



**The next open meeting of the Senate of the University of Victoria is scheduled for Friday, December 4, 2020 at 3:30 p.m. via Zoom.**

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

**1. APPROVAL OF THE AGENDA ACTION**

**2. MINUTES ACTION**

a. November 6, 2020 (SEN-DEC 4/20-1)

Motion: That the minutes of the open session of the meeting of the Senate held on November 6, 2020 be approved and that the approved minutes be circulated in the usual way.

**3. BUSINESS ARISING FROM THE MINUTES**

**4. REMARKS FROM THE CHAIR**

a. President's report **INFORMATION**

b. University rankings **INFORMATION**

*Tony Eder, Executive Director Academic Resource Planning has been invited to attend.*

**5. CORRESPONDENCE**

a. Campus Planning Committee – V. Kuehne and G. Gorrill, Co-Chairs

i. Semi-annual report (SEN-DEC 4/20-2) **INFORMATION**

## 6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

### a. Senate Committee on Academic Standards - Dr. Neil Burford, Chair

- i. Proposed Revisions to the Summer Add/Drop Deadline **ACTION**  
(SEN-DEC 4/20-3)

Motion: That Senate approve the revisions to the Add/Drop Deadlines to three of the standard summer parts of term courses to take effect for Summer 2021.

### b. Senate Committee on Agenda and Governance – Dr. Kevin Hall, Chair

- i. Proposal to Extend the Break Between the First and Second Terms of the Winter Session (**document to follow**)
- ii. Appointments to the 2020/2021 Senate standing committees **ACTION**  
(SEN-DEC 4/20-4)

Motion: That Senate approve the appointments to the 2020/2021 Senate standing committees for the terms indicated in the attached document.

- iii. Appointments to the 2021 Joint Senate Board Retreat Committee **ACTION**  
(SEN-DEC 4/20-4)

Motion: That Senate approve the appointments of Brian Leacock, Jo-Anne Clarke, and Tomas Kalyniuk to the Joint Senate Board Retreat Committee for a term beginning January 1, 2021 and ending on December 31, 2021.

### c. Senate Committee on Awards - Dr. Helga Hallgrimsdottir, Chair

- i. New and Revised Awards **ACTION**  
(SEN-DEC 4/20-5)

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:

- Winner Medical Young Pioneer in Social Innovation Scholarship\* (New)
- Elizabeth (Betty) Valentine Prangnell Scholarship\* (Revised)
- Scotiabank Scholarship for Law Students (New)
- Indigenous Perspectives Camp 25th Anniversary Award (New)

- Herbert Bertram Falkenstein Graduate Scholarship in Fine Arts\* (Revised)
- Victoria Musical Arts Society Scholarship\* (Revised)
- Harper Grey LLP & Life in Law Diversity Award (New)
- Dr. Ian Stuart MBA Scholarship in Sustainable Innovation\* (Revised)
- John Geerdes Memorial Bursary\* (New)
- Chuck Curtis Memorial Scholarship\* (Revised)

*\* Administered by the University of Victoria Foundation*

- d. Senate Committee on Learning and Teaching - Dr. Michael McGuire, Chair
- i. 2019/2020 Annual Report (**SEN-DEC 4/20-6**) **INFORMATION**
- e. Senate Committee on Planning - Dr. Robin Hicks, Chair
- i. Proposed changes to the Graduate Diploma in Evaluation **ACTION**  
(**SEN-DEC 4/20-7**)
- Motion: That Senate approve the proposed changes to the Graduate Diploma in Evaluation, as described in the memorandum dated September 11, 2020.
- ii. Proposal to add a thesis option to the Master of Arts in Community Development (**SEN-DEC 4/20-8**) **ACTION**
- Motion: That Senate approve, and recommend to the Board of Governors, that it also approve the addition of a thesis option to the Master of Arts in Community Development, as described in the document “MA in Community Development-adding Thesis (CD 599) Option”.
- iii. Proposed changes to the Indigenous Governance Program **ACTION**  
(**SEN-DEC 4/20-9**)
- Motion: That Senate approve the proposed changes to the Indigenous Governance Program, as described in the document “IGOV Program Update”.

- iv. Proposal to discontinue the Master of Business Administration and Master of Science in Computer Science Double Degree Program (SEN-DEC 4/20-10) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Master of Business Administration and Master of Science in Computer Science Double Degree Program, as described in the document “MBA+MSC-CSBU Discontinuation of Program”.

- v. Proposal to discontinue the Master of Business Administration and Master of Engineering in Electrical Engineering Double Degree Program (SEN-DEC 4/20-11) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Master of Business Administration and Master of Engineering in Electrical Engineering Double Degree Program, as described in the document “MBA+MENG-ELBU Discontinuation of Program”.

- vi. Proposal to discontinue the Master of Business Administration and Master of Engineering in Mechanical Engineering Double Degree Program (SEN-DEC 4/20-12) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Master of Business Administration and Master of Engineering in Mechanical Engineering Double Degree Program, as described in the document “MBA+MENG-MEBU Discontinuation of Program”.

- vii. Proposal to discontinue the Master of Business Administration and Master of Science in Business Double Degree Program with the EDHEC Business School (SEN-DEC 4/20-13) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Master of Business Administration and Master of Science in Business Double Degree Program with the EDHEC Business School, as described in the document “MBA-BUSI-EDHEC Discontinuation of Program”.



- viii. Proposal to discontinue the Master of Global Business Double Degree Program with the EDHEC Business School **ACTION**  
(SEN-DEC 4/20-14)

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Master of Global Business Double Degree Program with the EDHEC Business School, as described in the document “Discontinuance”.

- ix. Proposed changes to the Leadership Studies (EPLS) Graduate Program Unit Reduction – Master of Education **ACTION**  
(SEN-DEC 4/20-15)

Motion: That Senate approve the proposed changes to the Leadership Studies Graduate Program Unit Reduction Master of Education, as described in the document “Leadership Studies (EPLS) Graduate Program Unit Reduction Master of Education”.

- x. Proposed changes to the Leadership Studies (EPLS) Graduate Program Unit Reduction – Master of Arts **ACTION**  
(SEN-DEC 4/20-16)

Motion: That Senate approve the proposed changes to the Leadership Studies Graduate Program Unit Reduction Master of Arts, as described in the document “Leadership Studies (EPLS) Graduate Program Unit Reduction Master of Arts”.

## **7. PROPOSALS AND REPORTS FROM FACULTIES**

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

## **9. OTHER BUSINESS**

## **10. ADJOURNMENT**



Meeting of Senate  
November 6, 2020

MINUTES

An open meeting of the Senate of the University of Victoria was held on November 6, 2020 at 3:30 p.m. via Zoom. Dr. Saul Klein, Vice-Chair of Senate, chaired the meeting.

1. APPROVAL OF THE AGENDA

Motion: (R. Hancock/S. Rogers)  
That the agenda be approved as amended.

CARRIED

2. MINUTES

a. October 2, 2020

One member noted an editorial correction.

Motion: (J. Bruton/C. Beaveridge)  
That the minutes of the open session of the meeting of the Senate held on October 2, 2020 be approved and that the approved minutes be circulated in the usual way.

CARRIED

3. BUSINESS ARISING FROM THE MINUTES

There was no business arising.

4. REMARKS FROM THE CHAIR

a. President's Report

Dr. Kevin Hall began his report by welcoming new Senate member, Sara Humphreys. He commented on the university's opportunity to be leaders in social justice, EDI, and sustainable development. He also mentioned the upcoming town hall meeting this December.

Two recently completed decanal searches led to the appointment of Dr. Mina Hoorfar for the Faculty of Engineering and Dr. Helga Hallgrimsdottir for the Faculty of Human and Social Development. Dr. Hall thanked both Dr. Peter Wild and Dr. Esther Sangster-Gormley, who have acted as the Deans of each faculty until the process was complete.

Dr. Hall noted the university and the province's incredibly considered and collaborative response in terms of pandemic planning. He also mentioned UVic's role in assisting Island Health by providing space for a COVID-19 testing clinic in parking lot 10.

Congratulating the over 1400 degrees awarded this fall. Dr. Hall noted the Grad2020 website, which included congratulation videos and other stories shared via #uvicgrad.

UVic's Five Days of Action is scheduled for November 16-20 and has moved online due to the pandemic with more social media and online content. Dr. Hall mentioned no matter how we engage, it is an opportunity to come together in our shared commitment to end discrimination, harassment and sexualized violence.

Dr. Hall announced the Virtual Victoria Forum 2020 hosted jointly by the university and the Senate of Canada with speakers and experts from 23 countries. The forum's theme, "Bridging Divides in the Wake of a Global Pandemic," occurs on November 12, 13, and 19, 2020. Registration is free.

The Maclean's ranking shows UVic as holding second-place among Canada's comprehensive schools with notable highlights on experiential learning and the work making Indigenous histories, cultures, and languages visible on campus.

Dr. Hall announced a \$6.5M award through Genome Canada, Genome BC, and other partners to Dr. Xuekui Zhang. The project's collaboration with Brock University, the Canadian Food Inspection Agency, and the Canadian Grape Certification Network aims to develop the genomic solution to replace more than 30 molecular and biological tests currently performed on grapevines to look for disease.

Continuing with gifts, Betty Kennedy, who was pivotal in founding several faculties at UVic, recently bestowed UVic with \$3.6 million.

Dr. Hall announced the renaming of the University Centre to the Jamie Cassels Centre to recognize the former president's long service and extraordinary contribution to the university.

In terms of the Strategic Framework Impact Fund, Dr. Hall announced his office awarded \$300,000 in Impact Funds to six UVic initiatives that will help advance UVic's Strategic Framework. The following proposals were the successful recipients:

- The Water Sustainability Collective, led by Civil Engineering, will establish a research cluster on water sustainability.
- The Vancouver Island Impact Investing Hub, led by the School of Business, aims to mobilize private investments for climate mitigation and adaptation by creating an impact investing hub that integrates climate action, sustainable finance, and impact investing.
- An arts-based community engagement led by the Theatre program, "Staging Equality," responds to calls to address systemic racism and racial bias. This initiative plans to address systemic racism issues, the meaning of diversity, actionable equity, and Indigenization.
- "UVic Bounce," led by the English department, aims to support our students' mental health, wellness, and resilience.
- Employee Electric-Bike (E-bike) Purchase Program led by the Office of Campus Planning and Sustainability aims to see up to 150 UVic employees provided with loans to purchase interest-free E-bikes. The impact funds will be used to cover interest costs, while payroll deductions will cover the rest of the expenses.
- "Scaffolding and Integrating Experiential Learning" aims to build on our strengths and learn from one another. Led by the Learning and Teaching Support and Innovation Unit, this aims to help instructors include experiential learning in their classrooms, emphasizing first- and second-year courses.

Finally, Dr. Hall noted a number of university members who have received awards:

**Clarivate Citation Laureate:** Cosmologist and Physics and Astronomy faculty member Julio Navarro has been named a Clarivate Citation Laureate for his “Nobel class” research in the fundamental understanding of how galaxies form and evolve, cosmic structure, and dark matter halos.

UVic’s REACH Awards, celebrating our faculty and graduate students’ teaching and research excellence, has awarded the following honours:

**Excellence in Teaching**

- Harry Hickman Alumni Award for Excellence in Teaching and Educational Leadership: Victoria Wyatt
- Gilian Sherwin Alumni Award for Excellence in Teaching: Stephanie Calce
- Award for Excellence in Teaching for Experiential Learning: Daniela Damian
- Award for Excellence in Undergraduate Research-Enriched Teaching: Rishi Gupta
- Award for Excellence in Graduate Student Supervision and Mentorship: Stephen Ross

**Excellence in Research**

- David H. Turpin Gold Medal for Career Achievement in Research: Ben Koop
- Silver Medal for Excellence in Research: Sara Ellison
- Award for Excellence in Knowledge Mobilization: Ann Stahl
- Award for Excellence in Research Partnerships: Stephanie Willerth and Tamer Mohamed

**Andy Farquharson Teaching Excellence Awards for Graduate Students**

- Pamela Fraser
- Joseph Horan
- Osman Uluocak

After the report, Dr. Valerie Kuehne welcomed Dr. Hall to Senate.

Dr. Saul Klein provided a further invitation to the Victoria Forum next week.

Ms. Shelagh Rogers offered a welcome to the president.

**b. United Way Presentation**

Ms. Michele Parkin, a co-chair of this year’s UVic’s United Way, introduced the United Way campaign and showed members a video of how the campaign helps those in our community.

**5. CORRESPONDENCE**

There was none.

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

**a. Senate Committee on Academic Standards**

**i. Proposed Residency requirement for the Diploma in Applied Linguistics**

Dr. Neil Burford welcomed Dr. Hall to Senate and introduced the proposed residency requirement for the Diploma in Applied Linguistics. He noted Dr. Lisa Surridge, Associate Dean Academic, Faculty of Humanities, was in attendance to answer any questions. There were no questions.

Motion: (N. Burford/M. Laidlaw)

That Senate approve the proposed residency requirements for the post-degree Diploma in Applied Linguistics, effective September 1, 2021.

**CARRIED**

**ii. Revisions to the Guidelines on Posthumous Degrees**

Dr. Burford introduced the revisions to the Guidelines on Posthumous Degrees and noted an editorial revision suggested by a Senate member prior to the meeting. There were no questions.

Motion: (N. Burford/J. Martin)

That Senate approve the revisions, as amended, to the Posthumous Degree, Diploma and Certificate Guidelines.

**CARRIED**

**b. Senate Committee on Agenda and Governance**

**i. Appointments to the 2020/2021 Senate standing committees**

Dr. Helen Kurki introduced the appointments to the 2020/2021 Senate standing committees. There were no questions.

Motion: (H. Kurki/R. Hancock)

That Senate approve the appointments to the 2020/2021 Senate standing committees for the terms indicated in the attached document.

**CARRIED**

**c. Senate Committee on Awards**

**i. 2019/2020 Annual Report**

Dr. Helga Hallgrimsdottir noted the annual report for information. There were no questions.

**ii. New and Revised Awards**

Dr. Hallgrimsdottir introduced the new and revised awards. One member questioned how one award was phrased and asked if there was a more sensitive way to describe the award's terms. This award was removed for further consideration.

Motion: (H. Hallgrimsdottir/J. Bruton)

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, as amended:

- Janet Person Legacy Award (New)
- Norah & Calvin Banks Indigenous Leadership Award in the Sciences\* (Revised)
- Ronald C. Corbeil Award for Merit in Program Evaluation\* (Revised)
- Law Student Emergency Fund (New)
- UVic Business Class of 2009 Scholarship (New)
- Dr. Marion Porath Bursary in Education\* (New)
- Churchill Foundation Vancouver Island Barry Gough Scholarship in English\* (New)
- Jawl PhD Student Scholarship for Research Excellence (New)
- Agamemnon Kasapi and Family Scholarship\* (New)
- Academic Excellence Scholarship\* (New)
- Edna and Jack Marshall Scholarship\* (New)
- Vic Scott Award in Voice Accompaniment\* (New)
- Aaron Learmont Memorial Scholarship (New)
- Maclean Scholarship in Legal History and Criminal Law\* (Revised)
- Michaela Tokarski Entrepreneurship Award\* (Revised)
- Lei & Di Medical Physics Graduate Scholarship (New)
- Pacific Blue Cross Scholarship in the School of Public Health & Social Policy (Revised)

*\* Administered by the University of Victoria Foundation*

**CARRIED**

**d. Senate Committee on Planning**

**i. Proposal to extend the approved centre status of the Centre for Advanced Materials and Related Technology (CAMTEC)**

Dr. Robin Hicks introduced the proposed extension. He noted Dr. Cynthia Milton was in attendance to answer any questions. There were no questions.

Motion: (P. Loock/M. Garcia-Barrera)

That Senate approve the proposal to extend the approval status of the Centre for Advanced Materials and Related Technology (CAMTEC) from July 1, 2021 to December 30, 2021, as described in the memorandum dated September 10, 2020.

**CARRIED**

**ii. Proposal to extend the approved centre status of the Centre for Global Studies (CFGS)**

Dr. Hicks introduced the proposed extension. He noted Dr. Cynthia Milton was in attendance to answer any questions. There were no questions.

Motion: (G. McDonough/C. Russell)

That Senate approve the proposal to extend the approval status of the Centre for Global Studies (CFGS) from January 1, 2021 to June 30, 2021, as described in the memorandum dated September 10, 2020.

**CARRIED**

**7. PROPOSALS AND REPORTS FROM FACULTIES**

There was none.

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

**a. Enrolment update**

Dr. Kuehne introduced the enrolment update. Mr. Tony Eder, Executive Director, Academic Resource Planning, provided highlights of the update in a presentation for Senate. There were no questions.

There being no other business, the meeting was adjourned at 4:33 p.m.

Senate Meeting November 6, 2020				SEN-DEC 4/20-1
Name	In Attendance	Regrets		Page 3 of 8
Alexander, David	<input checked="" type="checkbox"/>		Convocation Senator	Elected by the convocation
Andersen, Carrie	<input checked="" type="checkbox"/>		University Secretary	Secretary of Senate
Aragon, Janni	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the faculty members
Beaveridge, Chandra	<input checked="" type="checkbox"/>		Convocation Senator	Elected by the convocation
Bengtson, Jonathan	<input checked="" type="checkbox"/>		University Librarian	Ex officio
Berge, Brittany			Student Senator	Elected from the student societies
Bhiladvala, Rustom	<input checked="" type="checkbox"/>		Faculty of Engineering	Elected by the faculty members
Breau, Susan	<input checked="" type="checkbox"/>		Dean, Faculty of Law	Ex officio
Bruton, Jeffrey	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Burford, Neil	<input checked="" type="checkbox"/>		Faculty of Science	Elected by the Faculty
Butler-Palmer, Carolyn	<input checked="" type="checkbox"/>		Faculty of Fine Arts	Elected by the Faculty
Campbell, Erin	<input checked="" type="checkbox"/>		Faculty of Fine Arts	Elected by the faculty members
Clarke, Jo-Anne		<input checked="" type="checkbox"/>	Dean, Division of Continuing Studies	Ex officio
Cloutier, Denise	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the Faculty
Colby, Jason	<input checked="" type="checkbox"/>		Faculty of Humanities	Elected by the Faculty
Cowen, Laura	<input checked="" type="checkbox"/>		Faculty of Science	Elected by the faculty members
Crabbe, Sophia	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Cucksey, Logan	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
D’Arcy, Alexandra	<input checked="" type="checkbox"/>		Faculty of Humanities	Elected by the Faculty
Devor, Aaron	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the faculty members
Dunsdon, Jim	<input checked="" type="checkbox"/>		Associate Vice-President Student Affairs	By Invitation
Evans, Steve	<input checked="" type="checkbox"/>		Acting Dean, Faculty of Graduate Studies	Ex officio
Garcia-Barrera, Mauricio	<input checked="" type="checkbox"/>		Faculty of Graduate Studies	Elected by the Faculty
Giffen, Robyn	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Gijzen, Benjamin	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Gillen, Mark	<input checked="" type="checkbox"/>		Faculty of Law	Elected by the Faculty
Granirer, Jonathan	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Greengoe, Nicole	<input checked="" type="checkbox"/>		Registrar	By Invitation
Hall, Kevin	<input checked="" type="checkbox"/>		President and Vice-Chancellor	Chair of Senate
Hallgrimsdottir, Helga	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the faculty members
Hancock, Rob	<input checked="" type="checkbox"/>		Convocation Senator	Elected by the convocation
Hicks, Robin	<input checked="" type="checkbox"/>		Acting Associate Vice-President Academic Planning	By Invitation
Hiser, Emily			Student Senator	Elected from the student societies
Hof, Fraser	<input checked="" type="checkbox"/>		Faculty of Science	Elected by the faculty members
Humphries, Sara	<input checked="" type="checkbox"/>		Faculty of Humanities	Elected by the faculty members
Hundal, Navinder	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Hundza, Sandra			Faculty of Education	Elected by the Faculty
Kalynchuk, Lisa	<input checked="" type="checkbox"/>		Vice-President Research	Ex officio
Kalyniuk, Tomas	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Kandil, Yasmine	<input checked="" type="checkbox"/>		Faculty of Fine Arts	Elected by the Faculty
Klein, Saul	<input checked="" type="checkbox"/>		Dean, Peter B. Gustavson School of Business	Ex officio
Koch, Matthew	<input checked="" type="checkbox"/>		Continuing Sessional	Elected by the Continuing Sessionals
Kuehne, Valerie	<input checked="" type="checkbox"/>		Vice-President Academic and Provost	Ex officio
Kurki, Helen	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the Faculty
Laidlaw, Mark	<input checked="" type="checkbox"/>		Faculty of Science	Elected by the Faculty
Leacock, Brian	<input checked="" type="checkbox"/>		Peter B. Gustavson School of Business	Elected by the Faculty
Lepp, Annalee	<input checked="" type="checkbox"/>		Faculty of Humanities	Elected by the faculty members
Lewis, Susan	<input checked="" type="checkbox"/>		Acting Vice-Provost	By Invitation
Lindgren, Allana	<input checked="" type="checkbox"/>		Acting Dean, Faculty of Fine Arts	Ex officio
Loock, Peter	<input checked="" type="checkbox"/>		Dean, Faculty of Science	Ex officio
Marcy, Richard	<input checked="" type="checkbox"/>		Faculty of Human and Social Development	Elected by the Faculty
Martin, Joseph	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
McDonough, Graham	<input checked="" type="checkbox"/>		Faculty of Education	Elected by the Faculty
McGinnis, Martha	<input checked="" type="checkbox"/>		Faculty of Graduate Studies	Elected by the Faculty
Mukhopadhyaya, Phalguni			Faculty of Engineering	Elected by the Faculty
Newcombe, Andrew	<input checked="" type="checkbox"/>		Faculty of Law	Elected by the Faculty
Purchase, Michelle	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Rogers, Shelagh	<input checked="" type="checkbox"/>		Chancellor	Ex officio
Rose-Redwood, CindyAnn	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the faculty members
Roubekas, Evan			Student Senator	Elected from the student societies
Russell, Carolyn	<input checked="" type="checkbox"/>		Convocation Senator	Elected by the convocation
Saab, Ada	<input checked="" type="checkbox"/>		Associate University Secretary	By Invitation
Sangter-Gormley, Esther	<input checked="" type="checkbox"/>		Acting Dean, Faculty of Human and Social Development	Ex officio
Seeman, Dean	<input checked="" type="checkbox"/>		Librarian	Elected by the Professional Librarians
Shaman, Wren			Student Senator	Elected from the student societies
Smith, Brock	<input checked="" type="checkbox"/>		Peter B. Gustavson School of Business	Elected by the Faculty
Snizek, Suzanne	<input checked="" type="checkbox"/>		Faculty of Fine Arts	Elected by the faculty members
St. Clair, Ralf	<input checked="" type="checkbox"/>		Dean, Faculty of Education	Ex officio
Strega, Susan	<input checked="" type="checkbox"/>		Faculty of Human and Social Development	Elected by the Faculty
Struchtrup, Henning	<input checked="" type="checkbox"/>		Faculty of Engineering	Elected by the Faculty
Voss, Graham	<input checked="" type="checkbox"/>		Acting Dean, Faculty of Social Sciences	Ex officio
Watts, Juliet			Student Senator	Elected from the student societies
Wild, Peter	<input checked="" type="checkbox"/>		Acting Dean, Faculty of Engineering	Ex officio
Wright, Bruce	<input checked="" type="checkbox"/>		Head, Division of Medical Sciences	Additional Member
Wyatt, Victoria	<input checked="" type="checkbox"/>		Faculty of Fine Arts	Elected by the faculty members



## MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA

**Effective November 2, 2020**EX OFFICIO MEMBERS - University Act: Section 35 (2) (a-f)

Chancellor: Shelagh Rogers  
 President and Vice-Chancellor: Kevin Hall, Chair  
 Vice-President Academic & Provost: Valerie Kuehne  
 Vice-President Research: Lisa Kalynchuk  
 Dean, Peter B. Gustavson School of Business: Saul Klein, Vice-Chair  
 Dean of Education: Ralf St. Clair  
 Acting Dean of Engineering: Peter Wild  
 Dean of Continuing Studies: Jo-Anne Clarke  
 Acting Dean of Fine Arts: Allana Lindgren  
 Acting Dean of Graduate Studies: Steve Evans  
 Acting Dean of Humanities: Annalee Lepp  
 Acting Dean of HSD: Esther Sangster-Gormley  
 Dean of Law: Susan Breau  
 Dean of Science: Peter Loock  
 Acting Dean of Social Sciences: Graham Voss  
 University Librarian: Jonathan Bengtson

