committee and Faculty Council.
d) **Quorum**

At least 60% of committee membership including at least one appointed faculty member.

e) **Sub-Committees**

May include Business Minor & Option Team and BCOM Team, or others as deemed necessary by the Chair.

3. **Graduate Programs Committee**

a) **Membership**

At least two faculty members from the same electoral constituencies as III.1.a.ii, appointed by the Chair and approved by the Executive Committee by June 30 of each academic year. In appointing members for a two-year term (July 1 – June 30), the Chair should take into account the need for staggered terms. Also appointed are at least one student representative (for one year July 1 – June 30) and one representative from Business Co-op & Career. Ex-officio members include the Director/s, the Associate Director/s and Program Managers of all the Graduate Programs and either or both can attend. The Associate Dean, Programs shall set the agenda and serve as Chair.

b) **Responsibilities**

To develop, consider and recommend to Executive Committee the graduate programs’ curriculum and program additions, changes and deletions.

To determine, monitor and assess grading standards of admission, progress and withdrawal from graduate programs.

To establish, monitor and assess grading standards and procedures and approve international exchange grade interpretation policies.

To monitor and assess student recruitment and employment procedures and performance.

To monitor and assess student internship procedures, requirements and performance.

To receive and consider graduate programs’ administrative policies, procedures and guidelines that may affect the effectiveness of the academic program delivery.

To establish goals and implement best practices for Assurance of Learning.
c) **Limitations**

The Graduate Programs Committee has no formal decision making authority. Administrative recommendations will ultimately require the approval of the Dean. Academic recommendations will ultimately require approval of Executive Committee, Gustavson Council and the Faculty of Graduate Studies.

d) **Quorum**

At least 60% of committee membership including at least one appointed faculty member.

e) **Sub-Committees**

May include MBA, MGB, ENT C & D and PhD Advisory Committees, or others as deemed necessary by the Chair.

### IV. Appointments Committee/s

As per the Faculty Collective Agreement (CA), an Appointments Committee is formed by April 30 and procedures developed annually (CA 31.0) to meet the specific requirements of screening and conducting interviews of candidates in the disciplinary areas targeted for recruitment. When there are appointments to multiple faculty positions in the same year, the Appointments Committee may be structured to have different sub-committees responsible for appointment recommendations for the different positions; normally the Appointments Committee Chair serves as the Chair of each sub-committee. The School has historically chosen to have the Dean establish committee membership and have the composition brought to the March Faculty Council Meeting for information.

The GSB Appointments Committee has a minimum of three faculty members, plus an alternate. Committee members may be of any rank. In the case of multiple sub-committees, each one consists of the Chair plus a minimum of two other members. There will normally be an alternate member chosen to serve for each sub-committee, although the same member can serve as the alternate for more than one sub-committee. The alternate is expected to participate fully in the selection process up to the point of a recommendation vote, voting only if substituting for a committee member who did not have sufficient contact with one or more of the appointment candidates, particularly if the committee member did not participate in one or more of the candidates’ formal interviews or in the committee’s discussions of the candidates.

The Appointments Committee will use regular processes to ensure broad consultation with other faculty members. Faculty members with expertise in the appointment’s discipline may assist in the initial screening of applicants and any faculty member may be involved in informal interviews, such as those conducted during placement activities at academic
conferences or during the candidate’s campus visit (i.e. research and teaching presentations). Feedback is requested via email from all faculty after each candidate visit, however, any input from non-committee members is treated as advisory, with decision-making remaining with the designated Appointments Committee or its sub-committee.

Appointment recommendations are made only where the Committee has had sufficient interaction with a candidate to make a suitably informed decision. Such interaction normally takes place on site during a campus visit by the candidate. During the campus visit, a candidate is expected to:

a) Provide a research seminar that demonstrates his or her scholarly capabilities (for research faculty appointments only)

b) Conduct all or part of a regular class session, subject to availability of a suitable group of students, that demonstrates his or her teaching capabilities

c) Undergo a formal interview conducted by all members of the Appointments Committee or its relevant sub-committee

d) Meet with as many GSB faculty and staff as possible, particularly those with whom the candidate might work most closely if successfully appointed

e) Meet with the Dean for an informal interview.

After all candidates have been interviewed, the Appointments Committee makes a recommendation to the Dean that indicates:

a) Whether a candidate is acceptable for an offer of appointment; and

b) If a candidate is considered acceptable, how the candidate is ranked relative to others.

By default, the vote on a candidate’s acceptability is done by secret ballot but, if all committee members agree, the Chair may allow otherwise.

Information supplied by a candidate is confidential. It may be shared by the Appointments Committee with faculty and staff within the School who interact with the candidate. Information gathered by the committee, such as feedback from faculty, staff or students, who have interacted with a candidate, is not shared outside of the committee, other than with the Dean; similarly, information from the committee’s interviews and discussions is not shared with non-committee members.
V. Reappointment, Promotion and Tenure Committee/s (RPT)

As required by CA 31.1, GSB establishes a committee to consider reappointments, promotion and tenure decisions each year. Among the available options, the School has historically chosen to have the Dean establish committee membership and have the composition ratified by faculty holding regular appointments.

The RPT committee shall follow the procedures laid out in the Collective Agreement.

VI. Academic Administration

1. Associate Dean(s) (Faculty Renewal and Programs)
   a) The duties of the Associate Deans shall include:
      i. duties as assigned by the Dean.
      ii. an Associate Dean shall normally act for the Dean in his/her absence.
   b) The appointment shall normally be for a term of three years.
   c) The Associate Deans shall be appointed as per the UVic Policy GV0605 – Appointment of the Associate Dean, Faculty of Business.

2. Assistant Dean(s)

   Assistant Deans may be appointed and assigned duties by the Dean as required.

3. Academic Directors of Masters Programs (MBA, MGB)
   a) The duties of the Academic Directors for each of the Masters Programs shall include:
      i. responsibility for Masters-level Education
      ii. recommending staff for master courses
      iii. recommending students for admission
   b) The appointment shall normally be for a term of three years.
   c) The Academic Director/s of the Master Programs shall be members of the Gustavson School as listed in III.1.a.ii.
   d) The Academic Director/s shall be appointed by the Dean in collaboration with the elected members of the Executive Committee.
4. **Academic Director of Undergraduate Programs**

   a) The duties of the Academic Director of Undergraduate Programs shall include:

      i. curricular responsibility for Undergraduate Education

      ii. recommending staff for undergraduate courses

   b) The appointment shall normally be for a term of three years.

   c) The Academic Director of Undergraduate Programs shall be a member of the Gustavson School as listed in III.1.a.ii.

   d) The Academic Director shall be appointed by the Dean in collaboration with the elected members of the Executive Committee.

5. **Director of the PhD Program**

   a) The duties of the Director of the PhD Program shall include:

      i. responsibility for PhD Education

      ii. recommending staffing for PhD courses

      iii. managing the support staff assigned to the Doctoral Program

      iv. recommending students for admission to the PhD Program.

   b) The appointment shall normally be for a term of three years.

   c) The Director of the PhD Program shall be a member of the Gustavson School as listed in III.1.a.ii.

   d) The Director shall be appointed by the Dean in collaboration with the elected members of the Executive Committee.
V. Changes to Bylaws

1. Changes in the Bylaws require a simple majority vote by the Council at any scheduled meeting.

2. All proposed changes in the Bylaws must be considered by the Executive Committee before submission to Council.

3. Notice of a motion to change the Bylaws must be circulated to Council members at least one week in advance of a scheduled meeting unless otherwise authorized by the Dean.

4. Any matter for which adequate notice has not been given will require an affirmative vote of two-thirds of the members present at a scheduled meeting.
Highlights

This memorandum recommends the level of student enrolment for the coming year (2016/17). For the year 2015/16, the University of Victoria was funded by the Ministry of Advanced Education (AVED) to enrol 16,463 FTE students. In consultation with the Ministry, and in response to the provincial Jobs Skills Plan, UVic lowered, with no loss in provincial grant, its overall enrolment target to 16,240 FTE. This was achieved by focusing enrolments in areas of provincial priority while reducing its non-targeted enrolments. UVic expects to continue to modestly recalibrate enrolment targets with the province over the next two years.

