Senate
Senate Chamber
Room E3-262 Engineering Building

Room A106 Chown Building

Wednesday, April 3, 2024
1:30 p.m.

A G E N D A

I   <u>MATTERS TO BE CONSIDERED IN CLOSED SESSION</u> - none

II   <u>MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE</u>

III   <u>MATTERS FORWARDED FOR INFORMATION</u>

IV   <u>REPORT OF THE PRESIDENT</u>

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   CONSIDERATION OF THE MINUTES
OF THE MEETING OF MARCH 6, 2024**

VII   BUSINESS ARISING FROM THE MINUTES

**VIII   REPORTS OF THE SENATE EXECUTIVE COMMITTEE
AND THE SENATE PLANNING AND PRIORITIES COMMITTEE**

Comments of the Senate Executive Committee will accompany the report on which they are made.

2.   **Report of the Senate
Planning and Priorities Committee**

The Chair will make an oral report of the Committee's activities.

**IX   REPORTS OF OTHER COMMITTEES OF SENATE,
FACULTY AND SCHOOL COUNCILS**

1.   **Reports of the Faculty Council of the Faculty of Graduate Studies**

2.   **Reports of the Senate Committee on Admissions**

X   **ADDITIONAL BUSINESS** - none

XI   **ADJOURNMENT**

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

Dean's Office
185 Extended Education Complex
Winnipeg, Manitoba
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T: 204 474 8010
eedean@umanitoba.ca

University of Manitoba | Extended Education

Memo

Date: March 5, 2024

To: Shannon Coyston, Associate University Secretary (Senate)

cc: Greg Smith, Vice-Provost (Academic Planning & Programs)
        Cassandra Davidson, Academic Planning and Priorities Specialist

From: Ute Kothe, Dean, Extended Education

Re: Micro-Certificate in EDIA

Further to Dr. Torchia's memo to you of February 20, 2024, and your email reply of the same date, I am pleased to attach a revised proposal document, which incorporates your recommended revisions. As you know, Extended Education's Council approved the proposal for the Micro-Certificate in EDIA on February 14, 2024. We are anticipating our initial offering of the program in the Fall 2024 term. We are looking forward to Senate's concurrence at its April meeting.

With respect to your email of February 23, 2024, I am also very pleased to advise that the program's pre-requisite course, *Equity, Diversity, Inclusion, and Accessibility: Foundations* (EDIA 0100), has been incorporated into the attached program proposal. As you know, the first offer of EDIA 0100 will occur this month. We understand that EDIA 0100's approval in April 2024, subsequent to its first offer, will be a one-time exception to the Senate process.

Thank you very much.

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

umanitoba.ca/extended-education

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.

Section A: Proposing Unit

Faculty/School/College/Division: Extended Education

Department (where applicable)**:**

Contact, Name and Title: Marion DeJong, Executive Assistant, Division of Extended Education

Contact Email: Marion.DeJong@umanitoba.ca

Section B: Program Overview

1. **Program Type:**   Micro-certificate ☒   Certificate ☐

2. **Program Name** (*30 characters*): Micro-certificate in EDIA

3. **Credential Awarded:** Micro-certificate

4. **Program Length** *(contact hours):* 72

5. **Proposed start term:** Fall 2024

6. Description of Program
Provide a general overview of the program, including the purpose and objectives and how it will benefit students

The micro-certificate in EDIA (Equity, Diversity, Inclusion, and Accessibility) is an innovative and transformative program for University of Manitoba staff, students, and faculty. The program concept was developed by the Division of Extended Education in collaboration with the Office of Equity Transformation, and with funding by the Strategic Initiatives Support Fund. It is critically important for staff, faculty, and student learning on topics in EDIA, and for motivating widespread institutional change. It meets several key recommendations of the President's Task Force on Equity, Diversity, and Inclusion Final Report (2020) and the Anti-Racism Task Force Interim Report (2022) and aligns with emerging pillars of the University's new strategic plan. The program will demonstrate the value of EDIA and anti-oppression content and skills as critical parts of personal and professional growth for UM staff, students, and faculty in all positions and roles at the institution. It will foster an institutional culture of ongoing personal and professional growth and self-improvement. Finally, it will demonstrate the importance of this work for career advancement and lifelong learning both within and beyond the institution.

The program will consist of three courses (*Equity, Diversity, Inclusion, Accessibility: **Expansions***; *Equity, Diversity, Inclusion, Accessibility: **Actions***; *Equity, Diversity, Inclusion, Accessibility: **Reflections***). Blended delivery (a mix of in-person and online, synchronous and asynchronous) is preferred, but other delivery formats could be considered. A pre-requisite course (*Equity, Diversity, Inclusion, and Accessibility: **Foundations***) will be offered separately by the Division of Extended Education; this course will be an admission requirement for the micro-certificate. Refer to Appendix i for more detailed descriptions of each course.

Developing the program involves significant cross-campus collaboration, not only because EDIA programs necessitate a diversity of experiences in their planning and implementation, but because the program's design involves the coordination of diverse student, faculty, and staff groups ranging from central units (e.g., Office of the Vice-President Indigenous; Human Resources; Office of Human Rights and Conflict Management; Office of the Vice-President Research and International; Centre for the Advancement of Teaching and Learning) to campus unions and governance (e.g., UMFA, AESES, CUPE; UMSU and UMGSA), to student and employee groups (e.g., UM Queer, UM Black Alliance, UM Taking Down Ableism working group, Centre on Aging). Many of these groups have already provided letters of support (attached), as described in section 16. Far from a drawback, this high degree of complexity will ensure the program's development and delivery transforms institutional structures and processes at every level, better coordinates individual and small-scale efforts to educate and transform campus structures and practices, and ultimately strengthens the campus community as a whole.

7. Intended Outcomes

Outline the intended outcomes, learning and otherwise, for the program.

By the end of this program, participants will be able to:
- articulate areas of strength, transformation, and further learning relating to EDIA content and competencies;
- implement and advocate for action plans for change relating to EDIA from their particular social location and position at the University of Manitoba;
- critically reflect on their own knowledge, skills, and lived experiences and assess their own and others' actions; and
- better appreciate, understand, and empathize with perspectives and experiences different from their own so that they can articulate where their and others' perspectives come from.

It is anticipated that this program will align with the University of Manitoba's new strategic plan and institutional priorities currently under development. Additional contributions for the University of Manitoba include:
- helping transform campus processes, practices, and climate, with regards to EDIA broadly and in specific sub-areas and sub-topics;
- better coordination of existing educational and training opportunities for staff, students, and faculty on topics connected to EDIA, and development of new educational and training opportunities on topics not currently addressed; and
- enhanced relevance and reputation of UM as a leader for student and staff learning and development around EDIA specifically and in education generally, in Manitoba, and across Canada.

8. Program Structure

a) Coursework

List all courses used in the curriculum, including required and elective and existing and proposed courses. Include: the subject code, course number, course description and grade mode (i.e., letter grade or pass/fail) for each course. Identify proposed courses as "new." Outline how students are to progress through the program. Comment on any pre-requisite requirements, where applicable.

Pre-requisite course:

Course Name	Grade mode	Subject Code / Course no.	Contact Hours
Equity, Diversity, Inclusion, and Accessibility: **Foundations** (new)	Pass/Fail	EDIA 0100	18

Micro-certificate courses:

Course Name	Grade mode	Subject Code / Course no.	Contact Hours
Equity, Diversity, Inclusion, and Accessibility: **Expansions** (new) Pre-requisite: EDIA 0100	Pass/Fail	EDIA 0102	36

Course Name	Grade mode	Subject Code / Course no.	Contact Hours
Equity, Diversity, Inclusion, and Accessibility: **Actions** (new) Pre-requisite: EDIA 0100	Pass/Fail	EDIA 0104	18
Equity, Diversity, Inclusion, and Accessibility: **Reflections** (new) Pre-requisites: EDIA 0102 and EDIA 0104	Pass/Fail	EDIA 0106	18
Total			72

After students have been accepted into the program, they may register for and complete *EDIA[1]: **Expansions*** and *EDIA: **Actions*** either successively (in either order) or simultaneously. Students must complete both *EDIA: **Expansions*** and *EDIA: **Actions*** before registering for *EDIA: **Reflections***. Students may not register in any of these courses without being accepted into the program. Courses are pass/fail; if a student fails a course, they must re-enroll in a future offering but do not need to drop any concurrent courses. See Appendix i for course descriptions.

b) Experiential Learning or Work-Integrated Learning Opportunities
Where applicable, briefly describe any experiential learning or work-integrated-learning opportunities within the program.

For any EDIA program to be meaningful, it must move beyond content and theory to critical self-reflection and action. The principles of experiential learning connect strongly to this goal. The program integrates regular opportunities for self-reflection, group reflection, and action planning:

- Many of the campus-wide trainings and activities used towards completion of *EDIA: **Expansions*** emphasize experiential learning. As just three examples, consider the programming offered by Migizii Agamik Indigenous Student Centre, Community Engaged Learning, and the Office of Experiential Learning in the Centre for the Advancement of Teaching and Learning, all of which could potentially be used towards course requirements.
- The action component in *EDIA: **Actions*** further emphasizes experiential learning as it asks participants to design, implement, and critically reflect upon a project relating to EDIA either in their own context (office, student organization, department, etc.) or within an EDIA-related campus unit with specific needs.
- *EDIA: **Reflections***, and components of other courses, align with experiential learning principles that integrate reflection on experiences as an integral part of the learning process.

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[1] From this point in the proposal, for brevity EDIA is used in place of the full course name.

c) Other
Where applicable, 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.

As approved by the program coordinator, in consultation with the course instructor/facilitator and in accordance with the UM Certificate and Diploma Framework ("instructional contact hours" meaning learning overseen and assessed by an instructor/facilitator), in *EDIA: **Expansions*** students may be able to seek external content, such as, attendance at off-campus events, locations, community groups, and organizations, and use these experiences to write reflections upon which they will be graded. This recognizes the critical role that non-University of Manitoba organizations and groups play in advancing EDIA education in Manitoba and beyond, as well as the importance of recognizing learners' ties to communities beyond the University (e.g., Indigenous communities, social justice and advocacy groups, support networks for people with shared social identities).

9. Academic Regulations
General academic regulations for certificates and micro-certificates can be found under the Certificate and Diploma Framework; the respective Faculty/College/School academic program regulations; and general academic regulations of the institution. Where different, please indicate the following for the proposed program:

a) Academic performance requirements:
Minimum course grades and overall GPA required for progression and graduation.
Students may not register in any courses without being accepted into the program. After students have been accepted into the program, they may register for and complete *EDIA: **Expansions*** and *EDIA: **Actions*** either successively (in either order) or simultaneously. Successful completion of *EDIA: **Expansions*** and *EDIA: **Actions*** is required for progression to *EDIA: **Reflections***.

The program's courses will be graded as Pass/Fail. If a student fails a course, they must re-enroll in a future offering but do not need to drop any concurrent courses.

A grade of Pass must be achieved in all courses to graduate from the program.

b) Maximum time-to-completion:
Maximum time-to-completion in academic years or terms.
The maximum time-to-completion will be set to 18 months. In accordance with anti-ableist and equitable practices that recognize there is no "normal" path to completion, Extended Education will check in with students prior to the end of this period to identify whether an extension is required. Extensions will typically be granted for up to an additional 6 months. In the instance that funding to deliver the program terminates, Extended Education will fulfill its obligation to see existing students through to completion.

10. Entrance Requirements

For certificates and micro-certificates, the minimum entrance requirements are defined as:

    a) for students not enrolled in a degree program at the University of Manitoba, must meet the direct entry or advanced entry entrance requirements for a program at UM (e.g., U1/ First Year requirements);

    b) for students currently enrolled in a degree program at UM, must be in good academic standing within their current program of study.

List any additional program specific entrance requirements, including any pre-requisite requirements.

This program is unique among UM certificates and micro-certificates in that its audience will consist of current UM staff, students, and faculty. In order to be accessible to all learners, we seek an exception to the existing entrance requirements so that any current UM staff, faculty, or student may enroll in the program, even if they do not meet the direct entry or advanced entry entrance requirements for a program at the UM. The program's structure and content will be designed to meet the needs of learners with diverse formal educational experiences and English language abilities.

Entrance requirements for the micro-certificate in EDIA will be:

- active status as UM staff, faculty, and/or student at program start date; and
- satisfactory completion of *EDIA: **Foundations***.

Initially, this program will not be available to the general public. Entrance will be restricted to current UM staff (part-time and full-time staff including contract instructors), faculty, and degree and non-degree students, and learners must declare active status upon registration. In the event that a program participant moves on from their primary program of study or employment, they may remain enrolled in the program if they left the UM in good standing; if not, they will be withdrawn from the program. (Good standing will be determined via a consultation process with Human Resources that will not compromise learners' right to privacy.)

If program demand is higher than program capacity, an equity-based approach to program admission will be used. A lottery-based system for program admission will emphasize fairness rather than sameness, avoiding first-come-first-served admission practices that privilege those with access to time and technology. A certain proportion of seats will be held for each learner category (staff, student, faculty) and the proportion will be clearly stated on the sign-up webpage for the program.

11. Recognition for Credit[2]

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[3]. Append letters of support, as appropriate. See SCCCC Consultation form at https://umanitoba.ca/governance/forms.

This is a stand-alone program that cannot be used to satisfy requirements in other programs. Recognition for credit opportunities with Extended Education credentials and other UM programs will be explored in the future.

Letters of support attached:
N/A

12. Mode of Delivery

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

Section D: Program Development and Demand

13. Alignment with Strategic Direction and Priorities

Comment on how the program addresses institutional and unit level strategic priorities and plans, including how Accessibility, Equity, Diversity, and Inclusion and Indigenous achievement have been considered in the development of the program.

Given its campus-wide scope, this program aligns with all of the current (2015-2022) UM strategic plan initiatives (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, forging connections to foster high-impact community engagement). The program focuses upon accessibility, equity, diversity, and inclusion in its content, but is also being developed and delivered through an equity-minded approach with extensive community consultation and involvement across diverse social identities and stakeholder groups. As of the writing of this proposal, the UM's draft strategic plan for 2024-2029 emphasizes similar themes.

This program also aligns with the mission of the Division of Extended Education (EE), which is closely aligned with the University within the context of a lifelong learning framework. EE is committed to developing and delivering accessible, flexible, transformative, and innovative programs in a manner that not only produces responsive non-degree curricula but also delivers supports for a diverse learner population. As a hub for lifelong learning at the University, EE is

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[2] Credit recognition of a certificate-level program 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.

[3] 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.

ideally positioned to support the development of this program and to serve as its academic and administrative home.

In terms of Indigenous achievement, representatives from the Office of the Vice-President (Indigenous) have been involved in program development, and Indigenous students, staff, and faculty have been and will continue to be consulted and their needs considered through the implementation of the program. Even as EDIA and reconciliation are not the same, they share some key principles and goals which this program will aim to advance, including the elimination of all forms of racism; recognition of diverse ways of knowing and relating in all aspects of university life; and an emphasis on educational equity and anti-oppression principles and practices.

14. Student Demand for Program

a. Outline expected student demand and interest in the program.
Since the program is open to all current UM staff, students, and faculty, the potential pool of applicants is nearly 40,000 individuals (around 30,000 students and around 8,000 staff, according to data from the Office of Institutional Analysis). As EDIA topics and concerns are institutional pillars, we expect there to be high demand and interest. That said, we expect actual demand to be lower given the requirements of the program and its placement as an extra activity on top of existing workload for the target audience of staff, students, and faculty.

b. What is the expected enrolment in the program?
We plan an initial intake for the pre-requisite course of 60 students and expect around 1/3 or 1/2 of those students to continue into the micro-certificate, for an initial intake of 20-30 students, and a minimum intake of 10-15 students.

c. What is the maximum capacity, if applicable?
Defined as first-year enrolment capacity.
Maximum first-year enrolment capacity in the program will be dependent on how many times the pre-requisite course EDIA 0100 has been offered before the program begins. It is anticipated that EDIA 0100 will be offered at least once (with a maximum enrolment capacity of 60 students) before Fall 2024. Therefore, the best estimate of maximum first-year enrolment for the program is 60 students.

15. Community and Industry Need

Describe the current community and/or industry need for the program. Outline any consultation with community partners, industry partners, and other external stakeholders in the development of this program. If external feedback was not sought, comment on why. Append letters of support, as appropriate.

Since this program is targeted at the internal University of Manitoba community, external community and/or industry need is less relevant. However, societal need for programs of this nature is significant, given ongoing regional, national, and global events and social movements. Equally, an environmental scan reveals that while there are many EDIA courses and programs available online and to the public through extended/continuing education divisions, they typically emphasize content and are delivered over a relatively short period of time, rather than individual

and collective attitudinal and skill transformation over a sustained time period. Moreover, enrolment in these existing courses often costs thousands of dollars, which limits access to those who are relatively more financially privileged.

The internal UM community need for a program of this nature is high. Among the target audiences of staff, faculty, and students, there are some program offerings in the area of EDIA, but many gaps in content and skill areas, and staff in particular have limited options for personal and professional development in topics around EDIA. See section 16 for more details about the internal environmental scan conducted in preparation for this proposal.

16. Internal Consultation

Outline the results of internal consultations, including, (i) faculty, staff, and students within the unit; (ii) relevant academic units in respect to use of courses and/or recognition of credit; (iii) the libraries to determine resource needs; (iv) the Office of the Registrar and Enrolment Services to determine system needs; and (v) other units in relation to resource needs, as appropriate. Append a letter of support from the Registrar and Executive Director of Enrolment Services. Append additional letters of support, as appropriate.

    i)   faculty, staff, and students within the unit
           There have been regular discussions and consultation with Extended Education faculty and staff connected to the design and delivery of the project, and formal consultation and approval with the Division's Program Review Committee and Extended Education Council.

    ii)   relevant academic units
           N/A, but academic units have been consulted as part of EDIA committee consultations; see section (v) below.

    iii)   University of Manitoba libraries
           Consultation with UM Libraries determined that resource needs would likely be met with current collections. See attached letter of support.

    iv)   Office of the Registrar and Enrolment Services
           Consultation with the Office of the Registrar and Enrolment Services determined that the program could be accommodated within current systems and processes or with reasonable adaptations. See attached letter of support.

    v)   other units

Consultation with units across campus is critical for this program, not only for coordination and development of necessary educational opportunities as part of *EDIA: **Expansions***, but for ensuring that diverse perspectives are included in the program's development and delivery, with particular attention to and centering of perspectives from historically underserved groups. To meet this need, we have engaged a two-pronged approach:

1) The development phase of this micro-credential has been guided by an interim project advisory board with members from across campus units and social identity groups (see membership list and Terms of Reference attached as Appendix v. The group has

provided input into the overall structure and content of the program through bi-monthly consultative sessions. Once the program launches, a new project advisory group will be convened to provide ongoing feedback on the program as it evolves.

2) Individual consultations have also been completed with numerous campus units and organizations to receive feedback on the program structure and content and to plan for future resource needs. Units that have provided a letter of support are marked with (*).

Office of Equity Transformation*
Association of Employees Supporting Education Services*
Centre for the Advancement of Teaching and Learning*
Community Engaged Learning*
EDIA Community of Practice
Faculty-based EDIA leads and chairs of EDIA committees
Human Resources and Learning and Organizational Development*
Office of Experiential Learning*
Office of Human Rights and Conflict Management*
Office of the Vice-President (Indigenous)*
Office of the Vice-President (Research and International)
Office of the Vice-Provost (Academic Affairs)*
Office of the Vice-Provost (Students)
Rady Faculty of Health Sciences Office of Equity, Access, and Participation*
Sexual Violence Resource Centre*
Spiritual Care and Multifaith Centre
Student Accessibility Services*
Student Counselling Centre*
Student Engagement and Success*
University of Manitoba Students' Union*

17. 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.

Formal feedback will be solicited from students using tools developed by EE when they complete the program; informal feedback from students will be solicited on an ad hoc or as-needed basis using an anonymous feedback mechanism as well as through informal conversations with program instructors/facilitators and administrators.

Once the program launches, EE will convene a new project advisory group. The Terms of Reference are included as Appendix vi. This group will provide ongoing feedback on the program as it evolves. This group will be consulted once annually (or more often as needed) to share updates on program progress and solicit feedback to inform ongoing program improvement.

All feedback will inform the program through existing program review processes in Extended Education, including the Program Review Committee. All decisions on academic matters will be made by Extended Education, in consultation with the project advisory board and the Vice-Provost (Equity) as appropriate.

Section E: Resource Requirements

18. Program Costs

For each of the sections below, outline the resource requirements, new and existing, for the program in respect to staffing requirements, capital costs, and operating costs, including consideration of any impact on other academic units providing coursework in support of the program. Units should consult with their Dean's /Director's Office, including the unit-level Financial/Business Manager, and the Financial Planning Office when addressing the below

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.

The establishment of this program will require one new full-time position (EDIA Educational Specialist) (see Appendix iv). This position will design, facilitate, and contribute to minor revisions to the three courses in the micro-certificate as well as the pre-requisite *EDIA: Foundations.* Given the topic area and design of the program coupled with significant diversity in the student population, it is anticipated that this position will provide a high level of individualized student support. As the program is established, the position will support other units across campus in the development and refinement of EDIA-related educational opportunities for staff, students, and faculty. All of these activities will support the establishment of the micro-certificate, by enhancing and expanding on relevant on-campus learning opportunities and building awareness about the program. This position will also work closely with the UM Office of Equity Transformation, which provides leadership and coordination pertaining to EDIA initiatives on campus.

Additional program coordination duties (admissions, registration, program completion, recruitment, etc.) will be covered as in-kind support by existing staff in Extended Education.

Given that the first offering of the pre-requisite course *EDIA: Foundations* will take place prior to the introduction of this program, a facilitator for the first course offer has already been secured.

As the program evolves, we will continue to explore sustainable instructional models that also build capacity on campus for EDIA facilitation and ensure that diverse instructors/facilitators continue to contribute to the program. During the first two years following the program's launch, the EDIA Educational Specialist will contribute to the development of a long-term sustainable staffing strategy for the program. Some possible options to explore in future could include hiring sessional instructors/facilitators (perhaps from a pool of staff and students who have completed the program) or dedicating percentages of staff positions in other units in support of this program, but these are preliminary ideas that will necessitate further conversation as the program continues.

Finally, it is worth noting that, while a key goal of the program is the coordination of existing educational opportunities on campus, these efforts may also lead to the identification of gaps in topic areas. Campus units may notice an increased demand for programming in these areas and may choose to dedicate new or existing staff resources to meet this demand (and, in doing

so, further support this program). However, given the alignment between this program and the University's strategic plan, prioritizing staffing needs in this way should not be unexpected.

    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 new courses proposed are not expected to require any additional IST resourcing, infrastructure, planning or additional services above and beyond what Extended Education is currently using from IST.

    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.

UM Libraries have been consulted and a letter of support for the program has been provided. Libraries' collections can support this program as described in the documents provided. See Appendix ii for letter of support.

    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.

Administrative costs (admissions and enrollment, marketing, student services, etc.) will be covered as in-kind contributions by the Division of Extended Education. Units across campus will provide in-kind support through their delivery of learning opportunities in *EDIA: **Expansions***. Some of this support has been confirmed with letters of support (see Appendix ii), but can also be expected given the mandates of many campus units that already align with EDIA practices and topics. As the campus community evolves and the program expands, additional support will be discussed as necessary. Since this program aligns strongly with the strategic direction of the UM in its emphasis on EDIA education, it is likely that many units on campus will already have plans for developing or delivering EDIA-related programming within their mandates.

19. **Program Funding**
Direct costs incurred in the delivery of non-degree certificate-level programming are normally recovered through a cost-recover model. Outline how the program will be funded and identify the revenue source(s) (e.g. tuition, laboratory fees, other fees, etc.) that will be used.

    i. **Course Fees**
Detail proposed course fees associated with the program and provide a rational for the proposed fee rates.
This program will be offered at no cost to the learner, since it is critical that EDIA programming be as accessible as possible to all participants regardless of socio-economic status. The funding model will be revisited as the program launches and expands. In future, should this program be offered to the community beyond the UM, perhaps a fee structure would be introduced for non-UM learners.

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	**Approval Date:**
Extended Education Council	February 14, 2024

Institutional Approvals   **Approval Date:**

Senate Executive
Senate
Provost and Vice-President (Academic)*
*(*final approval to implement)*

Appendix i: list of courses with course descriptions, highlighting new or modified courses

The courses in this program include self-paced and self-directed learning, group facilitated sessions, and individual contact time with the facilitator (both synchronous and asynchronous). The contact hour designations reflect the overall scope of learning in the courses and contact time with the facilitator(s). The standard course duration information considers time needed for all learning experiences.