MEMBERS ELECTED BY THE FACULTIES

- Section 35 (2) (g)

BUSI: Brian Leacock (30/6/22)  
 Brock Smith (30/6/21)  
 EDUC: Sandra Hundza (30/6/23)  
 Graham McDonough (30/6/22)  
 ENGR: Phalguni Mukhopadhyaya (30/6/22)  
 Henning Struchtrup (30/6/23)  
 FINE: Carolyn Butler Palmer (30/6/22)  
 Yasmine Kandil (30/6/21)  
 GRAD: Mauricio Garcia-Barrera (30/6/23)  
 Martha McGinnis (30/6/22)  
 HSD: Richard Marcy (30/6/21)  
 Susan Strega (30/6/22)  
 HUMS: Jason Colby (30/6/21)  
 Alexandra D'Arcy (30/6/22)  
 LAW: Mark Gillen (30/6/22)  
 Andrew Newcombe (30/6/23)  
 SCIE: Neil Burford (30/6/23)  
 Mark Laidlaw (30/6/23)  
 SOSC: Helen Kurki (30/6/23)  
 Denise Cloutier (30/6/21)

MEMBERS ELECTED BY THE FACULTY MEMBERS

- Sections 35 (2) (g)

Janni Aragon – SOSC (30/6/21)  
 Rustom Bhiladvala (ENGR) (30/6/23)  
 Erin Campbell (FINE) (30/6/23)  
 Laura Cowen - SCIE (30/6/22)  
 Aaron Devor (SOSC) (30/6/23)  
 Helga Hallgrimsdottir – HSD (30/6/21)  
 Fraser Hof (SCIE) (30/6/23)  
 Sara Humphries (HUM) (30/6/21)

MEMBERS ELECTED BY THE FACULTYMEMBERS (continued)

CindyAnn Rose-Redwood - SOSC (30/6/22)  
 Suzanne Snizek (FINE) (30/6/23)  
 Victoria Wyatt (FINE) (30/6/23)  
 TBD (30/6/21)

MEMBERS ELECTED FROM THE STUDENTSOCIETIES – Section 35 (2) (h)

Brittany Berge (LAW) (30/6/21)  
 Jeffrey Bruton (GRAD) “  
 Sophia Crabbe (FINE) “  
 Logan Cucksey (SCIE) “  
 Robyn Giffen (GRAD) “  
 Benjamin Gijzen (SOSC) “  
 Jonathan Granirer (SOSC) “  
 Emily Hiser (SOSC) “  
 Navinder Hundal (SCIE) “  
 Tomas Kalyniuk (BUS) “  
 Joseph Martin (GRAD) “  
 Michelle Purchase (HSD) “  
 Evan Roubekas (ENGR) “  
 Wren Shaman (HUMS) “  
 Juliet Watts (SOSC) “  
 TBD (EDU) “

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: Matthew Koch (30/06/23)

SECRETARY OF SENATE - Section 64 (2)

University Secretary: Carrie Andersen

BY INVITATION - Seated with specified speaking rights

Acting Vice-Provost: Susan Lewis  
 Assoc. VP Student Affairs: Jim Dunsdon  
 A/Assoc. VP Academic Planning: Robin Hicks  
 Registrar: Nicole Greengoe  
 Associate University Secretary: Ada Saab



Office of the Vice-President Finance and Operations

MEMO

University  
of Victoria

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**Date:** November 16, 2020

**To:** Carrie Andersen  
University Secretary

**From:** Valerie Kuehne, Vice-President Academic and Provost  
Gayle Gorrill, Vice-President Finance and Operations  
Co-Chairs, Campus Planning Committee

**RE: SEMI-ANNUAL REPORT TO SENATE ON CAMPUS DEVELOPMENT**

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Please find attached the semi-annual report to Senate on campus development for its December 4, 2020 meeting.



University  
of Victoria

## **Semi-Annual Report to Senate on Campus Development**

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### Executive Summary

There has been continued progress on several major capital projects on campus. Construction of the Student Housing and Dining Project is now well underway and includes a total of 783 beds (621 net new) and a new 600-seat dining hall. Over the summer and fall, crews have been busy completing the deconstruction of three buildings, site preparation and utility work. A new Modular Dining Facility (The MOD) was also completed and opened its doors in September. The facility is located in Parking Lot B and will serve students living on campus as well as the broader community until the new dining hall opens in September 2022.

The university is also in the design development stage for an addition to the Engineering and Computer Science Building (ECS) and a separate high bay research and structures laboratory in order to support the expansion of engineering and computer science programs. The Office of Campus Planning and Sustainability (OCPs) hosted online surveys and stakeholder meetings throughout the fall to inform and consult with the campus community and neighbours on the proposed design of each building. A Development Variance Permit application was submitted to the District of Oak Bay in November. Pending Provincial funding and donor support, construction is planned to commence in fall 2021.

The Capital Plan also supports the construction of a new National Centre for Indigenous Laws within an addition to the Fraser Building. The OCPs consulted the campus community through an online survey and stakeholder meetings on the schematic design in late November. A design will be presented to the Campus Planning Committee for feedback and consideration in January 2021.

The Student Wellness Centre Project involved extensive interior renovations to the Technology Enterprise Facility Building, now the Health and Wellness Building. The Student Wellness Centre creates a single destination for students to access physical health, counselling, wellness, and Multifaith services, as well as related support services, programs and resources. The renovation project was completed in July 2020.

Other completed projects include the MacLaurin D-Wing seismic upgrade and the University Drive cycling and pedestrian pathway improvements.

### 1.0 Student Housing and Dining Project

The Student Housing and Dining Project is now well into construction. This project includes a total of 783 beds (621 net new) and a new 600-seat dining hall. Two new 225-seat lecture theatres and conference space are also included. In addition to providing much needed housing to our students, the project supports the university's sustainability goals. Each building has been designed to the Passive House standard, which focuses on energy and greenhouse gas emissions reductions from building operations. Over the summer and fall, crews have been busy completing the deconstruction of three buildings, site preparation and utility work. A new Modular Dining Facility (The MOD) was also completed and opened its doors in September. The facility is located in Parking Lot B and will serve students living on campus as well as the broader community until the new dining hall opens in September 2022.

More information: [www.uvic.ca/new-student-housing](http://www.uvic.ca/new-student-housing)

## 2.0 Faculty of Engineering and Computer Science Expansion

The 2021/22 Five-Year Capital plan sets capital planning priorities for the university and supports an addition to the Engineering and Computer Science Building (ECS) and new High Bay Structures Laboratory Building in order to support the expansion of engineering and computer science programs and research.



Engineering and Computer Science Building Addition

The OCPS hosted online engagement in the fall to inform and consult with the campus community and neighbours on the proposed building design and transportation strategies. In all, over 1,100 community members were engaged throughout the design process. A Development Variance Permit application was submitted to the District of Oak Bay in November. Pending funding support from the Province and donors, construction is expected to commence in fall 2021.

More information: [www.uvic.ca/engineeringexpansion](http://www.uvic.ca/engineeringexpansion)

## 3.0 National Centre for Indigenous Laws

The university is also developing plans for the construction of a National Centre for Indigenous Laws. The expansion and renovation to the Fraser Law Building will house the classrooms for the world's first joint degree in Canadian Common Law and Indigenous Legal Orders (JD/JID), and the Indigenous Law Research Unit. The OCPS consulted the campus community through an online survey and stakeholder meetings on the schematic design in late November. The design will be presented to the Campus Planning Committee for their feedback and consideration in January 2021. Additional opportunities for community engagement and input will be provided in the spring.

More information: [www.uvic.ca/fraserexpansion](http://www.uvic.ca/fraserexpansion)

#### 4.0 MacLaurin D-Wing Seismic Upgrade

The MacLaurin D-Wing Seismic Upgrade project reached Substantial Completion in July 2020 and was ahead of schedule. Seismic safety upgrades to the current Building Code standards were successfully delivered over a three-year period, with excellent co-operation and communication achieved between all stakeholders and UVic client groups. In addition to the seismic safety upgrade, aging 1960's classroom ventilation was replaced and interior finishes were refreshed, including provision of universal washrooms and LED lighting upgrades. The rejuvenated classroom wing and Learning Commons at MacLaurin is ready for face-to-face classes and programs and has been well received by occupants and the campus community over the three-year project duration and phased occupancy.

More information: [www.uvic.ca/facilities/service/our-projects/macLaurin-d-wing/](http://www.uvic.ca/facilities/service/our-projects/macLaurin-d-wing/)

#### 5.0 Campus Cycling Plan Implementation

The Campus Cycling Plan was completed in 2019 and recommends the development of a new all-ages and abilities (AAA) cycling network on campus. The University Drive Connection pathway, running between Ring Road and the MacLaurin Building, accommodates 25% of all cycling trips to and from campus. Expected to be completed in the coming weeks, the new pathway physically separates cyclists from pedestrians while offering safety improvements for all users crossing at Ring Road. New, "slow zone" signage is also provided to remind cyclists to slow down and give way to pedestrians when cycling on shared pathways within Ring Road.

More information: [www.uvic.ca/campusplanning/current-projects/campus-cycling-plan-implementation/](http://www.uvic.ca/campusplanning/current-projects/campus-cycling-plan-implementation/)

#### 6.0 Student Wellness Centre Project

The Student Wellness Centre Project involved extensive interior renovations to the Technology Enterprise Facility Building, now the Health and Wellness Building. To advance UVic's model of student health and wellness, a new and fully integrated Student Wellness Centre realized the co-location of both Health Services and Counselling Services. The Student Wellness Centre provides holistic care to support UVic student's wellbeing—emotionally, physical and spiritually—through counselling, health and Multifaith services. The Centre brings together professional practitioners, including physicians, psychologists, psychiatrists, counsellors, nurses and administrative personnel, creating a highly interdisciplinary and collaborative team to support a range of student needs.

The project reached Substantial Completion on June 16, 2020, ready for full occupancy and operations in July 2020. The project was successfully delivered under budget. The schedule was impacted by the COVID-19 pandemic, with a two-month schedule extension, and the Student Wellness Centre opens its doors to students in early September.



University  
of Victoria

Senate Committee on  
Academic Standards

# MEMO

**Date:** November 18, 2020

**To:** Senate

**From:** Senate Committee on Academic Standards

**Re:** **Proposed Revisions to the Summer Add/Drop Deadline**

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At its meeting on November 13, 2020, the Senate Committee on Academic Standards reviewed the attached proposed revisions to the Summer Add/Drop Deadline. At this same meeting, the committee approved the proposal.

**Recommended Motion:**

*That Senate approve the revisions to the Add/Drop Deadlines to three of the standard summer parts of term courses to take effect for Summer 2021.*

/attachment

Respectfully submitted,

**2020/2021 Senate Committee on Academic Standards**

Neil Burford, Chair, Faculty of Science  
Janni Aragon, Faculty of Social Sciences  
Laurie Barnas, Associate Registrar  
Sophia Crabbe, Student Senator  
Alexandra D'Arcy, Faculty of Humanities  
Erin Donald, GSS representative  
Stephen Evans, Faculty of Graduate Studies (VPAC's designate)  
Nicole Greengoe, Registrar  
Andrea Giles, Acting Executive Director, Coop Education & Career Services  
Robert Hancock, Convocation Senator  
Robin Hicks, Acting Associate Vice-President Academic Planning (President's nominee)  
Emily Hiser, UVSS representative  
Navinder Hundal, Student Senator  
Sandra Hundza, Faculty of Education  
Sabrina Jackson, Acting Director, Graduate Administration and Records  
Yasmine Kandil, Faculty of Fine Arts  
Michelle Lawrence, Faculty of Law  
Michele Martin, Division of Medical Sciences  
Martha McGinnis, Faculty of Graduate Studies  
Tanya Muir, Division of Continuing Studies  
Sorin Rizeanu, Peter B Gustavson School of Business  
Esther Sangster-Gormley, Faculty of Human and Social Development  
Henning Struchtrup, Faculty of Engineering  
Diana Varela, Associate Dean, Academic Advising (Faculties of SCIE, SOSC and HUM)  
Ada Saab, Associate University Secretary





# memo

To: Members of the Senate Committee on Academic Standards  
From: Dr. Robin Hicks  
Acting Associate Vice-President Academic Planning  
Date: 11/9/2020  
Re: **Revisions to the Summer Add/Drop Deadline**

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The Senate Committee on Academic Standards is responsible for considering proposals that could affect the university's academic standards. In this regard, the summer term's Add/Drop dates have been identified as needing revision. This memo outlines a proposal to schedule the last day to add a course at least one day after the 100% drop deadline during the standard parts of the term during summer registration.

**Recommended Motion:**

That the Senate Committee on Academic Standards approve, and recommend to Senate that it approve, the revisions to the Add/Drop Deadlines to three of the standard summer parts of term courses to take effect for Summer 2021.


**Rationale:**

Moving the last day to add a course to one day (for a two-month course) or three days (for the full summer term course) after the 100% drop date would provide for additional rounds of waitlisted offers. As a result, students from waitlists could register for courses that open up from last-minute drops on the 100% drop deadline.

Currently, both the Add and Drop dates during the summer term are scheduled on the same day. This restriction results in missed opportunities for students on the waitlist who cannot avail themselves of the 'dropped' spaces created on the last drop date as no more waitlisted offers are sent out.

Student Impact

This schedule negatively impacts students by creating undue stress. When a vacancy appears in a critical course, they cannot register. This limitation affects the timeliness of degree progression and impacts course planning. Students will elect to attend external institutions due to summer registration allowances' unreliability when they prefer to register in UVic courses.

A decorative graphic in the bottom right corner consisting of several parallel diagonal stripes in yellow, orange, red, and blue.

### Faculty and Staff Impact

This schedule also negatively impacts faculty and staff as students approach them under stress asking to be manually registered in courses. These groups are also approached by students who state it is unfair that waitlisted students cannot register even though there are course spaces available.

An example of the proposed schedule would be as follows:

Term	Course starts	Course ends	Course drop 100% refund	Last day to add courses	Proposed last day to add courses	Course drop 50% refund	Academic Drop no refund
1	May 6	Aug 2	May 18	May 18	May 21	June 8	July 3
2	May 13	June 28	May 19	May 19	May 20	May 30	June 12
3	July 3	Aug 19	July 9	July 9	July 10	July 20	Aug 3

As an example, within the Faculties of Social Science and Education, the course codes most affected by the current Summer Term schedule are ECON and EDCI. Below are registration numbers from May 28, 2019, after the add/drop dates for the summer parts of term 1 and 2 courses had passed. This shows 26 unused seats in various ECON courses and 24 unused seats in various EDCI courses that would have been available to waitlisted students had another round of offers been provided after the drop date.

Row #	Term	CRN	Subj	Num	Section	Title	Sched Type	Instructor	Units	Bldg	Room	Cap	Enrolled	% Filled	Avail.	W.L.	Status
1	201905	31418	ECON	103	A01	PRINCIPLES MICROECONOMICS	LEC	Johnson, Betty	1.50	DSB	C126	23	23	100%	0	0	A
2	201905	31488	ECON	104	A01	PRINCIPLES MACROECONOMICS	LEC	Zhang, Lijun	1.50	DSB	C126	23	0	0%	23	0	A
3	201905	31110	ECON	180	A01	INTRO:PRINCIPLES MICROECO...	LEC	Willmore, Christoph...	1.50	DTB	A120	185	191	103%	-6	0	A
4	201905	31111	ECON	203	A01	INTERMED MICROECONOMICS I	LEC	Schure, Paul	1.50	CLE	A212	88	79	89%	9	3	A
5	201905	31199	ECON	204	A01	INTERMED MACROECONOMICS	LEC	Saleh, Omar	1.50	CLE	A212	90	89	99%	1	5	A
6	201905	31116	ECON	225	A02	WRITING FOR ECONOMISTS	LEC	TBD	1.50	HHB	116	40	0	0%	40	0	R
7	201905	31115	ECON	225	A01	WRITING FOR ECONOMISTS	LEC	Hume, Stephen	1.50	COR	B143	60	59	98%	1	13	A
8	201905	30347	ECON	225	A03	WRITING FOR ECONOMISTS	LEC	TBD	1.50	HHB	116	40	0	0%	40	0	R
9	201905	31117	ECON	245	A01	DESCRIPT STATS+PROBABILTY	LEC	Johnson, Betty	1.50	CLE	A212	90	87	97%	3	3	A
10	201905	31200	ECON	246	A01	STATISTICAL INFERENCE	LEC	Johnson, Betty	1.50	DTB	A102	100	87	87%	13	0	A
11	201905	31121	ECON	305	A01	MONEY AND BANKING	LEC	Saleh, Omar	1.50	COR	B143	75	74	99%	1	23	A
12	201905	30348	ECON	306	A01	INTERNATIONAL ECONOMICS	LEC	Sehic, Eldar	1.50	COR	A129	60	58	97%	2	28	A
13	201905	31204	ECON	313	A01	INTERMED MICROECONOMIC II	LEC	Zhang, Lijun	1.50	COR	A125	55	55	100%	0	25	A
14	201905	31122	ECON	320	A01	ECONOMIC DEVELOPMENT	LEC	Salarpour Goodarzi...	1.50	CLE	A212	60	58	97%	2	3	A
15	201905	31123	ECON	321	A01	ECON HISTORY OF CANADA	LEC	Willmore, Christoph...	1.50	DSB	C118	74	67	91%	7	16	A
16	201905	30349	ECON	325	A01	PUBLIC ECONOMICS	LEC	Pendergast, Shannon	1.50	COR	A221	90	86	96%	4	13	A
17	201905	30350	ECON	345	A01	APPLIED ECONOMETRICS	LEC	Duan, Jon	1.50	DSB	C118	65	63	97%	2	6	A
18	201905	30353	ECON	350	A01	MATH ECON I: INTRO STATC ME...	LEC	Mehlenbacher, Alan	1.50	CLE	A203	60	44	73%	16	0	A
19	201905	31582	ECON	358	A01	COMPETITION ECONOMICS I	LEC	Mehlenbacher, Alan	1.50	ELL	060	50	41	82%	9	0	A
20	201905	31205	ECON	406	A01	MONETARY ECONOMICS	LEC	Mokhtarzadeh, Fate...	1.50	CLE	A212	83	80	96%	3	0	A
21	201905	31581	ECON	416	A01	COST BENEFIT ANALYSIS	LEC	Tamosiunas, Joel	1.50	DSB	C118	63	54	86%	9	0	A
22	201905	31837	ECON	595A	A01	DIRECTED STUDIES:ECON	LEC	Engineer, Merwan H.	1.50			1	1	100%	0	0	A
23	201905	30357	ECON	598	A02	EXTENDED ESSAY	LEC	TBD	3			100	4	4%	96	0	A
24	201905	30356	ECON	598	A01	EXTENDED ESSAY	LEC	TBD	3			100	23	23%	77	0	A
25	201905	30359	ECON	599	A02	THESIS	LEC	TBD	4.50			100	0	0%	100	0	A
26	201905	30358	ECON	599	A01	THESIS	LEC	TBD	4.50			100	2	2%	98	0	A



Row #	Term	CRN	Subj	Num	Section	Title	Sched Type	Instructor	Units	Bldg	Room	Cap	Enrolled	% Filled	Avail.	W.L.	Status
1	201905	31275	EDCI	208	A01	STUDIO PIANO CLASS I	LEC	Laing, Rosemary	1.50	MAC	A183	16	16		0	32	A
2	201905	31312	EDCI	308	A01	STUDIO PIANO CLASS II	LEC	Laing, Rosemary	1.50	MAC	A183	16	14		2	4	A
3	201905	31124	EDCI	311	A01	STUDIO GUITAR CLASS: I	LEC	O'Leary, Gerard	1.50	MAC	A166	30	29		1	11	A
4	201905	31125	EDCI	311	A02	STUDIO GUITAR CLASS: I	LEC	O'Leary, Gerard	1.50	MAC	A166	28	27		1	13	A
5	201905	31256	EDCI	312	A01	STUDIO GUITAR CLASS: II	LEC	O'Leary, Gerard	1.50	MAC	A166	30	17		13	0	A
6	201905	31126	EDCI	335	A01	LEARNING DESIGN	LEC	Madland, Colin	1.50			45	38		7	22	A
7	201905	31127	EDCI	337	A01	INTERACTIVE+MULTIMEDIA LEA...	LEC	Alexander, Kevin	1.50			45	42		3	20	A
8	201905	31313	EDCI	337	A03	INTERACTIVE+MULTIMEDIA LEA...	LEC	Traore, Abdrahama...	1.50			35	24		1	22	A
9	201905	31276	EDCI	337	A02	INTERACTIVE+MULTIMEDIA LEA...	LEC	Traore, Abdrahama...	1.50			45	43		2	29	A
10	201905	31128	EDCI	338	A01	SOCIAL MEDIA+PERSONLZD LEA...	LEC	Carolan, Claire	1.50			45	44		1	23	A
11	201905	31277	EDCI	338	A02	SOCIAL MEDIA+PERSONLZD LEA...	LEC	Carolan, Claire	1.50			45	42		3	35	A
12	201905	31257	EDCI	339	A01	DISTRIBUTED AND OPEN LEARN...	LEC	Hinkel, Thiago	1.50			45	43		2	19	A
13	201905	31278	EDCI	339	A02	DISTRIBUTED AND OPEN LEARN...	LEC	Hinkel, Thiago	1.50			45	44		1	23	A
14	201905	31314	EDCI	339	A03	DISTRIBUTED AND OPEN LEARN...	LEC	Madland, Colin	1.50			35	35		0	22	A
15	201905	31279	EDCI	404	A01	C+I:ELEM/MIDDLE SCHL SOCL ...	LEC	Hurren, Wanda	1.50	DSB	C130	23	23		0	0	A

### Consultation:

Consultation with Wendy Taylor, Deputy Registrar, noted this proposed change would only be implemented for three of the standard summer parts of term courses. As a result, there are sections which are out of scope for this proposal for the following reasons:

- Consistency of calculations:
  - The calculations used to arrive at the deadlines for part of terms 4-7 (three weeks in duration) as well as the deadline for non-standard date sections in Summer Session will remain the same. These sections can be quite short in duration so introducing a day or more between the 100% drop date and the last day to add a course is not easily accomplished. These sections will continue to have the same date for the 100% drop date and last day to add a course.
- Individual Faculty of Law deadlines: The Faculty of Law has its own deadline to close web registration for students, which would not change due to this proposal.

It was also noted that while many students will benefit from these changes, there may be students who drop their courses and are unable to re-register within the extra day provided. This scenario currently occurs in Winter Session, and as is currently the case, students must contact Student Support Services for assistance to be re-added to their course. Nevertheless, while there may be some increased work due to extending the last day to add by one or more days, the added benefits, as described in the proposal, outweigh these issues.

### Additional consultations:

- Faculty of Social Sciences Faculty Curriculum Committee
- Faculty of Social Sciences Faculty Meeting
- Meeting of Associate Deans of Humanities, Science and Social Sciences with Advising and Exchange
- Dean of Education, Dr. Ralf St. Clair
- Associate Deans' Forum (organized by Office of the Registrar)
- Dr. Laurene Sheilds, Executive Director, Learning and Teaching Support and Innovation
- Associate Deans

The above consultations have been positive.



University  
of Victoria

Senate Committee on  
Agenda and Governance

MEMO

**Date:** November 18, 2020

**To:** Senate

**From:** Senate Committee on Agenda and Governance

**Re:** **Appointments to the 2020/2021 Senate Standing Committees and the Joint Senate Board Retreat Committee**

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The Senate Committee on Agenda and Governance nominations sub-committee met on November 20, 2020 to consider a number appointments to the 2020/21 Senate committees. The proposed new appointments are bolded in the attached document.

The Senate Committee on Agenda and Governance recommends the appointments of JoAnne Clarke (Division of Continuing Studies), Brian Leacock (Peter B. Gustavson School of Business), and Tomas Kalyniuk (Student Senator) to join the Joint Board Senate Retreat Committee for a term beginning January 1, 2021 and ending December 31, 2021.

