



The next open meeting of the Senate of the University of Victoria is scheduled for Friday, April 6, 2018 at 3:30 p.m. in the Senate and Board Chambers, University Centre, Room A180.

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

1. APPROVAL OF THE AGENDA ACTION

2. MINUTES ACTION

a. March 2, 2018 (SEN-APR 6/18-1)

Motion: That the minutes of the open session of the meeting of the Senate held on March 2, 2018 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. UVic Strategic Framework 2018-2023 (SEN-APR 6/18-2)

ACTION

Motion: That Senate recommend to the Board of Governors that the Board of Governors approve the University of Victoria Strategic Framework 2018-2023, effective immediately.

5. CORRESPONDENCE

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

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

i. New and Revised Awards (SEN-APR 6/18-3)

ACTION

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

- Holocaust Studies Graduate Travel Award (new)
- Dr. Elisabeth Dixon Scholarship in Chemistry (new)*
- Motion Picture Technicians Union Local 891 Bursary (revised)
- David Stanonik Pacific Northern Gas Scholarship (revised)*
- Faculty of Engineering: Dean’s Entrance Scholarship (revised)
- Royal Jubilee Hospital School of Nursing Alumnae Association Student Award (revised)*
- Hart Will Graduate Fellowship in Indigenous Governance & Leadership (new)*
- Richard and Margaret Beck Student Research Travel Award (revised)*
- Chair in Transgender Studies Doctoral Degree Research Scholarship for Trans, Non-Binary, and Two-Spirit Students (revised)
- Chair in Transgender Studies Doctoral Degree Research Scholarship (revised)
- Chair in Transgender Studies Master’s Degree Research Scholarship for Trans, Non-Binary, and Two-Spirit Students (revised)
- Chair in Transgender Studies Master’s Degree Research Scholarship (revised)
- Chair in Transgender Studies Research Fellowship for Community-Based Scholars (revised)
- Chair in Transgender Studies Research Fellowship for Visiting University-Based Scholars and Professionals (revised)
- Tectoria Video Game Industry Award for Developers (revised)
- Black Press Business Scholarships (revised)
- Kathleen G. Collis Art Therapy Scholarship (new)*
- Constance E. Hoyte Bursary in Music Education (revised)*
- Haji Charania Family Bursary (new)
- James H.C. Walker Memorial Award (new)
- Hazel Partridge Smith Bursary in Creative Writing (revised)*
- Roger J. Bishop Writing Prize (new)*
- Boehm Family Award for Excellence in Science (revised)*
- W.E. Cowie Innovation Award (revised)*

- Kedar Shrikhande Memorial Scholarship for Students with a Disability (new)
- Martlet Chapter, Iode Graduate Scholarship for Women (revised)*
- Donna Trenholm Staff Award in Humanities (revised)*
- UVic Residence and Meal Plan Bursary (revised)
- CIBC Scholarship in the Peter B. Gustavson School of Business (revised)

** Administered by the University of Victoria Foundation*

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

- i. Proposal to Establish a Master of Management (MM)
(**SEN-APR 6/18-4**)

ACTION

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Master of Management (MM), as described in the document “Master of Management Degree”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval. Once Senate and the Board of Governors have approved the proposal, the proposal must be approved by the Secretariat of the Ministry of Advanced Education, Skills and Training.

- ii. Proposal to Establish a Research Option in Master of Nursing (MN) and Master of Science (MSc) in Health Informatics: Double Degree Program (**SEN-APR 6/18-5**)

ACTION

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Research Project Option in the Master of Nursing (MN) and Master of Science (MSc) in Health Informatics: Double Degree Program, as described in the document “Proposal to Offer Research Project Option in Master of Nursing and Master of Science in Health Informatics: Double Degree Program”, and that this approval be withdrawn if the new option should not be offered within five years of the granting of approval.

- iii. Proposal to Establish a Master of Engineering (MEng) in Applied Data Science (**SEN-APR 6/18-6**)

ACTION

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Master of Engineering (MEng) in Applied Data Science, as described in the document “Master of Engineering in Applied Data Science”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval. Once

Senate and the Board of Governors have approved the proposal, the proposal must be approved by the Secretariat of the Ministry of Advanced Education, Skills and Training.

- iv. Proposal to Change the Name of the “Certificate in Aboriginal Language Revitalization (CALR)” to the “Certificate in Indigenous Language Revitalization (CILR)” **(SEN-APR 6/18-7)** **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the change of the name of the “Certificate in Aboriginal Language Revitalization (CALR)” to the “Certificate in Indigenous Language Revitalization (CILR)”.

7. PROPOSALS AND REPORTS FROM FACULTIES

a. Faculty of Graduate Studies

- i. Membership in the Faculty of Graduate Studies **(SEN-APR 6/18-8)** **ACTION**

Motion: That Senate approve the following sections of the proposed Membership in the Faculty of Graduate Studies policy attached in Appendix A: Sections 1.1, 1.2, 1.3; Section 2; and Sections 4.1, 4.2, 4.3.

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

9. OTHER BUSINESS

- a. Final draft Strategic Research Plan 2018-19 Annual Implementation Plan and Scorecard **(SEN-APR 6/18-9)** **ACTION**
- b. Elections update **(SEN-APR 6/18-10)** **INFORMATION**

10. ADJOURNMENT



University
of Victoria

MINUTES

A meeting of the Senate of the University of Victoria was held on March 2, 2018 at 3:30 p.m. in the Senate and Board Chambers, University Centre, Room A180.

1. APPROVAL OF THE AGENDA

Motion: (A. Ulysses/C. Krull)

That the agenda be approved as circulated.

CARRIED

2. MINUTES

a. February 2, 2018

Motion: (R. Lipson/M. Garcia-Barrera)

That the minutes of the open session of the meeting of the Senate held on February 2, 2018 be approved and that the approved minutes be circulated in the usual way.

CARRIED

3. BUSINESS ARISING FROM THE MINUTES

There was none.

4. REMARKS FROM THE CHAIR

a. President's Report

Prof. Cassels reported on the recently released provincial and federal budgets. He reviewed highlights from the provincial budget, including the technology expansion, availability of debt room for universities, provision for the JD/JID program, a large capital investment in higher education and a payroll tax for employers. In response to a question, Prof. Cassels confirmed that funding for graduate students was not included in the budget. He noted, however, that the issue remained under consideration by the government. Prof. Cassels reviewed highlights from the federal budget, including funding for the research granting agencies, the Canada Research Chairs program and the Canadian Foundation for Innovation (CFI). In response to a question, Prof. Cassels commented that discussions regarding funding through BC Knowledge Development Fund in response to CFI funding were ongoing.

Prof. Cassels provided an update on events at UVic, including Ideafest and the 5 Days of Action.

b. Update on Draft Strategic Framework Consultation

Prof. Cassels reminded members of Senate of the discussion at the last meeting regarding the draft Strategic Framework. He provided an update on the feedback received from the university community on the draft and summarized some themes that emerged. Prof. Cassels provided members of Senate with an opportunity to provide additional feedback. Members had no additional feedback.

Prof. Cassels reported on next steps for finalizing the draft, which he expected would be presented to Senate for recommendation to the Board at the next Senate meeting.

5. CORRESPONDENCE

There was none.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Awards

i. New and Revised Awards

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

Editorial revisions were suggested to the Baynes Award in Engineering and the Jeffrey Rubinoff Scholar in Art as a Source of Knowledge Fellowship. These were accepted as friendly amendments. A question was raised regarding eligibility for the CIBC Scholarship in the Peter B. Gustavson School of Business. After a brief discussion, it was confirmed that clarification should be sought before the award was presented for approval.

In response to a question regarding confidentiality for recipients of the Chair in Transgender Studies Undergraduate Research Scholarship for Trans, Non-Binary and Two-Spirit Students, it was confirmed that consent was required before names of recipients were published. A question was asked regarding whether the process of obtaining consent was followed for awards designated for students with a disability. Dr. Walsh said he thought it was, but would confirm the process for all award recipients.

Motion: (L. Charlton/S. Hundza)

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:

- Geraldine and Peter Shostak Scholarship in Ukrainian Studies (revised)
- Harper Scholarship in History (revised)*
- Physics and Astronomy Award (new)
- Edward “Teddy” Blenkinsop Scholarship (new)
- UVic Undergraduate Bursary (new)

- UVic Undergraduate Scholarship (new)
- Chair in Transgender Studies Undergraduate Research Scholarship for Trans, Non-Binary and Two-Spirit Students (revised)
- Edna Mary Wootten Scholarship (revised)*
- Alexander and Glenda Kirk Award (new)
- Jeffrey Rubinoff Scholar in Art as a Source of Knowledge Fellowship (revised)*
- Dr. Ian Stuart MBA Scholarship in Service Management (new)*
- Dr. Ian Stuart Memorial PhD Award (new)
- Mary Aitken Scholarship in Writing (new)*
- Gervin Métis Award for Distinguished Advocacy and Leadership (new)
- Angus & Marjorie McPherson Memorial Scholarship (revised)*
- Rajan Family Scholarship (revised)*
- Baynes Award in Engineering (revised)*

* Administered by the University of Victoria Foundation

CARRIED

b. Senate Committee on Planning

i. Renewal of the Pacific Institute for Climate Solutions (PICS)

Dr. Nancy Wright, Chair, Senate Committee on Planning, introduced the proposal.

A question was raised about the recommendation in the review regarding governance policies, which had not been addressed in the response to the recommendations. Dr. Sybil Seitzinger, PICS Director was in the gallery. She responded that a direct response was not provided in the report because the PICS governance structure had not yet been revised. Dr. Seitzinger added that the recommendations would be taken into account as the governance structure was revised.

Motion: (M. Garcia-Barrera/S. Hundza)

That Senate approve and recommend to the Board of Governors that it also approve the renewal of Approved Centre Status for the Pacific Institute for Climate Solutions (PICS) for the period April 1, 2018 through March 31, 2023.

CARRIED

7. PROPOSALS AND REPORTS FROM FACULTIES

There were none.

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

There were none.

9. OTHER BUSINESS

a. Update and Request for Input from *Ad-hoc* Joint Board/Senate Committee on the Presidential Appointment Procedures

Dr. Eastman reminded members that an *ad hoc* Joint Board/Senate Committee had been established to consider procedural suggestions made by the Presidential Appointment Committee in 2017. She described the presidential appointment process at UVic and the legislative and policy provisions under which it is conducted. She said the *ad hoc* Joint Board/Senate Committee was seeking feedback from Senate and Board members on a number of potential changes.

Members of the Joint Board Senate Committee introduced the request for input. Dr. Krull commented on the size and composition of presidential appointment committees, addressing challenges with engagement and recent committee vacancies. She reviewed comparative information gathered about appointment committees at other Canadian universities. Mr. Bengtson commented on the importance of committee members' understanding of the president's role and how committee composition might be revised to achieve a smaller, more informed composition. Mr. Cantarutti outlined options identified by the committee to amend the appointment committee composition. Members of Senate were invited to provide feedback on the options.

Members of Senate engaged in a discussion of the options presented by the committee. Several members commented on the importance of faculty representation and indicated they were not supportive of moving away from the existing model in which there is one elected member of each faculty on the committee. Questions were raised about how faculty groupings would be determined and what election processes might be followed. Support was expressed by numerous members for adding a Dean to the committee and for encouraging nomination of committee members who are knowledgeable about the president's role. A suggestion was made to reduce appointment committee size by eliminating the Senate positions. This suggestion was supported by a number of members, some of whom suggested that current or former members of Senate could be recruited to fill the faculty positions. A suggestion was made that Senate representation in the faculty positions could be made mandatory and options for pursuing this idea were briefly discussed. Some members of Senate expressed support for reducing the size of the committee by way of reducing faculty membership, acknowledging the challenges identified by the committee. Others expressed the view that size was not a significant concern. A comment was made about the importance of faculty engagement in appointment processes, and it was suggested that lack of engagement would not be remedied by reducing the number of faculty members on the committee. A question was raised regarding diversity of committee membership. Dr. Eastman said recent presidential appointment committees had been very cognizant of the importance of diversity and commented on the policy statement and operational practices undertaken to achieve diversity on appointment committees.

Several members of Senate thanked the *ad hoc* committee for their thoughtful consideration of the issue and for the invitation for Senate to engage in a discussion at this stage of the process. Dr. Krull thanked members of Senate for the discussion, which she said would be helpful as the *ad hoc* committee finalized its recommendations.

b. 2017 Policy Annual Report

Prof. Cassels introduced the report.

A question was raised regarding the consultation provisions in the Policy on University Policy and Procedures, particularly regarding consultation with the Faculty Association and obligations under the Faculty Collective Agreement. It was also noted that advance notice of upcoming consultation would be helpful. Dr. Eastman responded that different policies required different consultation procedures with a variety of groups and individuals and that embedding a standard clause in the policy required careful consideration.

In response to comments regarding information posted on the policy website, it was acknowledged that improvements to the search function would be useful and that more policy review information could be posted. This would assist in communicating upcoming policy reviews.

c. Ten-Year Sessional Calendar

Ms. Andersen introduced the proposal to revise the ten-year sessional calendar to move February Reading Break to coincide with the recently rescheduled Family Day. A comment was made expressing opposition to scheduling Reading Break during the same week as a statutory holiday. In response to a question about the academic implications of scheduling Reading Break during a five-day week, Ms. Andersen commented on the required length of term and implications on the class and examination schedules.

Motion: (R. Warburton/M. Gillen)

That Senate approve the revised 2017-2027 Ten-Year Sessional Calendar.

CARRIED

Mr. Foster asked to have his opposition noted.

d. Update on Elections

Ms. Andersen reported on recent and ongoing Senate elections.

In response to a question about lack of engagement by student members and the application of Senate rules regarding attendance, Ms. Andersen reviewed the rules. She noted that these were not strictly enforced, although efforts were being made to increase engagement of Senate members.

There being no other business the meeting was adjourned at 5:01 p.m.

Name	In Attendance	Regrets		
Alamchandani, Dheeraj	<input type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Andersen, Carrie	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Associate University Secretary	By invitation
Angelblazer, Pierre-Paul	<input type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Aragon, Janni	<input type="checkbox"/>	<input type="checkbox"/>	Faculty of Social Sciences	Elected by the Faculty
Baer, Doug	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Social Sciences	Elected by the faculty members
Bashir, Rizwan	<input type="checkbox"/>	<input type="checkbox"/>	Convocation Senator	Elected by the convocation
Beam, Sara	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Graduate Studies	Elected by the Faculty
Beaveridge, Chandra	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Convocation Senator	Elected by the convocation
Begoray, Deborah	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Faculty of Education	Elected by the faculty members
Bengtson, Jonathan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	University Librarian	Ex officio
Burford, Neil	<input type="checkbox"/>	<input type="checkbox"/>	Faculty of Science	Elected by the Faculty
Butler-Palmer, Carolyn	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Fine Arts	Elected by the Faculty
Calder, Gillian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Law	Elected by the Faculty
Cantarutti, Brent	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Cassels, Jamie	<input checked="" type="checkbox"/>	<input type="checkbox"/>	President and Vice-Chancellor	Chair of Senate
Castle, David	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Vice-President Research	Ex officio
Charlton, Lauren	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Convocation Senator	Elected by the convocation
Chasib, Noor	<input type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Clarke, Jo-Anne	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Dean, Division of Continuing Studies	Ex officio
Colby, Jason	<input type="checkbox"/>	<input type="checkbox"/>	Faculty of Humanities	Elected by the Faculty
Cumberland, Mackenzie	<input type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Devor, Aaron	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Social Sciences	Elected by the faculty members
Driessen, Peter	<input type="checkbox"/>	<input type="checkbox"/>	Faculty of Engineering	Elected by the Faculty
Dunsdon, Jim	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Associate Vice-President Student Affairs	By invitation
Durno, John	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Librarian	Elected by the Professional Librarians
Eastman, Julia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	University Secretary	Secretary of Senate
Evans, Stephen	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Acting Dean, Faculty of Graduate Studies	Ex officio
Fairley, Kate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Foster, David	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Fry, Kate	<input type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Gagné, Lynda	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Faculty of Human and Social Development	Elected by the Faculty
Ganley, Dale	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Peter B. Gustavson School of Business	Elected by the Faculty
Garcia-Barrera, Mauricio	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Graduate Studies	Elected by the Faculty
Gillen, Mark	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Law	Elected by the Faculty
Goto-Jones, Christopher	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Dean, Faculty of Humanities	Ex officio
Gray, Garry	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Social Sciences	Elected by the faculty members
Greengoe, Nicole	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Registrar	By invitation
Hallgrimsdottir, Helga	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Social Sciences	Elected by the faculty members
Haskett, Tim	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Faculty of Humanities	Elected by the faculty members
Haynes, Carl	<input type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Hicks, Robin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Science	Elected by the faculty members
Hundza, Sandra	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Education	Elected by the Faculty
Husband, Alyssa	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Student Senator	Elected by the students
Karpovskaia, Natalia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Klein, Saul	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Dean, Peter B. Gustavson School of Business	Ex officio
Koning, Hannah	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Krull, Catherine	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Dean, Faculty of Social Sciences	Ex officio
Kuehne, Valerie	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Vice-President Academic and Provost	Ex officio
Kurki, Helen	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Social Sciences	Elected by the Faculty
Kushniruk, Andre	<input type="checkbox"/>	<input type="checkbox"/>	Faculty of Human and Social Development	Elected by the Faculty
Laidlaw, Mark	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Science	Elected by the faculty members
Lepp, Annalee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Faculty of Humanities	Elected by the Faculty
Lewis, Susan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Dean, Faculty of Fine Arts	Ex officio
Liddell, Peter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Convocation Senator	Elected by the convocation
Lipson, Robert	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Dean, Faculty of Science	Ex officio
Marck, Patricia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Dean, Faculty of Human and Social Development	Ex officio
McNally, Kirk	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Fine Arts	Elected by the Faculty
Nwoko, Ngozi	<input type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Popova, Diana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student Senators	Elected by the students
Prendergast, Monica	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Education	Elected by the Faculty
Rogers, Shelagh	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chancellor	Ex officio
Saint-Vil, Colin	<input type="checkbox"/>	<input type="checkbox"/>	Student Senators	Elected by the students
Salem, Joseph	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Fine Arts	Elected by the faculty members
Smith, Brock	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Peter B. Gustavson School of Business	Elected by the Faculty
St. Clair, Ralf	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Dean, Faculty of Education	Ex officio
Struchtrup, Henning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Engineering	Elected by the Faculty
Tiedje, Tom	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Dean, Faculty of Engineering	Ex officio
Ulysses, Alicia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Continuing Sessional	Elected by the Continuing Sessionals
Varela, Diana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Science	Elected by the Faculty
Warburton, Rebecca	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Human and Social Development	Elected by the faculty members
Webber, Jeremy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Dean, Faculty of Law	Ex officio
Welling, Linda	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Social Sciences	Elected by the faculty members
Wright, Bruce	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Head, Division of Medical Sciences	
Wright, Nancy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Associate Vice-President Academic Planning	By invitation
Wyatt, Victoria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Faculty of Fine Arts	Elected by the faculty members
Yadawad, Deepti	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Student Senator	Elected by the students

MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA
Effective January 1, 2018

EX OFFICIO MEMBERS - University Act: Section 35 (2) (a-f)

Chancellor: Shelagh Rogers (31/12/20)
 President and Vice-Chancellor: Jamie Cassels, Chair
 V.P. Academic & Provost: Valerie Kuehne
 V.P. Research: David Castle
 Dean, Peter B. Gustavson School of Business: Saul Klein
 Dean of Education: Ralf St. Clair
 Dean of Engineering: Thomas Tiedje
 Dean of Continuing Studies: Jo-Anne Clarke
 Dean of Fine Arts: Susan Lewis
 Acting Dean of Graduate Studies: Stephen Evans
 Dean of Humanities: Christopher Goto-Jones
 Dean of HSD: Patricia Marck
 Dean of Law: Jeremy Webber
 Dean of Science: Robert Lipson
 Dean of Social Sciences: Catherine Krull
 University Librarian: Jonathan Bengtson

MEMBERS ELECTED BY THE FACULTIES

- Section 35 (2) (g)

BUSI: Dale Ganley (30/6/19)
 Brock Smith (30/6/18)
 EDUC: Sandra Hundza (30/6/20)
 Monica Prendergast (30/6/19)
 ENGR: Peter Driessen (30/6/19)
 Henning Struchtrup (30/6/20)
 FINE: Carolyn Butler Palmer (30/6/19)
 Kirk McNally (30/6/18)
 GRAD: Sara Beam (30/6/19)
 Mauricio Garcia-Barrera (30/6/20)
 HSD: Lynda Gagné (30/6/19)
 Andre Kushniruk (30/6/18)
 HUMS: Jason Colby (30/6/18)
 Annalee Lepp (30/6/19)
 LAWF: Gillian Calder (30/6/20)
 Mark Gillen (30/6/19)
 SCIE: Neil Burford (30/6/20)
 Diana Varela (30/6/20)
 SOSC: Janni Aragon (30/6/18)
 Helen Kurki (30/6/20)

MEMBERS ELECTED BY THE FACULTY MEMBERS

- Sections 35 (2) (g)

Doug Baer - SOSC (30/6/20)
 Deborah Begoray – EDUC (30/6/18)
 Aaron Devor – SOSC (30/6/20)
 Garry Gray – SOSC (30/6/19)
 Helga Hallgrimsdottir – HSD (30/6/18)
 Tim Haskett – HUMS (30/6/20)
 Robin Hicks – SCIE (30/6/18)
 Mark Laidlaw – SCIE (30/6/20)

MEMBERS ELECTED BY THE FACULTY

MEMBERS (continued)

Joseph Salem – FINE (30/6/20)
 Rebecca Warburton - HSD (30/6/19)
 Linda Welling – SOSC (30/6/20)
 Victoria Wyatt - FINE (30/6/19)

MEMBERS ELECTED FROM THE STUDENT

SOCIETIES – Section 35 (2) (h)

Dheeraj Alamchandani (ENGR) (30/6/18)
 Pierre-Paul Angelblazer (SOSC) “
 Brent Cantarutti (GRAD) “
 Noor Chasib (SCIE) “
 Mackenzie Cumberland (SOSC) “
 Kate Fairley (BUSI) “
 David Foster (LAW) “
 Kate Fry (HUMS) “
 Carl Haynes (BUSI) “
 Alyssa Husband (EDUC) “
 Natalia Karpovskaia (SOSC) “
 Hannah Koning (FINE) “
 Ngozi Nwoko (GRAD) “
 Diana Popova (GRAD) “
 Colin Saint-Vil (SOSC) “
 Deepti Yadawad (HSD) “

MEMBERS ELECTED BY THE CONVOCATION

– Section 35 (2) (i)

Rizwan Bashir (30/06/18)
 Chandra Beaveridge (30/06/18)
 Lauren Charlton (30/06/18)
 Peter Liddell (30/06/18)

ADDITIONAL MEMBERS - Section 35 (2) (k)

Head, Division of Medical Sciences: Bruce Wright
 Member elected by the Professional Librarians:

John Durno (30/06/18)

Continuing Sessional: Alicia Ulysses (30/06/20)

SECRETARY OF SENATE - Section 64 (2)

University Secretary: Julia Eastman

BY INVITATION - Seated with specified speaking rights

Assoc. V.P. Student Affairs: Jim Dunsdon
 Assoc. V.P. Academic Planning: Nancy Wright
 Registrar: Nicole Greengoe
 Associate University Secretary: Carrie Andersen



President and Vice-Chancellor

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MEMO

Date: 28 March 2018

To: Senate

From: Professor Jamie Cassels, QC
President and Vice-Chancellor

A handwritten signature in black ink, appearing to read "Jamie Cassels".

RE: **UVic Strategic Framework 2018-2023**

I am pleased to present to Senate the University of Victoria's Strategic Framework 2018-2023 (Attachment A), and to request that Senate recommend the framework for approval by the Board of Governors.

MOTION: *That Senate recommend to the Board of Governors that the Board of Governors approve the University of Victoria Strategic Framework 2018-2023, effective immediately.*

Over the past year, the university has undertaken a process to develop a new strategic framework for UVic. The process started with an environmental scan and an assessment of our assets and opportunities in the current and future post-secondary education context, outlined in the September 2017 discussion document. This document was used, along with a number of high-level questions as the basis for a comprehensive engagement with the UVic community, during the Fall of 2017. In December, after a very thoughtful and thorough discussion at the Joint Senate Board Retreat, drafting of the framework commenced. In February, we presented the draft framework to the UVic community and external partners and supporters for feedback.

I am very grateful for the high-level of engagement from the UVic community over the course of the planning process, and I would like to thank Senate members for your support and advice. Both Senate and the Board have been engaged or updated on the planning process at every meeting since May 2017, and have provided valuable insights and feedback along the way, in particular at the 2017 Joint Senate and Board Retreat.

The Strategic Planning Advisory Group has met regularly during the engagement process. Members have provided excellent advice and support, playing a critical role in helping to analyze and distill the large volume of ideas and feedback we received. They have helped to ensure that quiet, but important, voices were heard, and they acted as a sounding board for solving challenges.

Thousands of members of the UVic community, and key external partners and supporters were engaged and consulted over the course of the planning process. Their ideas and feedback formed the basis of the framework, and are represented in the vision, values, priorities and strategies in the Strategic Framework. More detail on how the UVic community was engaged in the planning process is provided in the Engagement Report (Attachment B).

The new framework responds to the challenges and opportunities of the post-secondary environment by setting out directions and priorities in six key areas. It will guide our ongoing planning and serve as a reference for making strategic choices. Over the coming months the Executive and I will develop and refine an implementation and reporting process to ensure that we make significant and measurable progress against the directions set out in the framework. An annual report on implementation of the strategic framework will be shared with Senate, Board and the UVic community.


I look forward to working with Senate, and with all members of our university, to realize the vision and achieve our goal of being the Canadian research university that best integrates outstanding scholarship, engaged learning and real-life involvement to contribute to a better future for people and the planet.

A STRATEGIC FRAMEWORK

FOR THE UNIVERSITY OF VICTORIA: 2018-2023



At the University of Victoria, we are deeply committed to contributing to a better future for people, places and the planet.



It is with this in mind that our new Strategic Framework articulates our shared understanding of our vision, values and priorities in fulfilling that commitment.

This Strategic Framework defines UVic's role in creating a strong, healthy future for our students and for our local and global communities. We are in a period of rapid change, with growth in the number of universities around the world and rising expectations for how these institutions will contribute to individual and collective well-being. To meet the challenges and opportunities of globalization and the social, environmental and technological change faced by our students, communities and university, we must align our efforts and focus our activities.

This ambitious framework is the product of widespread consultation and reflects the contributions and ideas of many

people across campus and in the community. Driven by a perspective unique to UVic, it extends the significant planning of the last three years around research, student success, Indigenization, international activity, equity and diversity, the campus environment, and communications. The framework builds upon the strength of our people and our collegial, inclusive and collaborative culture. It confirms our character as a research-intensive and student-centred university, and our commitment to excellence.

The framework's objective is to serve as a guide to our future—setting out priorities and high-reaching goals in six key areas and articulating strategies to realize them. The framework provides a structure for our ongoing planning and serves as a reference for making strategic choices among the many possible initiatives that could move us forward. Creating a shared understanding of our goals and priorities enables us to coordinate our efforts and work together to achieve maximum impact.

Bringing our vision to life depends upon the talent and commitment of every member of the university community. This Strategic Framework positions and inspires us as individuals—and collectively as a public institution—to apply our commitment to excellence in research and creative activity, teaching, service and engagement to serve students, communities and the world.

OUR STRATEGIC PRIORITIES

CULTIVATE AN EXTRAORDINARY ACADEMIC ENVIRONMENT

ADVANCE RESEARCH EXCELLENCE AND IMPACT

INTENSIFY DYNAMIC LEARNING

FOSTER RESPECT AND RECONCILIATION

PROMOTE SUSTAINABLE FUTURES

ENGAGE LOCALLY AND GLOBALLY

OUR VISION

We will be the Canadian research university that best integrates outstanding scholarship, engaged learning and real-life involvement to contribute to a better future for people and the planet.

OUR VALUES

Our values inform all our actions in achieving our vision:

- Excellence in all our endeavours
- Ethical and intellectual integrity
- Freedom of inquiry and freedom of speech
- Equity, diversity and inclusion

CULTIVATE AN EXTRAORDINARY ACADEMIC ENVIRONMENT

The University of Victoria will be recognized internationally as a university of choice for talented students, faculty and staff. People and place provide the foundation upon which we will continue to build an extraordinary environment for the creation, dissemination and mobilization of knowledge. Our beautiful Pacific coast location, inclusive and collegial culture, the influence of Indigenous and international perspectives, and our dedication to the highest standards of teaching, research and creative activity, and service make UVic the place where people want to learn, work, engage and discover.

OVER THE NEXT FIVE YEARS WE WILL:

STRATEGY 1.1

Attract, support and develop a diverse community of talented students, faculty and staff through enhanced resources and programs—including scholarships, academic chairs, professional support programs and workplace practices that recognize excellence and promote wellness.

STRATEGY 1.2

Embed practices of equity, diversity, accessibility, inclusion and dialogue throughout the university community so that all members feel welcomed, valued and supported to achieve their highest potential.

STRATEGY 1.3

Advance service excellence and collaboration by updating systems, spaces, processes and policies so they fully underpin research and teaching, maximize efficiency, and ensure our accountability and responsibility to our people, partners and society as a whole.

STRATEGY 1.4

Implement internal communications practices that enhance individual, unit and organizational effectiveness, promote a sense of shared enterprise and meaningful purpose, and facilitate opportunities for collaboration across the campus.

STRATEGY 1.5

Increase the vibrancy of campus life by enhancing the natural and built environment to create more opportunities for interaction and collaboration; and develop infrastructure and programmatic initiatives, including additional student housing and increased opportunities for recreation, cultural activities and social interaction.

ADVANCE RESEARCH EXCELLENCE AND IMPACT

The University of Victoria will excel in diverse forms of research and creative activity, innovation and knowledge mobilization that advance human knowledge, improve and enrich lives, tackle global challenges, and promote the sustainability of the planet. We will heighten our place in the top tier of the world's research universities.

OVER THE NEXT FIVE YEARS WE WILL:

STRATEGY 2.1

Take the strategic risks and make the investments necessary to pursue and support more opportunities for collaboration, innovation, partnership and external research funding.

STRATEGY 2.2

Integrate and align research and education by fostering high-quality research and creative activity across all the disciplines, and by taking focused steps to ensure that learning in every program is enriched by the research culture and activities of the university.

STRATEGY 2.3

Invest strategically in existing and emerging areas of research strength that present opportunities for growth, maximum impact and further global prominence.

STRATEGY 2.4

Provide resources and develop targeted initiatives to recruit and support a diverse and talented community of researchers, including graduate students and post-doctoral fellows.

STRATEGY 2.5

Promote more collaboration, partnerships and interdisciplinary approaches on campus and with our external colleagues and partners by increasing support, reducing obstacles, and facilitating engagement through our research centres and other entities.



INTENSIFY DYNAMIC LEARNING

The University of Victoria will be Canada's leader in research-enriched and experiential learning. Our focus on teaching excellence and an exceptional student experience will ensure that UVic students are transformed by their time at UVic, and are equipped for personal success and to contribute effectively as alumni and global citizens.



OVER THE NEXT FIVE YEARS WE WILL:

STRATEGY 3.1

Extend UVic's expertise and leadership in experiential learning so that every student has the opportunity to engage in, and be recognized for, research, work-integrated, community-engaged or other forms of experiential learning.

STRATEGY 3.2

Ensure that across all programs, in and out of the classroom, students actively develop the skills, abilities and attributes that support academic and personal success, lifelong learning, leadership and social responsibility, as set out in the *University of Victoria Learning Outcomes*.

STRATEGY 3.3

Foster teaching excellence and innovation by supporting and recognizing inspiring teachers who use evidence-based teaching practices to enhance student engagement and learning, including technology-integrated, interdisciplinary, experiential and other transformative learning experiences.

STRATEGY 3.4

Design and continually update quality curricular and co-curricular programs that positively impact the student experience, foster wellness and resilience, and support the achievement of educational goals and timely graduation.

STRATEGY 3.5

Develop and evolve high-quality academic programs that align with UVic strengths and directions; are responsive to student interest and social need; provide students with meaningful opportunities to engage with issues from diverse perspectives; and are financially sustainable.

FOSTER RESPECT AND RECONCILIATION

The University of Victoria will be a global leader in creating better opportunities for Indigenous students, entering respectful educational and research partnerships with Indigenous communities, and advancing respect, reconciliation and mutual understanding.



OVER THE NEXT FIVE YEARS WE WILL:

STRATEGY 4.1

Implement and advance the applicable calls to action of the Truth and Reconciliation Commission and the goals of our own Indigenous Plan.

STRATEGY 4.2

Develop new pathways for access to higher education for Indigenous students.

STRATEGY 4.3

Increase the number and success of Indigenous students, faculty, staff and leaders at UVic by developing priority recruitment strategies across the university, along with programs to support success.

STRATEGY 4.4

Implement transformative programs to provide a welcoming, inclusive campus environment for all, and include the entire university community in Indigenous-engaged learning to promote mutual understanding and respect.

STRATEGY 4.5

Foster respectful partnerships with Indigenous communities, governments and organizations—developing and supporting educational and research programs that align community needs and priorities with UVic strengths and capabilities.

PROMOTE SUSTAINABLE FUTURES

The University of Victoria will be a global leader in environmental, social and institutional sustainability through our research, academic programs, campus operations, and the impact and influence of our students, faculty, staff and alumni.



OVER THE NEXT FIVE YEARS WE WILL:

STRATEGY 5.1

Continue to build world-leading research and educational programs that contribute to sustainability on a global scale.

STRATEGY 5.2

Review and renew our approach to sustainability in every domain (research, education, community engagement and campus operations) to move towards a comprehensive and integrated approach.

STRATEGY 5.3

Renew and extend our commitment to campus development and operations that meet the highest standards of sustainability.

STRATEGY 5.4

Ensure that students have opportunities to engage with issues, principles and practices that support social and environmental sustainability, and to develop the knowledge and ethical orientation to contribute to a just, socially responsible and sustainable future.

STRATEGY 5.5

Ensure the financial sustainability of the university and our ability to pursue excellence by optimizing existing resources through careful planning, earning public support, attracting partnerships, and pursuing a revitalized program to grow and diversify resources through philanthropic and other means.

ENGAGE LOCALLY AND GLOBALLY

The University of Victoria will be a preferred partner and a leader in local and global engagement. Working together for mutual benefit with community, private sector, government and other educational and research organizations, UVic will expand and inform its approach to engaged research, creative activity, learning and knowledge mobilization to foster connections and co-create positive change.



OVER THE NEXT FIVE YEARS WE WILL:

STRATEGY 6.1

Develop integrated and accessible structures and processes across the university to promote more effective interactions with local and global communities and partners.

STRATEGY 6.2

Develop and support initiatives, including student mobility and research partnerships in priority countries and regions; experiential and community-based learning and research; intercultural curricula; and other programs to enhance local and global awareness and connections.

STRATEGY 6.3

Improve community access to UVic and ensure we are a welcoming and culturally aware place for all community members and partners.

STRATEGY 6.4

Develop and implement enhanced communications with our partners to establish more, deeper and longer-lasting connections, and to advance our profile and reputation.

STRATEGY 6.5

Increase the engagement of our alumni, retirees, volunteers and partners who support our students, strengthen our connections with communities, engage in lifelong learning, and who are integral to a robust culture of philanthropy.

IMPLEMENTATION AND ACTION

The Strategic Framework sets out priorities, goals and strategies for the University of Victoria over the next five years. Its realization depends upon engagement and commitment in every part of the university. It challenges all of us to think deeply and strategically about the plans and activities in our own areas, and our roles in translating the priorities and strategies into action.

The framework will provide guidance to staff and faculty in every academic and administrative area when undertaking planning activities over the coming years. It will inform the university's planning, budget, and reporting tools and will be used as a lens by UVic leaders at every level to assess opportunities and activities in their areas.

Planning at the university takes place both locally and centrally. The strategic priorities set out in this framework will be coordinated through the Integrated Planning Process to ensure a focused, cohesive and accountable approach to making progress towards each of our goals. An annual report will be provided to Senate, the Board and the university community.

Guided by the Strategic Framework, UVic will deliver on our commitments to our people, our partners and our local and global communities. Together we will ensure that we are the Canadian research university that best integrates outstanding scholarship, engaged learning and real-life involvement to contribute to a better future for people and the planet.



University of Victoria
Strategic Planning Process 2017/18

ENGAGEMENT REPORT

The Office of the President
April 2018



PURPOSE

The University of Victoria's strategic planning process for 2017-18 is now complete and the resulting Strategic Framework 2018-2023 is ready for implementation. This report has been compiled to document the many ways in which our UVic community participated in the planning process, and how the thoughtful and enthusiastic feedback of the community was fundamental to the development of the new framework.

SUMMARY OF ENGAGEMENT PROCESS

In June 2017, the UVic Board of Governors approved the process and timing for the development of the university's new strategic framework. Engagement with the UVic community on the development of the strategic framework was carried out between September 2017 and March 2018: Phase 1 (identification of opportunities, challenges and possible directions) from September to December 2017, and Phase 2 (feedback on the draft framework) from February to March 2018. For both phases, input was welcomed and encouraged through a variety of channels including town hall sessions, written submissions, in-person meetings and an interactive online forum (Thoughtexchange).

Materials and details on the planning process were made available on the Strategic Planning website (www.uvic.ca/strategicplan), including a discussion document, fall engagement update, Thoughtexchange report and a draft of the Strategic Framework.

Over the course of the planning process, feedback was actively sought and received. The feedback has been overwhelmingly positive and constructive, with many detailed and thoughtful responses.

The priorities and strategies in the strategic framework evolved directly from the comments and suggestions we received from the campus community and external partners and supporters during the fall and winter of 2017-18. The resulting framework is short, high-level and strategically focussed. Its role is to be an ambitious, inspirational and aspirational framework of priorities and strategies to guide our planning activities and decision-making for the next five years.

PHASE 1 ENGAGEMENT – EXCHANGE OF IDEAS

In the fall of 2017 we undertook an engagement process on- and off-campus, kicked off at the September President's Campus Update. In September and October 2017 an interactive online forum, called Thoughtexchange, was made available to more than 80,000 faculty, staff, students, alumni and retirees. Key institutional groups—including the Strategic Planning Advisory Group, Executive Council, President's Advisory Council, Senate and Board of Governors—were consulted and updated regularly throughout the planning process. In November 2017, a written update on the fall engagement process was provided to the UVic community. During that same month, the Joint Senate Board Retreat was focused on the themes and directions that had emerged, and members provided excellent input into the development of the draft framework. In December

2017, outcomes of the engagement process and the following emerging themes were outlined at the second President’s Campus Update.

Feedback from phase 1 was consolidated and transformed into emerging themes, as outlined below and in the engagement update, *What we have heard so far: Fall 2017 update*. These emerging themes informed the six priorities and associated strategies included in the final version of the Strategic Framework.

Emerging themes - Phase 1:

People and Values: What kind of university do we want to be?
<ul style="list-style-type: none"> • Research-intensive <i>and</i> student-centred • Values freedom of speech and freedom of inquiry • Promotes an inclusive, welcoming environment that values, and is committed to, diversity, equity and mutual respect • A university of choice for talented people: focus on recruitment, retention and support of excellent and diverse students, staff and faculty from Canada and around the world • Education, research, scholarship and creative activity that contributes to individuals and communities • Sustainable stewardship of campus and the environment; a healthy campus • Human-scaled; collaborative (reduce silos, increase coordination and communication)
Our Learning Environment
<ul style="list-style-type: none"> • Focus on student futures: preparing students for work, life, global citizenship and lifelong learning (including adaptability, skills and ethical orientation) • Continue to promote (support and enhance) teaching excellence and innovation • Build on “engaged” or “experiential” education: co-op, other experiential, international, research-enriched education with a goal of 100% participation • Special attention to pathways for Indigenous students (recruitment, retention and success) • Further develop student supports: wellness and other programs; finances (affordability and needs-based assistance); and student housing
Sustainability
<ul style="list-style-type: none"> • High standards of sustainability in campus development and operations • Research and scholarly activity that contributes to sustainability (significant support was received for focusing on oceans, climate and environment but should also include issues relating to health, healthy communities, justice and social cohesion) • Community-engaged research, partnerships and learning • Contribute to resolving major societal challenges and issues and seize opportunities (e.g. reconciliation, climate change)

- Sustainable funding and operations: effective use of resources and diversifying sources of support

Research Excellence and Impact

- Research excellence is fundamental to UVic's mission and place in the post-secondary education ecosystem
- Pursue greater support for research, scholarship and creative activity, including graduate students, research partnerships; and, recognition for research success, including a global reputation to match our achievements
- Community engagement that is responsive, interdisciplinary and based on genuine partnership
- Maintain and support high-quality research, scholarship and creative activity across the disciplines to ensure alignment and integration of research and education
- Pursue greater focus on and impact in areas where we have demonstrable capacity to respond to our most significant national and global challenges (significant support was received for focusing on environment, oceans and climate, but not to the exclusion or at the expense of other areas such as health, justice, data science, creativity and culture, and other areas of capability in the Strategic Research Plan).
- Need for enhanced collaboration, coordination, communication and breaking down of silos: develop better academic internal communications; and explore new administrative structures that encourage interdisciplinarity and collaboration

Commitment to Indigenous Opportunity and Reconciliation

- New pathways for Indigenous student access and success
- Education and research partnerships with Indigenous communities
- Welcoming campus climate and educational initiatives to contribute to understanding and reconciliation

Looking Outward

- Emphasis on community-university engagement, socially responsive and community-engaged research, scholarship and education
- Increasing focus on partnerships
- Global perspective in education and research
- Accountable to our community and stakeholders

Organizational Effectiveness

- Break down silos and promote collaboration internally and externally
- Ensure best allocation of resources to support our mission
- A supportive and rewarding working environment for all employees
- Obtain additional resources to invest in quality
- Reduce "red tape" and administrative burden

Additional details on the engagement opportunities are outlined below:

Thoughtexchange: UVic community members were invited to engage in an online forum about the future direction of the university. This exchange of ideas took place between Sept. 18 and Oct. 8, 2017. Participants were invited to comment, review and prioritize the comments of others by placing stars next to the ideas that were most important to them. Comments, or “thoughts”, expressed through Thoughtexchange were considered as part of the larger consultation process and helped shape the priorities.

Consultation questions	<p>Q1. Our goals: What current strengths, directions and capabilities can we build on to distinguish UVic in Canada and globally?</p> <p>Q2. Our strategies: What are some key strategies and initiatives that we should pursue to achieve the goals you described in question one?</p> <p>Q3. Our challenges and opportunities: What key issues should our plan address over the next five to ten years?</p>
Participants	1,607 (1,304 actively shared & starred)
Thoughts	3,324
Stars	87,041

In-Person Consultations: Engagement with UVic faculty, students, staff, alumni and our key external partners during the strategic planning process was critical to the development of the framework. The engagement of UVic community members was also important to ensure their sense of ownership of the resulting framework and a successful outcome. The consultation questions used for Thoughtexchange also shaped the conversations in the in-person meetings.