The *Equity, Diversity, Inclusion, and Accessibility: Foundations* course, which will serve as a pre-requisite for this program, is described below:

Equity, Diversity, Inclusion, and Accessibility: Foundations (EDIA 0100) (18 contact hours; standard duration of 12 weeks) (new)	
Description	Each learner enters conversations around topics in equity, diversity, inclusion, and accessibility with different knowledge, skills, and lived experiences, reflecting their own unique social location and position. This course introduces participants to the skills of critical self-assessment, social location, and diverse perspective-taking that are foundational practices in EDIA work, and describes key content necessary for such skill development. This course will be suitable for everyone, regardless of where they are currently in their own personal journeys. It will allow all participants to critically reflect on their strengths and areas for further growth, encouraging them to take the next steps on their personal journey towards collective transformation.
Learning outcomes	By the end of this course, you should be able to: • critically assess your own knowledge, skills, and lived experiences given your social location and positionality within intersecting systems of power and oppression; • identify strengths and areas for further learning in content areas relating to equity, diversity, inclusion, and accessibility; • begin to better appreciate, understand, and empathize with perspectives and experiences different from your own so that you can articulate where your and others' perspectives come from; and • recognize and employ your own developing abilities to take action to build a more inclusive and equitable environment at the University of Manitoba.
Grade mode	Pass/fail. A pass is designated as satisfactory completion of all components (completion of all course components and grade of satisfactory or higher on final assessment).

| Record of learning | Upon successful completion of this course, learners will receive a digital badge as a record of learning. The badge will include the following details:

Short Title: EDIA: Foundations

Long Title: Equity, Diversity, Inclusion, and Accessibility: Foundations

Issued by: Extended Education, University of Manitoba

Description: The recipient of this badge has successfully completed a foundational course in Equity, Diversity, Inclusion, and Accessibility (EDIA) at the University of Manitoba. This course introduces participants to the skills of critical self-assessment, social location, and diverse perspective-taking that are foundational practices in EDIA work and describes key content necessary for such skill development. The course allows all participants to critically reflect on their strengths and areas for further growth, encouraging them to take the next steps on their personal journey towards collective transformation.

Criteria: The recipient of the badge completed all requirements for the course Equity, Diversity, Inclusion, and Accessibility: Foundations, for a total of 18 contact hours plus coursework.

Learning Outcomes: The recipient of this badge demonstrated the following:
- critically assessed their own knowledge, skills, and lived experiences given their social location and positionality within intersecting systems of power and oppression
- identified strengths and areas for further learning in content areas relating to equity, diversity, inclusion, and accessibility
- better appreciated, understood, and empathized with perspectives and experiences different from their own so that they could articulate where their and others' perspectives come from
- recognized and employed their own developing abilities to take action to build a more inclusive and equitable environment at the University of Manitoba

Assessment: The course concluded with an applied assessment task. A grade of Pass (satisfactory completion of all components) was required to complete the course and receive the badge. |
|---|---|

Course descriptions, learning outcomes, and other defining features for each of the micro-certificate's courses are as follows:

Equity, Diversity, Inclusion, and Accessibility: Expansions (EDIA 0102) **(36 contact hours; standard duration of 36 weeks) (new)**	
Description	In this course, learners will develop and execute a plan for further learning and engagement with a range of campus educational opportunities relating to EDIA and complete a reflection for each activity to solidify learning and encourage action. Pre-requisite: EDIA 0100
Learning outcomes	By the end of this course, you should be able to: • engage in ongoing critical self-reflection and lifelong learning in topics in equity, diversity, inclusion, and accessibility; • describe how your ongoing learning is or could impact your present and future roles at the University of Manitoba and beyond; and • critically reflect on how your learning is contributing to your transformation in connection to selected competencies in the University of Manitoba Competencies Framework.
Grade mode	Pass/Fail. A pass is defined as completion of all course components (proof of attendance and assessed reflection assignment for each activity).
Roles of the course facilitator	• Provision of feedback and guidance to learners for initial reflection, self-assessment, and action planning • Formative feedback on reflections for campus-wide learning opportunities • Facilitation of weekly drop-in group consultation and community connection sessions with learners in EDIA: Expansions, EDIA: Actions, and EDIA: Reflections • Additional individual consultations with learners as required/requested

Inclusion of campus-wide learning opportunities	Participants must achieve a certain number of points' worth of campus-wide learning opportunities on topics relating to equity, diversity, inclusion, and accessibility. A matrix determining appropriate values for different campus-wide learning opportunities and an appropriate points total will be created and reviewed annually. Guiding principles for this matrix will include: • a general equivalency of event length and points credited (e.g., a 3-hour workshop could be credited with 3 points), with additional consideration for event impact (e.g., a passive learning opportunity might not receive as much weight as an active learning opportunity) • recommendations and requirements to include a diversity of learning types (passive learning opportunities such as guest lectures or webinars; active informal learning opportunities such as facilitated discussions; active formal learning opportunities such as workshops or trainings) and topic areas Guiding principles for eligibility will include: • the learning opportunity is on a topic related to equity, diversity, inclusion, and accessibility AND • the learning opportunity is offered by UM students/staff/faculty and offered primarily for UM students/staff/faculty OR • the learning opportunity is offered by an external organization or community, is on a topic related to equity, diversity, inclusion, and accessibility, and is approved for inclusion by the instructor/facilitator as per guiding principles above. Mandatory workplace trainings (e.g., Accessibility for Manitobans Act, Sexual Violence Awareness) are not eligible for credit in this course. Academic offerings (e.g., courses covering topics such as ableism, racism, gender, etc.) are not eligible for credit in this course. A list of regularly-offered eligible learning opportunities will be provided to learners with point weightings included, and learners will receive regular updates about eligible upcoming campus events with point weightings included. For campus-based experiences not on the list, as well as community-based activities, participants must submit information (descriptions of the events/trainings; the length of time required to participate, etc.) to the program instructor/facilitator/administrator, who will determine point equivalencies and eligibility. For each learning opportunity, participants must submit proof of attendance and a reflection on their experience. Prior learning opportunities may also be recognized towards course requirements, as per the relevant Extended Education policy.

Equity, Diversity, Inclusion, and Accessibility: Actions (EDIA 0104) (18 contact hours; standard duration of 12 weeks) (new)	
Description	In this course, learners will design and implement a project on campus in a specific topic area relating to EDIA and reflect on their learning as well as project impact. Pre-requisite: EDIA 0100
Learning outcomes	By the end of this course, you should be able to: • apply knowledge, skills, and lived experiences relating to equity, diversity, inclusion, and accessibility to a specific action plan in a selected University of Manitoba context; • critically reflect on successes and challenges in implementing a specific equity, diversity, inclusion, and/or accessibility project in a selected University of Manitoba context; and • critically reflect on how your learning is contributing to your transformation in connection to selected competencies in the University of Manitoba Competencies Framework.
Grade mode	Pass/Fail. A pass is defined as satisfactory completion of all course components (assessed initial action plan, execution of project, and reflection on project).
Roles of the course facilitator	• Provision of formative feedback and guidance to learners on project proposal, including brainstorming possible projects, aiding in connections with campus-wide units, and discussion of project feasibility and appropriateness • Individual meetings and asynchronous conversations to provide guidance to learners during project implementation • Summative feedback on learners' concluding project reflection • Facilitation of weekly drop-in group consultation and community connection sessions with learners in *EDIA: Expansions*, *EDIA: Actions*, and *EDIA: Reflections* • Additional individual consultations with learners as required/requested

Possible projects	With guidance from the course facilitator, participants will either design and implement their own project, or fill an identified need from a campus unit. Some examples of independent projects include: • complete an analysis of existing barriers to participation within your work/school/social settings and a plan to reduce those barriers • create and disseminate a research project on a topic relating to EDIA • volunteer with a UM community group • create a documentary about participation in a specific EDIA-related event • make your work more inclusive in some way (e.g. more accessible for people with disabilities, more inclusive in terms of language) • organize a book club or discussion circle for your unit on a specific topic relating to EDIA • develop and implement a training and education plan for your group/team/unit on a specific topic • review policies, practices, procedures in your unit with a consideration for EDIA-related approaches • another action that relates to your role and responsibilities within the UM community Participants may also elect to fill identified needs from existing campus units, such as: • a department/faculty needs someone to review their website to ensure inclusive language and appropriate accessibility standards are used • an EDIA-related unit needs someone to develop or implement a promotions plan for upcoming events • an EDIA-related unit needs volunteers to organizing and run specific events • an EDIA-related unit needs volunteers to help facilitate trainings

	Equity, Diversity, Inclusion, and Accessibility: Reflections (EDIA 0106) (18 contact hours; standard duration of 6 weeks) (new)	
Description	This course provides learners with an opportunity to critically reflect on their personal and professional journey over the span of the program, and to identify points of change and transformation relating to competencies in equity, diversity, inclusion, accessibility, and more. Participants will assemble a portfolio that can serve as a personal record of learning as well as evidence for future endeavors. Pre-requisites: EDIA 0102; EDIA 0104	
Learning outcomes	By the end of this course, you should be able to: • engage in ongoing reflection and lifelong learning around topics in equity, diversity, inclusion, and accessibility as you and the world around you continue to change; • critically reflect on how your learning over the span of the program has contributed to your transformation in connection to selected competencies in the UM Competencies Framework; and • identify a plan for future action and learning in equity, diversity, inclusion, and accessibility.	
Grade mode	Pass/Fail. A pass is defined as satisfactory completion of all course components (assessed portfolio including summary statement, self-assessment of competencies, and next steps statement, with evidence supporting each).	
Roles of the course facilitator	• Provision of formative feedback and guidance to learners on portfolio components (explanatory documents, provision of evidence, reflective documents, discussion of future plans) • Provision of summative feedback on completed portfolio • Facilitation of weekly drop-in group consultation and community connection sessions with learners in *EDIA: Expansions, EDIA: Actions,* and *EDIA: Reflections* • Additional individual consultations with learners as required/requested	

Portfolio details	Learners will submit a portfolio of evidence demonstrating how the program has transformed their competency within the UM Competencies Framework. Learners will self-assess their initial and present stage of competency development within the Framework (Exploring/Expanding/Integrating/Advancing) for each competency, and provide evidence of that self-assessment for 5 different competencies, including: • 3 competencies from the Social Responsibility category • 1 competency from the Commitment to Truth, Healing, Reconciliation, and Resurgence with Indigenous Peoples category • 1 additional competency of the learner's choice. For any competency selected that is not within the two listed categories, learners must include evidence and a description explaining how the competency is connected to the knowledge, skills and dispositions needed for effective practice in equity, diversity, inclusion, and accessibility Learners should demonstrate transformation through the program, by moving from one stage to another in at least one of the five selected competencies, and effectively justifying any instances where no change was determined. It is possible that learners may indicate transformation through motion from a later to an earlier stage (e.g. from Integrating to Expanding or Exploring), reflecting an increasing sense of personal humility that is important as part of developing competency in equity, diversity, inclusion, and accessibility. Portfolios will include three components: a summary reflection/overview, a discussion of transformation each of the five selected competencies with associated evidence, and an action plan statement for future work and learning.

Appendix ii: Internal letters of support, including letter of support from Libraries.

University of Manitoba Libraries
Statement for New Program

UM | Libraries

Faculty	Extended Education
Program Type	Micro-Certificate
Program Name	Micro-certificate in Equity, Diversity, Inclusion, and Accessibility: Transforming the UM Campus Community

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.

While the proposed micro-certificate does not indicate any explicit need for library resources, the Libraries' collection contains many resources that cover historical and contemporary EDIA issues that may be of interest to students pursuing the micro-certificate. Content is available in books, journals, newspapers, and more, and from a variety of disciplines including management and higher education. In cases where a resource not held by the Libraries is required, it can be requested through document delivery or a librarian may be able to assist in identifying alternative resources.

Kristen Kruse

Kristen Kruse
Coordinator, Collections Management

on behalf _Christine Shaw_

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

September 15, 2023
Date

University of Manitoba | Office of the Registrar and Enrolment Services

TO: Rod Lastra, Acting Dean, Division of Extended Education
                 Robin Attas, Project Lead, Division of Extended Education

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

DATE: September 28, 2023

SUBJECT: **Letter of support for Micro-Certificate in Equity, Diversity, Inclusion, and Accessibility**

I am in support of the Division of Extended Education's Micro-Certificate in Equity, Diversity, Inclusion, and Accessibility. We have no concerns from a systems perspective and given that the admissions process will be managed by the Division we have no concerns from an admissions perspective. This is an exciting proposal, and we look forward to it being implemented.

Cc: Laurie Schnarr, Vice-Provost (Students)
Erin Stone, Deputy Registrar and Director, Admissions
Sharon Bannatyne, Associate Registrar and Director of Technology and Academic Support
Gayle Gordon, Associate Registrar and Director of Systems

Office of the Provost and Vice-President (Academic)

December 4, 2023

Division of Extended Education
176E Extended Education Complex
Winnipeg, MB
R3T 2N2

Attention: Robin Attas, Co-Chair EDIA Micro-Certificate Committee

To Whom it May Concern,

The Office of Equity Transformation fully supports the development of the Equity, Diversity, Inclusion, and Accessibility (EDIA) Micro-Certificate. This program is an important component of a broader strategy to develop capacity at University of Manitoba for campus-wide learning and engagement that will ensure meaningful and sustainable implementation of the University of Manitoba's commitments to promote equity, diversity, inclusion and accessibility, to narrow systemic inequities, and to dismantle all forms of oppression.

The micro-certificate specifically addresses the President's Task Force on EDI's recommendation number six, which emphasizes the need to offer high-quality equity education to the UM community to build awareness and support for EDI across the University. It is also consistent with parallel recommendations made by the 2019 Sexual Violence Report which emphasizes the close connection between sexual violence prevention and respectful, diverse, equitable, and inclusive institutional environments; and calls for comprehensive, socio-culturally relevant education approaches to support violence prevention. Finally, the interim report of the UM Anti-Racism Task Force further identified education and empowerment as a key theme that must inform institutional action to overcome systemic racism.

The UM EDIA micro-certificate is based in broad consultation. It responds to recommendations in the President's Task Force emphasizing the need to break down barriers between units, foster university-wide coordination and participation in EDIA work, and provide common principles for unit-level action. The design of the micro-certificate directly responds to critiques of the shortcomings of existing EDI-training and education models; while it also addresses systemic inequities by breaking down long-standing institutional barriers to participation. The EDIA

micro-certificate adopts a pedagogical approach rooted in competency-based learning. The approach and structure ensures staff, students, and faculty can all access and complete the micro-certificate, thus also working to address the ways in which learning opportunities historically have exacerbated institutional inequities and consolidate privilege of some constituencies, positions, or groups over others.

It is exciting to see the development of the EDIA micro-certificate, and I look forward to continued cooperation with the Division of Extended Education to ensure members of the UM Community are supported in their learning engagement to advance equity, diversity, inclusion, accessibility, and dismantling all forms of oppression at the University of Manitoba.

The Vice-Provost (Equity) and Office of Equity Transformation is committing $78,030 per annum to support the EDIA Micro-certificate. This includes 50% cost-sharing with Division of Extended Education of an EDIA Educational Specialist (2-year term) whose duties will include content development, course and program delivery, program assessment and revision for the EDIA Foundations course and EDIA MicoCertificate, as well as other duties related to OET educational initiatives, resources, and projects. OET's portion of the funding for this position will come from carry-over funds. OET will also designate funding to support EDIA Action course projects, enable participation in approved EDIA Expansions off-site opportunities (where financial or other barriers may exist), and enhance delivery of EDIA Foundations course through a 'train-the-trainer' model. This does not require new funding, and is made available through prioritization within general funds to support EDIA initiatives in the existing Office of Equity Transformation budget.

Sincerely,

Tina Chen

Vice-Provost (Equity)

Distinguished Professor, History

ASSOCIATION OF EMPLOYEES SUPPORTING EDUCATION SERVICES

880 Harrow Street East | Winnipeg, Manitoba R3M 3Y7
Phone: 204-949-5200 | Fax: 204-949-5215 | Email: aeses@aeses.ca | Website: aeses.ca

September 18, 2023

Dr. Tina Chen
Vice-Provost (Equity)
University of Manitoba

Dear Dr. Chen,

Re: Proposal for new Micro-Certificate Program in Equity, Diversity, Inclusion and Accessibility (EDIA)

Thank you for meeting with AESES this summer to share with us your plan to create a Micro-Certificate Program in EDIA through Extended Education at the University of Manitoba. Your dedication to advancing these principles aligns with the values in our union and the broader community we serve.

EDIA principles are not only fundamental to fostering a more equitable society but are also essential elements for creating inclusive and thriving work and education environments. Your vision for this program demonstrates a deep commitment to providing course students with the tools, knowledge and experiences necessary to excel in an increasingly diverse and interconnected world.

We believe that this program in EDIA will serve as a valuable resource for staff, students, faculty and the broader university community. It will empower individuals to engage with and address issues related to social justice, equity and inclusion in their jobs, academics and everyday lives.

AESES will collaborate and support the introduction of this course. We will encourage our members to consider enrolling and look forward to the positive impact this EDIA program will have within our university.

If there are further specific ways in which AESES can be of assistance, please do not hesitate to reach out. We are excited about the potential for this program and are ready to support you throughout its development and implementation.

Thank you for your continuing dedication to fostering a more inclusive and equitable work and educational environment at the University of Manitoba. We are proud to have been included and will continue to support you in this endeavor.

In solidarity,

Chris McCann
President

65 Dafoe Road
Winnipeg, Manitoba
Canada R3T 2N2
T: 204-474-8708
F: 204-474-7514
TheCentre@umanitoba.ca

University of Manitoba | The Centre for the Advancement of Teaching and Learning

August 23, 2023

Re. EDIA Micro-certificate

Dear University of Manitoba Senate,

I am pleased to offer this letter of support for the project initiated by Extended Education entitled *Micro-certificate in Equity, Diversity, Inclusion, and Accessibility: Transforming the UM Campus Community*. The project draft has been discussed with The Centre for the Advancement of Teaching and Learning (CATL) and the initial proposal looks very promising, for the following reasons:

1. Offers multiple modalities for the learner (in-person and online, synchronous and asynchronous).
2. Flexible time to completion.
3. The subject matter is an important one within both the post-secondary and community contexts.

The project is interesting and current with societal issues that have an impact on our university community. CATL is committed to work with the project team to investigate potential options for future support as they roll out the micro-certificate to the broader university community.

Sincerely,

Erica Jung
Director, Centre for the Advancement of Teaching and Learning
Erica.Jung@umanitoba.ca

Community Engaged Learning
Room 203, 55 Chancellor's Circle
The University of Manitoba
66 Chancellor's Circle
Winnipeg MB R3T 2N2
T: 204.474.6992
communityengagement@umanitoba.ca

September 17, 2023

Dear Dr. Rod Lastra and Co-chairs of the EDIA Project Advisory Board:

I am writing to share my formal support of the EDIA Micro-certificate at The University of Manitoba, proposed by Extended Education and being developed by the Interim Project Advisory Board, of which I am a member.

The University has a responsibility to foster an equitable, inclusive, and accessible institution, which requires that we provide meaningful opportunities to engage in EDIA and anti-oppression education. Currently, there is a significant lack of infrastructure for centralized and recognized EDIA learning opportunities, particularly for students and faculty members.

EDIA and anti-oppression are critical areas of learning for all members of society, particularly future leaders, professionals, scholars, and service-providers. It is incumbent upon the University to graduate students who have the knowledge, skills, and attitudes to support EDIA and anti-oppression. This requires, then, a staff and faculty who are well-prepared to support student learning in these areas. The EDIA Micro-certificate is an essential first step to ensuring that our whole University community has access to the learning that is so needed and often searched for.

The demand for this education is high. In our programming in Community Engaged Learning, students have shared repeatedly the value of learning about EDIA and anti-oppression, particularly moving from theory into application and practice. Therefore, we greatly support the structure of a foundational course followed by a practical course. All programming in Community Engaged Learning is suitable to support the second course, Expansions and Actions. Examples of our programming include working with low-income communities, engaging in land-based education, and developing community leadership. Most CEL programming is open to students, staff, and faculty, as well as members of the wider community.

We look forward to supporting the EDIA Micro-certificate in the future.

Sincerely,

Anny Chen
Lead, Community Engaged Learning

University of Manitoba | Human Resources

September 18, 2023

Division of Extended Education
176E Extended Education Complex
Winnipeg, MB R3T 2N2

Attention: Robin Attas, Project Lead

Dear Robin,

Re: Micro-certificate in Equity, Diversity, Inclusion, and Accessibility (EDIA)

The Human Resources department supports the development of a micro certificate for University of Manitoba faculty, staff and students as part of our commitment to the principles of equity, diversity, inclusion, accessibility, anti-racism, reconciliation, and anti-oppression.

We believe that this program will achieve several initiatives to transform and innovate our institution in support of our strategic goals and commitment to foster an institutional culture that values EDIA and anti-oppression content, skills, and action.

We appreciate the sensitive and thoughtful considerations that the Interim Project Advisory Board has integrated online and in classroom learning into the proposed design of the micro-certificate program. We look forward to furthering collaboration and engagement with the Project Team to provide support from Human Resources throughout the development and delivery of future content modules to meet the interests, development and needs of faculty, staff and students.

Yours truly,

René Ouellette
Associate Vice-President (Human Resources)

cc: Tina Chen, Vice-Provost (Equity)
       Jennifer Montebruno, Diversity Consultant
       Sandra Woloschuk, Associate Director, LOD

65 Dafoe Road
Winnipeg, Manitoba
Canada R3T 2N2
T: 204-474-8708
F: 204-474-7514
TheCentre@umanitoba.ca

University of Manitoba | The Centre for the Advancement of Teaching and Learning

I am writing to express my strong support for the Micro-certificate in Equity, Diversity, Inclusion, and Accessibility being developed by the Division of Extended Education in collaboration with the Office of Equity Transformation and the Vice-Provost (Equity)

I believe that this project is crucial for advancing the university's commitment to Equity, Diversity, Inclusion, and Accessibility, by providing students, faculty, and staff with tools, resources and opportunities to learn more about these strategic priorities.

I was particularly excited to learn about the project team's interest in building experiential learning opportunities and pedagogy into the micro-credential. Applying an experiential approach to this micro-certificate will increase the impact and effectiveness of learning by 1) helping participants create connections between concepts and their concrete contexts and experiences, 2) ensuring that critical reflection is a core component of the curriculum, and 3) increasing participant engagement by minimizing passive learning strategies such as reading and lecturing.

The Office of Experiential Learning recognize the value of this project and the positive impact it can have on our community. I wholeheartedly support this project and encourage you to consider supporting it as well.

Thank you for considering my letter of support.

Sincerely,

Gerardo Villagrán, M.A. (he/him)
Faculty Specialist: Experiential Learning
The Office of Experiential Learning
The Centre for the Advancement of Teaching and Learning
University of Manitoba
Room 215, 65 Dafoe Road
Winnipeg, MB R3T 2N2
204-474-6123
gerardo.villagran@umanitoba.ca
umanitoba.ca/office-experiential-learning

University of Manitoba

Office of Human Rights and Conflict Management

201 Allen Building
Winnipeg, Manitoba
Canada R3T 2N2
Phone: (204) 474-6348
Human.Rights@umanitoba.ca

September 18, 2023

To whom it may concern: Sent via email

RE: Support for the Micro-certificate in EDIA

Please accept this letter of support for the *Micro-certificate in Equity, Diversity, Inclusion and Accessibility: Transforming the UM Campus Community*.

As Human Rights and Conflict Management Officer I am a member of one of the units at the University of Manitoba which provides education and training on Human Rights obligations and respectful conduct. In line with my role, I support the development of programming that is aimed at increasing overall competencies and knowledge amongst University of Manitoba community members on issues related to equity, diversity, inclusion and accessibility.

I would further note that the proposed work of this micro-certificate aligns with the vision of the OHRCM which is of a:

> *[U]niversity community that values diversity and practices inclusion, and where equity is part of the culture of every learning and working environment. We envision a campus community where everyone is working together to uphold human rights and dignity for all.*

Should you have any questions or would like any further follow up, please contact the office at 204-474-6348 or human.rights@umanitoba.ca.

Sincerely,

Meghan Menzies, B.A., J.D., LL.M.
Human Rights and Conflict Management Officer

University of Manitoba | Office of the Vice-President (Indigenous)

202 Administration Building
66 Chancellors Circle
Winnipeg Manitoba, Canada R3T 2N2
Telephone (204) 474-8904
Email avpindigenous.csr@umanitoba.ca

October 3, 2023

To Whom it May Concern:

We write to express our support for the EDIA Micro Certificate. It clearly will help to move the University of Manitoba community forward on its goals to improve the safety of our work and learning environments. We fully support the intent to allow participants to work at their own pace, and the establishment of program components that will lead to self-reflection and action which is critical for individuals to be able to move beyond learning into action. We are very pleased with the open nature of the experiential learning described here because it will allow participants to focus on the areas where they most need to learn and it allows a breadth of learning across EDIA areas including Indigenous history and culture.

