The next open meeting of the Senate of the University of Victoria is scheduled for Friday, March 1, 2019 at 3:30 p.m. in the Senate and Board Chambers, University Centre, Room A180.

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

1. APPROVAL OF THE AGENDA  ACTION

2. MINUTES  ACTION
   a. February 1, 2019 [SEN-MAR 1/19-1]

   Motion: That the minutes of the open session of the meeting of the Senate held on February 1, 2019 be approved and that the approved minutes be circulated in the usual way.

3. BUSINESS ARISING FROM THE MINUTES

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

5. CORRESPONDENCE

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES  ACTION
   a. Senate Committee on Awards - Dr. Annalee Lepp, Chair
      i. New and Revised Awards [SEN-MAR 1/19-2]

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

      • Dr. Marion Porath Legacy Scholarship in Theatre Costume Design or Construction (new)
- Dr. Marion Porath Legacy Scholarship in Theatre Performance (new)
- Dr. Marion Porath Legacy Scholarship in Theatre Production and Management (new)
- Sarah D. Bakony Memorial Scholarship (new)
- Herbert Bertram Falkenstein Graduate Scholarship in Fine Arts (new)*
- Herbert Bertram Falkenstein Graduate Scholarship in Humanities (new)*
- Michael Hayes Award in Public Health & Social Policy (new)
- Davison Graduate Bursary in Economics (new)*
- Lothar Hermann Redlin Memorial Scholarship (new)
- Victoria Chinatown Lioness Club Graduate Award (revised)*
- Michaela Tokarski Entrepreneurship Bursary (revised)*
- Sandra Ann Chisholm MacLean Aitken Graduate Award (new)
- Museum Studies Award in Memory of Dr. Daniel Gallacher (new)
- Howard & Donna Denike Memorial Award (revised)*
- Engineering Students’ Society Stream ‘B’ Award for Community Involvement (revised)*
- Constance E. Hoyte Award in Music Education (revised)*

* Administered by the University of Victoria Foundation

b. Senate Committee on Planning - Dr. Nancy Wright, Chair

i. Proposal to Establish a Physical Education Minor *(SEN-MAR 1/19-3) ACTION

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Physical Education Minor, as described in the document “Physical Education Minor”, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

ii. Proposed Major Modification of the Diploma in Intercultural Education *(SEN-MAR 1/19-4) ACTION

Motion: That Senate approve the proposed major modification of the Diploma in Intercultural Education, as described in the memorandum dated January 1, 2019.
iii. Proposal for the Addition of a Cultural, Social and Political Thought Option to the Master of Arts in Germanic and Slavic Studies

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the establishment of a Cultural, Social and Political Thought Option, as described in the document “Addition of CSPT Option to Germanic and Slavic Studies Master’s Program”.

iv. Proposal for the Addition of a New Stream in the Politics of Global Challenges in the Existing Master of Arts in Political Science

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the addition of a new stream in the Politics of Global Challenges program in the existing Master of Arts in Political Science, as described in the document “New Stream in the Politics of Global Challenges in the Existing Master of Arts in Political Science”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

v. Proposal for the Addition of a Major Research Project Option in the Master of Arts in Political Science

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the addition of a major research project option in the Master of Arts in Political Science, as described in the document “Major Research Project Option in the Master of Arts in Political Science”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

vi. Proposal to Discontinue the Major and Minor Programs in Mediterranean Studies

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Major and Minor programs in Mediterranean Studies, as described in the memorandum dated December 6, 2018.

vii. Proposal to Discontinue the Entrepreneurship Certificate and Diploma Programs

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, discontinuation of the Entrepreneurship Certificate and Diploma programs, as described in the memorandum dated January 11, 2019.
viii. Renewal of the Institute for Integrated Energy Systems (IESVic) as an Approved UVic Research Centre (SEN-MAR 1/19-10) ACTION

Motion: That Senate approve the renewal of Approved Centre Status for the Institute for Integrated Energy Systems (IESVic) for the period April 1, 2019 through March 31, 2024.

ix. Institute on Aging and Lifelong Health (IALH) (SEN-MAR 1/19-11) ACTION

Motion: That Senate approve the extension of Approved Centre Status for the Institute on Aging and Lifelong Health (IALH) until October 31, 2019.

7. PROPOSALS AND REPORTS FROM FACULTIES

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

a. Strategic Enrolment Management (SEM) Plan for UVic (SEN-MAR 1/19-12) INFORMATION

9. OTHER BUSINESS

a. 2018 Policy Annual Report (SEN-MAR 1/19-13) INFORMATION

10. ADJOURNMENT
MINUTES

A meeting of the Senate of the University of Victoria was held on February 1, 2019 at 3:30 p.m. in the Senate and Board Chambers, University Centre, Room A180.

1. APPROVAL OF THE AGENDA

   Motion: (M. Laidlaw/S. Hundza)
   That the agenda be approved as circulated.

   CARRIED

2. MINUTES

   a. January 11, 2019

   Motion: (R. Lipson/S. Lewis)
   That the minutes of the open session of the meeting of the Senate held on January 11, 2019 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 reminded members that the Senate meeting will be recorded.

   In terms of the recent Board of Governor’s meeting, Prof. Cassels reported both the Senate motion to establish the Strategic Framework Impact Chairs and the amendment to the appointment procedures were approved.

   Dr. Valerie Kuehne, Vice-President Academic and Provost, outlined the next steps in the search to fill both the Vice-Provost and Associate Vice-President Academic Planning positions. During the transition from July – December 2019, Dr. Susan Lewis will step into the role of Acting Associate Vice-President Academic Planning while Dr. Cathie Krull will be Acting Vice-Provost. Prof. Cassels thanked both Dr. Lewis and Dr. Krull for taking on these interim positions.

   Prof. Cassels announced that a call for proposals for the Strategic Framework Chairs will be distributed to the Deans. This call will be administered by the Office of the Provost. A committee
has been established to aid in the adjudication of the proposals for the Strategic Framework Impact Fund. The committee consists of the following members: Dr. Susan Lewis, Dr. Saul Klein, Dr. Lisa Kalynchuk, Ms. Sally Eshuys, and Ms. Jennifer Vornbrock.

Prof. Cassels mentioned a half-day visit by the Minister of Crown-Indigenous Relations, Carolyn Bennet, on January 24, 2019. She spent time with the students from the new Juris Indigenarum Doctor (JID) program.

Prof. Cassels reported that on January 28, 2019, in recognition of the UN 2019 International Year of Indigenous Languages, the First Nations Education Foundation announced the commissioning of a Language Revitalization Pole to draw attention to the importance of Indigenous language and culture in Canada. The Language Revitalization Pole will be carved by Nuu-chah-nulth carver Tim Paul and will be the subject of a documentary during its creation. When it is completed, the pole will be gifted to the university where it will serve as a reminder of our commitments to reconciliation.

Concerning upcoming university events, Prof. Cassels mentioned that Alumni Week will run February 1-7, 2019. There are 12 different events and ends with a conversation between Chancellor Shelagh Rogers and Giller Prize winner Esi Edugyan.

Prof. Cassels mentioned the President’s Extraordinary Service Awards nominations call has gone out across campus. He encouraged submissions in order to recognize teams and individuals across throughout the university.

Finally, Prof. Cassels reminded members that the deadline for honourary degree nominations is March 8, 2019.

5. CORRESPONDENCE

There was none.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

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

i. Minimum admission requirement for secondary school mathematics - Peter Gustavson School of Business

Dr. Hundza introduced the motion. There were no questions.

Motion: (S. Hundza/S. Klein)
That Senate approve a minimum final grade of 67% for Pre-Calculus 12 be required for admission to the School of Business effective September 2020, and that this requirement be published in the May 2019 edition of the undergraduate academic calendar.

CARRIED
ii. Changes to Admissions GPA for BSW Program – Faculty of Human and Social Development

Dr. Hundza introduced the motion. There were no questions.

Motion: (S. Hundza/C. Leckenby)
That Senate approve the proposed change to the admissions GPA requirement for the Bachelor of Social Work Program effective September 2020 entry point, and that this requirement be published in the May 2019 undergraduate academic calendar.

CARRIED

b. Senate Committee on Academic Standards

i. Minimum GPA for Students to Remain in the Bachelor of Social Work Program

Dr. Beam introduced the motion. There were no questions.

Motion: (S. Beam/R. Hancock)
That Senate approve the revisions to the minimum GPA from 4.0 to 3.5 for academic performance for students in the Bachelor of Social Work Program.

CARRIED

ii. Changes to GPA for Admissions to Honours Program in Psychology

Dr. Beam introduced the motion. There was a question regarding the interpretation of letter grade and percentage grade conversion when the initial percentage grading notation was implemented.

Motion: (S. Beam/C. Krull)
That Senate approve the proposed revision to the Honours requirement for the Faculty of Social Sciences’ Psychology program effective May 2019.

CARRIED

c. Senate Committee on Awards

i. New and Revised Awards

Dr. Lepp introduced the motion. There were no questions.

Motion: (A. Lepp/R. Hancock)
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:
• Maureen Wayne Memorial Bursary (revised)*
• Thomas & Elizabeth Mayne Scholarship in Theatre (revised)
• Anthany Dawson Justice Award (revised)*
• Andrew Rippin Memorial Scholarship (new)*

*Administered by the University of Victoria Foundation

CARRIED

d. Senate Committee on Curriculum

i. 2019/2020 Cycle 1 Curriculum Changes

Dr. Haskett introduced the motion. There were no questions.

Motion: (T. Haskett/M. Hani)
That Senate approve the curriculum changes recommended by the Faculties and the Senate Committee on Curriculum for inclusion in the 2019/2020 academic calendar, effective May 1, 2019.

CARRIED

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

CARRIED

7. PROPOSALS AND REPORTS FROM FACULTIES

There was none.

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

a. Enrolment Projections

Dr. Valerie Kuehne, Vice-President Academic and Provost, introduced the Enrolment Projections report. Mr. Tony Eder, Executive Director, Academic Resource Planning, reviewed details within the report.

Motion: (V. Kuehne/S. Hundza)
That Senate approve, and recommend to the Board of Governors that it also approve, a recommended enrolment level of 18,173 FTE for the 2019/20 academic year, subject to revisions in the event of new information regarding mandated growth, funding levels, and application rates.

CARRIED
9. OTHER BUSINESS

a. Ten-Year Sessional Calendar

Ms. Saab introduced the proposal. She noted that the date was missing for the start of the May 2027 academic term. This was noted as May 4th and has been changed in the official record. There were no questions.

Motion: (B. Smith/M. Laidlaw)
That Senate approve the Ten-Year Sessional Calendar.

CARRIED

b. Academic Year Important Dates

Ms. Saab introduced the proposal. There were no questions.

Motion: (B. Smith/S. Breau)
That Senate approve the Academic Year Important Dates calendar for the period May 2020 through December 2020 for submission to the online academic calendar and for the academic calendar May 2019 publication.

CARRIED

c. Senate Meeting Dates

Ms. Saab introduced the proposal. There were no questions.

Motion: (B. Smith/M. Hani)
That Senate approve the 2019/2020 Senate Meeting Dates and Other Important Dates.

CARRIED

d. University Orator

Ms. Saab introduced the proposal. There were no questions.

Motion: (A. Lepp/S. Lewis)
That the Senate appoint Dr. Cedric Littlewood as University Orator for a term from February 1, 2019 until June 30, 2022.

CARRIED

There being no other business the meeting was adjourned at 3:59 p.m.
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MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA  
**Effective December 1, 2018**

**EX OFFICIO MEMBERS** - University Act: Section 35 (2) (a-f)
- Chancellor: Shelagh Rogers (31/12/20)
- President and Vice-Chancellor: Jamie Cassels, Chair
- Vice-President Academic & Provost: Valerie Kuehne
- Vice-President Research: David Castle
- Dean, Peter B. Gustavson School of Business: Saul Klein
- Dean of Education: Ralf St. Clair
- Acting Dean of Engineering: Peter Wild
- Dean of Continuing Studies: Jo-Anne Clarke
- Dean of Fine Arts: Susan Lewis, Vice-Chair
- Dean of Graduate Studies: David Capson
- Dean of Humanities: Christopher Goto-Jones
- Dean of HSD: Patricia Marck
- Dean of Law: Susan Breau
- Dean of Science: Robert Lipson
- Dean of Social Sciences: Catherine Krull
- University Librarian: Jonathan Bengtson

**MEMBERS ELECTED BY THE FACULTIES** - Section 35 (2) (g)
- BUSI: Dale Ganley (30/6/19)  
  Brock Smith (30/6/21)  
- EDUC: Sandra Hundza (30/6/20)  
  Monica Prendergast (30/6/19)  
- ENGR: Peter Driessen (30/6/19)  
  Henning Struchtrup (30/6/20)  
- FINE: Patrick Boyle (30/06/21)  
  Carolyn Butler Palmer (30/6/19)  
- GRAD: Sara Beam (30/6/19)  
  Mauricio Garcia-Barrera (30/6/20)  
- HSD: Lynda Gagné (30/6/19)  
  Richard Marcy (30/6/21)  
- HUMS: Jason Colby (30/6/21)  
  AnnaLee Lepp (30/6/19)  
- LAWF: Gillian Calder (30/6/20)  
  Mark Gillen (30/6/19)  
- SCIE: Neil Burford (30/6/20)  
  Diana Varela (30/6/20)  
- SOSC: Helen Kurki (30/6/20)  
  Erica Woodin (30/6/21)  

**MEMBERS ELECTED BY THE FACULTY MEMBERS** - Sections 35 (2) (g)
- Janni Aragon – SOSC (30/6/21)  
- Doug Baer - SOSC (30/6/20)  
- Aaron Devor – SOSC (30/6/20)  
- Garry Gray – SOSC (30/6/19)  
- Helga Hallgrimsdottir – HSD (30/6/21)  
- Tim Haskett – HUMS (30/6/20)  
- Robin Hicks – SCIE (30/6/21)  
- Mark Laidlaw – SCIE (30/6/20)  

**MEMBERS ELECTED BY THE FACULTY MEMBERS** - Section 35 (2) (h)
- Joseph Salem – FINE (30/6/20)  
- Rebecca Warburton - HSD (30/6/19)  
- Linda Welling – SOSC (30/6/20)  
- Victoria Wyatt - FINE (30/6/19)  

**MEMBERS ELECTED FROM THE STUDENT SOCIETIES** – Section 35 (2) (h)
- Nathan Daisley (SOSC) (30/6/19)  
- David Eso (GRAD)  
- Iris Fairley-Beam (SOSC)  
- Jordan Gilson (SOSC)  
- Adrienne Graham (SCIE)  
- Maan Hani (GRAD)  
- Ashlee Kirby (LAW)  
- Cameron Leckenby (HUMS)  
- Isabella Lee (SOSC)  
- Adair Ng (EDUC)  
- Erhan (Jack) Ni (FINE)  
- Diana Popova (GRAD)  
- Anona Wiebe (ENGR)  
- TBD (BUS)  
- TBD (HSD)  

**MEMBERS ELECTED BY THE CONVOCATION** – Section 35 (2) (i)
- David Alexander (30/06/21)  
- Chandra Beaveridge (30/06/21)  
- Robert Hancock (30/06/21)  
- Carolyn Russell (30/06/21)  

**ADDITIONAL MEMBERS** - Section 35 (2) (k)
- Head, Division of Medical Sciences: Bruce Wright
- Member elected by the Professional Librarians: Dean Seeman (30/06/21)
- Continuing Sessional: Alicia Ulysses (30/06/20)

**SECRETARY OF SENATE** - Section 64 (2)
- University Secretary: Carrie Andersen

**BY INVITATION** - Seated with specified speaking rights
- Assoc. V.P. Student Affairs: Jim Dunson
- Assoc. V.P. Academic Planning: Nancy Wright
- Acting Registrar: Wendy Taylor
- Acting Associate University Secretary: Ada Saab
Date: 13 February 2019
To: Senate
From: Senate Committee on Awards
Re: New and Revised Awards

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

DR. MARION PORATH LEGACY SCHOLARSHIP IN THEATRE COSTUME DESIGN OR CONSTRUCTION (NEW-UG)

One or more scholarships are awarded to academically outstanding undergraduate students in the Department of Theatre who have displayed outstanding ability in a major production in the area of costume design or costume construction and are continuing in the Department of Theatre. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of Theatre.

DR. MARION PORATH LEGACY SCHOLARSHIP IN THEATRE PERFORMANCE (NEW-UG)

One or more scholarships are awarded to academically outstanding undergraduate students who have distinguished themselves in a major production in the Department of Theatre and are continuing in the Theatre Performance Program. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of Theatre.

DR. MARION PORATH LEGACY SCHOLARSHIP IN THEATRE PRODUCTION AND MANAGEMENT (NEW-UG)

One or more scholarships are awarded to academically outstanding undergraduate students in the Department of Theatre who have displayed outstanding ability in a major production in the area of production or stage management and are continuing in the Department of Theatre. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of Theatre.
SARAH D. BAKONY MEMORIAL SCHOLARSHIP (NEW-UG)
One or more scholarships are awarded to academically outstanding undergraduate students entering third or fourth year in the Department of Sociology. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of Sociology.

HERBERT BERTRAM FALKENSTEIN GRADUATE SCHOLARSHIP IN FINE ARTS* (NEW-GS)
One or more scholarships, of at least $10,000 each, are awarded to academically outstanding Masters or PhD students in the Faculty of Fine Arts whose research focuses on Art History or Asian Studies. The award may be renewed for up to an additional three years providing the recipient maintains a first class GPA and is in the opinion of the academic unit, making good progress toward their degree. Approval of the recipients will be made by the Faculty of Graduate Studies, Graduate Awards Committee, upon the recommendation of the Faculty of Fine Arts.

HERBERT BERTRAM FALKENSTEIN GRADUATE SCHOLARSHIP IN HUMANITIES* (NEW-GS)
One or more scholarships, of at least $10,000 each, are awarded to academically outstanding Masters or PhD students in the Faculty of Humanities whose research focuses on history or Asian studies. The award may be renewed for up to an additional three years providing the recipient maintains a first class GPA and is in the opinion of the academic unit, making good progress toward their degree. Approval of the recipients will be made by the Faculty of Graduate Studies, Graduate Awards Committee, upon the recommendation of the Faculty of Humanities.

MICHAEL HAYES AWARD IN PUBLIC HEALTH & SOCIAL POLICY (NEW-UG)
One or more awards are given to undergraduate students in the School of Public Health & Social Policy who have a demonstrated interest in health equity. Preference is for students with demonstrated financial need. Approval of the recipients will be made by the Senate Committee on Awards upon recommendation of the School of Public Health & Social Policy.

DAVISON GRADUATE BURSARY IN ECONOMICS* (NEW-GS)
One or more bursaries are awarded to women graduate students in the Department of Economics.
LOTHAR HERMANN REDLIN MEMORIAL SCHOLARSHIP (NEW-UG)
One or more scholarships are awarded to academically outstanding undergraduate entering or continuing students in the Department of Mathematics and Statistics.

VICTORIA CHINATOWN LIONESS CLUB GRADUATE BURSARY AWARD* (REVISED-GS)
One or more awards are given to full-time women students in a Master’s or Ph.D. program, including by special arrangement (SPARR), in either the Departments of Pacific and Asian Studies or the Department of Gender Studies whose research is in Asian Studies or gender studies related to focuses on Asians of the Asian-Pacific region. Preference is for students with demonstrated financial need.

MICHAELA TOKARSKI ENTREPRENEURSHIP BURSARY* (REVISED-UG/GS)
One or more bursaries are awarded to undergraduate or graduate students in either the Bachelor of Commerce Entrepreneurship specialization or the MBA Entrepreneurship specialization in the Faculty of Business.

SANDRA ANN CHISHOLM MACLEAN AITKEN GRADUATE AWARD (NEW-GS)
One or more awards are given to Indigenous women graduate students in the School of Environmental Studies. Approval of the recipients will be made by the Faculty of Graduate Studies, Graduate Awards Committee, upon the recommendation of the School of Environmental Studies.

MUSEUM STUDIES AWARD IN MEMORY OF DR. DANIEL GALLACHER (NEW-GS)
One or more awards, at a minimum of $1,000 each, are awarded to graduate students in the Public History M.A. Program working with museums on curatorial issues and exhibits. Preference is for students working with new technologies or new approaches to museum studies. A student may not receive the award more than once. Approval of the recipient(s) will be made by the Faculty of Graduate Studies, Graduate Awards Committee, upon the recommendation of the Department of History.
HOWARD & DONNA DENIKE MEMORIAL BURSARY AWARD* (REVISED-UG)

One or more awards are given to students entering second, third or fourth year of the Bachelor of Music program. Preference is for students with demonstrated financial need. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the School of Music.

ENGINEERING STUDENTS' SOCIETY STREAM ‘B’ AWARD FOR COMMUNITY INVOLVEMENT* (REVISED-UG)

An award is given to an undergraduate student enrolled in a Faculty of Engineering degree program. Students must submit a proposal for an outstanding project or idea that will benefit the quality of life for engineering students, and must also demonstrate community service either at UVic or with another non-profit or community group. Eligible candidates must have demonstrated community service.

Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering. Applicants must complete the online application by May 31.

Application forms are available from the Engineering Undergraduate Office (EUO), Faculty of Engineering and must be returned to the EUO by April 30.

CONSTANCE E. HOYTE AWARD BURSARY IN MUSIC EDUCATION* (REVISED-UG)

One or more awards are given to undergraduate Music Education students in the School of Music. Preference is for students with demonstrated financial need. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the School of Music.
Respectfully submitted,
2018/2019 Senate Committee on Awards
Annalee Lepp, Faculty of Humanities, Chair
Anne Cirillo, President's Nominee
Wendy Taylor, Acting Registrar
Helga Hallgrimsdottir, Faculty of Human and Social Development
Donja Roberts, Acting Director, Student Awards and Financial Aid
Yvonne Rondeau, Scholarships Officer, Faculty of Graduate Studies
Marsha Runtz, Chair, Faculty of Graduate Studies Awards Committee
Charlotte Schallie, Faculty of Graduate Studies
Brock Smith, Peter B. Gustavson School of Business
Ciel Watt, Alumni Association
Linda Welling, Social Sciences
Curtis Whittla, Student Senator
Kelly Clark, GSS Representative
Lauren Hume (Secretary), Student Awards and Financial Aid
Date: February 13, 2019
To: Senate
From: Senate Committee on Planning
Re: Proposal to Establish a Physical Education Minor

At its meeting of January 23, 2019, the Senate Committee on Planning considered the proposal to establish a minor in Physical Education, as described in the document “Physical Education Minor”.

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 Physical Education Minor, as described in the document “Physical Education Minor”, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

Respectfully submitted,

2018/2019 Senate Committee on Planning
Nancy Wright, Associate Vice-President Academic Planning (Chair)
Gillian Calder, Faculty of Law
David Castle, Vice-President Research
Jo-Anne Clarke, Division of Continuing Studies
Merwan Engineer, President’s Nominee
Mauricio Garcia-Barrera, Faculty of Graduate Studies
Andrea Giles, Cooperative Education and Career Services
Nicole Greengoe, Registrar (on leave)
Rishi Gupta, Faculty of Engineering
Robin Hicks, Faculty of Science
Ashlee Kirby, Student Senator
Valerie Kuehne, Vice-President Academic and Provost
Graham McDonough, Faculty of Education
Patrick Nahirney, Division of Medical Sciences
Sang Nam, Peter B. Gustavson School of Business
Abdul Roudsari, Faculty of Human and Social Development
Dan Russek, Faculty of Humanities
Nilanjana Roy, Faculty of Social Sciences
Ralf St. Clair, Dean, Faculty of Education
Victoria Wyatt, Faculty of Fine Arts
Carla Osborne, GSS Representative
Ada Saab, Acting Associate University Secretary
David Capson, Faculty of Graduate Studies
Sandra Duggan (Secretary), Office of the Vice-President Academic and Provost
UNIVERSITY OF VICTORIA

Physical Education Minor

<table>
<thead>
<tr>
<th>Dean’s Name:</th>
<th>Signature Dean:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean Ralf St. Clair</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Name and Number:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>John Meldrum (250) 7218382 or Dr. Timothy Hopper (250) 721 8385</td>
<td>Original signed by John Meldrum</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date approved by School:</th>
<th>Director:</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 20th, 2018</td>
<td>John Meldrum</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date approved by Faculty:</th>
<th>Dean or Faculty Chair:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 20th</td>
<td>Original signed by Ralf St. Clair</td>
</tr>
</tbody>
</table>
### Physical Education Minor

#### A. Identification of new Minor: The study Physical Education for the promotion of physical health lifestyles

<table>
<thead>
<tr>
<th>Name, Location, Academic units (Faculties, departments, or schools) offering the new Minor</th>
<th>To be offered by the School of Exercise Science, Physical and Health Education (EPHE).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipated start date</td>
<td>September, 2019</td>
</tr>
<tr>
<td>Name, title, phone number and email address of contact person</td>
<td>Dr. John Meldrum <a href="mailto:ephe.director@uvic.ca">ephe.director@uvic.ca</a> (8382) or Dr. Timothy Hopper - (250) 721 8385 – <a href="mailto:thopper@uvic.ca">thopper@uvic.ca</a></td>
</tr>
</tbody>
</table>

#### B. History and context of the Minor

This minor will allow students from academic units outside of the School of Exercise Sciences, Physical and Health Education to apply to enter the University of Victoria post-degree professional program to gain certification to teach PE in BC schools as well as add a PE minor designation to their degree.

Until 2018 the pathway to qualify to teach physical education (PE) in BC schools at the University of Victoria (UVic) was through a five year Bachelor of Education degree with a second teachable area as identified by the B.C. Ministry of Education Teacher Regulation Branch (TRB) bylaws. Within UVic the School of Exercise Science, Physical and Health Education (EPHE) has established a long history and high reputation for educating quality physical educators that reach back to 1967 (Martens, 1984).

Beginning in September 2018 the Bachelor of Education in Secondary Physical Education with a second teachable area is to be discontinued. This means that students wishing to prepare to be a Secondary physical educator must complete an undergraduate degree and accumulate appropriate content (15 units of academic approved courses) in physical and health education before being admitted to UVic’s secondary post-degree program (with Physical and Health Education as a teachable area). In 2017 a core set of courses were identified by the EPHE Faculty from the existing B. Ed program and approved by the TRB as meeting academic approval. The BC Interim Teacher Education Program Review Committee (ITERRC) has subsequently approved these 15 units of courses in Oct 2018. This approval allows students to take these identified courses to then qualify to enter a post-degree professional program (PDP) to achieve certification to teach PE in BC schools (See appendix 1 for approved teachable area courses). This proposal for a minor in physical education is intended to offer a minor designation that parallels the courses in the PHE teachable area. In a similar way the Art minor launched in 2018, the courses in the PE minor are designed to serve several learning communities. Those students registered in undergraduate programs at UVic who are not in the School of EPHE would be able to take the PE minor as part of their degree. Students within the School of EPHE could take the courses in the PE minor to meet the teachable area requirements but would not receive a PE minor because their major degree is located in the School of EPHE. Both sets of students would be able to apply to enter the post-degree professional program. Students outside of the School of EPHE could take the PE minor and graduate with this minor in the

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1 BC Teacher Regulation branch bylaws
final degree.

In addition to feeding into the courses that contribute to a PHE teachable area, the minor in PE supports the maintenance and development of SPA courses that serve broader learning communities across campus. Ever since physical education was first launched at UVic in 1967 it has contributed to the study of culturally valued physical pursuits in society in Sport Performance and Analysis (SPA) courses as well the related discipline areas. SPA courses address core national sports like rugby, soccer, basketball, tennis, field hockey, golf and badminton, as well as more aesthetic physical pursuits such as dance in its multiple forms and gymnastics and other physical pursuits such as outdoor education, strength and conditioning, combative sports and Yoga. As noted in Martens (1984) historical account of the development of degrees related to PE field, this array of SPA courses have been studied and modeled with "a strong commitment to build academic and professional quality" (p. 12). Any student enrolled at UVic can take any combination of SPA courses as academic electives and subsequently promote the physical activity culture of our community. This critical cluster of spcrt, dance, gymnastics and exercise related courses within the PE minor offer an important enrichment to all undergraduate programs at UVic. The core discipline courses in the PE minor build from this study of movement forms valued in society and offer ways of analyzing human movement from physiological, sociological, psychological, biomechanical and motor learning perspectives. In addition, the advanced study of human movement pedagogical approaches lead to a well-rounded minor in how to promote healthy lifestyles from a physical engagement perspective.