Stakeholders met	800 people on-campus and external stakeholders.
Hour spent engaging stakeholders	The President spent approximately 100 hours providing updates and holding discussions on the framework’s development with UVic community members and external partners and supports.
Engagement meetings	<p>20 on-campus meetings were held, including with:</p> <ul style="list-style-type: none"> ○ Deans, faculty and staff ○ Students ○ Elders & Indigenous community leaders ○ Campus Updates (Sept. 2017, Dec. 2017) ○ VP Portfolios (6 meetings total) <p>14 external meetings were held, including with:</p>

	<ul style="list-style-type: none"> ○ Community partners ○ Industry partners ○ Municipal, provincial and federal government
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Written feedback was also received over this period, with **40** written submissions. Respondents included UVic staff and faculty.

PHASE 2 – FEEDBACK ON DRAFT FRAMEWORK

The draft strategic framework was made available to the UVic community and key external partners and supporters from 7 Feb. 7 to March 2, 2018 for review and feedback. General feedback was solicited as well as responses to the following questions:

Consultation questions	<p>Q1: Do the priorities outlined in the strategic framework appropriately draw on UVic strengths, point in the right directions and create the opportunities for UVic to achieve a new level of impact, success and recognition?</p> <p>Q2: Is the strategic framework clear enough and focused enough to guide us to this new level of impact, success and recognition?</p>
Written feedback	Over 60 written submissions were received. Respondents included UVic staff, faculty, students and external community members.

GOVERNANCE

Regular governance updates on the framework’s progress and development have been provided to Executive Council, Deans’ Council, Senate and the Board of Governors. The President’s Advisory Committee has also been kept updated regularly.

The **Strategic Planning Advisory Group** was established to provide advice and guidance on the framework’s development. Meetings occurred regularly beginning in August 2017. Members were invited to attend and/or facilitate consultations with groups on campus. A full listing of its membership and the terms of reference can be found in Appendix A. A separate **academic consulting group** was also established to comment on drafts of documents, participate in focus groups and communicate with faculty, students and staff to engage with the process.

Strategic Planning Advisory Group & Governance updates	32 progress and planning updates were provided to Executive Council, President’s Advisory Council, Strategic Planning Advisory Group, Integrated Planning, Deans’ Council, Senate and Board.
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COMMUNICATIONS

A variety of internal communications channels were used throughout the planning process to ensure the campus community was aware of opportunities to engage and provide feedback. The strategic planning website provided materials and ongoing updates about the planning process and the opportunities for consultation and feedback.

<p>Website</p>	<ul style="list-style-type: none"> • Established in June of 2017 and updated regularly. • Over 13,000 visits as of March 5, 2018 <ul style="list-style-type: none"> ○ 10,440 visits during Phase 1 ○ 3,007 visits during Phase 2 ○ The draft strategic framework was downloaded 1,135 times during Phase 2
<p>Key documents produced</p>	<ul style="list-style-type: none"> • Close-out report for the 2012-17 UVic Strategic Plan • Discussion Document (& high-level summary) • Thoughtexchange report • <i>What we have heard so far: Fall 2017 engagement update</i> • <i>Draft Strategic Framework</i>
<p>Communications</p>	<p>Close-out</p> <ul style="list-style-type: none"> • June 23 – Close-out of 2012 Strategic Plan & announcement of planning process in the fall <p>Phase 1</p> <ul style="list-style-type: none"> • Sept. 7 – Launch of process: Broadcast email, website, <i>Ring</i> article, digital signage, MyPage / Current Faculty & Staff page • Sept. 12 – Invitation to Campus Update: <i>Campus Checklist</i>, social media promotion, Alumni news, Retirees association, UVic in the News • Sept. 15 – <i>Campus Update</i>: Official launch • Sept. 15 – Video of President shared with social media and posted on website • Sept. 18 – Thoughtexchange: invitation to 80,000 UVic community members (including alumni and retirees); distribution of posters and printed copy of discussion paper to departments (170) and community boards (50); distribution of printed copy of high-level summary to staff; digital signage; post on MyPage/ Current faculty & staff page; social media promotion

	<ul style="list-style-type: none">• Sept. 21 – <i>Martlet</i> ad• Sept. 26 – <i>Campus Checklist</i>: Reminder• Oct. 5 – Thoughtexchange: Reminder email; broadcast email; My Page / Current faculty & staff page• Nov. 15 & 16 – Release of engagement update and Thoughtexchange report online: <i>Campus Checklist</i>; Alumni and Retirees; MyPage / Current faculty & staff• Nov. 21 – <i>Campus Checklist</i>: Update on progress• Dec. 5 – <i>Campus Checklist</i>: Invitation to Campus Update• Dec. 12 – President’s Campus Update <p>Phase 2</p> <ul style="list-style-type: none">• Feb. 7 – Released draft for community feedback: Broadcast email; MyPage / Current faculty & staff page; digital signage; social media promotion; updated website• Feb. 27 – <i>Campus Checklist</i>: Final reminder
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APPENDIX A

Strategic Planning Advisory Group Terms of Reference

The strategic planning advisory group is being established to assist and advise the President during and about the strategic planning process. This *ad hoc* group will have no ongoing mandate post approval of the strategic framework. The strategic planning advisory group will:

- Provide advice to the President and Executive, primarily as a sounding board at a number of points during the planning process; and
- Act as a conduit for feedback from the UVic community on issues related to the strategic framework, and assist with communication to and from the President and Executive during the planning process.

Membership

The membership categories and selection and appointment processes were created to provide flexibility to ensure that the advisory group is a nimble and manageable group that is able to contribute to a successful planning process. The ability to carefully balance membership on the advisory group to ensure the diverse representation of people, perspectives and experiences from across our campus, was critical to the success of the planning process. Individuals were selected based on the following criteria:

- Brings an organization-wide perspective
- Is constructive and collaborative
- Is an engaged university citizen, both on campus and beyond

Name	Department/Title
Prof. Jamie Cassels	President (Chair)
Dr. Valerie Kuehne	Vice-President Academic & Provost
Dr. Chris Goto-Jones	Dean, Humanities
Dr. Onowa Mclvor	Assistant Professor, Indigenous Education
Dr. Elango Elangovan	Director of International Programs, Gustavson School of Business
Dr. Shailoo Bedi	Director, Academic Commons and Strategic Assessment, UVic Libraries
Dr. Adam Con	Associate Professor, School of Music
Dr. Fraser Hof	Professor, Chemistry
Dr. Bruce Ravelli	Teaching Professor, Sociology
Amanda McLaughlin	Graduate student
Bernadette Peterson	Undergraduate student
Dr. Joaquin Trapero	Director, Institutional Programs, Research Services
Carolyn Russell	Director, Student Recruitment and Global Engagement
Kristi Simpson	Associate Vice-President, Financial Planning and Operations
Josh Blair	Executive Vice-President, TELUS Health, President, TELUS Business Solutions West and Chair, TELUS International (Alumni)
Patricia Jelinski	Chief Executive Officer, United Way Greater Victoria

Support team

Name	Department/Title
Sally Eshuys	Director, President's Office
Bruce Kilpatrick	Executive Director, University Communications + Marketing
Tony Eder	Executive Director, Academic Resource Planning Director, Institutional Planning and Analysis
Kalen Schick	Communication & Research Analyst, President's Office and Institutional Planning and Analysis

Resources

Name	Department/Title
Dr. Robina Thomas	Executive Director, Indigenous Academic and Community Engagement
Sarah Hood	Director, Organization Development & Learning Services
Cassbreea Dewis	Acting Director, Equity and Human Rights
Jennifer Vornbrock	Executive Director, Community and Government Relations



MEMO

Student Awards and Financial Aid

University Centre A202
PO Box 3025 STN CSC Victoria BC V8W 3P2
Phone: 250-721-8425 | Fax: 250-721-8757
Email: lnolt@uvic.ca | Website: www.uvic.ca/safa

DATE: March 21, 2018

TO: Secretary of Senate
University Secretary's Office

FROM: Lori Nolt, Director, Student Awards and Financial Aid
Secretary, Senate Committee on Awards

RE: **Awards Recommended to Senate for Approval**

A handwritten signature in cursive script that reads "Lori Nolt".

Lori Nolt

2017/2018 Senate Committee on Awards

J. Walsh (Chair), A. Cirillo, H. Hallgrimsdottir, A. Lepp,
M. Runtz, C. Saint-Vil, C. Schallie, L. Welling, J. Wyatt,
C. Watt, N. Greengoe, L. Nolt, Y. Rondeau, L. Hume.

The Senate Committee on Awards recommends that the Senate approves and recommends to the Board of Governors the following awards:

*Administered by the University of Victoria Foundation

Additions are underlined

Deletions are ~~struck through~~

HOLOCAUST STUDIES GRADUATE TRAVEL AWARD (NEW-GS)

One or more travel awards are given to graduate students in the Department of Germanic and Slavic Studies, enrolled in the Holocaust Studies Graduate Program, to support travel-related expenses associated with the practicum component of their program or a semester on a related exchange program. Selection of the recipient

will be made by the Graduate Awards Committee upon recommendation of the Department of Germanic and Slavic Studies. Application forms are available from the Department of Germanic and Slavic Studies office and must be submitted by March 31.

DR. ELISABETH DIXON SCHOLARSHIP IN CHEMISTRY* (NEW-GS)

One or more scholarships are awarded to academically outstanding women enrolled as Masters or PhD students in the Department of Chemistry. Selection of the recipient will be made by the Graduate Awards Committee upon the recommendation of the Department of Chemistry.

MOTION PICTURE TECHNICIANS UNION LOCAL 891 BURSARY (REVISED-UG)

One or more bursaries are awarded to students pursuing Film Studies in the Faculty of Fine Arts, Department of Theatre who specialize in Design, Directing, or Production & Management.

DAVID STANONIK PACIFIC NORTHERN GAS SCHOLARSHIP* (REVISED-UG)

One or more scholarships are awarded to academically outstanding undergraduate students entering third or fourth year in the Faculty of Engineering who have shown leadership qualities. Preference will be given to a student from Northern British Columbia in the areas served by Pacific Northern Gas. These scholarships are made in memory of David Stanonik who was a 1997 graduate of the Department of Mechanical Engineering. Applicants must complete the online application by May 31.

FACULTY OF ENGINEERING: DEAN'S ENTRANCE SCHOLARSHIP (REVISED-UG)

Scholarships of up to ~~\$2000~~ \$2500 each will be awarded to students with high academic standing who are entering the Faculty of Engineering at the University of Victoria. The assessment of academic standing of the secondary school students will be based on secondary school course results while assessment of college students will be based on college course results. Scholarships will be awarded at the discretion of the Dean.

ROYAL JUBILEE HOSPITAL SCHOOL OF NURSING ALUMNAE ASSOCIATION STUDENT AWARD* (REVISED-UG)

One or more awards are given to undergraduate students continuing in the BSN program, distance or on campus, who are descendants of an ~~alumnae~~ alumna member

of the Royal Jubilee Hospital School of Nursing. Applicants must state their relationship to the ~~alumnae alumna~~ and the year the ~~alumnae alumna~~ graduated. Undergraduate students can apply via the online in-course application via MyPage page under Student Awards and Financial Aid. ~~Graduate Students can apply via an application form from the Dean's Office, Faculty of Graduate Studies by May 31st, attention of the Scholarships Officer. In the case of an undergraduate award,~~ Selection of the recipients will be made by the Senate Committee on Awards upon the recommendation of the School of Nursing. ~~In the case of a graduate award, selection will be made by the Graduate Awards Committee upon the recommendation of the School of Nursing.~~ Students registered in at least 4.50 academic units are eligible for this scholarship.

HART WILL GRADUATE FELLOWSHIP IN INDIGENOUS GOVERNANCE & LEADERSHIP* (NEW-GS)

One or more fellowships are awarded to academically outstanding Indigenous graduate students in the Indigenous Governance Program. Selection will be made by the Graduate Awards Committee upon the recommendation of the Indigenous Governance Program.

RICHARD AND MARGARET BECK STUDENT RESEARCH TRAVEL AWARD* (REVISED-UG/GS)

One award of up to \$6,000 is given to an undergraduate or graduate student in ~~the Humanities, or Social Sciences or Fine Arts who has already completed a course or is undertaking a significant research project that is related to Icelandic language and literature~~ to travel to Iceland for the purpose of research or course work related to Icelandic language and literature. Preference will be given to applicants who have already completed a course or are undertaking a significant research project that is related to Icelandic language and literature. If no eligible applicants apply from Humanities, Social Sciences or Fine Arts, the award may be given to an undergraduate or graduate student in any faculty. Applications must be submitted to the Dean of Humanities by December 15th. In the case of an undergraduate award, selection will be made by the Senate Committee on Awards upon the recommendation of the Associate Dean Academic of Humanities. In the case of a graduate award, selection will be made by the Graduate Awards Committee upon the recommendation of the Associate Dean Research of Humanities.

CHAIR IN TRANSGENDER STUDIES DOCTORAL DEGREE RESEARCH SCHOLARSHIP FOR TRANS, AND NON-BINARY, AND TWO-SPIRIT STUDENTS (REVISED-GS)

One or more \$5,000 scholarships will be awarded to current or entering academically outstanding doctoral degree students who self-identify as ~~trans, or non-binary, or Two-Spirit~~ and who are pursuing research in any field, including creative or performative activity. Preference will be given to students who demonstrate financial need.

CHAIR IN TRANSGENDER STUDIES DOCTORAL DEGREE RESEARCH SCHOLARSHIP (REVISED-GS)

One or more \$5,000 scholarships will be awarded to current or entering academically outstanding doctoral degree students pursuing trans-related research in any field, including creative or performative activity. Priority will be given to students who self-identify as trans, ~~or~~ non-binary, or Two-Spirit and further preference will be given to students who demonstrate financial need.

CHAIR IN TRANSGENDER STUDIES MASTER'S DEGREE RESEARCH SCHOLARSHIP FOR TRANS, ~~AND~~ NON-BINARY, AND TWO-SPIRIT STUDENTS (REVISED-GS)

Two or more \$1,000 scholarships will be awarded to current or entering academically outstanding master's degree students who self-identify as trans, ~~or~~ non-binary, or Two-Spirit and who are pursuing research in any field, including creative or performative activity. Preference will be given to students who demonstrate financial need.

CHAIR IN TRANSGENDER STUDIES MASTER'S DEGREE RESEARCH SCHOLARSHIP (REVISED-GS)

Two or more \$1,000 scholarships will be awarded to current or entering academically outstanding master's students pursuing trans-related research in any field, including creative or performative activity. Priority will be given to students who self-identify as trans, ~~or~~ non-binary, or Two-Spirit and further preference will be given to students who demonstrate financial need.

CHAIR IN TRANSGENDER STUDIES RESEARCH FELLOWSHIP FOR COMMUNITY-BASED SCHOLARS (REVISED-GS)

Two or more \$1,000 fellowships will be awarded by the Chair in Transgender Studies to community-based scholars pursuing research at UVic in any field, including creative or performative activity, which will benefit trans, non-binary, and Two-Spirit and gender non-conforming people. Priority Preference will be given to those who self-identify as trans, or non-binary-identified people, or Two-Spirit, and to those who demonstrate financial need and further consideration will be given to the project's budget.



CHAIR IN TRANSGENDER STUDIES RESEARCH FELLOWSHIP FOR VISITING UNIVERSITY-BASED SCHOLARS AND PROFESSIONALS (REVISED-GS)

Three ~~or more~~ \$1,000 fellowships will be awarded by the Chair in Transgender Studies to visiting university-based scholars and professionals pursuing trans-related research at UVic in any field, including creative or performative activity, at UVic. Preference will be given to those who self-identify as trans, or non-binary-identified people, or Two-Spirit, ~~and to those who demonstrate financial need~~ and further consideration will be given to the project's budget.

TECTORIA VIDEO GAME INDUSTRY AWARD FOR DEVELOPERS (REVISED-UG)

One or more awards are given to undergraduate students entering or continuing in the Department of Computer Science, the Software Engineering Program or other combined computer science programs, who have demonstrated an interest and/or ability in developing video games through:

1. Previous experience developing games, internships or work experience in the video game industry, OR
2. Membership or participation in groups like the International Game Developers Association (IGDA) or UVicGameDev.

Applications forms are available from the Department of Computer Science and must be returned by April 30th. ~~October 30th~~.

BLACK PRESS BUSINESS SCHOLARSHIPS (REVISED-UG)

Up to thirty-seven scholarships of \$5,000 each are awarded to outstanding undergraduate students entering or continuing in the Peter B. Gustavson School of Business who have graduated from a BC high school located in one of the regions on this ~~, one scholarship to a student from each district on the attached~~ table. ~~Applications to the Bachelor of Commerce program will be used to select recipients for this scholarship. To be considered,~~ students must submit an application to the Bachelor of Commerce (BCom) program in addition to planning for a future career in business. Payment of this scholarship will be made in two installments, the first in September and the second in January. The second installment will be dependent upon the recipient maintaining a full time registration in the Peter B. Gustavson School of Business.

- Preference will be given to students entering the BCom program directly from Grade 12.
- Application is by invitation. Short-listed applicants will be invited to submit additional documents in early June. Final decisions are confirmed in late August based on official final grades.

KATHLEEN G. COLLIS ART THERAPY SCHOLARSHIP* (NEW-UG/GS)

One or more scholarships are awarded to academically outstanding undergraduate or graduate students in the Faculty of Fine Arts with:

1. an interest in phenomenological approaches
2. other forms of community-engaged creative activity that contributes to the field of art therapy.

Preference will be given to a student from the Department of Visual Arts. Selection of the recipients will be made by the Dean of Fine Arts upon the recommendation from the individual departments.

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

One or more bursaries are awarded to undergraduate Music Education students in the School of Music, Faculty of Education.

HAJI CHARANIA FAMILY BURSARY (NEW-UG)

One or more bursaries are given to undergraduate students entering third or fourth year in the Faculty of Engineering with a declared major in Civil or Mechanical Engineering or the Faculty of Science with a declared major in Chemistry or Biology.

JAMES H.C. WALKER MEMORIAL AWARD (NEW-UG)

One or more awards are given to undergraduate students who demonstrate excellence in, and a commitment to, improving public interest environmental law and policy through either their work at the UVic Environmental Law Centre, or through community or client-based work. Preference will be given to students who work at the Environmental Law Centre. Selection of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law. This award may be given to graduating students.

HAZEL PARTRIDGE SMITH BURSARY IN CREATIVE WRITING* (REVISED-UG)

~~An~~ One or more bursaries are awarded ~~award will be given~~ to a second, third or fourth year students in Creative the Department of Writing.

ROGER J. BISHOP WRITING PRIZE* (NEW-UG/GS)

One prize will be awarded to either an undergraduate or graduate student who is the author of the best piece of original creative work (play, poetry, short story or novel) submitted to the Roger J. Bishop Writing Competition. Graduate students must have a minimum GPA of 6.0. Submissions must be handed in to the Department of Writing by September 1st each year. Selection of the undergraduate recipient will be made by the Senate Committee on Awards upon the recommendation of the Department of Writing. In the case of a graduate student, selection of the recipient will be made by the Graduate Awards Committee upon the recommendation of the Department of Writing.

BOEHM FAMILY AWARD FOR EXCELLENCE IN SCIENCE* (REVISED-UG)

One or more students in the honours program in the Faculty of Science will be awarded the Boehm Family Award for Excellence in Science. The successful students will be selected through an adjudication process established by the Dean's Office. ~~in conjunction with the annual honours presentation event.~~ Part-time students (a minimum of 6.0 units) are eligible for this award.

W.E. COWIE INNOVATION AWARD* (REVISED-UG)

One award is given to a graduating undergraduate student or a group of graduating undergraduate students in the Faculty of Engineering who demonstrate exceptional innovative ability via their graduating project (such as the BME/CENG/ELEC/SENG 499 Design Project) or an extracurricular student team. In the case where multiple students work on the same project, the award will be split evenly among all team members. The recipient(s) must have successfully completed all graduation requirements before receiving the award. Part-time students (a minimum of 6.0 units) are eligible for this award.

KEDAR SHRIKHANDE MEMORIAL SCHOLARSHIP FOR STUDENTS WITH A DISABILITY (NEW-UG)

One or more scholarships of a minimum of \$1,000 each are awarded to academically outstanding students with a physical disability or learning disability. Preference will be given to students in the Faculty of Engineering.

MARTLET CHAPTER, IODE GRADUATE SCHOLARSHIP FOR WOMEN* (REVISED-GS)

A scholarship ~~to the value of \$400~~ will be awarded to an academically outstanding woman student with high standing who is entering the second year of a master's program.

DONNA TRENHOLM STAFF AWARD IN HUMANITIES* (REVISED-UG/GS)

One or more awards are given to undergraduate or graduate students who are members of CUPE 951 at the University of Victoria who hold a regular appointment and are taking one or more courses offered by the Faculty of Humanities. Students will be chosen based on the highest cumulative grade point average on all courses taken at the University of Victoria. Undergraduate Applicants must complete the online application by May 31st. In the case of graduate students, applications must be submitted to the Faculty of Graduate Studies by June 15th. Selection of the graduate recipients will be made by the Graduate Awards Committee upon the recommendation of the Faculty of Humanities.

UVIC RESIDENCE AND MEAL PLAN BURSARY (REVISED-UG/GS)

One or more bursaries of up to ~~\$1,000~~ \$1,500 are available to students who are residing in a University of Victoria residence, excluding Family Housing, and have an eight-month contract (September to April). The bursaries are awarded on the basis of financial need and are intended to assist students in paying their residence accommodation and meal plan fees.

CIBC SCHOLARSHIP IN THE PETER B. GUSTAVSON SCHOOL OF BUSINESS (REVISED-UG)

Ten scholarships of \$2,500 are awarded to academically outstanding entering and continuing students beginning their ~~2nd~~ second year in the Bachelor of Commerce program in the Peter B. Gustavson School of Business. Preference is given to students with demonstrated financial need. This scholarship is renewable for recipients' third ~~3rd and 4th~~ years of the program. To receive an automatic renewal, recipients must have completed a total of 12 or more units in any two terms of study between May and April and maintained a grade point average of 7.0 or higher on the best 12 units. Students taking a co-op term and 6 units between May and April are eligible for renewal if a grade point average of 7.0 is maintained. A student whose grade point average falls between 6.5 and 7.0 may file a written appeal with the Peter B. Gustavson School of Business to seek special consideration for renewal of the scholarship.





University
of Victoria

Associate Vice-President Academic Planning

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MEMO

Date: March 21, 2018
To: The Secretary of the Senate
From: Dr. Nancy Wright, Chair, Senate Committee on Planning
Re: Proposal to Establish a Master of Management (MM)

At its meeting of March 6, 2018, the Senate Committee on considered a proposal presented by Dr. Vivien Corwin, to establish a Master of Management (MM).

The following motion is recommended:

That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Master of Management (MM), as described in the document "Master of Management Degree", and that this approval be withdrawn if the program should not be offered within five years of the granting of approval. Once Senate and the Board of Governors have approved the proposal, the proposal must be approved by the Secretariat of the Ministry of Advanced Education, Skills and Training.

:sld

Committee Membership:




Dr. Nancy Wright, Chair	Dr. Sang Nam
Dr. Valerie S. Kuehne	Dr. Graham McDonough
Dr. Abdul Roudsari	Dr. Victoria Wyatt
Ms. Nicole Greengoe	Dr. Anne Stahl
Dr. Maricio Garcia-Barrera	Dr. Andrea Giles
Dr. Robin Hicks	Dr. Stephen Evans
Dr. Rishi Gupta	Ms. Gillian Calder
Ms. Carrie Andersen	Dr. Ralf St. Clair
Dr. David Castle	Dr. Jo-Anne Clarke
Dr. Jason Colby	Ms. Susan Kim
Dr. Merwan Engineer	Ms. Hannah Koning
Dr. Patrick Nahirney	Ms. Sandra Duggan, Secretary

UNIVERSITY OF VICTORIA

NEW MASTER'S DEGREE PROGRAM TEMPLATE

Master of Management Degree
Peter B. Gustavson School of Business

Approvals

Dean's Name and Date of consultation with AVPAP: Dr. Saul Klein,	Dean signature: 
Name of contact person: Dr. Nancy Wright Associate Vice President Academic Planning University of Victoria	
Email & phone of contact person: avpap@uvic.ca (250) 721-7012	
Date approved by Department: n/a	Chair/Director signature: n/a
Date approved by discipline Faculty: October 11, 2017	Dean signature: 
Date approved by Graduate Studies: <i>February 22, 2018</i>	Dean signature: 



FULL PROPOSAL

A. Identification of new Master's program

Name, Location, Academic units (Faculties, departments, or schools) offering the new Master's degree	Master of Management (MM) Victoria BC Peter B. Gustavson School of Business University of Victoria
Anticipated Master's degree start date	May 2019
Name, title, phone number and e-mail address of contact person	Dr. Nancy Wright, Associate Vice President Academic Planning University of Victoria avpap@uvic.ca , (250) 721-7012

B. History and mission of unit

Established in 1990, Business is the newest faculty at the University of Victoria. The school launched its Bachelor of Commerce (BCom) program in 1990, followed by the Masters of Business Administration (MBA) program in 1992. The faculty was renamed the Peter B. Gustavson School of Business in 2010. Both the BCom and MBA academic programs reflect common hallmarks derived from the school's mission: mandatory co-operative education components that stress real-world application, an international focus, and cross-disciplinary specializations in international business, entrepreneurship and service management. All Gustavson academic programs are taught on a cohort basis, with students admitted at specific entry points and sharing their classes with the same group of entrants. There are more than 1,000 undergraduate and over 200 graduate students in the faculty.

The international focus of the Gustavson School led to the creation of two newer graduate programs, both launched in 2010. The first is the Master of Global Business (MGB), a course-only master's program that admits recent Business graduates selected by the University of Victoria and brings them together with students from international partner institutions, with the students traveling to each institution's campus in turn for their coursework. The MGB culminates in an international internship. The second program, a PhD in International Management and Organization, was also launched in 2010.

The Business Minor

Starting in 2004, the business school began to offer separate sections of core business courses to non-Commerce students, allowing these students to attain a Minor in Business by completing four required 200-level courses and two upper-level elective courses. These "Business Minor" courses are separate from those within the Commerce degree program and are open to any student.

The Business Minor courses have proven to be very popular. Although only a small segment of students who enroll in the courses complete all requirements for the Minor (on average, about 114 graduates per year since 2013-14), the demand for the courses is strong, with about 1,600 registrations per year across all sections. With new funding made available for the 2016-17 academic year, the Gustavson School has been able to expand the number of sections offered, and, in 2016-17, the total number of unique registrants in COM 200-level courses has grown to 578. The school sees part of its mission as offering business-related development for non-Commerce students, allowing these students to focus on their chosen fields of study while devoting some of their courses to become more knowledgeable about, and better prepared for, the

world of work into which they will step following graduation.

The Proposed Master of Management (MM)

The proposed Master of Management (MM) is intended to address graduates' need to be more knowledgeable and better prepared for the workplace. Students will be required to take five courses from the Business Minor (Financial Accounting 1, Organizational Behaviour, Management Finance, Fundamentals of Marketing, and Management Accounting 1) simultaneously with any undergraduate degree (or the equivalent courses offered at other institutions). The MM builds on these foundational courses with graduate courses providing understanding of organizations of various types, and the skills to operate effectively within them.

Based on their completing five specific Business Minor courses as part of their undergraduate degrees, students in the Master of Management (MM) would complete 16.5 more units (eight 1.5-unit courses, one 1.5-unit personalized professional development course, one 1.5-unit work preparation course, plus a 1.5-unit capstone project), including a work experience term, in a 12-month period. The program would run on a cohort basis, with students from a variety of disciplinary backgrounds beginning in the summer session, in most cases immediately after completing their undergraduate programs.

The best indication of the need for such a program is the success of the only similar program in Canada, recently launched at the University of British Columbia's Sauder School of Business. The Sauder School offers a Master of Management (MM) that is aimed at recent non-Business graduates, running for two terms starting each September. It also offers a Dual Degree MM that provisionally admits undergraduate students who complete two lower-level Business Minor courses, two specially designed upper-level courses in their third and fourth years, then (if they meet Faculty of Graduate Studies and Sauder admission requirements) spend six months following graduation completing 12.5 units of graduate coursework. For those students who take the special undergraduate Business courses but do not go on to the graduate portion, the two courses can contribute to a Minor in Business. For those admitted to the Master of Management (MM) program, the two courses count as 6.0 credits (3.0 units) towards it. For these students, the MM coursework is completed between mid-June and December.

The program has been very popular. Students can enter the program when they are admitted in their first year and Sauder reported that there were 292 students in the 2015 cohort.

At UBC, it is primarily non-Business faculties that promote the Dual Degree MM as an effective way to recruit students into their own programs. The prospect that students can follow their passion in their undergraduate studies and combine it with a compressed master's program to improve their employability has quickly become a significant marketing tool for several of UBC's non-Business faculties. The success of the UBC model demonstrates the value of offering business-world preparation through a business degree while still allowing students to pursue their interests in their undergraduate studies. The MM degree is designed to be a "pre-experience" master's program, targeted at students who have yet to enter the workforce. This makes it distinct from Masters of Business Administration programs that are typically intended for those applicants with several years of work experience.

There are similar programs being offered or in development elsewhere in Canada, with York University launching a Masters of Management program in the fall of 2018 and the University of Calgary currently developing a proposal. Such programs are likely to become increasingly common.

We believe that the proposed MM program, built around the Gustavson School's particular strengths – its focus on applied and integrated learning, its skills in international business and sustainability, and its commitment to co-op education – can serve University of Victoria students well. It would provide prospective students with a broader and more complete background in business than is offered through a Minor but use some of the coursework within the Business Minor to allow the graduate program to be completed within one year. The four-month work experience requirement adds additional value by allowing students to apply their learning immediately and gain appropriate feedback on their career readiness and mastery of key competencies.

C. Aims, goals and/or objectives

Distinctive characteristics

In terms of structure and content, the proposed Gustavson Master of Management (MM) program will also be distinctly different from the one existing Canadian model at UBC. First, the UVic program is designed to require students to complete five fundamental business courses, available for the Business Minor, as pre-requisites. Second, it is intended to take three terms starting in the summer session: there would be two terms of course work, with a work experience term in the middle of the program.

Summer:

- MM 504 (Workplace and Career Preparation)
- MM 505 (Professional Development)
- MM 510A (Organizations in a Changing World I)
- MM 520A (Collaborative Teamwork in Organizations I)
- MM530A (Applied Organizational Skills and Knowledge I)
- MM 540B (Organizational Analysis and Problem Solving I)

Fall:

- Work Experience Term

Winter:

- MM 510B (Organizations in a Changing World II)
- MM520B (Collaborative Teamwork in Organizations II)
- MM530B (Applied Organizational Skills and Knowledge II)
- MM 540B(Organizational Analysis and Problem Solving II)
- MM 596 (Capstone Integrative Project)

In addition, the MM will be built around a highly applied contextualized collaborative learning pedagogy that allows Gustavson to leverage its integrative and applied approach to business education.

The significant pre-requisite list serves two purposes. First, having students complete five courses at the undergraduate level allows them to build a basic business understanding before they enter the program full time, which in turn leaves more room within the two academic terms of the graduate program to integrate material and build the necessary hard and soft skills. Second, it increases the extent to which students are introduced to business concepts while they are still immersed in their primary areas of undergraduate study, potentially leading to better integration of the two spheres of learning.

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

The University: The Master of Management (MM) is intended to provide a way for students to broaden their portfolio of skills and knowledge by extending their time within the university to better equip them to make the transition to the workplace. It will offer a recognizable credential for these students, signaling their suitability for graduate studies and their exposure to more breadth and depth in business training than is afforded by an undergraduate Minor in Business. It contributes to the University of Victoria's strategic plan primarily through student recruitment

and retention: The university's strategic plan's Objective 2 a) is to "continue to develop an effective, data-driven student recruitment and retention program that attracts and retains a diverse group of high-quality students nationally and internationally, removing barriers and expanding opportunities for traditionally underrepresented groups." The Master of Management (MM) program provides a way for non-Business faculties to offer a path for prospective students to complete undergraduate studies and a graduate degree in business within a five-year timeframe, allowing these applicants to pursue their personal academic interests while also gaining enhanced employability. Based on the pattern seen at UBC, we anticipate that the program will be most attractive to students entering the Faculties of Social Science, Science and Humanities.

The Gustavson School of Business: In the past several years, the trend in graduate business education has been away from the traditional two-year MBA program, for which applicants usually require several years of work experience, to "pre-experience" course-based master's programs. Nearly every Canadian business school now has at least one such program primarily for Business graduates (for example, the Gustavson School offers the Master of Global Business to recent Commerce graduates), reflecting low growth in applications to MBA programs and the need for schools to diversify their graduate program offerings. As well, the Gustavson full-time MBA program is typical of most of those in Canadian business schools where the overwhelming majority of applicants are international, with many of these experienced out-of-country applicants seeking the MBA as a way to enter the Canadian job market. In contrast, recent graduates of Canadian universities have faced increasing difficulties in gaining fulfilling initial employment. Some of these graduates have turned to pre-experience master's programs to improve their chances of success in getting their first post-graduate jobs, rather than face the uncertain prospect of waiting to accumulate the three to five years of full-time work experience that they would need as MBA applicants. By offering the Master of Management (MM), the Gustavson School will address this trend by meeting the changing needs of the university's graduates.

Target audience, student and labour market demand

Target audience: The MM degree is aimed at students graduating from degree programs in areas of study other than business but who have completed some fundamental business courses. The primary source of applicants would be those students who built their undergraduate degree programs to include five required business courses that are available through the Gustavson Business Minor offerings. The program would also be open to graduates who had completed these or comparable fundamental business courses elsewhere. We expect MM students to be drawn primarily from the Faculties of Social Science, Science and Humanities whose programs provide sufficient flexibility for students to accommodate five Business Minor courses that would form the pre-requisites for the MM. Although relatively fewer students may be expected from other UVic faculties, the program will be open to anyone meeting the pre-requisite requirements and admission standards.

The program will appeal to students who believe that a graduate degree in business – particularly one that includes a work experience term, which allows them to gain firsthand work experience or benefit from a range of volunteer or entrepreneurial activities – will prepare them for the workplace. For students admitted to non-Business faculties, the MM offers a way of planning to incorporate business studies into their learning with a twelve-month extension to their time on campus beyond the completion of the undergraduate programs.

Although the program primarily targets University of Victoria graduates, the program may also attract students from other institutions both in Canada and abroad. The pre-requisite courses in introductory marketing, organizational behaviour, finance and accounting are widely available at other colleges and universities and already articulated for transfer, and the one-year MM may appeal to graduates from these institutions as well, with their admission subject to their meeting the requirements of the Faculty of Graduate Studies.

Student and labour market demand: Student interest in business courses is clearly strong: in 2015-16, there were 398 different students from across the campus enrolled in at least one of the four 200-level Business Minor COM courses, collectively accounting for 1,204 registrations. In the same time period, there were also 373 registrations in the upper-level Business Minor electives courses, plus a smaller number enrolled in open Commerce electives. In four sets of convocations since 2013, an average of 114 graduates per year have attained Minors in Business. These numbers were constrained by the number and size of sections of the COM 200-level courses that were offered in the past; with new funding made available for the 2016-17 academic year, the Gustavson School has been able to expand the number of sections offered and, in 2016-17, the total number of unique registrants in COM 200-level courses has grown to 578. We predict that this will result in a commensurate surge in enrolments in upper-level Business Minor courses in future years, supported by 2016's enrolment of 600 students in the first-year introductory business courses, COM 100 – Introduction to Business Decision Making and ENT 100 – Introduction to Entrepreneurship.

Only a small portion of the 150+ students per year who pursue upper-level Business Minor courses would be expected to have the interest, academic standing and the means to extend their studies to include the MM. However, there may also be students from other universities who could also fulfil the Business pre-requisite courses and seek admission to the MM. Based on these two sources, we expect an initial annual intake of about 15 to 20 MM students in the first few cohorts. This cohort size is in line with the experience at UBC, where the non-dual-degree MM program has had 50-60 students in its annual cohorts. Given that the recent expansion of capacity in the 200-level Business Minor courses has seen an increase of more than 40% in the number of different students taking them, the demand for the MM is projected to grow to reach the target cohort size of 40 within four years. Given the lead time needed for students to plan to incorporate the pre-requisite courses in their second and third years, it may be several years before we know what the long-term annual student demand is for the program and whether additional cohorts could be supported beyond the single one envisaged here.

Plans for student recruitment, retention, and success

As part of our program development, we conducted two focus groups and numerous one-on-one interviews with key industry stakeholders. Participants expressed broad support for the Master of Management (MM) program goals, and a perception that the program would be filling a very real industry need. They highlighted the following issues as being particular challenges that they face when hiring new graduates from non-Business faculties today:

- A lack of “soft” skills (ability to communicate, lack of emotional intelligence, lack of teamwork skills);
- An inability to see how the new hire’s work contributes to, or is positioned within, a broader system;
- A lack of experience with team-based activities (e.g. team presentations, group work, etc.);
- A lack of “hard” skills (e.g. spreadsheet development, ability to read financial statements, etc.).

Our research suggests that this program will be attractive to employers as well as students, especially given that its focus on integrative thinking, multi-disciplinary collaboration, “soft skills” development and targeted hard skills aligns well with recent predictions about the kinds of competencies that employees will need in the future. This grounding in basic business understanding, buttressed by applied learning in an interdisciplinary, problem-solving context, coupled with a work experience term tailored to the student’s interests, will provide a significant benefit that an MM graduate will be able to offer to potential employers along with the skills and knowledge that they bring from their undergraduate degree. We are confident that employers will appreciate that MM graduates represent the diverse pool of UVic graduates, distinguished by having a sophisticated understanding of how organizations work and the collaborative skills to function effectively within them that will make them eminently prepared for the transition to permanent employment.

D. Admission requirements

1. The MM program will require that students complete five undergraduate business courses from the existing Business Minor:

- COM 202 – Financial Accounting 1
- COM 220 – Organizational Behaviour
- COM 240 – Management Finance
- COM 250 – Fundamentals of Marketing
- COM 317 – Management Accounting 1

In 2017-18, two new accounting courses (COM 202, COM 317) replaced COM 270 – Financial and Management Accounting for Specialists. Both COM 202 and COM 317 match standard introductory Financial Accounting and Management Accounting courses taught in most business programs. To accommodate students who have taken the existing combined accounting course, COM 270 will also be accepted in place of COM 202 and COM 317 for both the Business Minor and the MM. Note that a student who completes the five MM pre-requisites would need to complete only one other 300- or 400-level COM, ENT, or IB course to obtain the Business Minor, making this a readily obtainable alternative credential in cases where a student was not able to go on to complete the Master of Management (MM).

2. The Business Minor stipulates that each of the 200-level courses must be completed with a minimum grade of C+. The MM will require students to attain a B average across the five pre-requisite courses with a minimum grade of B- in any of them.
3. Students will have to meet the standard academic requirements for admission into the Faculty of Graduate Studies.
4. Graduates of business programs will not be accepted into the MM.
5. Similar to our existing MGB program, the MM will not require applicants to write the Graduate Management Admission Test (GMAT). Grades from the five pre-requisite courses will provide a common and sufficient basis for assessing applicants' aptitude and readiness for graduate business studies.

Preferred Access

"Preferred-access" status, reflecting students who have indicated an interest in applying to the MM, will carry no obligation to enter the MM program. If given this status at any stage, a student will have priority in enrolling in Business Minor courses, receive advice on progression towards meeting entry requirements and get assistance from MM staff in the graduate application process. Preferred access will be based on:

- On admission to Year 1 to a non-Business faculty or with first-year standing,
- With second-year standing, a GPA of 5.0 or better
- With third-year standing, a GPA of 5.0 or better on the most recent 27 units plus completion of at least two of the pre-requisite Business Minor courses with a minimum grade of B- in each
- With fourth-year standing, a GPA of 5.0 or better on the most recent 42 units and completion of at least four of the pre-requisite courses with a minimum grade of B- in each

"Preferred-access" students would need to apply to the Faculty of Graduate Studies and meet the normal requirements for graduate admission as well as the program's requirements for minimum grades in the pre-requisite undergraduate Business courses.

Students with fourth-year standing could apply directly to the program through the Faculty of Graduate Studies but admission for them would be competitive and dependent on projected space availability within the cohort of previously admitted students.

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

The Gustavson School of Business faculty have expertise across all of the subjects in the Business Minor and MM graduate courses that correlate with subject areas taught within the core of both the Gustavson BCom and MBA Programs:

- Human Resource Management
- Business and Sustainability
- Operations Management
- Management Information Systems
- International Business
- Legal Issues in Management
- Strategic Management

Information about the Gustavson School's faculty who are expected to be involved in the program's delivery is contained in Appendix A.

As a course-based master's program, supervisory committee service for the MM will be limited to the supervision of a capstone project, provided largely by faculty teaching in the program. Remaining supervisory responsibilities will rest with the academic program director. There are no anticipated synergies between the MM courses and existing graduate Business programs in terms of shared course delivery or co-curricular requirements and, given our practice of cohort-based programs, we do not anticipate relying on existing graduate courses to serve MM students.

F. Curriculum design

The courses included in the Minor in Business are identified in Section D.

Courses: The Master of Management (MM) curriculum will be comprised of ten 1.5-unit courses, with a final integrative project (introduced in Term 1 and spanning all three terms), also of 1.5 units. Thus, the three-term program will consist of:

MM 504 – Workplace and Career Preparation	1.5 units
MM 505 – Professional Development	1.5 units
MM 510A – Organizations in a Changing World I	1.5 units
MM 510B – Organizations in a Changing World II	1.5 units
MM 520A – Collaborative Teamwork in Organizations I	1.5 units
MM 520B – Collaborative Teamwork in Organizations II	1.5 units
MM 530A – Applied Organizational Skills and Knowledge I	1.5 units
MM 530B – Applied Organizational Skills and Knowledge II	1.5 units
MM 540A – Organizational Analysis and Problem Solving I	1.5 units
MM 540B – Organizational Analysis and Problem Solving II	1.5 units
MM 596 – Capstone Integrative Project	1.5 units
Total	16.5 units

Course descriptions are below in this section.

Note that courses are intentionally broad in scope, and most have been divided into I and II components to ensure that students have timely evaluative feedback at the halfway point of their studies (at the end of the Summer session). This also avoids administrative challenges associated with having graded courses extending across academic sessions.

The second term is devoted to the MM work experience requirement, a placement of up to four months tailored to developing students’ competencies in their particular areas of career interest (and may include a workplace internship, the creation of an entrepreneurial venture, or participation in an international social volunteerism experience, among others).

MM 504: Workplace and Career Preparation

Preparation and training to undertake a work experience term. Includes preparation of cover letters and resumes, skills assessment and analysis, networking and interview skill development and career planning.

MM 505: Professional Development

Designed to ensure students develop career readiness skills, including portfolio presentation, career planning and self-awareness skills. Content will vary and may include: self-assessments, peer coaching, skills training, career assessment, and networking events. Also requires students to link their prior disciplinary knowledge to their concurrent management education to develop a contextualized learning portfolio that elaborates on their undergraduate degree and professional interests.