We only have a few concerns which should not hinder approval of this micro credential. First, that the foundations course should consider additional contact hours and include training on fragility deflections to help participants gain the skills necessary to redirect conversations away from intent to focus on impact. This knowledge will be imperative for achieving the student-identified action for the portfolio. In general it is important for those doing this work to be able to have the tools to accomplish their goals, among which is knowing how to redirect conversations in productive ways. Second, we recommend that this micro-credential be disallowed from satisfying the Indigenous Content Requirement for any degree program. The Indigenous Content Requirement needs to meet the criteria outlined in TRC Call to Action 57, which the open structure of this program does not guarantee. Finally, we recommend that the majority of approved learning activities are substantive and the number of passive or performative activities that can count toward this certification are very limited as the best route to achieve the desired outcomes.

If you have any further questions, please don't hesitate to contact Dr. Cary Miller, Associate Vice-President (Indigenous) Scholarship, Research, and Curriculum at cary.miller@umanitoba.ca or Christine Cyr, Associate Vice-President (Indigenous) Students, Community, and Cultural Integration at christine.cyr@umanitoba.ca

Sincerely,

Dr. Cary Miller
AVP(I), Curriculum, Scholarship, and Research
Office of the Vice-President (Indigenous)
University of Manitoba

Christine Cyr
AVP(I), Students, Community, and Cultural Integration
Office of the Vice-President (Indigenous)
University of Manitoba

umanitoba.ca/indigenous

UM | Rady Faculty of Health Sciences

Office of Equity, Access & Participation
Rady Faculty of Health Sciences
304A Pathology Building
Winnipeg, Manitoba R3E 0W3

September 18, 2023

To: Whom It May Concern

Re: Micro-certificate in Equity, Diversity, Inclusion, and Accessibility (EDIA)

I am incredibly pleased to write this letter in support of the Micro-certificate in Equity, Diversity, Inclusion, and Accessibility (EDIA). As someone deeply committed to fostering equity in all aspects of my work, this program is not only timely but also an essential step toward building a more equitable and accessible institution.

This micro-credential program offers a unique opportunity for individuals to acquire the knowledge, skills, and perspectives necessary to drive positive change in our community. The program's comprehensive curriculum, which covers topics ranging from the fundamentals of equity and inclusion to practical strategies for creating accessible environments, demonstrates a commitment to providing participants with a well-rounded and actionable education. I am particularly impressed by the inclusion of real-world case studies and experiential learning experiences, which will undoubtedly empower participants to apply what they have learned effectively.

As more people are working on this portfolio in the UM, I believe that initiatives like the Equity, Diversity, Inclusion, and Accessibility Micro-credential Program are crucial in creating a unified approach to the challenges while enhancing our strengths. I am confident that this program will make a significant impact on the lives of its participants and, by extension, on the broader community we serve.

Sincerely,

Valerie Williams

Valerie Williams, CPHR, CCIP
Director, Office of Equity, Access & Participation
Rady Faculty of Health Sciences

Sexual Violence Resource Centre
537 UMSU University Centre
University of Manitoba
Winnipeg, Manitoba
Canada
R3T 2N2
T: 204-474-6562
E: svrc@umanitoba.ca

University | Sexual Violence
of Manitoba | Resource Centre

September 27 2023

This letter is submitted in support of the proposal for the Micro-certificate in Equity, Diversity, Inclusion and Accessibility: Transforming the UM Campus Community.

The Sexual Violence Resources Centre provides leadership to the University of Manitoba community in regards to sexual violence; this work includes education, prevention, support and response initiatives. Since our opening in 2019, we have had numerous formal and informal discussions with the UM Campus community regarding the need for campus change and the desire to continue to build a learning and working environment that is based on safety, consent and respect. The pursuit of this type of campus change is embedded within our mandate, and the more steps we take towards these changes the clearer the need is for issues of safety, equity, diversity, inclusion and accessibility to be embedded within these strategies.

It is because of this that we at the SVRC support this proposal for this Micro-certificate in Equity, Diversity, Inclusion and Accessibility: Transforming the UM Campus Community. We are delighted to work alongside the members of this Project Advisory Board, to collaborate with them, offer our support and our educational resources and learnings, in the work of building a more inclusive and safe campus for all UM community members.

Aspects of Equity, Diversity, Inclusion and Accessibility are central and vital to the ongoing campus change work currently happening at the UofM through the SVRC and other allied campus groups and individuals. The establishment of this micro-certificate would allow for a coordinated and collaborative educational approach to this necessary work. The staff of the SVRC fully support this initiative.

Bre Woligroski
Sexual Violence Resource Centre Coordinator
Sexual Violence Resource Centre
537 UMSU University Centre
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204-474-6858

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student_accessibility@umanitoba.ca
umanitoba.ca/student/accessibility

University of Manitoba | Student Accessibility Services

September 8, 2023

Amy Zhang
EDI Coordinator
Office of the President, Equity & Transformation
Delivered via email

Dear Ms. Zhang,

I am writing in support of the Micro-certificate in Equity, Diversity, Inclusion, and Accessibility. There is a need for more education around EDIA to address barriers at the University, and to assist us in working with our campus groups. The students, staff and faculty at our institution continue to grow in diversity and we need to grow in knowledge together.

We are excited for this program to inspire change, to help us to consider our policies and processes, and for the University to be more inclusive and welcoming to our students, staff, and faculty.

The creation of a Micro-certificate aligns with the strategic priorities of the University and allows us to promote and establish EDIA principles in our daily work. I am pleased to support the Micro-certificate in Equity, Diversity, Inclusion and Accessibility and would urge Senate to endorse this proposal.

Thank you.

Sincerely,

Carolyn Christie
Director, Student Accessibility Services

474 UMSU University Centre
Winnipeg, Manitoba, Canada
R3T 2N2
Tel: 204-474-8592
Fax: 204-474-7558
umanitoba.ca/counselling

University of Manitoba | Student Counselling Centre

Date: September 15, 2023

Re: Letter of Support for the Micro-certificate in Equity, Diversity, inclusion, and Accessibility

To Amy Zhang

I am writing to voice my support for the Micro-certificate in Equity, Diversity, Inclusion, and Accessibility (EDIA) program developed by Extended Education, University of Manitoba. The EDIA topics addressed by this proposed program are of critical importance at the University of Manitoba and throughout the world and have never been more important. The University of Manitoba has an opportunity to assume a leadership position contrary to those of many governments and other institutions who have chosen to enact restrictive and discriminatory legislation and practices and one that can significantly improve our community for all.

The Student Counselling Centre (SCC) at the University of Manitoba works with students on a daily basis who describe experiencing racism and discrimination on our campuses and struggling to find active allies and supports. The negative impact of these experiences on student mental health is significant and traumatic as is the negative impact on student academic performance. Programs that seek to improve the "cultural waters" of our institution, as I believe the proposed program would, can have a lasting and incredibly positive effect on countless students. It is beyond time for all of us to work to change the problems of racism and discriminaton rather than simply providing support to those impacted by the problems.

There are several aspects of the proposed program that I believe are excellent beginning with the availability of the program to our entire community: students, staff, and faculty. An EDIA program must address everyone in our community to facilitate significant change and the developers recognize this in their proposal. It is further impressive that the proposal includes development of new programming while valuing and including existing initiatives. Many excellent EDIA programs currently exist on campus and this proposal will highlight these for everyone to potentially benefit. The cross campus collaboration aspect of the proposal is highly desirable and will strengthen the learning as contributors share their passion, knowledge, and skills. The experiential learning approach being proposed is essential for success and I believe will be life changing for participants. As the developer's state, you cannot have an EDIA program without "critical self-reflection and action."

D N

Page 1 of 2

40

I have met with one of the developers of this program and was impressed by their dedication and knowledge. I felt a growing optimism about the culture of our community as they shared their ideas and plans and I'm looking forward to the SCC being part of this initiative. I believe this initiative will have many significant benefits including to the mental health of everyone who is connected to the University of Manitoba. I am therefore fully supportive of this initiative and am hopeful that the University of Manitoba Senate will be similarly supportive.

David Ness

_____

David Ness, Assoc. Prof., Director
Student Counselling Centre
University of Manitoba

![UM | Student Engagement and Success]

September 18, 2023

To: Dr. Rod Lastra, Acting Dean, Division of Extended Education

From: Dr. Brandy Usick, Executive Director, Student Engagement and Success *BUsick*

Re: Letter of support for the creation of a new micro-certificate in Equity, Diversity, Inclusion and Accessibility: Transforming the UM Campus Community

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I am writing to provide support for the proposed new micro-certificate in Equity, Diversity, Inclusion and Accessibility. The proposal document identifies the collaborative process undertaken to develop a robust plan that draws upon diverse knowledges and experiences from key stakeholders across campus. Given my role overseeing a dynamic department that supports student success and promotes engagement, I am excited about the many benefits of the micro-certificate, particularly for students.

As identified in the proposal, the micro-certificate addresses several key recommendations of the President's Task Force on Equity, Diversity, and Inclusion Final Report (2020) and the Anti-Racism Task Force Interim Report (2022), as well as aligns with institutional strategic priorities, particularly experiential learning.

The Foundations (EDIA I) course will introduce learners to key EDIA concepts and will help to fill an existing gap in broad based education. The second course, Expansions and Actions (EDIA II) is multifaceted, experiential and action oriented. My enthusiasm for the micro-certificate, beyond it addressing a need for campus wide education and action in the area of EDIA, is related to the opportunities I see for my department to provide support both in the continued development of the course and later in its implementation. I will share some of ways we can support the micro-certificate, beyond serving on the Interim Project Advisory Board, many of which lead to satisfying mutually beneficial goals:

- Use of the experience catalogue – housed within the institutional experiential learning platform, UM Connect (Orbis) – as a centralized location for students to explore EDIA related curricular and co-curricular experiential learning opportunities as well as student involvement activities.

umanitoba.ca

- Integration of the newly created UM Competency Framework. This framework was developed to support experiential learning at UM and was a collaborative process led by Student Affairs and Centre for the Advancement of Teaching and Learning with significant input from stakeholders. Of particular relevance and supporting some of the outcomes of the micro-certificate, are the following competencies: Social Responsibility and Commitment to Truth, Healing, Reconciliation, and Resurgence with Indigenous Peoples.
- Offer to share new resources being developed to help integrate the competency framework that can be used within the micro-certificate program, for example, critical reflection tools.
- Inclusion of the micro-certificate, or components of, as part of co-curricular programming and student employee professional development.
- Help to build capacity to support the delivery of the micro-certificate by facilitating sections of the course(s), if appropriate.
- Offer to serve as a pilot group and/or to help recruit students for the first offering of the micro-certificate.

c.   Marnie Bickerton, Director, Career, Community and Experiential Learning
Laurie Schnarr, Vice Provost (Students)

September 27, 2023

Division of Extended Education
176E Extended Education Complex
Winnipeg, MB
R3T 2N2

Attention: Rod Lastra, Acting Dean, Division of Extended Education

To Whom it May Concern,

The University of Manitoba Student's Union (UMSU) supports the development of the Equity, Diversity, Inclusion, and Accessibility micro-certificate for University of Manitoba staff, faculty, and students as part of our commitment to building an equitable campus where all students and anyone on campus has access to a safe and supportive environment.

We believe this program will increase awareness about the importance of equity, diversity, inclusion and accessibility to students while allowing them to apply their learning to their lives at the University of Manitoba and beyond.

The committee has worked hard to create a program that encompasses a lot of theories, principles and practical applicability. We would like to extend our gratitude to all those who sit on the committee for their commitment.

As UMSU, we cannot wait to see this micro-certificate implemented.

Sincerely,

Tracy Karuhogo, UMSU President

September 11, 2023

From: Kelley Main, Dean, Faculty of Graduate Studies

Re: Micro-certificate in Equity, Diversity, Inclusion, and Accessibility

I am pleased to write a letter of support for the above noted micro-certificate. I have reviewed the program proposal and note several strengths about its structure. First, there is the Foundations courses which will serve as the admission requirement to get into the micro-certificate. This initial offering will be attractive on its own but will hopefully also stimulate those taking the course to follow into the micro-certificate to obtain a deeper and critical understanding of EDIA.

Following the introductory course, the micro-certificate will follow with 3 courses. These include: Equity, Diversity, Inclusion, and Accessibility II: Expansions; Equity, Diversity, Inclusion, and Accessibility III: Actions; and Equity, Diversity, Inclusion, and Accessibility IV: Portfolio. The course will be taught using blended offerings with differing contact hours for each portion. The blended offering format will allow for the development of a community for those students who taking the course as part of a cohort.

I was glad to hear that while being a member of the UM community is a requirement to begin the EDIA micro-certificate, it is not a requirement to be able to complete the micro-certificate. This is critically important given our graduate students and postdoctoral fellows who are here for only a certain period of time, and then leave for other pursuits. Recognizing this is important to foster inclusion for these groups who can then consider beginning this work without having to worry their progress will be lost upon graduation or the completion of the postdoctoral contract.

The initial offering of the class is intended to be 60 for the first course that will serve as admission into the micro-certificate which can have up to 30 participants. Given the size of the UM community, it is clear that demand will be greater than those 60 spots can accommodate. I was glad to hear that a lottery system is being considered, as opposed to a first come first serve approach, to allow easier access to the diverse UM community that will be interested in the class.

In summary, I am fully in support of this fantastic initiative and the educational opportunity that will be afford to the broad UM community of faculty, staff and students.

Appendix iv: Program budget form

The initial development of this program and proposal was funded through the University of Manitoba's Strategic Initiatives Support Fund (2023-24). Going forward, a two-year funding arrangement with contributions from Extended Education and the Office of Equity Transformation (based on carry-over and existing funds) has been designed to support the establishment of the program. This approach is part of a planned strategy to allow both units to review initial program outcomes and staffing needs prior to designing a long-term funding model for the ongoing delivery of the program. This arrangement has been discussed with the Provost and comes forward with her support.

1. Extended Education's two-year contribution

The Division of Extended Education will cover administrative start-up costs which are anticipated to include:

- technology and expertise required for enhancing course accessibility,
- costs associated with managing the student selection process, and
- marketing expenses.

Extended Education will equally share the salary for a newly created term position of an EDIA Educational Specialist (Other Academic or AESES) to oversee design and delivery for the initial two years of the program's delivery. Extended Education will provide office space and equipment for this position and will provide in-kind administrative staff support for program delivery and general administrative tasks such as setting up courses in the Lumens registration system.

2. Office of Equity Transformation's two-year contribution

The Office of Equity Transformation will equally share the salary for a newly created term position of an EDIA Educational Specialist (Other Academic or AESES) for the initial two years of the program's delivery.

The Office of Equity and Transformation will further support special expenses related to the *EDIA: Foundations* and *EDIA: Expansions* courses, including student project costs and honoraria for training additional personnel.

These contributions are summarized in the budget on the following page. Note that the pre-requisite course *EDIA: Foundations* is also presented in the budget, because the micro-certificate is dependent on the offering of that course.

START UP COSTS

	Item	Foundations	Micro-cert	Responsibility
Administration	Technology support	$1,500	$4,500	EE
	General administration	*$2,500 *	*$7,500 *	EE
	Computer equipment	$5,000		EE
	Selection technology	$2,500		EE
	Accessibility review	$3,500	$10,500	EE
	Course development		*$43,300 *	
	Marketing	$2,000	$1,500	EE
	Total	*$14,500*	*$16,500*	
	*In Kind support	$2,500	$50,800	

ANNUAL COSTS

	Item	Foundations	Micro-cert	Responsibility
Staffing	EDIA Educational Specialist Salary	$93,000		Shared
	Benefits	$20,460		Shared
	Admin staff	$26,000*		EE
	Benefits	$5,720 *		EE
	Total	*$113,460*		
	*In Kind support	$31,720		

	Item	Foundations	Micro-cert	Responsibility
Administration	Office space/general admin	$2,800		Shared
	Office space/general admin	$6,800 *		Shared
	Project funding (Foundations)	$3,500		Vice-Provost (Equity)
	Expansions course (MC)		$5,000	Vice-Provost (Equity)
	Train the Trainer Honoraria (Fdns)	$10,000		Vice-Provost (Equity)
	Total	*$16,300*	*$5,000*	
	*In Kind support	$6,800		

SUMMARY OF COSTS BY UNIT

Start-Up Costs		Foundations	Micro-cert	TOTAL
	Extended Education	$14,500	$16,500	$31,000
	Extended Education - In Kind	$2,500	$50,800	$53,300
				$84,300

Annual Costs		Foundations	Micro-cert	TOTAL
	Extended Education	$58,130		$58,130
	Extended Education - In Kind	$35,120		$35,120
	Vice-Provost (Equity)	$55,330		$55,330
	Vice-Provost (Equity)	$16,300	$5,000	$21,300
	Vice-Provost (Equity) - In Kind	$3,400		$3,400
				$173,280

This funding arrangement is designed to support the program's initial phase. It will be critically reviewed and assessed by Extended Education, the Office of Equity Transformation, and the Provost's office prior to the end of the two-year period, to ensure its alignment with program demand, resource availability, and strategic goals of the University. The specific ongoing budget strategy will be determined through the initial two-year delivery period. There is a full commitment to supporting all learners through program completion.

Appendix v: Interim Project Advisory Board Membership and Terms of Reference

Co-chairs:

      Robin Attas, Educational Developer Equity Diversity Inclusion (Centre for the Advancement of Teaching and Learning/Extended Education)

      Tina Chen, Executive Lead Equity Diversity Inclusion (Office of Equity Transformation)

      Jennifer Dengate, Director Equity Diversity Inclusion Research and Projects (Office of Equity Transformation)

      Rod Lastra (Extended Education)

Members:

      Tracey Peter, Vice-Provost (Academic Affairs)

      Laurie Schnarr, Vice-Provost (Student Affairs)

      Cary Miller, Associate Vice President (Indigenous) – Curriculum, Scholarship, and Research

      Christine Cyr, Associate Vice President (Indigenous) – Students, Community, and Cultural Integration

      Dawn Sutherland, Associate Dean (Faculty of Graduate Studies)

      Valerie Williams, Director of Equity, Diversity, and Inclusion (Rady Faculty of Health Sciences, Office of Equity, Access, and Participation)

      Warren Clarke, Assistant Professor (Anthropology)

      Carolyn Christie, Director (Student Accessibility Services)

      Rob Parker, AESES Board of Representatives, Information Systems (Faculty of Arts)

      Anny Chen, Lead, Community Engaged Learning Coordinator (Community Engaged Learning)

      Brandy Usick, Executive Director, Student Engagement & Success

      Jennifer Montebruno, Diversity Consultant (Human Resources)

      Natasha Ali, counselling psychologist (Student Counselling Centre)

      Cade Kuehl, research associate (Rady Faculty of Health Sciences Office of Equity, Access, and Participation)

      Tracy Karuhogo, UMSU President

Terms of Reference:

Length of Appointment: January 2023 to May 2024

The Interim Advisory Committee for the EDI Letter of Accomplishment[4] will consist of a broad range of diverse individuals at the University of Manitoba who will shape the structure, initial content, and implementation of the EDI LOA. The mandate of the Interim Advisory Committee is:

- Establish the framework and high-level structure of the EDI LOA
- Shape the initial phases of the EDI LOA modules, including advising on desired content, defining objectives of the program, and strategies for engagement with diverse individuals and communities in program development and delivery
- Incorporate racial equity impact assessment and equity considerations into recommendations for the EDI LOA
- Consult with individuals, communities, committees and UM groups impacted by systems of oppression to support the work of the Interim Advisory Committee

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[4] NB: When the committee was formed the intention was to propose a Letter of Accomplishment; the direction of the proposal has since shifted.

Appendix vi: <u>Terms of Reference for the Advisory Committee to the Course Equity, Diversity, Inclusion, and Accessibility: Foundations and the Micro-certificate in Equity, Diversity, Inclusion, and Accessibility</u>

1.   **<u>Status</u>**

  1.1   The Advisory Committee to the Programming is established by and reports to the Division of Extended Education, The University of Manitoba.

  1.2   The Terms of Reference are subject to review and revision by Extended Education.

2.   **<u>Purpose</u>**

  2.1   The purpose of the Committee is to provide an advisory liaison function between Extended Education, the University of Manitoba Office of Equity Transformation and the broader University of Manitoba community to inform continuous development and revisions to the course Equity, Diversity, Inclusion, and Accessibility: Foundations and the micro-certificate in Equity, Diversity, Inclusion, and Accessibility (hereinafter referred to as 'programming').

3.   **<u>Composition</u>**

  3.1   The Committee shall consist of:
  - Area Director of delivery area
  - Manager of the delivery area
  - Program Coordinator for the programming
  - Instructional Designer for the programming
  - one course facilitator for the programming
  - a member from the Office of Equity Transformation
  - a member from the Office of Vice-President (Indigenous)
  - two current learners or alumnus representatives from each learner categories (i.e. student, staff and faculty)

  Other representatives may be added or deleted from time to time to reflect changing trends or the needs of relevant constituencies. At times, this may result in the Committee being larger than most standard advisory boards.

  The overall composition of the Committee shall include representation from a broad range of groups impacted by systems of oppression.

  3.2   The Dean of Extended Education and Vice-Provost (Equity) are ex-officio members of the Committee.

4.   **<u>Terms of Office</u>**

  Committee members are appointed to the Committee for a period of three years or until such time as the programming is to be reviewed and will be followed by an

appointment review. The first set of appointments will be for one, two, or three years such that replacement of one third of the Committee will take place annually.

4.1   Vacancies due to resignations will be filled by appointment by the Committee.

5.   Meetings

The Committee will meet a minimum of once annually or at the call of the chair or at the request of other Committee members.

5.1   Attendance by 50% of the Committee members, including at least one member from Extended Education in addition to the Chair and at least 3 external to Extended Education stakeholder participants, shall represent quorum in order that the Committee may achieve a reasonable consensus in its advisory functions.

5.2   The delivery Area Director of Extended Education, or their delegate, shall chair the Committee and will provide minutes and an agenda to the Committee members.

5.3   The chair shall give at least two weeks' notice of a meeting.

6.   Functions of the Committee

6.1   The Committee shall advise on the needs for revisions to the programming with an emphasis on equity and anti-oppression as they relate to the programming's curriculum and delivery.

6.2   The Committee shall gather input from and serve as a liaison with relevant constituencies, and provide feedback to Extended Education from communities.

6.3   The Committee shall assist in programming promotion and the general communication of information about the programming to their communities and others who would benefit from participating.

6.4   The Committee shall establish sub-committees to deal with specific issues.

6.4.1   When a sub-committee becomes a standing committee, terms of reference shall be established and incorporated into the Terms of References for the Advisory Committee to the programming as an appendix.

6.5   The Committee shall refer academic matters identified for consideration (including, but not limited to, evaluating curriculum for recognition of prior learning, and programming completion time) to the Program Review Committee or other relevant academic body in the Division.

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

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, 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 Asper School of Business.

Observations

1. The **Asper School of Business** proposes M.B.A., M.Fin. & M.S.C.M. Bonafide Academic Requirements (BFARs). These are as attached.

Recommendations

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

    Asper School of Business

Respectfully submitted,

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

/ak

University of Manitoba
Stu Clark Graduate School

515 Drake Centre
181 Freedman Crescent
Winnipeg, Manitoba
Canada R3T 5V4
T: 204 474 8448
asper_info@umanitoba.ca

Date: September 8, 2023

From: Nathan Greidanus, Acting Associate Dean Professional Programs, I.H. Asper School of Business

To: Kelley Main, Dean, Faculty of Graduate Studies

CC: Dr. Dawn Sutherland, Associate Dean, Faculty of Graduate Studies
          Andrea Kailer, Assistant to the Associate Deans & Programs Coordinator
          Rizza Reyes, Programs Assistant

Please find attached motions regarding Bona Fide Academic Requirements (BFARs) for the MBA, Master of Finance (MFin) and Master of Supply Chain Management and Logistics (MSCM) programs. The MBA and MFin motions were endorsed, unanimously, at the Asper School's Faculty Council in its September 18, 2020, meeting. The MSCM motion was endorsed at Asper's Faculty Council in its January 8, 2021, meeting.

MBA and MFin BFAR motions endorsed unanimously at Asper School of Business Faculty Council on September 18, 2020 as follows:

MOTION by the Professional Graduate Program Committee that Faculty Council
endorse the following Bona Fide Academic Requirements (BFAR)s for the MBA
program and forward this to Faculty of Graduate Studies for approval.