#### **Recommended Motion**

*That Senate approve the appointments to the 2020/2021 Senate standing committees for the terms indicated in the attached document.*

#### **Recommended Motion**

*That Senate approve the appointments of Jo-Anne Clarke, Brian Leacock, and Tomas Kalyniuk to the Joint Board Senate Retreat Committee for a term beginning January 1, 2021 and ending on December 31, 2021.*

Respectfully submitted,

**2020/2021 Senate Committee on Agenda and Governance**

Kevin Hall, Chair, President and Vice-Chancellor\*

Saul Klein, Vice-Chair, Dean, Peter B. Gustavson School of Business\*

Carrie Andersen, University Secretary

Chandra Beaveridge, Convocation Senator

Aaron Devor, Faculty of Social Sciences

Mauricio Garcia-Barrera, Faculty of Social Sciences

Helen Kurki, Faculty of Social Sciences\*

Valerie Kuehne, Vice-President Academic and Provost

Joseph Martin, Student Senator\*

Dean Seeman, Libraries\*

Ada Saab, Secretary, Associate University Secretary\*

\*members of the Nominations Sub-committee

/attachment

## 2020- 2021 Senate Committees

### Senate Committee on Awards

Name	Faculty or Department	Term
Helga Hallgrimsdottir (S) (Chair)	Human and Social Development	2021 (2015)
Suzanne Snizek (S)	Fine Arts	2023 (2020)
Brock Smith (S)	Peter B. Gustavson School of Business	2021 (2018)
Linda Welling (NS)	Social Sciences	2023 (2017)
Charlotte Schallié (NS)	Graduate Studies	2022 (2016)
<b>Jesse Baltutis (NS)</b>	<b>Alumni Association</b>	<b>2023 (2020)</b>
Tomas Kalyniuk (S)	Student Senator	2021 (2020)
Jacob Hunt (NS)	Student Representative (GSS)	2021 (2020)
John Dower (NS)	Chair, Faculty of Graduate Studies Awards Committee	(ex officio)
Yvonne Rondeau (NS)	Scholarships Officer, Faculty of Graduate Studies	(ex officio)
Nicole Greengoe (NS)	Registrar	(ex officio)
Carmencita Duna (NS)	International Student Services (President's nominee)	(ex officio)
Lori Nolt (NS)	Director, Student Awards and Financial Aid	(ex officio)
Alexis Ramsdale (Secretary)	Student Awards & Financial Aid	

(S) – Senator

(NS) – non Senator

Senate Committee on Honorary Degrees and Other Forms of Recognition

Name	Faculty or Department	Term
Shelagh Rogers (Chair) (S)	Chancellor	(ex officio)
Kieka Mynhardt (NS)	Science	2021 (2018)
Denise Cloutier (S)	Social Sciences	2023 (2020)
Joseph Salem (NS)	Fine Arts	2022 (2016)
Elena Pnevmonidou (NS)	Humanities	2022 (2019)
Brock Smith (S)	Peter B. Gustavson School of Business	2023 (2017)
<b>Sara Humphreys (NS)</b>	<b>Humanities</b>	<b>2023 (2020)</b>
Jonathan Granirer (S)	Student Senator	2021 (2020)
Glenda Wyatt (NS)	Alumni Association	2023 (2017)
Kevin Hall (S)	Chair of Senate	(ex officio)
Ian Case (NS)	Director, University Ceremonies and Events	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator  
(NS) – non Senator

## Senate Committee on Agenda and Governance

Name	Faculty or Department	Term
Kevin Hall (S) (Chair)	Chair of Senate	(ex officio)
Dean Seeman (S)	Librarian	2021 (2018)
Aaron Devor (S)	Social Sciences	2023 (2017)
Helen Kurki (S)	Social Sciences	2022 (2019)
<b>Mark Gillen (S)</b>	<b>Law</b>	<b>2021 (2020)</b>
Mauricio Garcia-Barrera (S)	Graduate Studies	2023 (2020)
Joseph Martin (S)	Student Senator	2021 (2020)
Chandra Beaveridge (S)	Convocation Senator	2021 (2018)
Saul Klein (S)	Vice-Chair of Senate	(ex officio)
Valerie Kuehne (S)	Vice-President Academic and Provost	(ex officio)
Carrie Andersen (S)	University Secretary	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	
Kathy MacDonald (Recording Secretary)	Senate Coordinator	

(S) – Senator  
(NS) – non Senator



University  
of Victoria

Senate Committee on  
Awards

**MEMO**

**Date:** November 18, 2020  
**To:** Senate  
**From:** Senate Committee on Awards  
**Re:** **New and Revised Awards**

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The Senate Committee on Awards met on November 16, 2020 and approved a number of new and revised awards for Senate's approval. Terms of these awards are in the attached appendix.

**Recommended Motion:**

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

- Winner Medical Young Pioneer in Social Innovation Scholarship\* (New)
- Elizabeth (Betty) Valentine Pragnell Scholarship\* (Revised)
- Scotiabank Scholarship for Law Students (New)
- Indigenous Perspectives Camp 25th Anniversary Award (New)
- Herbert Bertram Falkenstein Graduate Scholarship in Fine Arts\* (Revised)
- Victoria Musical Arts Society Scholarship\* (Revised)
- Harper Grey LLP & Life in Law Diversity Award (New)
- Dr. Ian Stuart MBA Scholarship in Sustainable Innovation\* (Revised)
- John Geerdes Memorial Bursary\* (New)
- Chuck Curtis Memorial Scholarship\* (Revised)

*\* Administered by the University Of Victoria Foundation*

Respectfully submitted,

**2020/2021 Senate Committee on Awards**

Helga Hallgrimsdottir (Chair), School of Public Administration

John Dower, Faculty of Graduate Studies

Carmencita Duna, International Student Services

Nicole Greengoe, Registrar

Jacob Hunt, GSS Representative

Tomas Kalyniuk, Student Senator

Lori Nolt, Student Awards and Financial Aid

Yvonne Rondeau, Faculty of Graduate Studies

Charlotte Schallié, Faculty of Graduate Studies

Brock Smith, Peter B. Gustavson School of Business

Suzanne Snizek, School of Music

Linda Welling, Department of Economics

Alexis Ramsdale (Secretary), Student Awards and Financial Aid

## Appendix

### Terms for New and Revised Awards

Additions are underlined

Deletions are ~~struck through~~

#### **Winner Medical Young Pioneer in Social Innovation Scholarship\* (New)**

One or more scholarships are awarded to academically outstanding undergraduate or graduate students in the Faculty of Social Sciences who are citizens of Hong Kong or Mainland China and whose focus of study involves researching or developing social innovations that address the global challenges of any of the 17 Sustainable Development Goals (SDGs) in relation to the goals of the Chinese Community Volunteers (CCV). Applicants must submit the following:

1. An essay (maximum 1,000 words) describing what leadership actions they have taken to address any of the 17 Sustainable Development Goals (e.g. developing effective solutions to challenging systemic issues of inequality or injustice or demonstrating civic or community participation in serving at-risk or low-income communities); and how this relates to the CCV goals.
2. A letter of reference from an employer or volunteer coordinator, who is not related to the applicant, that corroborates the applicant's contributions to the work detailed in their essay.

Applications are due by March 31 to the Dean's Office, Faculty of Social Sciences. The application form will include information on the CCV. Approval of the recipient will be made by either the Senate Committee on Awards or the Faculty of Graduate Studies Graduate Awards Committee, upon the recommendation by the Faculty of Social Sciences

#### **Elizabeth (Betty) Valentine Prangnell Scholarship\* (Revised)**

A scholarship will be awarded to two academically outstanding undergraduate Indigenous students majoring in Visual Arts. Preference will be given to students with an interest in Indigenous visual art. If there is only one ~~are not two~~ eligible undergraduate students, then a graduate student of a different gender than the undergraduate student recipient may receive the scholarship. If there are not two eligible undergraduate students, then two graduate students may receive the scholarship. ~~In the case of a graduate student, a~~ Approval of the recipients will be made by either the Senate Committee on Awards or the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Visual Arts Department.

#### **Scotiabank Scholarship for Law Students (New)**

One scholarship valued at \$10,000 will be awarded to a full-time (minimum 12 units) undergraduate student entering the Faculty of Law who self-identifies as Black, Indigenous or a Person of Colour (BIPOC) with demonstrated work or voluntary experience supporting BIPOC, marginalized or disadvantaged groups, and who intends on having a further positive impact by combatting racism and furthering inclusivity. Applicants will be considered based on their Law admissions application.

The scholarship may be renewed for the student's second and third year of study for a value of \$10,000 each year. To be automatically renewed a student must pass the academic year by the university standards. Students registered in a co-op or work experience work term

will automatically be renewed when they next complete 12 or more academic units in two terms, provided they remain in academic good standing. Any student not doing either a co-op, work experience work-term, or academic units for more than one term may forfeit their scholarship.

Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

**Indigenous Perspectives Camp 25th Anniversary Award (New)**

One or more awards of \$1,000 each are given to Indigenous undergraduate students entering or continuing in the Faculty of Law who are from one of the communities where the Indigenous Perspectives Camp (IPC) (formerly Aboriginal Awareness Camp) has taken place. Preference will be given in the following order:

1. Indigenous students from IPC community
2. Indigenous students who have participated in IPC
3. Non-Indigenous students who have participated in IPC

Part-time students (minimum 3.0 units) are eligible for this award. Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

**Herbert Bertram Falkenstein Graduate Scholarship in Fine Arts\* (Revised)**

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 will ~~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.

**Victoria Musical Arts Society Scholarship\* (Revised)**

A scholarship of at least ~~not less than~~ \$1,000 is awarded to an outstanding undergraduate performer entering third or fourth in his or her third (or second to last) year in the School of Music intending to pursue a career in music. The student must have been a resident of the Greater Victoria area for at least two years and not have been a previous recipient of this award.

**Harper Grey LLP & Life in Law Diversity Award (New)**

One award of \$1,000 is to be given to an undergraduate Black, Indigenous, Person of Colour (BIPOC) woman student who is a Canadian citizen or permanent resident of Canada entering the Faculty of Law. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

**Dr. Ian Stuart MBA Scholarship in Service Management Sustainable Innovation\* (Revised)**

One or more scholarships of at least \$1,350 each are awarded to academically outstanding students in the MBA in Sustainable Innovation program at the Sardul S. Gill Graduate School, Peter B. Gustavson School of Business, who ~~are specializing in Service Management~~



~~and~~ have a degree in Engineering or Applied Math and have an interest in sustainable operations management. Preference will be given to students who demonstrate financial need with an additional preference for students who are Canadian citizens. Applications must be submitted by March 31 to the Dean's Office of the Peter B. Gustavson School of Business. Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Peter B. Gustavson School of Business.

**John Geerdes Memorial Bursary\* (New)**

A bursary is awarded to an undergraduate student entering the University of Victoria. Preference is given to an Indigenous student (First Nations status or non-status, Inuit, Métis).

**Chuck Curtis Memorial Scholarship\* (Revised)**

A scholarship is awarded to an academically outstanding undergraduate student entering third or fourth ~~proceeding to year three or four~~ of the Child and Youth Care program who shows professional promise as indicated by excellence in Child and Youth Care practice (e.g., high achievement in practica coursework, notable contribution in volunteer/community involvement).

Approval of the recipient ~~is~~ will be made by the Senate Committee on Awards upon the recommendation of the School of Child and Youth Care in consultation with the Practicum Operations Professional Advisory ~~Committee~~.



**Date:** November 18, 2020

**To:** Senate

**From:** Senate Committee on Learning and Teaching

**Re:** **2019/2020 Annual Report**

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The Terms of Reference for the Senate Committee on Learning and Teaching define its scope and relationship with Senate and other Senate committees. Each spring, the committee presents an annual report to Senate on its business and proceedings over the previous academic year.

The Senate Committee on Learning and Teaching met on October 10, 2019, December 2, 2019, and February 5, 2020. Over the year, the committee considered a variety of issues:

***Student Enrollment Management (SEM) Goals***

***Teaching Excellence***

***Course Experience Survey***

At its October meeting, committee members heard from Mr. Jim Dunsdon, Associate Vice-President Student Affairs, on the university's Student Enrollment Management (SEM) goals and the consultation plan as targets are implemented. He noted that the Enhanced Planning Tools goals were being reviewed as part of the process. Committee members discussed ranking and reputation, Indigenous student enrollment, graduate student enrollment, and the admission criteria to consider broader ways to indicate student strength to a balance with student health and wellness.

The committee reviewed a briefing paper on Teaching Excellence from Dr. Laurene Shields and the Learning and Teaching Support and Innovation (LTSI).

The work of the subcommittee on Course Experience Survey continued throughout the year with regular updates at each of the committee meetings.

***Committee Evaluation Summary***

***Learning Management Systems***

At its December meeting, committee members reviewed the responses from the previous committee evaluation summary and discussed possible revisions to the committee Terms of Reference.

The committee also participated in an interactive tour of the university's learning technology ecosystem, led by representatives from Technology Integrated Systems. At the same meeting, committee members engaged in a discussion on questions related to the Learning Management System at UVic:

- How do you currently use CourseSpaces, and what works well for you?
- What are your current frustrations? What would you like?
- What would improve the student/instructor experience
- What are complementary education technologies

***Course Experience Survey***  
***Academic Concessions Consultation***

At its February meeting, committee members heard from Mr. Tony Eder, Executive Director, Academic Resource Planning, on how the university implements its quality assurance mechanisms and the directions taken at other institutions across the country related to ranking and the Course Experience Survey. Committee members had a robust discussion on the use of the survey within UVic and at other institutions across Canada.

At this meeting, committee members reviewed the report from the sub-committee on the Course Experience Survey and agreed on the recommendations for revisions to Senate.

Committee members also provided feedback on the proposed revisions to the Academic Concessions Regulations and guidelines.

Report from the Division of Learning and Teaching Support and Innovation

The committee received regular updates from the Executive Director of Learning and Teaching Support and Innovation on the major initiatives undertaken by the unit.

Respectfully submitted,

**2020/2021 Senate Committee on Learning and Teaching**

Michael McGuire, Chair, Faculty of Engineering  
Chandra Beaveridge, Convocation Senator  
Tina Bebbington, Libraries  
Elizabeth Borycki, Faculty of Human and Social  
Erin Campbell, Faculty of Fine Arts  
Denise Cloutier, Faculty of Social Sciences  
Jason Colby, Faculty of Humanities  
Elizabeth Giesbrecht, UVSS representative  
Robyn Giffen, Student Senator  
Andrea Giles, Acting Executive Director, Cooperative Education & Career Services  
Justin Harrison, University Librarian Designate  
Robin Hicks, Acting Associate Vice-President Academic Planning (President's nominee)  
Brian Leacock, Peter B. Gustavson School of Business  
Cedric Littlewood, Faculty of Graduate Studies  
Wency Lum, Chief Information Officer  
Scott McIndoe, Faculty of Science  
Mariel Miller, Technology Integrated Learning  
Ry Moran, University Librarian designate  
Dipayan Nag, UVSS representative  
Tim Richards, Faculty of Law  
Antoine Rose, GSS representative  
Laurene Shields, Executive Director, Learning and Teaching Support and Innovation  
Laura Vizina, Division of Continuing Studies  
Juliet Watts, Student Senator  
Jennifer Whately, Alumni Association  
Ada Saab (Secretary), Associate University Secretary

**2019/2020 Senate Committee on Learning and Teaching**

Erica Woodin, Chair, Faculty of Social Sciences  
Hannah Ahluwalia, UVSS representative  
Chandra Beaveridge, Convocation Senator  
Tina Bebbington, Libraries

Jason Colby, Faculty of Humanities  
Brian Leacock, Peter B. Gustavson School of Business  
Andrea Giles, Acting Executive Director, Cooperative Education and Career Services  
Jonathan Granirer, UVSS representative  
Justin Harrison, University Librarian Designate  
Mehdi Hashemi, GSS representative  
Rory Hills, Student Senator  
Megan Ingram, Student Senator  
Mark Laidlaw, Faculty of Science  
Susan Lewis, Associate Vice-President Academic Planning  
Cedric Littlewood, Faculty of Graduate Studies  
Wency Lum, Chief Information Officer  
Michael McGuire, Faculty of Engineering  
Mariel Miller, Technology Integrated Learning  
Rebecca Raworth, MacPherson Library  
Tim Richards, Faculty of Law  
Laurene Sheilds, Executive Director, Learning and Teaching Support and Innovation  
Laura Vizina, Division of Continuing Studies  
Rebecca Warburton, Faculty of Human and Social Development  
Jennifer Whately, Alumni Association  
Ada Saab (Secretary), Associate University Secretary



University  
of Victoria

Senate Committee on  
Planning

# MEMO

**Date:** November 18, 2020

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposed changes to the Graduate Diploma in Evaluation**

At its meeting on November 3, 2020, the Senate Committee on Planning considered the proposed changes to the Graduate Diploma in Evaluation. The proposed changes align with the changes to the course requirements for the Certificate in Evaluation that were adopted in 2019 as these courses form the basis for the graduate diploma program.

**The following motion is recommended:**

Motion: That Senate approve the proposed changes to the Graduate Diploma in Evaluation, as described in the memorandum dated September 11, 2020.

Respectfully submitted,

**2020-2021 Senate Committee on Planning**

Robin Hicks, (Chair), Acting, AVPAP  
Evan Roubekas, Student Senator  
Stephen Evans, Graduate Studies  
Jo-Anne Clarke, Continuing Studies  
Rishi Gupta, Civil Engineering  
Andrea Giles, Co-op Education  
Nicole Greengoe, Office of the Registrar  
Lisa Kalynchuk, VP Research  
Valerie S. Kuehne, VPAC  
Adam Con, Fine Arts  
Sandra Duggan, Secretary, VPAC

Graham McDonough, Curriculum and Instruction  
Sang Nam, Business  
Abdul Roudsari, Health Information Science  
Nilanjana Roy, Economics  
Ada Saab, Associate University Secretary  
Ralf St. Clair, Education  
Cindy Holder, Humanities  
Rustom Bhiladvala, Mechanical Engineering  
Brooklynn Trimble, GSS Representative  
Andrew Newcombe, Law





# Memorandum

To: Dr. Susan Lewis, Senate Committee on Academic Planning  
Senate Committee on Curriculum

From: Dr. Astrid Brousselle, Director, School of Public Administration  
Dr. Jill Chouinard, Graduate Advisor, School of Public Administration  
Dr. Richard Marcy, Chair, Curriculum and Staffing Committee, School of Public Administration

Date: September 11, 2020

Re: **Cycle 1 – May 2021 -- Curriculum changes: Graduate Diploma in Evaluation**

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One year ago (Cycle 1 – May 2020), when changes to the course requirements for the Graduate Certificate in Evaluation were adopted, there were consequential changes to the admission requirements for the Graduate Diploma in Evaluation. This is because the four courses required for the Graduate Certificate are the basis of admission to the Graduate Diploma. At that time, the requirements for the Graduate Diploma were not adjusted: this proposal will bring the Diploma entrance requirements up-to-date.

When students complete the four required Graduate Certificate courses, they then decide to either apply to graduate with the Graduate Certificate in Evaluation or continue their studies by enrolling in the Graduate Diploma in Evaluation. This requires the completion and successful defence of ADMN 596 (4.5) Evaluation Project. With the changes to the Graduate Certificate in Evaluation, the Graduate Diploma requirements must be amended to reflect the adjustment to the program's foundational courses. The changes to the Graduate Certificate (and subsequent changes to the Graduate Diploma) are:

## **Required courses:**

- Complete all of the following
  - Complete both of:
    - ADMN537 - Program Evaluation and Performance Measurement (1.5)
    - ADMN583 - Culturally Responsive Evaluation (1.5)
  - Complete 1 of:
    - ADMN580 - Qualitative Evaluation Approaches and Methods (1.5)
    - ADMN581 - Quantitative Methods for Policy Analysis and Program Evaluation (1.5)

## **Elective courses**

- Complete 1 of:
  - ADMN523 - Special Topics in Public Sector Management (1.5)
  - ADMN544 - Economic Evaluation Methods and Applications (1.5)
  - ADMN582 - Topics in Evaluation and Performance Measurement (1.5)
  - Note: If a student takes both ADMN 580 and 581, one of these can count as the elective

Dr. Susan Lewis, Senate Committee on Academic Planning

September 11, 2020

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The School of Public Administration is seeking approval for the above changes to the Graduate Diploma in Evaluation for the May 2021 calendar.

Original signed by Astrid Brousselle

Astrid Brousselle, Director  
School of Public Administration

Original signed by Donna Jeffrey

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Donna Jeffrey, A/Associate Dean  
Human and Social Development and  
Chair, HSD Curriculum Committee

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Stephen Evans, A/Dean  
Faculty of Graduate Studies

CC: Carolyn Swayze, Coordinator, FGS



University  
of Victoria

Senate Committee on  
Planning

# MEMO

**Date:** November 18, 2020

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to add a thesis option to the Master of Arts in Community Development**

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At its meeting on November 3, 2020, the Senate Committee on Planning considered the proposal to add a thesis option to the Master of Arts in Community Development. It was noted that offering a thesis option would provide flexibility to a minority of students who may be interested in pursuing a PhD.

**The following motion is recommended:**

Motion: That the Senate approve and recommend to the Board of Governors, that it also approve the addition of a thesis option to the Master of Arts in Community Development, as described in the document "MA in Community Development-adding Thesis (CD 599) Option- --Updated Nov. 9/20".

Respectfully submitted,

**2020-2021 Senate Committee on Planning**

Robin Hicks, (Chair), Acting, AVPAP  
Evan Roubekas, Student Senator  
Stephen Evans, Graduate Studies  
Jo-Anne Clarke, Continuing Studies  
Rishi Gupta, Civil Engineering  
Andrea Giles, Co-op Education  
Nicole Greengoe, Office of the Registrar  
Lisa Kalynchuk, VP Research  
Valerie S. Kuehne, VPAC  
Adam Con, Fine Arts  
Sandra Duggan, Secretary, VPAC

Graham McDonough, Curriculum and Instruction  
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Nilanjana Roy, Economics  
Ada Saab, Associate University Secretary  
Ralf St. Clair, Education  
Cindy Holder, Humanities  
Rustom Bhiladvala, Mechanical Engineering  
Brooklynn Trimble, GSS Representative  
Andrew Newcombe, Law



UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

*MA in Community Development—adding Thesis (CD 599)*  
*Option- --Updated Nov. 9/20*

Dean's Name and Date of consultation with AVPAP: <b>Dr. Esther Sangster-Gormley, A/Dean,</b> <b>Faculty of Human and Social Development</b>	Dean signature:
Name of contact person: <b>Dr. Astrid Brousselle, Director</b> <b>School of Public Administration</b> <b>or</b> <b>Heather Kirkham, Program Manager</b> <b>School of Public Administration</b>	
Email & phone of contact person: <a href="mailto:padirect@uvic.ca">padirect@uvic.ca</a> 250-721-8084 <a href="mailto:hkirkham@uvic.ca">hkirkham@uvic.ca</a> 250-721-8067	
Date approved by Department: <b>September 1, 2020</b>	Chair/Director signature: Original signed by Astrid Brousselle
Date approved by Faculty: September 21, 2020 HSD Curriculum Committee September 28, 2020 HSD Faculty	Dean signature:
Date approved by Graduate Studies:	Dean signature:
Date approved by Senate Committee on Planning	AVPAP signature:
Resource Commitments	Signature of line authority
Date of Consultation with Co-operative Education Program and Career Services (if applicable) <b>N/A</b>	Executive Director signature:
Date of Consultation with Indigenous Academic and Community Engagement	Executive Director signature:



## *MA in Community Development—adding Thesis (CD 599) Option- -- Updated Nov. 9/20*

### PROPOSAL (up to 4,000 words plus appendices)

#### **A. Identification of the change**

Name, Location, Academic units (Faculties, departments, or schools)	MA in Community Development School of Public Administration Faculty of Human and Social Development and Faculty of Graduate Studies
Anticipated implementation date of change	May 2021
Name, title, phone number and e-mail address of contact person	Dr. Astrid Brousselle, Director, SPA, 250-721-8084, <a href="mailto:padirect@uvic.ca">padirect@uvic.ca</a> Dr. Jill Chouinard, Graduate Advisor, SPA, 250-721-8060, <a href="mailto:spaadvisor@uvic.ca">spaadvisor@uvic.ca</a> Heather Kirkham, Program Manager, SPA, 250-721-8067, <a href="mailto:pamanager@uvic.ca">pamanager@uvic.ca</a>

#### **B. History and context of the program indicating value and impact of the program change**

Include a description of how the proposed change relates to similar programs in your unit and comparable programs outside UVIC. Provide a rationale for the change and describe the impact on students. How does the proposed change align with unit/Faculty/UVIC strategic plans and priorities?