MM 510A: Organizations in a Changing World I

Studies organizations as part of a broader political, cultural, and environmental system. Introduces the business challenges and opportunities in developing sustainable social, ecological and economic value creation. Explores the general management and structure of an organization and the formulation and implementation of its strategic direction. Addresses the impact of technology on organizations, and the changing nature of work.

MM 510B: Organizations in a Changing World II

Further investigation of organizations as part of a broader political, cultural, and environmental system. Includes an immersive International experience, to further situate the learning within broad social, political and cultural contexts.

MM 520A: Collaborative Teamwork in Organizations I

Examines the broad challenges of collaboration in organizational settings. Topics will include identifying the costs and opportunities of collaboration, conflict management, communication styles, coaching and feedback skills, power and influence, design thinking, cross-cultural management, and negotiation.

MM520B: Collaborative Teamwork in Organizations II

Further examines the broad challenges of collaboration in organizational settings. Topics will include identifying the costs and opportunities of collaboration, conflict management, communication styles, coaching and feedback skills, power and influence, design thinking, cross-cultural management, and negotiation.

MBA530A: Applied Organizational Skills and Knowledge I

Applies key skills necessary for analyzing organizational problems, such as budgeting and financial statements, spreadsheet development, presentation skills, project management, big data, management information systems, operations management and business case creation.

MBA530B: Applied Organizational Skills and Knowledge II

Continues application of key skills necessary for analyzing organizational problems, such as budgeting and financial statements, spreadsheet development, presentation skills, project management, big data, management information systems, operations management and business case creation.

MBA 540A: Organizational Analysis and Problem Solving I

Explores models for identifying and addressing increasingly complex, integrative problems. Topics include critical thinking, creative problem solving tools, network analysis, customer experience mapping, strategic planning and decision analysis.

MBA 598: Capstone Integrative Project

Team-based project that builds on learning from other courses as well as the student's undergraduate studies. Students will be required to demonstrate integrative thinking, thoughtful problem solving, and effective collaboration in addressing a real-world problem for an organizational client in their general field of disciplinary interest.

Delivery methods

All courses will be delivered face-to-face on the UVic campus.

The Master of Management (MM) curriculum will be designed around a Contextualized Collaborative Learning Model, which is highly integrative and experiential. Students will work in diverse teams (formed of students of differing disciplinary backgrounds) with a focus on highly applied problem-based learning, supplemented with lectures and tutorials.

Linkages Between the Learning Outcomes and the Curriculum Design

Students who complete the Master of Management (MM) will:

- demonstrate knowledge of the core disciplines and the complex, dynamic political, environmental and social contexts within which a broad range of organizations operate
- apply organizational tools, models and principles in an integrated way to identify and solve complex organizational problems
- communicate effectively, orally and in writing
- collaborate effectively in a multi-disciplinary and team-based environment
- develop workplace competencies through supervised internship employment.

Using the model in place for Gustavson's existing programs (as required for the School's ongoing AACSB and EQUIS accreditation), the Gustavson School will articulate specific program learning goals with objectives linked to measurable outcomes. Through a curriculum map that specifies the content of the program's required components, there will be designated points where material needed to assess each learning outcome will be collected and evaluated.

The MM program will follow the model of Gustavson's Bachelor of Commerce, Master of Global Business and Master of Business Administration programs in requiring an applied educational component. For the MM program, this will consist of a work experience requirement that students would undertake starting in September, following the completion of their first term of coursework. Development of suitable placement opportunities will rest largely with the Business Co-op and Career Services office that already manages 850 placements annually for other Business programs. There will also be coordination with other Co-op units on campus to establish workplace experience opportunities in organizations that reflect the intended career paths of MM students.

Residency requirements and anticipated times to completion

As a coursework-only master's program combined with a work experience term, students will have two terms of residency (May to August and January to April), with a work placement that is expected to be completed by the end of December. Students who fail to secure a work experience by the end of September may have their programs extended after April until their work experience terms are complete.

The program will contain an international experience, with the cohort traveling offshore to investigate a problem posed by a contributing organization. An “international applied project” element is already integral to Gustavson’s other master’s programs and a similar component will span the content courses delivered in one of the two terms.

Note that, as with all other programs within the business school, students will bear the expense of travel required as part of the international applied project.

There is no program element aimed explicitly at Indigenous perspectives. However, course delivery will rely on using multiple “live cases,” with students working on existing problems posed by local community organizations. This format provides the opportunity to work with Indigenous organizations, potentially through the National Consortium for Indigenous Economic Development (NCIED).

Policies on student evaluation, candidacy exams, and oral examinations

Students will be evaluated on the basis of grades in courses. Progression will depend on meeting the Faculty of Graduate Studies’ requirements. Note that the first term of coursework is in the Summer session, so that students will be assessed for progression at that point and again at the end of their second and final term of coursework in the spring.

G. Enrolment plan for the length of the Master’s degree (Include a table of ongoing students, anticipated annual intake and graduates from program start to steady state)

Enrolment is based on a single intake per year for classes starting in late May. A cohort may have an enrolment between a minimum of about 15 to a maximum of 50. The expected class size for the first cohort is between 15 and 20 students but is expected to grow to 50 over four years.

The initial class sizes are lower than the steady-state expectation because the prerequisite courses are usually accumulated over more than one year. It will thus take two to three years before the program would see applicants who had designed their undergraduate programs from the start to meet the MM requirements. The program will have a minimum viable size of 15 students but the resources required to offer the program – faculty, staff, classrooms – are largely fixed for a cohort from this minimum size to the intended maximum of 50 students. The following table projects enrolment over a five-year period:

Point of Intake	Enrolment
May 2019	15
May 2020	20
May 2021	25
May 2022	40-50

H. Program Evaluation

The Gustavson School is accredited by two external international agencies, the US-based Association to Advance Collegiate Schools of Business (AACSB) and the European Foundation for Management Development (EFMD). Both agencies have five-year review cycles and assess program quality, supervision and support as parts of their re-accreditation process.

The MM program will be subject to two such external reviews in 2019 and 2020, shortly after its targeted implementation, and at five-year intervals for each thereafter.

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

There are numerous one-year pre-experience master's programs offered by Canadian business schools but all but three of these are restricted to graduates of business administration / commerce programs. As one of the few exceptions, Queen's University's Smith School of Business offers two specialized pre-experience master's programs that are open to graduates of non-business programs: a Masters of International Business (which has four pre-requisite courses in business and economics) and a Masters in Entrepreneurship and Innovation, offered in conjunction with Queen's Faculty of Engineering and Applied Science. The only comparable program in Canada that accepts non-Business graduates for general management studies is the previously mentioned one at the University of British Columbia's Sauder School of Business.

Following the Sauder model, a pre-experience Masters of Management is planned at York University and the University of Calgary is developing a proposal for one as well.

The Gustavson MBA program, like most MBA programs, accepts students with undergraduate degrees from any discipline. However, like most MBA programs, it is targeted at applicants who have at least three years of fulltime work experience. The MM program is designed to serve those who have yet to enter the workforce and, as a result, does not compete directly with the MBA. Existing and proposed programs at UBC, York University and the University of Calgary explicitly limit enrolment to applicants with no more than two years of work experience. The proposed program here is intended to take in students immediately following their undergraduate studies but does not restrict admission based on accumulated work experience.

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

Appendix B includes support from UBC and SFU, as well as the following University of Victoria faculties:

Education, Engineering, Fine Arts, Science, Social Sciences, and Co-operative Education & Career Services.

Support letters from other institutions are currently being sought.

Master of Management (MM) Degree
Proposal Appendices

APPENDIX A

Faculty

The following section provides short *curricula vitae*, representing the most recent five years for the faculty members who are anticipated to be contributing to the teaching and project supervision for the Masters of Management program.

Graham Brown

Spring 2013 - Spring 2018
(250)721-6069
grbrown@uvic.ca

Degrees

- 2005 Ph.D., Organizational Behaviour and Human Resource Management, University of British Columbia, Vancouver, British Columbia Dissertation: Territoriality in Organizations
- 2000 M.S., Family Ecology, University of Utah
- 1997 B.A., Psychology, University of Victoria, Victoria, British Columbia

Academic Employment History

2015 - Ongoing

Associate Professor, Gustavson School of Business, University of Victoria, Victoria, British Columbia

2012 - 2015

Assistant Professor, Gustavson School of Business, University of Victoria, Victoria, British Columbia, 2015

2009 - 2012

Assistant Professor, Faculty of Management, University of British Columbia, Vancouver, British Columbia, 2012

2005 - 2009

Assistant Professor, OB/HR, Singapore Management University, 2009

1994 - 1997

Cognitive Lab Assistant, University of Victoria, Victoria, British Columbia, 1997

Scholarly Achievement & Publications

Journal Publications

Brown, G., & Zhu, H. (Helena). (2016). My workspace, not yours: The impact of psychological ownership and territoriality in organizations. *Journal of Environmental Psychology*, 48, 54–64.

Brown, G., & Baer, M. (2015). Protecting the Turf: Negative Effects of Territoriality on Others' Creativity. *Journal of Applied Psychology*, 100(6), 1785–1797.

Brown, G., Pierce, J., & Crossley, C. (2014). Toward an Understanding of the Development of Ownership Feelings. *Journal of Organizational Behavior*, 35(3), 318–338.

Brown, G., Crossley, C., & Robinson, S. L. (2014). Psychological Ownership, Territorial Behavior, and Being Perceived as a Team Contributor: The Critical Role of Trust in the Work Environment. *Personnel Psychology*, 67(2), 463–485.

Chapters

Brown, G. (2014). Setting (and Choosing) the Table: the Influence of the Physical Environment in Negotiation. In *Negotiation Excellence: Successful Deal Making* (pp. 23–38). Singapore: World Scientific Publishing.

Presentations

Brown, G., & Zhu, H. (Helena). (2016, August). Creating Meaning Through Psychological Ownership and Territoriality in Organizations. Academy of Management conference 2016. Anaheim, USA.

Brown, G., & Zhu, H. (2016, Summer). Creating Meaning Through Psychological Ownership and Territoriality in Organizations. Academy of Management Meetings.

Brown, G., & Robinson, S. (2015, Summer). Claiming space at work: Using maps to understand employee territoriality. Academy of Management. Vancouver: AoM.

Brown, G., & Robinson, L. S. (2014, May). Territorial infringement. Society of Industrial Organizational Psychology. Hawaii, USA: Society of Industrial Organizational Psychology.

Brown, G. (2013, Summer). Teaching Social Entrepreneurship Outside the Classroom. National Education Conference. Milwaukee, USA: American Society for Quality (ASQ).

Other

Brown, G. (2017). Foreword for the book *Psychological Ownership: Theoretical perspectives and applications in a for multi-cultural contexts*. *Psychological Ownership: Theoretical Perspectives and Applications in a for Multi-Cultural Contexts*.

Grants

The Effects of Ownership and Territoriality on Creativity, Innovation, and Entrepreneurship, Funded by SSHRC (January 1, 2010), awarded January 1, 2010 (\$74,700.00), Completed, Spring 2013, PI Graham Brown

Courses Taught at the University of Victoria

Fall 2017

Term	Course Prefix	Course Number	Section	Course Title
Fall 2017	MBA	553	A02	MANAGING PEOPLE+ORGZTNS:I
Fall 2017	MBA	553	A03	MANAGING PEOPLE+ORGZTNS:I

Summer 2017

Term	Course Prefix	Course Number	Section	Course Title
Summer 2017	ENT	413	A01	PORTFOLIO PRACTICUM
Summer 2017	ENT	413	A02	PORTFOLIO PRACTICUM

Fall 2016

Term	Course Prefix	Course Number	Section	Course Title
Fall 2016	MBA	563	A01	ENTREPRENEURIAL STRATEGY

Summer 2016

Term	Course Prefix	Course Number	Section	Course Title
Summer 2016	ENT	413	A01	PORTFOLIO PRACTICUM
Summer 2016	ENT	413	A02	PORTFOLIO PRACTICUM

Fall 2015

Term	Course Prefix	Course Number	Section	Course Title
Fall 2015	MBA	563	A01	ENTREPRENEURIAL STRATEGY

Summer 2015

Term	Course Prefix	Course Number	Section	Course Title
Summer 2015	ENT	413	A01	PORTFOLIO PRACTICUM
Summer 2015	ENT	413	A02	PORTFOLIO PRACTICUM

Fall 2014

Term	Course Prefix	Course Number	Section	Course Title
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Master of Management (MM) Proposal
Appendices

Term	Course Prefix	Course Number	Section	Course Title
Fall 2014	COM	321	A01	LEADING PEOPLE + ORGANIZTNS I
Fall 2014	COM	321	A02	LEADING PEOPLE + ORGANIZTNS I
Fall 2014	COM	321	A04	LEADING PEOPLE + ORGANIZTNS I
Fall 2014	COM	321	A05	LEADING PEOPLE + ORGANIZTNS I
Fall 2014	MBA	563	A01	ENTREPRENEURIAL STRATEGY

Summer 2014

Term	Course Prefix	Course Number	Section	Course Title
Summer 2014	ENT	413	A01	PORTFOLIO PRACTICUM
Summer 2014	ENT	413	A02	PORTFOLIO PRACTICUM

Fall 2013

Term	Course Prefix	Course Number	Section	Course Title
Fall 2013	MBA	561	A01	Entrepreneurial Planning & Finance

Summer 2013

Term	Course Prefix	Course Number	Section	Course Title
Summer 2013	ENT	413	A01	PORTFOLIO PRACTICUM
Summer 2013	ENT	413	A02	PORTFOLIO PRACTICUM

Vivien S Corwin

Spring 2013 - Spring 2018
250-721-6311
vcorwin@uvic.ca

Degrees

- 1999 Ph.D., Business Administration, University of British Columbia, Vancouver, British Columbia Dissertation: "Making Sense of Part-Time Professional Work Arrangements"
- 1990 B.A., International Relations, University of Toronto, Toronto, Ontario

Academic Employment History

2013 - 2015

Director, MBA Program, Gustavson School of Business, University of Victoria, Victoria, British Columbia, 2015

2010 - 2013

Director, BCom Program, Gustavson School of Business, University of Victoria, Victoria, British Columbia, 2013

2009 - Ongoing

Assistant Teaching Professor, Gustavson School of Business, University of Victoria, Victoria, British Columbia

2006 - 2009

Assistant Professor, Gustavson School of Business, University of Victoria, Victoria, British Columbia, 2009

Grants

UVic Learning and Teaching Development Grant , Funded by UVic Learning and Teaching Center (September 2, 2013 - December 20, 2013) (\$6,000.00), Completed, Fall 2013, Program Coordinator Vivien Corwin

Courses Taught at the University of Victoria

Fall 2017

Master of Management (MM) Proposal
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Term	Course Prefix	Course Number	Section	Course Title
Fall 2017	COM	321	A01	LEADING PEOPLE + ORGANIZTNS I
Fall 2017	COM	321	A02	LEADING PEOPLE + ORGANIZTNS I
Fall 2017	COM	321	A03	LEADING PEOPLE + ORGANIZTNS I
Fall 2017	COM	321	A04	LEADING PEOPLE + ORGANIZTNS I
Fall 2017	COM	321	A05	LEADING PEOPLE + ORGANIZTNS I

Summer 2017

Term	Course Prefix	Course Number	Section	Course Title
Summer 2017	MBA	595	A02	SPCL TPCS:BUSINESS ADMN - Thriving on Change

Spring 2017

Term	Course Prefix	Course Number	Section	Course Title
Spring 2017	COM	322	A01	LEADING PEOPLE + ORGANIZTNS II
Spring 2017	COM	322	A02	LEADING PEOPLE + ORGANIZTNS II
Spring 2017	COM	322	A03	LEADING PEOPLE + ORGANIZTNS II
Spring 2017	COM	322	A04	LEADING PEOPLE + ORGANIZTNS II
Spring 2017	COM	322	A05	LEADING PEOPLE + ORGANIZTNS II

Fall 2016

Term	Course Prefix	Course Number	Section	Course Title
Fall 2016	COM	321	A01	LEADING PEOPLE + ORGANIZTNS I
Fall 2016	COM	321	A02	LEADING PEOPLE + ORGANIZTNS I
Fall 2016	COM	321	A03	LEADING PEOPLE + ORGANIZTNS I
Fall 2016	COM	321	A04	LEADING PEOPLE + ORGANIZTNS I
Fall 2016	COM	321	A05	LEADING PEOPLE + ORGANIZTNS I
Fall 2016	MBA	513	A01	ISSUES:SERV TECH+HR MGMT
Fall 2016	MBA	555	A01	MANAGNG PEOPLE+ORGZTNS:II

Spring 2015

Term	Course Prefix	Course Number	Section	Course Title
Spring 2015	SMGT	417	A01	SERVCE HUMAN RESOURCE MANAGMNT

Fall 2014

Master of Management (MM) Proposal
Appendices

Term	Course Prefix	Course Number	Section	Course Title
Fall 2014	COM	321	A01	LEADING PEOPLE + ORGANIZTNS I
Fall 2014	COM	321	A02	LEADING PEOPLE + ORGANIZTNS I
Fall 2014	COM	321	A04	LEADING PEOPLE + ORGANIZTNS I
Fall 2014	COM	321	A05	LEADING PEOPLE + ORGANIZTNS I

Spring 2014

Term	Course Prefix	Course Number	Section	Course Title
Spring 2014	MBA	553	A01	MANAGING PEOPLE+ORGZTNS:I
Spring 2014	SMGT	417	A01	SERVCE HUMAN RESOURCE MANAGMNT

Fall 2013

Term	Course Prefix	Course Number	Section	Course Title
Fall 2013	MBA	553	A01	MANAGING PEOPLE+ORGZTNS:I

Spring 2013

Term	Course Prefix	Course Number	Section	Course Title
Spring 2013	SMGT	417	A01	SERVCE HUMAN RESOURCE MANAGMNT
Spring 2013	SMGT	417	A02	SERVCE HUMAN RESOURCE MANAGMNT

Stacey R Fitzsimmons

Spring 2013 - Spring 2018
(250)472-4787
sfitzsim@uvic.ca

Degrees

- 2011 Ph.D., International Business, Simon Fraser University, Vancouver, British Columbia, Canada
- 2004 B.B.A., Business Administration, Wilfrid Laurier University, Waterloo, Ontario, Canada
B.A., Philosophy, Wilfrid Laurier University, Waterloo, Ontario, Canada

Academic Employment History

2014 - Ongoing

Assistant Professor of International Business, Peter B. Gustavson School of Business,
University of Victoria, Victoria, British Columbia

2011 - 2014

Assistant Professor of Management, Haworth College of Business, Western Michigan
University, Kalamazoo, 2014

Scholarly Achievement & Publications

Journal Publications

- Fitzsimmons, S. R., Liao, Y., & Thomas, D. C. (2017). Making the most of multicultural employees. *IESE Insight*, (146), 16-19.
- Fitzsimmons, S. R., Liao, E. Y., & Thomas, D. C. (2017). From crossing cultures to straddling them: An empirical examination of outcomes for multicultural employees. *Journal of International Business Studies*, (48), 63-89.
- Dietz, J., Fitzsimmons, S. R., Aycan, Z., Francesco, A. M., Jonsen, K., Osland, J., ... Boyacigiller, N. (2017). Cross-cultural management education rebooted: Creating positive value through scientific mindfulness. *Cross Cultural & Strategic Management*, 24, 125-151.
- McIver, D., Fitzsimmons, S. R., & Lengnick-Hall, C. (2016). When Knowledge Crosses Levels: Integrating Knowledge and When to Expect Resistance. *Academy of Management Best Paper Proceedings*, 14828.
- McIver, D., Fitzsimmons, S. R., & Flanagan, D. (2016). Instructional Design as Knowledge Management: A knowledge-in-practice approach to choosing instructional methods. *Journal of Management Education*, 40(1), 47-75.
- Fitzsimmons, S. R. (2014). Us, Them and Others in Management Research. *Academy of Management Review*, 39(3), 384-386.

Fitzsimmons, S. R., & Stamper, C. (2014). How societal culture influences friction in the employee-organization relationship. *Human Resource Management Review*, 24(1), 80-94.

Fitzsimmons, S. R. (2013). Multicultural Employees: A framework for understanding how they contribute to organizations. *Academy of Management Review*, 38, 525-549.

Fitzsimmons, S. R., Lee, Y., & Brannen, M. Y. (2013). Demystifying the Myth about Marginals: Implications for Global Leadership. *European Journal of International Management*, 7(5), 587-603.

Fitzsimmons, S. R., Flanagan, D. J., & Wang, X. A. (2013). Business students' choice of short-term or long-term study abroad opportunities. *Journal of Teaching in International Business*, 24, 125-137.

Chapters

Fitzsimmons, S. R., Miska, C., & Stahl, G. K. (2017). Multicultural individuals: What can they bring to global organizations? In *Readings and Cases in International Human Resource Management* (6th ed.) (pp. 155-171). New York: Routledge.

Hrenyk, J., Szymanski, M., Kar, A., & Fitzsimmons, S. R. (2016). Understanding multicultural individuals as ethical global leaders. In *Advances in Global Leadership* (pp. 57-78). Bingley, United Kingdom: Emerald Group Publishing Limited.

Fitzsimmons, S. R. (2014). Biculturalism. In *Wiley Encyclopedia of Management*, 3rd Edition. (Vol. 6, International Management). Oxford, UK: John Wiley & Sons.

Presentations

Vora, D., Martin, L., Pekerti, A. A., Fitzsimmons, S. R., Lakshman, C., & Raheem, S. (2017, July). Multiculturalism within Individuals. *Academy of International Business Conference*. Dubai, UAE.

Vora, D., Martin, L., Pekerti, A., Fitzsimmons, S. R., Lakshman, C., & Raheem, S. (2017, August). Multiculturalism: A Review and Agenda for Future Research. *Academy of Management Conference*. Atlanta.

Szymanski, M., Fitzsimmons, S. R., & Danis, W. M. (2017, July). Microfoundations of Global Performance: Evidence from Elite Football Teams on the Impact of Bicultural Managers. *Academy of International Business Conference*. Dubai, UAE.

Tung, R., Fitzsimmons, S. R., Ikegami, J. J., Maznevski, M., Ota, M., & Pesch, R. (2017, July). The Bright Side of Culture in International Business: Toward a More Balanced Perspective. *Academy of International Business*. Dubai, UAE.

Eden, L., Boyacigiller, N., Lu, J. W., Balakrishnan, M. S., Lirio, P., Welch, C., & Fitzsimmons, S. R. (2017, July). Life Happens: Female Academics Share Stories. *Academy of International Business*. Dubai, UAE: Women in the Academy of International Business (WAIB) Sponsored Panel.

Fitzsimmons, S. R., Baggs, J., & Brannen, M. Y. (2016, August). Work outcomes for migrants and their descendants: Individual and organizational interaction effects. *Academy of Management conference*. Anaheim, CA.

- McIver, D., Fitzsimmons, S. R., & Lengnick-Hall, C. (2016, August). When Knowledge Crosses Levels: Integrating Knowledge and When to Expect Resistance. Academy of Management Conference. Anaheim, CA.
- Fitzsimmons, S. R., & Szymanski, M. (2016, April). How to get Teammates from Multiple Countries to Work as One. Academics & Athletics Co-Creation of Excellence Conference. Victoria, BC: Peter B. Gustavson School of Business and University of Victoria Vikes.
- Fitzsimmons, S. R. (2016, February). When do Multicultural Employees Broker across Cultures? A mixed-methods approach. Invited speaker series. Vancouver, BC: SFU Beedie School of Business Centre for Global Workforce Strategy.
- Fitzsimmons, S. R. (2016, January). From crossing cultures to straddling them: An empirical examination of outcomes for multicultural employees. Invited research talk. Bangalore, India: Indian Institute of Management Bangalore.
- Arieli, S., & Fitzsimmons, S. R. (2015, August). Multicultural employees: Multiple challenges in the interplay between employees and organizations. Academy of Management conference. Vancouver, BC.
- Fitzsimmons, S. R., Vora, D., & Thomas, D. C. (2015, August). Cultural brokering as a behavioral outcome of biculturalism. Academy of Management conference. Vancouver, BC.
- Fitzsimmons, S. R. (2015, August). Understanding multicultural individuals through the lens of organizational behavior and social psychology. Academy of Management conference. Vancouver, BC.
- Maloney, M., Zellmer-Bruhn, M., Beechler, S., Canney Davison, S., Fang, T., Fitzsimmons, S. R., ... Taylor, S. (2014, June). Cross-Cultural Competencies: Advances in Research and Practice. Panel presentation at Academy of International Business Conference. Vancouver, BC: Academy of International Business.
- Fitzsimmons, S. R., Caprar, D. V., & Taras, V. (2014, June). Multicultural individuals on multicultural teams: Process and performance outcomes. Symposium, Academy of International Business conference. Vancouver: Academy of International Business.
- McIver, D., Fitzsimmons, S. R., & Flanagan, D. (2014, August). Choosing Instructional Methods to Fit the Knowledge Structure of Course Components. Academy of Management Conference. Philadelphia: Academy of Management.
- Fitzsimmons, S. R., Ghorbani, M., Caykoylu, S., Chand, M., Liao, Y., & Shadnam, M. (2013, Summer). Academics on the move: Advice for junior academics developing boundaryless careers. Symposium at Academy of International Business conference. Istanbul: Academy of International Business.
- Dietz, J., Aycan, Z., Fitzsimmons, S. R., & Francesco, A. M. (2013, Autumn). Designing a Relevant Cross-cultural Management Course: A view through the lens of scientific mindfulness. Academy of International Business conference. Istanbul: Academy of International Business.

Other

- Barzantny, C., & Fitzsimmons, S. (2016). L'engagement des salariés varie selon les pays et les cultures. Harvard Business Review France Blog.
<http://www.hbrfrance.fr/chroniques-experts/2016/07/11563-lengagement-des-salaries-varie-selon-les-pays-et-les-cultures/>

Grants

How Do Multicultural Employees Contribute to Their Organizations Across Contexts, Funded by Gustavson Executive Programs Research Grant (April 1, 2016 - March 31, 2017), awarded April 1, 2016 (\$2,500.00), Completed, Spring 2017, PI Stacey Fitzsimmons

ORS Scholarly Travel Grant, Funded by UVic Office of Research Services (April 1, 2016 - March 31, 2017) (\$1,350.00), Completed, Summer 2016, PI Stacey Fitzsimmons

When do Multicultural Employees Broker across Cultures? A Mixed-Method Approach, Funded by University of Victoria (June 1, 2016 - May 31, 2017) (\$4,873.00), Completed, Summer 2016, PI Stacey Fitzsimmons (100%)

ORS Scholarly Travel Grant, Funded by UVic Office of Research Services (April 1, 2015 - March 31, 2016) (\$1,350.00), Completed, Spring 2016, PI Stacey Fitzsimmons

Roles of multicultural employees in multicultural teams, Funded by University of Victoria (October 1, 2014 - March 31, 2015) (\$2,500.00), Completed, Spring 2015, PI Stacey Fitzsimmons (100%)

Cultural Brokering, Funded by Gustavson Executive Programs Research Grant (April 1, 2014 - March 31, 2015) (\$700.00), Completed, Spring 2015, PI Stacey Fitzsimmons

Courses Taught at the University of Victoria

Fall 2016

Term	Course Prefix	Course Number	Section	Course Title
Fall 2016	COM	321	A01	LEADING PEOPLE + ORGANIZTNS I
Fall 2016	COM	321	A02	LEADING PEOPLE + ORGANIZTNS I
Fall 2016	COM	321	A03	LEADING PEOPLE + ORGANIZTNS I
Fall 2016	COM	321	A04	LEADING PEOPLE + ORGANIZTNS I
Fall 2016	COM	321	A05	LEADING PEOPLE + ORGANIZTNS I

Fall 2015

Term	Course Prefix	Course Number	Section	Course Title
Fall 2015	COM	321	A01	LEADING PEOPLE + ORGANIZTNS I
Fall 2015	COM	321	A02	LEADING PEOPLE + ORGANIZTNS I
Fall 2015	COM	321	A03	LEADING PEOPLE + ORGANIZTNS I
Fall 2015	COM	321	A04	LEADING PEOPLE + ORGANIZTNS I
Fall 2015	COM	321	A05	LEADING PEOPLE + ORGANIZTNS I
Fall 2015	MGB	510	A01	NORTH AMERICAN BUSI CONTEXT
Fall 2015	MGB	510	A02	NORTH AMERICAN BUSI CONTEXT

Master of Management (MM) Proposal
Appendices

Fall 2014

Term	Course Prefix	Course Number	Section	Course Title
Fall 2014	COM	321	A01	LEADING PEOPLE + ORGANIZTNS I
Fall 2014	COM	321	A02	LEADING PEOPLE + ORGANIZTNS I
Fall 2014	COM	321	A04	LEADING PEOPLE + ORGANIZTNS I
Fall 2014	COM	321	A05	LEADING PEOPLE + ORGANIZTNS I
Fall 2014	MGB	510	A01	NORTH AMERICAN BUSI CONTEXT
Fall 2014	MGB	510	A02	NORTH AMERICAN BUSI CONTEXT

Ricardo G. Flores

Spring 2013 - Spring 2018
(250)472-4810
ricardoflores@uvic.ca

Degrees

- | | |
|------|--|
| 2010 | Ph.D., Organizational Theory/IB, University of Illinois, Chicago, Illinois, United States |
| 2003 | M.B.A., International Finance, University of Illinois, Chicago, Illinois, United States |
| 1995 | B.S., Petroleum Engineering, Universidad Nacional de Cuyo, Mendoza, Argentina
Dissertation: Summa Cum Laude |

Professional Licensures & Certifications

- | | |
|------|--|
| 2014 | IDI Qualified Administrator, Intercultural Development Inventory |
|------|--|

Academic Employment History

2017 - Ongoing

Assistant Professor, Gustavson School of Business, University of Victoria, Victoria, British Columbia

2010 - 2017

Assistant Professor, Australian Graduate School of Management, University of New South Wales, Sydney, Australia, 2017

Scholarly Achievement & Publications

Journal Publications

Kraatz, M. S., & Flores, R. G. (2015). Reinfusing values. Institutions and Ideals: Philip Selznick's legacy for organizational studies. *Research in the Sociology of Organizations*, 44, 353-381.

Aguilera, R., Flores, R. G., & Kim, J. U. (2015). Re-examining regional borders and the multinational enterprise. *Multinational Business Review*, 23(4), 374-394.

Kraatz, M. S., & Flores, R. G. (2015). Introduction: "Institutions and Ideals: Philip Selznick's legacy for organizational studies" *Research in the Sociology of Organizations*, 44, 1-7.

Flores, R. G., Aguilera, R., Vaaler, P., & Mahdian, A. (2013). How well do supra-national regional grouping schemes fit International Business research models? *Journal of International Business Studies*, 44, 451-474.

Flores, R. G., Aguilera, R. V., Mahdian, A., & Vaaler, P. M. (2013). How well do supra-national regional grouping schemes fit International Business research models? *Journal of International Business Studies*, 5(44), 451-474.

Chapters

Flores, R. G. (2016). Globalisation: Challenges & Opportunities. In *MNGT6582 International business, MBA Programs, Australian Graduate School of Management, UNSW Business School* (p. Chapter 1). Sydney, Australia: University of New South Wales Press.

Presentations

Weng, C., Morgan, D., Sheldon, P., & Flores, R. G. (2016, June). *Zooming In: Untangling Home Country Subnational Institutional Effects on Chinese Firms' Outward FDI*. *International Association for Chinese Management Research (IACMR)*. Hangzhou, China.

Bliemel, M., De Klerk, S., Flores, R. G., & Miles, M. P. (2016, June). *An exploratory study of the strategic management and performance of Australian accelerators and their impact on the internal, local and global entrepreneurial ecosystems*. *Small Business Economics Special Issue Symposium*. University of Adelaide.

Flores, R. G., Chandler, D., Kraatz, M., Lok, J., Walsh, J., Rindova, V., & Besharova, M. (2016, August). *The value of values*. *Academy of Management Annual Meeting*. Anaheim, USA.

Mendiratta, E., & Flores, R. G. (2016, August). *Strategic Choices and TMT Task-Related Faultlines: Do CEO Characteristics Matter too?* *Academy of Management Annual Meeting*. Anaheim, USA.

Flores, R. G., & Kassiech, S. (2016, August). *Location, Location, Location: Exploring how a country's position influence individual-level entrepreneurship activity*. *Academy of Management Annual Meeting*. Anaheim, USA.

Kraatz, M., Flores, R. G., & Chandler, D. (2016, July). *Taking values seriously: Institutional analysis as humanist science*. *32nd EGOS Colloquium 2016*. Naples, Italy.

Bliemel, M., Flores, R. G., De Klerk, S., & Miles, M. (2016, February). *What accelerators are (not), and which performance metrics matter*. *Australian Centre for Entrepreneurship Research Exchange Annual Conference*. Gold Coast, Australia.

Mendiratta, E., & Flores, R. G. (2016, February). *Location choices and top management team task-related faultlines: Do CEO characteristics matter too?* *Australia and New Zealand International Business Academy (ANZIBA) Annual Conference*. Sydney, Australia.

Flores, R. G., Aguilera, R., & Hollerer, M. (2016, April). *Organizational responses to precarious institutional environments: The case of Latin America*. *6th Latin American and European Meeting on Organization Studies*. Santiago de Chile.

Flores, R. G. (2015). *Three things matter for entrepreneurship: Location, Location, Location: Exploring the effect of a country's "place" on its entrepreneurial activity level*. *Invited Research Seminar, Faculty of Business and Economics, University of Melbourne*. Melbourne, Australia: Faculty of Business and Economics, University of Melbourne.

- Leask, B., Green, W., Whitsed, C., & Flores, R. G. (2015, July). *Encouraging powerful ideas to foster global learning. International Education Association of Australia-IoC SIG Forum: Learning & Teaching for a Globalised World*. Melbourne, Australia.
- Flores, R. G., & Kassicieh, S. (2015). *Three things matter for entrepreneurship: Location, Location, Location": Exploring the effect of a country's "place" on its entrepreneurial activity level. Australian Centre for Entrepreneurship Research Exchange Conference*. Adelaide, Australia.
- Monod, E., Stickney, L., Flores, R. G., Alegre, I., & McNamara, S. (2015, August). *Interactive Assignments & Assignment Exchange. Academy of Management Annual Meeting*. Vancouver, Canada.
- Mendiratta, E., & Flores, R. G. (2015, August). *Novelty of International Locations: the Role of TMT Faultlines and Subgroup Level Dynamics in. Academy of Management Annual Meeting*. Vancouver, Canada.
- Bliemel, M., & Flores, R. G. (2015, August). *Defining and differentiating accelerators: insights from the Australian context in. Academy of Management Annual Meeting*. Vancouver, Canada.
- Flores, R. G. (2014). *Can you succeed overseas when you have no international experience? The Ta Ann Tasmania Case. Invited Research Seminar, Anderson School of Management, University of New Mexico*. New Mexico, USA: Anderson School of Management, University of New Mexico.
- Flores, R. G., & Kassicieh, S. (2014). *International factors enhancing local entrepreneurship incidence. World Conference on Entrepreneurship*. Dublin, Ireland.
- Flores, R. G. (2014). *Can inexperienced firms prosper overseas? The case of Ta Ann in Tasmania. Australia and New Zealand International Business Academy (ANZIBA) Annual Conference*. Auckland, New Zealand.
- Flores, R. G., & et al. (2014). *Regionalization and the multinational enterprise: resolving contentions and identifying blindspots. Academy of International Business Annual Conference*. Vancouver, Canada.
- Flores, R. G., & et al. (2014). *Worldly wisdom: Facilitating the development of global leadership and global citizenship. Academy of Management Annual Meeting*. Philadelphia, U.
- Flores, R. G. (2013). *The location choices of inter-organizational arrangements: The case of American JVs. Invited Research Seminar, College of Business & Economics, Australian National University*. Canberra, Australia: College of Business & Economics, Australian National University.
- Flores, R. G., & et al. (2013). *Global or Regional: Who Cares? Debating how location choices matter. Australia and New Zealand International Business Academy (ANZIBA) Annual Conference*. Sydney, Australia.

Proceedings

- Flores, R. G., Jordan-Jones, V., & Krix, J. (2014). *Can inexperienced firms prosper overseas? The case of Ta Ann in Tasmania. In Australia and New Zealand International Business Academy*.

Bliemel, M., & Flores, R. G. (2014). Accelerate Australia Far: Exploring the emergence of seed accelerators within the innovation ecosystem down-under. In *Australian Centre for Entrepreneurship Research Exchange Conference 2014*,.

Flores, R. G., & Kassiech, S. (2014). Exploring local entrepreneurship as a function of a country's position in the global economy. In *Australian Centre for Entrepreneurship Research Exchange Conference 2014*.

Adel Guitouni

Spring 2013 - Spring 2018
(250)721-6428
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Degrees

- 1998 Ph.D., Management (Operations and Decision Systems), Laval University, Quebec, Quebec, Canada Dissertation: Choice Engineering of Multiple Criteria Decision Methods
- 1993 M.S., Electrical Engineering (Control and Power Electronics), Laval University, Quebec, Quebec, Canada Dissertation: Modeling, Simulation and Implementation of a Controlled Magnet Synchronous Motor Based Micro-controller 68HC11
- 1989 B.S., Electrical Engineering, University of Quebec, Trois-Rivieres, Quebec, Canada

Academic Employment History

2011 - 2020

Associate Professor Limited Term, Peter B. Gustavson School of Business, University of Victoria, Victoria, British Columbia, 2020

Scholarly Achievement & Publications

Journal Publications

Klibi, W., Martel, A., & Guitouni, A. (2016). The impact of operations anticipations on the quality of stochastic location-allocation models. *Omega: The International Journal of Management Science*, 62, 19-33.

<http://www.sciencedirect.com/science/article/pii/S0305048315001607>

Frini, A., Guitouni, A., & Benaskeur, A. (2015). Solving Dynamic Multi-Criteria Weapon-Target Allocation Problem Under Uncertainty: A Comparison of Decomposition and Myopic Approaches. *International Journal of Information Technology & Decision Making*, 0(0), 1-32.

Alaa, T., Saoussen, K., & Guitouni, A. (2015). Genetic Algorithm for Solving the Resource Constrained Project Scheduling Problem. *International Journal of Applied Metaheuristic Computing (IJAMC)*, 6, 45-60.

Abdelkhalek, O., Dahmani, N., Krichen, S., & Guitouni, A. (2015). VL-PLS: A Multi-objective Variable Length Pareto Local Search to Solve the Node Placement Problem for Next Generation Network. *Procedia Computer Science*, 73, 250-257.

Abdelkhalek, O., Krichen, S., & Guitouni, A. (2015). A Genetic Algorithm Based Decision Support System for the Multi-Objective Node Placement Problem in

- Next Wireless Generation Network. *Applied Soft Computing*, 33, 278-291.
<http://www.sciencedirect.com/science/article/pii/S1568494615001921>
- Masri, H., Krichen, S., & Guitouni, A. (2015). A multi-start variable neighborhood search for solving the single path multicommodity flow problem. *Applied Mathematics and Computation*, 251, 132-142.
- Guitouni, A., Masri, H., & Krichen, S. (2014). A hybrid genetic algorithm for solving the unsplittable multicommodity flow problem: The maritime surveillance case. *Lecture Notes in Computer Science*, 8546, 137-148.
- Guitouni, A., & Mir, H. (2014). Variable dwell time task scheduling for multifunction radar. *IEEE Transactions on Automation Science and Engineering*, 11(2), 463-472.
- Masri, H., Krichen, S., & Guitouni, A. (2014). A multi-start tabu search approach for solving the information routing problem. *Lecture Notes in Computer Science*, 8580, 267-277.
- Dridi, O., Krichen, S., & Guitouni, A. (2014). A multiobjective hybrid ant colony optimization approach applied to the assignment and scheduling problem. *International Transactions in Operational Research*, 21(6), 935-953.
<http://onlinelibrary.wiley.com/doi/10.1111/itor.12071/abstract>
- Guitouni, A., & Masri, H. (2014). An orienteering model for the search and rescue problem. *Computational Management Science*, 11(4), 459-473.
- Masri, H., Krichen, S., & Guitouni, A. (2014). A metaheuristic for solving the unsplittable multicommodity flow problem: the maritime surveillance case. *International Journal of Business Intelligence and Data Mining*, 9, 254-269.
- Masri, H., Guitouni, A., & Krichen, S. (2013). Towards Efficient Information Exchange in Fusion Networks. *Lecture Notes in Computer Science*, 7895, 535-546.
- Dridi, O., Krichen, S., & Guitouni, A. (2013). A hybrid genetic approach for multi-objective and multi-platform large volume surveillance problem. *International Journal of Metaheuristics*, 2(4), 353-369.

Chapters

- Masri, H., Krichen, S., & Guitouni, A. (2014). A Hybrid Genetic Algorithm for Solving the Unsplittable Multicommodity Flow Problem: The Maritime Surveillance Case. In *Algorithmic Aspects in Information and Management* (pp. 137-148). Springer International Publishing.
- Masri, H., Krichen, S., & Guitouni, A. (2014). A Multi-start Tabu Search Approach for Solving the Information Routing Problem. In *Computational Science and Its Applications--ICCSA 2014* (pp. 267-277). Springer International Publishing.
- Abdelkhalek, O., Krichen, S., & Guitouni, A. (2013). Location-Allocation Planning of Heterogeneous Networks for Maritime Surveillance Applications. In *Prediction and Recognition of Piracy Efforts Using Collaborative Human-Centric Information Systems* (pp. 228-236). The Netherlands: NATO Sciences for Peace and Security Series E, IOS Press.
- Guitouni, A., & Valin, P. (2013). Closed-loop information Fusion and Resource Management in INFORM LAB. In *Prediction and Recognition of Piracy Efforts Using Collaborative Human-Centric Information Systems* (pp. 135-150). IOS Press.