MBA BONA FIDE ACADEMIC REQUIREMENTS (BFARS) –ADDITIONS

MBA ADDITIONAL BONA FIDE ACADEMIC REQUIREMENT 1
STATEMENT

Students must be present and prepared to participate in scheduled class and out-of-class activities that include working with small and large groups of diverse individuals of all genders, backgrounds, ideologies, and characteristics protected under Manitoba's Human Rights Code.

RATIONALE
Because professional work in business requires presence, effective participation, and tolerance, it is essential that MBA students attend and participate in preparatory group meetings, classes, and presentations etc. associated with assigned activities in the Stu Clark Graduate School of Business. We do not accommodate intolerance, racism or discrimination based on characteristics that are protected under Manitoba's Human Rights Code.
TAUGHT
Embedded in the program generally and made explicit in: FIN 7000, FIN 7020, IDM 5120, IDM 7120, IDM 7130, IDM 7510, GMGT 7200, GMGT 7210, MKT 7010.
ASSESSED
Demonstrated and assessed through completion of the coursework listed above and in elective courses.

MOTION by the Professional Graduate Program Committee Council endorse the following Bona Fide Academic Requi for the MFin program and forward this to Faculty of Graduate Studies for approval.

MFin BONA FIDE ACADEMIC REQUIREMENTS (BFARS) – ADDITIONS

<u>**MFin ADDITIONAL BONA FIDE ACADEMIC REQUIREMENT 1**</u>

STATEMENT

Students must be present and prepared to participate in scheduled class and out-of-class activities that include working with small and large groups of diverse individuals of all genders, backgrounds, ideologies, and characteristics protected under Manitoba's Human Rights Code.

RATIONALE

Because professional work in business requires presence, effective participation, and tolerance, it is essential that MFin students attend and participate in preparatory group meetings, classes, and presentations etc. associated with assigned activities in the Stu Clark Graduate School of Business. We do not accommodate intolerance, racism or discrimination based on characteristics that are protected under Manitoba's Human Rights Code. **TAUGHT**

Embedded in the program generally and made explicit in: FIN 7000, FIN 7020, FIN 7240, IDM 5120.

ASSESSED

Demonstrated and assessed through completion of the coursework listed above and in other required courses.

MSCM BFAR motions endorsed at Asper School of Business Faculty Council on January 8, 2021 as follows:

MOTION by the Professional Graduate Program Committee (PGPC) that Faculty Council endorse the following Bona Fide Academic Requirements (BFAR)s Additions and Exemptions for the MSCM program an this to Faculty of Graduate Studies for approval.
BONA FIDE ACADEMIC REQUIREMENTS (BFARS) FOR MSCM (ADDITIONS)

<u>**MSCM ADDITIONAL BONA FIDE ACADEMIC REQUIREMENT 1**</u>
STATEMENT

Students must be present and prepared to participate in scheduled class and out-of-class activities that include working with small and large groups of diverse individuals of all genders, backgrounds, ideologies, and characteristics protected under Manitoba's Human Rights Code.

RATIONALE
Because professional work in business requires presence, effective participation, and tolerance, it is essential that MSCM students attend and participate in preparatory group meetings, classes, and presentations etc. associated with assigned activities in the Stu Clark Graduate School of Business. We do not accommodate intolerance, racism or discrimination based on characteristics that are protected under Manitoba's Human Rights Code.
TAUGHT
Embedded in the program generally and made explicit in:
GMGT7220 - Managing People in Organizations
IDM7120 - Executive Leadership and Responsibilities
OPM 7170 - Project Management
GMGT7350 - Negotiations
OPM 7180 - Sustainable Lean Management
SCM 7044 - Supply Relationship Management
SCM 7046 - Sustainable Supply Chain Management

ASSESSED
Demonstrated and assessed through completion of the coursework listed above and in other required courses.

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

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, 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 Dept. of Curriculum, Teaching & Learning.

Observations

1. The **Dept. of Curriculum, Teaching & Learning** proposes (2) Course Introductions: EDUB 7214, EDUB 7602; M.Ed. Supplementary Regulation Changes. EDUB 7214 is proposed to be an elective course in the M.Ed. Curriculum, Teaching & Learning (CTL) and Second Language Education (SLE) concentrations. EDUB 7602 is proposed as a permanent offering (previously it has been offered as a topics course), as narrative inquiry as a research methodology is continuing to be of interest to graduate students. The supplementary regulation change consist of adding EDUB 7214 to the list of permitted elective courses for the SLE concentration.

Course Introductions

EDUB 7214 Proseminar in Second Language Education   +3

This course addresses approaches, resources, orientations, frameworks, and skills needed to succeed in the Second Language Education graduate program, including the role and nature of language education research, theoretical traditions, and professional development. May not be held with EDUB 7142 when titled "Proseminar in Second Language Education".

EDUB 7602 Narrative Inquiry in Educational Research   +3

This course is organized to enhance participants' practical and theoretical understandings of narrative inquiry as a research methodology through work around weekly readings, class activities and unfolding inquiry. May not be held with EDUA 7860 when titled "Narrative Inquiry in Educational Research". Prerequisite: EDUA 7830 (C+).

NET CREDIT HOUR CHANGE   +6

Recommendations

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

Dept. of Curriculum, Teaching & Learning

Respectfully submitted,

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

/ak

**University of Manitoba
Faculty of Education**

DATE: October 25, 2023

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

FROM: Dr. Melanie Janzen, Associate Dean (Graduate Programs and Research) & Chair of the Graduate Programs Committee of the Faculty of Education

RE: Motions from the Department of Curriculum, Teaching and Learning

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The following motions have been approved in the Faculty of Education and are being presented to the Faculty of Graduate Studies for consideration.

1. Motion regarding EDUB 7214: Proseminar in Second Language Education
The following motion was approved at the CTL Department Council (September 6, 2023), the Education Graduate Programs Committee (September 18, 2023), and at the Education Faculty Council (September 25, 2023).

> **Motion: THAT** *EDUB 7214 Proseminar in Second Language Education* (3CH) be adopted as an elective course in the MEd in CTL SLE concentration.

> **RATIONALE:** The CTL department has previously approved a motion to add this course as a required course in the MEd in CTL SLE concentration. This motion was tabled at GPC, and the SLE area group proposed the motion again, amended to have the course approved as an elective, rather than a required course. Pilot offerings of this course have provided new graduate students with important disciplinary grounding at the outset and set them up for success in the remainder of their programs; hence, the proposal to make this a permanent offering.

2. Motion regarding EDUB 7602: Narrative Inquiry in Educational Research
The following motion was approved at the CTL Department Council (May 1, 2023), the Education Graduate Programs Committee (May 8, 2023), and the Education Faculty Council (June 5, 2023).

> **Motion: THAT** *EDUB 7602 Narrative Inquiry in Educational Research* (3CH) be included as a permanent course offering in the Department of Curriculum, Teaching and Learning

> **RATIONALE:** This course was offered as an Advanced Research Methodologies Topics course in Spring 2013, as one of the three modules in an Advanced Research Methodologies Topics course in Summer 2016, 2018, and 2021, and as a Student Initiated Course in Fall 2010, 2020, 2021, Summer 2022 & Winter. As narrative inquiry as a research methodology continues to be of interest to graduate students in our programs, it is time to offer it on a more regular basis.

	and Pedagogy in Teaching Writing (6 credit hours) · EDUB 7142 Topics in Curriculum, Teaching and Learning (in Language and Literacy) (3 credit hours) ·EDUB 7150 Seminar in Reading and Response to Literature (3 credit hours) · EDUB 7160 Language Teacher as Researcher (3 credit hours) · EDUB 7180 Research in Written Composition (3 credit hours) · EDUB 7190 Research in Language for Learning (3 credit hours) · EDUB 7290 Curriculum Research in the Early Years: Young Children and Social Semiotics (3 credit hours) · EDUB 7530 Curriculum Development and Implementation in Language and Literacy (3 credit hours) · or other courses in language & literacy approved by the Program Advisor and Department Head. In addition, students select 12 credit hours of electives in consultation with their advisor. **<u>Second Language Education Concentration</u>** *Core Courses (12 credit hours):* • EDUB 7210 Seminar in ESL Theory and Practice (3 credit hours) • EDUB 7212 Critical Applied Linguistics in a Global Context (3 credit hours) • EDUB 7220 Research Issues and Application in TESL (3 credit hours) • EDUB 7580 Social, Cultural and Political Theories in Second Language Acquisition (3 credit hours) *Concentration:* In consultation with their advisors, students select 15 credit hours of coursework, with a minimum of 9 credit hours at the 7000 level, from EDUA 7270, EDUA 7280, EDUA 7420, EDUB 5510, EDUB 7070, EDUB 7180, <u>EDUB 7214,</u> EDUB 7330, EDUB 7420, EDUB 7540, EDUB 7550, EDUB 7560, or other courses approved by the Program Advisor and Department Head (except EDUB 5580*). *Advisors may decide that EDUB 5580 is a necessary component for the programs of students who have minimal second/foreign language teaching experience or for other reasons. This course will be added to a student's program as an auxiliary course above and beyond the minimum 30 credit hours.

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

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, 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 Faculty of Graduate Studies (Applied Health Sciences).

Observations

1. The **Faculty of Graduate Studies** proposes several **Applied Health Sciences** Ph.D. Supplementary Regulation Changes. These include revisions to entrance/admission requirements, the advisory committee, program requirements, performance not related to coursework, the candidacy examination, thesis proposal and thesis. The changes are largely housekeeping matters. See attached cover memo.

Recommendations

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

Faculty of Graduate Studies (Applied Health Sciences)

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.

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Applied Health Sciences
Faculty of Graduate Studies

Oct 26, 2023

To: FGS Programs and Guidelines Committee

Cc: Dr. Ehab El-Salakawy, Associate Dean FGS (responsible for AHS)

Re: Proposed changes to supplemental regulations for the Applied Health Sciences (AHS) PhD program

Please find attached a tracked changes version of proposed changes to the Supplemental Regulations for the Applied Health Sciences (AHS) PhD program. The AHS Program has made further edits to Sections 7.1.1, 7.6.2, and 7.8, responding to the feedback provided by the Programs and Guidelines Committee (email received Sept 11, 2023). AHS responses are in red below.

Section 7.8

- Within "a)"
    - o 'oral examination' does not need to be capitalized (change made as suggested)
- Within "b)"
    - o "If the Advisory Committee determines that one or both of the written examination responses is a fail" should be "If the Advisory Committee determines that **one of the** written examination responses"
        - ▪ There are 2 instances of this where it should be "one of the" (we have elected to leave this as it was – for clarity we have left them as "one or both" of the written responses)
    - o "A resolution to the failure of *the* written candidacy exam must be decided within 6 months" missing the word "the" (change made as suggested)

Section 7.1.1

- Second paragraph "as well those with" should be "as well **as** those with" (change made as suggested)
- With respect to "Applicants who do not possess a research-based Master's degree, but who have research experience will be assessed on a case-by-case basis" who are applicants being assessed by (given that the selection committee part has been deleted)? (added "by the AHS Admissions Committee" in 2nd paragraph for clarification)

Section 7.6.2

- The committee desired that this section be fleshed out more. Answering these questions would help:
    - o What are the bounds by which the events might take place and how frequently? Are evenings involved? What happens if a student doesn't attend all events? Does the Self-Declaration for Brief or Temporary Absences apply? What mechanism is AHS using to document that students are fulfilling this requirement? Please flesh out how students are made clearly aware of expectations with respect to these requirements not related to coursework. Consideration might be given to creating a specific pass/fail course for such requirements? (There was further discussion about this section at the AHS Curriculum

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Committee meeting on Sept 19. 2023. The Curriculum Committee elected to remove the section from the supplemental regulations because, as the Programs & Guidelines Committee has indicated, it is not possible nor reasonable to expect required attendance unless there are consequences for non-attendance (e.g., that could be imposed if this was a pass/fail requirement). In addition, based on faculty and student feedback this year (June 2023), it has been decided that the two units in AHS will offer their own research days in 2024 and students will be encouraged by the AHS Director and their advisors to attend one or both of these events, but attendance and presentation will not be required.)

Section 7.8

- Within "a)"
  - o 'oral examination' does not need to be capitalized (change made as suggested)
- Within "b)"
  - o "If the Advisory Committee determines that one or both of the written examination responses is a fail" should be "If the Advisory Committee determines that **one of the** written examination responses"
    - ▪ There are 2 instances of this where it should be "one of the" (change made as suggested)
  - o "A resolution to the failure of *the* written candidacy exam must be decided within 6 months" missing the word "the" (change made as suggested)

Additional further changes to section 7.6.2 and 7.8 were proposed by the AHS Curriculum Committee on Sept 19, 2023 and approved by the AHS Program Committee on Oct 17, 2023. All changes are noted with tracked changes in the attached supplemental regulations copy and reasons for the changes are listed below. **The bolded sections on the next page of this letter represent changes since the Program and Guidelines Committee reviewed these in Sept 2023 (see 7.6.2 and 7.8).**

Rationale for the changes:

1.1.10 Entrance Requirements – 1) updated course name for AHS 7010, 2) changed time permitted to complete AHS 7010 (formerly stated it must be completed in two terms, now states it must be completed in the first year of study as this more accurately reflects the time period most students require to finish the course)

7.1.1 Admission, General Criteria – 1) updated course name for AHS 7010, 2) changed time permitted to complete AHS 7010 (formerly stated it must be completed in two terms, now states it must be completed in the first year of study as this more accurately reflects the time period most students require to finish the course), 3) editorial changes to remove information about internal AHS processes related to Admissions.

7.2.1 Student's Advisor – 1) corrected the name of the Statement of Funding form, 2) clarified that the form is found on the application system, removed mailing information etc.

7.2.4 Advisory Committee – 1) changed the requirement to establish an advisory committee within 3 months to 12 months because this has been problematic for many students who do not yet know what their thesis topic will be within the first 3 months of the program (and it doesn't make sense to form the committee until

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the thesis topic areas are defined), 2) removed redundant information about the advisor's appointment that appears in section 7.2.1, 3) removed the stated requirement that the committee will meet twice per year (and specifics regarding these meetings). This frequently occurs anyway once the student is engaged in the candidacy exam and proposal stages, 4) removed specific details about what must occur at the committee meetings with the student.

7.4 Program Requirements – 1) removed outdated description of AHS 7000 (not required in supp regs), 2) changed time permitted to complete AHS 7010 to one year and inserted correct name of the course, 3) removed description of what constitutes a failure (missing more than 3 hours) so that course instructor(s) can determine evaluation criteria for the seminar courses.

7.6.2 Performance Not Related to Coursework – **entire section removed because 1) it is not possible nor reasonable to expect required attendance at the annual research day unless there are consequences for non-attendance, and, based on student feedback this year (June 2023), it has been decided that the two units in AHS will offer their own research days in 2024 and students will be encouraged by the AHS Director and their advisors to attend one or both of these events, but attendance and presentation will not be required; 2) information about AHS 7002/7004 seminar courses has been removed because it is described earlier (section 7.4) and doesn't belong here.**

7.8 Candidacy Examination – 1) changes were made to improve clarity about the written and oral exam processes and what happens in the event of a failure, 2) changed prior wording that specified that one question is submitted by each committee member so that it now reads that questions or components of questions will be submitted by each committee member (all will be involved in development of the questions, but individuals do not have to submit separate questions, they can be compiled from components contributed by different members), 3) **added a section that states that students are allowed to ask clarifying questions of their committee within the first 10 days of receipt of their questions and that the committee will discuss and respond to the student together via email (cc'ing the Director of AHS) with 48 hours.**

7.9 Thesis Proposal – 1) previously read that students needed to distribute their proposals at least two weeks prior to tentative proposal date, this was changed to three weeks to allow more time for review by the committee, 2) oral presentation time reduced from 45 minutes to 20-30 minutes to be consistent with what is allowed for the thesis defense presentation and to allow more time for questioning by the committee during the proposal, 3) removed description of committee's options regarding pass/fail as this information not required in supp regs.

7.10 Thesis – 1) changed wording from "sandwich" to "manuscript" thesis and reduced from "normally consist of 3 publishable manuscripts" to "2 publishable manuscripts" since this seemed to be an arbitrary number and is potentially inconsistent with the number of publications which may emanate from a traditional style thesis, 2) clarification provided that one manuscript must be submitted for publication "at the time of the thesis defense".

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Please do not hesitate to contact me should you require additional information.

Sincerely,

Sandra Webber, PhD
Director, Applied Health Sciences Program
Sandra.Webber@umanitoba.ca

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• PTE Academic (61% overall) **Note:** Some units may require a specific test or test scores greater than those indicated above. Students should check department/unit supplementary regulations for details. 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 [website]().	
1.1.8 Letters of Recommendation 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. Generally, two (2) Letters of Recommendation must be submitted to the Faculty of Graduate Studies. The number of required recommendation letters for an application for admission is stated on the program's webpage which is available at this link. Units may have different requirements on the number of and content required in recommendation letters.	Two letters of recommendation are required: 1. One letter of recommendation must be from the student's intended advisor(s) attesting to the suitability of the candidate for Ph.D. studies in this program, and acknowledging willingness to advise the applicant should they be accepted into the program; 2. One letter of recommendation must be from the student's Master's degree advisor.
1.1.9 Admission Tests 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 department/unit's supplementary regulations. If required, the scores must be submitted at the time of application.	No admission tests are required.
1.1.10 Entrance Requirements The minimum standard for acceptance into any category in the Faculty of Graduate Studies is a 3.0 Grade Point Average (GPA) (or equivalent) out of 4.5 in the last two (2) years of full-time university study or last 60 credit hours. (GPA equivalency information available at this link: Graduate studies admission requirements	Faculty of Graduate Studies	University of Manitoba (umanitoba.ca)) **Note:** This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.	Applicants will usually possess a research-based Master's degree in a discipline or profession consistent with Applied Health Sciences. Applicants who do not possess a research-based Master's degree, but who have some research experience will be assessed on a case-by-case basis, as will those with professional Master's degrees. Students admitted to the AHS program without a research-based Master's degree will be required to complete an additional 6 credit hour course, AHS 7010 ~~Experiential~~ Introductory Research Project in Applied Health Sciences, in the first ~~two terms~~ year of their program.
1.1.11 Eligibility of University of Manitoba Staff Members A member of the academic staff at The University of Manitoba with faculty rank is not eligible to apply for admission to a graduate program in the department/unit in which the appointment is held.	
1.2 Registration Procedures **1.2.1 Undergraduate Student Registration in Graduate Level Courses** 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.	

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must demonstrate an ability for independent investigation, original research or creative scholarship. This is expected to be presented in a thesis with a degree of literary skill and by an oral examination wherein the candidate exhibits mastery of their field. The Ph.D. is a research degree and is not conferred by The University of Manitoba solely as a result of coursework study.	
7.1 Admission **7.1.1 General criteria** Usually, the completion of a Master's degree or equivalent from a recognized university and a cumulative GPA of 3.0 on a 4.5 scale (or equivalent) in the last two (2) years of full-time university study (60 credit hours) is the minimum requirement for admission to the Ph.D. program. **Note:** This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria. Students who meet the minimum requirements for admission to the Faculty of Graduate Studies are not guaranteed admission. Some departments/units require completion of a thesis-based Master's program prior to admission to a Ph.D. program.	Applicants will normally possess a research-based Master's degree in a discipline or profession consistent with Applied Health Sciences. Applicants who do not possess a research-based Master's degree, but who have ~~some~~ research experience will be assessed by the AHS Admissions Committee on a case-by-case basis, as w~~ill~~ as those with professional Master's degrees. Students admitted to the AHS program without a research-based Master's degree will be required to complete an additional 6 credit hour course, AHS 7010 ~~Experiential~~ Introductory Research Project in Applied Health Sciences, in the~~ir~~ first year of study. ~~two terms of their program.~~ This requirement will be clearly stated upon acceptance of the student. ~~The selection committee will be the Applied Health Sciences Ph.D. Admissions and Awards Committee (AHSPAAC). The AHSPAAC will take into consideration the following elements in determining the acceptance of the applicant into the program:~~ ~~• grade point average in Master's courses;~~ ~~• previous courses taken;~~ ~~• specific research interest of the applicant;~~ ~~• student's rationale for choosing to apply to this program as opposed to a unit discipline degree;~~ ~~• current profile of students in the program;~~ ~~• research funding and facilities availability through the proposed advisor(s) for the proposed research; and~~ ~~• financial support for the applicant.~~ ~~The Dean or Department Head responsible for the budget of participating units in the AHS PhD Program with proposed advisors will also be contacted prior to the selection committee meeting to ensure that they support the application.~~
7.1.2 Direct Admission from the Bachelor's Honours or Equivalent With special recommendation of the department/unit, applicants without a Master's degree who have an honours Bachelor's degree or equivalent may be considered for entry to the Ph.D. program. These students must be outstanding in their academic background (GPA well above 3.0 in the last two (2) full years (60 credit hours) of undergraduate study). Once admitted, these students must complete at least 24 credit hours of coursework (unless otherwise specified in the department's/unit's approved supplementary regulations) and will be assessed Ph.D. program fees for three (3) years. A minimum of 18 credit hours at the 7000-level or higher is required. Any further coursework	Students will not be considered for direct admission from a Bachelor's degree.

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Every Ph.D. student must have an advisor throughout their program, who is recommended to the Faculty of Graduate Studies by the Department/Unit Head. The advisor is responsible for supervising the student's graduate program. The advisor is the student's primary point of contact at the University of Manitoba and must be familiar with the general policies and regulations of the Faculty of Graduate Studies as well as the specific supplementary regulations of their academic department/unit. In this capacity, the advisor assists the student in planning the graduate program and ensures that the student is aware of all graduate program requirements, degree regulations, and general regulations of the academic department/unit, the Faculty of Graduate Studies, the university, and external funding agencies. The advisor provides counsel for all aspects of the graduate program, and stays informed of the student's scholarly activities and progress. The student's advisor also acts as a channel of communication to the student's advisory committee, the department/unit and the Faculty of Graduate Studies.

The advisor must:

- hold an appointment in the student's department/unit.

- be a member of the Faculty of Graduate Studies[1];
- hold a Ph.D. or equivalent[2];
- be active in their field of research; and

- have expertise in a discipline related to the student's program.

1 - See https://umanitoba.ca/graduate-studies/graduate-studies-administration for details.

2 - 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 Ph.D.

Usually, the student and the advisor choose to work together by mutual agreement. In departments/units where the choice of thesis topic advisor is postponed for some time after entry into the program, the Head of the department/unit or designate shall appoint a faculty member to advise the student as to the rules and regulations and on program and course requirements. This interim period must not exceed eighteen (18) months after entry into the program before a permanent advisor is chosen.

Faculty of Graduate Studies), who is (are) a faculty member of one of the two participating units, who has graduated a Master's or PhD student, and who is (are) willing to supervise them in the program.

The advisor's primary appointment must be in one of the units participating in providing the Applied Health Sciences degree program (FKRM or CoRS). Eligible faculty members from other units may serve as advisors in the AHS PhD program, however they must have adjunct appointments to one of the participating units, and will require a co-advisor whose primary appointment is within a participating unit. At least one of, the advisor or co-advisor, must have graduated a Master's or PhD student to be able to co-advise a student in the AHS Program. Co-advisors are one-voice.

A Supervisor Data form and ~~Statement of Funding Student Funding Plan~~ Statement of Funding form are required to be completed with the application to AHS. These forms are available on the Faculty of Graduate Studies application system. ~~The Supervisor Data form requests information such as supervisory and publication record, and must be completed by the intended Ph.D. advisor(s). The form will be emailed to the applicant after the application is submitted. The Supervisor Data form should be completed by the intended advisor and mailed/faxed directly to:~~

~~Applied Health Sciences Ph.D. program c/o Faculty of Kinesiology and Recreation Management 202 Active Living Centre University of Manitoba Winnipeg MB R3T 2N2 (Fax: 204-474-7634).~~

~~The Student Funding Plan requests information such as confirmed funding and/or proposed funding for the applicant. The form should be completed by the intended advisor and applicant. The applicant can download the Student Funding Plan form on the Faculty of Graduate Studies application system (downloadable forms). Once the form is completed, the applicant will upload the form back onto the application system. The applicant must upload the form before submitting application.~~

7.2.2 Student's Co-advisor

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:

- be a member of the Faculty of Graduate Studies (see the FGS website for details)[1];

- hold a Ph.D. or equivalent (see note below)[2];

- be active in research; and

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All students should consult department/unit supplementary regulations for specific details regarding advisor/co-advisor requirements.	

7.2.4 Advisory Committee

The Department/Unit Head is responsible for recommending the advisory committee for each Ph.D. student. 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 program. The advisor/co-advisor is the Chair of the advisory committee

The advisory committee must consist of a minimum of three (3) voting members (including the advisor/co-advisor as a single member sharing a single vote), all of whom must be members of the Faculty of Graduate Studies. It is expected that advisory committee members will have a Ph.D. degree or equivalent. Equivalency will be determined by the Dean of the Faculty of Graduate Studies or designate.