The Ministry indicates that for 2016/17 there will be no funded increase in graduate and undergraduate FTEs. Thus, pending confirmation of the Ministry’s figures, the Ministry’s total enrolment target for UVic will remain at 16,240 and possibly lower due to enrolment recalibrations via the Jobs Skills Plan.

Because international enrolments are not included in the Ministry target, UVic’s total enrolment levels will be higher. The international enrolment plan called for 1,700 international undergraduate FTE in 2015/16. UVic achieved this level well ahead of schedule and actual enrolments are just over 2,100 FTE. As this enrolment level is expected to persist for at least three years and Faculties and Departments have been resourced to support that enrolment, UVic is assuming that this international undergraduate enrolment level will be maintained at 2,050 FTE and therefore the overall enrolment recommendation for 2016-17 will be set at 18,290 FTE. The recommended enrolment level for international undergraduates does not necessarily represent UVic’s long term desired enrolment and will be reviewed as part of our academic, international, and enrolment planning efforts.
Background

Under the University Act, the Board of Governors determines the level of student enrolments upon recommendation from Senate. This memorandum recommends a level of enrolment for the coming fiscal year, and this enrolment level will be subject to review throughout the year in light of changing information regarding application rates, summer session enrolments, funding levels, and other factors.

The university’s operating grant from the province is based on a specified enrolment expectation. The enrolment projections and the funded levels set by government are defined in terms of annualized student FTEs (full time equivalent), which are calculated by dividing the total unit course registrations of students by the full-time unit course requirements of the program of their registration. The enrolment level is an annual target that is met through counting FTE in the summer session, the winter session, and the TRU/Open Learning courses delivered by UVic. FTEs are closely related to EETs (equivalent enrolments taught), which are calculated by dividing the total unit course registrations of students by 15 – this measure is used for internal enrolment monitoring purposes.

Analysis

This section describes the components of our enrolment plan.

The University is expected to meet the enrolment targets set by the Ministry of Advanced Education, as they provide the base operating grant and programmatic funding to the institution. For the 2015/16 academic year the University of Victoria was funded for 14,134 FTE undergraduate students and 2,106 FTE graduate students, for a total of 16,240 FTE. For 2016/17 we have been advised by AVED to expect no change in targets for undergraduate or graduate enrolments—the total provincially funded enrolments will remain at 16,240 FTE.

In addition to the targets set out and funded by the Ministry of Advanced Education, the University enrols other students. International students paying full fees are not included within the Ministry funded targets. UVic’s plan is to enrol 2,050 FTE international undergraduate students.

Report on 2015/16 Targets

The Fall interim enrolment report to the Ministry of Advanced Education shows that 2015/16 AVED-funded enrolments (which do not include international students) at the University of Victoria are projected to be 102.3% of the overall target (16,621 FTE on a target of 16,240 FTE). While UVic has significantly exceeded the graduate enrolment target set by AVED, we will not meet the ministry target for domestic undergraduate students, even though total FTE
targets have been surpassed and the gap between domestic undergraduate targets and actuals is narrowing.

Growing our international undergraduate population has been a strategic priority and that goal has been realized—there has been a 19% percent increase in international students this year. International students now account for 13% of all undergraduates and 29% of all graduate students. Overall, international students comprise 15% of the student population.

International undergraduate enrolments are currently well above the level set out in the enrolment plan: 2,112 FTE on a plan of 1,700. While we are beyond our planned level, we expect those enrolments to persist for three years and have resourced Faculties and Departments to support that enrolment level. The recommended enrolment level of international undergraduate students at 2,050 FTE does not necessarily represent UVic’s long term desired enrolment level and will be reviewed as part of our academic, international, and enrolment planning efforts.

Each Faculty has undergraduate enrolment targets (EETs) and graduate enrolment targets (FTEs) for which they have been resourced. These internal, Faculty-specific targets are reviewed annually and adjustments to the targets and associated resourcing are made based on student demand and approved plans.

<table>
<thead>
<tr>
<th>FTE Enrolments by Year (includes international students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergrad</td>
</tr>
<tr>
<td>Graduate</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

1 Progress has been made to reduce our undergraduate shortfall. In 2014/15 the shortfall was 814 FTE and for 2015/16 it is projected to be 318 FTE.
Enrolment matters will continue to receive attention. However, with our strategic direction to remain at our approximate current size, UVic has largely finished its aggressive growth period. With this limit on growth, our enrolment attention will be focused on the strategic goals of meeting our domestic undergraduate targets, enhancing the quality of our entering class, increasing overall retention rates, and diversifying our international population. Enhancing retention, and therefore student success, will continue to be a key enrolment management strategy.

The university will continue to explore rebalancing the undergraduate-graduate mix in order to better reflect our mission as a research intensive institution and meet the objectives of the provincial Jobs Skills Plan.

From an enrolment perspective, enhancing quality will be achieved by offering competitive entrance scholarship packages, increasing applications and admissions of high calibre undergraduates, and enhancing retention rates and timely graduation for all students. This will also facilitate our achieving the ministry target associated with domestic undergraduates. Internationalization will be achieved by diversifying enrolments and increasing retention rates of

---

**AVED Target Comparison**

<table>
<thead>
<tr>
<th></th>
<th>AVED Funded 2015/16 Target</th>
<th>Projected 2015/16 Total</th>
<th>Variance from AVED Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic UG FTE</td>
<td>14,134</td>
<td>13,753</td>
<td>-381</td>
</tr>
<tr>
<td>Graduate FTE</td>
<td>2,106</td>
<td>2,868</td>
<td>762</td>
</tr>
<tr>
<td>Total funded FTE</td>
<td>16,240</td>
<td>16,621</td>
<td>381</td>
</tr>
</tbody>
</table>

**Internal Enrolment Level Comparison**

<table>
<thead>
<tr>
<th></th>
<th>UVic Recommended 2015/16 Levels</th>
<th>Projected 2015/16 Total</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic UG FTE</td>
<td>14,134</td>
<td>13,753</td>
<td>-381</td>
</tr>
<tr>
<td>International UG FTE</td>
<td>1,700</td>
<td>2,112</td>
<td>412</td>
</tr>
<tr>
<td>Subtotal UG FTE</td>
<td>15,834</td>
<td>15,865</td>
<td>31</td>
</tr>
<tr>
<td>Graduate FTE</td>
<td>2,106</td>
<td>2,868</td>
<td>762</td>
</tr>
<tr>
<td>Total FTE</td>
<td>17,940</td>
<td>18,733</td>
<td>793</td>
</tr>
</tbody>
</table>
international students, but also by enhancing pathways between the Division of Continuing Studies and our academic programs, and increasing opportunities for international student exchange experiences.

With a substantial growth in post-secondary capacity across the province over the past decade and a declining domestic youth population, the student recruitment environment is increasingly competitive. With the goal of being a university of choice, the recruitment of outstanding students from diverse backgrounds and areas continues to be a high priority.

**Recommended Enrolment Levels for 2016/17**

The list below shows expected enrolment levels for both Ministry-funded enrolment accountabilities and UVic’s internal enrolment expectations for 2016/17. It is proposed that we approve a recommended enrolment level of 18,290 FTE. Faculty plans have been developed to accommodate at least this level of enrolment. Admission standards will vary by program, depending upon levels of student interest and demand, but as in past years will be above the senate-approved standards (which are 67% for high school graduates and 60% for college transfers).