- Dridi, O., Krichen, S., & Guitouni, A. (2013). A multi-criteria genetic algorithm for solving the scheduling problem of tasks with resource constraint. In *Metaheuristics for Production Scheduling* (pp. 349-369). Wiley.
- Dridi, O., Krichen, S., & Guitouni, A. (2013). Un algorithme génétique multicritère pour la résolution du problème d'ordonnement de tâches avec contraintes de ressources. In *Métaheuristiques pour l'ordonnement multicritère et les problèmes de transport*. Hermes.
- Masri, H., Guitouni, A., & Krichen, S. (2013). Towards Efficient Information Exchange in Fusion Networks. In *Artificial Intelligence and Soft Computing* (pp. 535-546). Springer Berlin Heidelberg.
- Dridi, O., Krichen, S., & Guitouni, A. (2013). A Multicriteria Genetic Algorithm for the Resource Constrained Task Scheduling Problem. In *Metaheuristics for Production Scheduling* (pp. 349-371). Hoboken, NJ USA: John Wiley & Sons, Inc. <http://onlinelibrary.wiley.com/doi/10.1002/9781118731598.ch13/summary>

Proceedings

- Abdelkhalek, O., Krichen, S., & Guitouni, A. (2014). An Adaptive Tabu Search Algorithm for the Multi-Objective Node Placement Problem in Heterogeneous Networks. In *ICORES 2014*.
- Masri, H., Krichen, S., & Guitouni, A. (2014). A Multi-start Tabu Search Approach for Solving the Information Routing Problem. In *Computational Science and its Applications - ICCSA 2014* (Vol. 8580, pp. 267-277). Portugal: Springer International Publishing.
- Dridi, O., Krichen, S., & Guitouni, A. (2013). Solving Resource-Constrained Project Scheduling Problem by a Genetic Local Search Approach. In *IEEE 5th International Conference on Modeling Simulation and Applied Optimization (ICMSAO 2013)*.
- Abdelkhalek, O., Krichen, S., & Guitouni, A. (2013). A genetic algorithm for the two-level location area planning in telecommunication networks. In *IEEE 5th International Conference on Modeling, Simulation and Applied Optimization (ICMSAO 2013)*.
- Masri, H., Krichen, S., & Guitouni, A. (2013). Generating maximal efficient faces for the multiobjective multicommodity flow problem. In *Modeling, Simulation and Applied Optimization (ICMSAO), 2013 5th International Conference on*. IEEE.

Grants

- Conceptual Definition of Integrated Command and Control for the Canadian Forces, Funded by DRDC (June 1, 2009 - June 1, 2013), awarded June 1, 2009 (\$1,340,000.00), Completed, Summer 2013, PI Adel Guitouni
- Investigation of Decision and Planning Aids for Adaptive Dispersed Operations, Funded by DRDC (June 1, 2009 - June 1, 2013), awarded June 1, 2009 (\$1,500,000.00), Completed, Summer 2013, PI Adel Guitouni with CoInvestigator Micheline Belanger, CoInvestigator Mohamed Allouche

Courses Taught at the University of Victoria

Fall 2017

Master of Management (MM) Proposal
Appendices

Term	Course Prefix	Course Number	Section	Course Title
Fall 2017	MGB	519	A01	INTRL LOGSTCS + SPLY CHAN MGMT
Fall 2017	MGB	519	A02	INTRL LOGSTCS + SPLY CHAN MGMT

Spring 2017

Term	Course Prefix	Course Number	Section	Course Title
Spring 2017	MGB	519	A01	INTRL LOGSTCS + SPLY CHAN MGMT

Fall 2016

Term	Course Prefix	Course Number	Section	Course Title
Fall 2016	MGB	519	A01	INTRL LOGSTCS + SPLY CHAN MGMT
Fall 2016	MGB	519	A02	INTRL LOGSTCS + SPLY CHAN MGMT

Spring 2016

Term	Course Prefix	Course Number	Section	Course Title
Spring 2016	MBA	535	A02	OPERATIONS MANAGEMENT
Spring 2016	MGB	519	A01	INTRL LOGSTCS + SPLY CHAN MGMT
Spring 2016	MGB	519	A02	INTRL LOGSTCS + SPLY CHAN MGMT

Fall 2015

Term	Course Prefix	Course Number	Section	Course Title
Fall 2015	MGB	519	A01	INTRL LOGSTCS + SPLY CHAN MGMT
Fall 2015	MGB	519	A02	INTRL LOGSTCS + SPLY CHAN MGMT

Spring 2013

Term	Course Prefix	Course Number	Section	Course Title
Spring 2013	MBA	535	A01	OPERATIONS MANAGEMENT
Spring 2013	MBA	535	A02	OPERATIONS MANAGEMENT

Basma Majerbi

Spring 2013 - Spring 2018
250-472-4281
majerbi@uvic.ca

Degrees

- 2004 Ph.D., Finance, McGill University, Desautels Faculty of Management, Montreal
Dissertation: Essays in International Asset Pricing, Foreign Exchange Risk and Management Segmentation
- 1996 M.S., International Management, HEC Montreal, Montreal
Dissertation: Hedging Foreign Exchange Risk Exposure with Currency Derivatives
- 1990 B.Com, Finance, IHEC Carthage

Academic Employment History

2016 - Ongoing

Associate Professor, Gustavson School of Business, University of Victoria, Victoria, British Columbia

2004 - 2016

Assistant Professor, Gustavson School of Business, University of Victoria, Victoria, British Columbia, 2016

2003 - 2004

Research Associate, McGill University, Montreal, Quebec, 2004

1996 - 1999

Instructor, McGill University, Montreal, Quebec, 1999

Scholarly Achievement & Publications

Journal Publications

- Chung, H., Majerbi, B., & Rizeanu, S. (2015). Exchange Risk Premia and Firm Characteristics. *Emerging Markets Review*, 22, 96-125.
- Majerbi, B., & Rachdi, H. (2014). Systemic Banking Crises, Financial Liberalization and Governance. *Multinational Finance Journal*, 18(3/4), 281-336.

Chaieb, I. C., Errunza, V., & Majerbi, B. (2013). Do Emerging Markets Provide Currency Diversification Benefits? *International Journal of Banking, Accounting and Finance*, 5(1/2), 102-120.

Presentations

Majerbi, B.; Noumon, N. Can Optimal and Stable Domestic Portfolios of US Industries Reduce Exposure to Currency Risk? *IFABS 2016 Barcelona*, 2016.

Grants

The creation of new EU Institutions in response to the Euro area crisis, Funded by SSHRC (October 1, 2016 - September 30, 2017), awarded October 1, 2016 (\$16,954.00), Completed, Spring 2017, CoInvestigator Basma Majerbi with PI Amy Verdun, CoInvestigator Paul Schure, CoInvestigator V. D'Erman

EUCE 2014 - 2.6 Lecture Series (24 lectures on contemporary issues on the EU, Funded by UVic EUCE -European Union Centre of Excellence (May 1, 2014 - May 1, 2016), awarded May 1, 2014 (€19.300,00), Completed, Fall 2016, CoInvestigator Basma Majerbi with PI E Brunet Jailly, CoInvestigator P Schure, CoInvestigator A Verdun

EUCE 2014 -2.8 Financial Crisis and the Role of cooperative Financial Institutions, Funded by UVic EUCE European Centre of Excellence (April 1, 2014 - August 31, 2016), awarded April 1, 2014 (€12.600,00), Completed, Summer 2016, CoPI Basma Majerbi with Program Coordinator E Brunet Jailly, CoPI P Schure, Other Ana Maria Peredo

IFABS Conference presentation, Barcelona., Funded by UVic Office of Research Services (June 1, 2016), awarded May 16, 2016 (\$1,250.00), Completed, Summer 2016, PI Basma Majerbi

Financial Database Development, Funded by Canada Foundation for Innovation (CFI) (May 1, 2012 - June 30, 2016), awarded January 2, 2012 (\$60,000.00), Completed, Spring 2016, PI Basma Majerbi

Financial Database, Funded by BCKDF-LOF (May 1, 2012 - June 30, 2016), awarded January 2, 2012 (\$60,000.00), Completed, Spring 2016, PI Basma Majerbi

The role of cooperative financial institutions (CFIs) in the broader macro-economy, Funded by UVic Gustavson Executive Programs (April 1, 2013 - March 31, 2014), awarded April 1, 2013 (\$2,500.00), Completed, Spring 2014, PI Basma Majerbi

ORS Scholarly Travel Grant, Funded by UVic Office of Research Services (April 1, 2013 - March 31, 2014), awarded June 3, 2013 (\$1,250.00), Completed, Summer 2013, PI Basma Majerbi

Courses Taught at the University of Victoria

Fall 2017

Term	Course Prefix	Course Number	Section	Course Title
Fall 2017	MBA	530	A01	MANAGERIAL FINANCE
Fall 2017	MGB	512	A01	INTERNATIONAL FINANCE MANGMT
Fall 2017	MGB	512	A02	INTERNATIONAL FINANCE MANGMT

Spring 2017

Term	Course Prefix	Course Number	Section	Course Title
Spring 2017	COM	240	A01	MANAGEMENT FINANCE
Spring 2017	MBA	530	A01	MANAGERIAL FINANCE

Fall 2016

Term	Course Prefix	Course Number	Section	Course Title
Fall 2016	IB	417	A01	INTERNATIONAL FINANCE
Fall 2016	IB	417	A02	INTERNATIONAL FINANCE

Spring 2014

Term	Course Prefix	Course Number	Section	Course Title
Spring 2014	IB	417	A01	INTERNATIONAL FINANCE
Spring 2014	MBA	530	A01	MANAGERIAL FINANCE

Spring 2013

Term	Course Prefix	Course Number	Section	Course Title
Spring 2013	MBA	530	A01	MANAGERIAL FINANCE

Cheryl Mitchell

Spring 2013 - Spring 2018

Degrees

- 2014 Ph.D., Organizational Systems, Fielding Graduate University, Santa Barbara, California, United States Dissertation: Blame is not a game: Healthcare leaders' perspectives on blame in the workplace
- 2004 M.A., Counselling Psychology, Pacifica Graduate Institute, Santa Barbara, California, United States Dissertation: How Jungian psychology enhances the use of metaphor in experiential learning

Scholarly Achievement & Publications

Chapters

Mitchell, C. (2015). A vicious cycle: The dynamics of blame in the healthcare workplace. In *Leadership studies in healthcare Vol. 4* (pp. 176-209). Santa Barbara: Fielding Monograph Series.

Presentations

- Mitchell, C. (2016, February). *Creating a Culture Where Ideas Grow*. BC Patient Safety & Quality Council Conference.
- Mitchell, C. (2015, June). *Blame is not a game: How the vicious cycle of blame in healthcare impedes engagement, innovation and improvement*. Annual National Conference for the Canadian College of Health Leaders.
- Mitchell, C. (2015, August). *Enacting the scholar-practitioner role in organization development and change*. Academy of Management Annual Meeting.

Poster Presentations

- Mitchell, C., & et al. (2016, September). *Stroke Collaborative Results*. 2016 Canadian Stroke Congress.
- Mitchell, C. (2015, January). *Blame is not a game: How the vicious cycle of blame in healthcare impedes engagement, innovation and improvement*. Winter session conference for Fielding Graduate University.

Courses Taught at the University of Victoria

Fall 2017

Term	Course Prefix	Course Number	Section	Course Title
Fall 2017	MBA	553	A01	MANAGING PEOPLE+ORGZTNS:I
Fall 2017	MBA	585	A02	CONSULTING METHODS I
Fall 2017	MBA	586	A01	CONSULTING METHODS II

Summer 2017

Term	Course Prefix	Course Number	Section	Course Title
Summer 2017	MBA	546	A01	INNOVATION AND DESIGN
Summer 2017	MBA	552	A01	COLLABORATION IN ORGANIZATIONS

Fall 2016

Term	Course Prefix	Course Number	Section	Course Title
Fall 2016	MBA	585	A02	CONSULTING METHODS I

Fall 2015

Term	Course Prefix	Course Number	Section	Course Title
Fall 2015	MBA	595	A01	SPCL TPCS:BUSINESS ADMN - Building Solutions Through Collaboration

Sudhir Nair

Spring 2013 - Spring 2018
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Degrees

- 2011 Ph.D., Business Administration, University of Massachusetts Amherst, Amherst, Massachusetts, United States
Dissertation: What do we do now? The role of absorptive capacity and consulting service firms in the internalization of new knowledge within organizations
- 1992 M.B.A., Business Policy & Operations, Weatherhead School of Management, Case Western Reserve University, Cleveland, Ohio, United States
- 1990 B.S., Electrical Engineering, Wichita State University, Kansas, United States

Academic Employment History

2011 - Ongoing

Assistant Professor, University of Victoria, Victoria, British Columbia

2008 - 2011

Instructor, Department of Management, University of Massachusetts, Boston, Massachusetts, 2011

2006 - 2011

Research Assistant, Department of Management/University of Massachusetts, Amherst, Massachusetts, 2011

Scholarly Achievement & Publications

Journal Publications

- Woodward, M., Miller, J., Miller, D. J., Silvernail, K. D., Guo, G. G., Nair, S., & Aydin, M. A. (2016). A cross cultural examination of individual preferences for job and organizational attributes. *Journal of Managerial Psychology*, 3(31), 702-719.
- Meyer, C. R., Skaggs, B. C., Nair, S., & Cohen, D. G. (2015). Customer Interaction Uncertainty, Knowledge, and Service Firm Internationalization. *Journal of International Management*, 20(3), 249 - 259.
<http://doi:10.1016/j.intman.2015.04.003>
- Tax, S. S., Kim, Y. "Sally", & Nair, S. (2013). Getting the Right Payoff from Customer Penalty Fees. *Business Horizons*, 56(3), 377-386.

Presentations

Nair, S. (2017, Spring). *Innovation as Self-Organizing System: The Role of Academia, Business, Social Entrepreneurs and Governments in the Workings of Innovation Networks*. *Entrepreneurship and Collaboration Conference, University of Colorado Boulder, February 2017*. Boulder, Colorado.

Nair, S., Cohen, D. G., & Meyer, C. R. (2016). *Internationalization of Services: Conceptual and Empirical Challenges*. *Academy of Management Annual Meeting*. Academy of Management.

Meyer, C. R., Cohen, D. G., & Nair, S. (2016). *Swatting at SWOT*. *Academy of Management Annual Meeting*. Anaheim, CA, USA: Academy of Management.

Kiss, A., Danis, W., & Nair, S. (2015, Summer). *The Role of Serendipity in International Opportunity Recognition*. *Academy of Management Annual Conference*. Vancouver, B.C., Canada.

Cohen, D. G., Meyer, C. R., & Nair, S. (2015, Summer). *Mind the Gap: Social Entrepreneurs as Network Bridges in the Funding of Stem Cell Research*. *Academy of Management Annual Conference*. Vancouver, B.C., Canada.

Woodward, M., Giacobbe-Miller, J., Guo, G. C., Silvernail, K., & Nair, S. (2015, Summer). *Growing Up Poor (Or Rich): The Relation of Socioeconomic Background To Job Preference*. *Eastern Academy of Management International Conference*. Lima, Peru.

Cohen, D. C., Meyer, C. R., & Nair, S. (2014, Autumn). *Mind the Gap: Social Entrepreneurs as Network Bridges in the Funding of Stem Cell Research*. *NYU-Stern 11th Annual Social Entrepreneurship Conference*. Boston, MA.

Nair, S., Cohen, D. G., Guo, G. C., & Sherman, K. (2014, Summer). *Host Country Stereotyping as Competitive Advantage: A Microfoundational Perspective on Foreignness*. *Strategic Management Society, Special Conference, Copenhagen, Denmark*. Copenhagen, Denmark.

Nair, S., Meyer, C. R., Skaggs, B. C., & Cohen, D. G. (2014, Summer). *Customer Interaction Uncertainty, Knowledge and Service Firm Internationalization Strategies*. *Academy of Management Annual Meeting*. Philadelphia, PA.

Nair, S., Cohen, D. G., Guo, G. C., & Sherman, K. (2014, Summer). *A Social Psychological Perspective on Foreignness: Why Is Foreignness Sometimes a Liability And Sometimes a Benefit*. *Academy of International Business Annual Meeting*. Vancouver.

Kiss, A., Danis, W., & Nair, S. (2014, Summer). *The Role of Serendipity in International Opportunity Recognition*. *McGill International Entrepreneurship Annual Conference*. Santiago, Chile.

Skaggs, B. C., Meyer, C. R., Nair, S., & Cohen, D. G. (2014, Summer). *Extending Transaction Cost Economics to Final Product Market Firms*. *Academy of Management Annual Meeting*. Philadelphia, PA.

Cohen, D. c., Meyer, C. r., & Nair, S. (2013, June). *Private politics, public good: The role of social entrepreneurship in the funding of stem cell research during the federal embargo*. *International Association for Business & Society Annual Meeting*. Portland, OR.

Meyer, C. r., Cohen, D. c., & Nair, S. (2013, August). *Organizational Field Collapse: Complex Systems, Embeddedness, and it all Goes South*. *Academy of Management Annual Meeting*. Orlando, FL.

Other

Tax, S. S., Kim, Y. "Sally", & Nair, S. (2013). Getting the Right Payoff from Customer Penalty Fees. *Strategy+business (founded by the Consulting Firm - Booz & Company)*.

Grants

Academy of Management Annual Meeting, Funded by UVic Office of Research Services (April 1, 2016 - March 31, 2017), awarded May 11, 2016 (\$1,350.00), Completed, Summer 2016, PI Sudhir Nair

Investigation of Factors Affecting International Service Trade, Funded by University of Victoria (April 1, 2015 - March 31, 2016), awarded April 24, 2015 (\$7,000.00), Completed, Spring 2016, PI Uzay Damali with CoPI Sudhir Nair, CoPI Enrico Secchi

Investigation of Factors Affecting International Service Trade, Funded by GEPRG (April 1, 2015 - March 31, 2016), awarded May 4, 2015 (\$2,500.00), Completed, Spring 2016, PI Uzay Damali with CoPI Sudhir Nair, CoPI Enrico Secchi

Academy of Management Annual Conference, Funded by UVic Office of Research Services (April 1, 2015 - March 31, 2016), awarded June 30, 2015 (\$1,350.00), Completed, Summer 2015, PI Sudhir Nair

Private Politics, Public Good: The Role of Social Entrepreneurship in the Funding of Stem Cell Research during the US Federal Embargo, Funded by GEPRG (May 27, 2014 - March 31, 2015), awarded May 27, 2014 (\$2,500.00), Completed, Spring 2015, PI Sudhir Nair

Academy of Management Annual Conference, Funded by UVic Office of Research Services (April 1, 2014 - March 31, 2015), awarded May 6, 2014 (\$1,350.00), Completed, Summer 2014, PI Sudhir Nair

Academy of Management Annual Conference, Funded by UVic Office of Research Services (April 1, 2013 - March 31, 2014), awarded May 28, 2013 (\$1,350.00), Completed, Summer 2013, PI Sudhir Nair

Contextualizing International Entrepreneurship: The Case of India, Funded by UVic (April 1, 2012 - March 31, 2013), awarded April 1, 2012 (\$7,000.00), Completed, Spring 2013, PI Sudhir Nair with CoPI Wade Danis

Contextualizing International Entrepreneurship: The Case of India, Funded by GEPRG (June 7, 2012 - March 31, 2013), awarded June 7, 2012 (\$2,500.00), Completed, Spring 2013, PI Sudhir Nair with CoPI Wade Danis

Courses Taught at the University of Victoria

Spring 2017

Term	Course Prefix	Course Number	Section	Course Title
Spring 2017	COM	400	A01	STRATEGIC MANAGEMENT
Spring 2017	COM	450	A01	SELECTED TOPICS IN MGMT - Doing

Master of Management (MM) Proposal
Appendices

Term	Course Prefix	Course Number	Section	Course Title
				Business in India

Fall 2016

Term	Course Prefix	Course Number	Section	Course Title
Fall 2016	COM	400	A01	STRATEGIC MANAGEMENT
Fall 2016	COM	400	A02	STRATEGIC MANAGEMENT

Spring 2016

Term	Course Prefix	Course Number	Section	Course Title
Spring 2016	COM	400	A01	STRATEGIC MANAGEMENT
Spring 2016	COM	450	A02	SELECTED TOPICS: Doing Business in India

Fall 2015

Term	Course Prefix	Course Number	Section	Course Title
Fall 2015	COM	400	A01	STRATEGIC MANAGEMENT
Fall 2015	COM	400	A02	STRATEGIC MANAGEMENT

Spring 2015

Term	Course Prefix	Course Number	Section	Course Title
Spring 2015	COM	400	A01	STRATEGIC MANAGEMENT
Spring 2015	MBA	570	A02	INTN'L BUSINESS ENVIRO

Fall 2014

Term	Course Prefix	Course Number	Section	Course Title
Fall 2014	COM	400	A01	STRATEGIC MANAGEMENT
Fall 2014	COM	400	A02	STRATEGIC MANAGEMENT

Spring 2014

Term	Course Prefix	Course Number	Section	Course Title
Spring 2014	COM	400	A01	STRATEGIC MANAGEMENT
Spring 2014	COM	450	A03	SELECTED TOPICS IN MGMT - DOING BUSINESS IN INDIA

Master of Management (MM) Proposal
Appendices

Fall 2013

Term	Course Prefix	Course Number	Section	Course Title
Fall 2013	COM	400	A01	STRATEGIC MANAGEMENT
Fall 2013	COM	400	A02	STRATEGIC MANAGEMENT

Spring 2013

Term	Course Prefix	Course Number	Section	Course Title
Spring 2013	COM	400	A01	STRATEGIC MANAGEMENT

Sorin Rizeanu

Spring 2013 - Spring 2018
250-472-5382
sresizeanu@uvic.ca

Degrees

- 2011 Ph.D., International Finance, University of South Carolina , Columbia, South Carolina, United States
Dissertation: Essays in Corporate Governance
- 2005 IMBA, International Business , University of South Carolina, Columbia, South Carolina, United States
- 2002 M.Sc. , Applied Statistics , University of Bucharest, Bucharest, Romania
- 2000 B.S., Mathematical Research, University of Bucharest, Bucharest, Romania

Academic Employment History

2011 - Ongoing

Assistant Professor, University of Victoria, Victoria, British Columbia

2010 - 2011

Lecturer, University of Victoria, Victoria, British Columbia, 2011

2008 - 2008

Instructor , University of South Carolina, Columbia , South Carolina , 2008

2005 - 2010

Research Assistant , University of South Carolina , Columbia , South Carolina, 2010

Scholarly Achievement & Publications

Journal Publications

- El Ghouli, S., Guedhami, O., Pittman, J., & Rizeanu, S. (2015). Cross-Country Evidence on the Importance of Auditor Choice to Corporate Debt Maturity. *Contemporary Accounting Research*, 33(2), 718-751.
- Chung, H., Majerbi, B., & Rizeanu, S. (2015). Exchange Risk Premia and Firm Characteristics. *Emerging Markets Review*, 22, 96-125. This paper examines the presence and the determinants of exchange risk premia in stock returns using firm level data from South Korea. We conduct empirical asset pricing tests based

on cross-sectional data sorted by firm characteristics such as firm size, liquidity, foreign ownership, and industry. Using alternative model specifications and exchange rate measures, our results support the hypothesis of a significant unconditional exchange risk premium in the Korean stock market at firm and industry levels. More specifically, we find that the exchange risk premium is directly related to firm liquidity and inversely related to firm size and foreign ownership.

Attig, N., El Ghouli, S., Guedhami, O., & Rizeanu, S. (2013). The Governance Role of Multiple Large Shareholders: Evidence from the Valuation of Cash Holdings. *Journal of Management and Governance*, 17(2), 419-451.

Rizeanu, S., & Zhang, H. (2013). Exchange Rates and Portfolio Rebalancing: Evidence from Emerging Economies. *International Journal of Economics and Finance*, 5(2), 15-27.

Case Studies

Rizeanu, S. Mini-case: Valuation, DCF, Multiples, Wiley. Booth, Cleary and Rakita (2013), Third edition. online (2013).

Rizeanu, S. Mini-case: Capital Structure, Wiley. Booth, Cleary and Rakita (2013), Third edition. online (2013).

Rizeanu, S. Mini-case: WACC, Wiley. Booth, Cleary and Rakita (2013), Third edition. online (2013).

Rizeanu, S. Mini-case: The next ten years. Buy vs. Rent, Wiley: Booth, Cleary and Rakita (2013), Third Ed. online (2013).

Rizeanu, S. Mini-case: Replacement Decision, Wiley. Booth, Cleary and Rakita (2013), Third edition. online (2013).

Rizeanu, S. Mini-case: Portfolio Return and Risk, Wiley. Booth, Cleary and Rakita (2013), Third edition. online (2013).

Presentations

Boubakri, N., Guedhami, O., & Rizeanu, S. (2017, June). *Corporate Social Responsibility and Competition. 24th Annual Conference of the Multinational Finance Society*. Bucharest, Romania.

Rizeanu, S., Guedhami, O., & El-Ghouli, S. (2016, December). *Corporate Social Responsibility and Competition. 2016 Paris Financial Management Conference*. Paris, France.

Rizeanu, S. (2015). *Corporate Social Responsibility and Competition. Pipeline Palooza*. UVic.

Rizeanu, S. (2015, Autumn). *When do blockholders prefer long-term debt? International Evidence from SE Asia. International Finance and Banking Society*. Oxford, UK.

Rizeanu, S. (2014, June). *When do blockholders prefer long-term debt? Evidence from SE Asia. Academy of International Business Studies*. Vancouver: AISB.

Rizeanu, S. (2014, April). *When do blockholders prefer long-term debt? Evidence from SE Asia. International Conference on Accounting and Finance*. Phuket.

Master of Management (MM) Proposal
Appendices

28 February 2018

B Letters of SupportUniversity
of VictoriaCo-operative Education Program and Career Services
Business and Economics Building 410 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-7628 | F 250-721-8996 | uvic.ca/coopandcareer | [@uviccoopcareer](https://twitter.com/uviccoopcareer)Dr. Saul Klein
Dean, Peter B. Gustavson School of Business
University of Victoria

September 1, 2016

Dear Saul,

Re: Master of Management Degree

I am writing this letter to provide my support to the Master of Management Degree being proposed by the Peter B. Gustavson School of Business. Specifically, as this proposal references a co-op internship (p.11-12), the Business Co-op and Career Centre is well positioned to implement an additional co-op/internship program. Our experience with this model of one work experience for graduate students following the completion of their academic studies (MGB and MTIS programs for example) has been very positive. Students have obtained valuable career related experiences that allow them to apply the learning from their programs in business and industry settings. Having these co-op/internships occur at the end of their programs does allow these students to easily transition into full time career positions.

Our experience has provided us with the evidence that the resources required to adequately provide co-op/internship programs to these graduate, and often international, students is at a higher rate than for a standard undergraduate co-op program. As such, the co-op program requires 1.0 FTE Coordinator for the steady state of 40 students envisaged in this proposal. This resource requirement is factored into the proposal to ensure excellent outcomes.

We look forward to working with the School of Business in the development and implementation of the co-op/internship component of what looks to be an excellent addition to the suite of programs already offered by the school.

Sincerely,

Original signed by Norah McRae

Norah McRae
Executive Director, Co-operative Education Program and Career Services
Director, Office of Community University Engagement

NIM/ddr





**University
of Victoria**
Education

Office of the Dean
Faculty of Education

PO Box 1700 STN CSC
Victoria, British Columbia V8W 2Y2 Canada
Tel: (250) 721-7757, Fax: 472-5063
Email: educdean@uvic.ca

MEMO

To: Professor Saul Klein, Dean of the Gustavson School of Business
Re: Master of Management Degree
Date: 18 December 2017

The Faculty of Education is happy to support the proposed Master of Management degree. It is interesting and inspiring to see units across the university begin to create sophisticated articulation pathways among and through programs, and this is a terrific example of such an approach.

In particular, we see the audience for the degree as having been particularly well thought-through, and find the rationale for the program very convincing and appropriate.

28 February 2018



Faculty of Engineering
Room 248
Engineering Office Wing
Victoria, BC V8W 3P6

Tel (250) 721-8677
Fax (250) 721 8676
www.uvic.ca/engineering

December 4, 2017

Dr. Saul Klein
Dean of Business
University of Victoria

Dear Dr. Klein,

Re: Master of Management

The Dean of Engineering has asked me to review the Masters of Management Degree program proposal and offer my feedback on behalf of the Faculty of Engineering.

This letter is in strong support of the Peter B. Gustavson School of Business's newly proposed Masters of Management Degree program.

BC is facing unique challenges due to the mass retirement of baby boomers out of business and government management positions combined with the rapidly accelerating growth of the high-tech sectors as one of the core economic drivers. This is creating a widening gap for skilled and capable individuals the MM program's training targets. In general, Faculty of Engineering graduates enjoy high employment demand, but many will seek to transition from technology-centric careers onto management paths. Modern industries are also increasingly placing premiums on well-rounded individuals, i.e., those who can see, understand, and contribute to overall corporate missions, inclusive of environmental and societal stewardship concerns. The broader sets of knowledge and skills that the MM program seeks to develop therefore would be of strong interest and benefit to Faculty of Engineering graduates seeking to accelerate their transitions into management-track careers.

More widely, the continued growth and acceleration of BC's high-tech sector hinges on the broad availability of well-rounded individuals who can effectively interface between front-line high-tech workforces and senior level business leaders and entrepreneurs. Across UVic bachelor's degree programs strong skills and competencies are developed, but students can face challenges in seeking to map these into the more direct skills, capabilities, and practical experience industry and government demands. The MM program directly services this gap by enabling students to overlay direct business relevant competencies which are then cemented via in-program experiential learning and practicum experienced. Such MM graduates will be in high demand both within BC's tech sector and its public service, with the program in high-demand by students as it enables effective academia to workforce transitions.

The Faculty of Engineering is therefore a strong supporter of the Peter B. Gustavson School of Business' proposal for the development of its Masters of Management Degree program.

Sincerely yours,

Original signed by Stephen Neville

Dr. Stephen Neville
Associate Professor
Electrical & Computer Engineering Dept.

From: Fine Arts Dean
Sent: September-05-16 10:00 AM
To: Dean Gustavson B-School
Subject: RE: New Masters program

Thanks so much, Saul, for sharing your proposal. This looks like an excellent new degree offering that will provide many options for UVic students who have already completed some business courses during their undergraduate degree. A course-only master's degree (MM) with a business-related co-op/internship is particularly valuable in terms of preparing students for employment. I wish you every success as you move the proposal forward.

All best wishes,
Susan



Dr. Susan Lewis
Dean, Faculty of Fine Arts@[University of Victoria](http://UniversityofVictoria)
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Faculty of Science
Office of the Dean

**University
of Victoria**

Dr. Saul Klein
Dean, Peter B. Gustavson School of Business
University of Victoria

September 6, 2016

Dear Saul:

I have read your brief detailing the proposed Master of Management Degree, and am pleased to provide my enthusiastic support for the program. I fully agree that the required courses and experiential training that make up the Master of Management degree will give students an edge when seeking employment regardless of their undergraduate training. The learning outcomes articulated for the degree will enhance those obtained from our Science programs.

I believe the with good advertising on our end the Master of Management degree has the potential to attract new students with an interest in Business into Science by allowing them to “have their cake and eat it too”. As exciting to me is my belief that this program fills a gap which I have long felt was missing from the programs we offer in Science; namely how to encourage our students to use their disciplinary expertise to be more entrepreneurial. The proposed program will provide a subset of Science students with entrepreneurial ambitions an edge against others to translate their ideas in a way that address market needs and to potentially create wealth and jobs. Consider how the areas of Computer Science and Software Engineering have led the world in creating and marketing things that people want and use (for example, computers, smartphones, Facebook, apps). Similarly, Science also generates many creative ideas which could be marketed. Researchers in the UVic Department of Biochemistry & Microbiology have probably been the most successful in developing start-up companies and filing patents. However, we don’t overall do enough of it, because in reality academic scientists are not trained to think along those lines. Your program has the potential to begin that positive cultural change.

The concept of a “pre-experience” master’s program is a good one. It remains to be seen for some Science Majors/Honors programs whether there is sufficient flexibility to accommodate five Business Minor courses that form the pre-requisites for the Master of Management degree, simply because those programs are often filled with courses from other units within Science. For example, chemists need Physics, Math, and Biochemistry in addition to Chemistry to fulfill their degree requirements. However, this is something that can be addressed as the demand for the Master of management degree grows.

I sincerely hope this initiative is successful. Good luck going forward.

Sincerely

Original signed by Rob Lipson

Rob Lipson
Dean, Faculty of Science and Professor of Chemistry



Faculty of Social Sciences
Business & Economics Building Room 456 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-472-5058 | F 250-472-4583 | socialsciences.uvic.ca | @UVicSocialSci

January 9, 2018

Saul Klein
Dean, Peter B. Gustavson School of Business

RE: Support for Master of Business Management

Dear Saul,

I am very pleased to write a letter of strong support for the proposed Master of Management (MMJ) Degree in the Peter B. Gustavson School of Business. The MM Degree will allow students to pursue their academic interests in their undergraduate program while offering 'business-world preparation'. Subsequently, students will be better prepared in their transition from the university into the workplace.

Because the MM Degree offers students an alternative pathway to enhance their employability, I fully expect that a number of Social Sciences students will be interested. I also expect that this degree option will attract international students. Amongst the various Asian universities that I have visited, there is strong enthusiasm of combining a SOSC BA/BSc degree, particularly in Economics, Psychology or Environmental Studies, and a MM Degree with its integrated internship.

The MM Degree does not overlap with our Economics MA in terms of what it teaches. Having said this, I expect that the MM Degree will draw away a few students, particularly international, from our MA program in Economics. But providing a number of strong program choices to our students is always desirable. The only concern I have is in terms of the additional space that will be required both for new faculty/staff and for teaching. An additional 18 hours of teaching space is not trivial, especially given that it is already difficult to book suitable rooms on campus. Having said this, I assume that the additional demand on space has already been discussed in the pre-proposal stage.

Overall, I fully support this degree program. It is innovative and aligns well with UVic's priorities. The MM Degree exemplifies how students' education and subsequent employment can be significantly enhanced through interdisciplinary collaborations and the integration of experiential learning.

Sincerely yours,

Original signed by Catherine Krull

Catherine Krull
Dean of Social Sciences



Master of Management (MM) Proposal
Appendices

From: Saul Klein
Sent: Saturday, January 6, 2018 10:08:10 AM
To: Shannon Perdigao
Subject: Fwd: Master of Management Degree proposal at Gustavson School of Business

From: dastmalc <dastmalc@sfu.ca>
Date: January 6, 2018 at 9:43:30 AM PST
To: 'Saul Klein' <sklein@uvic.ca>
Cc: 'Ali Dastmalchian' <beedie_dean@sfu.ca>
Subject: Master of Management Degree proposal at Gustavson School of Business

Dear Saul: I would like to congratulate you on this innovative program proposal and indicate my support for it. The interdisciplinary nature of the program targeting non-business students and the use of internship as well as the emphasis on collaboration would make this a unique master of management program. I wish you and Gustavson the best in having this approved and offered. I can provide a more detailed commentary should you require it at a later stage.

Sincerely,

Ali.

ALI DASTMALCHIAN, PhD
Professor & Dean
Beedie School of Business, Simon Fraser University
President. [GLOBE Project](#)
Burnaby | Vancouver | Surrey
British Columbia, Canada
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[Beedie](#) | [Google Scholar](#) | [LinkedIn](#) | [Twitter](#)



Master of Management (MM) Proposal
Appendices

From: Helsley, Robert [<mailto:robert.helsley@sauder.ubc.ca>] **Sent:** February 13, 2018 10:55 AM **To:** Dean Gustavson B-School <bizdean@uvic.ca>

Subject: Re: New degree proposal at UVic

Hi Saul,

Thank you for providing us with an advance copy of your new program proposal.

Our Senior Associate Dean, Students, Kin Lo, and I reviewed the proposal, and we would like to offer a few observations, as follows:

- 1 The proposal identifies a number of factors that differentiate your program from the MM at Sauder (e.g., page 7). We are not sure that all of them apply. For example, our program also develops “soft” skills as would yours; our program also prepares students to work in a range of organizations—for profit, not-for-profit, entrepreneurial. Perhaps some further refinement of the differentiators would be useful.
- 2 The proposal mentions at several different points an immersive international experience for students. However, it wasn’t clear to us where in the program this component fits in. In the course list on page 16, there is no mention of this aspect. On that page, there is mention of an “international social volunteerism experience” as one of several possibilities for the 4-month practicum, but then this would only be for a subset of students in the program. Perhaps some elaboration of the immersive international experience would be useful.
- 3 The proposal includes a forecast for demand based on enrolment and completion of the Minor in Commerce at UVic, which number roughly 110 per year. Although your projections have been quite conservative (15 to 25 students) in the first three years, the higher numbers (40-50) in the later years may be difficult to achieve based on our experience. The challenge is the price differential between subsidized domestic undergraduate tuition and graduate tuition.

Thank you for giving us the opportunity to review the proposal — it looks like a very interesting program. We hope you find these comments useful, and best of luck.

Sincerely,

Bob

Robert Helsley
Dean, UBC Sauder School of BusinessGrosvenor
Professor of Cities, Business Economics and Public Policy University of British Columbia | Vancouver Campus |
Musqueam Traditional Territory
769-2053 Main Mall | Vancouver, BC | Canada V6T 1Z2
phone 604.822.8559 | fax 604.822.8468
robert.helsley@sauder.ubc.ca | www.sauder.ubc.ca@UBC
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University
of Victoria

Associate Vice-President Academic Planning

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Tel (250) 721-7012 Fax (250) 721-7216
E-mail avpap@uvic.ca Web <http://www.uvic.ca/vpac>

MEMO

Date: March 21, 2018
To: The Secretary of the Senate
From: Dr. Nancy Wright, Chair, Senate Committee on Planning
Re: Proposal to Establish a Research Option in Master of Nursing (MN) and Master of Science (MSc) in Health Informatics: Double Degree Program

At its meeting of March 6, 2018, the Senate Committee on Planning considered a proposal presented by Dr. Susan Duncan and Dr. Frances Lau to establish a research option in Master of Nursing (MN) and Master of Science (MSc) in Health Informatics: Double Degree Program.

The following motion is recommended:

That Senate approve, and recommend to the Board of Governors that is also approve, subject to funding, the establishment of a Research Project Option in the Master of Nursing (MN) and Master of Science (MSc) in Health Informatics: Double Degree Program, as described in the document "Proposal to Offer Research Project Option in Master of Nursing and Master of Science in Health Informatics: Double Degree Program", and that this approval be withdrawn if the new option should not be offered within five years of the granting of approval.

A handwritten signature in cursive script that reads "N Wright".

:sld

Committee Membership:

Dr. Nancy Wright, Chair	Dr. Sang Nam
Dr. Valerie S. Kuehne	Dr. Graham McDonough
Dr. Abdul Roudsari	Dr. Victoria Wyatt
Ms. Nicole Greengoe	Dr. Anne Stahl
Dr. Maricio Garcia-Barrera	Dr. Andrea Giles
Dr. Robin Hicks	Dr. Stephen Evans
Dr. Rishi Gupta	Ms. Gillian Calder
Ms. Carrie Andersen	Dr. Ralf St. Clair
Dr. David Castle	Dr. Jo-Anne Clarke
Dr. Jason Colby	Ms. Susan Kim
Dr. Merwan Engineer	Ms. Hannah Koning
Dr. Patrick Nahirney	Ms. Sandra Duggan, Secretary



MEMO

School of Nursing

HSD Building, A402

PO Box 1700 STN CSC, Victoria, BC

V8W 2Y2 Canada

250-721-7954 | 250-721-6231

nursing@uvic.ca | www.uvic.ca/hsd/nursing/

DATE: Feb 20, 2018
TO: Dr. Nancy Wright, Chair of the Senate Committee on Planning
FROM: Dr. Anne Bruce and Dr. Francis Lau
RE: Proposal to Revise Master of Nursing and Master of Science in Health Informatics
Double Degree Program

Dear Dr. Wright,

The School of Nursing and the School of Health Information Science are requesting approval from the Senate Committee on Planning, for the attached program option proposal.

The proposal is to include a research project option in addition to the current thesis option for the Double Degree program to begin in September 2018.

Health informatics is the field that deals with information processing and communication in health-care-practice, disease prevention, education and research. Nurse Informatics integrates nursing science, computer science and information science to manage and communicate data, information, knowledge and wisdom in nursing practice. (ANA, 2007).

The double degree is the first of its kind in Canada and one of very few in the world.

The School of Nursing (SON) and the School of Health Information Science (HINF) are requesting permission to include a **research project option** in addition to the currently offered thesis option for the Double Degree program with **no reduction in the total unit value** for either option.

The rationale for this request are stated below:

- Choice (research and an applied approach to seeking new knowledge)
- Academic integrity of the program will be maintained
- Aligns with MN & MSc programs where option of thesis or projects/capstone available.



- Addresses a long-standing concern about length of time to completion for double degree students as most currently enrolled students maintain full time employment while completing coursework.

A research project addresses a particular issue or problem that needs investigation and may use a research or an applied approach in seeking new knowledge. The research project must contain knowledge development for both nursing and health informatics disciplines, will require an ethics consult prior to initiating any work and will culminate in a written report and an oral defense.

This differs from a thesis in the following ways:

- Scope of research
- Research project (3.0 units) the thesis (6.0 units)
- Students completing a research project will require two additional courses (3.0 units).
- Students wishing to continue on to PhD will be encouraged to select thesis option

Examples of research projects include (but are not limited to):

- ✓ Usability testing of a user interface
- ✓ Replication of prior methods or models with a new dataset
- ✓ Secondary data analysis of an existing dataset
- ✓ Modeling information flows particular to a setting or clinical situation
- ✓ Development of conceptual frameworks particular to a setting or clinical situation.
- ✓ Extensive literature reviews suitable for publication
- ✓ Application of evidence in designing a component of a clinical information system

Both research project and thesis options are available for students completing an MN degree or MSc Health Information Science (when taken separately). We believe this change will best meet the needs of the majority of our students. Faculty from both the School of Nursing and the School of Health Information Science have discussed this proposal in detail and, believe that the academic integrity of the program options will be maintained with a research project or thesis option. There will be no change in overall units required.

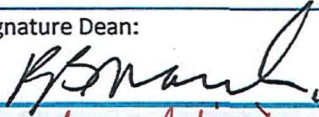
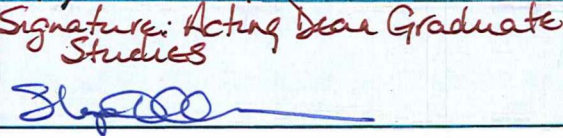


Thank-you,

Dr. Anne Bruce (Nursing) & Dr. Francis Lau (Health Information Science)



UNIVERSITY OF VICTORIA

Proposal to offer Research Project Option in Master of Nursing (MN) and Master of Science (MSc) in Health Informatics:
Double Degree Program

Dean's Name: Dr. Patricia Marck	Signature Dean: 
Contact Name and Number: Lori Klear (250) 721-7961 <i>28 Feb. 2018</i>	Signature: Acting Dean Graduate Studies 
Date approved by Department: 01-12-2017	Head: 
Date approved by Faculty: 14-02-2018	Dean or Faculty Chair: 



Proposal for revision
for an
Existing Graduate Program

**RE: Proposal to revise the Master of Nursing (MN) and Master of Science (MSc) in Health Informatics:
Double Degree Program**

The School of Nursing and the School (SON) of Health Information Science (HINF) are requesting permission to include a research project option in addition to the currently offered thesis option for the Double Degree program to begin in September 2018. We believe that this change will best meet the needs of the majority of our students, many of whom are working full time. Faculty from both SON and HINF have discussed this proposal in detail and, believe that the academic integrity of the program options will be maintained with a research project or thesis option.

Background

The SON and HINF have collaboratively offered a Double Degree through distance and distributed learning technologies to maximize accessibility for students from across Canada and internationally since 2010. This Double Degree program was developed for the purpose of preparing nurses with background essential for working in the rapidly expanding field of nursing and health informatics. There continues to be an ever-increasing requirement and longer-term projected need for health professionals (e.g. clinicians) to develop such expertise. Nursing and Health Informatics are the only fields with sufficient numbers from which to draw a workforce of professionals who can develop needed competencies to guide practice in a move from paper to electronic records and in the use of information science to support virtually every area of clinical practice. The degree is the first of its kind in Canada and one of very few in the world.

