



The next open meeting of the Senate of the University of Victoria is scheduled for Friday, January 5, 2024 at 3:30 p.m. in the Senate and Board Chambers, Jamie Cassels Centre, Room A180.

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

1. APPROVAL OF THE AGENDA ACTION
2. MINUTES
 - a. December 1, 2023 (SEN-JAN 5/24-1) ACTION

Motion: That the minutes of the open session of the meeting of the Senate held on December 1, 2023 be approved and that the approved minutes be circulated in the usual way.
 - b. Special Meeting December 13, 2023 (SEN-JAN 5/24-2) ACTION

Motion: That the minutes of the open special meeting of the Senate held on December 13, 2023 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
5. CORRESPONDENCE
6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES
 - a. Senate Committee on Academic Standards - Yasmine Kandil, Chair
 - i. Request for Change to Admission Requirements to MA/MEd programs (SEN-JAN 5/24-3) ACTION

Motion: That Senate approve the changes to the admission requirements to the MA and MEd programs in Educational Psychology.

- ii. Updated DELF B2 requirements for French Immersion Practicum option (SEN-JAN 5/24-4) **ACTION**

Motion: That Senate approve the changes to the DELF B2 requirements for French Immersion Practicum option.

- iii. Addition to the Academic Writing Requirement – ATWP 110 (3.0 units) Academic Reading and Writing Support and Development (SEN-JAN 5/24-5) **ACTION**

Motion: That Senate approve the addition of ATWP 110 to the Academic Writing Requirement.

- b. Senate Committee on Admission, Re-registration and Transfer Appeals – Stuart MacDonald, Chair

- i. 2022/2023 Annual Report (SEN-JAN 5/24-6) **INFORMATION**

- c. Senate Committee on Agenda and Governance - Kevin Hall, Chair

- i. 2022/2023 Annual Report (SEN-JAN 5/24-7) **INFORMATION**

- ii. Upcoming Senate committee vacancies (SEN-JAN 5/24-8) **INFORMATION**

- iii. Appointments to the 2023/2024 Senate standing committees (SEN-JAN 5/24-9) **ACTION**

Motion: That Senate approve the appointments to the 2023/2024 Senate standing committees for the terms indicated in the attached document.

- iv. Appointments to the 2024 Joint Senate Board Retreat Committee (SEN-JAN 5/24-9) **ACTION**

Motion: That Senate approve the appointments of Annalee Lepp (Faculty of Humanities), Catherine Harding (Faculty of Fine Arts), and Cole Kennedy (Student Senator) to the Joint Senate Board Retreat Committee for a term beginning January 1, 2024 and ending on December 31, 2024.

- v. Appointment to the Campus Planning Committee **ACTION**
(SEN-JAN 5/24-9)

Motion: That Senate approve the appointments of Jeff Corntassel (Faculty of Humanities) and David Bristow (Faculty of Engineering and Computer Science) to the Campus Planning Committee for a 3-year term beginning January 1, 2024 and ending on December 31, 2026.

- d. Senate Committee on Awards – Maureen Ryan, Chair

- i. New and Revised Awards (SEN-JAN 5/24-10) **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:

- Arscott Family Fund Scholarship* (New)
- Baynes Award in Engineering* (Revised)
- Beer-Knight Scholarship* (Revised)
- Bit Quill Technologies Scholarship for Women in Computer Science & Software Engineering* (Revised)
- Charles Humphrey Memorial Scholarship in Engineering* (Revised)
- Chris Lalonde Indigenous Wellbeing Award (New)
- Cindy Christina Ashton Bursary* (New)
- David Stanonik Pacific Northern Gas Scholarship* (Revised)
- Dianne Draper Environmental Sustainability and Stewardship Annual Scholarship (Revised-UG)
- Faculty of Engineering and Computer Science Equity, Diversity and Inclusion Leadership Award (Revised)
- John Patrick McManaman CPA Memorial Award* (Revised)
- J. Prospero Scholarship for Sustainable Mining (Revised)
- Level Up Award presented by Codename Entertainment* (Revised)
- Major W. Horan Memorial Scholarship* (Revised-UG)
- Mina Hoorfar Award for Indigenous Students in Engineering and Computer Science (Revised)
- Murray and Lynda Farmer Award for Critical Thinking* (Revised)
- Sant S. Aulakh Memorial Scholarship* (Revised)
- S. Joseph Cunliffe Scholarships* (Revised)
- Jack Howard Jackson Memorial Award (Revised)

- Microserve Award in Business, Management Information Systems* (Revised)
- University of Victoria Indigenous Language Revitalization Award (New)

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e. Senate Committee on Planning – Elizabeth Adjin-Tettey, Chair

- i. Proposal to discontinue the Professional Specialization Certificate in Performance Management in the School of Public Administration **(SEN-JAN 5/24-11)** **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it approve, the discontinuation of the Professional Specialization Certificate in Performance Management in the School of Public Administration as described in the document “Public Administration-Performance Management Certificate”.

- ii. Proposal for changes to and name change of the PhD program in the School of Child and Youth Care Program **(SEN-JAN 5/24-12)** **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposed changes to the PhD program in School of Child and Youth Care, as described in the document “School of Child & Youth Care PhD Program”.

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposed name change of the PhD program in the School of Child and Youth Care to Child, Youth, Family and Community Studies, as described in the document “School of Child & Youth Care PhD Program”.

- iii. Proposed name change of the Health Terminology Standards Graduate Certificate in the School of Health Information Science **(SEN-JAN 5/24-13)** **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to change the name of the Health Terminology Standards Graduate Certificate program in the School of Health Information Science to Health Terminology and Interoperability Standards Graduate Certificate, as described in the document “Health Terminology Standards Graduate Certificate”.

- iv. Proposal to establish a Professional Specialization Certificate in Intellectual and Cultural Property Law Studies (**SEN-JAN 5/24-14**) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that is also approve, the proposal to establish a Professional Specialization Certificate in Intellectual and Cultural Property Law in the Division of Continuing Studies as described in the document “Professional Specialization Certificate in Intellectual and Cultural Property Law” and that this approval be withdrawn should the program not be offered within five years of granting of approval.

- v. Proposed changes for the Bachelor of Fine Arts Major Program in Theatre in the Faculty of Fine Arts (**SEN-JAN 5/24-15**) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposed changes to the Bachelor of Fine Arts Major program, as described in the document “Bachelor of Fine Arts Theatre Major Program”.

- vi. Proposal to extend the Approved Centre Status for the Institute for Integrated Energy Systems (IESVic) (**SEN-JAN 5/24-16**) **ACTION**

Motion: That Senate approve the proposal to extend the Approved Centre Status for the Institute for Integrated Energy Systems for eighteen months from April 1, 2024 to September 30, 2025, as described in the memo dated November 20, 2023.

- vii. Proposal to extend the Approved Centre Status for the Pacific Institute of Climate Solutions (PICS) (**SEN-JAN 5/24-17**) **ACTION**

Motion: That Senate approve the proposal to extend the Approved Centre Status for the Pacific Institute for Climate Solutions (PICS) for twelve months from April 1, 2024 to March 31, 2025, as described in the memo dated November 20, 2023.

- f. Ad-hoc Senate Committee on Academic Health Programming
- Helga Hallgrímsdóttir, Chair

- i. Update from Chair **INFORMATION**

7. PROPOSALS AND REPORTS FROM FACULTIES

a. Faculty of Fine Arts

i. Dean's Presentation

INFORMATION

b. Faculty of Graduate Studies

i. Faculty of Graduate Studies Constitution and Bylaws
(SEN-JAN 5/24-18)

ACTION

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

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

a. Office of the Vice-President Academic and Provost Update

INFORMATION

9. OTHER BUSINESS

10. ADJOURNMENT



**Meeting of Senate
December 1, 2023**

MINUTES

A meeting of the Senate of the University of Victoria was held on December 1, 2023 at 3:30 p.m. in the Senate and Board Chambers, Jamie Cassels Centre, Room A180.

Kevin Hall acknowledged the territorial lands.

1. APPROVAL OF THE AGENDA

The presentation from the Dean of Fine Arts was to be deferred to the January Senate meeting.

Motion: (R. Gupta/J. Salinas)
That the agenda be approved as amended.

CARRIED

2. MINUTES

a. November 3, 2023

Motion: (S. Minshall/E. Kelly)
That the minutes of the open session of the meeting of the Senate held on November 3, 2023 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

K. Hall reported that as the Chancellor's term was ending in approximately 18 months, a joint committee of the Board of Governors, Senate and the Alumni Association will be struck to seek and consider a recommendation for reappointment or nomination for the Chancellor.

The president thanked all those who participated in Giving Tuesday which saw over 800 university community members help raise over \$130,000. He also provided a brief update on the EQHR Better Data Project and encouraged everyone to participate.

Regarding Convocation, K. Hall reported there were two Indigenous recognition ceremonies held to honour our Indigenous graduates and throughout the entire convocation, 1500 degrees were bestowed on our graduates. He also noted the two honorary degree recipients at the convocation ceremonies.

K. Hall advised Senators that this week was the 6th campus kudos which recognized almost 100 people, including Lois Harder, Dean of the Faculty of Social Sciences.

The president reported that on December 4th the university would recognize the National Day of Remembrance and Action on Violence Against Women with a silent walk beginning at Petch Fountain. He reminded Senators that classes were cancelled between 11:30 a.m. and 12:30 p.m.

K. Hall spoke briefly about the conflict toolbox, which was live on the website, on how to approach workplace conflict.

Finally, as this was the last Senate meeting before the winter break, K. Hall thanked all members of Senate for their success and exceptional acts during the term.

b. University Rankings

Fraser Hof, Associate Vice-President Research, and Dane Berry, Associate Director of Research Intelligence, provided members of Senate with a PowerPoint presentation on university rankings. Highlights of the presentation include reasons for why university rankings were important and where the University of Victoria (UVic) stood in global rankings for 2023. The presenters also summarized the strengths and weaknesses in UVic's citation rankings.

The presentation also included how the university managed rankings and reputation work at UVic and the ways in which the campus would build a global reputation by helping researchers tell their stories globally, explore actions to improve performance in awards and recognition, address administrative barriers/efficiency, and increase recruitment and retention.

F. Hof and D. Berry responded to Senators questions regarding library acquisitions and the perception of an ability to buy a university's increase in ranking.

5. CORRESPONDENCE

a. Campus Planning Committee

i. Semi-annual Report to Senate on Campus Development

K. Hall introduced the report. Elizabeth Croft, Vice-President Academic and Provost, reported the student housing and dining project was complete and reviews had been fantastic.

Mike Wilson, Director of Campus Planning, provided an update on campus planning. He noted that additional housing was a top capital priority and explained the development of a new university district at the site of the Ian Stewart Complex. He outlined the continued work on the Engineering and Computer Science expansion, the National Centre for Indigenous Laws, a federal government project concerning a district energy plant, and the receipt of \$2.4 million from the federal government for an active

transportation project which would see pedestrian and cyclist improvements on McKenzie Avenue to CARSA and McGill Road.

M. Wilson responded to a few questions from members of Senate regarding a biodiversity strategy and the need meet housing needs for students.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Awards

i. New and Revised Awards

Maureen Ryan, Chair of the Senate Committee on Awards, introduced the new and revised awards. There were no questions.

Motion: (A. Mallidou/J. Salinas)

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:

- Aldyen Hamber Entrance Scholarship (Revised)
- Andrew Petter Award in Law (New)
- Cindy Player Award on Equity and Human Rights* (New)
- Dr. Lorene Kennedy Graduate Award* (Revised)
- Kris "Babsy" Babcock Memorial Award (New)
- Leo Chan Memorial Scholarship in Political Science* (Revised)
- Margaret E. Ableson Award* (Revised)
- Ross McLeod Legacy Award* (Revised)
- School of Earth & Ocean Sciences Field School Award* (Revised)
- TELUS Student Award (Revised)
- VNHS Bev Glover Memorial Scholarship (Revised)
- VNHS Dennis and Lyndis Davis Scholarship* (Revised)
- VNHS Freeman F. King Scholarship (Revised)
- VNHS Samuel Simco Graduate Bursary (Revised)
- WATT Consulting Group 40th Anniversary Award (New)
- VNHS Alice M. Hay Scholarship (Revised)
- Norah & Calvin Banks Indigenous Leadership Award in the Sciences* (Revised)

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CARRIED

b. Senate Committee on Learning and Teaching

i. Course Outline Guidelines

Alexandra D'Arcy, Chair of the Senate Committee on Learning and Teaching (SCLT) introduced the proposal on behalf of the Provost, and noted Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs was available to answer questions. A. D'Arcy said the proposal was the subject of a robust

discussion within SCLT, and that while the course outline guide was not mandated, the expanded guide was useful for instructors, especially new instructors, to understand best practice and policies on campus. She thanked a Senators for noting that it was important to include both exams and other assessments in consideration of alternate assessments.

In response to a Senator's question on what determines an alternative assessment, A. D'Arcy replied that this information was covered under Academic Concessions. E. Adjin-Tetty added that essential course requirements needed to be outlined for transparency and clarity for students. From an academic concession perspective, a Senator stressed that without these guidelines in place, many academic concessions requests are impossible to adjudicate, and encouraged professors to provide as much information as possible in their outlines.

A member of Senate expressed concern that the template does not allow for flexibility for when things change in case of a sickness or a cancellation of an in-person class. E. Adjin-Tetty responded that the course modality framework guided faculties when setting up their courses. She added that the course outline was to provide for basic information at the beginning of classes to ensure transparency and communication.

In response to a Senator's question on what was mandated, E. Adjin-Tetty said there are some sections which are noted as required and others that would require discipline specific requirements and an instructor's judgment.

A member of Senate expressed concern of duplication such as to policies, and asked if the template for Brightspace could include these types of instances. E. Adjin-Tetty said that the template was meant to be pre-populated with all common resources.

In response to a question from a Senator on those assessments where the date is not provided in advance, E. Adjin-Tetty noted best practice would be that students know the planned assessments ahead of time but acknowledged some discipline norms exist in terms of the practice of a pop quiz.

Motion: (S. Minshall/E. Wang)

That Senate approve the revisions to the Course outline requirement in the undergraduate academic calendar.

CARRIED

Motion: (D. Curran/G. Voss)

That Senate approve the revisions to the Course outline requirement in the graduate academic calendar.

CARRIED

c. Senate Committee on Planning

i. Proposal to establish an Indigenous Wellness stream in the Master of Nursing Program

E. Adjin-Tetty, Chair of the Senate Committee on Planning introduced the proposal. There were no questions.

Motion: (R. Hancock/J. White)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish an Indigenous Wellness stream in the Master of Nursing program, as described in the document “Master of Nursing-Indigenous Wellness Stream”, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

CARRIED

ii. Proposed changes to the Master of Arts in Educational Psychology program, and the Master of Education in the Educational Psychology program

E. Adjin-Tetty introduced the proposal. There were no questions.

Motion: (J. Salinas/S. Minshall)

That Senate approve the proposed changes to the Master of Arts in Educational Psychology program, as described in the document “Master of Arts in Educational Psychology”.

CARRIED

Motion: (E. Kelly/J. Salinas)

That Senate approve the proposed changes to the Master of Education in Educational Psychology program, as described in the document “Master of Education in Educational Psychology”.

CARRIED

iii. Proposal to establish an option in Community Engagement within the existing Bachelor of Arts, Bachelor of Science, and Honours programs in the Faculty of Social Sciences

E. Adjin-Tetty introduced the proposal. There were no questions.

Motion: (D. Curran/J. Salinas)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish an option in Community Engagement within the existing Bachelor of Arts, Bachelor of Science, and Honours programs in the Faculty of Social Science, as described in the document “Option in Community Engagement”.

CARRIED

iv. Proposal to dissolve the centre status for the Centre for Youth and Society (CFYS), and transition the Centre for Youth and Society (CFYS) into the Institute on Aging and Lifelong Health (IALH)

E. Adjin-Tetty introduced the proposal.

In response to Senator’s question on clusters, Cynthia Milton, Associate Vice-President Research, advised that the Institute on Aging and Lifelong Health (IALH) was set up as a series of clusters.

A Student Senator congratulated IALH on their excellent work and collaboration, and success in supporting young people.

A member of Senate asked if researchers not currently in IALH would be a good fit and amenable to the move and if documented support was provided with this proposal. C. Milton explained there was a different process for research centres and program proposals regarding supporting documentation. She added that work was done early in the process with the Deans and external stakeholders with an analysis of any remaining researchers and it was deemed a home would be found.

In response to a further question on space, C. Milton said that there was enough space in the existing IALH to accommodate the transition.

Motion: (A. Mallidou/R. Gupta)

That Senate approve the proposal to dissolve the Centre for Youth and Society (CFYS), and transition to a Cluster for Youth and Society (CFYS) within the Institute on Aging and Lifelong Health (IALH) as described in the memorandum dated October 18, 2023.

CARRIED

d. Ad-hoc Senate Committee on Academic Health Programming

i. Proposed Rationale for the Faculty of Health

Helga Hallgrímsdóttir, Deputy Provost, introduced the proposed rationale. She asked for feedback on the draft rationale and that the proposal would be brought back for further discussion in February with final approval in March. She said the rationale was based on feedback from the campus wide survey and previous feedback from Senate.

A member of Senate asked about members in faculties who would move to the new faculty but who might feel are not a good fit and what opportunities were available. H. Hallgrímsdóttir agreed this was important but did not want to speak to specific examples as units are actively engaged in shaping the process and they should have the space and scope to do so. She also noted that the Collective Agreement has a provision for faculty members to request a transfer if they felt another faculty would better suit their work. A further question was asked about affiliate status for which H. Hallgrímsdóttir responded that it was something to consider.

A member of Senate asked about the role of faculty in the Division of Medical Sciences and on the relationship between UVic and the University of British Columbia (UBC). H. Hallgrímsdóttir explained there were two teaching programs located at UVic; that being the Island Medical Program (part of UBC) and the Master of Neuroscience Program (part of UVic). She said discussions were required with UBC on the teaching and reporting relationships for the Island Medical Program.

7. PROPOSALS AND REPORTS FROM FACULTIES

a. Faculty of Fine Arts

i. Dean's Presentation

The Dean's presentation was deferred to the January meeting.

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

a. Office of the Vice-President Academic and Provost Update

E. Croft provided members of Senate with a brief update. Highlights included attending a "Thank you Calling Party" the previous day for Giving Tuesday; the creation of the Co-op Changemaker Awards; the 2023 Vikes Honour Roll event which took place in November; and the release of the Division of Learning and Teaching Support and Innovation annual report for 2022-2023.

b. Intention to deliver two UBC distributed programs

E. Croft introduced the intention to deliver two new UBC distributed programs, noting that the partnership with UBC continues to grow. K. Hall reported that there was both in funding and support from the government for this initiative.

c. Generative Artificial Intelligence Tools Use Position Statement

E. Croft provided a summary of the report and position statement which was provided by E. Adjin-Tettey and a working group within LTSI. She noted that this was an important time for the university to engage in these developments.

A member of Senate commented on not seeing students learn important skills which are gained by manual effort instead of leaning on AI. E. Croft commented that this was a balancing act where fundamental tools and techniques need to be taught whereas others can be let go. E. Adjin-Tettey referred to the fifth position statement which gives faculty the ability to determine how and where to adopt artificial intelligence (AI).

A member of Senate suggested a friendly amendment to remove ChatGPT as there were other AI tools in existence.

A Senator commented that while the use of AI was a strong part of the future it should not be at the loss of basic academic skills. The Senator provided an example of his student exchange experience in Norway. K. Hall thanked the Senator as the student perspective was important and noted the position statement would evolve.

9. OTHER BUSINESS

There was none.

There being no other business the meeting was adjourned at 5:17 p.m.

Name	In Attendance	Regrets		Page 8 of 9 Position
Adjin-Tetty, Elizabeth	X		Associate Vice-President Academic Programs	By Invitation
Aikau, Hokulani	X		Faculty of Human and Social Development	Elected by the Faculty
Andersen, Carrie	X		University Secretary	Secretary of Senate
Andreotti, Vanessa	X		Dean, Faculty of Education	Ex officio
Anyaeibunam, Chekwube	X		Student Senator	Elected from the student societies
Bengtson, Jonathan		X	University Librarian	Ex officio
Bhappu, Anita	X		Dean, Peter B. Gustavson School of Business	Ex officio
Brown, Hannah	X		Student Senator	Elected from the student societies
Buller, Marion		X	Chancellor	Ex officio
Campbell, Erin	X		Faculty of Fine Arts	Elected by the faculty members
Clarke, Jo-Anne	X		Dean, Division of Continuing Studies	Ex officio
Croft, Elizabeth	X		Vice-President Academic and Provost	Ex officio
Curran, Deborah	X		Faculty of Law	Elected by the Faculty
Diether, Kelly	X		Convocation Senator	Elected by the convocation
Dunsdon, Jim		X	Associate Vice-President Student Affairs	By Invitation
Eagle, Chris	X		Faculty of Science	Elected by the faculty members
Empringham, Kyle		X	Student Senator	Elected from the student societies
Fyfe, Benjamin	X		Student Senator	Elected from the student societies
Gaudet, Loren	X		Faculty of Humanities	Elected by the Faculty
Gupta, Rishi	X		Faculty of Engineering and Computer Science	Elected by the Faculty
Hall, Kevin	X		President and Vice-Chancellor	Chair of Senate
Hallgrimsdottir, Helga	X		Deputy Provost	By invitation
Hancock, Rob	X		Faculty of Social Sciences	Elected by the Faculty
Harder, Lois	X		Dean, Faculty of Social Sciences	Ex officio
Harding, Catherine	X		Faulty of Fine Arts	Elected by the Faculty
Harris, Moronke	X		Student Senator	Elected from the student societies
Hicks, Robin		X	Dean, Faculty of Graduate Studies	Ex officio
Hier, Sean			Faculty of Social Sciences	Elected by the faculty members
Holdaway, Anais	X		Convocation Senator	Elected by the convocation
Hoorfar, Mina		X	Dean, Faculty of Engineering and Computer Science	Ex officio
Hope Tucker, Nathaniel			Student Senator	Elected from the student societies
Huang, Li-Shih	X		Faculty of Humanities	Elected by the faculty members
Humphreys, Sara	X		Faculty of Humanities	Elected by the faculty members
Hundza, Sandra			Faculty of Education	Elected by the Faculty
Jeffery, Donna	X		Faculty of Human and Social Development	Elected by the faculty members
Kalynchuk, Lisa	X		Vice-President Research and Innovation	Ex officio
Kandil, Yasmine	X		Faculty of Fine Arts	Elected by the faculty members
Kelly, Erin	X		Faculty of Humanities	Elected by the faculty members
Kennedy, Cole	X		Student Senator	Elected from the student societies
Koch, Matthew		X	Continuing Sessional	Elected by the Continuing Sessionals
Kodar, Freya			Dean, Faculty of Law	Ex officio
Laidlaw, Mark		X	Faculty of Science	Elected by the Faculty
Lee, Kelvin			Student Senator	Elected from the student societies
Lepp, Annalee		X	Dean, Faculty of Humanities	Ex officio
Lindgren, Allana	X		Dean, Faculty of Fine Arts	Ex officio
Loock, Peter	X		Dean, Faculty of Science	Ex officio
Mallidou, Anastasia	X		Faculty of Human and Social Development	Elected by the faculty members
Marks, Lynne	X		Faculty of Humanities	Elected by the Faculty
Martin, Travis	X		Faculty of Science	Elected by the Faculty
McGinnis, Martha	X		Faculty of Graduate Studies	Elected by the Faculty
Minshall, Simon	X		Faculty of Human and Social Development	Elected by the Faculty
Mukhopadhyaya, Phalguni	X		Faculty of Engineering and Computer Science	Elected by the faculty members
Nair, Sudhir	X		Peter B. Gustavson School of Business	Elected by the Faculty
Newcombe, Andrew			Faculty of Law	Elected by the Faculty
Pavlik, Sophie	X		Student Senator	Elected from the student societies
Prendergast, Monica	X		Faculty of Education	Elected by the Faculty
Rose-Redwood, CindyAnn	X		Faculty of Socia Sciences	Elected by the Faculty
Saab, Ada	X		Associate University Secretary	By Invitation
Salem, Joseph	X		Faculty of Fine Arts	Elected by the Faculty
Salinas, Justin	X		Student Senator	Elected from the student societies
Sirois Ennis, Daniela	X		Student Senator	Elected from the student societies
Smith, Brock	X		Peter B. Gustavson School of Business	Elected by the Faculty
Stinson, Danu		X	Faculty of Graduate Studies	Elected by the Faculty
Struchtrup, Henning	X		Faculty of Engineering and Computer Science	Elected by the Faculty
Sukhdeo, Nathaniel			Student Senator	Elected from the student societies
Taylor, Wendy	X		Acting Registrar	By Invitation
Voss, Graham	X		Faculty of Social Sciences	Elected by the faculty members
Wang, Alivia	X		Convocation Senator	Elected by the convocation
Wang, Emily	X		Student Senator	Elected from the student societies
Warburton, Rebecca	X		Convocation Senator	Elected by the convocation
White, Jennifer	X		A/Dean, Faculty of Human and Social Development	Ex officio
Wilson, Lara	X		Professional Librarian	Elected by the Professional Librarians
Wright, Bruce	X		Head, Division of Medical Sciences	Additional Member
Zhou, Lina		X	Faculty of Engineering and Computer Science	Elected by the faculty members

MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA

Effective November 1, 2023EX OFFICIO MEMBERS - University Act: Section 35 (2) (a-f)

Chancellor: Marion Buller (31/12/24)
 President and Vice-Chancellor: Kevin Hall, Chair
 Vice-President Academic and Provost: Elizabeth Croft
 Vice-President Research and Innovation: Lisa Kalynchuk
 Dean of Peter B. Gustavson School of Business: Anita Bhappu
 Dean of Education: Vanessa Andreotti
 Dean of Engineering: Mina Hoorfar
 Dean of Continuing Studies: JoAnne Clarke
 Dean of Fine Arts: Allana Lindgren
 Dean of Graduate Studies: Robin Hicks (Vice-Chair)
 Dean of Humanities: Annalee Lepp
 Acting Dean of HSD: Jennifer White
 Dean of Law: Freya Kodar
 Dean of Science: Peter Loock
 Dean of Social Sciences: Lois Harder
 University Librarian: Jonathan Bengtson

MEMBERS ELECTED BY THE FACULTIES

- Section 35 (2) (g)

BUSI: Sudhir Nair (30/6/25)
 Brock Smith (30/6/24)
 EDUC: Sandra Hundza (30/6/25)
 Monica Prendergast (30/6/26)
 ENGR: Rishi Gupta (30/6/25)
 Henning Struchtrup (30/6/26)
 FINE: Catherine Harding (30/6/25)
 Joseph Salem (30/6/24)
 GRAD: Martha McGinnis (30/6/26)
 Danu Stinson (30/6/25)
 HSD: Hokulani Aikau (30/6/24)
 Simon Minshall (30/6/25)
 HUMS: Loren Gaudet (30/6/25)
 Lynne Marks (30/6/24)
 LAW: Deborah Curran (30/6/25)
 Andrew Newcombe (30/6/26)
 SCIE: Mark Laidlaw (30/6/26)
 Travis Martin (30/6/26)
 SOSC: Rob Hancock (30/6/24)
 CindyAnn Rose-Redwood (30/6/26)

MEMBERS ELECTED BY THE FACULTY MEMBERS

- Sections 35 (2) (g)

Erin Campbell (FINE) (30/6/26)
 Chris Eagle (SCIE) (30/6/26)
 Sean Hier (SOSC) (30/6/24)
 Sara Humphreys (HUM) (30/6/26)
 Li-Shih Huang (HUM) (30/6/24)
 Donna Jeffery (HSD) (30/6/24)
 Yasmine Kandil (FINE) (30/6/26)
 Erin Kelly (HUM) (30/6/24)

MEMBERS ELECTED BY THE FACULTYMEMBERS (continued)

Anastasia Mallidou (HSD) (30/6/26)
 Phalguni Mukhopadhyaya (ENGR) (30/6/25)
 Graham Voss (SOSC) (30/6/24)
 Lina Zhou (ENGR) (30/6/26)

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

Chekwube Anyaegbunam (GRAD) (30/6/24)
 Hannah Brown (GRAD) “
 Kyle Empringham (GRAD) “
 Benjamin Fyfe (BUSI) “
 Moronke Harris (GRAD) “
 Nathaniel Hope Tucker (SOSC) “
 Cole Kennedy (GRAD) “
 Kelvin Lee (ENGR) “
 Sophie Pavlik (SCIE) “
 Justin Salinas (HUMS) “
 Daniela Sirois Ennis (SOSC) “
 Nathaniel Sukhdeo (LAW) “
 Emily Wang (LAW) “
 Vacancy (EDUC) “
 Vacancy (FINE) “
 Vacancy (HSD) “

MEMBERS ELECTED BY THE CONVOCATION

– Section 35 (2) (i)

Kelly Diether (30/06/24)
 Anaïs Holdaway (30/06/24)
 Alivia Wang (30/06/24)
 Rebecca Warburton (30/06/24)

ADDITIONAL MEMBERS - Section 35 (2) (k)

Head, Division of Medical Sciences: Bruce Wright
 Member elected by the Professional Librarians:
 Lara Wilson (30/06/24)
 Continuing Sessional: Matthew Koch (30/06/26)

SECRETARY OF SENATE - Section 64 (2)

University Secretary: Carrie Andersen

BY INVITATION - Seated with specified speaking rights

Deputy Provost: Helga Hallgrímsdóttir
 Assoc. VP Student Affairs: Jim Dunsdon
 Assoc. VP Academic Programs: Elizabeth Adjin-Tetty
 A/Registrar: Wendy Taylor
 Associate University Secretary: Ada Saab

**Special Meeting of Senate
December 13, 2023****MINUTES**

A special open meeting of the Senate of the University of Victoria was held on December 13, 2023 at 2:00 p.m. via Zoom.

Robin Hicks, Acting Chair on behalf of the President, thanked all for being available to attend this special meeting of Senate.

1. APPROVAL OF THE AGENDA

The agenda was approved as circulated by motion (S. Nair/J. Salem)

2. PROPOSALS AND REPORTS FROM SENATE COMMITTEES**a. Senate Committee on Academic Standards****i. Pilot for Centrally Scheduled Midterm Examination Period**

R. Hicks introduced the proposal from the Senate Committee on Academic Standards, noting that this was an urgent time-sensitive issue.

In the absence of Yasmine Kandil, Chair of the Senate Committee on Academic Standards, Rob Hancock outlined the proposal. He reported that the committee had a comprehensive discussion where many questions and issues were raised and addressed. R. Hancock noted that the committee recognized there would be challenges but that there was a greater need to move forward with finding solutions to the issues raised in the memo.

A member of Senate expressed concern over the need for religious accommodations. Elizabeth Adjin-Tetty, Associate Vice-President Academic Programs noted that this concern was addressed in the memo in which the pilot was meant to address issues surrounding unregulated interim assessments already scheduled outside of class time. E. Adjin-Tetty also addressed the challenge in finding the correct time during the term and that there was no perfect date. The proposal was recommended so that all current final exam conflict and accommodation policies could apply to this piloted period.

A Senator raised a concern about the inability to use this solution long term and across all Faculties. There also did not seem to be any protection for students having to write four to five midterms in a row. Referring to the memo, E. Adjin-Tetty responded that the principles of the regulation on exam conflict and hardship would apply to the pilot. Wendy Taylor, Acting Registrar, explained the purpose of the pilot was to inform the campus of any challenges should it be determined to move to a permanent campus-wide midterm period.

In response to a Senator's questions about comparisons with other institutions, W. Taylor confirmed that she had heard of other institutions having a midterm exam period. There was a request to share this information with Senate when the data was collected.

A member of Senate asked a procedural question on amending the motion. Carrie Andersen, University Secretary, responded that without fully contemplating all possible unintended consequences, this was not advised. C. Andersen suggested that a recommendation could be provided by Senate.

A further question was asked about the intent of using Sunday, if required. E. Adjin-Tetty said that Sunday could be used for any re-schedule exam needs. She reiterated that the pilot would only involve a handful of courses from three faculties. She noted that the Office of the Registrar and Enrolment Management (OREM) could be intentional in the scheduling of the midterm exams given it would be known which students were in each class.

In response to a question, E. Adjin-Tetty confirmed that if the pilot was successful and it was determined to move forward a further proposal would be brought forward to Senate. A further question was asked why the Office of the Registrar and Enrolment Management could not administer additional midterms. E. Adjin-Tetty said conversations have occurred regarding other faculties participation however, given the significant undertaking to find space for exams and the displacement of classes, this was not repeatable throughout the term.

A member of Senate asked if conducting midterm exams outside of class time would mean added expectations and if there had been research done on the effectiveness of the techniques to reduce distraction as noted in the memo. E. Adjin-Tetty said that exams out of class time were already occurring, albeit unsanctioned. She advised the Senator that it was up to the instructor whether to continue or cancel their regularly scheduled class. W. Taylor noted not techniques were currently being used at the university for reduced distractions, and that other institutions, such as the University of Calgary, also utilized these techniques.

In response to a question on the supports in place for deferred exams, E. Adjin-Tetty responded anything outside of this proposal would follow the normal practice for the term, noting that if an instructor wanted access to aids, they would be made available. A further question was asked how it would be managed if an instructor had many students who could not write the exam on the scheduled day. W. Taylor noted there was a process in place to book space in which instructors could request to hold their makeup exam. R. Hicks reminded Senate that with the large number of students and unregulated testing practices, this was an attempt to regulate the process.

A member of Senate commented on the thoughtfulness in which the committee took to lessen the impact of students for those who will have course demands on either side of the midterm period. The Senator asked how the campus would prevent the interruption of classes in other faculties. W. Taylor replied that this was still to be confirmed and that the OREM would keep this in mind when scheduling the period.

In response to a question on the collection of the data resulting from the pilot and how it would be shared, E. Adjin-Tetty said the information would be provided to Senate however, a decision on the methodology had not been made yet.

In response to several questions and concerns expressed on the number of exams in a single day a student may have to take, W. Taylor noted that at this point there are only eight courses who have expressed interest in taking part in the pilot program and would seek further interest if Senate approved the pilot proposal. She explained that once the participating courses are confirmed, her team would work to minimize conflicts for students. A Student Senator commented that it was not unheard of to have three midterm exams over the course of two days. The Senator asked for those whose accommodation was for

reduced distraction was not adequate, what options are available. W. Taylor confirmed there would need to be further discussion with the Centre for Accessible Learning to work out these details.

In response to a question on the schedule for two days versus two weekends, W. Taylor commented on the time needed to setup and takedown the exam rooms and anything longer term would have too large an effect on current campus operations.

Motion: (S. Minshall/R. Hancock)

That Senate approve the proposed February 2024 centrally scheduled midterm examination pilot be added to the Academic Important Dates.

CARRIED

Motion: (R. Hancock/K. Diether)

That Senate approve the proposed application of the examination regulations in the undergraduate academic calendar to the February 2024 centrally scheduled midterm examination pilot.

CARRIED

There being no other business, the meeting was adjourned at 2:52 p.m.

Draft

Name	In Attendance	Regrets		Page 4 of 5 Position
Adjin-Tetty, Elizabeth	X		Associate Vice-President Academic Programs	By Invitation
Aikau, Hokulani		X	Faculty of Human and Social Development	Elected by the Faculty
Andersen, Carrie	X		University Secretary	Secretary of Senate
Andreotti, Vanessa			Dean, Faculty of Education	Ex officio
Anyaeibunam, Chekwube	X		Student Senator	Elected from the student societies
Bengtson, Jonathan			University Librarian	Ex officio
Bhappu, Anita			Dean, Peter B. Gustavson School of Business	Ex officio
Brown, Hannah			Student Senator	Elected from the student societies
Buller, Marion	X		Chancellor	Ex officio
Campbell, Erin	X		Faculty of Fine Arts	Elected by the faculty members
Clarke, Jo-Anne	X		Dean, Division of Continuing Studies	Ex officio
Croft, Elizabeth	X		Vice-President Academic and Provost	Ex officio
Curran, Deborah		X	Faculty of Law	Elected by the Faculty
Diether, Kelly	X		Convocation Senator	Elected by the convocation
Dunsdon, Jim			Associate Vice-President Student Affairs	By Invitation
Eagle, Chris	X		Faculty of Science	Elected by the faculty members
Empringham, Kyle		X	Student Senator	Elected from the student societies
Fyfe, Benjamin			Student Senator	Elected from the student societies
Gaudet, Loren		X	Faculty of Humanities	Elected by the Faculty
Gupta, Rishi	X		Faculty of Engineering and Computer Science	Elected by the Faculty
Hall, Kevin		X	President and Vice-Chancellor	Chair of Senate
Hallgrimsdottir, Helga	X		Deputy Provost	By invitation
Hancock, Rob	X		Faculty of Social Sciences	Elected by the Faculty
Harder, Lois			Dean, Faculty of Social Sciences	Ex officio
Harding, Catherine	X		Faulty of Fine Arts	Elected by the Faculty
Harris, Moronke			Student Senator	Elected from the student societies
Hicks, Robin	X		Dean, Faculty of Graduate Studies	Ex officio
Hier, Sean	X		Faculty of Social Sciences	Elected by the faculty members
Holdaway, Anais	X		Convocation Senator	Elected by the convocation
Hoorfar, Mina		X	Dean, Faculty of Engineering and Computer Science	Ex officio
Hope Tucker, Nathaniel			Student Senator	Elected from the student societies
Huang, Li-Shih	X		Faculty of Humanities	Elected by the faculty members
Humphreys, Sara	X		Faculty of Humanities	Elected by the faculty members
Hundza, Sandra	X		Faculty of Education	Elected by the Faculty
Jeffery, Donna	X		Faculty of Human and Social Development	Elected by the faculty members
Kalynchuk, Lisa		X	Vice-President Research and Innovation	Ex officio
Kandil, Yasmine		X	Faculty of Fine Arts	Elected by the faculty members
Kelly, Erin	X		Faculty of Humanities	Elected by the faculty members
Kennedy, Cole	X		Student Senator	Elected from the student societies
Koch, Matthew	X		Continuing Sessional	Elected by the Continuing Sessionals
Kodar, Freya	X		Dean, Faculty of Law	Ex officio
Laidlaw, Mark		X	Faculty of Science	Elected by the Faculty
Lee, Kelvin			Student Senator	Elected from the student societies
Lepp, Annalee		X	Dean, Faculty of Humanities	Ex officio
Lindgren, Allana		X	Dean, Faculty of Fine Arts	Ex officio
Loock, Peter		X	Dean, Faculty of Science	Ex officio
Mallidou, Anastasia	X		Faculty of Human and Social Development	Elected by the faculty members
Marks, Lynne	X		Faculty of Humanities	Elected by the Faculty
Martin, Travis	X		Faculty of Science	Elected by the Faculty
McGinnis, Martha			Faculty of Graduate Studies	Elected by the Faculty
Minshall, Simon	X		Faculty of Human and Social Development	Elected by the Faculty
Mukhopadhyaya, Phalguni	X		Faculty of Engineering and Computer Science	Elected by the faculty members
Nair, Sudhir	X		Peter B. Gustavson School of Business	Elected by the Faculty
Newcombe, Andrew	X		Faculty of Law	Elected by the Faculty
Pavlik, Sophie			Student Senator	Elected from the student societies
Prendergast, Monica	X		Faculty of Education	Elected by the Faculty
Rose-Redwood, CindyAnn	X		Faculty of Socia Sciences	Elected by the Faculty
Saab, Ada	X		Associate University Secretary	By Invitation
Salem, Joseph	X		Faculty of Fine Arts	Elected by the Faculty
Salinas, Justin		X	Student Senator	Elected from the student societies
Sirois Ennis, Daniela	X		Student Senator	Elected from the student societies
Smith, Brock	X		Peter B. Gustavson School of Business	Elected by the Faculty
Stinson, Danu		X	Faculty of Graduate Studies	Elected by the Faculty
Struchtrup, Henning		X	Faculty of Engineering and Computer Science	Elected by the Faculty
Sukhdeo, Nathaniel	X		Student Senator	Elected from the student societies
Taylor, Wendy	X		Acting Registrar	By Invitation
Voss, Graham	X		Faculty of Social Sciences	Elected by the faculty members
Wang, Alivia	X		Convocation Senator	Elected by the convocation
Wang, Emily			Student Senator	Elected from the student societies
Warburton, Rebecca	X		Convocation Senator	Elected by the convocation
White, Jennifer	X		A/Dean, Faculty of Human and Social Development	Ex officio
Wilson, Lara	X		Professional Librarian	Elected by the Professional Librarians
Wright, Bruce	X		Head, Division of Medical Sciences	Additional Member
Zhou, Lina	X		Faculty of Engineering and Computer Science	Elected by the faculty members

MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA

Effective November 1, 2023EX OFFICIO MEMBERS - University Act: Section 35 (2) (a-f)

Chancellor: Marion Buller (31/12/24)
 President and Vice-Chancellor: Kevin Hall, Chair
 Vice-President Academic and Provost: Elizabeth Croft
 Vice-President Research and Innovation: Lisa Kalynchuk
 Dean of Peter B. Gustavson School of Business: Anita Bhappu
 Dean of Education: Vanessa Andreotti
 Dean of Engineering: Mina Hoorfar
 Dean of Continuing Studies: JoAnne Clarke
 Dean of Fine Arts: Allana Lindgren
 Dean of Graduate Studies: Robin Hicks (Vice-Chair)
 Dean of Humanities: Annalee Lepp
 Acting Dean of HSD: Jennifer White
 Dean of Law: Freya Kodar
 Dean of Science: Peter Loock
 Dean of Social Sciences: Lois Harder
 University Librarian: Jonathan Bengtson

MEMBERS ELECTED BY THE FACULTIES

- Section 35 (2) (g)

BUSI: Sudhir Nair (30/6/25)
 Brock Smith (30/6/24)
 EDUC: Sandra Hundza (30/6/25)
 Monica Prendergast (30/6/26)
 ENGR: Rishi Gupta (30/6/25)
 Henning Struchtrup (30/6/26)
 FINE: Catherine Harding (30/6/25)
 Joseph Salem (30/6/24)
 GRAD: Martha McGinnis (30/6/26)
 Danu Stinson (30/6/25)
 HSD: Hokulani Aikau (30/6/24)
 Simon Minshall (30/6/25)
 HUMS: Loren Gaudet (30/6/25)
 Lynne Marks (30/6/24)
 LAW: Deborah Curran (30/6/25)
 Andrew Newcombe (30/6/26)
 SCIE: Mark Laidlaw (30/6/26)
 Travis Martin (30/6/26)
 SOSC: Rob Hancock (30/6/24)
 CindyAnn Rose-Redwood (30/6/26)

MEMBERS ELECTED BY THE FACULTY MEMBERS

- Sections 35 (2) (g)

Erin Campbell (FINE) (30/6/26)
 Chris Eagle (SCIE) (30/6/26)
 Sean Hier (SOSC) (30/6/24)
 Sara Humphreys (HUM) (30/6/26)
 Li-Shih Huang (HUM) (30/6/24)
 Donna Jeffery (HSD) (30/6/24)
 Yasmine Kandil (FINE) (30/6/26)
 Erin Kelly (HUM) (30/6/24)

MEMBERS ELECTED BY THE FACULTYMEMBERS (continued)

Anastasia Mallidou (HSD) (30/6/26)
 Phalguni Mukhopadhyaya (ENGR) (30/6/25)
 Graham Voss (SOSC) (30/6/24)
 Lina Zhou (ENGR) (30/6/26)

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

Chekwube Anyaegbunam (GRAD) (30/6/24)
 Hannah Brown (GRAD) “
 Kyle Empringham (GRAD) “
 Benjamin Fyfe (BUSI) “
 Moronke Harris (GRAD) “
 Nathaniel Hope Tucker (SOSC) “
 Cole Kennedy (GRAD) “
 Kelvin Lee (ENGR) “
 Sophie Pavlik (SCIE) “
 Justin Salinas (HUMS) “
 Daniela Sirois Ennis (SOSC) “
 Nathaniel Sukhdeo (LAW) “
 Emily Wang (LAW) “
 Vacancy (EDUC) “
 Vacancy (FINE) “
 Vacancy (HSD) “

MEMBERS ELECTED BY THE CONVOCATION

– Section 35 (2) (i)

Kelly Diether (30/06/24)
 Anaïs Holdaway (30/06/24)
 Alivia Wang (30/06/24)
 Rebecca Warburton (30/06/24)

ADDITIONAL MEMBERS - Section 35 (2) (k)

Head, Division of Medical Sciences: Bruce Wright
 Member elected by the Professional Librarians:
 Lara Wilson (30/06/24)
 Continuing Sessional: Matthew Koch (30/06/26)

SECRETARY OF SENATE - Section 64 (2)

University Secretary: Carrie Andersen

BY INVITATION - Seated with specified speaking rights

Deputy Provost: Helga Hallgrímsdóttir
 Assoc. VP Student Affairs: Jim Dunsdon
 Assoc. VP Academic Programs: Elizabeth Adjin-Tetty
 A/Registrar: Wendy Taylor
 Associate University Secretary: Ada Saab



Date: December 13, 2023

To: Senate

From: Senate Committee on Academic Standards

Re: Request for Change to Admission Requirements to MA/MEd Programs

At its meeting on December 7, 2023 the Senate Committee on Academic Standards considered and approved a proposal from Faculty of Education regarding changes to admission requirements for the MA and MEd programs in Educational Psychology.