**Summary of 2016/17 Enrolment Recommendations:**

<table>
<thead>
<tr>
<th>Description</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016/17 Ministry funded undergraduate FTE</td>
<td>14,134</td>
</tr>
<tr>
<td>2016/17 Ministry funded graduate FTE</td>
<td>2,106</td>
</tr>
<tr>
<td><strong>Total Ministry funded FTE for 2016/17</strong></td>
<td><strong>16,240</strong></td>
</tr>
<tr>
<td>Planned enrolments beyond funded level</td>
<td>2,050</td>
</tr>
<tr>
<td><strong>Recommended Enrolment Level for 2016/17</strong></td>
<td><strong>18,290</strong></td>
</tr>
</tbody>
</table>

I request that Senate approve the following motion:

*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.*
Date: February 17, 2016

To: The Secretary of the Senate

From: Dr. Catherine Mateer, AVP Academic Planning and Co-Chair, Indigenous Academic Advisory Council

Re: Consultation on the Indigenous Academic Plan (IAP)

In the Spring of 2015, there was agreement that the University of Victoria would develop its first Indigenous Academic Plan (IAP). Robina Thomas, Director of Indigenous Academic and Community Engagement, and Catherine Mateer, AVP Academic Planning are co-chairs for the planning process and have been supported by a Planning Committee that includes:

- Catherine Krull, Dean, Faculty of Social Sciences;
- Patricia Marck, Dean, Faculty of Human and Social Development;
- Rosaline Canessa, Associate Dean, Academic, Faculty of Social Sciences;
- Charlotte Loppie, Professor, School of Public Health and Social Policy;
- John Borrows, Professor, Faculty of Law;
- Catherine MacGregor, Director, Office of Interdisciplinary Academic Programs;
- Ruth Young, Director of the Office of Indigenous Affairs;
- Samantha Etzel, Programs Manager, Office of Indigenous Affairs; and
- Gina Starblanket, Graduate student.

The IAP Planning Committee has been meeting to develop the framework for the Indigenous Academic Plan, informed by the current status of Indigenous student enrolment and programming at UVic, the goals, aspirations and concerns of Indigenous student and faculty, and the wishes and needs of Indigenous community members. Framing documents include the university’s Strategic Plan, the Strategic Research Plan, the Truth and Reconciliation Report and Calls to Action, Universities Canada Principles of Indigenous Education, and other documents. The IAP Planning Committee held a retreat in October 2015 to develop pillars of a draft plan, and to begin discussing objectives and actions that would support the goals of the plan.

We have used the Big House as a means of characterizing the vision and purpose of our Indigenous Academic plan. The Big House inspires all to remember the historical roots of Coast Salish peoples while also serving as a metaphor for keeping strong. The ‘Academic’ Big House will be built on the foundational values of:

- HÁEQ ὑ르 ὑ르 ὑ르 ὑ ― Remember our ancestors/birthright
- ĊÁNEUEL OL ― Work Together
- ĀMEḴT TŦEN ÍY, ŠḰÁLEȻENS ― Bring in your good feelings
- TU LÁTES MEQ EN SĆȺ SE – be prepared for all work to come
Combined, these values will ensure that the work we do will be done with a good mind and heart. These values are not only about ‘what’ we will do, but also ‘how’ we will move forward with this plan. Each pillar builds on these values and makes the ‘Academic’ Big House rooted in the land, teachings, goals and aspirations of Indigenous people. The four pillars of the ‘Academic’ Big House are Students, Faculty, Staff and Elders, Programs, and Governance, Administration and Communication.

We have consulted on the draft IAP with UVic’s Indigenous Academic Advisory Council, the Executive, and Deans. We are undertaking additional consultations and seeking broad input as we move forward to complete the plan.

Specific questions we would appreciate your feedback on include:

1. Do you think this plan resonates with our institutional goals and mission?
2. Does this draft create space for, or include references to, your own/unit’s goals and aspirations?
3. Are there any areas that cause concern or raise significant questions?

Our goal is to have the consultation completed and the IAP approved by late Spring 2016.

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

Catherine Mateer, PhD
Associate Vice-President Academic Planning
Table of Contents

Acknowledgement

Message from the President

Introduction

Foundational Values in Developing the Indigenous Academic Plan

HÁEQ ŁTE OL TFE ĆELÁNEN ŁTE -- Remember our ancestors/birthright
ĆANEUEL OL -- Work Together
ÁMEKT TTEN ÍY, ŠKÅLEĆENS -- Bring in your good feelings
TU LÁTES MEQ EN SĆA SE – be prepared for all work to come

Four Pillars of our Academic Big House
Students
Faculty, Staff and Elders
Programs
Governance, Communication and Administration

Link to the University's Distinguishing Characteristics and Goals

Goals and Actions

Moving To Action: Implementation

Conclusion

Process of Creating the Indigenous Academic Plan

Appendixes:
A. Terminology
B. Overview of UVic Indigenous-focused academic programs
C. Overview of UVic Indigenous student services and supports
D. Indigenous student enrollments by Faculty (2004-05 to 2013-14)
E. Truth and Reconciliation Report - Calls to Action
F. Universities Canada Principles on Indigenous Education
G. Governor General’s Statement
I. WSÁNEĆ Memorandum of Agreement
Acknowledgement:

We acknowledge and respect the Songhees, Esquimalt and WSÁNEĆ peoples on whose traditional territories the university stands and whose historical relationships with the land continue to this day.
Message from President Jamie Cassels

As President of the University of Victoria, I am pleased and proud to reiterate our university’s longstanding commitment to and unique relationship with the First Peoples of Canada. This Indigenous Academic Plan builds upon our work in successive university planning documents and affirms our ongoing commitment to contributing to reconciliation with Canada’s Indigenous Peoples and working towards the goal of closing the educational achievement gap. Universities have a responsibility to ensure that all students are knowledgeable about the history of abuse and racism with respect the Indigenous peoples of Canada, and the enduring and negative impacts of colonialism. We take seriously the persistent educational gap between Indigenous and non-Indigenous students, and believe our plan must ensure accountability in reducing that gap.

UVic is known for its commitment to civic and community engagement. Our programs of education and research are enriched by active partnerships among students, faculty and staff, and Indigenous community members and leaders. We take our responsibility seriously to provide opportunities and venues to foster intercultural understanding and connection and to be a catalyst for reconciliation. We are grateful for the support, friendship, collaboration and encouragement we receive from the First Peoples in our region and beyond, and acknowledge and respect the peoples on whose traditional territory our university resides.

We also reaffirm our commitment to act on the specific TRC recommendations to enhance educational opportunities for Indigenous students and to further develop initiatives and programs of education, research, outreach and engagement with an Indigenous focus.

This Indigenous Academic Plan will guide the work of the university over the next five years, building on our strong existing Indigenous specializations and credentials, and supporting Indigenous student success in programs across campus and in every faculty. It reiterates how our University strives to integrate Indigenous cultures, histories, beliefs and ways of knowing and being into our strategic planning, curriculum, teaching, research and other operations. It sets before us ambitious goals based in a vision that honours the Indigenous beliefs and understandings of our communities.
Introduction

The University of Victoria’s first Indigenous Academic Plan (IAP) builds upon principles and values articulated in the 2012 University of Victoria Strategic Plan – A Vision for the Future: Building on Excellence. The university’s vision is “to become 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 community, we challenge one another to be thoughtful, engaged citizens and leaders, prepared to contribute to the betterment of a rapidly changing global society.” Fundamental values inform our actions and are a prerequisite to fulfilling the purpose of the university: intellectual and ethical integrity, freedom of speech and freedom of inquiry, and equal rights and dignity of all persons.

The university has had a longstanding commitment to Indigenous education. There are longstanding programs in Indigenous Governance, and a strong Indigenous focus in several professional programs including Social Work, Child and Youth Care, Education and Law. An interdisciplinary minor in Indigenous Studies, programs in Indigenous Language Revitalization, and courses across the many academic units address issues of Indigenous history, culture and governance. The university has also made efforts to increase Indigenous student recruitment and retention through student support programs, including the LE,NONET program, which provides bursaries, mentoring, emergency travel funding, and community-based internships.

Recognizing the gap in post-secondary participation among Indigenous people, the university identified in its Strategic Plan an objective “to continue to increase the number of Indigenous students graduating from all faculties at UVic, building on our commitment to and our unique relationship with the First Peoples of Canada. Key strategies to achieve this goal included: utilizing the First Peoples House as a focal point for Indigenous student support programs and intercultural understanding; and building on the success of LE,NONET and other initiatives, to coordinate, develop and enhance programs of recruitment, retention, education and services for Indigenous students in all faculties. The Strategic Plan also committed to building and strengthening respectful relationships with First Nations communities locally, provincially, nationally and around the world, and increasing the recruitment and retention of Indigenous students.