In addition, individuals who are not a member of the Faculty of Graduate Studies, and who do not hold a Ph.D. degree or equivalent, 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 Department/Unit Head or Graduate Chair with a justification of their role and be approved by the Dean of the Faculty of Graduate Studies or designate. 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. Committees may include a Knowledge Expert or invited member, not both.

Under no circumstances should graduate students, Post-Doctoral Fellows, and Research Assistants or Associates serve on graduate student advisory committees, regardless if they hold a rank of Adjunct Professor.

The composition of, and any changes to, the advisory committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies on the "Program of Study and Appointment of Advisory Committee" form.

Advisory committee meetings must be held at least annually and are not intended to take the place of meetings between the student and advisor/co-advisor which should occur with much greater frequency than the advisory committee meetings. | Advisory Committee:

The AHS Program Director is considered to be the Department Head of the unit. Within ~~three~~ 12 months of registration into the Ph.D. program, an Advisory Committee will be established for each student. ~~The Advisory Committee will consist of a minimum of three professors (including the thesis advisor(s)). The advisor's primary appointment must be in one of the participating units. Faculty members who have adjunct appointments to one of the participating units will require a co-advisor whose primary appointment is within a participating unit in order to supervise graduate students in the AHS PhD program. In the case where a student is co-advised, the committee may consist of four members, with the co-advisors constituting a single voice.~~

~~The advisory committee will meet twice per year with the student. This meeting, which will last thirty to forty-five minutes, will involve discussion with the student on issues concerning basic knowledge, thesis research, progress in course work, or any other issues which impact on the student experience in the Ph.D. program. The advisory committee will give immediate feedback to the student regarding his/her progress. After the spring meeting, committee members will fill out and sign a Graduate Studies Progress Report form, which will be entered into the student's record.~~ |

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7.2.5 Conflict of Interest

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 Conflict of Interest Policy and Conflict of Interest Procedures as well as the Conflict of Interest Between Evaluators and Students due to Close Personal Relationships should also be consulted.

In addition to following the processes outlined in the above policies, COIs that exist within advisory and examining committees and proposed mitigation 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) at the time they arise . All reported conflicts will be reviewed by the Dean of the Faculty of Graduate Studies (or designate) and reported to the Vice President (Administration). If the conflict is deemed sufficiently significant and cannot be mitigated, a new committee may need to be struck. Committees should consider each year at the time of the progress report whether new conflicts of interest have arisen since the prior year.

It is the student's role to inform FGS of any changes in their student registration or employment status that may be perceived as a COI. For example, if a student is hired as an Instructor or an Assistant Professor into any unit at the university, they are to inform FGS of their employment status change in order to have a dialogue to address potential COIs.

7.3 Program of Study

As soon as possible, but no later than 24 months after a student has commenced their program, the student's program of study should be registered with the Faculty of Graduate Studies on the "Program of Study and Appointment of Advisory Committee" form and should include:

- information about the minimum or expected time for completion of the degree;

- coursework to be taken along with course classification ("S", "X", "A" or "O");

- any additional language requirement;

- the research area in which the thesis will be written.

The approval of the student's advisor/co-advisor and the Head of the department/unit are sufficient for registration. The program of study, including withdrawal from individual courses and any subsequent changes, must be approved by the student's advisor/co-advisor, the advisory committee, and the Head or Graduate Chair of the department/unit. 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.

7.4 Program Requirements

All students must complete one of the following programs of study for the Ph.D. degree, unless otherwise specified in the approved department/unit supplementary regulations:

| | The course-work requirement will consist of a minimum of twelve credit hours of 7000-level course-work.

Of these 12 credit hours:
• Students will be required to take AHS 7000: Research and Practice in Applied Health |

FGS Academic Guide Regulation 2023/24	Supplementary Regulation
• Where admission to the Ph.D. is directly from a Master's degree, a minimum of 12 credit hours at the 7000- level or higher plus a thesis is required. Any further coursework beyond the minimum 12 credit hours at the 7000-level must be at the 3000-level or above. A maximum of 24 credit hours of coursework is allowed toward the Ph.D. program.[1] • Where admission to the Ph.D. is directly from an Honours Bachelor degree or equivalent, a minimum of 24 credit hours plus a thesis is required. The coursework must include a minimum of 18 credit hours at the 7000-level or higher with the balance of the coursework at the 3000-level or higher. A maximum of 48 credit hours of coursework is allowed toward the Ph.D. program unless department/unit's supplementary regulations indicate otherwise.	Sciences, ~~a lecture/seminar course in which faculty members from the participating academic units take part~~ (3 credit~~s~~ hours). • Nine credit hours may be chosen from a combination of graduate courses from the participating units or from other faculties outside the participating units that offer graduate courses related to applied health sciences. Courses must be selected by the student in consultation with the advisor. All courses must be recorded on the "AHS Internal Program Approval Form", and submitted ~~to the AHS Program Assistant~~ for approval by the AHS Program Director. Students who do not have a research-based Master's degree must complete an additional 6 credit hour course in their first ~~two terms~~ year of study: AHS 7010 ~~Experiential~~ Introductory Research Project in Applied Health Sciences (thus a minimum of 18 credit hours will be required). This research-intensive course will be tailored specifically to meet the needs of individual students, and will be developed and supervised by the advisor. A Progress Report must be submitted to the Program Director/Faculty of Graduate Studies at the end of each term that the student is registered in AHS 7010. Students in the program will also take part in a monthly seminar in Applied Health Sciences (AHS 7002 Seminar I in Applied Health Sciences; AHS 7004 Seminar II in Applied Health Sciences). Attendance is mandatory for two years, which is normally the first two years of their program. ~~and is a requirement for graduation. Regular attendance is expected of all students. Unexcused absence of a total of more than 3 hours of class time (including late arrival and/or early departure from class) may result in the student being required to withdraw from the course or may result in an "F" grade being assigned.~~
7.4.1 Language Requirements Some departments/units specify a language requirement for the Ph.D. degree. Students are advised to consult department/unit supplementary regulations regarding this requirement.	
7.4.2 Advance Credit Advance credit for courses completed prior to admission to a Ph.D. program will be considered on a case-by-case basis. The student's department/unit makes the request to the Faculty of Graduate Studies by completing the "Advance Credit-Transfer of Courses" form. • Application for advance credit must be made within the first year of the program (please refer to Lapse or Expiration of Credit of Courses)	

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FGS Supplementary Regulations template updated May 2023

FGS Academic Guide Regulation 2023/24	Supplementary Regulation
Ph.D. students who are declared as part-time will receive an additional four (4) months in time to complete their program for every two (2) years (24 months) they are declared as part time (see Student Status/Categories of Students) to a maximum of seven (7) years. Requests for extensions of time to complete the degree will be considered using the "Time Extension Request" form submitted to the Dean of the Faculty of Graduate Studies at the beginning of the student's last term in program, prior to expiration of the respective maximum time limit. Time extension requests require an explanation of the need for the extension and the goals to be met during the extension period as well as a timeline for meeting the stated goals. Future extensions will be considered only if there is evidence progress was made on the goals outlined in the previous extension request. If progress is not evident, the request must describe the circumstances that prevented progress on the identified goals. Extensions also must recognize the grad deadlines for the respective graduation period. A student who has not completed the degree requirements within the time limit or within the time limit of any extension that has been granted (please refer to "Extension of Time to Complete Program of Study" and "Leaves of Absence") will be Required to Withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to Withdraw".	
7.6 Academic Performance Student progress shall be reported **at least** annually (but no more than once every four (4) months) to the Faculty of Graduate Studies on the "Progress Report" form. Performance that remains "Satisfactory" throughout the year does not need to be reported to the Faculty of Graduate Studies more than annually, but should remain on file in the department/unit. 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 usually be Required to Withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to Withdraw".	
7.6.1 Performance in Coursework 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 or DGPA will be Required to Withdraw unless a department/unit recommends remedial action. Any such action must be approved by the Dean of the Faculty of Graduate Studies.	
7.6.2 Performance Not Related to Coursework Students may be Required to Withdraw from their Ph.D. program for reasons of unsatisfactory performance other than those related to failing grades. These include, but are not restricted to, unsatisfactory attendance and lack of progress in research and/or thesis preparation. Unsatisfactory performance must be reported to the Faculty of Graduate Studies on the "Progress Report" 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. Students are usually expected to complete remedial action by the end of the subsequent term.	~~In addition, all AHS students are required to attend and present at the designated annual AHS research event each year they are registered in the program.~~ ~~The monthly seminars (AHS 7002 and AHS 7004) will be given by presenters from the University of Manitoba and from outside, with the focus on applied health science issues. Poster and oral presentations will involve directed research projects, research proposals, and applied health sciences issues.~~
7.7 Academic Requirement for Graduation All students must:	

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• maintain a minimum degree grade point average (DGPA) of 3.0 with no grade below C+; • complete GRAD 7500; • complete GRAD 7300; • complete the Candidacy Examination (GRAD 8010); • meet the minimum and not exceed the maximum course requirements; and • meet the minimum and not exceed the maximum time requirements (in terms of time in program and lapse or expiration of credit of courses). Individual departments/units may have additional specific requirements for graduation and students should consult department/unit supplementary regulations for these specific requirements. A degree grade point average of 3.0 or greater is required in those courses that constitute the program of study for graduation from the Faculty of Graduate Studies.	

7.8 Candidacy Examination
 	
The candidacy examination is a requirement of the Faculty of Graduate Studies and, as such, cannot be waived under any circumstances. However, the format and content of the candidacy exam varies from department/unit to department/unit. The purpose of the candidacy exam in doctoral programs is to determine the student's competence in the discipline with respect to understanding and absorbing a broad spectrum of material, and then researching, identifying, analyzing, synthesizing, and communicating ideas about that material in depth.
 	
At the time specified by the advisory committee, usually within the first year after the completion of the Ph.D. program coursework, but in no case later than one year prior to expected graduation, the student must successfully complete the formal candidacy examination.
 	
The examination is conducted according to a procedure established by the department/unit which is approved and documented in departmental/unit supplementary regulations. The department/unit supplementary regulations state the format and composition of the examination committee for the candidacy examination. The candidacy examination may be held virtually. If it is held in-person, it must be held at either The University of Manitoba Fort Garry or Bannatyne campus, or the St. Boniface Hospital Albrechtsen Research Centre usually during regular business hours. No recordings will be permitted.
 	
This examination, which must be independent from the thesis proposal, may be oral, written, or both and may cover subjects relevant to the general area of the student's research. The structure of the exam must be made known to the student well in advance of the exam. In the case where there is a required oral component, the student must participate in-person or virtually.
 	
A "pass" decision of the examiners must be unanimous. Students must be provided with feedback on their performance and access to the reasons for the pass/fail.
 	
The Dean of the Faculty of Graduate Studies must be informed of the results of the examination via the "Report on Ph.D. Candidacy Examination" form.
 	
Any student who fails the candidacy examination twice will be Required to Withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to Withdraw".
 	
On successful completion of this examination, the student will be considered a candidate for the Ph.D. degree.
	Students are expected to take a formal candidacy exam normally before the end of the 2ⁿᵈ year after admission to the program, but no later than one year prior to the expected graduation date.
	
	The purpose of the candidacy exam is for students to demonstrate their ability to identify, analyze and synthesize the literature in their substantive field, and to integrate and communicate ideas that reflect current knowledge.
	
	Duplicate submission of all or part of previous coursework papers is considered plagiarism and is subject to disciplinary action. Students must have completed all course work prior to the Candidacy Examination (AHS 7002 Seminar I & AHS 7004 Seminar II are exempt).
	
	The subject matter for the papers will reflect the following broad topic areas:
	  i. theory or philosophy;
	  ii. research methodology or measurement;
	  iii. applied health sciences, including the importance of multi-dimensional approaches and knowledge translation;
	  iv. ~~a question emanating from~~ the student's substantive area.
	
	~~One specific question is~~ Questions or components of questions will be submitted by each committee member. Questions (which may include multiple components) ~~are~~ will then be compiled by the Advisor~~.~~ ~~in~~ ~~In~~ consultation with committee members. ~~the case where there are more than 3 committee members, the Committee decides on 3~~ Three questions ~~that~~ will comprise the examination. These will be sent to the Director (or designate) when they are shared with the student. ~~(co-advisors act as one voice). The Advisor then sends the questions to the student and the Director.~~

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FGS Supplementary Regulations template updated May 2023

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	The committee will specify their expectations and requirements concerning number of words/pages, format, spacing, style, etc. for each question (normally 20-25 pages, excluding references; using APA or another formatting style agreed upon by the committee).
	The student will chooses 2 of the 3 questions to answer. The student submits written responses to the Advisory Committee & the Director of AHS for evaluation within 30 calendar days of receipt of the questions.
	The student may ask clarifying questions of their committee via email (cc'ing the Director of AHS) within the first 10 days after they receive the 3 candidacy questions. The committee will discuss the student's question(s) and formulate their answer(s) together which will then be emailed to the student (cc'ing the Director of AHS) within 48 hours.
	All committee members will read the written responses and assign a Pass/Fail to each of the responses. The committee has at least 3 weeks to evaluate the quality of the responses.
	A "pass" decision on each response must be unanimous. If any committee member assigns a "fail" to one or both of the responses, that committee member will informcontact the Advisor who will subsequently informcontact the Director of AHS. In this case, the student will be considered to have failed the first attempt at the candidacy exam.
	A tentative meeting date of the committee and the student will be scheduled normally within one month from distribution of the student's responses to the Advisory Committee (date/time/place to be determined in consultation with Advisory Committee and student and communicated to the Director's office via the AHS "Internal Report on Ph.D. Written Candidacy Examination").
	A "pass" decision on each response must be unanimous.
	a) If the Advisory Committee considers the written responses a "pass", the student will proceed with an oral candidacy examination (lasting approximately 2 hours). The Director (or designate) will chair the oral examination. The oral candidacy examination will be closed to all but members of the committee and the Chair. Committee members will be given an opportunity to question the candidate on the written responses or any other related issues. If the Advisory Committee determines that the oral examination is a "fail" (and the student passed the written examination on the first attempt), then the student will be given an

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	opportunity to redo the oral examination after a period of remediation (that will last not less than 3 months but not more than 6 months following the first attempt at the oral). The Committee will determine the nature of the required remediation and the nature of the repeat oral examination. b) If any committee member assigns a "fail" to one or both responses, that committee member will inform the Advisor who will subsequently inform the Director of AHS. In this case, the student will be considered to have failed the first attempt at the written component of the candidacy exam. a) If the ~~Advisory Committee feels that one or both of the examination responses is a "fail" (i.e. the~~ student has failed the written candidacy exam~~)~~, the scheduled meeting will constitute a committee meeting to discuss how to proceed. For example, the student may be given an opportunity to revise one or both written response~~s~~. Additional remedial work may be required prior to attempting the re-write.~~, the student may require remedial course work, etc.~~ A resolution to the failure of the written candidacy exam must be decided within 6 months (but not less than 3 months) from ~~of~~ the original examination date. The student will then proceed to the oral examination. ~~The Director (or designate) will Chair the Oral Examination. The oral candidacy examination will be closed to all but members of the committee and the Chair. Committee members will be given an opportunity to question the candidate on the written responses or any other related issues.~~ Students must pass both the written and oral examination to pass the candidacy exam ~~and be considered a candidate for the Ph.D. degree.~~ A "pass" decision of the examiners must be unanimous. A student is allowed only one fail in total (i.e., either the written or oral component of the exam). The student will be allowed a second attempt at either the written or oral not less than 3 months ~~or~~and not more than 6 months following the first attempt. A student who fails the second attempt (at either the written or oral) will be required to withdraw from the program. A "Report on Ph.D. Candidacy Examination" form will be completed and signed by the Committee, signed by the Director, and forwarded to the Faculty of Graduate Studies. The candidacy exam is distinct from the thesis proposal process.

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FGS Academic Guide Regulation 2023/24	Supplementary Regulation
7.9 Thesis Proposal Some departments/units have specific procedures in place for approval of thesis proposals and students are advised to refer to the specific department/unit supplementary regulations. The thesis proposal must be independent from the candidacy examination. No recordings will be permitted of the evaluation of the thesis proposal. The proposed thesis research must be approved by the advisory committee and, if necessary, by the Human Research Ethics Board or Animal Care Committee before the work has begun on the thesis research or project.	The student's thesis research proposal must be approved by the Advisory Committee normally before the end of the 2nd year after admission to the program. The thesis proposal document is prepared by the student outlining the rationale and background for the proposed study, specific objectives, and methods and procedures. The proposal document is distributed to the Advisory Committee and Director of the AHS PhD program at least three two working weeks prior to a tentative date for the oral presentation. All members of the Advisory Committee must agree to proceed with the oral presentation at least one week prior to the tentative date. The Director or designate will chair the thesis proposal. The Director's office will distribute the announcement of the oral presentation, which will be open to all members of the University community. A one-page abstract must be provided by the student for posting at least one week prior to the presentation. The student's oral presentation will last approximately 45 20-30 minutes with approximately 1 hour up to 90 minutes allowed for questions following the presentation. The committee may approve the proposal as presented, or request a subsequent meeting if major revisions or additional work is required – any issues must be resolved within 6 months. (Pass proposal as presented, continue on with research; Pass proposal as presented, however note revisions to be included in final dissertation, continue on with research; Pass on the condition that requested revisions are made to the proposal and circulated back to the Advisory Committee, continue on with research after requested revisions have been approved by the Advisory Committee; Fail proposal, revise proposal as requested and circulate revisions back to the Advisory Committee. Incorporate feedback from the Advisory Committee into subsequent proposal attempt; Fail proposal, redo). A "Ph.D. Thesis Proposal" form will be completed and signed by the committee, signed by the Director, and forwarded to the Faculty of Graduate Studies. The thesis proposal process is distinct from the candidacy examination.
7.10 Thesis An essential feature of Ph.D. study is the candidate's demonstration of competence to complete a research project and present the findings. The thesis must constitute a distinct contribution to knowledge in the major field of study, and the research must be of sufficient merit to be, in the judgement of the examiners, acceptable for publication.	In accordance with the regulations of the Faculty of Graduate Studies, the student is required to demonstrate competence in planning and conducting a research project, and in disseminating the results.

FGS Academic Guide Regulation 2023/24	Supplementary Regulation
The thesis will usually be written in English but may be written in French. Departmental/Unit supplementary regulations may allow the thesis to be written in a language other than English or French. Committee members must be able to evaluate the thesis in the chosen language. The thesis must be written according to a standard style acknowledged within the candidate's particular field of study and recommended by the department/unit, be lucid and well-written, and be reasonably free from errors of style and grammar (including typographical errors). Additional recommendations for a thesis are outlined in Appendix 1: Thesis/Practicum Types. The final version of the thesis must be submitted by the candidate to the Faculty of Graduate Studies following the guidelines found on the Faculty's website.	If a ~~sandwich~~ manuscript thesis format is chosen, it ~~would~~will normally consist of at least 2~~3~~ publishable manuscripts, at least one of which ~~has been~~must have been submitted for publication at the time ~~~~of the thesis defense and all of which are first authored by the student. The specification "publishable" refers to the distinct contribution to knowledge in the research area. (See also Appendix 1 of the Academic Guide)
7.11 Thesis Examination Procedures The final examination for the Ph.D. degree proceeds in two (2) stages: 1. Examination of the candidate's thesis by the examining committee; 2. Oral examination of the candidate by all examiners on the subject of the thesis and any matters relating thereto.	
7.11.1 Formation of the Examining Committee - University of Manitoba (Internal) Examiners The candidate's advisor/co-advisor is considered to be a single voting member of the examining committee. All voting members of the advisory committee are expected to serve on the examining committee; any exceptions must be approved in advance by the Dean of the Faculty of Graduate Studies. All examiners must be members of the Faculty of Graduate Studies. It is expected that examining committee members will have a Ph.D. degree or equivalent. Equivalency will be determined by the Dean of the Faculty of Graduate Studies.	

7.11.2 Formation of the Examining Committee - External Examiner
 	
The candidate's advisor/co-advisor, in consultation with the advisory committee, will recommend the names of at least three (3) distinguished scholars from outside The University of Manitoba with particular experience in the field of the thesis research and significant Ph.D. student supervisory/examination experience to serve as the external examiner. The external examiner provides an impartial arm's-length assessment of whether the thesis meets the standard of a PhD. The recommendations must be made to the Dean (or designate) of the Faculty of Graduate Studies for approval online and must include:
 	
• A CV of each of the prospective external examiners;
 	
• A short justification for the nomination that addresses:
 	
    o The rationale behind the recommendations;
 	
    o The prospective external examiners' qualifications (if not already explicit on the CV). This includes a current list of their scholarly publications and research activities and, importantly, their experience with Ph.D. student supervision/examination (e.g., Ph.D. students they have supervised to completion; Ph.D. students they are currently supervising; experience serving as external examiner for Ph.D. examining committees).	

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

Preamble

1.   The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, 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 Dept. of Mathematics.

Observations

1.   The **Dept. of Mathematics** proposes M.Sc. and Ph.D. Supplementary Regulation Changes. These consist of clarifying expectations around the requirement to make a presentation which is not connected to a course or other program requirements.

Recommendations

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

Dept. of Mathematics

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.

Stephanie Portet
Professor - PIMS Site Director
Associate Head (Graduate Study)
428 Machray Hall
Phone: 204-474-6933
Email: Stephanie.Portet@umanitoba.ca

To FGS,

The Department of Mathematics approved two changes in the supplemental regulations during the Department Council of September 25th, 2023.

Both changes are related to the talk requirement for both MSc and PhD programs. The changes are in box 6.3 (for the MSc program) and box 7.4 (for the PhD program).

- In Box 6.3:
  Replace
  "Every M.Sc. student must make one 50-min presentation in any of the seminar series approved by the Department."
  By
  "Every M.Sc. student must make at least one presentation in a venue approved by the department; possible venues may include approved Department seminar series, external seminars or conferences. Presentations given to fulfill course requirements, or other program requirements, are not eligible for this requirement."

- In Box 7.4:
  Replace
  "Every Ph.D. student must make two 50-min presentations in any of the seminar series approved by the Department." By
  "Every Ph.D. student must make at least two presentations in a venue approved by the department; possible venues may include approved Department seminar series, external seminars or conferences. Presentations given to fulfill course requirements, or other program requirements, are not eligible for this requirement."

The Word-version copy of your 2023/24 supplementary regulations showing the changes as tracked changes is also provided as an independent document.

Rationale for changes:

- The Department of Mathematics would like to expand the possible venues satisfying the talk requirement in both MSc and PhD programs. In particular, the department wants to account for presentations given in conferences or seminars outside the department of Mathematics, which is not possible with the current statement, even though such presentations are equally if not more important to a student's carreer. Presentations given at conferences or seminars outside the department indeed provide valuable experiences for students and enhance their academic and professional development.

- The duration of presentations has been removed from the statements as the duration of presentations in different venues may differ. The usual time of presentations in Mathematics conferences is 30 minutes. Presentations in seminars are usually 50 minutes.

Sincerely,

Stephanie Portet

FGS Academic Guide Regulation 2023/24	Supplementary Regulation

Students who are eligible to be considered for direct admission to a program of study leading to the Master's degree include:
 	
• Graduates of four (4)-year undergraduate degree programs (or equivalent as deemed by the Faculty of Graduate Studies) from:
   ○ Canadian institutions empowered by law to grant degrees; or
   ○ Colleges and universities outside Canada which are officially recognized by the Faculty of Graduate Studies.
 	
• Graduates from first-cycle Bologna compliant degrees.
 	
• Students who have completed a Pre-Master's program from:
   ○ The University of Manitoba (see General Regulations - Pre-Master's); or
   ○ Canadian institutions empowered by law to grant degrees; or
   ○ Colleges and universities outside Canada which are officially recognized by The Faculty of Graduate Studies.
 	
All students applying for a Master's degree program must have attained a minimum GPA of 3.0 out of 4.5 (or equivalent) in the last two (2) years of full-time university study (60 credit hours). This includes those applying for direct admission and courses completed as part of a Pre-Master's program. Students who meet the minimum requirements for admission to the Faculty of Graduate Studies are not guaranteed admission.
 	
Note: This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.
	leading to an Honours or four-year Major in Mathematics in a B.Sc. or equivalent degree. Applicants lacking the appropriate background may be considered for admission into a Pre-Master's program.
	
	For greater clarity, the equivalence of a degree to an Honours or four year Major B.Sc. in Mathematics will be determined by the GSC based on the courses successfully completed by the applicant and not the length of the time it has taken the applicant to earn the degree.
	