Recommended motion:

That Senate approve the changes to the admission requirements to the MA and MEd programs in Educational Psychology.

Respectfully submitted,

2023/2024 Senate Committee on Academic Standards

Yasmine Kandil (Chair), Faculty of Fine Arts

Elizabeth Adjin-Tettey, Associate Vice-President Academic and Planning

Hökūlani Aikau, Faculty of Human and Social Development

Chekwube Anyaegbunam, Student Senator

Ashley de Moscoso, Acting Associate Registrar

Dennine Dudley, President's nominee

Steve Evans, VPAC's designate

Jade Fischer, GSS representative

Andrea Giles, Executive Director, Coop Education and Career Services

Rob Hancock, Faculty of Social Sciences

Tim Haskett, Faculty of Humanities

Julio Navarro, Faculty of Science

Andrew Newcombe, Faculty of Law

Sorin Rizeanu, Peter B. Gustavson School of Business

Tim Pelton, Faculty of Education

Cleo Philp, UVSS representative

David Scoones, Acting Associate Dean, Academic Advising (Tri-Faculties)

Yang Shi, Faculty of Engineering and Computer Science

Dani Stinson, Faculty of Graduate Studies

Nathaniel Sukhdeo, Student Senator

Wendy Taylor, Acting Registrar

Laura Vizina, Division of Continuing Studies

Alivia Wang, Convocation Senator

Ada Saab (Secretary), Associate University Secretary



Date: December 11, 2023

To: Leslee Francis Pelton, Associate Dean Academic, Faculty of Education
Rose Vukovic, Chair, Educational Psychology & Leadership Studies

From: Ada Saab
Associate University Secretary

Re: **Request for Change to Admission Requirements to MA/MEd programs**

At its meeting on December 7, 2023 the Senate Committee on Academic Standards considered a proposal from the Faculty of Education regarding the request to change the admission requirements to MA/MEd programs.

The committee asked for small adjustments to be made to the memo for increased clarity before recommendation to Senate.

In that regard, this is to advise that the committee approved the following motion:

Motion:


That the Senate Committee on Academic Standards approve, and recommend to Senate that it also approve, the changes to the admission requirements to the MA and MEd programs in Educational Psychology.

Please note that this item will be forwarded by the committee to Senate for its approval. The Senate next meeting scheduled for January 5, 2024.





MEMORANDUM

TO: Yasmine Kandil, Senate Committee on Academic Standards
FROM: Rose Vukovic, EPLS Chair 
DATE: November 15, 2023
RE: Request for Change to Admission Requirements to MA/MEd programs

A revised program plan for the M.A. and MEd degrees in Educational Psychology was approved at the December 2023 Senate meeting. As part of this plan, we propose a revision to the admission requirements for the [MA](#) and [MEd](#) programs in Educational Psychology, Special Education Focus.

We are dropping the following requirement from the current program requirement:

“For the Special Education focus area: at least one of the courses must be in special education, developmental psychopathology or related course. Applicants with 2-years of related field experience providing services to people with special needs in school or community contexts can use their experience in lieu of the Special Education course prerequisite.”

We believe that the desirable values and skills represented by this statement have become redundant with other EPLS conditions and expectations, for the following reasons:

- First, the applicant population has more diverse experience and than when this requirement was initially implemented.
- Second, we have implemented ED-D 568, “Inclusive Education” as a core, required course that covers many of the expected values and skills and will cover any necessary gaps in student knowledge.

Additionally, we believe the population of students intended by this statement are already covered by the current admission requirements below:

“To be considered.... a bachelor’s degree in (a) Psychology, (b) Educational Psychology, or (c) Education from an accredited university and normally a grade point average of 6.0 (B+) in the last two years of academic work....”

Applicants without a Bachelor degree in (a) Psychology, (b) Educational Psychology, or (c) Education must satisfy the following pre-requisite course requirements: two senior undergraduate courses covering content in educational psychology, learning, cognition and/or human development.”



Date: December 13, 2023

To: Senate

From: Senate Committee on Academic Standards

Re: **Updated DELF B2 requirements for French Immersion Practicum option**

At its meeting on December 7, 2023 the Senate Committee on Academic Standards considered and approved a proposal from Faculty of Education to change the DELF B2 requirements for French Immersion Practicum option.

Recommended motion:

That Senate approve the changes to the DELF B2 requirements for French Immersion Practicum option.

Respectfully submitted,

2023/2024 Senate Committee on Academic Standards

Yasmine Kandil (Chair), Faculty of Fine Arts

Elizabeth Adjin-Tettey, Associate Vice-President Academic and Planning

Hökūlani Aikau, Faculty of Human and Social Development

Chekwube Anyaegbunam, Student Senator

Ashley de Moscoso, Acting Associate Registrar

Dennine Dudley, President's nominee

Steve Evans, VPAC's designate

Jade Fischer, GSS representative

Andrea Giles, Executive Director, Coop Education and Career Services

Rob Hancock, Faculty of Social Sciences

Tim Haskett, Faculty of Humanities

Julio Navarro, Faculty of Science

Andrew Newcombe, Faculty of Law

Sorin Rizeanu, Peter B. Gustavson School of Business

Tim Pelton, Faculty of Education

Cleo Philp, UVSS representative

David Scoones, Acting Associate Dean, Academic Advising (Tri-Faculties)

Yang Shi, Faculty of Engineering and Computer Science

Dani Stinson, Faculty of Graduate Studies

Nathaniel Sukhdeo, Student Senator

Wendy Taylor, Acting Registrar

Laura Vizina, Division of Continuing Studies

Alivia Wang, Convocation Senator

Ada Saab (Secretary), Associate University Secretary



Date: December 11, 2023

To: Leslee Francis Pelton, Associate Dean Academic, Faculty of Education

From: Ada Saab
Associate University Secretary

Re: **Updated DELF B2 requirements for French Immersion Practicum option**

At its meeting on December 7, 2023 the Senate Committee on Academic Standards considered a proposal from the Faculty of Education regarding updated DELF B2 requirements for French Immersion practicum option.

In that regard, this is to advise that the committee approved the following motion:

Motion:

That the Senate Committee on Academic Standards approve, and recommend to Senate that it also approve, the changes to the DELF B2 requirements for French Immersion Practicum option.

Please note that this item will be forwarded by the committee to Senate for its approval. The Senate next meeting scheduled for January 5, 2024.





MEMO

Office of the Associate Dean Undergraduate Programs
Faculty of Education
University of Victoria
PO Box 1700, STN C
Victoria, BC. V8W 2Y2
250-721-6570

DATE: November 29, 2023

TO: Senate Committee on Academic Standards (SCAS)

FROM: Dr. Leslee Francis Pelton, Associate Dean Undergraduate Programs
Faculty of Education

RE: Updated DELF B2 requirements for French immersion practicum option

There is a great need for French Immersion Teachers in BC. In response to this immediate need, Teacher Education has consulted with our local partner school districts to determine what level of language proficiency they require for teachers to be hired into positions in French immersion settings. The level identified by our local school district partners was the achievement of the DELF B2 certificate, which is achieved with a minimum score of 50% total, and no less than receiving a score of 5/25 on any one section.

After comparing the language proficiency thresholds required by the local school districts for their hiring purposes, and the teacher education program for placing students in French immersion practicums, we realized that there was a discrepancy. The threshold that the university was requiring for French immersion placements is significantly higher. Students were required to obtain a DELF B2 with a minimum score of 75% on each of the four areas of evaluation.

As a result, the teacher education program is moving to update the language proficiency threshold required for students to undertake a French immersion practicum to mirror the proficiency required by the local school districts.

Since this is a relaxing of the language proficiency requirements, we do not anticipate any barriers for prospective students; rather, this change makes French Immersion practicums more accessible. We are hopeful this will lead to an increase in qualified candidates undertaking French immersion practicums, and then once they graduate, applying for French immersion positions in the school districts.

This change in language proficiency only applies to students pursuing practicum placements in French immersion, and has no impact on their status in their chosen teacher education program. Currently, if

they do not achieve the required language proficiency, they undertake their practicum experience in an English language context.

There is an alternative language proficiency exam available to students, but it is less accessible as UVic is an official DELF testing site.

What:

The rationale included in the Quali proposal is as follows:

We are proposing updating the DELF B2 French language proficiency threshold required for students to pursue a French immersion practicum. We are proposing that students must receive the DELF B2 certificate, which is achieved with a minimum score of 50% total and with no less than receiving a score of 5/25 on any one section.

This change will bring us into alignment with the hiring practices of our local school districts partners (SD 61, SD 62, SD 63, and SD 64) and the realities they are facing with French immersion teacher recruitment, in addition to the entrance requirements for other BC teacher education programs.

Other areas affected:

- Education Advising
- French and Francophone studies as the home of the DELF administration

Implementation Plan:

When students are being admitted into the programs, the teacher education office and education advising have been notifying prospective students about the language proficiency requirements. If this proposal is accepted by SCAS, we will be able to update our website and immediately start accepting the updated DELF B2 requirements for September 2024 entry.

Support:

This change has been passed by the Department of Curriculum and Instruction, The Faculty Council and the Undergraduate Curriculum Committee. Education Advising is also in support and the Department of French and Francophone studies has been consulted.

Calendar Entry:

The current calendar Entry is as follows:

French immersion placements

Students who wish to complete a practicum in French Immersion must:

- a. demonstrate French language proficiency by obtaining either:

- a. a minimum score of 75% on each of the four areas of the diplôme d'études en langue française (DELF) B2 exam.
- b. a minimum total score of 815 (395 oral and 420 written) on the Test de français international (TFI) within the last two years.
- b. complete a French Immersion methodology course such as UVic's [EDCI 476](#) Organization and Instruction in French Immersion or equivalent.

Secondary teacher education students who wish to teach FSL and/or français langue must also satisfy the French teaching area requirements outlined in [Post-Degree Professional Program \(Secondary\)](#).

Note: Prospective Elementary Post-Degree Program students who are interested in a French Immersion placement should speak with the Teacher Education Office before May 15.

The proposed updated calendar entry is as follows:

French immersion placements

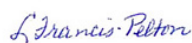
Students who wish to complete a practicum in French Immersion must:

- a. demonstrate French language proficiency by obtaining either:
 - a. a minimum score of 50% on the diplôme d'études en langue française (DELF) B2 exam, with no less than 5/25 on any one of the four component areas.
 - b. a minimum total score of 815 (395 oral and 420 written) on the Test de français international (TFI) within the last two years.
- b. complete a French Immersion methodology course such as UVic's [EDCI 476](#) Organization and Instruction in French Immersion or equivalent.

Secondary teacher education students who wish to teach FSL and/or français langue must also satisfy the French teaching area requirements outlined in [Post-Degree Professional Program \(Secondary\)](#).

Note: Prospective Elementary Post-Degree Program students who are interested in a French Immersion placement should speak with the Teacher Education Office before May 15.

Sincerely,



Leslee Francis Pelton, PhD

Associate Dean Undergraduate Programs
Faculty of Education
University of Victoria





Date: December 13, 2023

To: Senate

From: Senate Committee on Academic Standards

Re: **Addition to the Academic Writing Requirement – ATWP 110 (3.0 units)
Academic Reading and Writing Support and Development**

At its meeting on December 7, 2023 the Senate Committee on Academic Standards considered and approved a proposal from the Academic and Technical Writing Program, Faculty of Humanities regarding the addition to the Academic Writing Requirement.

Recommended motion:

That Senate approve the addition of ATWP 110 to the Academic Writing Requirement.

Respectfully submitted,

2023/2024 Senate Committee on Academic Standards

Yasmine Kandil (Chair), Faculty of Fine Arts

Elizabeth Adjin-Tettey, Associate Vice-President Academic and Planning

Hökūlani Aikau, Faculty of Human and Social Development

Chekwube Anyaegbunam, Student Senator

Ashley de Moscoso, Acting Associate Registrar

Dennine Dudley, President's nominee

Steve Evans, VPAC's designate

Jade Fischer, GSS representative

Andrea Giles, Executive Director, Coop Education and Career Services

Rob Hancock, Faculty of Social Sciences

Tim Haskett, Faculty of Humanities

Julio Navarro, Faculty of Science

Andrew Newcombe, Faculty of Law

Sorin Rizeanu, Peter B. Gustavson School of Business

Tim Pelton, Faculty of Education

Cleo Philp, UVSS representative

David Scoones, Acting Associate Dean, Academic Advising (Tri-Faculties)

Yang Shi, Faculty of Engineering and Computer Science

Dani Stinson, Faculty of Graduate Studies

Nathaniel Sukhdeo, Student Senator

Wendy Taylor, Acting Registrar

Laura Vizina, Division of Continuing Studies

Alivia Wang, Convocation Senator

Ada Saab (Secretary), Associate University Secretary



Date: December 14, 2023

To: Erin Kelly, Director
Academic and Technical Writing Program

From: Ada Saab
Associate University Secretary

Re: **Addition to the Academic Writing Requirement – ATWP 110 (3.0 units) Academic Reading and Writing Support and Development**

At its meeting on December 7, 2023 the Senate Committee on Academic Standards considered a proposal from the Academic and Technical Writing Program, Faculty of Humanities regarding the addition of ATWP 110 to the Academic Writing Requirement.

In that regard, this is to advise that the committee approved the following motion:

Motion:

That the Senate Committee on Academic Standards approve, and recommend to Senate that it also approve, the addition of ATWP 110 to the Academic Writing Requirement.

Please note that this item will be forwarded by the committee to Senate for its approval. The Senate next meeting scheduled for January 5, 2024.





Faculty of Humanities
Academic and Technical Writing Program
Clearihue Building, Room D233
PO Box 1700 STN CSC
Victoria BC V8W 2Y2, Canada
250-472-5688 | atwadmin@uvic.ca | uvic.ca/awr

28 November 2023

To: Yasmine Kandil, Chair, Senate Committee on Academic Standards

The Academic and Technical Writing Program submitted a “new” Academic Writing Requirement (AWR) course for Cycle 1: **ATWP110: Academic Reading and Writing Support and Development**. This course has been approved by the Program, by the Faculty of Humanities Curriculum Committee, and by the Humanities Faculty Council.

I have put quotation marks around the word “new” here because **ATWP110** regularizes an arrangement of two existing courses (ATWP101 and ATWP135) in an attempt to streamline students’ enrolment experience. Because this “new” course includes ATWP135: Academic Reading and Writing, a course UVic has long designated as meeting the [Academic Writing Requirement \(AWR\)](#), **ATWP110** is also intended to meet the AWR. As such, we have recently been informed that this proposal must be approved by the Senate Committee on Academic Standards as well as the Senate Curriculum Committee.

Context:

UVic has for a number of years offered [ATWP101: Fundamentals of Academic Literacy](#) as a stand-alone course, the purpose of which is to prepare students to succeed in courses that meet UVic’s Academic Writing Requirement (AWR).

One issue with ATWP101 has long been that many students who would benefit from the course report they are hesitant to take it because they worry it will delay their completion of the AWR; specifically, students have pointed to problems timetabling both ATWP101 and an AWR course and expressed concern that not taking any AWR course seat as soon as it is available will make it impossible to get one later.

In response to these reasonable worries, and in light of well-established research about how informed self-placement and extended time to complete requirements benefit students, we piloted in 2022-2023 a single section of ATWP101 in the first term (September through December) that was linked to ATWP135 in the second term (January through April) of the winter session. This de facto September to April AWR course is [being repeated in two sections in 2023-2024](#) because information collected from the 2022-2023 pilot with funding support from an LTSI grant indicated this experiment was both pedagogically effective for and appreciated by the students who enrolled.

But the downside of simply “linking” two sections of different courses is that we must restrict enrolment for both sections and then grant permission to each individual student

who seeks permission to register. Setting up restricted sections of ATWP135 in this way causes confusion during the enrolment period for many incoming students. More importantly, the incoming first-year students who are most likely to benefit from ATWP110 include those who find UVic's registration process especially challenging and who are uncomfortable writing to an office to request registration permissions. The proposal to create ATWP110: Academic Reading and Writing Support and Development seeks to "regularize" this offering as a single course into which students can register themselves.

The proposal:

The "new" course will function as follows:

- **Title:** ATWP110: Academic Reading and Writing Support and Development
- **Units:** 3.0 units
- **Scheduling:** 2 x per week for 75 minutes or 3 x per week for 50 minutes across both the first and second terms of the winter session, taught by the same course instructor
- **Proposed class cap:** 27 (benchmarked to be 3-5 lower than a regular ATWP135 section)
- **Proposed calendar description:** ATWP110 combines development of the foundational skills needed to read and write English at the advanced level expected in their academic studies with an introduction to university-level reading, writing, and research skills. Offers students focused instructional support while allowing them to meet UVic's Academic Writing Requirement.
- **Grading method:** Regular
- **Other:**
 - ATWP110 meets the Academic Writing Requirement
 - Students with credit for ATWP101 cannot take ATWP110 (Note that it is already the case that students with credit for any AWR-designated course cannot take ATWP101 for credit, and we would extend that restriction to ATWP110)
 - ATWP110 is mx-ed with ATWP135

The Quali proposal screen shots attached here show exact language.

Consultation to date:

To design this "stretch" class option, the ATWP consulted with campus experts who reach students most likely to benefit. Guidance was provided throughout the pilot by Tricia Best (Director, International Centre for Students), Nancy Ami (Manager, Centre for Academic Communication), and other campus advisors.

Before putting a proposal for ATWP110 into Quali in summer 2023, Erin Kelly consulted about this course with the Registrar's office (specifically with Ashley de Moscosco and then with Wendy Taylor), who offered advice about language for MX phrasing and indicated this needs to be listed as a "new course" rather than just a renumbered or renamed course. The registrar's office also noted that if ATWP110 is approved, then they will reach out to ensure all calendar language connected to UVic's Academic Writing Requirement is appropriately updated. (The sample update attached here is what we expect, but the UVic calendar office will need to finalize phrasing.) Notification that this course would be proposed in Cycle 1 was

also sent at this time to Adam Con (as Chair of the Senate Curriculum Committee) and to Elizabeth Adjin-Tetty (as AVPAP).

Subsequently, the ATWP wrote email messages directly to all Associate Deans Academic, to unit heads for programs that have special AWR-related course requirements, and to unit heads for students with significant numbers of students who favour ATWP135 and/or who enroll in ATWP101. This email consultation process allowed us to answer questions and share additional information before the course was sent through Quali for acknowledgment and approval. (A sample email consultation exchange including questions and a response is attached here.)

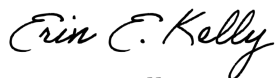
Only then did we notify every campus degree-granting program of this course proposal through Quali – a necessary step because all undergraduate degree programs at UVic require students to meet the AWR and thus must be aware of even minor changes to AWR-designated course arrangements.

It also seems worth noting that the committee drafting the STEM Indigenous Pathways plan as well as offices seeking ways to foster retention and academic success of international students for whom English is an Additional Language have expressed interest in and support for this proposal. (I have confirmed with Tricia Best, Director of the International Centre for Students, that a two-term course for which 3.0 units will be awarded in April will not pose problems for international students who need to maintain fulltime status and that any questions or complications can be managed through advising and information-sharing.)

Our request:

It is our hope that the Senate Committee on Academic Standards will recognize that ATWP110, a de facto blending of existing AWR-preparation course ATWP101 and existing AWR-designated course ATWP135, is intended offer UVic students who need extra academic support an appropriate, accessible option for meeting the Academic Writing Requirement. We welcome any questions or requests for further information that would allow you to approve our proposal so that ATWP110 will be available for students in the 2024-2025 academic year.

Sincerely yours,



Erin E. Kelly, Director
Academic and Technical Writing Program



Subject: ATWP 110
Date: Tuesday, November 28, 2023 at 3:38:29 PM Pacific Standard Time
From: Lisa Surridge - Humanities Associate Dean, Academic
To: Erin Kelly - ATWP Director
CC: Amogha Halepuram Sridhar - ATWP Program Administrator
Attachments: image001.png, image002.png, image003.png, image004.png, image005.png

ATWP 110 | Academic Reading and Writing Support and Development

Effective date of change

Effective term ⓘ
May 2024

Type of change

Type of change ⓘ
New

Rationale

Proposal rationale

ATWP110: Academic Writing Support and Development combines learning outcomes in ATWP101 (Fundamentals of Academic Literacy), an existing Reading and Writing), an existing AWR course, into a year-long offering to provide students in need of additional support with another way of meeting designed this year-long, supportive learning environment for students who are at higher risk of not successfully completing an AWR course by following best practices for supporting student success through informed self-placement and alternatives for meeting university requirements rather than through courses. A version of this course was been piloted in 2022-2023 and is being offered in 2023-2024 (<https://www.uvic.ca/humanities/atwp/program/> allowing students to register into linked sections of ATWP101 (in the fall term) and ATWP135 (in the spring term), and we received positive feedback. However, the complex registration process for linked sections at UVic has proven an obstacle to incoming first-year students, especially those for who are self-identified as needing extra support. Offering ATWP110 as an official year-long course will make it possible for students who have self-identified as needing extra support to self-register.

Dependencies

Course Information

Subject Code ?
ATWP

Number ?
110

Long Course Title ?
Academic Reading and Writing Support and Development

Level
Undergraduate

Short Course Title
Academic Writing Support

Cross Listed Courses ?

Formerly Note ?

Note	Subject Code
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Academic Unit ?

Academic and Technical Writing Program

Faculty ?

Faculty of Humanities

Contact Hours ?

Enter lecture, lab and tutorial hours. If required, select 'to/or' and maximum hours

Units	Lecture Hours	Lab Hours	Tutorial Hours
3	6	0	0

Course is repeatable ?

N/A

Multiple or range of Hours

Grading ?

Standard

Course Description ?

Year-long course that meets UVic AWR; introduces foundational English reading and writing skills; structured practice of advanced skills needed for advanced academic writing discussions, and paired or group work.

Pro Forma ?

No

Note(s) ?

- Credit will be granted for only one of ATWP 110, ATWP 101, ATWP 135, ENGL 101, ENGL 135.
- Not open for credit to students registered in or with credit in any of ATWP 135, ENGL 116, ENGL 121, ENGL 122, ENGL 125, ENGL 135, ENGL 145, ENGL 146, 101, or ENSH 102.
- This year-long course runs September through April. Students should register in the same section in First Term (Sept-Dec) and Second Term (Jan-Apr) to complete the requirement.

Recommendations ?

- Recommended for students who for any reason need more time and structured support to successfully complete UVic's Academic Writing Requirement. See assessment for guidance: <https://www.surveymonkey.ca/r/9GS7RKL>.

Prerequisites ?

No Rules

Pre- or corequisites ?

No Rules

Corequisites ?

No Rules



Dr. Lisa SurrIDGE | she/her
Associate Dean Academic
Faculty of Humanities
[University of Victoria](#)
Office: Cle C309
T 250-721-7246

I acknowledge and respect the Ləkʷəŋən (Songhees and Esquimalt) Peoples on whose territory the university stands, and the Ləkʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.

Academic Writing Requirement

Strong reading, writing, and research skills are essential to academic success. Regardless of whether they are native speakers of English or have learned English as an additional language, all students need to develop these skills so that they are able to meet the expectations of advanced literacy associated with university-level academic studies.

To ensure that students are prepared to meet these expectations, the university requires all undergraduate students enrolled in a degree program to satisfy one of the following two requirements.

1. Successful completion of a minimum 1.5 unit AWR-designated course ([ATWP 135](#), [ENGL 135](#), [ENSH 101](#), [ENSH 102](#), [ENGR 110](#)) or a 3.0 unit AWR-designated course ([ATWP 110](#)).
2. One of the following qualifications.
 - A final grade of at least 86% in B.C. English Studies 12, English First Peoples 12, or an approved equivalent Canadian curriculum grade 12 English course taken within the three years immediately prior to admission.
 - A minimum 1.5 units of transfer credit for [ATWP 135](#), [ENGL 135](#), [ENSH 101](#), [ENSH 102](#), [ENGR 110](#), or ATWP level credit.
 - A degree from a recognized English-speaking university.

Commented [EK1]: Note that there is no need to indicate a student could also have transfer credit for 3.0 units exactly equivalent to ATWP110 because 1.5 units equivalent to ATWP135 are already present within ATWP110 as an mx-ed course.

Selecting an AWR-Designated Course

All students who have been admitted to the university may register in the first-year English course of their choice. The following [1.5-unit](#) courses are currently offered that satisfy the AWR:

- [ATWP 135](#) Academic Reading and Writing (1.5 units)
- [ENSH 101](#) Themes in Literature (AWR)
- [ENSH 102](#) Literature in Action (AWR)
- [ENGR 110](#) Design and Communication I (2.5 units), for Engineering students only

To increase their proficiency, students may also benefit from registering in [the following 3.0-unit course that satisfies the AWR:](#)

- [ATWP110 Academic Reading and Writing Support and Development \(3.0 units\)](#)

Alternately, a student wishing to increase their proficiency may choose to complete the following preparatory courses prior to attempting an AWR-designated course:

- [ATWP 101](#) Fundamentals of Academic Literacy (1.5 units).

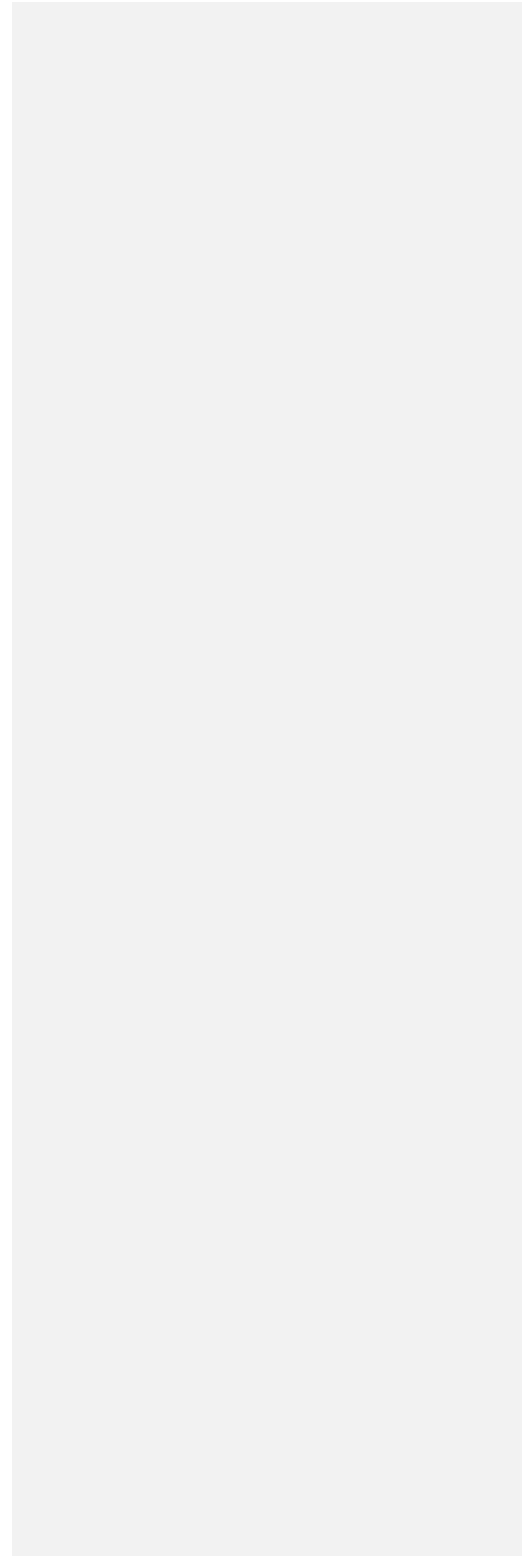
Note that this course does not satisfy the Academic Writing Requirement.

The website '[Which AWR course is right for me](#)' is available to help students in determining the course that best matches their level of proficiency.

Timeline for Completing the AWR

To gain the greatest benefit to their degree studies, students who have not yet satisfied the AWR are expected to register in a minimum 1.5-unit, AWR-designated course as soon as possible. For most students, this will be before the end of the third term of registration or prior to completing 30 units of credit.

Transfer students who are admitted to UVic for the first time as third-year students must complete the AWR during their first Winter Session. Nursing and block-transfer students should consult their academic advisers for information about their deadline for completing the requirement.



Subject: Re: Consultation Regarding ATWP 110 - Notice of ATWP's intention to put a new course into Quali for Cycle 1

Date: Wednesday, September 6, 2023 at 1:02:05 PM Pacific Daylight Time

From: Erin Kelly - ATWP Director

To: Associate Dean Undergraduate Programs, Engineering and Computer Science, Loren Gaudet

CC: Amogha Halepuram Sridhar - ATWP Program Administrator, ATWP 135 Course Coordinator

Excellent questions, LillAnne.

The not-AWR portion of this class is equivalent to our current ATWP101: Fundamentals of Academic Literacy: <https://www.uvic.ca/humanities/atwp/program/courses/awr-prep/index.php>.

It is a university credit class (not a non-creditable high school class). There are students who take it as an elective, and in the past there have been Engineering students identified by a communications lecture instructor as not ready for ENGR110 who have been directed with help from that Engineering first-year advisor to take ATWP101 in the fall term and to rework their schedule. I admit, though, that I'm not sure if Engineering counts ATWP101 as an elective or just as an extra credit since I know your program has special regulations around electives.

Finally, I do want to note that members of the STEM Indigenous Pathways committee has expressed interest in having a cohort-restricted section of ATWP110 – and that's part of why we would very much like to get this through Cycle 1.

If this message doesn't answer your questions, would you please write back to me? I can send more information or dig up more specific answers if that would be helpful.

Yours, Erin

Erin E. Kelly, Director
Academic and Technical Writing Program (ATWP)
Faculty of Humanities
University of Victoria

I acknowledge and respect the lək'wəḡən peoples on whose traditional territory the University of Victoria stands and the Songhees, Esquimalt, and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

From: "Associate Dean Undergraduate Programs, Engineering and Computer Science"
<engradu@uvic.ca>

Date: Wednesday, September 6, 2023 at 12:35 PM

To: Loren Gaudet <ldgaudet@uvic.ca>

Cc: Erin Kelly - ATWP Director <atwpdir@uvic.ca>, Amogha Halepuram Sridhar - ATWP Program Administrator <atwpadmin@uvic.ca>, ATWP 135 Course Coordinator <introcoordinator@uvic.ca>

Subject: Re: Consultation Regarding ATWP 110 - Notice of ATWP's intention to put a new course into Quali for Cycle 1

Sorry that it has taken me so long to answer this email.

What do you know about the portion of this 3.0 unit courses that is ***not*** the portion that will be the Academic writing requirement?

- Is it considered equivalent to a non-creditable high school course?
- Alternatively, if it has credit, could students (in a flexible program with electives) use it to satisfy elective requirements in a program?

Thanks for your input.

L.

--

LillAnne Jackson, PhD, P.L.Eng.,
Associate Dean Undergraduate Programs
Faculty of Engineering and Computer Science
University of Victoria

Pronouns: she/her

[Engineering and Computer Science](#) | [UVic](#)

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From: Loren Gaudet <ldgaudet@uvic.ca>

Date: Wednesday, August 16, 2023 at 10:53 AM

To: LillAnne Jackson <engradu@uvic.ca>

Cc: Erin Kelly - ATWP Director <atwpdir@uvic.ca>, Marjan Yaghoubi - ATWP Program Administrator <atwpadmin@uvic.ca>, ATWP 135 Course Coordinator <introcoordinator@uvic.ca>

Subject: Consultation Regarding ATWP 110 - Notice of ATWP's intention to put a new course into Quali for Cycle 1

Dear Dr. Jackson,

I'm writing today to let you know that the Academic and Technical Writing Program is hoping to put through in Cycle 1 a proposal for a new 100-level undergraduate course that meets the AWR. **This means that an additional course at UVic will show up as a designated AWR course.** We are open to any questions or concerns that you and/or academic units in your faculties might have, and appreciate your input as we work to put this new course forward.

I apologize in advance because this email is quite long, but I want to make sure that you have the key information. Because of the tight schedule for submitting to cycle 1, **we are hoping to hear from you in 5 working days, if possible.** I know this is a tight turnaround during a busy time of year, so my apologies in advance!

Here's the context:

UVic has for a number of years offered ATWP101: Fundamentals of Academic Literacy as a stand-alone course, the purpose of which is to prepare students to succeed in courses that meet UVic's Academic Writing Requirement (AWR).

One issue with ATWP101 has long been that students who would benefit from the course have been hesitant to take it because they worry it will delay their completion of the AWR; specifically, students have pointed to problems timetabling both ATWP101 and an AWR course and the concern that not taking any AWR course seat as soon as it is available will make it impossible to get one later.

In response to this concern, and in light of well-established research about how informed self-placement and extended time to complete requirements benefits students, we piloted in 2022-2023 a single section of ATWP101 in the fall term that was linked to ATWP135 in the spring term. This de facto year-long AWR course is being repeated in two sections in 2023-2024 because it has proven effective: <https://www.uvic.ca/humanities/atwp/program/courses/special-stretch-course/index.php>.

We are now seeking to "regularize" this offering by presenting this instructional offering as a year-long course into which students can register themselves. (One downside of simply "linking" two sections of different courses is that we must restrict enrolment and register individual students who seek permission to take it.) For your convenience, I've appended some information at the end of this email.

Here's the plan:

The plan is to put the following through Kuali for Cycle 1 (and thus by the end of this month):

Title: ATWP110: Academic Reading and Writing Support and Development

- **Units:** 3.0 units
- **Scheduling:** 2 x per week for 75 minutes or 3 x per week for 150 minutes across both the fall and spring terms, taught by the same course instructor
- **Proposed class cap:** 27 (benchmarked to be 3-5 lower than a regular ATWP135 section)
- **Proposed calendar description:** ATWP110 combines development of the foundational skills needed to read and write English at the advanced level expected in their academic studies with an introduction to university-level reading, writing, and research skills. Offers students focused instructional support while allowing them to meet UVic's Academic Writing Requirement.
- **Grading method:** Regular
- **Other:**
 - ATWP110 meets the Academic Writing Requirement
 - Students with credit for ATWP101 cannot take ATWP110 (Note that it is already the case that students with credit for any AWR-designated course cannot take ATWP101 for credit, and we would extend that restriction to ATWP110)
 - ATWP110 is mx-ed with ATWP135

Here are some additional details that might be useful:

Erin Kelly has already consulted about this course with the Registrar's office (specifically with Ashley de

Moscoco and then with Wendy Taylor), and they are offering advice about language for MX phrasing, indicating this needs to be listed as a “new course” rather than just a renumbering/renaming, and have made a note that if it is approved calendar language connected to UVic’s Academic Writing Requirement will need to be updated.

All that said, we want to make clear that this is not exactly a new course, much less a new AWR-designated course. Rather, it’s an effort to rename and renumber an arrangement of two existing courses (ATWP101 and ATWP135) in a way that will make this offering more accessible to students.

As such, prior to putting this proposal through Kualii, we are undertaking an additional level of consultation with all academic units that have ATWP135 as a program requirement (e.g. Psychology, Kinesiology, etc.) to ask if they would like to update their curriculum to allow ATWP110 as an additional option.

Thank you for taking the time to read this message.

I hope you're keeping cool in the heat!

Warmly,

Loren

Loren Gaudet, PhD (she/her)
Assistant Teaching Professor
Academic and Technical Writing Program
University of Victoria

I recognize with respect the W̱SÁNEĆ (Saanich), Wyomilth (Esquimalt), and Lkwungen (Songhees) peoples on whose territories the University of Victoria stands, and whose relationships with this land remain today.

Here's the attached ATWP 110 information promised above.

COURSE DESCRIPTION

Introduces students to the foundational skills needed to read and write English at the advanced level expected in their academic studies; helps students build proficiency in academic reading and writing through extensive practice; and develops skills needed for successful academic writing (rhetorical, stylistic, research, and documentation techniques) in a variety of subject areas through practical writing assignments. Balance of lectures, discussions, and paired or group work. Meets the AWR.

COURSE OVERVIEW

ATWP 110 is a two-semester course that offers you the opportunity to become a stronger reader and writer. The course will help you gain confidence in and control over your writing so that you can go on to successfully meet university expectations for academic writing assignments.

ATWP 110 begins by exploring reading and writing in a variety of forms encountered both in everyday life and in academic writing. You will explore concepts related to audience and purpose, English grammar and conventions, and effective argumentation.

As part of the course, in the first semester, you will write frequent brief assignments, practice exercises, and quizzes, engage in peer review of your work, and be expected to incorporate feedback to improve future written work.

In its second semester, ATWP 110 will also help you develop the core transferable skills in critical thinking, reading, and writing that you will use in your university courses, regardless of your program of studies. Through the analysis of a variety of readings, you will discover the characteristics and conventions used by scholars in different disciplines. You will explore different genres of academic writing and how these reflect different rhetorical purposes. You will practice typical academic writing tasks, including writing a basic research paper, and will learn strategies for reading and writing more effectively as well as for approaching new writing tasks. Through peer review, drafting, revision, and reflection, you will learn that writing is an ongoing process.

As a whole, ATWP 110 will enable you to build on the reading and writing skills you have developed both in the classroom and the workplace to progress toward another level of literacy that we hope will help you navigate communication situations more effectively.

Subject: RE: Urgent query: FW: ATWP110 memo for SCAS
Date: Tuesday, November 28, 2023 at 2:03:00 PM Pacific Standard Time
From: Tricia Best - Director, International Centre for Students
To: Erin Kelly - ATWP Director

Dear Erin,

Thank you for your message. We appreciate you checking in about this inquiry. While it is correct that students need to maintain full time status in order to be eligible for the Post Graduation Work Permit (PGWP), the calculations used for full-time studies is based on enrolment status (i.e., units) rather than credits earned. In this scenario, if the course has a value of 3 units over two terms, 1.5 units will be calculated for their enrolment status for the Fall Term and then another 1.5 units of enrolment will be calculated for the Spring term. This is different to how credits are awarded for the courses. Also, in the Winter Session enrolment status can be calculated based on each term or the session.

International students who are registered with CAL and have a different full-time definition may be able to provide documentation to the IRCC to demonstrate their own full-time status that may be different than the UVic Calendar definition.

This information is to give you context for the full-time enrolment considerations for international students, however, all international students should be referred to the ICS for any immigration inquiries.

Please let me know if you have questions or need more information.

Kind regards,
Tricia

From: Erin Kelly - ATWP Director <atwpdir@uvic.ca>
Sent: November 28, 2023 12:54 PM
To: Tricia Best – Director, International Student Services <issadir@uvic.ca>
Subject: Urgent query: FW: ATWP110 memo for SCAS
Importance: High

Dear Tricia,

As I believe you already know, we are in the process of proposing a regularization of the linked fall section ATWP101/spring section ATWP135 offering (described here: <https://www.uvic.ca/humanities/atwp/program/courses/special-stretch-course/index.php>) into a year-long course -- ATWP110: Academic Reading and Writing Support and Development.

That would be a 3.0 unit class that runs across the fall and spring terms (much as PHIL100 currently runs across the fall and spring terms: [https://www.uvic.ca/calendar/undergrad/index.php#/courses/Hyer4CdamE?group=Philosophy%20\(PHIL\)&bc=true&bcCurrent=PHIL100%20-%20Introduction%20to%20Philosophy&bcGroup=Philosophy%20\(PHIL\)&bcItemType=courses](https://www.uvic.ca/calendar/undergrad/index.php#/courses/Hyer4CdamE?group=Philosophy%20(PHIL)&bc=true&bcCurrent=PHIL100%20-%20Introduction%20to%20Philosophy&bcGroup=Philosophy%20(PHIL)&bcItemType=courses)).

We have received a query while preparing a memo for the Senate Committee on Academic Standards, which must review ATWP110 because it is a course that would fulfill the AWR. The query is as follows:

The credit for the course will not be applied until the second term, in April. There may be a question

on whether this could cause issues for international student registration and their need to ensure credit for the post-study work permit or IRCC requirements. This may be an issue for those students who are not taking a full course load – especially those at CAL. It would be good to have this answer in preparation of any questions from the committee. It is likely just a matter of prior academic advising.

