AGENDA

I CONSIDERATION OF THE MINUTES OF PREVIOUS MEETINGS
1. April 29, 2020
2. May 6, 2020

II BUSINESS ARISING FROM THE MINUTES - none

III REPORTS OF OTHER COMMITTEES OF SENATE, FACULTY AND SCHOOL COUNCILS

1. Report of the Faculty Council of the Faculty of Management RE: Temporary Revisions to Graduation Requirements for the Bachelor of Commerce (Honours), Including the Co-operative Education Option

2. Report of the College Executive Council of the College of Pharmacy RE: Proposal for Special Consideration Admission Category, Doctor of Pharmacy Program, Fall 2020 and Fall 2021 Intakes

IV ADDITIONAL BUSINESS - none

V ADJOURNMENT

Please send regrets to shannon.coyston@umanitoba.ca.
As per the rules and regulations of the Asper Co-op Program, students wishing to complete a Co-op option within their Bachelor of Commerce (Honours) degree must complete three, 4-month work terms with an employer. For those students anticipating graduating in either Feb 2021 or May 2021, their only current option if they are unable to find a co-op work term is to withdraw from the Asper Co-op Program and graduate without earning a Co-op designation on their degree. These students will also be left with 1 credit hour short of graduation, having completed 2 credit hours of a business option with successful completion of two co-op terms (IDM 2982, IDM 3982) but without completing the 3rd co-op work term (IDM 4982).

In Fall 2020, the Asper School intends to offer a new Topics course IDM 4050 Applied Small Business Consulting (course outline draft attached). The aim of this course is to have students assist local small businesses manage the current economic crisis. This experiential course will give students hands-on experience in helping a local small business overcome the current COVID-19 economic crisis and will offer a significant work-integrated learning experience for students. It is our proposal, given the nature of the course, that it be allowed to be used in place of IDM 4982 if and only if a student is unable to secure their third co-op work placement and is expected to graduate in Feb 2021 or May 2021.

If the proposal is accepted, the student would register for the 3-credit hour Business Option course and pay the corresponding tuition for that course. Standard Co-op work term fees would not be charged. On obtaining a C or higher in the course, the student would be permitted to graduate with the Co-op designation. Although they would have paid for 2 credit hours above the required 120, it is more than compensated for by the Co-op work term fee (about $800) which they would otherwise have paid.

The course would have the following as course prerequisite: For Asper Students only and Year 4 or later [or IDM 3982 (C)]. It should be noted that the special topics IDM 4050 course is open to any student who meets these criteria. However, priority will be given to those Co-op students who meet the earlier mentioned criteria.
It should be noted that the substitution being requested is temporary, given the current COVID-19 economic conditions.

The Bachelor of Commerce Honours program requirements stipulates that students may not hold more than 6 hours of readings or research courses. As some of the co-op students may already have 6 hours of such courses, they will need to be allowed to exceed that maximum.

Based on the justifications provided, the Asper School is making the following Motions:

THAT the Senate Executive Committee approve, on behalf of Senate, the revision of graduation requirements for the Bachelor of Commerce Honours (Co-operative Education Option); specifically:

The requirement that “the program will include 12 months spent in co-op work terms with a co-op office approved employer, typically taken in three, 4-month-long co-op work terms with a minimum grade of ‘C’ in each co-op work term course and combine the work terms together to satisfy 3 credit hours of Business Options” be temporarily amended to allow students graduating in Feb 2021 or May 2021 to substitute the third co-op work term, IDM 4982 (1 credit hour), with IDM 4050 Applied Small Business Consulting (3 credit hours) with a minimum grade of ‘C’.