This proposed minor in Physical Education (PE) for students outside of the School of EPHE is an evolution of our current five-year degree program. Falling enrolment numbers in this program indicated that it was becoming increasingly difficult for students to make a five-year commitment for a B.Ed with a double major of teaching areas. The establishment of the PHE teachable area cluster of courses means that core courses to qualify to apply to the secondary post-degree program to be certified to teach PE can be integrated into any four year B.A. or B.Sc. degree. The UVic minor designation for PE would allow students taking programs outside of the School of EPHE to take the identified Physical and Health Education (PHE) teachable area courses to qualify for the PDP program. In addition, the minor in PE would contribute to many other potential career paths such as working with people in the medical industries associated with recovery from injuries, the promotion of physical activity lifestyles such as with personal trainers, the advancement of coaching approaches associated with an array of culturally valued activities (i.e. soccer, athletics, dance and personal fitness), and the advanced study of human movement in graduate level kinesiology, recreation, health and human performance degrees.

The current teachable area in Physical and Health Education has already attracted students from both the BSc (Kinesiology) and BA (Recreation and Health) degrees from within the School of EPHE. In addition we now have students from Camosun College Bachelor of Sports Management and Bachelor of Sport and Fitness Leadership, Exercise & Wellness Specialization degrees taking our PHE courses to qualify for the PHE teachable area in order to apply for the post-degree program at UVic. The PE minor based on the PHE teachable area would allow UVic students from outside of the School of EPHE to declare a PE minor in their four year degree. If they chose not to apply to the PDP program or did not meet the quota requirements, the PE minor would still to be acknowledged in their final degree and meet the growing interest in.

Recent History
The five year Bachelor of Education degree consistently admits on average 30 students each year from 2008 to 2017 with an average 28 graduating rate from those admitted (see appendix 3a). In addition, as noted in appendix 3b, from a survey of students one-two years after graduating from our five year B.Ed degree since 2008 the program boasts a 94% employment rate in teaching all over BC, Canada and the world. Our current B.Ed program in PE has established a high reputation based on the quality of our graduates. Yet it did offer career
flexibility and the time to graduation was often well beyond the 5 yr planned degree.

Today
In summary, the Secondary Education program in the Faculty of Education at UVic has now moved to an after degree certification in the PDP program. The phasing out the B. Ed in Secondary education has created the need for the PHE teachable area to allow students to progress into the teaching profession from their Bachelor degrees. The proposed PE minor will allow the PHE teachable area of courses to be acknowledged as a minor within an undergraduate degree for students outside of the School of EPHE giving these students the option to apply for the PDP program. This offers many more students the ability to build their undergraduate degree whilst creating future career path options into the UVic PDP program.

References

C. Aims, goals and/or objectives

Distinctive characteristics
Drawing on the established core courses within the B. Ed in Secondary PE, the PE minor contains the courses listed in the PHE teachable area. In particular, this program is a combination of the sub-disciplines related to the study, research and understanding of human movement with a focus in promoting human health through physical activity. Key areas included in the minor are physiology, anatomy, motor learning, biomechanics, sport pedagogy, health promotion and practical learning in a range of human movement areas. A key component of the minor are experiences in instructing peers and school-age students weaved throughout the program. In addition, where possible students are given choices in courses to take, allowing them to fit the courses within their undergraduate degrees and the ability to customize their learning.

This minor will involve 15 units of coursework

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPHE 201</td>
<td>Qualitative Analysis of Human Movement</td>
<td>1.5</td>
</tr>
<tr>
<td>EPHE 245</td>
<td>Motor Learning</td>
<td>1.5</td>
</tr>
<tr>
<td>EPHE 246</td>
<td>Strategies for Active Health</td>
<td>1.5</td>
</tr>
<tr>
<td>EPHE 352</td>
<td>Instructional Techniques in Individual Activities</td>
<td>1.5</td>
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<tr>
<td>EPHE 360</td>
<td>Exercise Prescription</td>
<td>1.5</td>
</tr>
<tr>
<td>EPHE 452</td>
<td>Teaching Strategies for Games in Physical Education</td>
<td>1.5</td>
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</tbody>
</table>

Sub-Total 9.0

Take one of the following for 1.5 units

- EPHE 350 (formerly 250) *Inclusion of Children and Youth with Special Needs in Physical Activities*
- OR
- EPHE 346 Motor Development and Physical Maturation

Sub-Total 1.5

Skill and Performance Activity (SPA) Classes
The PE teaching area includes 4.5 units of skill performance and analysis courses.
Each 0.5 unit course is scheduled for 24 hours of instruction (2 hours per week, worth 0.5 units).
You will take 4.5 units selected from the following courses:
Worth 0.5 units
Intended for students pursuing degrees in the Faculty of Education. Designed to develop each participant's level of performance, ability to analyze skills, and understanding of concepts within the activity.
- EPHE 116 Badminton, EPHE 117 Tennis EPHE122 Volleyball
- EPHE 120 Basketball, EPHE 121 Soccer, EPHE 123 Rugby, EPHE 124 Field Hockey
- EPHE 137 Experiential Outdoor Education EPHE 126 Orienteering EPHE 105 Swimming
- EPHE 134 Yoga, EPHE 135 Martial Arts, EPHE 133 Strength Training, EPHE 107 Gymnastics
- FPHF 109 Recreational Dance, EPHE 114 Creative Dance EPHE 119 Contemporary Dance
- EPHE 106 Track and Field
- EPHE 125 Softball
- EPHE 113 Golf

Or, worth 1.5 units

**EPHE 439 - Study of gymnastics.**

**EPHE 487 - Special Topics in Exercise Science, Physical and Health Education:** Topics of current interest or concern to groups of students. The upper level course can be in any sport area with the condition that a significant experiential component related to the sport area and the course connects to core coursework in the teachable area/minor courses.

<table>
<thead>
<tr>
<th>Sub-Total</th>
<th>4.5</th>
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<tr>
<td><strong>Total</strong></td>
<td><strong>15.0</strong></td>
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</table>

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

The PE minor will carry on the legacy of the previous five-year B. Ed in Secondary PE with a focus on inquiry based and experiential focused teaching and learning. The minor offers a solid foundation in the key disciplines for the study of human movements with cross-course integration in line with the University of Victoria's current strategic plan that calls for "...programs [that] reflect the dynamic nature of the disciplines and evolving interdisciplinary areas." Several courses in the PE minor promote both a personal and community based models of inquiry with the sport performance and analysis courses offering hands-on learning as well as the application of movement analysis approaches acquired in the core discipline courses. Throughout the PE minor experiential learning, indigenous ways of knowing and community based learning experiences are integrated in line with both the University of Victoria strategic plan and the Faculty of Education strategic plan.

**Target audience, student and labour market demand**

The PE Minor is designed to serve undergraduate students outside of the School of EPHE who wish to apply for the PDP program or develop transferable skills related to understanding human movement, health benefits of physical active lifestyles and instructional practices relate to sport and physical activities. These students can combine with students in the School taking PHE teachable area courses, and also for students who wish to add a PE minor designation to their undergraduate degree. In the case of the first group the PE minor offers them an excellent opportunity to enter the PDP program with one or two teachable areas depending on the major area of their undergraduate degree. Currently, the prospects of being hired as a teacher in BC are excellent and our review of graduates from the last 10 years indicates that employment opportunities with our previous 5-year B. Ed. PE degree are very good (See Appendix 3b). In the case of students who do not enter the PDP program the PE minor adds to an undergraduate degree the skills associated with (1) being able to instruct self and others on how to move effectively and develop balanced healthy life behaviours, (2) the ability to organize and teach large groups of people applying skills of movement analysis, and (3) the capacity to problem solve and develop socially healthy physically active lifestyles.

**Include plans for student recruitment, retention, and success**

The current cohort of 53 students (those currently enrolled see appendix 3b) within the existing five-year B. Ed in Secondary PE offers an established cohort of students. Admission for this program was suspended in 2018 with 18 students admitted. The final students from this cohort will be graduated in 2021. The shift to a teachable area in PE makes it easier for students to develop the PE minor as a part of another degree, allowing them greater flexibility in course and program selection. First year entry into both the B. A and B. Sc. programs in the School of EPHE allows the promotion of the PHE teachable area as a PE minor for high school students to consider. This possibility is now offered within UVic promotional material sent to schools and shared at school career counselor meetings at UVic. Students declaring a PE minor in their degree will be guided through the completion of the minor by advisors in the Faculty of Education with coordination by the lead advisor in the
School of EPHE. The PE minor, in a similar way to the current Education minor and Art minor, will be advertised across UVic campus allow students to consider adding this minor to their undergraduate degrees.

### D. Admission requirements

Include plans for admissions and transfer within BC system where appropriate.

The minor in PE education is open to all students enrolled in undergraduate degrees at the University of Victoria. Courses listed by the registrar as transferable matches from other programs within the BC system will apply to the requirements for this minor.

### E. Areas of specialization and evidence of adequate faculty complement (Include short faculty cv information in an appendix)

Key courses in the Physical Education minor are taught by four full-time Faculty members within the school of EPHE, along with an additional fourteen full-time Faculty who periodically teach certain discipline based courses such as biomechanics, exercise prescription and motor learning. In addition, graduate students and coaches with equivalent qualifications in their sport teach the Sport, Performance and Analysis classes. Within the four full-time Faculty in PE two have written textbooks used in PE degrees across Canada and three are regular researchers with external funded research projects related to PE, special education, children learning fundamental movement skills and teacher education.

Full-time faculty related to this PE minor application:
- Dr. Sandra Gibbons
- Dr. Vivienne Temple
- Dr. Timothy Hopper
- Dr. Lara Lauzon

### F. Curriculum design

All courses proposed for the PE minor currently exist within the five year B. Ed in secondary education with courses such as EPHE 201, EPHE 245, EPHE 360, EPHE 250 and EPHE 346 also included in either the Bachelor of Arts (RHED) or the Bachelor of Science (Kinesiology) programs in the School of EPHE. These courses are currently scheduled each calendar year with multiple sections taught as needed by student enrolment and this proposed minor.
The core courses with current calendar descriptions for the PE minor are listed below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPHE 201</td>
<td>Qualitative Analysis of Human Movement</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>Current theories, principles and practice related to the qualitative analysis of motor skills including basic mechanical principles (stability, force, leverage, and linear and rotary motion).</td>
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</tr>
<tr>
<td>EPHE 245</td>
<td>Motor Learning</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>Neural and cognitive processes underlying human skilled action and the factors that influence learning and control of these actions. Ways in which the human motor system enables the acquisition and retention of complex movement skills and implications for the design of instructional situations to support retention and optimal performance of skilled actions.</td>
<td></td>
</tr>
<tr>
<td>EPHE 246</td>
<td>Strategies for Active Health</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>Designed specifically for physical education teachers, reviews health topics outlined in the BC Ministry of Education's IRPs for Physical Education and Health and Career Education. Topics include Quality Daily Physical Education, Active Living, Comprehensive School Health, eating disorders, stress management, nutrition, and personal and school health planning. Also focuses on student-centered learning approaches to encourage students to become active advocates for their own health.</td>
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<tr>
<td>EPHE 352</td>
<td>Instructional Techniques in Individual Activities Secondary</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>Methods of teaching individual activities to secondary school and related groups. Field experience may be required as part of this course.</td>
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<tr>
<td>*EPHE 360</td>
<td>Exercise Prescription</td>
<td>1.5</td>
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<td></td>
<td>Principles of fitness and the development of exercise programs to enhance health and/or performance of children, adults and special populations including athletes, the elderly and disabled; application of programs in a variety of settings; methods of evaluating physiological adaptation to exercise using laboratory and field experiences.</td>
<td></td>
</tr>
<tr>
<td>EPHE 452</td>
<td>Teaching Strategies for Games in Physical Education</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>Methods of teaching game activities to students in secondary schools and related groups. Field experience is required as part of this course.</td>
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</tbody>
</table>

Sub-Total 9.0

The following courses run annually in alternate terms giving students option based on when each course is run and areas the students wish to develop their expertise:

Take one of the following for 1.5 units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPHE 250</td>
<td>Inclusion of Children and Youth with Special Needs in Physical Activities</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>An introduction to the development, implementation, and assessment of inclusive physical activity programs for learners with disabling conditions. The course includes experiential learning with students with special needs.</td>
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</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPHE 346</td>
<td>Motor Development and Physical Maturation</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>An overview of motor development and maturation from the neonate to adulthood and old age. Special attention will be given to the growth and motor development characteristics of children and adolescents.</td>
<td></td>
</tr>
</tbody>
</table>

Sub-Total 1.5
Skill, Performance and Analysis (SPA) Classes

The PE teaching area includes 4.5 units skill performance and analysis courses. Each 0.5 unit course is scheduled for 24 hours of instruction (2 hours per week, worth 0.5 units). These courses are intended for students pursuing degrees in the Faculty of Education but can be taken by students as academic electives from across UVic campus. These courses are designed to develop each participant's level of performance, ability to analyze skills, and understanding of concepts within the activity. Each course is worth 0.5 units:

- EPHE 116 Badminton, EPHE 117 Tennis EPHE 122 Volleyball
- EPHE 120 Basketball, EPHE 121 Soccer, EPHE 123 Rugby, EPHE 124 Field Hockey
- EPHE 137 Experiential Outdoor Education EPHE 126 Orienteering EPHE 105 Swimming
- EPHE 134 Yoga, EPHE 135 Martial Arts, EPHE 133 Strength Training, EPHE 107 Gymnastics
- EPHE 109 Recreational Dance, EPHE 114 Creative Dance EPHE 119 Contemporary Dance
- EPHE 106 Track and Field
- EPHE 125 Softball
- EPHE 113 Golf

Or, worth 1.5 units

EPHE 439 - Study of gymnastics

Drawing on Laban's four elements of movement (space awareness, body awareness, qualities and relationships) for analyzing and designing creative movement activities, this course will explore the application of these elements to the study of gymnastics and dance. Designed to develop each participant's level of performance, ability to analyze skills, and understanding of movement concepts.

EPHE 487 - Special Topics in Exercise Science, Physical and Health Education: Topics of current interest or concern to groups of students. *The upper level course can be in any sport area with the condition that a significant experiential component related to the sport area and the course connects to core coursework in the teachable area/minor courses.*

Sub-Total 4.5 units

TOTAL = 15 units.
Delivery methods (e.g., plans for distance education, or computer assisted delivery) as appropriate to targeted student segments

The PF minor will be delivered primarily in a classroom, movement lab, gymnasium, or sports field. This will be done using well-established and well-maintained educational facilities in the McKinnon building and on the adjacent sport fields. These facilities include a well-stocked equipment room, dance studio, multi-purpose gymnasium, pedagogy lab, weights and exercise room and access to 5 sports fields. When needed and available facility bookings for courses are also made in the CARSA sports complex.

Linkages between the learning outcomes and the curriculum design.

This is continuously in development however currently the linkages are maintained through cross-program meetings with Faculty and sessional instructors, development of community based experiences teaching school age students, and the proposed development of new initiatives like cross-program based digital portfolios for student evidence of addressing professional competencies to become a teacher.

Learning outcomes from the minor are that students will be expected to able to demonstrate:

- knowledge and skills to analyze and interpret how to use different teaching strategies to facilitate both their own and others learning of sport specific skills and concepts.
- knowledge and skills to understand how human movement and nutrition promote a healthy and active lifestyle.
- attitudes and dispositions appropriate to the profession of teaching as evident by professional integrity and commitment to creating collaborative working relationships and supportive learning environments.
- familiarity with theories of motor learning, pedagogical approaches informed by theory, physiological systems of the body and biomechanical principles of human movement in order to make informed judgments about human movement and experience in physical activities.
- awareness of how to conduct and reflect on a range of instructional experiences for learners of different abilities and attitudes in an array of physical activities.
- the ability to plan and program units of instruction based on curriculum documents, personal experiences and informed literature in a range of physical education movements areas.
- knowledge and skill to reflect on personal learning and to make career goals to extend and enhance ability to instruct in an array of physical activities that would benefit novice and advanced learners.

Integration of opportunities for experiential learning or other forms of civic engagement in the learning opportunity

No formal practicum is required for the PE minor, however both the EPHE 352 and 452 have field-based experiences with school-age students integrated into their curriculum. For example, currently EPHE 352 has middle school students visit the university to be taught by the undergraduate students, EPHE 452 arranges experiences for students to teach a sequence of four lessons in a local school working with PE teachers in the school. In addition, several of the SPA classes included community based experiences including coaching a sport or in the case of the outdoor education course organizing a wilderness hike with camping. In all cases where field experiences are included students learn to apply the outcomes listed above and they transition towards applying for entry into the post-degree program at UVic. Students received both verbal and written feedback on planning, instructional practices and profession conduct from course instructors and field based practitioners focused on recognizing established practices and ways to improve.

In relation to EPHE 246 course students develop community-based projects that allow them to apply knowledge and skills learned in the minor program in real life situations through volunteer work and contributions to their local community. In addition many of the SPA classes offer volunteer coaching opportunities for students in schools and local community sports programs.

Residency requirements and anticipated times to completion

Students will be required to maintain the status required for university enrollment in undergraduate courses.

No residency requirements and anticipated time to complete the PE minor will be within the length of a
student's undergraduate program.

Policies on student evaluation, candidacy exams, and oral examinations

As an undergraduate minor, the Physical Education minor will not require candidacy or oral exams. The student evaluation process and grading scale would be the same as is currently in place within the Faculty of Education for undergraduate courses that applies the university grading scales.

Plans for integration of teaching and research

Teaching and research will be integrated in several courses. For example, in EPHE 201 - Mechanics of human movement, lab experiences will allow students to test out biomechanical principles and analyze through video analysis and force calculation. In EPHE 352 and 452, students will study approaches supported by research and then apply these teaching approaches to working with students. In this way they can compare their experiences with those reported in the literature.

Describe any plans to develop international or Indigenous content or perspectives

Though there are no plans to develop international perspectives in the minor there is currently the use of indigenous content in the EPHE 246 Strategies for Active Health. In addition there is active use of indigenous teaching and learning principles in EPHE 137 experiential outdoor education SPA class and in courses like the EPHE 117 and EPHE 452 that use a contract grading approach where indigenous teaching and learning principals for creating content to benefit a community and benefit seven generations to come are used to achieve higher grades.

G. Enrolment plan for the length of the Minor (Include a table of anticipated annual intake and graduates including those in any existing program)

Currently the B. Ed in Secondary PE over the last 10 years we have on average admitted 30 students and graduate on average 28 students annually (see appendix 3a and 3b). This number can serve as a base enrollment for the PE minor combined with students in the School of EPHE taking the teachable area in PHE. With the minor offering opportunities to a broader community of students from different undergraduate degrees across campus we can anticipate that this number will gradually increase as students across campus become aware of the dual benefits of a PE minor with the potential path in to the UVic PDP program.

H. Funding plan for the length of the Minor

Resources required for Faculty appointments

We currently have four full-time faculty who consistently teach the courses listed in this PE minor. In addition, 14 Faculty in different areas in the School of EPHE periodically teach courses within this minor. Existing faculty within the School of EPHE will deliver the minor in PE. It is anticipated that any resulting adjustments to teaching loads can be managed within the School of EPHE. Administrative and program support for the minor in PE will be provided by existing staff in the School of EPHE.

New faculty resources required: None

Resources required for staff appointments: No additional requirements

The current staff support will meet the needs of this minor as we transition from the B. Ed program to offering this PE minor for students outside of the School of EPHE and the PHE teachable area courses for students within the School.

Resources required for space

As the minor is intended to replace in part the current B. Ed degree offerings resources required for space should be maintained and should be sufficient to serve the new minor in Physical Education.
I. Related Minors within UVic or other British Columbia post-secondary institutions

We do not see a similar minor or program at UVIC. There are 9 institutions in BC offering some form of Physical Education.

BC Institutions

Across British Columbia the following institution offer related programs. Program clearly offering a related minor are *

Camosun College: [www.camosun.ca/learn/programs/sport-exercise/education/](http://www.camosun.ca/learn/programs/sport-exercise/education/) Athletic and Exercise Therapy Degree Sport and Fitness Leadership Degree

* Douglas College: [www.douglascollege.ca/programs-courses/catalogue/programs/BPEC](http://www.douglascollege.ca/programs-courses/catalogue/programs/BPEC) Bachelor of Physical Education and Coaching

* Simon Fraser University: [www.sfu.ca/bpk.html](http://www.sfu.ca/bpk.html) Bachelor of Science Options: Kinesiology Honours, Major & General (Active Health and Rehabilitation Kinesiology; Ergonomics and Human Factors Kinesiology Streams), Minor Biomedical Physiology Honours, Major,(Systems Biomedical Physiology; Cellular Biomedical Physiology) and Minor Behavioural Neuroscience Honours, Major (dual Major with Psychology), and Minor

Thompson Rivers University: [www.tru.ca/edsw/education/courses.html](http://www.tru.ca/edsw/education/courses.html) University Transfer Bachelor of Interdisciplinary Studies

Trinity Western University: [www.twu.ca/academics/human-kinetics/](http://www.twu.ca/academics/human-kinetics/) Bachelor of Human Kinetics, Specialties in Athletic Therapy; Generalist; Kinesiology and option for Strength and Conditioning Specialization; Physical Education; Sport and Leisure Management Bachelor of Arts, Specialties in Sport and Leisure Management and Multidisciplinary

University of British Columbia, Okanagan: [https://hes.ok.ubc.ca/](https://hes.ok.ubc.ca/) Bachelor of Human Kinetics, Specialties in Clinical Exercise Physiology and Community Health Promotion

University of British Columbia, Vancouver: [www.kin.educ.ubc.ca](http://www.kin.educ.ubc.ca) Bachelor of Kinesiology Specialties in Kinesiology and Health Science, Interdisciplinary Studies, Physical and Health Education

University of Fraser Valley: [www.ufv.ca/kinesiology/](http://www.ufv.ca/kinesiology/) Bachelor of Kinesiology, Specialties in Exercise Science and Pedagogy

** Vancouver Island University: [www.viu.ca/shape/index.asp](http://www.viu.ca/shape/index.asp) Bachelor of Arts, Major and Minor available in Physical Education

J. Evidence of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable (Provide copies of letters of support in appendix 4)
EPHE director
Faculty of Education Dean

Consultations
Pia Russell, Librarian, McPherson Library - Received
Education Advising for Undergraduate programs
Dr. James Nahachewsky, Associated Dean of Undergraduate Programs
Brad Temple advising Recreation and Health Education and Kinesiology - Received
  • Dr Viviene Temple - Program coordinator Recreation and Health Education
  • Dr Lynneth Stuart-Hill - Program coordinator Kinesiology
Appendix 1 - Approved PHE teachable area courses.

Courses for Teachable area concentration in physical and health education

Note: If students want to enter the PDP program
TRB Requirements to enter post degree professional program
Approved English, e.g., two of ENGL 135, 146, 147 (1.5 units each)_________________________ 3.0

EPHE - Physical and Health Education teachable subject area

EPHE 201 Qualitative Analysis of Human Movement_______________________________ 1.5
Current theories, principles and practice related to the qualitative analysis of motor skills including basic mechanical principles (stability, force, leverage, and linear and rotary motion).

EPHE 245 Motor Learning____________________________________________________ 1.5
Neural and cognitive processes underlying human skilled action and the factors that influence learning and control of these actions. Ways in which the human motor system enables the acquisition and retention of complex movement skills and implications for the design of instructional situations to support retention and optimal performance of skilled actions.

EPHE 246 Strategies for Active Health________________________________________ 1.5
Designed specifically for physical education teachers, reviews health topics outlined in the BC Ministry of Education's IRPs for Physical Education and Health and Career Education. Topics include Quality Daily Physical Education, Active Living, Comprehensive School Health, eating disorders, stress management, nutrition, and personal and school health planning. Also focuses on student-centered learning approaches to encourage students to become active advocates for their own health.

EPHE 352 Instructional Techniques in Individual Activities Secondary______________ 1.5
Methods of teaching individual activities to secondary school and related groups. Field experience may be required as part of this course.

EPHE 360 Exercise Prescription_________________________________________________ 1.5
Principles of fitness and the development of exercise programs to enhance health and/or performance of children, adults and special populations including athletes, the elderly and disabled; application of programs in a variety of settings; methods of evaluating physiological adaptation to exercise using laboratory and field experiences.

EPHE 452 Teaching Strategies for Games in Physical Education____________________ 1.5
Methods of teaching game activities to students in secondary schools and related groups. Field experience is required as part of this course.

Sub-Total 9.0

Take one of the following for 1.5 units

EPHE 350 (formerly 250) Inclusion of Children and Youth with Special Needs in Physical Activities
An introduction to the development, implementation, and assessment of inclusive physical activity programs for learners with disabling conditions. The course includes experiential learning with students with special needs.

OR

EPHE 346 Motor Development and Physical Maturation__________________________
An overview of motor development and maturation from the neonate to adulthood and old age. Special attention will be given to the growth and motor development characteristics of children and adolescents.

Sub-Total 1.5

Skill and Performance Activity (SPA) Classes
The PE teaching area includes 4.5 units skill performance and analysis courses. Each 0.5 unit course is scheduled for 24 hours of instruction (2 hours per week, worth 0.5 units).

You will take 4.5 units selected from the following courses:

Worth 0.5 units
Intended for students pursuing degrees in the Faculty of Education. Designed to develop each participant's level of
performance, ability to analyze skills, and understanding of concepts within the activity.

- EPHE 116 Badminton, EPHE 117 Tennis EPHE122 Volleyball
- EPHE 120 Basketball, EPHE 121 Soccer, EPHE 123 Rugby, EPHE 124 Field Hockey
- EPHE 137 Experiential Outdoor Education EPHE 126 Orienteering EPHE 105 Swimming
- EPHE 134 Yoga, EPHE 135 Martial Arts, EPHE 133 Strength Training, EPHE 137 Gymnastics
- EPHE 109 Recreational Dance, EPHE 114 Creative Dance EPHE 119 Contemporary Dance
- EPHE 106 Track and Field
- EPHE 125 Softball
- EPHE 113 Golf

Or, worth 1.5 units (new courses add or revised in December 2016)

**EPHE 439 - Study of gymnastics**

Drawing on Laban's four elements of movement (space awareness, body awareness, qualities and relationships) for analyzing and designing creative movement activities, this course will explore the application of these elements to the study of gymnastics and dance. Designed to develop each participant's level of performance, ability to analyze skills, and understanding of movement concepts.

**EPHE 487 - Special Topics in Exercise Science, Physical and Health Education: Outdoor Physical Activities**

Provides the opportunity for students to develop an understanding and appreciation of a variety of outdoor physical activities suitable for secondary school-aged youth. The course will engage in the study of movement forms drawn from an array of outdoor activities based experience such as hiking, rock climbing, orienteering and backpacking.

Sub-Total 4.5

\[(9.0 + 1.5 + 4.5)\]

**PE courses 15.0 units**

Grand Total PHE teachable subject area for PDP (3.0 units English) 18.0 units.

**Current Teachable Areas**


**Other Key information for calendar**

*At UVic, EPHE courses are generally reserved for students in an EPHE degree program. If you aren’t taking an EPHE degree in RHED or KINES, you will need to obtain special permission from the School of Exercise Science, Physical and Health Education (EPHE) to take many of the courses listed in the physical and health education teachable area. Be sure to read course descriptions carefully and consult the Director of the School of EPHE for special permission.*

**Grade Requirements**

Students applying for admission to PDPP need a B- average on their teaching area courses. This will be calculated from 6 units of 300/400 level course plus 3.0 units of 100-200 level (the courses with the best grades).
Appendix 3a - Enrolment and graduation figures in the current five year B. Ed Secondary PE over last 10 years.

D. Ed Secondary Curriculum with PE teaching area:

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduates B. Ed Secondary PE</th>
<th>Teaching positions k-12</th>
<th>International Development</th>
<th>Recreation</th>
<th>Business manage or CEO</th>
<th>Sport Coach/instructor</th>
<th>Personal Trainer</th>
<th>RCMP or Border services</th>
<th>Ministry of forests train firefighters</th>
<th>Missing in action</th>
<th>Percentage teaching after graduation</th>
</tr>
</thead>
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<tr>
<td>2008</td>
<td>27</td>
<td>24</td>
<td></td>
<td>1</td>
<td>1</td>
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<td>89%</td>
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<tr>
<td>2009</td>
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<td>1</td>
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<td>2010</td>
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<tr>
<td>2012</td>
<td>37</td>
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<td>2014</td>
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<td>2015</td>
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<td>2016</td>
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<td>2017</td>
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<td>2018</td>
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<td>Aver.</td>
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<td>1</td>
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<td>94%</td>
</tr>
</tbody>
</table>

Data source:

FAST: Students Admission, Convocation list by Department
EPHE office records

Appendix 3b - Summary of Employment Coming out of the B. Ed Secondary PE degree

The following employment statistics from 2008-2018 were collected from an email survey of graduates one to two years after graduation from the 5-year B. Ed in PE secondary education.
Appendix 4 - Letters of support

Pia Russell, Librarian, McPherson Library. - Received
Dr Viviene Temple - Program coordinator Recreation and Health Education
Date: September 7, 2018

To: Dr. Tim Hopper—Exercise, Physical Health, and Education

From: Pia Russell—Library

Re: Library consultation for physical education minor proposal

Dear Tim,

Thank you for sharing the proposal for the Physical Education Minor program. After considering the library needs of your proposal and in reviewing our current collection of relevant holdings, I foresee no library implications regarding the proposed program.