The Indigenous Academic Plan will provide guidance and direction in achieving these goals. It was essential that the plan be built within a framework that respects and reflects the values of both the university and the local Indigenous communities.
Foundational Values in Developing the Indigenous Academic Plan

We have used the Big House as a means of characterizing the vision and purpose of our Indigenous Academic plan. Historically, many Indigenous people built Big Houses for shelter; however, they were also used as gathering places to allow opportunities for engaging in social and cultural practices. Importantly, it was a fundamental space for education: a place of learning together -- families, youth, children, adults and Elders. The Big House provided powerful vantage points from which to view and access surrounding territories, rivers, and lands. Given these significant functions, the Big House is a useful way in which we can describe the scope and components of our Indigenous Academic Plan. It reminds us not only of this historical period and the roots of Coast Salish peoples, but how the Big House represents our shared strength, purpose, and vision for Indigenous and non-Indigenous students working and living together in this extraordinary academic environment and community of learning.

The ‘Academic’ Big House will be built on the foundational values of:

HÁEQ LTE OL TŦE ĆELÁṈEN LTE -- Remember our ancestors/birthright
ČANÆUEL OL -- Work Together
ÁMEKT TTEN IY, ŠKÁLEĆENS -- Bring in your good feelings
TU LÁTES MEQ EN SĆA SE – be prepared for all work to come

Combined, these values will ensure that the work we do will be done with a good mind and heart. These values are not only about ‘what’ we will do, but also ‘how’ we will move forward with this plan. Each pillar builds on these values and makes the ‘Academic’ Big House rooted in the land, teachings, goals and aspirations of Indigenous people.

HÁEQ LTE OL TŦE ĆELÁṈEN LTE -- Remember our ancestors/birthright

Over millennia, Indigenous peoples have used the lands, sea, creeks and rivers that make up what is now Victoria and the southern end of Vancouver Island, to live, learn, meet, trade, and prosper. The Coast Salish peoples have, since time immemorial, been stewards of this land we now describe as the University of Victoria. HÁEQ LTE OL TŦE ĆELÁṈEN LTE reminds us to understand and respect that history.

ČANÆUEL OL -- Work Together

ČANÆUEL OL reminds us that we are stronger when we work together. We keep strong when all of us are strong: when each pillar is strong, and the commitment to each pillar is strong. Together we can move diligently and purposefully in directions that more fully capture the needs, desires, and aspirations of Indigenous students.
ÁMEḴT TTEN ÍY, ŚḰÁLEȻENS -- Bring in your good feelings

The Coast Salish People have a teaching ÍY, ŚḰÁLEȻENS that reminds us to do all of our work with a good mind and spirit. The work of creating this plan has followed this teaching and has been a process of meaningful engagement with our faculty, staff, students and leaders at UVic, and has involved members of the local Indigenous communities.

We also acknowledge that good hearts, good minds, and a spirit of authentic and genuine engagement were core to the approach used in completing this plan. The university, like other institutions that are part of today’s Canada, continues to reflect on the colonizing structures and relationships that impact indigenous students. These need to be transformed through courageous conversations and actions. Our goals and vision for Indigenous students and their communities are at the heart of this plan.

The University is committed to building and maintaining open, mutually respectful and productive relationships with local and regional Indigenous communities and to engaging in activities and conversations that lead to mutual understanding and a set of shared goals. Community engagement is a critical principle to ensuring we continue to work together in a good way -- ÁMEḴT TTEN ÍY, ŚḰÁLEȻENS—with good feelings. This principle is not only about how we work together to create the plan, but how we ensure that we support and provide community engaged learning opportunities, community engaged research, community based knowledge sharing and mobilization. This principle of community engaged learning permeates the four pillars of action we define in this plan.

TU LÁTES MEQ EN ŚĆA SE – be prepared for all work to come

This Indigenous Academic Plan is rooted in the teaching TU LÁTES MEQ EN ŚĆA SE – to be prepared for all work to come. The plan aims to increase the recruitment, retention and success of Indigenous students, faculty and staff on campus, to support strong, meaningful and engaging Indigenous focused programming in multiple faculties, to ensure that all Indigenous students, no matter what their program of study are supported and successful, and to provide opportunities for every student, staff and faculty member to gain a better understanding of the realities of Indigenous history and the impact of centuries of colonial practice. This work will be challenging and will require the commitment, goodwill and engagement of the entire university community. In this way, the plan recognizes that both Indigenous and non-Indigenous students, faculty, staff and communities are served by the plan.

This Indigenous Academic Plan should be considered a living document, one that reflects our best thinking about what efforts are needed to improve and enhance Indigenous programming across campus. This means it will need to be amended and
adapted to meet our changing circumstances, but the core components—the pillars of the plan—are the strong foundations upon which the plan will be further developed.

We also note that Indigenous faculty, staff, and students are not one homogeneous group within or across the university and cannot be treated as such. On some of the points that follow in our plan there may be widespread agreement, and on others there may be widely varying opinions among Indigenous and non-Indigenous faculty, staff, and students. A central feature of our approach to developing this plan is to ensure we are all accountable as Indigenous and non-Indigenous members of this university community, and that it is our responsibility to understand and respect diversity while continuing working together in a good way (ÍY, ŠKÁLÉĆENS).

The Four Pillars

The four pillars of our Academic Big House are: students, faculty and staff, programs, and governance.

Students:
Students are at the core of the university’s mission and goals. Objective 3 of the University of Victoria’s Strategic Plan – A Vision for the Future – Building on Excellence – is ‘to continue to increase the number of Indigenous students graduating from all faculties at UVic, building on our commitment to and our unique relationship with the First Peoples of Canada. We want students to come to UVic and to succeed in whatever pathway they choose.

Over the past ten years, there has been steady growth in the number of Indigenous students at UVic, from just over 600 students in 2004-05 to just over 1000 students in 2013-14 - 793 undergraduate students and 212 graduate students. Combined, these students represented 4.8% of the student population at UVic in 2013-14. While the Indigenous population of BC as a whole is also 4.8%, data from the 2006 census indicate that 11% of the 16-24 year old population in BC are Indigenous as are 10.5% of high school graduates. Although we have growing numbers of Indigenous students at the undergraduate and graduate level, our enrolments are consistent with national and provincial data indicating that Indigenous peoples are under enrolled in post-secondary education relative to the larger population. A significant challenge in meeting a goal of higher Indigenous enrolment is the approximately 20% gap in high school completion between Indigenous and non-Indigenous students.

Indigenous students are enrolled in every faculty within the University of Victoria, and are pursuing a wide range of academic programs at both the undergraduate and graduate level (see Appendix x). We want every student to feel welcomed and supported in their studies and as part of the academic community. Our goal is to have all students be successful in their courses and in their academic programs of choice, whether that be in an Indigenous focused program, in a liberal arts and
science program, or in one of our many professional programs. We want them to achieve their goals and to achieve the university-wide learning outcomes we have established for every student. What they learn and have the opportunity to experience while at UVic should prepare them for the careers and work opportunities they choose.

We recognize that many Indigenous students face additional challenges and/or demands in pursuing their education. These include chronic limitations in the availability and quality of primary and secondary education in many Indigenous communities, the ability to assemble the resources to pursue secondary education, family and community responsibilities, information about postsecondary education options and role models for pursuing a university degree. Many of these challenges stem directly from the enduring effects of systemic racism and social/legal policies and practices that have affected Indigenous people and communities, including the disruptive and damaging impacts of the residential school system. Many of the Indigenous students are also affected by leaving not only their family, but their community, culture and traditions, as they pursue their education. This can be an isolating experience.

