

Senate  
via Zoom audio conference  
Wednesday, January 11, 2023  
1:30 p.m.

## **A G E N D A**

### **I MATTERS TO BE CONSIDERED IN CLOSED SESSION - none**

### **II MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE**

- |    |  |         |
|----|--|---------|
| 1. | <b>Revisions to 2022-2023 Academic Schedule,<br/><u>Bachelor of Nursing, College of Nursing</u></b>  | Page 3  |
| 2. | <b>Report of the Division of Extended Education Council<br/>RE: Proposal for Micro-Certificate in Governance in<br/><u>Canadian Universities</u></b> | Page 4  |
| 3. | <b>Report of the Faculty Executive Committee of the Faculty of<br/><u>Graduate Studies RE: Department of Psychology</u></b>                          | Page 23 |
| 4. | <b>Report of the Senate Committee on Medical Qualifications<br/><u>RE: Dr. Julianio Offerni</u></b>  | Page 24 |

*Dr. Offerni's curriculum vitae will be available for inspection by members of Senate in the Office of the University Secretary and in the Dean's Office, College of Medicine, prior to the January Senate meeting.*

### **III MATTERS FORWARDED FOR INFORMATION**

- |    |   |         |
|----|---|---------|
| 1. | <b>Report of the Senate Committee on Awards<br/><u>[November 15, 2022]</u></b>  | Page 35 |
| 2. | <b>Correspondence from Provost and Vice-President (Academic)<br/>RE: Increase to Admission Target, Bachelor of Midwifery,<br/><u>College of Nursing, Approval</u></b> | Page 39 |
| 3. | <b>Items Approved by the Board of Governors,<br/><u>[November 29, 2022]</u></b>   | Page 41 |

### **IV REPORT OF THE PRESIDENT**

### **V QUESTION PERIOD**

Senators are reminded that questions related to matters not on the agenda shall normally be submitted in writing to the University Secretary no later than 10:00 a.m. of the Monday preceding the meeting.

Senators are reminded that questions pertaining to items on the agenda can be asked during the Senate meeting and do not require submission in advance.

VI	<b><u>CONSIDERATION OF THE MINUTES OF THE MEETING OF DECEMBER 7, 2022</u></b>	
VII	<b><u>BUSINESS ARISING FROM THE MINUTES</u></b> - none	
VIII	<b><u>REPORTS OF THE SENATE EXECUTIVE COMMITTEE AND THE SENATE PLANNING AND PRIORITIES COMMITTEE</u></b>	
1.	<b><u>Report of the Senate Executive Committee</u></b>	Page 43
	Comments of the Senate Executive Committee will accompany the report on which they are made.	
2.	<b><u>Report of the Senate Planning and Priorities Committee</u></b>	
	The Chair will make an oral report of the Committee's activities.	
IX	<b><u>REPORTS OF OTHER COMMITTEES OF SENATE, FACULTY AND SCHOOL COUNCILS</u></b>	
1.	<b><u>Report of the Faculty Council of the Faculty of Graduate Studies RE: Proposal for a Master of Art in Art and Architectural History</u></b>	Page 44
a)	<b><u>Report of Senate Planning and Priorities Committee</u></b>	Page 46
2.	<b><u>Reports of the Senate Committee on Instruction and Evaluation</u></b>	
a)	<b><u>RE: Proposed Policy on Learner Immune Status Requirements, Rady Faculty of Health Sciences</u></b>	Page 147
i)	<b><u>Report of the Faculty Council of the Faculty of Graduate Studies</u></b>	Page 150
b)	<b><u>RE: Revised Policies for the Undergraduate Medical Education Program, Max Rady College of Medicine</u></b>	Page 156
i)	<b><u>Formative Assessment</u></b>	Page 158
ii)	<b><u>Narrative Assessment</u></b>	Page 163
X	<b><u>ADDITIONAL BUSINESS</u></b> - none	
XI	<b><u>ADJOURNMENT</u></b>	

*Please regrets send to shannon.coyston@umanitoba.ca.*



**University  
of Manitoba**

Office of the Registrar and  
Enrolment Services

421 University Centre  
Winnipeg, Manitoba  
Canada R3T 2N2  
T: 204-474-8820  
F: 204-474-7554

TO: Jeff Leclerc, University Secretary

FROM: Jeff Adams, University Registrar and Executive Director, Enrolment Services

DATE: November 23, 2022

**Subject: 2022-23 Academic Schedule Change**

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The College of Nursing is undergoing a Bachelor of Nursing program expansion that will require the addition of a third academic term beginning in the summer of 2023. As a result, the dates below that are specific to the program should be added to the 2022-23 Academic Schedule for the summer term:

- Regular registration period ends – May 7, 2023
- First day of classes - May 8, 2023
- Late registration/registration revision period - May 8 to May 19, 2023
- Drop date - May 19, 2023
- Summer term break - June 19-23, 2023
- Voluntary withdrawal date - July 21, 2023
- Last instructional day - August 11, 2023
- Summer term final exam - August 14-19, 2023

CC:

Laurie Schnarr, Vice-Provost (Students)

Shannon Coyston, Associate University Secretary (Senate)

Comments of the Senate Executive Committee:  
The Senate Executive Committee Endorses the  
Report to Senate.

## Memo

Date: November 24, 2022

To: Shannon Coyston, Associate University Secretary, Office of the University Secretary

cc: Greg Smith, Vice-Provost (Academic Planning & Programs)  
Cassandra Davidson, Academic Programs Specialist, Office of the Provost and Vice-President (Academic)

From: Rod Lastra, Acting Dean, Extended Education



Re: Micro-Certificate in Governance in Canadian Universities

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Further to our memo to you of November 7, 2022 and subsequent email correspondence, I am very pleased to advise that at a meeting held on November 23, 2022, Extended Education's Council reconsidered and approved the revised proposal for a new program, a Micro-Certificate in Governance in Canadian Universities. The revised proposal document, which we believe addresses all the questions that were raised about information provided in the previous version of the proposal, is attached. We are submitting it with a request that it be recommended as a Matter for Concurrence without Debate at the January 11, 2023 meeting of Senate. We have initiated discussions with the Registrar's Office regarding this program and are working in cooperation with them in anticipation of initially offering the program before the Summer 2023 term.

Thank you very much.

Attachment

Comments of the Senate Executive Committee:  
The Senate Executive Committee Endorses the Report to Senate.



## Proposal for New Certificate/Micro-Certificate Program

Please complete the form below and append supporting documents, as appropriate. Electronic copies of the completed proposals are to be submitted to the Office of the University Secretary and the Deputy Provost (Academic Planning and Programs) following endorsement of the proposal by the appropriate Faculty/College/School/Division Council.

It is advised that the unit initially discuss the proposed new program with the Deputy Provost (Academic Planning and Programs) prior to completion and submission of the proposal form. Please refer to the [UM Certificate and Diploma Framework](#) detailing the requirements for certificate and micro-certificate programming.

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### Section A: Proposing Unit

**Faculty/School/College/Division:** Extended Education

**Department** (where applicable): Office of Dean, Extended Education

**Contact, Name and Title:** Marion DeJong

**Contact Email:** marion.dejong@umanitoba.ca

### Section B: Program Overview

- 1. Program Type:** Micro-certificate ☒ Certificate ☐
- 2. Program Name:** Micro-Certificate in Governance in Canadian Universities
- 3. Credential Awarded:** Micro-Certificate
- 4. Program Length (contact hours):** 36
- 5. Proposed Start Date:** Winter 2023

## Section C: Program Description and Delivery

### 6. Description of Program

(Provide a general overview of the program, its objectives, and the intended purpose of the program.)

Universities face new and growing pressures around institutional autonomy and recognize the need for increased governance expertise. Recent activities in the sector have led to a high degree of interest in university governance and the important role it plays in moving institutions forward.

While there are general governance programs, there are no governance programs in Canada focused on the unique university governance context. This proposed micro-credential would fill this gap through the provision of accessible training for governance professionals in Canadian universities. Students will work with their own university legislation and by-laws and will address challenges and questions using their own university context.

This micro-certificate requires the completion of 36 hours of study to be completed over a 12-week period, comprised of both synchronous and asynchronous work.

### 7. Intended Outcomes

(Outline the expected outcomes of the program and how it will benefit students.)

Universities play crucial roles in society. Effective governance is critical to universities to ensure their autonomy and be effective stewards of research, teaching, and service.

This program is targeted to Higher Education Professionals (HEPROS), those working in and around university governance. Specifically, this includes individuals working in University Secretariat and Senate Offices, provostial offices with responsibility for academic programming, and those working in Faculty and School Decanal offices with responsibility to support faculty level governance.

The intended outcomes of the micro-certificate are:

- a. develop in students an understanding of the foundational concepts and principles of good university governance;
- b. help those working in and around university governance understand how to promote effective university governance; and,
- c. enhance understanding of the role of the governance professional within universities to build and sustain good governance models.

### 8. Program Structure

#### a) Coursework

(Provide a list of courses, including elective courses, required to complete the program. Outline how students are to progress through the program. Indicate whether proposed coursework is currently offered or new, noting any pre-requisite details where applicable. Append course details, including a list of all course descriptions for existing and proposed courses, and course introduction forms for proposed new courses.)

The Micro-Certificate in Governance in Canadian Universities will consist of 3 new courses:

Course Name	Grade mode	Subject Code / Course no.	Contact Hours
Governance in Canadian Universities I: An Introduction to University Governance Prerequisite: none	Pass/Fail	CHRD 0132	12
Governance in Canadian Universities II: Foundational Principles and Relationships in University Governance Prerequisite: CHRD 0132	Pass/Fail	CHRD 0134	12
Governance in Canadian Universities III: The Role of the Governance Professional Prerequisite: CHRD 0132 and CHRD 0134	Pass/Fail	CHRD 0136	12
Total			36

Students must take all three courses in sequence, and the curriculum is structured such that each course requires and incorporates the learnings from the previous course. Students must register in the program. Courses are pass/fail, where pass is minimum 60%. See Appendix (i) for course list and descriptions.

**b) Experiential Learning or Work-Integrated Learning Opportunities**

(Where applicable, briefly describe any experiential learning or work-integrated-learning opportunities within the program.)

N/A

**c) Other**

(Detail any other component of the proposed program, including any contributions to contact instructional hours by industry or community partners. Refer to the Certificate and Diploma Framework for requirements around UM Delivered Content.)

N/A

**9. Academic Regulations**

(Detail any new academic regulations for the program that are not addressed in existing Faculty/School/College/Division regulations.)

Students must take all three courses in sequence, and the curriculum is structured such that each course requires and incorporates the learnings from the previous course. The program will be offered in a cohort model, therefore, students must register in the program. Students must successfully complete each course to attain the credential. Students that fail or withdraw from one (or more) course(s) could retake the course(s) at the next available offer.

Does the program allow part-time study: Yes ☒ No ☐

## 10. Entrance Requirements

(Detail program specific entrance requirements for the program that are in addition to the minimum university entrance requirements. Minimum entrance requirements are (i) the unit's direct entry or advance entry requirements for applicants not enrolled in a degree program at UM; or (ii) for students currently enrolled in a degree program, to be in good academic standing within their current program.)

Students must meet the minimum University of Manitoba admission requirements and be employed at a Canadian university in and around governance functions.

## 11. Recognition for Credit<sup>1</sup>

(Outline how completion of this program may be recognized and used to satisfy requirements in other programs. Describe whether the program is stackable or whether it can be laddered into other programs<sup>2</sup>. Append letters of support, as appropriate. See *Request for Support* form at (<https://umanitoba.ca/governance/forms>)).

N/A

## 12. Mode of Delivery

This program is available: In-person ☐ On-line ☒ Combination: ☐

## Section D: Program Development and Demand

## 13. Alignment with Strategic Direction and Priorities

(Comment on how the program fits within unit level and institutional strategic priorities and plans.)

This program aligns with both Extended Education (EE) and UM strategic priorities through the provision of purposeful programming for governance professionals to create an outstanding learning and working environment. For Canadian universities this is a critical program as it provides individuals with the knowledge and tools necessary to support good academic governance.

[The Centre for Higher Education Research and Development](#) (CHERD) in Extended Education at the University of Manitoba, provides responsive and accessible professional development for Canadian university administrators and managers. Since its establishment in 1987 by the UM Senate as a Centre, it has provided professional development for over 9000 participants. Over the years CHERD has developed new programming in response to needs. The importance of good governance, coupled with the absence of formal programming for Canadian university governance professionals, were the catalysts to develop this proposed micro-certificate.

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<sup>1</sup> Credit recognition of a micro-credential in another program is subject to Senate approved program regulations. Units are encouraged to review degree requirements and regulations and submit any necessary revisions concurrent with the program proposal.

<sup>2</sup> Stackable credentials are credentials that are modular in nature, and when combined with others, result in the awarding of a larger credential; laddering of credentials is when one credential articulates into another resulting in students receiving established credit within the program, shortening the path to program completion.



## 14. Student Demand for Program

### a. Outline expected student demand and interest in the program.

All Canadian universities have central governance offices as well as units in faculties or colleges which employ governance professionals. This proposed programming aims to address a gap in this niche market with a program focused on the unique Canadian university governance context.

### b. What is the expected enrolment in the program?

A minimum of 30 students to a maximum of 40 students is expected to participate in this micro-certificate.

### c. What is the maximum capacity, if applicable? (*Defined as first-year enrolment capacity.*)

The maximum capacity for the program per offering is 40 students.

## 15. Community and Industry Need

(Describe the current community and/or industry need for the program. Identify any community and/or industry partners involved in course delivery or program development, where applicable.)

As universities face new and growing threats to institutional autonomy, and as universities recognize the need for increased governance expertise, there is a high degree of interest in university governance and the role it plays in combatting these threats.

To the best of our knowledge, this is the first and sole credential for governance professionals in Canadian universities. [Canadian University Boards Association](#) (CUBA) states a mission to improve Canadian university governance and serves a membership of over 85 institutions. Its primary activity is an annual conference open to both university secretaries and university board members. Within this conference a short professional development session is generally held. Beyond a short two-hour session, CUBA does not provide any formalized professional development for university governance professionals. CUBA executives recognize the need for a purposeful program, have reviewed the proposed program curriculum, and have signaled their strong support.

## 16. Internal Consultation

The following have been consulted:

- Jeff Leclerc, UM Secretary (see Appendix iii)
- UM Information Services and Technology (IST) (see Appendix iii)
- UM Libraries (see Appendix iii)

## 17. External Consultation

(Outline any consultations with community and industry partners, and other external stakeholders in the development of this program. Append letters of support, as appropriate.)

- Cheryl A. Foy Strategic Governance (see Appendix iv)
- Julia Eastman, PhD (see Appendix iv)
- Higher Thinking Strategies (see Appendix iv)
- Carleton University Secretariat (see Appendix iv)

## **18. On-going Review and Quality Assurance**

(Outline unit level plans for on-going review of program. Plans will include incorporating feedback from students, instructors, community and faculty partners, and other stakeholders.)

CHERD will undertake both formative and summative evaluations. Formative evaluations will take place after each course with a summative evaluation at the completion of the credential. After the first offering, CHERD will also bring together program participants six months after completing the micro-certificate for a round table discussion focusing on the transfer of learning to their workplace environment. All feedback will inform the program.

## **Section E: Resource Requirements**

### **19. Projected costs and revenues.**

(For each of the sections below, outline the resource requirements for the program. Note that some units may require completion of a program budget/financial form. If required, please append details to the proposal.)

#### **a. Staffing Requirements**

(Comment on the staffing requirements to deliver the program, including instructional, administrative, or advising requirements. Indicate whether any new staffing resources are required to deliver the program.)

- Commitments of existing staff time towards this program will be required including the CHERD Director, Program Coordinator, ongoing technology support, Student Services, and Marketing & Communications.
- A facilitator with a relevant combination of education and expertise will be recruited and hired who will be responsible for overall development and delivery of the program in consultation with the CHERD Director.

#### **b. Infrastructure/Equipment/IT Requirements**

(Comment on how the proposed program will impact on the use of current infrastructure, equipment, and IT resources, including student systems.)

The proposed program will use existing IST resources, equipment, and infrastructure. No additional resources will be required. See attached letter of support from UM Information Services and Technology (IST). (See Appendix iii).

#### **c. Library Resources**

(If the program requires new courses or courses that are not offered on a regular basis, comment on the adequacy of existing library resources. Append a letter of support from the Libraries.)

All course materials will be provided online, and no additional library resources will be required. A letter of support from libraries is appended (see Appendix iii).

**d. Other Resources**

(Outline any other resources required for on-going delivery of the program. This could include, but is not limited to, costs associated with supplies and administrative costs, travel costs, and/or marketing costs.)

N/A

**e. Program Funding**

(Direct costs incurred in the delivery of non-degree certificate-level programming are normally recovered through a cost-recovery model. Outline below the primary sources of funding for the proposed program.)

**i. Course Fees**

The micro-certificate fee will be \$1150 plus GST as follows:

Program application fee	\$100
12 contact hour course	\$350
12 contact hour course	\$350
12 contact hour course	\$350
Total	\$1150

The total fee outlined includes a required program application fee.

**ii. Other Funding Sources**

(Outline any other funding sources in support of program delivery.)

N/A

**Section F: Approvals**

(Certificates and micro-certificates require Senate approval under concurrence without debate following endorsement by the Faculty/School/Division Council. Please list committee/governing body approvals and dates below, as applicable.)

**Unit Level Approvals**

**Committee/Governing Body**

Extended Education Council

**Approval Date:**

November 23, 2022

**Institutional Approvals**

Senate Executive

Senate

Provost and Vice-President (Academic)\*

(\*final approval to implement)

**Approval Date:**

Appendix i) List of courses with course calendar descriptions, highlighting new courses.

<b>CHRD 0132 Governance in Canadian Universities I: An Introduction to University Governance (12 contact hours) (new)</b>	
Description	Introduces governance in Canadian universities by exploring the changing concepts of governance in society, examining what is good governance, discovering what is unique about university governance in Canada and discussing the nature of shared governance in Canada.
Learning Outcomes	<ul style="list-style-type: none"> <li>• Articulate the models and principles of university governance in Canada;</li> <li>• Define good governance in universities;</li> <li>• Distinguish the unique aspects of governance within Canadian universities.</li> </ul>
<b>CHRD 0134 Governance in Canadian Universities II: Foundational Principles and Relationships in University Governance (12 contact hours) (new)</b>	
Description	Foundational principles and relationships in university governance are explored including fiduciary and other legal duties, working with university boards, academic governing bodies and university stakeholders.
Learning Outcomes	<ul style="list-style-type: none"> <li>• Summarize the components of university governance;</li> <li>• Identify institutional bodies involved in university governance and compare their respective roles and relationships with governance offices in universities.</li> </ul>
<b>CHRD 0136 Governance in Canadian Universities III: The Role of the Governance Professional (12 contact hours) (new)</b>	
Description	The role of the governance professional is considered, including contributions to effective governance focusing on leadership in the role, exploration of ethical questions and tensions arising in the context of university governance, and the governance professional's relationships with others and other governing bodies.
Learning Outcomes	<ul style="list-style-type: none"> <li>• Explain the role and responsibilities of governance professionals in Canadian universities;</li> <li>• Assess the opportunities and challenges faced by governance professionals to support good governance.</li> </ul>

Appendix iii) Internal letters of support (See *Request for Support* form at <https://umanitoba.ca/governance/forms>), including letter of support from Libraries.



University  
of Manitoba

Office of the  
University Secretary

312 Administration Building  
Winnipeg, Manitoba  
Canada R3T 2N2  
P: 204-474-9593  
F: 204-474-7511

August 17, 2022

Dr. Kathleen Matheos  
Director, Centre for Higher Education Research and Development  
University of Manitoba.

Dear Kathleen:

I am delighted to provide a letter of support for CHERD's proposed micro-certificate offering – *Governance in Canadian Universities*. This proposed micro-certificate will fill a significant gap in current educational opportunities for those engaged in university governance.

The governance structure of universities is unlike that in any other sector. Collegiality, bicameralism, and active stakeholder engagement underpin a lively, engaging and long-established structure. That there is so little by the way of educational opportunities for governance professionals, prospective governance professionals, and those who work in and around university governance is a shame. This program will go a long way to address this.

I have had a chance to review the proposed curriculum for the micro-certificate and commend the developers on balancing the theoretical and practical, and providing an excellent balance of self-directed and group learning. I commend the use of Foy's *An Introduction to University Governance* as a key text. A strong off-shoot of the program will be the opportunity for participants to make contacts and network with colleagues across the country.

I know that many of my University Secretary colleagues join me in welcoming this program and look forward to supporting it in any way we can.

Please let me know if I can provide any further information.

Sincerely yours,

A handwritten signature in blue ink, appearing to read 'Jeff M. Leclerc', written over a horizontal line.

Jeff M. Leclerc, B.Ed., M.Ed., C.Djr.  
University Secretary

[umanitoba.ca/governance](https://umanitoba.ca/governance)

October 5, 2022

The University of Manitoba Information Services and Technology  
Statement of Support

Faculty: Extended Education  
Micro-Certificate in Governance in Canadian Universities

Extended Education is proposing a Micro-Certificate in Governance in Canadian Universities, which includes 3 new modules:

Module Name	Contact Hours
<u>An Introduction to University Governance</u>	<u>12</u>
<u>Foundational Principles and Relationships in University Governance</u>	<u>12</u>
<u>The Role of the Governance Professional</u>	<u>12</u>

Information Services and Technology can support this new program, as it was described in the documents provided and as described by the requesting area.

It is not expected that this proposed new program will affect Information Services and Technology's ability to continue to provide services such as:

- Service Desk first point of contact for request fulfillment and incident resolution for faculty and students,
- Endpoint Service & Support for the faculty's computers and devices,
- classroom audio visual support for faculty,
- access to university wide applications,
- application maintenance and,
- core infrastructure services such as email, communications infrastructure and network services,

Continued support of these services by Information Service and Technology is not expected to cause unusual or intolerable stress on IST's technical infrastructure or resources as a result of the new programs.

Mario Lebar  
Chief Information Officer

Date:

**Mario Lebar**

Digitally signed by Mario Lebar  
Date: 2022.10.11 11:40:56  
-05'00'



**University of Manitoba Libraries**  
**Statement for New Program**

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Faculty	Extended Education
Program	Micro-certificate in Governance in Canadian Universities

The Libraries' collection can support this new program, as it was described in the documents provided.

It is not expected that this proposed change will affect the Libraries' ability to continue to provide services, such as research and teaching support, reference assistance, document delivery, and the technical infrastructure which allows the discovery and delivery of the Libraries' resources and services.

Extended Education has indicated that all course materials will be provided, and no additional library resources will be required. The Libraries does not actively collect in this area, however there is some content available through our journal and monograph packages that may be relevant to the proposed program, should a student wish to further pursue the subject matter.

*Kristen Kruse*

Kristen Kruse  
Coordinator, Collections Management

*LH per Lisa O'Hara*

Lisa Hanson O'Hara  
Vice Provost (Libraries) & University Librarian

October 4, 2022

Date

## Appendix iv) External letters of support



September 30, 2022

Kathleen Matheos, Director and Associate Professor  
Centre for Higher Education Research and Development  
University of Manitoba

By email only to: [Kathleen.Matheos@umanitoba.ca](mailto:Kathleen.Matheos@umanitoba.ca)

Dear Dr. Matheos,

**Re: Micro certificate in University Governance**

I am writing to thank you for your work to support the development and creation of a micro-certificate in university governance. I write this letter in support of the approval of this course and the letter may be used as you see fit.

In full disclosure, I am responsible for bringing the concept of this course to the University of Manitoba and I have developed the outline and, if approved, I will be developing the content, and teaching the course. I am, therefore, in a conflict of interest as I have a personal interest in the outcome of the approval decision. Per your request, however, I do want to take an opportunity to explain why I believe this course is important and necessary. My comments follow.

In 2020-21, I wrote and then published the book, An Introduction to University Governance. I wrote this book for many reasons. I wrote it because: I saw that university governance is poorly understood. I wrote it for the participants who don't engage because university governance is complex and intimidating. I wrote it because I believe that effective governance is foundational to institutional autonomy and I want to support universities to improve their governance effectiveness. I wrote it to support governance professionals (university secretaries) to be more effective in their roles. I wrote it because I have seen a lot of turnover in secretariat employees, the retirement of some very senior governance professionals, and because I recognized that there is no university-specific education available for those assuming these key governance roles.

Strategic Governance Consulting Services Ltd. 425 Mary Street N., Oshawa, ON, L1G5E2  
[www.universitygovernance.ca](http://www.universitygovernance.ca), (416)262-9722 [cfoy@universitygovernance.ca](mailto:cfoy@universitygovernance.ca)





**CHERYL A. FOY**  
STRATEGIC GOVERNANCE

The micro certificate in university governance is intended to continue the work of my book in providing university governance professionals with targeted and specific training in university governance. There is a tremendous need for it and tremendous support for it across the country. Since we first announced that we would be working toward developing this program, every secretary I speak to has indicated support in having the course. I am aware of a number of individuals who are waiting to register.

The course is an important contribution to our sector and to the individuals working in the sector. Once trained, those individuals will have enhanced knowledge and skills to support their university's governance effectiveness, and in turn support our institutions' autonomy. This is vitally important as university governance comes under close scrutiny in the wake of recent provincial government sector reviews (Newfoundland, Nova Scotia, Alberta) and audits (Ontario).

I thank in advance those involved in assessing the merits of this course for your support.

Very sincerely,

Cheryl Foy  
President

Strategic Governance Consulting Services Ltd. 425 Mary Street N., Oshawa, ON, L1G5E2  
[www.universitygovernance.ca](http://www.universitygovernance.ca), (416)262-9722 [cfoy@universitygovernance.ca](mailto:cfoy@universitygovernance.ca)

3508 Plymouth Road  
Victoria British Columbia  
Canada V8P 4X4  
jeastman@shaw.ca

November 4, 2022

Dr. Kathleen Matheos  
Director  
Centre for Higher Education Research and Development  
University of Manitoba  
Winnipeg, Manitoba

Dear Dr. Matheos:

I was delighted to learn that the Centre for Higher Education Research and Development (CHERD) plans to offer a Micro-Certificate in Governance in Canadian Universities for university governance professionals and people who want to enter that field. Such a program would have been of immense benefit to me when I became a university secretary in 2005. The need is even greater today, because of the increased complexity and time-sensitivity of the issues faced by universities and their governing bodies. It will be very valuable to those who come to roles in university governance from within the university sector and of even more benefit to those who arrive from other sectors.

The design of the contents and delivery of the program is thoughtful. The topics to be covered will give students an excellent grounding in the concepts, principles, practices, roles and relationships vital to effective university governance. The combination of synchronous classes with self-directed and small group work, coupled with access to an exemplary instructor and other experienced governance professionals, will make for a rich and engaging learning environment.

I have no doubt that graduates will emerge from the program as more confident and effective governance professionals, better equipped to navigate challenges and to contribute to improvements in the governance of their institutions. They will also have the benefit of a network of mentors and colleagues across the country.

Given awareness of the role of governance and governance professionals in enabling universities to carry out their missions effectively and the pace of personnel change, I anticipate that demand for the program will be strong. I hope and trust that the proposed Micro-Certificate in Governance in Canadian Universities will be approved by the relevant bodies at the University of Manitoba and available to prospective students soon.

In the meantime, congratulations on recognizing the urgent need for such a program and on taking the initiative to meet it!

Yours sincerely,



Julia Eastman PhD, Adjunct Professor, Gustavson School of Business, University of Victoria, Victoria BC



October 6, 2022

Dr. Kathleen Matheos PhD  
Associate Professor  
Director, Centre for Higher Education Research and Development (CHERD)  
Extended Education  
University of Manitoba

Dear Dr. Matheos,

I am writing in support of the proposed Micro-Credential Certificate in Governance being developed by the Centre for Higher Education, Research and Development at the University of Manitoba.

CHERD has long been known within the university community in Canada as the top location for professional development for Canadian university administrators and managers. Your University Management Course, Senior University Administrators Course and Women in Academic Leadership programs have a long and well-deserved reputation for excellence. While these programs touch on issues related to university governance, there has been, until now, no certificate program specifically for university governance professionals that I am aware of in Canada.

The Canadian University Boards Association annual conference and professional development day certainly provide learning for many university governance professionals. A credential such as the one you are proposing to offer, however, would not only complement the CUBA program, but provide much-needed greater depth, understanding and certification for governance professionals in Canada.

I believe there is a need for such a program, and that it would be a benefit to universities and their ongoing efforts to strengthen and enhance boards, senates and overall governance.

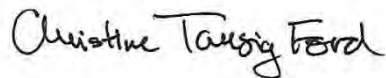
My career in higher education has spanned three decades. I retired from Universities Canada in 2016 as Chief Operating Officer, responsible for the Universities Canada Board of Directors, governance issues, advocacy, membership services and relations, research, and

Christine Tausig Ford  
President, Higher Thinking Strategies Limited  
3444 Paul Anka Drive  
Ottawa, ON K1V 9K6

communications. As well, I served for many years first as editor and then publisher of *University Affairs*. After I left Universities Canada, I established a consulting company specializing in university governance. Since that time, I have been increasingly offering governance education and advice, including board and senate orientations, governance reviews, support for presidential reappointment reviews and drafting of governance policies. There are currently far more requests for more work, than I have time to undertake.

Throughout the past six years, I have been struck by the needs of governance professionals for a Canadian-based certification program for governance professionals. There is a gap in training for those who serve Canadian university boards, senates and other governance bodies. I therefore strongly support the introduction of a Micro-Credential Certificate in Governance at CHERD.

Sincerely,

A handwritten signature in black ink that reads "Christine Tausig Ford". The script is fluid and cursive, with the first letters of each name being capitalized and prominent.

Christine Tausig Ford  
President, Higher Thinking Strategies Limited

cc. Cheryl A. Foy

Christine Tausig Ford  
President, Higher Thinking Strategies Limited  
3444 Paul Anka Drive  
Ottawa, ON K1V 9K6



Monday, October 10<sup>th</sup>, 2022

ATTN: Kathleen Matheos

[kathleen.matheos@umanitoba.ca](mailto:kathleen.matheos@umanitoba.ca)

RE: Micro-certificate in Governance in Canadian Universities

Dear Dr. Matheos,

I am writing to you in my capacity as Chair of the Council of Ontario University Secretaries to provide support for the proposed micro-certificate in Governance in Canadian Universities at University of Manitoba.

As a Governance Professional for the last seven years, I understand the need such a program can fulfill for new Governance Professionals seeking to build leadership skills and a community of practice. As members of the senior leadership team at our respective universities, holding a poorly understood role (the title of University Secretary), it is imperative that individuals occupying the role quickly become experts in the corporate memory of their organization. The Governance Professional has the unique function of providing guidance and support to the senior management team, University Boards and Senates.

The micro-certificate course proposed can be a powerful tool for new Governance Professionals to gain an enhanced understanding of their role and learn concepts and principles of good governance, allowing them to support the promotion of effective governance for their universities.

When I started as University Secretary, I had the privilege of completing the Governance Professionals of Canada Designation (GPC-D). While this program has similar goals to the micro-credential proposed, namely - Foundations of Governance, Applied Governance, and Strategic Governance, the GPC -D program is designed for corporate governance – this left me with many interpretations of what would apply and not apply within a university context.

Universities are unique governance structures with almost all (barring a few exceptions) working within a bi-cameral governance structure with oversight divided between a Board of Governors and a University Senate. Additionally, university boards and senates are large (constituted through constituencies) and primarily accomplish detailed work through strong committee structures.

**University Secretariat**  
Carleton University

607 Robertson Hall  
1125 Colonel By Drive  
Ottawa, ON K1S 5B6 Canada

T (613) 520-2600 x2386  
[amandagoth@cunet.carleton.ca](mailto:amandagoth@cunet.carleton.ca)  
[www.carleton.ca/boardofgovernors](http://www.carleton.ca/boardofgovernors)



It is my belief that the proposed program can provide a jump-start for those interested in university governance as well as those new to the role in learning the fundamental concepts specific to our sector while helping to build a strong community of practice that supports Governance professionals and their universities.

Should you like additional information or to discuss this letter of support further, feel free to reach me at 613-724-7456.

Sincerely,

A handwritten signature in cursive script that reads "Amanda Goth".

Amanda Goth, B.Ed., M.Sc., GPC.D  
University Secretary  
Carleton University  
Chair, Council of Ontario University Secretaries

**University Secretariat**  
Carleton University

607 Robertson Hall  
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## Report of the Executive Committee of the Faculty of Graduate Studies on Course and Curriculum Changes

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### Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, program and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. In October 2007, the Faculty of Graduate Studies approved a process of *Streamlining Course Introductions, Modifications, & Deletions* which allows the Executive Committee to approve these changes in lieu of Faculty Council when the courses are not associated with a new program proposal.
3. The Faculty of Graduate Studies Executive Committee met on the above date to consider a proposal from the Dept. of Psychology.

### Observations

1. The **Dept. of Psychology** proposes (2) course modifications: PSYC 7024 and PSYC 7030. The PSYC 7024 change consists of stating the prerequisite course (PSYC 7022) directly in the course description and ensuring that students enter with the FGS-required minimum grade of C+ in PSYC 7022. The PSYC 7030 change consists of revising the course description to reflect updated and non-offensive terminology.

#### Course Modifications

##### **PSYC 7024 Psycho-Educational Assessment and Measurement 2**

**3**

A continuation of training in the basic principles of psychological assessment and related measurement concepts, highlighting the process of data-based decision making. Emphasis will be placed on how information from a variety of psycho-educational sources is used to identify profiles for planning intervention programs. Students may not hold credit for both PSYC 7024 and the former PSYC 7020. Prerequisite: Grade of C+ or higher in PSYC 7022; permission of instructor required for non-School Psychology students.

##### **PSYC 7030 Learning and Cognitive Impairment**

**3**

An examination of cognitive and medical conditions that have a direct impact on learning. These include (but are not limited to) learning disabilities in reading, writing, and mathematics, and other conditions involving neurodivergence (e.g., in intelligence, attention, prenatal exposure to substances, and autism), as well as co-occurring conditions. Diagnostic models, compensatory interventions, and social, behavioural, and affective consequences will be considered. Prerequisite: permission of instructor required for non-School Psychology students.

#### **NET CREDIT HOUR CHANGE**

**0**

### Recommendations

The Executive Committee recommends **THAT: the course change(s) from the unit listed below be approved by Senate:**

#### **Dept. of Psychology**

Comments of the Senate Executive Committee:  
The Senate Executive Committee Endorses the Report to Senate.

Respectfully submitted,

Dr. Kelley Main, Chair  
Faculty of Graduate Studies Executive Committee



November 30, 2022

Ms. Shannon Coyston, Academic Specialist  
Office of the University Secretary  
314C Administration Building

**Re: Application for Approval under Subsection 181 of the Regulated Health Professions Act –  
Dr. Juliano Offerni**

Dear Colleagues:

The Senate Committee on Medical Qualifications met on November 30, 2022 to consider the application from the Department of Surgery, Max Rady College of Medicine, Rady Faculty of Health Sciences, to grant Dr. Juliano Offerni a certificate under the academic seal of the University. Dr. Offerni's Curriculum Vitae and letters of support are enclosed.

Dr. Offerni obtained his medical degree from the Federal University of Sao Paulo, Brazil in 2004 followed by a General Surgery residency in 2007, a Urology residency in 2010, and a fellowship in Kidney transplant in 2011, all at the Federal University of Sao Paulo, Brazil. He joined the Division of Urology at the Federal University of Sao Paulo, Brazil in 2011 and practiced as an academic transplant surgeon from 2011-2020.

During that time, he distinguished himself as an outstanding solid organ transplant surgeon and took on administrative leadership in this large clinical program. He also became the Director of the Kidney Transplant fellowship program (2011-2020). He CV provides evidence of his contributions to didactic teaching and clinical supervision, as well as educational leadership. Two letters of support from colleagues in Sao Paulo speak to both his surgical expertise and his contributions to education.

In 2020 Dr. Offerni became a clinical fellow in Pancreas and Kidney Transplant at the Schulich School of Medicine and Dentistry at Western University in London, Ont. His goal was to expand his training in clinical research. He has been successful in this endeavor, as outlined in letters of support from two colleagues and mentors in the Western University program. Dr. Offerni is considered a highly qualified surgeon with an excellent standing in his current fellowship program. He has received his Royal College credentialing in the Area of Focused Competence (AFC) in Solid Organ Transplantation in 2022.

Dr. Buchel has indicated that a shortage of solid organ transplant surgeons in Manitoba is impacting patient care and wait times. The search for a Canadian-trained surgeon with this level of expertise has not been successful. The committee was unanimous in considering Dr. Offerni's unique skill set

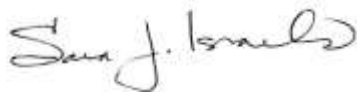


as an ideal match for both the clinical and academic needs of the Department of Surgery and Shared Health Manitoba.

Having reviewed his application and letters of support, the Senate Committee on Medical Qualifications supports this application for the use of Subsection 181 of the Registered Health Professions Act pertaining to certification for academic faculty. The Head of the Department of Surgery, and the Senate Committee on Medical Qualifications agree that Dr. Offerni's academic and clinical expertise will be highly beneficial in the Department of Surgery where he will be appointed with a GFT contract.

The Senate Committee on Medical Qualifications would appreciate your support for this application to grant Dr. Offerni a certificate under the academic seal of the University to the College of Physicians and Surgeons of Manitoba.

Sincerely,



Sara J. Israels, MD FRCPC  
Vice-Dean, Academic Affairs, Rady Faculty of Health Sciences  
Chair, Senate Committee on Medical Qualifications

cc: Dr. Ed Buchel, Head, Department of Surgery  
Dr. Peter Nickerson, Dean, Max Rady College of Medicine, Vice Provost, Rady Faculty of Health Sciences  
Dr. Anna Ziomek, Registrar, College of Physicians & Surgeons of Manitoba

Comments of the Senate Executive Committee:  
The Senate Executive Committee Endorses the  
Report to Senate.



October 14, 2022

Dr. Sara Israels  
Assistant Dean (Academic), Rady Faculty of Health Sciences  
University of Manitoba

Dear Dr. Israels,

**RE: DR. JULIANO OFFERNI**

The Department of Surgery is requesting the University's approval to grant a CPSM Provisional Academic License pursuant to Section 181 of the Regulated Health Professionals Act to Dr. Juliano Offerni. Dr. Offerni is currently completing a clinical Fellowship at the University of Western Ontario in London. Dr. Offerni completed training in General Surgery, Urology Surgery and Kidney Transplant – Urology in Sao Paulo, Brazil. The Medical Council of Canada assessed Dr. Offerni's credentials in 2020 and has certified that his training is equivalent to Canadian training. In addition, the Royal College of Physicians and Surgeons of Canada granted Dr. Offerni credentialing in the Area of Focused Competence (AFC) in Solid Organ Transplantation in June, 2022. We have reviewed Dr. Offerni's clinical documentation and we are confident that he more than meets the requirements, both clinically and academically, for a position as a transplant surgeon in the Department of Surgery.