It was good to chat about this proposal and the library’s physical education collection. In light of this conversation, I am happy to enhance our collection in this area even further. Please do continue to encourage your colleagues and students to suggestion titles; I am always pleased to order new materials that will continue to support the teaching, learning, and research of physical education at UVic.

Best of luck with your proposal.

Sincerely,
Pia
Hi Tim,

I have some comments and suggestions for you. But I think it will a good addition to our offerings and add another mechanism for students to become PHE teachers.

Kind regards, Viviene

Viviene A. Temple PhD
Professor and Recreation and Health Education Program Leader School of Exercise Science, Physical and Health Education University of Victoria, BC, Canada http://web.uvic.ca/~vtemple/

-----Original Message-----
From: TIM Hopper
Sent: September 17, 2018 9:10 AM
To: Lynneth Stuart-Hill <lstuhill@uvic.ca>; Viviene Temple <vtemple@uvic.ca>
Subject: PE minor and memos

Lynneth and Viv

Here is the final proposal. Just need memos from you both. I have included memos from Pia and Brad as examples.

The plan is to circulate the complete proposal to the School today in preparation for the Council meeting on Thursday.

Thanks

Tim
MEMO

Date: February 13, 2019

To: Senate

From: Senate Committee on Planning

Re: Proposed Major Modification of the Diploma in Intercultural Education

At its meeting of January 23, 2019, the Senate Committee on Planning considered the proposed major modification of the Diploma in Intercultural Education, as described in the memorandum dated January 1, 2019.

The following motion is recommended:

That Senate approve the proposed major modification of the Diploma in Intercultural Education, as described in the memorandum dated January 1, 2019.

Respectfully submitted,

2018/2019 Senate Committee on Planning
Nancy Wright, Associate Vice-President Academic Planning (Chair)
Gillian Calder, Faculty of Law
David Castle, Vice-President Research
Jo-Anne Clarke, Division of Continuing Studies
Merwan Engineer, President's Nominee
Mauricio Garcia-Barrera, Faculty of Graduate Studies
Andrea Giles, Cooperative Education and Career Services
Nicole Greengoe, Registrar (on leave)
Rishi Gupta, Faculty of Engineering
Robin Hicks, Faculty of Science
Ashlee Kirby, Student Senator
Valerie Kuehne, Vice-President Academic and Provost
Graham McDonough, Faculty of Education
Patrick Nahirney, Division of Medical Sciences
Sang Nam, Peter B. Gustavson School of Business
Abdul Roudsari, Faculty of Human and Social Development
Dan Russek, Faculty of Humanities
Nilanjana Roy, Faculty of Social Sciences
Ralf St. Clair, Dean, Faculty of Education
Victoria Wyatt, Faculty of Fine Arts
Carla Osborne, GSS Representative
Ada Saab, Acting Associate University Secretary
David Capson, Faculty of Graduate Studies
Sandra Duggan (Secretary), Office of the Vice-President Academic and Provost
Date: January 1, 2019

To: Nancy Wright, Chair, Senate Committee on Planning
    Tim Haskett, Chair, Senate Committee on Curriculum

From: Lisa Surridge, Associate Dean Academic, Faculty of Humanities

CC: Chris Goto-Jones, Dean, Faculty of Humanities, Ralf St. Clair, Dean, Faculty of Education, and Jo-Anne Clarke, Dean, Division of Continuing Studies

Re: Proposal for a Major Modification of the Diploma in Intercultural Education: program name change, course code change, and change in academic home for program

Background:

The Diploma Program in Intercultural Education (IE) is a 15.0-unit credit credential established in 1996 and offered through the Division of Continuing Studies (DCS). The diploma consists of core and elective courses from the Faculties of Humanities and Social Sciences, as well as courses originating within the Division of Continuing Studies. Because of the interdisciplinary nature of the program, the academic home of the program was designed to move between faculties. The Diploma in Intercultural Education has been with the Faculty of Education since 2004 and an agreement has been made between Education, DCS and Humanities to move the program to the Faculty of Humanities in spring 2019. The Faculty of Humanities will provide an ideal academic home for the diploma as the majority of students completing this program are undergraduate students concurrently completing degrees in the Faculties of Humanities (60%) or Social Sciences (40%). The majority of program electives come from Humanities.

While the program title *Intercultural Education* was meant to indicate the learning/development of intercultural knowledge and skills, this title has led to the misperception that the program is for people working in or planning to work in an education setting exclusively. A new title *Intercultural Studies and Practice*, has been selected and approved by the program Steering Committee that is more appropriate to the intent and content of the program. The course codes will be changed to ISP to align with the new name.

Transition Plan
**Admissions:** students admitted to the Diploma in Intercultural Studies and Practice will be admitted to the Faculty of Humanities beginning September, 2019. The admissions form will be amended to reflect this change.

**Current Students:** coordination has commenced with OREG to ensure student transition (new program codes, CAPP reports, recoding of current learners)

**Advising:** Tri-Faculty Advising will manage graduating learners after the fall, 2019 convocation.

**Academic Administration:** A Faculty Coordinator, Dr. Audrey Yap, has been appointed by Humanities effective September 2019 to attend to the academic needs of learners in the Diploma in Intercultural Studies and Practice.

**Summary of Proposed Changes:**

**Program Changes:**
- Change in host Faculty from Education to Humanities (Fall, 2019)
- Change in program name from Intercultural Education to Intercultural Studies & Practice
- Course code change to ISP to align code with new name

Please find attached messages of support from the Dean of Humanities, Dean of Social Sciences, Dean of Education, and Dean of Continuing Studies

On behalf of
**The Faculty of Humanities**

Original signed by Lisa Surridge

Dr. Lisa Surridge
Associate Dean Academic
Faculty of Humanities
January 3, 2019

Original signed by Chris Goto-Jones

Dr. Chris Goto-Jones
Dean, Faculty of Humanities
January 3, 2019
Dear Tania,

Many thanks for this email and my apologies for being slow responding – as you may have seen from my autoresponse, I’ve been away from campus for a couple of weeks.

I write to confirm that I support the transition of this programme into Humanities from May 2019, and I also support changing the name to ‘Diploma in Intercultural Studies and Practice.’ It’s an exciting programme and Humanities is delighted to be involved.

With all good wishes,
Chris

---

Chris Goto-Jones, DPhil.
Dean of Humanities & Professor in Philosophy, University of Victoria.

open your mind, transform our world
provoke/inspire/engage/enrich

CONFIDENTIALITY NOTICE: This email message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply email and destroy all copies of the original message.
Special Projects Assistant

From: Ralf St. Clair - Dean of Education
Sent: February 14, 2019 1:07 PM
To: Special Projects Assistant
Subject: Major change in Diploma in Intercultural Education

Dear Dr. Wright,

The Faculty of Education is happy to support the relocation of the Diploma in Intercultural Education. It makes sense in terms of content and academic direction of the program. We wish Humanities well with this endeavour.

Sincerely,

Ralf

Ralf St.Clair
Dean
Faculty of Education
250.721.7757
Dear Dr. Nancy Wright,

I am entirely supportive of the proposed changes to the Diploma Program in Intercultural Education (IE) which include a program name change (and corresponding course code change) and a new home faculty in Humanities.

I am aware that the steering committee carefully considered several new program names before selecting the new title of *Intercultural Studies and Practice*. This new name better reflects the learner base and an emphasis on applied knowledge.

I also support the transition to the Faculty of Humanities as our academic host for the program and am confident that Dr. Audrey Yap is well-suited to assume the role of Faculty Coordinator. We appreciate the contributions of the Faculty of Education to date.

If you have any questions or concerns, please let me know.

Sincerely,

Jo-Anne

---

Jo-Anne Clarke, PhD, MA, MCE
Dean

Office of the Dean
Division of Continuing Studies, University of Victoria
Tel 250-721-8456
Email uvcsdean@uvic.ca
Web continuingstudies.uvic.ca
Date: February 13, 2019

To: Senate

From: Senate Committee on Planning

Re: Proposal for the Addition of a Cultural, Social and Political Thought Option to the Master of Arts in Germanic and Slavic Studies

At its meeting of January 23, 2019, the Senate Committee on Planning considered the proposal for the addition of a Cultural, Social and Political Thought Option to the Master of Arts in Germanic and Slavic Studies, as described in the document (CSPT) “Addition of CSPT Option to Germanic and Slavic Studies Master’s Program”.

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 CSPT Option, as described in the document “Addition of CSPT Option to Germanic and Slavic Studies Master’s Program”.

Respectfully submitted,

2018/2019 Senate Committee on Planning
Nancy Wright, Associate Vice-President Academic Planning (Chair)
Gillian Calder, Faculty of Law
David Castle, Vice-President Research
Jo-Anne Clarke, Division of Continuing Studies
Merwan Engineer, President's Nominee
Mauricio Garcia-Barrera, Faculty of Graduate Studies
Andrea Giles, Cooperative Education and Career Services
Nicole Greengoe, Registrar (on leave)
Rishi Gupta, Faculty of Engineering
Robin Hicks, Faculty of Science
Ashlee Kirby, Student Senator
Valerie Kuehne, Vice-President Academic and Provost
Graham McDonough, Faculty of Education
Patrick Nahinney, Division of Medical Sciences
Sang Nam, Peter B. Gustavson School of Business
Abdul Roudsari, Faculty of Human and Social Development
Dan Russek, Faculty of Humanities
Nilanjana Roy, Faculty of Social Sciences
Ralf St. Clair, Dean, Faculty of Education
Victoria Wyatt, Faculty of Fine Arts
Carla Osborne, GSS Representative
Ada Saab, Acting Associate University Secretary
David Capson, Faculty of Graduate Studies
Sandra Duggan (Secretary), Office of the Vice-President Academic and Provost
Addition of CSPT Option to Germanic and Slavic Studies Master’s Program

<table>
<thead>
<tr>
<th>Dean's Name:</th>
<th>Signature Dean:</th>
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<tr>
<td>Chris Goto-Jones</td>
<td>Original signed by Chris Goto-Jones</td>
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<th>Contact Name and Number:</th>
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<tr>
<td>Blair Taylor (250-472-4677)</td>
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<tr>
<th>Date approved by Department:</th>
<th>Chair/Director:</th>
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<tr>
<td>November 21, 2017</td>
<td>Original signed by Helga Thorson</td>
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<tr>
<th>Date approved by Faculty Curriculum Committee:</th>
<th>Dean or Committee Chair; Original signed by</th>
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<tbody>
<tr>
<td>January 4th, 2019</td>
<td>Lisa Surridge</td>
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Addition of Culture, Social, and Political Thought Option to Germanic and Slavic Studies Master’s Program

A. Identification of new stream

<table>
<thead>
<tr>
<th>Name, Location, Academic units (Faculties, departments, or schools) offering the new stream / option</th>
<th>Germanic and Slavic Studies/Cultural, Social, and Political Thought option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipated stream /option start date</td>
<td>September 2019</td>
</tr>
</tbody>
</table>

| Name, title, phone number and email address of contact person | Dr. Elena Pnevmonidou, affiliated CSPT faculty member, 7324, epnev@uvic.ca  
Dr. Helga Thorson, Chair of the Department of Germanic and Slavic Studies, 7320, helgat@uvic.ca |

B. History and context of the program indicating value of a new stream or option

The graduate program in Germanic and Slavic Studies has undergone substantial redesign in recent years. Before 2015, the department had an MA in Germanic Studies and only offered an MA in Slavic Studies by special arrangement. In 2015, we completely redesigned our graduate offerings, creating a Master’s program with a stream in Germanic Studies and one in Slavic Studies. In 2017, we further expanded our graduate program with the addition of a third stream, the Master’s Stream in Holocaust Studies. The three streams are grounded in common core courses that students take before branching off into their respective discipline-specific courses. With this partially integrated three-stream model, the department has developed a distinct graduate studies profile that enables us to stand out as a unique and attractive department. We have modernized the graduate curriculum in Germanic Studies, are one of the few remaining universities in Canada to offer a full complement of undergraduate programs and a full MA stream in Slavic Studies, and UVic is the only university in Canada and one of very few internationally to offer a Master’s stream in Holocaust Studies.

Since our graduate-program redesign, we have been able to recruit a number of high caliber students to all of our streams. We believe that the addition of an interdisciplinary option combining GMST with Cultural, Social, and Political Thought (CSPT) (CSPT: https://www.uvic.ca/interdisciplinary/cspt/) will make us even more attractive. Our program is already interdisciplinary in nature and relies on horizontal linkages across campus. Having a CSPT option will allow us to continue to move in this direction.

Joining the existing CSPT program benefits both the department and the program: on the one hand, there are potential Germanic, Slavic, and Holocaust Studies candidates who would be attracted to UVic because of CSPT, and on the other, there are potential CSPT students who would like to do a CSPT concentration, but cannot if they are
registered as Germanic and Slavic Studies students (since our department is not currently a participating department). Furthermore, CSPT benefits from having a greater variety of faculty members who can be on MA/PhD committees, a greater variety of students in the program, and there can potentially be more course offerings for all CSPT students. Finally, participating departments benefit by having non-departmental CSPT students taking their courses that are jointly offered with CSPT courses.

In general, this change will provide students with access to a more diverse faculty, fellow students, and a wider range of seminars to better suit their needs.

C. Aims, goals and/or objectives

Distinctive characteristics

The program simply adds an option to the graduate program in Germanic and Slavic Studies. Some characteristics include opportunities for students to:

- Understand and apply major theories in literature, film, cultural history, cultural studies, Holocaust studies, memory studies, second-language acquisition, etc;
- Formulate critical questions from a disciplinary and interdisciplinary perspective; and
- Develop a solid theoretical, analytical, and critical foundation for empirical research activities.

Anticipated contribution to the UVic Strategic Framework, Faculty, and academic unit’s strategic plans

This new option will intensify the dynamic learning by creating new links between graduate programs, support dialogue between graduate students from various origins and backgrounds, and ultimately contribute to diversifying ideas, and the potential for discovery and inquiry.

Target audience, student demand

Students in all of our three MA streams (Germanic Studies, Slavic Studies, Holocaust Studies) may be interested in the CSPT option.

Include plans for student recruitment

Recruitment is done through the Department of Germanic and Slavic Studies via our graduate advisor; we will simply advertise this new option.
D. Admission requirements

Include plans for admissions and transfer within BC system where appropriate

Admissions will not change. The same criteria that are currently used for Germanic and Slavic Studies and CSPT will apply. Students apply to one of the streams in the Department of Germanic and Slavic Studies and then indicate their wish to concentrate in CSPT.

E. Areas of research and teaching specialization of faculty complement who will teach program

Two members of the Department of Germanic and Slavic Studies are already affiliated with CSPT:

Dr. Elena Pnevmonidou
https://www.uvic.ca/humanities/germanicslavic/people/home/faculty/profiles/pnevmonidouelena-php

Dr. Megan Swift
https://www.uvic.ca/interdisciplinary/europe/us/people/faculty/swiftemegan.php

Dr. Pnevmonidou already offers a course on Adorno, Benjamin and Frankfurt School Critical Theory (GMST 565) that is cross-listed with CSPT 500. Dr. Swift will be offering a course on Bakhtin (SLST 550) for the first time in the fall of 2019 that will also be jointly offered as CSPT 500.

Apart from these faculty members who are officially associated with the CSPT program, other department members have strong theoretical grounding. For example, Charlotte Schallé and Helga Thorson specialize in Holocaust and Memory Studies and the theories associated with this interdisciplinary field.

F. Curriculum design
Schedule of course delivery

- Identify the prescribed set of core and prerequisite courses.
- Identify which courses already exist at UVic and which new courses will be implemented as a result of the program.

Students wishing to pursue a Master's with a CSPT concentration must complete a minimum of 7.5 units of course work and a 7.5-unit thesis as follows:

(a) GMST 501 (1.5 units) or SLST 501 (1.5 units); GMST 502 (1.5 units) or SLST 502 (1.5 units)
(b) one additional GMST or SLST course at the graduate level (1.5 units)
(c) CSPT 501 (1.5 units)
(d) either CSPT 590 (1.5 units) and
(e) an MA thesis worth 7.5 units (GMST 599 or SLST 599).

The thesis topic must be within the field of CSPT, and the thesis must be written in English. At least two members of the three MA supervisory committee members must be drawn from the faculty members affiliated with the CSPT program. At least one CSPT faculty member on the student's supervisory committee must be from outside the student's home department. The supervisor will be from the Department of Germanic and Slavic Studies, and may be affiliated with CSPT.

All of the courses listed already exist.
Delivery methods (e.g., plans for distance education, or computer assisted delivery) as appropriate to targeted student segments

Graduate seminars at UVic.

Linkages between the learning outcomes and the curriculum design (refer either to program-specific learning outcomes or up to 3 UVic learning outcomes. (See https://web.uvic.ca/calendar2018-05/cal/uvic/learning-outcomes.html).

- Understand and apply major theories in literature, film, cultural history, cultural studies, Holocaust studies, memory studies, second-language acquisition, etc.
- Formulate critical questions from a disciplinary and interdisciplinary perspective
- Develop a solid theoretical, analytical, and critical foundation for empirical research activities

Integration of opportunities for experiential learning, community-engaged or research-enriched learning

- When applicable, describe: 1) the purpose of practica, Co-op work terms, 2) the unit’s plans to develop placement opportunities for students, 3) the level of support extended to students seeking placements, 4) the anticipated outcomes of the work term or field placement, and 5) students’ evaluation during their placements.

N/A

- Opportunities for community engaged and research-enriched learning

There are various opportunities for community-engaged learning and research-enriched learning through symposia organized by both the Department of Germanic and Slavic Studies and CSPT, colloquia, research assistantships, teaching assistantships, etc. Each year our graduate students host a graduate-student conference. This could be linked with graduate student activities in CSPT. Similarly, our students edit a graduate student journal, which could serve as a publication venue for students in the CSPT program.

Residency requirements and anticipated times to completion

All graduate seminars are taught at UVIC. The program is scheduled to be completed in 12 to 24 months.

Policies on student evaluation

The policies are those outlined in the UVic Graduate Calendar.

Describe the integration of international or Indigenous content or perspectives in the curriculum

The courses taught in our department focus heavily on international content. We also have begun to bring in Indigenous content through our Holocaust Studies stream.
G. Enrolment plan for the program (i.e., anticipated annual intake number and graduates)

This is not a new program, so no specific enrolment is required. We need neither extra funding nor extra faculty members. However, we can anticipate that once the new concentration is added, more and more potential students will be interested in its interdisciplinary nature.

H. Resource plan

When additional resources will be required from the Library, include evidence of consultation with the UVic Librarian (i.e., an email or letter)

No additional resources required.

Please see the corresponding email from Carol Gordon stating that there are “no library implications associated with the department joining CSPT.”

I. Related streams or options in UVic programs or other British Columbia post-secondary institutions

The CSPT is a unique program at UVic.

UBC has a program in society and culture but within the faculty of education. It is not comparable. (See http://edst.educ.ubc.ca/programs/society-culture-politics-in-education/)
J. Evidence of consultation with other UVic Departments/Faculties participating in the delivery of the stream or option, when applicable. (Provide copies of emails or letters of support in an appendix.)

Dr. Emile Fromet de Rosnay, Director of the CSPT program, visited our departmental meeting on November 21, 2017, and discussed the program with us. We voted on a motion to join the CSPT program after he left. We did not think it was necessary to consult with any other department. However, we did consult with the library (see attachment).
Hi Emilie,

please see the library's response for Slavic Studies below.

best, Ulf

---

From: Carol Gordon  
Sent: November 2, 2018 10:23 AM  
To: Ulf Schuetze  
Subject: RE: Consultation Slavic Studies joining CSPT

Hi Ulf,

Thanks for your note; I can confirm that there are no library implications associated with the department joining CSPT, since existing courses will continue. Thanks for letting us know.

Best, Carol

Carol Gordon, Ph.D.  
Head, Distance Learning and Research Library Services  
McPherson Library, room A233  
University of Victoria  
250-721-6161  
cgordon@uvic.ca

---

From: Ulf Schuetze  
Sent: November 2, 2018 9:41 AM  
To: Carol Gordon <cgordon@uvic.ca>  
Subject: Consultation Slavic Studies Joining CSPT

Dear Carol,

the Department of Germanic & Slavic Studies is planning to joint CSPT as a participating member. We don’t foresee any problems as students will take existing courses. Bill Blair confirmed for the Germanic side that there are no concerns from the library regarding this move. Could you confirm that for the Slavic side?
Thanks for your help.

best,

Dr. Ulf Schuetze
Dept. representative to the Academic Standards and Curriculum Committee Faculty of Humanities

From: Bill Blair
Sent: October 30, 2018 9:12 AM
To: Ulf Schuetze
Subject: RE: consultation Germanic Studies joining CSPT

HI Ulf,

That is OK. Often people call me Blair ☺.

I don't foresee any problems, from a library perspective, with your department's plans to join the CSPT as there will not be any new resources that I need to purchase for the program. If, for some reason, new resources are needed in the future these can be purchased on existing German funds.

I have passed your email along to Carol Gordon who is the subject librarian for Slavic Studies.

Regards,

Bill

From: Ulf Schuetze
Sent: October 30, 2018 8:48 AM
To: Bill Blair <blairw@uvic.ca>
Subject: Fw: consultation Germanic Studies joining CSPT

HI Bill,

I just realized that in my last email I used your last name. My apologies! My official excuse is that the contact person in our Dean's office name is Blair so I got mixed up.

best, Ulf
To: Bill Blair  
Subject: consultation Germanic Studies joining CSPT

Hi Blair,

this email is to consult about our Department’s plans to join the CSPT (Cultural, Social and Political Thought) Program as a participating Department. At a recent Department meeting, the faculty members of our Department voted in favour of this move.

We don’t foresee any implications for the library as the CSPT students will take course in the already existing MA streams in Germanic Studies, Slavic Studies, Holocaust Studies

Please let me know, if you should have any concerns about this proposal.

Also, can you forward this message to the person in the library who is assigned to Slavic Studies? Or is that also you?

best, Ulf
Memorandum regarding changes to CSPT program
FRAN and GMST/SLST joining CSPT

To: Nancy Wright, Associate vice-president, Academic Planning
From: Emile Fromet de Rosnay, Director, CSPT

October 29, 2018

As director of CSPT, my mandate has been to increase the breadth of the program to include more departments, and more campus engagement generally in what is UVic’s oldest interdisciplinary program. This is in line with UVic’s commitment to interdisciplinary research and learning. Furthermore, there was, at the time of the interview for the directorship, the expressed desire that the program become more diverse, and that the CSPT faculty and student body represent the diversity of UVic disciplinarily speaking. This has been confirmed in subsequent program meeting discussions.

Over the years, student enrollment has been steady, with an average of 9 students per year in the program. However, POLI and ENGL have made up the bulk of these numbers, and so it has been important to diversify student participation in the program. This is why I have had Anthropology join CSPT (as Sept. 2018), and French and Germanic and Slavic Studies are in the process of joining for September 2019. This would bring the number of participating departments up to 9 from 6. Eventually, for 2020 and beyond, I am looking at having Geography, Visual Studies and History of Art, Law and Society, and Music. All of these departments have affinities with CSPT, and students and faculty have expressed interest CSPT. Both CSPT and departments stand to benefit from participation, because departments can attract CSPT students who would not normally be able to do a concentration in CSPT (their respective department needs to be a participating department), and CSPT would benefit from the above-mentioned diversity.

The incorporation of new departments will not affect the capacity of students to complete their program of study. On the contrary, the more departments participating in CSPT will lead to a greater variety of cross-listed courses for students to choose from for the CSPT 500 required credit.

Both the French and the Germanic and Slavic Studies Departments voted to join CSPT in the 2017-2018 academic year (see attached correspondence).

Signed by:

Marc Lapprand, chair of FRAN

Original signed by Helga Thorson

Helga Thorson, chair of GMST/SLST
Hi Nancy,

The Faculty of Graduate Studies approved the following motion at its meeting of Jan 10, 2019:

MOTION: THAT the Faculty of Graduate Studies Council approve and recommend the addition of French and Germanic and Slavic Studies to CSPT, as presented, to the Senate Committee on Planning.

I am requesting that you bring this to the Senate Committee on Planning for consideration at its next meeting. For your information, I have attached the supporting documents that were considered by the FGS Council in its decision.

Sincerely,

David
Date: February 13, 2019
To: Senate
From: Senate Committee on Planning
Re: Proposal for the Addition of a New Stream in the Politics of Global Challenges in the Existing Master of Arts in Political Science

At its meeting of January 23, 2019, the Senate Committee on Planning considered the proposal for the addition of a new stream in the Politics of Global Challenges in the existing Master of Arts in Political Science, as described in the document “New Stream in the Politics of Global Challenges in the Existing Master of Arts in Political Science”.

The following motion is recommended:

That Senate approve and recommend to the Board of Governors that is also approve, subject to funding, the addition of a new stream in the Politics of Global Challenges in the existing Master of Arts in Political Science, as described in the document “New Stream in the Politics of Global Challenges in the Existing Master of Arts in Political Science”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

Respectfully submitted,

2018/2019 Senate Committee on Planning
Nancy Wright, Associate Vice-President Academic Planning (Chair)
Gillian Calder, Faculty of Law
David Castle, Vice-President Research
Jo-Anne Clarke, Division of Continuing Studies
Merwan Engineer, President's Nominee
Mauricio Garcia-Barrera, Faculty of Graduate Studies
Andrea Giles, Cooperative Education and Career Services
Nicole Greengoe, Registrar (on leave)
Rishi Gupta, Faculty of Engineering
Robin Hicks, Faculty of Science
Ashlee Kirby, Student Senator
Valerie Kuehne, Vice-President Academic and Provost
Graham McDonough, Faculty of Education
Patrick Nahinery, Division of Medical Sciences
Sang Nam, Peter B. Gustavson School of Business
Abdul Roudsari, Faculty of Human and Social Development
Dan Russek, Faculty of Humanities
Nilanjana Roy, Faculty of Social Sciences
Ralf St. Clair, Dean, Faculty of Education
Victoria Wyatt, Faculty of Fine Arts
Carla Osborne, GSS Representative
Ada Saab, Acting Associate University Secretary
David Capson, Faculty of Graduate Studies
NEW STREAM WITHIN AN EXISTING GRADUATE PROGRAM TEMPLATE

New Stream in the Politics of Global Challenges in the Existing Master of Arts in Political Science

Dean’s Name and Date of consultation with AVPAP: Catherine Krull, July 31, 2018
Dean signature: Original signed by Rosaline Canessa

Name of contact person:
Dr. Scott Watson, Chair, Department of Political Science
Dr. Matt James, Graduate Director, Department of Political Science
Dr. Michelle Bonner, Professor, Department of Political Science

Email & phone of contact person:
Dr. Watson: chairpol@uvic.ca, local 3528
Dr. James: gradpol@uvic.ca, local 6489
Dr. Bonner: mbonner@uvic.ca, local 3561

Date approved by Department: October 16, 2018
Chair/Director signature: Original signed by Scott Watson

Date approved by Faculty: November 7, 2018
Dean signature: Original signed by Rosaline Canessa

Date approved by Graduate Studies: January 10, 2019
Dean signature: See attached email approval
PROPOSAL (up to 3,000 words plus appendices)

A. Identification of new stream

<table>
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<tr>
<th>Name, Location, Academic units (Faculties, departments, or schools) offering the new Master’s degree</th>
<th>New stream in the Politics of Global Challenges in the existing Master of Arts in Political Science (PGC), to be offered by the Department of Political Science in the Faculty of Social Sciences/ Faculty of Graduate Studies</th>
</tr>
</thead>
</table>

| Anticipated Master’s degree start date | September 2019 |

| Name, title, phone number and e-mail address of contact person | Dr. Scott Watson, Chair, Department of Political Science: chairpol@uvic.ca, local 3528  
Dr. Matt James, Graduate Director, Department of Political Science: gradpol@uvic.ca, local 6489  
Dr. Michelle Bonner, Professor, Department of Political Science: mbonner@uvic.ca, local 3561 |

B. History and context of the program indicating value of new stream

The Department of Political Science has a well-established and vibrant graduate program, offering Master’s and PhD degrees. In recent years the Department has experienced high demand from students, both domestic and international, for training in global and international politics. This is clear from the enrolment trends at the undergraduate level and in graduate applications. The desirability of creating a new MA stream focusing on global issues was highlighted with some urgency in the department’s 2016 Academic Program Review Report. The reviewers stated “we believe [the proposed MA in global issues] is a great initiative and likely to attract students” (p. 13; see also Recommendation 5). The PGC proposal will respond to existing demand, by drawing on existing teaching and research strengths within the department of Political Science. The academic environment is enhanced by the Department’s close connections with the Centre for Global Studies (CFGS), the Center for Asia-Pacific Initiatives (CAPI), and the Centre for Studies in Religion and Society, as well as by the Department’s tradition of leadership in inter-disciplinary teaching and research. Collaboration with the research centres will foster global-level civic engagement and the opportunity for study or internships abroad.