Do you have a sense of whether this (or other UVic year-long courses) generate problems for students in terms of documenting that they are taking a full course load? Any and all information you can provide to me would be much appreciated. (Note: The deadline I've been given for the memo is Wednesday 29 November – and I received this query at 12:30 pm this afternoon.)

Thanks in advance for your help!

Yours, Erin

Erin E. Kelly, Director
Academic and Technical Writing Program (ATWP)
Faculty of Humanities
University of Victoria

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Date: December 13, 2023

To: Senate

From: Senate Committee on Admission, Re-registration and Transfer Appeals

Re: **2022/2023 Annual Report**

The Terms of Reference for the Senate Committee on Admission, Re-registration and Transfer Appeals define its scope and relationship with Senate and other Senate committees. Normally in January, the committee presents a report to Senate on its business and proceedings over the previous academic year.

The Senate Committee on Admission, Re-registration and Transfer Appeals met thirteen (13) times during 2022 – 2023: July 27th 2022, August 10, 2022, August 24, 2022, September 14, 2022, November 16, 2022, December 7, 2022, January 18, 2023, March 15, 2023, April 5, 2023, May 3, 2023, May 24, 2023, June 7, 2023, and June 21, 2023. Three meetings were cancelled due to no appeals to review: September 28, 2022, October 19, 2022, and February 15, 2023. One meeting was cancelled due to lack of quorum: July 13, 2022. A total of fifty (50) student appeals were considered within this timeframe. Fourteen (14) appeals were from Undergraduate Records and thirty-six (36) appeals were from Undergraduate Admissions.

Undergraduate Appeals Considered

There were fourteen (14) appeals from Undergraduate Records, of which six (6) were accepted, seven (7) were rejected, and one (1) was deferred. Of the Undergraduate Records appeals: the overwhelming category of appeal was “requesting permission to be reinstated following their first requirement to withdraw without having to complete the one-year withdrawal period or the 6.0 transfer credit units”. Most of the grounds for these appeals were: Significant physical affliction or psychological distress documented by a physician or other health care provider, documented significant responsibility as a caregiver as a result of an immediate member of the family suffering from a serious trauma or illness, and/or unforeseen extenuating circumstances.

There were thirty-six (36) appeals from Undergraduate Admissions, of which twenty-five (25) were accepted, ten (10) were rejected, and one (1) was deferred. Of the Undergraduate Admissions appeals, the overwhelming category of appeal was requesting to be reinstated following their offer being withdrawn due to poor grades or not meeting the minimum requirements for specific programs. Most grounds for these appeals included: significant physical affliction or psychological distress, unforeseen extenuating circumstances, and documented significant responsibility as a caregiver as a result of an immediate member of the family suffering from a serious trauma or illness.

To summarize, the committee reviewed fifty (50) appeals from July 2022 to June 2023. Of these, thirty-one (31) were accepted, seventeen (17) were rejected, and two (2) were deferred.

Report from the Faculty of Graduate Studies

Graduate student appeals are reviewed by the Faculty of Graduate Studies' Associate Deans. Each case is submitted on behalf of the student by the academic unit. The appeal must contain appropriate justification for consideration by one of the Associate Deans of Graduate Studies, who exercise this authority on behalf of the Dean of Graduate Studies. Admission appeals submitted directly by applicants are not considered, and these students are advised to approach the academic unit as a preliminary step. Between July 2022 and June 2023, the Faculty of Graduate Studies reviewed one hundred and thirteen (113) appeals for admission, of which one hundred and seven (107) were approved and six (6) were denied. Of these, twenty-six (26) were from students who did not meet the English Language Requirement (4 denied), four (4) were from students whose admissions GPA did not meet the required 5.00 (B) average (0 denied), fifty-nine (59) were mature student admissions (0 denied) and 24 were non-baccalaureate applicants (2 denied).

Respectfully submitted,

2023-2024 Senate Committee on Admission, Re-registration and Transfer Appeals

Stuart MacDonald, Chair, Faculty of Social Sciences (Psychology)

Erin Kelly, English, Vice-Chair

Tricia Best, Director, International Centre for Students

Ai-Lan Chia, Representative from Counselling Services

Rana El-Sabaawi, Biology

Carmen Galang, Business

Shemine Gulamhusein, Child and Youth Care

Lee Henderson, Writing

LillAnne Jackson, Representative to the BC Council on ATAC

Sophie Pavlik, Student Senator

Viviana Pitton, President's Nominee (LTSI)

Daniela Sirois Ennis, Student Senator (SOSC)

Wendy Taylor, Acting Registrar

Diana Varela, Associate Dean, Academic Advising (Faculties of SCIE, SOSC, HUM)

David Scoones, Associate Dean, Academic Advising (Faculties of SCIE, SOSC, HUM)

Khushi Wadhwa, UVSS Representative

Michael Zastre, Computer Science

Zane Robison (Secretary), Associate Registrar

Tatiana Percival (Recording Secretary), Office of the Registrar

2022-2023 Senate Committee on Admission, Re-registration and Transfer Appeals

Stuart MacDonald, Chair, Faculty of Social Sciences (Psychology)

Deborah Berman, UVSS Representative

Tricia Best, International Student Services

Ai-Lan Chia, Representative from Counselling Services

Carmen Galang, Peter B. Gustavson School of Business

Wendy Taylor, Acting Registrar

Rana El-Sabaawi, Biology

LillAnne Jackson, Representative to the BC Council on Transfer Credit

Erin Kelly, Vice-Chair, Faculty of Humanities

Rebekah Dueck, Student Senator (EDUC)

Shemine Gulamhusein, Child and Youth Care

Navinder Hundal, Student Senator (SCIE)

Graham McDonough, Curriculum and Instruction

Viviana Pitton, President's Nominee (LTSI)

Shauna Underwood, Faculty of Human & Social Development, Advising Centre

Diana Varela, Associate Dean, Academic Advising, Faculties of Science, Social Sciences, and Humanities

Sabrina Jackson (Secretary), Associate Registrar

Tatiana Percival (Recording Secretary), Office of the Registrar



Date: December 13, 2023
To: Senate
From: Senate Committee on Agenda and Governance
Re: **2022/2023 Annual Report**

The [Terms of Reference for the Senate Committee on Agenda and Governance](#) define its scope and relationship with Senate and other Senate committees. Each winter term, the committee presents an annual report on its business and proceedings over the previous academic year.

The Senate Committee on Agenda and Governance met nine times in 2022/23:

August 22, 2022	November 18, 2022	February 17, 2023
September 23, 2022	December 16, 2022	March 31, 2023
October 21, 2022	January 20, 2023	April 21, 2023

To address issues regarding the Emergency Protocol for Senate Operations for the 2022/23 year, the committee met once: September 15, 2022.

The nominations sub-committee met five times in 2022/23:

September 23, 2022	November 18, 2022	April 21, 2023
October 22, 2022	December 16, 2022	

At the August 22, 2022 meeting, the committee passed a motion that all meetings for 2022/2023, including meetings of the nominations sub-committee, be deemed closed and confidential.

During the year, the committee reviewed the draft Senate agenda and materials, made recommendations to Senate, initiated projects in areas of the committee's concern, and received proposals for input from other Senate committees and campus constituencies. A summary of each of these items is included in the report.

Review of Draft Senate Agenda

At each of its meetings, the Senate Committee on Agenda and Governance assisted the Chair in preparing the Senate agenda and reviewed each of the items proposed for submission to Senate.

Senate Committee Evaluations

Every year, members of Senate committees are asked to evaluate their experience serving on their respective Senate committees. Results from the evaluation surveys were used to identify opportunities to improve members' experience and the committees' overall effectiveness.

At the September 2022 meeting, the committee reviewed the 2021/2022 evaluation results for each Senate committee.



Proposal to Revise the 2022 Fall Course and Exam Schedule

At its September 15, 2022 meeting, the committee reviewed and approved, on behalf of Senate, a proposal to extend the Fall 2022 term by one day in order to observe the September 19, 2022 National Day of Mourning on the death of Queen Elizabeth II.

Emergency Protocol for Senate Operations

Over the course of a few meetings, committee members reviewed revisions to the Emergency Protocol. The Vice-President Academic and Provost undertook a review of the process and brought recommendations for the committee to review. The committee continues this review.

Revisions to the Terms of References for the Senate Committees

At its November 2022 meeting, committee members reviewed and approved revisions to the terms of references for the Senate Committee on Continuing Studies. Senate approved the revisions at its December 2022 meeting.

At its April 2023 meeting, committee members reviewed and approved revisions to the terms of references for the Senate Committee on Planning. Senate approved the revisions at its May 2023 meeting.

Proposal for Ad Hoc Senate Committees

At its November 2022 meeting, committee members reviewed a proposal for the creation of an ad hoc Senate Committee to Review the Convocation Roll Composition.

At its January 2023 meeting, committee members reviewed a proposal for the creation of an ad hoc Senate Committee on Academic Health Programming. At its March 2023 meeting, committee members reviewed and approved the terms of reference for the ad hoc committee. Senate approved the terms of reference at its April 2023 meeting.

Survey to Senate – Hybrid Senate meetings

At its February and March 2023 meeting, committee members reviewed and provided feedback on survey questions regarding the previous trial of hybrid Senate meetings.

2022/2023 and 2023/2024 Appointments to Senate Committees

The nominations sub-committee discussed and approved nominations for vacancies on the Senate committees for 2022/2023 and 2023/2024. Senate approved these nominations at the October 2022, November 2022, December 2022, January 2023, and May 2023 Senate meetings.

Respectfully submitted,

2023/2024 Senate Committee on Agenda and Governance

Kevin Hall (Chair), President and Vice-Chancellor *

Robin Hicks (Vice-Chair), Faculty of Graduate Studies *

Carrie Andersen, University Secretary

Elizabeth Croft, Vice-President Academic and Provost

Benjamin Fyfe, Student Senator *

Mark Laidlaw, Faculty of Science

Martha McGinnis, Faculty of Graduate Studies

Phalguni Mukhopadhyaya, Faculty of Engineering and Computer Science *

Joseph Salem, Faculty of Fine Arts

Alivia Wang, Convocation Senator

Lara Wilson, Library, Special Collections, University Archives *

Ada Saab (Secretary), Associate University Secretary
Kathy MacDonald, (Recording Secretary), Senator Coordinator

*members of the Nominations Sub-committee

2022/2023 Senate Committee on Agenda and Governance

Kevin Hall (Chair), President and Vice-Chancellor *
Robin Hicks (Vice-Chair), Dean, Faculty of Graduate Studies *
Carrie Andersen, University Secretary
Chekwube Anyaegbunam, Student Senator *
Elizabeth Croft, Vice-President Academic and Provost
Aaron Devor, Faculty of Social Sciences
Mauricio Garcia-Barrera, Faculty of Graduate Studies *
Phalguni Mukhopadhyaya, Faculty of Engineering and Computer Science
Carolyn Russell, Convocation Senator
Joseph Salem, Faculty of Fine Arts
Lara Wilson, Libraries *
Ada Saab (Secretary), Associate University Secretary *
Kathy MacDonald, (Recording Secretary), Senator Coordinator

*members of the Nominations Sub-committee



Date: December 13, 2023
To: Members of Senate
From: Senate Committee on Agenda and Governance
Re: **Upcoming Senate committee vacancies**

For your information, attached please find a list of Senate committee vacancies effective July 1, 2024. These vacancies include positions for which current committee members may be eligible for re-appointment.

Also attached for your information is the call for expressions of interest to serve on Senate committees that will be distributed to all faculty members in early January 2024.

If you would like to nominate a colleague for any of these positions, please submit your nomination to Ada Saab, Associate University Secretary via email to usec2@uvic.ca by Friday, February 23, 2024.

Recommendations for Senate committee appointments will be made by the Senate Committee on Agenda and Governance in May 2024.

Respectfully submitted,

2023/2024 Senate Committee on Agenda and Governance

Kevin Hall, Chair, President and Vice-Chancellor*

Robin Hicks, Vice-Chair, Faculty of Graduate Studies*

Carrie Andersen, University Secretary

Elizabeth Croft, Vice-President Academic and Provost

Benjamin Fyfe, Student Senator*

Mark Laidlaw, Faculty of Science

Martha McGinnis, Faculty of Graduate Studies

Phalguni Mukhopadhyaya, Faculty of Engineering and Computer Science*

Joseph Salem, Faculty of Fine Arts

Alivia Wang, Convocation Senator

Lara Wilson, Library, Special Collections, University Archives*

Ada Saab (Secretary), Associate University Secretary*

Kathy MacDonald, (Recording Secretary), Senator Coordinator*

*members of the Nominations Sub-committee



2024- 2025 Senate Committees

Senate Committee on Academic Standards

Name	Faculty or Department	Term
Yasmine Kandil (S) (Chair)	Fine Arts	2025 (2019)
Vacancy	Science	2027 (2024)
Danu Stinson (S)	Graduate Studies	2025 (2022)
Vacancy	Law	2027 (2024)
Tim Haskett (NS)	Humanities	2025 (2022)
Vacancy	Social Sciences	2027 (2024)
Sorin Rizeau (NS)	Peter B. Gustavson School of Business	2026 (2020)
Laura Vizina (NS)	Continuing Studies	2026 (2023)
Tim Pelton (NS)	Education	2025 (2022)
Yang Shi (NS)	Engineering and Computer Science	2026 (2022)
Hökūlani Aikau (S)	Human & Social Development	2026 (2023)
Vacancy	Medical Sciences	2027 (2024)
Vacancy	Student Senator	2025 (2024)
Vacancy	Student Senator	2025 (2024)
Vacancy	Student Representative (UVSS)	2025 (2024)
Vacancy	Student Representative (GSS)	2025 (2024)
Vacancy	Convocation Senator	2027 (2024)
Vacancy	Vice-President Academic and Provost or designate	(ex officio)
Vacancy	President or nominee	(ex officio)
Andrea Giles (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Elizabeth Adjin-Tetty (NS)	Associate Vice-President Academic Programs	(ex-officio)
Wendy Taylor (NS)	Acting Registrar	(ex officio)
Ashley de Moscoso (NS)	Acting Associate Registrar	(ex officio)
Diana Varela (NS)	Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities)	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

Senate Committee on Admission, Re-registration And Transfer Appeals

Name	Faculty or Department	Term
Stuart MacDonald (NS) (Chair)	Social Sciences	2025 (2019)
Erin Kelly (S) (Vice-Chair)	Humanities	2026 (2020)
Rana El-Sabaawi (NS)	Science	2025 (2022)
Shemine Gulamhusein (NS)	Human & Social Development	2025 (2022)
Michael Zastre (NS)	Engineering & Computer Science	2026 (2023)
Carmen Galang (NS)	Business	2026 (2020)
Lee Henderson (NS)	Fine Arts	2026 (2023)
Ralf St. Clair (NS)	Education	2026 (2023)
Vacancy	Student Senator	2025 (2024)
Vacancy	Student Senator	2025 (2024)
Vacancy	Student Representative (UVSS)	2025 (2024)
Vacancy	President or nominee	(ex officio)
Diana Varela (NS)	Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities)	(ex officio)
Trisha Best (NS)	Director or equivalent of International Centre for Students	(ex officio)
Vacancy	Director or equivalent of an Advising Centre	(ex officio)
Ai-Lan Chia (NS)	Representative from Counselling Services	(ex officio)
Wendy Taylor (NS)	Acting Registrar	(ex officio)
LillAnne Jackson (NS)	Representative to the BC Council on Admission and Transfer, Transfer and Articulation Committee	(ex officio)
Zane Robison (Secretary)	Associate Registrar	
Tatiana Percival (Recording Secretary)	Undergraduate Admissions and Records	

(S) – Senator
(NS) – non Senator

Senate Committee on Agenda and Governance

Name	Faculty or Department	Term
Kevin Hall (S) (Chair)	Chair of Senate	(ex officio)
Vacancy (S)	TBD	2027 (2024)
Martha McGinnis (S)	Graduate Studies	2026 (2023)
Phalguni Mukhopadhyaya (S)	Engineering and Computer Science	2025 (2022)
Joseph Salem (S)	Fine Arts	2025 (2022)
Mark Laidlaw (S)	Science	2026 (2023)
Vacancy (S)	Student Senator	2025 (2024)
Vacancy (S)	Convocation Senator	2027 (2024)
Robin Hicks (S)	Vice-Chair of Senate	(ex officio)
Elizabeth Croft (S)	Vice-President Academic and Provost	(ex officio)
Carrie Andersen (S)	University Secretary	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	
Kathy MacDonald (Recording Secretary)	Senate Coordinator	

(S) – Senator
(NS) – non Senator

Senate Committee on Appeals

Name	Faculty or Department	Term
Kathy Chan (co-chair) (NS) Janna Promislow (co-chair) (NS)	Law	2026 (2020)
Vacancy	Graduate Studies	2027 (2024)
Kenneth Stewart (NS)	Social Sciences	2025 (2022)
Lina Zhou (S)	Engineering and Computer Science	2026 (2023)
Stuart Snaith (NS)	Peter B. Gustavson School of Business	2026 (2023)
Monica Prendergast (S)	Education	2026 (2023)
Mark Laidlaw (S)	Science	2026 (2020)
Vacancy	Humanities	2027 (2024)
Donna Jeffery (S)	Human & Social Development	2025 (2022)
Vacancy	Fine Arts	2027 (2024)
Vacancy	Student Senator	2027 (2024)
Vacancy	Student Senator	2027 (2024)
Vacancy	Student Senator	2027 (2024)
Vacancy	Student Representative (GSS)	2027 (2024)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

Senate Committee on Awards

Name	Faculty or Department	Term
Vacancy	Human & Social Development	2027 (2024)
Rishi Gupta (S)	Engineering and Computer Science	2025 (2022)
Vacancy	Peter Gustavson School of Business	2027 (2024)
CindyAnn Rose-Redwood (S)	Social Sciences	2026 (2023)
Vacancy	Graduate Studies	2027 (2024)
Vacancy	Alumni Association	2027 (2024)
Vacancy	Student Senator	2025 (2024)
Vacancy	Student Representative (GSS)	2025 (2024)
John Dower (NS)	Chair, Faculty of Graduate Studies Awards Committee	(ex officio)
Donja Roberts (NS)	Scholarships Officer, Faculty of Graduate Studies	(ex officio)
Wendy Taylor (NS)	Acting Registrar	(ex officio)
Vacancy	President or nominee	(ex officio)
Lori Hunter (NS)	Director, Student Awards and Financial Aid	(ex officio)
Amanda Thornborough (Secretary)	Student Awards & Financial Aid	

(S) – Senator
(NS) – non Senator

Senate Committee on Continuing Studies

Name	Faculty or Department	Term
Jo-Anne Clarke (S) (Chair)	Dean, Continuing Studies	(ex officio)
Vacancy	Peter B. Gustavson School of Business	2027 (2024)
Doug Magnuson (NS)	Education	2025 (2022)
Jens Weber (NS)	Engineering and Computer Science	2026 (2023)
Alexis Luko (NS)	Fine Arts	2026 (2023)
Vacancy	Human & Social Development	2027 (2024)
Vacancy	Humanities	2027 (2024)
Vacancy	Law	2027 (2024)
Chris Eagle (S)	Science	2026 (2023)
Helen Kurki (NS)	Social Sciences	2025 (2022)
Vacancy	Student Senator	2025 (2024)
Vacancy	Student Representative (GSS)	2025 (2024)
Vacancy	Student Representative from diploma or certificate program in Continuing Studies	2025 (2024)
Natasha Thambirajah (NS)	Alumni Association	2025 (2022)
Vacancy	Convocation Senator	2027 (2024)
Vacancy	President or nominee	(ex officio)
Elizabeth Adjin-Tettey (NS)	Chair, Senate Committee on Planning	(ex-officio)
Kirsten Kopp (Secretary)	Continuing Studies	

(S) – Senator
(NS) – non Senator

Senate Committee on Curriculum

Name	Faculty or Department	Term
Vacancy (S) (Chair)	TBD	2027 (2024)
Vacancy (S) (Vice-Chair)	TBD	2027 (2024)
Chris Graham (NS)	Peter B. Gustavson School of Business	(ex officio)
Leslee Francis Pelton (NS)	Education	(ex officio)
LillAnne Jackson (NS)	Engineering and Computer Science	(ex officio)
Eva Baboula (NS)	Fine Arts	(ex officio)
Steve Evans (NS)	Graduate Studies	(ex officio)
Maureen Ryan (NS)	Human & Social Development	(ex officio)
Lisa Surridge (NS)	Humanities	(ex officio)
Geoffrey Loomer (NS)	Law	(ex officio)
Reuben Rose-Redwood (NS)	Social Sciences	(ex officio)
Adam Monahan (NS)	Science	(ex officio)
Michele Martin (NS)	Medical Sciences	(ex-officio)
Vacancy	President or nominee	(ex officio)
Vacancy	Vice-President Academic and Provost or designate	(ex officio)
TBD	Chair, Senate Committee on Academic Standards	(ex officio)
TBD	Student Senator from the Senate Committee on Academic Standards	(ex officio)
Sara Henderson (NS)	Acting Calendar Coordinator	(ex officio)
Vacancy	Executive Director or designate, Cooperative Education and Career Services	(ex officio)
Wendy Taylor (NS)	Acting Registrar	(ex officio)
Ashley de Moscoso (NS)	A/Associate Registrar	(ex officio)
Ada Saab (NS)	Associate University Secretary	(ex officio)
Asia Longphee (Secretary)	A/Director, Curriculum and Calendar	

(S) – Senator
(NS) – non Senator

Senate Committee on Honorary Degrees and Other Forms of Recognition

Name	Faculty or Department	Term
Marion Buller (S) (Chair)	Chancellor	(ex officio)
Vacancy	TBD	2027 (2024)
Vacancy	TBD	2027 (2024)
Jonathan Bengtson (S)	University Librarian	2025 (2022)
Elena Pnevmonidou (NS)	Humanities	2025 (2019)
Vacancy	TBD	2027 (2024)
Sara Humphreys (S)	Humanities	2026 (2020)
Vacancy	Student Senator	2025 (2024)
Vicki Manuel (NS)	Alumni Association	2026 (2023)
Kevin Hall (S)	Chair of Senate	(ex officio)
Ian Case (NS)	Director, University Ceremonies and Events	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

Senate Committee on Learning and Teaching

Name	Faculty or Department	Term
Vacancy	Humanities	2027 (2024)
Vacancy	Engineering and Computer Science	2027 (2024)
Erin Campbell (S)	Fine Arts	2026 (2020)
Cedric Littlewood (NS)	Graduate Studies	2025 (2022)
Brock Smith (S)	Peter B. Gustavson School of Business	2025 (2022)
Miranda Angus (NS)	Continuing Studies	2025 (2022)
Kirstin Lane (NS)	Education	2026 (2023)
Vacancy	Social Sciences	2027 (2024)
Anastasia Mallidou (S)	Human & Social Development	2026 (2023)
Deborah Curran (S)	Law	2025 (2022)
Vacancy	Medical Sciences	2027 (2024)
Travis Martin (S)	Science	2026 (2023)
Vacancy	Student Senator	2025 (2024)
Vacancy	Student Senator	2025 (2024)
Vacancy	Student Representative (UVSS)	2025 (2024)
Vacancy	Student Representative (UVSS)	2025 (2024)
Vacancy	Student Representative (GSS)	2025 (2024)
Saeed Revani (NS)	Alumni Association	2026 (2023)
Matt Huculak (NS)	Library, (FALC)	2025 (2022)
Vacancy	Convocation Senator	2027 (2024)
Vacancy	University Librarian or designate	(ex officio)
Wency Lum (NS)	Associate Vice-President Systems & Chief Information Officer	(ex officio)
Andrea Giles (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Shailoo Bedi (NS)	Executive Director, Learning and Teaching Support and Innovation	(ex officio)
Vacancy	Technology Integrated Learning Centre	(ex officio)
Vacancy	President or nominee	(ex officio)
Elizabeth Adjin-Tettey (NS)	Associate Vice-President Academic Programs	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator

(NS) – non Senator

Senate Committee on Libraries

Name	Faculty or Department	Term
Adrienne Boyarin (NS) (Chair)	Humanities	2026 (2020)
Deborah Curran (S)	Law	2025 (2022)
Vacancy	Graduate Studies	2027 (2024)
Catherine McGregor (NS)	Education	2026 (2023)
Tatiana Shumilina (NS)	Continuing Studies	2026 (2023)
Lina Zhou (S)	Engineering and Computer Science	2026 (2023)
Danielle Geller (NS)	Fine Arts	2026 (2023)
Brian Thom (NS)	Social Sciences	2025 (2022)
Sudhir Nair (S)	Peter B. Gustavson School of Business	2026 (2023)
Simon Minshall (S)	Human & Social Development	2025 (2022)
Vacancy	Medical Sciences	2027 (2024)
Vacancy	Science	2027 (2024)
Vacancy	Student Senator	2025 (2024)
Vacancy	Student Representative (GSS)	2025 (2024)
Vacancy	Representative of Council of Centre Directors	2027 (2024)
Matt Huculak (NS)	Librarian selected by Faculty Association Librarians' Committee (FALC)	2026 (2023)
Ry Moran (NS)	Associate University Librarian	(ex-officio)
Lisa Goddard (NS)	Associate University Librarian	(ex-officio)
Lisa Petrachenko (NS)	Associate University Librarian	(ex officio)
Vacancy	President or nominee	(ex officio)
Wency Lum (NS)	Associate Vice-President Systems & Chief Information Officer	(ex officio)
Jonathan Bengtson (S)	University Librarian	(ex officio)
Kaelan Smith (Secretary)	University Librarian's Office	

(S) – Senator
(NS) – non Senator

Senate Committee on Planning

Name	Faculty or Department	Term
Elizabeth Adjin-Tettey (NS) (Chair)	Associate Vice-President Academic Programs	(ex officio)
Vacancy	Peter B. Gustavson School of Business	2027 (2024)
Sandra Hundza (S)	Education	2025 (2022)
Pablo Restrepo Gauthier (NS)	Humanities	2026 (2023)
Adam Con (NS)	Fine Arts	2025 (2019)
Alexandrine Boudreault-Fournier (NS)	Social Sciences	2026 (2023)
Maureen Ryan (NS)	Human & Social Development	2025 (2022)
Annalee Lepp (S)	Dean	2025 (2022)
Henning Struchtrup (S)	Engineering and Computer Science	2026 (2023)
Vacancy	Law	2027 (2024)
Vacancy	Science	2027 (2024)
Vacancy	Graduate Studies	2027 (2024)
Vacancy	Medical Sciences	2027 (2024)
Tania Muir (NS)	Continuing Studies	2026 (2023)
Vacancy	Student Senator	2025 (2024)
Vacancy	Student Representative (UVSS)	2025 (2024)
Vacancy	President or nominee	(ex officio)
Wendy Taylor (NS)	Acting Registrar	(ex officio)
Andrea Giles (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Vacancy	Vice-President Academic and Provost or designate	(ex officio)
Vacancy	Vice-President Research and Innovation or designate	(ex officio)
Robin Hicks (S)	Dean, Faculty of Graduate Studies	(ex officio)
Ada Saab (NS)	Associate University Secretary	(ex officio)
Sandra Duggan (Secretary)	Office of the Vice-President Academic and Provost	

(S) – Senator
(NS) – non Senator

Senate Committee on University Budget

Name	Faculty or Department	Term
Graham Voss (S) (Chair)	Social Sciences	2025 (2019)
Vacancy	TBD	2027 (2024)
Loren Gaudet (S)	Humanities	2026 (2023)
Phalguni Mukhopadhyaya (S)	Engineering and Computer Science	2025 (2022)
Catherine McGregor (NS)	Education	2026 (2023)
Catherine Harding (S)	Fine Arts	2025 (2022)
Vacancy	TBD	2027 (2024)
Vacancy	Student Senator	2025 (2024)
Vacancy	Convocation Senator	2027 (2024)
Kevin Hall (S)	Chair of Senate	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

Call for Expressions of Interest: Faculty Members to Serve on Senate Committees

The Senate Committee on Agenda and Governance is looking for faculty members to serve on Senate committees!

The UVic Senate is responsible for the academic governance of the university, including matters related to libraries, faculties, departments, courses of instruction, fellowships, scholarships, exhibitions, bursaries, prizes, admissions, student appeals, and the granting of degrees. Much of the work of Senate is carried out by its standing committees. The committees are composed of a wide range of individuals including faculty members, students, members of convocation, members of the administration, members of the alumni association and others.

Every year, a number of vacancies arise on Senate committees for faculty members, including both members of Senate and non-senators. Faculty members are appointed to Senate committees for a three-year term beginning on July 1. Occasionally, faculty members are appointed for shorter terms (e.g. to cover leaves).

The Senate Committee on Agenda and Governance (composed of members of Senate only) is the committee responsible for recommending appointments to Senate committees. This committee is accepting expressions of interest from faculty members to serve on Senate committees. A list of the Senate committees is set out below.

If you are interested in serving on a Senate committee, please send an email to the Office of the University Secretary at usec2@uvic.ca by Friday, February 23, 2024. Please list the committees you are interested in serving on and include a short biographical sketch (up to 300 words) for review by the Senate Committee on Agenda and Governance. While not all committees have vacancies each year, the Senate Committee on Agenda and Governance is developing a pool of candidates who are interested in serving.

Overview of Senate Committees

Terms of reference for the Senate committees are available at:

<http://www.uvic.ca/universitysecretary/senate/committees/index.php>

Senate Committee on Academic Standards

- Oversees and advises Senate on those broad areas of academic standards that affect the welfare and reputation of the university, including policies on grading and academic integrity.
- Approves, on behalf of Senate, the granting of degrees (other than honorary degrees).

Senate Committee on Admission, Re-Registration and Transfer Appeals

- Considers appeals from students for admission, re-registration and transfer, and advises Senate on appropriate policy regarding admission, re-registration and transfer.

Senate Committee on Appeals

- Final student appeal body on matters of academic standing and academic discipline, except where the matter solely involves a question of academic judgment.

Senate Committee on Awards

- Recommends to Senate the terms of reference for new student awards, and considers and approves the recipients of student awards.
- Recommends policy and calendar regulations pertaining to student awards.

Senate Committee on Continuing Studies

- On behalf of Senate, reviews and makes recommendations to the Division of Continuing Studies regarding academic policies affecting Continuing Studies programs.
- Reviews and recommends proposals for new programs and changes to existing Continuing Studies programs to the Senate Committee on Planning.

Senate Committee on Curriculum

- Reviews and recommends to Senate the annual major curriculum proposals of the faculties.
- Advises Senate on policy related to calendar submissions.

Senate Committee on Honorary Degrees and Other Forms of Recognition

- Considers and recommends to Senate candidates for honorary degrees and advises Senate on the criteria and qualifications for candidates.

Senate Committee on Learning and Teaching

- Maintains close liaison and collaborates with the Director of the Learning and Teaching Centre in support of key learning and teaching issues at the university.
- Recommends to Senate measures, which are designed to enhance the learning and teaching environment at the university.

Senate Committee on Libraries

- Advises the University Librarian on matters relating to the operation of the Libraries and acts as the liaison between the Libraries and academic units and programs.

Senate Committee on Planning

- Considers and recommends to Senate proposals for the creation or disestablishment of programs, faculties, schools, departments, centres and institutes and major modifications of existing programs.
- Assists and advises Senate in the formulation of appropriate academic policy.

Senate Committee on University Budget

- Meets with the university administration during the preparation of the annual university budget and considers and advises the administration on priorities related to the budget.



Date: December 15, 2023

To: Senate

From: Senate Committee on Agenda and Governance

Re: **Appointments to the 2023/2024 Senate standing committees, 2024 Joint Senate Board Retreat Committee, and Campus Planning Committee**

The Senate Committee on Agenda and Governance nominations sub-committee met on December 15, 2023 to consider a number of appointments to the 2023/2024 Senate committees. The proposed new appointments are bolded in the attached document.

The Senate Committee on Agenda and Governance recommends the appointments of Annalee Lepp, Faculty of Humanities, Catherine Harding, Faculty of Fine Arts, and Cole Kennedy, Student Senator to the Joint Senate Retreat Committee for a term beginning January 1, 2024 and ending on December 31, 2024.

The Senate Committee on Agenda and Governance recommends the appointments of Jeff Corntassel, Faculty of Humanities, and David Bristow, Faculty of Engineering and Computer Science, to the Campus Planning Committee for a 3-year term beginning January 1, 2024 and ending on December 31, 2026.

Recommended Motion:

That Senate approve the appointments to the 2023/2024 Senate standing committees for the terms indicated in the attached document.

Recommended Motion:

That Senate approve the appointments of Annalee Lepp (Faculty of Humanities), Catherine Harding (Faculty of Fine Arts), and Cole Kennedy (Student Senator) to the Joint Senate Board Retreat Committee for a term beginning January 1, 2024 and ending on December 31, 2024.

Recommended Motion:

That Senate approve the appointments of Jeff Corntassel (Faculty of Humanities) and David Bristow (Faculty of Engineering and Computer Science) to the Campus Planning Committee for a 3-year term beginning January 1, 2024 and ending on December 31, 2026.

Respectfully submitted,
2023/2024 Senate Committee on Agenda and Governance
Kevin Hall, Chair, President and Vice-Chancellor*
Robin Hicks, Vice-Chair, Faculty of Graduate Studies*
Carrie Andersen, University Secretary
Elizabeth Croft, Vice-President Academic and Provost
Benjamin Fyfe, Student Senator*
Mark Laidlaw, Faculty of Science



Martha McGinnis, Faculty of Graduate Studies
Phalguni Mukhopadhyaya, Faculty of Engineering and Computer Science*
Joseph Salem, Faculty of Fine Arts
Alivia Wang, Convocation Senator
Lara Wilson, Library, Special Collections, University Archives*
Ada Saab (Secretary), Associate University Secretary*
Kathy MacDonald, (Recording Secretary), Senator Coordinator*

*members of the Nominations Sub-committee

/attachment

2023- 2024 Senate Committees

Senate Committee on Admission, Re-registration and Transfer Appeals

Name	Faculty or Department	Term
Stuart MacDonald (NS) (Chair)	Social Sciences	2025 (2019)
Erin Kelly (S) (Vice-Chair)	Humanities	2026 (2020)
Rana El-Sabaawi (NS)	Science	2025 (2022)
Shemine Gulamhusein (NS)	Human & Social Development	2025 (2022)
Michael Zastre (NS)	Engineering & Computer Science	2026 (2023)
Carmen Galang (NS)	Business	2026 (2020)
Lee Henderson (NS)	Fine Arts	2026 (2023)
Ralf St. Clair (NS)	Education	2026 (2023)
Daniela Sirois Ennis (S)	Student Senator	2024 (2023)
Sophie Pavlik (S)	Student Senator	2024 (2023)
Khushi Wadhwa (NS)	Student Representative (UVSS)	2024 (2023)
Viviana Pitton (NS)	President's nominee	(ex officio)
Diana Varela (NS)	Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities)	(ex officio)
Trisha Best (NS)	Director or equivalent of International Centre for Students	(ex officio)
Vacancy	Director or equivalent of an Advising Centre	(ex officio)
Ai-Lan Chia (NS)	Representative from Counselling Services	(ex officio)
Wendy Taylor (NS)	Acting Registrar	(ex officio)
LillAnne Jackson (NS)	Representative to the BC Council on Admission and Transfer, Transfer and Articulation Committee	(ex officio)
Zane Robison (Secretary)	Associate Registrar	
Tatiana Percival (Recording Secretary)	Undergraduate Admissions and Records	

(S) – Senator
(NS) – non Senator

Senate Committee on Libraries

Name	Faculty or Department	Term
Adrienne Boyarin (NS) (Chair) <i>(Deborah Curran Acting Chair while Adrienne is on leave January 1, 2024 – June 30, 2024)</i>	Humanities	2026 (2020)
Deborah Curran (S)	Law	2025 (2022)
Martha McGinnis (S)	Graduate Studies	2024 (2021)
Catherine McGregor (NS)	Education	2026 (2023)
Tatiana Shumilina (NS)	Continuing Studies	2026 (2023)
Lina Zhou (S)	Engineering and Computer Science	2026 (2023)
Danielle Geller (NS)	Fine Arts	2026 (2023)
Brian Thom (NS)	Social Sciences	2025 (2022)
Sudhir Nair (S)	Peter B. Gustavson School of Business	2026 (2023)
Simon Minshall (S)	Human & Social Development	2025 (2022)
Vacancy	Medical Sciences	2026 (2023)
Vacancy	Science	2026 (2023)
Kelvin Lee (S)	Student Senator	2024 (2023)
Samuel Fielder (NS)	Student Representative (GSS)	2024 (2023)
Victor V. Ramraj (NS)	Representative of Council of Centre Directors	2024 (2021)
Matt Huculak (NS)	Librarian selected by Faculty Association Librarians' Committee (FALC)	2026 (2023)
Ry Moran (NS)	Associate University Librarian	(ex-officio)
Lisa Goddard (NS)	Associate University Librarian	(ex-officio)
Lisa Petrachenko (NS)	Associate University Librarian	(ex officio)
Matthew Koch (S)	President's nominee	(ex officio)
Wency Lum (NS)	Associate Vice-President Systems & Chief Information Officer	(ex officio)
Jonathan Bengtson (S)	University Librarian	(ex officio)
Kaelan Smith (Secretary)	University Librarian's Office	

(S) – Senator
(NS) – non Senator

Senate Committee on Planning

Name	Faculty or Department	Term
Elizabeth Adjin-Tettey (NS) (Chair)	Associate Vice-President Academic Programs	(ex officio)
Jie Zhang (NS)	Peter B. Gustavson School of Business	2024 (2021)
Sandra Hundza (S)	Education	2025 (2022)
Pablo Restrepo Gauthier (NS)	Humanities	2026 (2023)
Adam Con (NS)	Fine Arts	2025 (2019)
Alexandrine Boudreault-Fournier (NS)	Social Sciences	2026 (2023)
Maureen Ryan (NS)	Human & Social Development	2025 (2022)
Annalee Lepp (S)	Dean	2025 (2022)
Henning Struchtrup (S)	Engineering and Computer Science	2026 (2023)
Geoff Loomer (NS)	Law	2027 (2024)
Alex Brolo (NS)	Science	2024 (2021)
Eva Baboula (NS)	Graduate Studies	2024 (2021)
Vacancy	Medical Sciences	2026 (2023)
Tania Muir (NS)	Continuing Studies	2026 (2023)
Cole Kennedy (S)	Student Senator	2024 (2023)
Khushi Wadhwa (NS)	Student Representative (UVSS)	2024 (2023)
Jane Butterfield (NS)	President's nominee	(ex officio)
Wendy Taylor (NS)	Acting Registrar	(ex officio)
Andrea Giles (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Kristen Semmens (NS)	Vice-President Academic and Provost's designate	(ex officio)
Cynthia Milton (NS)	Vice-President Research and Innovation's designate	(ex officio)
Robin Hicks (S)	Dean, Faculty of Graduate Studies	(ex officio)
Ada Saab (NS)	Associate University Secretary	(ex officio)
Sandra Duggan (Secretary)	Office of the Vice-President Academic and Provost	

(S) – Senator
(NS) – non Senator

Senate Committee on University Budget

Name	Faculty or Department	Term
Graham Voss (S) (Chair)	Social Sciences	2025 (2019)
Jen Baggs (NS)	Peter B. Gustavson School of Business	2024 (2018)
Loren Gaudet (S)	Humanities	2026 (2023)
Phalguni Mukhopadhyaya (S)	Engineering and Computer Science	2025 (2022)
Catherine McGregor (NS)	Education	2026 (2023)
Catherine Harding (S)	Fine Arts	2025 (2022)
Vacancy	TBD	2026 (2023)
Nathaniel Hope Tucker (S)	Student Senator	2024 (2023)
Kelly Diether (S)	Convocation Senator	2024 (2021)
Kevin Hall (S)	Chair of Senate	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator



Date: December 13, 2023
To: Senate
From: Senate Committee on Awards
Re: **New and Revised Awards**

The Senate Committee on Awards met on December 6th, 2023 and approved a number of new and revised awards for Senate's approval. Terms contained within this document are defined in Appendix 1 and Terms of Reference for these awards are in Appendix 2.

Recommended Motion:

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

- Arscott Family Fund Scholarship* (New)
- Baynes Award in Engineering* (Revised)
- Beer-Knight Scholarship* (Revised)
- Bit Quill Technologies Scholarship for Women in Computer Science & Software Engineering* (Revised)
- Charles Humphrey Memorial Scholarship in Engineering* (Revised)
- Chris Lalonde Indigenous Wellbeing Award (New)
- Cindy Christina Ashton Bursary* (New)
- David Stanonik Pacific Northern Gas Scholarship* (Revised)
- Dianne Draper Environmental Sustainability and Stewardship Annual Scholarship (Revised-UG)
- Faculty of Engineering and Computer Science Equity, Diversity and Inclusion Leadership Award (Revised)
- John Patrick McManaman CPA Memorial Award* (Revised)
- J. Prospero Scholarship for Sustainable Mining (Revised)
- Level Up Award presented by Codename Entertainment* (Revised)
- Major W. Horan Memorial Scholarship* (Revised-UG)
- Mina Hoorfar Award for Indigenous Students in Engineering and Computer Science (Revised)
- Murray and Lynda Farmer Award for Critical Thinking* (Revised)
- Sant S. Aulakh Memorial Scholarship* (Revised)
- S. Joseph Cunliffe Scholarships* (Revised)
- Jack Howard Jackson Memorial Award (Revised)
- Microserve Award in Business, Management Information Systems* (Revised)
- University of Victoria Indigenous Language Revitalization Award (New)

* Administered by the University of Victoria Foundation

Respectfully submitted,

2023/2024 Senate Committee on Awards

Maureen Ryan (Chair), Faculty of Human and Social Development

John Dower, Faculty of Graduate Studies

Leslee Francis Pelton, Faculty of Education

Rishi Gupta, Faculty of Engineering and Computer Science

Lori Hunter, Student Awards and Financial Aid

Alyssa Manankil-Lakusta, Alumni Association Representative

Alexandra (Sasha) Kovacs, President's Nominee / Theatre

Donja Roberts, Faculty of Graduate Studies

CindyAnn Rose-Redwood, Faculty of Social Sciences

Justin Salinas, Student Senator

Wendy Taylor, Office of the Registrar and Enrolment Management

Sarah Roberts, GSS Representative

Amanda Thornborough (Secretary), Student Awards and Financial Aid

Appendix 1

Scholarships, medals and prizes

Scholarships, medals and prizes are awarded to students primarily on the basis of academic merit. Other additional eligibility criteria, as specified in the terms of reference, will be considered when selecting recipients. Scholarships, medals and prizes for undergraduate students are administered by Student Awards and Financial Aid (SAFA). Detailed information about the terms of reference and application process (if applicable) for undergraduate scholarships, medals and prizes is available on the SAFA [website](#).