Students are currently supported by a variety of services offered through the Division of Student Affairs (Indigenous focused orientation, advising, mentoring), Co-operative Education and Career Services (through a dedicated Indigenous Co-op and Career staff member), and through programs offered both within the First Peoples House (e.g. Elders in Residence, Campus Cousins) and Faculties (dedicated Indigenous student support in Education, Human and Social Development, Law, and Social Sciences)

**Faculty, Staff and Elders:**
Indigenous faculty and staff are among our greatest assets as they provide high quality educational, research and community engaged experiences for our students. They are an inspiration to and role models for future generations of students. Investing resources and ensuring support mechanisms that nurture their talents is a central need if UVic is to realize the goals of both its 2012 Strategic Plan and this Indigenous Academic Plan. At present the university employs approximately 25 Indigenous faculty members and instructional staff, which is about 3% of the total number of regular faculty. Indigenous faculty, as well as programs with an Indigenous focus are currently concentrated in the faculties of Human and Social Development and Education, with Indigenous faculty also represented in Law, Humanities, Social Sciences, Medical Sciences and Business.

It is also important to recognize that Indigenous students participate in academic programs in every Faculty, and as such, many non-Indigenous faculty members across the university play an important role in the education, mentoring and support of Indigenous students. This is true in programs with an Indigenous focus as well as in programs without such a focus.
Staff associated with many different units provide support to Indigenous students and faculty. These include Division of Student Affairs staff in the Office of Indigenous Affairs, in Student Recruitment and Global Engagement, and in the Advising Centre. There is a dedicated Indigenous staff member in Co-operative Education and Career Services. There are several faculty-based Indigenous as well as non-Indigenous staff members in the Indigenous Student Support Centre in HSD, and in the Faculties of Law, Social Sciences and Education, as well as the Division of Continuing Studies and University Libraries.

Elders provide valuable support to our students, staff and faculty, and both participate in and give guidance on respectful and appropriate protocol and practice in the First Peoples’ House and beyond.

Programs:

The university offers a broad range of high quality academic programs enriched by a strong research culture in both the liberal arts and sciences, as well as in professional programs (business, education, law, health and human service-related professions). Almost every UVic student participates in experiential education as part of their program. As well as disciplinary knowledge, all students are encouraged and given the opportunity to achieve the university-wide Learning Outcomes. These include:

**Intellectual, academic and practical skills in:**
- Inquiry, analysis, and problem solving
- Critical, innovative, and creative thinking
- Effective written, visual, and oral communication
- Numerical literacy
- Critical evaluation of quantitative information
- Critical management of information in a digital environment
- Collaboration skills and the ability to work in teams

**Personal and social responsibility capacities:**
- Informed civic engagement and understanding – from local to global
- Intercultural knowledge and sensitivity
- Ethical reasoning and action
- Life-long learning

Over the past two decades, the university has been a recognized leader in the development and delivery of Indigenous academic programs. The university provides a number of graduate and undergraduate program areas that emphasize, value and integrate contemporary and historical Indigenous ways of knowing (e.g., Indigenous Education, Indigenous Governance, Law, Social Work, Public Health and Social Policy, Indigenous Language Revitalization, Indigenous Counselling,
Indigenous Studies). We also have Indigenous focused professional training in entrepreneurship, and many academic programs that include significant coursework and experiential learning in Indigenous history, culture and other matters (e.g., Gender Studies, Political Science, History, Anthropology, Geography, Business, Environmental Studies, English, Visual Arts, Applied Theatre).

We will identify new and emerging program areas, setting in place several key goals for program development, as well as outline goals related to community engaged research and scholarship.

**Governance, Communication & Administration:**

Providing the means and processes for supporting Indigenous students, faculty and staff, and engaging with Indigenous communities, are foundational to how the UVic community is enabled to move forward with this plan. Components of governance include the ways in which decisions are made, the lens that is used to guide decision making as well as communication with internal and external audiences: all of this work must be done keeping the foundational values of the university at the forefront of decision-making. Finally, administration of the Indigenous Academic Plan will be identified as a priority so we can be sure that the integration and prioritization of Indigenous initiatives across campus are realized.

Each of these pillars will be described in more detail in later sections of the plan. Within each pillar is a set of goals, with strategic priorities embedded within them, to assist us in planning to realize these goals.

**Link to the University’s Distinguishing Characteristics and Goals**

The university’s Strategic Plan focuses on four key areas: People, Quality, Community and Resources. The goals in these areas include “recruiting and retaining a diverse group of exceptionally talented students, faculty and staff and supporting them in ways that allow them to achieve their highest potential,” as well as “offering high quality programs of teaching, research and support”. They include “establishing UVic as a recognized cornerstone of the community, committed to the sustainable social, cultural and economic development of the region and the nation.” The plan also identifies the need to “generate resources from both public and private sources to allow us to achieve our objectives and steward our resources in a sustainable fashion.” These four key areas – People, Quality, Community and Resources – are also foundational to and animate the Indigenous Academic Plan.

The Indigenous Academic Plan also reflects the university’s commitment to offer an inspiring learning environment that deeply engages students in experiential learning opportunities, offers programs of teaching and research that have a
positive impact, and builds a welcoming and supportive environment that promotes mutual respect, understanding and commitment.

*Dynamic Learning:* Students have the opportunity to learn about Indigenous history, culture, knowledge, language and governance through hands-on, relevant learning experiences, research opportunities, and local, provincial, national and international engagement with Indigenous communities. The teaching, guidance and mentorship of Indigenous faculty and scholars, as well as members of Indigenous communities, will continue to play a critical role in developing and delivering the Indigenous learning opportunities available to students, staff, faculty and community.

*Vital Impact:* Students and faculty, through their teaching, research and community engagement, have an impact on issues that matter to Indigenous people and communities and to the physical, social and political environments in which they live. A commitment to social justice, self-governance, social and environmental sustainability, health and wellness, and strong economies for Indigenous peoples and communities are at the core of our commitment to supporting and facilitating meaningful change.

*Extraordinary Academic Environment:* Place matters. Students, staff, faculty and community members will experience a welcoming, supportive, safe environment in which Indigenous values, images, language and culture are evident in the natural and built environment. Elders and other members of Indigenous communities work together with students, staff and faculty in an environment that promotes mutual respect, understanding and commitment.

**Goals and Actions**

In the following section, goals and actions to be taken to achieve the goals are indicated for each of the four pillars.

**Pillar 1: Students**

**Goals:**

1) Increase recruitment, retention and graduation of Indigenous students, in all programs of study, expanding pathways and supporting transitions.
   a. In order to address the gap in post-secondary participation for Indigenous youth in BC, the university will strive for continued, staged growth in enrolment of Indigenous students (up to 2-3% growth per year), working toward a better representation, while keeping within the university’s overall size.
   b. To address the gaps in university preparation of some Indigenous youth, support pre-university as well as other outreach programs (e.g., Indigenous Mini-University, Science Venture, a summer preparation term)
c. Further develop support and mentorship programs that match Indigenous students with other students, faculty or staff (e.g., Campus Cousins).

d. Begin mentoring Indigenous students prior to arrival and build relationships from the point of access (including our Indigenous transfer students).

e. Identify programs and faculty who are willing to work with the Director of Indigenous Academic and Community Engagement (DIACE) to reserve seats for Indigenous students in select programs as a tool for enhancing Indigenous student enrolment and success in academic programs across the faculties.

f. Consider enhancing supports for international Indigenous students to ensure their full inclusion within the UVic community.

2) Create a warm, welcoming and respectful campus environment and sense of place.

   a. Support development of a community that is accepting, divergent, and inclusive of Indigenous ways of being, learning and knowing

   b. Make available to all students information about the history of Indigenous peoples and the enduring impact of colonization on individuals, families, and communities (e.g., through courses, workshops, online learning materials such as the ICAT, delivered by academic, administrative or student service units).

   c. Further develop and enhance processes to deal with racism and discrimination in the university and on our campus.

   d. Evaluate the applicability of the Province of BC’s cultural safety training and/or other effective programs to ensure a safe and supportive environment.