**Program background:** The School of Public Administration has offered the MA in Community Development since May 2010, when the first cohort was admitted to this online program, which included summer residential sessions. The students are usually employed full-time in community organizations or in workplaces affiliated with community development projects. To date, 109 students have graduated with the MA in Community Development. As of September 2020, there are 48 active students enrolled in the program (not including any who may be on leave).

Over the past year, the School of Public Administration has been reviewing and evaluating the curriculum of the MA in Community Development. The School sought input from the 2018, 2019 and 2020 student cohorts in meetings with the Director and Graduate Advisor. As a result, the School is proposing several changes to course descriptions to better meet the academic and professional needs of students. These minor curriculum changes are in addition to what is a major curriculum change, which is to give the students the option of completing either a Master's Project (CD 596 or 598 – 4.5 units) or a new option of completing a Master's Thesis (CD 599 – 6.0 units). Note students may choose to work on a group project (2 or more students) – CD 596 – 4.5 units.

Now, in addition to their course work, all the students complete a community-based project, usually in collaboration with a client, which includes research and defending a written report. This has proven to be suitable for the majority of students who are administrators or managers in community and non-profit organizations and are seeking the MACD for their professional and career development. By offering the option of a thesis, students who may aspire to continue their education after this degree and seek a Ph.D. will be better prepared to meet Ph.D. admission requirements. The thesis

## MACD – CD 599 Thesis Option Proposal

may or may not include working with a client and students will be expected to conduct research and produce a written thesis, which will be defended as per the Faculty of Graduate Studies guidelines. It will be the students' choice of whether to work on a project or thesis. However, a supervisor may advise one option over the other, depending on the topic, type of research and the students' future interest in pursuing a Ph.D. When matching up with a supervisor, students are expected to take the initiative to approach suitable faculty to agree to be their supervisor. The Graduate Advisor would assist and support students in identifying a suitable supervisor and second reader, as well as advise on whether the best choice for their capstone is a project or a thesis. Supervisors will normally be assigned early in the students' third term, after they have completed about half of their required course work. Prior to that time, the Graduate Advisor would be identified as the supervisor.

The proposed calendar course description is:

### **CD 599 (6.0) Master's Thesis**

Demonstrates mastery of a substantive body of scholarly or empirical literature in Community Development making use of appropriate and academically defensible methodologies to analyze research questions, undertake empirical research (qualitative or quantitative) or contribute new theoretical knowledge. Individual students work with an academic supervisor in the School of Public Administration.

**The School's other graduate programs:** In addition to the MACD program, the School of Public Administration offers:

- Master's of Public Administration (MPA) with two options:
  1. Online, course-based for part-time students who are employed in community organizations, businesses or government.
  2. On Campus, with Thesis (6.0 units) and two Co-operative Education terms required.
- Ph.D. (intake every second year)
- Graduate Certificate in Evaluation and students may opt to complete a 4.5 unit project to meet requirements for a Graduate Diploma in Evaluation.

In addition to these graduate programs, the School offers online undergraduate programs:

- Diploma in Public Sector Management
- Diploma in Local Government Management
- Minor in Public Administration
- Professional Specialization Certificates

This option aligns with the School's objectives to provide students with a more academically-based thesis option, while continuing to meet their goal of providing career development opportunities in a professional program. The addition of the proposed thesis option for MACD students will have minimal impact on the School and its faculty resources. We expect that the majority of students in the MACD program will choose to complete a community project (CD 596 or 598 – 4.5 units). However, for the student who may opt for a more research-based approach and choose a thesis, will have available to them a more suitable vehicle for their research interests or in preparation to apply to a Ph.D. program. The School believes that by providing the thesis option, such students will be better prepared for more advanced graduate level studies.

This proposal is in alignment with the School of Public Administration's and the University's goals to provide quality professional programs with solid academic foundations. There is a benefit to students who upgrade their skills while remaining in the workplace. Their employers and the community organizations (clients) the students work with on their projects or thesis have the benefit of a research project to the advantage of their organizations and stakeholders.

MACD – CD 599 Thesis Option Proposal

**C. Indicators of labour market and student demand. (not required for requests for program discontinuation)**

The School's MA in Community Planning is unique in Canada because the program was designed and is delivered with the working professional in mind. While a few other universities offer community development programs, those programs are more specialized (i.e. Royal Roads University Graduate Certificate in Sustainable Community Development). Acadia University offers a program similar to UVic and they have a thesis requirement, so this proposal brings our program into alignment with students who may prefer a thesis option. Other graduate degrees in community development are built around urban planning and design, with the emphasis on the physical design of a city or town.

The program has an intake of around 20 students per year on average and there is a sufficient pool of applicants each year, although we will be broadening our recruiting strategies over the next year.

Community and non-profit organizations require increasingly sophisticated management of their organizations to meet the demands of the communities and citizens they serve. There is a competitive market for well-qualified administrators and managers in good paying executive positions.

**D. Areas of research & teaching specialization and evidence of adequate faculty complement.**

We do not expect variation of topics for students who opt to enroll in a thesis rather than a project. A thesis is 1.5 units more (6) than a project (4.5). Because the School expects that most students will opt for the project, any additional supervisory duties for thesis students should not burden the faculty.

One difference in the approach to the thesis as compared to the project may be that a thesis may not require a client, whereas the projects normally require that students work with a community client.

**E. Does the proposed change have an impact on current policies (admissions, student evaluation, supervision, oral examinations)? If yes, provide details.**

The School does not foresee that there will be much, if any, impact on admissions. Students would not be expected to declare a thesis or project until their third term. The make-up of the thesis committees will differ from a project committee, which normally includes a client, as well as the faculty supervisors. Students are required to defend their project or their thesis, but the School recognizes that the procedures and timelines for a thesis defence differ from a project defence.

**F. Curriculum design (Include draft curriculum as Appendix) (not required for requests for program discontinuation)**

Indicate the requirements and design, including core and elective courses and total program units. Identify which courses already exist at UVic and any new courses required.

## MACD – CD 599 Thesis Option Proposal

The course requirements for the project option will be the same as for the thesis option, with the exception that students would enroll in the proposed new CD 599 (6.0) Master's Thesis rather than a Master's Project CD 596 or 598 (4.5).

### **Term 1 (May-Aug): on-campus and online courses**

- Complete all of:
  - [CD501](#) – Setting the Foundations for Community Change\* (1.5)
  - [CD530](#) - Systems Thinking, Innovation and Strategic Planning\* (1.5)
  - Residency workshop: on campus

### **Term 2 (Sep-Dec): online**

- Complete all of:
  - [CD512](#) - Program and Project Design, Management and Evaluation (1.5)
  - Complete 1.5 units of: electives (see list below)

### **Term 3 (Jan-Apr): online**

- Complete all of:
  - [CD505](#) -Research Foundations for Community Development\*(1.5)
  - Complete 1.5 units of: electives (see list below)

### **Term 4 (May-Aug): on-campus and online courses**

- Complete all of:
  - [CD531](#) - Leadership and Transformation (1.5)
  - Residency workshop: on campus

### **Term 5 (Sep-Dec): online**

- Students must be registered in one of CD 596, CD 598 or CD 599.

### **Term 6 (Jan-Apr): online**

- Students must be registered in one of CD 596, CD 598 or CD 599.

### **Term 7 (May-Aug): on-campus and online courses**

- Complete all of the following
  - Complete all of:
    - [CD526](#) – Communication and Engagement\* (1.5)
  - Complete 1 of:
    - [CD596](#) - Group Project (4.5)
    - [CD598](#) - Master's Project (4.5)
    - [CD599](#) - Master's Thesis (6)
  - Residency workshop: on campus

### **Electives**

- Select from:
  - [CD506](#) - Enterprise Development for Community Benefit (1.5)
  - [CD509](#) - Developing Capacities to Lead and Manage in the Non-Profit Sector (1.5)
  - [CD518](#) - Citizen Participation and Democratic Governance (1.5)
  - [CD522](#) - Understanding and Mainstreaming Gender (1.5)
  - [CD590](#) - Directed Studies (1.5)

### **Note**

- Students may also select from courses in related fields of study offered by the School of Public Administration or by other departments, with permission of the Graduate Adviser.

\*Courses with an asterisk have new course titles (in progress – Cycle 1 – for implementation May 2021).

MACD – CD 599 Thesis Option Proposal

Does the program change include opportunities for experiential learning or other forms of community engagement or research-enriched learning?

- Describe use and anticipated outcomes of practica, Co-op, work terms, or other forms of experiential learning and the unit's plans and support to develop placement opportunities. Obtain line authority signature for any resource commitments.

Students are normally working full-time in community organizations, governments or businesses. For the Master's Project, students work with a client, who represents a community organization or group, often their own employer, to develop a project. The client advises and consults with the students and maintains contact with the academic supervisor and is present at the project defence.

For students who opt for the thesis, they may engage in a more research-focused task to complete their project. However, client-based projects will be accepted, if appropriate.

Whether engaged in a project or a thesis, throughout their program of studies, students are given assignments that may involve experiential learning. There are not specific practica courses nor co-op work terms because students are already employed.

- Opportunities for community engaged and research-enriched learning

The client-based project (or thesis) provides community engaged and research-enriched learning.

- Does the program design include plans for distance education delivery? If yes, provide details.

Yes. The program is designed for distance delivery. All courses are delivered online. However, there are on campus workshops which supplement the online learning. Workshops are held for two weeks in the first summer term and one week in each of the second and third summer terms. The program attracts students from throughout Canada and some American students.

- Identify the program learning outcomes.

Upon completion of the MACD program, the graduate should:

- Have a comprehensive and systematic understanding of the historical and political underpinnings, key concepts, and spheres of practice embedded in the social economy and civil society.
- Be equipped to lead transformative change efforts.
- Be able to build and manage effective projects, organizations, enterprises and networks.
- Be able to demonstrate initiative, leadership, and originality in identifying challenges and opportunities for organizations and the broader social economy.
- Be able to understand key global trends, challenges, threats and opportunities communities face and strategies to address them.
- Be able to engage in a community-based approach to social change and social justice.

- Provide anticipated times to completion.

Students should be able to complete the program within seven to eight terms.

MACD – CD 599 Thesis Option Proposal

- Describe any plans for international or indigenous opportunities or perspectives.

Students from outside of Canada are welcome to apply to this program. However, the required on campus summer workshops are a financial deterrent.

The School has admitted several Indigenous students, although we not yet have an active marketing strategy to specifically recruit Indigenous students. However, throughout the School's courses at the graduate and undergraduate level, faculty are updating and course content with the intention of including Indigenous content that would be relevant to Indigenous and non-Indigenous learners who work with Indigenous communities and organizations.

- Plans for integration of teaching and research

Courses are being updated or redesigned. Regular faculty members will be allocated core courses of this program when possible. They are introducing content based on their research programs and research expertise. The option of the thesis would serve students interested in pursuing a Ph.D. and students willing to conduct a research project.

***G. Anticipated enrolment and student financial support plan (not required for requests for program discontinuation)***

The MACD program normally admits about 20 students per year. Students are usually employed on a full-time basis in a community organization. Some are able to obtain funding support from their employer.

We expect to extend the promotion of the program to students in their final year of their bachelor. The 2 courses per term structure could be of interest for students willing to pursue graduate studies while working. Our target enrollment for this program is 25 to meet our FTE targets.

***H. Resource requirements. Indicate any resources required or impacted (faculty & staff appointments, space, library)***

The School does not anticipate any additional resources to accommodate the students who may opt to complete a thesis rather than a project.

***I. Indicate related graduate programs in other British Columbia post-secondary institutions.***

Royal Roads University offers a Graduate Certificate in Sustainable Community Development, but this 6-month program offers a focus on environmental sustainability. The School's MACD program provides a full master's degree and caters to students who work in a wide variety of community organizations with broad mandates for social change.

Simon Fraser University offers an undergraduate certificate program in Community Economic Development.

MACD – CD 599 Thesis Option Proposal

***Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the program change (emails/letters of support in an appendix).***

The School of Public Administration has been offering the MA in Community Development for over ten years. Therefore, we have an approved and established program of studies which should not require further endorsement from other UVic Schools and Departments. The addition of a thesis option, although considered a major change, will not fundamentally alter the delivery of this successful ongoing program





University  
of Victoria

Senate Committee on  
Planning

# MEMO

**Date:** November 18, 2020

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposed changes to the Indigenous Governance Program**

At its meeting on November 3, 2020, the Senate Committee on Planning considered the proposed changes to the Indigenous Governance Program. The proposed changes reflect the recommendation outlined in the 2017 Environmental Assessment and the 2018 Academic Program Review report.

**The following motion is recommended:**

Motion: That Senate approve the proposed changes to the Indigenous Governance Program, as described in the document "IGOV Program Update".

Respectfully submitted,

**2020-2021 Senate Committee on Planning**

Robin Hicks, (Chair), Acting, AVPAP  
Evan Roubekas, Student Senator  
Stephen Evans, Graduate Studies  
Jo-Anne Clarke, Continuing Studies  
Rishi Gupta, Civil Engineering  
Andrea Giles, Co-op Education  
Nicole Greengoe, Office of the Registrar  
Lisa Kalynchuk, VP Research  
Valerie S. Kuehne, VPAC  
Adam Con, Fine Arts  
Sandra Duggan, Secretary, VPAC

Graham McDonough, Curriculum and Instruction  
Sang Nam, Business  
Abdul Roudsari, Health Information Science  
Nilanjana Roy, Economics  
Ada Saab, Associate University Secretary  
Ralf St. Clair, Education  
Cindy Holder, Humanities  
Rustom Bhiladvala, Mechanical Engineering  
Brooklynn Trimble, GSS Representative  
Andrew Newcombe, Law

UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

*[IGOV Program Update]*

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Dean's Name and Date of consultation with AVPAP:  <b>Esther Sangster-Gormley, January 16, 2020</b>	Dean signature:  Original signed by Esther Sangster-Gormley
Name of contact person:  <b>Shawna McNabb</b>	
Email & phone of contact person:  <b><a href="mailto:igovao@uvic.ca">igovao@uvic.ca</a>, local 6436</b>	
Date approved by Department:  <b>Feb 12, 2020</b>	Chair/Director  Original signed by Devi Mucina signature:
Date approved by Faculty:  <b>March 10, 2020</b>	Dean signature:
Date approved by Graduate Studies:	Dean signature:
Date approved by Senate Committee on Planning	AVPAP signature:
Resource Commitments	Signature of line authority



## [IGOV Program Update]

### PROPOSAL (up to 4,000 words plus appendices)

#### **A. Identification of the change**

Name, Location, Academic units (Faculties, departments, or schools)	Faculty of Human and Social Development Indigenous Governance Program
Anticipated implementation date of change	May 2021
Name, title, phone number and e-mail address of contact person	Shawna McNabb, Academic Administrative Officer Local 6436, <a href="mailto:igovao@uvic.ca">igovao@uvic.ca</a> HSD A260

#### **B. History and context of the program indicating value and impact of the program change**

The Master of Arts in Indigenous Governance (MAIG) Program was established in 1999 having grown out of the Certificate in the Administration of Aboriginal Governments Program, which was founded in 1988 as part of the Faculty of Human and Social Development's (HSD) School of Public Administration. The MAIG Program was developed in partnership with communities throughout British Columbia, including Lake Babine, Ahousaht, Gitsegukla, Westbank, Haida Nation, Mount Currie, Hazelton, Shuswap, Stó:lō Nation, Songhees, Musqueam, Burrard, Cowichan, and Chemainus. The Program frames contemporary governance issues in terms of traditional Indigenous beliefs about just social, political, and environmental relationships.

The IGOV program is guided by the university's and HSD Faculty strategic plans and priorities which directs the program into building stronger Indigenous pedagogical orientations that are informed by traditional Indigenous knowledges and land-based practices from a local and international context. IGOV's curriculum has been informed and guided by local Elders and community activists in an effort to immerse students in Indigenous philosophies and political thought as a form of resurgence. Throughout the curriculum, students are engaged in experiential learning that builds community accountability while also exercising political leadership.

As part of its commitment to internationalize the curriculum and promote experiential learning, IGOV established several international partnerships including the School of Environment at the University of Auckland, New Zealand, the Australian Institute of Aboriginal and Torres Strait Islander Studies, and Pacific People's Partnership. The program is currently developing future partnerships with Indigenous centered institutions and communities in South Africa and Malawi. Since 2006, IGOV has had an informal exchange with the departments of Political Science and Hawai'ian Studies at the University of Hawai'i – Manoa (UHIP). We jointly offered two-week Intensive courses at both universities.

The proposed program changes reflect the recommendations outlined in the 2017 Environmental Assessment and the 2018 Academic Program Review report.

IGOV's faculty and staff worked and consulted with the AVP-Academic Planning, the Executive Director of IACE, FGS Dean, the HSD Dean and Associate Dean - Academic, Dr. Lorna Williams and other constituents to guide program changes and curricular revisions. Relationship building with campus and community groups has helped faculty and staff to generate program innovations that foster strong local and global partnerships and quality academic and research preparation in this vital Indigenous-led program. Admissions to the program were suspended in 2018 and 2019, after consultation and in agreement with those listed above we plan to reopen admissions Fall 2020.

Major program changes include:

- Adding one new course *IGOV 510: Indigenous Introduction to Local Lands, Waters and Languages* to centre Coast Salish Indigenous knowledges and local languages. The course will include land and water based learning to educate students about the local Nations' territorial laws and protocols. Students learn how to build reciprocal relationships and be good visitors in another Indigenous territory.
- *IGOV 570: Indigenous Feminism and Resistance* will become a required course to address the need for more gender and sexuality inclusive engagement in curriculum. This course was an elective previously.
- Removing two courses:
  - *IGOV 540: Indigenous Resurgence* which will become a program requirement for a future Interdisciplinary PhD program
  - *IGOV 560: Indigenous Peoples and Globalization* content will be included in *IGOV 550: Indigenous Peoples and Self-Determination in a Global Context*.

**C. Indicators of labour market and student demand. (not required for requests for program discontinuation)**

Historically IGOV has been a popular program. Indigenous leaders and communities continue to see an urgent need for this program to develop leaders who are rooted in their own traditions and have theoretical and practical experience serving Indigenous Nations and communities. As communities look to their traditions for solutions to contemporary problems, IGOV students and faculty are aiding them by concentrating scholarship in the resurgence of traditional Indigenous governance and making it a unique Indigenous learners' destination.

The IGOV Program draws applicants from across Canada and internationally. A major strength of the program is its all Indigenous faculty and staff, required readings on Indigenous resurgence and governance and community engagement. The majority of past applicants indicated that the program's focus on the resurgence of Indigenous governance was their major reason for applying. The rigorous academic national and international reputation of the program was the second highest reason applicants identified. The third reason was the program's emphasis on centring questions of Indigenous identity and self-determination. Lastly, applicants expressed a desire to engage and centre Indigenous feminist scholarship as tools for questioning power hierarchies within the context of governance.

Without marketing or actively advertising IGOV and FGS have together received 37 inquiries about a date for the IGOV MA to re-open and 11 inquiries about an IGOV PhD over the past 12 months, for a total of 48 inquiries to date.

**D. Areas of research & teaching specialization and evidence of adequate faculty complement.**

Research Areas:

- Indigenous feminism, gender relations and sexuality
- Indigenous history
- Indigenous philosophies
- Resurgence of traditional Indigenous knowledges
- Renewal of traditional Indigenous governance
- Comparative Indigenous politics
- Indigenous Masculinities
- Neoliberalism and 'economic development'
- Indigenous peoples and international laws

The program currently has 1 FTE Associate Professor and 1FTE vacant faculty line. Plans are underway to recruit three additional faculty, two Assistant Professors and one Associate Professor, by spring 2021.

***E. Does the proposed change have an impact on current policies (admissions, student evaluation, supervision, oral examinations)? If yes, provide details.***

No

***F. Curriculum design (Include draft curriculum as Appendix) (not required for requests for program discontinuation)***

The proposed changes to the program's curriculum addresses recommendations from an Environmental Assessment completed in 2018 and the 2019 Academic Program Review while building on the program's strengths.

The proposed program changes include:

1. Develop one new course - *IGOV 510: Indigenous Introduction to Local Lands, Water and Languages*.
2. *IGOV 570: Indigenous Feminism and Resistance* will be a core program requirement, previously offered as an elective.
3. Revise and update all course descriptions.
4. Delete *IGOV 540 Indigenous Resurgence* and *IGOV 560 Indigenous Peoples and Globalization*
5. Decrease units for *IGOV 598 Community Governance Project* to 4.5

\* Please see attached document outlining major program changes and updated course descriptions.

The MAIG program will continue to offer many opportunities for community engaged and research enriched learning:

1. IGOV 575: Mentorship. IGOV's goal is to prepare students for leadership roles; we provide opportunities outside of the classroom that teach, practice and honor Indigenous ways of knowing through experience and active involvement with local Indigenous communities. Every week IGOV students take part in a mentorship activity with a faculty member. This usually involves an activity guided by a local community leader on the land or water as a way to learn what the environment can teach them.
2. IGOV 598: Community Governance Project (CGP). CGP gives students an opportunity to apply their classroom learning to real-world situations and to experience the realities of Indigenous politics and policies first-hand. The resulting partnerships encompass policy work for First Nations governments or Indigenous grassroots organizations, as well as deeply personal collaborations. IGOV places students with community supervisors who hold an adjunct faculty appointment in the program and an affiliate membership in the FGS and share the program's commitment to Indigenous self-determination and political resurgence. The CGP also benefits participating communities who lack the time or resources to undertake in-depth policy research or plan long-term cultural revitalization projects. IGOV students not only bring their energy and expertise, but also have access to university-based resources (such as library databases) that most communities simply cannot access otherwise. In every CGP, the student answers to both their academic supervisor and their community supervisor who oversees the work on the community side and ensures its relevance and usefulness. Community supervisors typically are experienced political leaders and activists.
3. Indigenous Leadership Forum. The Indigenous Leadership Forum (ILF) is a chance for faculty, students and staff to meet with the dozens of grassroots leaders and activists who attend. Gatherings have focused on political organizing, anarcho-Indigenism, and strategies for renewing Indigenous traditions. The ILF has been offered as an IGOV 595 Special Topics course our plan is to transition the ILF to a student-run and student-led event. We also anticipate that Indigenous communities will begin hosting them in the near future. Although the ILF is not a required course for program completion, the majority of students participated in past events.
4. Hawai'i exchange. As part of its commitment to internationalize the curriculum and promote experiential learning, over the years IGOV established several international partnerships including with the School of Environment at the University of Auckland, New Zealand, the Australian Institute of Aboriginal and Torres Strait Islander Studies, and Pacific People's Partnership. IGOV faculty and staff are currently developing future partnerships with Indigenous centered institutions and communities in South Africa, Malawi and Mozambique. Since 2006, IGOV has had an informal exchange with the departments of Political Science and Hawai'ian Studies at University of Hawai'i – Manoa (UHIP). We jointly offer two-week Intensive courses at both universities to students enrolled in IGOV.

The tangible expression of the UHIP partnership has been:

- Student exchanges, community governance projects, and PhD dissertation research;
- Co-teaching courses open to students in IGOV and UHIP;
- Linking with organizations and communities in Canada and Hawai'i which address issues of Indigenous resurgence;
- Appointing UHIP faculty as Adjuncts so they can participate in IGOV student committees and lead directed readings
- Exchange and discussion of ideas and approaches to Indigenous resurgence and Nationhood

Does the program design include plans for distance education delivery? If yes, provide details.

No

**G. Anticipated enrolment and student financial support plan (not required for requests for program discontinuation)**

We anticipate enrolling a cohort of 12-15 MA students to be admitted for Sep 2021.

IGOV's financial support plan includes distribution of funds through the FGS Graduate Student Support Allocation, the Will Endowment fund and working closely with the HSD Faculty Development Officer for potential student funding opportunities. The program also works closely with students to support their application for bursaries, awards and scholarships available through the First People's House, LE, NONET program, HSD and external funding agencies. In the past several students held SSHRC funding.

**H. Resource requirements. Indicate any resources required or impacted (faculty & staff appointments, space, library)**

Resources are required for the recruitment of 4 faculty members, the appointment of 1 FTE base budgeted academic administrative officer and 1 FTE graduate program assistant/assistant to director. We currently have funding for 3 of the 4 faculty members.

There will be a need for additional office space for faculty members. The IGOV space currently has three faculty and two staff offices. IGOV currently has and will continue to require ventilated space for gatherings and ceremonial/cultural practices including smudging.