Awards

UVic also offers non-repayable funding referred to as awards. Recipients are selected on the basis of the eligibility criteria specified in the terms of reference for each award. Eligibility criteria may include, but are not limited to, a minimum academic achievement, financial need, identifying with a group with historical and/or current barriers to equity, program of study or participation in a varsity sport.

Recipients of athletic awards are selected on the basis of the eligibility criteria specified in the terms of reference for the award and the requirements stipulated by U SPORTS; an organization external to UVic that establishes the funding rules for student athletes in varsity sport at participating universities in Canada. Entering student athletes must have a minimum admission average of 80% to receive an athletic award in their first year of post-secondary study.

Returning student athletes must have passed a minimum of 9.0 units for credit, with a minimum sessional GPA of 3.0, in the preceding academic year. The total combined value of athletic awards cannot exceed the student's assessed tuition and mandatory fees for the academic year in which they receive the funding.

Bursaries

Bursaries are non-repayable financial assistance awarded on the basis of financial need and satisfactory academic standing. There may be additional selection criteria specified in the terms of reference, but financial need is the primary selection criteria.

Detailed information about the online bursary application process is available on the SAFA [website](#).

Appendix 2

Terms for New and Revised Awards

Additions are underlined

Deletions are ~~struck through~~

Arscott Family Fund Scholarship* (New)

One or more scholarships of \$30,000, payable at \$7,500 per year, are awarded to undergraduate students entering or transferring into the University of Victoria from Canadian secondary schools, colleges or universities and who:

- are Canadian citizens or permanent residents,
- have demonstrated financial need, and
- submit a one-page (500 word) essay on the "Value of Education": students are encouraged to think about the "why" behind their desire to further their education and the broader impact it will have in the future.

To be automatically renewed a student must have completed a total of 12 or more academic units in any two terms of study between May and April and maintained a grade point average of 7.50/9.00 or higher on the best 12 units. The scholarship is automatically renewed for each year of the student's full-time study until completion of a first degree or for a maximum of three years, whichever is the shorter period. A student whose grade point average falls below 7.50/9.00 may file a written appeal with the Senate Committee on Awards to seek special consideration for the renewal of the scholarship.

Students registered in a co-op or work experience work-term will automatically be renewed when they next complete 12 or more academic units in two terms, provided they have a grade point average of 7.50/9.00 or higher in the two terms. Any student who takes neither a co-op, work experience work-term, or academic units for more than one term may forfeit the scholarship.

Baynes Award in Engineering* (Revised)

An award has been made available by G.E. Baynes, Consulting Engineer. The award will be made to an outstanding undergraduate student in Engineering (who is a Canadian citizen) who has demonstrated strong qualities of leadership combined with active participation in sports. ~~As part of the selection process the Faculty will consult with the Engineering Student's Society.~~ Selection of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science. Applicants must complete the online application by May 31.

Beer-Knight Scholarship* (Revised)

One scholarship is awarded to an academically outstanding undergraduate student continuing in entering second, year, or in third or fourth year in either the Faculty of Engineering and Computer Science or continuing in entering second, third or fourth year in the Faculty of Science and who:

- is pursuing studies in Science(s), Technology, Engineering, and/or Math (STEM),
- ~~who~~ was born and raised in B.C. and
- has demonstrated financial need.

Preference is for a women students when awarding to a recipient in the Faculty of Science ~~student.~~

The scholarship will be given on a rotating basis, beginning with the Faculty of Science. If

there is no eligible candidate in the designated faculty, an eligible candidate from the other faculty may be nominated. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science or the Faculty of Science.

Bit Quill Technologies Scholarship for Women in Computer Science & Software Engineering* (Revised)

Three scholarships, of at least \$1,000 each, are awarded to undergraduate women students who are continuing in ~~entering~~ second, third or fourth year in the Bachelor of Science Major or Honours program in Computer Science or the Bachelor of Software Engineering program. Applications for the scholarship should reference volunteer service in the community and/or demonstrated leadership in or outside of the classroom. Selection of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science. Applicants must complete the online application by May 31.

Charles Humphrey Memorial Scholarship in Engineering* (Revised)

Scholarships are awarded to two outstanding undergraduate students continuing in ~~proceeding to~~ year 3 or 4 of the Engineering program. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science.

Chris Lalonde Indigenous Wellbeing Award (New)

One or more awards are given to Indigenous undergraduate students continuing in the Faculty of Social Sciences, with preference for students majoring in Psychology. Applicants must submit a statement (maximum 250 words) describing why they chose a major in the Faculty of Social Sciences.

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

Cindy Christina Ashton Bursary* (New)

One or more bursaries are given to undergraduate or graduate students in the Department of Linguistics or undergraduate students in the Department of Physics.

David Stanonik Pacific Northern Gas Scholarship* (Revised)

One or more scholarships are awarded to academically outstanding undergraduate students ~~entering~~ continuing in third or fourth year in the Faculty of Engineering and Computer Science 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.

Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science.

Dianne Draper Environmental Sustainability and Stewardship Annual Scholarship (Revised)

A scholarship is awarded to an academically outstanding undergraduate student in third or fourth year of either a BA or BSc Program in the Department of Geography who is conducting research in the field of 'Environment, Sustainability and Stewardship'. Applicants must submit

a statement (maximum 500 words) describing their research and how it aligns with Environment and Sustainability and Stewardship. Preference is given to students with historical and/or current barriers to equity who identify as:

- First Nations, Métis and Inuit peoples and all other Indigenous peoples;
- members of groups that commonly experience discrimination due to race, ancestry, colour or place of origin;

Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Department of Geography

Faculty of Engineering and Computer Science Equity, Diversity and Inclusion Leadership Award (Revised)

One award of \$1,000 is given to a transferring or continuing undergraduate student from an underrepresented group (~~including, but not limited to, women, Black, Indigenous or a Person of Colour, different abilities, LGBTQ+~~) entering second year in one of the following programs departments in the Faculty of Engineering and Computer Science: Biomedical Engineering, Civil Engineering, Computer Engineering, Computer Science, Electrical Engineering or Mechanical Engineering or Software Engineering.

Applicants must submit a letter (maximum 500 words) describing the importance of equity, diversity and inclusion to the ~~Engineering~~ profession, its impact on them personally and the leadership role they have played (or would like to play) to make a difference.

Underrepresented groups are defined as students with historical and/or current barriers to equity, including, but not limited to:

- First Nations, Métis and Inuit peoples, and all other Indigenous peoples;
- members of groups that commonly experience discrimination due to race, ancestry, colour, religion and/or spiritual beliefs, or place of origin;
- persons with visible and/or invisible (physical and/or mental) disabilities;
- persons who identify as women; and
- persons of marginalized sexual orientations, gender identities, and gender expressions.

Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation ~~nomination~~ of the Faculty of Engineering and Computer Science.

John Patrick McManaman CPA Memorial Award* (Revised)

One or more awards of at least \$2,000 each ~~are is~~ given to ~~an~~ undergraduate students in third or fourth year of study at the Peter B. Gustavson School of Business who ~~graduated from a high school in BC~~ are interested in pursuing the CPA designation and are Canadian citizens.

Preference is for students who meet one or more of the following criteria, in order of priority:

1. Graduated from a high school in B.C.
2. Currently active, or active within the last five years, in community sport and/or community service
3. Has demonstrated financial need

Students with a minimum GPA of 3.0 and graduating students are eligible. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business.

J. Prospero Scholarship for Sustainable Mining (Revised)

A scholarship of \$1,000 is awarded to an academically outstanding woman undergraduate student entering third or fourth year in either the Department of Economics, School of Environmental Studies, the Department of Geography, the Department of Anthropology or the Department of Political Science. Preference is for students whose academic research (Honours Thesis/JCURA under the guidance of a faculty member) could have application to the improvement of the environmental and social performance of the mining industry. Further preference is given to Indigenous women students and people of colour.

~~Applications must be submitted to the Dean of Social Sciences office by April 30th.~~ Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Social Sciences.

Level Up Award presented by Codename Entertainment* (Revised)

One or more awards are given to an undergraduate student continuing in ~~entering~~ fourth year in either the Department of Computer Science or the Department of Software Engineering who has an interest in game development.

Applicants must:

- Submit a letter (maximum 500 words) answering the question "what do video games mean to you?",
- have demonstrated a strong aptitude for programming, and
- have demonstrated an interest in game development through:
 - previous experience developing games, internships, coops, or work experience in the video game industry
 - o participation in Game Jams
 - o developing personal game projects
 - o membership or participating in groups such as the International Game Developers Association (IGDA) or UVicGameDev

Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science.

Major W. Horan Memorial Scholarship* (Revised)

One or more scholarships are awarded to academically outstanding undergraduate students who are entering either their first year or continuing in their second, or third year in the Faculty of Engineering and Computer Science. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science.

Mina Hoorfar Award for Indigenous Students in Engineering and Computer Science (Revised)

One award of \$1,000 is given to an entering, transferring or continuing Indigenous undergraduate student in the Faculty of Engineering and Computer Science ~~with demonstrated financial need.~~ Part time students (registered in a minimum of 6.0 units for credit in two terms ~~minimum 6.0 units~~) are eligible.

Applicants must submit a letter (max 400 words) reflecting on:

- How they see their degree empowering them to help others and their community and,
- How a degree in engineering and computer science will help solve or contribute to solving global challenges

Approval of the recipient is made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science.

Murray and Lynda Farmer Award for Critical Thinking* (Revised)

One or more awards are given to continuing undergraduate students in the Faculty of Humanities with a declared Philosophy major who demonstrates originality, critical thinking, good work habits and organizational skills in their coursework, has a GPA of at least 5.0/9.0, and demonstrates community or on campus involvement through volunteerism.

Applicants must submit:

- a personal statement (maximum ~~350~~ 500 words) detailing ~~both~~ their volunteer experience and their originality, critical thinking, good work habits and organizational skills in their coursework.
- ~~a letter of reference from a UVic faculty member attesting to the student's originality, critical thinking, work habits, and organizational skills~~
- a letter of reference (maximum 300 words each) from ~~the~~ a volunteer organization.

Referees cannot be related to the applicant. Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Department of Philosophy.

Sant S. Aulakh Memorial Scholarship* (Revised)

A scholarship is awarded to a student with the highest grade point average in ~~the~~ the third or year and entering the fourth year in the Faculty of Engineering and Computer Science. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science.

S. Joseph Cunliffe Scholarship* (Revised)

One or more scholarships are awarded to outstanding students ~~in~~ entering year 4 of the Engineering program. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science.

Jack Howard Jackson Memorial Bursary Award (Revised)

One or more ~~awards are given~~ bursaries are awarded to entering, continuing or transferring undergraduate ~~or graduate~~ Indigenous students with Canadian citizenship who have demonstrated financial need and who are enrolled in any of the following: the Faculty of Science, Faculty of Engineering and Computer Science, School of Nursing, School of Health Information Science or the Department of Psychology ~~or the Division of Medical Science.~~

Microserve Scholarship Award in Business, Management Information Systems* (Revised)

One award of at least A scholarship of \$1,000 is given to an undergraduate student enrolled in either the Bachelor of Commerce program or the Department of Computer Science. awarded to an academically outstanding student enrolled in 3rd or 4th year of the Bachelor of Commerce program in the Peter B. Gustavson School of Business who has demonstrated aptitude for and interest specifically in management information systems and/or management and technology. Selection is based on academic standing with emphasis on achievement in COM 331: Management Information Systems. Graduating students are eligible for this award.

Applicants must submit a personal statement (maximum 500 words) that speaks to their passion for Information Systems and/or Management and Technology, strong work ethic, a positive attitude and being an exemplary team player. Applications may also outline, in the

statement, any personal and/or financial challenges and how they overcame or are currently overcoming them.

Preference will be given to students with historical and/or current barriers to equity, including, but not limited to:

- First Nations, Métis and Inuit peoples, and all other Indigenous peoples;
- members of groups that commonly experience discrimination due to race, ancestry, colour, religion and/or spiritual beliefs, or place of origin;
- persons with visible and/or invisible (physical and/or mental) disabilities;
- persons who identify as women; and
- persons of marginalized sexual orientations, gender identities, and gender expressions.

The award will rotate between the School of Business and the Department of Computer Science, starting with Computer Science. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of either the Peter B. Gustavson School of Business or the Department of Computer Science.

University of Victoria Indigenous Language Revitalization Award (New)

One or more awards are given to Indigenous undergraduate and graduate students from the nine First Nations listed below who are entering or continuing in the following programs:

- Certificate in Indigenous Language Proficiency
- Certificate in Indigenous Language Revitalization
- Diploma in Indigenous Language Revitalization
- Bachelor of Education in Indigenous Language Revitalization
- Bachelor of Arts in Indigenous Language Proficiency
- Graduate Certificate in Indigenous Language Revitalization
- Master of Education in Indigenous Language Revitalization
- Master of Arts in Indigenous Language Revitalization

Students from the following First Nations are eligible for this award:

Songhees, Esquimalt, Tsartlip, Paquachin, Tseycum, Tsawout, Sci'aneuw, T'Sou-ke and Malahat.

The award covers actual tuition and mandatory fees assessed in the terms required for completion of an eligible program of study. Undergraduate students registered in a minimum of 3.0 units per term of study are eligible to receive the award.

Approval of undergraduate recipients will be made by the Senate Committee on Awards and approval of graduate recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Office of the Vice-President Indigenous.



Date: December 8, 2023

To: Senate

From: Senate Committee on Planning

Re: **Proposal to discontinue the Professional Specialization Certificate in Performance Management in the School of Public Administration**

At its meeting on December 6, 2023, the Senate Committee on Planning considered the proposal for the discontinuation of the Professional Specialization Certificate in Performance Management in the School of Public Administration.

The Professional Specialization Certificate in Performance Management in the School of Public Administration has not admitted any students since 2020. The final student cohort graduated from the certificate program in 2020. The discontinuation of the certificate program will not have any impact on current or future Public Administration students.

The following motion is recommended:

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the discontinuation of the Professional Specialization Certificate in Performance Management in the School of Public Administration as described in the document "Public Administration-Performance Management Certificate".

Respectfully submitted,

2023-2024 Senate Committee on Planning

Dr. Elizabeth Adjin-Tettey, Chair	Dr. Cynthia Milton
Dr. Eva Baboula	Ms. Tania Muir
Dr. Alexandrine Boudreault-Fournier	Dr. Pablo Restrepo Gautier
Dr. Alexandre Brolo	Dr. Maureen Ryan
Dr. Jane Butterfield	Ms. Ada Saab
Dr. Adam Con	Dr. Kristin Semmens
Ms. Andrea Giles	Dr. Henning Struchtrup
Dr. Robin Hicks	Ms. Wendy Taylor
Dr. Sandra Hundza	Khushi Wadhwa
Mr. Cole Kennedy	Dr. Jie Zhang
Dr. Annalee Lepp	Ms. Christine McLaughlin (Secretary)

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

Professional Specialization Certificate in Performance Management

Submitted by:	Name and title	Email
Dean or designate	Dr. Maureen Ryan, Associate Dean Academic, HSD	hsdasdn@uvic.ca
Academic unit, department, or school	School of Public Administration	padiirect@uvic.ca
Name, title, and email of contact person	Marlowe Morrison, Programs Manager	pamanager@uvic.ca
Anticipated implementation date of discontinuation	202405	

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	Sept. 1, 2023
Departmental/School approval	April 4, 2023
Faculty Curriculum Committee approval	Sept. 21, 2023
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	Sept. 27, 2023

Please complete all rows with date or N/A

Consultations (as applicable; see notes below) *supporting documentation required for all consultations	Date (or N/A)	Supporting Documentation Attached (Y/N)
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	N/A	
Co-operative Education and Career Services – Andrea Giles, Executive Director – cooped@uvic.ca	N/A	
Office of the Registrar – OREGSCPConsultation@uvic.ca	N/A	
Indigenous Academic and Community Engagement – Kundoqk Jacque Green, Executive Director, iaceed@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	Sept. 27/23	Y
Consultation with related academic units/programs impacted by the discontinuation – (see Section D)	N/A	

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

Professional Specialization Certificate in Performance Management

Summary Description of Proposed Discontinuation

A. Provide a summary and rationale for the proposed discontinuation (maximum 1 page).

The Professional Specialization Certificate (PSC) in Performance Management was introduced in 2003 and was until 2021 one of five PSC programs offered by the UVic School of Public Administration:

1. Local Government Management
2. Public Sector Management
3. Volunteer and Non-profit Sector Management
4. Public Policy and Governance
5. Performance Management

The five PSC programs plus two Diploma programs (Local Government Management and Public Sector Management) consisted of the same ADMN courses, with different core and elective requirements for each specialized program. These same 300 and 400-level courses are also offered to undergraduate students in degree programs at UVic as part of a Minor in Public Administration, or as elective options.

In 2020, the School of Public Administration undertook a curriculum review of all undergraduate ADMN courses and programs offered by the School, including the Professional Specialization Certificate in Performance Management. It was recommended that, due to chronically low enrollment in this PSC, the Performance Management PSC be suspended and not accept students, with a plan of potentially deleting the program in the next two years. In Fall 2020, 13 students had graduated from the Performance Management PSC program and there were no students registered in the program.

B. How does the proposed discontinuation impact students currently enrolled in the program and what is the transition plan for them to complete their program?

There are currently no students registered in the Performance Management Professional Specialization Certificate. Any prospective students interested in the content in the discontinued program could take the same courses in the PSC in Public Sector Management, or as part of a Diploma program.

C. What impact will the proposed discontinuation have on resources such as faculty, staff appointments, and space?

None. All courses in the suspended Performance Management program continue to be offered, so faculty, staff and space are not impacted.

D. Provide evidence of consultation with related programs and UVic departments/faculties participating or affected by the program discontinuation (emails/letters of support in an appendix).

Not applicable, no other units were impacted by the discontinuation of the program.

**Office of Indigenous Academic and Community Engagement (IACE)
Consultations for Program Proposals**

The Office of Indigenous Academic and Community Engagement (IACE) engages with academic units across the institution to support Indigenous student success and community engagement grounded in cultural teachings from Elder's Voices. One significant part of IACE's mandate is to offer academic leadership and support for the advancement of Indigenous academic programming, guiding the university in processes and projects of decolonization and reconciliation. As a result, IACE reviews proposals for new academic programs and for revision or discontinuance of existing academic programs as part of the wider process overseen by the Associate Vice-President Academic Programs in the Office of the Vice-President Academic and Provost.

As this is a complicated process, academic units working on program proposals are encouraged to submit this form as soon as is practicable, to ensure a timely engagement with IACE. If IACE view is required for the proposal, this will take at least six weeks once the unit has a complete draft of the proposal, and consultation with IACE will add to this time.

Part I: Background Information

Department/School/Faculty: School of Public Administration

Name of Program: Professional Specialization Certificate in Performance Management Credential Level:

Diploma/Certificate Undergraduate Master's Doctoral

Type of Proposal:

New Degree New Program Revision of Program Discontinuance of Program

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words):

The Professional Specialization Certificate (PSC) in Performance Management was introduced in 2003 and was (until 2021) one of five online PSC programs offered by the UVic School of Public Administration:

1. Local Government Management
2. Public Sector Management
3. Volunteer and Non-profit Sector Management
4. Public Policy and Governance
5. Performance Management

The five PSC programs plus two Diploma programs (Local Government Management and Public Sector Management) consist of the same ADMN courses, with different core and elective requirements for each specialized program. These same 300 and 400-level courses are also offered to undergraduate students in degree programs at UVic as part of a Minor in Public Administration, or as elective options.

Rationale for the proposal (approximately 200 words)

The Performance Management certificate had chronically low enrollment that continued to decline over the time it was offered. In 2020, after an undergraduate program review to update program and course content, it

was recommended that the Performance Management PSC be discontinued. The PSC was suspended in 2021, with a plan to potentially discontinue the program within two years. In Fall 2020, when the program stopped accepting applications, 13 students had graduated from the Performance Management PSC program and there were no students registered in the program. The School would now like to proceed with discontinuing this program.

For program revisions or discontinuances, how many Indigenous students are currently enrolled?

No students are currently enrolled.

For new programs, how many Indigenous students do you envision enrolling?

N/A

Part III: Proposal Information

A. Does this proposal include elements that will focus on:

- Attracting or retaining Indigenous students? Yes No
Please provide details (approximately 100 words). N/A
- Engaging with Indigenous communities, nations, or organizations? Yes No
Please provide details (approximately 100 words). N/A
- Attracting or retaining Indigenous faculty? Yes No
Please provide details (approximately 100 words). N/A
- Engaging with Indigenous knowledge(s) and/or ways of knowing and being? Yes No
Please provide details (approximately 100 words) N/A
- Engaging with Indigenous territories, lands and/or waters? Yes No
Please provide details (approximately 100 words) N/A

B. Does the proposed program envision drawing on IACE resources (e.g., assistance with booking Elders, etc.)?
 Yes No N/A

C. How does the proposed or revised program support or advance institution priorities and plans relate to Indigenous incentives (e.g. Indigenous Plan, Strategic Plan, etc.)? Please identify specific goals and priorities (approximately 200 words).

The discontinuance of the Performance Management PSC was recommended in an overall program

review, whose purpose was to update School of Public Administration undergraduate programs and course content. This review recommended the discontinuance of the Performance Management PSC and the incorporation of more content related to Indigenous Governance and Administration, as well as

- Building understandings and relationships with Indigenous people and First Nations governments to better serve their needs, and
- Governance issues related to environmental protection and planetary health.

Following the review, the school has created two new undergraduate courses, including a course on Indigenous Governance in Canada, and revised program requirements to make this course required or elective in all undergraduate programs.

Part IV: Consultation and Approvals

If you answered “No” to all questions in Part III A, no further consultation with IACE is required and this signed document can be included in the proposal as evidence of consultation with IACE.



September 27, 2023
Date

Kundoqk, Jacquie Green
Executive Director
Office of Indigenous Academic and
Community Engagement

If you answered “Yes” to question B in Part III, you will also need to arrange for a letter of support from IACE outlining the contributions in addition to this signed form.

IACE letter of support included in final proposal

IACE Comments (approximately 200 words)



Date: December 8, 2023

To: Senate

From: Senate Committee on Planning

Re: **Proposal for changes to and name change of the PhD program in the School of Child and Youth Care**

At its meeting on December 6, 2023, the Senate Committee on Planning considered the proposal for changes to the program and name change of the PhD program in the School of Child and Youth Care.

The School of Child and Youth Care initiated a renewal of its PhD program in response to recommendations from the external review of the CYC program in 2018. The program renewal was also informed by a survey of current students and alumni in 2020, as well as recent UVic institutional plans. The proposed name of the program to include reference to School of Child and Youth Care proposes to change the program name to Child, Youth, Family and Community Studies. Senate approved similar changes to the MA in Child & Youth Care and name change in 2022.

The current proposal is for similar changes to the doctoral program to better reflect the content and focus. The inclusion of families and communities is also more responsive to the needs of Indigenous students and in line with the program renewal mandate. The mandate promotes the inclusion of BIPOC communities, and the principles of reconciliation outlined in the UVic Indigenous Plan.

The following motions are recommended:

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposed changes to the PhD program in School of Child and Youth Care, as described in the document "School of Child & Youth Care PhD Program".

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposed name change of the PhD program in the School of Child and Youth Care to Child, Youth, Family and Community Studies, as described in the document "School of Child & Youth Care PhD Program".

Respectfully submitted,

2023-2024 Senate Committee on Planning

Dr. Elizabeth Adjin-Tettey, Chair	Dr. Cynthia Milton
Dr. Eva Baboula	Ms. Tania Muir
Dr. Alexandrine Boudreault-Fournier	Dr. Pablo Restrepo Gautier
Dr. Alexandre Brolo	Dr. Maureen Ryan
Dr. Jane Butterfield	Ms. Ada Saab
Dr. Adam Con	Dr. Kristin Semmens
Ms. Andrea Giles	Dr. Henning Struchtrup
Dr. Robin Hicks	Ms. Wendy Taylor

Dr. Sandra Hundza
Mr. Cole Kennedy
Dr. Annalee Lepp

Khushi Wadhwa
Dr. Jie Zhang
Ms. Christine McLaughlin (Secretary)

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STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

School of Child & Youth Care – PhD Program Renewal and Name Change

- Double or dual degree programs involving existing degrees
- Programs involving partnerships or agreements with other institutions
- Changes to a program degree or title
- Significant changes to program focus, content, structure, new stream within existing program or Requirements
- Other, please specify:

Submitted by:	Name and title	Email
Dean or designate	Dr. Maureen Ryan	hsdasdn@uvic.ca
Academic unit, department, or school	PhD Program, School of Child & Youth Care, Faculty of Human and Social Development	
Name, title, and email of contact person	Dr. Bryan Silverman	bryansilverman@uvic.ca
Anticipated change start date		

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	June 16, 2020 (Susan Lewis)
Pre-consult with Faculty of Graduate Studies – Administrative Manager (fgscirc@uvic.ca)	
Departmental/School approval	September 8, 2023
Faculty Curriculum Committee approval	September 21, 2023
*Faculty Council approval (or indicate equivalent Faculty voting body)	September 28, 2023
Faculty of Graduate Studies Graduate Executive Committee (GEC) approval	
Faculty of Graduate Studies Council approval (follows GEC approval)	October 13, 2023

Please complete all rows with date or N/A

Consultations (as applicable; see notes below) *supporting documentation required for all consultations	Date (or N/A)	Supporting Documentation Attached (Y/N)
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	N/A	
Co-operative Education and Career Services – Andrea Giles, Executive Director – cooped@uvic.ca	N/A	
Office of the Registrar and Enrolment Management – OREGSCPConsultation@uvic.ca	August 8, 2023	
Indigenous Academic and Community Engagement – Kundoqk Jacque Green, Executive Director, iaceconsultations@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	Pending-Submitted- July 31, 2023	
Internal Consultation (emails/letters of support as per section I)		
Non-standard Tuition	Yes* or N/A	Non-standard form attached (Y/N)
Proposed program change involves non-standard tuition	N/A	N

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STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

A. Please identify the type of change being proposed (e.g. double or dual degree programs involving existing degrees, programs involving partnerships or agreements with other institutions, changes to a program degree or title, significant changes to program focus, content, structure or requirements (e.g. moving from a project-based to a course based masters).

The PhD program renewal is the conclusion of a process begun in 2019 graduate program in the School of Child and Youth Care. Responding to the External Program Review and through consultation with students, faculty, adjuncts and alumni, the School began a process of renewal in both the MA and PhD programs, which included a pause in admission intakes for both programs. The MA program was successfully relaunched in 2022-23. This proposal developed by faculty and staff, responds to the aforementioned consultation and review, and positions SCYC to admit students to our PhD program in 2025. The proposed name change is for the credential only to align with the MA program which made the change as part of its recent renewal and not the name of the School. As well, the proposed change to the name of the PhD is for new credentials to be awarded.

Renewal of existing PhD program including:

- (1) Introduction of new Program Learning Outcomes (see Section I)
- (2) Refocusing of course content in alignment with new Program Learning Outcomes, including:
 - a. The revision of three courses (CYC641, CYC 680, CYC682B),
 - b. The creation of one new course (CYC644) to replace CYC643 and CYC645.
- (3) A program Name Change to align with our recently renewed MA program. The new program name will be doctoral program in “Child, Youth, Family and Community Studies’.
- (4) The program structure will change to one initial year of on-campus coursework followed by virtual and online components, both synchronous and asynchronous.
- (5) The program will remain at 30 units; however, the distribution of units will shift with course changes (see Section G and Appendix C). The number of required courses will remain at 6 units.
- (6) The program will change to allowing instead of requiring elective coursework.
- (7) CYC682B *Practice Internship in CYFCS* increases in units from 1.5 to 3.0 to reflect increased demands at the doctoral level and increase in hours (150 to 300) of the internship.
- (8) CYC641 *Generating Knowledge in CYFCS* decreases in units from 3.0 to 1.5 to reflect change from year-long course to one semester, fall course.
- (9) Implementation of Indigenous course replacement policy: Self-identified Indigenous students have the option to substitute a maximum of one mandatory CYFCS PhD courses with Indigenous-focused courses offered outside of the program. Students who are contemplating course substitution must secure the endorsement of their supervisor. Students are responsible for identifying possible substitute courses to discuss with their supervisor. Course substitution requires the input and endorsement of supervisors to ensure alignment with program requirements, and the approval of the supervisor and department Graduate Advisor.

B. Provide a summary of the proposed change, and clearly articulate how the program aligns with current institutional plans and priorities. (maximum 1 page)

PhD Program Renewal Mandate – The CYC PhD renewal plan is focused on addressing issues raised by an External Review completed in 2018. Specific goals include:

- (1) To enhance the relevance of the CYC PhD program in meeting labour market needs in relevant communities of practice, including employment in the human services, academia and research.
- (2) To create a strong articulation between research and practice.

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STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

- (3) To enhance relationships with professional associations and employers in ways that offer advantage and pathways to professional practice for our graduates.
- (4) To ensure that the recruitment and retention goals of the PhD program enhance and meet the goals of the University's Indigenous Plan and the International Plan.
- (5) To continue to focus on the recruitment of a diverse student body, that represents the diversity of the communities and organizations served by our graduates.
- (6) To enhance and stabilize the practice opportunities available to graduate students to advance their professional development with strong linkages between research and practice.
- (7) To bring average completion times of the PhD program closer to University of Victoria norms. (See Appendix A)

Program Name change – 'Child, Youth, Family and Community Studies' – As with our recently renewed MA program, we are renaming the PhD program in response to alumni feedback on the limitations of a graduate degree in CYC, a more accurate reflection of the scope of the PhD program, the expertise of the research faculty and the diverse forms of research and practice undertaken by students in diverse family and community contexts. The inclusion of families and communities is also more responsive to the needs of Indigenous students and in line with our program renewal mandate, which promotes the inclusion of BIPOC communities, and the principles of reconciliation outlined in the **UVic Indigenous Plan**. The field of "Child and Youth Care" is less recognized internationally, and the new name facilitates internationalization in recruitment and pedagogical approaches. It broadens and solidifies our appeal to diverse students and expands professional and future academic opportunities for our graduates, which is crucial to recruitment and retention.

The vision of our program is key to articulate our PhD program's identity, which contributes to the creation of program-level outcomes and establishes the overall focus of the curriculum. Our School's [current vision and value statements](#) provide a clear vision for our PhD program.

Our proposed changes advance many of the goals and actions outlined in **UVic's Indigenous Plan**, including creating a warm, welcoming and respectful learning environment and sense of place for Indigenous students and faculty, ensuring that our program is meeting Indigenous student and community needs, Indigenous curricula in order to enable students to gain knowledge of Indigenous epistemologies and histories, and promoting internationalization of Indigenous research by enhancing relations with Indigenous communities around the world. This will involve multiple spaces for enactment, including curriculum development that includes revising courses, implementing supportive policies, and engaging with the cultural competency training offered through the First People's House and monitoring our progress in the efforts through ongoing program reflection to support continuous improvement, and engaging with feedback from multiple sources including annual student reviews and external program reviews.

Additionally, program changes are aligned with goals of the Indigenous Plan, including increasing "the number of reserved seats, access programs, preferential selection, and other opportunities to increase Indigenous student enrolment across campus" from Strand 1 of the Indigenous Plan. Responding to the call for vital impact, the renewed PhD program also aims, through newly developed Program Learning Outcomes, to "have an impact on issues that matter to Indigenous peoples and their communities and to the physical, social and political environments in which they live."

Elements of the renewed program also align strongly with UVic's Aspiration 2030 plan, including specifically the 'Research Community' strand through the expanded internship course, the 'Societal Impact' strand with the program defined learning outcome focused on knowledge mobilization (see Section I), and the 'Commitment to Indigenous Scholarship' strand through foregrounding Indigenous scholarship and upholding

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

decolonial ethics as identified in our Program Learning Outcomes, a commitment to supporting Indigenous students in the program, and course replacement for Indigenous students policy.

C. What are the current labour market indicators to support the proposed change?

Program changes are informed by and responsive to the ‘Competencies in the BC Public Service’ sector, including the ‘Behavioural Competencies’¹ that apply to all supervisors, managers and staff and ‘Aboriginal Relations Behavioral Competencies’² which are well aligned with our School’s mission statement, clear commitment to addressing issues of social injustice, advancing the goals of the TRC and self-determination, having BIPOC knowledges and perspectives in all syllabi and creating a safe and respectful learning environment for BIPOC learners and faculty.

Program changes are also responsive to the results of a survey of current graduate students and alumni in Fall 2020. Their feedback converges with the recurring themes identified in the graduate program historical documents, including lack of course cohesion, decolonizing approaches in content and pedagogy, and knowledge to practice translation.

Suggestions to improve the PhD program included a focus on decolonizing the content and teaching, improving knowledge to practice translation, focus on more practical skills, more support and orientation for students to understand the dissertation writing journey and better connections between programs and agencies in the local youth and family serving community and the CYC academic community.

The program renewal also responds to additional in-depth written feedback from 10 alumni, with advanced practice/leadership experience in diverse organizational and community contexts, on the values, knowledges, and skills, which they perceived as being relevant to current practice and to better align with labour market and student, client and practitioner needs.

Our proposed changes to the PhD program are also aligned with the findings of a 2018 report by the Canadian Association for Graduate Studies³, which notes that graduate education needs to address contemporary challenges by providing increased opportunities for interdisciplinary education and research, teamwork, training in professional experiential learning and research.

D. How is the proposed change aligned with, or is distinct from related undergraduate programs in other BC postsecondary institutions?

A jurisdictional scan noted that there are no similar/allied PhD programs in BC. There are two similar/allied programs in eastern Canada, Child & Youth Studies at Brock University and Family Relations & Human Development at the University of Guelph, both of which are in Ontario.

Our program name change identifies our program as being more closely aligned with these other programs. The PhD programs at Brock and Guelph have a comparable number of required courses and similar candidacy and dissertation requirements to our proposed program. However, our renewed

¹Behavioural Competencies in the BC Public Service that apply to all supervisors, managers and staff:

<https://www2.gov.bc.ca/gov/content/careers-myhr/all-employees/career-development/competencies-in-the-bc-public-service>.

²Aboriginal Relations Behavioural Competencies: https://www2.gov.bc.ca/assets/gov/careers/for-job-seekers/about-competencies/aboriginal_relations_behavioural_competencies_quick_guide.pdf

³Source: <https://gradstudents.carleton.ca/wp-content/uploads/CAGS-Dissertation-Task-Force-Report-1.pdf>

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STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

program would be distinct from these programs in that we will have a required internship/practicum course. Furthermore, our renewed CYFCS PhD program places a deliberate and explicit emphasis on integrating decolonial frameworks throughout the curriculum and learning objectives. This commitment is a point of pride among our program's faculty and staff and sets UVic apart from its counterparts.

E. How are the admission requirements affected by the proposed change?

The admissions requirements are not affected by the proposed changes to the PhD program.

F. Areas of specialization and evidence of adequate faculty complement (Include a table showing anticipated faculty supervision and committee service considering faculty leaves. (Including short faculty CVs in an appendix)

There are no areas of specialization in our proposed program renewal.

We propose to admit 6-10 PhD students biennially (in odd numbered years) starting in the Fall semester subsequent to approval of the renewal. We have a current research faculty complement of 9 and anticipate completing the hiring process for an additional 2 research faculty positions in 2024.

On average, one research faculty member is on study leave each year. A few of our faculty members are currently in leadership roles within the School and the HSD faculty so may accept PhD supervisees every other cohort intake or serve as departmental members or co-supervisors only.

Research Faculty	PHD Student Supervision	PhD Committee Service
K. Cheney	1 per intake	1-2 per intake
S. Carere	1 per intake	1-2 per intake
N. Claxton	1 per intake	1-2 per intake
Gerlach	1 per intake	1-2 per intake
S. Gulamhusein	1 per intake	1-2 per intake
D. Kakuru	1 per intake	1-2 per intake
F. Mawani	1 per intake	1-2 per intake
M. Mucina	1 every other intake	1 per intake
J. White	1 every other intake	1 per intake

Please see Appendix B for short faculty CVs.

G. Curriculum design (Include draft curriculum program and course change forms in an appendix) Indicate the program requirements and design, including core and prerequisite courses. Identify which courses already exist at UVic and any new courses to be implemented as a result of the proposed change.

The renewed PhD program, like the previous iteration, will have four required core courses, including an internship, and will have required candidacy examinations and dissertation. In the renewed program, students will be encouraged as opposed to required to take one or more electives. The rationale for this change is that optional electives may be used to fill in gaps in students' research knowledge/experience or to tailor students' programs to their particular research interests (the expectation is that completion of CYC 644 would normally prepare students to undertake their doctoral research. However, depending on an individual student's research area they may need further grounding in methodology to undertake their

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doctoral research. Those students will work with their supervisors to identify an elective that would give the student the additional grounding they need for their specific research).

CYC 641: Generating Critical, Interdisciplinary Knowledge in CYFCS	1.5 Units
CYC 644: Research Design and Knowledge Mobilization in CYFCS	1.5 Units
CYC 682B: Applied Internship in CYFCS	3.0 Units
CYC 680: Doctoral Seminar in CYFCS	1.5 Units
CYC 693: Candidacy Examinations	3.0 Units
CYC 699: Dissertation	18.0 – 19.5 Units

Current Course	Current Units	Proposed Course	Units	Method of Delivery	New or Revised
CYC 641: Generating Knowledge in CYC	3.0	CYC 641: Generating Critical, Interdisciplinary Knowledge in CYFCS	1.5	On-campus, In-person	Revised title, description and decrease in units (3.0 to 1.5)
CYC 643: Qualitative Research in CYC CYC 645: Quantitative Research in CYC	1.5 1.5	CYC 644: Research Design and Knowledge Mobilization in CYFCS	1.5	On-campus, In-person	New – combined course with new course number
CYC 682B: Practice Internship in CYC	1.5	CYC 682B: Applied Internship in CYFCS	3.0	Determined by Internship, Online component	Revised title, description and increase in units (1.5 to 3.0)
CYC 680: Doctoral Seminar in CYC	1.5	CYC 680: Doctoral Seminar in CYFCS	1.5	Online	Revised title, description
CYC 693: Candidacy Exams	3.0	CYC 693: Candidacy Exams	3.0	N/A	No changes
CYC 699: Dissertation		CYC 699: Dissertation	18.0-19.5	N/A	Revised unit range

* CYC 699 Unit value varies depending on number of electives/course units completed by the student.

Please see Appendix C.

Does the proposal involve changes to the curriculum design? If yes, clearly identify the existing curriculum and proposed changes.

The proposal involves changes to the curriculum design. The above chart identifies course changes. Changes reflect newly developed Program Learning Outcomes, an increased connection between coursework, teaching, and research.

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

The applied internship will provide a valuable opportunity for students to apply their knowledge in practical settings and develop a deeper appreciation for the practical application of theoretical concepts within the field of child, youth, family, and community studies.

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

The proposed applied internship course (CYC 682B) will provide opportunities for students to be actively involved and supervised in a practice setting. Students will have the opportunity to gain experience in developing leadership skills, understanding policy and conducting applied research. The increase in units of CYC682B from 1.5 to 3.0 reflects a change in internship hours from 150 to 300. This increase in units and hours reflects goals reflected in PLO 5, Demonstrating Change-Driven Leadership where a stated commitment to developing skills in scholarship, advocacy, and systems-level change and preparing for leadership roles in diverse human service sectors is a key outcome of the renewed program.

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

After an initial on campus year, the program continues via distance to support proposal writing dissertation research and writing, through both work with the student's supervisor and the revised CYC680. CYC680: Doctoral Seminar in CYFCS is a two-semester, interactive online seminar for students to develop their research projects including completion of comprehensive exams, research proposal, ethics application, research plan, and dissertation outline. Students will develop their methodological and theoretical inquiry while engaging in knowledge sharing and mobilization.

H. Provide the policies on student evaluation, candidacy exams, and oral examinations.

Student Evaluation - Similar to our renewed MA program, students will be required to complete annual progress reviews with their Supervisors and Committee members. The annual progress reviews will serve to document students' progress through their program. If a student's academic progress is unsatisfactory, the progress review will provide documentation of how the student and supervisor have agreed that this will be addressed and remedied.

Candidacy Examinations -To satisfy the candidacy requirement, students will complete two candidacy papers (one focused on the substantive area of interest including related theories, and the other on methodology related to their area and topic of interest) and an oral examination before qualifying to undertake PhD research and a dissertation. Within thirty-six months of registration as a provisional doctoral student and at least six months before the final oral examination, a student must pass a candidacy examination.

Oral Examinations - Oral Examinations will follow FGS Policy as stated in the academic calendar.

I. Does your program have learning outcomes? If so, does the proposed change affect the current program learning outcomes? If yes, identify the revised program learning outcomes.

As a starting point for the renewal of our PhD program, new program learning outcomes (PLOs) have been developed by our Graduate Program Committee and approved by our School Community Council.

New Program Learning Outcomes - Graduates of the PhD in CYFC Studies will have the skills and knowledge to:

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Uphold Decolonial Ethics - Develop responsive scholarship that contributes to the wellbeing, resurgence, and self-determination of Indigenous nations globally, while also prioritizing the responsibilities to local First Peoples. Graduates will develop scholarship that addresses historical and ongoing forms of exclusion based on intersecting identities, including race, gender, sexuality, class, ability, and citizenship.

Engage in Interdisciplinary Knowledge Production - Advance decolonial, critical, and justice-oriented approaches to interdisciplinary knowledge production in diverse local, national, and global contexts to promote the well-being of children, youth, families, and communities.

Apply Critical Theory and Scholarship - Demonstrate a deep understanding and application of critical concepts and theoretical frameworks across disciplines, including critical child, youth and family studies, gender studies, critical disability studies, critical race theory, intersectionality, and Indigenous studies. Graduates will mobilize and advance ethical, strengths-based, and relational approaches to inform practice, research, and policy related to children, youth, families, and communities.

Demonstrate Change-Driven Leadership - Develop and implement responsive and collaborative skills in scholarship, advocacy, and systems-level change, preparing for leadership roles in diverse human service sectors that serve children, youth, and families, including organizations, government, private, not-for-profit, community, post-secondary education, and academia.

Promote Knowledge Mobilization for Social Impact - Advance innovation in the application and translation on of diverse research methodologies and knowledge mobilization approaches that reflect multiple contexts, communities, and research paradigms. Graduates will promote actionable knowledge transfer through the integration of research, policy, and practice.

J. Does the proposed change provide opportunities to include Indigenous perspectives and decolonization of the curriculum/program? If yes, please provide details.