History & Context

Over that last twenty years we have seen a considerable rise in the implementation and use of health information systems (HIS) and information and communication technologies (ICT's) in health care globally. Many countries are currently implementing HIS and ICT's in an effort to streamline health care delivery, reduce medical errors and improve the overall quality and efficiency of health care services (e.g. United States, England, countries of the European Union and Canada) (Andersen, Klein, Schulz, Aarts & Mazzoleni, 2008; Lau, 2001; Protti, 2008; Shortliffe & Cimino, 2006). In Canada, the Canada Health Infoway has been working with federal, provincial and territorial governments to implement health information systems that would lead to a pan-Canadian electronic health record (EHR), or repository of electronically-maintained information about a patient's health status and health care that can be used by patients and health care professionals involved in their care (Canada Health Infoway, 2009; Shortliffe & Cimino, 2006). Such large scale deployment of HIS and ICT's is not possible without a substantive, formally educated workforce in the discipline of health informatics (or biomedical informatics as it is referred to in some countries such as the United States) (Shortliffe & Cimino, 2006).

Health informatics is the field that deals with information processing (including computers) and communication in health-care-practice, disease prevention, education and research. This includes not only access to health information electronically by health care workers, but also by the general public and patients (e.g. use of Web-based health information resources to access health information) (Kushniruk & Borycki, 2008). The sub-fields of health informatics include bioinformatics, imaging informatics, public health informatics, educational informatics and clinical informatics (of which nursing and medical informatics are a part) (Shortliffe, 2007).

Health informatics professionals are responsible for designing, developing, implementing, evaluating, maintaining and updating health information systems in a wide array of health care settings. (Kushniruk & Borycki, 2008). Health informatics professionals (in order to be competent practitioners) must have information science, clinical science and management science competencies, knowledge and skills specific to health informatics (Canada's Health Informatics Association [COACH], 2009). Historically, health informatics was an interdisciplinary field-drawing researchers and professionals from differing domains of practice (e.g. computer science, medicine, nursing, management, library science). Health informatics professionals drew on knowledge and research from these fields to inform their practice. Over the last twenty years, health informatics has emerged as a separate discipline developing its own body of knowledge that is contribution to its own growth as a discipline as well as contributing knowledge back to the disciplines from which it originated (e.g. computer science, medical science, nursing science and library science) (Shortliffe, 2007). As a consequence, health informatics professionals require information, clinical, and management science competencies. Health informatics professionals need these core competencies to have the knowledge, skills and judgment to effectively implement and maintain HISs (COACH, 2009).

Nursing informatics is defined by the American Nursing Association Scope and Standards of Nursing Informatics as the specialty that:

Integrates nursing science, computer science and information science to manage and communicate data, information, knowledge and wisdom in nursing practice. Nursing informatics supports patients, nurses and other providers in their decision-making in all roles and settings. This support is accomplished through the use of information structures, information processes and information technology. [Nursing Informatics: Scope and Standards of Practice Document, 2007, American Nurses Association, page 1]

The report goes on to state "nursing informatics is one example of a discipline specific informatics practice within the broader category of health informatics" and as such is an important emerging area of health informatics.

The Canadian Nursing Informatics Association (2009) draws on the work of Staggers and Bagley-Thompson's (2002) defining nursing informatics as integrating:

Nursing science, computer science, and information science to manage and communicate data, information, and knowledge in nursing practice. Nursing informatics facilitates the integration of data, information, and knowledge to support clients, nurses, and other providers in their decision-making in all roles and settings. (Staggers & Bagley-Thompson, 2002, p. 5).

In summary, nursing informatics is a discipline-specific form of informatics practice within health informatics. Nursing informatics borrows from nursing science, computer science, information science and nursing practice to support nurses, other health care providers and patients using information technology (including information structures and processes).

Aims/Goals & Objectives of the New Option

The SON and HINF are requesting review for a Senate approved change from a Thesis only based Masters to include a Research Project option with no reduction in the total unit value for either option. To ensure the strength of this request, the following factors have been considered:

- The addition of a research project option meets the FGS master's degree requirements as outlined in the current University of Victoria Graduate calendar.
- All standards, requirements, and regulations set forth by the Faculty of Graduate Studies will continue to apply.
- A Research Project for the Double Degree will allow our distance delivery programs to remain competitive nationally. (We currently exceed the national average for this type of professional graduate nursing program). This change also addresses a long-standing concern about the length of time it takes the double degree students in the thesis option to complete their program requirements as most work full time.
- The proposed change to add a research project option will provide an opportunity for students to demonstrate their ability to integrate both the Nursing and Health Informatics perspectives when addressing a relevant health topic.
- The co-supervision arrangement with both a HINF and a SON faculty ensures a balanced approach from both disciplines when planning and conducting the research project. The MN program currently offers a thesis and non-thesis option that is comprised of a set of foundational courses and additional requirements meet the Canadian competencies for Advanced Nursing Practice.
- The research project will culminate in the submission of a written report which documents the work done and knowledge gained from the work that will enable students to demonstrate that they can integrate both nursing and health informatics perspectives when addressing a relevant health topic. It will also ensure that students are critical consumers of health and nursing research and can demonstrate knowledge integration and the acquisition of competencies related to knowledge dissemination. Following graduation, students will be encouraged to revise their final reports into manuscripts and submit them to peer-reviewed journals.
- Both the research project and the thesis require an oral defense. In addition, both will require an ethics consult prior to initiating any work.

Description of Research Projects

The scope of work for a research project tends to be more limited than a thesis and often takes less time to conduct. The number of units for the research project (3.0) is less than the thesis (6.0) and students completing a research project will need to take at least two additional courses (3.0 units). The length and structure of the written report will vary between a research project and a thesis. Typically, a research project written report may be shorter and have a smaller scope of work. Often the written report for a research project is similar to a manuscript for a peer-reviewed journal article in depth and length. The thesis will represent a more in-depth discovery of the relevant literature and research methodology within the final thesis. Students wishing to pursue doctoral studies will be encouraged to consider completing the thesis option.

Research projects in the past have included:

- Usability testing of a user interface
- Replication of prior methods or models with a new dataset
- Secondary data analysis of an existing dataset
- Modeling information flows particular to a setting or clinical situation
- Development of conceptual frameworks particular to a setting or clinical situation.
- Synthesis of the literature for policy or practice recommendations
- Extensive literature reviews suitable for publication
- Application of evidence in designing a component of a clinical information system

Criteria for a Research Project

- Contribute new knowledge to the fields of nursing and health informatics
- Reflect advanced critical thinking and a scholarly approach to problem investigation
- Demonstrate a high level of achievement in the application of nursing and health informatics knowledge
- Contain a written report summarizing the relevant background material, the methods used, the results obtained and a discussion of the implications of your work

Curriculum Design for the New Option

Double Degree Research Project Option (31.5 units):

The 31.5 units consist of 7.5 units of Advanced Practice Nursing (APN) foundational courses, 6.0 units of required HINF courses, 6.0 units of co-operative learning experiences, 9.0 units of electives and a 3.0-unit research project.

Required foundational APN courses (7.5 units)

NURS 520 (1.5)	Nursing Disciplinary Knowledge
NURS 521 (1.5)	Advanced Practice Nursing and Professional Identity
NURS 522 (1.5)	Nursing Ethics for Health System Transformation
NURS 524 (1.5)	Evidence for Advanced Practice Nursing
NURS 525 (1.5)	Disciplinary Research for Advanced Practice Nursing

Required HINF courses (6.0 units)

HINF 501 (1.5)	Database Design
HINF 503 (1.5)	Research Methods in Health Informatics
HINF 550 (1.5)	Health Information Systems Design
HINF 572 (1.5)	Health Informatics: An Overview

Required Electives (9.0 units)

NURS Electives (3.0)

HINF Electives (3.0)

NURS or HINF Elective (3.0)

Electives are chosen in consultation with the supervisors

Required Co-operative experience (6.0 units)

COOP (NURS) (3.0) Co-operative Experience Requirement

COOP (HINF) (3.0) Co-operative Experience Requirement

Required Research Project (3.0 units)

NUHI 598 (3.0) Research Project

Double Degree Thesis Option (31.5 units):

The 31.5 units consist of 7.5 units of Advanced Practice Nursing (APN) foundational courses, 6.0 units of required HINF courses, 6.0 units of co-operative learning experiences, 6.0 units of electives and a 6.0-unit thesis. An oral examination of the thesis proposal as well as the completed thesis will be required.

Required foundational APN courses (7.5 units)

NURS 520 (1.5) Nursing Disciplinary Knowledge

NURS 521 (1.5) Advanced Practice Nursing and Professional Identity

NURS 522 (1.5) Nursing Ethics for Health System Transformation

NURS 524 (1.5) Evidence for Advanced Practice Nursing

NURS 525 (1.5) Disciplinary Research for Advanced Practice Nursing

Required HINF courses (6.0 units)

HINF 501 (1.5) Database Design

HINF 503 (1.5) Research Methods in Health Informatics

HINF 550 (1.5) Health Information Systems Design

HINF 572 (1.5) Health Informatics: An Overview

Required Electives (6.0 units)

NURS Electives (1.5)

HINF Electives (3.0)

NURS or HINF Elective (1.5)

Electives are chosen in consultation with the supervisors. HINF electives are listed at the beginning of the Health Information Science section. NURS electives are listed below.

Electives offered may vary from year to year. Students should consult with the school for details. With permission of the course instructor and your supervisors electives may include graduate level courses relevant to your program from other UVic departments.

NURA 518 (1.5) APL Praxis II

NURA 519 (1.5) Nursing Leadership II

NURS 500 (1.5) Scholarly Writing for Advanced Practice Nursing

NURS 509 (1.5) Evaluation of Health Care

NUED 572 (1.5) Intersectoral Course and Curriculum Design in
Nursing Education

NUED 574 (1.5) Nurse Educator Practice II

Required Co-operative experience (6.0 units)

COOP (NURS) (3.0) Co-operative Experience Requirement

COOP (HINF) (3.0) Co-operative Experience Requirement

Required Thesis (6.0 units)

NUHI 599 (6.0) Thesis

Program Length

The program has been designed to be completed in 5 years, but individual completion times vary.

In summary, the proposed changes continue to meet the academic standards in Nursing and Health Information Science. These changes are also congruent with the policies of the Faculty of Graduate Studies. Thank you for your consideration of this proposal.

Cc: Dr. Susan Duncan, Director, School of Nursing
Dr. Andre Kushniruk, Director, School of Health Information Science
Dr. Anne Bruce, Associate Director Graduate Education, School of Nursing
Erin Sebastian, Program Coordinator, Health Information Science
Dr. Esther Sangster-Gormley, Associate Dean, HSD

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UVic Program Curriculum Change

Summary of Program Curriculum Changes:

Effective Date:	01Sept2018		
Faculty:	Graduate Studies	Academic Unit:	Nursing
Contact Name:	Lori Klear	Local:	7961
		Email:	nurscoord@uvic.ca

Types of program change:		
Creation, reinstatement, discontinuance, or major modification of a program or credential	Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement	Other:
A minor modification in program or credential that does not significantly change that program or credential's focus, content, structure, or requirements	A change in description of a program or credential not involving any change in program or credential requirements	

All program changes should be in the order in which they will appear in the Calendar (i.e. a page 103, 107, 240, 277 as submission 1, 2, 3, 4).

Submission #:	Type(s) of change	Other units consulted: (list all)
1	A minor modification in program or credential that does not significantly change that program or credential's focus, content, structure, or requirements	n/a
2	A minor modification in program or credential that does not significantly change that program or credential's focus, content, structure, or requirements	n/a
3	A minor modification in program or credential that does not significantly change that program or credential's focus, content, structure, or requirements	n/a
4	A minor modification in program or credential that does not significantly change that program or credential's focus, content, structure, or requirements	n/a
5	A change in description of a program or credential not involving any change in program or credential requirements	n/a

UVic Program Curriculum Change

Submission number: 1 of 5			
Faculty: Graduate Studies	Academic Unit: Nursing	Date of submission: 29NOV17	Effective date of change: 01SEP18
Type(s) of program change:			
<input type="checkbox"/> Creation, reinstatement, discontinuance, or major modification of a program or credential	<input type="checkbox"/> Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement	<input type="checkbox"/> Other: Describe	
<input checked="" type="checkbox"/> A minor modification in program or credential that does not significantly change that program or credential's focus, content, structure, or requirements	<input type="checkbox"/> A change in the description of a program or credential not involving any change in program or credential requirements		
Current calendar entry:		Proposed calendar entry:	
Current calendar page number:		If new, suggested section to insert:	
<p>Admission To Master's Programs Applicants for admission must have completed a Baccalaureate in Nursing (equivalent to the degree offered by the University of Victoria) with at least a B+ (77%) average for the last two years of university work. Please note that practica, non-graded (pass/fail) courses, credit granted on the basis of life or work experience, or credit earned at institutions not recognized by the University will not be used in determining an applicant's admission grade point average or units completed. Any courses used in the calculation of the entering average cannot be used toward a graduate degree program. The Faculty of Graduate Studies may, therefore, be required to take nursing diploma or post-secondary grades outside of the Bachelor of Science in Nursing degree into account when calculating application grade point averages in order to calculate on 30 units.</p> <p>The Master of Nursing program admits students on an annual basis for September entry, with limited enrolment.</p> <p>All applicants to the School of Nursing Masters of Nursing Graduate Programs must have completed an upper level (300 or 400) undergraduate statistics course at a recognized post-secondary educational institute with a final grade of B or above prior to admission. This course must have been completed within five years of application.</p> <p>Applicants for admission to the Nurse Practitioner program must reside in British Columbia and maintain active practicing registration with the College of Registered Nurses of British Columbia (CRNBC) for the duration of the MN-NP program.</p>		<p>Admission To Master's Programs Applicants for admission must have completed a Baccalaureate in Nursing (equivalent to the degree offered by the University of Victoria) with at least a B+ (77%) average for the last two years of university work. Please note that practica, non-graded (pass/fail) courses, credit granted on the basis of life or work experience, or credit earned at institutions not recognized by the University will not be used in determining an applicant's admission grade point average or units completed. Any courses used in the calculation of the entering average cannot be used toward a graduate degree program. The Faculty of Graduate Studies may, therefore, be required to take nursing diploma or post-secondary grades outside of the Bachelor of Science in Nursing degree into account when calculating application grade point averages in order to calculate on 30 units.</p> <p>The Master of Nursing program admits students on an annual basis for September entry, with limited enrolment.</p> <p>All applicants to the School of Nursing Masters of Nursing Graduate Programs must have completed an upper level (300 or 400) undergraduate statistics course at a recognized post-secondary educational institute with a final grade of B or above prior to admission. This course must have been completed within five years of application.</p> <p>Applicants for admission to the Nurse Practitioner program must reside in British Columbia and maintain active practicing registration with the College of Registered Nurses of British Columbia (CRNBC) for the duration of the MN-NP program.</p>	

UVic Program Curriculum Change

<p>All students admitted to MN distance programs are required to attend an onsite orientation to their program in August, prior to program commencement in September. For Nurse Practitioner students, this onsite orientation is in addition to the required onsite components that occur in term two to six in the NP program.</p>		<p><u>Applicants for the Master of Nursing: Nurse Practitioner option must provide evidence of completion of a recognized, interactive Indigenous cultural safety course for health providers within 5 years of application (e.g., PHSA San'yas Indigenous Cultural Safety Training).</u></p> <p>All students admitted to MN distance programs are required to attend an onsite orientation to their program in August, prior to program commencement in September. For Nurse Practitioner students, this onsite orientation is in addition to the required onsite components that occur in term two to six in the NP program.</p>	
<p>Rationale for proposed change:</p>			
<p>Rationale is required and must explain all components of the change</p>			
<p>Consultation: (Written evidence of all consultations in the preparation of this submission must be included in a single PDF for the entire program package)</p>			
<p><u>Other units consulted:</u></p> <p><input type="checkbox"/> Included: List units if applicable</p> <p><input checked="" type="checkbox"/> No consultation required</p>		<p><u>Senate Committee on Planning:</u></p> <p><input type="checkbox"/> In-progress</p> <p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> Not applicable</p>	
		<p><u>Other Committees consulted :</u></p> <p><input type="checkbox"/> In-progress: list committees if applicable</p> <p><input type="checkbox"/> Approved</p>	

UVic Program Curriculum Change

		Submission number: 2 of 5	
Faculty: Graduate Studies	Academic Unit: Nursing	Date of submission: 29NOV17	Effective date of change: 01SEP18
Type(s) of program change:			
<input type="checkbox"/> Creation, reinstatement, discontinuance, or major modification of a program or credential	<input type="checkbox"/> Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement	<input type="checkbox"/> Other:	
<input checked="" type="checkbox"/> A minor modification in program or credential that does not significantly change that program or credential's focus, content, structure, or requirements	<input type="checkbox"/> A change in the description of a program or credential not involving any change in program or credential requirements		
Current calendar entry:		Proposed calendar entry:	
Current calendar page number: 188		If new, suggested section to insert:	
Master of Nursing, Advanced Practice Nursing: Advanced Practice Leadership (APL) Course-based The Master of Nursing, Advanced Practice Nursing, Advanced Practice Leadership (APL), offered in an online/distributed learning format by the University of Victoria School of Nursing, is a practice oriented and theory-based degree intended to prepare nurses for a wide variety of advanced practice roles. Graduates of the program will be leaders in five spheres of influence: the patient/client sphere, the nurses/nursing sphere, the interprofessional/intersectoral health spheres, the organization sphere, and the health policy and systems sphere. They will practice as Advanced Practice Nurses in a wide range of settings, including acute care, community, long-term care and primary health care.		Master of Nursing, Advanced Practice Nursing: Advanced Practice Leadership (APL) Course-based The Master of Nursing, Advanced Practice Nursing, Advanced Practice Leadership (APL), offered in an online/distributed learning format by the University of Victoria School of Nursing, is a practice oriented and theory-based degree intended to prepare nurses for a wide variety of advanced practice roles. Graduates of the program will be leaders in five spheres of influence: the patient/client sphere, the nurses/nursing sphere, the interprofessional/intersectoral health spheres, the organization sphere, and the health policy and systems sphere. They will practice as Advanced Practice Nurses in a wide range of settings, including acute care, community, long-term care and primary health care.	
Course Requirements This program requires completion of a total of 16.5 units of study. The 16.5 units are made up of 7.5 units of foundational Advanced Practice Nursing (APN) courses, 4.5 units of required APL courses, and 4.5 units of electives.		Course Requirements This program requires completion of a total of 16.5 units of study. The 16.5 units are made up of 7.5 units of foundational Advanced Practice Nursing (APN) courses, 4.5 units of required APL courses, and 4.5 units of electives.	
Advanced Practice Leadership Course-Based Option (16.5 units): Required Foundational APN courses (7.5 units)		Advanced Practice Leadership Course-Based Option (16.5 units): Required Foundational APN courses (7.5 units)	

UVic Program Curriculum Change

NURS 520 (1.5)	Nursing Disciplinary Knowledge	NURS 520 (1.5)	Nursing Disciplinary Knowledge
NURS 521 (1.5)	Advanced Practice Nursing and Professional Identity	NURS 521 (1.5)	Advanced Practice Nursing and Professional Identity
NURS 522 (1.5)	Nursing Ethics for Health System Transformation	NURS 522 (1.5)	Nursing Ethics for Health System Transformation
NURS 524 (1.5)	Professional Inquiry for Advanced Practice Nursing	NURS 524 (1.5)	<u>Evidence</u> for Advanced Practice Nursing
NURS 525 (1.5)	Disciplinary Research for Advanced Practice Nursing	NURS 525 (1.5)	Disciplinary Research for Advanced Practice Nursing
Required APL courses (4.5 units)		Required APL courses (4.5 units)	
NURA 516 (1.5)	Nursing Leadership I (Client and Nursing Spheres)	NURA 516 (1.5)	Nursing Leadership I (Client and Nursing Spheres)
NURA 517 (1.5)	APL Praxis I	NURA 517 (1.5)	APL Praxis I
NURA 596 (1.5)	Nursing Scholarship: Integration and Dissemination	NURA 596 (1.5)	Nursing Scholarship: Integration and Dissemination
Elective APL Courses (4.5 units)		Elective APL Courses (4.5 units)	
Students must take at least 4.5 units of elective courses (one of which may be a practice course). MN-APL students may take one 400 level course as an elective with the permission of the course instructor and the Graduate Adviser.		Students must take at least 4.5 units of elective courses (one of which may be a practice course). MN-APL students may take one 400 level course as an elective with the permission of the course instructor and the Graduate Adviser.	
Master of Nursing, Advanced Practice Nursing: Advanced Practice Leadership (APL)		Master of Nursing, Advanced Practice Nursing: Advanced Practice Leadership (APL)	
Thesis Option		Thesis Option	
This program requires a minimum of 22.5 units. The 22.5 units are made up of 7.5 units of APN core courses, 4.5 units of required APL courses, 4.5 units of electives, and a 6.0-unit thesis. Students must demonstrate an advanced ability to integrate theory related to advanced practice and nursing.		This program requires a minimum of 22.5 units. The 22.5 units are made up of 7.5 units of APN core courses, 4.5 units of required APL courses, 4.5 units of electives, and a 6.0-unit thesis. Students must demonstrate an advanced ability to integrate theory related to advanced practice and nursing.	
Criteria for MN Thesis Option:		Criteria for MN Thesis Option:	
<ul style="list-style-type: none"> • Confirmation of Thesis Supervisor • Student-MN Supervisor consultation • Recommendation of MN Supervisor • Completion of and/or registration in all required courses prior to enrollment in NURS 599 (6.0 units) • Completion of and/or enrollment in a minimum of one additional approved research course • Normally, an A (85%) average in all required courses 		<ul style="list-style-type: none"> • Confirmation of Thesis Supervisor • Student-MN Supervisor consultation • Recommendation of MN Supervisor • Completion of and/or registration in all required courses prior to enrollment in NURS 599 (6.0 units) • Completion of and/or enrollment in a minimum of one additional approved research course • Normally, an A (85%) average in all required courses 	

UVic Program Curriculum Change

Students achieving less than this identified percentage would not be considered eligible to pursue a thesis option.	Students achieving less than this identified percentage would not be considered eligible to pursue a thesis option.	
Rationale for proposed change:		
Revised title of NURS 524 to reflect the focus on understanding, accessing and synthesizing knowledge of a wide range of evidence for nursing practice.		
Consultation: (Written evidence of all consultations in the preparation of this submission must be included in a single PDF for the entire program package)		
<u>Other units consulted:</u> <input type="checkbox"/> Included: List units if applicable <input checked="" type="checkbox"/> No consultation required	<u>Senate Committee on Planning:</u> <input type="checkbox"/> In-progress <input type="checkbox"/> Approved <input type="checkbox"/> Not applicable	<u>Other Committees consulted :</u> <input type="checkbox"/> In-progress: list committees if applicable <input type="checkbox"/> Approved

UVic Program Curriculum Change

		Submission number: 3 of 5	
Faculty: Graduate Studies	Academic Unit: Nursing	Date of submission: 29NOV17	Effective date of change: 01SEP18
Type(s) of program change:			
<input type="checkbox"/> Creation, reinstatement, discontinuance, or major modification of a program or credential	<input type="checkbox"/> Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement	<input type="checkbox"/> Other:	
<input checked="" type="checkbox"/> A minor modification in program or credential that does not significantly change that program or credential's focus, content, structure, or requirements	<input type="checkbox"/> A change in the description of a program or credential not involving any change in program or credential requirements		
Current calendar entry:		Proposed calendar entry:	
Current calendar page number: 188		If new, suggested section to insert:	
<p>Master of Nursing, Advanced Practice Nursing: Nurse Educator (NUED)</p> <p>Course-based</p> <p>The Master of Nursing degree in the Advanced Practice Nursing, Nurse Educator (course-based), offered in an online/distributed learning format by the University of Victoria, School of Nursing, is a practice oriented; theory-based degree intended to prepare nurses for advanced nurse educator roles in multi-sectoral settings.</p> <p>Graduates of the program will have enriched capacity to work across the health care delivery sector and academic settings with the skills to influence nursing practice at the health facility level and the nursing education level.</p> <p>Course Requirements</p> <p>This program requires completion of a total of 16.5 units of study. The 16.5 units are made up of 7.5 units of foundational courses, 4.5 units of required NUED courses, and 4.5 units of electives.</p> <p>Nurse Educator Course-Based Option (16.5 units):</p>		<p>Master of Nursing, Advanced Practice Nursing: Nurse Educator (NUED)</p> <p>Course-based</p> <p>The Master of Nursing degree in the Advanced Practice Nursing, Nurse Educator (course-based), offered in an online/distributed learning format by the University of Victoria, School of Nursing, is a practice oriented; theory-based degree intended to prepare nurses for advanced nurse educator roles in multi-sectoral settings.</p> <p>Graduates of the program will have enriched capacity to work across the health care delivery sector and academic settings with the skills to influence nursing practice at the health facility level and the nursing education level.</p> <p>Course Requirements</p> <p>This program requires completion of a total of 16.5 units of study. The 16.5 units are made up of 7.5 units of foundational courses, 4.5 units of required NUED courses, and 4.5 units of electives.</p> <p>Nurse Educator Course-Based Option (16.5 units):</p>	

UVic Program Curriculum Change

<p>Required Foundational APN courses (7.5 units)</p> <p>NURS 520 (1.5) Nursing Disciplinary Knowledge</p> <p>NURS 521 (1.5) Advanced Practice Nursing and Professional Identity</p> <p>NURS 522 (1.5) Nursing Ethics for Health System Transformation</p> <p>NURS 524 (1.5) Professional Inquiry for Advanced Practice Nursing</p> <p>NURS 525 (1.5) Disciplinary Research for Advanced Practice Nursing</p> <p>Required NUED courses (4.5 units)</p> <p>NUED 570 (1.5) Engaging with Pedagogy: Teaching and Learning in Nursing Education</p> <p>NUED 573 (1.5) Nurse Educator Practice I</p> <p>NURS 596 (1.5) Nursing Scholarship: Integration and Dissemination</p> <p>Elective NUED Courses (4.5 units)</p> <p>Students must take at least 4.5 units of elective courses (one of which may be a practice course). MN-NUED students may take one 400 level course as an elective with the permission of the course instructor and the Graduate Adviser.</p> <p>Master of Nursing, Advanced Practice Nursing: Nurse Educator (NUED)</p> <p>Thesis Option</p> <p>This program requires a minimum of 22.5 units. The 22.5 units are made up of 7.5 units of foundational courses, 4.5 units of required NUED courses, 4.5 units of electives, and a 6.0-unit thesis. Students must demonstrate an advanced ability to integrate theory related to advanced practice and nursing.</p>	<p>Required Foundational APN courses (7.5 units)</p> <p>NURS 520 (1.5) Nursing Disciplinary Knowledge</p> <p>NURS 521 (1.5) Advanced Practice Nursing and Professional Identity</p> <p>NURS 522 (1.5) Nursing Ethics for Health System Transformation</p> <p>NURS 524 (1.5) <u>Evidence</u> for Advanced Practice Nursing</p> <p>NURS 525 (1.5) Disciplinary Research for Advanced Practice Nursing</p> <p>Required NUED courses (4.5 units)</p> <p>NUED 570 (1.5) Engaging with Pedagogy: Teaching and Learning in Nursing Education</p> <p>NUED 573 (1.5) Nurse Educator Practice I</p> <p>NURS 596 (1.5) Nursing Scholarship: Integration and Dissemination</p> <p>Elective NUED Courses (4.5 units)</p> <p>Students must take at least 4.5 units of elective courses (one of which may be a practice course). MN-NUED students may take one 400 level course as an elective with the permission of the course instructor and the Graduate Adviser.</p> <p>Master of Nursing, Advanced Practice Nursing: Nurse Educator (NUED)</p> <p>Thesis Option</p> <p>This program requires a minimum of 22.5 units. The 22.5 units are made up of 7.5 units of foundational courses, 4.5 units of required NUED courses, 4.5 units of electives, and a 6.0-unit thesis. Students must demonstrate an advanced ability to integrate theory related to advanced practice and nursing.</p>
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UVic Program Curriculum Change

Criteria for MN Thesis Option: <ul style="list-style-type: none"> • Confirmation of Thesis Supervisor • Student-MN Supervisor consultation • Recommendation of MN Supervisor • Completion of and/or registration in all required courses prior to enrollment in NURS 599 (6.0 units) • Completion of and/or enrollment in a minimum of one additional approved research course • Normally, an A (85%) average in all required courses Students achieving less than this identified percentage would not be considered eligible to pursue a thesis option. 		Criteria for MN Thesis Option: <ul style="list-style-type: none"> • Confirmation of Thesis Supervisor • Student-MN Supervisor consultation • Recommendation of MN Supervisor • Completion of and/or registration in all required courses prior to enrollment in NURS 599 (6.0 units) • Completion of and/or enrollment in a minimum of one additional approved research course • Normally, an A (85%) average in all required courses Students achieving less than this identified percentage would not be considered eligible to pursue a thesis option. 	
Rationale for proposed change: Revised title of NURS 524 to reflect the focus on understanding, accessing and synthesizing knowledge of a wide range of evidence for nursing practice.			
Consultation: (Written evidence of all consultations in the preparation of this submission must be included in a single PDF for the entire program package)			
<u>Other units consulted:</u> <input type="checkbox"/> Included: List units if applicable <input checked="" type="checkbox"/> No consultation required	<u>Senate Committee on Planning:</u> <input type="checkbox"/> In-progress <input type="checkbox"/> Approved <input type="checkbox"/> Not applicable	<u>Other Committees consulted :</u> <input type="checkbox"/> In-progress: list committees if applicable <input type="checkbox"/> Approved	

UVic Program Curriculum Change

		Submission number: 4 of 5	
Faculty: Graduate Studies	Academic Unit: Nursing	Date of submission: 29NOV17	Effective date of change: 01SEP18
Type(s) of program change:			
<input type="checkbox"/> Creation, reinstatement, discontinuance, or major modification of a program or credential	<input type="checkbox"/> Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement	<input type="checkbox"/> Other:	
<input checked="" type="checkbox"/> A minor modification in program or credential that does not significantly change that program or credential's focus, content, structure, or requirements	<input type="checkbox"/> A change in the description of a program or credential not involving any change in program or credential requirements		
Current calendar entry:		Proposed calendar entry:	
Current calendar page number: 189		If new, suggested section to insert:	
Master of Nursing, Advanced Practice Nursing: Nurse Practitioner (NP)		Master of Nursing, Advanced Practice Nursing: Nurse Practitioner (NP)	
Course-based		Course-based	
The Master of Nursing degree in Advanced Practice Nursing, Nurse Practitioner (NP) option, offered in an online/distributed learning format by the University of Victoria School of Nursing, is a practice oriented and theory-based professional degree that prepares nurses to qualify as family Nurse Practitioners in British Columbia. All practice experiences are completed within BC.		The Master of Nursing degree in Advanced Practice Nursing, Nurse Practitioner (NP) option, offered in an online/distributed learning format by the University of Victoria School of Nursing, is a practice oriented and theory-based professional degree that prepares nurses to qualify as family Nurse Practitioners in British Columbia. All practice experiences are completed within BC.	
Course Requirements		Course Requirements	
This program requires completion of a total of 24 units of study, including an onsite program orientation prior to program commencement in September (usually two to three days in length) and additional condensed on-site components as scheduled in every subsequent term. The 24 units are made up of 6.0 units of foundational Advanced Practice Nursing (APN) courses and 18.0 units of required NP courses.		This program requires completion of a total of 24 units of study, including an onsite program orientation prior to program commencement in September (usually two to three days in length) and additional condensed on-site components as scheduled in every subsequent term. The 24 units are made up of 6.0 units of foundational Advanced Practice Nursing (APN) courses and 18.0 units of required NP courses.	
Nurse Practitioner Course-Based Option (24.0 units):		Nurse Practitioner Course-Based Option (24.0 units):	
Required Foundational APN courses (6.0 units)		Required Foundational APN courses (6.0 units)	

UVic Program Curriculum Change

NURS 520 (1.5)	Nursing Disciplinary Knowledge	NURS 520 (1.5)	Nursing Disciplinary Knowledge
NURS 521 (1.5)	Advanced Practice Nursing and Professional Identity	NURS 521 (1.5)	Advanced Practice Nursing and Professional Identity
NURS 524 (1.5)	Professional Inquiry for Advanced Practice Nursing	NURS 524 (1.5)	<u>Evidence</u> for Advanced Practice Nursing
NURS 525 (1.5)	Disciplinary Research for Advanced Practice Nursing	NURS 525 (1.5)	Disciplinary Research for Advanced Practice Nursing
Required NP courses (18.0 units)		Required NP courses (18.0 units)	
NUNP 531 (1.5)	Applied Pathophysiology	NUNP 531 (1.5)	Applied Pathophysiology
NUNP 532 (1.5)	Pharmacological Interventions in Health and Illness	NUNP 532 (1.5)	Pharmacological Interventions in Health and Illness
NUNP 537 (1.5)	Family Nurse Practitioner Integration Internship	NUNP 537 (1.5)	Family Nurse Practitioner Integration Internship
NUNP 540 (1.5)	Advanced Assessment and Diagnostic Reasoning Theory	NUNP 540 (1.5)	Advanced Assessment and Diagnostic Reasoning Theory
NUNP 541 (1.5)	Advanced Assessment and Diagnostic Reasoning	NUNP 541 (1.5)	Advanced Assessment and Diagnostic Reasoning
NUNP 543 (1.5)	Integrated Primary Health Care and Advanced Practice	NUNP 543 (1.5)	Integrated Primary Health Care and Advanced Practice
NUNP 544 (1.5)	Integrated Primary Health Care and Advanced Practice	NUNP 544 (1.5)	Integrated Primary Health Care and Advanced Practice
NUNP 545 (1.5)	Integrated Primary Health Care and Advanced Practice	NUNP 545 (1.5)	Integrated Primary Health Care and Advanced Practice
NUNP 546 (1.5)	Integrated Primary Health Care and	NUNP 546 (1.5)	Integrated Primary Health Care and
NUNP 547 (1.5)	Integrated Primary Health Care and Advanced Practice	NUNP 547 (1.5)	Integrated Primary Health Care and Advanced Practice
NUNP 548 (1.5)	Integrated Primary Health Care and Advanced Practice	NUNP 548 (1.5)	Integrated Primary Health Care and Advanced Practice
NUNP 593 (1.5)	Evaluation Synthesis	NUNP 593 (1.5)	Evaluation Synthesis
Rationale for proposed change:			
Revised title of NURS 524 to reflect the focus on understanding, accessing and synthesizing knowledge of a wide range of evidence for nursing practice.			

UVic Program Curriculum Change

Consultation: (Written evidence of all consultations in the preparation of this submission must be included in a single PDF for the entire program package)		
<u>Other units consulted:</u> <input type="checkbox"/> Included: List units if applicable <input checked="" type="checkbox"/> No consultation required	<u>Senate Committee on Planning:</u> <input type="checkbox"/> In-progress <input type="checkbox"/> Approved <input type="checkbox"/> Not applicable	<u>Other Committees consulted :</u> <input type="checkbox"/> In-progress: list committees if applicable <input type="checkbox"/> Approved

UVic Program Curriculum Change

		Submission number: 5 of 5	
Faculty: Graduate Studies	Academic Unit: Nursing	Date of submission: 29NOV17	Effective date of change: 01SEP17
Type(s) of program change:			
<input checked="" type="checkbox"/> Creation, reinstatement, discontinuance, or major modification of a program or credential	<input type="checkbox"/> Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement	<input type="checkbox"/> Other:	
<input type="checkbox"/> A minor modification in program or credential that does not significantly change that program or credential's focus, content, structure, or requirements	<input type="checkbox"/> A change in the description of a program or credential not involving any change in program or credential requirements		
Current calendar entry:		Proposed calendar entry:	
Current calendar page number: 191		If new, suggested section to insert:	
<p>Master of Nursing and Master of Science in Health Informatics (Double Degree) Thesis</p> <p>The Double Degree option permits nurses who are interested in health information technology to develop graduate level competencies in both Nursing and Health Informatics. The option is intended to prepare nursing leaders with a background essential for working in the rapidly expanding field of nursing and health informatics. Graduates will be prepared to take leadership roles in informatics, telehealth, implementation of electronic health care records and other areas of emerging health technology.</p> <p>Course Requirements</p> <p>This program requires a completion of a total of 31.5 units of study. The 31.5 units are made up of 7.5 units of Advanced Practice Nursing (APN) core courses, 6.0 units of required HINF courses, 6.0 units of co-operative learning experiences, 6.0 units of electives and a 6.0 unit thesis. Cooperative learning experiences must usually be undertaken outside of a student's current employment setting. An oral examination of the thesis proposal as well as the completed thesis will be required.</p> <p>Double Degree Thesis (31.5 units):</p> <p>Required foundational APN courses (7.5 units)</p> <p>NURS 520 (1.5) Nursing Disciplinary Knowledge</p> <p>NURS 521 (1.5) Advanced Practice Nursing and Professional Identity</p>		<p>Master of Nursing and Master of Science in Health Informatics (Double Degree)</p> <p>The Double Degree option permits nurses who are interested in health information technology to develop graduate level competencies in both Nursing and Health Informatics. The option is intended to prepare nursing leaders with a background essential for working in the rapidly expanding field of nursing and health informatics. Graduates will be prepared to take leadership roles in informatics, telehealth, implementation of electronic health care records and other areas of emerging health technology.</p> <p>Course Requirements</p> <p>This program requires a completion of a total of 31.5 units of study, <u>including a research project or thesis. All course requirements must be completed prior to proceeding to the final oral examination. Students will have a supervisor from each School. Exceptional students may complete a thesis, with the approval of both supervisors, the Director of the School of Health Information Science and the Associate Director, Graduate Education in the School of Nursing. Completion of a Master's degree with thesis is encouraged for students intending to pursue Doctoral studies.</u></p> <p><u>Students are expected to be enrolled full time for the duration of their program. Cooperative learning experiences must usually be undertaken outside of a student's current employment setting.</u></p> <p>Double Degree Research Project Option (31.5 units):</p>	

UVic Program Curriculum Change

<p>NURS 522 (1.5) Nursing Ethics for Health System Transformation</p> <p>NURS 524 (1.5) Professional Inquiry for Advanced Practice Nursing</p> <p>NURS 525 (1.5) Disciplinary Research for Advanced Practice Nursing</p> <p>Required HINF courses (6.0 units)</p> <p>HINF 501 (1.5) Database Design</p> <p>HINF 503 (1.5) Research Methods in Health Informatics</p> <p>HINF 550 (1.5) Health Information Systems Design</p> <p>HINF 572 (1.5) Health Informatics: An Overview</p> <p>Required Electives (6.0 units)</p> <p>NURS Electives (1.5)</p> <p>HINF Electives (3.0)</p> <p>NURS or HINF Elective (1.5)</p> <p>Electives are chosen in consultation with the supervisors. HINF electives are listed at the beginning of the Health Information Science section.</p> <p>Required Co-operative experience (6.0 units)</p> <p>COOP (NURS) (3.0) Co-operative Experience Requirement</p> <p>COOP (HINF) (3.0) Co-operative Experience Requirement</p> <p>Required Thesis (6.0 units)</p> <p>NUHI 599 (6.0) Thesis</p>	<p><u>The 31.5 units consist of 7.5 units of Advanced Practice Nursing (APN) foundational courses, 6.0 units of required HINF courses, 6.0 units of co-operative learning experiences, 9.0 units of electives and a 3.0-unit research project.</u></p> <p><u>Required foundational APN courses (7.5 units)</u></p> <p><u>NURS 520 (1.5) Nursing Disciplinary Knowledge</u></p> <p><u>NURS 521 (1.5) Advanced Practice Nursing and Professional Identity</u></p> <p><u>NURS 522 (1.5) Nursing Ethics for Health System Transformation</u></p> <p><u>NURS 524 (1.5) Evidence for Advanced Practice Nursing</u></p> <p><u>NURS 525 (1.5) Disciplinary Research for Advanced Practice Nursing</u></p> <p><u>Required HINF courses (6.0 units)</u></p> <p><u>HINF 501 (1.5) Database Design</u></p> <p><u>HINF 503 (1.5) Research Methods in Health Informatics</u></p> <p><u>HINF 550 (1.5) Health Information Systems Design</u></p> <p><u>HINF 572 (1.5) Health Informatics: An Overview</u></p> <p><u>Required Electives (9.0 units)</u></p> <p><u>NURS Electives (3.0)</u></p> <p><u>HINF Electives (3.0)</u></p> <p><u>NURS or HINF Elective (3.0)</u></p> <p><i><u>Electives are chosen in consultation with the supervisors. HINF electives are listed at the beginning of the Health Information Science section. A listing of other electives is available on the School of Nursing website.</u></i></p> <p><u>Required Co-operative experience (6.0 units)</u></p> <p><u>COOP (NURS) (3.0) Co-operative Experience Requirement</u></p> <p><u>COOP (HINF) (3.0) Co-operative Experience Requirement</u></p> <p><u>Required Research Project (3.0 units)</u></p> <p><u>NUHI 598 (3.0) Research Project</u></p> <p><u>Double Degree Thesis Option (31.5 units):</u> <u>The 31.5 units consist of 7.5 units of Advanced Practice Nursing (APN) foundational courses, 6.0 units of required HINF courses, 6.0 units of co-operative learning</u></p>
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UVic Program Curriculum Change

	<p>experiences, 6.0 units of electives and a 6.0-unit thesis. An oral examination of the <u>thesis proposal as well as the completed thesis will be required.</u></p> <p>Required foundational APN courses (7.5 units)</p> <p>NURS 520 (1.5) Nursing Disciplinary Knowledge</p> <p>NURS 521 (1.5) Advanced Practice Nursing and Professional Identity</p> <p>NURS 522 (1.5) Nursing Ethics for Health System Transformation</p> <p>NURS 524 (1.5) <u>Evidence</u> for Advanced Practice Nursing</p> <p>NURS 525 (1.5) Disciplinary Research for Advanced Practice Nursing</p> <p>Required HINF courses (6.0 units)</p> <p>HINF 501 (1.5) Database Design</p> <p>HINF 503 (1.5) Research Methods in Health Informatics</p> <p>HINF 550 (1.5) Health Information Systems Design</p> <p>HINF 572 (1.5) Health Informatics: An Overview</p> <p>Required Electives (6.0 units)</p> <p>NURS Electives (1.5)</p> <p>HINF Electives (3.0)</p> <p>NURS or HINF Elective (1.5)</p> <p><i>Electives are chosen in consultation with the supervisors. HINF electives are listed at the beginning of the Health Information Science section. <u>A listing of other electives is available on the School of Nursing website.</u></i></p> <p>Required Co-operative experience (6.0 units)</p> <p>COOP (NURS) (3.0) Co-operative Experience Requirement</p> <p>COOP (HINF) (3.0) Co-operative Experience Requirement</p> <p>Required Thesis (6.0 units)</p> <p>NUHI 599 (6.0) Thesis</p> <p><u>Oral Examination</u></p> <p><u>An oral examination is required for both the thesis and project options.</u></p> <p><u>Program Length</u></p> <p><u>5 years</u></p>
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UVic Program Curriculum Change

Rationale for proposed change:		
To include and specify the requirements for the research project option NUHI students, to specify that the oral examination is required for both the thesis and project options, and to specify the maximum program length.		
Consultation: (Written evidence of all consultations in the preparation of this submission must be included in a single PDF for the entire program package)		
<u>Other units consulted:</u> <input checked="" type="checkbox"/> Included: List units if applicable <input type="checkbox"/> No consultation required	<u>Senate Committee on Planning:</u> <input checked="" type="checkbox"/> In-progress <input type="checkbox"/> Approved <input type="checkbox"/> Not applicable	<u>Other Committees consulted :</u> <input type="checkbox"/> In-progress: list committees if applicable <input type="checkbox"/> Approved



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MEMO

Date: March 21, 2018
To: The Secretary of the Senate
From: Dr. Nancy Wright, Chair, Senate Committee on Planning
Re: Proposal to Establish a Master of Engineering (MEng) in Applied Data Science

At its meeting of March 6, 2018, the Senate Committee on Planning considered a proposal presented by Dr. Tom Tiedje and Dr. Thomas Darcie, to establish a Master of Engineering (MEng) in Applied Data Science.