	At the time of consideration of an application for admission, the GSC may, at its discretion, impose additional courses (up to 9 credit hours, usually at the 3000 or 4000 level) beyond the minimum coursework requirement as a condition of admission, to remedy weaknesses in the applicant's mathematical background.

6.3 Program Requirements Students must complete the requirements for one of the programs of study described below for the Master's degree. Specific requirements for individual programs of study are determined by the department/unit offering the program. Credit hours and course requirements of programs subject to an external accrediting body shall reflect the requirements of the appropriate accrediting body and shall be detailed in the program's supplementary regulations. Any single course cannot be used for credit toward more than one degree.	~~Every M.Sc. student must make one 50-min presentation in any of the seminar series approved by the Department.~~ Every M.Sc. student must make at least one presentation in a venue approved by the department; possible venues may include approved Department seminar series, external seminars or conferences. Presentations given to fulfill course requirements, or other program requirements, are not eligible for this requirement.
6.3.1 Thesis/Practicum Route A minimum of twelve (12) credit hours of coursework, unless otherwise stated in the department's/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's/unit's supplementary regulations indicate otherwise. The student must complete the thesis/practicum at The University of Manitoba.	Students are required to complete at least 15 credit hours of course work, of which at least 9 credit hours must be from courses designated MATH 7000 or above and at least 6 credit hours in an area of mathematical sciences clearly different from the area of specialization of the thesis (as approved by the Department Head or designate). Certain programs of study within mathematics may require courses outside the Department of Mathematics. A student may take at most two 3 credit hour reading courses from any one instructor for credit in this degree program.
6.3.2 Course-based, Major Research Paper, Project or Comprehensive Examination Route	Students are required to complete at least 24 credit hours of course work at the 3000/7000/8000 level. At most 6 credit hours can be at the 3000 level.

FGS Academic Guide Regulation 2023/24	Supplementary Regulation
• Where admission to the Ph.D. is directly from a Master's degree, a minimum of 12 credit hours at the 7000- level or higher plus a thesis is required. Any further coursework beyond the minimum 12 credit hours at the 7000-level must be at the 3000-level or above. A maximum of 24 credit hours of coursework is allowed toward the Ph.D. program.[1] • Where admission to the Ph.D. is directly from an Honours Bachelor degree or equivalent, a minimum of 24 credit hours plus a thesis is required. The coursework must include a minimum of 18 credit hours at the 7000-level or higher with the balance of the coursework at the 3000-level or higher. A maximum of 48 credit hours of coursework is allowed toward the Ph.D. program unless department/unit's supplementary regulations indicate otherwise.	All Ph.D. students are required to serve as instructors in at least two one-semester undergraduate courses (two 3 credit hour courses or one 6 credit hour course) after passing all comprehensive examinations. The Department Head may require a student to complete additional training before any teaching duties are assigned to him/her. ~~Every Ph.D. student must make two 50 min presentations in any of the seminar series approved by the Department.~~ Every Ph.D. student must make at least two presentations in a venue approved by the department; possible venues may include approved Department seminar series, external seminars or conferences. Presentations given to fulfill course requirements, or other program requirements, are not eligible for this requirement.
7.4.1 Language Requirements Some departments/units specify a language requirement for the Ph.D. degree. Students are advised to consult department/unit supplementary regulations regarding this requirement.	There is no language requirement for the Ph.D. degree .
7.4.2 Advance Credit Advance credit for courses completed prior to admission to a Ph.D. program will be considered on a case-by-case basis. The student's department/unit makes the request to the Faculty of Graduate Studies by completing the "Advance Credit-Transfer of Courses" form. • Application for advance credit must be made within the first year of the program (please refer to Lapse or Expiration of Credit of Courses) • No more than 50% of the required coursework for the program can be achieved using advance credit. • A course may not be used for credit toward more than one degree, diploma, micro-diploma or certificate. • The student must register at the University of Manitoba for at least two consecutive terms and must also complete the thesis and candidacy examination at The University of Manitoba. Regardless of the extent of advance credit received, all students are required to pay applicable program fees.	
7.4.3 Transfer Credit Courses within a program of study may be taken elsewhere and transferred for credit at the University of Manitoba. All such courses: • 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; • are considered on an individual basis; • cannot be used for credit towards another degree, diploma, micro-diploma or certificate; • may not exceed 50% of the minimum credit hours of coursework required of the student's graduate program at The University of Manitoba.	

Mathematics (M.Sc. & Ph.D.) Supplementary Regulations approved & effective Sept. 1, 2023
FGS Supplementary Regulations template updated May 2023

Report of the Senate Committee on Honorary Degrees

Preamble

Since last reporting to Senate, the Committee on Honorary Degrees considered, via e-vote, two hood designs, one for the Bachelor of Midwifery, College of Nursing, and a second for the Maser of Supply Chain Management and Logistics, I.H. Asper School of Business.

Observations:

1. The revised *Terms of Reference* for the Senate Committee on Honorary Degrees charges the Committee with the responsibility to recommend to Senate the colors of the linings of hoods for new degrees.

2. The Bachelor of Midwifery program chose a deep red color for the hood to complement the red shoes Canadian midwifery graduates typically wear at graduation. This color has also been adopted by the Royal College of Midwives in the United Kingdom, a symbol of midwives' advocacy for and empowerment of women. The College of Nursing Council approved the degree hood and braid for the Bachelor of Midwifery program at its meeting on February 26, 2024.

3. The Asper School of Business Faculty Council approved the degree hood and braid for the Master of Supply Chain Management and Logistics program at its meeting on December 1, 2023.

4. Graduands are expected for both programs at the Spring 2024 session of convocation.

Recommendation:

THAT the Senate Committee on Honorary Degrees recommends that Senate approves the hood for the Bachelor of Midwifery which is lined with bordeaux satin and has a 3/8" trim of purple braid.

THAT the Senate Committee on Honorary Degrees recommends that Senate approve the hood for the Master of Supply Chain Management and Logistics which is lined with grey/navy satin and has a ½" trim of b. gold braid.

Respectfully submitted,

Chancellor Anne Mahon, Chair
Senate Committee on Honorary Degrees
Terms of Reference: https://umanitoba.ca/governance/sites/governance/files/2021-09/Senate_Committee_on_Honorary_Degrees_Terms_of_Reference.pdf

REPORT OF THE SENATE COMMITTEE ON AWARDS

Preamble

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

> 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 January 16, 2024, the Senate Committee on Awards approved 2 new offers, 7 revised offers, and 6 withdrawals as set out in the *Report of the Senate Committee on Awards (January 16, 2024)*.

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve 2 new offers, 7 revised offers, and 6 withdrawals as set out in the *Report of the Senate Committee on Awards (January 16, 2024)*. These award decisions comply with the Student Awards Policy.

Respectfully submitted,

Dr Jared Carlberg

Chair, Senate Committee on Awards

1. NEW OFFERS

Chow Family Bursary

In honour of Dr. Charles T. Chow and Mrs. Liang-Mei Chow, their family established an endowment fund at the University of Manitoba in 2023. The purpose of the fund is to provide financial support to students in the Faculty of Science. Each year, beginning in 2025-2026, the available annual income from the fund will be used to offer one or more bursaries to undergraduate students who:

(1) are Canadian citizens or permanent residents;

(2) are enrolled full-time (minimum 60% course load) in any year of study in the Faculty of Science;

(3) have achieved a minimum degree grade point average of 2.5; and

(4) have demonstrated financial need on the standard University of Manitoba general bursary application form.

Preference will be given to those students who have declared a major in Microbiology.

The selection committee will have the discretion to determine the number and value of awards offered each year based on the available annual income from the fund and the level of financial need demonstrated by candidates for this bursary.

In the event that there are no students who meet all of the numbered criteria, the scholarship will be offered to a student who meets criteria (2), (3) and (4).

The Dean of the Faculty of Science (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.

Dr. Charles T. Chow and Mrs. Liang-Mei Chow Scholarship

In honour of Dr. Charles T. Chow and Mrs. Liang-Mei Chow, their family established an endowment fund at the University of Manitoba in 2023. The purpose of the fund is to reward the academic achievements of graduate students in the Department of Microbiology. Each year, beginning in 2025-2026, the available annual income from the fund will be used to offer one or more scholarships to graduate students who:

(1) are enrolled full-time in the Faculty of Graduate Studies in any year of study in either the master's or doctoral program delivered by the Department of Microbiology at the University of Manitoba;

(2) have achieved a minimum grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study, and

(3) have demonstrated outstanding academic achievement and strong research potential.

To demonstrate how they meet criterion (3), applicants will be required to submit an application to the Department of Microbiology which will consist of the following materials:

(i) their thesis or dissertation proposal (maximum 1000 words);

(ii) a current academic transcript;

(iii) one letter of reference from the applicant's supervisor/advisor or from a professor who has taught the applicant one or more courses. This letter should assess the applicant's ability to succeed in a graduate program and/or speak to their research potential; and

(iv) a curriculum vitae of the applicant.

The selection committee will have the discretion to determine the number and value of awards offered each year based on the available annual income from the fund.

The 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.

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

Applied Health Sciences PhD Program Entrance Scholarship

The following amendments were made to the terms of reference for the Applied Health Sciences PhD Program Entrance Scholarship:

- The preamble was revised to:

  The Applied Health Sciences program provides an annual contribution of $6,000 to offer entrance scholarships for the Applied Health Sciences (PhD) program. The purpose of this scholarship is to support students entering the Applied Health Sciences program. Each year, one or more scholarships with a minimum value of $1,000 will be offered to graduate students who:

- The numbered criteria were revised to:

  (1) are entering as either full-time or part-time students in the Faculty of Graduate Studies in the first year of study in the Applied Health Sciences (PhD) program;

  (2) have achieved a minimum admission grade point average of 3.0 based on their last 60 credit hours (or equivalent) of study or their last equivalent two full years; and

  (3) have demonstrated academic success, research experience, leadership, volunteerism, and community engagement.

- The paragraphs following the numbered criteria were revised to:

  In order to demonstrate how they meet criterion (3), applicants must submit a current curriculum vitae to the Applied Health Sciences program.

  In order to maximize the Applied Health Science program's ability to support the greatest number of students, students holding other funding with a total amount equal to or greater than $10,000 at the time of application are not eligible for this award.

  The selection committee has the discretion to determine the number and value of awards offered each year based on the available funds, as outlined in the criteria above. A maximum of six scholarships will be awarded each year.

- The selection committee paragraph was revised to:

  The Dean of the Faculty of Graduate Studies (or designate) will ask the Chair of the Applied Health Sciences Awards Subcommittee to name the selection committee for this award.

- The standard Board of Governors statement was added.

Dr. Reda Elgazzar Oral Surgery Prize

The following amendments were made to the terms of reference for the Dr. Reda Elgazzar Oral Surgery Prize:

- The preamble was revised to:

  Dr. Reda Elgazzar has generously established an endowment fund at the University of Manitoba with an initial gift of $30,000 in 2018. The purpose of the fund is to reward a 4th year dental student who excelled and attained one of the highest grades in Oral and Maxillofacial Surgery and who maintains a high standard of professionalism. Beginning in the 2018-2019 academic year, 80% of the available annual income from the fund will be used to offer one prize to an undergraduate student who:

- The paragraphs following the numbered criteria were revised to:

  In order to determine if a candidate has met criterion (4), professionalism will be assessed by the selection committee through feedback on student interactions from clinical instructors and support staff within the oral surgery clinical area/rotation.

  In any given year that 80% of the available annual income for this award is less than $200, no prize will be offered.

Kenneth G. Wersh Fellowship

The following amendments were made to the terms of reference for the Kenneth G. Wersh Fellowship:

- The preamble was revised to:

  In memory of Kenneth G. Wersh, former President of Agri-Feed Products and grain farmer from Marquette Manitoba, his wife Joanne and daughter Kerith established an endowment fund at the University of Manitoba with an initial gift of $25,000 in 1996. The purpose of the fund is to offer one annual graduate student fellowship in the Faculty of Agricultural and Food Sciences. Each year, the available annual income from the fund will be given as a "top-up" award to a graduate student who:

- The numbered criteria were revised to:

  (1) is enrolled full-time in the Faculty of Graduate Studies in the second year of a master's program or in the third year of a doctoral thesis program in the Faculty of Agricultural and Food Sciences;

  (2) has been awarded the University of Manitoba Graduate Fellowship (UMGF) award numbers 44872 (master's) or 44873 (PhD); and

  (3) has achieved a minimum grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study.

- The paragraph following the numbered criteria was revised to:

  Preference will be given to a graduate student in Animal Science. Ties are to be broken using degree grade point average.

- The selection committee paragraph was revised to:

  The Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Faculty of Agricultural and Food Sciences to name the selection committee for this award.

- The standard Board of Governors statement was added.

Manitoba Aerospace Engineering Scholarship

The following amendments were made to the terms of reference for the Manitoba Aerospace Engineering Scholarship:

- The preamble was revised to:

  The Manitoba Aerospace Association (MAA) established an endowment fund with an initial gift of $10,000 to the University of Manitoba in 2015. The Manitoba Scholarship and Bursary Initiative made a contribution to the fund. This fund supports the Manitoba Aerospace Engineering Scholarship and the ENGAP Awards (scholarship portion #24443). The purpose of the fund is to reward the academic achievements of a student in the Price Faculty of Engineering. Each year, one scholarship valued at $1,500, will be offered to an undergraduate student who:

Manitoba Egg Farmers

The following amendments were made to the terms of reference for the Manitoba Egg Farmers:

Agriculture Diploma

- The numbered criteria were revised to:

  (1) is enrolled full-time (minimum 60% course load) in the Diploma in Agriculture program offered by the School of Agriculture;

  (2) has achieved a minimum grade point average of 3.0;

  (3) has achieved the highest percentage grade in Animal Biology and Nutrition (currently numbered ANSC 0420); and

  (4) is currently enrolled in Poultry Production and Management (currently numbered ANSC 0700).

- The paragraph following the numbered criteria was revised to:

  In the event that there are no students who have completed or are enrolled in Poultry Production and Management (currently numbered ANSC 0700), the scholarship will be offered to a student who has completed or is enrolled in Animal Health and Welfare (currently numbered ANSC 0600) provided they meet criteria (1), (2) and (3).

Manitoba Egg Farmers Dr. W. Bill Guenter Scholarship (Animal Systems)

- The numbered criteria were revised to:

  (1) is enrolled full-time (minimum 80% course load) in the fourth year of study in the Bachelor of Science (Animal Systems) offered by the Faculty of Agricultural and Food Sciences;

  (2) has achieved a minimum degree grade point average of 3.0; and

  (3) has either completed Avian Production Systems (currently numbered ANSC 4550) or is registered to take it in the final year.

Agricultural and Food Sciences Degree – Food Science

- The numbered criteria were revised to:

   (1) is enrolled full-time (minimum 80% course load) in the fourth year of study in the Bachelor of Science (Food Science) degree program offered by the Faculty of Agricultural and Food Sciences;

   (2) has achieved a minimum degree grade point average of 3.0; and

   (3) has achieved the highest percentage grade in the prescribed courses: Food Chemistry (currently numbered FOOD 2500), Food Process 1 (currently numbered FOOD 3010) and Food Engineering Fundamentals (currently numbered FOOD 3210).

Agricultural and Food Science Degree – Human Nutritional Sciences

- The numbered criteria were revised to:

   (1) is enrolled full-time (minimum 80% course load) in the fourth year of study in the Bachelor of Science (Human Nutritional Sciences) degree program offered by the Faculty of Agricultural and Food Sciences; and

   (2) has achieved a minimum degree grade point average of 3.0.

- The standard Board of Governors statement was added.

Sixth Prairie Conservation and Endangered Species Conference Fellowship

The following amendments were made to the terms of reference for the Sixth Prairie Conservation and Endangered Species Conference Fellowship:

- The preamble was revised to:

   The Steering Committee of the Sixth Prairie Conservation and Endangered Species Conference established an endowment fund at the University of Manitoba from conference proceeds in 2002. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund. The purpose of the fund is to support graduate students at the University of Manitoba who are conducting research related to conservation issues in the Canadian Prairies. Each year, beginning in 2003-2004, the available annual income from the fund will be used to offer one or more fellowships to graduate students who:

- The numbered criteria were revised to:

   (1) are enrolled full-time in the Faculty of Graduate Studies in any master's or doctoral program;

(2) have achieved a minimum grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study;

(3) are conducting or have proposed to conduct research in the area of prairie conservation and/or prairie endangered species management in Canada; and

   (4) show great potential as researchers, as judged by the selection committee.

- The paragraph following the numbered criteria was revised to:

   In order to demonstrate how they meet criteria (3) and (4), candidates must submit an application to the Faculty of Graduate Studies which must include the following materials:

   *(i.)	a research proposal (maximum 1000 words) including objectives, significance, and methods;*

   *(ii.)	a curriculum vitae; and*

(iii.) two letters of reference in support of the application (at least one of which must be from an academic staff member conducting research related to conservation issues in the Canadian Prairies).

- The paragraph following the numbered criteria was revised to:

  The selection committee has the discretion to determine the number and value of awards offered each year based on the available funds, as outlined in the criteria above.

- The selection committee paragraph was revised to:

  The Dean of the Faculty of Graduate Studies (or designate) will name the selection committee for this award which will include a representative from the Faculty of Science and a representative from the Faculty of Agricultural and Food Sciences.

- The standard Board of Governors statement was added.

The Iggy Award for Leadership of a Student Group

The following amendments were made to the terms of reference for The Iggy Award for Leadership of a Student Group:

- The preamble was revised to:

  The students of the Asper School of Business established an award in recognition of Ignacy Domagalski, the Commerce Students' Association (CSA) President during the 2001-2002 academic year and valedictorian of his graduating class, to show that young people can make significant community contributions and act as a mentor to others, as Iggy often did.

  This award also recognizes that student groups in the Asper School of Business play an integral part in providing an enriched environment for students and contribute to learning and relationship building.

  A contribution of $2.50 will be collected annually from all students registered in the Asper School of Business to support this award. The funds will be divided between the student recipient and the student group to which the student is affiliated, with 25% awarded to the student recipient and 75% to the student group.

  Each year, 25% of the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:

- The numbered criteria were revised to:

  (1) is enrolled full-time or part-time in the Asper School of Business;

  (2) has achieved a minimum degree grade point average of 2.0;

  (3) is nominated by a student in the Asper School of Business: and

  (4) is a member of one or more of the following:

  > *Association d'Internationale des Etudiants en Sciences Economiques et Commerciales (AIESEC)*
  >
  > *Association of International Management Students (AIMS)*
  >
  > *Asper Network of Empowered Women (ANEW)*
  >
  > *Asper School of Business Accounting Association (ASBAA)*
  >
  > *Asper Students Co-op Association (ASCA)*
  >
  > *Business Analytics Association (BAA)*
  >
  > *Commerce Business Banquet Organizing Committee*

Commerce Students' Association Case Competition Committee

Commerce Students' Association Commerce Cares Committee

Commerce Students' Association First Year Committee

Commerce Students' Association The Commerce Week Committee

Commerce Socials Committee

5 Days Committee

JDC West Organizing Committee (JDC)

National Business Schools Conference Organizing Committee (NBSC)

Shinerama Committee

The Entrepreneurial Mindset (TEM)

University of Manitoba Actuarial Club (UMAC)

University of Manitoba Finance Organization (UMFO)

University of Manitoba Human Resource Association (UMHRA)

University of Manitoba Indigenous Commerce Students (UMICS)

University of Manitoba Marketing Association (UMMA)

University of Manitoba Queer/2SLGBTQIA+ Asper Students (UMQAS)

University of Manitoba Supply Chain Organization (UMSCO)

- The paragraphs following the numbered criteria were revised to:

Each year, 75% of the remaining available income from the fund will be given to the student group with which the successful candidate is affiliated from criterion (4), which may vary depending on their formal financial and cooperative relationship with CSA.

The selection committee will select candidates from the list of nominees. The CSA's VPI will nominate at least two students to ensure a suitable/competitive recipient.

- The selection committee paragraph was revised to:

The Dean of the Asper School of Business (or designate) will name the selection committee which will include, the Senior Stick (President) of the CSA (or designate), the CSA Faculty Advisor (or designate) and a member of the Faculty as named by the Dean, and a member of the administrative staff of the Asper School of Business.

- The standard Board of Governors statement was added.

3. **WITHDRAWALS**

ABEP Award- Entrance Scholarship
At the request of the donor.

ABEP Citizenship Award
At the request of the donor.

Boeing Award for Excellence in Aerospace Material
At the request of the faculty.

Bristol Aerospace Award for Engineering Excellence

At the request of the faculty.

Olive Cupiss Entrance Scholarship (as per donor request)
At the request of the donor.

Standard Aero Award for Excellence in Aerospace Engineering
At the request of the faculty.

REPORT OF THE SENATE COMMITTEE ON AWARDS

<u>**Preamble**</u>

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

> 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.

<u>**Observations**</u>

At its meeting of February 20, 2024, the Senate Committee on Awards approved 10 new offers, 9 revised offers and 4 withdrawals as set out in the *Report of the Senate Committee on Awards (February 20, 2024)*.

<u>**Recommendations**</u>

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve 10 new offers, 9 revised offers, and 4 withdrawals as set out in the *Report of the Senate Committee on Awards (February 20, 2024)*. These award decisions comply with the Student Awards Policy.

Respectfully submitted,

Dr Jared Carlberg

Chair, Senate Committee on Awards

1. NEW OFFERS

Daniel A. Stokes Undergraduate Paper Prize in Political Studies

In everlasting memory of Daniel A. Stokes, his family, friends, and colleagues have generously established the Daniel A. Stokes Undergraduate Paper Prize in Political Studies at the University of Manitoba in 2024. The prize will be annually awarded to an undergraduate student in Political Studies for a research paper on a topic related to Canadian defence and security and/or Canadian politics.

Each year, beginning in the 2024-2025 academic year, one prize of $500 will be offered to an undergraduate student who:

(1) is registered either part-time or full-time in any year of study in the Political Studies program in the Faculty of Arts;

(2) has achieved a minimum degree grade point average of 3.0; and

(3) has submitted a single-authored essay on the topics of either Canadian Government and/or Canadian defence and security.

In order to demonstrate how they meet criterion (3), applicants must submit a single-authored essay, (minimum 2,500 words) that was either:

(a) submitted for course work in a Political Studies course in the Faculty of Arts at the University of Manitoba; or

(b) may elect to submit an original single-authored essay.

The selection committee will judge for comprehension and content using the following criteria:

(i.) provided clear background and significance to the research question;

(ii.) clearly described the research strategy/design and the results/findings of the research; and

(iii.) clearly described the conclusions, outcomes, relevance, and impact of the research.

Only essays completed within the academic year for which the award is delivered are eligible.

In the event that there is no eligible undergraduate student who meets all the numbered criteria in any given year, the prize will not be offered.

The selection committee has the discretion to determine the number of awards offered each year based on the available funds, as outlined in the criteria above.

The Director, Centre for Defence and Security Studies (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.

Dr. Lawrence F. Douglas Fellowship in Sociology and Criminology

In memory of Dr. Lawrence F. Douglas, his daughter Dr. Delia D. Douglas established an endowment fund to support Black graduate students studying in the Department of Sociology and Criminology at the University of Manitoba. Each year, beginning in 2024-2025, the available annual income from the fund will be used to offer one or more fellowships to graduate students who:

(1) have self-declared as Black including those from Africa or of the African diaspora (e.g. African and Africa descended people from the Caribbean, North America, Europe, or Latin America);

(2) are enrolled full-time in the Faculty of Graduate Studies, in the Master of Arts program, or the doctoral program offered through the Department of Sociology and Criminology;

(3) have achieved a minimum grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study;

(4) have demonstrated community engagement, namely involvement and participation in a leadership capacity or through volunteering; and

(5) have demonstrated exceptional academic and research skills.

In order to demonstrate how they meet criteria (4) and (5), candidates must submit an application and a current *curriculum vitae* to the Graduate Committee of the Department of Sociology and Criminology.

If in the opinion of the selection committee, there are no eligible applicants, any unspent revenue may be held over to offer the award the following year.

The Dean of the Faculty of Graduate Studies (or designate) will ask the Graduate Committee of the Department of Sociology and Criminology to 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.

Dr. Russell and Kathryn Smandych Bursary

In memory of Dr. Russell Smandych, his spouse Kathryn Smandych established an endowment fund at the University of Manitoba in 2023. The purpose of the fund is to provide bursaries for graduate students in the Department of Sociology and Criminology. Each year, the available annual income from the fund will be used to offer one or more bursaries to graduate students who:

(1) are international students;

(2) are registered full-time in the Faculty of Graduate Studies in any year of study in the doctoral program offered through the Department of Sociology and Criminology at the University of Manitoba;

(3) have achieved a minimum grade point average of 3.0 based on the last 60 credit hours (or equivalent) of study; and

(4) have demonstrated financial need on the standard University of Manitoba general bursary application form.