Dr. Offerni worked as an independent Urologist and Transplant surgeon in Brazil from 2011 to 2020. As detailed by the Surgical Director under whom Dr. Offerni practiced, Dr. Offerni was the Surgical Director of the procurement team and responsible for teaching and training. He also created an educational program in kidney transplant for Urology Residents and took on the responsibility of Fellowship Director responsible for Urology Residents in rotation and the hospital. During his Fellowship in kidney/pancreas transplant at the University of Western Ontario, Dr. Offerni started intense research activity in transplantation. As detailed in his CV, Dr. Offerni has numerous peer-reviewed publications and invited lecture presentations, as well as a number of ongoing research projects in the field of transplantation. Dr. Offerni's commitment to teaching is clearly evident in his teaching philosophy, where he states in part *"Inspiring medical students, residents, and fellows to strive and do their best is an immeasurable responsibility. Discussing the ethical points, teaching them clinical thinking and surgical techniques, keeping them motivated and confident are fundamental teaching points. But encouraging the students to constantly inquire themselves if they are doing what is best for their patients can be a rewarding achievement as a teacher because a small mistake in medicine may turn into a harmful event."*

Manitoba currently does not have a transplant specialist and this has created serious gaps in patient care. Dr. Offerni's unique skill set is an ideal match with both the clinical and academic needs of the Department of Surgery and Shared Health Manitoba. There is an urgency to this request as we currently are without a transplant specialist and we respectfully ask that this request be dealt with as expediently as possible. Dr. Offerni is available to relocate immediately and we are eager to have him join the Department.

If you have any further questions, please feel free to call or email me.

Sincerely,

**Edward W Buchel, MD, FACS**

Provincial Specialty Lead, Surgery, Shared Health  
Professor and Head, Department of Surgery

Rady Faculty of Health Sciences, Max Rady College of Medicine, University of Manitoba  
Surgery Site Director- Health Sciences Centre  
Section Head & Regional Leader, Section of Plastic Surgery: University of Manitoba and WRHA  
Program Director, University of Manitoba, Microvascular Reconstructive Fellowship

October, 03 2022

Dear

Dr. Edward W. Buchel  
Professor and Head, Department of Surgery, Rady Faculty of Health Sciences, Max Rady  
College of Medicine, University of Manitoba.

Dr Jeff Saranchuk  
Section Head, Urology, University of Manitoba.

Letter of Endorsement for Academic Appointment at the University of Manitoba.

I have the honour to introduce Juliano Chrystian Mello Offerni, MD.

As an associate professor in the division of urology at the Federal University of São Paulo, one of the ten best medical teaching institutions in Brazil, and surgical director of the kidney transplant program at Hospital do Rim - Fundação Oswaldo Ramos -, a single center with the highest number of kidney transplants per year in the world; I have the satisfaction to write this letter of recommendation.

I had the pleasure of meeting Dr. Offerni in his first year of residency in urology when Dr. Offerni was considered a leader among his peers.

I could see his dedication, sense of ownership in all aspects of his early medical career, and his capacity to learn and mentor medical students and new residents. He was one of the most outstanding residents and showed above-average maturity, professionalism and thirst for knowledge.

After Dr. Offerni finished his residency in urology, he did a fellowship in kidney transplantation under my guidance at Hospital do Rim. As he had demonstrated during his urology residency, Dr. Offerni showed extreme commitment during the fellowship. At the end of his training, he was hired as a urologist, and transplant surgeon at Hospital do Rim.

Dr. Offerni began to be involved in all aspects of healthcare and administrative and academic functions.

In his clinical role, Dr. Offerni was responsible for the urological evaluation before the kidney transplant, performing all the necessary pre-transplant surgical procedures to prepare the patients. In addition, he also performed many post-transplant urological procedures. Academically, he became the director of the fellowship at Hospital do Rim and was responsible for many years for the urology residents in rotation at that center. He has successfully performed administrative roles on kidney transplant committees and ethics boards.

I am grateful for the opportunity to have worked alongside Dr. Offerni for almost ten years as my colleague.

Dr. Offerni is an exceptional and highly qualified surgeon who has balanced his professional and family responsibilities with diligence. He has consistently demonstrated above-average maturity, professionalism and willingness to learn. In addition, he is an admired professional among his peers, fellows, residents and hospital administrators. He has demonstrated a remarkable ability and foresight to find the best medical choices and options, consistently addressing the medical dilemmas he may have faced to provide an excellent standard of care. With his hunger for knowledge and constant development, Dr. Offerni pursued a pancreas fellowship in Canada, envisioning an opportunity to improve the kidney and pancreas transplant program at Hospital do Rim and learn something new.

After his two years of fellowship, he shared that, for personal reasons, he decided to continue his career in Canada.


I have no better way to say that I firmly believe we are losing a valued and prestigious team member. I assure you that the Division of Urology at the University of Manitoba will confirm the technical skills, dedication, entrepreneurial spirit, and medical ethics of Dr. Offerni.

I want to say I wish him and his family all the best, and the door will always be opened.

Please don't hesitate to contact me if you have questions or request more information.

Yours sincerely,

Sincerely,



Prof. Dr. Wilson Ferreira Aguiar  
Associate Professor of Federal University of Sao Paulo  
Surgical director of Kidney transplant program at Hospital do Rim

October 3, 2022

**Re: Dr. Juliano Offerni**

Dear Drs. Buchel and Saranchuk:

It is my absolute pleasure to provide a letter of support for Dr. Juliano Offerni's application for a transplant urology position at the University of Winnipeg. I have known Juliano for almost three years during my capacity as the Director of the Kidney and Pancreas Transplant Fellowship Program at Western. As you well know, Dr. Offerni completed his medical school and urology training in Brazil and was working there in the capacity of transplant urologist and program director for numerous years until he came to our fellowship program as a fellow to expand his repertoire in pancreas transplantation and donation after cardiac death renal transplantation. He has been a fellow with excellent standing in our program as a minimally invasive urology and kidney/pancreas transplant fellow since July 2019. He has also received his Royal College AFC in Transplant certificate in June 2022. Over the past year, Juliano has been working as a senior transplant fellow with both clinical responsibilities and protected time for research.

I think that candidates like Juliano are a rare find! He is one of the strongest fellows we have trained and is exceptionally talented in the operating room as well as in the clinical setting. In the short time that Juliano has been with us, he has already participated in all aspects of the transplant progress including organ procurements from donors after brain death as well as after cardiac death. In addition, he has excelled in laparoscopic living kidney donation. On the wards, Dr. Offerni practices medicine with the insight of a seasoned clinician. His knowledge base with respect to general urology is excellent and well above expectations. In addition to his strong clinical attributes, Juliano also has key qualities in other CANMEDs roles that continue to distinguish him as an outstanding physician and teacher. He is an excellent communicator and collaborator. His bedside manner and interaction with patients and allied health care providers has been a model for others to emulate. He is a dedicated team player and always conducts himself with a positive attitude which makes him a pleasure to work with. His research productivity is excellent as he has contributed to and participated in over half a dozen projects throughout his time with us and will be working on a multicenter transplant trial (CIHR grant pending) with our group upon his starting in Winnipeg. His depth of research interests are very broad and I am certain that Juliano will be exceptionally successful in any area he decides to pursue upon commencing at your institution. I should mention that he does have an interest in creating a transplant fellowship in Winnipeg; his manner of teaching, listening and guiding residents and more junior fellows is exceedingly rare, so I do not foresee an issue with his future goal of building such a program.

In summary, I believe that Dr. Offerni the integrity, organization, surgical training, motivation, and personality to be successful as a surgeon in any program. His research interests are broad and his future career aspirations of advancing medical education at the University of Winnipeg are commendable. I strongly support this application without reservation and remain available for further comments should you wish to contact me at your convenience.

Respectfully yours,



Alp Sener, MD, PhD, FRCSC

October 4, 2022

Re: Juliano Offerni

To whom it may concern:

I have been asked to write a letter for Dr. Juliano Offerni, who is applying for the position of a Urologist and transplant surgeon in Winnipeg. I have known Dr. Offerni for the past 2 years and have been a supervisor in this Royal College-certified transplant program, where he will complete his training in June 2022. I am a Professor of Surgery and the co-Director of the Multi-organ Transplant Program at Western University.

Dr. Offerni is one of the rare fellows who had a full career prior to coming to Western for pancreas transplant training. He had performed over 1000 kidney transplants in 2010 in Sao Paulo Brazil in one of the largest transplant centres in the world. Technically, he is one of the best renal transplant surgeons that I have seen, and remarkably, he performed his duties as a clinical fellow without any complaint and despite his seniority, no job was too small for him to tackle. He has been honest and humble and a great colleague. The staff and residents here feel that he has been one of the best fellows that have been in our program since 2000.

He is more than capable of performing kidney transplant, and nephrectomy procedures (laparoscopic and open) and is a wonderful deceased donor surgeon as well. He has spent his clinical time looking after pancreas transplant patients and is proficient and donor, back table and implant pancreas transplantation as well. His clinical care is meticulous and he has an excellent rapport with patients and families.

Currently, he is in the research year and has published a paper on gastroduodenal artery reconstruction and the ability of this to perfuse the duodenal bulb of the pancreas. He has worked on ex vivo perfusion experiments with Dr. Sener and me and is an author on two papers in preparation. As well, he won the prestigious Andrew Novick award for best paper at the USTRS meeting during the AUA in New Orleans this year. He has one poster and podium at the American Transplant Congress meeting in Boston in June 2022 on two projects on DCD transplants and our novel Canadian Anatomic Kidney Score.

Overall, I would highly recommend Dr. Offerni as a kidney pancreas transplant surgeon at your centre. He would also provide general urologic care. He is a talented surgeon, a gentleman, and with the proper mentorship, would be a successful scholar and researcher.

Sincerely,

A handwritten signature in dark ink, appearing to be 'P. Luke', is written over a horizontal line. The signature is stylized with a large 'P' and a long horizontal stroke.

Patrick Luke, MD, FRCSC  
Professor of Surgery  
Co-Director of the Multi-Organ Transplant Program  
London Health Sciences Centre, University Hospital



October 03, 2022

Dear

Dr. Edward W. Buchel  
Professor and Head, Department of Surgery, Rady Faculty of Health Sciences, Max  
Rady College of Medicine, University of Manitoba.

Dr Jeff Saranchuk  
Section Head, Urology, University of Manitoba.

Clinical, academic, and administrative activities completed by Dr. Juliano Chrystian Mello  
Offerni

I am an associate professor in the urology division at the Federal University of Sao Paulo and surgical director of the kidney transplant program at Hospital do rim- Fundação Oswaldo Ramos; I am writing to confirm that Dr. Juliano Chrystian Mello Offerni worked independently as a Urologist and transplant surgeon from 2011 until 2020 at Hospital do Rim.

Dr. Offerni holds a full medical license and urology title from the Brazilian Urology Society, which grants him the right to work without supervision.

He was responsible for the Post and Pre-transplant clinic during the period mentioned above, where he used to see patients promoting surgical care for those needing any urological procedure. Dr. Offerni seriously carried out this activity for almost ten years, and his sense of compassion for those in need guided him to perform this activity in a non-profitable way.

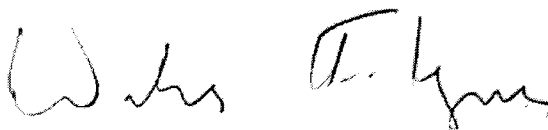
Dr. Offerni had performed the following procedures at Hospital do Rim: circumcisions, orchiectomies, TURBs, TURPs, stones procedures, nephrectomies, prostatectomies, bladder argumentation, kidney transplants, donor nephrectomies, and all necessary surgical procedure after the kidney transplant.

He was the surgical director of the procurement team for three years, being responsible for teaching and training all members of the group. Additionally, he was a consultant for any surgical concerns related to deceased donors during that period.

He also was our transplant fellow director from 2014 to 2019. He helped to develop our robust academic and surgical training program in kidney transplantation over the years. We are the unique center in Brazil which has had fellows every year since the National Committee of Medical Residency created the kidney transplant program in 2010.

Dr. Offerni's academic responsibilities included creating an educational program in kidney transplant for three urology residents in rotation at Hospital do Rim per month. It was part of the pre-requisite of the Brazilian Urology Society to qualify residents across the country to be eligible for the board certification.

In Summary, these were the activities Dr. Offerni developed over the years in our institution.  
Please do not hesitate to get in touch if you have any questions or concerns.  
Sincerely,



Prof. Dr. Wilson Ferreira Aguiar  
Associate Professor of Federal University of Sao Paulo  
Surgical director of Kidney transplant program at Hospital do Rim

## REPORT OF THE SENATE COMMITTEE ON AWARDS

### **Preamble**

Terms of reference for the Senate Committee on Awards include the following responsibility:

On behalf of Senate, to approve and inform Senate of all new offers and revised offers of awards that comply with the Student Awards Policy.

### **Observations**

At its meeting of November 15, 2022, the Senate Committee on Awards approved 1 new offer, 3 revised offers and 1 withdrawal as set out in the *Report of the Senate Committee on Awards (November 15, 2022)*.

### **Recommendations**

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve 1 new offer, 3 revised offers and 1 withdrawal as set out in the *Report of the Senate Committee on Awards (November 15, 2022)*. These award decisions comply with the Student Awards Policy.

Respectfully submitted,

Dr Jared Carlberg  
Chair, Senate Committee on Awards

## SENATE COMMITTEE ON AWARDS

November 15, 2022

### 1. NEW OFFERS

#### **Adam and Marla Levene Entrance Bursary**

In recognition of the achievements of Adam and Marla Levene, Stephanie Levene, along with her parents David and Sherrill Levene, established an endowment fund with a gift of \$25,000 to the University of Manitoba in 2022. The Manitoba Scholarship and Bursary Initiative made a contribution to the fund. The purpose of the award is to provide financial support to students who are entering the Faculty of Law at the University of Manitoba. Each year, beginning in 2024-2025, the available annual income from the fund will be used to offer one bursary to an undergraduate student who:

- (1) is enrolled full-time (minimum 60% course load) in the first year of study in the Juris Doctor degree program in the Faculty of Law; and
- (2) has achieved a minimum adjusted grade point average of 2.5; and
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

The Dean of the Faculty of Law (or designate) will name the selection committee for this award.

This agreement may be amended by the mutual consent of the donor (or designate) and the University of Manitoba. All such amendments shall be in writing. In the absence of the donor (or designate), and providing all reasonable efforts have been made to consult, the Board of Governors of the University of Manitoba has the right to modify the terms of this award if, because of changed conditions, it becomes necessary to do so. Such modification shall conform as closely as possible to the expressed intention of the donor in establishing the award.

### 2. AMENDMENTS

#### **Asper MBA Convocation Prize**

The following amendments were made to the terms of reference for the Asper MBA Convocation Prize:

- The preamble was revised to:  
*The Asper School of Business will use a portion of the tuition fee revenues in the Asper MBA program at the University of Manitoba to offer convocation prizes to students in the Asper MBA program. Each year, when funds are available, one or more prizes will be offered to graduating Asper MBA students who:*
- The following paragraph was added after the variable value statement:  
*The recipient cannot hold both the Asper MBA Scholarship (Award #47308) and the Asper MBA Convocation Prize (Award #37529) during the course of their MBA degree (they may only hold one or the other once).*

### **Howard Lees Scholarship in Microbiology**

The following amendments were made to the terms of reference for the Howard Lees Scholarship in Microbiology:

- The preamble was revised to:  
*The Department of Microbiology has established an endowment fund with the proceeds from the H. Lees Scholarship Fund collected from his former friends and students. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund.*  
*Each year, the available annual income from the fund will be used to offer one scholarship to a graduate student who:*
- The numbered criteria were revised to:
  - (1) *has successfully completed the degree requirements for the Bachelor of Science degree in an Honours or Major program in Microbiology, Biochemistry, Biotechnology, or Genetics in the Faculty of Science at the University of Manitoba;*
  - (2) *is enrolled full-time in the Faculty of Graduate Studies in the first 24 months of a graduate program offered by the Department of Microbiology at the University of Manitoba;*
  - (3) *has achieved a minimum grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study; and*
  - (4) *has achieved the highest cumulative grade point average among their fellow microbiology graduate students in the last 48 credit hours of courses taken at the 2000 level or above.*
- The paragraph following the numbered criteria was revised to:  
*A student may only hold this award once.*
- The selection committee paragraph was revised to:  
*The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Head of the Department of Microbiology (or designate) to name the selection committee for this award.*
- The standard Board of Governors Statement was added.

### **OPUS Bursary**

The following amendments were made to the terms of reference for the OPUS Bursary:

- The preamble was revised to:  
*The Organization of Physics Undergraduate Students established a fund at the University of Manitoba in 2017 to provide financial support and encouragement to undergraduate students in the Department of Physics and Astronomy in the Faculty of Science. Each year, beginning in 2022-2023, and ending in the 2028-2029 academic year, one bursary valued at \$750 will be offered to an undergraduate student who:*
- The numbered criteria were revised to:
  - (1) *is enrolled full-time (minimum 60% course load) in any Honours, Joint Honours, or Major program offered by the Department of Physics and Astronomy in the Faculty of Science at the University of Manitoba;*
  - (2) *has achieved a minimum degree grade point average of 2.5; and*

*(3) has demonstrated financial need on the standard University of Manitoba general bursary application form.*

- The paragraph following the numbered criteria was revised to:

*In the event that there are no eligible students who meet all of the numbered criteria above, the bursary will be offered to a student who meets criteria (2) and (3) and has completed at least one 2000 level Physics course and is enrolled in, or has completed, a 3000 level Physics course in the year in which the bursary is tenable.*

- The renewal paragraph statement was revised to:

*The OPUS bursary is renewable, provided the recipient continues to meet all of the numbered criteria.*

*In years where a renewal is made, no new award will be offered.*

- The following paragraph was added:

*The value of the award may be adjusted in the final year to ensure that the fund is exhausted.*

- The selection committee paragraph was revised to:

*The Dean of the Faculty of Science (or designate) will ask the Head of the Department of Physics and Astronomy (or designate) to name the selection committee for this award.*

### **3. WITHDRAWALS**

#### **D & M Stevens Foundation Scholarship**

At the request of the donor.



**University  
of Manitoba**

Office of Provost and Vice-President (Academic)

208 Administration Building  
Winnipeg, Manitoba  
Canada R3T 2N2  
Telephone (204) 480-1408  
Fax (204) 275-1160

**Date:** November 17, 2022

**To:** Dr. Netha Dyck, Dean, College of Nursing

**From:** Dr. Diane Hiebert-Murphy, Provost and Vice-President (Academic)

**Re:** Increase to Admission Target, Bachelor of Midwifery Program

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Please find attached Manitoba Advanced Education, Skills & Immigration's approval of the UM proposal to increase the seat capacity for the Bachelor of Midwifery program by two seats. This follows Dr. Benarroch's decision of June 30<sup>th</sup>, 2022, to approve a request to increase the admission target to the program, following consultation with Senate and the Board of Governors.

The two new seats will help mitigate the expected attrition rate typical of midwifery programs across Canada, ensuring graduates of the program remain at levels that meet our provincial needs. As noted in the proposal, the expansion can be accommodated through existing Faculty resources and, as such, no new provincial funding has been allocated in support of this initiative.

Please accept this letter as notice to proceed with the approved increase of two seats effective the Fall Term 2023. Please do not hesitate to reach out to my office should there be any questions with respect to implementation of the expansion.

Congratulations and thank-you to everyone involved in the process.

Cc: Michael Benarroch, President and Vice-Chancellor  
Greg Smith, Vice-Provost (Academic Planning and Programs)  
Laurie Schnarr, Vice-Provost (Students)  
Peter Nickerson, Vice-Provost (Health Sciences) and Dean, Rady Faculty of Health Sciences  
Jeff Leclerc, University Secretary  
Jeff Adams, Registrar and Executive Director, Enrolment Services  
Shelley Hopkins, Executive Director, Financial Planning  
Randy Roller, Executive Director, Office of Institutional Analysis  
Cassandra Davidson, Academic Program Specialist



**Advanced Education, Skills & Immigration**

Office of the Deputy Minister

Room 160

Legislative Building

Winnipeg MB R3C 0V8

October 19, 2022

Dr. Michael Benarroch  
President and Vice-Chancellor  
University of Manitoba  
president@umanitoba.ca

Dear Dr. Benarroch:

I am pleased to advise that the Department of Advanced Education, Skills and Immigration has reviewed and approved the University of Manitoba's proposal to expand its Bachelor of Midwifery program by two seats annually as submitted.

It is my understanding that the two additional seats will help mitigate the expected attrition rate and to maintain a consistent group of six to eight graduates annually to address the labour market needs for Midwives. I appreciate the University's ongoing commitment to meet the educational and social needs of the province including dedicating up to 50% of the seats for indigenous students. I trust that this program will continue to provide great educational opportunities for students and I wish the University and students success with this program.

Should you have any questions, please contact Mr. Grant Prairie, Director of Universities, at 204-945-8564 or at [Grant.Prairie@gov.mb.ca](mailto:Grant.Prairie@gov.mb.ca).

Sincerely,

Eric Charron

- c. Dr. Greg Smith, Vice-Provost (Academic Planning and Programs), University of Manitoba  
W. Joe Funk, Assistant Deputy Minister, Advanced Education Division  
Agnes Wittmann, Senior Director, Post-Secondary Institutions,  
Grant Prairie, Director of Universities, Advanced Education






UM

Office of the University Secretary

312 Administration Building  
Winnipeg, Manitoba  
Canada R3T 2N2  
T: 204-474-9593  
F: 204-474-7511

## MEMORANDUM

**DATE:** November 30, 2022  
**TO:** Kelley Main, Acting Dean, Faculty of Graduate Studies  
**FROM:** Jeff M. Leclerc, University Secretary   
**SUBJECT:** ***APPROVAL OF MOTION***  
***Board of Governors – November 29, 2022***

---

On November 29, 2022 the Board of Governors approved the following motions:

**THAT the Board of Governors approve the establishment of a graduate Micro-Diploma in Science Communication, Department of immunology.**

JL/mw

Copy: S. Coyston  
P. Nickerson




UM

Office of the University Secretary

312 Administration Building  
Winnipeg, Manitoba  
Canada R3T 2N2  
T: 204-474-9593  
F: 204-474-7511

## MEMORANDUM

**DATE:** November 30, 2022  
**TO:** Michael Benarroch, Chair of Senate  
**FROM:** Jeff M. Leclerc, University Secretary   
**SUBJECT:** ***APPROVAL OF MOTIONS***  
***Board of Governors – November 29, 2022***

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On November 29, 2022 the Board of Governors approved the following motions:

**THAT the Board of Governors approve, as recommended by Senate:**

- A. Proposal for a Doctor of Philosophy in Pathology and Laboratory Medicine, Department of Pathology
- B. Proposals for a Master of Science and a Doctor of Philosophy in Pediatric and Child Health, Department of Pediatrics and Child Health
- C. Proposal to Convert Manitoba Public Insurance Professorship in Neuroscience to a Chair

JL/mw

Copy: D. Hiebert-Murphy  
N. Andrew  
C. Cook  
M. Pinto  
V. Koldingnes  
K. Main  
P. Nickerson  
S. Coyston

December 14, 2022

## **Report of the Senate Executive Committee**

### **Preamble**

The Executive Committee of Senate held its regular monthly meeting on the above date.

### **Observations**

#### **1. Speaker for the Executive Committee of Senate**

Professor Robert Biscontri will be the Speaker for the Executive Committee for the January 11, 2023, meeting of Senate.

#### **2. Comments of the Executive Committee of Senate**

Other comments of the Executive Committee accompany the report on which they are made.

Respectfully submitted,

Dr. Michael Benarroch, Chair  
Senate Executive Committee

[Terms of Reference](#)

## Report of the Faculty Council of Graduate Studies on Course, Program, Supplementary Regulation and Regulation Changes

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### Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, program, supplementary regulation, and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the School of Art.

### Observations

1. The **School of Art** proposes an M.A. in Art & Architectural History. The agenda contains the full program proposal documents, external reviewers' report and unit response.

The program will cover the Western tradition of art and architecture; Indigenous, Métis and Inuit art and architecture; art in new/digital media; and in moving image studies – a unique combination that would distinguish the program from others offered in Canada. The first year would consist of a core of required School of Art courses, with an additional menu of courses offered in units outside the School of Art.

The M.A. A.A.H. will consist of the following courses plus a thesis for a total of 18 credit hours:

- Required courses (9 CH total):
  - FAAH 7100: History and Methodology of Art/Architectural History (3)
  - FAAH 7010: Topics in Art/Architectural History (3)
  - FAAH 7020: Topics in Indigenous, Metis and Inuit Art/Architectural History (3)
- Recommended Electives (9 CH total) (Other 7000 level courses, if deemed relevant to the student's program, may also be taken subject to the approval of the student's advisor. See supplementary regulations for further details):
  - FAAH 7200: Directed Studies in Art/Architectural History (3)
  - STDO 7110: Graduate Seminar 1 (3)
  - STDO 7230: Contemporary Art Theory (3)
  - MUSC 7120: Seminar in Musicology (3)
  - MUSC 7130: Seminar in Ethnomusicology (3)
  - ARCH 7120: Research Topics in History and Theory (3)
  - ARCH 7020: Research Topics: History and Theory 1 (1.5)
  - ARCH 7030: Research Topics: History and Theory 2 (1.5)
  - CLAS 7300: Topics in Greek Art & Architecture (3)
  - CLAS 7302: Topics in Roman Art & Architecture (3)
  - INDG 7220: Selected Topics in Indigenous Studies (3) (when relevant to program)
  - INDG 7230: Methodology and Research Issues in Indigenous Studies (3)
  - INDG 7250: Culture: Theory and Praxis (3)
  - ENGL 7880: Studies in Literature and Film (3)
  - ENGL 7170: Studies in Media (3)

## Course Introductions

### **FAAH 7010 Topics in Art/Architectural History +3**

This course is a seminar treating special topics in Art and Architectural History. Various critical and theoretical perspectives will be employed. Students can earn multiple credits for this course only when the topic subtitle is different.

### **FAAH 7020 Topics in Indigenous, Métis, and Inuit Art/Architectural History +3**

This course treats various topics in the history of the art and architecture of Indigenous, Métis and Inuit peoples of the Americas. Various critical and theoretical approaches will be employed, including Indigenous theoretical approaches.

### **FAAH 7100 History and Methodology of Art/Architectural History +3**

This course is an exploration the histories, historiographies, and methodologies of Art and Architectural History. Students will explore the historical origins of and contemporary critiques of these disciplines through discussions of aesthetics, practices of analysis, critical theory, and research methodologies.

### **FAAH 7200 Directed Study in Art/Architectural History +3**

This course is a directed study course treating special topics in Art and Architectural History. Students can earn multiple credit for this course only when the topic subtitle is different.

### **NET CREDIT HOUR CHANGE +12**

## Recommendations

**Faculty Council of Graduate Studies recommends THAT the program proposal from the unit listed below be approved by Senate:**

### School of Art

Respectfully submitted,

Dr. Kelley J. Main, Chair  
Faculty Council of Graduate Studies

/ak

Comments of the Senate Executive Committee:  
The Senate Executive Committee Endorses the  
Report to Senate.

## **Report of the Senate Planning and Priorities Committee on a Proposal for a Master of Arts in Art and Architectural History, School of Art**

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### **Preamble:**

1. The [terms of reference](#) of the Senate Planning and Priorities Committee (SPPC), which are found on the University Governance website, charge the SPPC with making recommendations to Senate regarding proposed academic programs.
2. At its meetings on August 28 and November 3, 2022, the SPPC considered a proposal from the School of Art, to establish a Master of Art in Art and Architectural History.
3. The proposal was endorsed by the Faculty Council of the Faculty of Graduate Studies at its meeting on May 17, 2022, and by the School Council of the School of Art at its meeting on March 26, 2021.

### **Observations:**

1. The proposed Master of Arts in Art and Architectural History would be a two-year research-based program, with requirements for 18 credit hours of coursework in the first year, including 9 credit hours of required courses and 9 credit hours of recommended electives at the 7000-level, and a thesis in the second year. Students would also be required to complete a language requirement.  
  
The curriculum would be unique for graduate programs in the fields of art and architectural history, as it would cover Western and Indigenous, Métis, and Inuit art and architecture, as well as art in new/digital media and in moving image studies. The three required courses include a course in Indigenous art and architectural history, FAAH 7020 Topics in Indigenous, Metis and Inuit Art/Architectural History, which is intended to contribute to reconciliation, and FAAH 7100 History and Methodology of Art/Architectural History and FAAH 7010 Topics in Art/Architectural History.
2. The School is well-positioned to offer a research-based graduate program in this area, because students would have access to rich collections of art and material culture and archival resources in the province, representing settler-colonial, Indigenous, Métis, and Inuit traditions. A listing of some of the many resources is provided in section B-1 of the proposal.
3. In response to the Committee's observation that most graduate programs no longer include a language requirement, where this was common historically across various disciplines, School of Art representatives said graduate programs in Art History continued to require one or two languages, to ensure students' research was not too American- or British-centric. Including a language requirement would also promote Indigenization and decolonization of research and the curriculum, by encouraging students to acquire an Indigenous language. Also, it would encourage students who intend to complete a Ph.D. but who did not have a second language relevant to their area of research-interest, to consider acquiring that language.
4. The School has identified various objectives for the program; these can be found in section B-1 of the proposal. Some of the objectives include, to:
  - promote the growth of the study of art and architectural history within Manitoba;

- encourage the study of Indigenous, Métis, and Inuit art and architecture at the University and the training of Indigenous art professionals and academics;
  - encourage the study of Manitoba settler art and art history using settler-colonial approaches, taking an awareness of recent scholarship on global modernisms into account;
  - prepare graduates for professional careers in the cultural and academic sectors in Manitoba and beyond or to pursue doctoral studies in art and art history at other institutions in Canada and abroad;
  - promote collaborations between the School of Art and the Faculties of Architecture, Art, and Music;
  - promote closer collaborations between the School and the broader art and cultural communities in Winnipeg and across the province.
5. The proposed M.A. in Art and Art History program would be the only program of its type offered in Central Canada. Establishment of the program would make it possible for students from Manitoba, who had completed undergraduate studies in art history at the University of Manitoba, Brandon University, or the University of Winnipeg, to remain in the province to pursue graduate studies. It is anticipated that the program would potentially attract students from other regions, too, including Northwestern Ontario, Saskatchewan, North Dakota, and northern Minnesota.
  6. Projected enrolment for the first intake is two students. The maximum seat capacity would be four students.
  7. Establishment of the program would require the introduction of four new courses, for a net addition of 12 credit hours of course offerings in the School of Art.
  8. The School has indicated it would not require additional resources to offer the program. Its teaching complement includes four art historians, including an Indigenous art historian. It would use existing resources to fill a position for an Inuit art historian, to be posted in the current year. The School would also rely on instructors in the Faculties of Architecture, Arts, and Music, who are art, architectural, material cultural, and film historians, to deliver the recommended elective courses. The program would make use of existing teaching, graduate student, and gallery spaces in the ARTLab and Taché Hall complex.
  9. The total cost of delivering the program would be \$113,660, in Year 4. No new funding would be required to offer the program. Revenue to support the program would be derived from the following sources (as of Year 4):
    - program based tuition and continuing fees (\$23,405), which would generate the amount indicated based on enrolment of six (6) students, including three (3) new and three (3) continuing students;
    - other compulsory student fees (\$912);
    - existing resources in the School (\$52,886);
    - operating grant revenue (\$36,458).
  10. Revenues identified in observation 9 would be allocated to the items indicated below (figures are for Year 4):
    - salary and benefits (\$48,894) for existing academic positions, including a 0.10 FTE Excluded Academic Administrator; 0.30 FTE Associate or Assistant Professor or Senior Instructor; and a 0.05 FTE Librarian;

- indirect salary expenses (\$10,644) for new indirect staff, including for 0.10 FTE new CUPE teaching assistants and 0.05 FTE existing AESES support staff;
  - student support (\$30,000);
  - operating expenses (\$11,156);
  - administrative overhead (\$12,966), which includes a \$2,340 tax on the tuition.
11. The University of Manitoba Libraries indicated it can support the proposed program based on current collections plus a one-time reallocation of funds (\$5,000) from the Libraries' budget to acquire additional resources for current art history and Indigenous art, and an additional \$3,000 in ongoing funding for a subscription to the *International Bibliography of Art*.
  12. On the basis of the SPPC's criteria for assigning priority to new programs / initiatives,<sup>1</sup> the Committee recommended that a high priority level be assigned to the proposal for a Master of Art in Art and Architectural History. The proposal is consistent with all five of the University's strategic priorities for: Inspiring Minds through innovative and quality teaching; Driving Discovery and Insight through excellence in research, scholarly work and other creative activities; Creating Pathways to Indigenous achievement; Building Community that creates an outstanding learning and working environment; and Forging Connections to foster high impact community engagement.

### **Recommendation:**

The Senate Planning and Priorities Committee recommends:

**THAT Senate recommend to the Board of Governors that it approve a proposal to establish a Master of Arts in Art and Architectural History, in the School of Art. The Senate Committee on Planning and Priorities recommends that the Provost and Vice-President (Academic) not implement the program until satisfied that there would be sufficient space and sufficient funding to support the ongoing operation of the program.**

Respectfully submitted,

Professor Derek Oliver, Chair  
Senate Planning and Priorities Committee

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<sup>1</sup> [http://umanitoba.ca/admin/governance/media/SPPC\\_Assigning\\_Priorities\\_to\\_New\\_Programs-Initiatives.pdf](http://umanitoba.ca/admin/governance/media/SPPC_Assigning_Priorities_to_New_Programs-Initiatives.pdf)



**NEW PROGRAM OF STUDY**

Under The Advanced Education Administration Act

Universities and colleges requesting approval for a **new** program of study from Education and Training must apply using this application form. This form reflects the requirements set out in the Programs of Study Regulation (MR 134/2015) under The Advanced Education Administration Act.

**UM INTERNAL REQUIREMENTS:**
**UNIVERSITY  
OF MANITOBA**

1. Following unit approval\* please submit the complete proposal electronically (.pdf single file) to both the Office of the Provost & Vice-President (Academic) and, for:
  - Undergraduate Programs:** Office of the University Secretary (for Senate submission deadlines visit <http://umanitoba.ca/admin/governance/meetings/index.html>. Please also submit a **hard copy** version to the Office of the Secretary to their office as well.
  - Graduate Programs:** Faculty of Graduate Studies (for timelines visit [http://umanitoba.ca/faculties/graduate\\_studies/admin/program\\_approval\\_timeline.html](http://umanitoba.ca/faculties/graduate_studies/admin/program_approval_timeline.html).
  - ALL Programs:** as preparation for submission to MET, please submit a .docx file of the proposal, an .xlsx file of the Financial Support Form and a .pdf file of all other supporting documents (letters of support, external reviews, etc.). Please date stamp these files for ease of tracking should any changes result from the Senate approval process and submit directly to the Provost's Office.
2. Along with the information requested in the proposal template, please **append** details on the following:
  - a) **MET /SPPC Financial Support Form** [available through the Office of the Provost & Vice-President (Academic)]  
This form requires the signature of the Financial Planning Office. Please contact Giselle Martel, Executive Director, Financial Planning and Budgeting, for direction on completion of the form. Approval of the financial support form does not signify approval of any funding requests, either internally or from the province. Confirmation of resource availability and allocation of any new funds will be determined by the Provost at time of implementation.
  - b) **Admission and/or transfer criteria** for the proposed program.
  - c) **Course details** for required coursework, including title, course number, credit hours and calendar description. Highlight any proposed new courses and attach:
    - Undergraduate Programs:* for SCCCC Program and Course Change forms, as applicable, visit <http://umanitoba.ca/admin/governance/forms/index.html>
    - Graduate Programs:* for course change forms visit [http://umanitoba.ca/faculties/graduate\\_studies/admin/course\\_changes.html](http://umanitoba.ca/faculties/graduate_studies/admin/course_changes.html)
  - d) Any **new academic regulations** for the program that are not currently addressed in existing faculty/college/school requirements.
  - e) **Letters of support** from internal units that may be impacted by the proposed new program and any external letters of support as outlined below.
  - f) **Library statement** of support.
  - g) Where applicable, a **transition plan** for current students entering the new program.
3. Please direct questions to Cassandra Davidson, Academic Programs Specialist, at [Cassandra.Davidson@umanitoba.ca](mailto:Cassandra.Davidson@umanitoba.ca) in the Office of the Provost and Vice-President (Academic).

\*Note: the complete proposal, including all appendices, and associated program and course forms, should be submitted to departmental (as appropriate) and faculty/college/school approving bodies for review and approval, prior to submission to the Office of the University Secretary.

*Revised December 10, 2017*

*Revised October 18, 2017.*

## SECTION A – PROPOSAL DETAILS

Institution: **UNIVERSITY OF MANITOBA**

Applicable faculties/department with responsibility for the program: School of Art

If program is a joint program, list all participating institutions and the roles of each in delivering the proposed program:  
Not a joint program

Program name: Master of Arts in Art and Architectural History

Credential awarded: Master of Arts

Funding request: none

*Office Use Only*

One-time funding: \_\_\_\_\_

On-going funding: \_\_\_\_\_

Proposed start date: Fall 2023

List any critical issues that may impact the start date of the program: Approval of the Program Proposal

**UM INTERNAL REQUIREMENT:** Name of Person(s) responsible for the Program internally (please include contact information):

Acting Director Dr. Edward Jurkowski [Edward.jurkowski@umanitoba.ca](mailto:Edward.jurkowski@umanitoba.ca)

Dr. David Foster, Associate Director, School of Art [David.Foster@umanitoba.ca](mailto:David.Foster@umanitoba.ca)

Dr. Oliver Botar, Professor of Art History [Oliver.Botar@umanitoba.ca](mailto:Oliver.Botar@umanitoba.ca)

**B-1 Provide a general description of the program and its objectives:** *(Include intended purpose, curriculum design, and highlight distinctive attributes)*

This will be a two-year MA Program in Art and Architectural History (AAH) based in the School of Art (SofA). The Program would cover the Western tradition of art and architecture; Indigenous, Métis and Inuit art and architecture; art in new/digital media; and in moving image studies – a unique combination that would distinguish our program from others offered in Canada. The first year would consist of a core of required SofA courses, with an additional menu of courses offered in units outside the SofA. The required course in Indigenous AAH will contribute to reconciliation. The Program's second year will consist of a research-based thesis. The thesis would both produce much-needed scholarship and prepare graduates for PhD programs. While our contingent of Art Historians within the SofA is relatively small (four), there is a rich and diverse range of outstanding art, architectural, material cultural and film historians with PhD's at the University of Manitoba in the Faculties of Architecture, Arts and Music, as well as in the wider community that we can draw on to help deliver this Program.