3) Ensure stable institutional support for Indigenous student services.

   a. Continue to develop support for the LE, NONET program and work towards making this programming sustainable through the enhancement of funding/bursaries and support for community internships

   b. Increase number of student scholarships, fellowships & bursaries for Indigenous students

   c. Consider how supports can be made available to all Indigenous students whether they are studying on campus, online, or in community.

   d. In keeping with the Council for the Advancement of Standards in Higher Education (CAS), recently adopted by the Division of Student Affairs, develop standards for the development and delivery of services to Indigenous students
e. Map support services for Indigenous students across campus to assess potential gaps or needs as a means of retaining existing Indigenous students.

4) Provide opportunities to foster Indigenous identity among Indigenous students.
   a. Enhance community and/or land based educational experiences with a goal of providing every Indigenous student the opportunity for such an experience during their academic programming at UVic.
   b. Enhance Elder in Residence and Indigenous Knowledge Keeper programs so as to enhance capacity for culturally appropriate forms of teaching and learning
   c. Consider how to increase the involvement and support of elders and knowledge keepers in Indigenous student programming
   d. Develop opportunities to bring international Indigenous perspective into the curriculum and develop additional opportunities for international Indigenous education and research exchange opportunities.
   e. Profile and communicate the work and successes of our students, profiling these on websites and in UVic publications across campus.

**Pillar 2: Faculty and Staff**

**Goals:**

1) Increase the recruitment, retention and success of Indigenous faculty across the university
   a. Recruit and retain a complement of regular Indigenous faculty (currently about 3% of total faculty) that will support UVic's Indigenous-focused programs, as well as provide Indigenous role models for students in every faculty.
   b. Where appropriate, encourage and support Indigenous graduate students to consider and prepare for academic careers
   c. Provide an Indigenous mentor to newly hired Indigenous faculty
   d. Work toward sustainability of interdisciplinary Indigenous programs and increase faculty engagement by exploring the potential of designating teaching and supervisory responsibilities in such programs as part of the faculty appointment process (e.g., appointments with shared responsibilities)

2) Support/recognize faculty in their Indigenous research and scholarship
   a. Support the continued development of merit, tenure & promotion criteria to ensure faculty leadership and unique contributions to
community are recognized and valued in internal evaluation processes
b. Develop a peer assessment model to provide Indigenous faculty with an appropriate review mechanism, particularly with respect to community-based research, that would support culturally appropriate academic rigor
c. Encourage development of faculty-level as well as institutional-wide venues (such as the newly approved Centre for Indigenous Research and Community Led Engagement) that support Indigenous and non-Indigenous faculty and graduate students who are undertaking Indigenous research.

3) Increase recruitment and support of Indigenous staff
   a. As identified in the UVic Employment Equity Plan, assist units/faculties in efforts to recruit and hire Indigenous staff
   b. Work with UVic HR and the hiring personnel of each faculty/department/school to ensure that all policies and processes related to equity hiring include Indigenous status.

4) Develop leadership, mentorship and allyship among UVic faculty and staff
   a. Consider how RTP and merit criteria could encourage and recognize the work of non-Indigenous faculty who are involved in Indigenous teaching, curriculum development and research.
   b. Consider establishing Indigenous and non-Indigenous staff recognition, in areas such as Indigenous programming, community and/or student mentoring/support.
   c. Encourage and provide opportunities for faculty and staff to participate in decolonizing professional development workshops or institutes, in addition to completing online educational programs such as the Cultural Safety education.

Pillar 3: Programs

Goals:
1) Ensure the quality, sustainability and relevance of the university's Indigenous academic programming.
   a. Ensure that students in existing professional programs that serve and intersect with Indigenous people and communities (e.g., business, civil engineering, cultural heritage and resource management, education, environmental studies, health and human service professions, law, social work) are exposed to the realities of Indigenous history and culture and the impact of colonial practices on Indigenous peoples and communities.
b. Continue to work with Indigenous students and communities to identify areas of academic need and interest in educational programming, research and knowledge development/mobilization.
c. Develop Indigenous faculty and staff communication tools and approaches that keep all apprised with respect to Indigenous initiatives and events that are happening on campus.
d. Consider mechanisms that enable bringing a higher profile to and the promotion of Indigenous programming across campus.

2) Support the development and delivery of select new Indigenous academic programs where there is identified student/community interest, where we have existing or emerging faculty expertise, and where we can provide quality programming, develop essential resources and be seen as a national leader.
   a. Several academic programs currently being conceptualized or in development should be considered in light of the above criteria and their fit with the Indigenous academic planning and priorities of academic faculties (e.g., an experiential-based Indigenous Studies Major, a Diploma in Indigenous Governance and Community Development, Graduate Certificate in Indigenous Nationhood, degree program in Indigenous Laws).
   b. Pursue the development of an Indigenous foundational course or courses that could be accessed by all interested students.
   c. Investigate and consider the feasibility of developing an Indigenous Interdisciplinary Graduate studies program at both the Masters and PhD level.

3) Develop opportunities for all students of UVic to gain a better understanding of Indigenous peoples, history and culture, and the realities and impact of colonization.
   a. Work with the LTC and academic units to support an Indigenized framework for curriculum development so that all students will have an opportunity to gain knowledge of Indigenous ways of knowing, being, and doing.
   b. Offer professional development on how to Indigenize and decolonize pedagogy and curriculum.
   c. Promote and highlight the opportunities all students have for learning about Indigenous histories and issues in programs, courses, and events/initiatives across campus, in on campus publications and promotional material.
d. In keeping with the Council for the Advancement of Standards in Higher Education (CAS), work with academic programs as well as with Student Affairs to develop Indigenous specific learning outcomes

e. Continue to develop, identify and promote opportunities for cultural learning and identification through academic, land-based and community experiences in a range of programs/courses at the undergraduate and graduate level

4) Articulate institution-wide Indigenous research foci and protocols that are consistent with the university’s Strategic Research Plan.

a. Work with the Office of Research Services to identify opportunities for funding of Indigenous research initiatives

b. Develop a repository of potential research activities that are generated by communities themselves, to ensure and enhance the reciprocity of research outcomes

c. Work with the VP Research and the Office of Research Services to develop formalized processes & protocols that address the research concerns raised by Indigenous faculty, staff and communities (e.g., appropriate entry into a community, following ethical protocols for engagement in community sites, and providing guidance/support to faculty and staff with respect to engaging Elders and Knowledge Holders)

d. Develop a communication/notification protocol that enables communities with choices about who, where and when research is conducted on community lands, cultural, spiritual or harvesting sites.

e. Develop a notation on all research application forms that involve Indigenous people, communities or lands to alert Research Services staff that an Indigenous protocol should be initiated and/or reviewed

f. Review new and existing MOUs between UVic faculties/programs and Indigenous communities to ensure alignment with protocols and standards

g. Ensure that any new research tracking tools allow Indigenous research activity to be reported at an institutional as well as unit level.

Pillar 4: Governance, Communication & Administration

1) Develop a clearer and more effective way of communicating and working together across the various academic and student support units

a. Explore and develop a plan to situate the interdisciplinary Indigenous programs within an existing school, department and/or faculty(ies) or within the interdisciplinary program structure but with a clear identity, budget support and lines of accountability
b. Explore restructuring the current Office of Indigenous Affairs, renaming it, for example, the Office of Indigenous Initiatives and Community Engagement with two directors (Director of Indigenous Student Affairs and Director of Indigenous Academic Initiatives) to provide more clarity to internal and external audiences about functions, roles, scope and responsibilities of the two directors.

c. Develop a more effective communication Strategy for ensuring exchange of and access to information about communication of Indigenous initiatives and events.

d. Consider how to develop a coordinated approach and commitment to fundraising for Indigenous students, programming and initiatives.