Through the development of new Program Learning Outcomes, the renewed CYC doctoral program provides opportunities to foreground Indigenous scholarship. Additionally, PLO 1 calls to Uphold Decolonial Ethics, which is defined to be developing responsive scholarship that contributes to the wellbeing, resurgence, and self-determination of Indigenous nations globally, while also prioritizing the responsibilities to local First Peoples. Students will develop scholarship that addresses historical and ongoing forms of exclusion based on intersecting identities, including race, gender, sexuality, class, ability, and citizenship.

Additionally, in the renewed PhD program self-identified Indigenous students, in consultation with their supervisor, may replace one required course with an Indigenous focused course from outside of the School.

K. Does the proposed change promote justice, equity, diversity and inclusion? If yes, please provide details.

Our new Program Learning Outcomes (Section I) are aimed at advancing justice, equity, diversity, and inclusion. These outcomes are scaffolded through the revised coursework of the PhD program informing the course-level outcomes.

The new learning outcomes focus on a number of issues related to promoting justice, equity, diversity and inclusion including, but not limited to:

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- A responsive scholarship focused on the wellbeing, resurgence, and self-determination of Indigenous Peoples.
- Scholarship that addresses historical and ongoing forms of exclusion based on intersecting identities, including race, gender, sexuality, class, ability, and citizenship.
- Advancing decolonial, critical, and justice-oriented approaches to interdisciplinary knowledge production.
- Mobilizing and advancing ethical, strengths-based, and relational approaches to inform practice, research, and policy.

L. Does the proposed change provide opportunities for global engagement or perspectives? If yes, please provide details.

The program provides opportunities for global engagement and perspectives in a number of ways. In terms of student participation, similar to our MA program where we have students from Africa, Europe, Asia and North America, we expect to be able to recruit a diversity of students in the PhD program. The diversity, and international work, of CYC faculty will contribute to the renewed program's ability to recruit internationally.

The program structure of one initial year of on-campus coursework followed by online components allows for students to focus their research in different geographic regions and have positive social impacts across the globe. Additionally, when students are working on research in different locales, the year-long online doctoral seminar (CYC680) in students' second year (and possibly beyond) facilitates the sharing of global perspectives to shape discourse within the cohort and program.

M. Does the proposed change involve places for integration of teaching and research? If yes, please provide details.

The renewed PhD program includes the revised CYC682B- Applied Internship in CYFCS. The revision of CYC682B increases the course requirements from 1.5 to 3.0 units and provides an opportunity for students to be actively involved and supervised in teaching and research internship opportunities. We expect this program requirement to be a significant space for the integration of teaching and research.

Existing opportunities for the integration of teaching and research in the program through TA opportunities, support for conference participation, and opportunities to collaborate with faculty on research projects will continue. In particular, collaboration with faculty on research and academic writing is expected to continue as a key element of the program. PhD students are expected to conduct research within the scope of, and complementary to, their advisor's program of research. This connection to faculty research is of benefit to both the student and faculty.

N. If this is a new stream, provide an enrolment plan (Include a table of ongoing students, anticipated annual intake and graduates from start to steady state).

N/A

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O. How do you plan to evaluate graduate student supervision?

In addition to the supervisory requirements detailed in the Faculty of Graduate Studies Graduate Supervision Policy, the School of Child and Youth Care has in place policies that govern the supervisory relationship detailed in the program handbook. Policies include:

A description of the role of the supervisor as “a mentor and advisor who develops a professional relationship with the student that is conducive to scholarly activities, intellectual enhancement, and professional development.”

A description of the academic nature of the relationship to “help the student articulate a research proposal for the [...] dissertation [...], assemble a committee, and supervise the student’s research.”

A description of the minimum frequency of meetings expected, either by direct meeting, by virtual meeting, or through detailed correspondence, to discuss the student’s research as twice per term.

An annual progress review to be completed by the supervisor and student collaboratively.

P. Resources requirements (include a table of program revenue and expenditures). Indicate resources required for new and existing faculty and staff appointments, space and library.

No additional resources are required.

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

Students receive financial support through our annual FGS base budget funding, which we fully allocate each year to the maximums allowed under FGS funding guidelines. Our FGS base budget funding will increase as our annual intakes go up and increase our 3-year rolling averages in the funding allotment formula. We have a number of internal graduate donor awards, which we award to our eligible students, as well as nominating as many as possible for UVic graduate donor awards for which they are eligible.

Faculty supervisors encourage and support their students to apply for CGS-D scholarships and other doctoral level scholarships. The CYC graduate office connects applicants with application supports provided by the FGS Scholarships Office.

PhD students are offered teaching opportunities in our undergraduate program every term. Faculty members also hire our students for research and teaching assistantships whenever possible.

R. Evidence of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable (Provide copies of Letters of Support in Appendix).

Please see Appendix D for Letters of Support from:

- (1) Director, Graduation Admissions & Records, University of Victoria
- (2) School of Social Work, University of Victoria

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- (3) School of Indigenous Governance, University of Victoria
- (4) Department of Child & Youth Studies, Brock University
- (5) Department of Child & Youth Care, Toronto Metropolitan University

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APPENDIX A: PhD Program Completion Rates

	2014	2015	2016	2017	2018	2019	2020	2021 Intake Paused	2022	2023 Intake Paused
Applied	19	0	0	12	0	11	0	0	0	0
Accepted	11	0	0	5	0	7	0	1	0	2
Admitted	7	0	0	5	0	6	0	1*	0	2**
Indigenous Students	0	0	0	0	0	2	0	0	0	0
International Students	1	0	0	0	0	1	0	0	0	0
Withdrawn	1	1	0	2	0	1	1	1	0	1
Graduated	3	1	2	3	2	2	1	0	2	1

*One student admitted by special arrangement during pause in intake.

** Two students admitted during pause in intake, one by special arrangement and on as a reinstatement.

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APPENDIX B: Short Faculty CVs

Sandrina Carere, PhD (UVic)

Professor

Areas of Expertise:

Participatory, action-oriented, arts-based research and practice

- Child-, youth- and community-led research and practice
- Intersectional, anti-colonial, land-based frameworks
- Critical girlhood, youth and feminist studies
- Child welfare, Indigenous foster care, kinship care
- Award of Excellence for Research-Inspired Teaching, University of Victoria
- Award for Teaching Excellence and Innovation, Faculty of Human and Social Development, University of Victoria Distinguished Alumni Award, University of Victoria

Kristen Cheney, PhD (UCSC)

Professor

Areas of Expertise:

- Child-centered approaches to international development
- Politics of humanitarian intervention for young people
- Decolonizing childhood studies
- Participatory methodologies
- International child protection regimes
- Orphanhood, adoption, and the Orphan Industrial Complex
- Adolescent/youth sexual and reproductive health and rights
- Reproductive justice

Nicholas XEMFOLTW Claxton, PhD (UVic)

Assistant Professor

Areas of Expertise:

- Indigenous education
- Indigenous knowledge
- Indigenous research methodologies
- Indigenous governance
- Indigenous resurgence
- Land-based learning, experiential learning
- Community engaged research

Alison Gerlach, MSc (San Jose), PhD (UBC)

Associate Professor, Associate Director

Areas of Expertise:

- Equity-oriented system, organizational, practice changes in diverse early years and healthcare contexts
- Indigenous and non-Indigenous children's health, health equity, dis/abilities, adverse childhood experiences
- Cultural safety and trauma- and violence-informed care
- Critical, relational, and intersectional theorizing, mixed methods, community-based and participatory research

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Shemine Gulamhusein, PhD (UVic)

Assistant Professor

Areas of Expertise:

- Exploring Muslim migration stories of belonging and identity
- Lived experiences of marginalized and minoritized people and communities
- Therapeutic recreational practices in community spaces
- Outdoor and solution-focused therapies
- Global perspectives of child, youth, family, and community research and practices
- (Auto)ethnographic methods
- Narrative inquiry
- Community-arts-based methodologies

Doris Kakuru, MPhil (Bergen), PhD (Wageningen)

Professor

Areas of Expertise:

- Violence in childhood with a focus on sexual violence in schools
- Girlhood and gendered children's rights
- Adolescent sexual and reproductive health and rights
- Children and youth in urban poverty
- Social context of education and child labour

Farah-Mawani, PhD (Toronto)

Assistant Professor

Areas of Expertise

- Lived experience, community-led, community-embedded, trauma-informed, and decolonizing research approaches
- Knowledge synthesis
- Interdisciplinary quantitative, qualitative, and mixed methods research
- Implementation science
- Social and mental health inequities
- Macro-, community-, and family-level social determinants of mental health and well-being
- Systemic racism and discrimination as trauma
- Community responses to systemic racism and discrimination
- Migration and mental health
- Work environments and mental health
- Green space/blue space and mental health
- Walking peer support groups
- Intergenerational programs

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STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Mandeep Kaur Mucina, MSW, PhD (Toronto)

Associate Professor, Interim Director

Areas of Expertise:

- Family violence
- Gender-based violence
- Understanding the role of trauma in migration
- Exploring second-generation immigrant youth's stories of resistance, identity, and encounters with racism in the diaspora, all from a feminist anti-racist, anti-colonial lens

Jennifer H. White, MA, EdD (UBC)

Professor, Acting Dean, the Faculty of Human and Social

Development Areas of Expertise:

- Youth suicide prevention
- Ethics
- Discourses of professionalism
- Constructionist methodologies
- Collaborative research
- Narrative practices
- Professional development
- Praxis-oriented pedagogy

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STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

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International Students	1	0	0	0	0	1	0	0	0	0
Withdrawn	1	1	0	2	0	1	1	1	0	1
Graduated	3	1	2	3	2	2	1	0	2	1

*One student admitted by special arrangement during pause in intake.

** Two students admitted during pause in intake, one by special arrangement and one as a reinstatement.

APPENDIX B: Short Faculty CVs Sandrina

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- Narrative practices
- Professional development
- Praxis-oriented pedagogy

APPENDIX C: Revised and New PhD Course Descriptions

CORE COURSES	
Current Courses	Revised/New Course Titles & Descriptions
<p><i>CYC 641: Generating Knowledge in Child and Youth Care</i> This doctoral seminar invites students to start “thinking with theory” when considering policy, research and practice in the field of Child and Youth Care. Students will be exposed to a range of contemporary social, political and psychological theories. Throughout the course students will be invited to explore how each theory provides different lenses, tools, and approaches, for taking action in the world. 3.0 Units</p>	<p>Revised - <i>CYC 641: Generating Critical, Interdisciplinary Knowledge in CYFCS</i> Focuses on generating critical, interdisciplinary knowledge in CYFCS. Through exploring responsive decolonial and critical theories, students will gain a deeper understanding of the social, political, and psychological factors that shape policy, research, and practice. Provides a platform for students to engage in critical scholarship and explore how different theories can offer unique perspectives and tools for action. Students will develop a nuanced understanding of the complexities within their field and be equipped with the skills to generate meaningful, impactful knowledge. 1.5 Units</p>
<p><i>CYC 643: Qualitative Research in Child and Youth Care</i> This course examines the theoretical underpinnings and strategies commonly used in qualitative methods, with an emphasis on understanding the relationship between the research question and the methodological decisions involved in choosing approaches for data gathering and analysis. Methodologies that will be considered include but are not restricted to: grounded theory, critical theory, ethnography, phenomenology, and narrative research and their epistemological and ontological similarities and differences. 1.5 Units</p> <p><i>CYC 645: Quantitative Research in Child and Youth Care</i> Students explore and apply quantitative methods for studying issues related to child and youth care such as clinical practice and program evaluation. Statistical techniques include approaches for use with small sample sizes as well as parametric and nonparametric statistical techniques. 1.5 Units</p>	<p>New - <i>CYC 644: Research Design and Knowledge Mobilization in CYFCS</i> Students are introduced to advanced research methodologies and research design in the field of child, youth, family, and community studies. Students will learn about knowledge production and knowledge mobilization, and how to effectively apply these concepts to research projects. Topics covered include designing and conducting research studies, analyzing data, and communicating research findings to various stakeholders. Students will gain practical skills and knowledge to help them create meaningful and impactful research in their future careers. 1.5 Units</p>
<p><i>CYC 682B: Practice Internship in Child and Youth Care</i> A practice Internship provides opportunities for the student to be actively involved and supervised in a practice setting. Practice settings may include teaching environments, face to face counselling settings, international contexts, or work in policy development with a specific Ministry. Normally students will work for 10 hours per week for a maximum of 300 hours. In addition, students will meet with the practicum coordinator throughout the term. 1.5 Units</p>	<p>Revised - <i>CYC 682B: Applied Internship in CYFCS</i> Applied internship experience in CYFCS provides opportunities for students to be actively involved and supervised in a practice setting. Students will have the opportunity to gain hands-on experience in their chosen field of practice. Focuses on elements of developing leadership skills, understanding policy, and conducting applied research. Provides a valuable opportunity for students to apply their knowledge in practical settings and develop a deeper appreciation for the practical application of theoretical concepts within the field of CYFCS. 3.0 Units</p>

<p><i>CYC 680: Doctoral Seminar in Child and Youth Care</i> This course will build a collegial environment to support doctoral students in the midst of their inquiry and research process by providing opportunities for participating in collaborative inquiry, for presenting and critiquing work in progress and for engaging in discourse with experienced practitioners engaged in the practice of research. Students will engage in a practice of writing and re-writing to develop their inquiry. 1.5 or 3.0 Units</p>	<p>Revised -- <i>CYC 680: Doctoral Seminar in CYFCS</i> An interactive online seminar for students to develop their research projects including completion of candidacy exams, research proposal, ethics application, research plan, and dissertation outline. Students will develop their methodological and theoretical inquiry while engaging in knowledge sharing and mobilization. Activities and assignments include interactive discussions, presentations, scholarly submissions, focused writing exercises, applied teaching, and ongoing faculty and peer feedback. Offered online with a mandatory synchronous monthly seminar over the fall and spring terms. 1.5 Units</p>
<p><i>CYC 693: Candidacy Exams</i> Students are expected to complete two candidacy papers (one focused on the substantive area of interest including related theories, and the other on methodology related to their area and topic of interest) and an oral examination before qualifying to undertake PhD research and a dissertation. Within thirty-six months of registration as a provisional doctoral student and at least six months before the final oral examination, a student must pass a candidacy examination. 3.0 Units</p>	
<p><i>CYC 699: Dissertation</i> Graduate course in the Child and Youth Care program administered by the Faculty of Graduate Studies. 16.5– 19.5 Units</p>	<p><i>CYC 699: Dissertation</i> Graduate course in the Child, Youth, Family and Community Studies program administered by the Faculty of Graduate Studies. 18.0– 19.5 Units</p>

APPENDIX D: Letters of Support



From: Rachel Strandquist, Director, Graduate Admissions and Records dirgaro@uvic.ca **Subject:** RE: CYC doctoral program renewal
Date: August 8, 2023 at 11:25 AM
To: Bryan Silverman bryansilverman@uvic.ca
Cc: OREG SCP Consultation oregscpconsultation@uvic.ca

Hi Bryan,

Thanks for sending this. Based on our conversation on July 25th and the proposal template (attached), I have no concerns with the proposed changes.

Rachel

Rachel Strandquist, BA, MA (she/her)
Director, Graduate Admissions and Records
Office of the Registrar and Enrolment Management | Division of Student Affairs
University of Victoria | PO Box 3025 STN CSC | Victoria BC V8W3P2
T: 250-721-8716 | E: dirgaro@uvic.ca | W: www.studentaffairs.uvic.ca

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



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🌱 Please consider the environment before printing this email.

From: Bryan Silverman <bryansilverman@uvic.ca>
Sent: Friday, July 28, 2023 3:29 PM
To: Rachel Strandquist, Director, Graduate Admissions and Records <dirgaro@uvic.ca>
Subject: Re: CYC doctoral program renewal

Hello Rachel,

Thanks for meeting with me earlier this week. I've attached a draft of the Grad Program Template for your review. I'm still in the process of gathering some faculty feedback and collecting a couple of documents (letters and a chart mainly).

Have a nice weekend!

Best,
Bryan

> On Jul 17, 2023, at 1:10 PM, Rachel Strandquist, Director, Graduate Admissions and Records <dirgaro@uvic.ca> wrote:
>



From: Jacquie Green iaceed@uvic.ca 

Subject: FW: program renewal consultation

Date: September 27, 2023 at 10:14 AM

To: Bryan Silverman bryansilverman@uvic.ca, Rob Hancock, IACE Associate Director Academic iaceadac@uvic.ca

JG

Yowitz Bryan, here is our signed consultation from IACE.

Good luck in your program !

Kundoqk, Jacquie Green, PhD
IACE, Executive Director
First Peoples House
University of Victoria

250-516-4739



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

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From: Bryan Silverman <bryansilverman@uvic.ca>

Date: Monday, July 31, 2023 at 11:25 PM

To: "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>

Subject: Re: program renewal consultation

Hello Rob,

I've attached a copy of the completed IACE Consultations for Program Proposals document. I've also attached a copy of the proposed PhD program's new Program Learning Outcomes which are referenced in the IACE form. Please let me know if there is anything else you might need from me or if you have any questions about the submission.

Thanks so much and hope you are keeping well.

Best,

Bryan

On Jul 4, 2023, at 1:26 PM, Rob Hancock, IACE Associate Director Academic <iaceadac@uvic.ca> wrote:

Hi Bryan,

Thanks for your message and the info about the work CYC is doing. There is a new form for IACE consultations for program proposals, revisions, and discontinuances as of the spring/summer:
https://www.uvic.ca/vpacademic/_assets/docs/academic-planning/templates/iace-consultations-for-program-proposals.docx. Please complete this and send it to us so that we can have some background before the conversation starts.

Hope you had a great long weekend.

Rob H.

--

Robert L. A. Hancock, Ph.D. (Cree-Metis) (he/him/his)
Associate Director Academic
Office of Indigenous Academic & Community Engagement
University of Victoria

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On 2023-06-29, 1:37 PM, "Bryan Silverman" <bryansilverman@uvic.ca>
<<mailto:bryansilverman@uvic.ca>>> wrote:

Hello Rob,

I hope this email finds you well. As you may be aware, the School of Child and Youth Care is in the process of renewing out doctoral program in response to both an external review and to an internal recognition of the need to update our mission, clarify our purpose, and respond to continuing change within our faculty.

As we work through the process, one of our key requirements is consultation with you in your role as Associate Director Academic, IACE. I know that summer schedules can fill up quickly with time for research, travel, fun, etc. and was hoping to find a time we might be able to meet and discuss the SCYC doctoral renewal, perhaps in the second half of July? I am happy to either suggest some times to meet or match my availability to yours, whichever you prefer.

Prior to meeting, I'll plan to send you documentation relating to the renewal and can try by next to answer questions you have.

Thanks so much,
Bryan



CYC PhD iace-consult...ls.docx

GPC Motions – May 5, 2023

MOTION 1: GPC Proposes the following 5 Program Learning Outcomes for the renewed PHD program:

Graduates of the PhD in CYFC Studies will have the skills and knowledge to:

- Uphold Decolonial Ethics
 - Develop responsive scholarship that contributes to the wellbeing, resurgence, and self-determination of Indigenous nations globally, while also prioritizing the responsibilities to local First Peoples. They will develop scholarship that addresses historical and ongoing forms of exclusion based on intersecting identities, including race, gender, sexuality, class, ability, and citizenship.
- Engage in Interdisciplinary Knowledge Production
 - Advance decolonial, critical, and justice-oriented approaches to interdisciplinary knowledge production in diverse local, national, and global contexts to promote the well-being of children, youth, families, and communities.
- Apply Critical Theory and Scholarship
 - Demonstrate a deep understanding and application of critical concepts and theoretical frameworks across disciplines, including critical child, youth and family studies, gender studies, critical disability studies, critical race theory, intersectionality, and Indigenous studies. Graduates will mobilize and advance

ethical, strengths-based, and relational approaches to inform practice, research, and policy related to children, youth, families, and communities.

- Demonstrate Change-Driven Leadership
 - Develop and implement responsive and collaborative skills in scholarship, advocacy, and systems-level change, preparing for leadership roles in diverse human service sectors that serve children, youth, and families, including organizations, government, private, not-for-profit, community, post-secondary education, and academia.
- Promote Knowledge Mobilization for Social Impact
 - Advance innovation in the application and translation of diverse research methodologies and knowledge mobilization approaches that reflect multiple contexts, communities, and research paradigms. Graduates will promote actionable knowledge transfer through the integration of research, policy, and practice.

June 30, 2023

Dr Bryan Silverman
Graduate Advisor
School of Child and Youth Care
UVIC

Dear Dr. Silverman,

Thank you for inviting me to write a letter of support for The School of Child and Youth Care's renewed doctoral program. As you note, this is the first substantive revision that the PhD program has undergone since its inception in 2003 and the changes outlined in the documentation that you provided reflect your stated commitments to a decolonial and critical framework. I fully support such a theoretical foundation that will provide a sound scaffolding for the on-going planning and decision-making that will shape the program.

The name change that was initiated in 2021-22 with the MA renewal is a welcome one. As you note, the name *Child, Youth, Family and Community Studies*, along with Coast Salish artist, Dylan Thomas' logo creation, conveys the scholarly and pedagogical priorities of the SCYC and its faculty members and "situates children and youth as inextricable from their families and communities".

In the overview of the program renewal, you note that applicants will be required to complete one year of coursework on campus with an annual intake of six to ten students. Given your faculty complement and resources, as well as the teaching and supervision needs that accompany any PhD program, this seems like a manageable number, something to which I'm sure the School has given much thought.

I read the planned changes to courses and their delivery (unit values, new courses) with interest. As you note, the revisions to the doctoral seminar and increasing the unit value of the applied internship both serve the stated goal of keeping students engaged and supported, both with the School and each other, throughout their tenure in the program.

The renewed PhD program is in sync with the UVIC Indigenous Plan and demonstrates careful attention to the specificities of BIPOC children, families and communities. A program oriented towards decolonial, anti-racist, justice-oriented pedagogy and practices promises to produce the leaders and scholars in this field that children, families and communities need. History matters. Context matters. Research, power analyses and knowledge production matter. This renewal explicates a set of commitments that resonate strongly with those we hold in the School of Social Work.

I wish you and the School of Child and Youth Care much success as you develop a program that highlights faculty expertise and attracts principled applicants who seek to take leadership in the practice and scholarship of equitable and justice-oriented care on behalf of children and youth, their families and their communities.

Sincerely,



Donna Jeffery
Acting Director
School of Social Work





Faculty of Human & Social Development | School of Indigenous Governance Human
& Social Development Building A260 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-6438 | F 250-472-4724 | igov@uvic.ca | uvic.ca/igov | [@IGOV_Uvic](https://twitter.com/IGOV_Uvic)



Dr. Alison Gerlach, Associate Director School of Child and Youth Care
Dr. Bryan Silverman, Graduate Advisor
Caroline Green, Graduate Secretary

August 24, 2023

RE: Letter of Support for the School of Child & Youth Care's PhD Renewal

Dear Dr. Gerlach, Dr. Silverman, and Caroline Green,

I am writing to confirm the School of Indigenous Governance's full support for renewing the School of Child & Youth Care's Ph.D. program in Child, Youth, Family, and Community Studies. We recognize the importance of addressing pressing issues faced by children, youth, families, and communities, and this program's renewal aligns with that goal.

IGOV supports the renewed program for the following reasons:

- The program emphasizes upholding decolonial ethics, engaging in interdisciplinary knowledge production, applying critical theory and scholarship, demonstrating change-driven leadership, and promoting knowledge mobilization for social impact.
- The renewed program draws on decolonial, critical-and justice-oriented theoretical frameworks to advance research that challenges exclusionary constructions of children, youth, families, and communities.
- The program responds to the historical and systemic contexts that shape decolonial, critical, and justice-oriented praxis, leadership, and research while considering populations facing structural inequities and injustices.
- The updates made to CYC682B and CYC680 foster and sustain a connection with students after in-person coursework and specifically focus on aiding students in maintaining steady progress through candidacy examination, proposal defence, and dissertation.

IGOV fully endorses the program's efforts to establish deeper connections between decolonial, critical, and justice-oriented theoretical approaches and research. We value that this effort extends to fostering leadership and research across diverse contexts while also providing opportunities for honing expertise and practice in various research methods and strategies for knowledge mobilization. For these reasons, we support the Ph.D. program's renewal.

Best regards,

Hokulani K. Aikau

Hökūlani K. 'Aikau, PhD
Professor
School of Indigenous Governance
University of Victoria

Faculty of Social Sciences
Department of Child and Youth Studies

Niagara Region
1812 Sir Isaac Brock Way
St. Catharines, ON
L2S 3A1 Canada



brocku.ca

August 31, 2023

Dear Dr. Silverman,

I am pleased to write this letter of support for the PhD program in child, youth, family, and community studies. I am an assistant professor and the graduate program director for in child and youth studies here at Brock.

I would like to preface my comments by describing my educational and work background, because I have been embedded in the areas of child and youth care and child and youth studies throughout my career. I completed a diploma in child and youth care, then completed a Bachelor of Child and Youth Care at Toronto Metropolitan University. I went on to complete an MA in child and youth studies at Brock, and then a PhD in developmental psychology. Throughout my education, I have worked in the field, and I continue to do youth work my position at the Centre of Excellence for Youth Engagement at the Students Commission of Canada. In 2011, I became the first faculty member hired in the new Bachelor of Child and Youth Care program at Humber College, in Ontario. I was at Humber for nearly a decade, and I have been at Brock for the past three years.

The UVic program must be well known to anyone in Canada who is in child and youth care. It is known for its rigor and for its history of faculty doing landmark work in the field. The program has always been, to my knowledge, well regarded and well respected in the field. I have interacted with faculty on various occasions, and I regularly read and cite their work.

I am aware that the PhD program has had changes recently. These include name changes to the graduate program, as well as course changes. I can say that, while I was at Humber, the administration attempted to change our program name, and that was a difficult and contentious time. As well, as graduate director at Brock, I can say that we have similarly needed to re-evaluate graduate programs. I applaud the team for making these changes. They align with their current faculty complement. As well, many of the changes are in-line with the needs we are seeing in our programs in CHYS at Brock, from students, research, and the field. A focus on decolonial ethics, interdisciplinary knowledge production, and social impact are all areas critical to our work. I also understand that the program now has created more space for electives. To me, this seems like an excellent change for multiple reasons. Core-elective balance is important and PhD programs, in particular, need to provide students with the flexibility to become scholars. As well, to be inclusive and support accommodations, programs must allow space for flexibility and student choice. I know from discussions with Dr. Silverman, and from reviewing the changes being made, that these are thoughtful and based on thorough consultation and feedback.

I would be happy to provide additional information upon request.



Heather Ramey, CYW, PhD

Assistant Professor, Graduate Program Director

Department of Child and Youth Studies

Academic Co-Director, Centre of Excellence for Youth Engagement at the Students Commission of Canada

Date 08, 04, 2023

Dear Dr. Bryan Silverman,

It is with great pleasure and enthusiasm that I write in full support of the renewal of the University of Victoria's PhD program at the School of Child and Youth Care. The amendments of the program and overall learning outcomes are deeply important. Specifically, I would like to applaud the program's commitment to a decolonial ethic that promotes Indigenous resurgence and self-determination. The field of Child and Youth Care intersects with multiple service sectors where Indigenous youth and their families are over-represented, including, but not limited to, child welfare, criminal justice, mental health and residential care, and community support services. It is vital to any program training Child and Youth Care Practitioners (CYCPs) that they learn and then enact decolonizing strategies and a centering of Indigenous communities, self-determination, and resurgence. Failing to develop these skills and ethics of practice has the real potential to re-victimize Indigenous communities. Relatedly, understanding intergenerational trauma, neo-colonialism, and how to then proceed with decolonization is critically important. The focus of the program's overall learning outcomes and curriculum changes reflect these priorities and seek to support meaningful change and Indigenous healing pathways.

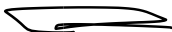
As well, the program's focus on interdisciplinary knowledge indicates a real commitment to growing the field of Child and Youth Care in meaningful ways. Our field is emerging in its scholarship and therapeutic practice skill set. Accordingly, it is imperative that our scholars learn from other disciplines, as well as communicate our unique positionality and methodologies. This is how our scholarship grows and becomes recognized and understood by multiple disciplines. As well, given that CYCPs have traditionally practiced behavioral approaches to youth care, and how we understand that his approach is detrimental, it is important to enhance our trauma-informed therapeutic skill set. One way this can be accomplished is through engagement with related helping professions in critical ways.

The focus on applying critical theory frameworks to practice, policy, research, and program development is also essential. Our field engages with the most marginalized young people going through adversity. Black and Indigenous are greatly over-represented in these contexts. It is therefore key for our field to mold scholars who will be leaders in the field who deeply understand, not only how oppression operates and how it is enacted through our work, but also how to work against these structures.

Finally, the school's commitment to knowledge mobilization that is meaningful for the communities we serve is especially salient. It has been well documented that research of marginalized populations that only serves the researcher generates a deep resentment of scholarship and has limited utility. Focusing on knowledge mobilization that changes policies, programs, laws, and therapeutic practice by our field's future leaders - professors, researchers, managers - is therefore vitally important.

Overall, I am thrilled with the development and enhancement of this doctoral program. I look forward to learning more about it to help strengthen our graduate program and to seeing how these doctoral students change our field for the better.

Sincerely,



Dr. Julie James
Associate Professor
Graduate Program Director

350 Victoria Street
Office: SHE 625
Toronto, ON, Canada M5B 2K3

t: 416.979.5000, ext. 4595

julie.james@torontomu.ca

**Office of Indigenous Academic and Community Engagement (IACE)
Consultations for Program Proposals**

The Office of Indigenous Academic and Community Engagement (IACE) engages with academic units across the institution to support Indigenous student success and community engagement grounded in cultural teachings from Elder's Voices. One significant part of IACE's mandate is to offer academic leadership and support for the advancement of Indigenous academic programming, guiding the university in processes and projects of decolonization and reconciliation. As a result, IACE reviews proposals for new academic programs and for revision or discontinuance of existing academic programs as part of the wider process overseen by the Associate Vice-President Academic Programs in the Office of the Vice-President Academic and Provost.

As this is a complicated process, academic units working on program proposals are encouraged to submit this form as soon as is practicable, to ensure a timely engagement with IACE. If IACE view is required for the proposal, this will take at least six weeks once the unit has a complete draft of the proposal, and consultation with IACE will add to this time.

Part I: Background Information

Department/School/Faculty: School of Child and Youth Care

Name of Program: PhD Program in Child, Youth, Family, and Community Studies

Credential Level:

Diploma/Certificate Undergraduate Master's Doctoral

Type of Proposal:

New Degree New Program Revision of Program Discontinuance of Program

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

The School of Child and Youth Care, responding to a 2018 external review, internal and external consultations, UVic priorities as expressed in the Aspirations 2030 and UVic Indigenous plans, and the practice of shared governance, proposes a renewal of our existing doctoral program.

This SCYC PhD renewal is guided by five newly developed Program Learning Outcomes (PLOs), developed through consultation over the course of the past academic year. Please find the PLOs, relating to Upholding Decolonial Ethics, Engaging in Interdisciplinary Knowledge Production, Applying Critical Theory and Scholarship, Demonstrating Change-Driven Leadership, and Promoting Knowledge Mobilization for Social Impact attached

Goals of the renewal are multiple and include: updating the program curricula to reflect current approaches to the field, updating program curricula to reflect current faculty expertise, increased accessibility for non-traditional students through a shortened on-campus commitment, increased accessibility for Indigenous students through a commitment to hold space for Indigenous students, increased opportunity to include Indigenous perspectives and theories of decolonization to the program

through renewed coursework and the Indigenous course replacement policy, increased opportunity for integration of practice and research, and increased commitment to knowledge mobilization.

Rationale for the proposal (approximately 200 words)

The PhD renewal takes place following the SCYC master's renewal, which launched in September 2022 after a period of review and consultation. The 2018 external review of SCYC graduate programs identified challenges in need of a response from the PhD program, including a need to:

Enhance the relevance of the CYC PhD program in meeting labour market needs in relevant communities of practice, including employment in the human services, academia and research.

Create a strong articulation between research and practice.

Enhance relationships with professional associations and employers in ways that offer advantage and pathways to professional practice for our graduates.

Ensure that the recruitment and retention goals of the PhD program enhance and meet the goals of the University's Indigenous Plan and the International Plan.

Continue to focus on the recruitment of a diverse student body, that represents the diversity of the communities and organizations served by our graduates.

Enhance and stabilize the practice opportunities available to graduate students to advance their professional development with strong linkages between research and practice.

Bring average completion times of the PhD program closer to University of Victoria norms.

For program revisions or discontinuances, how many Indigenous students are currently enrolled? 2
PhD students

For new programs, how many Indigenous students do you envision enrolling?
N/A

Part III: Proposal Information

A. Does this proposal include elements that will focus on:

- **Attracting or retaining Indigenous students?** Yes No
Please provide details (approximately 100 words)

The SCYC PhD renewal institutes new program policies with specific intentions of attracting and retaining Indigenous students. Policies include holding space in the program for Indigenous students and the implementation of a new Indigenous course replacement option where Indigenous students can substitute a required course for an Indigenous focused from outside of the School. Additionally, the program is in the process of a limited hire for a tenure-track Indigenous faculty member to complement existing Indigenous faculty knowledge and expertise, bringing the number of research faculty in the program to 3 (4 including teaching stream faculty).

- **Engaging with Indigenous communities, nations, or organizations?** Yes No
Please provide details (approximately 100 words)

Presently a number of faculty and students engage with Indigenous communities as part of their work. In the attached PLOs, the PhD program makes a number of commitments that are likely foster engagement with Indigenous communities, including:

- Responsive scholarship that contributes to the wellbeing, resurgence, and self-determination of Indigenous nations prioritizing the responsibilities to local First Peoples
- Developing and implementing responsive and collaborative skills in scholarship, advocacy, and systems-level change
- Advancing decolonial, critical, and justice-oriented approaches to interdisciplinary knowledge production in diverse local, national, and global contexts

- **Attracting or retaining Indigenous faculty?** Yes No
Please provide details (approximately 100 words)

The SCYC is in the process of a limited hire for a tenure-track Indigenous faculty member to complement existing research and teaching stream Indigenous faculty knowledge. School leadership is in the process of updating the mentorship plan for new faculty hires, with specific attention to supporting Indigenous faculty. This hire would bring the Indigenous faculty complement in the SCYC to 4 (3 research stream and one teaching stream).

- **Engaging with Indigenous knowledge(s) and/or ways of knowing and being?** Yes No
Please provide details (approximately 100 words)

In the attached PLOs a commitment to Promoting Knowledge Mobilization for Social Impact includes advancing innovation in the application and translation of diverse research methodologies and knowledge mobilization approaches that reflect multiple contexts,

communities, and research paradigms. We expect this will include engaging with, and valuing, Indigenous knowledges. Additionally, a core commitment of the School of Child and Youth Care is a commitment to decolonization which necessitates an engagement with Indigenous knowledge.

- Engaging with Indigenous territories, lands and/or waters? Yes No
Please provide details (approximately 100 words)

While the proposal does not specify engagement with Indigenous territories, lands, and/or waters, we are mindful that our program will bring students to the lands and waters of the ləkʷəŋənx peoples.

- B. Does the proposed program envision drawing on IACE resources (e.g., assistance with booking Elders, etc.)?
 Yes No
- C. How does the proposed or revised program support or advance institutional priorities and plans related to Indigenous initiatives (e.g., Indigenous Plan, Strategic Plan, etc.)? Please identify specific goals and priorities (approximately 200 words).

Our proposed changes advance many of the goals and actions outlined in UVic's Indigenous Plan, including creating a warm, welcoming and respectful learning environment and sense of place for Indigenous students and faculty, ensuring that our program is meeting Indigenous student and community needs, Indigenous curricula in order to enable students to gain knowledge of Indigenous epistemologies and histories, and promoting internationalization of Indigenous research by enhancing relations with Indigenous communities around the world.

Additionally, program changes are aligned with goals of the Indigenous Plan, including increasing "the number of reserved seats, access programs, preferential selection, and other opportunities to increase Indigenous student enrolment across campus" from Strand 1 of the plan. Responding to the call for vital impact, the renewed PhD program also aims, through newly developed Program Learning Outcomes, to "have an impact on issues that matter to Indigenous peoples and their communities and to the physical, social and political environments in which they live"

Elements of the renewed program also align strongly with UVic's Aspiration 2030 plan, including specifically the 'Research Community' strand through the expanded internship course, Societal Impact strand with the program defined learning outcome focused on knowledge mobilization (see Section I), and Commitment to Indigenous Scholarship strand, through our commitment to holding space for Indigenous students in the program and course replacement for Indigenous students' policy.

Part IV: Consultation and Approvals

If you answered “No” to all questions in Part III A, no further consultation with IACE is required and this signed document can be included in the proposal as evidence of consultation with IACE.



September 27, 2023

Kundoqk, Jacquie Green
Executive Director
Office of Indigenous Academic and
Community Engagement

Date

If you answered “Yes” to question B in Part III, you will also need to arrange for a letter of support from IACE outlining the contributions in addition to this signed form.

IACE letter of support included in final proposal

IACE Comments (approximately 200 words)



Date: December 8, 2023

To: Senate

From: Senate Committee on Planning

Re: **Proposed name change of the Health Terminology Standards Graduate Certificate in the School of Health Information Science**

At its meeting on December 6, 2023, the Senate Committee on Planning considered the proposed name change of the Health Terminology Standards Graduate Certificate program in the School of Health Information Science.

The School of Health Information Science proposes to change the name of the Health Terminology Standards Graduate Certificate to Health Terminology and Interoperability Standards. The name change better reflects the specialization in the area and the school's reputation as an international leader in health terminology and interoperability standards. The change will better position the program to attract potential students and accurately communicate the program content to employers.

The following motion is recommended:

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to change the name of the Health Terminology Standards Graduate Certificate program in the School of Health Information Science to Health Terminology and Interoperability Standards Graduate Certificate, as described in the document "Health Terminology Standards Graduate Certificate".

Respectfully submitted,

2023-2024 Senate Committee on Planning

Dr. Elizabeth Adjin-Tettey, Chair	Dr. Cynthia Milton
Dr. Eva Baboula	Ms. Tania Muir
Dr. Alexandrine Boudreault-Fournier	Dr. Pablo Restrepo Gautier
Dr. Alexandre Brolo	Dr. Maureen Ryan
Dr. Jane Butterfield	Ms. Ada Saab
Dr. Adam Con	Dr. Kristin Semmens
Ms. Andrea Giles	Dr. Henning Struchtrup
Dr. Robin Hicks	Ms. Wendy Taylor
Dr. Sandra Hundza	Khushi Wadhwa
Mr. Cole Kennedy	Dr. Jie Zhang
Dr. Annalee Lepp	Ms. Christine McLaughlin (Secretary)

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Health Terminology and Interoperability Standards Graduate Certificate

- Double or dual degree programs involving existing degrees
- Programs involving partnerships or agreements with other institutions
- Changes to a program degree or title
- Significant changes to program focus, content, structure, new stream within existing program or Requirements
- Other, please specify:

Submitted by:	Name and title	Email
Dean or designate	Maureen Ryan, HSD Assoc Dean Academic	hsdasdn@uvic.ca
Academic unit, department, or school	School of Health Information Science	hinfprog@uvic.ca
Name, title, and email of contact person	Simon Minshall, Health Terminology Standards Certificate Coordinator	htscoord@uvic.ca
Anticipated change start date		May 2024

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	August 3, 2023
Pre-consult with Faculty of Graduate Studies – Administrative Manager (fgscirc@uvic.ca)	August 15, 2023
Departmental/School approval	August 21, 2023
Faculty Curriculum Committee approval	September 21, 2023
*Faculty Council approval (or indicate equivalent Faculty voting body)	September 27, 2023
Faculty of Graduate Studies Graduate Executive Committee (GEC) approval	October 3, 2023
Faculty of Graduate Studies Council approval (follows GEC approval)	October 13, 2023

Please complete all rows with date or N/A

Consultations (as applicable; see notes below) *supporting documentation required for all consultations	Date (or N/A)	Supporting Documentation Attached (Y/N)
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	n/a	
Co-operative Education and Career Services – Andrea Giles, Executive Director – cooped@uvic.ca	n/a	
Office of the Registrar – OREGSCPConsultation@uvic.ca	Aug 24, 2023	
Indigenous Academic and Community Engagement – Kundoqk Jacque Green, Executive Director, iaceed@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	August 23, 2023	
Internal Consultation (emails/letters of support as per section I)	August 16, 2023	
Non-standard Tuition	Yes* or N/A	Non-standard form attached (Y/N)
Proposed program change involves non-standard tuition *If you answered yes, complete the UVic Non-standard Tuition Template	n/a	

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

- A. Provide a summary of the proposed change. Clearly articulate the rationale for the change. How does the proposed change align with unit/faculty/UVic institutional plans and priorities? (Maximum 1 page).**

We are proposing to change the name of the graduate certificate from “Health Terminology Standards” to “Health Terminology and Interoperability Standards”. The new title better reflects the content that already exists in the program and will allow us to better market this program as there is considerable interest in health information system interoperability among potential students and employers.

The name change aligns with our School’s goal to maintain our reputation as an international leader in health terminology and interoperability standards. The goals of the School are clearly in line with the University Strategic Plan and the faculty’s priorities in the area of quality by providing a specialization in an area deemed to be of intellectual and societal need – health informatics, which is at the intersection of health and technology.

- B. Does the proposed change require additional resources (faculty/staff appointments, space, library) beyond the unit’s current complement? If yes, please provide details.**

There is no anticipated changes to resources needed as a result of this proposed name change.

- C. Impact on Students – does the proposed change have an impact on students (student evaluation, student progression, supervision, etc. You should address transition between the current program and proposed change, if applicable).**

The proposed name change will not affect student evaluation or progression. This is a certificate program so there is no supervision involved.

- D. Does the proposed change involve changes to the curriculum? If yes, include a draft of the proposed curriculum changes and clearly indicate how it differs from the existing curriculum.**

The proposed name change does not require curriculum changes. Separately, we are seeking changes in pre-requisites for three of the courses in the certificate, but this is not related to the name change. The changes to pre-requisites are to facilitate multiple entry points for the certificate rather than once a year. The content of the actual courses are not changing.

- E. Does the proposed change affect the current program learning outcomes? If yes, identify the revised program learning outcomes.**

The name change reflects content that is already within the program courses and no learning outcome changes are needed.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

- F. Does the proposed change affect opportunities for experiential learning opportunities, including co-op, community engaged and research-enriched learning, integration of Indigenous perspectives, decolonization, equity, diversity, inclusion, global perspectives, etc. If yes, please provide details.**

This certificate continues to include HINF 597 (Field Project) in which students apply what they've learned to a real-world problem. Often students choose to work on an issue that has been previously identified at their workplace. The name change will not affect this.