**I. Indicate related graduate programs in other British Columbia post-secondary institutions.**

UNBC – First Nations Studies (MA program)

UBC – First Nations and Indigenous Studies – offers two grad courses, but does not have grad program.

SFU – Indigenous Education programs

VIU – undergrad programs only

**Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the program change (emails/letters of support in an appendix).** \*\*Letters of support\*\*





Faculty of Education | Department of Indigenous Education  
MacLaurin A260 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada  
T 250-721-7763 | F 250-853-3943 | [jpr@uvic.ca](mailto:jpr@uvic.ca) | [uvic.ca/ied](http://uvic.ca/ied) |

July 14, 2020

Dr. Devi Mucina  
Director/Graduate Advisor  
Indigenous Governance Program  
Faculty of Human and Social Development  
UVIC

Re: Letter of support for IGOV curriculum changes

I am writing this letter as Chair of the Department of Indigenous Education to share my full support for the proposed IGOV MA program changes. I look forward to building on our relationship with IGOV over the next few years possibly finding ways for our programs to interrelate more, particularly at the graduate level.

To conclude, I am grateful for the opportunity to review the curriculum and program changes and offer my full support for the changes. If you have additional questions or if I can be of more assistance, I can be reached by e-mail at [jpr@uvic.ca](mailto:jpr@uvic.ca) or by phone at 250-721-7826.

Sincerely,

Original signed by Jean-Paul Restoule

Jean-Paul Restoule, Ph.D.  
Professor and Chair  
Department of Indigenous Education



## **Indigenous Nationhood Graduate Program University of Victoria**

August 20<sup>th</sup> 2020

Letter of support for IGOV curriculum changes

I am writing this letter as the Director of the Indigenous Nationhood Certificate program to offer my support for the Indigenous Governance curriculum changes. I was consulted after the changes to the curriculum had already been made largely because I was on sabbatical and so others such as John Borrows, who has also offered a letter of support, was being consulted about both collaborations with law and the Indigenous Nationhood program. Director Devi Muccina has reached out to me extensively since I have returned from leave and provided me with updates of the program changes as well as invited me to serve on the advisory council and the hiring committees for IGOV. I agreed to serve on both as I believe the mission, aim and programming of IGOV is an essential need of both Indigenous communities and UVIC programming. The Indigenous Nationhood program is committed to working with the Indigenous Governance program.

Best wishes

Original signed by Heidi Kiiwetinepinesiik Stark

Heidi Kiiwetinepinesiik Stark

July 22, 2020

## **SUPPORT LETTER FOR IGOV PROPOSED CHANGES**

This letter is support of the proposed changes to the IGOV Program. I have been consulted about the proposed changes to the IGOV program on numerous occasions. The changes will positively impact program delivery and education. In this light I see the future working partnership with the law school in a positive light. I am not speaking on behalf of the law faculty because we have not had time to meet because of COVID19. I did informally consult my colleagues by email and they we happy to have me write in my personal capacity. My comments are based on my knowledge of the program and my role as acting director of the Indigenous Nationhood program when Heidi Stark was on leave.

The positive aspects of the program include enhanced connection to local lands, waters and languages through IGOV 510. The JID/JD has a mandatory course in Coast Salish Law and Language and a field course focused on Coast Salish law. IGOV's course could create good synergies with this work.

The focus of IGOV 570 should be a significant resource for the university and law school in advancing gender and sexuality as a mandatory part of the program. Inclusive engagement in these areas is a key issue in all communities. The JID/JD faculty and the Indigenous Law Resource Unit approach their work with Indigenous feminism as a lens and strive to enhance their work in this regard. The IGOV proposals should further bolster these efforts as we work with students and faculty in the IN program and beyond.

The IGOV 599, thesis option for September 2022 and beyond also correlates with work I have experienced with IGOV students who want more research oriented projects. I have enjoyed being on committees or working with IGOV students in the past who took this option.

Furthermore, it is critically important that IGOV continue to be a program partner in the Indigenous Nationhood (IN) program, as contemplated. The partnership between law, political science and IGOV is foundational to the IN. Thus, the fact that IGOV courses will be available to students in the IN certificate program (starting September 2021) is excellent, because this will help students satisfy the requirement of completing 1.5 units from the program.

The accountability through an Advisory Council will also help ensure the IGOV program remains connected to university and community concerns.

I want to reiterate the necessity for IGOV to prevent the kinds of Structural problems that developed in the previous program. As proposed, the need for Indigenous women teaching in the unit, along with greater emphasis on feminist and gender perspectives, is key to its future success. The changes proposed are good steps in that direction and the people who are hired in the coming years will be essential in advancing these goals. I look forward to working with a strong IGOV program in the future in line with the proposed changes.

Sincerely

Original signed by John Borrows

John Borrows, Canada Research Chair in Indigenous Law



## Indigenous Studies

University of Victoria  
Clearihue A 311  
Victoria, British Columbia  
V8W 2Y2 Canada  
<https://www.uvic.ca/humanities/indigenous/>

**August 10, 2020**

### **SUPPORT LETTER FOR IGOV PROPOSED CHANGES**

I write as the Director of the newly formed (2018) undergraduate program in Indigenous Studies in the Faculty of Humanities in support of the proposed changes to the IGOV Program. Since my arrival at UVic in January 2019, I have been consulted about the IGOV program on numerous occasions and have had many conversations with Dr. Devi Mucina about how to promote positive change in the program. The addition of required courses focusing on local Indigenous communities and on Indigenous genders and sexualities will be a much needed addition to the IGOV curriculum and serve as a grounding space for more inclusive relationships of knowledge and kinship within the student body and course curriculum. Additionally we have been discussing ways to formally connect Indigenous Studies and Indigenous Governance in ways that will benefit both programs.

I fully support the curricular changes and look forward to new professors who will be arriving to help implement these additions and support a positive future. If you have any additional questions I can be reached by e-mail at [isdirector@uvic.ca](mailto:isdirector@uvic.ca) or by cell phone at 250-818-5299

Sincerely,

Lisa Kahaleole Hall, Ph.D.  
Director, Indigenous Studies Program  
University of Victoria  
Clearihue A-309



Shawna McNabb - IGOV AO

Carolyn Swayze - FGS Coordinator; IGOV Director; Cheryl Lawrence - Assistant to the Dean of Graduate Studies ▾

**RE: Program changes for IGOV**

**i** Follow up. Start by October 2, 2020. Due by October 2, 2020.  
You replied to this message on 2020-10-02 4:31 PM.

Sure thing. On the first page of the summary of proposed curriculum changes (right column), I have included under the "Elective" that IGOV 590: Directed Readings course is an eligible elective.

Second page of document, within course descriptions, there was a typo. I have updated to include 2 in LGBTQ2+ so that it is more inclusive.

Please see below for consultations that have taken place to date:

Consulted with Robina Thomas (IACE), John Borrows (Indigenous Law) & Ruth Young (Law), Heidi Stark (PoliSci), Jeff Corntassel (CIRCLE), Lisa Hall (Indigenous Studies), Christine O'Bonsawin (Indigenous Studies), Christine Sy (Gender Studies), Jean-Paul Restoule (Indigenous Education), Onowa Mclvor (Indigenous Education), Shauneen Peters (Indigenous Education), Paul Whitinui (Exercise Sc, Phys & Health Ed), Nick Claxton (Child and Youth Care), Sandrina de Finney (Child and Youth Care), Sarah Wright-Cardinal (Child and Youth Care), Shanne McCaffery (Child and Youth Care), Charlotte Loppie (Public Health & Social Policy), Jacquie Green (Social Work), Billie Allen (Social Work), Rhonda Hackett (Social Work), Jeannine Carrier (Social Work), Kim Juniper (Earth & Ocean Sciences), Dr. Frances Adu Febiri, Chair of social Science, Camosun College).

Dr. Mucina has consulted with External Indigenous Scholars: Dr. Graham Hingangaroa Smith, Distinguished Professor, Massey University Te Kunenga Ki Purehuroa, University of New Zealand; Dr. Linda Tuhiwai Te Rina Smith, University of Waikato, NZ; Drs. Noelani Goodyear & Noenoe Silva, University of Hawaii at Manoa; Dr. Ty Tengan, University of Hawaii at Manoa; Sara Weibb, University of Hawaii at Manoa; Dr. Brendan Hokowhitu, The University of Waikato; Dr. Hukolani Aikua, The University of Utah; Dr. Kim Anderson, University of Guelph; Dr. Kim Tallbear, University of Alberta; Dr. Njoki Wane, University of Toronto; Dr. Lynne Lavellee, Ryerson University; Dr. Chris Anderson, University of Alberta; Dr. Sam McKegney, Queen's University; Dr. Moeketis Letseka, UNESICO Chair on Open Distance Learning (UNISA) South Africa

Community Consultations to date: Temosen Charles Elliott (Tsartlip), Nick Claxton (Tsawout), Skip Dick (Songhees), Lorna Williams (Lil'wit), Glenn Patterson (Victoria Native Friendship Centre); Gerry Ambers (Kwakwaka'wakw)

Alumni Consultations to date: Dr. Brock Pitawanakwat, York University; Chaw-Win-Nis (UVic Sessional Instructor/PhD Candidate), Dr. Dawn Smith (Camosun College); Dr. Shalene Jobin, University of Alberta; Dr. Adam Goudry, University of Alberta; Shanne McCaffrey (Assistant Teaching Professor, Child and Youth Care), Morgan Mowatt, Tyson Grootjans, Bhaimmie Eakford-Williams; Erynne Gilpin (LTSC)

Group consultation with all current MA and PhD students.

Thanks,  
Shawna

**From:** Carolyn Swayze - FGS Coordinator  
**Sent:** October 2, 2020 3:32 PM  
**To:** Shawna McNabb - IGOV AO ; IGOV Director  
**Cc:** Cheryl Lawrence - Assistant to the Dean of Graduate Studies  
**Subject:** RE: Program changes for IGOV

Thanks Shawna,

Do you think you could guide me to the sections that have the first two requested updates. The the third request, is the intention that we use your email to satisfy the consultation requirement or is there something new in the document?

Thanks in advance.

Carolyn

First, as you recall, the committee asks that you ensure that any language concerning gender and/or orientation be made completely inclusive.

Second, the committee suggested that you consider adding "IGOV 590 – Directed Readings" as an elective.

Third, and most critically, that you ensure that you have reached out to all units that have the potential to impact your IGOV courses or to be impacted by them. I wish to second Dr. D'Arcy's invitation to reach out to her in her role as Associate Dean in the Faculty of Humanities to discuss your new program with their collective graduate advisors, and with the Department of Linguistics in particular. One of the factors that is key to a program passing through all committees and through Senate itself is clear evidence that thorough and complete consultations have been carried out with all affected units.

**Carolyn Swayze**  
Coordinator of Information, Research & Communication

Faculty of Graduate Studies  
University of Victoria | PO Box 3025  
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250-472-4939 | University Centre A207  
[fgscirc@uvic.ca](mailto:fgscirc@uvic.ca)  
[www.uvic.ca/graduatestudies](http://www.uvic.ca/graduatestudies)

**From:** Shawna McNabb - IGOV AO <[igovao@uvic.ca](mailto:igovao@uvic.ca)>  
**Sent:** October 2, 2020 3:17 PM  
**To:** Carolyn Swayze - FGS Coordinator <[fgscirc@uvic.ca](mailto:fgscirc@uvic.ca)>; IGOV Director <[igovdir@uvic.ca](mailto:igovdir@uvic.ca)>  
**Cc:** Cheryl Lawrence - Assistant to the Dean of Graduate Studies <[fgsadmin@uvic.ca](mailto:fgsadmin@uvic.ca)>  
**Subject:** RE: Program changes for IGOV

Hi Carolyn,

My sincere apologies as I thought I had already followed up regarding the incorporation of the feedback. Please find attached the updated copies.

Extensive consultation has occurred for the development of the proposed program changes with additional meeting to be scheduled with Dr. D'Arcy and additional engagement with faculty members that offer land based course curriculum.

All the best,  
Shawna



Shawna McNabb  
Administrative Officer  
  
Indigenous Governance Program  
Faculty of Human & Social Development  
University of Victoria  
T 250-721-6436

**From:** Carolyn Swayze - FGS Coordinator <[fgscirc@uvic.ca](mailto:fgscirc@uvic.ca)>

**Sent:** October 2, 2020 2:15 PM

**To:** IGOV Director <[igovdir@uvic.ca](mailto:igovdir@uvic.ca)>

**Cc:** Shawna McNabb - IGOV AO <[igovao@uvic.ca](mailto:igovao@uvic.ca)>; Cheryl Lawrence - Assistant to the Dean of Graduate Studies <[fgsadmin@uvic.ca](mailto:fgsadmin@uvic.ca)>

**Subject:** FW: Program changes for IGOV

Hi Devi,

I'm just following up regarding the requested revisions to the IGOV MA proposal as I was expecting to receive them today in preparation for the upcoming FGS Council meeting.

Can you please advise when the revised document will be ready?

Thanks in advance.

Carolyn

**Carolyn Swayze**

Coordinator of Information, Research & Communication

Faculty of Graduate Studies  
University of Victoria | PO Box 3025  
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**From:** Stephen Evans – Acting Dean of Graduate Studies <[graddean@uvic.ca](mailto:graddean@uvic.ca)>

**Sent:** September 10, 2020 10:05 AM

**To:** Devi Mucina <[dpdee@uvic.ca](mailto:dpdee@uvic.ca)>  
**Cc:** Carolyn Swayze - FGS Coordinator <[fgscirc@uvic.ca](mailto:fgscirc@uvic.ca)>  
**Subject:** Program changes for IGOV

Dear Devi,

Thank you for taking the time to present the proposed changes to the IGOV program to the Graduate Executive Committee.

As you saw, the committee was generally pleased with the submitted materials, and has only a few requests for changes before the proposal is submitted to the Faculty of Graduate Studies Council.

First, as you recall, the committee asks that you ensure that any language concerning gender and/or orientation be made completely inclusive.

Second, the committee suggested that you consider adding "IGOV 590 – Directed Readings" as an elective.

Third, and most critically, that you ensure that you have reached out to all units that have the potential to impact your IGOV courses or to be impacted by them. I wish to second Dr. D'Arcy's invitation to reach out to her in her role as Associate Dean in the Faculty of Humanities to discuss your new program with their collective graduate advisors, and with the Department of Linguistics in particular. One of the factors that is key to a program passing through all committees and through Senate itself is clear evidence that thorough and complete consultations have been carried out with all affected units.

With these suggestions made, the committee passed your proposal unanimously.

Well done! Please forward your revised proposal to Carolyn Swayze before Friday October 2 to ensure that it will be on the agenda for the FGS Council meeting in October.

With best wishes,

Steve

-----





**Stephen V. Evans, PhD**

Acting Dean

Faculty of Graduate Studies

Professor

Department of Biochemistry & Microbiology

University of Victoria

Victoria, BC, V8Y 3P2 | Canada

T: 250-721-5187

*Assistant:* Cheryl Lawrence [fgsadmin@uvic.ca](mailto:fgsadmin@uvic.ca)

[uvic.ca/graduatesstudies](http://uvic.ca/graduatesstudies)

*We acknowledge with respect the Lekwungen peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.*

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Indigenous Governance Program Relaunch  
MA Program Curriculum and Calendar Changes – Cycle 1

Changes to Current MA Program Structure	Proposed MA Program Structure
<p><b>September - December</b></p> <p>IGOV 520 (1.5 units) Indigenous Governance IGOV 530 (1.5 units) Indigenous Research Methods IGOV 575 (1.5 units) Mentorship</p> <p><b>January - April</b></p> <p><b>Delete</b> IGOV 540 (1.5 units) Indigenous Resurgence IGOV 550 (1.5 units) Indigenous Peoples and Self-Determination IGOV 575 (1.5 units) Mentorship</p> <p>IGOV 598 (4.5 or 6.0 units) Community Governance Project</p> <p>Elective (1.5) IGOV 570 (1.5 units) Indigenous Feminism and Resistance</p>	<p><b>September - December</b></p> <p><u>IGOV 510 (1.5 units) Indigenous Introduction to Local Lands, Waters and Languages</u> IGOV 520 (1.5 units) Indigenous Governance <u>in the Local Context</u> IGOV 530 (1.5 units) Indigenous Research Methods</p> <p><b>January - April</b></p> <p>IGOV 550 (1.5 units) Indigenous Peoples and Self-Determination <u>in a Global Context</u> <u>IGOV 570 (1.5 units) Indigenous Feminism and Resistance</u> IGOV 575 (1.5 units) Mentorship</p> <p>IGOV 598 (4.5 or 6.0 units) Community Governance Project</p> <p>Elective (1.5) IGOV 590 (1.5 units) Directed Readings is an eligible elective</p>
<b>Proposed Course Changes</b>	
	<p>1. New Course <b><u>IGOV 510 Indigenous Introduction to Local Lands, Waters and Languages 1.5 units</u></b> <u>Led by Coast Salish Indigenous knowledge holders using their languages on their territories to educate students about local territorial laws and protocols as a way of supporting students’ ability to build reciprocal relationships.</u></p>
<b>Rationale:</b> Centres Coast Salish knowledges, languages and governance in the course	
2. <del>IGOV 540 Indigenous Resurgence</del> 1.5 units - Delete	
<b>Rationale:</b> Will pick up course in PhD program.	
3. <del>IGOV 560 Indigenous Peoples and Globalization</del> 1.5 units - Delete	

Indigenous Governance Program Relaunch  
MA Program Curriculum and Calendar Changes – Cycle 1

<b>Rationale:</b> Some of the course content will be taken up in IGOV 550 Indigenous Peoples and Self-Determination in a Global Context	
<b>4. IGOV 570 Indigenous Feminism and Resistance</b> 1.5 units	
<b>Rationale:</b> Move course from elective to required course to address the need for more inclusive curriculum.	
<b>5. IGOV 598 Community Governance Project</b> 4.5 <del>or 6.0</del> units	<b>IGOV 598 Community Governance Project</b> <u>4.5</u> units
<b>Rationale:</b> Project has only ever been 4.5 units upon completion.	
<b>Course Description Changes</b>	
<b>Current Course Descriptions</b>	<b>Proposed Course Descriptions</b>
<b>6. IGOV 570 Indigenous <del>Women &amp;</del> Resistance</b> 1.5 units <del>An exploration of the strategies Indigenous women engage in resistance to colonialism with particular attention paid to women who root their resistance in traditional Indigenous philosophies, governance practices and ways of being.</del>	<b>IGOV 570 Indigenous Feminism and Resistance</b> 1.5 units <u>Explores how Indigenous women and LGBTQ2+ community activists engage traditional Indigenous philosophies, governance and ways of being as a form of resistance to colonialism.</u>
<b>Rationale:</b> Include more inclusive community located in feminist theory	
<b>7. IGOV 520 Indigenous Governance in a Local Context</b> 1.5 units <del>A critical reading of important works in the field, an intellectual framework for understanding key questions and contemporary conflicts within Indigenous societies, and a critical perspective of the relationship between Indigenous peoples and the state.</del>	<b>IGOV 520 Indigenous Governance in a Local Context</b> 1.5 units <u>A critical reading and engagement with important Indigenous political works and actions located within Indigenous territories of Canada. An intellectual framework for understanding key questions and contemporary conflicts within Indigenous societies and a critical perspective of the relationship between Indigenous peoples and the state.</u>
<b>Rationale:</b> Centre local Indigenous context into course curriculum	
<b>8. IGOV 530 Indigenous Research Methods</b> 1.5 units A perspective on the methods and approaches used in the study of Indigenous issues, providing the basic tools and methods used for conducting applied research, as well as an exploration of the practical, ethical, and political issues involved in conducting research in Indigenous communities.	<b>IGOV 530 Indigenous Research Methods</b> 1.5 units A perspective on the methods and approaches used in the study of Indigenous issues, providing the basic tools and methods used for conducting applied research, as well as an exploration of the practical, ethical and political issues involved in conducting research in Indigenous communities. <u>A component of this course will be led by faculty as part of student mentorship for planning their Community Governance Project or Thesis.</u>
<b>Rationale:</b> Include mentorship component into the course	

Indigenous Governance Program Relaunch  
MA Program Curriculum and Calendar Changes – Cycle 1

<p>9. <b>IGOV 575 Mentorship</b> 1.5 units <del>Mentorships provide students with counselling and advice to support personal well-being, professional development and academic performance, and consists of regular writing assignments and small group meetings with their faculty supervisor throughout the academic year.</del></p>	<p><b>IGOV 575 Mentorship</b> 1.5 units <u>Provides students with guidance and advice to support them through their Community Governance Project or Thesis, proposal writing and personal well-being, professional development and academic performance and consists of regular writing assignments and weekly small group meetings with their faculty supervisor.</u></p>
<p><b>Rationale:</b> Clarify course curriculum</p>	
<p>10. <b>IGOV 598 Community Governance Project</b> <del>4.5-6 units</del> Graduate course in the Indigenous Governance program administered by the Faculty of Graduate Studies. Projects are geared toward providing a practical learning experience and opportunity for students to face the real world challenges of governance in an Indigenous context. They also serve as a crucial function for <del>affiliated</del> communities in providing access to the University's resources and expertise through the students' participation in projects to enhance the community's governance capacity.</p> <p>Community governance project interns will work on a designated research or policy development project in an Indigenous organization, under the direction of a project management team that includes community leaders and IGOV faculty. Internship placements must be approved by the Director, and will typically involve 100 hours of work in the community and the completion of a comprehensive report based on the internship experience.</p>	<p><b>IGOV 598 Community Governance Project</b> <u>4.5 units</u> Graduate <u>project</u> in the Indigenous Governance program administered by the Faculty of Graduate Studies. Provides a practical learning experience and opportunity for students to face the real world challenges of governance in an Indigenous context. Serves as a crucial function for <u>affiliated</u> communities in providing access to the University's resources and expertise through the students' participation in projects to enhance the community's governance capacity.</p> <p>Community governance project interns work on a designated research or policy development project in an Indigenous organization, under the direction of a project management team that includes community leaders and IGOV faculty. Internship placements must be approved by the Director and will typically involve 100 hours of work in the community and the completion of a comprehensive report based on the internship experience.</p> <p><u>Grading INP, COM, N, F</u></p>
<p><b>Rationale:</b> Correct typo and include grading</p>	

Indigenous Governance Program Relaunch  
MA Program Curriculum and Calendar Changes – Cycle 1

No Change to the following course descriptions

Course Title	Current Course Description	Proposed Changes
IGOV 550 Indigenous Peoples and Self-Determination in a Global Context (1.5 units)	A focused analysis of current processes to decolonize the relationships between Indigenous peoples and states (as well as other colonial entities), with particular emphasis on questions of land tenure, sovereignty, nationhood, self-determination, and treaty-making in a comparative context.	No change
IGOV 590 Directed Readings (1.5 units)	Individually structured reading or research seminars under the direction of a participating faculty member, allowing students to pursue their interests in topics related to Indigenous governance but not specifically covered in the seminars. <b>Note:</b> May not be taken more than once for credit.	No change
IGOV 595 Special topics (1.5 units)	Seminars focusing on issues of particular interest and relevance.  <b>Note:</b> May be taken more than once for credit in different topics.  <b>Prerequisites:</b> Admission to MA program in Indigenous Governance; or permission of the faculty.	No change



University  
of Victoria

Senate Committee on  
Planning

# MEMO

**Date:** November 18, 2020

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to discontinue the Master of Business Administration and Master of Science in Computer Science Double Degree Program**

---

At its meeting on November 3, 2020, the Senate Committee on Planning considered the proposal to discontinue the Master of Business Administration and Master of Science in Computer Science Double Degree Program. The decision to discontinue the program aligns with the recent MBA curriculum restructuring.

**The following motion is recommended:**

**Motion:** That Senate approve and recommend to the Board of Governors that it also approve, the proposal to discontinue the Master of Business Administration and Master of Science in Computer Science Double Degree Program, as described in the document "MBA +MSC-CSBU Discontinuation of Program".