2) Identify venues for communicating internally and with our external partners about priorities/opportunities (Indigenous communities, government and non-governmental agencies, funders, etc.)

a. Continue to support the Indigenous Academic Advisory Council as a venue to engage Indigenous and non-Indigenous faculty and academic leaders

b. Consider ways to imbed our shared accountability for these commitments into the university’s governance, planning and management; and communicate these commitments effectively internally and externally by (a) ensuring they are integrated into the appropriate governance and planning mechanisms (Senate, Board, Integrated Planning, etc.); and (b) clarifying roles and responsibilities (including considering new or different administrative and leadership roles) to ensure oversight and implementation.

c. Develop an Indigenous Community Engagement Council as a framework for meeting with the local Chiefs/community leaders and the president/university leaders to exchange information and provide a forum for discussion supported by the Director of Indigenous Academic and Community Engagement and the Director of Indigenous Affairs.

d. Develop an Indigenous community communication strategy that helps keep the local communities updated on current initiatives, events, and program or administrative changes of interest

e. Work collaboratively with faculty to identify important research or project outcomes that should be profiled among community, non-governmental agencies, or funders.
Moving to Action: Implementation

The goals of the Indigenous Academic Plan range in focus from the strategic and aspirational to the operational. This version of the plan does not, for the most part, identify specific offices or roles responsible for the plan. In order for the plan to be successful it will require the commitment and support of a wide range of faculty, staff, academic units and administrative offices across our campus. Academic, as well as student and faculty support units, will need to respond to the goals and objectives with unit-level planning, prioritizing and decision-making. Unit level planning is then incorporated into and reflected in budget, staffing and planning/implementation priorities informed and guided by the integrated planning process led by the Vice-President Academic and Provost.

- Deans, Chairs and Directors will play a key role in the successful implementation of the Indigenous Academic Plan by efforts to enhance Indigenous student recruitment and success, and being proactive in creating a welcoming and respectful environment for learning for all students, faculty and staff. 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 Indigenous and non-Indigenous students and faculty. This engagement will be realized through provision, access, preservation, and production of scholarly materials that enhance university programs; the integration of librarians into universities’ Indigenous initiatives; and, the strengthening of existing and establishment of new partnerships and collaborations between university libraries and community partners with respect to Indigenous scholarship.

- The Division of Student Affairs will need to continue their essential role in Indigenous student recruitment, orientation, and advising, as well as health services, counselling and student development. The Division will also continue to support Indigenous students through the activities of the First Peoples’ House.

- Co-operative Education and Career Services will continue to develop opportunities for work integrated learning for Indigenous students.

- The Learning and Teaching Centre will continue to provide academic and writing support for undergraduate and graduate students through the Centre for Academic Communications, and support for faculty and graduate
students in working with academic units to develop curriculum that reflects Indigenous values and ways of knowing.

- Research Services will continue to provide support to faculty around Indigenous research activities. Research Centres, including the new Center for Indigenous Research and Community Led Engagement (CIRCLE), will continue to serve as drivers for Indigenous research impact and respectful and effective community engagement.

We will have achieved success when Indigenous students are enrolled and successful in programs across the entire campus, when Indigenous faculty are successfully recruited and retained, when Indigenous peoples, history and culture are reflected in and understood and respected by our campus community and in our research.

**Conclusion**

Within months of committing to the development of university’s first Indigenous Academic Plan, the report of the Truth and Reconciliation Commission was released. Through the TRC, courageous Indigenous people across Canada told the stories of discrimination and racism that underlay the system of Indian Residential Schools, and the myriad of ways those practices affected and continued to affect Indigenous people, families and communities. The TRC report also highlighted the critical role that educational institutions need to play in educating everyone about this history and the obligation they have to move through understanding to action, to redress inequities, racism, and the enduring impact of colonization on the health, welfare and economic prosperity of Indigenous peoples and communities. The university, in partnership with Indigenous students, staff, faculty and communities, but through all members of its community, aspires to help create a more equitable and just future for all people.

The TRC report asserts that “Reconciliation must support Aboriginal peoples as they heal from the destructive legacies of colonization that have wreaked such havoc in their lives. But it must do even more. Reconciliation must inspire Aboriginal and non-Aboriginal peoples to transform Canadian society so that our children and grandchildren can live together in dignity, peace, and prosperity on these lands we now share” (p. 8).

UVic is known for its commitment to civic and community engagement. Our programs of education and research are enriched by active partnerships among students, faculty and staff, and Indigenous community members and leaders. We take our responsibility seriously to provide opportunities and venues to foster intercultural understanding and connection and to be a catalyst for reconciliation. We believe this first Indigenous Academic Plan builds on our efforts to engage in mutually supportive, productive and respectful relationships, that it integrates
understandings of Indigenous realities, cultures, histories and beliefs into our strategic planning, curriculum, and operations. The Indigenous histories and cultures of our nation and globe should be reflected throughout the campus, barriers to full education faced by Indigenous students need to be addressed, and Indigenous thought and knowledge must inform our teaching and scholarly activity. This initial plan provides us with a solid blueprint for moving forward with our communities, faculty, staff and students as partners in realizing our vision and goals.

Process of Creating the Indigenous Academic Plan

The Director of Indigenous Academic and Community Engagement and the Associate Vice President Academic Planning were tasked with organizing the development of this plan.

The initial stage of planning involved examining the work of the Indigenous Academic Advisory Council that has been the voice of Indigenous faculty and staff on campus for a number of years. After reviewing and summarizing the work of this council, a draft discussion document was created which guided the work of a number of members of Council who participated in a retreat in October 2015.

This group developed a series of potential goals and objectives, and established the four pillars of the plan. This draft plan was then reviewed by the full membership of the Indigenous Academic Advisory Council, and revisions and amendments were made to reflect a consensus among participants.

Consultations on the draft plan took place with the Executive, Deans’ Council, the President’s Advisory Council, academic leaders from all faculties, and Senate. A campus-wide open house is scheduled in January 2016. Additional consultations are scheduled with Chairs and Directors of academic units, the Division of Student Affairs, the Native Students Union, the Learning and Teaching Centre, Co-operative Education and Career Services, the University Library. Community consultation is also a part of developing the plan. A list of consultation sessions will be distributed with release of the plan.
Foundational Values in Developing the Indigenous Academic Plan:
We have used the Big House as a means of characterizing the vision and purpose of our Indigenous Academic plan. The Big House inspires all to remember the historical roots of Coast Salish peoples while also serving as a metaphor for keeping strong. The 'Academic' Big House will be built on the foundational values of:

- HÁEQ ŁTE OL TTE ĖLÁNEN ŁTE -- Remember our ancestors/birthright
- ĖNEUEL OL -- Work Together
- ĖMEKT TŦEN ÍY, ŠKÁLEĆENS -- Bring in your good feelings
- TU LÁTES MEQ EN SĈA SE -- be prepared for all work to come

Combined, these values will ensure that the work we do will be done with a good mind and heart. These values are not only about 'what' we will do, but also 'how' we will move forward with this plan. Each pillar builds on these values and makes the ‘Academic’ Big House rooted in the land, teachings, goals and aspirations of Indigenous people.

Today we are seeking input on the Four Pillars of the Indigenous Academic Plan. Please use the following questions to help guide your discussion.

1. Do you think this plan resonates with our institutional goals and mission?
2. Does this draft create space for, or include references to, your own/unit’s goals and aspirations?
3. Are there any areas that cause concern or raise significant questions?

1. Students

2. Faculty, Staff and Elders
3. Programs

4. Governance, Communication and Administration

5. Additional Comments

YOUR NAME AND DEPARTMENT/FACULTY

Feedback can be sent to Jessica Gelowsky either by fax (250-721-7216) or by e-mail to apasst@uvic.ca or in person to ASB A244.
Date: 29 February 2016

To: Members of Senate

From: Jamie Cassels, QC
President and Vice-Chancellor


The Policy on University Policies and Procedures (GV0100) calls for the President to report annually the Board of Governors and the Senate on university policies developed and reviewed during the previous year. The 2015 Policy Review Annual Report captures university policy activities and accomplishments in the 2015 calendar year and outlines current policy activities and priorities for 2016.

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

Attached for Senate’s information is the 2015 Policy Review Annual Report.
1. Introduction

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

This report responds to the requirement in the Policy on University Policies and Procedures to report annually to Senate and the Board of Governors on the development and review of university policies and procedures. S. 20.00 of the Policy states:

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

The report also identifies university policy related priorities for 2016.