A key goal of the program is to provide advanced training in theoretical and methodological approaches to addressing critical global political challenges with the goal of equipping students to be researchers, scholars and advocates active in the advancement of alternative and innovative solutions to matters of global importance. The program draws on the research expertise of faculty members, many of whom conduct international field research addressing global challenges. Rather than a typical “global politics” MA that draws primarily on the existing political science subfield of international relations (IR) and is found at many universities in Canada and beyond, the PGC reaches across political science subfields to offer a critical politics approach to global challenges that may or may not fit neatly within the IR subfield. Global challenges emerge from, and require responses from the local, sub-national, national, and regional levels as well as the global level, as is evident in the research of most faculty members in the Department of Political Science. This includes colleagues working in the political science subfields of comparative and Canadian politics. Canada’s experience addressing such challenges as diversity and inclusion of multiple cultures including indigenous peoples provides useful lessons for the global community, both when its experience has been successful and when it has not. Students interested in global challenges will benefit from the expertise of internationally recognized scholars in Canadian politics as well as sub-fields
like comparative and international politics conventionally recognized as relevant to global challenges. The unique perspective developed in the PGC program draws on and strengthens the high reputation of the University of Victoria’s existing graduate offerings in Political Science as well as Cultural, Social and Political Thought (CSPT), European Studies (EUS) and the Global South.

In addition to a broad education in global challenges, PGC offers students the opportunity to critically explore in more depth issues related to four key global challenges, each of which is the focus of three or more current faculty members’ research: Migration and Contested Borders; Political Economy and Development; (In)Security and Surveillance; and Democracy, Diversities and Human Rights. Each student will specialize in one of these four global challenges, achieved by choosing courses and completing a research project focused on that challenge.

The proposed new stream in the Politics of Global Challenges in the existing Master of Arts in Political Science also responds to changes in student demand for different types of graduate programs observed in recent years, thereby strengthening the Department’s ability to recruit outstanding graduate students. In addition to the increased interest in global issues noted earlier, we observe that many applicants and potential applicants seek graduate study and credentials in a more focused program of study than a general disciplinary Master’s degree. This may be especially true of students interested in careers outside academe, including in public service and the non-profit sector. PGC is a research project-based MA, and students will complete a major research paper focused on the politics of a selected global challenge – one that can be relevant to the student’s voluntary activities or career. The major research paper will normally be completed in the summer term immediately following the student’s two terms of full-time coursework. The 2016 Academic Program Review Report strongly encouraged the Department to offer a research project-based degree in the proposed stream (p. 13).

Political Science currently has a strong complement of faculty members whose research focuses on global politics, including a new faculty member appointed in 2017, and faculty members whose research engages with global challenges at the national and regional levels. The proposed MA in PGC will be offered using existing resources. Only one new course is required, and it will be offered within the Department’s current defined teaching capacity. Students in the new stream will have access to funding already allocated to the Department’s program.

C. Aims, goals and/or objectives

Distinctive characteristics

Integrated understanding of the politics associated with global challenges at all levels – local, sub-national, national, regional, and global. The focus on politics at all levels, in contrast to programs focused on so-called “global governance”, reflects the fact that global challenges originate at all political levels and necessitate responses at multiple levels.

The program is grounded in Political Science faculty members’ research expertise in four areas in which global challenges to human and social well-being pose especially intense political debates: Migration and Contested Borders; Political Economy and Development; (In)Security and Surveillance; and Democracy, Diversities and Human Rights.

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

The proposed MA Stream in the Politics of Global Challenges in the existing Master of Arts in Political Science is guided by principles highlighted in the University of Victoria’s recent strategic planning documents, and its substantive focus is closely aligned with the priorities outlined in those documents. As President Cassels highlighted in “Making a World of Difference: International Plan 2017-2021”,
Globalization is among the most important forces shaping higher education, and indeed the world, today. Instantaneous telecommunications, modern transportation, economic and geopolitical integration, the mobility of people and of ideas and the global scale of human impacts on the planet—each of these elements bring with them challenges and opportunities. By leveraging our international partnerships and embracing the diverse ideas, experiences and people who contribute to our campus community, we are tackling these challenges. We are working together to prepare globally competent students, developing and disseminating knowledge, and making significant contributions to global initiatives that enhance peace, health, environment and prosperity both locally and internationally (p. ii).

The MA Stream in PGC directly contributes to this mission, by empowering students with knowledge, understanding and skills needed to engage effectively in political efforts to address global challenges at all levels, from the local to the global. It is also driven by the desire to mobilize knowledge in support of a better future for people and the planet, as highlighted in the University of Victoria’s Strategic Framework.

The program embodies the UVic Edge. The PGC graduate program is fully grounded in the research expertise of scholars in Political Science, as emphasized in the UVic Strategic Framework’s commitment to research-enriched dynamic learning. Developing a high-quality academic program that aligns teaching and research enhances the impact of research, mobilizing the research expertise of Political Science scholars to enable students to have a vital impact on crucial social issues.

“Making a World of Difference: International Plan 2017-2021” highlights the need for improved cross-cultural understanding and communication among diverse communities. The Department of Political Science has a strong track record of critically challenging dominant, often western-centric, understandings and perspectives in global politics. The PGC program will continue this tradition, emphasizing the need to bring diverse perspectives to bear on global challenges. Political Science faculty contributing to the PGC stream are known for critical theoretical work in this area, complemented by extensive field research in diverse regions, including East and South Asia, Africa, Latin America, Europe, and indigenous communities. A key purpose of the core PGC course is to enhance students’ understandings of diverse perspectives on global challenges, a necessary step towards solutions that genuinely promote social justice.

The PGC program will contribute to meeting UVic’s strategic objectives around internationalization while respecting other important values. The program is financially sustainable and draws entirely on existing faculty resources, thereby aligning a high-quality academic program with existing strengths and directions, and is responsive to student interest and the needs of local and global communities (“UVic Strategic Framework”, Strategy 3.5).

**Target audience and student demand**

As a proposed new stream within an existing, thriving graduate program, the Politics of Global Challenges in the existing Master of Arts in Political Science program is not intended to have a major impact on admissions. It responds to changes in student demand for different types of graduate programs observed in recent years. The growing impact of global challenges in such areas as migration, economic prosperity, social justice, and human rights—as well as the increasingly contentious political debates surrounding these issues—has increased student interest in courses on global political issues. Faculty responsible for graduate recruitment in Political Science have observed that many applicants and potential applicants seek graduate study and credentials in a more focused program of study than a general disciplinary Master’s degree. This may be especially true of students interested in careers outside academia, including in public service and the non-profit sector. Finally, we have observed that international students are often especially interested in studying political issues with global dimensions, and often are interested in studying Canada’s experience. The establishment of a stream in PGC therefore should strengthen the Department’s ability to recruit outstanding graduate students within Canada and from abroad.
Regarding labour market demand, the PGC program is intended to be valuable for students interested in a variety of careers, and especially for those planning careers outside academe. As emphasized in *Making a World of Difference*, “curriculum must prepare students to be global-ready graduates and enable faculty, staff and students to be open to, and effective in, diverse settings” (p. 16). Knowledge about global issues and challenges, as well as inter-cultural understanding, are in increasing demand as private and public sector employers seek employees prepared to address a changing world. This includes including increasingly diverse local communities as well as geographically global issues and communities.

The research project-based degree is expected to be particularly attractive to students interested in careers outside academe, as it is structured to be completed in a single academic year (September-July). However, students who wish to continue on to a PhD program will be well-prepared to do so as well.

**Include plans for student recruitment, retention, and success**

Student recruitment for the PGC program will rely on the same methods and channels as does the existing Political Science graduate program. The program will be highlighted on the Department’s website, and faculty members will publicize the program with their global colleagues and networks.

The research project-based program structure will assist with student retention and success. Experience in our existing MA program shows that the greatest obstacle to timely completion is the lengthy thesis requirement (100 pages), which many students find daunting, especially since limited funding for graduate students in Political Science means many must work to support themselves after their first-year funding is exhausted. The more focused major research paper, combined with the strict schedule for completion and the absence of lengthy time delays associated with the oral exam for the MA thesis, should prove more manageable.

Following FGS requirements, each student will have a supervisory committee of two faculty members, both on the Faculty of Graduate Studies membership list or specifically approved by the Dean of Graduate Studies. One faculty member from Political Science will serve as the student’s primary supervisor. The second member normally will be from the Department of Political Science and can be a co-supervisor. With the permission of the graduate advisor, the second committee member may be from another UVic department or school. The primary supervisor will meet regularly with the student to review progress towards completion and address any issues that arise.

**D. Admission requirements**

Same academic standards as current MA program; evidence of undergraduate study in global issues and politics

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

The following faculty members will participate in the Politics of Global Challenges in the existing Master of Arts in Political Science stream. The list is organized by the four areas of substantive specialization within the stream, recognizing that the expertise of most faculty members encompasses more than one of these areas.

1. Migration and Contested Borders
   - Dr. Scott Watson, Associate Professor and Chair
   - Migration (also (In)Security and Surveillance)
   - Dr. Rita Dhamoon, Assistant Professor

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Identity/difference politics, gender and feminism, race and colonialism
Dr. Oliver Schmidtke, Professor and Director, Centre for Global Studies
Citizenship and immigration, European integration
Dr. Andrew Wender, Assistant Teaching Professor
Politics and religion, Middle East politics, comparative political thought (also Democracy, Diversities, and Human Rights)
Dr. Feng Xu, Associate Professor
Gender, migration and citizenship, Global South (East Asia)

2. Political Economy and Development
Dr. Marlea Clarke, Associate Professor
Political economy of development, Global South (Africa)
Dr. A. Claire Cutler, Professor
International law and organization; global and transnational governance; critical global political economy
Dr. Jamie Lawson, Associate Professor
Political economy, environmental politics
Dr. Amy Verduin, Professor
European integration, political economy (on leave 2018-20)
Dr. Michael C. Webb, Associate Professor
International political economy, global economic governance, international taxation
Dr. Guoguang Wu, Professor
Comparative and global political economy, Global South (China, Hong Kong, Taiwan)

3. (In)Security and Surveillance
Dr. Colin Bennett, Professor
Comparative public policy, politics of information and the Internet, surveillance
Dr. Michelle Bonner, Professor
Policing and Security, Protest Policing, Global South (Latin America) (also Democracy, Diversities, and Human Rights)
Dr. Simon Glezos, Assistant Professor
International relations theory, theories of the state
Dr. Wilfrid (Will) Greaves, Assistant Professor
Arctic security

4. Democracy, Diversities, and Human Rights
Dr. Michelle Bonner, Professor
Democracy, human rights, Global South (Latin America), social movements and protest, policing, transitional justice (also (In)Security and Surveillance)
Dr. Matt James, Associate Professor
Transitional justice, political apology, and social memory (also Migration, Citizenship and Borders)
Dr. Heidi Kiiwetinepinesiik Stark, Associate Professor
Indigenous comparative politics, indigenous diplomacy, law and governance
Dr. Reeta Tremblay, Professor
Comparative federalism, public policy, identity politics, Global South (South Asia) (also Political Economy and Development)
Dr. Mara Marin, Assistant Professor
Feminist theory, political thought
Dr. Avigail Eisenberg, Professor
Democratic theory, normative political theory, history of ideas (19th-20thC), pluralism, identity politics
F. Curriculum design (Include draft curriculum program and course change forms in Appendix)
The MA in the Politics of Global Challenges includes the following requirements:

9.0 Units of Course Credit

1. POLI 525, “The Politics of Global Challenges” (1.5u) – this is the core course for the PGC program, and will be offered in fall term
2. POLI 508 (Comparative Politics) and 540 (International Relations) (3.0u)
3. POLI 505, “Problems of Political Analysis” (1.5u) – research methods course
4. One POLI PGC elective (1.5u) – normally selected in the theme in which the student will write the major research paper
5. Elective (1.5u) – chosen from POLI graduate courses or (with approval of the student’s supervisor), graduate courses offered by other UVic departments, or an upper-level undergraduate course in Political Science

6.0 Units Research Project

POLI 598 (6.0u) on PGC theme supervised by a professor associated with the PGC stream.

Sample timetable for student specializing in Migration, Citizenship, and Borders:

Fall: POLI 525, 540, and elective
Spring: POLI 505, 508, and 533 “Migration, Nationalism and Identity in Asia”
Summer: POLI 598, major research paper

PGC Core Course

POLI 525 (1.5u) – broad overview of changing patterns of politics and governance associated with globalization and the growth of global challenges, examined through study of concrete challenges in relation to each of the program’s four themes: Migration and Contested Borders; Political Economy and Development; (In)Security and Surveillance; Democracy and Human Rights.

PGC Electives:

Migration and Contested Borders

533 – Migration, Nationalism and Identity in Asia (Xu)
533 – The Politics of Colonialism (Dhamoon)
533 – Migration and Refugees (Schmidtke)

Political Economy and Development

514 - Politics of the European Union (Schmidtke, Verdun)
533 – Development and the State (Tremblay)
533 - International Law (Cutler)
533 – Governance in the Global Political Economy (Webb)
533 – Advanced Topics in African Politics and Political Economy (Clarke)

(In)Security and Surveillance
533 – Nationalism and Violent Conflict (Watson)
533 - Understanding Global Security (Greaves)
533 – The Politics of the Internet (Bennett)

Democracy, Diversities, and Human Rights
533 – The Politics of Historical Injustice and Memory (James)
533 – Violence to Indigenous Lands and Bodies (Stark)
533 – Democracy and Populism (Schmidtke)
533 – Politics of Human Rights in New Democracies (Bonner)
Delivery methods (e.g., plans for distance education, or computer assisted delivery) as appropriate to targeted student segments

PGC will be offered only to students physically at UVic, as all the courses are face-to-face.

Linkages between the learning outcomes and the curriculum design

The overarching learning outcome is to equip students to be researchers, scholars and advocates active in the advancement of alternative and innovative solutions to matters of global importance. Achieving this means achieving a number of more specific objectives listed below, along with the relevant elements of the curriculum design:

• broad, critical theoretical understanding of politics surrounding global challenges at all levels, from local to national to global – the global context within which individual challenges emerge and are (or could be addressed) at multiple levels
  - curriculum design: POLI 525 emphasizes understanding the broad political context and how globalization shapes politics, and how specific issues and challenges can be understood in relation to the broader context – connecting theory with concrete issues and political practices – POLI 508 and 540 provide thorough grounding in political science theorizations of global, international, and comparative national political systems – both adopt a critical approach to reveal the broader human and social implications of these systems, and emphasize the potential for local and transnational forces to influence politics and policy

• Integrated understanding of the politics associated with global challenges at all levels, from the local and sub-national through the national and regional, to the global level
  - curriculum design: POLI 525 will do so by examining how globalization shapes politics at multiple levels, and by exploring how this works in practice in relation to the four global challenges – POLI 508 focuses on comparative understanding of national political systems (the national level), and POLI 540 focuses on the global and international levels – both 508 and 540 consider how local actors can shape national and global politics

• equip students with research skills needed to understand critical global challenges and to develop alternative, innovative solutions to these challenges
  - curriculum design: POLI 505 is a critical survey of research methods in Political Science, highlighting the need to find methods appropriate to the questions at hand and to critically examine the assumptions embedded in different research methods – the major research paper gives students practical experience in undertaking a time-limited research project aimed at developing an innovative approach to a global challenge

• detailed knowledge of at least one key global challenge (Migration and Contested Borders; Political Economy and Development; (In)Security and Surveillance; and Democracy, Diversities, and Human Rights)
  - curriculum design: students are required to complete a graduate course in one of these areas, and to write a major research paper on the topic

• understanding diverse perspectives on global challenges and enhancing cross-cultural understanding
  - curriculum design: this is a core theme in POLI 525 – Political Science faculty and the graduate program have strong reputations in this area, including engagement with critical approaches such as feminism, post-colonialism and Indigenous political thought
Integration of opportunities for experiential learning or other forms of civic engagement in the learning opportunity

Students in the PGC program will be well placed to apply for internships offered by UVic research centres, including the Centre for Asia-Pacific Initiatives and the Centre for Global Studies (though no CAPI or CFGS internships will be reserved for PGC students). Students will also be eligible to participate in Co-op, and will be well placed to apply for international co-op positions. Students participating in an internship or co-op placement will follow a different schedule than non-participating students, and in most cases will be expected to defer the major research paper until after the internship or co-op placement. Such students will be encouraged to complete their major research paper on a topic closely related to the internship or co-op placement, to take advantage of the opportunity to integrate academic and experiential learning.

Civic engagement is central to the learning objectives of the program, which include understanding how to address important social issues. Students involved in voluntary activities or whose employment involves addressing global challenges will be encouraged to complete their major research paper on a subject relevant to their voluntary activities or work.

Residency requirements and anticipated times to completion

Students will need to be in residence from September to April to take courses, and normally will complete all degree requirements in 12 months. Students involved in co-op or a relevant internship normally will complete the major research paper after completing the co-op placement or internship, in which case the time to completion could be 16-20 months.

Policies on student evaluation, candidacy exams, and oral examinations

The proposed new stream will follow existing policies on student evaluation, with the exception of the major research paper. The major research paper will be graded by the student’s supervisor and one other department faculty member (normally the second member of the supervisory committee, if that person is from Political Science). The student’s grade for 598 will be the average of the grades assigned by the two graders. There will not be an oral examination.

Plans for integration of teaching and research

As described above, the program is based on integrating faculty research with academic programming, consistent with the principle of dynamic learning.

Describe any plans to develop international or Indigenous opportunities or perspectives

The proposed new stream is inherently international, and international students will be welcomed into the program. The program should attract Canadian students interested in global issues, which in turn will increase the Department’s attractiveness to international students. Indigenous students and students interested in indigenous issues with global dimensions will be welcome in the program. The program’s emphasis on the global context will complement the Department’s existing strengths in indigenous governance for those students interested in comparative and global indigenous politics. The Department also plays a central role in the Indigenous Nationhood Certificate program, so we expect that many students interested in indigenous politics will continue to choose IN instead of PGC, while also benefitting from the students and courses offered in the PGC program.
G. **Enrolment plan for the new stream**

The Political Science Department has an informal annual MA admission target of 10-15 students. In recent years the target has not always been met, largely due to our inability to offer competitive funding packages. There has also been a downward trend (albeit uneven) in the annual number of applicants to the MA program, a concern raised in the Department’s 2016 Academic Program Review Report (pp. 10-11). We anticipate the PGC stream will attract a wider range of students who would not previously have applied to the Department, thereby enabling the Department to meet its internal target — a view also expressed in the 2016 Academic Program Review Report (p. 13). The number of students admitted to the program will depend on the number and qualifications of applicants. We anticipate admitting a modest number of students into the PGC program.

H. **How do you plan to evaluate graduate student supervision.**

As in current MA program

I. **Resource requirements (include a table of stream revenue and expenditures)**

The new stream within the Master’s program will be offered using current faculty and staff resources (the Department will continue its efforts to secure adequate student funding from the Faculty of Graduate Studies). It requires offering only one new class, which can be accommodated with the Department’s current defined teaching capacity. The PGC MA otherwise will rely on existing course offerings. Many graduate courses in Political Science have space to add 5-10 more students before becoming too large (15 is about the upper limit for a successful graduate seminar). In some cases increasing the number of students in the classroom will improve the quality of seminar discussions.

Resources required from Library (include evidence of consultation with UVic Librarian)

No additional resources. The proposed stream does not include any new subject areas.

J. **Student financial support plan (include a table of anticipated annual funding amounts and sources for each student in the program in a sample year at steady state)**

Students admitted to the PGC stream will be eligible to apply for funding on the same basis as other graduate students in Political Science.

K. **Related Master’s programsstreams in your own or other British Columbia post-secondary institutions**

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Proposed Stream in the Politics of Global Challenges December 21 2018 (1).docx

Proposed Stream in the Politics of Global Challenges October 29 2018
The School for International Studies at Simon Fraser University offers a Master in International Studies. The MAIS is an interdisciplinary program, with less emphasis on politics than our proposed program. It is a much larger program, offered by its own School, demonstrating the existence of student demand for internationally focused MA programs. The Political Science Department at SFU offers a Master's in Political Science similar to the general MA program offered by our Department.

The School of Public Policy and Global Affairs at the University of British Columbia offers a Master of Public Policy and Global Affairs. It is an interdisciplinary professional program grounded in the fields of economics and public administration, and focused on public policy making, in contrast to our proposed program’s focused on critical examination of the politics of global challenges at all levels. The MPPGA is a much larger program, offered by its own School, demonstrating the existence of student demand for internationally focused MA programs. The Political Science Department at UBC offers a Master’s in Political Science similar to the general MA program offered by our Department.

The University of Northern British Columbia offers a Master in International Studies. This is an interdisciplinary program offered by the Department of Economics and the Department of Global and International Studies.

L. Evidence of support and recognition from other UVic Departments, Faculties and Research Centres (Provide copies of letters of support in an appendix)
Dr. Oliver Schmidtke  
Director, Centre for Global Studies  
Professor, Deps. of Political Science and History  
Jean Monnet Chair in European History and Politics  
Tel.: 250-721-7490, email: ofs@uvic.ca  

To Whom It May Concern:

November 26, 2018

In my capacity as the director of the Centre for Global Studies (CFGS) at the University of Victoria, I write in enthusiastic support of the proposed new MA stream to be offered by the Department of Political Science in the Faculty of Social Sciences/Faculty of Graduate Studies: the “Politics of Global Challenges.”

This proposed stream would not only complement our fellowship program and research mandate, but also would attract graduate students who are increasingly interested in interdisciplinary, international-oriented research programs addressing global challenges. As noted in the application, students in the PGC program will be well placed to apply for our fellowship program and find synergies with our projects (the Borders in Globalization (BIG) project, European Studies Program, Jean Monett Research Projects, POLIS project on Ecological governance) as well as our discussion groups (Global Health Research, Global South Colloquium, Latin American Research Group, Middle East Discussion Group, Property Rights and Society Discussion Group, UVic in the Anthropocene), partnerships, and provide opportunities for knowledge sharing (seminars, conferences, workshops), and other fora. The four key global challenges this MA hopes to explore are often discussed by our visiting scholars and in our regular Global Talk series including: Migration and Contested Borders; Political Economy and Development; (In)Security and Surveillance; and Democracy, Diversities and Human Rights and we look forward to developing and sharing expertise in these areas.

Furthermore, we have had several occasions to work with the faculty members listed on the application many of whom have served on our program committee and/ or have been a part of our fellowship program. We are confident that the stream will thrive under such leadership. The Centre focusses on a mandate to promote collaborative, multidisciplinary, and cross-regional research and engage in connecting research in the field of global studies to local, national, and international communities. As such, the Politics of Global Challenges is an exciting and much desired initiative on campus which fits very well with the mandate of the Centre.

Sincerely,

Dr. Oliver Schmidtke  
Director, Centre for Global Studies
From: John Lutz  
Sent: November 23, 2018 11:40 PM  
To: chairpol  
Subject: Poli Sci Proposed Stream in Global Challenges

Dear Scott,

I have consulted my colleagues and am pleased that the History Department supports your Department’s proposal for a new Master’s stream called the “Politics of Global Challenges.” The topic is timely and will no doubt attract students as a result. We can imagine that some of our undergrad history courses on the global south, Middle East, and Latin America may help prepare students as they contemplate applying to this new Master’s program.

It also seems likely that some of our graduate students will want to explore the Political Science courses in this stream as electives.

With best wishes as you develop this program.

John Lutz, chair  
Department of History  
University of Victoria  
PO Box 1700 STN CSC  
Victoria, B.C. V8W 3P4
22 November 2018

Scott Watson  
Department Chair and Associate Professor  
Department of Political Science  
University of Victoria  
DTB A316b

sent by email to: sdwatson@uvic.ca

Dear Professor Watson,

Thank you very much for sharing with me your very exciting proposal for a new MA Stream in the Politics of Global Challenges. This is a tremendously important program which has the full support of the Centre for Asia-Pacific Initiatives (CAPI).

As you know, CAPI is committed to interdisciplinary, Asia-facing research and one of our major strengths is the examination of Asia’s place in the world. CAPI’s research projects and interests of CAPI chairs, senior research fellows, early career scholars, associates, and interns include or intersect directly with many of the themes in the proposed MA Stream. For example, our recent research projects include the following themes and clusters: the Global South Colloquium, the South Asia Global Forum, Asia in Africa, Roundtable on Southeast Asia in Global Context, and Regulating Globalization in South and Southeast Asia.

I am pleased and not at all surprised to see that many of the colleagues who will be involved in the proposed MA Stream in the Politics of Global Challenges include CAPI Chairs, Research Fellows, and Associates, including Guoguang Wu, Feng Xu, Reeta Tremblay, and Marlea Clarke, as well as many other colleagues who have worked closely with CAPI on a variety of projects, workshops, and conferences.

As you are also aware, CAPI has historically supported graduate students whose research takes them to Asia for fieldwork, and it offers many 3-to-6 month internships in Asia for qualified undergraduate and graduate students. We have close relationships with a number of civil society organizations in Bangladesh, India, Indonesia, Japan, Malaysia, Thailand, the Philippines, and elsewhere in Asia and southern Africa. Students in the MA stream would be well-suited for and would be welcome to apply for these internships. As the MA Stream grows, we could explore other ways of collaborating on other kinds of internships that fit with our respective interests—of which I am confident there would be a large area of overlap.
In short, this proposed MA Stream in the Politics of Global Challenges is a well-conceived and intellectually exciting program. It is long overdue and commands our enthusiastic support. We look forward to working with you closely to ensure its success.

Should you or any of the program evaluators have any questions at all, please send an email to me at ramraj@uvic.ca and I would be pleased to discuss this further.

Sincerely,

Victor V. Ramraj

Director, Centre for Asia-Pacific Initiatives (CAPI)
CAPI Chair in Asia-Pacific Legal Relations
Professor of Law
Hi Scott,

Apologies for my slowness with this. I have been off sick for a while, and so I’m rather behind on things. I have discussed this proposal with my Associate Dean Research, Margaret Cameron, who oversees our graduate programming in Humanities, and we were wondering whether you might find it useful or valuable to run this proposal past colleagues in History and in Pacific & Asian Studies, where there are likely a range of courses that might fit within the terms of Global Challenges.

Incidentally, while I was at Leiden University we opened a new campus in The Hague with the theme of Global Challenges, tied to the UN development goals, so your proposal speaks to issues close to my heart. Good luck with it.

Take care,

Chris

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Chris Goto-Jones, DPhil.
Dean of Humanities & Professor in Philosophy, University of Victoria.

open your mind, transform our world
provoked/inspire/engage/enrich

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From: Scott Watson
Date: Thursday, November 8, 2018 at 11:04 AM
To: Chris as DeanHums
Subject: Request for letter of support for new program proposals

Dear Dean Goto-Jones:

The Department of Political Science is proposing to introduce a new stream in its MA program. The Faculty of Graduate Studies and the Associate Vice-President Academic Planning suggested we need to have letters of support and recognition from the Deans of cognate Faculties. Consequently, I am writing to ask for a letter of support for this proposal on behalf of the Faculty of Humanities.

The proposed new MA stream is called the “Politics of Global Challenges”, an area in which the Political Science department has considerable faculty expertise and currently teaches graduate courses. The formal proposal, as approved by the Faculty of Social Sciences at its meeting on November 7, is attached to this email.
Please contact me if you have any questions or concerns about this proposal. If you support the new stream, we are requesting an email indicating your support by November 19, and I will include your message in the package submitted to the Faculty of Graduate Studies for its approval.

Best Regards,
Scott Watson
Department Chair and Associate Professor
Department of Political Science,
University of Victoria
DTB A316b
250-853-3528
sdwatson@uvic.ca
Dear Scott,

This looks like an interesting and highly relevant program. I am happy to endorse it.

Your proposed program builds on the existing expertise within your department and fits well within the strategic positioning of the university.

I wish you the best of luck with it,

Saul

Saul Klein, PhD
Dean and Professor
Gustavson School of Business
University of Victoria
PO Box 1700 STN CSC Victoria BC Canada V8W 2Y2
Email: bizdean@uvic.ca; Ph: (250) 721-6422
web: www.uvic.ca/gustavson

Dear Dean Klein:

The Department of Political Science is proposing to introduce a new stream in its MA program. The Faculty of Graduate Studies and the Associate Vice-President Academic Planning suggested we need to have letters of support and recognition from relevant Deans, including the School of Business. Consequently, I am writing to ask for a letter of support for this proposal on behalf of the Faculty of Business.