Any outstanding AAH program is predicated on original, primary-source research, that is, it is dependent on the availability of material collections and architectural and artistic monuments (including public art) available locally. Our students' research projects will be enabled by the exceptional, often underutilized, fine art, Indigenous art and material culture, moving image, and craft/decorative art resources at UofM, in Winnipeg, Manitoba and Northwestern Ontario,\* as well as the region's rich architectural heritage.

The Program is designed to provide a flexible, pragmatic, materials-based and theory-intensive opportunity for students to continue their university training at a level that allows for original contributions to scholarship as well as training for art professionals – something that has been sorely lacking in this region. It is aimed at both providing new opportunities for graduate training in AAH within Manitoba and attracting graduate students from beyond. We expect that this will be an innovative, top-quality program of national significance, a program worthy of the U-15 status of UofM. This organic recipe for success in Manitoba's burgeoning and economically significant arts and culture sector addresses all the directives of the Strategic Plan of the University of Manitoba: Inspiring Minds, Driving Discovery, Indigenous Achievement, Building Community (within the University), and Forging Connections (outside the University). It also supports the goals of the Province of Manitoba's 2019 document *Our Way Forward: Manitoba's Culture Policy and Action Plan*.

The features of the Program that would distinguish it from other such programs in Canada include the following:

- This will be the first MA-AAH in Central Canada. It will thus serve the needs of Manitoban, Northwest Ontarian and other Prairie students, including students who have completed undergraduate Art History studies at UofM, UofW, BrandonU and other Prairie universities, as well as those in North Dakota and northern Minnesota.
- It will enrich and strengthen Manitoba's cultural life and make the art and architecture of our province more visible on the national and international levels.
- With the new position in Indigenous Art History, the planned addition of a position in Inuit Art History, the recent hire of an Assistant Professor/Indigenous Scholar in the Faculty of Architecture, the teaching of aesthetics in place in the Dept. of Indigenous Studies, in combination with world-class collections of Indigenous art and artefacts in the region (WAG-Qaumajuq, Manitoba Museum, etc.), this Program will be one of the most important centres of Indigenous, Métis and Inuit AAH in Canada and only the second centre of Inuit AAH.
- In addition to studying the Western tradition, it will establish a unique opportunity for students to research the Settler art and architecture of Manitoba and NW Ontario.
- This would be the only such Program in Canada closely aligned with a Faculty of Architecture.

- Students in the Program will have easy access to the exceptional collections of art, material culture and archives of the region\*, a complex of – from the point of view of AAH – underutilized resources unique in the world.
- Students will have easy access to both the rich architectural heritage of Winnipeg and region and the exceptional corpus of public art, including a fast-growing ensemble of Indigenous and Métis public art throughout the city.
- By combining faculty resources in the SofA, with those in the Faculties of Arts, Architecture and Music, the Program will offer opportunities to study art in New/Digital Media and Moving Image Studies, including Indigenous New Media, film and video art.
- Housed within a SofA with thriving BFA and MFA Studio programs, and aligned with the professional/studio programs in the Faculties of Architecture and Music, the Program will offer students unique opportunities to collaborate with cutting-edge creative partners, fostering an atmosphere conducive to materials-based thinking, theoretical innovation, and research-creation.

#### Summary of the Program objectives:

1. promote the growth of AAH study within Manitoba
2. provide trained professionals for jobs in the cultural and academic sectors in Manitoba and beyond
3. ensure that those with undergraduate Art History degrees can continue their studies without leaving Manitoba
4. prepare MA students in AAH for the best PhD programs in Canada and abroad
5. encourage the study of Indigenous, Métis and Inuit AAH at the UofM
6. encourage the training of Indigenous art professionals and academics
7. encourage the study of Manitoba Settler AAH using settler-colonial approaches, taking an awareness of recent scholarship on global Modernisms into account
8. given our current faculty resources, aim to teach Modern and Contemporary Art History at the highest level
9. promote synergistic collaboration between the SofA and the Faculties of Architecture, Arts and Music
10. utilize the Architectural History/Theory PhD's (including those active in landscape design, planning and interior design history) and the Indigenous Scholar in the Faculty of Architecture in training Architectural Historians
11. stimulate the undergraduate Art History Programs (General and Honours) within the SofA
12. promote collaboration with the undergraduate Art History, and MA in Curatorial Practices Programs at
13. promote closer collaboration with the Winnipeg Art Gallery, the Manitoba Museum, and other local galleries
14. promote excellence in the teaching of AAH students
15. make use of the rich collections of art/material culture and the exceptional archival resources in Manitoba\*
16. more fully utilize the world-class facilities available in the Fine Art complex of ARTLab/Taché Hall
17. encourage students from North Dakota and Minnesota to engage in graduate study at UofM

\*These resources include, at the UofM: School of Art Gallery, (some 5,000 works of art, including the FitzGerald Study Centre Collection and the TRC Art Collection, with strengths in Manitoba art, Canadian art, European Early Modern and American/European Modernist – especially Expressionist – prints); The UofM Art Collections (over 1500 works, including significant Canadian prints and public sculpture); the Architecture and Art Library (one of the best of its kind in the county); UofM Archives and Special Collections (containing important and growing collections of artists' and art historians' papers, architectural drawings, postcards and photographs of relevance to the study of art, architectural history and moving image studies; papers related to Inuit art/studies); Faculty of Architecture Art Collection; the Indigenous Archaeology Collection of the Department of Anthropology; Faculty of Law Collection of Manitoba art; St. John's College Art Collection (Settler and Indigenous/Inuit prints); Dept. of Classics Collection. The Winnipeg Art Gallery and its new Qaumajuq (Inuit Art Centre): The Winnipeg Art Gallery comprises the largest and most important repository of fine and decorative art between Vancouver, Toronto and Minneapolis/St. Paul. Among other holdings, it contains the world's largest collection of contemporary Inuit art; an important collection of Canadian Settler and Indigenous art with a strong focus on Manitoba artists and photographers (including the original "School of Art Collection"); a growing collection of contemporary international art; significant holdings of Canadian, American and European Modernist painting, sculpture, and photography and an extensive collection of decorative art. The WAG has the most significant holdings of Early Modern (Renaissance/Baroque) art in Western Canada, including the Gort Collection of Northern Renaissance painting and another major donation of Renaissance paintings in the works that will raise its Early Modern holdings to national importance. The Manitoba Museum has a collection of traditional Indigenous, historical Inuit, and Métis art and material culture of international significance, including the exceptional art and artefact collection of the Hudson's Bay Company. The UofW Collections include the UofW Art Collection (some 1,600 works of contemporary Manitoba art), the Eckhardt-Grammaté Library (one of the finest collections of rare books on European, mainly Germanic Modernism in the country), the Anthropology Museum (Indigenous material culture), Archives and Special Collections, and the Western Canadian Pictorial Index. The Manitoba Provincial Archives has vast holdings of papers and photographs relevant to the study of Settler and Indigenous AAH, including the world-renowned Hudson's Bay Archives. The Centre Culturel Franco-Manitobain is the primary repository of archival and art resources relating to Franco-Manitoban heritage. The City of Winnipeg Archives includes vast, as-yet-largely untapped

architectural historical resources and is in the process of developing new, state-of-the-art facilities. Oseredok (Ukrainian Cultural and Educational Centre) houses significant decorative/folk art, fine art (some 900 works), and archival holdings – the latter the richest in North America. The Manitoba Crafts Museum and Library possesses significant resources in the field of craft, including Indigenous, Métis and Settler material. Video Pool Media Arts Centre has the largest collection of moving image art on the Prairies, and one of the most important in the country. The Costume Museum of Canada has vast holdings (ca. 35,000 items) of garment-and textile-related material. The Provincial Art Collection is an untapped resource including some 3,000 artworks. BrandonU has a collection of European, Indigenous and Métis art. The Pavilion Gallery in Assiniboine Park houses extensive collections of art by Ivan Eyre and W. J. Phillips. The Winnipeg Architecture Foundation contains significant and growing holdings of architectural archives. The Muse in Kenora, Ontario contains significant holdings of Indigenous, Métis and Settler art/artifacts including an important collection of work by W. J. Phillips.

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**B-2 Length of Program:** *(Define the length of the proposed program using measures appropriate to the schedule and delivery format. This will include total course credits and weeks/months, and, where relevant, hours and semesters of instruction)*

The program will normally take two academic years to complete. The program contains eighteen (18) credit hours of coursework, apportioned over the first two semesters. There is a written thesis requirement for the second year.

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**B-3 Intended outcomes of the program:**

B-3.1 Describe how this program serves and advances the academic, cultural, social and economic needs and interests of students and the province:

The proposed MA in AAH enriches the quality of graduate offerings of UofM and strengthens the research profile of the SofA. Those interested in studying the art and architecture of Manitoba, or works in Manitoba's exceptionally rich collections of art and of architectural documentation, cannot easily do so from outside the province. An AAH MA Program within Manitoba is a necessary step in the establishment of a specifically Manitoban AAH, which, despite the efforts of colleagues in the 1980s and '90s, is currently an underdeveloped field of study. Given its faculty, library, physical plant, and art/archival collection resources, the UofM is the optimal base for its establishment. This would contribute to the "Inspiring Minds" and "Driving Discovery" aspects of our Strategic Plan.

The rich research resources and research assistance opportunities available to our prospective graduate students will contribute to an exceptional learning experience. The highly successful adaptation of our teaching to pandemic conditions (including the remote participation of foreign students, and remote guest lectures delivered by world-class art historians, artists and museum professionals) has demonstrated to us that AAH is a field that can be successfully taught both in person and online, and this lesson will not be lost on our future teaching and recruitment strategies. Our devotion to teaching excellence at the undergraduate level will be translated into teaching excellence and flexibility in our graduate program, fulfilling the "Inspiring Minds" goal of our Strategic Plan.

With our new Indigenous Art History hire in place, combined with a planned future hire in Inuit Art History, we will develop this Program to encompass the history and current state of Indigenous art employing cutting-edge Indigenous theory, both to cater to the significant Indigenous population of Manitoba and NW Ontario, and to provide an opportunity for graduate training in the area, with a mind to training a badly needed cohort of Indigenous academics, and art professionals. The recent hire of an Indigenous Assistant Professor in the Department of Architecture will make it possible for those interested in the history of Indigenous architecture to garner mentorship. Our objective to foster both Indigenous topics and students in the Program supports the goals of "Indigenous Achievement", "Inspiring Minds" and "Driving Discovery" in our Strategic Plan, and our requirement that all MA students take the Indigenous AAH course will contribute to our wider goal of reconciliation as defined by the TRC.

Although small in number, the Art Historians currently in the School of Art have maintained a high level of research and publication as well as granting. With only an undergraduate teaching program, however, it is difficult to coordinate teaching with research interests. The presence of graduate students not only provides a bridge between these two central aspects of scholarly activity, but it provides a pool of research assistants who can engage in higher-level research. Granting agencies (such as SSHRC -- our principal source) require a large proportion of grant funds to be devoted to

student training and this has become near-impossible for Art History faculty to fulfill due to the dearth of graduate students; employing undergraduate research assistants can only take us so far in this regard. Research involvement forms an invaluable part of the training of graduate students, and since research is required of graduate students as part of their program, the research efforts of faculty members and graduate students are envisioned to align and strengthen both. *Indeed, the current lack of a graduate program is a serious impediment to both grant procurement and faculty recruitment:* this Program would help to attract research-oriented faculty who are at the top of their fields, improve our faculty's chances of procuring research grants and, eventually, a CRC. Our collaboration with the Faculties of Architecture, Arts and Music would provide further opportunities for students in the Program to act as teaching assistants, grader/markers and research assistants, providing them with significant sources of financial support. These developments will contribute to the "Inspiring Minds" and "Driving Discovery" goals of the Strategic Plan.

With this Program in place, teaching in the field would gain in depth and intensity, thereby enhancing the SofA's and UofM's reputation and visibility as a teaching institution in the field of AAH. The Program would provide inspiration and direction to students enrolled in our growing undergraduate Art History programs, and the presence of graduate students in the SofA would provide a mentoring element that would aid in encouraging all of our teaching programs. Graduate teaching at the Master's level provides faculty members with additional stimulus and opportunities to hone and develop their teaching skills and encourages new teaching methods and approaches. In this stimulating new atmosphere, enthusiasm and a sense of purpose would be generated, and this would have a positive impact on the standards maintained by teaching faculty, including sessional instructors, and the expectations for learning on the part of students. The enriched quantity and range of teaching would benefit all of our students, and would enhance the profile of our undergraduate Art History programs at both the national and international levels, thereby encouraging the strategic goal of "Inspiring Minds." It would also prepare our best MA graduates for the Design and Planning PhD Program in the Faculty of Architecture, as well as for other top-ranked AAH PhD programs further afield.

The SofA has undergone growth in recent years. As of July 2021 there were twenty full-time and eleven sessional faculty members (plus two professors Emeritus – one of them an Art Historian – and two Senior Scholars), 326 undergraduate students, and 9 graduate students in the MFA program. There has been an upward trend in the number of undergraduate Art History majors: 6 in 2018-19, 10 in 2019-2020, and 16 in the current academic year. There has been a steady overall enrolment at the SofA over the last three years, with 304 students in 2018-19 and 326 in 2020-21.

There have also been relatively consistent student credit hours over the same period (accounting for pandemic disruption), with 8,064 credit hours in 2018-19; 8,121 in 2019-20; and 7,728 in 2020-21. There are annually over 50 graduates from the B.F.A. studio Programs and around 4 graduates from the MFA program. More pertinently, there is a growing number of graduates in Art History, in the B.F.A. General and B.F.A. Honours Programs. The SofA and the UofM have long ago reached a scale in terms of student enrolment, and a stage of development where an MA program in AAH is not only possible but expected. As Senator Pat Bovey has pointed out to us, establishment of such a program has been a goal since the 1970s, and it fits into long-term planning for the development of both teaching and research in the SofA. In conjunction with the existing MFA program, this Program will help maximize the effectiveness of the faculty and resources we already have, and expand our potential for the future.

B-3.2 Describe the existing and anticipated post-secondary learning needs of students in Manitoba that this program addresses and responds to:

While Manitoba has an exceptionally rich artistic tradition among both its Indigenous and Settler populations, and, as Province of Manitoba's 2019 document *Our Way Forward: Manitoba's Culture Policy and Action Plan* demonstrates, its cultural industries and activities continue to thrive and play an important role in the province's economy, and even

though Winnipeg is both a centre of architectural culture with a repository of architectural resources of national and international significance and a nationally recognized centre of public art, there is currently no opportunity for graduate training in AAH in the province. The Art History Program in the SofA has long been turning out exceptional undergraduates who have excelled in some of the most highly regarded graduate programs, mainly in Southern Ontario, Montreal, Great Britain and New York, as well as internships at prestigious institutions such as the National Gallery of Canada, the Courtauld Institute and Victoria and Albert Museum in London, the Guggenheim Museum in New York and the Peggy Guggenheim Foundation in Venice – where no fewer than four of our graduates have been awarded internships. While this is a testament to the excellence of our undergraduate Art History training, because there is currently no opportunity in Manitoba to pursue a graduate degree in AAH, we have lost many promising students who, after obtaining undergraduate degrees, continued their training elsewhere. This can be both expensive and frustrating for students who would rather remain in Manitoba, especially since an MA in AAH has now become a prerequisite for most jobs in the field. With the establishment of this Program, we could retain some of our best graduates.

Institutions such as our universities, museums, art galleries, archives, Provincial and Federal ministries, Heritage organizations, arts councils, and arts organizations are dependent either on expertise in this field brought in from outside Manitoba or on Manitobans who have gone elsewhere for the requisite training to further the cultural well-being of our province. This MA program in AAH would provide an in-province training platform for such professionals.

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#### **B-4 Mode of Delivery**

B-4.1 Provide the total program length through **one** of the following measures:

18 Total credit hours

Total contact hours

Total courses

B-4.2 What proportion of the total program length (as indicated above) can be completed through the two following modes of delivery? *(Note that one or both selections can be offered up to the total program length.)*

Up to 100% In person

Up to 100% Online

Although it is the intention of the School of Art that this program be undertaken in person, there will be no limit to the number of credit hours that may be completed online, subject to the availability of online course offerings (including required and elective courses).

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**B-5 Provide an overview of the suggested progression of courses on a year-by-year basis for the program from start to maturity.** *(Course level detail is not necessary, however, please include credit hours/contract hours, proportion of upper level courses, clinical placements or practicums, or subject area requirements where applicable)*

The program of study for the MA in AAH will consist of eighteen credit hours of course work, and a written Thesis. Nine of these hours are required graduate seminars in the School of Art at the 7000 level. One course will ensure that each student is familiar with the history, methodologies and theories of the discipline, and another with the history, methodologies and theories of Indigenous AAH. The remaining nine credit hours may be taken as ancillary course work at the 7000 level in the SofA, or another program, Faculty, or Department of the UofM, if appropriate to the student's research program. All courses are subject to the approval of the Associate Director (Graduate and Research) in the SofA. Typically, course work will be completed in the first year, and the Thesis will be completed during the second year.

Recognizing the cultural complexity of Manitoba, Canada, and the world, and resisting the trend towards Anglophone linguistic hegemony, there will be a language Requirement: Students are required to have a reading knowledge of at least one language other than English. The language in addition to English necessary for the completion of the student's Thesis Project will be the language required for the degree. In the case of Indigenous subjects, competency in a language relevant to the subject (particularly Cree{Néhinaw}, Dene, Anishinaabeg, Dakota, Oji-Cree, Michif, Inuktituk) will be required where appropriate. If an additional language is not required for the completion of the student's Thesis Project, then the student should choose one of the following traditional languages of art historical scholarship: French, German, or Italian. For an MA degree, a grade of C+ or better in 6 credit hours of introductory-level post-secondary language course(s) satisfies the requirement. Such courses may be taken at the UofM or at other universities. Graduation from a Canadian secondary-level language immersion program would also satisfy this requirement. Students who have a reading knowledge of a second language but who have not taken a university-level course in it may satisfy the requirement by demonstrating competence in that language, which, in most cases, will be done by taking a reading test administered and evaluated by members of the UofM department in which that language is taught. In cases where the required language is the student's native language, or one of their native languages, this requirement may be waived. Students who enter the program with English as an additional language will have their language requirement waived unless they are carrying out research that requires reading knowledge of an additional language. All language courses/reading tests will be classified as X (Auxiliary) and the grade will not be included in the student's G.P.A.

**M.A. Advisor:** An Interim Advisor is assigned from the School of Art faculty by the Graduate Chair, and notification of the Interim Advisor is included in the student's letter of admission if the information is available. Interim Advisors shall be faculty members with Ph.D.'s in Art History and/or Architectural History/Theory. A student may, by mutual agreement with another faculty member, and with the approval of the Graduate Chair, change their Interim Advisor.

**M.A. Thesis:** At some point during the First Year of study (normally during second term, but prior to the end of second term at the latest), with the guidance of the Interim Advisor and the approval of the Graduate Chair, the student will choose a Thesis Advisor. This person may or may not be the same person as the Interim Advisor, and must agree to act as Thesis Advisor. Working with the Thesis Advisor, the student will invite at least two other faculty with standing in FGS to act as members of the Thesis Advisory Committee. Normally, all members of the Thesis Advisory Committee will hold PhD's in Art and/or Architectural History/Theory, a closely related discipline, or a discipline of direct relevance to the thesis project. If a potential Thesis Advisory Committee member does not have FGS membership, a nil salaried appointment will be sought. Under the supervision of the Thesis Advisor, the student will develop a thesis proposal for submission to the Graduate Chair, typically within two months of successful completion of course work. The overall purpose of the thesis is to allow the student to conceive and execute a major research project that demonstrates mastery in the content area and highly developed research, writing, and critical thinking skills. The thesis proposal will be 1000-1250 words in length and should present a clear research problem, key research questions, a critical review of the current literature, primary and secondary research materials of importance to the project, an overview of proposed theoretical and/or methodological approaches and how they will be applied, and a statement about the anticipated contribution to scholarship. A preliminary outline of chapters/major sections is required. A substantial working bibliography is required. (The latter two are not included in the wordcount.) Once the proposal is approved by the Thesis Advisor, it is circulated to all Thesis Committee members, who are invited to comment on the proposal in terms of quality of argument, research and theoretical grounding, in feedback addressed to the Thesis Advisor, who then conveys this feedback to the student. A majority vote by the Thesis Advisory Committee members will determine whether the Thesis Proposal is passed or failed. In case of a tie vote, the Graduate Chair will cast the deciding vote. This approval and feedback process should normally not take more than a month. The general standards for the M.A. thesis, as outlined by the Faculty of Graduate Studies, must be met. The length of the thesis should normally be between 24,000 and 30,000 words excluding scholarly apparatus (bibliography, references, figures, etc.). Normally the Advisory Committee will



become the Thesis Examining Committee. All members of the Thesis Examining Committee will hold PhD's in Art and/or Architectural History/Theory, a closely related discipline, or a discipline of direct relevance to the thesis project. The Graduate Chair will arrange for distribution of the thesis to the examiners.

**UM INTERNAL REQUIREMENT:** please complete the chart below to provide an overview of suggested progression through the program (indicate pre-requisites and related credit hours). Outline options for specializations within this program [minor(s) and/or concentration(s)].

YEAR 1	YEAR 2
<p>Master of Arts in Art and Architectural History: Required Courses (9 cr hrs):</p> <ul style="list-style-type: none"> <li>-FAAH 7100: History and Methodology of Art/Architectural History (3 cr hrs)</li> <li>-FAAH 7010: Topics in Art/Architectural History 1 (3 cr hrs)</li> <li>-FAAH 7020 Topics in Indigenous, Métis and Inuit Art/Architectural History (3 cr hrs)</li> <li>-GRAD 7500: Academic Integrity Tutorial (0 CRH)</li> <li>-GRAD 7300: Research Integrity Tutorial (0 CRH)</li> </ul>	<p>GRAD 7000: Master's Thesis (0 CRH)</p>
<p>Master of Arts in Art and Architectural History: Recommended Elective Courses (9 cr hrs):</p> <ul style="list-style-type: none"> <li>-FAAH 7200: Directed Studies in Art/Architectural History (3 cr hrs)</li> <li>-STDO 7110: Graduate Seminar 1 (3 cr hrs)</li> <li>-STDO 7230: Contemporary Art Theory (3 cr hrs)</li> <li>-MUSC 7120: Seminar in Musicology (3 cr hrs)</li> <li>-MUSC 7130: Seminar in Ethnomusicology (3 cr hrs)</li> <li>-ARCH 7120: Research Topics in History and Theory (3 cr hrs)</li> <li>-ARCH 7020 Research Topics: History and Theory 1 (1.5 cr hrs)</li> <li>-ARCH 7030 Research Topics: History and Theory 2 (1.5 cr hrs)</li> <li>-CLAS 7300: Topics in Greek Art &amp; Architecture (3 cr hrs)</li> <li>-CLAS 7302: Topics in Roman Art &amp; Architecture (3 cr hrs)</li> <li>-INDG 7220 Selected Topics in Indigenous Studies (3 cr hrs)</li> <li>-INDG 7230 Methodology and Research Issues in Indigenous Studies (3 cr hrs)</li> <li>-INDG 7250 Culture: Theory and Praxis (3 cr hrs)</li> <li>-ENGL 7880 Studies in Literature and Film (3 cr hrs)</li> <li>-ENGL 7170 Studies in Media (3 cr hrs)</li> </ul> <p>Electives by advisement</p> <p>*Note that the content for FAAH 7010, FAAH 7020, FAAH 7200, CLA 7300, CLAS 7302, ARCH 7120, ARCH 7020, ARCH 7030, MUSC 7120 and MUSC 7130 may change each time these courses are offered, allowing students to repeat these courses for credit if the subtitle differs.</p>	
TOTAL CR. HRS: 18	TOTAL CR. HRS: N/A

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**B-6 Will the program be available for part-time study?**

Yes

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**B-7 Indicate if this program will have a cooperative education, Practicum, internship or practicum component and provide any relevant details:**

No.

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**B-8 Intake Information**

B-8.1 Projected enrolment for the first intake: 2

B-8.2 Maximum seat capacity (*Defined as first-year enrolment capacity*): By year 5 of the program we anticipate a first-year enrolment of four (4) students

B-8.3 Anticipated date of maturity:

09/2028

**UM INTERNAL REQUIREMENT:** please indicate the projected enrolment and graduates for the first 5 years of the program.

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrolments	2	4	5	6	7
Graduates	0	2	2	3	3

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**SECTION C – INFORMATION REGARDING PROGRAM DEVELOPMENT PHASE**

**C-1 Describe how this new program aligns with the strategic plans of your institution:**

Please see references to this topic throughout this document. In summary: The proposed MA in AAH aligns with the goals of UofM as a member of the U-15 Canadian institutions. More specifically, we seek to create an exceptional student experience with a program of study that conforms to all the goals of the UofM's Strategic Plan: "Inspiring Minds through Innovative and Quality Teaching," "Driving Discovery and Insight through Excellence in Research, Scholarly Work and other Creative Activities," "Indigenous Achievement" and "Building Community that builds an Outstanding Working and Learning Environment."

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**C-2 Outline the internal approval process (i.e. committees, governing bodies) for approving this new program of study within your institution and indicate any dates of decision.** (*Governing Council, Board of Governors, Board of Regents, Senate, other*)

**UM INTERNAL REQUIREMENTS:** Please note date(s) of Faculty/College/School Approval. Approval dates through the governing bodies will be inserted by the Provost's Office prior to submission to government.

**UM Undergraduate Programs:**

<u>Decision-Making Body</u>	<u>Date of Approval</u>
Faculty/College/School	26 March 2021
SCCCC	_____
SPPC	_____
SCADM ( <i>if applicable</i> )	_____
SCIE ( <i>if applicable</i> )	_____

**UM Graduate Programs:**

<u>Decision-Making Body</u>	<u>Date of Approval</u>
APC ( <i>preliminary review</i> )	_____
External Review	_____
APC	_____
FGS Executive	_____
FGS Faculty Council	_____

Senate Executive	_____	SPPC	_____
Senate	_____	Senate Executive	_____
Board of Governors	_____	Senate	_____
		Board of Governors	_____

### C-3 Responsibility to consult

C-3.1 If this program is subject to mandatory review or approval by organizations external to the institution (*such as regulatory bodies, Apprenticeship Manitoba, etc.*), please describe any consultation processes and provide copies of reports or letter from these organizations providing support:

N/A

C-3.2 What agencies, groups, or institutions have been consulted regarding the development of this program?

*Note: this includes any consultation with internal UM units, academic or otherwise.*

Internal to the U of M: The Office of the Provost

We have examined the MA programs in Art History throughout Canada. We have consulted with the following at the UofM: Faculty of Architecture (including Heads of all Departments and faculty specializing in History and Theory of Architecture, and Landscape Design); Faculty of Arts (including Dept. of Classics Art History professors), Dept. of Indigenous Studies (Indigenous Aesthetics professor), Dept. of English, Theatre, Film and Media (Film History professors), Dept. of Philosophy (Aesthetics professors); Faculty of Education (Art Education professor); Faculty of Music, UofM (Dean and Associate Dean/professor of Musicology); Archives and Special Collections (former and current Directors); School of Art Gallery (Director/Curator); University Art Collection (late Curator); Students of Fine Art (SOFA) (Executive). At the UofW we consulted with all faculty in the Art History Program within the History Dept.; with the Program Coordinator of the MA in Cultural Studies—Curatorial Practices; and with the Dean of Graduate Studies. We have also consulted with the Art History professor at Brandon University (now at UofW); the Director, University Art Galleries and Collections at the University of Saskatchewan; the Architectural History professor at the University of Calgary School of Architecture and Planning; the Director and Chief Curator of the Winnipeg Art Gallery; the Director of the Winnipeg Architecture Foundation; the Curator of Cultural Anthropology at the Manitoba Museum; the Editor of the Winnipeg-based *Border Crossings* magazine (currently the most important art journal in the country); the Directors and former Directors of the Buhler Gallery at St. Boniface Hospital, Urban Shaman Gallery, La Maison des artistes visuels francophones; the Pembina Hills Arts Council (Morden MB), the Selkirk Community Arts Centre and The MUSE (Lake of the Woods Museum) in Kenora ON. Finally, we spoke with Senator Pat Bovey (former Director, Winnipeg Art Gallery and former Chair of the Board of Governors, UofM); with the Chief Curator of the McMichael Canadian Art Collection in Kleinburg ON; and with Alumni of our undergraduate Programs in Art History who have gone on to graduate art/architectural history training elsewhere.

C-3.3 How have students and faculty been informed of the intent to establish this program?

There have been discussions through an Ad Hoc Committee to Establish a Graduate Program in Art History established in 2018 that included relevant faculty from throughout the University of Manitoba and the University of Winnipeg; Discussions with Heads of all Departments as well as with other professors in the Faculty of Architecture; discussions

with Art History students on an individual basis, as well as through SOFA (Students of Fine Art); Discussions with Art History Faculty at the University of Winnipeg and Brandon University.

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**C-4 List any similar programs offered in Manitoba:** *(Provide such information as institution, programs, and credentials offered in addition to any impacts on these programs, explain rationale for duplication.)*

*Note: this includes any programs currently offered at UM.*

There is no Graduate Program in Art and/or Architectural History currently offered in Manitoba. There is an interdisciplinary MA Program in Cultural Studies (Curatorial Practices) at U of W, but that is not an Art and/or Architectural History program. We recommend that program to our Art History and Studio graduates interested in curatorial careers, and the U of W's undergraduate Art History program will be a source of students for our Program.

C-4.1 Describe any specific laddering, articulation and/or credit transfer options for students that are anticipated in this program in Manitoba.

Courses will be approved for transfer to our proposed Program on an individual basis by the School of Art and the FGS before the student may register for them. Students have the opportunity to take courses that satisfy Program requirements, where applicable, at another university (for example, the University of Winnipeg) with a letter of permission from that institution or under the terms of the Western Deans' Agreement. Such courses may not be used for credit towards another degree and they may not exceed 50% of the minimum credit hours of coursework required for our Program.

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**C-5 List any similar programs offered in Canada:** *(Provide such information as institution, programs, and credentials offered in addition to any impacts on these programs, explain rationale for duplication.)*

MA programs in Art History are currently offered at Laval University, Concordia University, McGill University, the University of Montreal, l'Université du Québec à Montréal, Carleton University, Queen's University, the University of Toronto, York University, the University of Western Ontario, the University of Alberta, the University of British Columbia and the University of Victoria. The only program in "Art and Architectural History" (named as such) is the one at Carleton University (though most Art History graduate programs offer courses in Architectural History as well as Art History). Ours would be only the second graduate program in Canada *specifically* geared towards both Art and Architectural History, and the only one in western Canada. While most of the Canadian graduate programs in Art History offer courses in Indigenous Art History, ours will be the first to aim for instruction both in Indigenous Art *and* Architectural history/practice – made possible through the recent hire of an Indigenous Scholar in the Dept. of Architecture. Also, it will be one of only two, and the only one in Western Canada to offer instruction in Indigenous, Métis and Inuit AAH. *Please note that there is currently no graduate program in Art/Architectural History between Toronto to the east, Edmonton to the west, and Minneapolis-St. Paul to the south*, and given that we have reciprocal in-province/state tuition agreements with both Minnesota and North Dakota, we should be able to expand our potential catchment area to this vast region, particularly since Winnipeg's booming cultural scene is a definite draw for non-Indigenous AAH students, Winnipeg's vibrant Indigenous cultural scene is a strong attractor for Indigenous students seeking a post-secondary education in the field, and our tuition fees are lower than in any other jurisdiction within this catchment area. A graduate Program in AAH, based in Winnipeg, with the expertise of the faculty at our disposal in this province, and with the special focuses we propose, can expect to draw from the entire region and throughout Canada. Not only will this Program *avoid redundancy*, it will *fill in a glaring gap* in the landscape of graduate studies in AAH in this region and in the country as a whole.

C-5.1 Describe any specific laddering, articulation and/or credit transfer options for students that are anticipated in this program in Canada.

Courses will be approved for transfer to our proposed Program on an individual basis by the SofA and the FGS before the student may register for them. Students have the opportunity to take courses that satisfy Program requirements, where applicable, at another university (for example, the University of Winnipeg) with a letter of permission from that institution or under the terms of the Western Deans' Agreement. Such courses may not be used for credit towards another degree and they may not exceed 50% of the minimum credit hours of coursework required for our Program.

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**C-6 Describe the current and projected labour market demands in Manitoba for graduates of this Program:**

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*(Provide such information as probable employment destinations or further educational opportunities available to graduates of this new program of study. Attach any formal reports such as those from Associations, Statistics Canada, Sector Councils, Industry or Regulators.)*

While there are no formal reports or known research available on this topic (the Government of Canada Job Bank website does not include Art History as a category of employment), AAH graduates have excellent job prospects, and it is worth noting that the prospects for both art dealers and art critics is "good" over the coming "three years" according to the Job Bank. The Province of Manitoba has produced a document, *Our Way Forward: Manitoba's Culture Policy and Action Plan* (March 2019), as part of the province's overall *Skills, Talent and Knowledge Strategy* "that provides strategic direction to publicly funded post-secondary institutions." As is stated in *Our Way Forward*, "Culture is an important economic driver, employing tens of thousands of people across a wide variety of creative and cultural sub-sectors. Its contribution to the province's GDP is larger than ever." (p. 7) In fact, "Culture GDP accounted for more than \$1.6 billion of the total Manitoba economy in 2016. There were more than 22,500 culture jobs in Manitoba in 2016, or 3.4 % of all Manitoba jobs... In terms of GDP, the culture sector outperforms other Manitoba industries considered to be major economic drivers... Over the past decade, the economic importance of culture has accelerated... Manitoba's business community spoke in unison about the importance of culture to the economic vitality of the province." (p. 8) The "Priority Area 1" of Manitoba's cultural policy is to "foster economic development" by "moderniz[ing] and streamlin[ing] support for cultural labour force development, ensuring that programs are responsive to industry needs and contribute to skills development and sustainable employment." (p. 9) This is where we see a major role for the MAAH Program: contributing to the training of cultural professionals for the province, and beyond the province, as ambassadors to the country as a whole and beyond. Employment opportunities for AAH include, but are not limited to: working in public art museums as arts administrators, curators, educators and social media/publicity specialists; jobs in private galleries and as curators for corporate collections; academic careers as AAH professors; members of civic arts councils; careers as free-lance curators and art writers, including art journalism, content creators for websites and other media; cultural policy specialists; careers in broadcasting; and (with the addition of supplementary degrees in library science, archival studies, art conservation, law, and education) careers as art librarians, archivists, art conservators, specialists in art law, and teaching art in schools. Yet others, particularly those who focus on the history of architecture and of public art, work in civic, provincial and federal positions associated with built heritage and heritage sites. This latter function would be particularly important for a city and a province with an architectural heritage and a public art program as rich as ours – a heritage that is recognized both nationally and internationally. Indigenous graduates will occupy important positions in supporting and promoting the extraordinary florescence of Indigenous art making in Winnipeg – now widely considered to be the Indigenous cultural centre of the country. The policy's "Priority Area 2" is "understanding and promoting the value of culture and creativity," including the necessity to "disseminate information on Manitoba's cultural and creative achievements." This Program would contribute in tangible ways to such understanding and promotion by fostering the creation of knowledge through research, publication and exhibitions of Manitoba's art, architecture and public art, both historical and contemporary. The Policy's "Priority Area 3" is "Ensuring diversity, inclusion and accessibility" of culture. By establishing the first MA program in AAH, we make the possibility of attaining to such a degree far more accessible than it was previously, and by placing a focus on Indigenous, Métis and Inuit art and architecture, we will promote both inclusion and diversity in such knowledge creation.

Our graduates would have the option to go on to art historical Doctoral studies at several Canadian Universities: the University of Victoria, the University of British Columbia, the University of Alberta, the University of Toronto, Queen's University, McGill University, and Montreal's Interuniversity PhD Program in Art History (Concordia, l'Université du Québec à Montréal and the University of Montreal). Graduates from our BA (Honours) program in Art History have gone on to graduate studies (including PhD's) at U of T, Queen's, Carlton, Concordia and McGill, as well as top foreign universities, first and foremost in the UK (The Courtauld Institute and the School of Oriental and African Studies, University of London; Royal College of Art, London; Oxford University; University of York; St. Andrew's University; University of Edinburgh; University of Leeds; University of East Anglia, Norwich), and a few of the best American programs (Columbia University, City University of New York, New York University, Howard). We have every reason to assume that our MA AAH graduates will continue to go on to the best Ph.D. programs in the English-speaking world, should they wish to pursue academic careers, acting as cultural and academic ambassadors for Manitoba in the process.

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**C-7 If copies of any internal or peer evaluations with respect to this new program of study are being provided with this proposal, please indicated how any issues identified by these evaluations have been addressed and attach any relevant documents as available:**

N/A

#### **SECTION D – REQUIRED RESOURCES AND FINANCIAL IMPLICATIONS**

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**D-1 If one-time or pilot funding are being requested to support this new program of study, please identify the amount of funding being requested:**

We are not seeking one-time or pilot funding for this program. Please see budget spreadsheet for details.

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**D-2 If ongoing funding being requested to support this new program of study, please identify the amount of funding being requested:**

We are not seeking ongoing funding for this program. Please see budget spreadsheet for details.

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**D-3 If new funding is not being requested, how will the program be funded?**

The SofA will use existing resources to deliver and manage this program. Some of the courses duplicate required courses in the MFA. The remainder of the program will be offered by scheduling 7000-level graduate and 4000-level undergraduate seminar courses at the same time, but with different syllabi, course assessments and examinations appropriate to the graduate level.