2. Update on the Implementation of the Policy Framework

Overall, the university continued its progress in 2015 in implementing the university policy framework. The responsibility for drafting of new policies and the revising of existing policies has been assumed by the Designated Executive Offices (the president’s office or individual vice-presidents’ offices). The University Secretary’s office continues to coordinate policy development and ensures new policies and policy changes are consistent with the Policy on University Policies and Procedures.

In December 2015, with the support of the university executive, the University Secretary’s office initiated a project that will support the policy review and renewal work of the university including the work of the Designated Executive Offices.

(a) *New Policies and Procedures Developed or Under Development*

Since April 1, 2015, no new university policies or procedures were approved. The following new policies and procedures were under development:

<table>
<thead>
<tr>
<th>Policy or Procedure</th>
<th>Purpose and Rationale for Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Procedures for the Appointment, Review and Re-Appointment of Associate Deans (consolidation) (NEW)</td>
<td>Under development. New policy to consolidate the appointment procedures for Associate Deans into one “umbrella” policy, similar to the consolidated decanal policy GV0450.</td>
</tr>
<tr>
<td>2. Booking of University Facilities or Space for Secondary Purposes policy (NEW)</td>
<td>Under development. New policy to replace the following existing booking policies BP3400, BP3405, BP3410, BP3415, BP3420, BP3425, BP3430, BP3435</td>
</tr>
<tr>
<td>3. Communication Policy (NEW)</td>
<td>Under development. New policy to replace the Distribution of News and Information Publications on the Campus policy (IM7400) and provide procedures for broadcast emails (currently in policy IM7200) and brand guidelines (currently Licensing Program policy AD2215).</td>
</tr>
<tr>
<td>4. Poster, Banner and Handbill Guidelines (NEW)</td>
<td>Under Review. Revised document will update guidelines on the posting of posters/banners on university property; the use of university Notice Boards; the distribution of handbills; and chalking on university property.</td>
</tr>
<tr>
<td>5. Research Funding Management and Financial Accountability policy (NEW)</td>
<td>Under development. New policy to clarify the management of research grants and deal with unauthorized over-expenditure.</td>
</tr>
</tbody>
</table>
(b) **Existing Policies and Procedures Under Development**

The following policies and procedures were under development:

<table>
<thead>
<tr>
<th>Policy or Procedure</th>
<th>Purpose and Rationale for Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Procedures for the Appointment of Chairs and Departments or Divisions (GV0700)</td>
<td>Under Review. Scheduled for completion 2017 – subject to consultations</td>
</tr>
</tbody>
</table>

(c) **Revised Policies and Procedures**

Since April 1, 2015, the following university policies and procedures were revised:

<table>
<thead>
<tr>
<th>Policy or Procedure</th>
<th>Summary of Amendments</th>
</tr>
</thead>
</table>
## Rescinded Policies and Procedures

Since April 1, 2015, the university rescinded the following policies and procedures that no longer met the university policy standard or had been superseded by other policies or documents.

<table>
<thead>
<tr>
<th>Policy or Procedure</th>
<th>Rationale for Rescinding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Appointment of Foreign Academics (HR6320)</td>
<td>Rescinded – The policy did not meet the university policy standard pursuant to the Policy on University Policies and Procedures (GV0100). In order to meet the university policy standard, a policy must be current and relevant. University policies must also be principle-based statements to be followed in carrying out the activities of the university and must have broad application throughout the university.</td>
</tr>
</tbody>
</table>

(a) Finalize University Policies Under Review – brought forward from previous years (2011-2015)

<table>
<thead>
<tr>
<th>Policy or Procedure</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. University Facility and Space Booking policies:</strong></td>
<td>Under review as part of project to review and combine the university’s booking policies. Targeted for completion in 2016.</td>
</tr>
<tr>
<td>(a) External Bookings of University Space (BP3400)</td>
<td></td>
</tr>
<tr>
<td>(b) Use of University Facilities of Academic Departments by External Organizations (BP3405)</td>
<td></td>
</tr>
<tr>
<td>(c) University Centre Foyer Booking (BP3410)</td>
<td></td>
</tr>
<tr>
<td>(d) University Centre A180 Booking (BP3415)</td>
<td></td>
</tr>
<tr>
<td>(e) Operation of the Cadboro Commons Building (BP3420)</td>
<td></td>
</tr>
<tr>
<td>(f) Booking Policy - Residence &amp; Food Facilities (BP3425)</td>
<td></td>
</tr>
<tr>
<td>(g) Booking of Physical Education, Athletics and Recreational Facilities (BP3430)</td>
<td></td>
</tr>
<tr>
<td>(h) University Centre Auditorium: General Use &amp; Booking (BP3435)</td>
<td></td>
</tr>
<tr>
<td><strong>Policies related to student residences</strong></td>
<td>Completion delayed. Targeted for completion in 2017</td>
</tr>
<tr>
<td>(a) Student Residences Policy (BP3500)</td>
<td></td>
</tr>
<tr>
<td>(b) Operation of Family Housing Policy (BP3505)</td>
<td></td>
</tr>
<tr>
<td>(c) Residence Services - Budget Policy (FM5515)</td>
<td></td>
</tr>
<tr>
<td><strong>2. Signing Authority (FM5100)</strong></td>
<td>Targeted for completion in 2016</td>
</tr>
<tr>
<td><strong>3. Intellectual Property (GV0215)</strong></td>
<td>Completion 2017 – subject to consultations</td>
</tr>
<tr>
<td>Policy or Procedure</td>
<td>Status</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5. Determination of Employment Relationship (HR6325)</td>
<td>Completion 2017 – subject to consultations</td>
</tr>
<tr>
<td>6. Distribution of News and Information Publications on Campus (IM7400)</td>
<td>Under review as part of project to review the university’s communication policies</td>
</tr>
<tr>
<td>7. Liquor Policy (AD2400)</td>
<td>Targeted for completion in 2017</td>
</tr>
<tr>
<td>8. Discrimination and Harassment Policy (GV0205)</td>
<td>Targeted for completion in 2017</td>
</tr>
<tr>
<td>9. Purchasing Services Policy (FM5105)</td>
<td>Targeted for completion in 2016/2017</td>
</tr>
<tr>
<td>15. Internal Audit (GV0220)</td>
<td>Targeted for completion in 2016/2017</td>
</tr>
<tr>
<td>17. Establishment and Review of Research Centres (RH8300)</td>
<td>Targeted for completion in 2017</td>
</tr>
<tr>
<td>19. Flag Display policy and procedures (AD2300)</td>
<td>Targeted for completion in February 2016</td>
</tr>
<tr>
<td>20. Conflict of Interest and Confidentiality policy (GV0210)</td>
<td>Targeted for completion in 2016</td>
</tr>
<tr>
<td>21. Auditor Independence: Retention of External Auditors for Audit, Tax and Other Non-Audit (GV0230)</td>
<td>Targeted for completion in 2016/2017</td>
</tr>
</tbody>
</table>
## University Policies/Projects Targeted for Review in 2016

<table>
<thead>
<tr>
<th>Policy or Procedure</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Title of Emeritus or Emerita (AC1140)</td>
<td>Targeted for completion in 2016</td>
</tr>
<tr>
<td>2. Conferences Supported by the University (AD2320)</td>
<td>Targeted for completion in 2016</td>
</tr>
<tr>
<td>4. Waste Management (BP3600)</td>
<td>Targeted for completion in 2016</td>
</tr>
<tr>
<td>6. Indirect Costs of Research (FM5400)</td>
<td>Targeted for completion in 2017</td>
</tr>
<tr>
<td>7. Appointment and Review of Research Centre Directors (GV0705)</td>
<td>Targeted for completion in 2017</td>
</tr>
<tr>
<td>8. Duties &amp; Responsibilities of Research Centre Directors (GV0715)</td>
<td>Targeted for completion in 2017</td>
</tr>
<tr>
<td>9. Sustainability policy (GV0800)</td>
<td>Targeted for completion in 2017</td>
</tr>
<tr>
<td>11. External Research Funding Agreements (RH8200)</td>
<td>Targeted for completion in 2017</td>
</tr>
</tbody>
</table>
(d) **Other Policy Related Priorities**

Other university policy-related priorities for 2016 include:

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