The proposed new MA stream is called the “Politics of Global Challenges”, an area in which the Political Science department has considerable faculty expertise and currently teaches graduate courses. The formal proposal, as approved by the Faculty of Social Sciences at its meeting on November 7, is attached to this email.
Please contact me if you have any questions or concerns about this proposal. If you support the new stream, we are requesting an email indicating your support by November 19, and I will include your message in the package submitted to the Faculty of Graduate Studies for its approval.

Best Regards,
Scott

Scott Watson
Department Chair and Associate Professor
Department of Political Science,
University of Victoria
DTB A316b
250-853-3528
sdwatson@uvic.ca
Dear Scott,

I am happy to offer the support of the Centre for Studies in Religion and Society for the Department of Political Science's new MA stream in the "Politics of Global Challenges." The stream is well-conceived and draws on existing resources at the University. While the document does not mention the dimension of religion as one of the Global Challenges we currently face, I can tell from the courses and faculty that the proposal lists that religion will perforce be addressed. As you know, questions of culture, identity and ethnicity are often inextricably linked with religious practices, communities, and beliefs. I think it will be a strong addition to your Department's graduate program.

Please let me know if I can be of further assistance.

Best regards,

Christopher Douglas
Acting Director, Center for Studies in Religion and Society
English Department, University of Victoria
https://www.uvic.ca/humanities/english/people/regularfaculty/douglas-christopher.php

From: Scott Watson
Sent: November 8, 2018 11:18 AM
To: Christopher Douglas
Subject: request for letter of support

Dear Dr Christopher Douglas,

The Department of Political Science is proposing to introduce a new stream in its MA program. The Faculty of Graduate Studies and the Associate Vice-President Academic Planning suggested we need to have letters of support and recognition from the Directors of the Research Centers. Consequently, I am writing to ask for a letter of support for this proposal on behalf of the Centre for Global Studies.

The proposed new MA stream is called the "Politics of Global Challenges", an area in which the Political Science department has considerable faculty expertise and currently teaches graduate courses. The formal proposal, as approved by the Faculty of Social Sciences at its meeting on November 7, is attached to this email.

The proposal includes the following language most directly relevant to the Research Centre:

The academic environment is enhanced by the Department's close connections with the Centre for Global Studies (CFGS), the Center for Asia-Pacific Initiatives (CAPI), and the Centre for Studies in Religion and Society, as well as by the Department's tradition of leadership in inter-disciplinary teaching and research. Collaboration
with the research centres will foster global-level civic engagement and the opportunity for study or internships abroad. (p.2 of the Word document)

Students in the PGC program will be well placed to apply for internships offered by UVic research centres, including the Centre for Asia-Pacific Initiatives and the Centre for Global Studies (though no CAPI or CFGS internships will be reserved for PGC students). (on p. 11 of the Word document)

Please contact me if you have any questions or concerns about this proposal. If you support the new stream, please send me an email indicating your support by November 19, and I will include your message in the package submitted to the Faculty of Graduate Studies for its approval.

Best Regards,
Scott

Scott Watson
Department Chair and Associate Professor
Department of Political Science,
University of Victoria
DTB A316b
250-853-3528
sdwatson@uvic.ca
Hello Scott

As the Director of the Indigenous Nationhood (IN) program, I am writing to confirm that the Indigenous Nationhood faculty were consulted about the PGC and MRP proposals in Political Science. The IN faculty do not have any concerns about these proposals and offers our unanimous support. We commend the committees for their hard work on these efforts and look forward to further collaboration between Political Science and Indigenous nationhood.

Weweni

Heidi Kiwetinepinesiik Stark
Director, Indigenous Nationhood Program
Director, Centre for Indigenous Research and Community-Led Engagement (CIRCLE)
Associate Professor, Political Science
Hi,

The Department of Political Science is one of the participating departments in the CSPT program. The department asked me to write indicating that CSPT has been consulted about the two new streams being proposed for the Political Science MA program, and that CSPT has no concerns with these proposals. I can confirm that I was consulted in my capacity as CSPT Director, and that the proposals do not raise any concerns for CSPT. The Politics of Global Challenges stream would create a new and distinct specialization for Political Science students and would not compete with CSPT. Interested CSPT students in Political Science could take the new core course for that stream (POLI 525, Politics of Global Challenges). At present CSPT offers only a thesis-based MA, and the program-change calendar submission that accompanies the proposals for a research-project based MA states correctly that the proposed major research paper option is not open to students in CSPT. Both proposed new streams are therefore independent of the CSPT concentration in Political Science.

All the best

Emile Fromet de Rosnay
Director, CSPT
Hi Nancy,

The Faculty of Graduate Studies approved the following two motions at its meeting of Jan 10, 2019:

**MOTION: THAT** the Faculty of Graduate Studies Council approve and recommend the new MA Stream in the Politics of Global Challenges, as presented, to the Senate Committee on Planning.

**MOTION: THAT** the Faculty of Graduate Studies Council approve and recommend the new Project-Based MA in Political Science, as presented, to the Senate Committee on Planning.

I am requesting that you bring these to the Senate Committee on Planning for consideration at its next meeting. For your information, I have attached the supporting documents that were considered by the FGS Council in its decision.

Sincerely,

David

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Date: February 13, 2019

To: Senate

From: Senate Committee on Planning

Re: Proposal for the Addition of a Major Research Project Option in the Master of Arts in Political Science

At its meeting of January 23, 2019, the Senate Committee on Planning considered the proposal for the addition of a major research project option in the Master of Arts in Political Science, as described in the document “Major Research Project Option in the Master of Arts in Political Science”.

The following motion is recommended:

That Senate approve and recommend to the Board of Governors that it also approve, subject to funding, the addition of a major research project option in the Master of Arts in Political Science, as described in the document “Major Research Project Option in the Master of Arts in Political Science”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

Respectfully submitted,

2018/2019 Senate Committee on Planning
Nancy Wright, Associate Vice-President Academic Planning (Chair)
Gillian Calder, Faculty of Law
David Castle, Vice-President Research
Jo-Anne Clarke, Division of Continuing Studies
Merwan Engineer, President's Nominee
Mauricio Garcia-Barrera, Faculty of Graduate Studies
Andrea Giles, Cooperative Education and Career Services
Nicole Greengoe, Registrar (on leave)
Rishi Gupta, Faculty of Engineering
Robin Hicks, Faculty of Science
Ashlee Kirby, Student Senator
Valerie Kuehne, Vice-President Academic and Provost
Graham McDonough, Faculty of Education
Patrick Nahirmey, Division of Medical Sciences
Sang Nam, Peter B. Gustavson School of Business
Abdul Roudsari, Faculty of Human and Social Development
Dan Russek, Faculty of Humanities
Nilanjana Roy, Faculty of Social Sciences
Ralf St. Clair, Dean, Faculty of Education
Victoria Wyatt, Faculty of Fine Arts
Carla Osborne, GSS Representative
Ada Saab, Acting Associate University Secretary
David Capson, Faculty of Graduate Studies
Sandra Duggan (Secretary), Office of the Vice-President Academic and Provost
# New Stream Within an Existing Graduate Program Template

## Major Research Project Option in the Master of Arts in Political Science

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<th>Dean’s Name and Date of consultation with AVPAP:</th>
<th>Dean signature:</th>
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<tr>
<td>Catherine Krull, July 31, 2018</td>
<td>Original signed by Rosaline Canessa</td>
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<tr>
<th>Name of contact person:</th>
<th>Dr. Scott Watson, Chair, Department of Political Science</th>
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<tbody>
<tr>
<td>Dr. Matt James, Graduate Director, Department of Political Science</td>
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<tr>
<td>Dr. Michelle Bonner, Professor, Department of Political Science</td>
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</table>

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<thead>
<tr>
<th>Email &amp; phone of contact person:</th>
<th>Dr. Watson: <a href="mailto:chairpol@uvic.ca">chairpol@uvic.ca</a>, local 3528</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. James: <a href="mailto:gradpol@uvic.ca">gradpol@uvic.ca</a>, local 6489</td>
<td>Dr. Bonner: <a href="mailto:mbonner@uvic.ca">mbonner@uvic.ca</a>, local 3561</td>
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<th>Date approved by Department:</th>
<th>Chair/Director signature:</th>
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<td>October 16, 2018</td>
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<td>November 7, 2018</td>
<td>Original signed by Rosaline Canessa</td>
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<tr>
<td>January 10, 2019</td>
<td>See attached email approval</td>
</tr>
</tbody>
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*UNIVERSITY OF VICTORIA*

*NEW STREAM WITHIN AN EXISTING GRADUATE PROGRAM TEMPLATE*
Preliminary Proposal for a New Stream Within an Existing Graduate Program for discussion with Deans of Social Sciences and Graduate Studies

PROPOSAL (up to 3,000 words plus appendices)

A. Identification of new stream

<table>
<thead>
<tr>
<th>Name, Location, Academic units (Faculties, departments, or schools) offering the new Master’s degree</th>
<th>MA in Political Science – Major Research Project Option To be offered by the Department of Political Science and the Faculties of Graduate Studies and Social Sciences</th>
</tr>
</thead>
</table>

| Anticipated Master’s degree start date | September 2019 |

<table>
<thead>
<tr>
<th>Name, title, phone number and e-mail address of contact person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Scott Watson, Chair, Department of Political Science: <a href="mailto:chairpol@uvic.ca">chairpol@uvic.ca</a>, local 3528</td>
</tr>
<tr>
<td>Dr. Matt James, Graduate Director, Department of Political Science: <a href="mailto:gradpol@uvic.ca">gradpol@uvic.ca</a>, local 6489</td>
</tr>
<tr>
<td>Dr. Michelle Bonner, Professor, Department of Political Science: <a href="mailto:mbonner@uvic.ca">mbonner@uvic.ca</a>, local 3561</td>
</tr>
</tbody>
</table>

B. History and context of the program indicating value of new stream

The Department of Political Science has a long-standing and highly successful Master’s program. This proposal would add a major research project option to the existing thesis option in the Master’s program.

The current thesis-based MA serves current students well. It is particularly suitable for students interested in continuing on to a PhD program, given the focus in the thesis on primary research and original contribution to scholarship. The major research project option is expected to increase the attractiveness of the program to a wider range of potential applicants. Applicants interested in graduate study in Political Science for other reasons, such as career preparation, would be well served by a program that allows them to study a wider range of issues in Political Science courses, combined with training in research that draws more heavily on existing literature. The major research project option would also be suitable for students who wish to research an issue important in their job or voluntary activities. Of course, if a student chooses the major research project option in Political Science and later decides to pursue a PhD, the preparation to do so would still be very strong.

The major research project option is designed to be completed in a timely fashion. The major research project option encourages students to complete all coursework in two terms, and the narrower scope of the major research project relative to the thesis (offsetting the larger number of courses required in the research-project option) makes it realistic for students to complete the major research paper in the following summer term.

The creation of a major research project option in the MA program would fulfil a key recommendation of the 2016 Academic Program Review Report:

Recommendation 5: The department should develop two streams in the MA program; retain its current 100 page MA thesis and introduce a one-year option with a shorter research essay paper. Adequate funding should be
provided for both streams.

The major research project option will rely on existing course offerings. Many graduate courses in Political Science have space to add 5-10 more students before becoming too large (15 is about the upper limit for a successful graduate seminar). In some cases increasing the number of students in the classroom will improve the quality of seminar discussions.

C. Aims, goals and/or objectives

Distinctive characteristics

The current MA program in Political Science is distinctive for its critical theoretical orientation. The proposed major research project option in the Master of Arts in Political Science will maintain that distinction, as it draws on existing courses and faculty members. The major research project option will be distinctive for the breadth of its coverage of the discipline of Political Science, as students will need to take courses in a wider range of subjects in Political Science. Allowing students to complete major research papers on topics relevant to their careers or voluntary activities will make the program especially suited to students interested in graduate study in Political Science for professional development.

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

The University of Victoria’s Strategic Framework for 2018-2023 identifies six strategic priorities. The proposed new stream contributes most directly to the first and third priorities, “Cultivate an Extraordinary Academic Environment” and “Intensify Dynamic Learning”. The major research project option will help the Political Science Department “attract, support and develop a diverse community of talented [graduate] students” by providing an increasingly popular type of Master’s program. It will intensify dynamic learning by exposing more students, more intensively, to the Department’s research culture and the work of its scholars.

Target audience and student demand

The major research project option is expected to increase the attractiveness of the program to a wider range of potential applicants. It is expected to increase enrolment only modestly. Applicants interested in graduate study in Political Science for reasons such as career preparation would be well served by a program that allows them to study a wider range of issues in Political Science courses, combined with training in research that draws more heavily on existing literatures in place of the thesis option’s emphasis on primary research. The major research project option would also be suitable for students who wish to research an issue important in their job or voluntary activities. The one-year structure of the program will appeal to students wishing to upgrade their education without sacrificing an uncertain amount of time.

While the major research project option is expected to be particularly attractive to students interested in careers outside academe, it will provide excellent preparation for students wishing to continue on to a PhD program as well.

Include plans for student recruitment, retention, and success

Student recruitment for the major research project option will rely on the same methods and channels as the existing Political Science graduate program. The program will be highlighted on the Department’s website, and faculty members will publicize the program with their external colleagues and networks.

The major research project option structure will assist with student retention and success. Experience in our existing MA program shows that the greatest obstacle to rapid completion is the lengthy thesis requirement (100 pages), which many students find daunting, especially since limited funding for graduate students in Political Science means many must work to support themselves after their first-year funding is exhausted. The more focused major research project paper,
combined with the strict schedule for completion and the absence of lengthy time delays associated with the oral exam for the MA thesis, should prove much more manageable.

Following FGS requirements, each student will have a supervisory committee of two faculty members, both on the Faculty of Graduate Studies membership list or specifically approved by the Dean of Graduate Studies. One faculty member from Political Science will serve as the student’s primary supervisor. The second member normally will be from the Department of Political Science and can be a co-supervisor. With the permission of the graduate advisor, the second committee member may be from another UVic department or school. The primary supervisor will meet regularly with the student to review progress towards completion and address any issues that arise.

D. Admission requirements

Same as for current MA-Thesis Option, except that the student’s specific research interests are of less concern since there is not the need for supervision by a specialist in that specific subject area. This is expected to improve the Department’s ability to recruit outstanding graduate students.

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

The Political Science has 21 research faculty members (some are jointly appointed in another department) with a wide range of expertise in all sub-fields of Political Science. Distribution of graduate student supervisory responsibilities varies across research faculty members and across time, and there is room to accommodate a modest number of additional MA students. At present it is not known when individual faculty members will be on leave (except as noted). There are sufficient faculty members to supervise students in the major research project option regardless of the timing of faculty leaves.

Dr. Colin Bennett, Professor
Comparative politics, public policy, politics of information and the Internet

Dr. Michelle Bonner, Professor
Comparative politics, democracy, human rights, Global South (Latin America)

Dr. Marlea Clarke, Associate Professor
Comparative politics, political economy of development, Global South (Africa)

Dr. A. Claire Cutler, Professor
Global political economy, international relations theory, international law and organization

Dr. Rita Dhamoon, Assistant Professor
Identity politics, gender, Canadian politics

Dr. Avigail Eisenberg, Professor
Democratic theory, normative political theory, history of ideas (19th-20thC), pluralism, identity politics

Dr. Simon Glezos, Assistant Professor
Political theory, international relations theory, theories of the state

Dr. Wilfrid (Will) Greaves, Assistant Professor
International relations

Dr. Matt James, Associate Professor
<table>
<thead>
<tr>
<th>Canadian politics, constitutionalism, citizenship, reparations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Arthur Kroker, Professor</td>
</tr>
<tr>
<td>Contemporary French and German political theory, technology</td>
</tr>
<tr>
<td>Dr. Jamie Lawson, Associate Professor</td>
</tr>
<tr>
<td>Canadian politics, political economy, environmental politics</td>
</tr>
<tr>
<td>Dr. Mara Marin, Assistant Professor</td>
</tr>
<tr>
<td>Political theory, feminist theory, political thought</td>
</tr>
<tr>
<td>Dr. Oliver Schmidtke, Professor and Director, Centre for Global Studies</td>
</tr>
<tr>
<td>Citizenship and immigration, European integration</td>
</tr>
<tr>
<td>Dr. Heidi Kiiwetinepinesiik Stark, Associate Professor</td>
</tr>
<tr>
<td>Indigenous comparative politics, indigenous diplomacy, law and governance</td>
</tr>
<tr>
<td>Dr. Reeta Tremblay, Professor</td>
</tr>
<tr>
<td>Comparative federalism, public policy, identity politics, Global South (South Asia)</td>
</tr>
<tr>
<td>Dr. Amy Verdun, Professor (on leave 2018-20)</td>
</tr>
<tr>
<td>Comparative politics, European integration, political economy</td>
</tr>
<tr>
<td>Dr. R.B.J. (Rob) Walker, Professor</td>
</tr>
<tr>
<td>Contemporary social and political thought, international political theory</td>
</tr>
<tr>
<td>Dr. Scott Watson, Associate Professor and Chair</td>
</tr>
<tr>
<td>International relations theory, securitization, migration</td>
</tr>
<tr>
<td>Dr. Michael C. Webb, Associate Professor</td>
</tr>
<tr>
<td>International political economy, global economic governance, international taxation</td>
</tr>
<tr>
<td>Dr. Andrew Wender, Assistant Teaching Professor</td>
</tr>
<tr>
<td>Religion and politics, politics of the Middle East</td>
</tr>
<tr>
<td>Dr. Guoguang Wu, Professor</td>
</tr>
<tr>
<td>Comparative politics, global political economy, Global South (China, Hong Kong, Taiwan)</td>
</tr>
<tr>
<td>Dr. Feng Xu, Associate Professor</td>
</tr>
<tr>
<td>Comparative politics, gender, migration and citizenship, Global South (East Asia)</td>
</tr>
</tbody>
</table>

**F. Curriculum design (Include draft curriculum program and course change forms in Appendix)**
**Course Requirements:**

- Field Seminars (two of POLI 507, 508, 509, 516, 540) ................................................................. 3.0u
- POLI 505* ................................................................................................................................................ 1.5u
- POLI graduate electives ...................................................................................................................... 3.0u
- Other electives** ................................................................................................................................... 1.5u

**Major Research Paper:**

- POLI 598 ............................................................................................................................................... 6.0u

**Total** .................................................................................................................................................. 15.0u

*Unless written exemption is given to the graduate advisor by a student’s supervisor.

**May include a senior undergraduate course (1.5u at 300 or 400 level), a directed readings course (POLI 590), or a graduate course offered by another department.

POLI 598 - Major Research Paper: Based on an independent research project, normally 40-50 pages in length. It may consist of an extended version of a course paper, or, at the initiative of the student and with the approval of the supervisory committee, a research project on a topic in political science completed for an external organization (e.g., employer, or a voluntary non-profit organization). The paper will be graded by the student’s supervisory committee.

The major research paper differs from the thesis in the thesis-option MA in a number of ways. It is to be approximately half the length of the MA thesis (which is expected to be about 100 pages in length). The MRP is expected to be based mainly on research in documentary and secondary sources, and to reflect critical engagement with existing scholarship. Students writing the MRP will not normally need to seek approval from HREB for interview research, which is a significant component of many MA theses and which, in conjunction with the lengthy lead times required for arranging thesis defences, often contributes to the extended time to completion for students in the full thesis option.

**Linkages between the learning outcomes and the curriculum design**

- critical understanding of two major sub-fields of Political Science, achieved by the requirement to take two of the field seminars
- critical understanding of research methods used in Political Analysis, achieved by the requirement to take POLI 505 and to conduct an independent research project (POLI 598)
- in-depth understanding of contemporary issues in politics and political science, achieved by the requirements for 4.5u of electives – under the guidance of their supervisors and the graduate advisors, students are expected to select at least some of these electives in areas close to the subject of their major research papers – students will gain an understanding of a broader range of political science through additional coursework in comparison to students in the thesis option.

**Integration of opportunities for experiential learning or other forms of civic engagement in the learning opportunity**

Students in the MA-Research Project Option can participate in the Co-op Program on the same basis as students in the MA-Thesis Option. Students may complete the major research paper on a topic of interest to an outside organization such as an employer, government agency, or non-profit organization.

**Residency requirements and anticipated times to completion**

The MA-Research Project Option normally will be completed in one year. Normally students will take 4.5u of coursework in fall term and in spring term, and will complete the major research paper in summer term.
research papers normally will be due July 31. This is the timeline recommended in the 2016 Academic Program Review Report, which strongly endorsed the idea of a major research project option (p. 13). Students involved in co-op or a relevant internship normally will complete the major research paper after completing the co-op placement or internship, in which case the time to completion could be 16-20 months.

Policies on student evaluation and oral examinations
The proposed new stream will follow existing policies on student evaluation, with the exception of the major research paper. The major research paper will be graded by the student’s supervisor and one other department faculty member (normally the second member of the supervisory committee, if that person is from Political Science). The student’s grade for 598 will be the average of the grades assigned by the two graders. There will not be an oral examination.

Describe any plans to develop international or Indigenous opportunities or perspectives
The major research project option in the Master of Arts in Political Science will take full advantage of the Department’s expertise in global and indigenous politics, as does the existing thesis option. Students interested in the Graduate Certificate in Indigenous Nationhood will be able to combine that with the research project option, just as they can do so now with the thesis option. Regarding international opportunities, students will be encouraged to apply for internship and other opportunities with the Centre for Global Studies and the Centre for Asia-Pacific Initiatives as appropriate.

G. Enrolment plan for the new stream
The Political Science Department has an informal annual MA admission target of 10-15 students. The target has not always been met in recent years, largely due to our inability to offer competitive funding packages. There has also been a downward trend (albeit fluctuating widely from year to year) in the annual number of applicants to the MA program, a concern raised in the Department’s 2016 Academic Program Review Report (pp. 10-11). We anticipate the major research project option in the Master of Arts in Political Science will attract a wider range of students who would not previously have applied to the Department, thereby enabling the Department to meet its internal target. The 2016 Academic Program Review Report agreed, suggesting that introducing a major research project option “would broaden the applicant pool by appealing to a broader and more diverse set of students” (p. 11).

At present, some well-qualified applicants are not admitted because the Department does not have a faculty member with sufficient expertise to supervise an MA thesis on the topic the applicant wishes to study. The specificity of faculty expertise required to supervise a major research paper is less than required for thesis supervision, meaning the Department will be better able to accommodate excellent students with a wider range of interests.

The number of students admitted to the program and other Departmental MA programs in any given year will depend on the number and qualifications of applicants. We anticipate the number of students in the major research project option in the Master of Arts in Political Science will be modest.

H. How do you plan to evaluate graduate student supervision.
Evaluation of graduate student supervision in the major research project option will be the same as in the existing graduate program.
I. Resource requirements (include a table of stream revenue and expenditures)

No new faculty resources are required, though the Department will continue its efforts to seek adequate student funding from the Faculty of Graduate Studies. The major research project option will rely on existing course offerings. Many graduate courses in Political Science have space to add 5-10 more students before becoming too large (15 is about the upper limit for a successful graduate seminar). In some cases increasing the number of students in the classroom will improve the quality of seminar discussions.

Resources required from Library (include evidence of consultation with UVic Librarian)

No additional resources. The proposed stream does not include any new subject areas.

J. Student financial support plan (include a table of anticipated annual funding amounts and sources for each student in the program in a sample year at steady state)

Students will be eligible to apply for funding on the same basis as students in the MA-thesis option.

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

The most comparable other BC institutions are UBC and SFU. The Department of Political Science at UBC requires all MA students to complete a thesis, consistent with that Department's focus on academic training. The Department of Political Science at SFU offers a thesis-based MA, a project-based MA comparable to our proposed program, and a course-based MA. Looking farther afield, the Department of Political Science at the University of Calgary offers only a thesis-based MA, while the Department of Political Science at the University of Alberta offers both a thesis-based MA and a so-called course-based MA that includes a major research project like that included in this proposal.

It is our understanding that more institutions and departments have introduced major research project-based Master's programs recently in response to interest from students who are not planning to pursue a PhD or academic career in Political Science. UVic departments offering major research project options within Master's degrees now include Economics, English, History, Philosophy, and Sociology.

L. Evidence of support and recognition from other UVic Faculties (Provide copies of letters of support in an appendix)
Hi Nancy,

The Faculty of Graduate Studies approved the following two motions at its meeting of Jan 10, 2019:

**MOTION: THAT** the Faculty of Graduate Studies Council approve and recommend the new MA Stream in the Politics of Global Challenges, as presented, to the Senate Committee on Planning.

**MOTION: THAT** the Faculty of Graduate Studies Council approve and recommend the new Project-Based MA in Political Science, as presented, to the Senate Committee on Planning.

I am requesting that you bring these to the Senate Committee on Planning for consideration at its next meeting. For your information, I have attached the supporting documents that were considered by the FGS Council in its decision.

Sincerely,

David
Date: February 13, 2019

To: Senate

From: Senate Committee on Planning

Re: Proposal to Discontinue the Major and Minor Programs in Mediterranean Studies

At its meeting of January 23, 2019, the Senate Committee on Planning considered the proposal to discontinue the Major and Minor Programs in Mediterranean Studies, as described in the memorandum dated December 6, 2018.

The following motion is recommended:

That Senate approve and recommend to the Board of Governors that it also approve, the proposal to discontinue the Major and Minor programs in Mediterranean Studies, as described in the memorandum dated December 6, 2018.

Respectfully submitted,

2018/2019 Senate Committee on Planning
Nancy Wright, Associate Vice-President Academic Planning (Chair)
Gillian Calder, Faculty of Law
David Castle, Vice-President Research
Jo-Anne Clarke, Division of Continuing Studies
Merwan Engineer, President’s Nominee
Mauricio Garcia-Barrera, Faculty of Graduate Studies
Andrea Giles, Cooperative Education and Career Services
Nicole Greengoe, Registrar (on leave)
Rishi Gupta, Faculty of Engineering
Robin Hicks, Faculty of Science
Ashlee Kirby, Student Senator
Valerie Kuehne, Vice-President Academic and Provost
Graham McDonough, Faculty of Education
Patrick Nahirney, Division of Medical Sciences
Sang Nam, Peter B. Gustavson School of Business
Abdul Roudsari, Faculty of Human and Social Development
Dan Russek, Faculty of Humanities
Nilanjana Roy, Faculty of Social Sciences
Ralf St. Clair, Dean, Faculty of Education
Victoria Wyatt, Faculty of Fine Arts
Carla Osborne, GSS Representative
Ada Saab, Acting Associate University Secretary
David Capson, Faculty of Graduate Studies
Sandra Duggan (Secretary), Office of the Vice-President Academic and Provost
MEMORANDUM TO PROPOSE THE DISCONTINUANCE OF A PROGRAM

To:     Dr. N. Wright, Chair, Senate Committee on Planning
From:   Dr. P. Restrepo-Gautier, Chair, Department of Hispanic & Italian Studies
Date:   06 December 2018

Hispanic and Italian Studies is proposing to discontinue its Major and Minor programs in Mediterranean Studies. Both the Major and a Minor were approved in 2002 and started in 2003.

The Department is proposing the discontinuance of its Major and Minor programs in Mediterranean Studies due to a reduced compliment of faculty members and lack of student interest.

The Department currently has one member with expertise on both Spain and Italy, but not on the rest of the Mediterranean. The remaining faculty members specialize on either Spain or Latin America.

The Department last offered a Mediterranean Studies course in 201409 (MEST 308, 3 students). In previous academic years we offered MEST 308 (201309, 11 students), MEST 300 (201209, 7 students), MEST 308 (201101, 16 students), MEST 310 (201001, 10 students), MEST 200 (200901, 9 students).

There are currently no students with a declared Major or Minor in Mediterranean Studies.

To sum up, in view of the Department’s reduced compliment of faculty members and lack of student interest, Hispanic and Italian Studies is proposing the discontinuance of its Major and Minor in Mediterranean Studies.

Original signed by Dr. P. Restrepo-Gautier, Chair
Hispanic & Italian Studies

Original signed by C. Goto-Jones
Dr. C. Goto-Jones, Dean, Faculty of Humanities

Original signed by L. Surridge
Dr. L. Surridge, Chair, Humanities Curriculum & Academic Standards Committee

Cc: Dr. T. Haskett, Chair, Senate Committee on Curriculum
Date: February 13, 2019

To: Senate

From: Senate Committee on Planning

Re: Proposal to Discontinue the Entrepreneurship Certificate and Diploma Programs

At its meeting of January 23, 2019, the Senate Committee on Planning considered the proposal to discontinue the Entrepreneurship Certificate and Diploma Programs, as described in the memorandum dated January 11, 2019.