THAT the Senate Executive Committee approve, on behalf of Senate, revise graduation requirements for the Bachelor of Commerce Honours; specifically:

The stipulation that “Students are limited to a maximum of six hours of readings and research courses” be amended to “Students are limited to a maximum of nine hours of readings and research courses”, for students graduating in Feb 2021 or May 2021.
IDM 4050 A01 (3 CH)  
TOPICS COURSE: APPLIED SMALL BUSINESS CONSULTING  
FALL 2020  
(Class Times TBA)

CONTENTS

CONTENTS ............................................................. 1  
INSTRUCTORS ........................................................ 1  
COURSE DESCRIPTION........................................... 1  
COURSE OBJECTIVES ............................................. 2  
COURSE MATERIALS .............................................. 2  
COURSE FORMAT .................................................. 2  
ASSESSMENT OF LEARNING .................................. 3  
ATTENDANCE POLICY ............................................ 3  
OUT-OF-CLASS COMMUNICATION ....................... 4  
CONSULTING PROJECT ........................................... 4  
INTENDED LEARNING OUTCOMES ......................... 5  
ACADEMIC INTEGRITY POLICY .............................. 6  
STUDENT SERVICES AND SUPPORTS ................. 8  
APPENDIX .............................................................. 9

INSTRUCTORS

Name: Instructor 1  
Office: NN1 Drake Centre  
Phone: 204-474-nnnn  
Email: Inst1@umanitoba.ca  
Office hours: MW n.00-n.00 pm

Instructor 2  
Office: NN2 Drake Centre  
Phone: 204-474-nnnn  
Email: Inst2@umanitoba.ca  
Office hours: MW n.00-n.00 pm

Instructor 3  
Office: NN3 Drake Centre  
Phone: 204-474-nnnn  
Email: Inst3@umanitoba.ca  
Office hours: MW n.00-n.00 pm

COURSE DESCRIPTION

This course has three purposes. First, this course is designed to give students hands-on experience in conducting consulting work, particularly for a small business. Second, it gives small businesses that cannot otherwise afford professional consulting, access to pro bono business consulting by senior business students guided by a business professor. Third, it gives the Asper School of Business the opportunity to give back to the community and contribute to growing local businesses; this is especially important at this economically-challenging time when many small businesses have been hit hard by the COVID-19 crisis and are struggling to stay afloat.

From a business education perspective, this Applied Small Business Consulting course provides students with a first-hand insight into the idiosyncrasies of a small business, its unique constraints, challenges, and gives students the opportunity to come up with innovative and affordable solutions to problems faced by businesses that do not have the resources, reputation, customer base, networks, or financial leverage that large and medium businesses do.
At the end of the course, it is expected that a local small business will have practical recommendations on how to overcome the challenges it faces from the COVID-19 economic crisis. At the same time, students would have got valuable experience in consulting for a business and applying the knowledge and tools they have gained in their education at the Asper School of Business.

**COURSE OBJECTIVES**

This course is intended to:

1. To provide you with hands-on consulting experience, particularly for a small business client.
2. Give you an opportunity to link the concepts and tools you have learned in your courses to application in a real-world business scenario.
3. Make you think innovatively and practically on how to solve unusual problems and challenges that businesses are facing during the COVID-19 crisis.
4. Provide a local small business with access to quality business consulting at no cost.

**COURSE MATERIALS**

Reading materials TBA.

In the event the course has to be delivered online, a computer with a camera and microphone are required. Moreover, these will be required in having video conferences with the client.

**COURSE FORMAT**

In this course, students will first be taught the fundamentals of consulting, following which they will conduct a consulting project for a small business client, either as individuals or in small groups. The projects for this course will be sourced by the Stu Clark Centre for Entrepreneurship at the Asper School. In general, projects will be chosen such that they give students the opportunity to apply their knowledge in a variety of business areas, although they are likely to require a subsequent focus on one or more of those areas. Further, the project will be such that it is expected to take the duration of the term, but will conclude by the end of the term.

Matching of students with projects will be done by the three instructors, based on the expertise of the student (e.g., major) and interest in the topic. However, as there will be a limited number of projects available, students are expected to be flexible in accepting the assignments made.

Each project will be overseen by one of the three instructors, based on their discipline expertise. The role of the instructor will be that of a guide and coordinator. The specific instructor will also be the one who will determine the graded components of the project, grading criteria, course deliverables, and course grade for the students that he/she is guiding. As every project is different, it should not be expected that all projects will have the same graded components, grading criteria, or course deliverables. At a minimum,
you should expect every project to require a detailed written consulting report, a presentation to the client, and a reflective journal on what you learned from the project for course deliverables.