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**D-4 List any external sources of funding that will be used to support the implementation or delivery of this new program of study:** *(Provide such information as agreements for funding from industry or external grants and indicate the anticipated length of time for each agreement.)*

None

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**D-5 What are the resource implications to the institution (budget, IT, library, laboratory, computer, space, practicum liability insurance, student services, etc) in delivering this new program of study?**

The program of study can be accommodated within the workloads of the current SofA faculty, with the addition of committee memberships and supervisory work on the part of faculty in the associated units: There are some 15 professors with PhD-level training in Art History, Architectural History and Theory, Art Education, Indigenous Material Culture and Aesthetics, Moving Image Studies, New/Digital Media History, and Aesthetics in the SofA and the Faculties

of Architecture, Arts, Music, and Education. There are, in addition four professors with MA-level training and/or experience in history and theory of architecture in the Faculty of Architecture who can serve on committees. The program of study does not require additional IT, library, computer, space, practicum liability insurance, or student services. In short, the resource implications of the proposed program of study are minimal: Relevant library resources have been deemed sufficient by Art and Architecture Librarian Liv Valmestad. Specifically, in the field of contemporary art, the collection is currently at a Master's level, while the collection from medieval to modern, although good, is not at a Master's level. These gaps will be adequately addressed with the Winnipeg Art Gallery book donation currently being processed, which is particularly strong in these areas. Furthermore, the Document Delivery service will be able to provide access to additional resources. \$5,000 in one-time funds will be reallocated from the Libraries' budget to acquire additional resources for current art history and Indigenous art, and an additional \$3,000 in ongoing budget for a subscription to the International Bibliography of Art to support the new program. (see attached report). Art and Archival collections housed within the UofM for research in AAH include the School of Art Gallery Collection, the University of Manitoba Art Collection, the Faculty of Law Art Collection, the TRC Art Collection (housed within the School of Art Gallery vault), the Faculty of Architecture Collection, the Department of Classics Collection, and the University of Manitoba Archives and Special Collections, the latter which has major fonds of relevance to Settler, Indigenous and Inuit art history. In addition, there are extensive library resources in other Winnipeg and regional institutions listed above, particularly at the Winnipeg Art Gallery (with particular strength in Canadian and Indigenous) and the Manitoba Museum.

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**D-6 Please describe new and existing staffing resources needed to provide this new program of study.** *Include reallocation of existing faculty, hiring of new faculty, administrative and support services and any other considerations.*  
Positions in Early Modern (Renaissance/Baroque) Art/Architectural History and Inuit Art/Architectural History

There are four (4) full-time faculty available to provide this new program of study. There are four (4) administrative staff whose workloads will play some role in administering the undergraduate and MA AAH programs. The work associated with the proposed MA in AAH can be accommodated within the portfolios of this administrative support.

In terms of specific costs, we will allocate \$59,538 per annum from our existing resources, including executive administrative support, academic salaries, support staff salaries and benefits, as follows:

- salary and benefits (\$48,894) for existing academic positions, including a 0.10 FTE Excluded Academic Administrator; 0.30 FTE Associate or Assistant Professor or Senior Instructor; and a 0.05 FTE Librarian
- indirect salary expenses (\$10,644) for new indirect staff, including for 0.10 FTE new CUPE teaching assistants and 0.05 FTE existing AESSES support staff

(NB: These costs are based on average salaries and benefits)

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**D-7 Provide a program implementation plan for the new program of study by academic year (start to maturity) that includes any elements to be phased in (e.g., new faculty hires, distribution of existing faculty and support staff) from launch to maturity:**

Not applicable: the program of study can be accommodated within the School of Art.

Year 1

Year 2

Year 3

Year 4

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**D-8 Please describe the effect of this new program on existing capital infrastructure and equipment:**

This new Program will not have any effect on existing capital infrastructure and equipment apart from making better use of them: Ten years ago, the new Fine Arts complex of ARTLab and Taché Hall was completed. Some 25 years in the planning, these world-class, award-winning facilities provide an outstanding physical setting for the study of AAH, including a designated lecture hall, classroom and multiple seminar rooms, as well as an Art History Resource Room (equipped with an open library, computer terminal, study space, lounge area and conference table), a Graduate Student Lounge currently used by MFA students but able to accommodate MA students as well, the facilities of the School of Art Gallery, including two gallery spaces (one of them designed as a teaching gallery) and two state-of-the-art vaults suitable for accommodating small groups of students. A graduate program in AAH would also be able to make use of our exceptional resources in the Architecture and Art Library (including the Winnipeg Building Index) housed in the Russell Building of the Faculty of Architecture, the Eckhardt Gramatté Music Library within the Fine Arts complex, the vault of the University of Manitoba Art Collection in the FitzGerald Building and the Archives and Special Collections of the UofM housed in the Elizabeth Dafoe Library.

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**D-9 If capital funding is being requested to support additional specialized program materials such as infrastructure or equipment required to provide this new program of study, please provide a detailed description of the use of this capital:**

We are not seeking capital funding for this program. Please see budget spreadsheet for details. The \$10,000 specified on the Program Proposal Financial Form biannually for major equipment is not funding from outside the School of Art: the revenue allocation from tuition fees will fund ongoing expenses such as computers, program enhancement, studio spaces, etc.

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## SECTION E– TUITION

**E-1 What are the proposed tuition fees?**

Students will be assessed one year (two terms) of graduate program fees at the standard university rate, followed by a continuing fee every term thereafter until program completion. In 2019-2020, the standard program fee was assessed at \$5,750 with a continuing fee rate of \$540\*.

\*Note that annual increases to tuition fees are subject to approval by the UM Board of Governors and limited by any constraints outlined in provincial legislation.



**E-2 Please provide a rationale for the tuition fee proposed.** *(For example, are these tuition fees comparable to tuition for existing programs within the academic unit or to tuition for similar programs offered at other institutions?)*

The proposed tuition fee aligns with the current fees for an MFA student.

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**E-3 Please describe any additional fees that would apply to a student in this program?**

**UM INTERNAL REQUIREMENTS:** Please note any new course-fees proposed in support of this program. Please provide a rationale for any new fees. Are these fees comparable to fees for existing programs within the academic unit or for similar programs offered at other institutions?

Students will be assessed standard student fees compulsory for all graduate students.

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**E-4 Please describe any specific supports to encourage affordability and accessibility to the program:**

The supports available in the SofA are: \$5,000 per student per annum, funded from a percentage of carryover funds earmarked for graduate student awards. Additionally, Teaching Assistantships and Research Assistantships will be available for qualified students. We are looking to fund-raise for endowed bursaries for the MAAH students.

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## SECTION F – SIGNATURES

(A second signature section is provided for joint programs only)

### SUBMITTED BY:

**President:**

Name:

Signature:

Date:

**Vice-President/Academic:**

Name:

Signature:

Date:

---

For use by joint programs only:

**President:**

Name:

Signature:

Date:

**Vice-President/Academic:**

Name:

Signature:

Date:

## SUBMIT COMPLETED FORM

**PROVOST'S OFFICE ONLY** Once completed and signed, please submit this application form to Post-Secondary Education and Labour Market Outcomes at PSE-LMO@gov.mb.ca with the following attachments (*double-click to engage check box*):

☐

Cover letter

☐

Program of Study Financial Form

☐

Any supporting documentation (*reviews, letters of support, etc.*)

**If you have any questions or require further information, please contact:**

Post-Secondary Education and Labour Market Outcomes

Manitoba Education and Training

400-800 Portage Avenue Winnipeg MB R3C 0C4

(204) 945-1833

PSE-LMO@gov.mb.ca



Post-Secondary Education and Labour Market Outcomes  
Program Proposal Financial Form

Form Instructions:

- 1. When proposing a new program *Current Fiscal Year* (the first column) should be left blank, with the first year of the program starting in year 1.
- 2. When proposing a new program expansion *Current Fiscal* should be entered in the first column.
- 3. If a program reaches maturity prior to *Fiscal Year 4*, remaining fiscal year columns must still be completed so that *Ongoing Program Funding* can be calculated.
- 4. Fill in line items for revenue, expenditure, and capital as these pertain to the program. Examples are correspondently listed to the right of the table.
- 5. Ensure that line items account for overhead. For example, include the amount of tuition that the program will receive after administrative overhead.
- 6. Only fill out areas shaded in green, using cash accounting. The increment, on-going and total will self-populate accordingly.

Overview	
Institution:	
Program Name:	
Contact Information:	
Date:	

	Current Fiscal Year	Fiscal Year 1	Increment	Fiscal Year 2	Increment	Fiscal Year 3	Increment	Fiscal Year 4	Increment	Ongoing Program Funding
	(Enter 0's if new program)	Budget Yr. 1	(change from current year to year 1)	Budget Yr. 2	(change from year 1 to year 2)	Budget Yr. 3	(change from year 2 to year 3)	Budget Yr. 4	(change from year 3 to year 4)	
REVENUE INFORMATON										
Contribution from Institution		\$ 24,306	\$ 24,306	\$ 24,306	\$ -	\$ 36,458	\$ 12,152	\$ 36,458	\$ -	\$ 36,458
Tuition		\$ 11,080	\$ 11,080	\$ 14,496	\$ 3,416	\$ 21,002	\$ 6,507	\$ 23,405	\$ 2,402	\$ 23,405
Student Fees		\$ 608	\$ 608	\$ 608	\$ -	\$ 912	\$ 304	\$ 912	\$ -	\$ 912
Other		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contribution from Unit (Existing Resources)		\$ 47,700	\$ 47,700	\$ 49,370	\$ 1,670	\$ 51,097	\$ 1,728	\$ 52,886	\$ 1,788	\$ 52,886
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
Total Revenue (A)	\$ -	\$ 83,694	\$ 83,694	\$ 88,779	\$ 5,085	\$ 109,470	\$ 20,691	\$ 113,660	\$ 4,191	\$ 113,660

MEDT Form

Institution:	
Program Name:	
Contact Information:	
Date:	

	Current Fiscal Year	Fiscal Year 1	Increment	Fiscal Year 2	Increment	Fiscal Year 3	Increment	Fiscal Year 4	Increment	Ongoing Program Funding
	(Enter 0's if new program)	Budget Yr. 1	(change from current year to year 1)	Budget Yr. 2	(change from year 1 to year 2)	Budget Yr. 3	(change from year 2 to year 3)	Budget Yr. 4	(change from year 3 to year 4)	
EXPENDITURE INFORMATON										
New Academic Salaries - Direct		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Existing Academic Salaries - Direct		\$ 44,100	\$ 44,100	\$ 45,644	\$ 1,544	\$ 47,241	\$ 1,598	\$ 48,894	\$ 1,653	\$ 48,894
New Professional/Support Salaries - Direct		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Existing Professional/Support Salaries - Direct		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operating Expenses		\$ 2,605	\$ 2,605	\$ 4,863	\$ 2,258	\$ 4,646	\$ (217)	\$ 11,156	\$ 6,510	\$ 11,156
Student Support		\$ 10,000	\$ 10,000	\$ 20,000	\$ 10,000	\$ 25,000	\$ 5,000	\$ 30,000	\$ 5,000	\$ 30,000
Indirect Salary Expenses		\$ 9,600	\$ 9,600	\$ 9,936	\$ 336	\$ 10,284	\$ 348	\$ 10,644	\$ 360	\$ 10,644
Administrative Overhead		\$ 7,389	\$ 7,389	\$ 8,337	\$ 948	\$ 12,299	\$ 3,963	\$ 12,966	\$ 667	\$ 12,966
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
Total Expenditures (B)	\$ -	\$ 73,694	\$ 73,694	\$ 88,779	\$ 15,085	\$ 99,470	\$ 10,691	\$ 113,660	\$ 14,190	\$ 113,660

**MEDT Form**

Institution:										
Program Name:										
Contact Information:										
Date:										
	Current Fiscal Year	Fiscal Year 1	Increment	Fiscal Year 2	Increment	Fiscal Year 3	Increment	Fiscal Year 4	Increment	Ongoing Program Funding
	(Enter 0's if new program)	Budget Yr. 1	(change from current year to year 1)	Budget Yr. 2	(change from year 1 to year 2)	Budget Yr. 3	(change from year 2 to year 3)	Budget Yr. 4	(change from year 3 to year 4)	
CAPITAL INFORMATON										
Major Equipment		\$ 10,000	\$ 10,000	\$ -	\$ (10,000)	\$ 10,000	\$ 10,000	\$ -	\$ (10,000)	\$ -
Vehicles		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Renovations		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Furniture		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
Total Capital (C)	\$ -	\$ 10,000	\$ 10,000	\$ -	\$ (10,000)	\$ 10,000	\$ 10,000	\$ -	\$ (10,000)	\$ -
Revenue less Expenditures and Capital (A-(B+C))	\$ -	\$ (0)	\$ (0)	\$ (0)	\$ (0)	\$ (0)	\$ (0)	\$ 0	\$ 1	\$ 0
Funding Request		\$ -		\$ -		\$ -		\$ -		

**SENATE PLANNING AND PRIORITY COMMITTEE (SPPC)**  
**New Program Approval - Financial Form**

**FACULTY / SCHOOL** School of Art  
**PROGRAM** MA (Art History)

<b>1. STAFFING REQUIREMENTS (FTE)</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
New Academic Positions (FTE) (Appendix A)	-	-	-	-	-
New Professional and Support Positions (FTE) (Appendix A)	-	-	-	-	-
New Indirect Staff (FTE) (Appendix A)	0.10	0.10	0.10	0.10	0.10
<b>Subtotal Staffing Requirements (FTE)</b>	0.10	0.10	0.10	0.10	0.10

**2. PROGRAM COSTS**

**Direct Program Costs**

New Academic Salaries (incl bpl) (Appendix A)	\$ -	\$ -	\$ -	\$ -	\$ -
Existing Academic Salaries (incl bpl) (Appendix A)	44,100	45,644	47,241	48,894	50,606
New Professional/Support Salaries (incl bpl) (Appendix A)	-	-	-	-	-
Existing Professional/Support Salaries (incl bpl) (Appendix A)	-	-	-	-	-
Operating Expenses (Appendix B)	2,605	4,863	4,646	11,156	11,538
Student (Graduate/Undergraduate) Support (Appendix C)	10,000	20,000	25,000	30,000	35,000
Major Equipment (Appendix D)	10,000	-	10,000	-	10,000
Vehicles (Appendix D)	-	-	-	-	-
Renovations (Appendix D)	-	-	-	-	-
Furniture (Appendix D)	-	-	-	-	-
Other Capital (Appendix D)	-	-	-	-	-
<b>Subtotal Direct Program Costs</b>	\$ 66,705	\$ 70,507	\$ 86,887	\$ 90,050	\$ 107,144

**Indirect Program Costs**

New Indirect Salary Expenses (incl bpl) (Appendix A)	\$ 6,000	\$ 6,210	\$ 6,427	\$ 6,652	\$ 6,885
Existing Indirect Salary Expenses (incl bpl) (Appendix A)	3,600	3,726	3,856	3,991	4,131
Tax on Grant and Tuition Revenue	6,281	6,887	10,199	10,626	14,087
Administrative Overhead	1,108	1,450	2,100	2,340	3,070
<b>Subtotal Indirect Program Costs</b>	<b>\$ 16,989</b>	<b>\$ 18,273</b>	<b>\$ 22,583</b>	<b>\$ 23,610</b>	<b>\$ 28,173</b>

<b>Total Program Costs</b> (Direct & Indirect)	<b>\$ 83,694</b>	<b>\$ 88,779</b>	<b>\$ 109,470</b>	<b>\$ 113,660</b>	<b>\$ 135,317</b>
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<b>3. ENROLMENT</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Expected Enrolment (headcount)</b>	2	4	5	6	7
<b>Expected Enrolment (credit hours)</b>	-	-	-	-	-

<b>4. PROGRAM REVENUE ALLOCATED TO FACULTY/SCHOOL</b>					
Operating Grant Revenue (see note)	\$ 24,306	\$ 24,306	\$ 36,458	\$ 36,458	\$ 48,663
Tuition Revenue (Appendix E)					
• Credit Hour Based					
Undergraduate	-	-	-	-	-
Graduate	-	-	-	-	-
• Program Based	11,080	14,496	21,002	23,405	30,701
• Program/Course Specific Fees	-	-	-	-	-
• Other Compulsory Student Fees	608	608	912	912	1,216
Other revenue	-	-	-	-	-
<b>Total Program Revenue</b>	<b>\$ 35,994</b>	<b>\$ 39,410</b>	<b>\$ 58,372</b>	<b>\$ 60,775</b>	<b>\$ 80,580</b>

<b>5. EXISTING RESOURCES</b>					
From Operations:					
Academic Salaries (Appendix A)	\$ 44,100	\$ 45,644	\$ 47,241	\$ 48,894	\$ 50,606
Professional and Support Salaries (Appendix A)	-	-	-	-	-
Indirect Salaries (Appendix A)	3,600	3,726	3,856	3,991	4,131
Current/prior years surplus (carryover)					
From Other Sources:					
<b>Subtotal Existing Resources</b>	<b>\$ 47,700</b>	<b>\$ 49,370</b>	<b>\$ 51,097</b>	<b>\$ 52,886</b>	<b>\$ 54,737</b>

SPPC Form

<b>6. Program shortfall (surplus)</b> (Program Costs -Program Revenue - Existing Resources)	\$ 0	\$ 0	\$ 0	\$ (0)	\$ 0
Internal Funds Requested through Strategic Allocation					
Funds Requested of the Provincial Government					
Balance (should be zero)	\$ 0	\$ 0	\$ 0	\$ (0)	\$ 0

*Kanehara*

July 25, 2022

Submitted by Faculty/School Budget Officer (signature)

Date

*Kelly M*

August 2, 2022

Reviewed by Graduate Studies Dean or Designate (signature)

Date

(For graduate program submissions only)

Chester Wojciechowski

Digitally signed by Chester Wojciechowski  
Date: 2022.07.20 15:54:15 -05'00'

Reviewed by University Budget Officer (signature)

Date



App A - Salaries

Average Salary Increase 3.5%  
Average Benefits and Pay Levy 20%

Appendix A - Salary Expenses

SENATE PLANNING AND PRIORITY COMMITTEE  
NEW PROGRAM APPROVAL PROCESS

NEW	Year 1		Year 2		Year 3		Year 4		Year 5	
	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary
Academic										
Excluded Academic Admin	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
Professor	-	-	-	-	-	-	-	-	-	-
Assoc/Asst Professor or Senior Instructor	-	-	-	-	-	-	-	-	-	-
Lecturer/Instructor/Sessionals	-	-	-	-	-	-	-	-	-	-
Librarians	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-
<b>Subtotal New Academic Salaries</b>	-	-	-	-	-	-	-	-	-	-
Benefits and Pay Levy		-		-		-		-		-
<b>Total New Academic Salaries (including BPL)</b>	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
Professional and Support Staff										
EMAPS	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
AESES	-	-	-	-	-	-	-	-	-	-
CUPE TA's	-	-	-	-	-	-	-	-	-	-
<b>Subtotal New Professional and Support Staff</b>	-	-	-	-	-	-	-	-	-	-
Benefits and Pay Levy		-		-		-		-		-
<b>Total New Professional and Support Staff (incl. BPL)</b>	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
Indirect Staff (Within your faculty/school)										
EMAPS	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
AESES	-	\$ -	-	-	-	-	-	-	-	-
CUPE TA's	0.10	5,000	0.10	5,175	0.10	5,356	0.10	5,544	0.10	5,738
<b>Subtotal New Indirect Staff</b>	<b>0.10</b>	<b>5,000</b>	<b>0.10</b>	<b>5,175</b>	<b>0.10</b>	<b>5,356</b>	<b>0.10</b>	<b>5,544</b>	<b>0.10</b>	<b>5,738</b>
Benefits and Pay Levy		1,000		1,035		1,071		1,109		1,148
<b>Total New Indirect Staff (including BPL)</b>	<b>0.10</b>	<b>\$ 6,000</b>	<b>0.10</b>	<b>\$ 6,210</b>	<b>0.10</b>	<b>\$ 6,427</b>	<b>0.10</b>	<b>\$ 6,652</b>	<b>0.10</b>	<b>\$ 6,885</b>
<b>Total New Staff</b>		<b>\$ 6,000</b>		<b>\$ 6,210</b>		<b>\$ 6,427</b>		<b>\$ 6,652</b>		<b>\$ 6,885</b>

# App A - Salaries

## Appendix A - Salary Expenses

### SENATE PLANNING AND PRIORITY COMMITTEE NEW PROGRAM APPROVAL PROCESS

<b>EXISTING</b> (Within your faculty/school)	Year 1		Year 2		Year 3		Year 4		Year 5	
	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary
Academic										
Excluded Academic Admin	0.10	\$ 9,000	0.10	\$ 9,315	0.10	\$ 9,641	0.10	\$ 9,978	0.10	\$ 10,328
Professor	-	-	-	-	-	-	-	-	-	-
Assoc/Asst Professor or Senior Instructor	0.30	24,000	0.30	24,840	0.30	25,709	0.30	26,609	0.30	27,541
Lecturer/Instructor/Sessionals	-	-	-	-	-	-	-	-	-	-
Librarians	0.05	3,750	0.05	3,881	0.05	4,017	0.05	4,158	0.05	4,303
Teaching Assistants	-	-	-	-	-	-	-	-	-	-
<b>Subtotal Existing Academic Salaries</b>	<b>0.45</b>	<b>36,750</b>	<b>0.45</b>	<b>38,036</b>	<b>0.45</b>	<b>39,368</b>	<b>0.45</b>	<b>40,745</b>	<b>0.45</b>	<b>42,171</b>
Benefits and Pay Levy		7,350		7,607		7,874		8,149		8,434
<b>Total Existing Academic Salaries (including BPL)</b>	<b>0.45</b>	<b>\$ 44,100</b>	<b>0.45</b>	<b>\$ 45,644</b>	<b>0.45</b>	<b>\$ 47,241</b>	<b>0.45</b>	<b>\$ 48,894</b>	<b>0.45</b>	<b>\$ 50,606</b>
Professional and Support Staff										
EMAPS	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
AESES	-	-	-	-	-	-	-	-	-	-
CUPE TA's	-	-	-	-	-	-	-	-	-	-
<b>Subtotal Existing Professional and Support Staff</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Benefits and Pay Levy		-		-		-		-		-
<b>Total Existing Professional and Support Staff (incl. BPL)</b>	<b>-</b>	<b>\$ -</b>	<b>-</b>	<b>\$ -</b>	<b>-</b>	<b>\$ -</b>	<b>-</b>	<b>\$ -</b>	<b>-</b>	<b>\$ -</b>
Indirect Staff										
EMAPS	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
AESES	0.05	3,000	0.05	3,105	0.05	3,214	0.05	3,326	0.05	3,443
CUPE TA's	-	-	-	-	-	-	-	-	-	-
<b>Subtotal Existing Indirect Staff</b>	<b>0.05</b>	<b>3,000</b>	<b>0.05</b>	<b>3,105</b>	<b>0.05</b>	<b>3,214</b>	<b>0.05</b>	<b>3,326</b>	<b>0.05</b>	<b>3,443</b>
Benefits and Pay Levy		600		621		643		665		689
<b>Total Existing Indirect Staff (including BPL)</b>	<b>0.05</b>	<b>\$ 3,600</b>	<b>0.05</b>	<b>\$ 3,726</b>	<b>0.05</b>	<b>\$ 3,856</b>	<b>0.05</b>	<b>\$ 3,991</b>	<b>0.05</b>	<b>\$ 4,131</b>
<b>Total Existing Staff</b>		<b>\$ 47,700</b>		<b>\$ 49,370</b>		<b>\$ 51,097</b>		<b>\$ 52,886</b>		<b>\$ 54,737</b>
<b>GRAND TOTAL</b>		<b>\$ 53,700</b>		<b>\$ 55,580</b>		<b>\$ 57,525</b>		<b>\$ 59,538</b>		<b>\$ 61,622</b>

**App B - Operating Exp.**

**Appendix B - Operating Expenses**

**SENATE PLANNING AND PRIORITY COMMITTEE  
NEW PROGRAM APPROVAL PROCESS**

	<u>Direct Expenses</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
700BGT	Travel - Budget (includes visiting speakers, orientation, research day)	\$ -	\$ 2,168	\$ 2,249	\$ 3,499	\$ 3,631
701BGT	Hospitality - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
704BGT	Printing and Duplicating - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
706BGT	Consumable Materials/Supplies Budget (includes computers)	\$ 1,105	\$ 695	\$ 397	\$ 2,657	\$ 2,907
708BGT	Telecommunications - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
710BGT	Other Expenses (Nonconsumable) Budget	\$ -	\$ -	\$ -	\$ -	\$ -
713BGT	Insurance - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
716BGT	Externally Contracted Serv - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
718BGT	Professional Fees - Budget	\$ 1,500	\$ 2,000	\$ 2,000	\$ 5,000	\$ 5,000
740BGT	Repairs and Maintenance - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal Direct Operating</b>		<b>\$ 2,605</b>	<b>\$ 4,863</b>	<b>\$ 4,646</b>	<b>\$ 11,156</b>	<b>\$ 11,538</b>

Appendix C - Student Support

SENATE PLANNING AND PRIORITY COMMITTEE  
NEW PROGRAM APPROVAL PROCESS

<u>Graduate / Undergraduate Support Expense</u>		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
7700	Scholarships	\$ -	\$ -	\$ -	\$ -	\$ -
7710	Bursaries	\$ 10,000	\$ 20,000	\$ 25,000	\$ 30,000	\$ 35,000
7720	Awards					
Subtotal Operating		<u>\$ 10,000</u>	<u>\$ 20,000</u>	<u>\$ 25,000</u>	<u>\$ 30,000</u>	<u>\$ 35,000</u>

Appendix D - Capital Costs

SENATE PLANNING AND PRIORITY COMMITTEE  
NEW PROGRAM APPROVAL PROCESS

Capital Item	Year 1			Year 2			Year 3			Year 4			Year 5		
	QTY	Unit Cost	Total	QTY	Unit Cost	Total	QTY	Unit Cost	Total	QTY	Unit Cost	Total	QTY	Unit Cost	Total
Major Equipment	1.00	\$10,000	\$ 10,000	-	\$ -	\$ -	1.00	\$10,000	\$ 10,000	-	\$ -	\$ -	1.00	\$10,000	\$ 10,000
Vehicles	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -
Renovations	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -
Furniture	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -
Other ( <i>list</i> )			-			-			-			-			-
...															
Subtotal Operating			<u>\$ 10,000</u>			<u>\$ -</u>			<u>\$ 10,000</u>			<u>\$ -</u>			<u>\$ 10,000</u>

## Appendix E - Tuition

Fee Increase

3.8%

**SENATE PLANNING AND PRIORITY COMMITTEE  
NEW PROGRAM APPROVAL PROCESS**

1. EXPECTED ENROLMENT	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Headcount</b>					
Undergraduate	-	-	-	-	-
Graduate	2	2	3	3	4
Graduate (continuing only)	-	2	2	3	3
<b>Credit Hours</b>					
Undergraduate	-	-	-	-	-
Graduate					

2. TUITION REVENUE GENERATED BY THE PROGRAM					
• Credit Hour Based - (enter credit hour rate in yr 1)	\$ -	\$ -	\$ -	\$ -	\$ -
Undergraduate	-	-	-	-	-
Graduate	-	-	-	-	-
• Program Based - (enter annual program fee in yr 1)	\$ 5,540	\$ 5,748	\$ 5,963	\$ 6,187	\$ 6,419
Undergraduate	-	-	-	-	-
Graduate	11,080	11,496	17,890	18,561	25,676
• Continuing Fee - (enter annual continuing fee in yr 2)		\$ 1,500	\$ 1,556	\$ 1,615	\$ 1,675
Graduate	-	3,000	3,113	4,844	5,025
<b>Total Tuition Fees</b>	<b>\$ 11,080</b>	<b>\$ 14,496</b>	<b>\$ 21,002</b>	<b>\$ 23,405</b>	<b>\$ 30,701</b>
• Program/Course Specific Fees					
Lab Fees - (enter amount in applicable years)					
Field Trip Fees - (enter amount in applicable years)					
(Fee description/rate )					
..... (add as required)...					
..... (add as required)...					
<b>Total Program/Course Specific Fees</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

<b>TOTAL TUITION AND FEES GENERATED BY THE PROGRAM</b>	<b>\$ 11,080</b>	<b>\$ 14,496</b>	<b>\$ 21,002</b>	<b>\$ 23,405</b>	<b>\$ 30,701</b>
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<b>3. TUITION REVENUE ALLOCATED TO THE FACULTY</b>					
• Credit Hour Based - Undergraduate (enter amount)					
• Credit Hour Based - Graduate	-	-	-	-	-
• Program Based	11,080	11,496	17,890	18,561	25,676
• Continuing Fee (enter amount)	-	3,000	3,113	4,844	5,025
• Program/Course Specific Fees	-	-	-	-	-
• Other Compulsory Student Fees (enter amount)	608	608	912	912	1,216
<b>TOTAL TUITION REVENUE ALLOCATED TO THE FACULTY</b>	<b>\$ 11,688</b>	<b>\$ 15,104</b>	<b>\$ 21,914</b>	<b>\$ 24,317</b>	<b>\$ 31,917</b>

## Statement for New Program

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<b>Faculty</b>	School of Art
<b>Department</b>	Art History
<b>Program</b>	Master of Arts in Art & Architectural History

The Libraries' collection can support this new program, with additional resources described below.

It is not expected that this proposed change will affect the Libraries' ability to continue to provide services such as research and teaching support, reference assistance, document delivery, and the technical infrastructure which allows the discovery and delivery of the Libraries' resources and services.

An in-depth assessment in 2017 found that the contemporary art in all medias and studio collections were at a master's level. The art history collection from medieval to modern, although good, is not at a master's level. However, I believe these gaps will be adequately addressed with the forthcoming Winnipeg Art Gallery book donation which is particularly strong in these areas. Furthermore, our excellent Document Delivery service will be able to provide access to additional resources. The School of Art will be partnering with the Faculties of Architecture and Arts, and the art history master's program will benefit from the Libraries' collections in these areas

The Libraries subscribes to the following databases which index journals in art history, and in some cases provide the full text of the articles: *Art Index Retrospective*, *Art Full Text*, *ARTBibliographies Modern*, *Avery Index to Architecture Periodicals*, *CBCA*, *JSTOR*, *Project Muse* and *Oxford Art Online*. The Libraries does not currently subscribe to the *International Bibliography of Art*, an index focused on western art, which would be important for art history research and is held by other Canadian universities with graduate programs in art history. If this program is approved, the Libraries plans to subscribe.

\$5,000 in one-time funds will be reallocated from the Libraries' budget to acquire additional resources for current art history and Indigenous art, and an additional \$3,000 in ongoing budget for a subscription to the *International Bibliography of Art* to support the new program.

The following proposed new courses were considered as a part of this assessment: FAAH 7010, FAAH 7020, FAAH 7030, FAAH 7100, and FAAH 7200.

Liv Valmestad  
Art Librarian, Architecture/Fine Arts Library  
Head, Arts and Humanities Division



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Kristen Kruse  
Coordinator, Collections Management



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Lisa Hanson O'Hara  
Vice Provost (Libraries) & University Librarian

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April 28, 2021  
Date



## Master of Arts in Art and Architectural History - Required and Elective Courses

### Required Courses

-FAAH 7100: History and Methodology of Art/Architectural History (3 cr hrs) This course is an exploration the histories, historiographies, and methodologies of Art and Architectural History. Students will explore the historical origins and contemporary critiques of these disciplines through discussions of aesthetics, practices of analysis, critical theory, and research methodologies.

-FAAH 7010: Topics in Art/Architectural History 1 (3 cr hrs) This course is a seminar treating special topics in Art and Architectural History. Various critical and theoretical perspectives will be employed. Students can earn multiple credits for this course only when the topic subtitle is different.

-FAAH 7020 Topics in Indigenous, Métis and Inuit Art/Architectural History (3 cr hrs) This course treats various topics in the history of the art and architecture of Indigenous, Métis and Inuit peoples of the Americas. Various critical and theoretical approaches will be employed, including Indigenous theoretical approaches.

-GRAD 7500: Academic Integrity Tutorial (0 CRH) New and continuing Masters and Doctoral students will learn about academic integrity by participating in online tutorials. A brief learning-check will be written after the tutorials have been viewed. Students newly admitted to a graduate program must successfully complete this course within the first term of registration. The course grade is a pass/fail.

-GRAD 7300: Research Integrity Tutorial (0 CRH) In a highly interactive environment, participants will be exposed to practical advice on how to deal with challenging situations that may arise while doing research within their own area of expertise. The course also addresses the latest standards, codes, and policies in the responsible conduct of research both locally and globally. Online tutorial delivered through UM Learn with no pre- or co-requisites. This course graded on a pass/fail basis.

### Recommended Electives

-FAAH 7200: Directed Studies in Art/Architectural History (3 cr hrs) This course is a directed study course treating special topics in Art and Architectural History. May be repeated if topics vary. Students can earn multiple credit for this course only when the topic subtitle is different.

-STDO 7110: Graduate Seminar 1 (3 cr hrs) An investigation of contemporary art concepts in the context of the studio program of work.

-STDO 7230: Contemporary Art Theory (3 cr hrs) An examination of art theory from structuralism, post-structuralism, semiotic, sociological and psychoanalytic methods.

-MUSC 7120: Seminar in Musicology (3 cr hrs) Advanced graduate seminar investigating selected topics in musicology and/or music history. The content of this course varies and may be repeated for credit only when the topic subtitle differs from one previously taken. (when relevant to program)

-MUSC 7130: Seminar in Ethnomusicology (3 cr hrs) Advanced graduate seminar investigating selected topics in ethnomusicology. The content of this course varies and may be repeated for credit only when the topic subtitle differs from one previously taken. (when relevant to program)

-ARCH 7120: Research Topics in History and Theory (3 cr hrs) Lecture, seminar and/or project-based topics offering an in-depth study of an historical and/or theoretical subject. Options are grounded in

faculty research and build upon foundation history/theory courses. Some topics may be deemed at the department's discretion. Topics may be taken in the fall and or winter terms. Different Topics under the same course number may be taken for credit. (when relevant to program)

-ARCH 7020 Research Topics: History and Theory 1 (1.5 cr hrs) One five-week lecture, seminar and/or project-based topics offering an in-depth study of an historical and/or theoretical subject. Options are grounded in faculty research and build upon foundation history/theory courses. Some topics may be deemed mandatory at the department's discretion. Topics may be taken in the fall and/or winter terms. (when relevant to the program)

-ARCH 7030 Research Topics: History and Theory 2 (1.5 cr hrs) One five-week lecture, seminar and/or project-based topics offering an in-depth study of an historical and/or theoretical subject. Options are grounded in faculty research and build upon foundation history/theory courses. Some topics may be deemed mandatory at the department's discretion. Topics may be taken in the fall and/or winter terms. (when relevant to the program)

-CLAS 7300: Topics in Greek Art & Architecture (3 cr hrs) This course will investigate aspects of Greek art, archaeology, and material culture, emphasizing different topics, methods, genres, or theoretical approaches. Possible topics include artistic media, the archaeology of particular regions, and archaeological approaches to the economy and other issues in social history. The course content may vary. Students can earn multiple credits for this course only when the topic subtitle is different.

-CLAS 7302: Topics in Roman Art & Architecture (3 cr hrs) This course will investigate aspects of Roman art, archaeology, and material culture, emphasizing different topics, methods, genres, or theoretical approaches. Possible topics include artistic media, the archaeology of particular regions, and archaeological approaches to the economy and other issues in social history. The course content may vary. Students can earn multiple credits for this course only when the topic subtitle is different.

-INDG 7220 Selected Topics in Native Studies (3 cr hrs) A critical examination of issues in selected areas of Native Studies designed to meet the special needs of graduate students interested in exploring interdisciplinary perspectives in Native Studies. The course content may vary. Students can earn multiple credits for this course only when the topic subtitle is different. (when relevant to the program)

-INDG 7230 Methodology and Research Issues in Native Studies (3 cr hrs) A review of research methods, such as oral histories, and research issues, such as ethics and intellectual property rights, within the context of Native Studies.

-INDG 7250 Culture: Theory and Praxis (3 cr hrs) A study of selected material in Métis, Aboriginal, or Inuit studies, designed to meet the special needs of graduate students interested in exploring interdisciplinary perspectives in Native Studies.

-ENGL 7880 Studies in Literature and Film (3 cr hrs) Brings together literature and film. Topics will vary from year to year. Not to be held with the former ENGL 7870. The course content may vary. Students can earn multiple credits for this course only when the topic subtitle is different. (when relevant to the program)

-ENGL 7170 Studies in Media (3 cr hrs) A detailed study of an aspect of media and literature. Topics will vary from year to year. Not to be held with the former ENGL 7250. The course content may vary. Students can earn multiple credits for this course only when the topic subtitle is different. (when relevant to the program)

\*Note that the content for FAAH 7010, FAAH 7020, FAAH 7200, CLA 7300, CLAS 7302, ARCH 7120, ARCH 7020, ARCH 7030, MUSC 7120 and MUSC 7130 may change each time these courses are offered, allowing students to repeat these courses for credit if the subtitle differs.

TO: Dr. Kelly Main, Dean, Faculty of Graduate Studies

FROM: Oliver A. I. Botar, Professor, Art History

DATE: 15 May 2021

SUBJECT: Bona Fide Academic Requirements (BFARS) for the Master of Arts in Art and Architectural History Degree.

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## **BONA FIDE ACADEMIC REQUIREMENTS (BFARS) FOR MASTER OF ARTS IN ART AND ARCHITECTURAL HISTORY**

To be read in conjunction with FGS BFARS and Department Supplemental Regulations

### **BONA FIDE ACADEMIC REQUIREMENT 1**

**STATEMENT:**

Students must demonstrate a working comprehension of how established techniques of research, inquiry and critical analysis are used to create and interpret knowledge in Art and Architectural History, and how they are applied in the field.

**RATIONALE:**

Within the discipline the basic way for a student to demonstrate competence is to decide on an appropriate research methodology, to situate the research within a specific theoretical framework, and conduct a critical review of available research on the selected topic.

**TAUGHT:**

Taught specifically in the required course FAAH 7100, as well as in the other required courses FAAH 7010, FAAH 7020, FAAH 7030, and in the nine credit hours of courses chosen from the list of Recommended Electives, particularly STDO 7230.

**ASSESSED:**

Demonstrated and assessed through successful completion of coursework, thesis proposal, thesis and thesis examination.

### **BONA FIDE ACADEMIC REQUIREMENT 2**

**STATEMENT:**

Students must demonstrate a general knowledge of the history and methodologies of the field of Art and Architectural History.

**RATIONALE:** In order to function effectively within the discipline students must have a basic knowledge of the history of the discipline and the methodologies specific to it.

**TAUGHT:**

Made explicit in the required course FAAH 7100, embedded in the required Art and Architectural History courses (FAAH 7010, FAAH 7020, FAAH 7030), and in the Art History courses on the list of Recommended Electives: FAAH 7200, CLAS 7300, CLAS 7302, UW HIST-7801.

**ASSESSED:**

Demonstrated and assessed through successful completion of coursework, thesis proposal, thesis and thesis examination.

### **BONA FIDE ACADEMIC REQUIREMENT 3**

**STATEMENT:**

Student must demonstrate the ability to generalize and synthesize prior knowledge and experience in order to apply it in different settings and novel situations at a level commensurate with an M.A. in Art and Architectural History.