The following motion is recommended:

That Senate approve and recommend to the Board of Governors that it also approve, the discontinuation of the Entrepreneurship Certificate and Diploma programs, as described in the memorandum dated January 11, 2019.

Respectfully submitted,

2018/2019 Senate Committee on Planning
Nancy Wright, Associate Vice-President Academic Planning (Chair)
Gillian Calder, Faculty of Law
David Castle, Vice-President Research
Jo-Anne Clarke, Division of Continuing Studies
Merwan Engineer, President's Nominee
Mauricio Garcia-Barrera, Faculty of Graduate Studies
Andrea Giles, Cooperative Education and Career Services
Nicole Greengoe, Registrar (on leave)
Rishi Gupta, Faculty of Engineering
Robin Hicks, Faculty of Science
Ashlee Kirby, Student Senator
Valerie Kuehne, Vice-President Academic and Provost
Graham McDonough, Faculty of Education
Patrick Nahirmey, Division of Medical Sciences
Sang Nam, Peter B. Gustavson School of Business
Abdul Roudsari, Faculty of Human and Social Development
Dan Russek, Faculty of Humanities
Nilanjana Roy, Faculty of Social Sciences
Ralf St. Clair, Dean, Faculty of Education
Victoria Wyatt, Faculty of Fine Arts
Carla Osborne, GSS Representative
Ada Saab, Acting Associate University Secretary
David Capson, Faculty of Graduate Studies
Sandra Duggan (Secretary), Office of the Vice-President Academic and Provost
DATE: January 11, 2019

TO: David Capson, Dean, Faculty of Graduate Studies
    Nancy Wright, AVPAC, Chair, SC Academic Planning
    Tim Haskett, Assistant Professor, Faculty of Humanities, Chair, SC Curriculum

CC: James Wigginton, Manager, Curriculum and Calendar
    Carolyn Swayze, Coordinator of Information, Research & Communication, FGS
    Cathy Stacey, Assistant to the Dean, Faculty of Graduate Studies

FROM: Saul Klein, Dean
      Original signed by Saul Klein

RE: Memorandum to Propose the Discontinuance of ENTC&D Programs (revised)

Thank you for your consideration of our proposal to discontinue the graduate Entrepreneurship Certificate and Diploma Programs. We first suspended our admission to these programs in September 2017, and as per the Guide for Curriculum and Calendar Changes (7.2.3) and the Guidelines to Propose Discontinuing a Program, we have prepared this memo as rationale for your approval.

There has been little interest to enroll in these programs since their inception and this lack of demand makes the programs unsustainable and obsolete. There are no students registered in either the Entrepreneurship Certificate or Diploma programs so this discontinuation does not negatively impact any students. There are no resulting layoff issues for either faculty or staff. We are first committed to student recruitment and teaching resources for our other graduate programs (MBA and MGB).

Our Faculty Council approved the discontinuance of both programs at the meeting held on Thursday, October 20, 2018.

We look forward to your approval of our proposal in anticipation of preparing the relevant program curriculum changes for Cycle #2.
Date: February 14, 2019
To: Senate
From: Senate Committee on Planning
Re: Renewal of the Institute for Integrated Energy Systems (IESVic) as an Approved UVic Research Centre

The Senate Committee on Planning has considered the proposed continuation of the Institute for Integrated Energy Systems (IESVic) as an approved multi-faculty research centre for a further five-year term as described in the memorandum dated January 30, 2019.

The following motion is recommended:

That Senate approve the renewal of Approved Centre Status for the Institute for Integrated Energy Systems (IESVic) for the period April 1, 2019 through March 31, 2024, as described in the memorandum dated January 30, 2019.

Respectfully submitted,

2018/2019 Senate Committee on Planning
Nancy Wright, Associate Vice-President Academic Planning (Chair)
Gillian Calder, Faculty of Law
David Castle, Vice-President Research
Jo-Anne Clarke, Division of Continuing Studies
Merwan Engineer, President's Nominee
Mauricio Garcia-Barrera, Faculty of Graduate Studies
Andrea Giles, Cooperative Education and Career Services
Nicole Greengoe, Registrar
Rishi Gupta, Faculty of Engineering
Robin Hicks, Faculty of Science
Ashlee Kirby, Student Senator
Valerie Kuehne, Vice-President Academic and Provost
Graham McDonough, Faculty of Education
Patrick Nahirney, Division of Medical Sciences
Sang Nam, Peter B. Gustavson School of Business
Abdul Roudsari, Faculty of Human and Social Development
Dan Russek, Faculty of Humanities
Ann Stahl, Faculty of Social Sciences
Ralf St. Clair, Dean, Faculty of Education
Victoria Wyatt, Faculty of Fine Arts
TBD, GSS Representative
TBD, Acting Associate University Secretary
Sandra Duggan (Secretary), Office of the Vice-President Academic and Provost
I am writing to recommend the continuation of the Institute for Integrated Energy Systems (IESVic) as an
approved multi-faculty research centre for a further five-year term. IESVic is housed in the Engineering
Office Wing on our campus and is under the direction of Dr. Andrew Rowe.

A site-visit and external review of IESVic was conducted on September 27 and September 28, 2018. The
review panel comprised:

- Chair: Dr. Pierre Benard, Professor, Department of Physics, Université du Québec à Trois-Rivières
- Dr. Brant Peppeley, Professor, Department of Chemical Engineering, Queen’s University, Kingston
  Ontario
- Dr. Barbara Hawkins, Professor, Department of Biology, University of Victoria

The review panel subsequently provided a detailed report received on December 11, 2018, which is
appended to this memo.

The report is highly complementary of IESVic. The review panel referred to the Institute as a “gem” and
“one of the leading institutions in Canada on sustainable energy”. The panel recognized the growth of
the institute over the past 5 years from 15 to 21 faculty and noted that IESVic is a focal point for
collaboration and interdisciplinary research, with 22% of papers published between 2014-2018 (from a
total of 491 papers) co-authored by faculty within the institute and 50% of graduate students (from a
total of 81 students) working within the institute co-supervised. Faculty aligned with the institute reside
in several academic units, including the Departments of Mechanical Engineering, Civil Engineering, Earth
and Ocean Sciences, Psychology, Chemistry, Environmental Studies and Economics. This group is making
an impact nationally and internationally. They attracted almost $21,000,000 in funding in the past five
years and they have worked with 63 companies, 27 government agencies or NGOs, and 74 academic
institutions.
The report offers a number of recommendations, all of which center on the general observation that the institute is under resourced. Dr. Rowe has reviewed these recommendations and responded to each one, as shown in the attached document. The main recommendation contained within the report is that the institute be continued for another 5-year term with increased funding. This funding would be invested in personnel, to enable the creation of a new research coordinator position and an enhancement of the current administrative assistant to a higher-level position. The report also recommends that the institute be given additional space to accommodate its growth in faculty and trainees.

My office recognizes that IESVic requires additional resources. Many of our research centres are in a similar situation. To that end, we have requested new funding from central sources this year for our centres, including IESVic. We are optimistic that some of this funding will be forthcoming, and if we do receive these funds, we are prepared to make strategic investments in our successful centres to better support their activities.

Space is a challenge on our campus and our office does not currently have access to new spaces that could be allocated to IESVic. However, we would be happy to work with the Dean of Engineering and the AVP Financial Planning and Operations to explore whether any option exist in this regard. There may be some possibilities created by the expansion of the engineering building in the near future.

In summary, the review panel provided a very positive assessment of IESVic as a Senate-approved UVic research centre. I therefore recommend that the Senate Committee on Planning approve the following motion:

That the Senate Committee on Planning recommends that Senate approve the renewal of Approved Centre Status for the Institute for Integrated Energy Systems (IESVic) for the period April 1, 2019 through March 31, 2024.

Attached: Review Panel Report
Directors Response

cc: Andrew Rowe
Five Year Review of the Institute for Integrated Energy Systems of the University of Victoria (IESVic)

Report of the External Review Committee

December 2018

Committee membership:

Pierre Bénard (Chair), Director of the Hydrogen Research Institute, Department of Chemistry, Biochemistry and Physics, Université du Québec à Trois-Rivières
Barbara Hawkins, Professor, Department of Biology, University of Victoria
Brant A. Peppley, Professor, Department of Chemical Engineering, Queen’s University

1. EXECUTIVE SUMMARY

This report is presented in accordance with the University of Victoria’s policy No: RH8300, “Procedures for the Establishment and Review of Research Centres” which requires that research centres be regularly evaluated by a review panel. The written report is based on the Self-Assessment Report provided by IESVic, a site visit by the panel held in September 2018 and additional data requested by the panel on the alumni who became faculty. The Institute for Integrated Energy Systems of the University of Victoria is a major Canadian research institution in the field of sustainable energy. Over the 2014-2018 reporting period, its membership increased to 21 professors who supervised 81 highly qualified people (HQP) and published 290 journal papers and 201 conference papers. Its total funding over the reporting period was $20,995,015, an increase of almost a factor of 10 since the first review period (1999-2003). In addition, IESVic has established strong international partnerships and created a strong identity for itself. The students and members view very positively their affiliation with IESVic and strongly identify with its values and academic culture. Despite limited recurrent funding, allocated space and support staff, the performance of IESVic has been exceptional in all metrics reviewed by the committee and the panel recommends continuation and improved support of the Centre.
2. PREAMBLE/BACKGROUND

The Institute for Integrated Energy Systems (IESVic) is a research unit of the University of Victoria founded in 1992 by Professor David Sanborn Scott of the Department of Mechanical Engineering. IESVic’s research agenda has been to study, identify and assess sustainable technological pathways to providing services to the community from sustainable energy sources, using a contextual (societal), multiscale approach (devices to grids, local to global). The Institute is active in the following research areas: Energy Systems, Renewable Energy, Clean Transportation, Advanced Energy Technologies, Sustainable Buildings and Communities, Social and Human Dimensions. IESVic is a multidisciplinary research unit that currently counts 21 members supported by two administrative staff.

The 2014-2018 assessment activity follows three previous five-year reviews. It involved the production of a comprehensive self-assessment report by IESVic, followed by a site-visit by the review committee (September 27-28). The Committee members were Professors Brant Peppley (Queen’s University, Chemical Engineering), Barbara Hawkins (University of Victoria, Biology), and Pierre Bénard (Université du Québec à Trois-Rivières, Physics), who acted as Chair. Professor Brant Peppley participated in two IESVic previous review panels.

The site visit began with a meeting with the associate VP research, Dr Lisa Kalynchuk, followed by an overview of IESVic activities (history and impacts) by IESVic director Professor Andrew Rowe. Other presentations of research activities were made by Professors Adam Monahan (Climate science and the arctic), Kees van Kooten (Energy and environmental economics), Ned Djilali (Fuel cells, Fluid mechanics of hydrogen), Chris Kennedy (Sustainable urban infrastructure), and Brad Buckam (West Coast Wave Initiative and Marine Energy).

The review committee toured several laboratories affiliated with IESVic: the Green vehicle research and testing Centre (Professor Zuomin Dong), the Fluid dynamics laboratory (Professor Peter Oshkai), the Nanoscale materials, mechanics and transport laboratory (Professor Rustom Bhiladvala) and the Energy efficient buildings laboratory (Dr Armando Tura). The lab visits and the presentations provided an excellent overview of the current scope of research activities of IESVic. The reviewers also met with the development team of Megawatts and Marbles and participated in a demonstration of the game.

The review committee met with six IESVic graduate students, who shared their perspective and their experiences as student researchers. Committee members also met and had discussions with the Institute’s administrative staff (Sue Walton and Pauline Shepherd).
3. REVIEW/ASSESSMENT:

3.1. Purposes, Objectives and Goals

The committee’s assessment of the performance of the Institute for Integrated Energy Systems is presented according to the structure proposed in the *Guidelines for the Review of Research Centres*.

**Purpose (a): Promote and facilitate collaborative and/or interdisciplinary research and enhancement of research networking capacity and infrastructure.**

The membership of IESVic increased from 15 to 21 over the 2014-2018 reporting period. Participating faculty come from the departments of Mechanical Engineering (11), Civil Engineering (3), Earth and Ocean Sciences (2), Psychology (1), Chemistry (1), Environmental Studies (1) and Economics (1).

According to the self-assessment report, 108 of the 491 publications of the 2014-2018 reporting period were co-authored by two or more members (22%). A significant portion of the 2014-2018 graduate students were co-supervised by two IESVic members (a qualitative estimate of 50% was provided). The self-assessment report shows that IESVic researchers have successfully established an impressive number of external collaborations: 63 companies, 27 government agencies or NGOs and 74 academic institutions (besides UVic). IESVic has also established formal partnerships, through MOUs with the University of Oldenburg in Germany (expected to be renewed in 2019) and the Institute of Electrical Engineering of the Chinese Academy of Science (expired in 2016).

IESVic holds a biennial 2-day meeting (EnVison) to maintain and enhance networking with past and present alumni and partners. EnVison workshops were held in 2015 and 2017, with 110 and 160 participants, respectively.

IESVic has also secured funding from NRC-IRAP to foster short term collaborations with Canadian small and medium enterprises involved in clean technologies.

IESVic was instrumental in the early development of the Pacific Institute for Climate Solutions (PICS), with which it maintains a close relationship. The two Institutes share a common vision but differ at a fundamental level in approaches: IESVic is an engine of research with direct connections to industry with a focus on developing new technologies, whereas PICS, which has no researchers, is a facilitator of research and communication and is aimed more at policymakers.

The committee believes that IESVic fulfills its mandate of promoting and facilitating interdisciplinary research. The committee assesses that IESVic has shown exceptional leadership in fostering and maintaining internal and external collaborations, and as such has significantly enhanced its members (and UVic’s) research networking infrastructure.
Purpose (b): Increase and effectively manage the resources and research support for its members and the wider university community.

Funding over the reporting period has reached $20,995,015, an increase of almost a factor of 10 since the first review period (1999-2003), showing that the Institute offers the synergy and the administrative support to increase research resources for its members and their students. The Institute manages the limited space it controls (considering the size of its membership and the number of affiliated labs) with dexterity. Staff performance is exceptional considering the substantial increases in all metrics: membership, HQPs and research budget. This committee notes that administrative support will have to increase to maintain the level of services provided to its members and its students.

Purpose (c): Provide education and training in research and related skills, especially for graduate and undergraduate students and thereby enhance the academic programs of their constituent academic units.

The number of IESVic HQPs trained during the reporting period increased to 81, with a marked increase in PhD degrees compared to the last reviewing period. IESVic holds a seminar series (41 presentations during the reporting period), which the committee feels has significantly contributed to the IESVic and UVic student experience by providing specialized academic and professional training and exposure to cutting edge research activities.

Training sessions on software and numerical tools were provided to students by IESVic through “lunch and learn” events. The IRAP funding awarded to IESVic (mentioned above) offers opportunities for graduate students to collaborate with Green Tech Small and Medium Enterprises (SME).

Through these activities, the committee considers that IESVic fosters an excellent learning environment for UVic students that significantly enhances their academic and professional development.

Purpose (d): Contribute to the university’s strategic educational and research missions and to support synergies between research, teaching and learning.

The IESVic seminar series discussed in the last section, in conjunction with the opportunity to participate in site visits and to attend workshops and conferences has benefited students’ training and provided synergy between research, teaching and learning.

The Megawatts and Marbles game, developed by a team of graduate students, is an impressive contribution of IESVic to the university’s strategic educational and research missions. This engaging game is used by Science Venture to teach elementary and high school students about energy grids and their impact on the environment, in classes at the University of Victoria and Simon Fraser University, and by IESVic itself for outreach activities (Appendix VII of the self-assessment report).
report). The development of this game is now the object of an international cooperation with the prestigious Max Planck Institute in Germany.

Through the above activities, and IESVic faculty involvement in electives on energy and environmental issues, the committee assesses that IESVic fully fulfills its mandate as it pertains to purpose (d).

**Purpose (e): Transfer and mobilize knowledge gained through research for the benefit of society, via a variety of mechanisms as appropriate.**

The research output of IESVic members is exceptional, each IESVic member has produced an average of 14 peer-reviewed papers over the reporting period. In absolute numbers this represents an increase by a factor of almost 2 compared to the previous reporting period. In addition to traditional media (newspapers, radio interviews, public lectures) IESVic is also using new media to transfer knowledge and inform the public through YouTube, Facebook, Twitter and Linkedin channels.

The committee also welcomes IESVic’s involvement in the ongoing development of professional graduate degrees focusing on industrial ecology, sustainability and energy.

**Purpose (f): Enhance the reputation of its members, the constituent academic units, and the university through the quality of its work.**

The awards obtained by IESVic members are listed in Appendix XI of the self-assessment report. Editorials and op-eds published in Nature and the Globe and Mail on IESVic core issues have contributed to enhancing the University’s standing as a leading academic institution in Energy Science and Technology. IESVic was recently a recipient of a 2018 Climate & Energy Action Award from the Community Energy Association for the "CRD Zero Emissions Fleet Initiative".

The 35 IESVic alumni who now hold faculty positions in Canada and abroad since IESVic was founded constitute an impressive metric of impact (see Appendix A of this report). This impressive result is a measure of the quality of its training and of its reputation in Energy Science. Through these alumni, IESVic is transferring in the most lasting way its culture, objectives and the knowledge it has generated through its research activities and contributing in a very positive way to the reputation of the University in a key scientific and social issue.

3.2 Review panel comments

The new civil engineering department brings new and highly relevant expertise to IESVic in sustainable urban infrastructure, energy optimisation and climate change mitigation. This development will provide new academic training and research opportunities for IESVic and help its students better contextualise the impact of their work.

As mentioned in the previous assessment report, laboratory and office space is clearly inadequate. In addition, access to off-campus facilities used by IESVic is
sometimes problematic, as researchers and graduate students need to commute regularly between their laboratory facilities and the campus for courses or meetings.

The administrative assistant of IESVic, Mrs Suzanne Walton, has been involved with IESVic practically since its inception. She carries with her much of IESVic’s institutional memory. She is due to retire in 2019 and the transition to a new administrator should be planned well in advance. We worry that the situation is further complicated by the fact that IESVic is, in our view, understaffed, as the number of support personnel has not kept pace with the increase in IESVic members, graduate students, research funding and a broadening mandate.

The committee is impressed with Megawatts and Marbles as an outreach and educational tool. The committee is also impressed with the strong appreciation the graduate students have of IESVic as an institution.

The committee is particularly impressed with the number of alumni who now hold faculty or research positions in Universities. Those alumni have generally grounded their career in their graduate work at IESVic. Many of them have since become actively involved in research units on energy science and technology at major academic institutions in Canada (Appendix A). These former students continue to promote IESVic’s research culture and enhance the University of Victoria’s reputation as a leading research institution in the energy transition we are witnessing.

The committee is impressed with the high degree of satisfaction expressed by the students towards IESVic in general, and its culture and mandate in particular. During the committee’s meetings with the students, it was mentioned that the course requirement for their graduate degree is too large (5 courses), and that some courses are not directly relevant to their research project. The number of courses does seem larger than usual for research-based graduate degrees, which often require as little as 2 courses for MSc and PhD students, and this issue should be examined by the appropriate departments, in collaboration with IESVic. They also expressed interest in a graduate course on the various research streams of IESVic. Some students also proposed that IESVic adopt a common policy on student funding.
3.3 Review of future activities

The planning for the immediate future is sound. Increasing diversity of gender and minority representation in Institute membership, specifically, is an important objective. A further increase in membership will, however, require the attribution of additional administrative and financial resources from the University of Victoria. Increasing the focus on collaborations is commendable. The committee also suggests that IESVic consider taking a leadership role in establishing a national network on sustainability and energy systems through a NCE or a Strategic network.

4. Recommendations

The University of Victoria has a gem in its Institute for Integrated Energy Systems. The institute has grown substantially in all metrics (membership, research funding, HQPs, impact) and is without a doubt one of the leading institutions in Canada on Sustainable Energy. This thematic is widely recognized as a critical scientific, engineering and social issue by civil society and industry, and as a top research priority by Canadian Universities. In that context, the reviewers make the following key recommendations.

1) In view of the exceptional performance of the Institute and its members, we strongly recommend continuation of IESVic with increased funding.

2) As discussed in the self-assessment report (section 5.2.1), we strongly endorse the need expressed by IESVic for a research coordinator. We recommend that such a position, funded by the University of Victoria, be allocated to the Institute. The research coordinator would allow a significant increase in IESVic activities and impact by assisting with writing research proposals, setting up research contracts, facilitating networking with civil society, enhancing internal and external communication and providing administrative support for large projects.

3) In view of the increase in membership, research funding and number of HQPs, we strongly recommend that the number of support staff be increased to 1 full time administrator and 1 full time assistant.

4) We strongly recommend that a significant increase in office and laboratory space be allocated to IESVic for researchers, students and visiting scholars, in pace with its increasing membership, number of graduate students and funding.
### Appendix A

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majid Bahrami</td>
<td>Simon Fraser University</td>
<td>Professor, Canada Research Chair, Alternative Energy Conversion Systems</td>
</tr>
<tr>
<td>Aimy Bazylak</td>
<td>University of Toronto</td>
<td>Professor, Canada Research Chair in Thermal systems for clean energy and Director, Institute for Sustainable Energy</td>
</tr>
<tr>
<td>Alvin Bergen</td>
<td>Okanagan College</td>
<td>Professor</td>
</tr>
<tr>
<td>Torsten Berning</td>
<td>Aalborg University, Denmark</td>
<td>Associate Professor, Dept. Energy Technology</td>
</tr>
<tr>
<td>Juan Botero</td>
<td>National University of Colombia</td>
<td>Professor</td>
</tr>
<tr>
<td>Jun Cao</td>
<td>Ryerson Polytechnic University</td>
<td>Professor</td>
</tr>
<tr>
<td>Chih-Che Chueh</td>
<td>National Cheng Kung University</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Chris Dennison</td>
<td>University of Alberta</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Jean Duquette</td>
<td>Carleton University</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Gwynn Elfring</td>
<td>UBC</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Meikun Fan</td>
<td>Southwest Jiaotong University, China</td>
<td>Professor</td>
</tr>
<tr>
<td>Matt Hall</td>
<td>University of PEI</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Erik Kjeang</td>
<td>Simon Fraser University</td>
<td>Associate Professor, Director of SFU Fuel Cell Research Lab</td>
</tr>
<tr>
<td>David Levin</td>
<td>University of Manitoba</td>
<td>Professor</td>
</tr>
<tr>
<td>Dongqing Li</td>
<td>University of Waterloo</td>
<td>Professor</td>
</tr>
<tr>
<td>Patricio Lillo</td>
<td>Pontificia Universidad Católica de Chile</td>
<td>Professor</td>
</tr>
<tr>
<td>Shawn Litster</td>
<td>Carnegie Mellon University</td>
<td>Professor</td>
</tr>
<tr>
<td>Mingxi Liu</td>
<td>University of Utah</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Brendan MacDonald</td>
<td>University of Ontario Institute of Technology</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Jon McKechnie</td>
<td>University of Nottingham</td>
<td>Lecturer</td>
</tr>
<tr>
<td>Michael McWilliam</td>
<td>Technical University of Denmark</td>
<td>Researcher</td>
</tr>
<tr>
<td>Walter Mérida-Donis</td>
<td>UBC</td>
<td>Associate Dean, Research &amp; Industrial Partnerships</td>
</tr>
<tr>
<td>Jon Pharoah</td>
<td>Queen's University</td>
<td>Professor</td>
</tr>
<tr>
<td>Ehsan Sadeghi</td>
<td>Simon Fraser University</td>
<td>Research Associate</td>
</tr>
<tr>
<td>Marc Secanell</td>
<td>University of Alberta</td>
<td>Associate Professor, recipient of an early researcher Award by the Faculty of Engineering</td>
</tr>
<tr>
<td>Name</td>
<td>Institution</td>
<td>Position</td>
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</tr>
<tr>
<td>Dave Sinton</td>
<td>University of Toronto</td>
<td>Professor</td>
</tr>
<tr>
<td>Roongrojana Songprakorp</td>
<td>King Mongkut's University of Technology</td>
<td>Deputy Director, CES Solar Cells Testing Centre (Previously UVic faculty)</td>
</tr>
<tr>
<td>Jay Sui</td>
<td>Wuhan University of Technology</td>
<td>Professor</td>
</tr>
<tr>
<td>Paulo Trevizoli</td>
<td>State University of Maringá, Brazil</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Dan Wang</td>
<td>Tianjin University</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Jeff Wishart</td>
<td>Arizona State University</td>
<td>Clinical Assistant Professor in Automotive systems</td>
</tr>
</tbody>
</table>
Response to Report by External Review Committee (ERC)
IESVic Five-Year Review – 2014-2018

1. Errors and omissions:

   No factual errors or omissions have been identified in the Report of the ERC

2. Recommendations made by the ERC are listed below followed by our responses:

   i. In view of the exceptional performance of the Institute and its members, we strongly recommend continuation of IESVic with increased funding.

      We agree with this recommendation.

      Our primary operational challenge is the retirement of the executive assistant, Sue Walton, in 2019. The support provided by Ms. Walton is well-beyond the current pay-band classification for the position. Because of this, we are concerned about the ability to attract a suitable replacement. We are currently working on reclassifying the position prior to posting it. In the short term, the impact of reclassification in terms of required funding should be small given that Ms. Walton is currently at the maximum level of the current band; however, an incremental increase in long-term support to match the new classification will be needed.

      The alternative way forward would be to increase the number of support staff or the hours of the part-time administrative assistant. We feel this is not the best solution as there are skills needed in the executive assistant position (finance management in particular) that are not aligned with the current classification.

   ii. As discussed in the self-assessment report (section 5.2.1), we strongly endorse the need expressed by IESVic for a research coordinator. We recommend that such a position, funded by the University of Victoria, be allocated to the Institute. The research coordinator would allow a significant increase in IESVic activities and impact by assisting with writing research proposals, setting up research contracts, facilitating networking with civil society, enhancing internal and external communication and providing administrative support for large projects

      We agree with this recommendation.

      A large amount of funding comes from projects led by IESVic faculty in Engineering and is connected to physical infrastructure. In addition, many large projects involve external partners such as industry, government, municipalities, first nations communities and international institutes. Projects are often linked to
NRCan, WED, CFI, and government funding and have brought significant overhead funds to the University. These projects are also management intensive and rely on a project manager or research coordinator. A research coordinator also provides an internal contact for accounting, purchasing, and organization between IESVic faculty, and UVic. The role of a research coordinator requires someone with technical training and strong communication abilities. Projects such as WCWI, 2060 Project, PRIMED, and the IIASA Water-Energy-Land nexus were enabled by various people acting as a research coordinator funded by a specific project (or co-funded to support more than one project.) Unfortunately, project funding is short-term and subject to uncertainty, making it difficult to budget, attract and retain suitable people. The ability of IESVic to maintain current levels of activity, and to lead further large-scale and high impact projects, would be significantly enhanced with a permanent research coordinator position.

iii. In view of the increase in membership, research funding and number of HQPs, we strongly recommend that the number of support staff be increased to 1 full time administrator and 1 full time assistant.

We agree with this recommendation.

(See reply to recommendation i.) Reclassifying the executive assistant position is needed to attract a suitable replacement; however, the office staff are also over­loaded and additional administrative support would be beneficial.

iv. We strongly recommend that a significant increase in office and laboratory space be allocated to IESVic for researchers, students and visiting scholars, in pace with its increasing membership, number of graduate students and funding.

We agree with this recommendation.

Individual faculty members have solved some space pressures by moving activities to off-campus locations (such as the Marine Technology Centre in Sidney). This is not ideal. Locating students, postdocs, and research near IESVic is needed to enable integration with teaching, communication and outreach (such as periodic lab tours.)
Date: February 14, 2019
To: Senate
From: Senate Committee on Planning
Re: Institute on Aging and Lifelong Health (IALH)

The Senate Committee on Planning has considered the proposed extension of seven months for the Approved Centre Status for the Institute on Aging and Lifelong Health (IALH) until October 31, 2019 as described in the memorandum dated January 30, 2019.

The following motion is recommended:

That Senate approve the extension for seven months the Approved Centre Status for the Institute of Aging and Lifelong Health (IALH) until October 31, 2019, as described in the memorandum dated January 30, 2019.