Being an experiential course, the instruction component of the course will be relatively unstructured compared to other courses you may be taking at the university. During the initial weeks of the course, there will be scheduled classes at which you will be taught the fundamentals of consulting. During the latter part of the course when you will begin working on the project, there will be no regularly scheduled classes. However, you should expect multiple meetings with the instructor and occasional meetings with the small business client throughout the term. These will be scheduled at times that work for all parties concerned.

**ASSESSMENT OF LEARNING**

You will be informed what the graded components are prior to your accepting the project assigned to you. Below is an example of what they might look like.

- Written Consulting Report (to be submitted to client; due Dec 10) - 60 % *
- Presentation to Client (date TBA based on schedule of client) - 20 % *
- Reflective Learning Journal (due Dec 18) - 10 %
- Overall Professionalism in report and interactions with client - 10 %

* The grade on the Written Consulting Report and Presentation to Client will be adjusted for each group member based on an end-of-term confidential peer assessment.

The instructor is likely to seek feedback on your work directly from the client and factor that in determining your course grade.

**ATTENDANCE POLICY**

There will be relatively few scheduled classes and business meetings with the client. Therefore, attendance at these is critical for high-quality execution of the project. It is especially important you not miss business meetings with the client – not only from a potential loss of information perspective, but also from a professionalism one.

You are allowed to miss a maximum of 1 scheduled class and 1 meeting with the client without a valid excuse. Please note that attendance at scheduled classes and business meetings is non-compensatory, that is, you cannot miss more than 1 scheduled class because you attended all business meetings, or vice versa. This does not include excused absences due to:

- a) medical and/or compassionate reason
- b) participation in an inter-university, provincial, inter-provincial, national, or international scholastic or athletic event
- c) religious obligations
- d) qualification for accommodation under one of the Asper approved list of events
No reason other than the above is considered a valid excuse. For an absence to be considered excused, valid documentation will be required. Simply informing me that you won’t be attending a particular meeting with the client is not considered an excused absence.

If you have over 1 unexcused absence at a scheduled class or over 1 unexcused absence at a meeting with the client, it will result in an automatic F grade in the course, as per the Asper School’s Debarment Policy. There will be no exceptions to this rule.

OUT-OF-CLASS COMMUNICATION

Any class-related files will be posted on UM Learn. Moreover, any communications from the instructor guide to you will be sent by e-mail. It is your responsibility to check your UofM e-mail account frequently so that you don’t miss these communications. UM Learn will also be used to submit your consulting report.

CONSULTING PROJECT

During the initial days of the course, you will be trained on the basics of consulting. These will require attendance at the scheduled classes. The topics covered in these classes will include:

a) Business, Ethical, and Legal Aspects of Consulting
b) Writing the Project Proposal
c) The Client Interview Process
d) Business Problem Identification
e) Resources and Tools for Solution Development
f) Specifying the Scope and Deliverables of the Project
g) Communicating and Updating Client during the Consulting Process
h) How to Work in Teams
i) Expectations of Professionalism
j) Writing an Actionable Report
k) Making an Effective Final Presentation
l) Follow-up and Obtaining Client Feedback

Further details of what’s expected in the project, timeline, disclosures, etc. are provided in the Appendix.
INTENDED LEARNING OUTCOMES

The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement of the School and our students. Part of “student improvement” is ensuring that students graduate with the knowledge and skills they need to succeed in their careers. To do so, the Asper School has set the learning goals and objectives listed below for the Undergraduate Program. The checked goal(s) and objective(s) will be addressed in this course and done so by means of the items listed next to the checkmark.

<table>
<thead>
<tr>
<th>Goals and Objectives in the Undergraduate Program</th>
<th>Goals and Objectives Addressed in this</th>
<th>Course Item(s) Relevant to these Goals and Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Quantitative Reasoning</td>
<td>A. Determine which quantitative analysis technique is appropriate for solving a specific problem.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Use the appropriate quantitative method in a technically correct way to solve a business problem.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Analyze quantitative output and arrive at a conclusion.</td>
<td></td>
</tr>
<tr>
<td>2 Written Communication</td>
<td>A. Use correct English grammar and mechanics in their written work.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Communicate in a coherent and logical manner</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Present ideas in a clear and organized fashion.</td>
<td></td>
</tr>
<tr>
<td>3 Ethical Thinking</td>
<td>A. Identify ethical issues in a problem or case situation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Identify the stakeholders in the situation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Analyze the consequences of alternatives from an ethical standpoint.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. Discuss the ethical implications of the decision.</td>
<td></td>
</tr>
<tr>
<td>4 Core Business Knowledge</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX

The following will apply to all the consulting projects:

Phase 1 – Meeting with Client and Understanding their Needs.