In the event that there are no students who meet all of the numbered criteria the bursaries may be offered to students who meet criteria (2), (3) and (4).

The selection committee will have the discretion to determine the number and value of scholarships offered each year, based on the available funding.

The Dean of the Faculty of Graduate Studies will ask the Chair of the Graduate Committee of the Department of Sociology and Criminology to convene 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.

Engineers Geoscientists Manitoba Bursary in Geological Sciences

In honour of their centenary, Engineers Geoscientists Manitoba established an endowment fund at the University of Manitoba with an initial gift of $50,000 in 2021. The purpose of the fund is to provide financial support to an undergraduate student in the Department of Earth Sciences. 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 third or fourth year of study in the Geology, Geophysics or Environmental Geoscience four-year Honours or Majors program in the Department of Earth Sciences in the Clayton H. Riddell Faculty of Environment, Earth, and Resources;

(2) has achieved a minimum degree grade point average of 2.0 and;

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

Preference will be given to students who have self-declared as a First Nations, Métis, or Inuit person from Canada and/or who identify as women or non-binary.

The bursary is renewable for two years, provided the recipients continue to meet all of the numbered criteria outlined above.

The selection committee will be the Department of Earth Sciences Awards Committee of the Clayton H. Riddell Faculty of Environment, Earth, and Resources 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.

Marie Pauline Wood Steiman Memorial Scholarship

In memory of Marie Pauline Wood Steiman (B.A./'97), an endowment fund was established at the University of Manitoba in 2022. The purpose of the fund is to reward Indigenous students for their academic achievements in the field of nursing. When funds are available, the Manitoba Scholarship and Bursary Initiative may make a contribution to the award. Each year, beginning in 2024-2025, the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:

(1) has self-declared as a First Nations, Métis, or Inuit person from Canada;

(2) is enrolled full-time (minimum 80% course load) in the second year or higher of study in the Bachelor of Nursing program in the College of Nursing; and

(3) has achieved the highest degree grade point average in the program among the students who meet criteria (1) and (2).

Ties are to be broken using the following criteria, in priority sequence: (i) the Degree Grade Point Average, calculated to the fourth decimal place; (ii) the higher proportion of A+ and A grades in a total program; (iii) the highest number of credit hours completed in the degree program; (iv) the greater proportion of senior- or advanced-level courses in the total program.

The Dean of the College of Nursing (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 intent of the donor in establishing the award.

MiSc Community Achievement Scholarship

The Microbiology Student's Club established an annually funded award at the University of Manitoba in 2022. The purpose of this fund is to recognize undergraduate Microbiology, Biochemistry, or Genetics students who are making significant contributions to the scientific community while maintaining academic success as well as to encourage and support strong community involvement and leadership abilities. Each year, beginning in 2023-2024 and ending in 2027-2028, one scholarship with a value of $1200 to an undergraduate student who:

(1) is enrolled full-time (minimum 80% course load) in any year of study in the Faculty of Science in either:
   (a) a Microbiology major, honours, and/ or Co-operative Option program;
   (b) a Biochemistry major, honours, and/ or Co-operative Option program;
   (c) a Genetics major, honours, and/ or Co-operative Option program;
(2) has achieved a minimum degree grade point average of 3.0; and
(3) has demonstrated strong community involvement and leadership abilities.

In order to demonstrate how they meet criterion (3), applicants must submit a written statement (maximum 500 words) highlighting their contributions and connections to the scientific community, with an emphasis on the impact of their involvement. Applicants should include explanations of any past and current volunteer experiences, relevant work and/or research experiences, and/or other community involvement within or outside of the Faculty of Science at the University of Manitoba.

The Dean of the Faculty of Science will ask the Department Heads of Microbiology, Chemistry and Biological Sciences (or their designates) to jointly name the selection committee which will include an executive member of the Microbiology Student Club.

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.

**Samit and Reshma Sharma Scholarship
in Human Rights, Peace, and Conflict Studies**

The Samit and Reshma Sharma Foundation established an endowment fund at the University of Manitoba in 2023. The purpose of the fund is to reward the academic achievements of graduate students in Human Rights and/or Peace and Conflict Studies. Each year, beginning in 2024-2025, the available annual income from the fund will be used to offer one or more scholarships to graduate students who:

(1) are enrolled full-time in the Faculty of Graduate Studies in a master's or doctoral program at the University of Manitoba;

(2) have achieved a minimum grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study; and

(3) are currently undertaking research with a focus on human rights, social justice, or peace and conflict studies.

Preference in selection will be given to students who are working in collaboration with the Canadian Museum for Human Rights.

Candidates will be required to submit an application that includes: a) a current academic transcript; b) a summary of their thesis proposal (maximum 500 words); c) a statement of why they believe their research will be world class and how their research will benefit society; and d) a letter of support from their thesis supervisor.

The selection committee will have the discretion to determine the number and value of the awards based on the available funds.

The Dean of the Faculty of Graduate Studies (or designate) will name the selection committee for this award which will include a representative chosen by the Dean of the Faculty of Arts and another representative chosen by the Dean of Faculty of Law.

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.

Samit and Reshma Sharma Scholarship in Microbiology and Infectious Diseases

The Samit and Reshma Sharma Foundation established an endowment fund at the University of Manitoba in 2023. The purpose of the fund is to reward the academic achievements of a student in the Faculty of Graduate Studies. Each year, beginning in 2024-2025, the available annual income from the fund will be used to offer one or more scholarships to graduate students who:

(1) are enrolled full-time in the Faculty of Graduate Studies in a master's or doctoral program offered by either:

(a) the Department of Microbiology in the Faculty of Science; or

(b) the Department of Medical Microbiology and Infectious Diseases in the Max Rady College of Medicine;

(2) have achieved a minimum grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study; and

(3) are currently undertaking research with a focus on enhancing societal knowledge and developing therapeutic targets to treat infectious diseases.

A preference will be given to students who are working in collaboration with public health laboratories such as Canada's National Microbiology Laboratory (NML) or Manitoba's Cadham Provincial Laboratory.

In order to demonstrate how they meet criteria (3), and confirm if they are working in collaboration with either Canada's National Microbiology Laboratory or Manitoba Cadham Provincial Laboratory, candidates must submit an application to the Faculty of Graduate Studies that includes all of the following materials:

(i.)   a summary of their thesis proposal (maximum 500 words);

(ii.)   a self-declaration to confirm they are working in collaboration with Canada's National Microbiology Laboratory (NML) or Manitoba's Cadham Provincial Laboratory;

(iii.)   a copy of their academic transcript;

(iv.)   a statement of why they believe their research will be world class and how their research will benefit society; and

(v.)   a letter of support from their thesis supervisor.

The selection committee has the discretion to determine the number and value of awards offered each year based on the available funds, as outlined in the criteria above.

The Dean of the Faculty of Graduate Studies (or designate) will name the selection committee for this award which will include one faculty member from the Department of Microbiology and one faculty member from the Department of Medical Microbiology and Infectious Diseases.

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.

The Claude and Lou Ellen Ibbott Dental Education Scholarship

In honour of Dr. Claude Ibbott and Lou Ellen Ibbott, an annual fund was established at the University of Manitoba in 2024. The purpose of the fund is to reward the academic achievements of a student in the Dr. Gerald Niznick College of Dentistry. Each year, beginning in 2024-2025 and ending in 2028-2029, one scholarship valued at $10,000 will be offered to an undergraduate student who:

(1) is registered full-time (minimum 80% course load) in any year of study of the Doctor of Medicine in Dentistry (DMD) program in the Dr. Gerald Niznick College of Dentistry; and

(2) has achieved a minimum degree grade point average of 3.5.

Preference will be given to a student who has graduated from a Manitoba or Saskatchewan high school and who has participated in fishing, golfing, canoeing, sailing, curling and/or skiing.

In order to demonstrate how they have participated in fishing, golfing, canoeing, sailing, curling and/or skiing, applicants must submit a written statement (maximum 500 words) to the Awards Committee of the Dr. Gerald Niznik College of Dentistry.

The selection committee will be the Awards Committee of the Dr. Gerald Niznick College of Dentistry and will include a representative of the family of Claude and Lou Ellen Ibbott for as long as they wish to remain involved in the process.

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.

The Honourable John M. Scurfield Memorial Scholarship

In memory of the Honourable John M. Scurfield, his family and friends established an endowment fund with a gift of $190,000 at the University of Manitoba in 2023. The purpose of the fund is to reward the academic achievements of undergraduate students pursuing studies in the Faculty of Law and fund the bi-annual lectureship in the area of Access to Justice. Each year 75% of the income from the fund will be used to support scholarships and 25% will be designated for the bi-annual lectureship.

Each year, beginning in 2024-2025, 75% of the available annual income from the fund will be used to offer three scholarships of equal value to undergraduate students who:

(1) have self-declared as a First Nations, Métis, or Inuit person from Canada or as a Black person from Canada.

(2) are enrolled full-time (minimum 80% course load) in any year of study of the Juris Doctor program in the Faculty of Law at the University of Manitoba;

(3) have achieved a minimum degree grade point average of 3.0;

In order to demonstrate how they meet criteria (1), candidates must submit a written statement of self-declaration.

In the event that there are no students who meet all of the numbered criteria, the scholarship will be offered to a student who meets criteria (2) and (3).

The Dean of the Faculty of Law (or designate) will name the selection committee for this award which will include at least one Indigenous and/or Black committee member and the donor (or designate).

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

Back-To-The-Land Association Prizes

The following amendments were made to the terms of reference for the Back-To-The-Land Association Prizes:

- The preamble was revised to:

  The Back-To-The-Land Association established an endowment fund at the University of Manitoba in 1980. The purpose of the fund is to encourage students registered in the final year of the Diploma in Agriculture program to return to farming. The prizes will be awarded at the School of Agriculture graduation banquet. Each year, the available annual income and some or all of the unspent revenue at the discretion of the selection committee will be used to offer one or more convocation prizes to undergraduate students who:

- The numbered criteria were revised to:

  (1) were enrolled full-time (minimum 80% course load) in the final year of the Diploma in Agriculture program in the Faculty of Agricultural and Food Sciences at the University of Manitoba in the year in which the prize was tenable;

  (2) have successfully completed the requirements of the Diploma in Agriculture program in the Faculty of Agricultural and Food Sciences;

  (3) have a minimum degree grade point average of 3.0; and

  (4) *plan to return to farming after completing the Diploma in Agriculture program.*

- The selection committee paragraph was revised to:

  The selection committee will be the Faculty of Agricultural and Food Sciences Awards Committee.

Class of Arts and Science '30 Prize in Geography

The following amendments were made to the terms of reference for the Class of Arts and Science '30 Prize in Geography:

- The preamble was revised to:

  The 1930 class of Arts and Science established an endowment fund at the University of Manitoba in 1981. The purpose of the fund is to reward the academic achievements of a student in the Clayton H. Riddell Faculty of Environment, Earth, and Resources. Each year, beginning in the 1981-1982 academic year, the available annual income from the fund and some or all of the unspent revenue at the discretion of the selection committee will be used to offer one prize to an undergraduate student who:

- The numbered criteria were revised to:

  (1) was enrolled full-time (minimum 80% course load) in the Clayton H. Riddell Faculty of Environment, Earth, and Resources in the year in which the award was tenable;

  (2) is either:

  (a) in the final year of study in the Bachelor of Arts in Geography General degree program; or

  (b) in the final year of study in the Bachelor of Arts in Geography Advanced degree program; and

  (3) has achieved the highest degree grade point average.

- The following paragraph was added:

  Ties are to be broken using the following criteria, in priority sequence: (i) the Degree Grade Point Average, calculated to the fourth decimal place; (ii) the higher proportion of A+ and A grades in a total program; (iii) the highest number of credit hours completed in the degree program; (iv) the greater proportion of senior- or advanced-level courses in the total program.

- The selection committee paragraph was revised to:

  The Dean of the Clayton H. Riddell Faculty of Environment, Earth, and Resources (or designate) will name the selection committee for this award.

- The standard Board of Governors statement was added.

Goldie Goldstein Prize in Nutrition

The following amendments were made to the terms of reference for the Goldie Goldstein Prize in Nutrition:

- The preamble was revised to:

  In honour of her birthday, the family of Mrs. Goldie Goldstein established a trust fund at the University of Manitoba in 1998. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund. The purpose of the fund is to reward the academic achievements of a student in the Faculty of Agricultural and Food Sciences. Each year, the available annual income, including any unspent revenue from the fund, will be used to offer one prize to an undergraduate student who:

- The numbered criteria were revised to:

  (1) is enrolled full-time (minimum 80% course load) in the Bachelor of Science in Human Nutritional Sciences degree program in the Faculty of Agricultural and Food Sciences;

  (2) has successfully completed either Nutrition and the Elderly (currently numbered HNSC 4310) or Maternal and Child Nutrition (currently numbered HNSC 4340) with high academic standing in the year in which the prize was tenable;

  (3) has achieved a minimum degree grade point average of 3.0; and

  (4) has shown the greatest improvement from the beginning to the end of the course in the areas of critical thinking and logical problem solving and has contributed to the learning environment in the class through class discussions.

- The selection committee paragraph was revised to:

  The selection committee will be the Faculty of Agricultural and Food Sciences Awards Committee, which will solicit the input of the instructor for the above named courses.

- The standard Board of Governors statement was added.

Interlake Grassland Society Bursaries

The following amendments were made to the terms of reference for the Interlake Grassland Society Bursaries:

- The preamble was revised to:

  In memory of Herb Kernested, the Interlake Grassland Society established a bursary fund at the University of Manitoba in 1982. The purpose of the fund is to provide financial support to students in the Faculty of Agricultural and Food Sciences. Each year, the available annual income from the fund will be used to offer one or more bursaries to undergraduate students who:

- The numbered criteria were revised to:

  (1) are enrolled full-time (minimum 60% course load) in the fourth year of study in the Animal Systems degree program in the Faculty of Agricultural and Food Sciences;

  (2) have achieved a minimum degree grade point average of 2.5; and

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

- The preference statement was revised to:

  Preference will be given to a student who has graduated from a high school in the Interlake Region of Manitoba.

- The following paragraphs were added:

In the event that there are no students who meet criterion (1), the bursary will be offered to a student who is enrolled full-time (minimum 60% course load) in the fourth year of study in any degree program offered in the Faculty of Agricultural and Food Sciences who also meet criteria (2) and (3).

The selection committee will have the discretion to determine the number and value of awards offered each year, provided that no single award is less than $200, based on the available annual income from the fund and the level of financial need demonstrated by candidates for this bursary.

- The selection committee paragraph was revised to:

The selection committee will be the Faculty of Agricultural and Food Sciences Awards Committee.

- The standard Board of Governors statement was added.

Judy Stewart Sutherland Scholarship

The following amendments were made to the terms of reference for the Judy Stewart Sutherland Scholarship:

- The preamble was revised to:

In honour of Judy Stewart Sutherland, her husband, Ian C. Sutherland, established a fund of $183,304 at the University of Manitoba in 1993. The purpose of the fund is to reward the academic achievements of a student who excels in mathematics and/ or sciences from Gordon Bell High School. Each year, the available annual income from this fund will be used to offer one or more scholarships with a minimum value of $3000 to undergraduate students who:

- The numbered criteria were revised to:

(1) have graduated from Gordon Bell High School in Winnipeg, Manitoba;

(2) have achieved a minimum 80% average on the five courses considered for admission to the University of Manitoba;

(3) have achieved a minimum grade of 80% in the following high school courses:

   (a) one 40S science course in Chemistry, Biology, Physics or Computer Science; or

   (b) one 40S math course.

(4) will be enrolled full-time (minimum 80% course load) in the first year of study in University 1 or any faculty, college, or school with a Direct Entry option at the University of Manitoba; and

(5) have been active in team sports at the high school level.

- The renewal paragraphs were revised to:

The Judy Stewart Sutherland Scholarship is renewable for two years, provided the recipients continue as full-time (minimum 80% course load) students, maintain a minimum sessional grade point average of 3.5, and are enrolled in one of the following faculties: the Faculty of Science, the Price Faculty of Engineering, or the Rady Faculty of Health Sciences at the University of Manitoba.

In the event that a recipient does not qualify for renewal of the scholarship, the University will reinvest the available annual income into the capital.

In any given year that three students are selected, each award will be valued at one-third of the available annual income with a maximum of three Judy Stewart Sutherland scholars in one year.

- The following paragraph was revised to:

In the event that there are no students who meet all of the numbered criteria, the scholarship will be offered to a student who meets criteria (1), (2), (3), and (4).

- The following paragraph was added:

Ties are to be broken using the following criteria, in priority sequence: (i) the Degree Grade Point Average, calculated to the fourth decimal place; (ii) the higher proportion of A+ and A grades in a total program; (iii) the highest number of credit hours completed in the degree program; (iv) the greater proportion of senior- or advanced-level courses in the total program.

- The following paragraph was revised to:

Gordon Bell High School will nominate one candidate each year. The nomination will be forwarded to the University of Manitoba by the end of June each year.

- The selection committee paragraph was revised to:

The Associate Registrar and Director, Financial Aid & Awards will name the selection committee for this award.

- The standard Board of Governors statement was added.

McCrorie-West Family Fellowship for Alzheimer Research

The following amendments were made to the terms of reference for the McCrorie-West Family Fellowship for Alzheimer Research:

- The preamble was revised to:

The family of Mary McCrorie (nee West) established a fund in her memory in 1996 which will provide two fellowships to be awarded yearly to graduate students at the University of Manitoba. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund. The purpose of the fund is to support promising students who plan on making a career in research for the treatment or cure of Alzheimer's disease.

Each year, beginning in 2019-2020, the available annual income will be used to offer two fellowships with a minimum value of $5000: one to a new recipient, valued at 50% of the available annual income rounded down to the nearest $500 increment, and the second as a renewal to the previous year's recipient, valued at 50% of the available annual income rounded down to the nearest $500 increment. The value of the fellowships will be adjusted annually based on available funds.

One fellowship valued at 50% of the available annual income rounded down to the nearest $500 increment will be offered to a graduate student who:

- The numbered criteria were revised to:

(1) is enrolled full-time in the Faculty of Graduate Studies in a doctoral program at the University of Manitoba that is focused on conducting research related to finding a treatment or cure for Alzheimer's disease;

(2) has completed a minimum of one term in the doctoral program and achieved a minimum grade point average of 3.5 based on the previous 60 credit hours (or equivalent) of study;

(3) has an outstanding academic record and has demonstrated an aptitude for conducting research directly related to finding a treatment or cure for Alzheimer's disease; and

(4) *is conducting research while physically in the Province of Manitoba.*

- The paragraph following the numbered criteria was revised to:

To demonstrate how they meet the criteria, applicants will be required to submit an application to the Faculty of Graduate Studies Dean's Office by May 15 each year which must include all of the following materials:

  (i.)   a research proposal (minimum1500 words, maximum 2500 words) clearly detailing the research questions, methodology, and expected results for the research being undertaken, and its practical applicability and relevance to Alzheimer's Disease (worth 50% of the application score);

  (ii.)   a letter of intent (maximum 500 words) which includes a statement of plans for a career in research directly related to finding a treatment or cure for Alzheimer's disease (worth 20% of the application score);

  (iii.)   an official academic transcript and curriculum vitae (worth 20% of the application score);

  (iv.)   a letter of reference from their graduate advisor in support of the application (worth 10% of the application score).

- The following paragraph was added:

If in the opinion of the selection committee, two new candidates are equally qualified for the fellowship, the fellowship may be split equally between two recipients.

- The renewal paragraphs were revised to:

A second fellowship, valued at the remaining 50% of the available annual income rounded down to the nearest $500 increment, will be a renewal offered to the previous year's recipient, provided the recipient continues to meet the award criteria.

In order to be considered for the renewal, the previous year's recipient must submit an application to the Faculty of Graduate Studies Dean's office by May 15 each year which must include the following materials:

  (i.)   a statement (maximum 500 words) to the Faculty of Graduate Studies describing their research progress and how they continue to meet the qualifying criteria for this award; and

  (ii.)   a letter from their graduate advisor supporting the renewal application.

In the event that the previous year's recipient is not eligible for renewal, then only one new award should be offered, provided an eligible candidate exists, while the portion of the income from the fund dedicated to the renewal of the award will be returned to the capital of the fund. In the event that there were two recipients in the previous year, the renewal award will be split equally between the students provided the students continue to meet the award criteria.

- The selection committee paragraph was revised to:

The Dean of the Faculty of Graduate Studies (or designate) will name the selection committee for this award and will include a representative from the Centre on Aging and a representative of the family of Mary McCrorie for as long as they wish to remain involved in the process.

Pitblado Scholarships

The following amendments were made to the terms of reference for Pitblado Scholarships:

- The preamble was revised to:

James Pitblado and Sandra Pitblado established an endowment fund at the University of Manitoba with an initial gift of $1,000,000 in 2001. The Manitoba Scholarship and Bursary Initiative has made a matching contribution to the fund. The purpose of the fund is to provide recognition and support to exceptional students in the Faculty of Law. Recipients of these scholarships will be honoured by the Faculty of Law as the "Pitblado Scholars." Each year, the available annual income from the fund will be used to offer ten scholarships of equal value and a minimum $10,000 each, to undergraduate students who:

- The numbered criteria were revised to:

  (1) are enrolled full-time (minimum 80% course load) in the first or second year of study in the Juris Doctor program in the Faculty of Law;

  (2) rank in the top 10 of their class by sessional GPA; and

  (3) continue in the next year of study in the Faculty of Law at the University of Manitoba. (4) have demonstrated financial need on the IBEP bursary application form, approved by the Financial Aid and Awards office at the University of Manitoba.

- The selection committee paragraph was revised to:

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

- The standard Board of Governors statement was added.

Sam and Esther Sair Scholarship

The following amendments were made to the terms of reference for the Sam and Esther Sair Scholarship:

- The preamble was revised to:

  A scholarship has been established by Skills Unlimited at the Winnipeg Foundation to assist qualified individuals who wish to pursue special studies in the rehabilitation of persons with long term mental disorders as part of their training in Psychology or Occupational Therapy or who have completed formal training and who show aptitude and willingness. The Winnipeg Foundation will confirm the value of these awards annually. Each year, one or more scholarships will be offered to graduate students who:

- The numbered criteria were revised to:

  (1) are enrolled full-time in the Faculty of Graduate Studies at the University of Manitoba, in a master's or doctorate program offered by the Psychology or Occupational Therapy departments;

  (2) have achieved a minimum grade point average of 3.5 in the last 60 credit hours (or equivalent) of study; and

  (3) have demonstrated an interest and aptitude for special studies in the rehabilitation of persons with long term mental disorders.

- The following paragraph was added:

  Preference is to award one scholarship to a graduate student in the Psychology Department and one scholarship to a graduate student in the Occupational Therapy Department.

- The selection committee paragraph was revised to:

  The Dean of the Faculty of Graduate Studies will ask the Vice-Provost (Health Studies) and Dean of the Rady Faculty of Health Sciences (or designate) to name the selection committee. The committee will include at least one representative from the Department of Psychology and the Department of Occupational Therapy.

Tony T. K. Lau Awards for Volunteer Service to International Students

The following amendments were made to the terms of reference for The Tony T. K. Lau Awards for Volunteer Service to International Students:

- The preamble was revised to:

  In order to promote cultural understanding, and in honour of the support he received as an international student, Tony T.K. Lau (B.A.'71), past President of the University of Manitoba International Student Organization (1971-1972), and co-founder and current President of the University of Manitoba Chinese Alumni Association of Canada (1986), established an endowment fund with the initial gift of $50,000 at the University of Manitoba in 2016 and generously contributed another $25,000 to the fund in 2024. The purpose of the fund is to support student volunteers who have had an impact on the lives of international students at the University of Manitoba. When funds are available, the Manitoba Scholarship and Bursary Initiative may contribute to the award.

  Each year, beginning in 2023-2024, 70% of the available annual income from the fund will be used to offer one or more scholarships to undergraduate or graduate students who:

- The numbered criteria were revised to:

  (1) are enrolled full-time (minimum 80% course load) in any faculty, college, or school at the University of Manitoba;

  (2) have achieved a minimum degree point average of 3.5; and

  (3) have volunteered to help international students adapt to Canada and the University of Manitoba, either through participation in programs offered through the International Centre, or through any University of Manitoba association or group.

- The paragraph following the numbered criteria was added:

  If in the opinion of the selection committee, more funding is deemed necessary, any unspent revenue may be used to offer more awards or for use towards the Tony T. K. Lau Lectureship Fund (611140).