- G. Does the proposed change align or distinguish the program from comparable programs at other BC post-secondary institutions? If yes, please provide details.**

We are currently the only program in this area of specialization in Canada. There are no other comparable programs. Other international institutions may offer solitary courses related to health terminologies, or standards or health information exchange, but they do not offer a comprehensive program in this specialty.

- H. Does the proposed change affect anticipated enrolment? If yes, please provide details.**

We hope that changing the name to reflect the course content to include interoperability will make this program even more attractive to potential students. Interoperability between health information systems, such as electronic health records, is a vital issue in the healthcare sector.

Previously, potential applicants would need to read course descriptions to understand that interoperability content was included in the courses. We feel that putting interoperability into the title will attract more students. And also, make Certificate Alumni more attractive to potential employers who also may not have realized this content was part of the Certificate Program.

- I. Show evidence of consultation with and support of related UVic academic units/programs, and other BC post-secondary institutions where appropriate (provide emails/letters of support in an appendix).**

We have consulted with CHIMA regarding the name change and they are supportive. Upon finishing the certificate program, our graduates are eligible for the Certified Terminology Standards Specialist credential from CHIMA. Because there is no curriculum change, our certificate still aligns with the CHIMA curriculum expectations. A copy of the email response from CHIMA has been included.

We are the only program in Canada that offers a specialization certificate in health terminology standards.

From: [Elizabeth Adjin-Tettey - Associate Vice-President Academic Programs](#)
To: [HINF Graduate Advisor](#); [Maureen Ryan, HSD Associate Dean Academic](#)
Cc: [HINF Grad Secretary](#); [Health Terminology Standards Coordinator](#); [Andre Kushniruk](#); [Erin Sebastian - HEIS Administrative Officer](#); [Yvonne Rondeau - FGS Administrative Manager](#)
Subject: RE: Consultation request for changes to Health Terminology Standards Graduate Certificate Fall 2023 Cycle 1 Graduate Calendar submission
Date: August 3, 2023 3:52:07 PM

Hi Karen,

Please see my responses below in purple. The proposed changes also require FGS review and approval. I've copied Yvonne on this email.

Thanks,



Dr. Elizabeth Adjin-Tettey
Associate Vice-President Academic Programs
Professor of Law
University of Victoria
PO Box 1700 STN CSC
Victoria, British Columbia, Canada
V8W 2Y2 Canada
250.853.3761
<https://www.uvic.ca/law/facultystaff/facultydirectory/adjintettey.php>

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

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

From: HINF Graduate Advisor <hinfgadadvisor@uvic.ca>
Sent: Thursday, August 3, 2023 1:35 PM
To: Maureen Ryan, HSD Associate Dean Academic <hsdasdn@uvic.ca>; Elizabeth Adjin-Tettey - Associate Vice-President Academic Programs <avpap@uvic.ca>
Cc: HINF Grad Secretary <hisgrad@uvic.ca>; HINF Graduate Advisor <hinfgadadvisor@uvic.ca>; Health Terminology Standards Coordinator <htscoord@uvic.ca>; Andre Kushniruk <andrek@uvic.ca>; Erin Sebastian - HEIS Administrative Officer <hinfgprog@uvic.ca>
Subject: Consultation request for changes to Health Terminology Standards Graduate Certificate Fall 2023 Cycle 1 Graduate Calendar submission

Hi -

We are looking at making the following changes related to the Health Terminology Standards Graduate Certificate. Do we need to fill out a template for requesting these changes? Can you advise us on the next steps, please.

Thanks,

Karen

Proposed changes for Cycle 1 Graduate Calendar (Fall 2023 submission)

Changes in red are removals. Changes in green are additions.

- Program title change - **Requires Senate Committee on Planning approval in addition to FGS and SCC via Kual**

1. new title Health Terminology **and Interoperability** Standards Graduate Certificate

Rationale: The new title better reflects the content that already exists in the program and will allow us to better market this program as there is considerable interest in health information system interoperability.

.

- Pre-requisites – **FGS plus SCC approval through Kual**

1. HINF 536 - remove **HINF 535 pre-req**
2. HINF 537 - remove **HINF 535 pre-req**
3. HINF 597 - add in **completed or concurrent enrollment in at least 2 of HINF 535, 536 or 537**

Rationale: We would like to change the pre-requisites for 3 of the courses in the certificate program to allow the potential for multiple entry points per year. This would help us increase enrollment in the program. We have talked with the instructors of these courses and they feel the current pre-requisites for HINF 536 and 537 are not necessary. We wish to add in pre-requisites for the HINF 597 course because the instructors feel strongly that at least 2 of the courses need to be taken in

order to be successful in the field project course (HINF 597). This is needed if we have 2 entry points per year as courses are currently only scheduled once a year based on available teaching resources.

- Program description - **FGS plus SCC approval through Kualii**
 1. remove "Therefore, students are advised to follow the defined sequence to avoid delay in program completion."
- HINF School description - **FGS plus SCC approval through Kualii (assuming SCP approves program title change)**
 1. change degrees & specializations section - "The School of Health Information Science offers courses of study leading to the degree of MSc and PhD, the Graduate Certificate in Health Terminology and Interoperability Standards, and, with the School of Nursing, a double-degree MN + MSc..."
 2. change deadline section - "The application deadline for the Graduate Certificate in Health Terminology Standards is May 1 for September entry" to "The application deadline for the Graduate Certificate in Health Terminology and Interoperability Standards is June 1 for September entry and November 1 for January entry."

We are requesting language changes to the HTS certificate program description and the School of Health Information description page to facilitate 2 entry points per year. This will help us increase enrollment in the program.

Karen Courtney, PhD, RN
Graduate Advisor
School of Health Information Science
University of Victoria

hinfgradadvisor@uvic.ca
250-721-8599

I acknowledge with respect the lək'wəŋən peoples on whose traditional territory the University stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day. The process of colonization is ongoing as are resistances to it. My intention is that the research and teaching I do be in the service of decolonization.

Erin Sebastian - HEIS Administrative Officer

From: Rachel Strandquist, Director, Graduate Admissions and Records
Sent: August 24, 2023 3:45 PM
To: HINF Graduate Advisor
Cc: Health Terminology Standards Coordinator; HINF Grad Secretary; Erin Sebastian - HEIS Administrative Officer; OREG SCP Consultation
Subject: FW: Consultation for proposed graduate certificate name change
Attachments: HINF Health Terminology certificate grad-program-change.docx

Follow Up Flag: Follow up
Flag Status: Flagged

Hi Karen,

Based on the proposal document (attached), I have no concerns with this name change.

Thanks,
Rachel

Rachel Strandquist, BA, MA (she/her)
Director, Graduate Admissions and Records
Office of the Registrar and Enrolment Management | Division of Student Affairs
University of Victoria | PO Box 3025 STN CSC | Victoria BC V8W3P2
T: 250-721-8716 | E: dirgaro@uvic.ca | W: www.studentaffairs.uvic.ca

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



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Please consider the environment before printing this email.

From: OREG SCP Consultation <oregscpconsultation@uvic.ca>
Sent: Tuesday, August 22, 2023 11:45 AM
To: HINF Graduate Advisor <hinfgradadvisor@uvic.ca>
Cc: Health Terminology Standards Coordinator <htscoord@uvic.ca>; HINF Grad Secretary <hisgrad@uvic.ca>; Erin Sebastian - HEIS Administrative Officer <hinfprog@uvic.ca>; Rachel Strandquist, Director, Graduate Admissions and Records <dirgaro@uvic.ca>
Subject: RE: Consultation for proposed graduate certificate name change

Hi Karen,

Thanks for your email. By way of this reply, I've cc'ed Rachel Strandquist, Director Graduate Admissions and Records. Rachel will review your proposal and follow up with you directly with her feedback.

Best,
Wendy Taylor

From: HINF Graduate Advisor <hinfgradadvisor@uvic.ca>
Sent: Tuesday, August 22, 2023 11:28 AM
To: OREG SCP Consultation <oregscpconsultation@uvic.ca>
Cc: Health Terminology Standards Coordinator <htscoord@uvic.ca>; HINF Grad Secretary <hisgrad@uvic.ca>; HINF Graduate Advisor <hinfgradadvisor@uvic.ca>; Erin Sebastian - HEIS Administrative Officer <hinfprog@uvic.ca>
Subject: Consultation for proposed graduate certificate name change

Hi -

We are proposing a small change to the name of our Health Terminology Standards graduate certificate program. The proposed new name is: Health Terminology and Interoperability Standards graduate certificate program. The content of the program is not changing. The name change is to better reflect the content of the program and to increase marketability.

I have attached the graduate program change proposal for your review. Please let us know if you foresee any issues with the change of the name of the program.

Separately, we will be requesting changes to the pre-requisites for courses in the certificate. But this is not related to the name change, but rather to facilitate additional points of entry into the program in the future.

We look forward to your feedback. Please let us know if you have any questions.

Thanks,

Karen

Karen Courtney, PhD, RN
Graduate Advisor
School of Health Information Science
University of Victoria

hinfgradadvisor@uvic.ca

250-721-8599

I acknowledge with respect the ləkʷəŋən peoples on whose traditional territory the University stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day. The process of colonization is ongoing as are resistances to it. My intention is that the research and teaching I do be in the service of decolonization.

Re: Proposed name change for the Health Terminology Standards Certificate program

Helen Beaumont <helen.beaumont@echima.ca>

Fri 8/4/2023 11:56 AM

To: Health Terminology Standards Coordinator <htscoord@uvic.ca>; Jeff Nesbitt <jeff.nesbitt@echima.ca>;

Cc: HINF Graduate Advisor <hinfgradadvisor@uvic.ca>; Andre Kushniruk <andrek@uvic.ca>;

Good afternoon Simon!

Summer is going great – too quickly. Hope you are enjoying some of the heat!

This is perfect timing as we just expanded the scope of our Terminology Standards Community to include Interoperability as well. We identified significant benefits to bringing these communities together for discussion and PD.

I have provided our marketing team with the information outlined below in order to ensure that our website reflects your program terminology accurately.

Are these changes effective immediately? Once confirmed, I will update the site.

Thanks!

Helen Beaumont

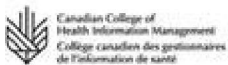
Manager of Community and Academic Partnerships

Vacation: August 5th – August 14th 2023.

Canadian College of Health Information Management
Canadian Health Information Management Association

Direct: [+1-782-800-9890](tel:+17828009890) | Toll free: +1-888-40-CHIMA (24462)
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From: Health Terminology Standards Coordinator <htscoord@uvic.ca>

Date: Thursday, August 3, 2023 at 11:09 AM

To: Jeff Nesbitt <jeff.nesbitt@echima.ca>, Helen Beaumont <helen.beaumont@echima.ca>
Cc: HINF Graduate Advisor <hinfgradadvisor@uvic.ca>, Andre Kushniruk <andrek@uvic.ca>
Subject: Proposed name change for the Health Terminology Standards Certificate program
CAUTION: This email originated from outside of CHIMA/CCHIM.

Hi Helen, Jeff,

I hope your summer is not passing by too quickly! I'm writing to consult with you on two changes we're planning for the HTS Certificate program.

The first change for the certificate program is to alter its titles from:

"Health Terminology Standards Graduate Certificate," and
"Health Terminology Standards Professional Certificate"

to:

"Health Terminology and Interoperability Standards Graduate Certificate," and
"Health Terminology and Interoperability Standards Professional Certificate."

The rationale for including the word "Interoperability" in the title is to advertise the concept to prospective students and potentially increase enrollment. As you are aware, in the program students learn not only about terminology standards, but also about classification and other types of health standards as well as practical applications such as interoperability and health data exchange. We feel that the current title "Health Terminology Standards [Grad/Pro] Certificate" does not reflect at a glance the scope of what prospects will gain by enrolling.

The second change we are planning is to add an official January start to the program. The present official application deadline for the Certificate is May 1 for September entry. We are moving the first to June 1st and are offering a second deadline of November 1 for January entry. We already do this on a case-by-case basis for existing graduate students. Making an official January entry would allow us to also welcome new students and boost enrolment.

The curriculum is unaltered, it consists of the same four graduate-level courses with the same content. We are just considering a title change and an entry change and would welcome your comments before beginning the year long process to get the new wording in place. Your feedback is requested and is somewhat urgent due to the upcoming deadline for submitting change proposals to the governing bodies in the University.

Looking forward to hearing from you soon,

Simon

--



Simon R. Minshall, MSc
Assistant Teaching Professor,
Coordinator Certificate Program in Health Terminology Standards
School of Health Information Science
Faculty of Human and Social Development
University of Victoria
[linkedin.com/in/minshall](https://www.linkedin.com/in/minshall)
uvic.ca/hsd/hinf/faculty-staff/faculty/Minshall

Re: Internal Consultation request - Health Terminology Standards Graduate Certificate proposed name change

Maureen Ryan, HSD Associate Dean Academic

Wed 8/16/2023 9:49 AM

Grad Calendar

To:HINF Graduate Advisor <hinfgadadvisor@uvic.ca>;

No

Maureen M Ryan RN PhD (She, Her, Hers)

Associate Dean Academic Faculty of Human and Social Development

E-mail: hsdasdn@uvic.ca

I acknowledge and respect the lək'wəḡən peoples on whose traditional territory the university stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day. I acknowledge the devastation that government-created residential schools and Indian hospitals has inflicted on the health and wellbeing of Indigenous peoples and the ongoing effects of concentric trauma that continue to this day. As a visitor to these lands I commit to actions and practices that uphold Indigenous self-determination; as a nurse educator I seek to interrupt Indigenous specific racism across all education and health care institutions.

From: HINF Graduate Advisor <hinfgadadvisor@uvic.ca>

Date: Wednesday, August 16, 2023 at 9:27 AM

To: Maureen Ryan <hsdasdn@uvic.ca>, Debbie Wildy - HSD Dean Assistant <hsddeanasst@uvic.ca>, Helga Hallgrimsdotti <hsddean@uvic.ca>

Cc: Sandy Polomark <hinfpog@uvic.ca>, HINF Grad Secretary <hisgrad@uvic.ca>, Health Terminology Standards Coordinator <htscoord@uvic.ca>, Andre Kushniruk <andrek@uvic.ca>

Subject: Re: Internal Consultation request - Health Terminology Standards Graduate Certificate proposed name change

Hi

Yes, we've done the pre-consultation with Elizabeth and Yvonne. We're working on our other consultations now. Do you see any issues with HSD?

Thanks,

Karen

Karen Courtney, PhD, RN
Graduate Advisor
School of Health Information Science
University of Victoria

hinfgradadvisor@uvic.ca
250-721-8599

I acknowledge with respect the ləkʷəŋən peoples on whose traditional territory the University stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day. The process of colonization is ongoing as are resistances to it. My intention is that the research and teaching I do be in the service of decolonization.

From: Maureen Ryan, HSD Associate Dean Academic
Sent: Wednesday, August 16, 2023 9:03:12 AM
To: HINF Graduate Advisor; Debbie Wildy - HSD Dean Assistant; Jennifer White, acting HSD Dean
Cc: Erin Sebastian - HEIS Administrative Officer; HINF Grad Secretary; Health Terminology Standards Coordinator; Andre Kushniruk
Subject: Re: Internal Consultation request - Health Terminology Standards Graduate Certificate proposed name change

Thanks for the information Karen and good morning 😊

Given that this is a name change to a program according to the last information (see attached) you will need to submit through SCP. I suggest a quick email to Elizabeth citing the attached to confirm. The submission would go through the usual process: though HSD to FGS to SCP and then SCC. There is time to submit through Cycle 1.

I am available to chat.

Maureen

Maureen M Ryan RN PhD (She, Her, Hers)
Associate Dean Academic Faculty of Human and Social Development
E-mail: hsdasdn@uvic.ca

I acknowledge and respect the ləkʷəŋən peoples on whose traditional territory the university stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day. I acknowledge the devastation that government-created residential schools and Indian hospitals has inflicted on the health and wellbeing of Indigenous peoples and the ongoing effects of concentric trauma that continue to this day. As a visitor to these lands I commit to actions and practices that uphold Indigenous self-determination; as a nurse educator I seek to interrupt Indigenous specific racism across all education and health care institutions.

From: HINF Graduate Advisor <hinfgradadvisor@uvic.ca>
Date: Tuesday, August 15, 2023 at 2:50 PM
To: Maureen Ryan <hsdasdn@uvic.ca>, Debbie Wildy - HSD Dean Assistant <hsddeanasst@uvic.ca>, Helga Hallgrimsdotti <hsddean@uvic.ca>
Cc: Sandy Polomark <hinfprog@uvic.ca>, HINF Grad Secretary <hisgrad@uvic.ca>, HINF Graduate Advisor <hinfgradadvisor@uvic.ca>, Health Terminology Standards Coordinator <htscoord@uvic.ca>, Andre Kushniruk <andrek@uvic.ca>
Subject: Internal Consultation request - Health Terminology Standards Graduate Certificate proposed name change

Hi -

We will be proposing a minor change to the name of our graduate certificate.

Current: Health Terminology Standards graduate certificate

Proposed: Health Terminology and Interoperability Standards graduate certificate

The content of the certificate is not changing. We are updating the name to better reflect the content and increase the attractiveness of this program. Do you see any issues that would require additional internal consultation before we bring this to the HSD curriculum committee?

Thanks,

Karen

Karen Courtney, PhD, RN
Graduate Advisor
School of Health Information Science
University of Victoria

hinfgradadvisor@uvic.ca
250-721-8599

I acknowledge with respect the lək'əŋən peoples on whose traditional territory the University stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day. The process of colonization is ongoing as are resistances to it. My intention is that the research and teaching I do be in the service of decolonization.

Office of Indigenous Academic and Community Engagement (IACE)
Consultations for Program Proposals

The Office of Indigenous Academic and Community Engagement (IACE) engages with academic units across the institution to support Indigenous student success and community engagement grounded in cultural teachings from Elder's Voices. One significant part of IACE's mandate is to offer academic leadership and support for the advancement of Indigenous academic programming, guiding the university in processes and projects of decolonization and reconciliation. As a result, IACE reviews proposals for new academic programs and for revision or discontinuance of existing academic programs as part of the wider process overseen by the Associate Vice-President Academic Programs in the Office of the Vice-President Academic and Provost.

As this is a complicated process, academic units working on program proposals are encouraged to submit this form as soon as is practicable, to ensure a timely engagement with IACE. If IACE view is required for the proposal, this will take at least six weeks once the unit has a complete draft of the proposal, and consultation with IACE will add to this time.

Part I: Background Information

Department/School/Faculty:

Name of Program:

Credential Level:

Diploma/Certificate Undergraduate Master's Doctoral

Type of Proposal:

New Degree New Program Revision of Program Discontinuance of Program

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

We will be proposing a minor change to the name of our graduate certificate.

Current: Health Terminology Standards graduate certificate

Proposed: Health Terminology and Interoperability Standards graduate certificate

Rationale for the proposal (approximately 200 words)

The content of the certificate is not changing. We are updating the name to better reflect its content and increase the attractiveness of this program to all prospective students. Do you see any issues that would require additional consultation before we bring this to any committees?

For program revisions or discontinuances, how many Indigenous students are currently enrolled?

No current students have identified as Indigenous.

For new programs, how many Indigenous students do you envision enrolling?

Part III: Proposal Information

A. Does this proposal include elements that will focus on:

- Attracting or retaining Indigenous students? Yes No
Please provide details (approximately 100 words)

- Engaging with Indigenous communities, nations, or organizations? Yes No
Please provide details (approximately 100 words)

- Attracting or retaining Indigenous faculty? Yes No
Please provide details (approximately 100 words)

- Engaging with Indigenous knowledge(s) and/or ways of knowing and being? Yes No
Please provide details (approximately 100 words)

- Engaging with Indigenous territories, lands and/or waters? Yes No
Please provide details (approximately 100 words)

B. Does the proposed program envision drawing on IACE resources (e.g., assistance with booking Elders, etc.)?
 Yes No

C. How does the proposed or revised program support or advance institutional priorities and plans related to Indigenous initiatives (e.g., Indigenous Plan, Strategic Plan, etc.)? Please identify specific goals and priorities (approximately 200 words).

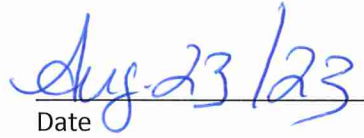
The proposed changes do not affect the existing support, or advancing institutional priorities and plans related to Indigenous initiatives.

Part IV: Consultation and Approvals

If you answered "No" to all questions in Part III A, no further consultation with IACE is required and this signed document can be included in the proposal as evidence of consultation with IACE.



Kundoqk, Jacquie Green
Executive Director
Office of Indigenous Academic and
Community Engagement



Date

If you answered "Yes" to question B in Part III, you will also need to arrange for a letter of support from IACE outlining the contributions in addition to this signed form.

IACE letter of support included in final proposal

IACE Comments (approximately 200 words)



Date: December 8, 2023
To: Senate
From: Senate Committee on Planning
Re: **Proposal to establish a Professional Specialization Certificate in Intellectual and Cultural Property Law**

At its meeting on December 6, 2023, the Senate Committee on Planning considered the proposal to establish a Professional Specialization Certificate (PSC) in Intellectual and Cultural Property Law.

The Division of Continuing Studies in partnership with the Faculty of Law propose to establish the certificate for courses at the confluence of Intellectual Property Law (copyright, trademark, patents, and designs), and the developing field of Cultural Property of Indigenous societies. The structure of the proposed PSC is designed to reflect the dual focus of:

- a) Federal and Provincial laws concerning intellectual property; and
- b) Indigenous Intellectual Property laws, customs, and traditions together with an analysis of the scope of Cultural Property and Cultural Heritage nationally and internationally

The PSC is designed for individuals seeking professional development qualifications in these areas. This includes lawyers, government employees, Indigenous leaders, and administrative personnel as well as individuals working in related fields and disciplines, nationally or internationally.

The following motion is recommended:

Motion: That Senate approve, and recommend to the Board of Governors that is also approve, the proposal to establish a Professional Specialization Certificate in Intellectual and Cultural Property Law in the Division of Continuing Studies as described in the document "Professional Specialization Certificate in Intellectual and Cultural Property Law" and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

Respectfully submitted,

2023-2024 Senate Committee on Planning

Dr. Elizabeth Adjin-Tettey, Chair	Dr. Cynthia Milton
Dr. Eva Baboula	Ms. Tania Muir
Dr. Alexandrine Boudreault-Fournier	Dr. Pablo Restrepo Gautier
Dr. Alexandre Brolo	Dr. Maureen Ryan
Dr. Jane Butterfield	Ms. Ada Saab
Dr. Adam Con	Dr. Kristin Semmens
Ms. Andrea Giles	Dr. Henning Struchtrup
Dr. Robin Hicks	Ms. Wendy Taylor
Dr. Sandra Hundza	Khushi Wadhwa
Mr. Cole Kennedy	Dr. Jie Zhang
Dr. Annalee Lepp	Ms. Christine McLaughlin (Secretary)

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW UNDERGRADUATE CERTIFICATE OR DIPLOMA

Professional Specialization Certificate in Intellectual and Cultural Property Law

Submitted by:	Name and title	Email
Dean or designate	Dr. Jo-Anne Clarke (Continuing Studies) Prof. Freya Kodar (Law)	uvcsdean@uvic.ca lawdean@uvic.ca
Academic unit, department, or school	Division of Continuing Studies Faculty of Law	
Name, title, and email of contact person	Tania Muir (Continuing Studies) Geoff Loomer (Law)	lacdirector@uvic.ca law.assocdean.adm@uvic.ca
Anticipated start date of proposed certificate or diploma		
Anticipated start date of proposed certificate or diploma *Note – the program must not be advertised/offered until all approvals are finalized.		May 8, 2024

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	November 10, 2023
Departmental/School approval	November 22, 2023
Faculty Curriculum Committee approval	November 14, 2023
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	November 16, 2023

Please complete all rows with date or N/A

Consultations (as applicable; see notes below) *supporting documentation required for all consultations	Date (or N/A)	Supporting Documentation Attached (Y/N)
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	Nov. 22/23	Y
Co-operative Education and Career Services – Andrea Giles, Executive Director – cooped@uvic.ca	N/A	
Office of the Registrar –	In progress	N

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW UNDERGRADUATE CERTIFICATE OR DIPLOMA

OREGSCPConsultation@uvic.ca		
Indigenous Academic and Community Engagement – Kundoqk Jacquie Green, Executive Director, iaceed@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	In progress	N
External and Internal Consultation (letters of support as per section J) Internal <ul style="list-style-type: none"> • School of Indigenous Governance • Indigenous Studies Program • Department of Indigenous Education External <ul style="list-style-type: none"> • Law Society of British Columbia • Indigenous Bar Association 	Y	Nov. 16/23 Nov. 21/23
Non-standard Tuition	Yes* or N/A	Non-standard form attached (Y/N)
Proposed program involves non-standard tuition *If you answered yes, complete the UVic Non-standard Tuition Template	N/A	

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A. Provide a summary of the proposed new certificate or diploma, and clearly articulate how the program aligns with current institutional plans and priorities (maximum 1 page).

The proposed *Professional Specialization Certificate* in Intellectual and Cultural Property Law comprises pre-existing courses currently offered to credit learners within the Faculty of Law. This certificate presents courses and skills at the confluence of Intellectual Property Law (copyright, trademark, patents, and designs) and the developing field of Indigenous Cultural Property Law. While the primary audience for these courses are credit students, specifically JD and JD/JID students at UVic, **our goal is to offer access to non-credit professional learners through a *Professional Specialization Certificate (PSC)*.**

The cultural property of Indigenous societies is reflected in the *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP, 2007). UNDRIP was legislatively implemented by Parliament (2021) and the British Columbia Legislature (2019). Article 31(1) of UNDRIP provides for Indigenous peoples to:

“[...]maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions.”

The scope of Article 31(1) aligns with the concerns addressed in both federal and provincial laws that constitute “intellectual property.” Although the Faculty of Law already incorporates four permanent courses in Intellectual Property, the interests in Article 31(1) extend beyond these existing offerings. Perspectives of Indigenous cultural heritage, laws, customs, and traditions must also be presented. The structure of the proposed Professional Specialization Certificate is designed to reflect the dual focus of:

- a) Federal and provincial laws concerning intellectual property; and
- b) Indigenous Intellectual Property laws, customs, and traditions together with an analysis of the scope of Cultural Property and Cultural Heritage nationally and internationally.

Details are provided in Part B and course descriptions are in **Appendix A**.

As a non-credit professional program, the *Professional Specialization Certificate in Intellectual and Cultural Property Law* is designed for individuals seeking a professional development qualification in these areas. Such persons will include lawyers, government employees, Indigenous leaders, and administrative personnel. It will also

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW UNDERGRADUATE CERTIFICATE OR DIPLOMA

attract graduate students in the Faculty of Law, or in related fields and disciplines, nationally or internationally.

The program draws upon and revitalizes an earlier *Professional Specialization Certificate in International Intellectual Property Law* program (run in partnership with Continuing Studies, 2002-07) meeting a need at that time of providing comparative (Canada, U.S., and E.U.) Intellectual Property Law. Additionally, the proposed program aligns with:

- **The JD/JID program** – The Faculty is the only Faculty of Law in Canada to provide a joint degree program in Canadian Common Law (JD) and Indigenous Legal Orders (JID);
- The **Indigenous Law Research Unit** (ILRU) in the Faculty of Law; and
- The **National Centre for Indigenous Laws** (NCIL) currently under construction as an extension of the Murray and Anne Fraser Building.

Moreover, the *Professional Specialization Certificate in Intellectual and Cultural Property Law* is closely aligned with UVic’s commitment to implement core local, national, and international responsibilities and calls to action that support the rights and sovereignties of Indigenous Peoples, as outlined in UVic’s strategic framework, ***Distinctly UVic: A Strategy for the University of Victoria***, and ***Indigenous Plan 2023***.

The program distinctly prioritizes Indigenous ways of knowing and being in education, research, and governance, in alignment with UVic’s strategic framework:

The University of Victoria strives to align itself with the laws, values and protocols of the Lək̓ʷəŋən and W̱SÁNEĆ peoples while respecting the values and priorities of all Coast Salish, Kwakwaka’wakw, Nuu-Chah-Nulth and urban Indigenous communities, including the Métis Nation, who also hold significant relationships with the university.

Respecting the rights of one another and being in right relationship with all things reinforces UVic’s commitment to implement core local, national and international responsibilities and calls to action that support the rights and sovereignties of Indigenous Peoples—for example, UNDRIP, DRIPA*, the MMIWG Report* and the TRC Calls to Action.**

The program also actively addresses and integrates specific goals outlined in the *Indigenous Plan 2023*, encompassing initiatives such as:

1.2.2 Create core courses that meet baseline criteria and provide opportunities for students in units without Indigenous-specific courses. (DRIPA Action 3.4)

1.2.3 Ensure that programs and courses integrate and are evaluated with respect to Indigenous teaching and learning practices, ethics and knowledges. (DRIPA Action 4.5a)

UNIVERSITY OF VICTORIA
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4.2.1 Identify areas of educational programming of interest and value through continued engagement with Indigenous students and communities. (DRIPA Action 4.5a)

A. Curriculum design (include draft curriculum, if applicable, as an appendix) (maximum 2 pages)

Indicate the program requirements and design, including core and prerequisite courses. Identify which courses already exist at UVic and any new courses to be implemented as a result of the proposed program.

- Does the proposed program involve places for integration of teaching and research? If yes, please provide details.
- Does the program include opportunities for experiential learning or other forms of community engagement or research-enriched learning?
- Does the program design include plans for distance education delivery? If yes, provide details.

The discussion in Part A presents a spectrum of interests from Article 31(1) of UNDRIP that mirrors the interests encompassed within federal and provincial intellectual property as well as perspectives of indigeneity, cultural heritage, laws, customs and traditions of Indigenous peoples and societies. The program reflects this by providing two subjects of federal and provincial law and two subjects presenting Indigenous and cultural features. The federal and provincial features are presented in:

- a) **LAW347: Intellectual Property**; and
- b) **LAW366: Patent Law**

The program will also incorporate two special topics courses, which the Faculty of Law will seek to make permanent in the University Calendar in 2024. Those courses will be titled:

- a) **Indigenous Intellectual Property**; and
- b) **Cultural Property**

A fifth subject, **LAW348: Managing Intellectual Property**, presents a focus on managing, marketing, and utilizing intellectual property rights (IPRs).

Managing Intellectual Property is a simulated experiential learning course. It is presented in segments of 8 hours (4 + 4) and taught by expert intellectual property and entertainment practitioners from Vancouver. It is a popular offering in the Faculty of Law and aligns with an important initiative in the Faculty of Law to meet a need for experiential learning. Importantly, while providing an experience in “doing” (marketing, assigning, licensing, maintaining), it also requires a knowledge and application of difficult areas of law and policy relevant to such activities.

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Cultural and Indigenous IPRs of a commodity nature will, in time, if not already, also invoke issues of licensing, assigning, and marketing. Of course, the diversity of cultural interests will include items and features of heritage, dignity, or spirituality that will not involve marketing. This diversity is reflected in the proposed Cultural Property course.

Participants in the Professional Specialization Certificate Program will need to complete **four of the five courses:**

- *LAW347: Intellectual Property*
- *Indigenous Intellectual Property (special topic course to be made permanent)*
- *Cultural Property (special topic course to be made permanent)*
- *LAW348: Managing Intellectual Property*
- *LAW366: Patent Law*

Credit students, including JD and JD/JID students in the Faculty of Law, will be able to enroll in any or all of these courses subject to normal registration requirements. Credit students will **not** be eligible to obtain the PSC.

The program will initially be presented on an in-person classroom basis, but online learning options will also be explored.

The intention is for the program to run for approximately six (6) weeks in the summer term.

There is no specific intention for the integration of teaching and research, but evaluation choices may involve the completion of a research paper for a portion of the final grade in some of the subjects in the program.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW UNDERGRADUATE CERTIFICATE OR DIPLOMA

B. Integration of Indigenous perspectives, decolonization, global perspectives, equity, diversity, and inclusion (maximum 2 pages)

- Does the proposed program provide opportunities to include Indigenous perspectives and decolonization? If yes, please provide details.
- Does the proposed program design provide opportunities for global engagement or international perspectives? If yes, please provide details.
- How does the proposed program promote justice, equity, diversity, and inclusion? If yes, please provide details.

The proposed program is completely inclusive of Indigenous perspectives and decolonization. The detail has been provided in Parts A and B.

The primary focus of the program is Canadian intellectual property and Indigenous intellectual property. The provisions of UNDRIP are examined and the subject Cultural Property course will draw upon many international sources, including provisions for cultural property protection recommended by the *World Intellectual Property Organization (WIPO)*; *The Nagoya Protocol on Access and Benefit Sharing* (fauna, flora, seeds, medicines); many international commentaries; and instruments relevant to protection of cultural artifacts in situations of armed conflict.

The proposed program includes justice and equity for Indigenous peoples in Canada as described earlier.

C. Describe the learning outcomes of the proposed program.

Learners who complete the *Professional Specialization Certificate in Intellectual and Cultural Property Law* will be able to:

- Demonstrate a comprehensive understanding of intellectual property rights (IPRs) laws and policies in Canada and, to some extent, other global contexts.
- Apply analytical skills to assess intellectual property issues, laws, and policies in both Canadian and international settings.
- Demonstrate an in-depth understanding of Indigenous Intellectual Property laws and policies, exploring the scope and nature of cultural property and rights in cultural property and heritage.

D. What are the admission requirements for the proposed program?

- Completion of an undergraduate degree from a university recognized by the University of Victoria.
- Competency in written and spoken English language according to the admissions criteria of the University of Victoria.

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- 2 years professional experience in a related area.

We anticipate that most applicants admitted to the PSC program will be legal professionals. Persons who have a university degree and who work in the fields of intellectual property (such as non-legally qualified trademark agents), or who work in the administration of Indigenous communities, will also be considered for admission.

E. How is the proposed certificate or diploma aligned with, or is distinct from other related programs at UVic and other BC post-secondary institutions?

While there are courses and short-term certificate trainings available in various settings across Canada, including institutions like Osgoode Hall Law School, the proposed Professional Specialization Certificate is distinctive in its comprehensive approach. It is uniquely designed for working professionals, offering an intensive coverage of the confluence of Intellectual Property law, Indigenous Intellectual Property law, and a conceptual perspective on Cultural Property and Heritage, along with the application of principles outlined in UNDRIP. This program stands out as the first of its kind, providing a comprehensive and specialized curriculum for professionals seeking an in-depth understanding of these intersecting domains.

F. Describe the enrolment plan for the length of the program (e.g., anticipated number of students in the program at launch and steady state for the expected duration of the program).

The program is designed to enhance access to knowledge and training, particularly for professional learners, and foster a rich and interdisciplinary learning environment. As noted above, the Professional Specialization Certificate will attract practicing lawyers, government employees, Indigenous leaders, and administrative personnel.

The five courses offered in this program will include law students enrolled in the JD and JD/JID programs at the University of Victoria, as well as law students enrolled in JD or LL.B programs at other institutions. These students will gain credit in their respective programs, as permitted by the student's home university. Credit students, whether from UVic or from another institution, will **not** be eligible to obtain the PSC as a non-credit program.

In the first year of offering, we anticipate a total enrolment of 40 students, including up to 10 PSC learners and approximately 30 credit students. The number of credit students will vary from course to course.

Professional learners will be given an additional seminar each week and will be examined separately from the enrolled law students. In particular, different methods of

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evaluation for the PSC students and the credit students will be used in LAW347 Intellectual Property and LAW366 Patent Law.

G. What is the evidence of demand for the proposed program, including labour market indicators?

Evidence of demand can be found in several key indicators. The combination of historical success with the former PSC, alignment with Continuing Professional Development (CPD) requirements, and the increasing importance of UNDRIP positions the PSC in Intellectual and Cultural Property Law to address critical knowledge gaps and meet the expanding demand for specialized education:

- The program and specialization certificate build upon a successful initiative, the PSC in International Intellectual Property Law, which ran from 2002-2007. During this period, the program attracted non-credit learners and demonstrated its value in the educational landscape.
- We recognize the essential role of CPD in the legal profession. Lawyers require ongoing education to meet CPD requirements set by the Law Society of British Columbia. Our program aligns with these requirements, making it a valuable choice for legal professionals seeking to fulfill their CPD obligations.
- As the significance of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) continues to increase, there is a growing demand for individuals with expertise in its implementation. Professionals across various sectors recognize the need for knowledge and understanding of UNDRIP, making the proposed PSC an asset in meeting this demand.

H. Indicate resource requirements, including existing and new faculty and staff appointments, space, and library requirements (include a table of program revenue and expenditures).

There will be no new faculty or staff appointments for this program or certificate. Much of the teaching will be done by full-time faculty members, notably Professor Bob Howell and Professor Val Napoleon. We will hire sessional instructors for up to 3 of the courses. Based on CUPE rates paid to sessional instructors, this will cost approximately 3 * \$7,000 to \$8,000 = \$21,000 to \$24,000. These sessional expenses are similar to what we would incur in a “standard” summer curriculum.

We do not anticipate any additional space requirements or library requirements. However, with ongoing construction at the Fraser Building we will require alternative classroom space in summer 2024.

Furthermore, through a strategic partnership with the Division of Continuing Studies, the recruitment, promotion, and administration of the non-credit Professional

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Specialization Certificate (PSC) will be seamlessly managed. This collaboration ensures efficient utilization of existing resources and expertise within the Division of Continuing Studies, alleviating the need for additional resources in these areas.

- I. **Show evidence of consultation with and/or support of related UVic academic units/programs and other BC post-secondary institutions, relevant regulatory or professional bodies (provide copies of letters of support in an appendix).**

Consultation with the UVic Libraries is complete and consultations with other UVic units are in progress. Further documentation and letters of support will be provided as consultations progress.

Additionally, we have contacted the Law Society of British Columbia regarding the availability of Continuing Professional Development (CPD) credits for the proposed program.

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APPENDIX A – PSC in Intellectual and Cultural Property Law Course Descriptions

LAW347: Intellectual Property

A study of the concepts, principles, and policies of intellectual property law, the relationship and boundary issues between types of intellectual property as well as broader dimensions of cultural creativity. The primary focus is on a) copyright and “literary,” “dramatic,” “musical,” and “artistic” works, technological applications, economic and moral rights, infringement and fair dealing or user interests; and b) registered trademarks and related common law provisions.

Indigenous Intellectual Property (*special topic course to be made permanent*)

The premise of this course is that the articulation, restatement, and development of indigenous intellectual property law must derive from indigenous legal orders as an integral part of the societal governance. Given this, tangible and intangible intellectual property concerns will be identified as Indigenous legal issues and approached as legal problems within specific indigenous legal orders. The course will explore legal control and governance by indigenous peoples over indigenous knowledge with a focus on cultural, societal/economic, and artistic purposes, rather than patents and trademarks.

Cultural Property (*special topic course to be made permanent*)

The related concepts of Cultural Property, Traditional Knowledge and Expressions of Culture are considered nationally and internationally in contexts including Intellectual Property, Conflict of Laws, Constitutional Law and International Law as these areas pertain to cultural artifacts and intangible cultural expressions. Attention is given to the United Nations Declaration on the Rights on Indigenous Peoples (UNDRIP) and implementing legislation federally in 2021 and in B.C. in 2019. Additionally, there is consideration of sui generis recognition, the role of laws, customs and procedures of indigenous societies, draft international and regional treaties, measures to protect cultural items in armed conflict, federal import and export controls, and provincial heritage measures.

LAW348: Managing Intellectual Property

Explores strategies, processes, and frameworks for obtaining, retaining, assigning, and licensing selected Intellectual Property Rights (IPRs) including entertainment related IPRs in music and film. Instruction and evaluation are provided in segments by expert legal practitioners and involves principally the completion of appropriate documentation and contractual provisions.

LAW366: Patent Law

A study of the principles and practical implications of patent protection in Canada. Discussions include the fundamental concepts of patentability, validity, infringement, and commercial exploitation of patentable technology, including pharmaceutical and biotechnological product and process protection.

November 16, 2023

Sent via e-mail

Dr. Val Napoleon
Law Foundation Chair of Indigenous Justice and Governance
Director, Indigenous Law Research Unit
Faculty of Law
University of Victoria
Box 1700, STN CSC, Victoria, BC V8N 3L2

Dear Dr. Napoleon:

Re: Professional Specialization Certificate in Intellectual and Cultural Property Law

We write to support the proposed Professional Specialization Certificate in Intellectual and Cultural Property Law.

The important links between Indigenous cultural practices and traditions and the recognition, development and application of laws that protect those practices and traditions has not been well-developed or understood. The proposed program is well-structured and designed to develop understanding of the laws and policies of intellectual property rights, engage analytical in the understanding of those rights and policies, and, crucially, to link that learning to the law and policies of Indigenous Intellectual Property and the scope and nature of cultural property and rights in cultural property and heritage.

The program is, in our estimation, important to the effective implementation of the United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP) and particularly with regard to the recognition given by that declaration to the ability of Indigenous peoples to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions. The recognition of principles stated in UNDRIP through both federal and provincial legislation increases the urgency for programs such as this in order to develop understanding of the integration of Canadian and Indigenous laws

Donald J. Avison, KC
Executive Director/Chief Executive Officer

geared to protect those cultural imperatives and to increase knowledge and understanding of the extent and value of that heritage.

We anticipate that this will be a very successful and well-regarded program.

Sincerely,

A handwritten signature in black ink, appearing to read 'Don Avison', with a stylized, cursive script.

Don Avison, KC (*he/him*)
Executive Director/Chief Executive Officer



November 21, 2023

Sent via e-mail

Dr. Val Napoleon
Law Foundation Chair of Indigenous Justice and Governance
Director, Indigenous Law Research Unit
Faculty of Law
University of Victoria
Box 1700, STN CSC, Victoria, BC V8N 3L2

Dear Dr. Napoleon:

Re: Professional Specialization Certificate in Intellectual and Cultural Property Law

I am writing this letter to express my enthusiastic endorsement for the establishment of a Professional Specialization Certificate in Intellectual and Cultural Property Law at the University of Victoria. I firmly believe that this course will greatly benefit students and contribute to the legal education landscape in Canada.

Intellectual property is an ever-evolving and dynamic field that plays a pivotal role in fostering innovation, creativity, economic development and cultural education and diversity. The development of Canadian laws governing intellectual and cultural property must be carried out in a manner that recognizes and restores Indigenous self-determination. The protection of Indigenous intellectual and cultural property is elemental to securing the well-being and longevity of Indigenous cultural, language and legal systems. Indeed, Article 31 of the *United Nations Declaration on the rights of Indigenous Peoples* states as follows:

Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. *They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions.*[Emphasis added]

The need for well-trained professionals in this area has never been more crucial. By offering a dedicated certificate on intellectual and cultural property law, the University of Victoria, Faculty of Law, will provide students with the specialized knowledge and skills necessary to navigate the complexities of IP law, with a particular focus on the role that IP law will play in the protection and expression of Indigenous culture.