Phase 2 – Completing Paperwork
  o Signed Disclaimer and Approval Form (Schedule A)
  o Project Milestone/Work Plan – Schedule B is an outline of the Work Plan

Phase 3 – Project Progress Reporting
  • Bi-weekly progress report and updated Work Plan, emailed to the instructor for review and/or discussion. The first Project progress report is due by <date TBA>, bi-weekly thereafter.
  • Report outline and completion of the analysis of the situation (written) submitted to the instructor at the end of Week 3.

Part 3 – Consulting Project Deliverables
  • Final Report for client – contains all elements of a professional report, including:
    o Cover page
    o Executive Summary
    o Table of Contents
    o Introduction that clearly outlines the Project purpose and scope
    o Conclusion and recommendations that align with the purpose, scope and analysis
    o Research and analysis is presented in a clear, easy to read and understandable manner
    o Well written in terms of spelling, grammar, punctuation and appropriate report headings, tables etc. are used
    o Citations and References
    o Report specifications: 30 – 40+ pages, 1.5 line space, line between paragraphs, 1” margins, 12 point font
    o Sufficient printed copies provided to meet client and academic needs
  • Presentation of Report Recommendations to Client (15 – 20 minute presentation)
    o Oral communication reflecting preparedness, respectful of the audience, report content/findings and recommendations as well as visual aids (e.g. PowerPoint)
  • Reflective Learning Journal – submission to the instructor (Schedule C)
SCHEDULE A - PROJECT DISCLAIMER & APPROVAL

Project Name: ___________________________________________________

Student Acknowledgement and Agreement

I ____________________________________________, as the project lead/member, understand the critical and mandatory nature of company-client confidentiality, and agree not to disclose or discuss with anyone, or any organization or agency, outside those identified and agreed upon in this proposal, products, data, information and/or views and opinions provided by the client without the written permission of the client.

Student Signature & Date______________________________________________________________

Client Acknowledgement and Agreement

I ______________________________________, as the client’s authorized representative, understand that this project is an academic exercise in fulfillment of IDM 4050—Applied Small Business Consulting Project. It is understood that the findings, conclusions, recommendations and/or products that will be provided will be the result of an academic exercise, and I agree to not hold The University of Manitoba, the I.H. Asper School of Business, or the student(s) or individual parties identified in this proposal, liable for those findings, conclusions, recommendations and/or products.

Client Signature & Date_______________________________________________________________

Professor Acknowledgement and Agreement

I, as the Consulting Project course academic supervisor and subject expert, agree to supervise the student through the academic project and provide a final evaluation/grade on the student.

Instructor Signature & Date:___________________________________________________________
<table>
<thead>
<tr>
<th>No.</th>
<th>Industry Project Milestones, Meetings and Deliverables</th>
<th>Responsible Student/Other</th>
<th>Start Date</th>
<th>Estimated Date to Complete</th>
<th>Comments</th>
<th>Weekly Hours Logged/student</th>
</tr>
</thead>
<tbody>
<tr>
<td>W1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W3</td>
<td>Project report outline completed, with draft of the analysis</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SCHEDULE C – REFLECTIVE LEARNING JOURNAL

The purpose of writing a Reflective Learning Journal (RLJ) is to enhance learning through writing and thinking about your learning experience.

Required: Upon Project completion, each student will submit their RLJ via email to the instructor.

Journal Specification: Word document, 500-1,000 words (double spaced, 1; margins, 12 font).