Respectfully submitted,

2018/2019 Senate Committee on Planning
Nancy Wright, Associate Vice-President Academic Planning (Chair)
Gillian Calder, Faculty of Law
David Castle, Vice-President Research
Jo-Anne Clarke, Division of Continuing Studies
Merwan Engineer, President’s Nominee
Mauricio Garcia-Barrera, Faculty of Graduate Studies
Andrea Giles, Cooperative Education and Career Services
Nicole Greengoe, Registrar
Rishi Gupta, Faculty of Engineering
Robin Hicks, Faculty of Science
Ashlee Kirby, Student Senator
Valerie Kuehne, Vice-President Academic and Provost
Graham McDonough, Faculty of Education
Patrick Nahirney, Division of Medical Sciences
Sang Nam, Peter B. Gustavson School of Business
Abdul Roudsari, Faculty of Human and Social Development
Dan Russek, Faculty of Humanities
Ann Stahl, Faculty of Social Sciences
Ralf St. Clair, Dean, Faculty of Education
Victoria Wyatt, Faculty of Fine Arts
TBD, GSS Representative
TBD, Acting Associate University Secretary
Sandra Duggan (Secretary), Office of the Vice-President Academic and Provost
MEMORANDUM

DATE: January 30, 2019

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

FROM: Dr. Lisa Kalynchuk, Associate Vice President Research

RE: Institute on Aging and Lifelong Health (IALH)

I am writing under the delegated authority of the Vice-President Research. Dr. David Castle has reviewed and agrees with this recommendation.

An external review of the Institute on Aging and Lifelong Health (IALH) was conducted in 2013 and the Centre was renewed and approved by Senate for the period of April 1, 2014 to March 31, 2019. In compliance with UVic’s Establishment and Review of Research Centres policy (RH8300), the Office of the Vice-President Research initiated a review of the Centre in 2018. A review panel was struck and panel members conducted a site visit on October 25 and 26, 2018. The review went very well and I am anticipating a generally positive report. However, we have not yet received the report and have been advised by the panel that it will be delayed until February 28, 2019, due to competing time commitments on the part of panel members.

In order to allot time for the Centre Director and the Office of the Vice-President Research to properly consider and respond to the panel’s report, a recommendation on the renewal status for the Centre will not be put forward before the expiry date of March 31, 2019.

I therefore request that the Senate Committee on Planning recommend the following motion to Senate:

*That the Senate Committee on Planning recommends that Senate extends for 7 months the Approved Centre Status for the Institute on Aging and Lifelong Health (IALH) until October 31, 2019.*
MEMO

To: Members of Senate
From: Valerie S. Kuehne, Vice-President Academic and Provost
        Jim Dunsdon, Associate Vice-President Student Affairs
Date: February 20, 2019
Re: Strategic Enrolment Management (SEM) Plan for UVic

SEM Planning

In 2017/18, the University of Victoria completed a strategic enrolment management (SEM) planning process in order to set enrolment goals for the university that will guide student recruitment, retention and success initiatives in alignment with the Strategic Framework. The SEM process aligns student recruitment goals with student retention and success initiatives in order to optimize resources while maintaining overall student enrolment at about the current level.

Four SEM planning committees were formed and engaged academic leaders, faculty, staff and students from across campus, including many Senators. The committees included: the Undergraduate Student Recruitment and Conversion Committee (SRC); the Undergraduate Student Retention and Success Committee (SRS); the Graduate Recruitment and Retention Committee (GRR); and the Data Analysis and Benchmarking Committee. Committee oversight and leadership was provided by the Enrolment Management Working Group (EMWG). Over the course of the year-long planning phase, individuals and groups across campus provided valuable advice and input into the development of the SEM Plan. For example, Executive Council, President’s Advisory Council, Deans’ Council, Associate Deans, Department Chairs/Directors, academic and support units, Student Affairs staff, the University Secretary’s Office, UVic’s Indigenous Academic Advisory Committee, UC+M, and the campus community at large contributed their feedback through meetings and several open campus consultation events. Full details of the consultation process can be found in the attached SEM Plan (Appendix B) or on our website: www.uvic.ca/sem.

We have now successfully completed the year-long project planning portion of SEM and have formally closed this phase of the project. Our last SEM Planning meeting was held on January 24 where we acknowledged members from our planning committees for their significant contributions to the SEM process, discussed the new SEM Plan implementation structure, and sought valuable feedback on the process to date. We also disbanded our planning committees at that meeting.
Over the past few weeks, the SEM Plan has been reviewed once again by Deans’ Council and was recently approved by Executive Council. We are now preparing for the implementation of our SEM Plan. Effective implementation of our Plan will require the active engagement of campus colleagues with knowledge, skills, roles, and responsibilities aligned with the Plan’s goals, strategies, and tactics.

**SEM Implementation Structure**

We expect that four implementation committees will be formed to guide SEM Plan implementation, under the leadership of a newly-constituted Enrolment Management Working Group (EMWG). Determining SEM implementation committee membership is already well underway and we anticipate finalizing membership in April. To ensure continuity of the project, we expect that a few SEM planning committee members may continue their involvement through the implementation phase. Once the SEM implementation committees are fully populated, all committee members will be invited to participate in a ½ day training workshop on the SEM process to date and their role in implementation. Committees will meet for the first time in May and their initial task will be to prioritize Year 1 and Year 2 tactics for implementation.

The four SEM implementation committees include:

- **Undergraduate Student Retention and Success Implementation Committee**
  - Chair
  - Leads of the prioritized implementation plans for **Goal 2 and Goal 3** (rotating)
  - 1-2 Faculty members/Associate Deans
  - USEC representative
  - Projects Officer
  - Data representative

- **Undergraduate Student Recruitment and Conversion Implementation Committee**
  - Chair
  - Leads of the prioritized implementation plans for **Goal 1 and Goal 4** (rotating)
  - 1-2 Faculty members/Associate Deans
  - Projects Officer
  - Data representative

- **Graduate Student Recruitment, Retention and Success Implementation Committee**
  - Chair
  - Leads of the prioritized implementation plans for **Goal 5** (rotating)
  - 1-2 Faculty members/Associate Deans
  - Projects Officer
  - Data representative

- **Indigenous Student Recruitment, Retention and Success Implementation Committee**
  - Chair
  - Leads of the prioritized implementation plans for **Goal 6** (rotating)
  - 1-2 Faculty members/Associate Deans
  - Projects Officer
  - Data representative
The new **Enrolment Management Working Group** will meet 3-4 times per year to review progress reports from each committee. Issues, challenges or potential major changes to goals, strategies, tactics or implementation plans will go to the EMWG for advice and guidance.

**Next Steps**

The SEM Plan will be launched in April and will be communicated to the campus community through The Ring, Twitter, and VPAC website. Hardcopies of the SEM Plan will be circulated to key areas on campus.

We will also develop a report summarizing implementation outcomes in Year 1 that will be provided to Executive Council, Deans’ Council, the Board of Governors, and Senate. The current SEM website ([www.uvic.ca/SEM](http://www.uvic.ca/SEM)) will include regularly updated information on the progress of implementing our SEM Plan. We also plan to hold an annual meeting to encourage campus-wide dialogue regarding progress towards our SEM goals.

Thank you for your support and engagement in developing UVic’s first SEM Plan. We look forward to your ongoing participation as we implement the Plan over the coming years.

**Attachment**: SEM Plan
Strategic Enrolment Management Plan

UNIVERSITY OF VICTORIA
SPRING 2019
Executive summary

The University of Victoria is a comprehensive research university in British Columbia, Canada and is consistently ranked as one of Canada’s best universities. Our strength lies in the integration of research, teaching, and learning; the quality and accessibility of faculty and staff; and the excellence of the academic and research programs with their strong interdisciplinary and international focus.

From May 2017 to spring 2019, UVic undertook a strategic enrolment management (SEM) approach to setting enrolment goals for the university and systematically examining student recruitment, retention and success initiatives. The SEM process has allowed the UVic community to engage in strategic multi-year planning and has helped to align enrolment goals with the implementation of UVic’s Strategic Framework (2018) and other key institutional planning documents. This process aligns student recruitment goals with student retention and success initiatives in order to optimize resources while maintaining overall student enrolment at about the current level. The planning sets out the direction to align enrolment with the Strategic Framework 2018-2023.

The SEM enrolment goals, strategies and tactics outlined in this report will inform university recruitment and retention initiatives for the coming five to ten years. As with any plan, annual revisions may be necessary to respond to changes in the internal and external environments; these will be facilitated by following regular governance processes. With implementation plans to accompany each goal of the SEM framework, UVic will be well-positioned to achieve our enrolment priorities well into the future.
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The University of Victoria: About us
Located in Victoria, UVic serves the people of Vancouver Island, British Columbia, Canada and the world. We take pride in our inclusive and increasingly diverse community of students, scholars and staff. We are committed to a personally engaging, intellectually stimulating and extraordinary learning environment that supports the development of students through a responsive curriculum, relevant academic support and a wide range of experiential learning activities and student support programs. Our strength lies in the integration of research, teaching, and learning; the quality and accessibility of faculty and staff; and the excellence of the academic and research programs with their strong interdisciplinary and international focus.

UVic is the third-largest research university in British Columbia and is consistently ranked as one of Canada’s best comprehensive universities. By any measure of research excellence, UVic is in the top 12-15 universities in Canada and in the top three Canadian universities without a medical school. At just over fifty years since the university’s inception, student enrolment in 2018/19 was 21,863. Of that total, 14% were graduate students, 17% were international students representing 123 countries, and 6% self-identified as Indigenous students. UVic employs 827 faculty, 42 librarians, and 7118 other employees. As of November 2018, a total of 139,435 degrees and certificates have been awarded by UVic.

British Columbia is well known for its fully articulated post-secondary transfer system, where education taken at one institution is recognized at another. At UVic, transfer students account for about one fifth of new registrants. Over the last decade, the number of transfer students has decreased by 10% due to increased degree opportunities closer to home with the creation of teaching universities and the expansion of degree-granting rights to colleges and institutes. However, UVic will continue to create pathways from colleges and teaching universities to UVic as a way of ensuring access for students from across the province.

For historical enrolment information, please see the Environmental Scan available on the SEM website.

Background
In 2017/18, the University of Victoria completed a strategic enrolment management (SEM) approach to setting enrolment goals for the university and systematically examining student recruitment, retention and success initiatives. This process aligns student recruitment goals with student retention and success initiatives in order to optimize resources while maintaining overall student enrolment at about the current level. The planning has set out the direction to align enrolment with the Strategic Framework over the next ten years.

The SEM enrolment goals, strategies and tactics will inform university recruitment and retention initiatives for the coming five to ten years. We have conducted modelling to measure the impacts of these goals on our enrolment profile and to help determine annual targets. For example, to strengthen our research intensity, the university proposes to increase substantially the proportion of graduate students while maintaining our total enrolment at the same level. This increase would necessitate a reduction in undergraduate enrolment, which would, in turn, need to be accomplished while still meeting our accountabilities to government and maintaining flexibility to respond to strategic growth as well as
changes in student demand. As a result, the focus on enhancing quality at the undergraduate level will necessitate becoming more selective, increasing admissions cut-offs and thereby improving retention and graduation rates.

As with any plan, annual revisions may be necessary to respond to changes in the internal and external environments; these will be facilitated through regular meetings of the Enrolment Management Working Group and regular updates to Deans’ Council and the UVic Executive.

The Strategic Framework and other institutional plans
UVic’s success is built on the provision of a high-quality education and outstanding student experience, excellence in research and the conscious integration of research and teaching, within a diverse campus and welcoming west coast environment.

UVic’s Strategic Framework was developed through university-wide consultation to set the vision and direction of the university over the next five years. Our six key priorities are as follows: cultivate an extraordinary academic environment, advance research excellence and impact, intensify dynamic learning, foster respect and reconciliation, promote sustainable futures, and engage locally and globally.

Over the past 3 years, we have put considerable effort into the development of other important institutional plans, including the Indigenous Plan, the International Plan, the Strategic Research Plan, the Campus Plan, the Employment Equity Plan, and the Communications and Marketing Plan. All of these institutional plans can be viewed on the UVic website.

Together, the Strategic Framework and institutional plans provide important direction for the university, including for its setting of enrolment priorities.

Looking forward: enrolment priorities
The SEM process has allowed the UVic community to engage in strategic multi-year planning and has assisted with the alignment of enrolment goals with the implementation of the Strategic Framework and other institutional plans.

UVic has committed to six main themes for our overall enrolment goals; these themes were developed by campus leadership with feedback from campus stakeholders:

Cultivate an extraordinary academic environment
UVic attracts high-quality undergraduate and graduate applicants, is committed to offering a competitive financial-assistance program and has high reported levels of student satisfaction. UVic is committed to improving student success, a key factor in student retention and student graduation. Success is built on high-quality instruction, solid programming and curricula, student engagement and best-in-class student support programs and services. We are committed to ensuring that our curricular and co-curricular programs are as accessible as possible for all students. We want to recruit the highest-quality students and support them to succeed.
Advance research excellence and impact
Integrating and aligning research and education is a priority for UVic. Maximizing research opportunities for undergraduate and graduate students will support our ability to recruit top students and re-shape our enrolment. We are committed to fostering high-quality research and creative activity across all disciplines and ensuring that learning in every program is enriched by the research culture and activities of the university.

Foster respect and reconciliation
Indigenous student enrolment has grown dramatically over the past ten years and UVic is committed to doubling enrolment over the next 10 years. We are dedicated to increasing the success of Indigenous students, faculty and staff and to implementing initiatives to ensure a welcoming campus for all. Further, we are committed to advancing the applicable calls to action of the Truth and Reconciliation Commission and the goals of our own Indigenous Plan.

Intensify dynamic learning
UVic is known for offering students diverse forms of hand-on learning experience. We have a widely known cooperative education program—over 4,000 job placements per year both domestically and internationally. We have an extensive program of practica placements and many other dynamic learning opportunities. Our focus on research-intensive learning, teaching excellence and an exceptional student experience will ensure that students are transformed by their time at UVic. We are committed to providing experiential learning for students so that they are equipped for personal success and to contribute effectively as alumni and global citizens.

Promote sustainable futures
UVic is committed to being a global leader in social, environmental and institutional sustainability through our research and academic programs as well as our operations. We recognize that many of our prospective students are interested in educational programs that tackle the biggest social and environmental issues facing the planet and we are committed to providing these opportunities both inside and outside the classroom. We will continue to engage the community in careful planning, such as in the Campus Plan and the SEM process. We are committed to remaining approximately the same size, with a focus on shifting the enrolment profile of the university student population over the next five to ten years. The current enrolment size is a relative strength—UVic is large enough to offer a broad range of academic programs at the undergraduate, master’s and doctoral levels, yet small enough to ensure personal attention to education and support.

Engage locally and globally
Currently, UVic is unique in that over 70% of its students come from outside its region, the highest proportion of any university west of Quebec. Diversifying our student population by expanding our connections and partnerships with communities locally and globally is an enrolment goal. We are committed to diversifying the international undergraduate student population by country, growing the Indigenous graduate and post-doctoral student population, and increasing under-represented
populations on our campus. We will work to ensure that all students are well supported when they arrive on campus and through to their graduation.

**SEM: Summary of Process**

From May 2017 to spring 2019, the University of Victoria integrated a SEM plan into our institutional planning structure. We worked with Dr. Tom Green, Dr. Brent Gage and Mr. Stan Henderson from AACRAO Consulting, an industry leader in SEM work across North America.

SEM planning allowed the university to strategically implement key objectives of the Strategic Framework related to student enrolment, retention, and success. This process was informed by the significant internal and external consultation conducted in the Strategic Framework planning process and included opportunities for faculty, administrators, staff, and students to provide input and feedback. The SEM process was built on the university’s existing approaches to enrolment management and was intended to complement the work done by faculties and units to recruit and retain students. It was a data-informed process and used relevant information from alumni, industry and government partners in the development of strategies and tactics.

**Phase 1**

This process began by bringing together a UVic SEM planning group called the Enrolment Management Working Group (EMWG) to consult with AACRAO Consulting. Phase one included the project initiation, data collection and the development of a campus communication and engagement plan.

**Phase 2**

Phase two involved the training of the EMWG and project committees, working-group and committee activities, and SEM plan development. The UVic planning committees were broadly representative of the university community and their role was to develop goals, strategies and supporting tactics. For a complete list of committee members, please see Appendix A. Campus-wide consultation also occurred during this phase. For a complete list of campus consultations, please see Appendix B.

The final SEM plan was launched in April 2019.

For an outline of the process plan, please visit the [SEM website](#).
Goals, Strategies and Tactics

The following goals, strategies and tactics were developed during Phase two of the SEM process.

**Goal 1:** By 2024, strengthen the entering domestic undergraduate class by

a. increasing the % of first-time enrolling students who have an entering average of 80% or higher from 79% to 89%;

b. increasing the % of admitted students with an entering average of at least 90% or higher who choose to register at UVic from 37% to 45%; and

c. enhancing and developing initiatives that increase the representation of under-represented populations, including but not limited to students with lived experience in care and students of low socioeconomic status.

**Strategy 1:** Re-align and enhance admission policies and procedures for students in targeted groups a. b. and c. above.

**Tactic 1:** Create mechanisms to identify high-achieving students (80+ and 90+).

**Strategy 2:** Re-align and enhance our entrance scholarship and needs-based financial aid programs to provide incentives for students in targeted groups a. b. and/or c. above.

**Tactic 1:** Move application, admission, and scholarship-offer dates to an earlier point in the year.

**Tactic 2:** Increase the number of entering students with admission averages of 90% or higher by enhancing the competitiveness of our entrance-scholarship program in support of Goal 1 b.

**Tactic 3:** Offer a bursary program with earlier application and notification dates to enable students to choose UVic at an earlier point in their decision-making process.

**Tactic 4:** Work with Development to raise additional funds for bursary funding to be used as a recruitment tool.

**Tactic 5:** Create an entrance-scholarship program awarded both on the basis of admission average with additional funding awarded on the basis of demonstrated financial need.

**Strategy 3:** Enhance and develop targeted events, communications and activities to support the conversion of 90%+ students in alignment with UVic’s communications and marketing plan.

**Tactic 1:** Develop and implement a central recruitment communications plan for 90+ students delineated by faculty.

**Tactic 2:** Develop a Scholars Program.

**Tactic 3:** Implement an integrated CRM system that meets the needs of communications and marketing plan above and our goals.

**Strategy 4:** Develop and implement a communications and transition plan for underrepresented student populations in alignment with UVic’s communications and marketing plan.

**Tactic 1:** Develop outreach, communications, events and University pathways for under-represented groups identified in Goal 1 c.
Goal 2: By 2024, improve undergraduate student retention from year 1 to year 2 as well as overall progression to
a. 85% for new student (direct entry and transfer) retention (up from 82%);

b. 85% for new Indigenous student retention (up from 80%);

c. 85% for new international student retention (up from 83%); and

d. 72% for student graduation within 7 years (up from 64%).

Strategy 1: Implement a student and learning-focussed academic advising system. *(will address each of the target populations named in Goal 2)*

**Tactic 1:** Complete a self-study on current UVic practices, structures and processes related to Academic Advising across all disciplines.

**Tactic 2:** To support student retention, develop UVic Advising Framework that reflects best practices in academic advising and reflects the priorities of individual Faculties and UVIC’s strategic priorities.

**Tactic 3:** Informed by the UVic Advising Framework, support faculty, course instructors and administrative staff to establish UVic Academic Advising Forum with focus on professional development opportunities and resources.

Strategy 2: Implement a comprehensive well-being framework that supports student development and academic success. *(will address each of the target populations named in Goal 2)*

**Tactic 1:** Complete a comprehensive review of current UVic campus practices, programs, and services, as well as a review of current literature and post-secondary best practices, to create and implement a Well-Being Framework and action plan with deliverables and assessment strategies to launch in the Fall of 2021.

Strategy 3: Implement student-centred practices that support retention and timely completion. *(will address each of the target populations named in Goal 2)*

**Tactic 1:** Review and refine policies, practices and regulations that support student engagement and success with academic advising and appropriate course enrolment (e.g., academic probation, requirements to withdraw).

**Tactic 2:** Identify and improve practices and intersection of practices that impact student retention and progression pathways through the institution. (may bridge Goal 1 and Goal 2).

Strategy 4: Implement specific academic and co-curricular engagement strategies for undergraduate students beginning in first year. *(will address each of the target populations named in Goal 2)*

**Tactic 1:** Develop an implementation plan that reflects best practices in learning, teaching and student engagement in curricular experiences.

**Tactic 2:** Develop a co-curricular implementation plan, including a UVic co-curricular record, that reflects best practices in student engagement and aligns with UVic Learning Outcomes and our experiential learning framework.

**Tactic 3:** Develop and implement a new model for the Learning Commons.
Goal 3: By 2024, 100% of all graduating undergraduate students will have the opportunity to complete at least one significant experiential learning opportunity as designated by an experiential learning notation on their transcript or a validated co-curricular record.

Strategy 1: Create a framework for experiential learning (curricular and co-curricular) that realizes Strategy 3.1 of the Strategic Framework

Tactic 1: Develop a shared definition of experiential learning in relation to curricular and co-curricular opportunities.

Tactic 2: Communicate and consult to promote a greater understanding of experiential learning in relation to UVic Learning Outcomes.

Tactic 3: Using the typology of curricular and co-curricular experiential learning as defined in Tactic 1, set targets to increase student engagement in experiential learning including subtypes.

Tactic 4: Identify and implement the most effective method for recording experiential learning on the transcript (curricular and co-curricular)

Strategy 2: Develop a framework for academic and non-academic units to implement significant experiential learning opportunities (curricular and co-curricular)

Tactic 1: Promote and encourage students to participate in significant experiential learning opportunities including identifying and reducing barriers

Tactic 2: Promote and enhance by academic unit, discipline-appropriate experiential learning opportunities in undergraduate curricula

Tactic 3: Promote experiential learning through enhancing co-curricular opportunities for students

Goal 4: By 2024, the University will strengthen the international undergraduate student population by

a. building a cohort of international undergraduate students that will comprise approximately 17% of our undergraduate population;

b. further diversifying the international undergraduate student population by country; and

c. rebalancing the international undergraduate student representation across faculties.

Strategy 1: Review and revise the international tiering strategy to support b. above.

Tactic 1: Evaluate and identify new countries for recruitment to support a. b. c.

Tactic 2: Align recruitment resources with the revised international tiering strategy.

Tactic 3: Align Continuing Studies ELC Pathways Program with revised international tiering strategy.
Strategy 2: Ensure that admission policies, procedures and communications support the enrolment of an internationally diverse student population who are well-positioned for UVic success.

Tactic 1: Ensure current admissions timeline and entrance requirements support the enrolment of an internationally diverse student population who are well-positioned for UVic success.

Tactic 2: Enhance support of current and new 2 + 2 and dual degree partnerships (research, success and future apps).

Strategy 3: Support and enhance recruitment and global engagement initiatives that will rebalance international student population across all faculties.

Tactic 1: Co-develop faculty level recruitment plans that inform the activities of the Student Recruitment Office and clarify the role of faculty in recruiting international students.

Tactic 2: Consolidate and strengthen exchange agreements.

Tactic 3: Target scholarships or other incentives for particular programs aligned with prioritized tiers.

Goal 5: By 2029, graduate enrolments will increase from 16% to 20% of the total student population.

a. Graduate enrolments of Indigenous students will grow from 18.3% to 22% of all Indigenous students;

b. Research programs will comprise 75% of base-funded graduate enrolments (currently 65%);

c. 2, 3 and 4 year graduation rates for thesis-based Master’s students will increase from 30%, 57% and 65% to 57%, 65%, and 70%; and

d. 4, 5 and 6 year graduation rates for PhD students will increase from 17%, 36% and 48% to 36%, 48% and 60%.

Strategy 1: Facilitate a comprehensive institutional assessment to maximize research opportunities and timely graduation.

Highest Priority

Tactic 1: In association with the office of the VPR, clarify the definition of a “research-based” graduate program.

Tactic 2: Identify challenges preventing timely graduation, with a focus on 2, 3 and 4-year completion rates for Masters Degrees and 4, 5 and 6-year completion rates for Doctoral degrees.

Medium Priority

Tactic 3: Identify existing graduate programs with demonstrated market demand that can be expanded to provide new research opportunities. (Linked to Tactics 6.3.1 and 6.3.3.)

Tactic 4: Identify and implement alternative modes of course/program delivery to increase student access to graduate programming.
Strategy 2: Increase infrastructure to support Indigenous graduate students.

Highest Priority

Tactic 1: Build cultural acumen among Graduate Advisors, Graduate Secretaries and Supervisors so they can better respond to the unique situations of Indigenous graduate students and help the students navigate any academic and administrative barriers in their program(s).

Tactic 2: Increase the number of Indigenous faculty and staff available to advise Indigenous students (connected to Strand 2 of the University of Victoria Indigenous Plan).

Tactic 3: Identify more dedicated spaces for Indigenous students for cultural activities such as meeting with Elders, community building, etc., to supplement the First Peoples House.

Medium - Long Range Priority

Tactic 4: Reinstitute and expand the SAGE (Supporting Aboriginal Graduate Enhancement) program for support and peer mentorship of Indigenous students, including wrap-around services for a cross-departmental PhD cohort.

Tactic 5: Offer greater research training for Indigenous graduate students by augmenting the resources of CIRCLE.

Long Range Priority

Tactic 6: Develop a comprehensive assessment of Indigenous student housing needs to inform both current UVic housing admissions plans and future UVic housing expansion plans. Note: This overlaps with Strategy 6 Tactic 7: Develop a comprehensive assessment of graduate student housing needs to inform both current UVic housing admissions plans and future UVic housing expansion plans.

Strategy 3: Create and continually assess a comprehensive graduate student recruitment plan.

Highest Priority

Tactic 1: Create a Survey with ancillary Tools and modify the Canadian Graduate & Professional Student Survey (CGPSS) to refine graduate student recruitment methods.

Tactic 2: Informed in part by Tactic 1, develop a comprehensive Institutional Communication Plan for graduate student recruitment, with strategies to respond to the student from their initial inquiries to their formal application.

Strategy 4: Recognizing that student support is key to the recruitment and success of graduate students, work with the Office of the VPR and other offices to increase external research funding.

Highest Priority

Tactic 1: Work with the Office of the VPR to institute and promote universal comprehensive peer-review of grant applications.

Tactic 2: Provide incentives and mandates for students to apply for grants and scholarships.
Tactic 3: Consult with line Deans to ensure that external donor support is sought for graduate student funding.

Medium – Long Range Priority

Tactic 4: Recognizing that creating and updating the Common CV presents a significant impediment to grant application for many faculty members, work with Research Services to create a simplified way to update the CCV.

Strategy 5: Recognizing that a world-class reputation is critical to the recruitment of top researchers and students, raise our profile as a Research Intensive University.

Highest Priority

Tactic 1: Nominate more faculty and graduate students for major awards and profile the successful candidates (Linked to Tactic 4.3.2).

Tactic 2: Raise our national and international rankings by comprehensive data submissions to the appropriate ranking agencies.

Medium Priority

Tactic 3: Improve the collection and advertisement of faculty biographies and achievements for recruitment of top-tier graduate students and faculty members.

Strategy 6: Enhance the quality of the graduate student experience.

Highest Priority

Tactic 1: Work to identify and implement, where appropriate, pathways from honours/undergrad to graduate programs.

Tactic 2: Work with the AVP Faculty Relations and Academic Administration to formalize the faculty training processes to articulate clearly the roles and responsibilities of the Graduate Supervisor, Committee Members and Students in the supervisory relationship.

Tactic 3: Find ways to improve communication between the student and all members of the supervisory committee.

Medium Priority

Tactic 4: Develop wider opportunities for part-time study (and part-time fees) for students with documented hardships: Unlike undergraduate students who are charged by the unit, any graduate student taking 3.0 units or more is considered full-time and charged full time fees unless they are a student with a disability. (Linked to Tactic 5.1.4.)

Tactic 5: Evaluate current international graduate student support services for graduate students and assess current strengths and opportunities for enhancements.

Tactic 6: Implement a support model specific to distance graduate students to ensure appropriate access is available to learning & support programs and services, e.g. Counselling Services, the Centre for Academic Communication, etc.
**Long-range Priority**

**Tactic 7:** Develop a comprehensive assessment of graduate student housing needs to inform both current UVic housing admissions plans and future UVic housing expansion plans. *NOTE: This includes as a separate but related sub-tactic Strategy 2, Tactic 4 on Indigenous Housing.*

**Tactic 8:** Develop co-curricular credit system to enable graduate students to enhance their CVs. *Work on this tactic in alignment with the Goal #3 strategies and tactics that pertain to future development of the co-curricular record. (Linked to Tacitics 2.4.2 and 3.2.3.)*

**Goal 6:** By 2029, Indigenous students will comprise at least 10% of the overall student population at UVic.

**Strategy 1:** Create a warm, welcoming and respectful learning environment and sense of place.

**Tactic 1:** Expand inclusion of Indigenous ways of knowing and being in academic programs and services.

**Tactic 2:** Develop opportunities for all members of the UVic community to gain a better understanding of Indigenous peoples, histories and cultures and the impacts of colonization.

**Tactic 3:** Provide opportunities to recognize Indigenous students’ identities.

**Tactic 4:** Implement processes to deal with racism and discrimination across the university.

**Strategy 2:** Develop and implement a recruitment, admission and transition plan for Indigenous students.

**Tactic 1:** Implement a coordinated and focused outreach and recruitment plan for island-based communities K-12 (Southern/Northern Gulf/Vancouver Island based communities).