Respectfully submitted,

**2020-2021 Senate Committee on Planning**

Robin Hicks, (Chair), Acting, AVPAP  
Evan Roubekas, Student Senator  
Stephen Evans, Graduate Studies  
Jo-Anne Clarke, Continuing Studies  
Rishi Gupta, Civil Engineering  
Andrea Giles, Co-op Education  
Nicole Greengoe, Office of the Registrar  
Lisa Kalynchuk, VP Research  
Valerie S. Kuehne, VPAC  
Adam Con, Fine Arts  
Sandra Duggan, Secretary, VPAC

Graham McDonough, Curriculum and Instruction  
Sang Nam, Business  
Abdul Roudsari, Health Information Science  
Nilanjana Roy, Economics  
Ada Saab, Associate University Secretary  
Ralf St. Clair, Education  
Cindy Holder, Humanities  
Rustom Bhiladvala, Mechanical Engineering  
Brooklynn Trimble, GSS Representative  
Andrew Newcombe, Law



UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

*MBA+MSC-CSBU Discontinuation of Program*

Dean's Name and Date of consultation with AVPAP: Dr. Saul Klein, October 9, 2019	Dean signature: Original signed by Saul Klein
Name of contact person: Ian Robertson	
Email & phone of contact person: <u>mbadira@uvic.ca</u> , 250-721-6403	
Date approved by Department: <u>15 October 2019</u>	Chair/Director signature:
Date approved by Faculty: <u>4 February 2020</u>	
Date approved by Graduate Studies:	
Date approved by Senate Committee on Planning	AVPAP signature:
Resource Commitments	Signature of line authority



## MBA+MSC-CSBU Discontinuation of Program

### PROPOSAL (up to 4,000 words plus appendices)

#### A. Identification of the change

Name, Location, Academic units (Faculties, departments, or schools)	Gustavson School of Business, MBA Program
Anticipated Implementation date of change	January 2021
Name, title, phone number and e-mail address of contact person	Ian Robertson 250-721-6403 <a href="mailto:mbadira@uvic.ca">mbadira@uvic.ca</a>

#### B. History and context of the program indicating value and impact of the program change

Include a description of how the proposed change relates to similar programs in your unit and comparable programs outside UVIC. Provide a rationale for the change and describe the impact on students. How does the proposed change align with unit/Faculty/UVIC strategic plans and priorities?

The MBA+MSC (Computer Science) double degree program has been offered since 2012. However, there have never been any students enrolled in the program.

In the double degree program, Engineering students took the first year of MBA and completed a joint major project with Engineering but did not complete the second year MBA specialization courses.

The UVic MBA program has undergone a major restructuring to simplify and rationalize the curriculum and organize content more clearly around two of the value pillars of the school (sustainability and innovation). This has resulted in the replacement of the two second year specialization options with fixed second year content. With the removal of the specialization option, the MBA+MSC double degree option is no longer possible under the existing terms of the double degree. In addition, as there have never been any students enrolled in the program since its inception, the program is being discontinued.

There is no impact on current students of the discontinuation of this program as there are no current students enrolled.

#### C. Indicators of labour market and student demand. (not required for requests for program discontinuation)



N/A

***D. Areas of research & teaching specialization and evidence of adequate faculty complement.***

N/A

***E. Does the proposed change have an impact on current policies (admissions, student evaluation, supervision, oral examinations)? If yes, provide details.***

N/A

***F. Curriculum design (Include draft curriculum as Appendix) (not required for requests for program discontinuation)***

Indicate the requirements and design, including core and elective courses and total program units. Identify which courses already exist at UVic and any new courses required.

N/A

Does the program change include opportunities for experiential learning or other forms of community engagement or research-enriched learning?

- Describe use and anticipated outcomes of practica, Co-op, work terms, or other forms of experiential learning and the unit's plans and support to develop placement opportunities. Obtain line authority signature for any resource commitments.
- Opportunities for community engaged and research-enriched learning

N/A

Does the program design include plans for distance education delivery? If yes, provide details.

N/A

Identify the program learning outcomes.

N/A

Provide anticipated times to completion.

N/A

Describe any plans for international or indigenous opportunities or perspectives.

N/A

Plans for integration of teaching and research.

N/A

<b>G. Anticipated enrolment and student financial support plan (not required for requests for program discontinuation)</b>
N/A
<b>H. Resource requirements. Indicate any resources required or impacted (faculty &amp; staff appointments, space, library)</b>
N/A
<b>I. Indicate related graduate programs in other British Columbia post-secondary institutions.</b>
N/A
<b>Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the program change (emails/letters of support in an appendix).</b>



University  
of Victoria

Senate Committee on  
Planning

# MEMO

**Date:** November 18, 2020

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to discontinue the Master of Business Administration and Master of Engineering in Electrical Engineering Double Degree Program**

---

At its meeting on November 3, 2020, the Senate Committee on Planning considered the proposal to discontinue the Master of Business Administration and Master of Engineering in Electrical Engineering Double Degree Program. The decision to discontinue the program aligns with the recent MBA curriculum restructuring.

**The following motion is recommended:**

Motion: That Senate approve and recommend to the Board of Governors that it also approve, the proposal to discontinue the Master of Business Administration and Master of Engineering in Electrical Engineering Double Degree Program, as described in the document "MBA+MENG-ELBU Discontinuation of Program".

Respectfully submitted,

**2020-2021 Senate Committee on Planning**

Robin Hicks, (Chair), Acting, AVPAP  
Evan Roubekas, Student Senator  
Stephen Evans, Graduate Studies  
Jo-Anne Clarke, Continuing Studies  
Rishi Gupta, Civil Engineering  
Andrea Giles, Co-op Education  
Nicole Greengoe, Office of the Registrar  
Lisa Kalynchuk, VP Research  
Valerie S. Kuehne, VPAC  
Adam Con, Fine Arts  
Sandra Duggan, Secretary, VPAC

Graham McDonough, Curriculum and Instruction  
Sang Nam, Business  
Abdul Roudsari, Health Information Science  
Nilanjana Roy, Economics  
Ada Saab, Associate University Secretary  
Ralf St. Clair, Education  
Cindy Holder, Humanities  
Rustom Bhiladvala, Mechanical Engineering  
Brooklynn Trimble, GSS Representative  
Andrew Newcombe, Law



UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

*MBA+MENG-ELBU Discontinuation of Program*

Dean's Name and Date of consultation with AVPAP: Dr. Saul Klein, October 9, 2019	Dean signature: Original signed by Saul Klein
Name of contact person: Ian Robertson	
Email & phone of contact person:  <u>mbadira@uvic.ca, 250-721-6403</u>	
Date approved by Department:  <u>31 January 2020</u>	Chair/Director signature:  _____
Date approved by Faculty:  <u>4 February 2020</u>	
Date approved by Graduate Studies:	Dean signature:
Date approved by Senate Committee on Planning	AVPAP signature:
Resource Commitments	Signature of line authority



## MBA+MENG-ELBU Discontinuation of Program

### PROPOSAL (up to 4,000 words plus appendices)

#### A. Identification of the change

Name, Location, Academic units  
(Faculties, departments, or schools)

Gustavson School of Business, MBA Program

Anticipated implementation date of  
change

January 2021

Name, title, phone number and e-mail  
address of contact person

Ian Robertson, Associate Director, MBA Programs  
250-721-6403  
[mbadira@uvic.ca](mailto:mbadira@uvic.ca)

#### B. History and context of the program indicating value and impact of the program change

Include a description of how the proposed change relates to similar programs in your unit and comparable programs outside UVIC. Provide a rationale for the change and describe the impact on students. How does the proposed change align with unit/Faculty/UVIC strategic plans and priorities?

The MBA+MENG (Electrical Engineering) double degree program has been offered since 2012. However, there have never been any students enrolled in the program.

In the double degree program, Engineering students took the first year of MBA and completed a joint major project with Engineering but did not complete the second year MBA specialization courses.

The UVic MBA program has undergone a major restructuring to simplify and rationalize the curriculum and organize content more clearly around two of the value pillars of the school (sustainability and innovation). This has resulted in the replacement of the two second year specialization options with fixed second year content. With the removal of the specialization option, the MBA+MENG double degree option is no longer possible under the existing terms of the double degree. In addition, as there have never been any students enrolled in the program since its inception, the program is being discontinued.

There is no impact on current students of the discontinuation of this program as there are no current students enrolled.

#### C. Indicators of labour market and student demand. (not required for requests for program discontinuation)

N/A

***D. Areas of research & teaching specialization and evidence of adequate faculty complement.***

N/A

***E. Does the proposed change have an impact on current policies (admissions, student evaluation, supervision, oral examinations)? If yes, provide details.***

N/A

***F. Curriculum design (Include draft curriculum as Appendix) (not required for requests for program discontinuation)***

Indicate the requirements and design, including core and elective courses and total program units. Identify which courses already exist at UVic and any new courses required.

N/A

Does the program change include opportunities for experiential learning or other forms of community engagement or research-enriched learning?

- Describe use and anticipated outcomes of practica, Co-op, work terms, or other forms of experiential learning and the unit's plans and support to develop placement opportunities. Obtain line authority signature for any resource commitments.
- Opportunities for community engaged and research-enriched learning

N/A

Does the program design include plans for distance education delivery? If yes, provide details.

N/A

Identify the program learning outcomes.

N/A

Provide anticipated times to completion.

N/A

Describe any plans for international or indigenous opportunities or perspectives.

N/A

Plans for integration of teaching and research.

N/A



**G. Anticipated enrolment and student financial support plan (not required for requests for program discontinuation)**

N/A

**H. Resource requirements. Indicate any resources required or impacted (faculty & staff appointments, space, library)**

N/A

**I. Indicate related graduate programs in other British Columbia post-secondary institutions.**

N/A

**Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the program change (emails/letters of support in an appendix).**



University  
of Victoria

Senate Committee on  
Planning

# MEMO

**Date:** November 18, 2020

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to discontinue the Master of Business Administration and Master of Engineering in Mechanical Engineering Double Degree Program**

---

At its meeting on November 3, 2020, the Senate Committee on Planning considered the proposal to discontinue the Master of Business Administration and Master of Engineering in Mechanical Engineering Double Degree Program. The decision to discontinue the program aligns with the recent MBA curriculum restructuring.

**The following motion is recommended:**

Motion: That Senate approve and recommend to the Board of Governors that it also approve, the proposal to discontinue the Master of Business Administration and Master of Engineering in Mechanical Engineering Double Degree Program, as described in the document "MBA+MENG-MEBU Discontinuation of Program".

Respectfully submitted,

**2020-2021 Senate Committee on Planning**

Robin Hicks, (Chair), Acting, AVPAP  
Evan Roubekas, Student Senator  
Stephen Evans, Graduate Studies  
Jo-Anne Clarke, Continuing Studies  
Rishi Gupta, Civil Engineering  
Andrea Giles, Co-op Education  
Nicole Greengoe, Office of the Registrar  
Lisa Kalynchuk, VP Research  
Valerie S. Kuehne, VPAC  
Adam Con, Fine Arts  
Sandra Duggan, Secretary, VPAC


Graham McDonough, Curriculum and Instruction  
Sang Nam, Business  
Abdul Roudsari, Health Information Science  
Nilanjana Roy, Economics  
Ada Saab, Associate University Secretary  
Ralf St. Clair, Education  
Cindy Holder, Humanities  
Rustom Bhiladvala, Mechanical Engineering  
Brooklynn Trimble, GSS Representative  
Andrew Newcombe, Law



UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

*MBA+MENG-MEBU Discontinuation of Program*

Dean's Name and Date of consultation with AVPAP: Dr. Saul Klein, October 9, 2019	Dean signature: Original signed by Saul Klein
Name of contact person: Ian Robertson	
Email & phone of contact person:  mbadira@uvic.ca, 250-721-6403	
Date approved by Department:  13 Feb 2020 Dr. Nick Dechev A/Chair, V00133301 Dept. of Mechanical Engineering	
Date approved by Faculty:  4 February 2020	Dean signature: 
Date approved by Graduate Studies:	Dean signature:
Date approved by Senate Committee on Planning	AVPAP signature:
Resource Commitments	Signature of line authority



## *MBA+MENG-MEBU Discontinuation of Program*

### PROPOSAL (up to 4,000 words plus appendices)

#### **A. Identification of the change**

Name, Location, Academic units  
(Faculties, departments, or schools)

Gustavson School of Business, MBA Program

Anticipated implementation date of  
change

January 2021

Name, title, phone number and e-mail  
address of contact person

Ian Robertson  
250-721-6403  
[mbadira@uvic.ca](mailto:mbadira@uvic.ca)

#### **B. History and context of the program indicating value and impact of the program change**

Include a description of how the proposed change relates to similar programs in your unit and comparable programs outside UVIC. Provide a rationale for the change and describe the impact on students. How does the proposed change align with unit/Faculty/UVIC strategic plans and priorities?

The MBA+MENG (Mechanical Engineering) double degree program has been offered since 2012. However, there have never been any students enrolled in the program.

In the double degree program, Engineering students took the first year of MBA and completed a joint major project with Engineering but did not complete the second year MBA specialization courses.

The UVic MBA program has undergone a major restructuring to simplify and rationalize the curriculum and organize content more clearly around two of the value pillars of the school (sustainability and innovation). This has resulted in the replacement of the two second year specialization options with fixed second year content. With the removal of the specialization option, the MBA+MENG double degree option is no longer possible under the existing terms of the double degree. In addition, as there have never been any students enrolled in the program since its inception, the program is being discontinued.

There is no impact on current students of the discontinuation of this program as there are no current students enrolled.

#### **C. Indicators of labour market and student demand. (not required for requests for program discontinuation)**

N/A

***D. Areas of research & teaching specialization and evidence of adequate faculty complement.***

N/A

***E. Does the proposed change have an impact on current policies (admissions, student evaluation, supervision, oral examinations)? If yes, provide details.***

N/A

***F. Curriculum design (Include draft curriculum as Appendix) (not required for requests for program discontinuation)***

Indicate the requirements and design, including core and elective courses and total program units. Identify which courses already exist at UVic and any new courses required.

N/A

Does the program change include opportunities for experiential learning or other forms of community engagement or research-enriched learning?

- Describe use and anticipated outcomes of practica, Co-op, work terms, or other forms of experiential learning and the unit's plans and support to develop placement opportunities. Obtain line authority signature for any resource commitments.
- Opportunities for community engaged and research-enriched learning

N/A

Does the program design include plans for distance education delivery? If yes, provide details.

N/A

Identify the program learning outcomes.

N/A

Provide anticipated times to completion.

N/A

Describe any plans for international or indigenous opportunities or perspectives.

N/A

Plans for integration of teaching and research.

N/A

**G. Anticipated enrolment and student financial support plan (not required for requests for program discontinuation)**

N/A

**H. Resource requirements. Indicate any resources required or impacted (faculty & staff appointments, space, library)**

N/A

**I. Indicate related graduate programs in other British Columbia post-secondary institutions.**

N/A

**Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the program change (emails/letters of support in an appendix).**



University  
of Victoria

Senate Committee on  
Planning

# MEMO

**Date:** November 18, 2020

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to discontinue the Master of Business Administration and Master of Science in Business Double Degree Program with EDHEC Business School**

---

At its meeting on November 3, 2020, the Senate Committee on Planning considered the proposal to discontinue the Master of Business Administration and Master of Science in Business Double Degree Program with EDHEC Business School. The decision to discontinue the program aligns with the recent MBA curriculum restructuring.

**The following motion is recommended:**

Motion: That Senate approve and recommend to the Board of Governors that it also approve, the proposal to discontinue the Master of Business Administration and Master of Science in Business Double Degree Program with the EDHEC Business School, as described in the document "MBA-BUSI-EDHEC Discontinuation of Program".

Respectfully submitted,

**2020-2021 Senate Committee on Planning**

Robin Hicks, (Chair), Acting, AVPAP  
Evan Roubekas, Student Senator  
Stephen Evans, Graduate Studies  
Jo-Anne Clarke, Continuing Studies  
Rishi Gupta, Civil Engineering  
Andrea Giles, Co-op Education  
Nicole Greengoe, Office of the Registrar  
Lisa Kalynchuk, VP Research  
Valerie S. Kuehne, VPAC  
Adam Con, Fine Arts  
Sandra Duggan, Secretary, VPAC

Graham McDonough, Curriculum and Instruction  
Sang Nam, Business  
Abdul Roudsari, Health Information Science  
Nilanjana Roy, Economics  
Ada Saab, Associate University Secretary  
Ralf St. Clair, Education  
Cindy Holder, Humanities  
Rustom Bhiladvala, Mechanical Engineering  
Brooklynn Trimble, GSS Representative  
Andrew Newcombe, Law





UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

## *MBA-BUSI-EDHEC Discontinuation of Program*

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Dean's Name and Date of consultation with AVPAP: Dr. Saul Klein, Sep 10, 2020	Dean signature:
Name of contact person: Ian Robertson	
Email & phone of contact person: <a href="mailto:mbadira@uvic.ca">mbadira@uvic.ca</a> , 250-721-6403	
Date approved by Department:	Chair/Director signature:
Date approved by Faculty: Feb 5, 2020	Dean signature: Original signed by Saul Klein
Date approved by Graduate Studies:	Dean signature:
Date approved by Senate Committee on Planning	AVPAP signature:
Resource Commitments	Signature of line authority



## MBA-BUSI-EDHEC Discontinuation of Program

### PROPOSAL (up to 4,000 words plus appendices)

#### **A. Identification of the change**

Name, Location, Academic units (Faculties, departments, or schools)	Gustavson School of Business, MBA Program
Anticipated implementation date of change	September 2021
Name, title, phone number and e-mail address of contact person	Ian Robertson 250-721-6403 <a href="mailto:mbadira@uvic.ca">mbadira@uvic.ca</a>

#### **B. History and context of the program indicating value and impact of the program change**

Include a description of how the proposed change relates to similar programs in your unit and comparable programs outside UVIC. Provide a rationale for the change and describe the impact on students. How does the proposed change align with unit/Faculty/UVIC strategic plans and priorities?

The MBA-EDHEC double degree program has been offered since 2013. EDHEC has been a long time international exchange partner with the Gustavson School of Business. The MBA-EDHEC double degree was built around a modified exchange model. It enabled UVic MBA students to participate in a double degree with EDHEC by doing their first year at UVic and, in place of a regular MBA specialization option at UVic in second year, doing a full second year at EDHEC in an MSc program. UVic Students earned both the UVic MBA and an EDHEC MSc. In return, participating EDHEC MSc students completed their first year at EDHEC in an MSc program and then came to UVic to complete the one year MGB program. EDHEC students earned both an EDHEC MSc and the UVic MGB.

The UVic MBA program has undergone a major restructuring to simplify and rationalize the curriculum and organize content more clearly around two of the value pillars of the school (sustainability and innovation). This has resulted in the replacement of the two second year specialization options with fixed second year content. As the specialization option has been removed, the EDHEC-MBA double degree option is no longer possible and is being removed.

The UVic MBA program accepted its final UVic-EDHEC double degree student in spring 2019. The student began studying at EDHEC in September 2019 and will complete the program in April 2020. No further students will be accepted into the double degree.

<p><b>C. Indicators of labour market and student demand. (not required for requests for program discontinuation)</b></p> <p>N/A</p>
<p><b>D. Areas of research &amp; teaching specialization and evidence of adequate faculty complement.</b></p> <p>N/A</p>
<p><b>E. Does the proposed change have an impact on current policies (admissions, student evaluation, supervision, oral examinations)? If yes, provide details.</b></p> <p>N/A</p>
<p><b>F. Curriculum design (Include draft curriculum as Appendix) (not required for requests for program discontinuation)</b></p> <p>Indicate the requirements and design, including core and elective courses and total program units. Identify which courses already exist at UVic and any new courses required.</p> <p>N/A</p>

Does the program change include opportunities for experiential learning or other forms of community engagement or research-enriched learning?

- Describe use and anticipated outcomes of practica, Co-op, work terms, or other forms of experiential learning and the unit's plans and support to develop placement opportunities. Obtain line authority signature for any resource commitments.
- Opportunities for community engaged and research-enriched learning

N/A

Does the program design include plans for distance education delivery? If yes, provide details.

N/A

Identify the program learning outcomes.

N/A

Provide anticipated times to completion.

N/A

Describe any plans for international or indigenous opportunities or perspectives.

N/A

Plans for integration of teaching and research.

N/A

<b><i>G. Anticipated enrolment and student financial support plan (not required for requests for program discontinuation)</i></b>
N/A
<b><i>H. Resource requirements. Indicate any resources required or impacted (faculty &amp; staff appointments, space, library)</i></b>
N/A
<b><i>I. Indicate related graduate programs in other British Columbia post-secondary institutions.</i></b>
N/A
<b><i>Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the program change (emails/letters of support in an appendix).</i></b>



**University  
of Victoria**

Senate Committee on  
Planning

# MEMO

**Date:** November 18, 2020

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to discontinue the Master of Global Business Double Degree Program with EDHEC Business School**

---

At its meeting on November 3, 2020, the Senate Committee on Planning considered the proposal to discontinue the Master of Global Business Double Degree Program with EDHEC Business School. The decision to discontinue the program aligns with the recent MBA curriculum restructuring.

**The following motion is recommended:**

Motion: That Senate approve and recommend to the Board of Governors that it also approve, the proposal to discontinue the Master of Global Business Double Degree Program with the EDHEC Business School, as described in the document "Discontinuance".

Respectfully submitted,

**2020-2021 Senate Committee on Planning**

Robin Hicks, (Chair), Acting, AVPAP  
 Evan Roubekas, Student Senator  
 Stephen Evans, Graduate Studies  
 Jo-Anne Clarke, Continuing Studies  
 Rishi Gupta, Civil Engineering  
 Andrea Giles, Co-op Education  
 Nicole Greengoe, Office of the Registrar  
 Lisa Kalynchuk, VP Research  
 Valerie S. Kuehne, VPAC  
 Adam Con, Fine Arts  
 Sandra Duggan, Secretary, VPAC

Graham McDonough, Curriculum and Instruction  
 Sang Nam, Business  
 Abdul Roudsari, Health Information Science  
 Nilanjana Roy, Economics  
 Ada Saab, Associate University Secretary  
 Ralf St. Clair, Education  
 Cindy Holder, Humanities  
 Rustom Bhiladvala, Mechanical Engineering  
 Brooklynn Trimble, GSS Representative  
 Andrew Newcombe, Law

UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

*Discontinuance*

---

Dean's Name and Date of consultation with AVPAP: Saul Klein	Dean signature: Original signed by Saul Klein
Name of contact person: Sheryl Karras	
Email & phone of contact person: <b>mgbdiradmin@uvic.ca</b>	
Date approved by Department:	Chair/Director signature:
Date approved by Faculty: 5 Feb 2020	Dean signature:
Date approved by Graduate Studies:	Dean signature:
Date approved by Senate Committee on Planning	AVPAP signature:
Resource Commitments	Signature of line authority



## Discontinuance

### PROPOSAL (up to 4,000 words plus appendices)

#### A. Identification of the change

Name, Location, Academic units (Faculties, departments, or schools)	MBA-GLB-EDHEC
Anticipated implementation date of change	January 2020
Name, title, phone number and e-mail address of contact person	Sheryl Karras, Director Administration, 250-721-6433, mgbdiradmin@uvic.ca

#### B. History and context of the program indicating value and impact of the program change

Include a description of how the proposed change relates to similar programs in your unit and comparable programs outside UVIC. Provide a rationale for the change and describe the impact on students. How does the proposed change align with unit/Faculty/UVIC strategic plans and priorities?

MBA-GLB-EDHEC

#### **Double Degree Option - EDHEC Master of International Management (MIM) + UVic Master of Global Business (MGB)**

Qualified EDHEC Master of International Management students who have completed their MIM Level 1 requirements may apply to the Gill Graduate School's MGB program. Credits earned in completing the MGB program can be transferred to EDHEC to satisfy the remaining MIM requirements, allowing students to earn both degrees within two years. Students will be granted their degrees from each institution independently upon successfully completing the requirements for the particular degree program.

The program enabled UVic MBA students to participate in an exchange term at EDHEC, in return, EDHEC students were able to apply to participate in the UVic MGB program to earn a double degree. The UVic MBA program has undergone a major restructuring which has eliminated the exchange option for students. As the exchange component has been removed the double degree option with the MGB program will also be removed.

The UVic MGB programme accepted its final 2 EDHEC double degree option students in 2019/20. The students will be finished the program in August 2020. We will not accept further students into this path.



<b>C. Indicators of labour market and student demand. (not required for requests for program discontinuation)</b>
<b>D. Areas of research &amp; teaching specialization and evidence of adequate faculty complement.</b>
<b>E. Does the proposed change have an impact on current policies (admissions, student evaluation, supervision, oral examinations)? If yes, provide details.</b>
<b>F. Curriculum design (Include draft curriculum as Appendix) (not required for requests for program discontinuation)</b>

Indicate the requirements and design, including core and elective courses and total program units. Identify which courses already exist at UVic and any new courses required.