**RATIONALE:**

The most common model is to show mastery of the field is the ability to produce a research paper that demonstrates both awareness of existing scholarship and simultaneously the ability to generate original insights and knowledge. A demonstration of such awareness and ability is also required in the student's reviews of existing research, selection of an M.A. thesis topic, the writing of an M.A. thesis proposal, the thesis, and performance at the thesis examination.

**TAUGHT:**

In the required Art and Architectural History courses FAAH 7100, FAAH 7010, FAAH 7020, FAAH 7030, in the nine credit hours of courses chosen from the list of Recommended Electives, in the thesis, and embedded in the program generally.

**ASSESSED:**

Demonstrated and assessed through successful completion of coursework and the thesis.

### **BONA FIDE ACADEMIC REQUIREMENT 4**

**STATEMENT:**

Student must demonstrate a critical awareness of current problems and/or new insights in the discipline of Art and Architectural History at a level commensurate with an M.A. degree.

**RATIONALE:**

This constitutes a fundamental component of the way new knowledge is generated in the field.

**TAUGHT:**

Embedded in the program generally.

**ASSESSED:**

Demonstrated and assessed through successful completion of coursework, thesis proposal, thesis and thesis examination.

### **BONA FIDE ACADEMIC REQUIREMENT 5**

**STATEMENT:**

Students should be able to situate studies of Art and Architectural History in Settler-Colonial societies (and Canada in particular) demonstrating an awareness of the history of colonialism in those societies and how this history relates to their Art and Architectural Historical research and writing.

**RATIONALE:**

This constitutes a basic step towards both reconciliation and basic historical knowledge as it relates to Art and Architectural History.

**TAUGHT:**

Made explicit in the required course FAAH 7030, and in the Recommended Electives INDG 7220, INDG 7230 and INDG 7250.

**ASSESSED:**

Demonstrated and assessed through successful completion of coursework, thesis proposal, thesis and thesis examination, where relevant.

### **BONA FIDE ACADEMIC REQUIREMENT 6**

**STATEMENT:**

Student must demonstrate the ability to undertake and produce original and independent research at the level of an M.A. degree in Art and Architectural History.

**RATIONALE:**

A standard requirement of every M.A. thesis in the field is the ability to gather and process information independently and to develop a fresh approach and original argument.

**TAUGHT:**

All coursework.

**ASSESSED:**

Demonstrated and assessed through successful completion of coursework, thesis proposal, thesis and thesis examination.

### **BONA FIDE ACADEMIC REQUIREMENT 7**

**STATEMENT:**

Student must develop and support sustained critical and argumentative discourse in a variety of formats at a level commensurate with an MA in Art and Architectural History.

**RATIONALE:**

To show competence in the discipline the student must be able to produce a research paper (for course work), a thesis prospectus, an M.A. thesis, reviews of existing research, and commentary on examined texts and monuments. The student should, in principle, also be able to produce texts for the popular dissemination of knowledge, as in exhibition reviews, exhibition catalogues, mass-media publication and broadcasting platforms.

**TAUGHT:**

All coursework.

**ASSESSED:**

Demonstrated and assessed through successful completion of coursework, thesis proposal, thesis and thesis examination.

### **BONA FIDE ACADEMIC REQUIREMENT 8**

**STATEMENT:**

Student must be able to work with original monuments (works of art in multiple media, buildings, public art, applied art, cultural artefacts, works of time-based art, urban ensembles, designed landscapes and parks, interior design, popular culture, etc.), to understand the conditions of their materiality or immateriality, to be able to analyze them visually, aurally, conceptually and spatially (where appropriate), and to translate this understanding into text and oral communication commensurate with studies in the M.A. Program in Art and Architectural History.

**RATIONALE:**

It is a fundamental requirement of the discipline that the student be able to work with original monuments in the broadest sense, and to be able to communicate effectively about them.

**TAUGHT:**

All coursework.

**ASSESSED:**

Demonstrated and assessed through successful completion of coursework, thesis proposal, thesis and thesis examination.

## **Admission Requirements and Transfer Credit Criteria for the Proposed Master of Arts in Art and Architectural History in the School of Art at the University of Manitoba**

### **Application Requirements**

Application Fee: \$100 CDN (non-refundable)

All applicants must meet the minimum requirements of the Faculty of Graduate Studies.

An acceptable English Language Proficiency test score is required, if applicable.

For initial assessment purposes only, copies of unofficial transcripts (uploaded to your application) are acceptable and preferred. Transcripts are required from each institution for the entire academic history, whether or not the degree in question has been awarded, including institutions attended on an exchange program. If the English copy is a translation, please include the original language as well.

Degree certificates: All international transcripts must be accompanied by degree certificates that indicate that the degree has been awarded.

A four-year (honours, or equivalent) degree in Art History is the preferred pre-requisite degree, however, given the interdisciplinary nature of Art History, outstanding applicants with other backgrounds may be considered. Applicants with a degree in one of the Humanities (particularly History, Classics, Philosophy, Native/Aboriginal/Indigenous Studies, Canadian Studies, English, other Modern Language/Literature Studies, Cultural Studies, Film, Religion, Gender/Sexuality Studies, Anthropology) or the Fine Arts (Fine Art Studio, Architecture, Music) will be at an advantage in this regard. Please note that at least some courses in Art History at the undergraduate level (and general surveys in particular), are an asset when applying. Applicants without a background in Art and/or Architectural History may be required to take up to a maximum of 6 (six) credit hours of undergraduate Art and/or Architectural history courses in addition to their regular program.

- Reading knowledge of French, or another, approved second language (See Program Requirements). This requirement may also be fulfilled concurrent with the MA program.
- CV/Resumé.
- Publication/writing sample.
- Two (2) academic letters of recommendation

### **The transfer credit criteria of the Faculty of Graduate Studies are followed in this Program**

In brief:

If an undergraduate student has taken a graduate-level Art and/or Architectural History course (or an approved elective), OR a student has taken graduate-level Art and/or Architectural History courses (or an approved elective) while registered in another graduate program, the credit may be transferred to the MA Program in Art and Architectural History if:

- the student has been accepted into the Program.
- as long as the course(s) were extra to the undergraduate degree, i.e. as long as they were not applied towards the undergraduate (Bachelor's) degree.
- the course in question remains "current" for the duration of the student's graduate program (7-year expiry on course(s)).
- no more than half of the required coursework for the graduate program is claimed through transfer credits.
- an "Advance Credit – transfer of credit" form has been completed and submitted to and approved by the Faculty of Graduate Studies.

# Supplementary Regulations

## Faculty of Graduate Studies (FGS)

**Name of Unit/Program: School of Art (M.A. in Art & Architectural History)**

FGS Academic Guide Regulation 2021/22	Supplementary Regulation
<p>The Faculty of Graduate Studies Academic Guide contains all the rules and policies pertaining to the Faculty of Graduate Studies. Adherence to these rules is of utmost importance for the effective functioning/operation of programs and for guiding and monitoring the progress of students. The integrity of the process is at stake. The major goal of this guide is to prevent potential problems that may affect the completion of a student's program. It is the responsibility of students and the department/unit offering a graduate program to read and follow the policies contained herein.</p> <p>All regulations as laid out in the Faculty of Graduate Studies Academic Guide are subject to revision by the appropriate bodies of the Faculty of Graduate Studies. This compendium is presented as the most recent set of regulations as a guideline for students and staff. Individual departments/units may have additional regulations that supplement these general regulations. All such supplementary procedures and regulations must be approved as specified by the By-Laws of the Faculty of Graduate Studies, be published and available to students, and kept on file in the Faculty of Graduate Studies Office.</p> <p>For those programs that are administered through a Faculty (as opposed to a Department) the term "Department" should be substituted by "Unit" within this document (i.e. Department Head becomes Unit Head.)</p> <p><b>PREFACE</b></p> <p>The Faculty of Graduate Studies is a pan-University faculty charged with the oversight of the administration of all graduate programs at the University. Therefore these regulations apply to all graduate students in all programs in all academic units. Individual units may require specific requirements above and beyond those in the following document, and students should consult unit supplementary regulations for these specific regulations. All unit supplementary regulations require approval of the Faculty of Graduate Studies.</p> <p><b>Definitions</b></p> <p>The "Dean, Faculty of Graduate Studies" shall be taken to mean the Dean, Faculty of Graduate Studies or designate.</p> <p>"Unit" shall be taken to mean the academic unit where the graduate student is pursuing his/her studies. Generally, this is the department. For Faculty-based programs, the Dean is the <i>de facto</i> Head of the unit. The term "unit" shall also include Schools of Faculties within the University. The Dean of the Faculty of Graduate Studies is the <i>de facto</i> <u>Head of interdisciplinary programs administered by the Faculty of Graduate Studies</u>. The Head of any unit may designate any of his/her responsibilities in this policy to another member of the unit, such as the Graduate Chair.</p>	
<p><b>1.1 Application and Admission Procedures</b></p> <p>The application (and all required documentation) is to be submitted directly to the Faculty of Graduate Studies via the online application system. <b>Applicants should contact the department/unit to which they are applying for the procedures and requirements which are specific to the program of application.</b> Contact information for each department/unit can be found on the <a href="#">Graduate programs of study website</a>.</p> <p><b>1.1.1 Process:</b></p>	<p>Graduate Program Manager School of Art 313 ARTlab 180 Dafoe Road University of Manitoba Winnipeg, MB. R3T 2N2 (204) 474-8980 <a href="mailto:Mfa_info@umanitoba.ca">Mfa_info@umanitoba.ca</a></p>



FGS Academic Guide Regulation 2020/21		Supplementary Regulation																	
<p>1.1.1 (a) A completed official application for admission form must be submitted, together with the application fee and supporting documentation, to the Faculty of Graduate Studies, via the online application system. <b>Note:</b> International students must pay special attention to the appropriate requirements with respect to transcripts (see application form for details).</p> <p>1.1.1 (b) Applications are subsequently reviewed by the unit offering the program which will decide whether the applicant meets the unit's criteria including, but not limited to, availability of advisors, space, and facilities.</p> <p>1.1.1 (c) Notification of recommended/rejected applications is sent by the Head of the unit to the Faculty of Graduate Studies. Applications recommended for admission are checked to determine if they meet the Faculty of Graduate Studies' eligibility requirements. The Faculty of Graduate Studies then notifies applicants of their acceptance or rejection.</p>																			
<p><b>1.1.2 Deadlines for Recommended Applications (from Departments/Units to the Faculty of Graduate Studies)</b></p> <p>The following are the deadlines for receipt by the Faculty of Graduate Studies of recommendations from departments/units.</p> <table><tr><th>Term</th><th>Start Date</th><th>Canadian/US</th><th>International</th></tr><tr><td>Fall</td><td>September</td><td>July 1</td><td>April 1</td></tr><tr><td>Winter</td><td>January</td><td>November 1</td><td>August 1</td></tr><tr><td>Summer</td><td>May</td><td>March 1</td><td>December 1</td></tr></table> <p><b>IMPORTANT:</b> <u>These are not application deadlines.</u> Applicants are <b>required</b> to submit the application and documentation to the Faculty of Graduate Studies to meet the application deadline in place for a particular department/unit. Deadlines vary depending on the program to which the applicant is applying and whether the applicant is domestic or international. Deadlines can be found by clicking the appropriate application program page on the <u>Graduate programs of study website</u>.</p>		Term	Start Date	Canadian/US	International	Fall	September	July 1	April 1	Winter	January	November 1	August 1	Summer	May	March 1	December 1	<p>For upcoming application deadlines, please consult the Graduate Program Page: <a href="http://umanitoba.ca/faculties/graduate_studies/admissions/programs/fine_arts.html">http://umanitoba.ca/faculties/graduate_studies/admissions/programs/fine_arts.html</a></p> <p>The ad hoc "M.A. Graduate Admissions Sub-Committee" will be struck each year. It will consist of the Graduate Chair and the Art History faculty in the School of Art. It will consider only those applications that are complete and properly documented by the deadline. Late applications may be considered from Canadian/US applicants if space permits.</p>	
Term	Start Date	Canadian/US	International																
Fall	September	July 1	April 1																
Winter	January	November 1	August 1																
Summer	May	March 1	December 1																
<p><b>1.1.3 Application Fee</b></p> <p>A \$100.00 (CDN) non-refundable fee must accompany an application for admission. The Physician Assistant Studies and Orthodontics programs charge an additional fee of \$25 and \$50, respectively.</p>																			
<p><b>1.1.4 Transcripts</b></p> <p>Unofficial copies of transcripts and final degree certificates are acceptable for initial assessment and provisional admission purposes. Upon admission to the Faculty of Graduate Studies, applicants must arrange for official transcripts from all post-secondary institutions attended to be sent to the Faculty of Graduate Studies, within one (1) month of the date on the admission letter. Applicants will be placed on hold, which prevents registration until all admission requirements have been submitted. <b>All transcripts must arrive in sealed, university-stamped envelopes sent directly from the issuing institution(s) and be accompanied by official and literal English translations</b> (Please refer to Transcripts: International below). For international degrees or where the transcripts does not or will not clearly state that a degree has been conferred, a copy of the official degree certificate is also required.</p>																			
<p><b>1.1.5 Transcripts: International</b></p> <p>Where academic records from a country other than Canada are produced in a language other than English, the applicant must arrange for the submission of official literal English translations of all records. To be official, original language documents and English translations must arrive together in envelopes which have been sealed and endorsed by the issuing institution. For international degrees, a copy of the official degree certificate is also required.</p>																			

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<p><b>1.1.6 Transcripts: University of Manitoba</b></p> <p>University of Manitoba students are not required to submit University of Manitoba transcripts.</p>	
<p><b>1.1.7 Proficiency in English</b></p> <p>A successfully completed English Language Proficiency Test from the approved list is required of all applicants unless they have received a secondary school diploma and/or university degree from Canada or one of the countries listed on the <a href="#">English Language Proficiency Test Exemption List</a> (see 1.1.8). The Faculty of Graduate Studies requires a passing, acceptable English Language Test score in order to offer admission. Please note: In all cases, test scores older than two (2) years (from the time of completing the test) are invalid.</p> <p>Thresholds required for successful completion are indicated in parentheses.</p> <ul style="list-style-type: none"> <li>• Test of English as a Foreign Language (TOEFL) Internet based -iBT® (86; minimum score of 20 in each of reading, writing, listening and speaking categories). The “best score” will not be considered for admission. Only individual test scores will be used to meet the minimum requirements.</li> <li>• Canadian Test of English for Scholars and Teachers (CanTEST®) (band 4.5 in listening and reading and band 4.0 in writing and oral interview)</li> <li>• International English Language Testing System (IELTS™) (6.5 in the Academic Module)</li> <li>• Academic English Program for University and College Entrance (AEPUC) (65%)</li> <li>• PTE Academic (61% overall)</li> </ul> <p><b>Note:</b></p> <p>In addition, foreign language students may be asked by the department/unit to complete the CanTEST prior to or following registration in the Faculty of Graduate Studies and, if need be, the department/unit may recommend remedial measures in language skills based on the results of the CanTEST. Some units may require a specific test or test scores greater than those indicated above. Students should check department/unit supplementary regulations for details.</p>	
<p><b>1.1.8 English Language Proficiency Test Exemption List</b></p> <p>Applicants holding secondary school diplomas and/or recognized university degrees from countries on the Faculty of Graduate Studies English Language exemption list are not required to submit an English Language Proficiency score. For more information please see our <a href="#">website</a>.</p>	
<p><b>1.1.9 Letters of Recommendation</b></p> <p>Letters of Recommendation are to be completed via the online application. Recommendation letters submitted via post or email are not accepted. Applicants are required to add their ‘Recommendation Provider(s)’ contact information so that each recommender is sent an automated email notification.</p> <p>Generally, two (2) Letters of Recommendation must be submitted to the Faculty of Graduate Studies. For the number of recommendation letters necessary, applicants should review their specific <a href="#">Graduate programs of study website</a>.</p>	<p>Two (2) academic letters of recommendation are required from individuals who are qualified to assess the applicant’s academic suitability for the program.</p>
<p><b>1.1.10 Admission Tests</b></p> <p>Some departments/units require admissions tests, such as the Graduate Record Examination (GRE®) or the Graduate Management Aptitude Test (GMAT™). These requirements are listed in the supplementary regulations of the particular</p>	<p>N/A</p>

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department/unit, and if required, the scores must be submitted at the time of application.	
<p><b>1.1.11 Entrance Requirements</b></p> <p>The minimum standard for acceptance into any category in the Faculty of Graduate Studies is a 3.0 Grade Point Average (GPA) or equivalent in the last two (2) previous years of full time university study (60 credit hours).</p> <p><b>Note:</b> This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.</p>	
<p><b>1.1.12 Eligibility of University of Manitoba Staff Members</b></p> <p>A staff member at The University of Manitoba at the rank of Assistant Professor or above is not eligible to apply for admission to a graduate program in the department/unit in which the appointment is held.</p>	
<p><b>1.2 Registration Procedures</b></p> <p><b>1.2.1 Registration</b></p> <p>Pre-Master's students are not normally allowed to register in 7000-level courses or above, with the exception of GRAD 7500, unless prior permission is granted by the Dean of the Faculty of Graduate Studies or designate. See <u>General Regulations - Pre-Master's</u> for additional information.</p> <p>Undergraduate students may be permitted to register in 7000-level courses or above on recommendation of the department/unit offering the graduate course, subject to the conditions listed below.</p> <ul style="list-style-type: none"> <li>Undergraduate students must obtain permission from the department/unit head and course instructor before registering for a graduate course.</li> <li>Only undergraduate students completing an undergraduate degree at the University of Manitoba are eligible to enroll in a graduate course.</li> <li>Undergraduate students are not eligible for admission to any graduate course that is cross-listed with an undergraduate course, or that is scheduled to be taught at the same time and location as an undergraduate class.</li> <li>Undergraduate students will only be eligible to receive graduate-level credit for a course designated as 7000-level or above if at least 75% of the students registered in the course are graduate students.</li> <li>Undergraduate students who complete a graduate course are not guaranteed admission to a graduate program.</li> </ul> <p>On admission to a graduate program at the University of Manitoba, application may be made to the Faculty of Graduate Studies to apply any previously completed graduate courses toward meeting program requirements, subject to the restrictions listed below.</p> <ul style="list-style-type: none"> <li>No more than 50% of the coursework required in a graduate program may be imported.</li> <li>Only courses in which a C+ grade or higher, or the minimum grade required by the program to which the course would be applied, are eligible to be considered towards meeting the requirements of any graduate program.</li> <li>Any graduate course completed by an undergraduate student may subsequently be applied to a graduate program only if it has not been used toward completion of any other degree program.</li> <li>Any graduate course completed by an undergraduate student for which a passing grade has been obtained (i.e., C+ or higher) may not be repeated should the student later gain admission to a graduate program.</li> </ul>	<p><b>Approval of Core and Elective M.A. Coursework</b></p> <p>Coursework must be approved in advance of registration by the Student Advisor (see section 4.5) and the Graduate Chair.</p> <p>Elective course(s) not on the Recommended Electives List require written permission prior to registration of the Graduate Chair.</p>

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<p>\$100.00 (CDN) non-refundable application fee, in addition to copies of transcripts from all institutions attended and a successfully completed English Language Proficiency Test from the approved list, if applicable. Applications must be submitted to the Faculty of Graduate Studies a minimum of one (1) month prior to the start of the intended term of study.</p> <p>Note:</p> <ol style="list-style-type: none"> <li>1. Fees paid by a student while registered as a visiting student are not transferable, at a later date, to a degree program.</li> <li>2. Registration in the visiting student category can be for no more than one (1) academic year (September 1 - August 31) without reapplication.</li> <li>3. At least 60% of coursework per academic year must be taken at the graduate level while registered as a visiting student.</li> <li>4. Registration at two different universities on a <u>Letter of Permission</u> (Including Western Dean's and CUGTA) must have permission from the Dean of Graduate Studies. Students must provide a letter from their home department stating that they are in good academic standing and that they are permitted to take courses at multiple institutions.</li> </ol>	
<p><b>1.5. Student Accessibility</b></p> <p>See <u>Accessibility Policy and Procedure</u>.</p>	
<p><b>SECTION 2: Academic Performance - General</b></p> <p><b>2.1 General Note</b></p> <p><b>Students are responsible for ensuring that they meet all degree and program requirements.</b> The advisor (and if appropriate co-advisor), advisory committee, and department/unit must ensure that each student follows Faculty of Graduate Studies and department/unit guidelines and meets all program requirements. The Faculty of Graduate Studies performs a final check of Faculty of Graduate Studies minimum requirements for each student just prior to graduation. Students are cautioned, therefore, to periodically check all regulations with respect to their degree requirements. Failure to meet all the requirements will render a student ineligible to graduate.</p> <p>Departments/Units may make recommendations with respect to the regulations concerning minimum academic performance; however, enforcement of academic regulations rests with the Faculty of Graduate Studies. The following procedures apply to recommendations made by departments/units:</p> <p>The department/unit is responsible for informing the Faculty of Graduate Studies when a student's performance is unsatisfactory in research or coursework and the department/unit must outline any recommended remedial action(s).</p> <p>The department/unit must notify the student of the deficiency and of its recommendation.</p> <p>If the student fails to satisfy any remedial action recommended, the student may be required to withdraw from the Faculty of Graduate Studies.</p> <p><b>Note:</b></p> <p>When a graduate student is required to withdraw from a program of study, the notation on the academic record will be: "Required to withdraw".</p> <p>A student who has been required to withdraw from a graduate program may be permitted to apply for admission to another graduate program only if the application for admission is approved by the Dean of the Faculty of Graduate Studies.</p> <p>Voluntary withdrawal from a program is only permitted if the student is in good academic standing.</p>	<p>It is the responsibility of the Department's Graduate Program Manager (contact: see section 1.1) to check the student's registration form, to confirm the validity and completeness of the record, and verify compliance with the approved program of study before registration is processed.</p>

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<p>Graduate students who are not in a thesis/practicum-based program will be considered on a case-by-case basis.</p> <p>Student progress in the Graduate Focus on Aging Concentration would normally be discussed with the student's Advisory committee, and progress documented on the "Student Intention to Receive the Graduate Focus on Aging Concentration" form which must accompany the Progress Report form submitted to the Faculty of Graduate Studies. The final <u>Graduate Focus on Aging Concentration Completion</u> form must be submitted no later than at least one week prior to the FGS deadline for graduands to submit theses/practica and other reports.</p>	
<p><b>SECTION 3: General Regulations: Pre-Master's</b></p> <p><b>3.1 Admission and Program Requirements</b></p> <p>Graduates of bachelor degree programs with a minimum grade point average (GPA) of 3.0 in the last two (2) full years of university study will be considered for admission to a Pre-Master's program. These are the minimum requirements of the Faculty of Graduate Studies. Departments/Units may specify higher or additional criteria. <u>Admission to a Pre-Master's program does not guarantee future admission to a Master's program.</u> The purpose of the Pre-Master's program of study is to bring a student's background up to the equivalent of a required four (4)-year undergraduate degree and/or fulfill deficiencies in knowledge of a particular discipline. Departments/Units should assign to students, as part of their Pre-Master's program of study, an appropriate number of applicable upper level (3000 or 4000) undergraduate courses. These courses may not be transferred into a Master's program at a later date. Pre-Master's students are not normally allowed to register in 7000-level courses or above, with the exception of <u>GRAD 7300</u> and <u>GRAD 7500</u>, unless prior permission is granted by the Dean of the Faculty of Graduate Studies or designate. If permission is granted, students may take a maximum of 3 credit hours at the 7000 level or above and these credit hours must be taken as Occasional ("O"). A Pre-Master's student may only transfer a maximum of 3 credit hours into a prospective Master's program of study.</p>	<p>The Pre-Master's will not be offered in this Program.</p>
<p><b>3.2 Academic Performance</b></p> <p>3.2.1. The department/unit Head is responsible for assigning the courses and monitoring the progress of each student.</p> <p>3.2.2. A minimum degree grade point average of 3.0 with no grade below C+ must be maintained to continue in a Pre-Master's program. Students who fail to maintain this standing will be required to withdraw unless remedial action recommended by the department/unit (as described below) is approved by the Dean of the Faculty of Graduate Studies.</p> <p>3.2.3. Students deficient in six (6) hours of credit or less may be permitted to write a supplemental examination (when offered in the department/unit's supplementary regulations) in courses in which a grade of C or less was obtained.</p> <p>3.2.4. Students deficient in six (6) hours of credit or less with a grade of C, D, or F in a course or courses may be permitted, if the overall average is C or better, to write one (1) supplemental examination in each course (when permitted by the department/unit's supplementary regulations), to repeat the courses, or to take equivalent substitute courses.</p> <p>A student may be permitted to remove deficiencies in grades by writing a supplemental examination or repeating courses only one (1) time for each course to a maximum of nine (9) credit hours of coursework.</p> <p>If a course is repeated or a supplemental examination is written, the highest grade obtained in that course will be used in the determination of the degree GPA.</p> <p>The degree GPA is cumulative in a Pre-Master's program if more than one (1) year is required to complete the course requirements.</p>	

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<p>A summary of all action taken administratively is to be reported to the Faculty of Graduate Studies Executive Committee.</p>	
<p><b>SECTION 4: General Regulations: Master's</b></p> <p><b>4.1 General</b></p> <p>Although general regulations apply to all students, individual departments/units may have additional regulations that supplement these general regulations. All such supplementary regulations must be approved (as specified by the By-Laws of the Faculty of Graduate Studies), be published and available to students (please refer to the following <a href="#">link</a>), and be kept on record in the Faculty of Graduate Studies. All students should consult department/unit supplementary regulations for specific details regarding admission, program requirements, progression, and completion. Individual departments/units may offer Master's programs by one or more of the following:</p> <ul style="list-style-type: none"> <li>• Thesis/practicum-based;</li> <li>• Course-based;</li> <li>• Comprehensive Exam;</li> <li>• Project;</li> <li>• Accredited Professional;</li> <li>• Major research paper.</li> </ul>	
<p><b>4.2 Admission</b></p> <p>Students who are eligible to be considered for direct admission to a program of study leading to the Master's degree include:</p> <ul style="list-style-type: none"> <li>• Graduates of four (4)-year undergraduate degree programs (or equivalent as deemed by the Faculty of Graduate Studies) from: <ul style="list-style-type: none"> <li>○ Canadian institutions empowered by law to grant degrees; or</li> <li>○ Colleges and universities outside Canada which are officially recognized by the Faculty of Graduate Studies.</li> </ul> </li> <li>• Graduates from first-cycle Bologna compliant degrees.</li> <li>• Students who have completed a Pre-Master's program from: <ul style="list-style-type: none"> <li>○ The University of Manitoba (see <a href="#">General Regulations - Pre-Master's</a>); or</li> <li>○ Canadian institutions empowered by law to grant degrees; or</li> <li>○ Colleges and universities outside Canada which are officially recognized by The Faculty of Graduate Studies.</li> </ul> </li> </ul> <p>All students applying for a Master's degree program must have attained a minimum GPA of 3.0 in the last two (2) full years (60 credit hours) of study. This includes those applying for direct admission and those entering from a Pre-Master's program. Students who meet the minimum requirements for admission to the Faculty of Graduate Studies are not guaranteed admission.</p> <p><b>Note:</b> This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.</p>	<p>Applications for admission to the M.A. Program will be considered by the M.A. Graduate Admissions Sub-Committee, from individuals who hold a minimum of a B.A. or B.F.A. Honours degree (or equivalent). While a four-year (Honours, or equivalent) degree in Art and/or Architectural History is the preferred pre-requisite degree, given the interdisciplinary nature of Art and Architectural History, outstanding applicants with with a four-year undergraduate degree in one of the Humanities (particularly History, Classics, Philosophy, Native/Aboriginal/Indigenous Studies, Canadian Studies, English, other Modern Language/Literature Studies, Cultural Studies, Film, Religion, Gender/Sexuality Studies, Anthropology) or the Fine Arts (Fine Art Studio, Architecture, Urban Planning, Interior Design, Landscape Architecture, Music) will also be given serious consideration. Please note that at least some courses in Art and/or Architectural History at the undergraduate level (and general surveys in particular), are an asset when applying.</p> <p>In addition to the admission requirements of the Faculty of Graduate Studies, the following materials are required:</p> <p><b>1. Curriculum Vitae</b></p> <p>A current <i>curriculum vitae</i>, which includes degrees, publications, relevant professional activities and relevant volunteer activities.</p> <p><b>2. Academic Writing Sample</b></p> <p>This may be a publication, or an academic paper from a 3000- or 4000-level</p>



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	<p>undergraduate course. Other samples will be considered. All samples should reflect the applicant's academic writing ability.</p> <p><b>3. Letters of Recommendation</b></p> <p>Two (2) letters of recommendation from individuals who are qualified to assess the applicant's academic suitability for the program.</p>
<p><b>4.3 Program Requirements</b></p> <p>In general, students must complete one of the programs of study described below for the Master's degree. However, the program of study is determined by the department/unit and may follow the department/unit's supplementary regulations. Any single course cannot be used for credit toward more than one program.</p>	<p><b>1. Expression of Research and/or Thesis Advisory Interest</b></p> <p>In their application, a student may (though they are not required to) express interest in working on a particular topic for their thesis and/or in working with a particular faculty member in the Program they wish to act as their Thesis Supervisor.</p> <p>Applicants without a background in Art and/or Architectural History may be required to take up to a maximum of 6 (six) credit hours of undergraduate Art and/or Architectural history courses in addition to their regular program.</p>
<p><b>4.3.1 Thesis/Practicum Route</b></p> <p>A minimum of twelve (12) credit hours of coursework, unless otherwise stated in the department/unit's supplementary regulations, plus a thesis or practicum is required. The minimum must include at least six (6) credit hours at the 7000-level or above, with the balance of the coursework at the 3000-level or above. A maximum of twenty-four (24) credit hours of coursework is allowed unless the department/unit's supplementary regulations indicate otherwise. The student must complete the thesis/practicum at The University of Manitoba.</p>	<p><b>Program Requirements</b></p> <ul style="list-style-type: none"> <li>The M.A. in Art and Architectural History requires a total of eighteen (18) credit hours of coursework at the 7000 level, and a written thesis. Nine (9) of these credit hours are required graduate seminars in the School of Art. Nine (9) of these hours are to be chosen from a list of Recommended Electives from both inside and outside the School of Art, or at the University of Winnipeg, under the terms of the Western Deans' Agreement.</li> </ul> <p><b>Required Core Courses (9 credit hours):</b></p> <ul style="list-style-type: none"> <li>FAAH 7100: History and Methodology of Art/Architectural History (3)</li> <li>FAAH 7010: Topics in Art/Architectural History (3)</li> <li>FAAH 7020: Topics in Indigenous, Métis and Inuit Art/Architectural History (3)</li> </ul> <p><b>Recommended Electives (9 credit hours) (Note that other courses, if deemed relevant to the Student's program, may also be taken. All choices are subject to approval by the Student's Advisor):</b></p> <ul style="list-style-type: none"> <li>FAAH 7200: Directed Studies in Art/Architectural History (3)</li> <li>STDO 7110: Graduate Seminar 1 (3)</li> <li>STDO 7230: Contemporary Art Theory (3)</li> <li>MUSC 7120 Seminar in Musicology (3)</li> <li>MUSC 7130 Seminar in Ethnomusicology (3)</li> <li>ARCH 7120: Research Topics in History and Theory (3)</li> </ul>

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	<ul style="list-style-type: none"> <li>• ARCH 7020: Research Topics: History and Theory 1 (1.5)</li> <li>• ARCH 7030: Research Topics: History and Theory 2 (1.5)</li> <li>• CLAS 7300: Topics in Greek Art &amp; Architecture (3)</li> <li>• CLAS 7302: Topics in Roman Art &amp; Architecture (3)</li> <li>• INDG 7220: Selected Topics in Indigenous Studies (3)</li> <li>• INDG 7230: Methodology and Research Issues in Indigenous Studies (3)</li> <li>• INDG 7250: Culture: Theory and Praxis (3)</li> <li>• ENGL 7880: Studies in Literature and Film (3)</li> <li>• ENGL 7170: Studies in Media (3)</li> </ul> <p>*Please note that if a student has previously completed a 4000-level topics course that is cross-taught with FAAH 7010 and/or FAAH 7020, the student may not complete the relevant 7000 level course if it has the same topic subtitle as the course taken at the 4000 level. A student may repeat FAAH 7010/FAAH 7020 for credit provided the course subtitle differs.</p> <p>*Please note that ARCH 7020, ARCH 7120, ARCH 7030, MUSC 7120, MUSC 7130, INDG 7220, INDG 7250, ENGL 7880 and ENGL 7170 may only be taken when the course topics are relevant to the student's program of study. This determination will be made by the student in conjunction with their Student Advisor.</p>
<p><b>4.3.2 Course-based or Comprehensive Examination Route</b></p> <p>A minimum of twenty-four (24) credit hours of coursework and comprehensive examination(s) is required. The minimum must include at least eighteen (18) credit hours at the 7000-level or above with the balance of the coursework at the 3000-level or above. A maximum of forty-eight (48) credit hours of coursework is allowed unless a department/unit's supplementary regulations indicate otherwise. A comprehensive examination is required for some course-based programs.</p>	N/A
<p><b>4.3.3 Accredited Professional Route</b></p> <p>The credit hours and course requirements shall reflect the requirements of the department/unit's external accrediting body. Students should check department/unit supplementary regulations regarding this requirement.</p>	N/A
<p><b>4.3.4 Language Requirements</b></p> <p>Some department/units specify a language requirement for the Master's degree. Students should check department/unit supplementary regulations regarding this requirement.</p>	<p>Students are required to have a reading knowledge of at least one (1) language other than English. The language in addition to English necessary for the completion of the student's Thesis Project will be the language required for the degree, as determined by the Student Advisor in consultation with the student. In the case of Indigenous subjects, competency in a language relevant to the subject will be required where appropriate. If an additional language is not specifically required for the completion of the student's Thesis, then the student should choose one (1) of the following traditional languages of art historical scholarship: French, German, or Italian. For an M.A. degree, a grade of C+ or better in 6 credit hours of introductory-level post-secondary</p>



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	<p>language course(s) satisfies the requirement. Such courses may be taken at the University of Manitoba or at other universities. Graduation from a Canadian secondary-level language immersion program would also satisfy this requirement. Students who have a reading knowledge of a second language but who have not taken a university-level course in it may satisfy the requirement by demonstrating competency in that language, which in most cases will be done by taking a reading test administered and evaluated by the members of the University of Manitoba Department in which that language is taught. In cases where the required language is their native tongue, or one of their native languages, this requirement may be waived. Students who enter the program with English as an additional language will have their language requirement waived unless they are carrying out research that requires reading knowledge of an additional language. All language courses/reading tests will be classified as auxiliary courses and the grades will not be included in the student's GPA.</p>
<p><b>4.3.5 Advanced Credit</b></p> <p>Advance credit for courses completed prior to admission to a Master's program will be considered on a case-by-case basis. The student's department/unit must make a request to the Faculty of Graduate Studies by completing the "<a href="#">Recommendation for Advance Credit-Transfer of Courses</a>" form.</p> <ul style="list-style-type: none"> <li>• Application for advance credit must be made within the first year of the program (see <a href="#">Lapse or Expiration of Credit of Courses</a>).</li> <li>• No more than 50% of the required coursework for the program can be achieved using advance credit.</li> <li>• A course may not be used for credit toward more than one (1) degree, diploma, or certificate.</li> <li>• The student must register at The University of Manitoba for at least two (2) terms within a single academic year and must also complete the thesis/practicum/project/comprehensive exam at The University of Manitoba.</li> <li>• Courses taken while in the Pre-Masters program may not be used for credit in a Master's program.</li> </ul> <p>Regardless of the extent of advanced credit granted, all students are required to pay all applicable program fees.</p>	
<p><b>4.3.6 Transfer Credit</b></p> <p>Courses within a program of study may be taken elsewhere and transferred for credit at The University of Manitoba. All such courses:</p> <ul style="list-style-type: none"> <li>• must be approved for transfer to the program of study by the department/unit and the Faculty of Graduate Studies before the student may register for them;</li> <li>• are considered on an individual basis;</li> <li>• cannot be used for credit towards another degree;</li> <li>• may not exceed 50% of the minimum credit hours of coursework required of the student's graduate program at The University of Manitoba.</li> </ul>	<p>If an undergraduate student has taken a graduate-level Art and/or Architectural History course (or an approved elective), OR a student has taken graduate-level Art and/or Architectural History courses (or an approved elective) while registered in another graduate program, the credit may be transferred to the M.A. Program in Art and Architectural History if:</p> <ul style="list-style-type: none"> <li>-the student has been accepted into the Program</li> <li>-as long as the course(s) were extra to the undergraduate degree, i.e. as long as they were not applied towards the undergraduate (Bachelor's) degree</li> </ul>

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<p>Permission is granted in the form of a <u>Letter of Permission</u> which may be obtained by making an application to the Registrar's Office; an original transcript and course equivalency must be provided.</p>	<p>-the course in question remains "current" for the duration of the student's graduate program (7-year expiry on course(s))          -no more than half of the required coursework for the graduate program is claimed through transfer credits          -an "Advance Credit – transfer of credit" form has been completed and submitted to and approved by the Faculty of Graduate Studies.</p>
<p><b>4.3.7 Time in Program</b></p> <p>The minimum time for students in the Master's program is equivalent to two (2) terms. Completion of most programs requires more than this and students should check department/unit supplementary regulations regarding specific requirements.</p> <p>The maximum time allowed for the completion of the Master's degree is four (4) years for students declared as full-time and six (6) years for students declared as part-time (see <u>Student Status/Categories of Students</u> for information on calculating maximum time for students). Individual department/units and/or programs may have specified minimum and maximum time limits, and students should periodically check department/unit supplementary regulations regarding these specific requirements.</p> <p>Requests for extensions of time to complete the degree will be considered on an individual basis and must be submitted to the Dean of the Faculty of Graduate Studies using the "<u>Time Extension Request</u>" form <b>at least three (3), but no more than four (4), months</b> prior to expiration of the respective maximum time limit.</p> <p>A student who has not completed the degree requirements within the time limit or within the time limit of the extension will be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".</p>	<p>The program is designed to be completed in two (2) years of full-time study (including registration during Summer term).</p>
<p><b>4.4 Student's Advisor and Co-Advisor</b></p> <p><b>4.4.1 Student's Advisor</b></p> <p>Each student should have an advisor upon entry into the program, and must have one assigned no later than one (1) term following initial registration. The advisor must:</p> <ul style="list-style-type: none"> <li>• hold an appointment in the student's department/unit;</li> <li>• be a member of the Faculty of Graduate Studies<sup>1</sup>;</li> <li>• hold at least a Master's degree or equivalent<sup>2</sup>;</li> <li>• be active in their field;</li> <li>• have expertise in a discipline related to the student's program.</li> </ul> <p><sup>1</sup> <a href="http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html">http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html</a></p> <p><sup>2</sup> Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case-by-case basis and assessed by the potential advisor's demonstrated research record and current research activities. Note that M.D., D.M.D., Pharm.D. and J.D. are undergraduate degrees and are not equivalent to a Master's or Ph.D.</p> <p>It is the responsibility of the department/unit Head to determine whether faculty members meet these criteria, and also to report to the Dean of the Faculty of Graduate Studies on equivalency as necessary. Any exceptions or special</p>	<p>An Interim Advisor is assigned from amongst the School of Art faculty by the Graduate Chair, and notification of the Interim Advisor is included in the student's letter of admission if the information is available. Interim Advisors shall be faculty members with Ph.D.'s in Art History and/or Architectural History/Theory.</p> <p>The Graduate Chair will encourage students who enter the program with a thesis topic in mind to identify a prospective Thesis Advisor from the outset. Should a student choose to avail themselves of this opportunity, they may, by mutual agreement with the prospective Thesis Advisor (not necessarily from the School of Art) who has agreed to act as Interim Advisor, and with the approval of the Graduate Chair, change their Interim Advisor at any point prior to the requirement assignment of the Thesis Advisor. It will be expected in such cases that the newly appointed Interim Advisor guide the student in their choice of courses and of the language requirement with an eye on their possible thesis project.</p> <p>It will also be expected that the Interim Advisor assigned by the Graduate Chair engage in discussions with the student in order to assess</p>