Moreover, the inclusion of an intellectual and cultural property law certification program will enhance the overall Indigenous-based curriculum, offering students a more diverse range of legal education options. This expansion will attract prospective students interested in specializing in intellectual property law, further enriching the student body and contributing to the University of Victoria's reputation as a leader in innovative and groundbreaking fields.

If you require any further information or have additional questions, please feel free to contact me at president@indigenousbarassociation.onmicrosoft.com or (403) 461-7928.

Sincerely,

Drew Lafond, Indigenous Bar Association in Canada, President



Sarah Miller, Law Librarian and Indigenous Studies Librarian

Telephone: 250-721-8561

Email: sarahmiller@uvic.ca

Jessie Lampreau, Indigenous Initiatives Librarian, Law

Telephone: 250-472-4972

Email: jlampreau@uvic.ca

DATE: November 22, 2023

TO: Tania Muir
Director, Languages, Arts and Culture
Division of Continuing Studies, University of Victoria

FROM: Sarah Miller, Law Librarian and Indigenous Studies Librarian
Jessie Lampreau, Indigenous Initiatives Librarian, Law

RE: Library comments on the Professional Specialization Certificate in Intellectual and Cultural Property Law

Thank you for the opportunity to review the proposed Professional Specialization Certificate in Intellectual and Cultural Property Law.

We foresee no additional library implications for this certificate, as it is comprised of existing law courses, and our current collections practice involves purchasing resources to support existing courses and faculty research areas. In addition, the Law Library has an endowment fund for purchasing Indigenous law resources, which would include Indigenous intellectual property and cultural property resources.

Please let us know if you have any questions about this, or if there is any other information we can provide.

Best,

Sarah Miller
Jessie Lampreau



Date: December 8, 2023
To: Senate
From: Senate Committee on Planning
Re: **Proposal for changes to the Bachelor of Fine Arts Major Program in Theatre in the Faculty of Fine Arts**

At its meeting on December 6, 2023, the Senate Committee on Planning considered the proposal for changes to the Bachelor of Fine Arts Major Program in Theatre in the Faculty of Fine Arts.

The Faculty of Fine Arts proposes to update the program to reflect feedback from students, institutional priorities and better align with the industry and general conditions in the work world, while retaining aspects of the current program that have proved most successful over the years. The proposed changes will streamline the focus areas in the BFA, reducing them to four from the current seven focus areas.

The proposed changes will allow the department to offer the program with existing regular faculty (with little reliance on sessional instructors), increase overall enrolment in the program, ensure a high-quality experience for all students, and continue to offer extensive opportunities for experiential learning.

The following motion is recommended:

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposed changes to the Bachelor of Fine Arts Major program, as described in the document "Bachelor of Fine Arts Theatre Major Program".

Respectfully submitted,

2023-2024 Senate Committee on Planning

Dr. Elizabeth Adjin-Tettey, Chair	Dr. Cynthia Milton
Dr. Eva Baboula	Ms. Tania Muir
Dr. Alexandrine Boudreault-Fournier	Dr. Pablo Restrepo Gautier
Dr. Alexandre Brolo	Dr. Maureen Ryan
Dr. Jane Butterfield	Ms. Ada Saab
Dr. Adam Con	Dr. Kristin Semmens
Ms. Andrea Giles	Dr. Henning Struchtrup
Dr. Robin Hicks	Ms. Wendy Taylor
Dr. Sandra Hundza	Khushi Wadhwa
Mr. Cole Kennedy	Dr. Jie Zhang
Dr. Annalee Lepp	Ms. Christine McLaughlin (Secretary)

UNIVERSITY OF VICTORIA
PROGRAM CHANGE – UNDERGRADUATE
Department of Theatre – BFA
Major program in Theatre

Department of Theatre BFA

- Double or dual degree programs involving existing degrees
- Programs involving partnerships or agreements with other institutions
- Changes to a program degree or title
- Significant changes to program focus, content, structure, new stream within existing program or Requirements
- Other, please specify:

Submitted by:	Name and title	Email
Dean or designate	Dr. Evanthia Baboula, Associate Dean	fineassociatedean@uvic.ca
Academic unit, department, or school	Department of Theatre	theatre@uvic.ca
Name, title, and email of contact person	Dr. Anthony Vickery, Chair, Department of Theatre	theatrechair@uvic.ca
Anticipated change start date		
		May, 2024

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	October 3, 2023
Departmental/School approval	April 25, 2023
Faculty Curriculum Committee approval	Curriculum: November 3, 2023
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	SCP proposal: October 18, 2023 Curriculum: November 15, 2023

Please complete all rows with date or N/A

Consultations (as applicable; see notes below) *supporting documentation required for all consultations	Date (or N/A)	Supporting Documentation Attached (Y/N)
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	Oct. 3, 2023	Appendix III (C. Walde)
Co-operative Education and Career Services – Andrea Giles, Executive Director – cooped@uvic.ca	Co-op consulted as part of curriculum process	N/A
Office of the Registrar – OREGSCPConsultation@uvic.ca	Sept. 5, 2023	Appendix III

Indigenous Academic and Community Engagement – Kundoqk Jacquie Green, Executive Director, iaceed@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	Oct. 13, 2023	Completed consultation form sent to IACE
Internal Consultation (emails/letters of support as per section I)		Yes (attached at end of proposal)
Non-standard Tuition	Yes* or N/A	Non-standard form attached (Y/N)
Proposed program change involves non-standard tuition	N/A	
*If you answered yes, complete the UVic Non-standard Tuition Template		

UNIVERSITY OF VICTORIA
PROGRAM CHANGE – UNDERGRADUATE
Department of Theatre – BFA
Major program in Theatre

A. Provide a summary of the proposed change. Clearly articulate the rationale for the change How does the proposed change align with unit/faculty/UVic institutional plans and priorities? (Maximum 1 page).

The Department of Theatre is proposing a series of revisions to its BFA major program which align with developments in the field of theatre and move to a more comprehensive instructional environment where skills are less specialized during one's studies, thus building on more transferrable, comprehensive and collaborative skills.

The Department of Theatre offers two undergraduate programs: a BA Honours Program in Theatre History and a BFA program with a major in Theatre. In the latter program, which this proposal is concerned with, students select one of seven Focus areas: Theatre History, Applied Theatre, Self-Directed, Directing, Performance, Production and Management, Design. The proposal includes changes to the number (reduction to four Focus areas) by discontinuing three of the areas (Theatre History, Applied Theatre, Directing; includes discontinuation of Self-Directed to allow for substitution by a new Performance area) and names of the focus areas (the existing Performance becomes Acting) as well as to the structure of the common part of the program and changes to the structure of each one of the resulting focus areas.

The current BFA program in the Department of Theatre has been fundamentally the same for more than thirty years. It has received many amendments over the years, but no wholesale changes while the theatre industry has changed a great deal. There were extensive revisions made to the program in 2015 that changed the language of the program from Specialist Options to focus areas. This proposal continues the refinements made in the last process. We also recognize that many of our graduates go on to further education or to work in other fields besides the theatre. Our department has always prided itself on the fact that we produce graduates who make great collaborators – who work well in groups no matter the industry and take on leadership roles with ease.

The department has decided to propose a wholesale update to our programs to better align them with the theatre industry, feedback from students, institutional priorities and general conditions in the work world while retaining many aspects of the current program that have proved most successful over the past years. Some of the elements from the 2015 process will be continued in the changed program. The department currently has seven Focus areas for the BFA. All Theatre Major students are required to take a common first-year set of courses, irrespective of their intended Focus area. Students may enter one of the Focus areas after completing the first or second-year Theatre requirements, depending on the Focus area.

We have found that some of the Focus areas have had low uptake by students and we would like to eliminate them from our program. These focusses are Theatre History, Directing and Applied Theatre. We have also decided to discontinue the Self-Directed area in order to replace it with a new Performance area (see below).

In our proposal for the new Focus areas, we have included aspects of all three proposed deletions in the remaining four focus areas. We have also decided to change the title of one of the four remaining Focus areas to better indicate to incoming students (especially those coming directly from high school) the material in each Focus area. The existing Performance area is therefore changing to Acting as most applicants have experience with acting, but are somewhat confused by the use of the term Performance. In the same vein, what is currently Self-Directed is to be discontinued and a new Performance area is established.

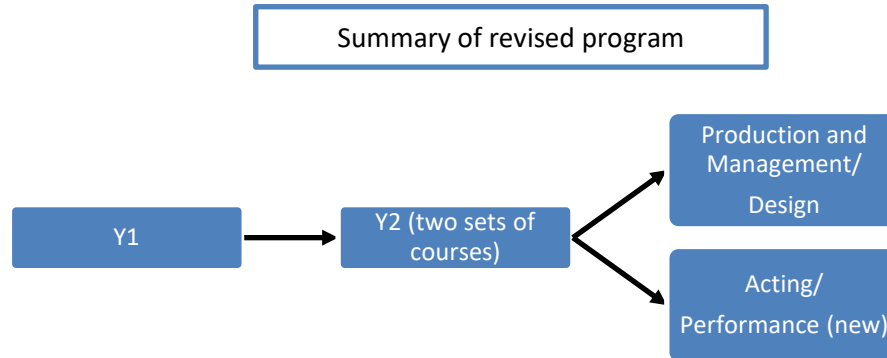
The new Performance Focus is a more encompassing term that will incorporate many of the former Applied Theatre, Directing and Self-Directed Focus elements. Many students who took the Self-Directed Focus expressed dissatisfaction that they were the remainders or cast-offs from the other Focus areas. The Design Focus remains the Design Focus and Production and Management remains Production and Management.

We currently have a common first year for all theatre majors and will continue to do so with some changes to coursework. These changes should allow for a larger incoming class. After first year, the students will choose one of two common second years – Production and Management/Design (leading to those two focusses in third year) or Acting/Performance (leading to those two focusses in third year). The consolidation of second year programs from seven individual focus areas to two will save resources and better prepare the students for the four remaining focus areas. Historically, our shared first year has created a solid cohort of students who collaborate well together because of the extensive experiential learning opportunities. By extending the common experience into second year, we hope to enhance the ensemble nature of the student experience.

At the end of the new second year, all students will undergo an interview and/or audition to get into the third-year focus of their choice. The current program only had an audition to get into the Performance Focus. The variations in student experience from one focus to another led to a great deal of dissatisfaction on behalf of current and past students. The new program ensures an equality of experience no matter the focus area a student chooses. It is key for the department’s faculty in working through our program-level learning outcomes that we wanted to emphasize the collaborative nature of the theatre program with its inclusion of many experiential learning opportunities. The revised focus areas will do that.

In summary, the proposed changes should allow us to run the program with the present teaching resources (with little reliance on sessional instructors), increase overall enrolment in the program, ensure a high-quality experience for all students in whichever focus they choose, and continue to offer extensive opportunities for experiential learning.

Current program		Focus areas	Action
Y1	→	Applied Theatre	Discontinue Focus area
Y1 + Y2	→	Directing	Discontinue Focus area
Y1 + Y2	→	Theatre History	Discontinue Focus area
Y1	→	Self-Directed	Discontinue Focus area
			New: Performance* Focus area
Y1 + Y2	→	Design	Revise requirements
Y1 + Y2	→	Production and Management	Revise requirements
Y1	→	Performance	Rename to Acting Focus area and revise requirements



B. Does the proposed change require additional resources (faculty/staff appointments, space, library) beyond the unit's current complement? If yes, please provide details.

No. These changes are an effort to keep the department functioning efficiently in a financially strained environment of challenging enrolment.

C. Does the proposed change have an impact on admission requirements? If so, please provide details.

No.

D. Impact on Students – does the proposed change have an impact on students (student evaluation, student progression, supervision, etc. You should address transition between the current program and proposed change, if applicable).

The current program will be phased out over three years (if the program changes are approved, the current first year – Fall, 2023 – will be the last first year in the old program). Students in the current program should not be impacted by the change to the new program (as the new program will also be rolled out over three years). The detailed approach is in **Appendix II**.

In addition: according to the current requirements, with the exception of the Self-Directed Focus, students must normally have a cumulative average of 6.0 (B+) in Theatre courses to be admitted and advanced. In the revised program, we are dropping our GPA requirement from the Focus areas as it was preventing access for some of our students and we find it not appropriate for a Major program (as opposed to an Honours program). The change will also bring our Major program into line with the other Fine Arts departments – Art History and Visual Studies, Visual Arts, Writing and Music.

Note: a memo about the mentioned GPA requirement is being prepared for SCAS.

The Department mentors students closely and will make every effort to communicate clearly about the coexistence for a few years of the old Performance Focus (to be renamed Acting) and the new Performance Focus which aims to encompass a wider definition of this term.

E. Does the proposed change involve changes to the curriculum? If yes, include a draft of the proposed curriculum changes and clearly indicate how it differs from the existing curriculum.

See **Appendix I** for details. Minor changes may result after review by the Senate Committee on Curriculum. All Theatre curriculum proposals are included in:

<https://uvic.kuali.co/cm/#/agendas/view/651f1ccc956559122d492c2e>

F. Does the proposed change affect the current program learning outcomes? If yes, identify the revised program learning outcomes.

No. Our current program-level learning outcomes will remain the same. The current program learning outcomes emphasize experiential learning and that will remain unchanged.

G. Does the proposed change affect opportunities for experiential learning opportunities, including co-op, community engaged and research-enriched learning, integration of Indigenous perspectives, decolonization, equity, diversity, inclusion, global perspectives, etc. If yes, please provide details.

No changes. The Applied Theatre faculty members initiate and are responsible for many community-engaged projects and that will continue going forward. The Department of Theatre offers many courses that involve experiential learning. The new focuses will have multiple opportunities for experiential learning in **every** year of every focus.

Our department engages with Indigenous communities primarily through the work of our Applied Theatre scholar, Kirsten Sadeghi-Yekta (Language Revitalization), and it is our highest priority that we have an Indigenous performer/director join us on faculty. Currently, we cannot include a course on Indigenous Theatre Practice in the program as we do not have the resources (but this will be a priority going forward). However, we have engaged with Indigenous knowledge via a sessional appointment: we had Monique Mojica (Guna and Rappahannock nations) teach land-based dramaturgy in the department last year and we would like to continue to offer courses incorporating Indigenous knowledge via THEA310 (a variable content course).

In all of our courses, faculty have been striving to include more global perspectives in terms of historical information, theatre artists discussed and playscripts examined or used. For example, our theatre history courses used to be primarily Eurocentric, but more than half of our classes feature world theatre from beyond Europe (or European style theatre).

Also see the attached consultation template for the IACE Office.

H. Does the proposed change align or distinguish the program from comparable programs at other BC post-secondary institutions? If yes, please provide details.

UBC and SFU both have four-year BFA degrees. Our BFA is distinguished from UBC and SFU by the breadth of theatre courses that our students take which prepare them to take on any role in the theatre or be an excellent collaborator/leader beyond the arts. UBC has a focus on film production which covers approximately 30-50% of the courses their undergraduates take. SFU has a focus on the creation of new work with little emphasis on traditional theatre disciplines.

- I. Does the proposed change affect anticipated enrolment? If yes, please provide details.**
Yes. These changes will allow us to accept more students into our first year (currently 60, new anticipated total 100) and to retain more students throughout the four years of the program. We are also able to offer more access to non-Theatre majors to more courses. These program changes are coupled with intentional recruitment efforts in the spring of each year by sending a small group of actors into local high schools. The new program will also be clear and simple to communicate during recruitment efforts.
- J. Show evidence of consultation with and support of related UVic academic units/programs, other BC post-secondary institutions, and relevant regulatory or professional bodies where appropriate (provide emails/letters of support in an appendix).**

See Appendix III

**Office of Indigenous Academic and Community Engagement (IACE)
Consultations for Program Proposals**

The Office of Indigenous Academic and Community Engagement (IACE) engages with academic units across the institution to support Indigenous student success and community engagement grounded in cultural teachings from Elder's Voices. One significant part of IACE's mandate is to offer academic leadership and support for the advancement of Indigenous academic programming, guiding the university in processes and projects of decolonization and reconciliation. As a result, IACE reviews proposals for new academic programs and for revision or discontinuance of existing academic programs as part of the wider process overseen by the Associate Vice-President Academic Programs in the Office of the Vice-President Academic and Provost.

As this is a complicated process, academic units working on program proposals are encouraged to submit this form as soon as is practicable, to ensure a timely engagement with IACE. If IACE view is required for the proposal, this will take at least six weeks once the unit has a complete draft of the proposal, and consultation with IACE will add to this time.

Part I: Background Information

Department/School/Faculty: Theatre, Fine Arts

Name of Program: BFA in Theatre

Credential Level:

Diploma/Certificate Undergraduate Master's Doctoral

Type of Proposal:

New Degree New Program Revision of Program Discontinuance of Program

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

Reduction of Focus Areas to four from seven. Creation of Common second years. Consolidation of students into fewer courses to enhance enrollment.

Rationale for the proposal (approximately 200 words)

To allow the department to deliver the program with fewer resources and less reliance on sessional instructors. To enhance enrollment numbers and allow more students to enter the first year of the program (and therefore have higher numbers continue through the program).

For program revisions or discontinuances, how many Indigenous students are currently enrolled?
Currently 6 are in program with 2 more coming into first year.

For new programs, how many Indigenous students do you envision enrolling?

Part III: Proposal Information

A. Does this proposal include elements that will focus on:

- Attracting or retaining Indigenous students? Yes No
Please provide details (approximately 100 words)
Not in the proposal – the department will do this through targeting local high schools with significant number of Indigenous students with our recruitment initiatives.

- Engaging with Indigenous communities, nations, or organizations? Yes No
Please provide details (approximately 100 words)
Our department does this primarily through the work of our Applied Theatre scholar, Kirsten Sadeghi-Yekta (Language Revitalization), but that will not be reflected directly in this proposal.

- Attracting or retaining Indigenous faculty? Yes No
Please provide details (approximately 100 words)
It is our highest priority that we have an Indigenous performer/director join us on faculty. However, due to low enrollments we have just lost a faculty position to retirement and it is not likely that we will receive a new position. Therefore, we could not include a course on Indigenous Theatre Practice in the program as we do not have the resources (but this will be a priority going forward).

- Engaging with Indigenous knowledge(s) and/or ways of knowing and being? Yes No
Please provide details (approximately 100 words)
We will continue to do this on an ongoing basis. We had Monique Mojica (Guna and Rappahannock Nations) teach land-based dramaturgy in the department last year and we would like to continue to offer courses incorporating Indigenous knowledge via THEA310 (a variable content course).

- Engaging with Indigenous territories, lands and/or waters? Yes No
Please provide details (approximately 100 words)
Per the answer to the question directly above – we would like to continue offering classes on topics such as land-based dramaturgy, but currently we do not have the resources to include the topics in a stand-alone fashion in the program

B. Does the proposed program envision drawing on IACE resources (e.g., assistance with booking Elders, etc.)?

Yes No

- C. How does the proposed or revised program support or advance institutional priorities and plans related to Indigenous initiatives related to Indigenous initiatives (e.g., Indigenous Plan, Strategic Plan, etc.)? Please identify specific goals and priorities (approximately 200 words).

As noted above, the proposal does not have any specific measures related to Indigenous initiatives. We have as our highest faculty priority, the hiring of an Indigenous artist to teach courses on Indigenous Theatre Practice and other Indigenous topics based on their past experience. We can offer some topics through sessional instructors, but the number of professional Indigenous theatre artists available to take on these roles is limited and, therefore, we could not entrench courses with Indigenous content in the new program with this risk in mind.

Part IV: Consultation and Approvals

If you answered “No” to all questions in Part III A, no further consultation with IACE is required and this signed document can be included in the proposal as evidence of consultation with IACE.

Kundoqk, Jacquie Green
Executive Director
Office of Indigenous Academic and
Community Engagement

Date

If you answered “Yes” to question B in Part III, you will also need to arrange for a letter of support from IACE outlining the contributions in addition to this signed form.

IACE letter of support included in final proposal

IACE Comments (approximately 200 words)

Appendix I: Detailed changes from present BFA Major to revised BFA Major program in Theatre

Present Program	New Program
<p>Year 1</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ Complete all of: <ul style="list-style-type: none"> ▪ ATWP135 - Academic Reading and Writing (1.5) ▪ THEA105 - Introduction to Stagecraft and Technical Practice (3.0) ▪ THEA111 - Theatre History I (1.5) ▪ THEA120A - Introduction to the Art of Acting I (1.5) ▪ THEA132A - Introduction to Applied Theatre I (1.5) ▪ THEA236 - Theatre History II (1.5) • Complete 1 of the following <ul style="list-style-type: none"> ○ Select from: <ul style="list-style-type: none"> ▪ AHVS120 - Exploring World Art (1.5) ▪ AHVS121 - Understanding Visual Communication (1.5) ▪ ART150 - Introduction to Contemporary Art Theory, Criticism and Practice (1.5) ▪ ART151 - An Introduction to Contemporary Visual Art (1.5) ▪ FA101 - Creative Being (1.5) ▪ FA245 - The Arts and Technology I (1.5 - 3) ▪ MUS109 - Great Film Music (1.5) ▪ MUS116 - Music Appreciation (1.5) ▪ WRIT109 - The Writer's World in Books and Film (1.5) ▪ WRIT120 - Writing for the Arts (1.5) ○ This list is the Fine Arts co-requisite; this is a Faculty of Fine Arts requirement. See note below. 	<p>Year 1</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ Complete all of: <ul style="list-style-type: none"> ▪ ATWP135 - Academic Reading and Writing (1.5) ▪ THEA105 - Introduction to Stagecraft and Technical Practice (3.0) ▪ <u>THEA 104 - Theatre Concepts (1.5)</u> ▪ THEA120A - Introduction to the Art of Acting I (1.5) ▪ <u>THEA106 – Ensemble Building (1.5)</u> ▪ <u>THEA 103 – Current Performance Practices (1.5)</u> ▪ <u>THEA 206 – Fundamentals of Play Analysis (1.5)</u> • Complete all of the following <ul style="list-style-type: none"> ○ Complete 1.5 units from: <ul style="list-style-type: none"> ▪ AHVS120 - Exploring World Art (1.5) ▪ AHVS121 - Understanding Visual Communication (1.5) ▪ ART150 - Introduction to Contemporary Art Theory, Criticism and Practice (1.5) ▪ ART151 - An Introduction to Contemporary Visual Art (1.5) ▪ FA101 - Creative Being (1.5) ▪ FA245 - The Arts and Technology I (1.5 - 3) ▪ MUS109 - Great Film Music (1.5) ▪ MUS116 - Music Appreciation (1.5) ▪ WRIT109 - The Writer's World in Books and Film (1.5) ▪ WRIT120 - Writing for the Arts (1.5)

<ul style="list-style-type: none"> • Complete 3-units of electives 	<ul style="list-style-type: none"> ○ This list is the Fine Arts co-requisite; this is a Faculty of Fine Arts requirement. • Complete <u>1.5</u> units of electives
<p>Applied Theatre Focus Students may enter the Applied Theatre Focus after completing the first year Theatre requirements. The Applied Theatre program allies the art of the theatre with effective pedagogy to build upon the growing recognition of theatre as an educative methodology in matters of social, political, economic and therapeutic concerns. The program provides the theoretical and experiential foundations that will serve those who wish to examine the use of theatre forms as they apply to teaching and/or non-theatrical settings, such as cultural, recreation and community centres, historic and environmental sites, museums, prisons, hospitals, social service and health agencies.</p> <p>Students considering careers in elementary, middle or secondary schools are urged to consult with the Teacher Education Advising Office early to plan their undergraduate programs.</p>	
<p>Year 2</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ Complete all of: <ul style="list-style-type: none"> ▪ THEA205 - Introduction to Production and Management Areas of the Theatre (3.0) ▪ THEA206 - Fundamentals of Play Analysis (1.5) ▪ THEA234 - The Director and Designer Relationship (1.5) ▪ THEA235A - Theatre for Community Building (1.5) ▪ THEA235B - Drama in Education (1.5) ▪ THEA246 - Theatre History III (1.5) ▪ THEA347 - Theatre History IV (1.5) ○ Complete 3-units of: electives 	

Year 3 and 4

- ~~Complete all of the following~~
 - ~~Complete all of:-~~
 - ~~THEA331 - Directing I (1.5)~~
 - ~~THEA332 - Directing II (1.5)~~
 - ~~THEA335A - Theatre in Education (1.5)~~
 - ~~THEA335B - Socially Engaged Theatre (1.5)~~
 - ~~THEA435 - Advanced Practices in Applied Theatre (1.5)~~
 - ~~Complete 3 units of:-~~
 - ~~designated theatre history courses (see list below)~~
 - ~~Complete 1.5 units of:-~~
 - ~~THEA 100-400 level~~
 - ~~Complete 3.0 units of:-~~
 - ~~THEA 300-400 level. THEA 344A is recommended when offered.~~
 - ~~Complete 15 units of: electives~~

<p>Design Focus Students may enter the Design Focus after completing the second-year Theatre courses required for this focus.</p>	<p>Design Focus <u>This focus is intended to teach students to apply the principles of design in relation to live performance and the use of space. Students may enter the Design Focus after completing the second-year Theatre courses required for this focus. Enrolment is limited. An interview will be required to enter the Focus.</u></p>
<p>Year 2</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ Complete all of: <ul style="list-style-type: none"> ▪ THEA205 - Introduction to Production and Management Areas of the Theatre (3.0) ▪ THEA206 - Fundamentals of Play Analysis (1.5) ▪ THEA234 - The Director and Designer Relationship (1.5) ▪ THEA246 - Theatre History III (1.5) ▪ THEA251 - Introduction to Design I (1.5) ▪ THEA252 - Introduction to Design II (1.5) ▪ THEA261 - Costume Design I (1.5) ▪ THEA347 - Theatre History IV (1.5) ○ Complete 1.5 units of: electives; ART 117 is strongly recommended 	<p>Year 2</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ Complete all of: <ul style="list-style-type: none"> ▪ <u>THEA103 – Current Performance Practices (1.5)</u> ▪ THEA205 - Introduction to Production and Management Areas of the Theatre (3.0) ▪ <u>THEA237 – World Theatre History I (1.5)</u> ▪ <u>THEA247 – World Theatre History II (1.5)</u> ▪ THEA251 - Introduction to Design I (1.5) ▪ THEA252 - Introduction to Design II (1.5) ▪ THEA261 - Costume Design I (1.5) ○ <u>Complete 1.5 units of: ENSH</u> ○ Complete 1.5 units of: electives; ART 117 is strongly recommended for students in Design.
<p>Year 3 and 4</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ Complete all of:- <ul style="list-style-type: none"> ▪ THEA357 - Ways of Seeing (1.5) ○ Complete 3 units of:- designated theatre history courses (see list below) ○ Complete 2 of the following <ul style="list-style-type: none"> ▪ Complete all of:- <ul style="list-style-type: none"> • THEA351 - Introduction to Scenic Design (1.5) • THEA352 - Scenic Design (1.5 - 3.0) 	<p>Years 3 and 4</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ <u>Complete all of:-</u> <ul style="list-style-type: none"> ▪ <u>THEA331 – Directing I (1.5)</u> ▪ <u>THEA348 - Lighting for the Theatre I (1.5)</u> ▪ <u>THEA368 - History of Fashion and Body Modification (1.5)</u> ▪ <u>THEA369 – Design Studio (6.0)</u> ○ <u>Complete 1 of the following</u> <ul style="list-style-type: none"> ▪ <u>THEA310 – Seminar in Theatre History I (1.5)</u>

<ul style="list-style-type: none"> ▪ Complete all of: <ul style="list-style-type: none"> ● THEA348 – Lighting for the Theatre I (1.5) ● THEA349 – Lighting for the Theatre II (1.5) ▪ Complete all of: <ul style="list-style-type: none"> ● THEA361 – Costume Design II (1.5) ● THEA368 – History of Fashion and Body Modification (1.5) ○ Complete 3.0 units of: THEA 300-400 level ○ Complete 16.5 units of: electives 	<ul style="list-style-type: none"> ▪ <u>THEA337 – History of the Broadway Musical (1.5)</u> ▪ <u>THEA338 – The Broadway Producer (1.5)</u> ▪ <u>THEA339 – Performances in Popular Culture (1.5)</u> ▪ <u>THEA346 – Contemporary Theatre (1.5)</u> ▪ <u>THEA414 – Studies in Canadian Theatre (1.5)</u> ○ <u>Complete 1 of the following:</u> <ul style="list-style-type: none"> ▪ <u>THEA332 – Directing II (1.5)</u> ▪ <u>THEA335B – Socially Engaged Theatre (1.5)</u> ○ <u>Complete 1 of the following:</u> <ul style="list-style-type: none"> ▪ <u>THEA305 – Advanced Production and Management (1.5)</u> ▪ <u>THEA358 – Assisting the Designer on the Mainstage (1.5)</u> ○ <u>Complete 6 units of electives 300-400</u> ○ Complete <u>9</u> units of electives
<p>Directing Focus Students may enter the Directing Focus after completing the second-year Theatre courses required for this focus.</p> <p>The Directing Focus is a preparatory program only. The foundation of its philosophy is that emerging directors must first secure a strong liberal arts education, as well as experience in all aspects of theatre production, before moving on to an in-depth study of directing. Students seeking entry into this option should secure the advice of the department on all required and elective courses before the end of their first year of the Theatre Program.</p>	
<p>Year 2</p> <ul style="list-style-type: none"> ● Complete all of the following <ul style="list-style-type: none"> ○ Complete all of: <ul style="list-style-type: none"> ▪ THEA205 – Introduction to Production and Management Areas of the Theatre (3.0) 	

<ul style="list-style-type: none">▪ THEA206 Fundamentals of Play Analysis (1.5)▪ THEA218 Acting I (non-Performance Focus) (1.5)▪ THEA219 Acting II (non-Performance Focus) (1.5)▪ THEA234 The Director and Designer Relationship (1.5)▪ THEA246 Theatre History III (1.5)▪ THEA347 Theatre History IV (1.5) <p>○ Complete 3 units of: electives; WRIT 203A and WRIT 203B are strongly recommended</p>	
<p>Year 3 and 4</p> <ul style="list-style-type: none">● Complete all of the following<ul style="list-style-type: none">○ Complete all of:<ul style="list-style-type: none">▪ THEA331 Directing I (1.5)▪ THEA332 Directing II (1.5)▪ THEA431 Directing III (1.5)▪ THEA432 Directing IV (1.5-3)▪ THEA357 Ways of Seeing (1.5)○ Complete 3 units of: designated theatre history courses (see list below)○ Complete 1.5 units of: THEA 100-400 level○ Complete 3.0 units of: THEA 300-400 level○ Complete 15 units of: electives; WRIT 305, WRIT 311, WRIT 325, WRIT 403 are strongly recommended	

<p>Performance-Focus Students may enter the Performance Focus after completing the first-year Theatre requirements. Enrolment is limited. Admission is by audition and interview only and permission of the department is required.</p> <p>Students entering the Performance Focus who complete both THEA 120B and THEA 132B will take an additional 1.5 units for a total of 61.5 units.</p>	<p>Acting Focus <u>This focus is intended to prepare students for ensemble work; it serves as an introduction to the art of acting, including the associated arts of voice and movement. Students may enter the Acting Focus after completing the second-year Theatre courses required for this focus. Enrolment is limited. An audition will be required to enter the focus.</u></p>
<p>Year 2</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ Complete all of: <ul style="list-style-type: none"> ▪ THEA205 - Introduction to Production and Management Areas of the Theatre (3.0) ▪ THEA206 - Fundamentals of Play Analysis (1.5) ▪ THEA221 - Acting I (Performance Focus) (1.5) ▪ THEA222 - Acting II (Performance Focus) (1.5) ▪ THEA223 - Introduction to Voice (1.5) ▪ THEA225 - Introduction to Stage Movement (1.5) ▪ THEA246 - Theatre History III (1.5) ▪ THEA347 - Theatre History IV (1.5) ○ Complete 1.5 units of electives 	<p>Year 2</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ Complete all of: <ul style="list-style-type: none"> ▪ THEA205 - Introduction to Production and Management Areas of the Theatre (3.0) ▪ THEA221 - Acting I (Performance Focus) (1.5) ▪ <u>THEA235A – Theatre for Community Building (1.5)</u> ▪ <u>THEA103 – Current Performance Practices (1.5)</u> ▪ <u>THEA237 – World Theatre History I (1.5)</u> ▪ <u>THEA247 – World Theatre History II (1.5)</u> ○ Complete 1 of the following <ul style="list-style-type: none"> ▪ <u>THEA222 - Acting II (1.5)</u> ▪ <u>THEA235B - Drama in Education (1.5)</u> ○ <u>Complete 1.5 units of: ENSH</u> ○ Complete 1.5 units of electives
<p>Year 3 and 4</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ Complete all of: <ul style="list-style-type: none"> ▪ THEA321 - Acting III (1.5) ▪ THEA322 - Acting IV (1.5) ▪ THEA323 - Voice and Speech in the Theatre I (1.5) 	<p>Year 3 and 4</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ Complete all of: <ul style="list-style-type: none"> ▪ THEA321 - Acting III (1.5) ▪ THEA322 - Acting IV (1.5) ▪ THEA323 - Voice and Speech in the Theatre I (1.5)

- THEA324 - Voice and Speech in the Theatre II (1.5)
- THEA325 - Stage Movement I (1.5)
- THEA326 - Stage Movement II (1.5)
- Complete all of:
 - THEA421 - Acting V (1.5)
 - THEA422 - Acting VI (1.5)
 - THEA423 - Voice and Speech in the Theatre III (1.5)
 - THEA424 - Voice and Speech in the Theatre IV (1.5)
 - THEA425 - Stage Movement III (1.5)
 - THEA426 - Stage Movement IV (1.5)
- ~~○ Complete 3 units of:-
designated theatre history courses (see list below)~~
- ~~○ Complete 3 units from:-~~
 - ~~▪ THEA329 - Theatre Performance (1.5)~~
 - ~~▪ THEA429 - Theatre Performance (1.5)~~
- Complete 6 units of electives

- THEA324 - Voice and Speech in the Theatre II (1.5)
- THEA325A – Introduction to Stage Movement (1.5)
- THEA326 - Stage Movement II (1.5)
- [THEA329 - Theatre Performance \(1.5\)](#)
- Complete all of:
 - THEA421 - Acting IV (1.5)
 - THEA422 - Acting VI (1.5)
 - THEA423 - Voice and Speech in the Theatre III (1.5)
 - THEA424 - Voice and Speech in the Theatre IV (1.5)
 - THEA425 - Stage Movement III (1.5)
 - THEA426 - Stage Movement IV (1.5)
 - [THEA429 - Theatre Performance \(1.5\)](#)
- [Complete 3 units from the following](#)
 - [THEA310 – Seminar in Theatre History I \(1.5\)](#)
 - [THEA337 – History of the Broadway Musical \(1.5\)](#)
 - [THEA338 – The Broadway Producer \(1.5\)](#)
 - [THEA339 – Performances in Popular Culture \(1.5\)](#)
 - [THEA346 – Contemporary Theatre \(1.5\)](#)
 - [THEA368 - History of Fashion and Body Modification \(1.5\)](#)
 - [THEA414 – Studies in Canadian Theatre \(1.5\)](#)
- Complete 6 units of electives (100-400)

<p>Production and Management Focus Students may enter the Production and Management Focus after completing the second-year Theatre courses required for this focus. Enrolment is limited. Selection is by interview. Permission of the department is required.</p>	<p>Production and Management Focus <u>This focus is intended to prepare students to work in production and management roles in the theatre industry (such as technicians, stage managers, or front-of-house employees). Students may enter the Production and Management Focus after completing the second-year Theatre courses required for this focus. Enrolment is limited. An interview is required to enter the focus.</u></p>
<p>Year 2</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ Complete all of: <ul style="list-style-type: none"> ▪ THEA205 - Introduction to Production and Management Areas of the Theatre (3.0) ▪ THEA206 - Fundamentals of Play Analysis (1.5) ▪ THEA234 - The Director and Designer Relationship (1.5) ▪ THEA246 - Theatre History III (1.5) ▪ THEA251 - Introduction to Design I (1.5) ▪ THEA347 - Theatre History IV (1.5) ○ Complete 4.5 units of: electives 	<p>Year 2</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ Complete all of: <ul style="list-style-type: none"> ▪ <u>THEA103 – Current Performance Practices (1.5)</u> ▪ THEA205 - Introduction to Production and Management Areas of the Theatre (3.0) ▪ <u>THEA237 – World Theatre History I (1.5)</u> ▪ <u>THEA247 – World Theatre History II (1.5)</u> ▪ THEA251 - Introduction to Design I (1.5) ▪ <u>THEA252 - Introduction to Design II (1.5)</u> ▪ <u>THEA261 - Costume Design I (1.5)</u> ○ <u>Complete 1.5 units of: ENSH</u> ○ Complete <u>1.5</u> units of: electives; <u>ART 117 is strongly recommended for students in Design</u>
<p>Year 3 and 4</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ Complete 4.5 units from: <ul style="list-style-type: none"> ▪ THEA305 - Advanced Production and Management (1.5 - 3) ○ Complete 4.5 units from: <ul style="list-style-type: none"> ▪ THEA405 - Specialized Studies in Production and Management (1.5 - 3) ○ Complete 3 units from: <ul style="list-style-type: none"> ▪ THEA261 - Costume Design I (1.5) ▪ THEA331 - Directing I (1.5) 	<p>Year 3 and 4</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ Complete <u>3.0</u> units from: <ul style="list-style-type: none"> ▪ THEA305 – Advanced Production and Management (1.5 -3) ○ Complete <u>3.0</u> units from: <ul style="list-style-type: none"> ▪ THEA405 – Specialized Studies in Production and Management (1.5 -3) ○ <u>Complete all of:</u> <ul style="list-style-type: none"> ▪ THEA348 - Lighting for the Theatre I (1.5) ▪ <u>THEA369 – Design Studio (1.5)</u>

<ul style="list-style-type: none"> ▪ THEA332 - Directing II (1.5) ▪ THEA348 - Lighting for the Theatre I (1.5) ▪ THEA349 - Lighting for the Theatre II (1.5) ▪ THEA351 - Introduction to Scenic Design (1.5) ▪ THEA352 - Scenic Design (1.5 - 3.0) ▪ THEA361 - Costume Design II (1.5) ▪ THEA368 - History of Fashion and Body Modification (1.5) <ul style="list-style-type: none"> ○ Complete 3 units of: designated theatre history courses (see list below) ○ Complete 1.5 units of: THEA 100-400 level ○ Complete 13.5 units of: electives 	<ul style="list-style-type: none"> ○ Complete 3 units from <ul style="list-style-type: none"> ▪ THEA310 – Seminar in Theatre History I (1.5) ▪ THEA337 – History of the Broadway Musical (1.5) ▪ THEA338 – The Broadway Producer (1.5) ▪ THEA339 – Performances in Popular Culture (1.5) ▪ THEA346 – Contemporary Theatre (1.5) ▪ THEA368 - History of Fashion and Body Modification (1.5) ▪ THEA414 – Studies in Canadian Theatre (1.5) ○ Complete 1.5 units from <ul style="list-style-type: none"> ▪ THEA331 – Directing I (1.5) ▪ THEA335B – Socially Engaged Theatre (1.5) ○ Complete 1.5 units of THEA electives 300-400 ○ Complete 6 units of electives 300-400 ○ Complete <u>9</u> units of electives
<p>Self-Directed Focus Students may enter the Self-Directed Focus after completing the first-year Theatre requirements. Students who wish to pursue a greater scope in their Theatre studies, or who wish to combine their Theatre studies with a wide range of other liberal arts disciplines, should select the Self-Directed Option.</p>	<p><u>Performance Focus</u> <u>This focus is intended to prepare students with skills in all areas of Performance: Acting, Applied Theatre, Technical Theatre, Directing and Design. Ideal for students who wish to take further studies in Theatre or who wish to become teachers, lawyers or to work in any profession that requires collaboration (including the professional theatre). Students may enter the Performance focus after completing the second-year Theatre courses required for this focus. An interview is required for entrance to this focus.</u></p>
<p>Year 2</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ Complete all of: <ul style="list-style-type: none"> ▪ THEA205 - Introduction to Production and Management Areas of the Theatre (3.0) ▪ THEA206 - Fundamentals of Play Analysis (1.5) 	<p>Year 2</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ Complete all of: <ul style="list-style-type: none"> ▪ THEA205 - Introduction to Production and Management Areas of the Theatre (3.0) ▪ THEA221 - Acting I (Performance Focus) (1.5)

<ul style="list-style-type: none"> ▪ THEA246 - Theatre History III (1.5) ▪ THEA347 - Theatre History IV (1.5) ○ Complete 3 units of: THEA 100-400 level ○ Complete 4.5 units of electives 	<ul style="list-style-type: none"> ▪ THEA235A – Theatre for Community Building (1.5) ▪ THEA103 – Performance Now (1.5) ▪ THEA237 – World Theatre History I (1.5) ▪ THEA247 – World Theatre History II (1.5) ○ Complete 1 of the following <ul style="list-style-type: none"> ▪ THEA222 - Acting II (1.5) ▪ THEA235B - Drama in Education (1.5) ○ Complete 1.5 units of: ENSH ○ Complete 1.5 units of electives
<p>Year 3 and 4</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ Complete 3 units of: designated theatre history courses from the list below ○ Complete 3 units of: THEA 100-400 level ○ Complete 10.5 units of: THEA 300-400 level ○ Complete 13.5 units of electives 	<p>Year 3 and 4</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ Complete all of: <ul style="list-style-type: none"> ▪ THEA331 - Directing I (1.5) ▪ THEA332 - Directing II (1.5) ▪ THEA335A - Theatre in Education (1.5) ▪ THEA335B - Socially Engaged Theatre (1.5) ▪ THEA357 – Ways of Seeing (1.5) ▪ THEA435 - Advanced Practices in Applied Theatre (1.5) ▪ THEA440 – Capstone: Ensemble Creation (3.0) ○ Complete 2 of the following: <ul style="list-style-type: none"> ▪ THEA310 – Seminar in Theatre History I (1.5) ▪ THEA337 – History of the Broadway Musical (1.5) ▪ THEA338 – The Broadway Producer (1.5) ▪ THEA339 – Performances in Popular Culture (1.5) ▪ THEA346 – Contemporary Theatre (1.5) ▪ THEA368 – History of Fashion and Body Modification (1.5) ▪ THEA414 – Studies in Canadian Theatre (1.5) ○ Complete 6 units of electives 300-400