Does the program change include opportunities for experiential learning or other forms of community engagement or research-enriched learning?

- Describe use and anticipated outcomes of practica, Co-op, work terms, or other forms of experiential learning and the unit's plans and support to develop placement opportunities. Obtain line authority signature for any resource commitments.
- Opportunities for community engaged and research-enriched learning

Does the program design include plans for distance education delivery? If yes, provide details.

Identify the program learning outcomes.

Provide anticipated times to completion.

Describe any plans for international or indigenous opportunities or perspectives.

Plans for integration of teaching and research.

**G. Anticipated enrolment and student financial support plan (not required for requests for program discontinuation)**

**H. Resource requirements. Indicate any resources required or impacted (faculty & staff appointments, space, library)**

**I. Indicate related graduate programs in other British Columbia post-secondary institutions.**

**Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the program change (emails/letters of support in an appendix).**



University  
of Victoria

Senate Committee on  
Planning

# MEMO

**Date:** November 18, 2020

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposed changes to the Leadership Studies (EPLS) Graduate Program Unit Reduction – Master of Education**

---

At its meeting on November 3, 2020, the Senate Committee on Planning considered the proposed changes to the Leadership Studies (EPLS) Graduate Program Unit Reduction – Master of Education. The proposed changes are in response to recommendations outline in the 2018/19 Academic Program Review report.

**The following motion is recommended:**

Motion: That Senate approve the proposed changes to the Leadership Studies (EPLS) Graduate Program Unit Reduction – Master of Education, as described in the document “Leadership Studies (EPLS) Graduate Program Unit Reduction Master of Education”.

Respectfully submitted,

**2020-2021 Senate Committee on Planning**

Robin Hicks, (Chair), Acting, AVPAP  
Evan Roubekas, Student Senator  
Stephen Evans, Graduate Studies  
Jo-Anne Clarke, Continuing Studies  
Rishi Gupta, Civil Engineering  
Andrea Giles, Co-op Education  
Nicole Greengoe, Office of the Registrar  
Lisa Kalynchuk, VP Research  
Valerie S. Kuehne, VPAC  
Adam Con, Fine Arts  
Sandra Duggan, Secretary, VPAC

Graham McDonough, Curriculum and Instruction  
Sang Nam, Business  
Abdul Roudsari, Health Information Science  
Nilanjana Roy, Economics  
Ada Saab, Associate University Secretary  
Ralf St. Clair, Education  
Cindy Holder, Humanities  
Rustom Bhiladvala, Mechanical Engineering  
Brooklyn Trimble, GSS Representative  
Andrew Newcombe, Law



UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

*Leadership Studies (EPLS) Graduate Program Unit  
Reduction Master of Education*

Dean's Name and Date of consultation with AVPAP: 16 Oct 2019; 14 June 2020 Susan Lewis	Dean signature:
Name of contact person: Tatiana Gounko	
Email & phone of contact person: <a href="mailto:tgounko@uvic.ca">tgounko@uvic.ca</a> 250-721-7772	Original signed by Tim Black Original signed by Catherine McGregor
Date approved by Department: JUNE 19 <sup>th</sup> /20	
Date approved by Faculty: September 4, 2020	Dean signature:
Date approved by Graduate Studies:	Dean signature:
Date approved by Senate Committee on Planning	AVPAP signature:
Resource Commitments	Signature of line authority



## *Leadership Studies (EPLS) Graduate Program Unit Reduction*

### PROGRAM CHANGE PROPOSAL MASTER OF EDUCATION

The Leadership Studies Graduate program is proposing a reduction of two courses (3.0 units) from the current 18-unit Master of Education MED degree to 15 units, with the objective of offering a more balanced, timely and competitive program.

Name, Location, Academic units (Faculties, departments, or schools)	Leadership Studies Educational Psychology & Leadership Studies Faculty of Education
Anticipated implementation date of change	September 2021
Name, title, phone number and e-mail address of contact person	Tatiana Gounko, Graduate Advisor 250-721-7772 tgounko@uvic.ca

#### ***B. History and context of the program indicating value and impact of the program change***

##### ***BACKGROUND***

The Leadership Studies Graduate program was established in the year 2000. The unit formed as a distinct academic discipline with the reorganization of the department of Psychological Foundations in Education into Educational Psychology and Leadership Studies (EPLS).

Within the EPLS Department there are 3 very diverse graduate programs. Counselling Psychology, Educational Psychology and Leadership Studies. Counselling Psychology is a professional certification program and as such, requires specific coursework and practicum structured for students to secure their counselling accreditation. Educational Psychology applies psychological theories and concepts to understand teaching and learning in the areas of Learning and Development and Instructional Sciences and Special Education.

Responding to leadership and education in diverse learning contexts (e.g., community organisations, schools and higher education institutions) Leadership Studies has driven a very dynamic and comprehensive schedule of courses and research for 20 years. Well in accord with the University of Victoria Strategic Planning Framework, the values of equity, inclusion, collaboration and social justice in engaged scholarship and teaching, is the foundation of the programming content across the focus areas of Leadership in Higher Education, Educational Administration, and Adult Education & Community Engagement.

Our graduate students come from various backgrounds. Our students are indigenous, domestic and international; they are community activists, policy-makers, adult and community educators and practitioners, literacy and social



workers, workplace trainers, arts and culture professionals, artists, and professionals working in non-governmental, voluntary, inter-governmental and governmental organizations and the justice system as well as teachers and administrators in the K-12 school system and others aiming for or advancing careers in higher education. [The majority of applications come from south Vancouver Island, with a growing number of international applicants.](#)

Factors that influence the quality of the program as well as enrolment and retention are instructional resources, competitive programming, institutional and departmental objectives, regional, provincial and federal policy. The strength of our program remains our relevance and attractiveness to students who value the collegial diversity and engaged learning within our program.

Within the Leadership Studies Unit, the program instruction and graduate supervision are primarily serviced by three full-time tenured faculty and one half-time faculty member who has substantial administrative duties. Instruction is augmented by sessional instructors. The small unit demonstrates healthy graduate enrolment and retention performance for its size. The November 2019 SAS reporting is 50.0 FTE's. [\(Appendix 3a\).](#)

The strong enrolments have been taxing on the permanent full-time faculty. The EPLS unit, according to the recent Academic Program Review (APR), "is trying to do too much with too few resources" (APR, EPLS, UVic 8).

In response the APR review and EPLS departmental directives for quality admissions above quantity, and within the UVIC Strategic Framework, we have reviewed our program against the existing competitive landscape: similar academic programs on Vancouver Island, the mainland, and central Canada. Our review points to the need for the Leadership unit to streamline the MED degree requirements and maintain program flexibility.

The proposed reduction will put the program in line with other programs such as Curriculum and Instruction within the Faculty of Education, which has run a 15-unit program since 2007.

Our proposal is to reduce our Master of Education program from 18 to 15 units, a reduction of 2 elective courses. Our programming proposal objectives are to maintain alignment with:

- a. Strategy 1.1 to continue to attract a culturally diverse community of students;
- b. Strategy 1.1 to maintain a sustainable, vital program within the competitive landscape without increase in resources;
- c. Strategy 1.2 continue to embed equity, inclusion and diversity within the unit and engaged learning;
- d. Strategy 3.5 enhance course scheduling while maintaining class sizes in keeping with graduate teaching and learning integrity, and
- e. Strategy 6.2 continue to provide community-based learning and research.

#### **Projected Outcome/Impact on students:**

Streamlining, Removing Barriers and Enhancing Student Experience (Strategic Framework Strand 1)

For students within the program, who are K-12 teachers, the current schedule has been course heavy in the summer session. The course reduction will:

- a. Improve distribution of coursework over the 5 semesters, therein removing barriers to completion;
- b. Allow for the project and exam to be completed remotely, creating flexibility of a blended delivery;
- c. Maintain program compliance with BC Teacher Qualifying Services (TQS). Graduate students who are K-12 educators remain eligible for BC Teacher salary qualification upgrade.



Projected Outcome/Impact/Alignment with unit/faculty/UVic Strategic plans and priorities.

- a. Reduced course load would distribute the workload fairly and allow a better balance for faculty to engage in scholarly activity, instruction and supervision, and other committee services to the department and university;
- b. Potential to increase EPLS Graduate Student FTE's by reducing extra workload in the form of independently supervised study (ISS) and pro forma that often compensate for course cancellations and scheduling adjustments for courses;
- c. Reduction of sessional instruction;
- d. Reduction of classroom space.

**C. Indicators of labour market and student demand. (not required for requests for program discontinuation)**

We anticipate a stronger application pool with a more competitive graduate program.

**D. Areas of research & teaching specialization and evidence of adequate faculty complement.**

The change aligns with the Leadership Studies faculty compliment, capacity and expertise.

**E. Does the proposed change have an impact on current policies (admissions, student evaluation, supervision, oral examinations)? If yes, provide details.**

*There would be no impact on current program policies related to admissions, student evaluation, supervision or examination.*

An anticipated outcome of competitive restructuring is an increase in the number of applications to the program, and an increase in the diversity, experience levels and academic excellence of the applicants.

**F. Curriculum design (Please See Appendix 1a and 1b for the current and proposed schedule of courses)**

In brief, the MED program change will be achieved by reduction of two elective courses for a total of 15 units from the current 18 units.

Students will still be required to complete at least one Leadership theory course (ED-D 531, ED-D 533D, ED-D 539A or ED-D 538A), a research methods, project and final exam as core requirements. The balance of 5 courses or 7.5 units would be scheduled leadership electives.

The electives that are removed will not be removed from the academic calendar or discontinued at this time. We recommend that they remain eligible to be rotated into the schedule. The learning outcomes of these electives are still relevant, and keeping them would allow the unit to maintain programming flexibility. No additional courses will be added to the program as a result of this change.

**F. Curriculum design continued (See Appendix 1b)**

Q: *Does the program change include opportunities for experiential learning or other forms of community engagement or research-enriched learning?*

A: Many of our courses currently offer engagement with practitioners as guest speakers both on campus and within the community. This will not be impacted by the program change.

Q: *Does the program design include plans for distance education delivery? If yes, provide details:*

A: Students can continue to opt to complete Project and Comprehensive Exam off-campus, allowing for the blended program delivery. Additionally, we will continue, when possible, to offer on-line courses.

Q: *Identify the learning outcomes:*

A: The learning outcomes for the Leadership Studies MED remain the same.

Q: *Provide anticipated times to completion:*

A: The MED program can be completed in 5 terms for full time students.

Q: *Describe any plans for international or indigenous opportunities or perspectives:*

A: The proposed program will be more competitive and more appealing to international and indigenous students seeking accreditation in Leadership Studies.

Q: *Plans for integration of teaching and research:*

A: Teaching Assistant and research opportunities are primarily sought by MA and PHD candidates.

**G. Anticipated enrolment and student financial support plan (not required for requests for program discontinuation)**

We do not anticipate a major increase in overall student numbers in the MED program after the proposed change. Our EPLS Department directive is to better align admitted student numbers with the number of regular faculty members and to recruit and support research-based MA and PHD graduate students. As indicated in the APR, EPLS, UVic 3, the students reported that *“the caliber of sessional instruction was, at times, disappointing, relative to that of regular faculty.”*

Fall 2019 enrolment was composed of 35 Master of Education, 10 Master of Arts and 18 doctoral students. Our objective is to admit stronger applicants, and provide a better program experience for the students with available resources.

As Leadership MED students are primarily K-12 teachers and full-time professionals, the unit reduction will only enhance their overall experience.

This reduction will appeal to those who consider entering and transferring into the UVIC Leadership MED program.

**H. Resource requirements. Indicate any resources required or impacted (faculty & staff appointments, space, library)**

*There are no additional resources required for this program change.*

The impact of the course reduction is to more effectively utilize the resources presently available within the unit.

- Course load reduction has the potential to reduce the number of independently supervised studies (ISS) and proforma that compensate for courses missed as a result of approved leaves, course cancellations, part-time or accommodation-based enrolments. Departmental loss of FTE's as a result of directed studies could be abated;
- graduate student completion rates could be anticipated;
- reduce the reliance on sessional instruction;
- reduce the classroom requirements, and
- maintain appropriate class enrolments that are conducive to graduate instruction and engagement.

Program	Enrolment	FTE	ISS	Proforma
PhD	10	10	10	10
MA	20	20	20	20
MS	20	20	20	20
MA	20	20	20	20
PhD	10	10	10	10
MA	20	20	20	20
MS	20	20	20	20
MA	20	20	20	20
PhD	10	10	10	10
MA	20	20	20	20
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MA	20	20	20	20
PhD	10	10	10	10
MA	20	20	20	20
MS	20	20	20	20
MA	20	20	20	20
PhD	10	10	10	10
MA	20	20	20	20
MS	20	20	20	20
MA	20	20	20	20
PhD	10	10	10	10
MA	20	20	20	20
MS	20	20	20	20
MA	20	20	20	20
PhD	10	10	10	10
MA	20	20	20	20
MS	20	20	20	20
MA	20	20	20	20
PhD	10	10	10	10
MA	20	20	20	20
MS	20	20	20	20
MA	20	20	20	20
PhD	10	10	10	10
MA	20	20	20	20
MS	20	20	20	20
MA	20	20	20	20
PhD	10	10	10	10
MA	20	20	20	20
MS	20	20	20	20
MA	20	20	20	20
PhD	10	10	10	10
MA	20	20	20	20
MS	20	20	20	20
MA	20	20	20	20
PhD	10	10	10	10
MA	20	20	20	



Below is schedule of comparable Graduate Programs within the province of BC, as well as UVIC Curriculum and Instruction and University of Toronto.

Vancouver Island University and Royal Roads represent the regional related programs. However, other universities such as SFU are presently introducing community cohorts on Vancouver Island.

Comparison of Competitive MED Programs				
University	Number of Units	Number of Hours per unit	Program Length	Delivery
EDLS	18	36 = 1.5	5 terms	on campus
EDPS	19.5	36 = 1.5	6 terms	on campus
EDCI	15	36 = 1.5	2 years	on, blended
UBC	30	30 = 3.0	2 years	on campus
VIU	40	1 = 1.0	6 terms	on, off, blended
Royal Roads	33	6 = 3	2 years	blended
OISE	6 -7	48-78 = 1	4-6 semesters	on, cohort blended
SFU	35	1 = 5	6 terms	community cohort

***Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the program change (See appendix 2a and 2b).***

- 1) The EPLS Graduate Program Committee approved the proposal. The Department Chair, and 3 Graduate Advisors and the full committee in attendance support the change as evidence in the minutes attached in Appendix 2a – GPC Minutes/Item 6.
- 2) The graduate program that might be impacted by this change is Curriculum and Instruction. Please see letter of support from Acting Chair, Todd Milford Appendix 2b.

## APPENDIX 1a

### CURRENT Schedule of Coursework Master of Education Leadership Studies

<b>CURRENT</b> Schedule of Coursework Master of Education Leadership Studies				
Course #	Educational Administration Teacher focus	Units	Course #	Adult Education & Community Engagement focus
ED-D 531	Concepts & Theories of Organizations	1.5	ED-D 533D	Critical Discourses in Leadership
ED-D 591E	An Introductory Graduate Seminar in Leadership Studies	1.5	ED-D 538A	Critical Theories & Practices of Adult Education
ED-D 535	Global Comparative Perspectives on Leadership & Education	1.5	ED-D 538B	Cultural Leadership & Social Learning Through the Arts
ED-D 537A	Educational Change	1.5	ED-D 539A	Leadership, Learning and Social Justice
ED-D 533A	Politics in Organizations	1.5	ED-D 591E	Selected Topics: Narratives of Leadership & Inquiry
ED-D 533C	Servant Leadership	1.5	ED-D 591E	Selected Topics: Community Engaged Learning & Practice
ED-D 534	Leadership for School Improvement	1.5	ED-D 539B	Leadership, Education and Diversity
ED-D 561B	Research Methods in Leadership	1.5	ED-D 561B	Research Methods in Leadership
ED-D 537G	Leadership in Educational Administration	1.5	ED-D 540	Women, Learning & Leadership
ED-D 597	Comprehensive Examination	1.5	ED-D 597	Comprehensive Examination
ED-D 598	Project	3	ED-D 598	Project
	<b>Total units required</b>	<b>18</b>		

## APPENDIX 1b

### PROPOSED Schedule of Coursework Master of Education Leadership Studies

PROPOSED Schedule of Coursework Master of Education Leadership Studies				
Course #	Educational Administration Teacher focus	Units	Course #	Adult Education & Community Engagement focus
ED-D 531	Concepts & Theories of Organizations	1.5	ED-D 533D	Critical Discourses in Leadership
ED-D 591E	An Introductory Graduate Seminar in Leadership Studies	1.5	ED-D 538A	Critical Theories & Practices of Adult Education
ED-D 535	Global Comparative Perspectives on Leadership & Education	1.5	ED-D 538B	Cultural Leadership & Social Learning Through the Arts
ED-D 537G	Leadership in Educational Administration	1.5	ED-D 539A	Leadership, Learning & Social Justice
ED-D 533A	Politics in Organizations	1.5	ED-D 591E	Selected Topics: Narratives of Leadership & Inquiry
ED-D 533C	Servant Leadership	1.5	ED-D 561B	Research Methods in Leadership
ED-D 561B	Research Methods in Leadership	1.5	ED-D 540	Women, Learning & Leadership
ED-D 597	Comprehensive Examination	1.5	ED-D 597	Comprehensive Examination
ED-D 598	Project	3	ED-D 598	Project
Total units required		15		



## APPENDIX 2a

### Program Change Unanimous Support (Minutes from Graduate Program Committee)

#### Educational Psychology and Leadership Studies

##### Minutes of Department Meeting

September 27<sup>th</sup>, 2019

**Present:** Black (Chair), Chou, Clover, Crilly, Gounko, Hadwin, Holder, McGhie-Richmond, Renney, Walsh, Won

**Regrets:** Boyer, Brenton-Haden, Crippen, Harrison, Martin, Popadiuk, Reeves, Roberts, Tasker

##### Territory Acknowledgment:

*We acknowledge with respect the Lekwungen peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.*

The Department formally welcomed new faculty members Drs. Fred Chou and Sungjun Won.

##### 1. Agenda

Clover/Gounko

Approved

##### 2. Approval of Minutes of last meeting

Gounko/Clover

Approved

##### 3. Matters Arising from the Minutes — None.

##### 4. Chair's Notes

- Faculty Updates: (1) Dr. Susan Tasker will be retiring June 30<sup>th</sup>, 2020, and (2) Dr. Allison Reeves will be resigning effective December 31, 2019.
- Update on EPLS Faculty Searches — Three active searches are in progress; two in Counselling Psychology with one position held by the Dean's Office for the EPLS Chair. There were no internal candidates for the Chair's position.  
EPLS Chair Search Committee member Dr. Allyson Hadwin reported (1) the consensus of the Committee is for a preferential hire across all four program areas, and (2) a question is currently being crafted to send to members for feedback regarding criteria for the Chair's position.
- Dr. Allyson Hadwin was congratulated as co-applicant on a \$2.5 million SSHRC Partnership Grant. Dr. Hadwin's research will focus on student success indicators and mapping trajectories of student success.
- EPLS Performance Expectations and CPI — A new Career Progress Increment (CPI) structure was introduced under the recently negotiated Faculty Association Collective Agreement. Under this new structure, the Department will need to develop binding Departmental Performance Expectations by which CPI's will be allocated in the future.
- Academic Program Review — A written response will be drafted by the end of October based on discussions with members at the September 16<sup>th</sup>, 2019 Department Retreat.



5. **Motion:**

To approve the amended *Department of Educational Psychology and Leadership Studies Adjunct Appointments Policy*  
Walsh/Gounko

**Passed Unanimously**

6. **Motion:**

To approve a Memo to the Department Chair to propose a Calendar Change to the Leadership Studies Program to reduce the number of required units from 18 to 15.

Gounko/Clover

**Passed Unanimously**

7. **Adjunct Appointment: Dr. Nadia Kulikova — Dr. Tatiana Gounko**

Dr. Tatiana Gounko spoke to the Adjunct application for Dr. Nadia Kulikova. A copy of Dr. Kulikova's CV was circulated to members.

Gounko/Walsh

**Passed Unanimously**

8. **EPLS Graduate Student Symposium — Dr. Donna McGhie-Richmond**

Dr. Donna McGhie-Richmond announced plans are underway to organize the annual Graduate Student Symposium in the Spring with the assistance of Dr. Allyson Hadwin and Ms. Vivian McCormick. Procedures will be sent out in the near future with updates provided at upcoming Department Meetings.

9. **Run for the Cure — Dr. John Walsh**

Dr. John Walsh encouraged members to participate in the upcoming "Run for the Cure" to be held on Sunday, October 6<sup>th</sup>, 2019. Interested members were invited to email Dr. Walsh directly for more information.

10. **Mustard Seed & Our Place — Ms. Deb Renney**

The Department is once again collecting non-perishable food items for the Mustard Seed, with the hope of having the bin filled prior to the Thanksgiving long weekend. As well, toiletries for Our Place are being collected on behalf of Dr. Carolyn Crippen. Members were asked to drop off donations for both the Mustard Seed and Our Place at the Department Office during working hours.

11. **Teacher Education**

Dr. Donna McGhie-Richmond reported that she had requested to sit on the Secondary PDP Review Committee with EPLS Rep Dr. Joan Martin, but her request was denied. Dr. Tim Black agreed to make inquiries as to why.

12. **Faculty Recognition and Acknowledgements — None.**

**Area Reports — None.**

**Other Business and Adjournment**

- Dr. Tim Black announced Ms. Kira Holder, Practicum Coordinator for the Counselling Psychology Program, was appointed to full-time status effective October 1<sup>st</sup>, 2019. Kira was warmly congratulated by the Department.
- Dr. Tatiana Gounko acknowledged and thanked Dr. Allyson Hadwin for sharing information with members on how to create a CourseSpace Hub for their own program areas based on the one created for the Ed Psych area.

**Adjourned at 1:34 pm**  
Gounko/Clover

## APPENDIX 2b

### Program Change Letter of Support Curriculum and Instruction



University  
of Victoria

Faculty of Education | Department of Curriculum & Instruction  
MacLaurin A547 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada  
T 250-721-7886 | F 250-721-7598 | cichair@uvic.ca | uvic.ca/edci

Monday, January 20, 2020

Letter of Support: Leadership Studies Graduate Program Change/Unit Reduction

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To Faculty of Graduate Studies and University Senate Committee,

This is to confirm that I have reviewed and support the Leadership Studies Graduate program change to reduce the number of course credits from 18 to 15 units for both the Master of Arts and Master of Education degrees.

This change is will allow the Leadership Program to compete with existing Leadership graduate programs on Vancouver Island and beyond. It will align fairly, with the Curriculum and Instruction graduate programming, which currently requires the 15 units.

Please contact me, if you require additional information.

With kind regards,

A handwritten signature in black ink, appearing to read "Todd Milford".

**Todd Milford**  
Assistand Professor and interim Chair,  
Faculty of Education, Curriculum and Instruction



## APPENDIX 3a

### 2019 Annualized FTE's \_Leadership Studies



University of Victoria | British Columbia  
Canada

### Education Graduate Annualized FTEs

2019

Organization (Without University) > Faculty of Graduate Studies

SNAPSHOT_GROUP		Aug 1st	Nov 1st	29th Weekly Regn	Total
Official Snapshot		Y	Y	L	
		GR Term FTE for Annualization	GR Term FTE for Annualization	GR Term FTE for Annualization	GR Term FTE for Annualization
Department	Major				
Curriculum and Instruction	ED: Art Education	6.3	1.0	6.0	13.3
	ED: Curriculum Studies	4.7	4.7	5.0	14.3
	ED: Early Childhood Ed	5.4	2.2	1.9	9.6
	ED: Educational Studies	20.8	23.1	19.2	63.1
	Language and Literacy	5.4	6.1	2.7	14.2
	Math, Science, SS & Educ Tech	8.3	9.0	2.7	20.0
	Social, Cultural & Fnd Studies	.	0.3	0.3	0.7
Educ Psychology & Leadership	ED: Counselling Psyc	10.7	12.1	10.3	33.1
	ED: Educational Psyc	9.9	16.1	14.3	40.3
	ED: Leadership Studies	11.0	19.0	16.7	46.7
	Health Leadership	3.3	.	.	3.3
	Learning & Teaching Higher Ed	.	2.0	2.0	4.0
Exercise Sc, Phys & Health Ed	Coaching Studies	9.9	8.8	8.3	27.0
	ED: Kinesiology	10.0	14.3	12.0	36.3
	ED: Physical Education	1.0	1.0	0.7	2.7
	Neuroscience (EPHE)	1.0	0.7	0.7	2.3
Graduate Studies	Non-Degree	4.3	3.4	0.3	8.1
Indigenous Education	Indigenous Language Revital	6.7	6.0	5.3	18.0
Interdisciplinary Studies	Interdisciplinary	9.3	11.1	10.2	30.7
	Social Dimensions of Health	11.4	15.2	14.3	41.0
Total		139.6	156.2	133.0	428.8

ED: Leadership Studies: 46.7

Health Leadership: 3.3

50.0 FTE's. (excluding graduates in Higher Education Certificate)



University  
of Victoria

Senate Committee on  
Planning

# MEMO

**Date:** November 18, 2020

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposed changes to the Leadership Studies (EPLS) Graduate Program Unit Reduction – Master of Arts**

---

At its meeting on November 3, 2020, the Senate Committee on Planning considered the proposed changes to the Leadership Studies (EPLS) Graduate Program Unit Reduction – Master of Arts. The proposed changes are in response to recommendations outline in the 2018/19 Academic Program Review report.