**Tactic 2:** Create pathways and first year cohort programming.

**Tactic 3:** Enhance BC college transfer pathway programs for Indigenous students.

**Tactic 4:** Develop targeted recruitment program for Indigenous students at the point of admission.

**Strategy 3:** Increase success of Indigenous students across academic programs of study.

**Tactic 1:** Increase capacity of programming involving Elders and Knowledge Keepers.

**Tactic 2:** Implement a cross campus leadership program (modeled on Campus Cousins).

**Tactic 3:** Work with Indigenous students and communities to develop new or expand existing academic program opportunities.

**Tactic 4:** Create more opportunities for cultural learning through land-based and water-based learning, and community-engaged learning.

**Strategy 4:** Provide sustainable institutional supports for Indigenous students, faculty and staff.

**Tactic 1:** Establish sustainable support for LE,NONET programming.

**Tactic 2:** Increase the number of scholarships, fellowships and bursaries for Indigenous students.

**Tactic 3:** Recognize Indigenous and non-Indigenous faculty and staff for significant contributions to programming for Indigenous students.
Next steps
In 2019, a five-year implementation plan and committee structure will be developed. SEM implementation will commence and will align with the institutional budget-planning processes already in place (i.e. academic-resource planning, integrated planning and enhanced-planning tools). A SEM summit will be held annually to continue to advance the SEM plan and its implementation and report on progress to the campus community.

Conclusion
The SEM process has allowed the UVic community to engage in strategic multi-year planning and has assisted with the alignment of enrolment goals with the implementation of the Strategic Framework and other institutional-planning documents. The SEM enrolment goals, strategies and tactics outlined in this document will inform university recruitment, retention, and student success initiatives for the coming five to ten years. With implementation plans to accompany each goal of the SEM framework, UVic will be well-positioned to achieve our enrolment priorities well into the future.
## Appendix A: Committee membership

### Enrolment Management Working Group and Committee Membership List

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<thead>
<tr>
<th>Enrolment Management Working Group (EMWG)</th>
<th>Member</th>
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<tbody>
<tr>
<td>Vice-President Academic and Provost (Chair)</td>
<td>Dr. Valerie Kuehne</td>
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<tr>
<td>Associate Vice President, Student Affairs</td>
<td>Mr. Jim Dunsdon</td>
</tr>
<tr>
<td>Associate Vice President, Academic Planning</td>
<td>Dr. Nancy Wright</td>
</tr>
<tr>
<td>Associate Dean, Faculty of Graduate Studies</td>
<td>Dr. Stephen Evans</td>
</tr>
<tr>
<td>Dean, Faculty of Social Sciences</td>
<td>Dr. Catherine Krull</td>
</tr>
<tr>
<td>Dean, Fine Arts</td>
<td>Dr. Susan Lewis</td>
</tr>
<tr>
<td>Director, School of Earth and Ocean Sciences, Faculty of Science</td>
<td>Dr. Stan Dosso</td>
</tr>
<tr>
<td>Department Chair, Computer Science, Faculty of Engineering</td>
<td>Dr. Ulrike Stege</td>
</tr>
<tr>
<td>Department Chair, History, Faculty of Humanities</td>
<td>Dr. John Lutz</td>
</tr>
<tr>
<td>Executive Director, Indigenous Academic and Community Engagement (IAAC rep)</td>
<td>Dr. Robina Thomas</td>
</tr>
<tr>
<td>Acting Executive Director, Co-op and Career, and Community-University Engagement</td>
<td>Ms. Andrea Giles</td>
</tr>
<tr>
<td>Executive Director, Academic and Resource Planning</td>
<td>Mr. Tony Eder</td>
</tr>
<tr>
<td>Chief Information Officer</td>
<td>Ms. Wency Lum</td>
</tr>
<tr>
<td>Director of Outreach, University of Victoria Students Society</td>
<td>Mr. Pierre-Paul Angelblazer</td>
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| Committee Support:                                                                                       | Ms. Lleona Downie                   |

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<tr>
<th>Undergraduate Student Recruitment and Conversion Committee (SRC)</th>
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<tbody>
<tr>
<td>Associate Vice-President Student Affairs (Chair)</td>
<td>Mr. Jim Dunsdon</td>
</tr>
<tr>
<td>Director, Student Recruitment and Global Engagement</td>
<td>Ms. Carolyn Russell</td>
</tr>
<tr>
<td>Associate Dean, Faculty of Humanities</td>
<td>Dr. Lisa Surridge</td>
</tr>
<tr>
<td>Associate Dean Undergraduate Studies, Faculty of Social Sciences</td>
<td>Dr. Rosaline Canessa</td>
</tr>
<tr>
<td>Chair, Electrical and Computer Engineering</td>
<td>Dr. Michael McGuire</td>
</tr>
<tr>
<td>Manager, Strategic Marketing</td>
<td>Mr. Nick Clewley</td>
</tr>
<tr>
<td>Dean, Continuing Studies</td>
<td>Dr. Jo-Anne Clark</td>
</tr>
<tr>
<td>Associate Director, Student Recruitment</td>
<td>Mr. Zane Robison</td>
</tr>
<tr>
<td>LE,NONET Academic Co-ordinator (IAAC rep)</td>
<td>Dr. Robert Hancock</td>
</tr>
<tr>
<td>Director, Undergraduate Admissions</td>
<td>Ms. Wendy Joyce</td>
</tr>
<tr>
<td>Enrolment Analyst, Student Recruitment and Global Engagement (Data rep)</td>
<td>Ms. Leah Toews</td>
</tr>
<tr>
<td>Analyst/Statistician, Institutional Planning &amp; Analysis (Data rep)</td>
<td>Mr. Robert Lee</td>
</tr>
<tr>
<td>Director, Student Awards and Financial Aid (Data rep)</td>
<td>Ms. Lori Nolt</td>
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| Committee Support:                                                                                       | Ms. Jessica Gelowsky                |

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<thead>
<tr>
<th>Undergraduate Student Retention and Success Committee (SRS)</th>
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<tbody>
<tr>
<td>Associate Vice-President Academic Planning (Chair)</td>
<td>Dr. Nancy Wright</td>
</tr>
<tr>
<td>Executive Director, Student Services</td>
<td>Mr. Joel Lynn (on GRR)</td>
</tr>
<tr>
<td>Associate Dean, Faculty of Science</td>
<td>Dr. Robin Hicks</td>
</tr>
<tr>
<td>Associate Dean, Faculty of Fine Arts</td>
<td>Dr. Evanthia Baboula</td>
</tr>
<tr>
<td>Director, Division of Learning and Teaching Support and Innovation</td>
<td>Dr. Laurene Sheilds (on GRR)</td>
</tr>
<tr>
<td>Position</td>
<td>Name</td>
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<td>------------------------------------------------------------------------</td>
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<tr>
<td>Director, Academic Advising and International Student Services</td>
<td>Ms. Susan Corner</td>
</tr>
<tr>
<td>Associate Registrar, Undergraduate Admissions, Records, Curriculum &amp; Calendar</td>
<td>Ms. Laurie Barnas</td>
</tr>
<tr>
<td>LE,NONET Experiential Learning Coordinator (IAAC rep)</td>
<td>Ms. Lalita Kines</td>
</tr>
<tr>
<td>Director, Academic Commons &amp; Strategic Assessment (LIB rep)</td>
<td>Ms. Shailoo Bedi</td>
</tr>
<tr>
<td>Communications and Research Analyst, Office of the President (Data rep)</td>
<td>Ms. Kalen Schick</td>
</tr>
<tr>
<td>Associate Dean Undergraduate, Faculty of Engineering (Data rep)</td>
<td>Dr. LillAnne Jackson</td>
</tr>
<tr>
<td>Executive Director, Academic Resource Planning (Data rep)</td>
<td>Mr. Tony Eder</td>
</tr>
<tr>
<td>Committee Support</td>
<td>Ms. Sandra Duggan</td>
</tr>
</tbody>
</table>

**Graduate Recruitment and Retention Committee (GRR)**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Dean of Graduate Studies (Chair)</td>
<td>Dr. Stephen Evans</td>
</tr>
<tr>
<td>Associate Dean Research, Faculty of Humanities</td>
<td>Dr. Margaret Cameron</td>
</tr>
<tr>
<td>Associate Vice-President, Research</td>
<td>Dr. Lisa Kalynchuk</td>
</tr>
<tr>
<td>Executive Director, Student Services</td>
<td>Mr. Joel Lynn (on SRS)</td>
</tr>
<tr>
<td>Chair, Graduate Students' Society</td>
<td>Mr. Arash Isapour</td>
</tr>
<tr>
<td>Director, Graduate Admissions and Records</td>
<td>Ms. Ada Saab</td>
</tr>
<tr>
<td>Associate Dean, Faculty of Graduate Studies</td>
<td>Dr. Cedric Littlewood</td>
</tr>
<tr>
<td>Associate Dean, Faculty of Human &amp; Social Development</td>
<td>Dr. Esther Sangster-Gormley</td>
</tr>
<tr>
<td>Associate Dean Research, Engineering</td>
<td>Dr. Hausi Muller</td>
</tr>
<tr>
<td>Associate Dean, Faculty of Education</td>
<td>Dr. Catherine McGregor</td>
</tr>
<tr>
<td>Assistant Professor, Law</td>
<td>Ms. Maneesha Deckha</td>
</tr>
<tr>
<td>LTSI Executive Director</td>
<td>Dr. Laureen Shields (on SRS)</td>
</tr>
<tr>
<td>Associate Dean, Faculty of Graduate Studies (SOSC rep)</td>
<td>Dr. Marsha Runtz</td>
</tr>
<tr>
<td>LE,NONET Academic Co-ordinator (IAAC rep)</td>
<td>Dr. Rob Hancock</td>
</tr>
<tr>
<td>Associate Registrar, Financial Aid, Support Services and Information (Data rep)</td>
<td>Ms. Wendy Taylor</td>
</tr>
<tr>
<td>SAS Business Intelligence Manager (Data rep)</td>
<td>Ms. Cheryl Sivertson</td>
</tr>
<tr>
<td>Programmer Analyst, University Systems (Data rep)</td>
<td>Ms. Kristen Ficke</td>
</tr>
<tr>
<td>Committee Support</td>
<td>Ms. Cathy Stacey</td>
</tr>
</tbody>
</table>

**Data Analysis and Benchmarking Committee**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director, Academic Resource Planning (Chair)</td>
<td>Mr. Tony Eder</td>
</tr>
<tr>
<td>Enrolment Analyst, Student Recruitment and Global Engagement</td>
<td>Ms. Leah Toews</td>
</tr>
<tr>
<td>Analyst/Statistician, Institutional Planning &amp; Analysis</td>
<td>Mr. Robert Lee</td>
</tr>
<tr>
<td>Communications and Research Analyst, Office of the President</td>
<td>Ms. Kalen Schick</td>
</tr>
<tr>
<td>Associate Dean Undergraduate, Faculty of Engineering</td>
<td>Dr. LillAnne Jackson</td>
</tr>
<tr>
<td>Associate Registrar, Financial Aid, Support Services and Information</td>
<td>Ms. Wendy Taylor</td>
</tr>
<tr>
<td>SAS Business Intelligence Manager</td>
<td>Ms. Cheryl Sivertson</td>
</tr>
<tr>
<td>Programmer Analyst, University Systems</td>
<td>Ms. Kristen Ficke</td>
</tr>
<tr>
<td>Director, Student Awards and Financial Aid</td>
<td>Ms. Lori Nolt</td>
</tr>
<tr>
<td>Committee Support</td>
<td>Ms. Kalen Schick</td>
</tr>
</tbody>
</table>
## Appendix B: Consultations

<table>
<thead>
<tr>
<th>Audience</th>
<th>Key EMWG contact</th>
<th>Information/ Consultation/ Responsibility</th>
<th>Planned and completed communications</th>
</tr>
</thead>
<tbody>
<tr>
<td>UVic Executive Council</td>
<td>Dr. Valerie Kuehne</td>
<td>Information/ Consultation</td>
<td>• SEM planning update (Completed – Nov. 7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Draft SEM goals (Completed – Mar. 6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Recommended SEM goals (Completed – Apr. 10)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Recommended SEM goals, strategies and tactics (Completed – Nov. 29)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• SEM plan (Completed - Feb. 19, 2019)</td>
</tr>
<tr>
<td>President’s Advisory Council</td>
<td>Dr. Valerie Kuehne</td>
<td>Information/ Consultation</td>
<td>• SEM presentation (Completed – Nov. 21)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Goals update (Completed – May 15, 2018)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Invitation to the Community Poster session (Completed – May 31, 2018)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Invitation to the SEM Information Session (Completed – Dec. 3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• SEM plan (March 2019)</td>
</tr>
<tr>
<td>Deans’ Council</td>
<td>Mr. Jim Dunsdon</td>
<td>Information/ Consultation (Responsible for communication to faculty)</td>
<td>• SEM planning update (Completed – Oct. 18)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• SEM plan/process presentation (Completed - Dec. 8, 2017)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Draft SEM goals (Completed – Mar. 7, 2018)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Recommended SEM goals (Completed – Apr. 11)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Standing agenda item (Completed - Sept. – Dec. 2018)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• SEM plan (March 2019)</td>
</tr>
<tr>
<td>Board of Governors</td>
<td>Dr. Valerie Kuehne</td>
<td>Information/ Feedback</td>
<td>• SEM plan (March 2019)</td>
</tr>
<tr>
<td>Senate</td>
<td>Dr. Valerie Kuehne</td>
<td>Information/ Feedback</td>
<td>• Goals announced in remarks (Completed – May 4, 2018)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Plan announced in remarks (Completed – Dec. 7, 2018)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• SEM Plan (March 2019)</td>
</tr>
<tr>
<td>Associate Deans/ Department Chairs/Directors</td>
<td>Mr. Jim Dunsdon</td>
<td>Information/ Feedback</td>
<td>• SOSC Chairs &amp; Dirs (Completed – Nov. 29)</td>
</tr>
<tr>
<td></td>
<td>EMWG members</td>
<td></td>
<td>• SCIE Chairs &amp; Dirs (Completed – Feb. 15, 2018)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• HUM Chairs &amp; Dirs (Completed – Feb. 28, 2018)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• SEM Committee members (Completed – Mar. 2, 2018)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• ENGR Chairs &amp; Dirs (Completed – Mar. 9, 2018)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Senior Leaders Retreat (Completed – Mar. 8, 2018)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• EDU Chairs &amp; Dirs (Completed – Mar. 19, 2018)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Tri-Faculty Deans (Completed – Mar. 20, 2018)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• FINC Chairs &amp; Dirs (Completed – Mar. 21, 2018)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• LIBRARIES (Completed – Apr. 24, 2018)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• UCAM (Completed – May 7, 2018)</td>
</tr>
<tr>
<td>Campus community</td>
<td>Dr. Valerie Kuehne</td>
<td>Information/ Feedback</td>
<td>• Campus update (Completed – Apr. 27, 2018)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Ring and Campus Checklist (details in Communications Plan)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Administrative and Senior Leaders Retreat (Completed – Mar. 8, 2018)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Community Poster session (Completed – May 31, 2018)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• SEM Information session (Completed – Dec. 3, 2018)</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>Mr. Jim Dunsdon</td>
<td>Information/ Feedback</td>
<td>• STUA Council (Completed – Dec. 4, 2017)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• STUA Council (Completed – Fall 2018 Unit Presentations)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• STUA Council &amp; Guests Consultation Session (Completed – Nov 6, 2018)</td>
</tr>
<tr>
<td>Indigenous Academic Advisory Committee</td>
<td>Dr. Robina Thomas</td>
<td>Information/ Feedback</td>
<td>• Consultation session on goals, strategies and tactics for Goal 6 (Completed – Dec. 5, 2018)</td>
</tr>
</tbody>
</table>
MEMO

Date:       February 15, 2019
To:         Members of Senate
From:       Jamie Cassels, QC
            President and Vice-Chancellor
Re:         2018 Policy Annual Report

The Policy on University Policies and Procedures (GV0100) calls for the President to report annually the Senate and the Board of Governors on university policies developed and reviewed during the previous year.


More information about university policies can be found on the University Secretary’s website at www.uvic.ca/universitysecretary/policies.

Attached for Senate’s information is the 2018 Policy Annual Report.

/attachments
Policy Portfolio at a Glance

132 University-wide policies
54 Outdated policies are currently being reviewed
9 Past-due policies reviewed and updated
1 New policy developed and approved
12 Other policies or procedures revised
3 Corrections made
1 Approving authority changed

44%
Of the Policy Portfolio is up to date as of December 2018

University Policies Over Time

- # Policies

- Up to Date
- Review Started
- Needs Review

University of Victoria
University Secretary
Date: February 15, 2019
To: Members of the Board of Governors and Senate
From: Jamie Cassels, QC
President and Vice-chancellor
Re: 2018 University Policy Annual Report

Introduction
Policies are core governing documents for the university. Good policies help create an environment through which we can achieve the objectives and strategies set out in the university's Strategic Framework.

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 developing and reviewing university policies and procedures. The goal 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.

The Policy on University Policies and Procedures states that:

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. (section 20.00)

This report responds to the above requirement, and also identifies university policy priorities for 2019.

The University Secretary's Role
The University Secretary's Office (USEC) supports the offices of the President and the Vice-presidents (the Designated Executive Officers, DEOs) to develop and maintain policies within their respective portfolios. The USEC Policy Officer carries out policy drafting, research, and benchmarking as needed, coordinates policy development and review with the DEOs, and helps ensure that policy changes are consistent with the university's policy framework.
Update on the Policy Renewal Project
The Policy Renewal Project is an expedited review of university policies and procedures that are past their mandated review date. The project was launched in 2015 in response to direction from the BC Auditor General that highlighted the importance of up-to-date institutional policies for effective governance and risk avoidance.

In 2018, nine outdated policies were reviewed and updated. These policies address such critical areas as health and safety (Communicable Diseases SS9300); audit (Auditor Independence GV0230); appointment of senior leaders (Non-Academic Associate Vice-Presidents GV0345); and stewardship of library resources (Libraries Loan IM7600).

Work began on renewing the university’s suite of Campus Services policies. These are among UVic’s oldest policies – some of them have not been updated since the 1970s. Thus far, the policies on Bookstore Operation (AD2500), Licensing Program (AD2215), and Regalia Services (AD2505) have been updated. Work continues on the remaining policies on printing and duplicating, photocopy and fax, and Campus Services budgets.

Policy Highlights from 2018
As part of the university’s preparations for the legalization of non-medical cannabis, a cross-campus working group revised the university’s Smoking Policy (AD2405). The updated policy has a comprehensive definition of “smoking”, and covers substances in addition to tobacco. Other revisions better regulate smoking of substances in university vehicles, including boats, and enable the university to carry out initiatives such as “green benches” for cannabis consumption.

Since 2016, the Cross-Institutional Initiatives Committee has been examining the university’s policies on fieldwork and travel risk management. These efforts culminated in a renewed university policy on Off-campus Activity Risk Management (AD2210). This policy, which took effect at the start of 2019, establishes a travel registry that students, faculty, and staff can take advantage of to reduce the risk of travel (particularly to remote or dangerous areas), and to access resources such as medical, security, travel, and emergency assistance and alerts.

Twelve other policies or procedures that had not yet reached their mandated review date were reviewed and updated.

The poster and banner regulations that had been attached to the University Signage policy were no longer meeting the university’s needs. A new policy on Posters, Banners, and Handbills (BP3145) was developed in collaboration with Student Affairs. This new policy has updated rules on posters and banners (including Senate-approved rules for student elections), and new rules on chalking.

Looking Ahead
The University Secretary’s Office continues to work with DEOs and other units and offices to proactively respond to university policy needs and changing regulatory requirements. Outdated policies are being reviewed according to their institutional
significance and the length of time since the policy was last reviewed; the long-term goal is to bring the policy portfolio to 100% currency.

Planning for the Discrimination and Harassment policy (GV0205) review will continue into 2019.

The review of the Accommodation and Access for Students with Disabilities (AC1205) policy will continue through 2019 and beyond. Currently in the preliminary research stage, this review will involve extensive redrafting and broad stakeholder consultation.

Nine policies will become due for review in 2019, including policies with institutional significance such as Scholarly Integrity (AC1105(A) and AC1105(B)); Responding to the Death of a Student (AC1215), and Environmental Health and Safety (SS9200). Reviewing these policies will be a priority for 2019.

Other policy-related priorities for 2019 include:

(a) continue to identify and rescind or relocate university policies and procedures that no longer meet the policy standard;

(b) continue to analyze and determine where additional new university policies and procedures are required and where related policies can be consolidated; and

(c) create tools and guides for the university community to improve policy management, development, and review.

Attachments
Appendix – Status of the Policy Portfolio
2018 Policy Annual Report
Appendix – Status of the Policy Portfolio

New Policies and Procedures

Since January 1, 2018, one new university policy was developed and approved.

<table>
<thead>
<tr>
<th>Policy</th>
<th>Portfolio</th>
<th>Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Policies Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poster, Banner, and Handbill Policy (BP3145) - replaces Appendix A to the University Signage Policy (BP3140)</td>
<td>VPAC/VPFO</td>
<td>May 2018</td>
</tr>
</tbody>
</table>

The following new policies and procedures continue to be under development:

<table>
<thead>
<tr>
<th>Policy</th>
<th>Portfolio</th>
<th>Status</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Policies in Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedures for the Appointment, Review, and Re-appointment of Associate Deans (consolidation)</td>
<td>VPAC</td>
<td>Under development</td>
<td>New policy to consolidate the 13 appointment procedures for Associate Deans into one &quot;umbrella&quot; policy, similar to the consolidated decanal policy GV0450.</td>
</tr>
<tr>
<td>Student Residence Policy</td>
<td>VPAC</td>
<td>Under development</td>
<td>New high-level policy to replace existing Student Residences policy (BP3500) and Operation of Family Housing Policy (BP3505).</td>
</tr>
</tbody>
</table>
**Revised Policies and Procedures**

Since January 1, 2018, the following university policies and procedures were revised:

<table>
<thead>
<tr>
<th>Policy</th>
<th>Portfolio</th>
<th>Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outdated Policies Renewed</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appointment of Non-Academic Associate Vice-Presidents (GV0345)</td>
<td>PRES</td>
<td>September 2018</td>
</tr>
<tr>
<td>Auditor Independence (GV0230)</td>
<td>VPFO</td>
<td>January 2018</td>
</tr>
<tr>
<td>Bookstore Operation (AD2500)</td>
<td>VPAC</td>
<td>December 2018</td>
</tr>
<tr>
<td>Communicable Diseases (SS9300)</td>
<td>VPFO</td>
<td>January 2018</td>
</tr>
<tr>
<td>Fieldwork and International Travel Risk Management Policy (AD2210)</td>
<td>PRES</td>
<td>October 2018 (effective January 1, 2019)</td>
</tr>
<tr>
<td>Libraries Loan Policy (IM7600)</td>
<td>VPAC</td>
<td>May 2018</td>
</tr>
<tr>
<td>Licensing Program Policy (AD2215)</td>
<td>VPAC</td>
<td>November 2018</td>
</tr>
<tr>
<td>Regalia Services Policy (AD2505)</td>
<td>VPAC</td>
<td>September 2018</td>
</tr>
<tr>
<td>Smoking Policy (AD2405)</td>
<td>VPFO</td>
<td>October 2018</td>
</tr>
<tr>
<td><strong>Other Policies and Procedures Revised</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acceptable Use of Electronic Information Resources (IM7200)</td>
<td>VPFO</td>
<td>March 2018</td>
</tr>
<tr>
<td>Appointment of Deans (GV0450) Appendix B – Current Decanal Appointment Committee Compositions</td>
<td>VPAC</td>
<td>October 2018</td>
</tr>
<tr>
<td>Calendar Submissions (AC1120)</td>
<td>USEC</td>
<td>May 2018</td>
</tr>
<tr>
<td>Information Security Policy (IM7800)</td>
<td>VPFO</td>
<td>July 2018</td>
</tr>
<tr>
<td>Protection of Privacy Policy (GV0235)</td>
<td>PRES</td>
<td>July 2018</td>
</tr>
<tr>
<td>Purchasing Policy (FM5105)</td>
<td>VPFO</td>
<td>January 2018</td>
</tr>
<tr>
<td>Records Management Policy (IM7700)</td>
<td>PRES</td>
<td>July 2018</td>
</tr>
<tr>
<td>Policy</td>
<td>Portfolio</td>
<td>Approved</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Search, Appointment, and Re-appointment of the President and Vice-chancellor (GV0300)</td>
<td>Board</td>
<td>May 2018</td>
</tr>
<tr>
<td>Sexualized Violence Prevention and Response Policy (GV0245) – Investigation, Adjudication, and Appeal Procedures</td>
<td>PRES</td>
<td>March 2018</td>
</tr>
<tr>
<td>Signing Authority policy (FM5100)</td>
<td>VPFO</td>
<td>January 2018</td>
</tr>
<tr>
<td>Travel and Business Expenses (FM5610; formerly HR6500)</td>
<td>VPFO</td>
<td>December 2018 (effective January 1, 2019)</td>
</tr>
<tr>
<td>University Signage Policy (BP3140)</td>
<td>VPFO</td>
<td>May 2018</td>
</tr>
</tbody>
</table>

**Editorial Changes Made**

<table>
<thead>
<tr>
<th>Policy</th>
<th>Portfolio</th>
<th>Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signing Authority Policy (FM5100) – Approval Procedures</td>
<td>VPFO</td>
<td>January 2018</td>
</tr>
</tbody>
</table>

**Typographical Corrections Made**

<table>
<thead>
<tr>
<th>Policy</th>
<th>Portfolio</th>
<th>Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protection of Privacy Policy (GV0235)</td>
<td>PRES</td>
<td>January 2018</td>
</tr>
<tr>
<td>Information Security Policy (IM7800)</td>
<td>PRES</td>
<td>September 2018</td>
</tr>
<tr>
<td>Booking of University Space (BP3440)</td>
<td>VPFO</td>
<td>September 2018</td>
</tr>
</tbody>
</table>

**Rescinded Policies and Procedures**

The Travel and Business Expenses policy (HR6500) was rescinded and replaced with a new Travel and Business Expenses policy (FM5610).
## Policies and Procedures Requiring Review

The following policies and procedures are past their mandated review date or otherwise require review.

<table>
<thead>
<tr>
<th>Policy</th>
<th>Portfolio</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Targeted for Deletion or Relocation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bookstore Budget Policy (FM5505)</td>
<td>VPAC</td>
<td>Under review</td>
</tr>
<tr>
<td>Food Services Budget Policy (FM5510)</td>
<td>VPAC</td>
<td>Under review</td>
</tr>
<tr>
<td>Printing and Duplicating Services Budget Policy (AD2525)</td>
<td>VPAC</td>
<td>Under review</td>
</tr>
<tr>
<td>Residence Services Budget Policy (FM5515)</td>
<td>VPAC</td>
<td>Under review</td>
</tr>
<tr>
<td><strong>Require Review</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Accommodation and Access for Students with Disabilities (AC1205)</td>
<td>VPAC</td>
<td>Under review</td>
</tr>
<tr>
<td>Acceptable Use of Electronic Information Resources</td>
<td>VPFO</td>
<td>Under review</td>
</tr>
<tr>
<td>Appointment of Academic Associate Vice-Presidents</td>
<td>PRES</td>
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<td>Appointment of Chairs of Departments or Divisions (GV0700)</td>
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<td>Audio-Visual and Maintenance Services Policy (AD2510)</td>
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<td>Capital Expenditures on Physical Plant (FM5205)</td>
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<td>Casual Employment of Students (HR6300)</td>
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<td>Conflict of Interest and Confidentiality (GV0210)</td>
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<td>Conflict of Interest in Employment Practices (HR6200)</td>
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<td>Deans of Faculties and Divisions (GV0660)</td>
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<td>Determination of Employment Relationship (HR6325)</td>
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<td>Discrimination &amp; Harassment (GV0205)</td>
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<td>Duties and Responsibilities of Directors of Research Centres (GV0715)</td>
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<td>Employment Accommodation (HR6115)</td>
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<td>Equity Policy for Female Faculty Members (HR6105)</td>
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<td>External Research Funding Agreements (RH8200)</td>
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<td>Off-Campus Graduate Programs (AC1115)</td>
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<td>Political Leave Policy (HR6425)</td>
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<td>Post-Doctoral Fellows Policy (HR6310)</td>
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<td>Research Grants in Lieu of Salary Policy (RH8205)</td>
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<td>Use of Vehicles and Parking on Campus (BP3200)</td>
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**Policies with Transferred Approving Authority**

The Communicable Diseases policy (SS9300) was transferred from the authority of the Vice-President Finance and Operations to the joint authority of the Vice-President Academic and Provost and the Vice-President Finance and Operations.