The following motion is recommended:

That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Master of Engineering (MEng) in Applied Data Science, as described in the document, "Master of Engineering in Applied Data Science", and that this approval be withdrawn if the program should not be offered within five years of the granting of approval. Once Senate and the Board of Governors have approved the proposal, the proposal must be approved by the Secretariat of the Ministry of Advanced Education, Skills and Training.

:sld

Committee Membership:

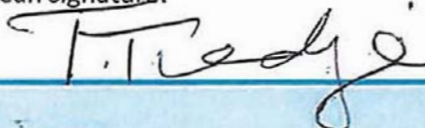
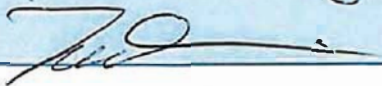

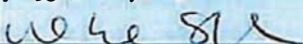
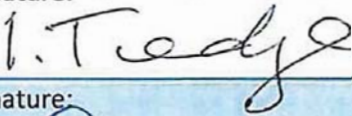

Dr. Nancy Wright, Chair	Dr. Sang Nam
Dr. Valerie S. Kuehne	Dr. Graham McDonough
Dr. Abdul Roudsari	Dr. Victoria Wyatt
Ms. Nicole Greengoe	Dr. Anne Stahl
Dr. Maricio Garcia-Barrera	Dr. Andrea Giles
Dr. Robin Hicks	Dr. Stephen Evans
Dr. Rishi Gupta	Ms. Gillian Calder
Ms. Carrie Andersen	Dr. Ralf St. Clair
Dr. David Castle	Dr. Jo-Anne Clarke
Dr. Jason Colby	Ms. Susan Kim
Dr. Merwan Engineer	Ms. Hannah Koning
Dr. Patrick Nahirney	Ms. Sandra Duggan, Secretary

UNIVERSITY OF VICTORIA

NEW MASTER'S DEGREE PROGRAM TEMPLATE

Master of Engineering in Applied Data Science

Approvals

Dean's Name and Date of consultation with AVPAP: Dr. Tom Tiedje	Dean signature: 
Name of contact person: Dr. Thomas Darcie	
Email & phone of contact person: tdarcie@uvic.ca 250 721-8686	
Date approved by Department: ECE - August 25, 2017 CSC - August 25, 2017	Chair/Director signature:  
Date approved by discipline Faculty: November 7, 2017	Dean signature: 
Date approved by Graduate Studies: <i>22 February 2018</i>	Dean signature: 



A. Identification of new Master's program	
Name, Location, Academic units (Faculties, departments, or schools) offering the new Master's degree	Master of Engineering (MEng) in Applied Data Science Departments of Electrical & Computer Engineering and Computer Science - Faculty of Engineering UVic Main Campus
Anticipated degree start date	September, 2019
Name, title, phone number and e-mail address of contact person	Thomas Darcie, Professor 250 721-8686 tdarcie@uvic.ca
B. History and context of the Master's degree	
<p>Advances in computer and Internet technologies have dramatically increased our ability to simply and inexpensively gather, generate, and transmit large volumes of data. Continually evolving consumer applications such as social networking, streaming media, gaming and on-line retail have created unprecedented demand for sharing large volumes of data. Almost every existing line of business or industry, including transportation, healthcare, sales and marketing, education and so on, is now dependent on collecting, managing, and extracting knowledge from vast quantities of data, as are emerging industries such as the Internet of Things, smart cities and cyber-physical systems. Why the obsession to collect and retain vast quantities of data? As evident from the tremendous financial valuations of big-data leaders (Google, Apple, etc.), the ability to extract insights and information regarding individual and collective consumer preference and behavior is extremely valuable. Traffic conditions can be inferred from time-dependent crowd-sourced location data. Worthwhile sales leads and credit worthiness can be inferred from social-media preferences. Timber suitability for harvest can be inferred from satellite imagery.</p> <p>Data Science lies at the heart of our ability to extract meaningful and valuable knowledge from vast quantities of data. Not surprisingly, given the value at stake, data scientists are in high demand. The goal of the Master of Applied Data Science (MADS) program outlined in this proposal is to develop advanced data science and engineering skills in the areas of importance across many applications or industries. In particular, students in this program will gain a broad understanding of how to collect and manage large data sets, maintain security and privacy, apply evolving computational, analytic, and machine learning tools to identify patterns and extract insights, and to visualize and present findings.</p> <p>Graduates from the proposed program will find employment in industry (small, medium and large businesses; start-up and established companies), government, research and academia – all areas in which data scientists are in high demand on Vancouver Island, across BC and beyond. Sample regional employers include Telus, BC Hydro, Shaw, Broadcom, Ericsson, Microsemi (PMC-Sierra), etc. Many Victoria-based companies are potential employers, including Pretio, Encepta, Tutela, and EchoSec that were recently founded in association with UVic under our Entrepreneurship@UVic program and others like Schneider Electric.</p>	

Our proposed professional Master of Engineering program in Applied Data Science is unique relative to other programs in this general subject area. Within the region, the UBC Master of Data Science, offered by the Faculty of Science, targets students without a computer science or statistics degree who lack the programming and mathematical skills prerequisite to our proposed program. The two programs are complementary in that they target different applicants, learning outcomes and graduate attributes, yet both address the shortage of data science skills in BC and Canada. SFU's MSc in Big Data, offered by the School of Computing Science, targets similar students to our proposed program. However, unlike the SFU program and many other MSc-based programs that have emerged elsewhere in Canada, generally as collaborative programs between Statistics and Computer Science, our MADS, offered jointly by Computer Science and Electrical and Computer Engineering, is unique in that it will have a much stronger focus on important applications as context for scientific training. Experiential learning provided to students in the UVic program through optional co-op internships, including internships based on connections to industry in the Victoria area, will increase their employment opportunities. To our knowledge, our program would be the only MEng program offered in Canada in the area of data analytics. This program will address an underserved training area that is so critical to Canadian business competitiveness.

The proposed MADS program is tailored towards training students for specialized careers as thought leaders in the information economy. Students can finish the academic component of this course-only Master's program in three consecutive academic terms (September - August). The proposed program schedule will include mandatory courses in data management, security and privacy, data analytics and data visualization, as well as a selection of elective courses aligned with important applications. Elective courses from the Faculty of Science (Math and Statistics) and potentially other Faculties in the future offer broadening opportunities (for example, Digital Humanities). All courses are offered by professors working in targeted areas of applied Data Science. Complementing the applied Data Science focus will be engineering practice and career development in the form of communication skills, marketing, project management, team work and leadership training, ethics and career planning. Graduates with this soft skill set are highly sought by industries. The program also includes regular presentations and seminars from experts in related information-centric fields including partners from industry.

C. Learning Outcomes, Learning Methodologies

The proposed Masters in Applied Data Science (MADS) provides students with opportunities to acquire and expand their technical knowledge as well as their professional skills:

Technical Learning Outcomes

1. Manage (organize, store, sort, filter, etc.) data sets at commercial scale
2. Protect data from security threats while managing privacy and proprietary data concerns
3. Develop mathematic models and techniques underpinning analytics of large-scale data sets
4. Use leading industry tools to perform data analytics in public and private cloud environments
5. Visualize information, trends and patterns extracted from large-scale data sets
6. Understand opportunities for human-machine interaction in system adaptation based on extracted information

Professional and Career Skills and Learning Outcomes

1. Learn the role, ethics and responsibilities of a professional engineer
2. Develop time and project management strategies and practices
3. Apply leadership skills and be an effective member of working team

4. Enhance continuous and self-learning skills
5. Communicate, in writing and presentation, effectively with peers, engineering community, and the general public
6. Acquire diversity and cultural sensitivity

The training program has been developed to realize these outcomes through methodologies that include a combination of lecture-based courses, hands-on problem solving, course projects, teamwork, professional training, guest seminars from industry partners and optional co-op work experience.

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

With respect to the UVic Strategic Research Plan, the proposed program aligns directly with four of the five defined core priorities, which in turn support the broader UVic Strategic plan. These are:

- Defining and achieving research excellence – through broadening access to exceptional trainees, critical data and supportive partnerships,
- Enhancing the integration of research and education – through a new training program that runs in partnership with researchers and potential employers,
- Expanding partnerships, innovation and entrepreneurship – by defining at its core a curriculum that supports explicitly broad engagement in partnership activities and interdisciplinary research, and
- Improving competitiveness through differentiation and specialization – through targeting strategic application areas and extracting essential context from industry leaders.

Target audience, student and labour market demand

The proposed program targets students who have an undergraduate degree in electrical or computer engineering, computer science, or related quantitative disciplines with a GPA grade of 80% or above. Professional experience will be considered an asset but is not required.

The target audience includes all applicants meeting the minimum admission requirements of the Faculty of Graduate Studies, including the English language proficiency requirement. Graduates from the proposed program will find employment in industry (small, medium and large businesses; start-up and established companies), government, research and academia – all areas in which data scientists are in high demand.

Include plans for student recruitment, retention, and success

The proposed MADS program is intended to be equally attractive to domestic and international students. Recruitment will be based on obtaining in-depth hands-on training in a vitally important and growing area. Opportunities available to program graduates include high-value careers in local, regional, or international industry and opportunities for continued graduate studies. Co-op opportunities provide experience and connections in addition to financial support. These co-op placements will be particularly attractive to international students interested in acquiring high-quality industry experience in the area of data science. Enrolment to the program is targeted at 25. Currently, there are 25 students registered in the existing course-only MEng-based Master of Telecommunications and Information Security (MTIS) program, which targets the area of telecommunications and security. Due to the extremely high market demand for data scientists, the proposed MEng in Applied Data Science is expected to enjoy an even higher level of popularity. This high demand was recently brought into focus regionally with the announcement of the BC Digital Technology Supercluster which calls for, over the next ten years, investment of over \$1.4 billion into collaborative projects by more than 1,000 organizations, an increase of nearly \$10 billion in incremental GDP, and the creation of 50,000 new jobs, many in Data Science (<https://www.digitalsupercluster.ca/>). This unprecedented commitment adds to an already strong labour market

for Computer Systems Design and Related Services (BC Labour Market Outlook: 2017 Edition) which are projected to grow at over 3.4% per year, or 39,000 job openings in BC over 10 years. Considering also high national and global demand, we anticipate strong student interest and our being in a position to select only very strong students.

To facilitate the recruitment and management of these students, a program Director will be selected. The program Director will oversee the program, from recruitment and admissions, to course offerings, and to final presentation and graduation. The Director will be responsible for the recruiting of international students while working with the international recruitment team at the University. The Director will also work with graduate admission and record office (GARO) on student admission. It is anticipated that the program Director, support staff, recruiting, co-op, etc., can all be supported incrementally in combination with the existing MTIS program which already engages in these activities. Dr. Kin Li, currently the Director for MTIS, has agreed to serve as the acting Director of MADS. This will insure that maximum synergy is derived from the operations of the two programs.

D. Admission requirements

Include plans for multiple entry points if applicable

NA

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

The curriculum has been developed to meet targeted learning outcomes while maximizing existing teaching resources and leveraging UVic's unique combination of Computer Science and Electrical and Computer Engineering within the Faculty of Engineering. As recognized in the support letter from UBC (Peacock), this combination drives an emphasis on technical skills, soft skills and work experience, which is both appropriate for UVic and differentiated from UBC's Master of Data Science.

As a course-based degree, direct supervision is not required. The Program Director will provide guidance and monitor student progress.

- CSC 501 - Algorithms, Data Models and Operations
- **Ulrike Stege**, Venkatesh Srinivasan, Valerie King, Nishant Mehta, Alex Thomo
- CSC 502 - Algorithms, Structures, and Systems for Massive Datasets
- **Alex Thomo**, Yvonne Coady, Daniel German, George Tzanetakis, Alona Fyshe
- CSC 503 - Data Mining
- **Alona Fyshe**, George Tzanetakis, Alex Thomo, Nishant Mehta
- ELEC 503 - Optimization for Machine Learning
- **Wu-Sheng Lu**, Michael McGuire, Stephen Neville, Alexandra Brazen Albu, Pan Agathoklis
- ELEC 535A - Data Analysis and Pattern Recognition
- **Stephen Neville**, Michael McGuire, Alexandra Brazen Albu
- ELEC 535B - Applied Data Analytics
- **Stephen Neville**, Michael McGuire, Alexandra Brazen Albu
- ELEC 591, 592A, 592B – Professional and Career
- **Kin Li**, Michael McGuire

F. Curriculum design

Schedule of course delivery including proposed program design options.

Our curriculum includes 9 core courses listed below, refined from existing courses, and elective courses from a list of graduate courses. Existing teaching resources are available to cover all core and Engineering elective courses, as listed in Appendix A, as well as elective courses.

Core Course Calendar Descriptions:

- ELEC 503 (Units 1.5): Optimization for Machine Learning
 - The steepest descent and Newton methods for unconstrained optimization. Golden section, quadratic, cubic and inexact line searches. Conjugate and Quasi-Newton methods. The Fletcher-Reeves algorithm. Application to the design of circuits, control systems, filters, and mechanical systems using optimization techniques. Introduction to constrained optimization. Students are required to complete one project that applies some of the optimization techniques to be studied in the course to an engineering analysis or design problem.
- ELEC 535A (Units 1.5): Applied Data Analytics 1
 - Statistical data analysis and random processes, ergodicity and stationarity, Bayesian decisions procedures, feature extraction and selection, parametric and non-parametric pattern classification and clustering techniques. Applications to big data, data science, and computer security problems. Students are required to complete a project.
- ELEC 535B (Units 1.5): Applied Data Analytics 2
 - Theory and application of modern data analysis and machine learning methodologies to larger scale real-world data analytics problems. Impacts of outliers, normalization processes, feature selection and extraction, data set biases, and noise on analysis quality. Implications of stationarity, ergodicity, and adversaries on data analysis processes. Students will be required to complete a project.
- CSC 501 (Units 1.5): Algorithms, Data Models and Operations
 - A comprehensive advanced overview of the main data structures and algorithms for data processing. Topics include: the running time of algorithms, the list data model, the tree data model, the hash-map data model, the graph data model, the relational data model, the processes of data transformation, cleaning, and visualization.
- CSC 502 (Units 1.5): Algorithms, Structures, and Systems for Massive Datasets
 - Important and recent developments in database technology and systems for big data are covered in detail. Topics include: storage technology, algorithms for secondary storage, relational operators, implementation, multidimensional data and indexes, data structures for Information Retrieval, distributed data analytics, social network analytics, mining massive datasets.
- CSC 503 (Units 1.5): Data Mining
 - A comprehensive coverage of main Data Mining areas and algorithms. Topics include: supervised learning, unsupervised learning, semi-supervised and weakly supervised learning, recommender systems, dimensionality reduction, association analysis, Data-mining software tools will be reviewed and compared.

- ELEC 591 (Units 1.0):
 - Professional engineering practice and ethics. Canadian labour market research. Cultural intelligence and the diversified workplace. Leadership and management styles. Resumes and interviews. Technical and business communication for engineers. Safety-aware engineering design. Occupational health and safety in the workplace. Understanding professional competencies and engaging in reflective learning.
- ELEC 592A (Units 1.0):
 - Professional standards and ethics. Conflict resolution strategies. Presentation and technical writing skills. Project and time management. Team building, group dynamics, and mentoring. Intellectual property, copyright and patent. Career development. Building a professional network.
- ELEC 592B (Units 1.0):
 - Engineering standards and ethics. Development of critical thinking. Team presentation and technical writing skills. Risk management. Diversity and Equity. Sustainability. Entrepreneurship and new venture creation. Career planning.

Students in the proposed degree programs will take a set of core courses in fundamentals of applied data science and select four elective courses from a list. Electives will reflect the students' preference for ECE or CS. In either case, the proposed program is a course-only degree program consisting of 10 technical courses for a total of 15 units, consistent with other MEng programs offered within the Faculty of Engineering. In addition, three 1-unit courses provide professional and career training. This 3-unit trio will be mandatory, resulting in a total of 18 course units. Complementary courses from Faculty of Science (Math and Statistics) are available as electives, and in the future we hope to be able to include electives from other Faculties as broadening opportunities. Students may also complete up to three optional co-op Internship work terms at the end of the academic portion of the program. These co-op and professional features have been well received by students enrolled in our Masters of Telecommunications and Information Security (MTIS) program which has a similar structure. See Appendix A for details.

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

There is no need for special distance education resources. Computer server technology and support essential for hands-on training is included in the proposal. Some talks and seminars will be hosted at the downtown Victoria facilities of our industry partner, The Alacrity Foundation.

Linkages between the learning outcomes and the curriculum design.

Technical learning outcomes are delivered within the core courses as follows:

1. Manage (organize, store, sort, filter, etc.) data sets at commercial scale – CSC 502, CSC 503, ELEC 535A, ELEC 535B
2. Protect data from security threats while managing privacy and proprietary data concerns – ELEC 535B, ELEC 592A
3. Develop mathematic models and techniques underpinning analytics of large-scale data sets – CSC 501, CSC 502, CSC 503, ELEC 503, ELEC 535A, ELEC 535B
4. Use leading industry tools to perform data analytics in public and private cloud environments – ELEC 535A, ELEC 535B, CSC 502, CSC 503
5. Visualize information, trends and patterns extracted from large-scale data sets – CSC 501, CSC 503
6. Understand opportunities for human-machine interaction in system adaptation based on extracted information – CSC 502, CSC 503

Professional and career skills learning outcomes are delivered within the core courses as follows:

1. Learn the role, ethics and responsibilities of a professional engineer – ELEC 592A, ELEC 592B
2. Develop time and project management strategies and practices – ELEC 592A, ELEC 592B
3. Apply leadership skills and be an effective member of working team – ELEC 535B, ELEC 592B
4. Enhance continuous and self-learning skills – ELEC 592A, ELEC 592B
5. Communicate, in writing and presentation, effectively with peers, engineering community, and the general public – ELEC 592A, ELEC 592B
6. Acquire diversity and cultural sensitivity – ELEC 591, ELEC 592A, ELEC 592B

An in-depth understanding of the motivating concepts, problems, and insights of the program is brought into focus through a capstone project included in the new course ELEC 535B in which students spend the last 4 weeks of the course analyzing a real data set of sufficient scale to exhibit common data analysis issues and concerns.

Students may complete up to three optional co-op Internship work terms at the end of the academic portion of the program. These co-op and professional features have been extremely well received by students enrolled in our Masters of Telecommunications and Information Security (MTIS) program which has a similar structure. Co-op opportunities provide experience and connections, in addition to financial support. These job placements will be particularly attractive to international students interested in acquiring high-quality industry experience in the area of data science. Co-op students are supervised and assessed by their employment supervisors.

Residency requirements and anticipated times to completion

Residency requires three academic semesters plus optional co-op placements (up to 3 terms).

Policies on student evaluation, candidacy exams, and oral examinations

As an MEng program, evaluation is based on courses and in-course projects only. There is no candidacy exam.

Plans for integration of teaching and research

NA

G. Enrolment plan for the length of the Master’s degree (Include a table of ongoing students, anticipated annual intake and graduates from program start to steady state)

Enrolment to the program is targeted at 25. There may be a short ramp-up to that steady-state number. Currently, there are 25 students registered in the existing course-only MEng-based MTIS program, which targets the area of telecommunications and security. The proposed MEng in Applied Data Science is expected to enjoy an even higher level of popularity. Hence, we anticipate selecting only very strong students.

	Sept 2019	Sept 2020	Sept 2021	Sept 2022
Intake	25	25	25	25
Ongoing	0	40	40	40
Graduates	0	5	20	20

In the Table we assume that 20 of the 25 entrants successfully complete the academic program, and 15 of those to take co-op positions. We consider students engaged in co-op work-terms to be enrolled in the program. The ongoing total is the sum of new entrants (25) plus co-op (15), or 40.

H. Plans for how to evaluate graduate student supervision.

As a course-based degree, direct supervision is not required. The Program Director will provide guidance and monitor student progress.

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

UBC offers a program through Departments of Computer Science and Statistics. Their focus is on students without strong quantitative skills and therefore this program does not compare directly with our proposed program.

SFU's School of Computing Science offers a program that has strong similarities to our proposed MADS program. However, our program combines Engineering and Computer Science to provide an MEng degree and a stronger emphasis on applications and reduction to practice.

As indicated in the support letter from UBC (Olson), the UBC Faculty of Applied Science looks forward to ongoing and additional collaboration opportunities, including potential shared courses, distance learning, etc. We plan on exploring this opportunity and a similar opportunity with SFU. As a first step we are including leading data scientists from both UBC and SFU on the Advisory Board of our intra-Faculty Institute for Applied Data Science (launch planned for April 2018), which will bring together our Data Science researchers and oversee MADS and related future training programs.

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

Letters of support have been obtained, as attached in Appendix B, from the following list of interests. In all cases, support is strong.

- Dean – UVic Peter B. Gustavson School of Business
- Associate Dean – UVic Faculty of Science
- Dean – UVic Faculty of Fine Arts
- Dean – UVic Faculty of Human & Social Development
- The Alacrity Foundation – representing data-centric business development in Victoria and BC
- UBC Science – provider of a similar but non-overlapping and non-engineering program
- UBC Applied Science – perspective on engineering emphasis
- SFU – provider of a similar but non-engineering program
- Wesley Clover – partner in Entrepreneurship@UVic

Appendix A

Proposed Courses and Schedule

The proposed course schedule for the 2019 calendar year is given in Table 1. Students will take a total of 18.0 units of courses broken down as follows:

	Sept - Dec	Jan - Apr	May - Aug	Course Units
Core ECE	ELEC 503 (Optimization for Machine Learning)	ELEC 535A (Data Analysis and Pattern Recognition)	ELEC 535B (Applied Data Analytics)	4.5
Core CS	CSC 501 (Algorithms, Data Models and Operations)	CSC 502 (Algorithms, Structures, and Systems for Massive Datasets)	CSC 503 (Data Mining)	4.5
Common CS/ECE	ELEC 591 (Professional)*	ELEC 592A (Career)*	ELEC 592B (Career)*	3.0
Total Core Course Units				12.0
CS Electives [^]				(1.5 each)
	CSC 511	Information Visualization		
	CSC 522	Graph Algorithms		
	CSC 523	Randomized Algorithms		
	CSC 520	Analysis of Algorithms		
	CSC 529	Cryptography		
	CSC 575	Music Retrieval Techniques		
	CSC 561	Multimedia Systems		
	CSC 545	Operations Research I		
	CSC 569	Wireless and Mobile Networks		
	CSC 591	Directed Studies		
	CSC XXX	Selected Topics in Data Science		
ECE Electives [^]				(1.5 each)
	ELEC 504	Random Signals		
	ELEC 515	Information Theory		
	ELEC 553	Introduction to Parallel and Cluster Computing		
	ELEC 564	Neural Networks and Their Implementation		
	ELEC 573	Engineering Design by Optimization II		
	ELEC 572	Security, Privacy, and Data Analytics		
	ELEC 590	Directed Studies		
	ELEC 579	Selected Topics in Data Science		
Electives from other Faculties ^{^#}				
Science	STAT 558	Design and Analysis of Experiments		
Science	STAT 5XX	Bayesian Statistics		
Science	STAT 5XX	Robust Statistics		
Science	STAT 5XX	Statistical Computing		
Other	TBD			
Total Elective Course Units for 4 Electives Selected from List (for 2 Co-op work terms)				6.0
Total Course Units				18.0

Table 1 – Course Schedule

* ELEC 591, 592A, and 592B are taken together for a total of 3.0 credits.

^ Scheduling and availability of Elective courses are subject to change.

Students may elect up to 2 electives from Faculties outside of Engineering, including 1 non-technical elective.

6.1 New Courses Proposed for the MEng Program

The proposed MEng program is based almost entirely on our strength and existing courses, with several modifications. One exception is the addition of a new course in Machine Learning (ELEC 535B). While components of the material required for this course are discussed in other core courses, machine learning is vital to the targeted learning outcomes. Therefore, the new ELEC 535B will focus machine learning fundamentals as applied to real-world data analysis problems. A new course in Algorithms, Data Models and Operations (CSC 501) replaces and modifies the content of the existing CSC 511. A new course in Algorithms, Structures, and Systems for Massive Datasets (CSC 502) replaces the prior CSC 571, coalescing material currently taught in CSC 565 and CSC 571 to cover advanced data bases and massive data sets in one course. For consistency, existing course CSC 578D is renumbered to CSC 503 (cross listed with SENG 474) to study Data Mining. Finally, new elective courses ELEC 579 and CSC XXX, Selected Topics in Data Science, are added in both CSC and ELEC to facilitate rapid introduction of new material, if deemed warranted by the program.

Course descriptions for these new courses are summarized below and detailed curriculum changes are provided in Appendix A.

Course Calendar Descriptions:

- ELEC 535B (Units 1.5): Applied Data Analytics
 - Theory and application of modern data analysis and machine learning methodologies to larger scale real-world data analytics problems. Impacts of outliers, normalization processes, feature selection and extraction, data set biases, and noise on analysis quality. Implications of stationarity, ergodicity, and adversaries on data analysis processes. Students will be required to complete a project.
- CSC 501 (Units 1.5): Algorithms, Data Models and Operations
 - A comprehensive advanced overview of the main data structures and algorithms for data processing. Topics include: the running time of algorithms, the list data model, the tree data model, the hash-map data model, the graph data model, the relational data model, the processes of data transformation, cleaning, and visualization.
- CSC 502 (Units 1.5): Algorithms, Structures, and Systems for Massive Datasets
 - Important and recent developments in database technology and systems for big data are covered in detail. Topics include: storage technology, algorithms for secondary storage, relational operators, implementation, multidimensional data and indexes, data structures for Information Retrieval, distributed data analytics, social network analytics, mining massive datasets.
- CSC 503 (Units 1.5): Data Mining
 - A comprehensive coverage of main Data Mining areas and algorithms. Topics include: supervised learning, unsupervised learning, semi-supervised and weakly supervised learning, recommender systems, dimensionality reduction, association analysis, Data-mining software tools will be reviewed and compared.
- ELEC 579 and CSC XXX (Units 1.5): New elective courses, Selected Topics in Data Science, are added in both CSC and ELEC to facilitate rapid introduction of new material, if deemed warranted by the program.

In addition, several courses are modified or consolidated to focus on the requirements of this program.

- ELEC 535A is modified to provide a coherent transition into ELEC 535B.
- ELEC 591/592 will incorporate materials on data privacy, data ethics, and data security.

Instructors for Core Courses (Primary in bold)

- CSC 501 - Algorithms, Data Models and Operations
- **Ulrike Stege**, Venkatesh Srinivasan, Valerie King, Nishant Mehta, Alex Thomo
- CSC 502 - Algorithms, Structures, and Systems for Massive Datasets
- **Alex Thomo**, Yvonne Coady, Daniel German, George Tzanetakis, Alona Fyshe
- CSC 503 - Data Mining
- **Alona Fyshe**, George Tzanetakis, Alex Thomo, Nishant Mehta
- ELEC 503 - Optimization for Machine Learning
- **Wu-Sheng Lu**, Michael McGuire, Stephen Neville, Alexandra Brazen Albu, Pan Agathoklis
- ELEC 535A - Data Analysis and Pattern Recognition
- **Stephen Neville**, Michael McGuire, Alexandra Brazen Albu
- ELEC 535B - Applied Data Analytics
- **Stephen Neville**, Michael McGuire, Alexandra Brazen Albu
- ELEC 591, 592A, 592B – Professional and Career
- **Kin Li**, Michael McGuire

Appendix B

Letters of Support

- UVic
 - Dr. Saul Klein – Dean, Peter B. Gustavson School of Business
 - Dr. Robin Hicks – Associate Dean, Faculty of Science
 - Dr. Susan Lewis – Dean, Faculty of Fine Arts
 - Dr. Patricia Marck – Dean, Faculty of Human & Social Development
- UBC – provider of a similar but non-overlapping and non-engineering program
 - Dr. James Olson – Dean, Applied Science
 - Professor Simon Peacock – Dean, Science
- SFU – provider of a similar but non-engineering program
 - Professor Eugene Fiume – Dean, Applied Sciences
- The Alacrity Foundation of BC – representing data-centric business development in Victoria and BC
 - Richard Egli – Managing Director
- Wesley Clover Corporation – Partner and investor in Entrepreneurship@UVic
 - Owen Matthews – General Partner



PETER B. GUSTAVSON
School of Business

The world looks different from here.

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DATE: 6th March, 2018
TO: Tom Tiedje, Dean, Faculty of Engineering
FROM: Saul Klein, Dean
RE: Master of Engineering in Applied Data Science

Thank you for sending me a copy of the proposal for this new Masters degree. I think that it is an excellent response to a critical area of skills shortage. The use of large data sets to better inform decision making is at the forefront of innovation in many industries and will only increase in importance in the future. Graduates trained to work with big data will have strong employment opportunities.

The proposed program appears to be thoughtfully constructed and builds on existing strengths at UVic. As such, I am happy to endorse the proposal.

Good luck,

Original signed by Saul Klein

From: Fine Arts Dean <finedean@uvic.ca>

Date: Wednesday, March 7, 2018 at 4:26 PM

To: Engineering Dean - TTiedje <engrdean@uvic.ca>

Subject: FW: documentation for the Master of Engineering in Applied Data Science

Tom, Thank you for providing the attached documents for my review re. Master of Engineering in Applied Data Science. This looks like a fantastic program and opportunities for students that aligns with industry demand. I write to offer my support for the proposal and wish you the best as the proposal moves through the approval processes and into implementation. All best, Susan



Dr. Susan Lewis
Dean, Faculty of Fine Arts
University of Victoria
T 250-721-7755
finedean@uvic.ca
www.finearts.uvic.ca

From: hsddean <hsddean@uvic.ca>
Date: Wednesday, March 7, 2018 at 2:53 PM
To: Engineering Dean - TTiedje <engrdean@uvic.ca>
Subject: RE: documentation for the Master of Engineering in Applied Data Science

Dear Tom,

Assuming that this program requires no new additional base resources and is cost-recovery as outlined, and given that you have completed the additional consultations as requested, it seems like an excellent proposal that HSD can support. Please consider this my letter of support.

Take care,

Tricia

Patricia Marck RN, PhD
Professor & Dean
Faculty of Human & Social Development
University of Victoria
PO Box 1700, STN C
Victoria, BC, CANADA V8W 2Y2
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MEMO

Date: March 7, 2018

To: Dr. Tom Tiedje, Dean, Faculty of Engineering
Dr. Ted Darcie, Professor, Electrical & Computer Engineering

From: Dr. Robin Hicks, Associate Dean (Academic) Faculty of Science

Re: Masters of Engineering in Applied Data Science

On behalf of Dean Lipson I'm writing to convey the Faculty of Science's support for the proposed Masters of Engineering program in Applied Data Science. This is a well thought-out program in a topical and competitive area, and builds naturally on recent successes you have had in your Entrepreneurship programs. We now feel your consultation with Science and in particular the Department of Mathematics and Statistics has been sufficient and we're pleased to see some Statistics courses included as options for students in your program. We are also reassured by your indication to me that you would be supportive of a complementary data science graduate program more focused on fundamental and Science-centric themes that might arise from our Faculty's strengths in these areas.

Original signed by Robin Hicks

cc. Dr. Rob Lipson, Dean, Faculty of Science



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Applied Science
Office of the Dean
5000 – 2332 Main Mall
Vancouver, BC Canada V6T 1A4

Phone ~~604~~ 822 6413
Direct 604.822-5705
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www.apsc.ubc.ca

November 1, 2017

Dear Tom,

Working together to increase the number of highly trained graduates from engineering and computer science programs in BC is a shared vision that supports the continued growth and development of the BC Technology sector. In alignment with this shared vision, I am writing to provide continued and strong support for the proposed Master's of Data Science program to be offered at the University of Victoria. The program will be part of the Faculty of Engineering that includes the department of Computer Science and will be appropriately situated to provide students with opportunities for maximum exposure to the most pressing problems in today's tech sector.

With a strong and vibrant Data science community here in BC, the demand for professionals with Data Science knowledge continues to grow. The proposed program is likely to resonate with the interests that prospective students have expressed to undergo formalized training in this field.

The program has been thoughtfully designed to support the creation of many exciting new courses in Analytics, Visualization, Data Security, Artificial Intelligence and Machine Learning and other important areas impacting future technology and society.

The Faculty of Applied Science looks forward to continued collaboration and the additional opportunities including potential shared course offerings, distance learning, and other cooperative initiatives that will come from introducing the new proposed Master program of Data Science here in BC. We anticipate this program will help attract and retain the best students and faculty in this exciting field.

Sincerely,

Original signed by James Olson

James Olson, Ph.D., P.Eng., FCAE.
Dean (pro tem); Professor Mechanical Engineering



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Science, Office of the Dean
2178 - 2207 Main Mall
Vancouver, BC Canada V6T 1Z4

Phone 604 822 3336
Fax 604 822 5558

8 November 2017

Tom Tiedje, PEng
Dean, Faculty of Engineering
Professor, Electrical and Computer Engineering
University of Victoria
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2

Dear Tom,

I am pleased to write a letter in support of the University of Victoria's proposed Master of Applied Data Science (MADS). Overall, the proposed program appears complementary to UBC's Master of Data Science (MDS). Similar to UBC's MDS, the MADS proposal is largely justified by a shortage of highly qualified personnel in BC with "data science" skills—an important employment gap to fill. The two programs, however, target different applicant pools, expect different graduate attributes, and differ considerably in learning objectives and academic structure. In addition, UVic's MADS program proposal stresses the program's connections to local (Victoria region) industry for student experiences.

MADS' admissions requirements are an undergraduate degree in computer science, electrical or computer engineering, or a "related quantitative discipline". These requirements are similar to admissions expectations for Simon Fraser University's Professional Master's Program in Big Data. In contrast, UBC's MDS targets applicants without a computer science or statistics degree, and with fairly minimal programming and quantitative experience. There appears to be little overlap in target applicant pools, such that the new program at UVic together with the existing programs likely will draw more people into the data science field.

As one might expect there is some overlap in the two programs' learning objectives, but the overlap is minimal. The learning objectives for MADS emphasizes technical skills and soft skills like communication, teamwork, and project management. In contrast, UBC's MDS learning objectives focus on how to extract meaning from big data sets and ask and answer questions.

Similarly there are significant differences in the proposed courses and academic structure. Consistent with the proposed learning goals, MADS course offerings emphasize technical skills while UBC's MDS puts greater emphasis on statistics for interpreting data. The MADS program has built in more course time for career preparation than at UBC, where there is specific career preparation outside the course structure. In addition, the MADS program is three full terms (12 months), plus an optional year-long co-op internship. Coop is not an option in UBC's MDS program.

In summary, the proposed MADS program at the University of Victoria represents an exciting expansion in the relevant offerings in data science degrees across British Columbia, which in turn will benefit our province and the graduates of these programs.

Best regards,
Original signed by Simon Peacock

Simon Peacock
Dean, Faculty of Science, University of British Columbia



FACULTY OF APPLIED SCIENCES

Professor Tom Tiedje, Dean
Faculty of Engineering
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ADDRESS
ASB 9861
Applied Science Building
8888 University Drive
Burnaby BC V5A 1S6
Canada

13 November 2017

Dear Tom,

I read with great interest the material you recently sent me regarding your proposed M.Eng., Masters of Applied Data Science. While at the University of Toronto, I created a professional master's programme in Computer Science and participated in the creation of a Data Science sub-stream. Now as Dean of the Faculty of Applied Sciences at SFU, I oversee from a distance a successful professional master's programme in computer science that has a 60-strong cohort of students in the data science stream. With this, I need no convincing of the need to educate students who would specialise in the use and development of computational tools for data analysis and data-driven decision making. I fully support your creative initiative at the University of Victoria. I would also be happy to introduce you the leaders of our big-data agendas so that you may collaborate.

It is important to distinguish the skills required to work on big data at the graduate level from the skills required for traditional computer science. After all, most CS students have been exposed to the fundamentals of, for example, computer systems, including hardware, operating systems, and database systems. Computer scientists know all about scale and structured databases, and traditional CS graduate degrees serve that agenda well. But working with heterogeneous "big" data requires more than this: it requires an understanding of techniques to reduce unstructured data into more compact representations that facilitate insight. This requires a deeper understanding of statistics and machine learning, and of computational techniques that allow the navigation, exploration, and visualisation of data. There is thus both an opportunity for traditional computer scientists to make a transition into your new programme, and for fresh graduates to move into data science.

The use of data-driven techniques to support decision making has existed since the 1960s. At that time, the data gathered was largely focused on

tabular information such as financial payments, electronic records, and the like. The explosion of data from all walks of life, coupled to data capacity increases allowed by Moore's Law, has required the need for new techniques, technologies, and skills to work with "big" data. The consequent demand from industry for computational data scientists is extraordinarily high, and is likely to continue for at least a decade.

Your programme would differ from ours in that we place greater emphasis on statistical techniques and on laboratory courses, but yours has stronger focus on data security and privacy. I see such variations as a good thing.

I believe graduate education, particularly at the master's level, is due for evolution. Professionally oriented programmes that apply advanced learning to more specific agendas are a wonderful way for the applied sciences to enhance their social impact.

I enthusiastically support your proposed Masters in Applied Data Science initiative, and wish you the greatest of success.

Yours sincerely,
Original signed by Eugene Fiume

Eugene Fiume, FRSC
Dean and Professor



November 20, 2017

To Whom it may Concern,

The Alacrity Foundation is pleased to provide a letter of support for the University of Victoria Master's program in Applied Data Science (MADS). As an organization whose primary focus is in supporting and strengthening the tech community, we believe a program such as MADS is crucial to satisfy the compelling need for advanced-level trainees in the data science area.

The Alacrity Foundation is a not-for-profit organization founded in BC in 2009. Our mandate is to promote technological entrepreneurship and facilitate regionalized investment opportunities. Since inception, our companies in Victoria and Vancouver have employed over 200 people and have had a direct economic impact of \$300 million in Western Canada. The foundation has also helped bring over \$225 million into the BC technology ecosystem through our investor readiness program from 2015 to 2017.

We have had an excellent working relationship with UVic Engineering over the years. Many of our portfolio companies were assembled through our Entrepreneurship @UVic program, which places promising recent business and engineering graduates in an intense 9-12 month training bootcamp geared towards helping them become successful entrepreneurs in the technology sector. These students have best in class technical and professional training that will serve them for their entire careers.

Both the foundation and our portfolio companies have successfully taken on many co-op students from the business and engineering departments at UVic. Many of which still work with our group today. We know that the engineering grads coming from the UVic programs not only have a strong grasp of the academic theory but they are also able to apply the knowledge in a practical on the job fashion.

Access to qualified talent has always been difficult for Victoria technology companies. This program directly serves that need and we are proud to help with it in any way we can. The Alacrity Foundation strongly supports MADS and we look forward to continued partnership with the University of Victoria.

Richard Egli,

Managing Director
The Alacrity Foundation of B.C.
Original signed by Richard Egli



November 20, 2017

To Whom it may Concern,

I am writing this letter in support of the University of Victoria Master's program in Applied Data Science (MADS).

Wesley Clover has an enviable track record as an investment management firm and holding company, with active interests in Information and Communications Technologies (ICT), Real Estate and Leisure Properties. We have interests in a broad range of next-generation ICT companies. Combined, this global portfolio spends more the \$20M annually on research and development into innovative new technologies and applications.

Wesley Clover is a founding member of The Alacrity Foundation in British Columbia, Canada – a non-profit organization with two primary functions: to find venture capital funding to support the growth and success of sponsored Western Canadian technology companies, and to provide an intense training environment to prepare graduates for entrepreneurship in the local technology sector.

We have built a strong relationship with the University of Victoria through The Alacrity Foundation, and we have watched our companies based in Victoria flourish thanks to talented engineering and business UVic graduates and co-op students.

Unfortunately, finding qualified talent for technology companies in Victoria has always been a challenge. We believe that this program will directly solve this problem and we will happily show our support. Wesley Clover strongly supports MADS and we look forward to continued partnership in the future.

Sincerely,

Owen Matthews

General Partner,
Wesley Clover Corporation

Original signed by Owen Matthews



University
of Victoria

Associate Vice-President Academic Planning

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MEMO

Date: March 21, 2018
To: The Secretary of the Senate
From: Dr. Nancy Wright, Chair, Senate Committee on Planning
Re: Proposal to Change the Name of the "Certificate in Aboriginal Language Revitalization (CALR)" to the "Certificate in Indigenous Language Revitalization (CILR)"

At its meeting of March 6, 2018, the Senate Committee on Planning considered a proposal presented by Dr. Su Urbanczyk, to change the name of the "Certificate in Aboriginal Language Revitalization (CALR)" to the "Certificate in Indigenous Language Revitalization (CILR)".

The following motion is recommended:

That Senate approve, and recommend to the Board of Governors that is also approve, the change of the name of the "Certificate in Aboriginal Language Revitalization (CALR)" to the "Certificate in Indigenous Language Revitalization (CILR)".