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<p>circumstances must be recommended by the department/unit Head and approved by the Dean of the Faculty of Graduate Studies who considers each case on an individual basis.</p> <p>In department/units where the choice of thesis/practicum topic and thesis/practicum advisor are postponed after a student's entry into the program, the department/unit Head, within one (1) term, shall appoint a faculty member to advise the student in the interim period before the regular advisor is assigned or chosen. Students must have an advisor through to the end of their program in programs requiring an advisor.</p>	<p>their research interests and guide them in choosing courses and language requirements that might best suit those interests.</p>
<p><b>4.4.2 Student's Co-advisor</b></p> <p>In special circumstances, upon approval of the Head of the department/unit, an advisor and a maximum of one (1) co-advisor may advise a student. The co-advisor must:</p> <ul style="list-style-type: none"> <li>• be a member of the Faculty of Graduate Studies<sup>1</sup>;</li> <li>• hold a Master's or equivalent<sup>2</sup>;</li> <li>• be active in research;</li> <li>• have expertise in a discipline related to the student's program;</li> </ul> <p><sup>1</sup> <a href="http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html">http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html</a></p> <p><sup>2</sup> Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case-by-case basis and assessed by the potential co-advisor's demonstrated research record and current research activities. Note that M.D., D.M.D., Pharm.D. and J.D. are undergraduate degrees and are not equivalent to a Master's or Ph.D.</p> <p>The co-advisor may be identified either at the beginning of, or mid-way through, a student's program. In all instances, the Faculty of Graduate Studies must be informed of, and approve, the co-advisor arrangement. If a co-advisor is added midway through the student's program, a new Advisor Student Guidelines must be completed.</p> <p>When an advisor and co-advisor are assigned, together they shall fulfill the role of the advisor (that is, neither shall fulfill any other advisory or examining committee membership requirements for that student). One (1) advisor must be identified as the primary advisor; the advisor/co-advisor have a single vote. Both the advisor and co-advisor's signatures are required on all documents where the advisor's signature is required.</p>	
<p><b>4.4.3 Student's Advisor/Co-advisor</b></p> <p>A student who also holds an appointment at The University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same department/unit.</p> <p>The advisor, co-advisor (if applicable) and student must discuss, and complete, the Faculty of Graduate Studies Advisor Student Guidelines prior to the commencement of any research and no later than the submission of the first Progress Report for the student. If a student does not have an advisor/co-advisor, then the interim advisor will be required to complete the Advisor Student Guidelines. The advisor/co-advisor and the student are required to approve the agreement. If the parties cannot agree on any component(s) of the Advisor Student Guidelines, the matter should be referred to the department/unit Head, Graduate Chair, or the Dean of the Faculty of Graduate Studies. The Advisor Student Guidelines is to be completed again if there is a change</p>	

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<p>in advisor/co-advisor or when a co-advisor is added mid-way through the student's program.</p> <p>Should, during the student's program, the relationship between the student and advisor/co-advisor significantly deteriorate, the matter should be referred sequentially to the department/unit Graduate Chair, the Head of the department/unit, then to the Dean of the Faculty of Graduate Studies (or designate). It is the responsibility of the department/unit offering the program in which the student is studying to arrange an alternate advisor if this is appropriate and necessary. All students should consult department/unit supplementary regulations for specific details regarding advisor/co-advisor requirements.</p>	
<p><b>4.5 Advisory Committee</b></p> <p><b>4.5.1 Conflict of Interest</b></p> <p>There are several circumstances that might lead to a real, perceived or potential Conflict of Interest (COI) in advisory and examining committees. A real COI could be present due to the existence of a (past or present) personal relationship that is romantic, sexual, marital, personal or familial. There is a potential for a perceived COI in cases of recent (within the last 5 years) collaboration among committee members, which may result in the perception of a lack of fairness or impartiality. These examples are not intended to be comprehensive, and are provided solely for illustration. The University of Manitoba <a href="#">Conflict of Interest Policy</a> and <a href="#">Conflict of Interest Procedures</a> as well as the <a href="#">Conflict of Interest Between Evaluators and Students due to Close Personal Relationships</a> should also be consulted.</p> <p>In addition to following the processes outlined in the above policies, COIs that exist within advisory and examining committees should be declared in writing to the Faculty of Graduate Studies to provide transparency to all relevant parties (including the student, committee members, unit leadership, and the Faculty of Graduate Studies). All reported conflicts will be reviewed by the Dean of the Faculty of Graduate Studies (or designate). If the conflict is deemed sufficiently significant and cannot be mitigated, a new committee may need to be struck.</p>	<p>Following the successful completion of coursework, the student, in consultation with the Graduate Chair and by mutual agreement with the person in question, will name a Thesis Advisor (who may or may not be the same person as the Interim Advisor) and two (2) other members of the Thesis Advisory Committee.</p> <p>The Thesis Advisor must be a faculty member or adjunct with a Ph.D. Normally, other members of the Thesis Advisory Committee will also hold PhD's in Art and/or Architectural History/Theory, a closely related discipline, or a discipline of direct relevance to the thesis project.</p>
<p><b>4.5.2 Thesis/Practicum Route</b></p> <p>Advisory committees are selected by the advisor/co-advisor in consultation with the student and should consist of individuals whose expertise is consistent with that necessary to provide additional advice and guidance to the student during their research program.</p> <p>The advisory committee must consist of a minimum of three (3) voting members (the advisor/co-advisor have a single vote), at least two (2) of whom must be members of the <a href="#">Faculty of Graduate Studies</a>.</p> <p>All examiners must be deemed qualified by the department/unit Head and be willing to serve.</p> <p>Individuals who are not a member of the Faculty of Graduate Studies, but who possess specific and extensive expertise and experience, such as professionals, artists, Knowledge Keepers or Elders, may serve on the advisory committee as a full voting member. No more than one such knowledge expert may serve on any individual advisory committee, and must be nominated by the unit Head or Graduate Chair and approved by the Dean of the Faculty of Graduate Studies or designate.</p> <p>Advisory committees may alternatively include one (1) non-voting invited member who has expertise in a related discipline but is not a member of the Faculty of Graduate Studies.</p> <p>Under no circumstances are graduate students, Post-Doctoral fellows, and Research Assistants or Associates to serve on graduate student examining committees, regardless if they hold a rank of Adjunct Professor.</p>	

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<p>The composition of, and any changes to, the advisory committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies. The advisor/co-advisor is the Chair of the advisory committee.</p> <p>It is expected that advisory committee members will have a Master's degree or equivalent. Equivalency will be determined by the Dean of the Faculty of Graduate Studies or designate. Knowledge experts are exempted from this requirement.</p> <p>Additional specifications, if any, regarding the advisory committee are found in the department/unit supplementary regulations and students should consult these regulations for specific requirements.</p>	
<p><b>4.5.3 Course-based, Major Research Paper, or Comprehensive Examination Route</b></p> <p>Normally, advisory committees are not required in these routes; however, any appropriate specifications regarding an advisory committee can be found in the department/unit's supplementary regulations and students should consult these regulations for specific requirements.</p>	
<p><b>4.5.4 Accredited professional programs</b></p> <p>Normally, advisory committees are not required in these routes; however, any appropriate specifications regarding an advisory committee can be found in the department/unit's supplementary regulations and students should consult these regulations for specific requirements.</p>	
<p><b>4.6 Courses and Performance</b></p> <p><b>4.6.1 Course or Program Changes</b></p> <p>Students are not permitted to change their program of study, including withdrawal from individual courses, without the approval of their advisor/co-advisor (and/or advisory committee) and department/unit Head. Withdrawal from courses or changes of course category without such approval may result in the student being required to withdraw from the Faculty of Graduate Studies.</p>	<p>Elective course changes must be approved by the Interim Advisor. The Graduate Program Manager will ensure that the student's academic history as well as the documentation concerning the accepted program of studies is continually updated in order to facilitate the evaluation of the impact of course changes on the student's program of studies before the change is processed.</p> <p>A Thesis Advisor may recommend that the student take a course deemed to be necessary to the successful completion of the Thesis Project that the student had not taken during their first year of study.</p>
<p><b>4.6.2 Lapse or Expiration of Credit of Courses</b></p> <p>Courses completed more than seven (7) years prior to the date of awarding of a degree may not normally be used for credit toward that degree. A department/unit may request an exception to this limit on behalf of the student. Such requests, which will be evaluated on a case-by-case basis, must be accompanied by supporting information including a detailed summary of the content of the course as taken initially and as offered most recently, and a detailed rationale explaining how the student has maintained knowledge of the course content.</p> <p>Courses completed more than ten (10) years prior to the date of awarding of a degree are deemed expired and cannot be used for credit toward that degree.</p> <p>In the event that coursework is no longer considered current or has expired, students must take additional coursework (as recommended by the department/unit Head, or designate, and as approved by the Dean of the Faculty of Graduate Studies) to meet the minimum credit hour requirements for their program. The department/unit may recommend that students re-take previously passed course(s) which have lapsed or expired.</p>	

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<p><b>4.6.3 Academic Performance</b></p> <p>Student progress shall be reported <b>at least</b> annually (but no more than once every four (4) months) to the Faculty of Graduate Studies on the “<u>Progress Report</u>” form.</p> <p>Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the Graduate Chair and/or department/unit Head to the Dean of the Faculty of Graduate Studies on the “Progress Report” form. Students who receive two (2) consecutive “in need of improvement” or one (1) “unsatisfactory” rating will normally be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be “Required to withdraw”.</p>	
<p><b>4.6.4 Performance in Coursework</b></p> <p>A minimum degree grade point average (DGPA) of 3.0 with no grade below C+ must be maintained to continue in the Faculty of Graduate Studies. Departments/units may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless the department/unit recommends remedial action. Any such action must be approved by the Dean of the Faculty of Graduate Studies.</p> <p>Students are normally expected to complete remedial action by the end of the subsequent term.</p>	
<p><b>4.6.5 Performance not related to Coursework</b></p> <p>In some departments/units, students are required to demonstrate satisfactory academic performance in areas not related to performance in courses, such as attendance at or participation in course lectures, seminars and in laboratories and progress in research, thesis or practicum. The specific nature of satisfactory academic performance is outlined in individual department/unit supplementary regulations and students should consult these supplementary regulations for specific requirements. Unsatisfactory performance must be reported to the Faculty of Graduate Studies on the “<u>Progress Report</u>” form. Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the department/unit Head to the Dean of the Faculty of Graduate Studies.</p>	<p>Attendance in graduate seminars is compulsory (except in case of illness or emergency), and will be considered in the evaluation of student performance in the program.</p>
<p><b>4.7 Academic Requirements for Graduation</b></p> <p>All students must:</p> <ul style="list-style-type: none"> <li>• maintain a minimum degree grade point average (DGPA) of 3.0 with no grade below C+;</li> <li>• complete <u>GRAD 7500</u></li> <li>• complete <u>GRAD 7300</u></li> <li>• meet the minimum and not exceed the maximum course requirements; and</li> <li>• meet the minimum and not exceed the maximum time requirements (in terms of time in program and lapse or expiration of credit of courses).</li> </ul> <p>Individual department/units may have additional specific requirements for graduation and students should consult department/unit supplementary regulations for these specific requirements.</p>	
<p><b>4.7.1 Thesis/Practicum Route</b></p> <p><b>4.7.1.1 Thesis vs. Practicum</b></p> <p>Students must demonstrate their mastery of the field and that they are fully conversant with the relevant literature through their thesis/practicum. The thesis or practicum will normally be written in English unless the student is studying in a program at the Université de Saint-Boniface, or departmental/unit supplementary regulations allow a different language to be used.</p>	<p>There is only a Thesis Route in this M.A. Program.</p> <p>At some point during the First Year of study (normally during second term, but prior to the end of second term at the latest), with the guidance of the Interim Advisor and the approval of the Graduate Chair, the student will choose a Thesis Advisor. This person may or may not be the same person as the Interim Advisor, and must agree to</p>

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<p>A practicum differs from the thesis in its emphasis on the application of theory, it is however similar in scope, span, and rigour. The practicum takes the form of an exercise in the practical application of knowledge and skill. It usually involves the careful definition of a problem, the application of appropriate knowledge and skills to the problem, and a report of the results in a manner suitable for evaluation by an examining committee. Individual department/units have specific requirements for graduation and students should consult department/unit supplementary regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the practicum.</p> <p>The thesis is developed under the mentorship of the advisor/co-advisor. Individual department/units may have specific guidelines regarding the thesis proposal and its acceptance by the student's advisory committee and department/unit Head; students should consult department/unit supplementary regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the thesis research.</p>	<p>act as Thesis Advisor. Working with the Thesis Advisor, the student will invite at least two (2) other faculty with standing in FGS to act as members of the Thesis Advisory Committee. Normally, all members of the Thesis Advisory Committee will hold PhD's in Art and/or Architectural History/Theory, a closely related discipline, or a discipline of direct relevance to the thesis project. If a potential Thesis Advisory Committee member is eligible, but does not yet have standing in FGS membership, a nil salaried appointment will be sought, they will be requested to apply for membership in FGS. If the application is unsuccessful, another person must be chosen.</p> <p>Under the supervision of the Thesis Advisor, the student will develop a thesis proposal for submission to the Graduate Chair, typically within two (2) months of successful completion of course work.</p> <p>The overall purpose of the thesis is to allow the student to conceive and execute a major research study that demonstrates mastery in the content area and highly developed research, writing, and critical thinking skills.</p> <p>The thesis proposal will be 1000-1250 words in length and should present a clear research problem, key research questions, a critical review of the current literature, primary and secondary research materials of importance to the project, an overview of proposed theoretical and/or methodological approaches and how they will be applied, and a statement about the anticipated contribution to scholarship. A preliminary outline of chapters/major sections is required. A substantial working bibliography is required. (The latter two are not included in the wordcount.)</p> <p>Once the thesis proposal is approved by the Thesis Advisor, it is circulated to all Thesis Advisory Committee members, who are invited to comment on the proposal in terms of quality of argument, research and theoretical grounding, in feedback addressed to the Thesis Advisor, who then conveys this feedback to the student. A majority vote of the Thesis Advisory Committee members will determine whether the Thesis Proposal is passed or failed. In case of a tie vote, the Graduate Chair will cast the deciding vote. This approval and feedback process should normally not take more than one month.</p> <p>A student will normally be allowed a maximum of two (2) attempts at having a thesis proposal approved.</p>



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	<p>The general standards for the M.A. thesis, as outlined by the Faculty of Graduate Studies, must be met.</p> <p>The length of the thesis should normally be between 24,000 and 30,000 words excluding scholarly apparatus (bibliography, references, figures, etc.).</p>
<p><b>4.7.1.2 Examining Committee</b></p> <p>The advisor/co-advisor will recommend an examining committee to the department/unit Head for approval, which shall then be reported to the Faculty of Graduate Studies on the “<u>Master’s Thesis/Practicum Title and Appointment of Examiners</u>” form. This form must be approved by the Dean of the Faculty of Graduate Studies at least two (2) weeks prior to the distribution of the thesis.</p> <p>Under normal circumstances, the examining committee will be the same as the advisory committee unless otherwise stipulated in the department/unit’s supplementary regulations. The examining committee must consist of a minimum of three (3) members (including the advisor/co-advisor), at least two (2) of whom must be members of the Faculty of Graduate Studies. All examiners must be deemed qualified by the department/unit Head and be willing to serve. It is expected that, under normal circumstances, examination committee members will have a Master’s degree or equivalent. The composition of, and any changes to, the examining committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies. Individual department/units establish specific requirements for examination and students should consult department/unit supplementary regulations for specific requirements.</p> <p>Under no circumstances are graduate students, Post-Doctoral fellows, and Research Assistants or Associates to serve on graduate student examining committees, regardless if they hold a rank of Adjunct Professor.</p> <p>The Head of the department/unit arranges for the distribution of the thesis/practicum to the examiners. It is the duty of all examiners to read the thesis/practicum and report on its merits according to the following categories:</p> <ul style="list-style-type: none"> <li>• Acceptable, without modification or with minor revision(s); or</li> <li>• Acceptable, subject to modification and/or revision(s); or</li> <li>• Not acceptable.</li> </ul> <p>If two or more examiners do not approve the thesis, then the student is deemed to have failed the distribution.</p> <p>Note that in the case of an advisor and co-advisor, both together have a single vote on the examining committee.</p>	<p>Normally, the Thesis Advisory Committee will become the Thesis Examining Committee. All members of the Thesis Examining Committee will hold PhD’s in Art and/or Architectural History/Theory, a closely related discipline, or a discipline of direct relevance to the thesis project.</p> <p>The Graduate Chair will arrange for distribution of the thesis to the examiners.</p>
<p><b>4.7.1.3 Oral Examination</b></p> <p>For department/units requiring students to pass an oral examination on the subject of the thesis/practicum and matters relating thereto, the format of the oral examination is described in the supplementary regulations of the department/unit. Students should consult these supplementary regulations for specific requirements. A student has the right to an examination of the thesis/practicum if they believe it is ready for examination. It is the department/unit’s responsibility to advise the student of any risk involved should they decide to proceed against the department/unit’s recommendation.</p> <p>The examining process should be completed within one (1) month of distribution of the thesis/practicum to the examining committee.</p> <p>Normally, all members of the examining committee should be present in-person at the examination. Under exceptional circumstances, and with the prior approval of the</p>	<p>An oral examination will be scheduled within a month of the thesis having been deemed acceptable by members of the Thesis Examining committee. This decision shall normally be made by consensus, but one (1) dissenting vote will be allowed.</p> <p>The Graduate Chair will chair the examination. In instances where the Graduate Chair is a member of a student’s Committee, the Director or designate will take the role.</p> <p>The examination is open to all members of the School of Art, the University, the wider academic community, and invited guests. The examination</p>



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<p>Dean of the Faculty of Graduate Studies, one (1) member may participate electronically. Only under very exceptional circumstances can the student or the Advisor/Co-advisor participate electronically. No recording devices will be permitted. The oral examination must be held at either The University of Manitoba Fort Garry or Bannatyne campus, Université de Saint-Boniface, or the St. Boniface Hospital Albrechtsen Research Centre normally during regular business hours. The oral examination shall be open to all members of The University of Manitoba community except in exceptional cases. The oral examination may be closed, for example, when the results of the thesis/practicum research must be kept confidential for a period of time. In such cases, the examining committee and department/unit Head shall recommend such action to the Dean of the Faculty of Graduate Studies who shall then decide whether to grant that the final examination be closed to all but the examining committee and the Dean of the Faculty of Graduate Studies (or delegate).</p> <p>The oral examination will normally be held in English unless the student is studying in a program at the Université de Saint-Boniface, or departmental/unit supplementary regulations allow a different language to be used.</p> <p>Following completion of the examination of the thesis/practicum, examiners will consider the oral examination and the written thesis/practicum.</p> <p>The examiners will also determine the nature of and procedures for approval of any revisions that will be required prior to submission of the thesis/practicum to the Faculty of Graduate Studies. The advisor/co-advisor is normally responsible for ensuring that revisions are completed according to the instructions from the examining committee.</p> <p>The judgment of the examiners shall be reported to the Faculty of Graduate Studies in the qualitative terms "approved" or "not approved" on the "<a href="#">Thesis/Practicum Final Report</a>" form. Each examiner must indicate their opinion by their signature. If two (2) or more examiners do not approve the thesis/practicum, the student is deemed to have failed the examination.</p>	<p>will last no more than two (2) hours. The examination must be advertised.</p> <p>The student will make a 15 – 20 minute oral presentation on the nature and significance of the thesis. No questions will be permitted until the presentation is complete.</p> <p>Each member of the Thesis Examining Committee will then question the candidate in turn. When the Committee has completed the examination, guests may ask the student questions If time allows.</p> <p>At the conclusion of the examination, the Thesis Examining Committee will meet in a closed session to evaluate the thesis, and to determine if any revisions are required prior to submission of the thesis to the Faculty of Graduate Studies.</p> <p>Decisions will be made by a simple majority of the members of the Thesis Examining Committee and the Chair of the Examination will break a tie vote should it occur. The Thesis Advisor will summarize the results of the deliberations in a report.</p> <p>If revisions to the thesis are required, the Thesis Advisor will outline these in writing, and will include the timeline within which the revisions must be completed. The student must complete revisions, if required to do so, within eight weeks of the examination.</p>
<p><b>4.7.1.4 Failure</b></p> <p>In the case of a failure of the thesis/practicum at the Master's level, the candidate may, on support of their home department/unit, be allowed to defend the thesis a second time. In this case, a detailed written report will be prepared by the Chair of the examination committee and submitted to the Faculty of Graduate Studies, who will make the report available to the student, the student's advisor/co-advisor and the Department/Unit Head. The Department/Unit Head shall convene a meeting of the members of the examining committee and the student's advisor/co-advisor to decide how to bring the thesis to an acceptable scholarly standard and/or prepare for the second defence.</p> <p>A student will be required to withdraw when the thesis/practicum has been rejected twice at the stage where:</p> <ul style="list-style-type: none"> <li>• The examining committee reports on the merits of the written thesis/practicum;</li> <li>• The oral examination; or</li> <li>• A combination of both stages.</li> </ul>	<p>The report from the Chair will address proposed measures to remediate the failure and it will indicate a tentative timeline for when the second attempt should occur.</p>
<p><b>4.7.2 Course-based, Major Research Paper, or Comprehensive Examination Route</b></p> <p>Students must demonstrate their mastery of their field. The specific procedures for evaluation of this mastery are stated in individual department/unit supplementary regulations.</p>	<p>N/A</p>



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June 18, 2021

Re: Letter of support for the School of Art proposal for an MA in Art and Architectural History

This exciting, proposed program is based within the School of Art and delivered in collaboration with the Faculty of Architecture, several departments within the Faculty of Arts, and the Desautels Faculty of Music. Beyond the interdisciplinary opportunities this program provides within the University of Manitoba, a further key piece of this program is the breadth of community partnerships with educational and cultural institutions such as the University of Winnipeg, the Winnipeg Art Gallery, Plug In Gallery, and the Manitoba Museum (to name just four), providing students with an outstanding experiential education program.

Specific to the Desautels Faculty of Music, there are a variety of curricular and research opportunities that these students will be able to explore with our students and faculty. As such, I enthusiastically support without reservation the proposal for an MA in Art and Architectural History and look forward to seeing this proposal successfully approved, bringing a new and vital graduate program offering to the University of Manitoba and the Province of Manitoba.

Yours sincerely,

Dr. Edward Jurkowski, Ph.D.  
Dean, Desautels Faculty of Music



**Desautels**  
FACULTY of MUSIC

[umanitoba.ca/music](http://umanitoba.ca/music)



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Oliver A. I. Botar  
Associate Director, Graduate Studies and Research  
Professor of Art History  
School of Art  
University of Manitoba  
Winnipeg, Manitoba, Canada

14 September 2022

Dear Prof. Botar:

It is a pleasure to write in support of the Master of Arts program in Art and Architectural History proposed by the School of Art. The program aligns well with key components of the UM Strategic Plan, and it is particularly noteworthy for the balanced approach taken in its conception and design. For example, the program includes the most important elements of a standard M.A. in the field that reflects the current state and best practices of the discipline, but it also capitalizes on our location, faculty, resources, and other features to set the program apart from institutional peers. The program also strikes an ideal balance between theory and practice, and it offers considerable flexibility while retaining sufficient structure to ensure a rigorous, solid foundation of core competencies. As such, the proposed program should appeal to a wide variety of prospective local, domestic, and international students, contributing to the university's bipartite mission to be an international leader in research and to serve the educational needs of Manitobans. Moreover, the emphasis on community engagement inherent in the proposed program ensures that it will make a sustained and positive impact in the community.

It is exciting to consider the possibilities for collaboration and synergy between the proposed program and those in the Desautels Faculty of Music, in particular the new M.A. in Music Research. Our graduate seminars in musicology (MUSC 7120) and ethnomusicology (MUSC 7130) will provide elective opportunities for the proposed program in Art and Architectural History and many STDO, FAAH, and ARCH course offerings are appropriate as possible electives for graduate students in music. I anticipate many opportunities for formal and informal collaborations to develop organically and enrich programs in both units.

In short, this is a thoughtfully conceived program that will constitute a significant and positive addition to the School of Art's degree programs and one that will enhance the intellectual and cultural life at the university and in the wider community. Again, it is a pleasure to support this proposal, and I look forward to working together in the future.

Sincerely,

James V. Maiello, Ph.D.  
Associate Dean (Graduate Programs & Research)  
Associate Professor of Musicology



**Desautels**  
FACULTY of MUSIC

[umanitoba.ca/music](http://umanitoba.ca/music)



**Desautels**  
FACULTY of MUSIC

319-150 Dafoe Road  
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music@umanitoba.ca

Oliver A. I. Botar  
Associate Director, Graduate Studies and Research  
Professor of Art History  
School of Art  
University of Manitoba  
Winnipeg, Manitoba, Canada

September 18, 2022

Re: Letter of support for School of Art proposal for an M.A. in Art and Architectural History

Dear Prof. Botar,

I wholeheartedly support the proposed program of an M.A. in Art and Architectural History. I am impressed with the collaborative nature of the degree and I am especially excited that this degree will give students the opportunity to study the extensive collections in galleries and museums in Winnipeg and surrounding areas, particularly that of Qaumajug, which houses the largest public collection of contemporary Inuit art worldwide.

I commend the collaborative structure of the degree, not only in that the program is offered by the School of Art and the Faculty of Architecture and encourages several community partnerships, but it also allows students to take coursework in a number of different disciplines, including musicology/ethnomusicology. I look forward to watching this new degree grow in tandem with the new M.A. in Music Research and to witnessing the interdisciplinary synergies that emerge.

In sum, I fully support this proposal and look forward to its successful approval. This M.A. promises to be a vibrant new graduate program that will benefit the University's intellectual and cultural life and that of the broader community.

Sincerely,

Colette Simonot-Maiello, Ph.D.  
Area Head, Music Research  
Associate Professor, Musicology  
Desautels Faculty of Music



**University  
of Manitoba**



UNIVERSITY  
OF MANITOBA

## Department of Native Studies

Department of Native Studies  
215 Isbister Building  
183 Dafoe Road  
Winnipeg, Manitoba  
Canada R3T 2N2  
Telephone: (204) 474-9266  
Fax: (204) 474-7657

June 17, 2021

Dear Ed Jurkowski:

I write today in support of the School of Art's proposal for an MA in Art and Architectural History. The Department of Native Studies looks forward to playing a role in this program through allowing our courses to serve as elective options for students pursuing Indigenous research topics within this degree. Members of our department would also be willing to occasionally serve on thesis committees as appropriate. We look forward to this collaboration and the intellectual and research creativity that this can bring to students in both of our units.

Sincerely,

Cary Miller, Head, Department of Native Studies  
Associate Professor  
University of Manitoba



## Department of Classics

11 June 2021

The Department of Classics has reviewed and discussed the proposal from the School of Art for a M.A. degree in Art and Architectural History. The Department is pleased to indicate its support and enthusiasm for the degree, which it sees as complementary to its own M.A. degree. We are willing to have our graduate-level material culture courses cross-listed, and Classics Faculty have indicated their willingness to assist with serving on thesis committees.

The proposed degree will indeed create opportunities for the study of art and architectural history at the graduate level and enhance the University's credentials as an institution of graduate student instruction.

Yours sincerely,

A handwritten signature in cursive script that reads "James T. Chlup".

James T. Chlup

Head and Graduate Programme Chair



**University  
of Manitoba**

**Faculty of Arts**

Department of  
English, Theatre, Film & Media  
625 Fletcher Argue Building  
15 Chancellors Circle  
Winnipeg, Manitoba  
Canada R3T 5V5  
T: 204 474 9678  
F: 204 474 7669  
english@umanitoba.ca

June 15, 2021

To the Faculty of Graduate Studies  
University of Manitoba

Dear FGS:

I am very happy to write this letter in support of the School of Art's proposal for an MA in Art History. The Department of English, Theatre, Film & Media and the School of Art share interests in the history, production, circulation and interpretation of sound and images. Our respective disciplines are complementary, and we in ETFM have benefitted from many collegial and pedagogical connections over the years.

Undergraduate students from the School of Art have been very welcome in our courses for decades. Students from the School bring with them a basic approach to art practice and creation that makes their presence in our classrooms incredibly valuable to the experience of everyone in those courses. Many students in Film Studies come to the subject with an understanding of film primarily as a narrative form or a commercial product rather than as an art form with important ties to other visual and sonic arts. Students who come from the School to those same courses with different fundamentals contribute to the discussion of other values such as composition or form in ways their course peers sometimes struggle with. I think here not only of our introductory course "Art of the Film," but also of upper-level courses such as "Film and Photography," which speak to the interdisciplinary interests of both sets of students.

It is very exciting indeed to learn that the School of Art may soon be able to extend that excellent formation into an MA program. Members of our department have for years been invited to sit on undergraduate thesis committees in the School of Art, and many of us would be thrilled to act in this capacity on MA committees in the School as well.

Building on our long history of interdisciplinary connection, the School of Art recently asked our department if we would allow students in this new graduate program to register for relevant graduate courses offered in our department. I am pleased to confirm that at our most recent Department Council meeting we voted unanimously on a motion to do this. Our Grad Chair will be happy to facilitate the registration of graduate students from the School of Art MA program in Art History into our graduate courses whenever the content of the courses is relevant to that student's course of study.

We in ETFM look forward to the launch of this MA program, and to more interdisciplinary connections between our programs.

Sincerely,

A handwritten signature in black ink that reads "Brenda Austin-Smith". The script is cursive and fluid, with the first name "Brenda" being more prominent than the last name.

Brenda Austin-Smith, Head



21 January 2021

Dr. Edward Jurkowski  
Acting Director, School of Art  
Dean, Desautels Faculty of Music  
University of Manitoba

Re. Support for establishing a Master of Arts in Art and Architectural History

Dear Dean Jurkowski:

Thank you for providing me with the proposal for a Master of Arts in Art and Architectural History. This two-year program will be based in the School of Art and delivered in collaboration with the Faculty of Architecture and several units in the Faculty of Arts and the Faculty of Music. The Program will host partnerships with educational and cultural institutions such as the University of Winnipeg, the Winnipeg Art Gallery and the Manitoba Museum, providing students with an integrated, innovative, top-quality experiential education program.

As Acting Dean of the Faculty of Architecture (FAUM) and as School of Art (SOFA) alumni, I see tremendous merit in the program. Opportunities will exist for students in this program to partake of existing and elective courses and of the expertise in Architectural History (inclusive of Architecture, City Planning, Interior Design and Landscape Architecture) present within FAUM and for faculty members to be engaged with MA (AAH) students and thesis committees. The benefits of students commingling across programs is proven to be intellectually generative. The accessibility of this program to our Environmental Design graduates offers an additional pathway to graduate studies for those primarily interested in history and would also provide additional electives for graduate students. Further, the engagement across faculties and institutions opens up productive venues for dialogue and offers diverse settings for both intellectual enrichment and experiential/employment related opportunities for students and graduates.

In conclusion, I enthusiastically support the proposal for Master of Arts and Architectural History and commend the School of Art for their efforts in bringing this worthy proposal forward.

Kind regards,

*Karen Wilson Baptist*

Karen Wilson Baptist, Ph.D.  
Acting Dean, Faculty of Architecture  
(204) 474-7289 [karen.wilsonbaptist@umanitoba.ca](mailto:karen.wilsonbaptist@umanitoba.ca)

To Whom It May Concern,

January 29, 2021

I am writing in a show of student support for the School of Art's proposed MA Program in Art and Architecture History.

Already, the SOA Undergraduate program has produced those who have excelled within MA programs across Canada, the United States and Britain. While this is spectacular, the financial aspect of study abroad and regions with Canada pose as a barrier for many students. An MA program within Winnipeg and Manitoba would serve not only to allow students who wish to remain in the city an excellent option and opportunity but would also serve as an MA program for all of the prairies. Between BC and Ontario, there is not one MA program within Art History, creating one at the School Of Art would give countless students a new opportunity. Additionally, it would create a hub of art historical discussion and learning for all the prairies, right here in Winnipeg.

There is both a need and a want for this program here in The School of Art. As an Art History undergraduate who is finishing my degree this term and has already begun to apply to master's programs, had there been a graduate program in AAH at the School Of Art, I would have applied without hesitation.

The student body at the School of Art supports the creation of a Master of Arts Program in Art and Architectural History, and we hope to see it come to fruition in the future.

Sincerely,

**Tessa Brenan**

School of Fine Art Student Association  
Art History Student Representative



THE UNIVERSITY OF  
WINNIPEG

Department of History

In regards to the proposed Master of Arts program in Art and Architectural History at the University of Manitoba

Dear Dr Jurkowski,

Thank you for the opportunity to write a letter in support of the proposed Master of Art and Architectural History for the University of Manitoba. As the coordinator of the Curatorial Practices (Cultural Studies) Master's degree at University of Winnipeg, I think there is a need for a Master's in Art and Architectural History Art with a thesis component in Manitoba. This program will fill a gap for art history students wanting to research and write an art history thesis, many of whom end up leaving the province.

In 2011, the University of Winnipeg established a Curatorial Practices Master's degree within Cultural Studies, in consultation with the directors of local museums and galleries. In the recent February 2021 review, it was described this way. "The program is well known beyond the University (of Winnipeg). Curatorial Practice students are highly visible, both in Canada and abroad, and due to their involvement in the UWCS program, several have been launched into further study and curatorial work." The proposed Masters of Art and Architectural History is an opportunity to build on this success, and recognize the strong tradition of art in Manitoba with a research oriented program.

It is important that the proposed master's program is differentiated from UWinnipeg's Curatorial Practices MA program. Curatorial Practices emphasizes teaching students' practical skills through work integrated learning, with a strong theoretical grounding in visual cultural studies and curatorial theory. Our program is course-based and one year in duration, without a thesis component. The foundational course is a six month, six credit, practicum placement in a local museum or gallery, with a deliverable that focuses on a range of curatorial skills, including communication, education, display and installation, and research and writing. We attract students from across Canada in the fields of art history, anthropology, archeology, classics, history, urban planning and literary studies. While Curatorial Practices is expanding every year because of its unique practical and theoretical basis, I have had art history students who want to carry out a scholarly research and writing projects, and typically they have either joined the History Joint Master's Program, and graduated with a history degree, and not an art history degree, or they have left the province. It is these students who will benefit greatly from the new Master's program.

E: [s.keshavjee@uwinnipeg.ca](mailto:s.keshavjee@uwinnipeg.ca)

At UWinnipeg the art historians offer graduate level art history and visual culture courses, and we hope to be able to participate with teaching and supervising in the proposed program through the flexible Deans' Western Agreement. The research specializations of UWinnipeg art historians (Indigenous New Media, Medieval and Renaissance art and architecture and 19<sup>th</sup> and 20<sup>th</sup> century art and architecture, and a new hire in Canadian Art History) balance the research specialties at UManitoba almost perfectly.

I look forward to hearing more about the program as it goes forward.

Sincerely yours,

Serena Keshavjee, PhD  
Professor  
Coordinator, Curatorial Practices Stream of the Cultural Studies MA Program  
University of Winnipeg  
515 Portage Ave  
Winnipeg  
R3B 2E9

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**Faculty of Architecture Students Association**

84 Curry Pl. Room 201  
Winnipeg, MB R3T 2N2  
dafoem@myumanitoba.ca

5th February 2021

**University of Manitoba**

150 Dafoe Road West,  
Winnipeg, MB R3T 2N2  
edward.jurkowski@umanitoba.ca

Dear Edward Jurkowski,

After consulting with the students in the Faculty of Architecture we have received overwhelming response in support of the establishment of a new Art and Architectural History program at the University of Manitoba. The students of the Faculty of Architecture recognize the need for a program in this field to further the study of Art and Architectural History in Manitoba and the rest of the country. They also recognize the loss to the province as our undergraduate students leave due to a lack of opportunities to pursue this degree at a Master's level.

This program will support current research being undertaken in the Faculty of Architecture and will be highlighted by Winnipeg's vibrant cultural scene. We understand the necessity of developing a program dedicated specifically to Manitoban history in Art and Architecture and we look forward to working in collaboration with the School of Art to make this program a reality.

Sincerely,

**Faculty of Architecture Students Association**

29 January 2021

Edward Jurkowski, Ph.D.  
Dean, Desautels Faculty of Music  
Acting Director, School of Art  
University of Manitoba  
150 Dafoe Road West  
Winnipeg, MB R3T 2N2

Dear Dr. Jurkowski,

The University of Manitoba's School of Art is a valued partner with the Winnipeg Art Gallery (WAG). The WAG enthusiastically supports the School of Art in its application to establish a two-year Master of Arts Program in Art and Architectural History (AAH). We welcome the opportunity to work collaboratively to build and facilitate employable professional training and engagement with the arts in the public sphere.

The WAG's education and curatorial departments have had an ongoing collaborative relationship with University of Manitoba's (UM) School of Art. For the last ten years, UM professors have participated in special talks, tours, and panel discussions on the subject of art related to specific art exhibitions. Alternately, members of the WAG executive and staff have taught courses related to their specialties at the School of Art, and the WAG has collected exceptional artwork by noteworthy School of Art Faculty.

An AAH Master's Program in the province is crucial in the establishment of a specifically Manitoban History of Art and Architecture, which is currently still an underdeveloped field of study – lagging behind similar provincial initiatives in the country. Many upper-level jobs in the museum and gallery sector require graduate-level practice and experience. Therefore, the current lack of a graduate program in AAH in Central Canada has meant that the WAG has often had to look outside of the Prairie region to hire qualified curatorial and collections management staff.