**The following motion is recommended:**

Motion: That Senate approve the proposed changes to the Leadership Studies (EPLS) Graduate Program Unit Reduction – Master of Arts, as described in the document “Leadership Studies (EPLS) Graduate Program Unit Reduction Master of Arts”.

Respectfully submitted,

**2020-2021 Senate Committee on Planning**

Robin Hicks, (Chair), Acting, AVPAP  
Evan Roubekas, Student Senator  
Stephen Evans, Graduate Studies  
Jo-Anne Clarke, Continuing Studies  
Rishi Gupta, Civil Engineering  
Andrea Giles, Co-op Education  
Nicole Greengoe, Office of the Registrar  
Lisa Kalynchuk, VP Research  
Valerie S. Kuehne, VPAC  
Adam Con, Fine Arts  
Sandra Duggan, Secretary, VPAC

Graham McDonough, Curriculum and Instruction  
Sang Nam, Business  
Abdul Roudsari, Health Information Science  
Nilanjana Roy, Economics  
Ada Saab, Associate University Secretary  
Ralf St. Clair, Education  
Cindy Holder, Humanities  
Rustom Bhiladvala, Mechanical Engineering  
Brooklyn Trimble, GSS Representative  
Andrew Newcombe, Law





UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

*Leadership Studies (EPLS) Graduate Program Unit  
Reduction Master of Arts*

Dean's Name and Date of consultation with AVPAP: 16 Oct 2019; 14 June 2020 Susan Lewis	Dean signature:
Name of contact person: Tatiana Gounko	
Email & phone of contact person: <a href="mailto:tgounko@uvic.ca">tgounko@uvic.ca</a> 250-721-7772	
Date approved by Department: <i>June 19<sup>th</sup> /20</i>	Original signed by Tim Black
Date approved by Faculty: September 4, 2020	Dean signature: Original signed by Catherine McGregor
Date approved by Graduate Studies:	Dean signature:
Date approved by Senate Committee on Planning	AVPAP signature:
Resource Commitments	Signature of line authority



## ***Leadership Studies (EPLS) Graduate Program Unit Reduction***

### **PROGRAM CHANGE PROPOSAL MASTER OF EDUCATION**

The Leadership Studies Graduate program is proposing a reduction of two courses (3.0 units) from the current 18-unit Master of Arts (MA) degree to 15 units, with the objective of offering a more balanced, timely and competitive program.

Name, Location, Academic units (Faculties, departments, or schools)	Leadership Studies Educational Psychology & Leadership Studies Faculty of Education
Anticipated implementation date of change	September 2020
Name, title, phone number and e-mail address of contact person	Tatiana Gounko, Graduate Advisor 250-721-7772 tgounko@uvic.ca

#### ***B History and context of the program indicating value and impact of the program change***

##### ***BACKGROUND***

The Leadership Studies Graduate program was established in the year 2000. The unit formed as a distinct academic discipline with the reorganization of the department of Psychological Foundations in Education into Educational Psychology and Leadership Studies (EPLS).

Within the EPLS Department there are 3 very diverse graduate programs. Counselling Psychology, Educational Psychology and Leadership Studies. Counselling Psychology is a professional certification program and as such, requires specific coursework and practicum structured for students to secure their counselling accreditation. Educational Psychology applies psychological theories and concepts to understand teaching and learning in the areas of Learning and Development and Instructional Sciences and Special Education.

Responding to leadership and education in diverse learning contexts (e.g. community organisations, schools and higher education) Leadership Studies has driven a very dynamic and comprehensive schedule of courses and research for 20 years. Well in accord with the Strategic Planning Framework visioning, the values of equity, inclusion, collaboration and social justice in engaged scholarship and teaching, is the foundation of the program linking content across the focus areas of Leadership in Higher Education, Educational Administration, and Adult Education & Community Engagement.

The profile of our array of students, indigenous, domestic and international, include community activists, policy-makers, adult and community educators and practitioners, literacy and social workers, workplace trainers, arts and

culture professionals, artists, professionals working in non-governmental, voluntary, inter-governmental and governmental organizations and the justice system as well as teachers and administrators in the K-12 school system and others aiming for or advancing careers in higher education.

Factors that influence the quality of the program, as well as enrolment and retention are instructional resources, competitive programming, institutional and departmental objectives, regional, provincial and federal policy. The strength of our program remains our relevance, attracting students who value the collegial diversity and engaged learning within our program.

Within the Leadership Studies Unit, the program instruction and graduate supervision is primarily serviced by three full-time tenured faculty and one half-time faculty member due to administrative duties. Instruction is augmented by sessional instructors. The small unit demonstrates healthy graduate enrolment and retention performance for its size. The November 2019 SAS reporting is 50.0 FTE's. ([Appendix 3](#)).

The strong enrolments have been taxing on the permanent limited faculty. The EPLS unit, according to the recent Academic Program Review, "is trying to do too much with too few resources" (APR, EPLS, UVic 8).

In response to the APR, and EPLS departmental directives for quality admissions above quantity, and within the UVIC Strategic Framework, we have reviewed our program against the competitive landscape. Similar academic programs on Vancouver Island, the mainland and central Canada point to the need for the Leadership unit to streamline the graduate degree requirements and maintain program flexibility.

The proposed reduction will put the Leadership Studies program in line with Curriculum and Instruction within the Faculty of Education, which has run a 15-unit program since 2007.

Competing graduate programs are offering on-campus and blended program delivery. What we recognize to be a competitive advantage is the growth in applications to the research intensive (MA and PHD) program applications.

*Our proposal is to reduce our Master of Arts program from 18 to 15 units, a reduction of 1 of the two required research methods courses and 1 elective course.* Our programming proposal objectives are to maintain alignment with:

- a. Strategy 1.1 to continue to attract a culturally diverse community of students;
- b. Strategy 1.1 to maintain a sustainable, vital program within the competitive landscape without increase in resources;
- c. Strategy 1.2 continue to embed equity, inclusion and diversity within the unit and engaged learning;
- d. Strategy 3.5 enhance course scheduling while maintaining class sizes in keeping with graduate teaching and learning integrity, and
- e. Strategy 6.2 continue to provide community-based learning and research.

#### **Projected Outcome Impact on students:**

Streamlining, Removing Barriers and Enhancing Student Experience (Strategic Framework Strand 1)

Currently, the research-based MA students require two research methods courses. This is not competitive with graduate programs within the faculty of education, the faculty of graduate studies or as compared to MA programs in other post-secondary institutions. The primary outcome is that prospective students will view our program as more competitive in terms of requirements. The proposed program change will:

- a. Allow the students to complete the program in a timely fashion;
- b. Maintain program compliance with BC Teacher Qualifying Services (TQS). Graduate students who are K-12 educators remain eligible for BC Teacher salary qualification upgrade.

Projected Outcome/Impact/Alignment with unit/faculty/Uvic Strategic plans and priorities.

- a. Reduced course load/workload will allow for a better balance for faculty to engage in scholarly activity, instruction and supervision and other committee services to the department and university;
- b. Potential to increase EPLS Graduate Student FTE's by reducing extra work load in the form of independently supervised study (ISS) and pro forma compensate for course cancellations and scheduling adjustments for courses;
- c. Reduction of sessional instruction;
- d. Reduction of classroom space requirements.

**C. Indicators of Labour market and student demand. (not required for requests for program discontinuation)**

We anticipate a stronger application pool with a more competitive graduate program.

**D. Areas of research & teaching specialization and evidence of adequate faculty complement.**

The change aligns with the Leadership Studies faculty compliment, capacity and expertise.

**E. Does the proposed change have an impact on current policies (admissions, student evaluation, supervision, oral examinations)? If yes, provide details.**

*There would be no impact on current program policies related to admissions, student evaluation, supervision or examination.*

An anticipated outcome of competitive restructuring is an increase in the number of applications to the program, and project an increase in the diversity, experience levels and academic excellence of the applicants, and increased potential for graduate scholarship awards.

**F. Curriculum design (Include draft curriculum as Appendix) (not required for requests for program discontinuation)**

*IP/ease See Appendix 1a and 1b for the current and proposed schedule of courses.*

In brief, the MA program change will be achieved by the reduction of one of the two required research methods courses and one elective course for a total of 15 units from the current 18 units.

Students will still be required to complete at least one Leadership theory course, (ED-D 531, ED-D 533D, ED-D 539A or ED-D 538A), a research method, thesis as core requirements. The balance of 4 courses or 6.0 units would be scheduled leadership electives.

The electives that are removed will not be removed from the academic calendar or discontinued at this time. We recommend that they remain eligible to be rotated into the schedule. The learning outcomes of these electives are still relevant, and keeping them would allow the unit to maintain some programming flexibility. There will be no additional courses added to the program as a result of this change.



**F. Curriculum design (See Appendix 1b)**

*Q: Does the program change include opportunities for experiential learning or other forms of community engagement or research-enriched learning?*

A: Many of our courses currently offer engagement with practitioners as guest speakers both on campus and within the community. This will not be impacted by the change.

*Q: Does the program design include plans for distance education delivery? If yes, provide details:*

A: The reduction of the extra methodology will allow more flexibility and we will continue, when possible to offer on-line courses.

*Q: Identify the learning outcomes:*

A: The learning outcomes for the Leadership Studies MA remain the same.

*Q: Provide anticipated times to completion:*

A: The MA program can normally be completed in 5 terms for full time students depending on the nature of the research and their work/life/study commitments. Co-op placement (*not a requirement of the program*) would extend the completion time.

*Q: Describe any plans for international or indigenous opportunities or perspectives:*

A: The competitive programming will be more appealing to international and indigenous students seeking accreditation in Leadership Studies.

*Q: Plans for integration of teaching and research:*

A: Students are strongly encouraged and supported by the unit and supervisors to apply for and engage in teaching and research assistant positions, as well as attending in knowledge mobilization activities, to build their academic profile.

**G Anticipated enrolment and student financial support plan (not required for requests for program discontinuation)**

We do anticipate an increase in overall numbers to the MA program, post unit change, but not significantly more.

Our EPLS objective is to admit stronger applications, and provide a better program experience for the students with the resources that are available. As a result of the program review, our EPLS Departmental directive is now to better align admissions with our level of regular faculty members and to recruit and support research-based MA and PHD graduate students, but not to over extend.

!Principally, the reduction of the second research methodology course will put our MA program in accord with other graduate programs.

[his will resolve the need to secure a second research methodology course outside the program, (such as EPHE, IEDCI or EDPS). Students will no longer be subject to the variability of "external to unit" offerings. This will also reduce any additional workload to faculty in the form of directed study, or ISS (independently supervised study) to fulfill the requirement.

!Leadership Studies research based enrolments are growing in relationship to the number of faculty teaching in the program aligning with the Strategic Enrolment Management (SEP) goals of increasing graduate research-based enrolment (MA). The credit reduction should position the unit to receive more academically competitive applications, eligible for scholarship.

The complete reduction of required units for the Leadership MA will only improve the overall experience for students to balance family, and full-time professional obligations with academic requirements.

**H Resource requirements. Indicate any resources required or impacted (faculty & staff appointments, space, library)**

*There are no additional resources required for this program change.*

The impact of the course reduction is to sustainably utilize the resources presently available within the unit.

- a. The change has the potential to reduce the number of independently supervised study (ISS) and pro forma and therein increase Graduate Student FTE's Directed studies compensate for registration fluctuations caused by personal leaves, accommodations, course cancellations and part-time or accommodation-based enrolments.
- b. reduce the reliance on sessional instruction;
- c. reduce the classroom requirements, and
- d. maintain class enrolments that are conducive to graduate instruction.

**I Indicate related graduate programs in other British Columbia post-secondary institutions.**

Below is schedule of comparable Graduate Programs within the province of BC, as well as UVIC Curriculum and Instruction and University of Toronto. Vancouver Island University and Royal Roads represent the regional related programs. However, other universities such as SFU are introducing community cohorts on Vancouver Island.

Comparison of Competitive MA Programs				
University	Number of Units	Number of Hours per unit	Program Length	Delivery
EPLS	18	36 = 1.5	2 years	on campus
UBC	30	30 = 3.0	2-3 years	on campus
VIU				MA not offered
Royal Roads	33	6 = 3	2 years	Online, residency
OISE	6 -7	48-78 = 1	2 years	on, cohort blended
EDCI	15	36 = 1.5	2-3 years	on, blended
SFU				MA not offered

***Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the program change {See appendix 2}.***

- The EPLS Graduate Program Committee reviewed the change proposal, which includes the Department Chair, all three program Graduate Advisors and the full committee support as evidence in the minutes attached in Appendix 2a.
- The program most impacted by this change is Cuniculum and Instruction, and see letter of support from Acting Chair, Todd Milford Appendix 2b.

## APPENDIX 1a

### Sample Current Schedule of Coursework Master of Arts Leadership Studies

<b>CURRENT</b> Schedule of Coursework Master of Education Leadership Studies				
Course #	Educational Administration Teacher focus	Units	Course #	Adult Education & Community Engagement focus
ED-D 531	Concepts & Theories of Organizations	1.5	ED-D 533D	Critical Discourses in Leadership
ED-D 591E	An Introductory Graduate Seminar in Leadership Studies	1.5	ED-D 538A	Critical Theories & Practices of Adult Education
ED-D 535	Global Comparative Perspectives on Leadership & Education	1.5	ED-D 538B	Cultural Leadership & Social Learning Through the Arts
ED-D 537A	Educational Change	1.5	ED-D 539A	Leadership, Learning and Social Justice
ED-D 533A	Politics in Organizations	1.5	ED-D 591E	Selected Topics: Narratives of Leadership & Inquiry
ED-D 533C	Servant Leadership	1.5	ED-D 591E	Selected Topics: Community Engaged Learning & Practice
ED-D 561B	Research Methods in Leadership	1.5	ED-D 5618	Research Methods in Leadership
ED-D 560*	Research Methods in Education or other approved methods	1.5	ED-D 560*	*Research Methods in Education or other approved methods
ED-D 599	Thesis	6	ED-D 599	Thesis
<b>Total units required</b>		<b>18</b>		

\*or other approved research methodology at the 500 level

## APPENDIX 1b

### Proposed Schedule of Coursework Master of Arts Leadership Studies

<b>PROPOSED Schedule of Coursework Master of Education Leadership Studies</b>				
<b>Course #</b>	<b>Educational Administration Teacher focus</b>	<b>Units</b>	<b>Course #</b>	<b>Adult Education &amp; Community Engagement focus</b>
ED-D 531	Concepts & Theories of Organizations	1.5	ED-D 533D	Critical Discourses in Leadership
ED-D 591E	An Introductory Graduate Seminar in Leadership Studies	1.5	ED-D 538A	Critical Theories & Practices of Adult Education
ED-D 535	Global Comparative Perspectives on Leadership & Education	1.5	ED-D 538B	Cultural Leadership & Social Learning Through the Arts
ED-D 537A	Educational Change	1.5	ED-D 539A	Leadership, Learning and Social Justice
ED-D 533C	Servant Leadership	1.5	ED-D 591E	Selected Topics: Community Engaged Learning & Practice
ED-D 5618	Research Methods in Leadership	1.5	ED-D 561B	Research Methods in Leadership
ED-D 599	Thesis	6	ED-D 599	Thesis
<b>Total units required</b>		<b>15</b>		

## APPENDIX2a

### Program Change Unanimous Support (Minutes from Graduate Program Committee)

### Educational Psychology and Leadership Studies

#### Minutes of Department Meeting

September 27<sup>th</sup> 2019

**Present:** Black (Chair), Chou, Clover, Crilly, Gounko, Hadwin, Holder, McGhie-Richmond, Renney, Walsh, Won

**Regrets:** Boyer, Brenton-Haden, Crippen, Harrison, Martin, Popadiuk, Reeves, Roberts, Tasker

#### Territory Acknowledgment:

*I/we acknowledge with respect the LekW1111gen peoples of whose traditional territory the University stands and the Songhees, Esquimalt and JT7S.ANEC peoples whose historical relationships with the land continue to this day.*

The Department formally welcomed new faculty members Drs. Fred Chou and Sungjun Won.

#### 1. Agenda

Clover/Gounko

**Approved**

#### 2. Approval of Minutes of last meeting

Gounko/ Clover

**Approved**

#### 3. Matters Arising from the Minutes - None.

#### 4. Chair's Notes

- Faculty Updates: (1) Dr. Susan Tasker will be retiring June 30<sup>th</sup>, 2020, and (2) Dr. Allison Reeves will be resigning effective December 31, 2019.
- Update on EPLS Faculty Searches - Three active searches are in progress; two in Counselling Psychology with one position held by the Dean's Office for the EPLS Chair. There were no internal candidates for the Chair's position.  
EPLS Chair Search Committee member Dr. Allyson Hadwin reported (1) the consensus of the Committee is for a preferential hire across all four program areas, and (2) a question is currently being crafted to send to members for feedback regarding criteria for the Chair's position.
- Dr. Allyson Hadwin was congratulated as co-applicant on a \$2.5 million SSHRC Partnership Grant. Dr. Hadwin's research will focus on student success indicators and mapping trajectories of student success.
- EPLS Performance Expectations and CPI - A new Career Progress Increment (CPI) structure was introduced under the recently negotiated Faculty Association Collective Agreement. Under this new structure, the Department will need to develop binding Departmental Performance Expectations by which CPI's will be allocated in the future.
- Academic Program Review - A written response will be drafted by the end of October based on discussions with members at the September 16<sup>th</sup>, 2019 Department Retreat.

5. **Motion:**

To approve the amended *Department of Educational Psychology and Leadership Studies Adjunct Appointments Policy*  
Walsh/Gounko

**Passed Unanimously**

6. **Motion:**

To approve a Memo to the Department Chair to propose a Calendar Change to the Leadership Studies Program to reduce the number of required units from 18 to 15.

Gounko/ Clover

**Passed Unanimously**

7. **Adjunct Appointment: Dr. Nadia Kulikova - Dr. Tatiana Gounko**

Dr. Tatiana Gounko spoke to the Adjunct application for Dr. Nadia Kulikova. A copy of Dr. Kulikova's CV was circulated to members.

Gounko/Walsh

**Passed Unanimously**

8. **EPLS Graduate Student Symposium - Dr. Donna McGhie-Richmond**

Dr. Donna McGhie-Richmond announced plans are underway to organize the annual Graduate Student Symposium in the Spring with the assistance of Dr. Allyson Hadwin and Ms. Vivian McCormick. Procedures will be sent out in the near future with updates provided at upcoming Department Meetings.

9. **Run for the Cure - Dr. John Walsh**

Dr. John Walsh encouraged members to participate in the upcoming "Run for the Cure" to be held on Sunday, October 6<sup>th</sup>, 2019. Interested members were invited to email Dr. Walsh directly for more information.

10. **Mustard Seed & Our Place - Ms. Deb Renney**

The Department is once again collecting non-perishable food items for the Mustard Seed, with the hope of having the bin filled prior to the Thanksgiving long weekend. As well, toiletries for Our Place are being collected on behalf of Dr. Carolyn Crippen. Members were asked to drop off donations for both the Mustard Seed and Our Place at the Department Office during working hours.

11. **Teacher Education**

Dr. Donna McGhie-Richmond reported that she had requested to sit on the Secondary PDP Review Committee with EPLS Rep Dr. Joan Martin, but her request was denied. Dr. Tim Black agreed to make inquiries as to why.

12. **Faculty Recognition and Acknowledgements - None.**

**Area Reports - None.**

**Other Business and Adjournment**

- Dr. Tim Black announced Ms. Kira Holder, Practicum Coordinator for the Counselling Psychology Program, was appointed to full-time status effective October 1<sup>st</sup>, 2019. Kira was warmly congratulated by the Department.
- Dr. Tatiana Gounko acknowledged and thanked Dr. Allyson Hadwin for sharing information with members on how to create a CourseSpace Hub for their own program areas based on the one created for the Ed Psych area.

**Adjourned at 1:34 pm**

**Gounko/ Clover**



## APPENDIX2b

### Program Change Support (Curriculum & Instruction)



Faculty of Education | Department of Curriculum & Instruction  
Maclaurin A547 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada  
T 250-721-78861 F 250-721-7598 I cdchair@uvic.ca I uvic.ca/edci

Monday, January 20, 2020

Letter of Support: Leadership Studies Graduate Program Change/Unit Reduction

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To Faculty of Graduate Studies and University Senate Committee,

This is to confirm that I have reviewed and support the Leadership Studies Graduate program change to reduce the number of course credits from 18 to 15 units for both the Master of Arts and Master of Education degrees.

This change is will allow the Leadership Program to compete with existing Leadership graduate programs on Vancouver Island and beyond. It will align fairly, with the Curriculum and Instruction graduate programming, which currently requires the 15 units.

Please contact me, if you require additional information.

With kind regards,

A handwritten signature in black ink, appearing to read 'Todd Milford'.

**Todd Milford**  
Assistant Professor and interim Chair,  
Faculty of Education, Curriculum and Instruction





## APPENDIX3a

### 2019 Annualized FTE's \_Leadership Studies



#### Education Graduate Annualized FTEs

2019

Organization (Without University) > Faculty of Graduate Studies

SNAPSHOT_GROUP Official Snapshot		Aug 1st y	Nov 1st y	29th Weekly Regn L	Total
Department	Major	GR Term FTE for Annualization	GR Term FTE for Annualization	GR Term FTE for Annualization	GR Term FTE for Annualization
Curriculum and Instruction	ED 00 ED: Art Education	6.3	1.0	6.0	13.3
	ED 00 ED: Curriculum Studies	4.7	4.7	5.0	14.3
	ED 00 ED: Early Childhood Ed	5.4	2.2	1.9	9.6
	ED 00 ED: Educational Studies	20.8	23.1	19.2	63.1
	ED 00 Language and Literacy	5.4	6.1	2.7	14.2
	ED 00 Math, Science, SS & Educ Tech	8.3	9.0	2.7	20.0
Educ Psychology & Leadership	ED 00 Social, Cultural & Fnd Studies	.	0.3	0.3	0.7
	ED 00 ED: Counselln11 Psyc	10.7	12.1	10.3	33.1
	ED 00 ED: Educational Psyc	9.9	16.1	14.3	40.3
	ED 00 ED: Leadership Studies	11.0	19.0	16.7	46.7
	ED 00 Health Leadership	3.3	.	.	3.3
	ED 00 Learning & Teaching Higher Ed	.	2.0	2.0	4.0
Exercise Sc, Phys & Health Ed	ED 00 Coaching Studies	9.9	8.8	8.3	27.0
	ED 00 ED: K1nesology	10.0	14.3	12.0	36.3
	ED 00 ED: Physical Education	1.0	1.0	0.7	2.7
	ED 00 Neuroscience (EPHE)	1.0	0.7	0.7	2.3
Graduate Studies	ED 00 Non-Degree	4.3	3.4	0.3	8.1
Indigenous Education	ED 00 Indigenous Language Revlta	6.7	6.0	5.3	18.0
Interdisciplinary Studies	ED 00 Interdisciplinary	9.3	11.1	10.2	30.7
	ED 00 Social Dimensions of Health	11.4	15.2	14.3	41.0
Total		139.6	156.2	133.0	428.8

ED: Leadership Studies: 46.7

Health Leadership: 3.3

**50.0 FTE's.** (excluding graduates in Higher Education Certificate)