	<ul style="list-style-type: none"> ○ Complete <u>9</u> units of electives
<p>Theatre History Focus Students may enter the Theatre History Focus after completing the second-year Theatre requirements.</p>	
<p>Year 2</p> <ul style="list-style-type: none"> ● Complete all of the following <ul style="list-style-type: none"> ○ Complete all of: <ul style="list-style-type: none"> ▪ THEA205 Introduction to Production and Management Areas of the Theatre (3.0) ▪ THEA206 Fundamentals of Play Analysis (1.5) ▪ THEA246 Theatre History III (1.5) ▪ THEA347 Theatre History IV (1.5) ○ Complete 3 units of: THEA 100-400 level ○ Complete 4.5 units of electives 	
<p>Year 3 and 4</p> <ul style="list-style-type: none"> ● Complete all of the following <ul style="list-style-type: none"> ○ Complete all of: <ul style="list-style-type: none"> ▪ THEA415 Methods and Materials of Theatre Research (1.5) ▪ THEA416 Theories of Meaning (1.5) ○ Complete 9 units of: designated theatre history courses from the list below ○ Complete 3 units of: THEA 100-400 level ○ Complete 1.5 units of: THEA 300-400 level ○ Complete 13.5 units of electives 	

<p>Production and Management Focus</p> <p>Students may enter the Production and Management Focus after completing the second-year Theatre courses required for this focus. Enrolment is limited. Selection is by interview. Permission of the department is required.</p>	<p>Production and Management Focus</p> <p><u>This focus is intended to prepare students to work in production and management roles in the theatre industry (such as technicians, stage managers, or front-of-house employees). Students may enter the Production and Management Focus after completing the second-year Theatre courses required for this focus. Enrolment is limited. An interview is required to enter the focus.</u></p>
<p>Year 2</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ Complete all of: <ul style="list-style-type: none"> • THEA205 - Introduction to Production and Management Areas of the Theatre (3.0) • THEA206 – Fundamentals of Play Analysis (1.5) • THEA234 – The Director and Designer Relationship (1.5) • THEA246 - Theatre History III (1.5) • THEA251 - Introduction to Design I (1.5) • THEA347 – Theatre History IV (1.5) ○ Complete 4.5 units of: electives 	<p>Year 2</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ Complete all of: <ul style="list-style-type: none"> • <u>THEA103 – Current Performance Practices (1.5)</u> • THEA205 - Introduction to Production and Management Areas of the Theatre (3.0) • <u>THEA236 – World Theatre History I (1.5)</u> • THEA246 – <u>World</u> Theatre History II (1.5) • THEA251 - Introduction to Design I (1.5) • <u>THEA252 - Introduction to Design II (1.5)</u> • <u>THEA261 - Costume Design I (1.5)</u> ○ <u>Complete 1.5 units of: ENSH</u> ○ Complete <u>1.5</u> units of: electives; <u>ART 117 is strongly recommended for students in Design</u>
<p>Year 3 and 4</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ Complete 4.5 units from: <ul style="list-style-type: none"> • THEA305 - Advanced Production and Management (1.5 - 3) 	<p>Year 3 and 4</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ Complete <u>3.0</u> units from: <ul style="list-style-type: none"> • THEA305 – Advanced Production and Management (1.5 -3)

<ul style="list-style-type: none"> ○ Complete 4.5 units from: <ul style="list-style-type: none"> • THEA405 - Specialized Studies in Production and Management (1.5 - 3) ○ Complete 3 units from: <ul style="list-style-type: none"> • THEA261 – Costume Design I (1.5) • THEA331 – Directing I (1.5) • THEA332 – Directing II (1.5) • THEA348 – Lighting for the Theatre I (1.5) • THEA349 – Lighting for the Theatre II (1.5) • THEA351 – Introduction to Scenic Design (1.5) • THEA352 – Scenic Design (1.5 – 3.0) • THEA361 – Costume Design II (1.5) • THEA368 - History of Fashion and Body Modification (1.5) ○ Complete 3 units of: designated theatre history courses (see list below) ○ Complete 1.5 units of: THEA 100-400 level ○ Complete 13.5 units of: electives 	<ul style="list-style-type: none"> ○ Complete <u>3.0</u> units from: <ul style="list-style-type: none"> • THEA405 – Specialized Studies in Production and Management (1.5 -3) ○ <u>Complete all of:</u> <ul style="list-style-type: none"> • THEA348 - Lighting for the Theatre I (1.5) • <u>THEA369 – Design Studio (1.5)</u> ○ Complete 3 units from <ul style="list-style-type: none"> • <u>THEA310 – Seminar in Theatre History I (1.5)</u> • <u>THEA337 – History of the Broadway Musical (1.5)</u> • <u>THEA338 – The Broadway Producer (1.5)</u> • <u>THEA339 – Performances in Popular Culture (1.5)</u> • <u>THEA347 – Contemporary Theatre (1.5)</u> • THEA368 - History of Fashion and Body Modification (1.5) • <u>THEA414 – Studies in Canadian Theatre (1.5)</u> ○ <u>Complete 1.5 units from</u> <ul style="list-style-type: none"> • <u>THEA331 – Directing I (1.5)</u> • <u>THEA335B – Socially Engaged Theatre (1.5)</u> ○ <u>Complete 1.5 units of THEA electives 300-400</u> ○ <u>Complete 6 units of electives 300-400</u> ○ Complete <u>9</u> units of electives
<p>Self-Directed Focus Students may enter the Self-Directed Focus after completing the first-year Theatre requirements. Students who wish to pursue a greater scope in their Theatre studies, or who wish to</p>	<p>Performance Focus <u>This focus is intended to prepare students with skills in all areas of Performance: Acting, Applied Theatre, Technical Theatre, Directing and Design. Ideal for students who wish to take</u></p>

<p>combine their Theatre studies with a wide range of other liberal arts disciplines, should select the Self-Directed Option.</p>	<p><u>further studies in Theatre or who wish to become teachers, lawyers or to work in any profession that requires collaboration (including the professional theatre). Students may enter the Performance focus after completing the second-year Theatre courses required for this focus. An interview is required for entrance to this focus.</u></p>
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<p>Year 2</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ Complete all of: <ul style="list-style-type: none"> • THEA205 - Introduction to Production and Management Areas of the Theatre (3.0) • THEA206 – Fundamentals of Play Analysis (1.5) • THEA246 - Theatre History III (1.5) • THEA347 – Theatre History IV (1.5) ○ Complete 3 units of: THEA 100-400 level ○ Complete 4.5 units of electives 	<p>Year 2</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ Complete all of: <ul style="list-style-type: none"> • THEA205 - Introduction to Production and Management Areas of the Theatre (3.0) • <u>THEA221 - Acting I (Performance Focus) (1.5)</u> • <u>THEA235A – Theatre for Community Building (1.5)</u> • <u>THEA103 – Performance Now (1.5)</u> • <u>THEA236 – World Theatre History I (1.5)</u> • THEA246 – <u>World</u> Theatre History II (1.5) ○ Complete 1 of the following <ul style="list-style-type: none"> • <u>THEA222 - Acting II (1.5)</u> • <u>THEA235B - Drama in Education (1.5)</u> ○ <u>Complete 1.5 units of: ENSH</u> ○ Complete <u>1.5</u> units of electives
---	--

<p>Year 3 and 4</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ Complete 3 units of: designated theatre history courses from the list below 	<p>Year 3 and 4</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ <u>Complete all of:</u> <ul style="list-style-type: none"> • <u>THEA331 - Directing I (1.5)</u> • <u>THEA332 - Directing II (1.5)</u>
---	---

<ul style="list-style-type: none"> ○ Complete 3 units of: THEA 100-400 level ○ Complete 10.5 units of: THEA 300-400 level ○ Complete 13.5 units of electives 	<ul style="list-style-type: none"> • <u>THEA335A - Theatre in Education (1.5)</u> • <u>THEA335B - Socially Engaged Theatre (1.5)</u> • <u>THEA357 – Ways of Seeing (1.5)</u> • <u>THEA435 - Advanced Practices in Applied Theatre (1.5)</u> • <u>THEA440 – Capstone: Ensemble Creation (3.0)</u> ○ <u>Complete 2 of the following:</u> <ul style="list-style-type: none"> • <u>THEA310 – Seminar in Theatre History I (1.5)</u> • <u>THEA337 – History of the Broadway Musical (1.5)</u> • <u>THEA338 – The Broadway Producer (1.5)</u> • <u>THEA339 – Performances in Popular Culture (1.5)</u> • <u>THEA347 – Contemporary Theatre (1.5)</u> • <u>THEA368 – History of Fashion and Body Modification (1.5)</u> • <u>THEA414 – Studies in Canadian Theatre (1.5)</u> ○ <u>Complete 6 units of electives 300-400</u> ○ Complete 9 units of electives
<p>Theatre History Focus Students may enter the Theatre History Focus after completing the second year Theatre requirements.</p>	
<p>Year 2</p> <ul style="list-style-type: none"> • Complete all of the following ○ Complete all of: 	

<ul style="list-style-type: none">• THEA205 Introduction to Production and Management Areas of the Theatre (3.0)• THEA206 Fundamentals of Play Analysis (1.5)• THEA246 Theatre History III (1.5)• THEA347 Theatre History IV (1.5)○ Complete 3 units of: THEA 100-400 level○ Complete 4.5 units of electives	
<p>Year 3 and 4</p> <ul style="list-style-type: none">• Complete all of the following<ul style="list-style-type: none">○ Complete all of:<ul style="list-style-type: none">• THEA415 Methods and Materials of Theatre Research (1.5)• THEA416 Theories of Meaning (1.5)○ Complete 9 units of: designated theatre history courses from the list below○ Complete 3 units of: THEA 100-400 level○ Complete 1.5 units of: THEA 300-400 level○ Complete 13.5 units of electives	

Appendix III: Department of Theatre

Department of Theatre
November 2, 2023

Transition from pre-2024 Focus Areas to New Focus Areas

The current program will be phased out over three years (if the program changes are approved, the current first year – Fall, 2023 – will be the last first year in the old program). Students in the current program should not be impacted by the change to the new program (as the new program will also be rolled out over four years).

The new courses will be rolled out over the next four years:

Year 1 (September 2024)
New Year 1 courses
Pre-2024 courses for Years 2, 3, and 4.

Year 2 (September 2025)
New Year 1 and 2 courses.
Pre-2024 courses for Year 3 and 4
No auditions into pre-2024 Performance focus.
First admits into new focus areas (auditions/interviews).

Year 3 (September 2026)
New Year 1, 2, and 3.
Pre-2024 courses for Year 4

Year 4 (September 2027)
No Pre-2024 courses offered.
New Year 1, 2, 3, and 4 courses.
Any remaining students who return on pre-2024 focus areas, will have to be dealt with individually through waivers.

**Appendix III: Letters of
support and communication
with UVic units**



30th October, 2023

TO WHO IT MAY CONCERN

As the professional regional theatre company in the southern part of Vancouver Island, we value the relationship that we have with the Department of Theatre at the University of Victoria and appreciate being asked to comment on the Department's newly reconstituted program.

Department Chair Tony Vickery has shared the document with us and has also spent time explaining the rationale behind the changes.

The newly formed streams make an enormous amount of sense, as do the course requirements associated with each of them. While the Design and Technical courses have always been the clearest and, arguably, the most successful areas of study, the Directing, Acting, Applied Theatre, and Self-Directed programs have been less well defined. By organizing these four programs into two—Performance and Acting—it should be easier for students to locate themselves within the Department. The goals of each stream are clearer and should help students to align their personal learning goals with the most appropriate of the four programs.

The Belfry Theatre has a long history of providing apprenticeships to recent graduates of the Department. Michael has also taught in both the Acting and Directing programs. We are both of the opinion that the redesign and clarification of the Performance and Acting streams will result in more focused learning in each of the areas. And we believe that this more focused and goal-oriented learning should produce graduates with more skill and knowledge of their craft. This in turn should result in graduates who are more likely to be hired.

We are also excited to participate in the newly instituted THEA103 Current Performance Practices by bringing Belfry Staff Members from various departments to speak to the students. This is an extension of a program that already exists—Belfry@UVic—through which we bring guest artists (actors, designers, directors, etc.) to be interviewed about their careers and answer questions from the students.

We eagerly look forward to seeing the long-term impact of these changes. Please do not hesitate to contact us if you have any further questions.

Sincerely

Michael Shamata
Artistic Director
ad@belfry.bc.ca

Isaac Thomas
Executive Director
isaac.thomas@belfry.bc.ca

1291 GLADSTONE AVENUE
administration 250-385-6835

VICTORIA
box office 250-385-6815

BRITISH COLUMBIA

CANADA

V8T 1G5
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Department of Curriculum & Instruction
Faculty of Education
PO Box 1700 STN CSC
Victoria, British Columbia V8W 2Y2 Canada
Tel (250) 721-7886 Fax (250) 721-7598
E-mail cichair@uvic.ca
Web: www.uvic.ca/education/curriculum

November 1, 2023

To: Dr. Tony Vickery, Chair
From: Dr. Monica Prendergast
Department of Curriculum and Instruction
Re: Curriculum changes in Department of Theatre

Dear Dr. Vickery (Tony),

I am writing to express my support for the curriculum changes proposed in the Department of Theatre. As a curriculum scholar, I was pleased to see these changes come into effect and can see that they will achieve your goal of increasing class sizes and EETs in the Department. I am particularly pleased to see that a number of Applied Theatre courses that are now to become mandatory. I view this change very favorably, as it could potentially increase the number of students who may choose to take Applied Theatre as their major concentration. I also commend the Department for taking a more global view of Theatre History, inclusive of plays from beyond the Western canon. Overall, I can see these changes as positive and hope that your department and the Faculty of Fine Arts will adopt this new curriculum.

Please contact me should you require further information.

Yours,

A handwritten signature in black ink, appearing to read "M. Prendergast". The signature is fluid and cursive, written over a horizontal line.

Dr. Monica Prendergast
Professor, Department of Curriculum and Instruction
Faculty of Education
University of Victoria
Office: MacLaurin A523
Email: mprender@uvic.ca
Phone: 250-472-4045



University
of Victoria

Department of Theatre
PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-7991 | F 250-721-6596 | <https://uvic.ca/finearts/theatre>

November 27, 2023

Dear Dr. Baboula:

Please find below the contents of the document submitted to me via email attached by Dr. Sheila Rabillard on October 28, 2023.

27 October 2023

Dear Professor Vickery,

I'm happy to write in support of the proposed changes to the Department of Theatre BFA program. The Department of English has recently completed an extensive revision of its undergraduate course offerings as well as a revision of descriptions and requirements for its BA and BA(Honours) programs and the process has given me some perspective on the challenges involved in addressing the needs of current and prospective students.

I've reviewed the Department of Theatre's "Program Change – Undergraduate" form which includes a summary of the proposed changes as well as tables detailing, year by year, the differences between the present and proposed new BFA programs. The new program seems to me well designed to retain the strengths of the existing program while incorporating changes which are likely to draw more students and which should ensure a consistent educational experience for students in all focus areas.

The proposed BFA program, offering four appealing and readily comprehended focus areas, should be more attractive to students on several counts. The current program offers a potentially distracting number of focus areas from which students choose: seven in all, three of which are often under-subscribed. The proposed streamlined program with a choice of four focus areas will be easier for students to navigate: "Acting," "Technical Theatre," "Design," and "Performance." Two of the current focus areas which successfully attracted students in the past have been retained in the new program but re-titled to indicate their subject-matter more clearly and thus draw additional students to fields they immediately recognize. Currently under-subscribed focus areas have been eliminated but without scanting these interests: aspects of the subject-matter have been incorporated across the new array of focus areas and the majority of the subject-matter finds a home under the aegis of "Performance."

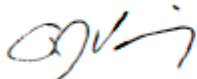
The re-conceived BFA program will also address the problem of students who in the past chose under-subscribed focus areas and without many fellow-students sharing their path through the program felt somewhat isolated or over-looked. The re-organization should mean that students in each of the four focus areas will be part of a sizeable group taking courses in common and developing the collaborative skills the Department of Theatre works so effectively to foster.

Perhaps the most consequential change to the program is the re-configuring of the second-year experience. In place of seven focus areas, each with a somewhat different pattern of

second-year required and elective courses, the new program will divide four focus areas into just two groups following their respective pattern of courses. This re-design will extend the collective experience of first year—where students follow the same course of study—into year two. The change will encourage students to find a place within a sustaining cohort and to further develop their collaborative skills. The creation of two paths at second year in place of seven should also make it easier, and more economical, to offer all of the courses that students require in times of budget constraint.

*Sincerely,
Sheila Rabillard, Associate professor
Department of English*

Sincerely,



Dr. Anthony Vickery
Chair

Communication with OREM: changes were made as a result

From: Susan Corner, Associate Registrar
Sent: September 22, 2023 9:50 AM
To: Tony Vickery - Theatre Chair <theatrechair@uvic.ca>
Cc: Karsten Provan, Records Officer, Undergraduate Records <uro4@uvic.ca>
Subject: FW: Program Changes - Department of Theatre

Hello Tony,

I consulted with Karsten Provan, the Records Officer responsible for Fine Arts, regarding your SCP consultation. His feedback is included below. Please contact Karsten directly if you have questions or need clarifications.

Kind regards,

Susan

Together, we transform students' lives.

--



Susan Corner
Associate Registrar, Academic Advising, Academic Advising
(Humanities, Science and Social Sciences)
Undergraduate Records and Graduation Services
Office of the Registrar and Enrolment Management
Division of Student Affairs
[University of Victoria](http://www.uvic.ca)
T 250-853-3725
C 250-812-4667
web.uvic.ca/advising
www.uvic.ca/advising

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

From: Karsten Provan, Records Officer, Undergraduate Records <uro4@uvic.ca>
Sent: September 19, 2023 3:31 PM
To: Susan Corner, Associate Registrar <diradva@uvic.ca>
Subject: RE: Program Changes - Department of Theatre

Hello Susan,

I've finally had a look at the attached documents and I don't see any blaring issues with the math involved with the change in program focus. In terms of the course changes I was a little more confused. Specifically the # 7 and 8.

7. (Change – content) Theatre 236: Theatre History I (1.5)
 - a. Course will cover Ancient Greek/Sanskrit/Chinese Theatre to Premodern Period.
[Current THEA 236](#) - Theatre History II

A survey of the history of Western theatre from the Middle Ages through the Early Modern period.

8. (Change – content) Theatre 246: Theatre History II (1.5)

a. Course will pick up from end of THEA 236 to WW II.

Current THEA 246 - Theatre History III

A survey of Western theatre history from the Early Modern period through the 19th century. Introduces library research methods in theatre history.

It looks like the content for both courses would completely be shifting, which makes me think these should be new courses. As well, should Current THEA 111 – Theatre History I be included?

Happy to chat or follow-up with Dr. Vickery if need be.

Please let me know if you have any questions.

Kind regards,
Karsten

Karsten Provan

Records Officer | Undergraduate Records
Office of the Registrar and Enrolment Management | Division of Student Affairs
University of Victoria | PO Box 3025 STN CSC
Victoria BC V8W 3P2 | Canada
250-472-5073
uro4@uvic.ca | www.uvic.ca/registrar

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Together, we transform students' lives.

--



Susan Corner
Associate Registrar
Academic Advising (Humanities, Science and Social Sciences)
Undergraduate Records and Graduation Services
Office of the Registrar and Enrolment Management
Division of Student Affairs
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We acknowledge with respect the Lkwungen peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day

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+++

UVic Libraries

From: Christine Walde <cwalde@uvic.ca>
Date: Tuesday, October 10, 2023 at 12:13 PM
To: Tony Vickery - Theatre Chair <theatrechair@uvic.ca>
Subject: RE: Proposed Theatre changes for consultation

Hi Tony,

With apologies for the delayed response, the proposal looks great to me! Please let me know what the next steps are or how you would like me to proceed.

Best
Christine

Christine Walde (she/her)
Fine Arts Librarian for Art History and Visual Studies, Theatre, Visual Arts & Writing
& Grants and Awards Librarian
[University of Victoria Libraries](http://www.uvic.ca/libraries)
(250) 853-3613

I acknowledge and respect the lək'wəŋən peoples on whose traditional territory the University of Victoria stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

From: Tony Vickery - Theatre Chair <theatrechair@uvic.ca>
Sent: October 3, 2023 11:13 AM
To: Christine Walde <cwalde@uvic.ca>
Subject: Re: Proposed Theatre changes for consultation

Christine,

Please find attached the proposal to change the BFA Theatre Program. In essence, we are reducing our concentrations from seven to four (the courses from the eliminated concentrations are mostly being incorporated into the remaining concentrations). The first document is the SCP proposal and the second reflects the underlying changes to the concentrations.

Thank you,

Tony

Dr. Anthony Vickery
Chair, Department of Theatre
Teaching Professor
Department of Theatre, University of Victoria
(250) 721-7998
theatrechair@uvic.ca

From: Fine Associate Dean <fineassociatedean@uvic.ca>
Date: Tuesday, October 3, 2023 at 11:02 AM
To: Christine Walde <cwalde@uvic.ca>, Tony Vickery - Theatre Chair <theatrechair@uvic.ca>
Subject: Proposed Theatre changes for consultation

Good morning Christine,

Tony will send you a request for consultation to go towards a proposal for Theatre changes that are to be sent to the Senate Committee on Planning. This is separate to the Curriculum process consultation although the two will inform each other.

Many thanks,
Eva



Dr. Evanthia Baboula
Associate Dean, Faculty of Fine Arts
Faculty Consultant, LTSI
University of Victoria, Canada
Ph: 250 721 7756
fineassociatedean@uvic.ca



Date: December 8, 2023

To: Senate

From: Senate Committee on Planning

Re: **Proposal to extend the Approved Centre Status for the Institute for Integrated Energy Systems (IESVic)**

At its meeting on December 6, 2023, the Senate Committee on Planning considered the proposal to extend the Approved Centre Status for the Institute for Integrated Energy Systems (IESVic).

The centre status is scheduled to expire on March 31, 2024, in adherence with University of Victoria policy number RH8300, Establishment, Review, and Closure of Research Centres. IESVic is under the acting directorship of Dr. Andrew Rowe until December 31, 2023.

The Office of the Vice-President, Research & Innovation would like to extend the centre status, from April 1, 2024, until September 30, 2025. This will allow for the next IESVic Director to establish themselves prior to launching an external review.

The following motion is recommended:

Motion: That Senate approve the proposal to extend the Approved Centre Status for the Institute for Integrated Energy Systems for eighteen months from April 1, 2024, to September 30, 2025, as described in the memo dated November 20, 2023.

Respectfully submitted,

2023-2024 Senate Committee on Planning

Dr. Elizabeth Adjin-Tettey, Chair	Dr. Cynthia Milton
Dr. Eva Baboula	Ms. Tania Muir
Dr. Alexandrine Boudreault-Fournier	Dr. Pablo Restrepo Gautier
Dr. Alexandre Brolo	Dr. Maureen Ryan
Dr. Jane Butterfield	Ms. Ada Saab
Dr. Adam Con	Dr. Kristin Semmens
Ms. Andrea Giles	Dr. Henning Struchtrup
Dr. Robin Hicks	Ms. Wendy Taylor
Dr. Sandra Hundza	Khushi Wadhwa
Mr. Cole Kennedy	Dr. Jie Zhang
Dr. Annalee Lepp	Ms. Christine McLaughlin (Secretary)



MEMORANDUM

DATE: November 20, 2023

TO: Dr. Elizabeth Adjin-Tettey; Chair, Senate Committee on Planning

FROM: Dr. Cynthia Milton, Associate Vice President Research

RE: Institute for Integrated Energy Systems (IESVic)
Request for Approved Centre Status Extension

I am writing under the delegated authority of the Vice-President Research & Innovation. Dr. Lisa Kalynchuk has reviewed and is agreement with this recommendation.

The approved centre status of the Institute for Integrated Energy Systems (IESVic) is scheduled to expire on March 31, 2024 in adherence with University of Victoria policy number RH8300, *Establishment, Review, and Closure of Research Centres*. IESVic is under the acting directorship of Dr. Andrew Rowe until December 31, 2023.

We are requesting an eighteen-month extension of the Centre's approval status, from April 1, 2024 until September 30, 2025. This will allow for the next IESVic director to establish themselves prior to launching an external review.

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

That the Senate Committee on Planning recommends that Senate extends for eighteen months the Approved Centre Status for Institute for Integrated Energy Systems until September 30, 2025.



Date: December 8, 2023

To: Senate

From: Senate Committee on Planning

Re: **Proposal to extend the Approved Centre Status for the Pacific Institute of Climate Solutions (PICS)**

At its meeting on December 6, 2023, the Senate Committee on Planning considered the proposal to extend the Approved Centre Status for the Pacific Institute of Climate Solutions (PICS).

The centre status is scheduled to expire on March 31, 2024, in adherence with University of Victoria policy number RH8300, Establishment, Review, and Closure of Research Centres. PICS is under the directorship of Dr. Ian Mauro.

The Office of the Vice-President, Research & Innovation would like to extend the approved centre status, from April 1, 2024, until March 31, 2025. This will allow time for the new PICS Director to complete the PICS strategic plan, scheduled to launch in summer 2024, and to conduct an external review. The Executive Committee for PICS has agreed to this extension.

The following motion is recommended:

Motion: That Senate approve the proposal to extend the Approved Centre Status for the Pacific Institute for Climate Solutions (PICS) for twelve months from April 1, 2024, to March 31, 2025, as described in the memo dated November 20, 2023.

Respectfully submitted,

2023-2024 Senate Committee on Planning

Dr. Elizabeth Adjin-Tettey, Chair	Dr. Cynthia Milton
Dr. Eva Baboula	Ms. Tania Muir
Dr. Alexandrine Boudreault-Fournier	Dr. Pablo Restrepo Gautier
Dr. Alexandre Brolo	Dr. Maureen Ryan
Dr. Jane Butterfield	Ms. Ada Saab
Dr. Adam Con	Dr. Kristin Semmens
Ms. Andrea Giles	Dr. Henning Struchtrup
Dr. Robin Hicks	Ms. Wendy Taylor
Dr. Sandra Hundza	Khushi Wadhwa
Mr. Cole Kennedy	Dr. Jie Zhang
Dr. Annalee Lepp	Ms. Christine McLaughlin (Secretary)



MEMORANDUM

DATE: November 20, 2023

TO: Dr. Elizabeth Adjin-Tettey, Chair, Senate Committee on Planning

FROM: Dr. Cynthia Milton, Associate Vice-President Research

RE: Pacific Institute for Climate Solutions (PICS)
Request for Approved Centre Status extension

I am writing under the delegated authority of the Vice-President Research, Dr. Lisa Kalynchuk. Dr. Kalynchuk has reviewed the request of the Pacific Institute for Climate Solutions for a twelve-month extension of their approved centre status. She is in agreement with the below recommendation.

The centre status of the Pacific Institute for Climate Solutions (PICS), under the directorship of Dr. Ian Mauro, is scheduled to expire on March 31, 2024 in adherence with University of Victoria policy number RH8300, *Establishment, Review, and Closure of Research Centres*.

We are requesting a twelve-month extension of the Centre's approval status, from April 1, 2024 until March 31, 2025. This will allow time for the new PICS' Director to complete the PICS strategic plan (scheduled to launch in summer 2024) and to conduct an external review. The Executive Committee for PICS has agreed to this extension.

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

That the Senate Committee on Planning recommends that Senate extend for 12 months the Approved Centre Status for the Pacific Institute for Climate Solutions from March 31, 2024 until March 31, 2025.



Memorandum

From: Robin Hicks, Dean, Faculty of Graduate Studies

Date: December 12, 2023

Re: **Faculty of Graduate Studies Constitution and Bylaws**

This memo accompanies proposed revisions to the Faculty of Graduate Studies (FGS) Constitution and Bylaws, for approval by Senate. There are multiple reasons behind the proposed changes:

- (1) The Constitution and Bylaws document was last updated in 2016. Since that time, elements of this document have become outdated; in some instances the document refers to offices or roles that no longer exist (for example, the Director of Interdisciplinary Academic Programs)
- (2) Modest changes to FGS Council and to Graduate Executive Committee (GEC) are proposed to better align with current practices, and to enhance student representation.
- (3) The proposed changes provide a more fulsome description of operational aspects of its governance structures (i.e. protocols for meeting of FGS Council and of GEC).
- (4) A significant change to the procedures for the review of new graduate program proposals and major changes to graduate programs is proposed – specifically, that FGS oversight of program proposals be in the purview of the GEC exclusively and no longer of FGS Council (presently both bodies review and make recommendations regarding program changes). This change will significantly streamline the overall Senate program approval process, and also significantly reduce the (redundant) workload in FGS Council associated with program changes.

The nature of the proposed changes has prompted a reorganization of the Constitution and Bylaws document as a whole to improve clarity and readability. As such, it is not feasible to provide a 'track changes' version of the proposed changes to the Constitution and Bylaws.

The proposed revisions were approved by the FGS Graduate Executive Committee and FGS Council in November 2023.

The following have been consulted in the development of the proposed revisions:

Office of the Registrar

Vice-President Academic & Provost

Associate Vice-President Academic Programs

Associate Vice-President, Faculty Relations and Academic Administration University Secretary

UVic Graduate Student Society

FGS Deans office

Deans Council



Constitution and Bylaws

Approved by FGS Council Nov 17, 2023
Approved by Senate **date**

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1. Preamble

- a. The Faculty of Graduate Studies (FGS) is an academic and administrative body with oversight and responsibility for all graduate programs at the University of Victoria. FGS serves and supports (1) graduate students; (2) graduate programs and the people who create and deliver them; and (3) the university of and its institutional mission and goals.
- b. FGS governance is comprised of a Faculty Council (FGS Council) and a Graduate Executive Committee (GEC). The FGS Council and the GEC are empowered to exercise the authority of the Faculty of Graduate Studies as set out in the University Act, and in University of Victoria policies and regulations.

2. Faculty of Graduate Studies Council

- a. Provides guidance and makes recommendations in regard to institutional academic governance matters for the Faculty of Graduate Studies;
- b. Reviews and recommends institutional-level academic policies and procedures for graduate programs and students; and
- c. Provides guidance to the Faculty of Graduate Studies Dean on matters pertaining to graduate programs, students, and members of the Faculty of Graduate Studies.

2.1. FGS Council Membership

- a. Voting members of FGS Council include:
 - (i) Dean, Faculty of Graduate Studies (*Chair of FGS Council*)
 - (ii) Associate Deans, Faculty of Graduate Studies
 - (iii) Five graduate students, appointed on recommendation from the UVic Graduate Student Society (GSS)
 - a. One member of the GSS executive
 - b. One student in a graduate program in Faculty of Engineering & Computer Science or the Faculty of Science
 - c. One student in a graduate program in the Faculty of Business, Faculty of Education, or Faculty of Law
 - d. One student in a graduate program in the Faculty of Fine Arts, The Faculty of Humanities, or Faculty of Social Sciences
 - e. One student in a graduate program in the Faculty of Human and Social Development or the Division of Medical Sciences.

Student representatives must be registered for the duration of their appointment to FGS Council.

- (iv) One member from each academic unit with a graduate program. "Academic Unit" includes Departments and Schools, non-departmentalized Faculties, the Division of Medical Sciences, and interdisciplinary graduate programs, but does not include the Division of Continuing Studies. The academic unit representative shall normally be the unit's graduate adviser or equivalent. The representative from each non-departmentalized Faculty shall normally be the associate dean from that Faculty. Subject to approval by the FGS Dean,

academic units may choose to appoint an alternate representative. In all cases academic unit representatives must be Members of the Faculty of Graduate Studies.

- b. Non-voting members of FGS Council include:
- (i) Administrative Manager, Faculty of Graduate Studies
 - (ii) Director, Graduate Admissions and Records
 - (iii) Elected members of Senate representing FGS
 - (iv) The Associate Vice President Research or designate
 - (v) Assistant to the Dean, Faculty of Graduate Studies (*FGS Council secretary*)

2.2. FGS Council Meetings

- a. Professional collegiality shall be the guiding principle of conduct at FGS Council meetings.
- b. Meetings shall normally be fully in-person or fully virtual, at the discretion of the Dean of the Faculty of Graduate Studies.

2.2.1. Attendance and Quorum

- a. Normally, the Dean of FGS shall chair meetings of the FGS Council. In the absence of the Dean, an Associate Dean of FGS shall chair meetings of the FGS Council.
- b. All voting and non-voting members listed in 2.1 are expected to attend FGS Council meetings and are normally expected to serve for the entire academic year.
- c. Proxies are not permitted for individual meeting absences. If a voting member of FGS Council listed in 2.1 anticipates an extended absence, a substitute member who meets the corresponding eligibility requirements of Section 2.1 can, with permission of the Dean, be appointed to replace the absent member for the length of the absence. A substitute member so appointed shall have voting privileges at the FGS Council meetings.
- d. Every member of the Faculty of Graduate Studies is entitled to attend and speak at FGS Council meetings.
- e. All FGS Council meetings shall be open to non-FGS members, unless the FGS Council determines (through a simple majority approval of the voting members of a motion from the floor) that it is appropriate to move into a closed session.
- ~~f.~~ Quorum at FGS Council meetings is normally 20% +1 of the voting membership of the FGS Council. The Chair shall adjourn the meeting if quorum is not present within 10 minutes from the scheduled start time of the meeting. Within one day the Chair shall re-schedule and announce a meeting of the FGS Council, to be held within 10 business days, with the same agenda. ▸

~~g.f.~~ _____

2.2.2. Schedules and Agendas

- a. FGS Council meetings shall normally be scheduled monthly, from September to May inclusive. Additional meetings may be called if deemed necessary by the FGS Dean.
- b. Meeting agendas shall normally be distributed electronically to members and academic units by the Office of the Dean of Graduate Studies at least one week prior to meeting.
- c. Agenda items shall be categorized as one of the following:
 - (i) information
 - (ii) discussion
 - (iii) decision (vote).
- d. Requests to add agenda items to an upcoming meeting must be received at least 2 weeks in advance by the Office of the Dean of Graduate Studies, and must be accompanied by any supporting materials and a rationale.
- e. The meeting agendas shall be approved at the start of each meeting.
- f. In-meeting requests for additional items may be proposed under “other business” by FGS Council members but shall normally be restricted to items for information or discussion at the discretion of the Chair.

2.2.3. Voting protocols

- a. Only voting members of FGS Council who are present at a meeting may move and vote on motions.
- b. All motions moved and seconded are considered approved if they receive a majority (at least 50% +1) of the votes cast by voting members of FGS Council. Abstentions shall not count as votes cast in determination of majority.
- c. The Chair shall only vote in the case of a tie.
- d. Votes are conducted by a show of hands. A Council member may request at any time through a motion that a roll call or secret ballot be conducted. Such a request must be moved, seconded, and approved by a simple majority in the affirmative to pass.

2.2.4. Meeting records

- a. Minutes for each meeting of FGS Council minutes shall be recorded by the FGS Council secretary.
- b. Meeting minutes shall be distributed for approval at the next FGS Council meeting.

3. Graduate Executive Committee (GEC)

- a. Provides guidance in regard to the institutional academic governance matters for the Faculty of Graduate Studies;
- b. Reviews and recommends to FGS Council institutional-level academic policies, regulations, and procedures for graduate programs and students;
- c. On behalf of FGS, reviews and recommends to Senate all graduate curriculum submissions;
- d. On behalf of FGS, reviews and recommends to Senate academic unit graduate program changes and proposals; and
- e. Provides guidance to the Dean on all matters pertaining to graduate programs, students, and members of the Faculty of Graduate Studies.

3.1. GEC Membership

- a. Voting members of GEC include:
 - (i) Dean, Faculty of Graduate Studies (*Chair of GEC*)
 - (ii) Associate Deans, Faculty of Graduate Studies
 - (iii) One representative from each of the other UVic Faculties, which shall include the Division of Medical Science but not the Division of Continuing Studies. The faculty representative shall be a member of the Faculty of Graduate studies and shall normally be the Associate Dean Research/Graduate Studies for that Faculty. If no such role exists the Faculty representative is appointed on recommendation of the Dean of that Faculty. Subject to approval by the FGS Dean, Faculties may choose to appoint an alternate representative.
 - (iv) Chair, UVic Graduate Student Society
- b. Non-voting members of GEC include:
 - (i) Administrative Manager, Faculty of Graduate Studies
 - (ii) Director, Graduate Admission and Records
 - (iii) Assistant to the Dean, Faculty of Graduate Studies (*committee secretary*)

3.2. GEC meetings

- a. Professional collegiality shall be the guiding principle of conduct at GEC meetings.
- b. Meetings shall normally be fully in-person or fully virtual, at the discretion of the Dean of the Faculty of Graduate Studies.
- c. Matters discussed at meetings of the GEC are generally confidential until otherwise indicated by the Chair.

3.2.1. Attendance and quorum

- a. Normally, the Dean of the Faculty of Graduate Studies shall chair meetings of the GEC. In the absence of the Dean, an Associate Dean of the Faculty of Graduate Studies shall chair meetings of the GEC.
- b. All voting and non-voting members listed in 3.1 are expected to attend GEC meetings and are normally expected to serve for the entire academic year.
- c. Proxies are not permitted for individual meeting absences. If a member listed in 3.1 anticipates an extended absence, a substitute member who meets the corresponding eligibility requirements of Section 2.1 can, with permission of the Dean, be appointed to replace the absent member for the length of the absence. A substitute member so appointed shall have voting privileges at the FGS Council meetings.
- d. Non-members of GEC may be invited by the Dean to a GEC meeting for the purpose of subject matter expertise, or additional consultation.
- e. Quorum at any GEC meeting is 40% +1 of the voting membership of GEC. The Chair shall adjourn the meeting if quorum is not present within 10 minutes from the scheduled start time of the meeting. Within one day the Chair shall re-schedule and announce a meeting of the GEC, to be held within 10 business days, with the same agenda. ▸

3.2.2. Schedules and agendas

- a. GEC meetings shall normally be scheduled monthly, from September to May inclusive. Additional meetings may be called if deemed necessary by the FGS Dean.
- b. Each meeting agenda shall normally be distributed to members by the Office of the Dean of Graduate Studies at least one week prior to meeting.
- c. Agenda items shall be categorized as one of the following:
 - (i) information
 - (ii) discussion
 - (iii) decision (vote).
- d. Requests to add agenda items to an upcoming GEC meeting must be received at least 2 weeks in advance by the Office of the Dean of Graduate Studies, and must be accompanied by any supporting materials and a rationale.
- e. Meeting agendas shall approved at the beginning of the meeting.
- f. In-meeting requests for additional items may be proposed under “other business” by FGS Council members but shall normally be restricted to items for information or discussion at the discretion of the Chair

3.2.3. Voting protocols

- a. Only voting members of GEC who are present at a meeting may move and vote on motions.
- b. All motions moved and seconded are considered approved if they receive a majority (at least 50% +1) of the votes cast by voting members of the GEC. Abstentions shall not count as votes cast in determination of majority.
- c. The Chair shall only vote in the case of a tie.
- d. Votes are conducted by a show of hands. A Council member may request at any time through a motion that a roll call or secret ballot be conducted. Such a request must be moved, seconded, and approved by a simple majority in the affirmative to pass.

3.2.4. Meeting records

- a. Minutes for each meeting of GEC shall be recorded by the GEC secretary.
- b. Meeting minutes shall be distributed for approval at the next GEC meeting.

c. Approval of revisions to Terms of Reference

- a. This document may be amended, subject to subsequent approval of Senate, by a motion approved by FGS Council by at least a 2/3 majority of the voting members at an FGS Council meeting.

CONSTITUTION

1. Powers to Act

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

2. Membership

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

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

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

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

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

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

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

BYLAWS

3. Procedures

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

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

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

3.4 Only members of the FGS Council who are present may move and vote on motions. No proxies are permitted. All votes must be cast in person while physically present at any meeting of the FGS Council (i.e. no votes by email, nor via any other electronic connections including by computer or by telephone). Members of the FGS Council are

normally expected to serve for the entire academic year. From time-to-time, temporary substitutions for any member of the FGS Council are permitted provided that the substitute is from the same academic unit and is a regular member of the Faculty of Graduate Studies. The substitute will have voting privileges at the FGS Council meeting.

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

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

4. Agenda and Motions

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

4.2 Normally, proposed agenda items should be indicated to be one of the following categories:

- for Information
- for Discussion
- for Approval

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

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

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

4.6 Voting is normally by show of hands. A secret ballot may be used if requested and appropriate.

4.7 The Chair of the meeting has voting rights.

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

5. Quorum

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

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

6. Meeting Schedule

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

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

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

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

7. Graduate Executive Committee (GEC)

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

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

7.3 Composition

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

7.4 Terms of Reference

The committee will advise and assist the Dean in the policy and decision making processes and make and approve motions on matters appropriate for consideration by the FGS Council.

7.5 Terms of Service

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

7.6 Election Procedures

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

8. Amending FGS Council Bylaws

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

8.2 All proposed changes to these bylaws must first be considered by the Graduate Executive Committee (GEC) with a recommendation, either in support or not in support, forwarded to the FGS Council for its consideration and approval.

From: [GSS Chair](#)
To: [Robin Hicks – Dean of Graduate Studies](#); [Kyla Turner - Executive Director, Graduate Students' Society](#)
Subject: Re: GRC Agenda and Speaker Confirmation
Date: October 2, 2023 12:43:02 PM

Hi Robin,

Thank you so much for connecting with us on both issues. We appreciate the opportunity to provide input.

I am very happy with the proposed changes to the FGS TOR proposed and look forward to those being put into practice.

Sincerely,

Wyatt Maddox
GSS Chair

University of Victoria Graduate Students' Society
gsschair@uvic.ca
<https://gss.uvic.ca/>
Unceded Lekwungen & W̱SÁNEĆ territory


From: Robin Hicks – Dean of Graduate Studies
Sent: October 1, 2023 6:03:14 PM
To: Kyla Turner - Executive Director, Graduate Students' Society; GSS Chair
Subject: RE: GRC Agenda and Speaker Confirmation

Hi Kyla, Wyatt,

Thanks for having me at your GRC and executive board meetings last week. I found both were super informative and productive, I hope you and others feel the same!

I'm following up with you on the FGS Terms of Reference discussion. As I mentioned, my plan is to move forward on other campus consultations on these revisions, which would include the changes to student representation on FGS council as described in the document version you have (i.e. one GSS exec rep + 4 others by faculty clusters, and GSS can determine how these reps are chosen – election/volunteer/appointment etc.). Could I get a “thumbs up” from you on this within the next week or so, so that I can continue with other consultations?

Thanks,
Robin



Dr. Robin G. Hicks *he/him/his*
Dean, Faculty of Graduate Studies
Professor of Chemistry