A Reflective Learning Journal:

- Demonstrates how your learning is developing
- Helps you identify your strengths as well as areas you wish to improve on
- Helps you be reflective in your learning
- Is an opportunity to communicate your thinking process: how and why the Project experience has meaning for you in your overall development

The RLJ should integrate specific point(s) from your Project work experience that you consider a critical point in your learning. Try to link your prior knowledge to the new knowledge, a direct result of your Project experience. Avoid being too general in your RLJ.
Introduction
Applications for admission to the College of Pharmacy Doctor of Pharmacy Program for Fall 2020 have decreased significantly in comparison with previous years. As noted in a previous submission to the Senate Executive Committee, the application process for Pharmacy is typically highly competitive with in excess of 300 applicants competing for 55 positions, and an average entrance GPA in the range of 4.0 to 4.2.

For Fall 2020, the College has not received sufficient applications that meet current eligibility requirements to meet the enrolment quota. Further, conforming applications remain tentative pending confirmation of grades from the most recent academic semester and Pharmacy College Admissions Test (PCAT), and it is unclear how many students might seek to defer admission until 2021. This is the first admission cycle for the application of the new admissions criteria, which was approved by Senate in March 2017, and was developed for the new program-based, Doctor of Pharmacy curriculum. Previous to this, the admission criteria for the course-based (or credit-hour based) B.Sc.(Pharm.) curriculum was in place.

It is unclear why applications have decreased so precipitously this year, although it is reasonable to assume that issues related to the current public health crisis due to COVID-19, the associated economic downturn, concerns about limited support and the quality of distance-learning options for the immediate future, all play a role. It should be noted that a drop in applications has been reported by other pharmacy programs in Canada. Also, as previously noted, recent changes to admission eligibility requirements associated with the introduction of the new Doctor of Pharmacy program (including the introduction of PCAT assessment), the increased duration of the new program and increased tuition costs, also play a contributing role.

While other Canadian Pharmacy programs are experiencing similar reductions, the situation in Manitoba is exacerbated by the lack of a program intake in Fall 2019, and the loss of a graduating class in 2022; both a consequence of the transition from the B.Sc.(Pharm.) to the entry level Doctor of Pharmacy program. Thus, the consequences of the current shortfall, particularly the uncertainty surrounding the long term consequences of COVID-19, may have significant public health implications for the province of Manitoba.

Proposal
In response to COVID-19 related concerns, the Senate Executive Committee, on behalf of Senate, has already approved temporary revisions to the College’s admission process for the Fall 2020 and 2021 intakes into the Doctor of Pharmacy Program—most recently at the Special Meeting of Senate Executive Committee held on April 8, 2020. Having undertaken a detailed review of the applicants who, to this point that have been rejected for the Fall 2020 intake has enabled the College to better understand the current, restrictive eligibility criteria for admission to the Doctor of Pharmacy program. The College of Pharmacy is now seeking consideration of additional changes to ameliorate the unique and very difficult situation in which we find ourselves, and to allow time to properly assess and develop new admission criteria for Fall 2022.

Additional Requested Changes:
The College is seeking to introduce a temporary ‘Special Consideration’ category for admissions for Fall 2020 and Fall 2021 to address the current application shortfall and to allow time to comprehensively assess and develop new admission criteria for Fall 2022. It is proposed that—

- The College of Pharmacy will continue to assess applications under the regular approved Senate admission requirements and processes, and will only consider admissions under the Special Consideration category in the event that an admissions quota of 55 students cannot be achieved.
- The Special Consideration category will facilitate a broad-based holistic review of those applicants who may not present direct equivalent courses (60 credit hours) for admission, but that have accumulated an academic record and background commensurate with the foundation requirements for success within the Doctor of Pharmacy program.

- Applicants reviewed under the Special Consideration category will be required to meet the current admission requirements, as amended by Senate Executive on April 29, 2020; however, applicants in this category will not require direct subject equivalence and the full time (24 credit hour) academic year requirement will be suspended for both 2020 and 2021.

- The Pharmacy Admissions Committee of the College of Pharmacy, in collaboration with the Admissions Office, would be responsible for the review of applicants under the Special Consideration category, and making recommendations to the Dean of the College.

- With the impact of the current COVID-19 situation, applicants may be been delayed in completing the current term, therefore the time required to complete outstanding admission requirements will be extended from April 2020, to August 2020.