A Manitoba-based graduate program in AAH is a key component in developing future local industry professionals and aligns with the WAG's own commitment to training the next generation of museum/gallery curators, arts programmers, administrators, and researchers – with a particular emphasis on producing the next generation of BIPOC leaders in the sector.

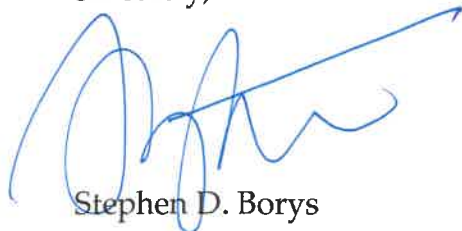
The WAG is well suited to provide support to such an MA program given its diverse art collection, and extensive library/archival resources which have, since its establishment in 1912, focused on the collection and preservation of Manitoban, Indigenous, Metis, Inuit, and other Prairie-produced artwork. In addition, the WAG holds in trust the largest public collection of contemporary Inuit art in the world.

To celebrate the art and to honour the Inuit, early 2021 will see the WAG opening Qaumajuq (Inuit Art Centre), a venue specifically designed to share this amazing cultural resource with our community and the world. This centre has already garnered considerable national and international interest, and will serve to draw potential students from outside of Manitoba as well.

The WAG has a number of successful relationships with post-secondary art, art history, collections management, and curatorial programs (including University of Winnipeg and Algonquin College). We would be in full support of extending our existing internship and practicum opportunities to the UM School of Art, particularly in areas related to art historical research and writing.

The WAG recognizes the need for a Master of Art in Art and Architectural History at University of Manitoba, and would welcome the accompanying Practicum Program in our institution.

Sincerely,



Stephen D. Borys

Stephen D. Borys, OM, PhD, MBA  
Director & CEO

**WINNIPEG ART GALLERY—QAUMAJUQ**

300 Memorial Boulevard, Winnipeg, MB, Canada R3C 1V1 • 204.789.0510 • 204.789.0511 (Executive Officer) • sborys@wag.ca • wag.ca



1 February 2021

Dr. Edward Jurkowski  
Dean, Desautels Faculty of Music  
Acting Director, School of Art  
University of Manitoba  
150 Dafoe Road West  
Winnipeg, Manitoba  
R3T 2N2

Dear Dr. Jurkowski,

I am writing to express my full support for the University of Manitoba to create a Master of Arts program in Art and Architectural History.

Winnipeg has long been an important cultural centre in Canada and this has become even more pronounced with the recent opening of the Canadian Museum for Human Rights in 2014 and the upcoming opening of Winnipeg Art Gallery's, Qaumajuq/Inuit Art Centre. As a city that boasts institutions of this calibre, it is fitting that the University of Manitoba offer graduate programs that cater to this strength. Currently, there are no graduate programs in Art and Architectural History in the region of Manitoba, northern Ontario, or the prairies. A program of this sort would not only serve a wide geographical area, but would encourage graduates to stay and work in various northern regions and communities.

The diverse areas of focus - from Western and Settler to Indigenous, Manitoban, northwestern Ontario, and Métis art and architectural histories - are important, especially as regional and Indigenous art and architectural histories have been understudied and researched. Offering graduate level programming that might address some of the *Truth and Reconciliation Commission's* "94 Calls to Action" (the articles on Museums and Archives and Education in particular), is of vital importance.

The creation of this degree would also foster important collaborative partnerships across departments, faculties and universities in Winnipeg. The program would involve partnering with the Native Studies and Classics Departments; it would compliment the MFA degree and the MA in Cultural Studies (Curatorial Practices) in the English



Department; and there would be collaboration with art history faculty at the University of Winnipeg. All of these partnerships will result in innovative and multidisciplinary approaches to teaching and research.

One of the particular strengths of this proposed program is the Practicum component. By partnering with arts institutions in Winnipeg, students will be afforded valuable experiential learning opportunities which will prepare them for entering the cultural work sector or furthering their studies at the doctoral level. The ability to learn from leading museum curators and art educators and apply that knowledge in the museum/gallery setting is an incredible opportunity and a unique aspect of this program.

This is an exciting and important opportunity for the University of Manitoba and I am very happy to support this endeavour and wish you much success.

Your Sincerely,

A handwritten signature in black ink, appearing to read 'K. Holmes'.

Dr. Kristy A. Holmes  
Chair, Department of Visual Arts  
Associate Professor, Art History  
Lakehead University  
955 Oliver Road  
Thunder Bay, Ontario  
P7E 5E1  
[khomes@lakeheadu.ca](mailto:khomes@lakeheadu.ca)



Manitoba  
Printmakers  
Association

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11 Martha Street  
Winnipeg, Manitoba R3B 1A2

[www.printmakers.mb.ca](http://www.printmakers.mb.ca)

204 779 6253

Edward Jurkowski, Ph.D.  
Dean, Desautels Faculty of Music  
Acting Director, School of Art  
University of Manitoba  
[edward.jurkowski@umanitoba.ca](mailto:edward.jurkowski@umanitoba.ca)

Dr. Jurkowski,

On behalf of myself and the Manitoba Printmakers Association, I am pleased to express my enthusiastic support for the creation of an Art and Architectural History MA program at the School of Art. Coordinated research and a critical voice are two crucial elements to an arts scene that is thriving and relevant beyond its local influence. The contribution this MA program could make towards an increased recognition of the work created by artists and architects in this region will undoubtedly grow what is presently a robust but underappreciated region of distinct artistic output.

For centres such as the one I represent, the additional opportunities for professional development, localised skills training and career building are very exciting. The potential for partnerships and practicum placements would be welcomed.

As an alumnus it is personally encouraging to see the School of Art developing scholarship of this calibre, centred and resourced on the prairies. This ambitious approach will have a directly positive outcome on the associated artists and spaces that make up the local milieu.

I am happy to further discuss my support of this initiative if invited to do so.

Sincerely,

Jamie Wright  
Executive Director  
Martha Street Studio – Manitoba Printmakers Association  
[director@printmakers.mb.ca](mailto:director@printmakers.mb.ca)  
[www.printmakers.mb.ca/](http://www.printmakers.mb.ca/)  
(204) 779-6253

February 8, 2021

To Whom It May Concern,

On behalf of aceartinc., I am writing in support of the establishment of a Masters of Arts program in Art and Architectural History at the University of Manitoba, School of Art. Since 1983, aceartinc. has been an Artist Run Centre located in the Exchange District, dedicated to the support, exhibition, and dissemination of contemporary art. We do this via an open call for submissions and special projects through which we work with contemporary artists, curators, and art writers, including emerging artists and those from Indigenous, LGBTQ2S+, and underrepresented communities.

We are aware that there is a long history of undergraduate students travelling outside of province to further their higher studies in art and architectural history given the absence of an Art and Architectural History program locally. We believe that the MA program will provide more opportunities for Manitoba students who are unable to travel to other provinces or who prefer to study at home. The program will not only serve this need but will also serve students from a wide region—within the Toronto-Minneapolis-Edmonton corridor—where there are no other graduate programs of its kind.

The Art and Architectural History MA program will offer a Practicum Program to provide hands-on training for graduate students, preparing them for employment within Manitoba's cultural industry. We are excited to support this program by accommodating student placements at our Artist-Run Centre, where we can offer mentorship in curating, art writing, art education and arts administration.

We believe the establishment of the Art and Architectural History program at the University of Manitoba will provide job training opportunities for high-level graduates and will ultimately lead to the enrichment of the vibrant and diverse cultural life of Manitoba.

Respectfully,



Allison Yearwood  
President



Edward Jurkowski, Ph.D.  
Dean, Desautels Faculty of Music  
Acting Director, School of Art  
University of Manitoba  
150 Dafoe Road West  
Winnipeg, Manitoba  
Canada R3T 2N2

25 January 2021

**RE: Letter of Support for proposed MA program in Art and Architectural History  
at the University of Manitoba**

Dear Dr. Jurkowski,

I am writing to express my support for the proposed MA program in Art and Architectural History to be established at the University of Manitoba. It is my understanding that this MA program will allow students the opportunity to study Manitoba's vibrant art and architectural history (including Indigenous, Metis, contemporary, and digital.) Manitoba art history has often been neglected as an in-depth study subject since other graduate programs focusing on this field of study are based outside of the Canadian prairie region. It is my hope that this proposed program will enrich and highlight the amazing breadth of art found within our diverse culture of the prairies.

Pembina Hills Arts Council (PHAC) is a long-standing regional art organisation located in the Pembina Valley. Our gallery is situated within the historic clocktower building in downtown Morden. Our focus has been primarily on visual art and we have established satellite galleries located in different areas of the region in order to 'bring art to the community' to further accessibility.

One of our key mandates is to provide art learning opportunities for everyone. We share as much as we can with visitors as to the artist(s), techniques used, mediums, and also connection to art history. When visitors enter our gallery spaces, we recognise that they have different backgrounds and levels of understanding of art and it can be a challenge to provide an encompassing experience as we are limited by staff knowledge of the subject.



In order to enhance knowledge transfer to our visitors, we would fully support entering a partnership to incorporate a Practicum program within Pembina Hills Arts Council for one student per term. We also have our own art collection that the student can study, as well as links to other organisations, artists, and historical buildings throughout the region.

I look forward to hearing that the MA program in Art and Architectural History at the University of Manitoba has been approved, and I am most certain that PHAC would hire a graduate of this program in the future.

Yours sincerely,

***Laurie Wiebe***

Laurie Wiebe BSc(hons), MSc, CMC (pronouns she, her)

**Administrative Coordinator**

admin@pembinahillsarts.com

GUY MADDIN  
#2-574 Gertrude Ave.  
Winnipeg, MB  
R3L 0N1  
CANADA  
T: (431) 877-2173  
[guyxmaddin@gmail.com](mailto:guyxmaddin@gmail.com)

**RE: Master of Arts Program in Art and Architectural History at the University of Manitoba**

25 January 2021

Dear Dr. Ed Jurkowski:

This is a letter of support ***IN THE STRONGEST POSSIBLE TERMS*** of the proposed Master of Arts Program in Art and Architectural History at the University of Manitoba.

I am a Winnipeg-based filmmaker who has shot 12 feature films in Canada, USA, and France. I've received lifetime-achievement awards from the San Francisco and Telluride film festivals, and have been honoured with complete retrospectives at the Centre Pompidou in Paris; The Harvard Film Archive in Cambridge, MA; and others in Seoul, Korea; Melbourne, Australia; Lodz, Poland; and many more. I spent three years, 2015-18, as a visiting lecturer in Visual & Environmental Studies at Harvard University. I have been given the Order of Manitoba, Order of Canada, and a University of Manitoba Honorary Doctor of Letters (*honoris causa*).

In my decades of travelling the world as a guest speaker within multiple faculties at every Ivy League university, at museums, cinemathèques and film festivals, I've had a chance to get up-close looks at programs practically everywhere else, and see how profoundly and wonderfully these institutions affect their communities, their regions, their countries; and how much these communities, regions and nations have given back to the institutions! It's long been a dream of mine that the University of Manitoba establish a Master of Arts in Art and Architectural History, so that the university might empower our community, province and region; and *vice versa*! Simple! And beautiful to consider!

A good filmmaker needs to draw on so many disciplines — literature, theatre, photography, music, art history and architecture — which is why, I suppose, my dream of such a program has persisted. I see so many bright young Manitoban students coming up through our undergrad programs, students just brimming with the potential to thrive in a program of international significance. Please let's give them that chance. I'm a big believer that universities should be visionary institutions. That, given the chance, they should always think big and long term! A grad program in Art and Architectural History, sorely lacking anywhere within our vast region, would be exactly the visionary initiative we need here. It would be an enormous difference-maker! This is a precious opportunity. Please consider it with all your heart!

Warmest,

Guy Maddin



# costume museum of canada

celebrating fashion, culture & history

January 12, 2021

Dear Dr. Jurkowski,

The Costume Museum of Canada supports the application for a Master of Arts Program in Art and Architectural History at the University of Manitoba.

We would welcome students to have experience and exposure to the museum's collection of historical artifacts to research and study as part of a practicum program. The collection reflects the identity and social history of Canadian and our arts and culture.

The association we have with the University goes back to the Faculty of Human Ecology and the Department of Clothing and Textiles. We have in the collection, clothing and library materials from the Faculty of Home Economics when the program closed.

Advancing the education of students in a Graduate Program like this can provide the much needed expertise and employment in these fields upon graduation and into the future.

Yours Sincerely,

Andrea Brown



Costume Museum of Canada President

Dr. Maralyn Mackay-Hussain

Past President, CMC

January 8, 2021

Oliver Botar  
Professor, Art History  
School of Art, University of Manitoba  
Winnipeg, MB

RE: Support for a Graduate Program in Art and Architectural History

Dear Professor Botar,

I am pleased to provide a letter in support of a graduate program in Art and Architectural History at the University of Manitoba.

Although The Douglas Family Art Centre, part of The Muse and located in Kenora, falls outside the boundaries of Manitoba, many people from our Northwestern Ontario community pursue their post-secondary education in Winnipeg at the U of M. Accessibility to a graduate program which allows them to stay within the region could potentially make all the difference in the world to those who are unable or unwilling to travel farther afield to receive the education they require in their area of study. It would most certainly enhance the opportunities for students wishing to continue their education with a particular focus on Manitoba and Northwestern Ontario. There is much to be gained from "home-grown" knowledge and expertise and I believe that the wealth of research subject matter in this area of study is considerable.

There are strong ties between Winnipeg and Kenora and with the development of our new Art Centre, the arts and cultural ties have been strengthened and partnership opportunities abound. The possibility of the Douglas Family Art Centre being able to participate in a Practicum Program by hosting students for on-the-job experience is quite exciting to us. Should the program be instituted, we would certainly be open to accommodating students for this training and mentorship. We know that such a program will benefit the students in their pursuit of full-time positions and will benefit our institution through their fresh insights, education and work efforts.

We wish you every success with your application to have this graduate program approved.

Sincerely,



Lori Nelson  
Director, The Muse



January 6, 2021

Dr. Oliver A. I. Botar  
Professor, Art History  
School of Art, University of Manitoba  
Winnipeg, Manitoba

Dear Dr. Botar:

Re: Two-year Master of Arts Program in Art and  
Architectural History

The Winnipeg Architecture Foundation is pleased to offer this letter of support for the proposed Art and Architectural History graduate programme at the University of Manitoba. The Winnipeg Architecture Foundation relies extensively on original research in the fields of art and architectural history to support its programming and activities.

The Winnipeg Architecture Foundation (WAF) is a non-profit, registered charitable organisation dedicated to advancing the awareness and appreciation of Winnipeg's built environment through public education. Since its founding in 1996, WAF has been active in researching, documenting, and promoting Winnipeg architecture and

design. WAF has developed a national reputation for its public programming and research programme.

Our research programme has documented thousands of buildings and hundreds of design professionals in Manitoba. This work has gone on to support our free public tours, exhibitions, publications, and community building activities, including the annual Architecture+Design Film Festival.

WAF has produced fifteen publications. Green Blankstein and Russell: An Architectural Legacy, was a finalist for a 2018 Manitoba Book Award. Our most recent publications are Windsor Park: An Architectural Tour and The Golden Boy in the Case of the Missing Cube, our first children's book. In 2021, WAF will begin publishing a Monograph series featuring Manitoba architecture, designers and public art.

The Architecture+Design Film Festival is an annual event that showcases short and feature-length films about art, architecture, landscape architecture, urban design and planning, and allied design fields. The proposed focus areas of 'Art within the context of Moving Image Studies' and 'History of Art in New/Digital Media' could be of potential interest.

The Winnipeg Architecture Foundation is committed to showcasing Manitoba architecture and design to the general public while simultaneously enhancing and preserving the legacies and contributions of those who shaped our province.

Research and writing on architectural subjects is a basic foundation for the work that WAF does. It has been challenging finding suitably trained researchers with the appropriate knowledge and exposure to support our initiatives. A Winnipeg-based academic program that has local architectural history as a core component would be greatly beneficial to us. As we have ongoing research projects, we would be pleased to provide practicum opportunities for students in the programme.

The Winnipeg Architecture Foundation is pleased to be informed of the proposed Art and Architectural History graduate programme and fully support its establishment.

Sincerely,



Susan Algie, Director



February 17, 2021

Dr. Ed Jurkowski  
Acting Director, School of Art  
University of Manitoba

Re: Proposed establishment of a two-year Master of Arts Program in Art and Architectural History (AAH)

Dear Dr. Jurkowski,

I understand the University of Manitoba is considering the establishment of a two-year Master of Arts Program in Art and Architectural History. As the Director/Curator of the Buhler Gallery in Winnipeg, I would like to add my support to this initiative.

Proposed areas of study, including a focus on modernism and contemporary art from a Western art and architectural perspective, Indigenous art history including Inuit peoples, Canadian settler art, along with moving image studies and new/digital media are of particular interest to the Buhler Gallery. These are areas that connect directly with our exhibition policies, and where our permanent collection is focused. Although existing curatorial programs are valuable, they do not address the deeper knowledge of art history the Buhler Gallery requires and, I expect, would be provided by a Master of Arts Program in Art and Architectural History. Graduates of such a program would be strong candidates for positions in our institution.

The Buhler Gallery has hosted many practicum students over the last ten years and is interested in working with the University of Manitoba to continue this practice with students of the proposed program. Because the Buhler Gallery is a smaller institution with opportunities to engage in all aspects of gallery operations, it is an ideal place for students planning a career in the gallery and museums sector to develop specific and transferable skills, network with others in the cultural industries, and prepare for employment. As the program progresses, please consider the Buhler Gallery for the placement of practicum students.

I wish you every success with the proposed program, and look forward to its implementation.

Best regards,

Leona M Herzog  
Director/Curator  
Buhler Gallery

## JACQUI USISKIN

1-440 Runnymede Road, Toronto, Ontario M6S 2Y8 | 1 (204) 590-5624 | jacquiuisiskin@gmail.com

January 17, 2020

Faculty of Graduate Studies  
500 UMSU University Centre  
65 Chancellors Circle  
University of Manitoba (Fort Garry campus)  
Winnipeg, MB R3T 2N2 Canada

To whom it may concern:

I write to express my unequivocal support for the proposal to establish an MA program in Art and Architectural History at the University of Manitoba. As a graduate of the School of Art's undergraduate Art History program who has pursued graduate studies and a career in the field, I recognize the need for this program and the many benefits of it being at the U of M.

The School of Art is well-positioned and equipped to be a centre for graduate research in the fields of Art and Architectural History. Its undergraduate curriculum provides students with a strong foundation for continued studies and specialization in the field, and exemplifies the characteristics of a supportive and meaningful springboard for students, which I was lucky enough to experience first hand.

The implementation of an interdisciplinary approach and dynamic structure that offers a work-integrated practicum option, makes this program a unique opportunity for students to not only participate in theory-based learning, but gain hands-on institutional experience. I believe this exciting model will further curricular goals through providing space for innovative pedagogies and original scholarship.

As the only program of its kind in the region, I believe that the MA in Art and Architectural History will fill an immense gap within the cultural and educational landscape both at the University, and in central Canada more broadly. I am thrilled to see how the program develops and excited for all its future students!

It would be my pleasure to answer any questions you or your colleagues may have.

Many thanks in advance for your time and consideration.

Sincerely,  
Jacqui Usiskin

Curatorial Assistant and Collections Archivist  
Blackwood Gallery  
University of Toronto Mississauga

Jeffrey Thorsteinson

1-198 Lipton Street  
Winnipeg, MB R3G 2G9  
jdthorsteinson@gmail.com

5 January 2021

Dr. Edward Jurkowski, Acting Director  
School of Art  
University of Manitoba  
Edward.jurkowski@umanitoba.ca

Dear Dr. Edward Jurkowski,

I am pleased to express my support for the creation of an MA program in Art and Architectural History at the University of Manitoba.

I am a graduate of the School of Art (BFA Hons, 2007). Today I work as a historian of architecture at Parks Canada. I am also currently a student in the Ph.D. in Design & Planning program at the University of Manitoba Faculty of Architecture, as well as a sessional instructor with the Department of Architecture at the University of Manitoba Faculty of Architecture. In all my work I am, on a daily basis, thankful for the high quality of instruction I received as an art history undergraduate student at the School of Art. The teaching of art and architectural history that I experienced at the School of Art was thorough, thoughtful, engaging, and at the forefront of the discipline. The high-quality training that I received in this program has shaped my career path, opening doors to me and shaping the methods I use every day in all of my academic and work activities and as a writer for public audiences.

I followed my studies at the School of Art with an MA in Art History at Queen's University. (Based on my degree from the School of Art I was also accepted to MA programs at the University of Toronto, York University, Concordia, and McGill). While at Queen's it became clear to me just how advanced the perspectives and material taught at the School of Art was in comparison with the instruction that other students had received in their undergraduate work at other top Canadian institutions. The School of Art fostered an art and an architectural history that was deeply grounded in new approaches and it bridged the best of traditional art history with a broader history of ideas, with social history, and with an openness to addressing Canadian subject matter, and in particular Western Canadian subject matter. This is material that still is too often relegated to peripheral status in other Canadian programs.

Based on my experience in the academy and working for government I have found that architecture and art from the Alberta-B.C. border east to Northern Ontario has been relatively ignored in many historical accounts. At the same time, historians from this region are underrepresented, as are people of colour. These facts are likely due in part to the composition and location of Canada's extant graduate programs of art and architectural history, their distance from many student's homes and the fact that many of these institutions are orientation toward the study of work from Europe, the United States, and Central Canada. Even as someone from a middle-class background and the recipient of funding for graduate study based on my work at the School of Art (from SSHRC, OGS, and

Jeffrey Thorsteinson

1-198 Lipton Street  
Winnipeg, MB R3G 2G9  
jdthorsteinson@gmail.com

Queen's) studying in another province was financially difficult. The creation of an MA program in Art and Architectural History at the University of Manitoba would serve to remedy the aforementioned issues by establishing a graduate program physically and financially accessible to residents of this area and one open to the study of Western Canadian work.

The creation of a program that might foster a Manitoban or Prairie history of art and architecture would provide benefits to all citizens of this territory by expanding our knowledge of the art and architecture of this region, in particular that created by its Indigenous residents. As a staff member at Parks Canada and as a member of the City of Winnipeg Historic Buildings and Resource Committee I have witnessed the need for such an expansion and the lacuna created by the lack of graduate programs focused on such material. This is something such institutions are seeking to address, but they are challenged in part by the lack of graduates with these specializations. A graduate program at the School of Art – particularly one which partners with a number of other programs at the University of Manitoba, including the Faculty of Architecture, and the History Department and Native Studies Department within the Faculty of Arts – could serve to fill these gaps, thereby benefiting all Canadians.

I thank you for your consideration.

Sincerely,  
Jeffrey Thorsteinson

Dear Dr. Jurkowski,

My name is Patricia Pérez Rabelo. I am an alumnus of the School of Art, Art History program. Since graduating, in 2018, I began my Master's at Concordia University in Montréal, where I will continue the inter-university Ph.D. program in Art History in the Fall of 2021.

For southeastern Mexicans like myself, Winnipeg is a highly sought-after destination for students like me who want to pursue a thorough and enriching education abroad. I was lucky enough to have pursued my Art History degree at the School of Art with great professors who have truly impacted my academic and professional life, who continue to be mentors of mine.

The rigour with which the program expects us, students, to perform at the undergraduate level makes it an exceptional opportunity to continue to foster the same level of insight, creativity, and originality through the Art and Architectural History MA program.

The creation of this program will help retain local students who have to leave the School of Art to further their education. Winnipeg's key location at the centre of the country makes it an ideal setting for students to pursue a graduate program. The city's artistic and architectural output is one of the richest in the country. However, the lack of a graduate program prevents research from being carried out by students who could enrich Winnipeg's vibrant cultural scene. Students like myself have had to leave the province in order to continue our education even when the focus of the research happens to be in Winnipeg.

As a graduate student in Art History, I can vouch for the need of having a graduate program in the province that matches what is currently being offered at the School of Art. I truly believe that this program will reach great potential by its location, faculty, and history. By creating the MA program in Art and Architectural History at the School of Art, students, faculty, and the university at large will solidify the city's unparalleled cultural and historical richness.

Sincerely,  
Patricia



**From:** Susan Cohn <umcohn@myumanitoba.ca>  
**Date:** Wednesday, January 13, 2021 at 4:29 PM  
**To:** Edward Jurkowski <Edward.Jurkowski@umanitoba.ca>  
**Subject:** RE: Letter of support, MA in Art and Architectural History

Dear Edward,

I would like to express my support for the proposed establishment of the Schools of Art and Architecture's MA program in Art and Architectural History at the University of Manitoba. For students interested in continuing studies and research in the field of art and architectural history, a Masters level program here in Winnipeg would be highly beneficial allowing students the opportunity to take classes from and work closely with advisors from our selection of highly accomplished professors from both faculty members of the Fine Arts and Architecture Schools. In addition, offering an MA program in our province would allow students to explore our rich cultural and architectural history, and our vibrant contemporary arts.

Many of our BFA graduates, like myself, have been required to attend universities outside our province and in other countries to attain higher levels of academic knowledge, research and credentials in art and architectural history. Being that the costs for such ventures are often quite prohibitive with high international tuition fees, living and travel expenses, volatile exchange rates, and fierce competition for financial assistance, a local option would be very helpful.

Thank you again for considering a Masters level of study and research in art and architectural history, it would be a very welcome opportunity for our students.

Kind Regards,

Susan Cohn, BFA Honours, (University of Manitoba), MA Art History, (University of York, York, UK)

January 11, 2022

**Response to the External Review of the Proposal for a Master of Arts, Art and Architectural History in the School of Art, University of Manitoba, of 2 November 2021, by Profs. Allan Antliff and Nicola T. Pezolet.**

*Prepared by Prof. Oliver Botar and Acting Director Dr. Edward Jurkowski*

We are grateful to Profs. Antliff and Pezolet for their considered and thorough review of our Program Proposal.

We are gratified that the reviewers agree with us that the proposed program will be unique in Canada, that it will fill a lacuna in the landscape of Art History graduated programs in the country, and that they anticipate a demand for it. We are also gratified that they approve of our proposed Indigenous, Métis and Inuit concentration, as well as our focus on architecture.

The reviewers note that “Surveying Art History graduate programs in Western Canada, the focus of expertise is mostly pre-modern, as opposed to modern and contemporary, architecture. Though the modern/contemporary architectural orientation of the MA is not highlighted in the proposal, we are calling attention to it as a strong ‘plus’ that should be developed through strategic hires” (p. 4). This is a point well taken, one that we shall take under serious consideration.

We are also gratified that the reviewers praise the “interdisciplinary breadth” of the proposed Program, and that they approve of our proposed second language requirement and research-based thesis that, as they put it, “uphold the highest standards in advanced learning.” (p. 4) We are pleased that the reviewers find both our facilities and our faculty to be excellent.

We note that the reviewers write that the “addition of an Inuit Art History specialist should be ‘fast-tracked’ towards realization so as to solidify the proposed program’s offerings” (p. 3) and are committed to working on this.

The reviewers write that “conversation with various stakeholders (museums, galleries, and publishing) also reinforced the message that graduates from the MA program will have many opportunities to find employment in Manitoba itself.” (p. 5) This is an especially important point for us, as we are convinced that this program will fill in a significant lacuna for art professionals in this province.

The Reviewers pointed to a number of what they termed ‘weaknesses’:

- a. They perceive a lack in the program as far as a core course focusing on professional development goes. This is a point well taken. However, we are unable to add another core course to the roster given the strictures of the Program. We have taken this under advisement, however, and will be sure to cover the topics they suggest (“applying for

grants, presenting at conferences and how to provide constructive feedback to students”). We shall do so either in the core course on the history and theory of Art History, and/or in our teaching practice in the other core courses. The seminar format of the Graduate core courses will in itself encourage the preparation of seminar presentations, which are, in essence, practice for conference paper presentations, and we will also endeavour to both encourage our students to apply to conferences, and also to organize an annual Art History conference themselves, in cooperation with the advanced undergraduate Art History students, who have already done so – in cooperation with the University of Winnipeg – on two occasions in the recent past.

- b. The reviewers have suggested that we consider an internship course in the Program. We actually did seriously consider a Practicum Program as an alternative to the Thesis option, and we determined that there was a need for such a program in the city. However, we decided to table this ambition for the present; to establish the core Art History program first, and then to add this component into the Program later.
- c. The Reviewers point out that the number of core faculty in the Program will be small, and recommend the hiring of more Art Historians to support the Program. They specify an Inuit art historian and one specializing in Early Modern art (Renaissance to 19<sup>th</sup> century) as the top priorities. We share these priorities and note that School Council has already voted to begin the process of one Art History hire.
- d. The Reviewers note that we would benefit from support staff to “assist faculty in overseeing the day-to-day operations of the combined undergraduate/graduate program.” We might note that we have an Associate Director dedicated to the undergraduate program, as well as a full-time student advisor who is very well versed in undergraduate art history programs. More to the point, we have an Associate Director dedicated to Graduate programs, who has an assistant dedicated to supporting these programs. Should these resources prove insufficient, we will revisit the issue.
- e. The Reviewers call for the Program, once it is in place, to be “highlighted on the School of Art’s website.” We are committed to the Program receiving full representation on the website, once it is in place.

We are pleased that the Reviewers concluded their report by writing that “all in all, we were very impressed by the proposal and sincerely hope that the MA in Art and Architectural History will go forward.”

**November 2, 2021**

## **EXTERNAL REVIEW**

*Re: Master of Arts, Art and Architectural History, School of Art, University of Manitoba*

Allan Antliff

Professor, Canada Research Chair (2003-2013), Art History and Visual Studies,  
University of Victoria

Nicola Tullio Pezolet

Associate Professor & Graduate Program Director, Art History, Concordia  
University

### **1. Comparisons with related program(s) to which the reviewers are familiar**

The proposal is to establish a Master of Arts in Art and Architectural History at the University of Manitoba. The home department will be the School of Art and the program will involve supervisory faculty from the School of Architecture and other Departments. The proposed graduate MA's focus is "Western art and architecture; Indigenous, Métis and Inuit art and architecture; art in new/digital media; and moving image studies." "Western" denotes non-Indigenous art and architecture with a European and/or settler lineage. As the proposal indicates, this is "a unique combination" that distinguishes the program from other Canadian MA programs in the field of Art History. In particular, the "Indigenous, Métis and Inuit art and architecture" concentration stands out: no other Art History MA program in Canada has such a blend.

As to related graduate programs in Manitoba, the University of Winnipeg offers an MA in Cultural Studies and Curatorial Practices whose focus is curatorial. The School of Art's proposed MA program in Art and Architectural History does not conflict or compete with the University of Winnipeg's MA program.

We will review, briefly, Art History graduate programs (MA) across Canada, especially in the Western provinces. One would expect the new program at University of Manitoba to draw applicants from institutions in British Columbia, Alberta, Saskatchewan, and Manitoba. Additionally, an MA focusing on Indigenous, Métis and Inuit art and architecture will likely draw applicants from Ontario and Quebec as well.

In British Columbia, Alberta, Saskatchewan, and Manitoba there are three MA Art History programs. The MA program offered by the Art History and Visual Studies Department at the University of Victoria encompasses modern and contemporary art in Europe, the United States and Canada (Indigenous and non-Indigenous); new digital media/film studies; and the art, archeology and architecture of the Byzantium empire, Middle East, Iran, and the Indian subcontinent. Its Indigenous curriculum focuses predominantly on the visual arts of the West Coast (historical and contemporary) and Indigenous-related curatorial practices. The MA program offered by the Art History Department at University of British Columbia is similarly diverse and includes a curatorial focus, with faculty specializing in Byzantine decorative arts and architecture; Ottoman and Islamic art and architecture, art, and crafts; and the history of Design (specifically European and North American 20th-century, non-Indigenous). Presently, however, University of British Columbia lacks an Indigenous component at the graduate level. The MA program offered by the History of Art, Design and Visual Culture division of the University of Alberta's Art and Design Department spans museum studies (historical and contemporary), 19<sup>th</sup>-and 20<sup>th</sup>-century art and design in Europe, China, Japan, and Latin America, and modern and contemporary art (non-Indigenous). There is no one specializing in Indigenous art history or architecture. Universities in Saskatchewan offer no MA Art History programs, nor, at present, do institutions in Manitoba.

The following institutions offer Art History MA programs in Ontario: Western University, Guelph University, Ontario College of Art and Design (OCAD), University of Toronto, York University, Queen's University and Carleton University. OCAD's MA program specializes in contemporary art (Indigenous and non-Indigenous). University of Toronto's graduate MA program in Art History encompasses Ancient, Medieval, Renaissance and Baroque European art; Asian and African art, ancient to contemporary; Architecture across multiple cultures; and Modern and Contemporary Art (non-Indigenous and Indigenous). Art History MA programs at Western University, Guelph University, and Queens University focus on the history of art and architecture in Canada (Indigenous and non-Indigenous), Europe, and the Americas. Western University's MA program includes the history of curatorial practices and Guelph University's MA program has a noted specialist in South American art history. Finally, Carleton University's MA in Art History encompasses Canadian art and architecture; contemporary global art; Chinese and Japanese art and architecture; design history; and Indigenous arts.

Quebec has two English-language MA programs in Art History, offered by Concordia University and McGill University. Concordia's Department of Art History MA covers Indigenous art history as well as film and new media studies. McGill University's Department of Art History and Communications MA includes "Indigenous, Métis, and Inuit arts and histories." It also specializes in pre-15<sup>th</sup> century Chinese art history; Byzantium and Medieval art and architecture; 19<sup>th</sup> and 20<sup>th</sup> century art history in Europe, and contemporary art. French-language MA Art History programs are offered by the Université de Montréal, Université du Québec à Montréal, and Université Laval in Quebec City. Non-Indigenous art history, film studies, and architectural history (North American and European) are the focus: Indigenous arts, less so.

Clearly the proposed Art and Architectural History MA at University of Manitoba will fill a lacuna amongst post-secondary institutions in Manitoba and Western Canada generally: its specialization in Indigenous, Métis and Inuit art and architecture will make it unique. Additionally, the focus on Western architecture, including modern and contemporary design, will also enhance its appeal as a destination program, particularly as it draws on the impressive strengths (faculty and resources) of the University of Manitoba's School of Architecture, which is one of the most important centers for architecture in this country.

In sum, the proposal notes: "With the new position in Indigenous Art History, the planned addition of a position in Inuit Art History, the recent hire of an Assistant Professor/Indigenous Scholar in the Faculty of Architecture, the teaching of aesthetics in place in the Dept. of Native Studies, in combination with world-class collections of Indigenous art and artefacts in the region (Qaumajuq, Manitoba Museum, etc.), this Program will be one of the most important centres of Indigenous, Métis and Inuit Art and Architectural History in Canada." One can only concur, with the caveat that the School of Art's addition of an Inuit Art History specialist should be 'fast-tracked' towards realization so as to solidify the proposed program's offerings (thus bringing benefit to both graduate and undergraduates).

## **2. Current need for the program**

Reviewing post-secondary institutions based in British Columbia and in the Prairie provinces, there are eleven offering Art History BA degrees in addition to the University of Manitoba. Each program is a potential source for applicants interested in exploring the unique specializations offered by the proposed MA. These are: University of Victoria; University of British Columbia; University of

Alberta; Simon Fraser University; University of the Frazer Valley; University of Calgary; University of Lethbridge; University of Saskatoon; University of Regina; First Nations University of Canada; and University of Winnipeg. Undergraduate programs in fields such as Indigenous Studies and Archeology incorporating the study of the visual arts and/or material culture hold additional potential for applicants. Finally, as the proposal notes, proximity to North Dakota and Minnesota offers the possibility of students applying to the program from the United States. One can readily imagine, therefore, that the proposed MA program, with its distinctive concentrations, will rapidly prosper in terms of enrolment.

The Indigenous component of the proposed MA addresses a compelling need for the expansion of Indigenous-focused curriculum at universities across the country. The population of the province of Manitoba is 18% Indigenous, and Winnipeg is an important center of Indigenous cultural resurgence. One would anticipate much interest in the proposed MA program, particularly given the current flourishing of contemporary Indigenous art coincides with new perspectives that are transforming our understanding of Indigenous cultural production, past and present.

Affiliation with the School of Architecture enhances the program's modern and contemporary (non-Indigenous) architectural components, and this serves an additional need regionally on a graduate level. Surveying Art History graduate programs in Western Canada, the focus of expertise is mostly pre-modern, as opposed to modern and contemporary, architecture. Though the modern/contemporary architectural orientation of the MA is not highlighted in the proposal, we are calling attention to it as a strong 'plus 'that should be developed through strategic hires.

### **3. Breadth and depth of the curriculum**

One of the strengths of the proposed curriculum is its interdisciplinary breadth thanks to the participation of faculty from diverse departments, faculties, and schools, namely the School of Art; Department of English, Film and New Media; Faculty of Architecture; Faculty of Music; Department of Native Studies and Aboriginal Governance; and the Department of Classics.

As to depth, we note the degree's second language requirement and research-based thesis are key knowledge-enriching components, and both uphold the highest standards in advanced learning. The first year 'core 'of required courses—FAAH 7100: History and Methodology of Art/Architectural History; FAAH 7010: Topics in Art/Architectural History 1; and FAAH 7020 Topics in Indigenous, Métis and

Inuit Art/Architectural History—are a good reflection of proposed areas of concentration and will, presumably, vary somewhat in content depending on the instructor. Their purpose, as stated in the proposal, is to “ensure that each student is familiar with the history, methodologies and theories” pertaining to the study of Indigenous and non-Indigenous art and architectural history. Students will also benefit from taking three additional electives (recommended) chosen in accord with their area of research. Recommended electives cover all facets of the program: Art History and Architecture, Native Studies, Classics, Film, and New Media. As the term “recommended” signals, the program is flexible so as to allow students to choose, if appropriate, graduate courses outside the recommended ‘core.’

#### **4. Demand for graduates with the proposed credential**

The proposal rightly calls attention to the many career opportunities (administrative, curatorial, arts education, public relations/promotions) offered by major museums, regional public galleries, corporate collections, and private art galleries for those with an MA degree in Art History and/or Architectural History. Additionally, such credentials pave the way for professional free-lance curating, art journalism, and art consultancy businesses. We would add that across all spheres of professional activity related to the arts in Canada, there is increasing demand for those with advanced expertise addressing Indigenous arts. In order to be considered for entry level jobs, most employers in the art world and in the cultural sector also require an MA degree. The proposed MA degree will provide those credentials. It thus seems logical that the University of Manitoba have its own program to serve the Winnipeg community and students from other provinces and countries as well.