:sld

Committee Membership:

Dr. Nancy Wright, Chair	Dr. Sang Nam
Dr. Valerie S. Kuehne	Dr. Graham McDonough
Dr. Abdul Roudsari	Dr. Victoria Wyatt
Ms. Nicole Greengoe	Dr. Anne Stahl
Dr. Maricio Garcia-Barrera	Dr. Andrea Giles
Dr. Robin Hicks	Dr. Stephen Evans
Dr. Rishi Gupta	Ms. Gillian Calder
Ms. Carrie Andersen	Dr. Ralf St. Clair
Dr. David Castle	Dr. Jo-Anne Clarke
Dr. Jason Colby	Ms. Susan Kim
Dr. Merwan Engineer	Ms. Hannah Koning
Dr. Patrick Nahirney	Ms. Sandra Duggan, Secretary



Office of the Dean of Humanities

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PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada

T 250- 472-4677 | F 250-721-7059 | humsoff@uvic.ca |

www.uvic.ca/humanities

MEMO

To: Nancy Wright (AVP Academic Planning)

From: Chris Goto-Jones (Dean, Humanities)

Date: 28 February 2018

Re: Name change: CALR to CILR

CC:

Situation:

On 5 January 2018, the Humanities Curriculum & Academic Standards Committee (HCASC) approved the request from the Department of Linguistics (in collaboration with the Division of Continuing Studies) to change the name of the *Certificate in Aboriginal Language Revitalization* (CALR) to bring it into consistency with the language of UVic's Indigenous Plan and other Indigenous programming (such as the Diploma in Indigenous Language Revitalization and the BEd in Indigenous Language Revitalization, into which the Certificate is a ladder). Hence, the new name should be: *Certificate in Indigenous Language Revitalization* (CILR).

On 6 February 2018, the Faculty Council of the Faculty of Humanities also approved this change.

The change is supported by the Division of Continuing Studies (which collaborates in the delivery of the certificate, and initiated the process following consultation with our partner for delivery, the En'owkin Centre – see appendix), as well as by the Department of Indigenous Education (see appendix).

Request:

The name of the *Certificate in Aboriginal Language Revitalization* (CALR) be changed to the *Certificate in Indigenous Language Revitalization* (CILR).

No programmatic or substantive changes are required or requested.

Original signed by Chris Goto-Jones

Chris Goto-Jones, DPhil. Dean, Humanities.



Appendix: Confirmations of Support

From: Tania Muir - CRM Program Director <cmpdir@uvic.ca> **Date:** Wednesday, February 14, 2018 at 8:24 AM **To:** Suzanne Urbanczyk <urbansu@uvic.ca>, Lisa SurrIDGE <lsurridg@uvic.ca>, Chris as DeanHums <deanhums@uvic.ca> **Cc:** Hossein Nassaji <nassaji@uvic.ca>, Janna Wilson - Certificate in Aboriginal Language Revitalization <calr@uvic.ca> **Subject:** RE: URGENT re CALR/CILR name change

Sincere thanks,

I can confirm on behalf of Continuing Studies that we initiated this change and are in support. As noted, consultations have also taken place with the En'owkin Centre as our program partner and IED. Please do let me know if there is anything you need from me to support the process.

Much appreciated, Tania

Tania Muir

Director, Cultural Management Programs
Division of Continuing Studies, University of Victoria
250-721-8462 | cmpdir@uvic.ca

From: Jean-Paul Restoule
Sent: December 1, 2017 2:12 AM
To: Suzanne Urbanczyk; iedlang
Cc: Martha McGinnis
Subject: Re: IED consultation

Thank you for consulting with the Department of Indigenous Education on the proposed changes to the calendar for Linguistics. We have reviewed the changes and do not see any negative implications for our programming at this time. Please consider this email our confirmation that we have been consulted and are satisfied with the proposed calendar changes as outlined below.

All best,

Jean-Paul

--

Jean-Paul Restoule, Ph.D.
Professor and Chair, Department of Indigenous Education
Faculty of Education
University of Victoria
PO Box 1700 STN CSC
Victoria BC V8W 2Y2
250-721-7826
iedchair@uvic.ca
MacLaurin BLDG Room A260



University
of Victoria

Faculty of Graduate Studies

Membership in the Faculty of Graduate Studies

March 26, 2018

In the fall of 2017 the Faculty of Graduate Studies (FGS) sought to update its membership policy, which had not been reviewed since the previous policy was approved at FGS Council in September 2005. The proposed revisions recognize the introduction of a faculty teaching stream and ensure that all members of FGS would be bound by university policies, including those involved in graduate education and supervision.

Under the University Act, the membership policy for any faculty must be approved at Senate. Although none of the previous membership policy from 2005 received Senate approval, the Faculty is now seeking Senate approval for those sections (marked with an asterisk in Appendix A) of the policy related to membership in the Faculty:

- *Sections 1.1-1.3 defining conditions of membership.*
- *All of Section 2 defining categories of membership.*
- *Sections 4.1-4.3 defining who may nominate an individual for membership.*

Approval for the remaining sections is not being sought either because these sections reflect requirements in other legal or policy documents, or because they involve operational matters that have been approved by the Faculty of Graduate Studies. For the convenience of the members, these sections have been greyed.

The 2005 policy is attached as Appendix B, the original Senate motions and policy on FGS membership from 1987 as Appendix C, and the 1991 Senate motions modifying the policy as Appendix D. The policy was approved at the Graduate Executive Committee on December 4, 2017 and the Faculty of Graduate Studies Council on December 7, 2017.

Rationale:

The updates to the policy have been informed by the following considerations:

- The last 13 years have seen the introduction of a faculty teaching stream (Assistant Teaching Professor, Associate Teaching Professor and Teaching Professor), as well as an increase in the number of off-campus individuals participating in supervisory committees. Provisions have been made in the proposed policy to accommodate these individuals.
- While the Faculty recognizes the excellent work supervising graduate students being carried out by its members, in order to bind supervisors to policy it has been determined that an employment or appointment relationship must be established. As such, a requirement has been introduced (Section 1.2 in Appendix A) for those wishing to supervise or co-supervise graduate students to hold a formal academic appointment at the University of Victoria.
 - This will not affect any supervisor (*i.e.* regular faculty) who already holds a formal appointment.
 - In some instances in the Associate category (*e.g.* Emeritus Professors, Post-doctoral Fellows, Research Assistants, faculty from other institutions, or other appropriately qualified personnel) an Adjunct appointment will be required.

From the 2005 policy: While not formally ratified by Senate, the Faculty of Graduate Studies has been operating under the 2005 policy for almost 13 years and proposes to retain the following general categories and conditions of membership:

- Regular Membership in the Faculty of Graduate Studies remains restricted to tenured or tenure track University of Victoria faculty. This is consistent with the 1987 and 2005 policies.
- Once appointed, Regular Members shall generally hold their appointments for the duration of their academic appointment to the University. This is consistent with the 2005 policy, though not with 1987 policy which had specified 6-year terms.
- Associate Members shall be appointed for terms to coincide with their academic appointment, and shall generally be required to hold co-supervisory privileges unless both recommended for primary supervisory privileges by their home academic unit and approved for primary supervisory privileges by the Dean of Graduate Studies. This is consistent with the 2005 policy.
- Leaders from the community and scholars from other institutions who wish to sit as members of supervisory committees in the Faculty of Graduate Studies at the University of Victoria can be nominated for and can receive membership in the Faculty for this purpose.

Proposed changes in response to new requirements:

As a result of the requirement for individuals who wish to supervise graduate students to hold a formal position at the University:

- Associate Membership will be restricted to individuals who hold a formal academic appointment at the University of Victoria that is not tenured or tenure-track (Assistant Teaching Professor, Associate Teaching Professor, Limited Term, or Adjunct Professor).
- Emeritus Professors and Regular members who retire or resign their appointment with the University of Victoria who wish to complete their supervisory duties will be required to seek and maintain an academic appointment (e.g. Adjunct) to be eligible for Associate Membership.
- As Emeritus status does not represent a formal appointment to the University it cannot in itself support the privilege to supervise or co-supervise graduate students. Further, as Emeritus members of the University will be eligible for Associate or Affiliate membership in FGS, according to whether or not they hold Adjunct status or equivalent, the Emeritus category of membership in FGS will serve no purpose and will be dropped.
- Introduction of a new Affiliate category for members without an academic appointment at the University of Victoria who wish to serve on supervisory committees. This will replace the existing 'one-off' memberships, as well as allow for term appointments for Affiliate members likely to be called upon to serve on more than one committee. Affiliate members may not supervise or co-supervise graduate students.

Suggested motion:

"That the Senate approve the following sections of the proposed Membership in the Faculty of Graduate Studies policy attached in Appendix A: Sections 1.1, 1.2, 1.3; Section 2; and Sections 4.1, 4.2, 4.3."



University
of Victoria

Appendix A:

Faculty of Graduate Studies

Membership in the Faculty of Graduate Studies

Ratified by the Graduate Executive Committee, December 4, 2017
Ratified by the Faculty of Graduate Studies Council, December 7, 2017

Membership in the Faculty of Graduate Studies is required before an individual may supervise graduate students or serve on graduate student supervisory committees.

1. Conditions of Membership

- * 1.1. All members of the Faculty of Graduate Studies must observe the policies and procedures of the University of Victoria that are relevant to the work they carry out under their membership (such as, but not limited to, supervision of graduate students, service on graduate student supervisory committees, and teaching graduate courses).
- * 1.2. All members of the Faculty of Graduate Studies who supervise or co-supervise students must hold a current academic appointment with the University of Victoria.
- * 1.3. All members must display interest in, commitment to, and capabilities for the supervision of graduate students.
- 1.4. Regular and Associate members may serve as 'inside' members for supervisory committees within their Academic Unit, and as 'outside' members for supervisory committees in Academic Units in which they do not hold an appointment in FGS. Affiliate members may serve as 'inside' or 'outside' members of a supervisory committee.

2. Categories of Membership - *Nomination for membership in the Faculty of Graduate Studies is normally made by the Head of the Academic Unit to the Dean of Graduate Studies, according to procedures in section 4, in one of three categories:*

- * 2.1. **Regular membership** is restricted to tenured and tenure track faculty members appointed at the University of Victoria. Membership will normally be granted for the length of the member's academic appointment and with all supervisory privileges within their home Academic Units.
- * 2.2. **Associate membership** is restricted to non-tenured or non-tenure-track teaching faculty, adjunct and limited term faculty, and sessional instructors appointed at the University of Victoria who wish to serve on supervisory committees or to supervise graduate students. Membership will normally be granted for the length of the member's academic appointment to a maximum of 5 years, renewable as appropriate, and with only those privileges that the Academic Unit recommends and the Dean of Graduate Studies approves. *Associate members are normally restricted to co-supervision with a Regular member (see 4.6).*
 - Any faculty members, including Regular members of the Faculty of Graduate Studies, who wish to supervise students outside their home Academic Unit must apply for Associate membership through the outside unit.
 - Regular members who have resigned their position at the University of Victoria (including Emeritus professors) who wish to continue to supervise or co-supervise graduate students must secure and maintain an Adjunct appointment to qualify for Associate membership.
- * 2.3. **Affiliate membership** is intended for appropriately qualified individuals who do not hold academic appointments at the University of Victoria but wish to serve as an outside member on supervisory committees. Membership will normally be granted upon request of the Academic Unit, either for the duration of study of a particular student or, in the case where the individual may be asked to serve on several student committees, for a maximum of 5 years, renewable as appropriate, and with only those privileges that the unit recommends

and the Dean of Graduate Studies approves. Affiliate members may not supervise or co-supervise graduate students.

Regular Members who have resigned their position at the University of Victoria (including Emeritus professors) who wish to continue to serve on supervisory committees are eligible for Affiliate status.

3. Voting Rights in Faculty of Graduate Studies Council Meetings and Membership on the FGS Graduate Executive Committee

- 3.1. All Regular members of the Faculty of Graduate Studies are entitled to attend Faculty of Graduate Studies Council meetings and to take part in debate.
- 3.2. Only Graduate Advisors or equivalent, *ex officio* members with voting rights, and appointed/elected student representatives may vote at the Faculty of Graduate Studies Council.
- 3.3. Only Regular members of the Faculty of Graduate Studies shall be eligible for membership on the Graduate Executive Committee of the Faculty of Graduate Studies. The Chair of the Graduate Students' Society is a member *ex officio*.

4. Procedures for Appointment/Reappointment

- ×4.1. Appointment to membership in the Faculty of Graduate Studies is made by the Dean of Graduate Studies or their designate after due consideration. While such appointments will not unreasonably be withheld, the Dean of Graduate Studies may decline to appoint an individual where there is not sufficient evidence that the nominee meets the criteria for membership commensurate with the requested category of membership, as defined in section 2.
- ×4.2. Normally, nomination for membership is made by the Head of the Academic Unit in which the nominee desires an appointment.
- ×4.3. Nomination for membership of the Head of an Academic Unit is made by the Dean of the nominee's faculty, including the case where the Dean is the Head of the Academic Unit.
 - 4.4. A *Recommendation for Membership* form is available from the Faculty of Graduate Studies website which must be completed and forwarded to the Office of the Faculty of Graduate Studies together with the nominee's current CV.
 - 4.5. The nominator is responsible for ensuring that the nominee meets all criteria in section 2. In the case where the candidate does not meet the Academic Unit's normal expectations for research or graduate supervision, the Head of the Academic Unit shall justify the nomination in writing.
 - 4.6. The nomination form shall indicate any existing or recommended restriction on the length of term or supervisory responsibilities (including for the appointment of Regular members). Any restriction on nominees for Regular membership shall be justified in writing.

Nominees for Associate membership who wish to supervise graduate students will normally be restricted to co-supervision with a Regular member as co-supervisor, with any exceptions desired by the Academic Unit justified in writing.
 - 4.7. Affiliate members must accept the terms and conditions of Affiliate membership that accompanies the letter of appointment from the Faculty of Graduate Studies.

5. Appeals

- 5.1. The decision of the Head of an Academic Unit not to nominate an individual for an appointment described in subsection 2.3 (Affiliate) is final and may not be appealed.
- 5.2. Where an individual is a member of a faculty that is composed of schools or departments and the decision of a department or school is not to nominate an individual who desires an appointment described in subsections 2.1 or 2.2, that individual may appeal to the Dean of the discipline faculty.

- 5.3. Where it is the decision of the faculty Dean not to nominate an individual who desires an appointment described in subsections 2.1, 2.2 or 2.3, that individual may appeal to the Dean of Graduate Studies.
- 5.4. While the decision of the Dean of Graduate Studies is normally final, the nominator may submit further information for reconsideration by the Dean of Graduate Studies.
- 5.5. If, after reconsideration, the decision of the Dean of Graduate Studies is unchanged, the nominator may request the Dean form an appeal committee consisting of three Regular members of the Faculty of Graduate Studies, where one member is appointed by the Dean of Graduate Studies, one by the appellant, and one mutually agreed upon by the first two appointees. The committee shall consider only those written materials submitted with the nomination and will make a recommendation within 15 working days, indicating majority and minority opinions as applicable, to the Dean of Graduate Studies, whose decision upon due consideration of the recommendation(s) will be final.

6. Adjudication of Complaints to the Faculty of Graduate Studies

- 6.1. The Faculty of Graduate Studies promotes the involvement of academic units in determining best practices and resolution of complaints regarding the administration of graduate education, and the teaching, advising and supervision of graduate students at the University of Victoria. Concerns and complaints regarding a member in relation to their practice in teaching, advising or supervising may be brought forward to the Office of the Dean of the Faculty of Graduate Studies.
- 6.2. Complaints involving discrimination, harassment or sexual violence shall be referred to the Office of Equity and Human Rights under the relevant policy.
- 6.3. Where an informal complaint is made, the Dean or an Associate Dean in the Faculty of Graduate Studies may work to resolve the matter on agreement of the parties involved.
- 6.4. Where a formal complaint of conduct which could be the subject of disciplinary proceedings is made in respect of a person who is subject to a University of Victoria collective agreement, that collective agreement shall determine the procedures for investigation and adjudication of any complaint and for the imposition of resulting discipline which may include, but is not limited to, suspension or termination of membership in the Faculty of Graduate Studies.
- 6.5. Where a formal complaint of conduct which could be the subject of disciplinary proceedings is made in respect of a person who is not subject to a University of Victoria collective agreement, the following procedure shall apply:
 - 6.5.a Three persons shall be elected by and from the Graduate Executive Committee to form an adjudication panel. None of those elected may be from the home Faculty of the Complainant or Respondent.
 - 6.5.b The Dean of Graduate Studies shall appoint a chair of the panel from among its members.
 - 6.5.c The panel shall investigate the complaint and will make a recommendation within 15 working days indicating majority and minority opinions as applicable. The recommendation may include remediation, restorative strategies, restricted or suspended membership or dismissal from membership in the Faculty of Graduate Studies, to the Dean of Graduate Studies who will make a final determination.
 - 6.5.d The adjudication panel may also make recommendations pertaining to the Dean of the Faculty where the Respondent is appointed, who will make a final determination respecting those recommendations.



University
of Victoria

Appendix B: Faculty of Graduate Studies

Membership in the Faculty of Graduate Studies

The Office of the Faculty of Graduate Studies promotes and fosters the highest quality of graduate education at the University of Victoria. Membership in the Faculty is required in order to supervise graduate students, serve on graduate student supervisory committees, and teach graduate courses. There are three categories of membership:

- Regular membership for tenured and tenure track faculty members who typically are granted memberships for the length of their academic appointments, and,
- Associate membership for others who wish to serve on supervisory committees or teach graduate students, for whom membership is granted for fixed terms.
- Emeritus membership for retired University of Victoria faculty who have appointments as Emeritus Professors and who wish to serve on supervisory committees or teach graduate students, for whom membership is granted for fixed terms.

The conditions, rights, and procedures for appointment and appeal are specified in this document.

1.0 Conditions for Membership

- 1.1 Regular members require an academic appointment and Associate members may have an academic appointment at the University of Victoria.
- 1.2 A demonstrated commitment to scholarship, professional achievement, and where appropriate, credentials or artistic achievement commensurate with the current rank of academic appointment.
- 1.3 An expressed interest in, commitment to, and capabilities for the teaching and supervision of graduate students.

2.0 Categories of Membership

- 2.1 Regular Members. Faculty members with tenured and tenure-track appointments.
- 2.2 Associate Members. Normally, Associate Members are employed outside the University. In addition, qualified performance instructors, senior instructors, adjunct professors and artists in residence may be appointed.
- 2.3 Emeritus Professors may be appointed upon the recommendation of the academic unit.

3.0 Voting Rights in Faculty Meetings and Standing Committee Membership

- 3.1 Only regular members of the Faculty of Graduate Studies and the President or designate of the Graduate Student Society shall have voting rights at Faculty of Graduate Studies meetings. All members have the right to attend and speak.
- 3.2 Only regular members of the Faculty of Graduate Studies shall be eligible for membership on the Executive Committee or the Graduate Admissions and Awards Committee of the Faculty of Graduate Studies.

4.0 Term

- 4.1 For newly appointed tenure track assistant, associate or full professors the term of membership in the Faculty of Graduate Studies shall be until the end of their academic appointment to the University of Victoria.
- 4.2 Newly appointed tenure track professors are encouraged to take advantage of educational opportunities and materials offered through the Office of the Faculty of Graduate Studies and through the Learning and Teaching Centre.
- 4.3 Associate membership in the Faculty of Graduate Studies shall be for the length of their academic appointment to a maximum of five years (with option to renew).
- 4.4 Emeritus membership in the Faculty of Graduate Studies shall be for a maximum of five years (with the option to renew).

5.0 Procedures for Appointment/Reappointment

- 5.1 In all cases, a nomination for membership must come from the head of the academic unit in which the person holds an appointment (see 5.3).
- 5.2 Unless otherwise specified (see 5.6) the heads of the academic unit nominating the candidates are responsible for vetting the candidate's c.v., ensuring that the criteria, or equivalents, in 1.0 are met, and for submitting the nomination to the Office of the Faculty of Graduate Studies.
- 5.3 A Recommendation for Membership form is provided by the Office of the Faculty of Graduate Studies and must be signed by the head of the academic unit. This form together with the candidate's updated c.v. is forwarded to the Office of the Faculty of Graduate Studies. If the candidate does not meet the academic unit's normal expectations for research, graduate supervision and graduate teaching, the head of the academic unit shall justify the nomination in writing (with reference to restriction as in 6.1).
- 5.4 For the first three years of the appointment to membership to the Faculty of Graduate Studies, administrative mentoring regarding student supervisory committees is available through the academic unit's Graduate Advisor and the Office of the Faculty of Graduate Studies. In the unusual circumstance of an associate member heading a supervisory committee, a co-supervisor will be appointed by the academic unit.
- 5.5 For all nominations the head of the academic unit justifies the nomination in writing.

- 5.6 If a Chair or Director is being nominated, the Dean of the nominee's faculty forwards the nomination in 5.2.
- 5.7 Nominations for membership are reviewed by the Office of the Faculty of Graduate Studies.
- 5.8 Academic units may request that the Office of the Faculty of Graduate Studies vet candidates' c.v's for regular members and make the decision for appointment.

6.0 Restrictions

- 6.1 In the case of nominations for regular members, the recommendation from the head of the academic unit may include restrictions on the length of term or supervisory responsibilities. Such restrictions are to be justified and submitted in writing.
- 6.2 Normally associate members are restricted to co-supervision with a regular member acting as co-supervisor. Exceptions may be granted by the Dean of the Faculty of Graduate Studies upon recommendation by the academic unit. The recommendation from the head of the academic unit may include further restrictions on length of term (less than five years) or supervisory responsibilities.
- 6.3 The head of the academic unit may wish to assign an administrative co-supervisor to assist Emeritus members who are not regularly on campus. The recommendation may include further restrictions on length of term (less than five years) or supervisory responsibilities.

7.0 Appointments

- 7.1 The appointment of membership is made by the Dean of the Faculty of Graduate Studies.

8.0 Appeals

- 8.1 Where a person is a member of a faculty that is composed of schools or departments and the decision of a department or school is not to nominate a person who holds an appointment described in 2.0, that person may appeal to the Dean of the faculty in which the person holds an appointment. A decision of the Dean not to nominate the person is final.
- 8.2 If the decision of the Dean of the Faculty of Graduate Studies is not to accept the nominee of the department/school/faculty Dean, the department/school/faculty Dean will be informed within 14 working days.
- 8.3 The Chair/Director/Dean may submit further information for reconsideration of the case.
- 8.4 If after reconsideration of the case the decision of 8.2 remains, the academic unit may request the Dean of the Faculty of Graduate Studies to form an appeal committee consisting of three members of the Faculty of Graduate

Studies. The committee will consist of an appointee of the Dean of the Faculty of Graduate Studies, an appointee of the appellant and a person who is mutually agreed upon by the first two appointees. The committee reports to the Dean of the Faculty of Graduate Studies whose decision is final.

- 8.5 Where a person is a member of a faculty that does not have schools or departments and the decision of the faculty Dean is not to nominate a person who holds an appointment described in 2.0, that person may appeal to the Dean of the Faculty of Graduate Studies. A decision of the Dean of the Faculty of Graduate Studies to appoint the person is final.
- 8.6 If a regular or associate member is denied membership or leaves for an appointment at another university while teaching a graduate course or involved in supervision, the member may be permitted to complete these assignments by requesting a nomination for an associate membership restricted to that purpose.

9.0 Faculty Review Committee

The Office of the Faculty of Graduate Studies promotes the involvement of academic units in determining best practices and resolution of complaint issues regarding the administration of graduate education, and the teaching and supervision of graduate students at the University of Victoria. Concerns and complaints may be brought forward by students, faculty, supervisors, graduate advisors, academic unit chairs, and from the Office of the Dean of the Faculty of Graduate Studies.

- 9.1 A Faculty Review Committee composed of one representative from all faculties, will review and adjudicate matters of concern regarding the teaching and supervision of graduate students.
- 9.2 The Associate Dean will put concerns in writing to the Dean of the Faculty of Graduate Studies.
- 9.3 The Dean will strike a subcommittee of at least five members of the Faculty Review Committee to hear the complaint and recommend educational remediation, restorative strategies, restricted membership or dismissal from membership in the Faculty of Graduate Studies.
- 9.5 The recommendations of the Faculty Review Committee are advisory and will be acted upon at the discretion of the Dean of the Faculty of Graduate Studies.

Faculty of Graduate Studies

Recommendations to the Senate

1. Membership in the Faculty of Graduate Studies

At a regular meeting held on 2 October 1987, the Faculty of Graduate Studies adopted the following motion:

That the Faculty of Graduate Studies approve and recommend to the Senate the revised regulations governing membership in the Faculty.

The regulations are described in the enclosure. It was noted for the record that the revised regulations were approved on the assumption that the ex officio membership of certain university officers that were approved by the Senate in the past would continue. It was also noted for the record that those who currently hold membership in the Faculty of Graduate Studies would hold their membership and voting rights until the date of termination of their current appointments.

2. Calendar Submissions

At the same meeting, the Faculty adopted the following motion:

That the Faculty of Graduate Studies approve and recommend to Senate the Calendar submissions proposed by the Departments of English, Electrical and Computer Engineering, History, and Psychology.

The submissions are described in the enclosure.

3. New Award

Further, the Faculty adopted the following motion:

That the Faculty of Graduate Studies approve and recommend to Senate the Maureen De Burgh Memorial Scholarship.

The description of the award is as follows:

THE MAUREEN DE BURGH MEMORIAL SCHOLARSHIP - An Annual award of up to \$500 to a graduate student of high academic standing who is working in the field of Marine Biology.

4. Revised Regulations Governing Supervisory and Examining Committees

Finally, the Faculty adopted the following motion:

That the revised regulations governing supervisory and examining committees be approved and recommended to Senate.

The revised regulations are enclosed.

RF
R. Ferry, Secretary
Faculty of Graduate Studies

MEMBERSHIP IN THE FACULTY OF GRADUATE STUDIES

1.0 Categories of Members

Note

1.1 Faculty Members

1.11 Ongoing Appointments

All full-time faculty members in departments which offer graduate degrees may be considered for appointment to the Faculty in accordance with the criteria and procedures outlined below.

No change from current procedure.

1.12 Term Appointments

1.121 Full-time faculty members from departments which do not offer regular graduate programs may be appointed for a designated time period.

Removes the limit of two from such Departments.

1.122 New faculty members will normally be appointed to this category.

1.123 In special circumstances, faculty members may be offered a term appointment to provide the opportunity for ongoing work to be completed.

1.2 Adjunct Faculty Members

1.21 Emeritus faculty, with ongoing research commitments, may be appointed as adjunct faculty members. Persons who participate in the graduate program may be appointed in the same category. These include visiting faculty, part-time faculty, qualified professionals from outside institutions (e.g., research facilities, government departments), etc. Adjunct appointees will be non-voting members. Adjunct faculty members may serve as thesis/dissertation co-supervisors.

This implies changing the title from "members of the faculty" which is confusing.

1.22 The Dean may grant temporary adjunct status to individuals required to teach a graduate course on a casual basis.

<u>2.0 Term of Appointment and Reappointment</u>	<u>Note</u>
2.1 Ongoing appointments and reappointments will be for six years.	
2.2 Term appointments will be made from one to three years.	
2.3 Adjunct appointments will be made for a period of four months to not longer than three years.	
2.4 The date of termination will be 31 December for appointments of one year or more.	
<u>3.0 Criteria for Membership</u>	
Faculty memberships shall satisfy both of the following criteria:	
3.1 A demonstrated continuing commitment to scholarship, professional or (where appropriate) artistic achievement. A doctoral degree will normally be required.	A more inclusive description.
3.2 An expressed interest in and a commitment to the teaching of and supervision of graduate students.	No change.
<u>4.0 Procedures for Appointment and Reappointment</u>	
4.1 Recommendations for appointment and reappointment will be submitted to the Dean's office by the department chairmen three months prior to the desired date of appointment or reappointment. These must be accompanied by a current vita.	No substantive change.
4.2 The vita will be reviewed by the Associate Dean who will summarize the contributions as:	Outlining requirements more specifically.
4.21 Scholarly contributions including refereed publications, other writing, professional and artistic contributions (where appropriate).	

4.0 Procedures for Appointment and Reappointment (cont'd)

Note

4.22 Contributions to graduate studies including the teaching of courses, supervision, and examination of students.

4.3 The material will be reviewed by the Executive Committee which will make recommendations to the Faculty for appointment to one of the categories of membership.

4.4 The recommendations will be approved at a regular Faculty meeting.

No substantive change

5.0 Appeal Procedure for Non-appointment

5.1 If the decision is not to appoint, the Dean shall advise the department of the reasons within seven days of the Executive Committee meeting at which the decision was made.

Specifying appeal procedures--not included in the current policy.

5.2 The department chairman may submit further information to the Committee for reconsideration of the case.

5.3 If this first appeal is rejected, the department may request the Dean to form a review committee consisting of three members of the Faculty of Graduate Studies. This committee will consist of a nominee of the department concerned and two nominees of the Dean, one of whom will be from an undergraduate Faculty different from that of the member under review. The committee will report to the Dean, who will advise the department of its decision which will be final.

5.4 If a member is denied reappointment while currently teaching a graduate course or involved in supervision, he or she will be permitted to complete these assignments under the Adjunct Faculty Members regulations (see 1.22 and 2.3).

No change from current practice.

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MEMBERSHIP IN THE FACULTIES

Motions passed by the Senate

6 November 1974

That, in the context of the *Universities Act*, 1974, a FACULTY MEMBER be defined as a person who is classified as "faculty" and designated as "regular", "full-time" by the Board of Governors on his appointment notice, and who has for four months or longer served full-time at the rank of either lecturer, assistant professor, associate professor, professor, or in an equivalent position designated by the Senate. This excludes visiting and sessional appointees.

5 February 1975

That the members of Senate elected under Section 35(2)(g) of the *Universities Act*, 1974, shall be elected by and from the faculty members as defined by the Senate from time to time.

(Section 35(2)(g) is as follows: "A number of faculty members equal to twice the number provided in clauses (a) to (f), to consist of two members of each faculty elected by the members of that faculty . . . ")

That a Faculty shall consist of the Dean and the faculty members as defined by the Senate from time to time.

That Senate may appoint other persons as members of faculty on the recommendation of the Faculty concerned under Section 37(k) of the *Universities Act*, 1974. Such members of faculty may (a) participate in the meetings of the Faculty as non-voting Members, or (b) participate in the meetings of the Faculty as voting Members, as determined by the Senate, under Section 40(c) and Section 41 of the *Universities Act*, 1974.

5 March 1986

that the recommendation of the Faculty of Graduate Studies, that the Faculty of Graduate Studies may appoint persons holding visiting or adjunct appointments as members of the Faculty with the right to participate and vote at Faculty meetings, be approved.

(Inserted by the Agenda Committee)

Membership in the Faculties – Faculty of Graduate Studies

Graduate Studies

4 Nov. 1987

1.0 Categories of Members

1.1 Faculty Members

1.11 Ongoing Appointments

All full-time faculty members in the department which offer graduate degrees may be considered for appointment to the Faculty in accordance with the criteria and procedure outlined below.

1.12 Term Appointments

1.121 Full-time faculty members from departments which do not offer regular graduate programs may be appointed for a designated time period.

1.122 New faculty members will normally be appointed to this category.

1.2 Adjunct Faculty Members

1.21 Emeritus faculty, with ongoing research commitments, may be appointed as adjunct faculty members. Persons who participate in the graduate program may be appointed in the same category. These include visiting faculty, part-time faculty, qualified professionals from outside institutions (e.g., research facilities, government departments, etc.) Adjunct appointees will be non-voting members. Adjunct faculty members may serve as thesis/dissertation co-supervisors.

1.22 The Dean may grant temporary adjunct status to individuals required to teach a graduate course on a casual basis.

1.23 In special circumstances, faculty members may be offered a term appointment to provide the opportunity for ongoing work to be completed.

2.0 Term of Appointment and Reappointment

2.1 Ongoing appointments and reappointments will be for six years.

2.2 Term appointments will be made from one to three years.

2.3 Adjunct appointments will be made for a period of four months to not longer than three years.

2.4 The date of termination will be 31 December for appointments of one year or more.

3.0 Criteria for Membership

Faculty memberships shall satisfy both of the following criteria:

- 3.1** A demonstrated continuing commitment to scholarship, professional or (where appropriate) artistic achievement. A doctoral degree will normally be required.
- 3.2** An expressed interest in and a commitment to the teaching of and supervision of graduate students.

Appendix D

(2) Curriculum Change - ELEC 544

MOTION (A. McAuley - S. Dost)

"that the Senate approve the new course ELEC 544, effective the 1991-92 academic year, and recommend it to the Board of Governors for its approval."

Dean McAuley said this was a course which would be offered in the fall or next spring.

The MOTION was put and CARRIED.

(3) Centre for Forest Biology

MOTION (A. McAuley - A.T. Matheson)

"that the Senate approve the 1991-92 Calendar entry covering the Centre for Forest Biology."

Dean McAuley reminded Senate that it had already given approval for the Centre; this was approval for the Calendar entry.

Dr. Scully drew attention to a typographical error which was subsequently rectified.

The MOTION was put and CARRIED.

(4) Membership in the Faculty of Graduate Studies

MOTION (A. McAuley - A. Matheson)

"that the Senate approve the proposed amendments to Membership in the Faculty of Graduate Studies."

Dean McAuley said that the proposed amendments modified the adjunct faculty member category, and enfranchised part time faculty; both had been approved by the Faculty.

The MOTION was put and CARRIED.

d. Human and Social Development

(1) Calendar entry for the Certificate Program in Aboriginal Self Governments

MOTION (J.C. McDavid - S.E. Scully)

"that the Senate approve the 1991-92 Calendar entry for the Certificate Program in Aboriginal Self Governments."

Acting Dean McDavid reminded Senate that it had approved the Program in March 1990; this was the Calendar entry. The original submission

Suggested Amendments to Attached Document

MEMBERSHIP IN THE FACULTY OF GRADUATE STUDIES

1.1 Faculty Members

1.11 Ongoing Appointments

All full-time and part-time regular faculty members.

1.12 Term Appointments

1.121 Full-time and part-time regular faculty members from departments which do not offer regular graduate programs may be appointed for two consecutive three-year appointments prior to consideration for an ongoing appointments.

1.222 In special circumstances, faculty members may be offered a term appointment to provide an opportunity for ongoing supervisory work to be concluded.

1.13 New Appointments

1.2 Adjunct Faculty Members

Adjunct appointees may serve as co-supervisors, members of supervisory committees, and external examiners. They will be non-voting members. They may come from any of the following groups.

1.21 Emeritus faculty with ongoing research involvement.

1.22 Visiting faculty.

1.23 Part-time faculty without regular ongoing appointments.

1.24 Qualified professionals from outside institutions, eg. research facilities, government departments, etc.

1.25 Other University personnel may be granted temporary adjunct status by the Dean to teach a graduate course on a casual basis.

MEMBERSHIP IN THE FACULTY OF GRADUATE STUDIES

(Approved by Senate 4 November 1987)

1.0 Categories of Members

1.1 Faculty Members

1.11 Ongoing Appointments

All full-time faculty members in the departments which offer graduate degrees may be considered for appointment to the Faculty in accordance with the criteria and procedures outlined below.

1.12 Term Appointments

1.121 Full-time faculty members from departments which do not offer regular graduate programs may be appointed for a designated time period.

1.122 New faculty members will normally be appointed to this category.

1.123 In special circumstances, faculty members may be offered a term appointment to provide the opportunity for ongoing work to be completed.

1.2 Adjunct Faculty Members

1.21 Emeritus faculty, with ongoing research commitments, may be appointed as adjunct faculty members. Persons who participate in the graduate program may be appointed in the same category. These include visiting faculty, part-time faculty, qualified professionals from outside institutions (e.g., research facilities, government departments), etc. Adjunct appointees will be non-voting members. Adjunct faculty members may serve as thesis/dissertation co-supervisors.

1.22 The Dean may grant temporary adjunct status to individuals required to teach a graduate course on a casual basis.

2.0 Term of Appointment and Reappointment

2.1 Ongoing appointments and reappointments will be for six years.

2.2 Term appointments will be made from one to three years.

2.3 Adjunct appointments will be made for a period of four months to not longer than three years.

2.4 The date of termination will be 31 December for appointments of one year or more.

3.0 Criteria for Membership

Faculty memberships shall satisfy both of the following criteria:

- 3.1 A demonstrated continuing commitment to scholarship, professional or (where appropriate) artistic achievement. A doctoral degree will normally be required.
- 3.2 An expressed interest in and a commitment to the teaching of and supervision of graduate students.

4.0 Procedures for Appointment and Reappointment

4.1 Recommendations for appointment and reappointment will be submitted to the Dean's office by the department chairmen three months prior to the desired date of appointment or reappointment. These must be accompanied by a current vita.

4.2 The vita will be reviewed by the Associate Dean who will summarize the contributions as:

4.21 Scholarly contributions including refereed publications, other writing, professional and artistic contributions (where appropriate).

4.22 Contributions to graduate studies, including the teaching of courses, supervision, and examination of students.

4.3 The material will be reviewed by the Executive Committee which will make recommendations to the Faculty for appointment to one of the categories of membership.

4.4 The recommendations will be approved at a regular Faculty meeting.

5.0 Appeal Procedure for Non-appointment

5.1 If the decision is not to appoint, the Dean shall advise the department of the reasons within seven days of the Executive Committee meeting at which the decision was made.

5.2 The department chairman may submit further information to the Committee for reconsideration of the case.

5.3 If this first appeal is rejected, the department may request the Dean to form a review committee consisting of three members of the Faculty of Graduate Studies. This committee will consist of a nominee of the department concerned, a nominee of the Dean, and a person who is mutually agreed upon by the department and the Dean and who is from an undergraduate Faculty different from that of the member under review. The committee will report to the Dean, who will advise the department of its decision which will be final.

5.4 If a member is denied reappointment while currently teaching a graduate course or involved in supervision, the member will be permitted to complete these assignments under the Adjunct Faculty Members regulations (see 1.22 and 2.3).

MEMORANDUM

DATE: April 6, 2018
TO: UVic Senate
FROM: David Castle, Vice-President Research
RE: Final draft Strategic Research Plan 2018-19 Annual Implementation Plan and Scorecard
FOR: Information and seeking advice

The UVic Strategic Research Plan (SRP) aims to prepare the university for future research excellence and positions us to move forward by enabling current and successive generations of researchers to excel. The final section of the SRP commits to monitoring and reporting on the plan's implementation, and to continuing to engage with key governance groups, over the five-year life of the plan. Thus, a system has been established that uses the SRP's five priorities, 35 objectives and 67 strategies as a framework for creating annual implementation plans and progress reports.

THIRD ANNUAL IMPLEMENTATION PLAN

The final draft *SRP 2018-19 Annual Implementation Plan* has now been prepared and is attached for information and advice. This plan is for the period of July 1, 2018 to June 30, 2019; is the third of five annual implementation plans; and aligns with faculty academic planning and Enhanced Planning reporting cycles. For the 2018-19 Implementation Plan, the SRP's 67 strategies have been classified and bundled by the following categories:

- Initiated - When implementation work on a strategy has recently commenced
- Ongoing - When accomplishing the strategy will require additional work
- Complete - When a change to process has been implemented and now forms part of routine work.

At this point in the plan's implementation, progress is being made against all of SRP's 67 implementation strategies, more specifically: eight strategies are initiated, 23 are ongoing and 36 are complete. A strategy can be categorized as complete even though the matter it addresses remains an ongoing priority. For example, a number of the specific strategies in Priority 3: Expanding Partnerships, Innovation and Entrepreneurship are listed as complete but expanding partnerships, innovation and entrepreneurship remains a key focus for the university.

Also attached for reference is the *SRP Scorecard*, which shows the implementation sequence for the strategies over the five-year life of the SRP.

ENGAGEMENT

The draft *SRP 2018-19 Annual Implementation Plan and Scorecard* were discussed with a number of groups over the past 8-weeks, including:

- Research Advisory Committee
- Council of Centre Directors
- Office of Research Services Management
- UVic Deans' Council
- UVic Executive Council.

NEXT STEPS

Feedback from UVic Senate is sought on the final draft *SRP 2018-19 Annual Implementation Plan*, in particular with respect to how the plan dovetails with, and enhances faculty members' work and the plans of academic units. Once feedback from UVic Senate has been received and considered, the *SRP 2018-19 Annual Implementation Plan* will be actioned from July 1, 2018 to June 30, 2019.

To view a cumulative report on progress made so far in implementing the SRP that includes some implementation highlights, refer to the publicly available [SRP 2017 Progress Report](#). Each fall, a cumulative progress report on the SRP implementation is drafted, reviewed and then published to the research website. It is anticipated that the next progress report on implementation will be presented to UVic Senate in November 2018.

The VPRES will continue to collaborate and engage with the executive portfolios, faculties and research centres as the Strategic Research Plan continues to be implemented.

OVERVIEW

The UVic Strategic Research Plan (SRP), 2016-2021 aims to prepare UVic for future research excellence, and positions us to move forward by enabling current and successive generations of researchers to excel. At the core of UVic's SRP are five overarching priorities for enhancing and leveraging the best of UVic research:

1. **Defining and Achieving Research Excellence** - Define research excellence and achieve it by aligning resources, supports and incentives to ensure that the pursuit of research excellence remains at the forefront of UVic's academic mission.
2. **Enhancing the Integration of Research and Education** - Promote and support, in alignment with the UVic Edge, the integration of research and educational programs to create dynamic learning reflective of UVic's extraordinary environment and which contributes to the vital impact of research.
3. **Expanding Partnerships, Innovation and Entrepreneurship** - Expand UVic's focus on partnerships as mechanisms to enhance innovation; generate new research opportunities; engage with community partners; mobilize knowledge in society, policy and professional practice; and support entrepreneurship on campus.
4. **Improving Research Competitiveness through Differentiation and Specialization** - Concentrate resources in areas with demonstrated or strong potential for research excellence.
5. **Enhancing and Optimizing the Provision of Research Service** - Further the pursuit of research excellence for researchers and UVic as a whole by making strategic investments in systems, staff and staff training, and through the optimization of service delivery and asset management.

The final section of the SRP commits to monitoring and reporting on the plan's implementation. Thus, a system has been established that uses the SRP's five priorities, 35 objectives and 67 strategies as a framework for creating annual implementation plans and progress reports.

What follows is the SRP Annual Implementation Plan for the period of July 1, 2018 to June 30, 2019. This is the third of five anticipated SRP annual implementation plans and marks the implementation halfway point. For the 2018-19 Annual Implementation Plan, the SRP's 67 implementation strategies have been categorized and organized as follows:

- **Initiated:** When implementation work on a strategy has recently commenced
- **Ongoing:** When accomplishing the strategy will require additional work
- **Complete:** When a change to process has been implemented and now forms part of routine work.

As of the implementation halfway point, eight strategies are initiated, 23 are ongoing and 36 are complete. It is important to note that a strategy can be categorized as complete even though the matter it addresses remains an ongoing priority. For example, a number of the specific strategies in Priority 3: Expanding Partnerships, Innovation and Entrepreneurship are listed as complete but expanding partnerships, innovation and entrepreneurship remains a key focus for the university.

There is also a list of acronyms and abbreviations as an appendix to help navigate the SRP 2018-19 Annual Implementation Plan.

The VPRES will continue to collaborate and engage with the executive portfolios, faculties and research centres as the Strategic Research Plan continues to be implemented. Additionally, for a cumulative report on progress made so far in implementing the SRP that includes some implementation highlights, refer to the publicly available [SRP 2017 Progress Report](#).