In addition to the demand for advanced expertise related to the visual arts, the proposed MA’s architectural focus meets the demand of civic, provincial, and federal governments for expertise concerning architectural heritage and the preservation of historical and modern buildings. Architectural firms are another avenue for employment, as they have frequent need for archival and historical research-related services. Finally, consultancy services addressing architectural heritage conservation and planning are professionalized in Canada, and there is a pressing need for Indigenous expertise in the field.

Conversation with various stakeholders (museums, galleries, and publishing) also reinforced the message that graduates from the MA program will have many opportunities to find employment in Manitoba itself. The province’s arts and



cultural scene is vibrant, and there is considerable support for the proposed program in anticipation that it will produce professionals of the highest calibre.

## **5. Excellence of the faculty and breadth of expertise**

The four ‘core’ faculty in the School of Art who will play key roles in the Art and Architectural History MA program are very accomplished. Dr. Oliver Botar specializes in modern art, architecture, and photography in Europe and North America. Active curatorially, he has published extensively on biological sciences and the arts; modernist architecture in Europe and Canada; and modern art, photography, and design in Central Europe (Hungary, Austria, Czech Republic, Slovak Republic, Germany). Likewise, Dr. Shepherd Steiner is internationally known for his research in the field of contemporary art, particularly video and photography. Dr. Suzanne McLeod (Anishinaabe, Sagkeeng First Nation) is a new hire with a promising career ahead specializing in Indigenous arts (past and present). And Dr. Edward Jurkowski is an important asset to the proposed program, particularly with respect to performance art, installation art, and sound media. Professors in other units, such as the Department of Classics and Indigenous Studies, will also offer advisory and supervisory roles in the MA program. We should note that Winnipeg is a vibrant art scene with multi-tiered cultural networks from which the School of Art benefits greatly. We imagine its MA program in Art and Architectural History will too.

## **6. Adequacy of facilities, space, and other resources**

The University of Manitoba has a remarkable campus combining landmark modernist buildings with newly built facilities designed by outstanding firms, notably Patkau Architects. The School of Art offers students ample space and cutting edge facilities. We were favourably impressed by its art collection, exhibition gallery, and archival holdings (historical and contemporary) related to non-Indigenous and Indigenous cultural production. The City of Winnipeg’s cultural resources are too numerous to list here, but as the proposal mentions, institutions such as the Winnipeg Art Gallery, Qaumajuq (Inuit Art Centre), Manitoba Museum, and Centre du Patrimoine de Saint-Boniface will be invaluable external partners (stakeholders) as the graduate program broadens and expands.

## **7. Strengths and weaknesses of the program proposal**

We have outlined above the multitude of strengths that make this proposal so compelling. We would add that it will have beneficial impacts for the School of

Art as a whole. An MA in Art and Architectural History will involve providing teaching and research assistantships for graduate students, and that will improve the quality of undergraduate instruction. Currently, Manitoba students searching for graduate training must move elsewhere in Canada, the United States or beyond to pursue an MA in Art History. With the establishment of this program, they can now remain in Manitoba. Finally, the proposed program will solidify links with local Indigenous art institutions and cultural centres. This will greatly benefit Manitoba's Indigenous communities.

With respect to 'weaknesses,' we offer the following recommendations.

- a. Add a core course focussing on professional development. This could cover topics such as applying for grants, presenting at conferences, and how to provide constructive feedback to students.
- b. Consider an internship course to allow students to get credit while employed in the cultural field: the Winnipeg Art Gallery, *Border Crossings* magazine and Winnipeg Architecture Foundation are possible avenues for professional training through partnerships. We are sure there are more.
- c. Another issue (easily remedied) is that four tenured professors assigned to a graduate program with so much growth potential is a small 'core' cohort. We believe that additional hires in Art History should be fast-tracked to help grow the undergraduate and proposed MA program, specifically in Inuit Art History (first and foremost) and in European art and architecture, Renaissance to 19<sup>th</sup> century (secondly). In the future, the Department may also hire someone specialized in 'arts and crafts' studies, as the School of Art's ceramics program is highly regarded, and the Prairies have a long and celebrated history in this field.
- d. Additionally, the School of Art would benefit from a support staff hire to assist faculty in overseeing the day to day operations of the combined undergraduate/graduate program.
- e. Finally, once the graduate program is in place, the Art and Architectural History MA should be highlighted on the School of Art's website.

All and all, we were very impressed by the proposal and sincerely hope that the MA in Art and Architectural History will go forward.

**Report of the Senate Committee on Instruction and Evaluation RE: Proposed Rady Faculty of Health Sciences Learner Immune Status Requirements Policy**

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**Preamble:**

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at:  
[https://www.umanitoba.ca/governance/sites/governance/files/2021-09/Senate\\_Committee\\_on\\_Instruction\\_and\\_Evaluation\\_Terms\\_of\\_Reference.pdf](https://www.umanitoba.ca/governance/sites/governance/files/2021-09/Senate_Committee_on_Instruction_and_Evaluation_Terms_of_Reference.pdf)
2. At its meeting on November 17, 2022 SCIE considered a proposal from the Rady Faculty of Health Sciences regarding the proposed Rady Faculty of Health Sciences Learner Immune Status Requirements Policy.

**Observations:**

1. The proposed policy would standardize the updated immune status requirements of all learners of health professional programs of the Rady Faculty of Health Sciences.
2. Requests for exemptions would be directed to the Immunization Program which would approve clinically indicated reasons for exemption that have been determined in consultation with Student Accessibility Services. Other exemptions would be considered on a case-by-case basis consistent with the Rady Faculty of Health Sciences legal obligations and consideration of applicable essential skill requirements, and in accordance with the *Student Accessibility Policy* and *Student Accessibility Appeal Procedure*. A different immunization or testing requirement may be indicated if an exemption is approved.
3. Learners who do not comply with the Immune Status Requirements may be restricted from participating in and/or completing components of their academic program including clinical placements or rotations. Continued non-compliance and subsequent inability to meet the requirements of the program may result in a learner being required to withdraw from their program.
4. Learners would be required to:
  - a) comply with the immunization and testing requirements. Exemptions could be sought through the Immunization Program and Student Accessibility Services.
  - b) attend the immune status orientation session at the beginning of their first year of study.
  - c) notify the immunization program if they wish to receive clinical services related to the Immune Status Requirements from their own healthcare provider or from the Immunization Program.

5. The Immunization Program would be required to:
- a) review and maintain all health documentation in accordance with applicable policies, procedures and standards and follow up on missing documentation.
  - b) provide the immune status orientation session.
  - c) provide training sessions for learner immunizers and supervise immunization and tuberculin skin test clinics.
  - d) act as the source of information for learners regarding immunizations and be the first point of contact for learners requesting information or assistance with immunization requirements.
  - e) provide immunization records to provincial immunization registry, to learners at graduation and upon request.

### **Recommendation**

The Senate Committee on Instruction and Evaluation recommends:

**THAT Senate approve the proposed Rady Faculty of Health Sciences Learner Immune Status Requirements Policy effective August 1, 2023.**

Respectfully submitted,

Dr. Mark Torchia, Chair  
Senate Committee on Instruction and Evaluation

Comments of the Senate Executive Committee:  
The Senate Executive Committee Endorses the Report to Senate.

**Date:** November 7, 2022

**To:** Mr. Jeff Leclerc, University Secretary  
Senate Committee on Instruction and Evaluation (SCIE)



**From:** Dr. Peter Nickerson, Dean and Vice-Provost, Rady Faculty of Health Sciences

**Re:** Senate approval for RFHS Learner Immune Status Requirements Policy

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The Rady Faculty of Health Sciences is requesting the initiation of Senate approval for the Rady Faculty of Health Sciences Learner Immune Status Requirements Policy.

The policy was approved unanimously at the Max Rady College of Medicine Executive Council on August 16, 2022 and the RFHS Faculty Executive Council meeting on August 23, 2022. The policy has since been approved by the Faculty of Grad Studies (FGS) Programs and Guidelines Committee, the FGS Executive Committee and the FGS Council.

The proposed policy was created to standardize and clarify at the Rady Faculty Level the updated immune status requirements of all learners of health professional programs of the faculty.

Attached is one file in pdf format that includes this cover memo and the policy.

Please let me know if you require additional information or clarification.

We would appreciate if this could be presented for approval at the SCIE meeting scheduled for November 17, 2022.

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Attachment

Copy: Marcia Yoshida, Student Appeals and Academic Governance Officer  
Raman Dhaliwal, Executive Director, RFHS  
Sophia Anastasiadis, Director, Planning and Priorities

## **Report of the Faculty Council of Graduate Studies on Course, Program, Supplementary Regulation and Regulation Changes**

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### **Preamble**

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, program, supplementary regulation, and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the Rady Faculty of Health Sciences.

### **Observations**

1. The **Rady Faculty of Health Sciences** proposes a new policy, namely a *Learner Immune Status Requirements Policy*, modelled after the current College of Medicine policy of the same name which has been in place since 2011. The policy is safety-focused and outlines the immunization expectations and requirements of learners, including graduate students, in Rady Faculty of Health Sciences. Learners are defined by the policy as “individuals who are registered in pre-licensure health professional programs of the Rady Faculty of Health Sciences that includes: Dentistry, Dental Hygiene, Genetic Counselling, Medicine, Midwifery, Nurse Practitioner, Nursing, Occupational Therapy, Pathology Assistant, Pharmacy, Physical Therapy, Physician Assistant Studies, and Respiratory Therapy students. Not included are non-health professional program graduate students where there are no clinical rotations or exposures.”

### **Recommendations**

**Faculty Council of Graduate Studies recommends THAT the regulations from the unit listed below be approved by Senate:**

#### **Rady Faculty of Health Sciences**

Respectfully submitted,

Dr. Kelley J. Main, Chair  
Faculty Council of Graduate Studies

/ak

## Rady Faculty of Health Sciences Policy

<b>Policy Name:</b>	<b>Learner Immune Status Requirements</b>
<b>Application/Scope:</b>	Learners of the Rady Faculty of Health Sciences and its Colleges and Programs
<b>Approved (Date):</b>	XX
<b>Review Date:</b>	5 years from approval date
<b>Revised (Date):</b>	
<b>Approved By:</b>	<b>[Applicable Department Councils]</b> <b>[College Councils; Pharmacy, Dentistry, Medicine, Rehabilitation Sciences, Nursing]</b> <b>[Dean's Council, Rady Faculty of Health Sciences]</b> <b>[Faculty Executive Council, Rady Faculty of Health Sciences]</b> <b>[Faculty Grad Studies Programs and Guidelines Committee]</b> <b>[Faculty Grad Studies Executive Council]</b> <b>[Faculty Graduate Studies Council]</b> <b>[Senate Committee on Instruction and Evaluation]</b> <b>[Senate Executive]</b> <b>[Senate]</b>

### 1. **BACKGROUND AND SCOPE**

- 1.1 The Rady Faculty of Health Sciences is committed to ensuring patient safety as well as a safe work and learning environment for its learners, staff, and faculty. The Learner Immune Status Requirements policy has been developed to protect the wellbeing of our community and is derived from the recommendations found in the Canadian Immunizations Guide, the Canadian Tuberculosis Standards, Public Health Agency of Canada, National Advisory Committee on Immunization, as well as in consultation with experts in the relevant fields.
- 1.2 The purpose of this policy is to outline the immunization expectations and requirements of learners in the Rady Faculty of Health Sciences.

### 2. **DEFINITIONS**

- 2.1 **Immune Status Requirements** – Documented and up-to-date tests and immunizations that are necessary in order to ensure immunity to, or absence of infection from a range of diseases. The current Immune Status Requirements, which may be changed from time to time, include immunizations and/or tests for tetanus, diphtheria, pertussis, polio, measles, mumps, rubella, varicella, Hepatitis B, and influenza, COVID-19, as well as testing for tuberculosis infection.

- 2.2 **Rady Faculty of Health Sciences Immunization Program (“Immunization Program”)** – The Immunization Program provides immunization services to all registered learners of Rady Faculty of Health Sciences pre-licensure health professional programs.
- 2.3 **Student Manual** – A document updated annually which describes the Immune Status Requirements for learners enrolled in the Rady Faculty of Health Sciences’ programs. The document also provides information on vaccines, vaccine preventable diseases, privacy legislation, costs of services, and additional health information relevant to learners.
- 2.4 **Immunization Package** – A document package consisting of a consent form, personal information and health questionnaires which all learners of Rady Faculty of Health Sciences must complete to ensure continued enrolment in their program of study.
- 2.5 **Learners** – Individuals who are registered in pre-licensure health professional programs of the Rady Faculty of Health Sciences that includes:
- Dentistry, Dental Hygiene, Genetic Counselling, Medicine, Midwifery, Nurse Practitioner, Nursing, Occupational Therapy, Pathology Assistant, Pharmacy, Physical Therapy, Physician Assistant Studies, and Respiratory Therapy students. Not included are non-health professional program graduate students where there are no clinical rotations or exposures.

### 3. **POLICY AND PROCEDURE STATEMENTS**

- 3.1 All learners must comply with the immunization and testing requirements of the Rady Faculty of Health Sciences, listed in the [Student Manual](#). The Student Manual is required reading for all new learners and the link is: [immunization-program-student-manual.pdf \(umanitoba.ca\)](#)
- 3.2 Learners may request an exemption from the requirements of this policy as an academic accommodation based on [The Manitoba Human Rights Code](#). Requests for exemptions should be directed to the Immunization Program which will approve clinically indicated reasons for exemption that have been determined in consultation with Student Accessibility Services. Other exemptions will be considered on a case-by-case basis consistent with the Rady Faculty of Health Science’s legal obligations, in consideration of applicable essential skill requirements, and in accordance with the [Student Accessibility Policy](#) and [Student Accessibility Appeal Procedure](#). If an exemption is approved, different immunization or testing requirements may be indicated for such learners.
- 3.3 The Immunization Program shall provide an information session regarding Immune Status Requirements for newly registered learners in the Rady Faculty of Health Sciences. This information session is to complement the mandatory Immunization Program Orientation available on UM Learn and shall be scheduled as early as practicable following registration, but must occur before the learner attends any clinical placements
- 3.4 The Immune Status Requirements may change from time-to-time. The Immunization Program shall discuss and seek approval from the Faculty. The Immunization Program shall notify learners of the changes in requirements. It is the responsibility of the learners to



comply with revised and applicable requirements as soon as practicable following notification.

- 3.5 Learners who do not comply with the Immune Status Requirements may be restricted from participation in and/or completion of components of the academic program including clinical placements or rotations. A learner's continued non-compliance and subsequent inability to meet the requirements of their program, may result in the learner being required to withdraw from the program in which they are registered.
- 3.6 The Immunization Program can assist learners in meeting the requirements and assist with required documentation of a specific external teaching site if these are different from the requirements of the Rady Faculty of Health Sciences.
- 3.7 Learner health records are protected by *The Personal Health Information Act* (PHIA) of Manitoba. Only the minimal amount of health information required will be collected, used, or disclosed. Personal health information will be used and disclosed in accordance with *The Personal Health Information Act* (PHIA).
- 3.8 The Immunization Program will comply with [The Workplace Safety and Health Act of Manitoba](#) as amended from time to time.
- 3.9 The immune status record for every learner will be kept for 10 years after the learner's expected date of graduation, in accordance with the University's authorized records retention schedules. The Immunization Program will destroy all immune status records in a secure and confidential manner, consistent with accepted methods of disposal of health records. Learners may request a copy of their record at any time while the program has these records. All learners shall receive a copy on request of their immune status record upon graduation.

#### RESPONSIBILITIES OF LEARNERS

- 4.1 All learners must comply with the immunization and testing requirements of the Rady Faculty of Health Sciences and the Immunization Program. Learners seeking an exemption from the requirements of this policy must notify the Immunization Program and Student Accessibility Services and must provide all information required to assess the exemption request. Exemptions may not be possible based on a program's essential skill requirements.
- 4.2 Learners must attend the immune status orientation session at the beginning of their first year of studies.
- 4.3 Learners must notify the Immunization Program if they wish to receive clinical services relating to the Immune Status Requirements from their own healthcare provider or from the Immunization Program.
- 4.4 Learners who have decided to obtain services from their own healthcare provider will do so at their own expense and must submit documentation of the relevant immunizations and tests by the deadlines provided. Learners who have decided to obtain services from the Immunization Program must attend school clinics or attend for blood testing diligently.

## RESPONSIBILITIES OF THE IMMUNIZATION PROGRAM

4.5 The Immunization Program will review and maintain all health documentation in accordance with applicable policies, procedures and standards and follow up on outstanding documentation.

4.6 The Immunization Program will provide immune status orientation sessions for new learners.

4.7 The Immunization Program will provide training sessions for learner immunizers and will supervise immunization and tuberculin skin test clinics for learner clients

4.8 The Immunization Program is a source of information to learners regarding immunizations and is the first point of contact for learners requesting information or assistance with immunization requirements.

4.9 The Immunization Program will provide immunization records to provincial immunization registry and to learners at graduation as well as upon request.

## 5. **REVIEW AND EFFECT ON PREVIOUS STATEMENTS**

5.1 The Review Date for this Policy and Procedure is five (5) years from the date it is approved by the approving body. In the interim, this document may be revised or repealed if:

- (a) The Dean, Rady Faculty of Health Sciences & Vice-Provost (Health Sciences), with appropriate approvals, deems it necessary or desirable to do so;
- (b) It is no longer legislatively or statutorily compliant; and/or
- (c) It comes into conflict with another governing document of the RFHS or the University of Manitoba.

5.2 If this document is revised or repealed, any related Rady Faculty of Health Sciences documents shall be reviewed as soon as possible to ensure that they comply with the revised document, or are in term revised or repealed.

5.3 This Policy supersedes all previous governing documents dealing with the subject matter addressed in this document.

## 6. **REFERENCES**

- 6.1 Canadian Immunizations Guide - <https://www.canada.ca/en/public-health/services/canadian-immunization-guide.html>
- 6.2 Canadian Tuberculosis Standards - <https://www.canada.ca/en/public-health/services/infectious-diseases/canadian-tuberculosis-standards-7th-edition.html>
- 6.3 Public Health Agency of Canada - <https://www.canada.ca/en/public-health.html>
- 6.4 National Advisory Committee on Immunization (NACI) - <https://www.canada.ca/en/public-health/services/immunization/national-advisory-committee-on-immunization-naci.html>
- 6.5 Manitoba Human Rights Code - <https://web2.gov.mb.ca/laws/statutes/ccsm/h175e.php>
- 6.6 Workplace Safety and Health Act of Manitoba - <https://web2.gov.mb.ca/laws/statutes/ccsm/w210e.php>

7. **POLICY CONTACT**

Please contact the Director, Immunizations with questions regarding this document.

V2022.11.25

November 17, 2022

**Report of the Senate Committee on Instruction and Evaluation RE: Revised Academic Regulations, Undergraduate Medical Education, Max Rady College of Medicine**

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**Preamble:**

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at:  
[https://www.umanitoba.ca/governance/sites/governance/files/2021-09/Senate\\_Committee\\_on\\_Instruction\\_and\\_Evaluation\\_Terms\\_of\\_Reference.pdf](https://www.umanitoba.ca/governance/sites/governance/files/2021-09/Senate_Committee_on_Instruction_and_Evaluation_Terms_of_Reference.pdf)
2. At its meeting on November 17, 2022 SCIE considered a proposal from the Max Rady College of Medicine to revise the Formative Assessment Policy and the Narrative Assessment Policy for Undergraduate Medical Education program.

**Observations:**

*Formative Assessment Policy*

1. Reference to module would be removed from the policy.
2. Reference to Coordinator of OSCE would be replaced with Administrator of Evaluation.
3. Editorial changes would be made throughout the policy.

*Narrative Assessment Policy*

1. The definition of Course would be revised by removing reference to modules and reference to the UGME curriculum.
2. Throughout the policy, Director, Clinical Skills would be replaced with Coordinator, OSCE-type Examinations.
3. The Responsibilities of the Student would be clarified by requiring the student to complete the student component of the FITER and provide a rationale if the student does not agree with the evaluation.
4. The Responsibilities of the Preceptor would be clarified by requiring that for FITERS that are either a fail or a borderline pass, notification must occur within five working days of completion of the rotation. Electronic submission of FITERS would be required within six weeks of completion of the rotation.

**Recommendation**

The Senate Committee on Instruction and Evaluation recommends:

**THAT Senate approve the revisions to the Formative Assessment Policy and the Narrative Assessment Policy, UGME, Max Rady College of Medicine, effective August 1, 2023.**

Respectfully submitted,

Dr. Mark Torchia, Chair  
Senate Committee on Instruction and Evaluation

Comments of the Senate Executive Committee:  
The Senate Executive Committee Endorses the Report to Senate.



# Max Rady College of Medicine Undergraduate Medical Education Policy

<b>Policy Name:</b>	Formative Assessment
<b>Application/Scope:</b>	Year I to Year IV Undergraduate Medical Education Students
<b>Approved (Date):</b>	<del>May 2018</del> {PENDING DATE}
<b>Review Date:</b>	<del>May 2023</del> May 2022
<b>Revised (Date):</b>	<del>February 2018</del> May 2027
<b>Approved By:</b>	<del>Senate</del> {PENDING DATE}

## 1.0 PURPOSE

To ensure that students have an opportunity to participate in formative assessment experiences in each course or rotation and receive feedback on performance. In preparation for the summative evaluations administered at the end of each course/~~Module~~ and rotation according to the University of Manitoba's Final Examination and Final Grades policy and procedures.

## 2.0 DEFINITIONS

- 2.1 **Pre-Clerkship** – Year I and Year II of the UGME program.
- 2.2 **Clerkship** – Year III and Year IV of the UGME program.
- 2.3 **Course**– An educational unit, which covers a single topic or a small section of broad topics and is studied for a given period ~~of time~~ which counts towards the completion of the M.D. degree.
- 2.4 **Rotation** – A unit of clinical work in Clerkship.
- 2.5 **Formative Assessment** – An assessment designed to provide feedback to students ~~in order to~~ improve performance. It may consist of multiple-choice, short answers, or assignments that in some cases may be used in assessing summative progress in a course.
- 2.6 **Midpoint In-Training Evaluation Report (MITER)** – ~~Is This is~~ a formative assessment report completed by the student, and reviewed by the preceptor. It is electronically distributed at the start of each core ~~r~~Rotation that is ~~of~~ at least four (4) weeks duration and must be completed and submitted electronically. This must include a narrative description of the medical student's performance.
- 2.7 **Formative-OSCE-type Examination (FOSCE)** – A ~~F~~formative Objective Structured Clinical Examination used to assess the clinical skills of students.
- 2.8 **The Pre-Clerkship Student Evaluation Committee and Clerkship Student Evaluation Committee(s) (PSEC/CSEC)** - Are responsible for the development and approval of assessment policies and rules. As well as the overall management and administration of

examination questions and the review and evaluation of results and recommendations to the Progress Committee for approval.

- 2.9 **Longitudinal Integrated Clerkship**—~~Longitudinal Integrated Clerkship~~— Takes all of the components of the current Clerkship program and disperses them over an academic year allowing students to follow the course of ~~illness~~study.

### 3.0 POLICY STATEMENTS

- 3.1 In the first week of each course/module within Pre-Clerkship and Clerkship rotation, students will be informed of the format, date, and time of each ~~f~~Formative ~~a~~Assessment.
- 3.2 Formative ~~f~~Feedback will be provided to all students at least every six weeks in ~~l~~Longitudinal ~~y~~Year-L~~i~~ong ~~c~~ourses.
- 3.3 For shorter ~~P~~pre-C~~elerkship~~ courses, one or more formative assessments may be developed and administered for each course/~~module~~ in the Pre-~~Clerkship ~~p~~rogram at the discretion of the course leader.~~
- 3.4 A FOSCE will be developed, organized and administered to Year I students ~~prior to~~before completion of the Year I program.
- 3.5 A MITER will be completed by each student for each Clerkship rotation of four (4) weeks or more duration.
- 3.6 The Director of Clerkship ~~or~~ /designate will review each student's completed MITER in a timely and efficient manner.
- 3.7 Students enrolled in the Longitudinal Integrated Clerkship must receive formative assessment feedback at least every six weeks.
- 3.8 This policy will be reviewed every five years following the approval date.

### 4.0 PROCEDURES

#### RESPONSIBILITIES OF THE STUDENT

- 4.1 Take each opportunity to participate in the course formative assessments at the Pre-Clerkship level.
- 4.2 Take each opportunity to discuss the results of each course's s formative assessment at a time set by the ~~c~~Course ~~l~~Leader.
- 4.3 Participate in each opportunity to prepare for the ~~FOSCE's~~FOSCEs.
- 4.4 Participate in the FOSCE's ~~FOSCEs~~ at the designated time and under the designated conditions.
- 4.5 Complete ~~MITER's~~MITERs as required and participate in the meeting to address the information submitted in the MITER.

- 4.6 Actively engage in addressing deficiencies in knowledge and experience identified through the formative assessment process in the Pre-Clerkship and Clerkship programs.

#### RESPONSIBILITIES OF COURSE LEADERS

- 4.7 Inform students of the number, types, and dates of formative assessments.
- 4.8 Inform the cCourse aAssistant of the times and dates of formative assessments.
- 4.9 Develop a bank of formative assessment questions.
- 4.10 Ensure that the course aAssistant has a copy of the bank of formative assessment questions for the course if administrative assistance is required in administering formative assessments.
- 4.11 Choose formative assessment questions for each assessment and provide them to the course aAssistant at least two (2) weeks before the scheduled assessment.
- 4.12 Ensure each formative assessment is administered on the specified date and time.
- 4.13 Provide students with written or oral feedback on their performance on each formative assessment as appropriate.

#### RESPONSIBILITIES OF THE DIRECTOR OF EVALUATION

- 4.14 Identify the date and time of the FOSCEs.
- 4.15 Inform the Administrator of, Pre-Clerkship and the Assistant to the Administrator of, Evaluation of the date and time of the FOSCEs in support of scheduling.
- 4.16 Develop cases for the FOSCE.
- 4.17 Oversee the execution of the FOSCE in collaboration with the Assistant to the Administrator of Evaluation, and CLSP personnel.
- 4.18 Ensure the FOSCE is corrected ~~in accordance with~~ according to the requirements of the Examination Results policy and procedures.
- 4.19 Ensure each student receives feedback on his/her performance on the FOSCEs.

#### RESPONSIBILITY OF THE CLERKSHIP DIRECTORS

- 4.20 Meet with each student at the midpoint of the rotation, if applicable, to review the MITER and identify ways the student can address areas of concern.

#### RESPONSIBILITY OF THE DIRECTORS OF, PRE-CLERKSHIP, ~~DIRECTOR~~, CLERKSHIP, AND ~~DIRECTOR~~, EVALUATION

- 4.21 Work collaboratively to ensure each cCourse lleader, the Administrator of Evaluation, and the Directors of Pre-Clerkship ~~Director, Coordinator of OSCE, and Clerkship, and Evaluation-Director~~ is-are aware of his/her/their responsibilities related to formative assessments.



## RESPONSIBILITY OF THE ADMINISTRATOR OF PRE-CLERKSHIP

- 4.22 Ensure the scheduled formative assessments are included in the schedule for each course.

## RESPONSIBILITIES OF COURSE ASSISTANTS

- 4.23 Prepare formative assessments under the direction of the cCourse lLeader as required.
- 4.24 Score and ~~reports-report~~ the results for formative assessments for the cCourse dDirector as required.

## ASSISTANT TO THE ADMINISTRATOR~~S~~ OF EVALUATION

- 4.25 Organize the FOSCE under the direction of the ~~Coordinator of OSCE~~Administrator of Evaluation and with CLSP personnel as required.
- 4.26 Support the Administrator of Evaluation ~~Coordinator of OSCE~~ with the scoring and distribution of results of the FOSCEs according to ~~in accordance with~~ the requirements of the Examination Results policy and procedures.

## 5.0 REFERENCES

- 5.1 [Shute, V. \(2008\). Focus on Formative Feedback. Review of Education. Research. 78 \(1\). 154-189](#)
- 5.2 University of Manitoba Examination Policy and Procedures
- 5.3 UGME Policy and Procedures - Examination Results
- 5.4 UGME Policy and Procedures - Midpoint In-Training Evaluation and Final In-Training Evaluation Preparation, Distribution and Completion and Essential Clinical Presentation Preparation, Distribution, Audit, and Remediation
- 5.5 UGME Policy and Procedures – Communicating Methods of Evaluation in the Undergraduate Medical Education Program.
- 5.6 UGME Policy and Procedures – Deferred Examination
- 5.7 UGME Policy and Procedures – Supplemental Examinations
- 5.8 UGME Policy and Procedures – Promotion and Failure
- 5.9 UGME Policy and Procedures - Accommodation for Undergraduate Medical Students with Disabilities
- 5.10 University of Manitoba – Final Examination and Final Grades Policy
- 5.11 University of Manitoba – Deferred and Supplemental Examinations Procedures
- 5.12 University of Manitoba – Final Examination Procedures

5.13 University of Manitoba – Final Grades Procedures

## **6.0 POLICY CONTACT**

Director of Evaluation



# Max Rady College of Medicine Undergraduate Medical Education Policy

<b>Policy Name:</b>	Narrative Assessment
<b>Application/Scope:</b>	Year I to Year IV Undergraduate Medical Education (UGME) Students
<b>Approved Date:</b>	<del>PENDING</del>
<b>Review Date:</b>	<del>May 2023</del> June 2022
<b>Revised (Date):</b>	<del>August 2018</del> June 2027
<b>Approved By:</b>	Senate <del>May 2018</del> <u>PENDING</u>

## 1.0 PURPOSE

To ensure that students receive written narrative feedback on their performance related to the CanMEDS competencies (professional, communicator, collaborator, leader, health advocate, and scholar).

## 2.0 DEFINITIONS

2.1 **Pre-Clerkship** – Year I and Year II of the UGME program

2.2 **Clerkship** – Year III and Year IV of the UGME program.

~~2.3 **Course/Module** – An course/module is a course of study or educational unit, which covers a single topic or a small series of interrelated broad topics and is studied for a given period of time which taken together with other such completed modules or courses counts towards the completion of the M.D. degree. The UGME curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period.~~

~~2.42.3~~

~~2.52.4~~ **Rotation** – A unit of clinical work in Clerkship.

~~2.62.5~~ **Formative Assessment** – An assessment designed to provide feedback to students to improve performance. May consist of multiple choice, short answers, or assignments which in some cases may be used in assessing summative progress in a course.

~~2.72.6~~ **Midpoint In-Training Evaluation Report (MITER)** – This is a formative assessment report completed by the student, and then reviewed by the preceptor. It is electronically distributed at the start of each core rotation that is of at least four (4) weeks duration and must be completed and submitted electronically.

~~2.82.7~~ **Final In-Training Evaluation Report (FITER)** – A comprehensive summary of student performance as a necessary component of their Clerkship training which demonstrates the full range of competencies (knowledge, skills and attitudes) required of a physician. Electronically distributed at the start of each rotation, FITERs must be completed and submitted electronically at the end of the rotation. This should include a narrative description of medical student performance.

~~2.92.8~~ **Formative-OSCE-type Examination (FOSCE)** – A formative Objective Structured Clinical Examination used to assess the clinical skills of students.

2.102.9 **Medical Student Performance Report (MSPR)** – An institutional assessment considered a component of a student's academic record and thus, will be made available for student review. Students will be permitted to correct factual errors on the MSPR. Students are encouraged when required to engage Student Affairs in supporting advocacy efforts in addressing perceived MSPR discrepancies.

### **3.0 POLICY STATEMENTS**

- 3.1 Core clinical and elective rotations are assessed by a FITER. Written narrative feedback of student performance must be provided on the FITER.
- 3.2 Core clinical and elective rotations that are assessed via MITER (rotations with a duration of four weeks or longer) will include written narrative feedback of student performance when a preceptor does not agree with a student's self-evaluation.
- 3.3 Courses that are not assessed via MITER and/or FITER (Pre-Clerkship or Clerkship) will include written narrative feedback of student performance, as appropriate. This includes the following:
  - Courses that involve small group teaching, wherein the duration of contact time between preceptor and student is sufficient for the preceptor to develop a meaningful impression of student performance
  - Courses that involve students being assessed via written assignments
  - Courses that involve students being assessed via oral presentations
  - Courses that involve students being assessed by OSCE
- 3.4 Narrative assessment must include feedback as they relate to the CanMEDS competencies (professional, communicator, collaborator, leader, health advocate, and scholar).
- 3.5 This policy will be reviewed on the first anniversary of its original passage and every five years thereafter.

### **4.0 PROCEDURES – Pre-Clerkship**

#### **RESPONSIBILITIES OF THE STUDENT**

- 4.1 Participate in the course formative assessments at the Pre-Clerkship level.
- 4.2 Prepare for FOSCEs, OSCEs and CCE examinations.
- 4.3 Participate in FOSCEs, OSCEs and CCE at the designated time and under the designated conditions.
- 4.4 Review the written feedback provided.
- 4.5 Actively engage in addressing deficiencies in knowledge and experience identified through the formative assessment process in the Pre-Clerkship programs.

#### **RESPONSIBILITIES OF COURSE LEADERS**

- 4.6 Provide students with written narrative feedback on their performance on each formative assessment as appropriate.

RESPONSIBILITIES OF THE ~~DIRECTOR, CLINICAL SKILLS~~COORDINATOR, OSCE-type

## Examinations

- 4.7 Ensure each student receives written narrative feedback on his/her performance on clinical examinations.

### RESPONSIBILITIES OF THE ASSISTANT TO ADMINISTRATORS, EVALUATION AND THE ADMINISTRATOR, EVALUATIONS (PRE-CLERKSHIP)

- 4.8 Organize clinical examinations under the direction of the ~~Director, Clinical Skills~~Coordinator, OSCE-type Examinations and with CLSF personnel as required.
- 4.9 Support the Coordinator, OSCE-type Evaluations with the scoring and distribution of results of clinical examinations in accordance with the requirements of the Examination Results Policy and Procedures.

## 5.0 PROCEDURES - Clerkship

### RESPONSIBILITIES OF THE STUDENT

- 5.1 Participate in the MITER process and complete a self-evaluation at the midpoint of the clinical rotation.
- 5.2 Review the MITER completed by the preceptor that contains a narrative assessment.
- 5.3 Participate in a meeting with the preceptor to address the information submitted in the self-evaluation.
- 5.4 Participate in the formative assessment at the end of the clinical rotation.
- 5.5 Review the end of clinical rotation evaluation which includes a narrative assessment provided by the preceptor and completes the student component of the FITER.
- 5.5.1 ~~If the student agrees with the evaluation a FITER 2 is completed.~~
- 5.5.2 ~~If the student does not agree with the evaluation, the student will provide a rationale for their reasoning when completing the student component of the FITER. complete their FITER 2 and provide rationale for their reasoning.~~
- 5.6 Actively engage in addressing deficiencies in knowledge and experience identified through both the MITER process and the formative assessment process in the Clerkship programs.

### RESPONSIBILITIES OF THE PRECEPTOR

- 5.7 Review and audit each assigned student's logbook ~~ECP~~ throughout the rotation.
- 5.8 Meet with each assigned student at the mid-point of the rotation, if applicable, to review the MITER ~~and discuss the ECP with the student(s).~~
- 5.9 Meet with each student at the midpoint of the rotation, if applicable, to review the MITER and identify ways the student can address areas of concern.
- 5.10 Organize a plan for remediation ~~of the ECP~~ if gaps in learning are identified at the mid-point of the rotation.

- 5.11 Examine each assigned student's [ECP-logbook](#) before the rotation is complete and state on the FITER the plan for [ECP](#)-remediation if gaps in learning experiences are identified.
- 5.12 ~~Complete a FITER for each assigned student no later than five (5) working days of the end of the rotation. This may require coordination of input from multiple preceptors. For FITERS that demonstrate either a fail or a borderline pass, notification of the FITER assessment must occur within five (5) working days of completion of the rotation. Electronic submission of all FITERS must occur within six (6) weeks of completion of the rotation.~~
- 5.13 Meet with each assigned student at the end of the rotation to discuss the content of the evaluation.
- 5.14 Where a concern in narrative content is raised by a student, review to resolve/explain the reasoning.

#### RESPONSIBILITY OF DIRECTOR OF CLERKSHIP, AND DIRECTOR OF EVALUATION

- 5.15 Work collaboratively to ensure each Director is aware of his/her responsibilities related to narrative assessments.

#### RESPONSIBILITY OF ASSOCIATE DEAN OF UGME

- 5.16 Resolve issues related to content in individual student MSPRs throughout the completion process.

#### RESPONSIBILITY OF THE ADMINISTRATOR OF CLERKSHIP

- 5.17 MITER process
  - 5.17.1 At the midpoint of each core rotation run the Workflow Status Report in the Curriculum Management System for each discipline to identify outstanding surveys.
  - 5.17.2 Issue reminder emails to students and preceptors where necessary. If a response is not provided escalate to Departmental Administrators and if necessary, Clerkship Directors/Designate.
- 5.18 Formative Assessment
  - 5.18.1 At the end of each core clinical and elective rotation run a Workflow Status Report in the Curriculum Management System for each discipline to identify outstanding surveys.
  - 5.19.1 Issue reminder emails to students and preceptors where necessary. If a response is not provided escalate to Departmental Administrators and if necessary, Clerkship Directors/Designate.
  - 5.19.2 When a concern is raised by a student with regards to the narrative content of an evaluation, review the evaluation and if necessary, bring it to the attention of the preceptor.
  - 5.19.3 When the student feels the comment is not congruent with performance or based on an unfair judgement, the student may ask the Associate Dean, UGME to review

it. The Associate Dean of UGME will discuss any changes with the author of the comment.

- 5.19.4 In cases where the preceptor is unwilling to revise the content, inform the student accordingly.
- 5.19.5 In cases where the preceptor is willing to revise the content, make revisions as appropriate.
- 5.19.6 Upon compilation of a student's Medical Student Performance Report, narrative assessment from core clinical and elective rotations will appear.

## **6.0 REFERENCES**

- 6.1 University of Manitoba Examination Policy and Procedures
- 6.2 UGME Policy and Procedures - Examination Results
- 6.3 UGME Policy and Procedures - Midpoint In-Training Evaluation and Final In-Training Evaluation Preparation, Distribution and Completion and Essential Clinical Presentation Preparation, Distribution, Audit, and Remediation
- 6.4 UGME Policy and Procedures – Communicating Methods of Evaluation in the Undergraduate Medical Education Program.
- 6.5 UGME Policy and Procedures – Promotion and Failure
- 6.6 University of Manitoba – Final Examination and Final Grades Policy
- 6.7 University of Manitoba – Deferred and Supplemental Examinations Procedures
- 6.8 University of Manitoba – Final Examination Procedures
- 6.9 University of Manitoba – Final Grades Procedures

## **POLICY CONTACT**

Director of Evaluations