FINAL DRAFT – SRP 2018-19 IMPLEMENTATION PLAN

SECTION A - INITIATED STRATEGIES

PRIORITY 1: DEFINING AND ACHIEVING RESEARCH EXCELLENCE

OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
1.1 Adopt the definition of research excellence in the Plan to guide strategic decision-making	1.1.1 Communicate with academic units and integrate the definition into EPT processes	<ul style="list-style-type: none"> VPRE have initiated work with VPAC to consider integrating the SRP’s definition of research excellence into the EPT process.
1.2 Provide and sustain a high-quality research environment	1.2.1 Integrate EPT quality indicators for research into annual priorities of OVPR and implementation plans	<ul style="list-style-type: none"> VPRE have initiated work that is exploring the use of EPT indicators when developing its annual priorities.
	1.2.3 Work with the Office of VPAC and the Dean of Graduate Studies to consider increasing the proportion of graduate students among the total student population	<ul style="list-style-type: none"> VPAC has initiated a process to develop a Strategic Enrolment Management plan with a goal of establishing key enrolment goals for UVic including the balance between undergraduate and graduate enrolments. A Strategic Enrolment Management plan is scheduled for completion by the end of 2018.
1.4 Recognize and reward high-quality, fundamental and problem-focused research, nationally and internationally	1.4.2 Work with academic units to define Enhanced Planning Tool indicators of research quality to support research award nominations	<ul style="list-style-type: none"> The OVPR has initiated work to explore if EPT indicators can be used to support research award nominations. The VPRE in collaboration with University Systems and other units have initiated a process to acquire a research information system. This new system could provide data to support award nominations.
1.9 Enhance supports for post-doctoral research	1.9.1 Work with VPAC and FGS to consolidate administrative supports for post-doctoral fellows	<ul style="list-style-type: none"> The VPRE in conjunction with FGS has initiated work to review UVic’s Post doctoral fellows policy.
	1.9.2 Work with VPAC and FGS to improve the profile of and supports for post-doctoral fellows	<ul style="list-style-type: none"> As above

PRIORITY 2: ENHANCING THE INTEGRATION OF RESEARCH AND EDUCATION

OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
2.3 Provide every student with the opportunity to become engaged in the culture and activities of a research-intensive university	2.3.2 Provide on-campus and distance-learning research opportunities	<ul style="list-style-type: none"> VPRE has initiated exploring current efforts to provide distance, in addition to on-campus, research opportunities.

PRIORITY 4: IMPROVING RESEARCH COMPETITIVENESS THROUGH DIFFERENTIATION AND SPECIALIZATION

OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
4.3 Fully engage the expertise and leadership of research chairs	4.3.1 Develop a research chairs forum focused on research leadership for UVic	<ul style="list-style-type: none"> The OVPR has initiated the planning for a research chairs forum on networks and clusters.

FINAL DRAFT – SRP 2018-19 IMPLEMENTATION PLAN

SECTION B - ONGOING STRATEGIES**PRIORITY 1: DEFINING AND ACHIEVING RESEARCH EXCELLENCE**

OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
1.5 Increase research funding for research chairs and graduate student scholarships and sponsorships via endowments	1.5.1 Work with VPER to use fundraising priority-setting process to increase donations	<ul style="list-style-type: none"> Work on this strategy is ongoing. The VPRE continues to work with UVic Alumni and Development on fundraising priorities, including funds for research chairs and graduate student scholarships.
1.7 Support research communications to increase access to publicly funded research	1.7.3 Support the organization of conferences, workshops, colloquia, and reporting meetings with stakeholders	<ul style="list-style-type: none"> Work on this strategy is ongoing. The VPRE continues to provide funding for the organization of conferences, workshops, colloquia, and reporting meetings with stakeholders. For example, support for: Forgotten Corridors: Global Displacement & the Politics of Engagement conference; Digital Humanities Summer Institute; and First Nations, Land and James Douglas: Indigenous and Treaty Rights in the Colonies of Vancouver Island and British Columbia, 1849-1864 symposium. ORS RPKM will also continue to coordinate events with community and industry partners.
	1.7.4 Work with libraries to support open-access initiatives	<ul style="list-style-type: none"> Work on this strategy is ongoing. UVic Libraries continues to assist faculty by releasing open access monographs and textbooks, and by hosting open access journals. In 2016-17, UVic Libraries released 14 open access monographs and textbooks; hosted 34 open access journals and maintained 7000 items of UVic research in its open access research repository. UVic Libraries is carrying out a project that aims to understand UVic's current and emerging open data management needs. The project has included stakeholder interviews and a campus wide survey conducted in Fall 2017. A full report is anticipated at the end of summer 2018.
1.8 Enhance supports for graduate student research	1.8.2 Work with VPER to use fundraising priority- setting process to increase donations for graduate research	<ul style="list-style-type: none"> Work on this strategy is ongoing. As referred to in 1.5.1, the VPRE continues to work with UVic Alumni and Development on fundraising priorities, including funds for graduate student scholarships.
	1.8.3 Work with other research universities in BC to improve competitiveness in graduate student funding, relative to other provinces	<ul style="list-style-type: none"> Work on this strategy is ongoing. RUCBC continues to advocate to the Province to improve graduate student funding. This includes the introduction of a new graduate student scholarship fund as referred to in the July 2017 mandate letter from the Premier of British Columbia to the Minister of Advanced Education, Skills and Training. As Chair of RUCBC, UVic President Jamie Cassels submitted RUCBC's 2017/18 budget proposal to the Province, title Maximizing BC's Potential. The submission identified funding for graduate student scholarships as a priority.

FINAL DRAFT – SRP 2018-19 IMPLEMENTATION PLAN

OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
1.8 Enhance supports for graduate student research	1.8.4 Improve competitiveness in recruiting graduate students by enhancing financial packages and enhancing campus space allocations for graduate student use	<ul style="list-style-type: none"> Work on this strategy is ongoing. UVic continues with its efforts to recruit high quality graduate students, including by increasing its awards, fellowships and bursaries and participating in programs such as Mitacs Globalink. UVic continues to look for innovative solutions (e.g. the Library study carrels) in order to enhance campus space allocations for graduate students. Improvements underway to UVic's research space are detailed in 4.2.3.

PRIORITY 2: ENHANCING THE INTEGRATION OF RESEARCH AND EDUCATION

OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
2.3 Provide every student with the opportunity to become engaged in the culture and activities of a research-intensive university	2.3.1 Work with academic units to expand opportunities for student engagement in research	<ul style="list-style-type: none"> Work on this strategy is ongoing. UVic continues to engage students in research with its successful JCURA program that awards ~110 undergraduate students with \$1,500 each to undertake research under the mentorship and guidance of a faculty. UVic has renewed its MOU with the Royal BC Museum and is implementing a new student access framework for the museum that supports faculty who are seeking to integrate research into their educational programs.

PRIORITY 3: EXPANDING PARTNERSHIPS, INNOVATION AND ENTREPRENEURSHIP

OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
3.1 Promote internationalization of UVic research	3.1.1 Implement international working group recommendations	<ul style="list-style-type: none"> Work on this strategy is ongoing. UVic continues to implement its International Plan: Making a World of Difference (2017-2022). The AVPR participates on the International Research and Academic Planning Group.
3.2 Improve institutional responsiveness to new opportunities for research partnerships and community engagement with regional, national and international partners	3.2.2 Contribute to the review of a revised intellectual property policy	<ul style="list-style-type: none"> Work on this strategy is ongoing. ORS RPKM and the OVPR participated in the review and revision of the UVic IP policy and has engaged with a Faculty Association committee on the draft policy.
	3.2.3 Foster greater collaboration between UVic researchers and companies at VITP	<ul style="list-style-type: none"> Work on this strategy is ongoing. ORS RPKM hosted a session with the VPR at VITP for the CEO community in March 2018. VITP and CCSIC established an arrangement that allows CCSIC affiliated start-up companies to be temporarily housed at VITP, when room permits.
3.6 Enhance community-engaged research	3.6.1 RPKM to develop cultural protocols and best practices for initiating, continuing and expanding research partnerships in collaboration with other units including OCUE and the Office of IACE	<ul style="list-style-type: none"> Work on this strategy is ongoing. In 2017, UVic published its Indigenous Plan and Strand 4, Research provides goals and actions for conducting research in Indigenous communities and for research involving indigenous people. A working group co-chaired by the Director of CIRCLE and the AVPRO with membership from OCUE, IACE and ORS RPKM continues to develop research protocols for engaging with Indigenous communities and conducting research on Indigenous lands.

FINAL DRAFT – SRP 2018-19 IMPLEMENTATION PLAN

PRIORITY 4: IMPROVING RESEARCH COMPETITIVENESS THROUGH DIFFERENTIATION AND SPECIALIZATION

OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
4.2 Enable existing and emerging dynamic research capabilities	4.2.1 Promote clustering of resources where strategically advantageous	<ul style="list-style-type: none"> Work on this strategy is ongoing. Internal Audit is working with VPRE and other offices on campus on a review of research infrastructure management processes and tools. ORS Institutional Programs is engaging with research centres and faculties on their strategic priorities, discussing infrastructure funding opportunities.
	4.2.3 Identify opportunities for increasing and improving space for researchers and students	<ul style="list-style-type: none"> Work on this strategy is ongoing. Improvements to research space underway include investing: <ul style="list-style-type: none"> \$20 million to upgrade some of the science labs, scheduled for completion in 2019. \$9 million to renovate the Queenswood property to create UVic’s new ocean and climate research campus. \$2 million in renovations to support civil engineering research. Subject to approvals, \$0.8 million of upgrades for biolevel safety, laboratory seismic work, STEHM and the nanofab clean room facility.
	4.2.4 Explore ways to provide seed-funding for interdisciplinary conferences and workshops	<ul style="list-style-type: none"> Work on this strategy is ongoing. The VPRE continues to pursue Tri Agency funding (e.g.: NSERC Connect, SSHRC Connection) to host interdisciplinary conferences and workshops, such as for Ideafest 2018 and UVic’s Biomedical Technology Industry Partnership Day 2017. As described in 1.7.3, the VPRE also continues to provide some funding for interdisciplinary conferences and workshops.
4.5 Optimize the collection of indirect costs of research	4.5.2 Collaborate with other universities and organizations regarding related (SRP) initiatives	<ul style="list-style-type: none"> Work on this strategy is ongoing. The VPR continues to work closely with RUCBC and Universities Canada and their members.
4.6 Enable and support research centres to respond to emerging research opportunities, promote collaborative and interdisciplinary research	4.6.2 Increase research networking capacity and infrastructure	<ul style="list-style-type: none"> Work on this strategy is ongoing. The VPRE in collaboration with University Systems and other units have initiated a process to acquire a research information system. UC+M continues to implement a social media strategy to enhance campus-wide collaboration and university positioning.
4.7 Provide the best possible governance of research	4.7.1 Support, or lead, research-related policy and procedure reviews	<ul style="list-style-type: none"> Work on this strategy is ongoing. The VPRE has conducted a review of UVic’s research policies, which has included engaging with key governance groups, an open consultation period with the UVic community and ongoing discussions with the UVic Faculty Association.

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PRIORITY 5: ENHANCING AND OPTIMIZING THE PROVISION OF RESEARCH SERVICE

OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
5.1 Position the Office of Research Services for 2021	5.1.2 Implement enterprise-class research information and administration systems	<ul style="list-style-type: none"> • Work on this strategy is ongoing. UVic continues to develop its Research Administration Information System focused on the development of an UVic Ethics portal, with an anticipated summer 2018 roll out. • To support those UVic researchers involved in multi-jurisdictional research with other BC institutions, a separate shared provincial research ethics platform (also scheduled to be launched mid 2018) is being developed. • As referred to in 4.6.2, the VPRE in collaboration with University Systems and other units have initiated a process to acquire a research information system.
5.2 Increase the quantity and improve the quality of research grant applications	5.2.4 Optimize ORS workflow consistent with differentiated services	<ul style="list-style-type: none"> • Work on this strategy is ongoing. As noted in 5.1.2 above, UVic continues to develop its Research Administration Information System. • As referred to in 4.6.2, the VPRE in collaboration with University Systems and other units have initiated a process to acquire a research information system.
5.3 Support the development of annual research plans by academic units	5.3.1 Conduct a review of asset management models at other institutions	<ul style="list-style-type: none"> • Work on this strategy is ongoing. As referred to in 4.2.1, Internal Audit is working with VPRE and other units on a review of research infrastructure management processes and tools.
	5.3.2 Develop an asset management process for major UVic research infrastructure	<ul style="list-style-type: none"> • As above
	5.3.3 Seek advice from Internal Audit	<ul style="list-style-type: none"> • As above
5.6 Support new collaborative research initiatives in response to emerging opportunities	5.6.1 Explore sources of funds to increase discretionary activity	<ul style="list-style-type: none"> • Work on this strategy is ongoing. The VPRE continues to work with Alumni and Development to establish research fundraising priorities and the VPRE continues to explore the identification of other sources of funds.

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SECTION C - COMPLETED STRATEGIES

PRIORITY 1: DEFINING AND ACHIEVING RESEARCH EXCELLENCE

OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
1.2 Provide and sustain a high-quality research environment	1.2.2 Align submissions to Integrated Planning with Strategic Research Plan priorities	<ul style="list-style-type: none"> This strategy is complete. The VPRE aligns its requests to the Integrated Planning Committee with the research plan.
	1.2.4 Work with VPAC to foster a culture of recognition of research excellence through reporting and acknowledgement of research funding success	<ul style="list-style-type: none"> This strategy is complete. The President's Office formally recognizes researchers for significant grants. ORS sends email communications to Deans, Associate Deans Research and Department Chairs on research grant success. The VPRE Awards Facilitator informs the President and Vice-Presidents on successes.
1.3 Promote research that engages with partners and communities to maximize opportunities for impact	1.3.1 RPKM to coordinate and facilitate research partnerships with the Office of the VPER and OCUE	<ul style="list-style-type: none"> This strategy is complete. OCUE and the VPRE have coordinated to promote research with partners and communities, as follows: <ul style="list-style-type: none"> OCUE and the VPR sponsored the research project, Community-Engaged Research at the University of Victoria 2009-2015 that examined the breadth and impact of UVic's community engagement initiatives. OCUE developed and published an impact framework and resources for assessing community-engaged research for faculty promotion and tenure. The VPR participates on UVic's CUE Executive Committee and ORS RPKM on the OCUE Internal Working Group.
1.4 Recognize and reward high-quality, fundamental and problem-focused research, nationally and internationally	1.4.1 Increase the annual number of award nominations	<ul style="list-style-type: none"> This strategy is complete. UVic is increasing its annual number of award nominations and successes year upon year. Some of UVic's recent award successes have included a Killam Prize, a CIFAR Global Scholars Award, a CIHR Gold Leaf Prize for Transformation, a SSHRC Talent Award and a Guggenheim. The VPRE Awards Facilitator works continually with Deans, Associate Deans of Research and Department Chairs to identify faculty eligible for awards. The President's Advisory Committee on External Awards plans to continue to build a list of faculty who should be considered for awards in the short and long term and to enlarge the list of awards it reviews.
1.6 Focus knowledge mobilization initiatives to derive greater impact and social benefit from research	1.6.1 Align EPT quality and demand indicators for research with mandate and activities of RPKM and OCUE	<ul style="list-style-type: none"> This strategy is complete. ORS' RPKM has aligned its services planning and reporting with EPT and provides the VPR with monthly and annual statistical reports.

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OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
1.7 Support research communications to increase access to publicly funded research	1.7.1 Work with UC+M to enhance and implement strategic research communications about UVic research excellence	<ul style="list-style-type: none"> This strategy is complete. UC+M and OVPR are rolling-out the strategic research communications plan, which included: <ul style="list-style-type: none"> Development of a new social media strategy to enhance campus-wide collaboration and university positioning. Enhancement of federal funding agency recognition, e.g. via a social media Twitter campaign and the distribution of Ideas In Action. Development of internal quarterly reports outlining priority research initiatives, events, and awards requiring communications support. Ongoing media relations and engagement on emergent impact stories, focusing on areas of institutional priority. UC+M's Edge Department and Unit Implementation Team (DU-IT) continue to work to brand faculty webpages with both Edge language and images. UVic is continuing to hold Ideafest, a festival of research that highlights research excellence from across disciplines. Ideafest 2017 was attended by over 5500 audience members and close to 400 members of the UVic community participated as presenters and organizers in the over 40 events.
	1.7.2 Work with UC+M to create tools and training for research communications, including social media	<ul style="list-style-type: none"> This strategy is complete. UC+M and the OVPR have facilitated access to research communications tools and training, including: <ul style="list-style-type: none"> Event management training for Ideafest organizers Social media training for research centres and academic units Op-ed writing training for faculty with an external facilitator Pilot use of Hootsuite Enterprise to enhance university positioning on social media.
1.8 Enhance supports for graduate student research	1.8.1 Undertake a review of graduate student support with VPAC and FGS	<ul style="list-style-type: none"> This strategy is complete. FGS' review of supports resulted in plans to develop the Strategic Enrolment Management model and the establishment of the Faculty of Graduate Studies Council.

PRIORITY 2: ENHANCING THE INTEGRATION OF RESEARCH AND EDUCATION

OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
2.1 Recruit and retain the best researchers	2.1.1 Work collaboratively with VPAC on hiring processes	<ul style="list-style-type: none"> This strategy is complete. VPAC and ORS Institutional Programs implemented new procedures to facilitate alignment between hiring processes and the CRC and CFI programs. ORS Institutional Programs, VPAC and EQHR developed the CRC Equity, Diversity and Inclusion Action Plan. They continue to work collaboratively on its implementation and reporting.

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OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
2.2 Ensure that educational programs are predicated on research excellence and reciprocally, that research excellence is reflected in educational programs	2.2.1 Coordinate academic and research planning processes with VPAC	<ul style="list-style-type: none"> This strategy is complete. The VPRE implemented an annual Faculty and Centre Research Planning process that is intended to increase awareness of faculty and centre research plans at a high level, and to understand those plans in context with the Academic and Resources Planning and Enhanced Planning processes.
	2.2.2 Work with VPAC to review awards related to the integration of research and educational programs consistent with UVic learning outcomes	<ul style="list-style-type: none"> This strategy is complete. UVic continues to hold its REACH Awards, which starting in 2017, combined UVic's internal research and academic award ceremonies into a single high impact event. The REACH awards also include awards for Excellence in Undergraduate Research-Inspired Teaching and Excellence in Graduate Student Supervision and Mentorship.
2.4 Support graduate student success while optimizing existing resources	2.4.1 Work with FGS to monitor program completion rates for graduate students	<ul style="list-style-type: none"> This strategy is complete. FGS' updated Graduate Supervision Policy includes an enhanced emphasis on regularizing supervisor/committee progress meetings and reports. FGS' work to amend the graduate fellowship funding program also includes exploring the use of incentivizes for timely degree completion.
2.5 Draw on library expertise in research-related education and training	2.5.1 Promote digital information fluency training throughout UVic	<ul style="list-style-type: none"> This strategy is complete. UVic Libraries' Digital Scholarship Commons opened in 2017 to provide graduate students with community, highly transferable skills and access to advanced technologies. UVic Libraries delivered 3D design and printing workshops to over 300 students in the first six months of operation. UVic Libraries has also offered workshops on digital information fluency to enhance graduate and undergraduate student research skills.

PRIORITY 3: EXPANDING PARTNERSHIPS, INNOVATION AND ENTREPRENEURSHIP

OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
3.1 Promote internationalization of UVic research	3.1.2 Identify supports for ongoing and new international research partnerships	<ul style="list-style-type: none"> This strategy is complete. ORS established the position of International Grants Facilitator who works to: <ul style="list-style-type: none"> Identify international funding/mobility opportunities and promote them to students, post-doctoral fellows and researchers. Host capacity-building events focused on international funding opportunities or partnerships in specific regions. Create country profiles, in collaboration with Global Engagement, of research activities in specific geographic areas. Liaise with funding agencies, government and consular officials to promote UVic research and identify opportunities for collaboration. Align promotion of international research grant opportunities and collaborations with the International Plan. UVic continues to host international companies on-campus to facilitate engagement with researchers, for example, ORS RPKM and the UVic Center for Aerospace Research recently hosted Boeing and Bombardier.

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OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
3.2 Improve institutional responsiveness to new opportunities for research partnerships and community engagement with regional, national and international partners	3.2.1 Engage partners and potential partners to identify key priorities for enhancing responsiveness	<ul style="list-style-type: none"> • This strategy is complete. Engaging partners/potential partners to identify priorities for enhancing responsiveness is an ongoing activity of UVic and ORS RPKM, for instance: <ul style="list-style-type: none"> ○ The BC SUPPORT Vancouver Island Regional Centre was established, which is a collaboration between UVic and Island Health, to facilitate patient oriented research collaborations that target Ministry of Health priorities, e.g. Seniors, mental health, substance use, Indigenous health. ○ Through a private donor, the Victoria Hospitals Foundation, Island Health and UVic established the Cognitive Health Initiative. ○ UVic continued its partnership with the South Island Prosperity Project, whose mission is to facilitate and promote development of a strong, diversified economy in South Vancouver Island. • UVic's CCSIC continues to provide incubator services to students, faculty, staff and recent graduates to take business concepts from idea to incubator-ready.
	3.2.4 Work with the VPER, OCUE and regional economic development leadership to create the conditions and opportunities for economic and social development that improve wellbeing of citizens	<ul style="list-style-type: none"> • This strategy is complete. UVic continues its partnership with the Prosperity Project that includes UVic's CCSIC, VIATEC and Prosperity Project's Mentor Hub, a shared mentor network consisting of 75 mentors and advisors. • ORS RPKM and CCSIC continue to work with the Prosperity Project and VIATEC to support more start-ups in Greater Victoria, including the identification of CCSIC clients ready to be accelerated.
	3.2.5 Foster collaborative approaches to designing, conducting and implementing research and educational programs with partners	<ul style="list-style-type: none"> • This strategy is complete. The VPRE continues to participate in and lead collaborative partnerships for example: <ul style="list-style-type: none"> ○ Collaborating with Island Health on the BC SUPPORT Vancouver Island Regional Centre. ○ Participating on the Autism Research Steering Committee, co-chaired by MSFHR and Genome BC with representatives from BCIT, Child & Family Research Institute, Emily Carr, Ministry of Children and Family Development and UBC. ○ Participating on TRIUMF's Five-Year Plan Steering Committee. UVic is a consortium member of TRIUMF in conjunction with U of A, UBC, Carleton, Guelph, UMan, UM, SFU, Queen's, U of T and York. • ORS RPKM also continue to facilitate research partnerships with community and industry organizations and managing the shared research agenda with the Ministry of Children and Family Development.
3.3 Streamline contracts management to improve service on- and off-campus	3.3.1 Establish electronic workflows and refine approval process	<ul style="list-style-type: none"> • This strategy is complete. A new ORS RPKM Contracts Database has been implemented and has enhanced service delivery and increased efficiency. In 2016-17, ORS RPKM Contracts group worked on 464 contracts. • ORS RPKM also implemented a new system for its IP and licensing operations. The new system, Inteum, has improved the workflow for invention disclosures, patenting and licencing.

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OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
3.4 Enhance supports for innovation and entrepreneurial activity	3.4.1 Work with Office of the VPFO to explore the potential for the university to gain access to venture capital	<ul style="list-style-type: none"> This strategy is complete. CCSIC continues to support and mentor client groups. In its first year of operations, CCSIC supported 70 client groups and supported the generation of 36 of 99 invention disclosures. CCSIC also continues to hold business plan competitions (PlanIt) and business pitch competitions (PitchIt) that award funding to Uvic start-ups. ORS RPKM and CCSIC continue to facilitate access for its clients to venture funds via the Capital Investment Network and VIATEC's angel networks. ORS RPKM and CCSIC also continue to work with Uvic Alumni and Development on seeking donor funds for student ventures.
3.5 Increase Uvic's research profile regionally, nationally and internationally	3.5.1 Work with UC+M and RPKM to enhance and implement strategic research communications about research partnerships	<ul style="list-style-type: none"> This strategy is complete. ORS RPKM continue to have regular meetings with UC+M on partnerships communications, publish on its website Uvic technologies available for licensing and partnering and recognizing successful research collaborations at an annual event.
3.7 Further integrate university libraries into Uvic research processes	3.7.1 Identify opportunities for librarians to collaborate on research projects	<ul style="list-style-type: none"> Although this is an ongoing priority for Uvic Libraries, their initial strategy is complete. Uvic Libraries has developed, and continues to disseminate, its new grants services package. This package addresses data storage, organization, sharing and discovery and provides in-kind costs that can be included as institutional contributions in grant applications. Uvic Libraries have seen a significant increase in partnerships on faculty funding applications, for example, SSHRC partnership and NSERC Create grants and Uvic Libraries continue to do outreach in this area. Uvic's Internal Research and Creative Project Grant was opened up to Librarians as of 2017-18. The VPR continues to Chair the Research Data Canada Steering Committee.
	3.7.2 Raise awareness of the ability of Uvic Libraries to access other collections and repositories	<ul style="list-style-type: none"> This strategy is complete. Uvic Libraries continues to promote its ability to provide access to specialized collections and repositories, and to collections held at other libraries via their document delivery service.

PRIORITY 4: IMPROVING RESEARCH COMPETITIVENESS THROUGH DIFFERENTIATION AND SPECIALIZATION

OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
4.1 Provide and sustain a high-quality research environment that enables and nurtures the expertise and aspirations of researchers	4.1.1 Develop and implement annual priority-setting process with RAC and COCD	<ul style="list-style-type: none"> This strategy is complete. The VPRE has implemented an annual Faculty and Centre Research Planning process. Faculties and centres complete a template that describes plans to grow existing or initiate new large scale and/or team-based and/or multi-faculty partnerships, or network-based research. The OVPR also updated the RAC and COCD Terms of References.

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OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
4.2 Enable existing and emerging dynamic research capabilities	4.2.2 Ensure that the allocation of space, infrastructure and research chairs aligns with SRP priorities	<ul style="list-style-type: none"> This strategy is complete. New CRC guidelines and processes have been approved that address the sustainability of the CRC program, follow Federal requirements for equity and diversity, and aligns with the SRP. A new CFI-JELF process has been implemented and is aligned with the UVic SRP and ensures UVic makes best strategic use of its CFI allocations. A new Institutional Research Review Committee has been established to provide advice to the VPR on the evaluation, prioritization and strategic development of major institutional research initiatives.
4.4 Ensure that UVic meets the use and reporting requirements of the Research Support Fund	4.4.1 Work with VPFO to review Research Support Fund use to ensure consistency with evolving reporting requirements	<ul style="list-style-type: none"> This strategy is complete. The VPFO in collaboration with the VPRE developed performance measures, outcomes and outputs for the use of Research Support Funds to ensure compliance with federal policy.
4.5 Optimize the collection of indirect costs of research	4.5.1 Engage internal community and external funders to optimize the collection of indirect costs of research	<ul style="list-style-type: none"> This strategy is complete. ORS continually monitors indirect funds requested on contracts and agreements for eligibility and compliance.
4.6 Enable an support research centres to respond to emerging research opportunities, promote collaborative and interdisciplinary research	4.6.1 Develop standardized annual reporting templates	<ul style="list-style-type: none"> This strategy is complete. As referred to in 4.1.1, the VPRE implemented an annual Faculty and Centre Research Planning process and planning template.
4.8 Continue to build the visibility and reputation of UVic as a research-intensive university	4.8.1 Develop and implement a strategic research communications plan with UC+M and align Strategic Research Plan priorities with the UVic Edge	<ul style="list-style-type: none"> This strategy is complete. UVic established a Research Communications Committee, co-chaired by the VPR and VPER, to provide advice and guidance on the development and implementation of a strategic research communications plan. The OVPR and UC+M have developed and are implementing a strategic research communications plan, see example activities and products in 1.7.1.

PRIORITY 5: ENHANCING AND OPTIMIZING THE PROVISION OF RESEARCH SERVICE

OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
5.1 Position the Office of Research Services for 2021	5.1.1 Ensure that ORS' annual service plan reflects Strategic Research Plan priorities	<ul style="list-style-type: none"> This strategy is complete. ORS's annual service plan development is aligned with the UVic SRP's priorities.
5.2 Increase the quantity and improve the quality of research grant applications	5.2.1 Work with faculty to assess the needs of researchers for achieving, measuring and recognizing success	<ul style="list-style-type: none"> This strategy is complete. ORS Pre-Awards hosts ongoing capacity building workshops and grant information sessions and networking events. They work one-on-one and in small groups with researchers and Faculty Grant Officers to improve grant submissions, to build research plans and create linkages between researchers and mentors. They also liaises with funding agencies and researchers to interpret funding committee assessment reports to improve subsequent submissions and to identify gold standard submissions. ORS Pre-Awards plans to monitor the use of peer review via a declaration on the research application summary form to see if the additional co-support results in increased grants success.

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OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
5.2 Increase the quantity and improve the quality of research grant applications	5.2.2 Create a university-wide, robust system of grants facilitation and management distributed through the faculties	<ul style="list-style-type: none"> This strategy is complete. Using a cost-share model, the VPRE and faculties have funded a pilot project for faculties to expand grant facilitation support. By Spring 2018, Faculty Grants Officers will have been appointed in the Faculties of Education, Fine Arts, Human and Social Development, Humanities, Law and Social Sciences. VPRE also provides co-grants crafting on CIHR and Michael Smith Foundation for Health Research applications.
	5.2.3 Monitor application success rates	<ul style="list-style-type: none"> This strategy is complete. ORS Pre-Awards monitors its grants success rates, including comparing UVic success rates with national success rates for major funding competitions.
	5.2.5 Develop pre-selection guidelines for institutional program opportunities	<ul style="list-style-type: none"> This strategy is complete. As described in 4.2.2, new CRC guidelines and processes have been approved that address the sustainability of the CRC program, follow Federal equity requirements and align with SRP priorities. A new CFI-JELF process has been implemented that is aligned with the UVic SRP and ensures UVic makes best strategic use of its CFI allocations. A new Institutional Research Review Committee has been established to advise the VPR on the evaluation, prioritization and strategic development of major institutional research initiatives.
	5.2.6 Work with Faculty of Graduate Studies to develop grants facilitation supports for graduate students	<ul style="list-style-type: none"> This strategy is complete. FGS provides facilitation support to graduate students with their Tri-council grant applications and FGS' Scholarship Coordinator attends ORS' research facilitators' network meetings.
5.4 Improve the management of major research infrastructure	5.4.1 Work with VPFO to review Research Support Fund use to ensure consistency with evolving reporting requirements	<ul style="list-style-type: none"> This strategy is complete. As referred to in 4.4.1, the VPFO and VPRE developed performance measures, outcomes and outputs for the use of Research Support Funds to ensure compliance with federal policy.
5.5 Improve UVic's internal research grants program	5.5.1 Strike a review committee, develop recommendations and consult before implementation	<ul style="list-style-type: none"> This strategy is complete. The committee completed its review in 2015-16, which resulted in the establishment of a new set of criteria and new assessment committee structure for UVic's Internal Research/Creative Project Grants. A routine review of the program is anticipated in 2018-19.



















































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APPENDIX 1: ACRONYMS AND ABBREVIATIONS

1.	AVPR	Associate Vice-President Research	27.	OVPR	Office of the Vice-President Research
2.	AVPRO	Associate Vice-President Research Operations	28.	Queen's	Queens University
3.	BCIT	British Columbia Institute of Technology	29.	RAC	Research Advisory Committee
4.	CAE	Canadian Academy of Engineering	30.	RPKM	Research Partnerships and Knowledge Mobilization
5.	Carleton	Carleton University	31.	RUCBC	Research Universities' Council of British Columbia
6.	CCSIC	Coast Capital Savings Innovation Centre	32.	SFU	Simon Fraser University
7.	CFI	Canada Foundation for Innovation	33.	SRP	Strategic Research Plan
8.	CFI-JELF	Canada Foundation for Innovation - John R. Evans Leaders Fund	34.	SSHRC	Social Sciences and Humanities Research Council
9.	CIFAR	Canadian Institute for Advanced Research	35.	STEHM	Scanning transmission electron holography microscope
10.	CIHR	Canadian Institutes for Health Research	36.	TRIUMF	TRI-University Meson Facility
11.	CIRCLE	Centre for Indigenous Research and Community-Led Engagement	37.	U of A	University of Alberta
12.	COCD	Council of Centre Directors	38.	U of T	University of Toronto
13.	CRC	Canada Research Chairs	39.	UBC	University of British Columbia
14.	CUVIC	Community-University-Victoria	40.	UC+M	University Communications and Marketing
15.	Emily Carr	Emily Carr University of Art + Design	41.	UM	Université de Montréal
16.	EQHR	Equity and Human Rights	42.	UMan	University of Manitoba
17.	EPT	Enhanced Planning Tool	43.	VIATEC	Victoria Innovation, Advanced Technology and Entrepreneurship Council
18.	FGS	Faculty of Graduate Studies	44.	VITP	Vancouver Island Technology Park
19.	Guelph	University of Guelph	45.	VPAC	Vice-President Academic and Provost
20.	IP	Intellectual property	46.	VPER	Vice-President External Relations
21.	JCURA	Jamie Cassels Undergraduate Research Awards	47.	VPFO	Vice-President Finance and Operations
22.	MSFHR	Michael Smith Foundation for Health Research	48.	VPR	Vice-President Research
23.	NSERC	Natural Sciences and Engineering Research Council	49.	VPRE	Portfolio of the Vice-President Research
24.	OCUE	Office of Community-University Engagement	50.	York	York University
25.	Office of IACE	Office of Indigenous Academic & Community Engagement			
26.	ORS	Office of Research Services			

SRP SCORECARD

Legend	
	Implementation in Y1 (Jan – Jun 2016)
	Implementation in Y1 (Jan – Jun 2016) and ongoing
	Implementation in Y2 (2016-17)
	Implementation in Y2 (2016-17) and ongoing
	Implementation in Y3 (2017-18)
	Implementation in Y3 (2017-18) and ongoing

Strategies	Y1	Y2	Y3	Y4	Y5
1.1.1 Communicate with academic units and integrate the definition into Enhanced Planning Tool (EPT) processes					
1.2.1 Integrate EPT quality indicators for research into annual priorities of the Office of the Vice-President Research (OVPR) and implementation plans					
1.2.2 Align submissions to Integrated Planning with Strategic Research Plan priorities					
1.2.3 Work with the Office of the Vice-President Academic (VPAC) and the Dean of Graduate Studies to consider increasing the proportion of graduate students among the total student population					
1.2.4 Work with VPAC to foster a culture of recognition of research excellence through reporting and acknowledgement of research funding success					
1.3.1 RPKM to coordinate and facilitate research partnerships with the Office of the Vice-President External Relations (VPER) and the Office of Community-University Engagement (OCUE)					
1.4.1 Increase the annual number of award nominations					
1.4.2 Work with academic units to define Enhanced Planning Tool indicators of research quality to support research award nominations					
1.5.1 Work with VPER to use fundraising priority-setting process to increase donations					
1.6.1 Align EPT quality and demand indicators for research with mandate and activities of RPKM and OCUE					
1.7.1 Work with University Communications and Marketing (UC+M) to enhance and implement strategic research communications about UVic research excellence					
1.7.2 Work with UC+M to create tools and training for research communications, including social media					
1.7.3 Support the organization of conferences, workshops, colloquia, and reporting meetings with stakeholders					
1.7.4 Work with libraries to support open-access initiatives					
1.8.1 Undertake a review of graduate student support with VPAC and the Faculty of Graduate Studies (FGS)					
1.8.2 Work with VPER to use fundraising priority- setting process to increase donations for graduate research					
1.8.3 Work with other research universities in BC to improve competitiveness in graduate student funding, relative to other provinces					

SRP SCORECARD

1.8.4 Improve competitiveness in recruiting graduate students by enhancing financial packages and enhancing campus space allocations for graduate student use					
1.9.1 Work with VPAC and FGS to consolidate administrative supports for post-doctoral fellows					
1.9.2 Work with VPAC and FGS to improve the profile of and supports for post-doctoral fellows					
2.1.1 Work collaboratively with VPAC on hiring processes					
2.2.1 Coordinate academic and research planning processes with VPAC					
2.2.2 Work with VPAC to review awards related to the integration of research and educational programs consistent with UVic learning outcomes					
2.3.1 Work with academic units to expand opportunities for student engagement in research					
2.3.2 Provide on-campus and distance-learning research opportunities					
2.4.1 Work with FGS to monitor program completion rates for graduate students					
2.5.1 Promote digital information fluency training throughout UVic					
3.1.1 Implement international working group recommendations					
3.1.2 Identify supports for ongoing and new international research partnerships					
3.2.1 Engage partners and potential partners to identify key priorities for enhancing responsiveness					
3.2.2 Contribute to the review of a revised intellectual property policy					
3.2.3 Foster greater collaboration between UVic researchers and companies at the Vancouver Island Technology Park					
3.2.4 Work with the VPER, OCUE and regional economic development leadership to create the conditions and opportunities for economic and social development that improve wellbeing of citizens					
3.2.5 Foster collaborative approaches to designing, conducting and implementing research and educational programs with partners					
3.3.1 Establish electronic workflows and refine approval process					
3.4.1 Work with Office of the Vice-President Finance and Operations (VPFO) to explore the potential for the university to gain access to venture capital					
3.5.1 Work with UC+M and RPKM to enhance and implement strategic research communications about research partnerships					
3.6.1 RPKM to develop cultural protocols and best practices for initiating, continuing and expanding research partnerships in collaboration with other units including OCUE and the Office of Indigenous Affairs (OIA)					
3.7.1 identify opportunities for librarians to collaborate on research projects					
3.7.2 Raise awareness of the ability of UVic Libraries to access other collections and repositories					
4.1.1 Develop and implement annual priority-setting process with the Research Advisory Committee and the Council of Centre Directors					
4.2.1 Promote clustering of resources where strategically advantageous					
4.2.2 Ensure that the allocation of space, infrastructure and research chairs aligns with Strategic Research Plan priorities					
4.2.3 Identify opportunities for increasing and improving space for researchers and students					
4.2.4 Explore ways to provide seed-funding for interdisciplinary conferences and workshops					
4.3.1 Develop a research chairs forum focused on research leadership for UVic					
4.4.1 Work with VPFO to review Research Support Fund use to ensure consistency with evolving reporting requirements					
4.5.1 Engage internal community and external funders to optimize the collection of indirect costs of research					

SRP SCORECARD

4.5.2 Collaborate with other universities and organizations regarding related (SRP) initiatives	Blue	Blue	Blue	Blue	Blue
4.6.1 Develop standardized annual reporting templates	Blue	Blue	Blue	White	White
4.6.2 Increase research networking capacity and infrastructure	Blue	Blue	Blue	Blue	Blue
4.7.1 Support, or lead, research-related policy and procedure reviews	Blue	Blue	Blue	Blue	White
4.8.1 Develop and implement a strategic research communications plan with UC+M and align Strategic Research Plan priorities with the UVic Edge	Blue	Blue	Blue	White	White
5.1.1 Ensure that ORS' annual service plan reflects Strategic Research Plan priorities	Blue	Blue	White	White	White
5.1.2 Implement enterprise-class research information and administration systems	Blue	Blue	Blue	Blue	Blue
5.2.1 Work with faculty to assess the needs of researchers for achieving, measuring and recognizing success	Blue	Blue	White	White	White
5.2.2 Create a university-wide, robust system of grants facilitation and management distributed through the faculties	Blue	Blue	Blue	White	White
5.2.3 Monitor application success rates	Blue	White	White	White	White
5.2.4 Optimize ORS workflow consistent with differentiated services	White	Red	Red	Red	Red
5.2.5 Develop pre-selection guidelines for institutional program opportunities	Blue	Blue	Blue	White	White
5.2.6 Work with Faculty of Graduate Studies to develop grants facilitation supports for graduate students	White	Red	White	White	White
5.3.1 Conduct a review of asset management models at other institutions	Blue	Blue	Blue	Blue	White
5.3.2 Develop an asset management process for major UVic research infrastructure	Blue	Blue	Blue	Blue	White
5.3.3 Seek advice from Internal Audit	Blue	Blue	Blue	Blue	White
5.4.1 Work with VPFO to review Research Support Fund use to ensure consistency with evolving reporting requirements	Blue	White	White	White	White
5.5.1 Strike a review committee, develop recommendations and consult before implementation (to improve UVic's internal research grants program)	Blue	White	White	White	White
5.6.1 Explore sources of funds to increase discretionary activity	White	Red	Red	Red	Red



MEMO

Date: March 21, 2018
To: Members of Senate
From: Julia Eastman *JE*
University Secretary
Re: **Elections update**

Members Elected by the Faculties

The following have been acclaimed by their faculty colleagues to serve on Senate for a three-year term beginning July 1, 2018 and ending June 30, 2021:

- Brock Smith – Peter B. Gustavson School of Business
- Dániel Biró - Faculty of Fine Arts
- Richard Marcy - Faculty of Human and Social Development
- Jason Colby – Faculty of Humanities
- Erica Woodin – Faculty of Social Sciences

Members Elected by Faculty Members

The following have been elected by their faculty colleagues to serve on Senate for a three-year term beginning July 1, 2018 and ending June 30, 2021:

- Janni Aragon – Faculty of Social Sciences
- Helga Hallgrimsdottir – Faculty of Social Sciences
- Robin Hicks– Faculty of Science

Additional Members

Dean Seeman was elected by the Professional Librarians to serve on Senate for a three-year term beginning July 1, 2018.

Members elected by the Convocation

The following were elected by the Convocation to serve on Senate for a three-year term beginning July 1, 2018 and ending on June 30, 2021:

- David Alexander
- Chandra Beaveridge
- Robert Hancock
- Carolyn Russell



Student Representatives

On January 15, 2018 a call for nominations was issued for student representatives to the Senate. Fifteen students were nominated. One student was acclaimed in the Faculty of Humanities. Seven nominations were received from the Faculty of Social Sciences; four from the Faculty of Graduate Studies; three from the Faculty of Science. One nomination was withdrawn before voting took place and one was withdrawn after. In terms of voter turnout, 1,258 students, representing 6% of eligible voters, voted in the election.

A second call for nominations was issued March 12, 2018 for remaining student representatives for the Faculties of Education, Engineering, Fine Arts, Human and Social Development, Law, and the Peter B. Gustavson School of Business. Four students were nominated.

The following students were acclaimed or elected to Senate for 2018/2019. Please note, students are elected in a manner that ensures at least one student from each faculty and three students from the Faculty of Graduate Studies are elected.

Brent Cantarutti (Faculty of Graduate Studies)
Nathan Daisley (Faculty of Social Sciences)
David Eso (Faculty of Graduate Studies)
Jordan Gilson (Faculty of Social Sciences)
Adrienne Graham (Faculty of Science)
Ashlee Kirby (Faculty of Law)
Cameron Leckenby (Faculty of Humanities)
Isabella Lee (Faculty of Social Sciences)
Adair Ng (Faculty of Education)
Erhan (Jack) Ni (Faculty of Fine Arts)
Diana Popova (Faculty of Graduate Studies)
Nikheel Premsagar (Peter B. Gustavson School of Business)
Curtis Whittla (Faculty of Social Sciences)
Yu Ten (Jason) Wu (Faculty of Science)

There are vacant positions for student representatives in the Faculties Engineering and Human and Social Development. A third call for nominations for these positions will be issued in early September 2018 and a by-election will be conducted at the October 2018 Senate meeting.