- The following paragraph was revised to:

  The recipients of the awards will be recognized with their name on a plaque. The plaque will be on display in the International Centre which will be updated annually to include the names of the award recipients. A portion of the endowment fund will be set aside to cover the costs associated with the plaque and nameplates. The International Centre is responsible for ordering the nameplates and updating the names on the plaque on an annual basis.

- The following sentence was added:

  The remaining 30% of the available annual income and the unspent revenue will be used to top up the current year's spending of the Tony T.K. Lau Lectureship Fund (611140).

- The selection committee paragraph was revised to:

  The Director of the International Centre (or designate) will name the selection committee for this award, which will include the donor (or designate) and a member of the University of Manitoba International Student's Organization. If a graduate student is selected, the results will be reported through the Dean of the Faculty of Graduate Studies.

3. WITHDRAWALS

3M Canada Company Bursaries
At the request of the donor.

Leadership Entrance Award
At the request of the donor.

Noventis Credit Union Prize
At the request of the donor.

Tony T. K. Lau Bursary for Volunteer Service to International Students
At the request of the donor.

Faculty of Arts

February 20, 2024

TO: Shannon Coyston, Associate University Secretary (Senate)

FROM: Rob Hoppa, Acting Dean

SUBJECT: **Shifting the administration of the Diploma in Labour Relations and Workplace Studies from Extended Education to the Faculty of Arts**

This memo is to inform you that, at its meeting on February 15, 2024, Faculty of Arts Council approved a motion to **take on the administration of the Diploma in Labour Relations and Workplace Studies**

Relevant memos follow.

cc: Greg Smith, Vice-Provost, Academic Planning and Programs
       Mark Torchia, Acting Dean, Extended Education
       Jeff Adams, Registrar and Executive Director of Enrollment Services
       Jesse Hajer, Labour Studies Program Coordinator
       Jason Leboe-McGowan, Chair, Faculty of Arts Academic Regulations Policy Committee
       Greg Sobie, Manager, Student Services, Faculty of Arts
       Rory Henry, Director of Planning and Priorities, Faculty of Arts

3rd Floor Fletcher Argue Bldg.
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Telephone (204) 474-9100
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January 8, 2024

TO: Arts Faculty Council

FROM: Rob Hoppa, Acting Dean, Faculty of Arts

SUBJECT: **Proposal to move the Administrative Home of the Labour Relations and Workplace Studies Diploma from Extended Education to the Faculty of Arts**

In June 2023, Dean Taylor received a request from Vice-Provost (Academic Planning and Programs) Greg Smith initiating a discussion on the possibility of shifting the administrative home of the Diploma in Labour Relations and Workplace Studies from General Studies (Extended Education) to the Faculty of Arts. The rationale he presented at the time was that since the University is, "*now moving to a new phase of familiarity and marketing of our non-degree programs, including diplomas and micro-diplomas, the retention of the LRWS program in the General Studies suite of programs with Extended Education seems out of step. We have the new micro-diploma attached to the Faculty of Arts' Labour Studies unit and it makes sense to also shift what is essentially the calendar location of the diploma program to the Faculty of Arts as well. All 30 credit hours are offered by Labour Studies alone and so it is the visibility and registration of the program that is inconsistent with the current intent of our Certificate and Diploma Framework as well as our budget model.*"

In response to the message from the Vice-Provost, the Faculty of Arts has recently introduced admissions and academic regulations for Diploma programs offered by the Faculty of Arts – in preparing to follow Dr. Smith's suggestion to move the Diploma in Labour Relations and Workplace Studies from Extended Education to the Faculty of Arts.

The Faculty of Arts Student Services office has the capacity to take on the administrative work that was formerly performed by Extended Education staff. This work will include vetting admissions, registration assistance, academic advising, and graduation processing. The Faculty of Arts has sufficient resources, including teaching resources and, administrative and student supports to allow for a smooth transition and to maintain the Diploma program.

University of Manitoba

Message from
Dr. Mark G. Torchia, Vice-Provost (Teaching and Learning)

To: Rob Hoppa, Acting Dean, Faculty of Arts
        Greg Sobie, Manager of Student Services, Faculty of Arts

From: Mark G. Torchia, Acting Dean – Division of Extended Education

Date: December 15, 2023

Re: Letter of support for Diploma in Labour Relations and Workplace Studies

I am in support of the transfer to the Diploma in Labour Relations and Workplace Studies from the Division of Extended Education to the Faculty of Arts. The Division will continue to work with the Faculty of Arts to finalize any academic or administrative processes associated with the transfer.

Respectfully,

Dr. Mark G. Torchia

Labour Studies Program, Faculty of Arts
115 to 119 Isbister Building
183 Dafoe Road
University of Manitoba (Fort Garry campus)
Winnipeg, MB R3T 2N2

labour_studies@umanitoba.ca
Phone: 204-474-8356
Fax: 204-474-7869

UM | Faculty of Arts

Date: December 21, 2023

To: R. Hoppa, Acting Dean Faculty of Arts; M. Torchia, Acting Dean Extended Education

From: J. Hajer, Acting Program Coordinator, Labour Studies

Subject: Labour Studies Diploma program

This memo is to express the support of the Labour Studies program for continuing the Labour Studies Diploma program and for the proposal to transfer administration of the program from Extended Education to the Faculty of Arts. We understand the Faculty of Arts Dean's Office will undertake the administrative load related to the shift, and that the Labour Studies program would continue to promote the diploma and welcome diploma students into our classes.

Labour unions, government departments, and community organizations list a Labour Studies Diploma or degree among the desired qualifications on their job postings. The diploma has enabled people working in the labour movement, government and non profit organizations to qualify for advancement within their organizations and/or to seek advancement in other organizations in the field. In particular, the diploma has supported people, many of them women, who are working at administrative jobs to rise up the job ladder in their organizations.

The program requires minimal additional resources to maintain and helps supports enrollment in Labour Studies courses. The relatively large number of evening classes offered compressed courses offered over four weeks during regular terms on one evening and one day on the weekend, are especially attractive to our Diploma students and facilitates their participation.

The position of Labour Studies is that the diploma program remains a valuable program and should be continued.

CC: G. Smith, Vice-Provost; G. Sobie, Manager, Faculty of Arts Student Services

University of Manitoba | Office of the Registrar and Enrolment Services

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

TO: Rob Hoppa, Acting Dean, Faculty of Arts
              Greg Sobie, Manager of Student Services, Faculty of Arts

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

DATE: December 15, 2023

SUBJECT: Letter of support for Diploma in Labour Relations and Workplace Studies

I am in support of the transfer to the Diploma in Labour Relations and Workplace Studies from the Division of Extended Education to the Faculty of Arts. The Office of the Registrar and Enrolment Services will be working with the Faculty of Arts to finalize any administrative processes associated with the move.

Cc: Laurie Schnarr, Vice-Provost (Students)
Erin Stone, Deputy Registrar and Director, Admissions

In Memoriam: Dr. Klaus K. Klostermaier

A long-time member of the Faculty of Arts, Department of Religion, Dr. Klaus K. Klostermaier, died on February 26, 2024.

Born in Germany, Klaus Klostermaier was educated – in Freising, Vienna, and Rome – in Theology, Philosophy, Comparative Religion, Ethnology, and Hinduism before moving to Vrindaban, India to further his study of Hinduism, obtaining his Ph. D. in Ancient Indian History and Culture from the University of Bombay in 1969. While undertaking his Ph. D. studies, he served as Director of the Institute of Indian Culture in Bombay, leaving India in 1970 to join the Department of Religion at the University of Manitoba. He served as Department Head, Religion, from 1986 to 1997. He founded the Asian Studies Centre in 1990, serving as its Head until 1995. On his retirement from the University of Manitoba in 1999, he became Academic Director and Dean of Studies at the Oxford Centre for Vaisnava and Hindu Studies, Oxford, U.K.

When Dr. Klostermaier joined the University of Manitoba in 1970, he had already authored four books, co-authored three books, published six invited contributions to edited manuscripts and eight papers in refereed journals. During his time in the Department of Religion, Faculty of Arts, he authored another thirteen books, co-authored the *Macmillan Dictionary of Religion*, published some thirty-five invited contributions to edited volumes, and some forty major papers in refereed journals. He became a Distinguished Professor at the University of Manitoba in 1986, and a Fellow of the Royal Society of Canada in 1997.

Dr. Klostermaier, an unparalleled scholar, also a remarkable, innovative, and highly-sought-after teacher and mentor, received two University of Manitoba awards for excellence in graduate teaching. The interdisciplinary seminar in Science and Religion that he co-taught with Dr. Robin Connor, Dean of Science – each week a memorable event - inevitably filled to standing-room only. During his time in the Department of Religion, he supervised seven Ph.D. and twenty M. A. students. He served as External Examiner of several Ph. D. theses in Canada and India.

With profound gratitude and respect, the Department of Religion acknowledges Dr. Klostermaier's leadership, service, and enormous contributions to teaching and scholarship during his 29-year career at the University of Manitoba.

Report of the Senate Committee on University Research on the proposal for the UM Strategic Research Plan 2024-2029

Preamble:

1. The terms of reference for the Senate Committee on University Research (SCUR) are available on the University Governance website. The SCUR is "to provide advice and recommendations to Senate and the University Administration on all matters related to research at the University including strategies for enhancing research performance and competitiveness."
2. In January 2023, the UM Strategic Research Planning Committee convened to begin work on a new UM Strategic Research Plan for 2024-2029, as part of the ongoing process to create a broader University Strategic Plan. Led by Co-Chairs Mario Pinto, Annemieke Farenhorst, and Karen Schwartz, eighteen (18) committee members were recruited from across disciplines and Faculties at UM.
3. At its meeting on October 16, 2023, SCUR considered a draft proposal for a UM Strategic Research Plan 2024-2029.
4. The plan was presented to Senate for discussion on January 10, 2024. Senators provided initial feedback and recommended that the modified document be referred to the SRP Committee for further refinements.
5. The SRP Committee met in January 2024, including a new member from Education, to consult and review a new document after Senate feedback. These deliberations led to a refined, more balanced version of the SRP.
6. At its meeting on February 8, 2024, SCUR considered the refined proposal for a UM Strategic Research Plan 2024-2029.

Observations:

1. The purpose of the Strategic Research Planning Committee (SRPC) was to engage with the University of Manitoba (UM) community in an open discussion to develop the UM's Strategic Research Plan (2024-2029).
2. The Strategic Research Plan aimed to build on the foundations and the existing disciplinary strengths to solve problems in new and distinct ways, raising the profile and impact of UM locally, nationally, and internationally.
3. Committee members organized and conducted a series of five hybrid, iterative engagement sessions involving the entire UM community, including faculty, staff, and students, from February through July.
4. The engagement sessions received strong attendance, with robust participation both in-person and online. The committee members attentively considered the feedback and integrated it into the development of the Strategic Research Plan between July and October.
5. The UM Strategic Research Plan 2024-2029 underwent an initial review by SCUR on October 16, 2023. Following presentation to the Senate on January 10, 2024, Senate recommended changes and referral to the SRP Committee. In January 2024, the revised plan based on Senate input was refined further by the SRP Committee. The refined version was subsequently considered by SCUR on February 8, 2024.

6. The Strategic Research Plan has outlined six (6) research themes. The thematic areas are: Foundations, Social Justice and Human Rights; Research by, with, and for Indigenous Peoples; Water and Food Security; Health and Well-being; Climate Action and Sustainability, and Manitoba, Hudson Bay, Arctic, and the World.

Recommendation:

The Senate Committee on University Research recommends **THAT: the Strategic Research Plan 2024-2029 be approved by Senate.**

Respectfully submitted,

B. Mario Pinto
Vice-President (Research and International)
Chair, Senate Committee on University Research

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

Strategic Research Plan 2024-2029 - University of Manitoba

Change through Research

Preamble

In January 2023, Drs. Annemieke Farenhorst, Mario Pinto, and Karen Schwartz began leading a committee consisting of 18 faculty researchers representing diverse disciplines in the strategic research planning process. Committee members planned and facilitated five hybrid, iterative engagement sessions with University of Manitoba (UM) faculty, staff, and students from February through June. The initial session introduced the vision for the strategic research plan, focusing on opportunities, needs, and potential thematic areas of impact. The theme of the second session was Indigenous research. In the third session, attendees had more targeted conversations to narrow thematic areas. Sessions to discuss research impact and frame UM's research vision, mission, and values rounded out the consultation process. Attendance at each consultation session was robust, with between 60 and 100 participating in-person and on-line. An additional option to provide comments on-line generated approximately 40 responses. During the final stages in July, committee members discussed and provided feedback on the Plan's thematic areas. Other members of UM community contributed additional insights to the draft plan throughout the Fall. Committee members met in January 2024 to consult and review the final document after feedback from the Senate.

Introduction

As UM starts a new chapter in its research mission, it is helpful to reflect on our influence as researchers, the paths we have taken, and the effect of time, place, and global events on the new paths we will forge. UM will celebrate its location on the Prairies, embrace Indigenous roots and Peoples, enhance its work in health and well-being, expand on its commitment to advancing human rights and social justice, build on its research in water and food security, advance action on climate change, and position itself as the leader in making the North more accessible and connected. The time is right for UM to build on its rich history and relationships to support a diverse body of researchers as they discover, make impacts, and drive creative solutions.

The fundamental pursuit of knowledge and understanding is the principal focus of a university. For example, the education of students inspires critical, creative, and analytical thought. Graduates will be adaptable to new situations and able to respond to cultural, economic, systemic, and societal challenges—the unanticipated.

Purposeful, fruitful, cross sector collaborations between academic researchers and industry, government, clinical, and community partners are a central component of UM's commitment to innovation. Our partners include publics, industry, Indigenous governments and communities, non-governmental organizations, schools, patients and their caregivers, and under-served communities. These collaborative partnerships will help to ensure a pathway from discovery to impact and solutions for society.

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Innovative research may require not only new ideas, but new forms of organizations to support collaborations with a wide range of partners. For example, co-located living laboratories can facilitate partnerships that foster new ideas, provide opportunities for multi-disciplinary innovation, and serve as imaginative learning environments. Bridging programs that tie emerging talent to industry, government, community, the creative arts, and clinical placement settings will support the next generation of researchers, workers, and citizens through collaboration with community groups, government organizations, creative arts groups, industry, and clinical placements. These bridging programs will provide opportunities for post graduation engagement, employment, and enterprise partnerships. Some partnerships may draw upon entrepreneurial models, such as incubators and accelerators that nurture start-ups and incubators. Others may draw upon indigenous models of collaboration, on a basis of mutual respect, responsibility, and planning for shared abundance. Others still may draw from time-tested models of academic organization that continue to foster profound insights. UM gains from engaging in diverse partnerships and organizations to pursue goals ranging from curiosity driven scholarship, to problem-based discovery, to key research and development (R&D) within interdisciplinary programs that can speed the delivery of medical interventions, modern manufacturing, and transformative digital technologies for economic and social benefit.

Strong collaborative relationships will not develop spontaneously and require careful strategic and ethical reflection to preserve UM's key values of preserving academic freedom in pursuit of the public good. The expectations, backgrounds, and even the languages among sectors are different and productive partnerships can be frustrated. It is critical to nurture the nexus between multiple sectors. The activities of discovery and knowledge mobilization, translation, and commercialization research are part of one ecosystem of Research & Development & Delivery (for societal and economic impact). Upon this model, we impose bidirectional flow between the R, D, and D elements to better represent reality in the research-innovation ecosystem. Such an ecosystem is sometimes driven by a cutting-edge discovery and at other times by a market or environmental need. Opportunities for future growth in both directions will be enhanced through open communication and a culture of mutual respect. UM has an opportunity to act as a champion to expand alternative models of knowledge translation through entrepreneurship and social entrepreneurship, creative arts, communication, and education. Diverse programs and collaborative spaces for student and faculty researchers provide opportunities to enhance our culture of research and innovation. We are committed to academic freedom and see it as a driver of research excellence.

Our Vision:

Research Grounded in Relationships, Committed to Change

Our Research Mission:

To transform research culture, to advance understanding, and create positive societal impact

Our Research Values:

- Respect

- Relationality
- Responsiveness
- Responsibility
- Reconciliation
- Reciprocity
- Relevance

The incorporation of seven research values signifies the importance of the seven sacred teachings or laws in Indigenous culture and the Haudenosaunee (Iroquois) philosophy's Seventh Generation Principle that any decisions made today must take into account their impact seven generations into the future.

Moving Forward

UM's tradition of research impact has been far reaching. UM researchers contributed to the development of the first canola variety which spawned an industry that now generates $30 billion a year for the Canadian economy and accounts for almost one-third of global vegetable oil consumption. UM is home to the originator of modern implant dentistry, the discovery of an Rh immune vaccine to prevent hemolytic disease in newborns, contributions to the development of Time-of-Flight mass spectrometry and research in combinatorics, early advancement in environmental education and conservation, as well as global leadership in public health programs including maternal and child health and communicable diseases. UM Libraries is home to many unique archives and special collections including the Icelandic Collection, Prairie Literature Collections, and the Ukrainian Canadian Experience and UM counts numerous nationally and internationally recognized musicians, artists, and writers among its alumni.

Today, UM researchers are also involved in publishing foundational research and policy work in Indigenous governance, Indigenous Studies, and the protection of Indigenous languages; ensuring critical commentary on issues impacting Indigenous Peoples; partnering in activist scholarship; interpreting and exploring contemporary issues through natural sciences and engineering, education, environmental sciences and studies, and the creative arts. Some researchers provide advice and evidence-based analyses to governments, boards, and commissions, thereby impacting community and government decisions. Other contributions include groundbreaking studies to deepen local, national, and global understandings of and responses to intimate partner violence; wrestling with ethical issues and artificial intelligence; unearthing, recording, and examining radical histories of marginalized social justice movements; making significant contributions to law reform; and acting as strong advocates in ensuring a more equitable and diverse research and education landscape. Notwithstanding the topic or discipline, UM is proud to support its scholars, whose research and scholarship will continue this tradition of innovation on new and critical issues.

We aspire to be in the top 200 in the world and in the top 10 in Canada in the Center for World University Rankings (currently 282 and 11, respectively), in the top 251-300 in the Times Higher Education Rankings and top 13 in Canada (currently 351-400 and 15, respectively), and in the global top 100 in 10 subject areas in the Shanghai Global Ranking of Academic Subjects Rankings (currently ranked 201-300 globally; 101-150 in Oceanography, Telecommunication Engineering, Food Sciences & Technology, and Dentistry

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& Oral Sciences; and 151-200 in Transportation Science & Technology and Pharmacy & Pharmaceutical Sciences). With respect to the Times Higher Education Impact Rankings, which assess the performance of universities against the 17 United Nations Sustainable Development Goals (SDGs), we aspire to be ranked in the top 100.

To accomplish these measures of success, we will embrace the principles of equity, diversity, inclusion, and accessibility and understanding the spectrum of gender, race, ethnicity, sexual orientation, ability, and other identities and their intersections. We will move from singularity of thought to a pluralistic view of the world. We will combat the cultural phenomenon of the Tall Poppy Syndrome where successful people, particularly women, are resented and criticized for their success in the workplace. We will do this by promoting cultural change through mentorship and celebrating the accomplishments of early career and mid career researchers. Inclusion as the unquestioned norm is the goal.

Research-Teaching Nexus

To achieve our vision, UM will foster research and scholarship into innovative pedagogies and the broad education of our students, who will become the next generation of decision makers. Students must be trained differently to prepare them for their many careers in an extended lifetime. At the core of this mission is teaching the art of creative, critical, and adaptive thought so that individuals and teams will be able to perform at different depths in areas that may be completely foreign, engaging in dialogue in diverse platforms. Through diversification of our student population, UM will ensure that it educates global citizens, ambassadors of the future, who are equipped to improve life in an ever-changing, complex world, in terms of wealth creation and economic prosperity but also in ensuring social equity and global citizenship.

The research-teaching nexus is highlighted to provide students with a research experience as an integral part of their learning experience. Inclusion of the undergraduate research experience through university research assistantships (URAs) and unique experiences in the classroom will enrich UM research and prepare students to apply their knowledge and generate new knowledge in future careers; some will become the next generation of researchers. A dedicated allocation of URAs to Indigenous students will encourage and build pathways to future opportunities. Work-integrated learning opportunities in the external workplace through co-op and internship opportunities will prepare students for the future workforce. In each of these scenarios, students will build essential communication, leadership, and team-building skills, (time) management skills, and critical-thinking and problem-solving skills. More intense efforts at the graduate level through academic supervision in higher-degree programs and external internships will generate the thought leaders and decision makers of tomorrow.

Thematic Areas

UM is committed to creating, preserving, and applying knowledge for the benefit of the people of Manitoba, Canada, and the world. This strategic research plan brings together diverse research in seven research themes: Foundations; Social Justice and Human Rights; Research by, with, and for Indigenous Peoples; Water and Food Security; Health and Well-being; Climate Action and Sustainability; and Manitoba, Hudson Bay, Arctic, and the World. The thematic areas are already strong and present, but a clearer focus will serve to elevate UM research, resulting in greater external recognition and profile.

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These themes are meant to interconnect and promote the Mi'kmaq concept of Etuaptmumk ("two-eyed seeing"), coined by Mi'kmaq Elder Albert Marshall, in which each eye brings either an Indigenous or Western perspective. Using those two views dynamically in parallel leads to a productive way forward. Marshall further elaborated that it is when these views differ markedly, at the frustrated interface, that innovation occurs.

1. Foundations

Fundamental research in the sciences, engineering, social sciences, humanities, and health sciences are celebrated at UM; exploration underlies all advances of clinical, scientific, economic, and societal value. The UM further recognizes the vital role that creative work and artistic expression play in enriching the human experience. Indeed, creative arts, design, and performance are vital areas of inquiry, illustrated by the broad range of both national and internationally distinguished contributions from the Centre for Creative Writing and Oral Culture, the Desautels Faculty of Music, the School of Art, the Faculty of Education, and the Faculty of Architecture. Writers, artists, musicians, actors, film makers, and composers contribute through a diverse range of artistic disciplines, fostering creativity, innovation, and critical thinking within the university community and to critical acclaim. These fundamental threads weave a rich tapestry which serves as a foundation of knowledge relevant to Canadian society, and upon which UM will build its inter- and multi- disciplinary themes. Harmony between fundamental, theoretical, and applied research will also lead to reciprocal systems of development. Significant efforts are underway in centres and institutes such as the Manitoba Quantum Institute and Winnipeg Institute for Theoretical Physics.

In a rapidly evolving geopolitical context, a deep understanding of the past is paramount to informing present and future strategies. Whether it is understanding the origins of the universe and the primordial world, the fundamentals of philosophy, modern thought, languages and cultures, or probing fundamental mathematical, physical, and biological principles, the pursuit of fundamental knowledge is the cornerstone of research at UM. These pursuits are enhanced through the lens of Indigenous knowledge and ways of knowing that are guiding us on our path to reconciliation by recognizing and seeking to address the ways in which the historical roots of the Doctrine of Discovery have violated Indigenous human rights.

Our path will be defined by being bold, daring to experiment, pushing the frontiers and challenging ideas.

2. Social Justice and Human Rights

Social justice is about the fair distribution of wealth, opportunities, and privileges in society, and aims to rectify social inequities and disparities. Social justice can only be achieved by addressing systemic injustices including ableism, ageism, antisemitism, colonialism, homophobia, Islamophobia, racism, sexism, and transphobia and building a world with more equal distribution of resources and opportunities. Human rights are the rights inherent to all people, codified in both Canadian and international law, and complement Indigenous rights. In a time of climate crisis, we know that neither social justice nor human rights can be separated from environmental justice. The United Nation's 17

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Sustainable Development Goals (SDGs), including no poverty (1), zero hunger (2), good health and well-being (3), gender equality (5), clean water and sanitation (6), sustainable cities and communities (11), and peace, justice, and strong institutions (16) provide tangible targets for us to work toward, goals that are supported by researchers across UM.

UM researchers are well-positioned to support the research that makes change toward these SDGs, and social justice and human rights more generally. The UM's robust social justice and human rights research landscape is anchored in the Centre for Human Rights Research, Arthur V. Mauro Institute for Peace & Justice, Centre for Defence and Security Studies, Manitoba Centre for Health Policy, Ongomiizwin – Indigenous Institute of Health and Healing, Institute for Global Public Health, National Collaborating Centre for Infectious Diseases, Centre on Aging, and Research and Education for Solutions to Violence and Abuse (RESOLVE).

Taking people-centred, grassroots, inter-sectional and inter-disciplinary approaches, UM researchers drive solutions to human rights challenges such as mass violence and genocides, human rights abuses and political repression, racism and discrimination, and income insecurity. Through the lens of social sciences, education, and the law, researchers are examining the connections between educational equity and access; refugees and migration futures; and health equity, including advancing physical and mental wellness. UM researchers are finding pathways toward reconciliation; economic and environmental justice for vulnerable populations; peace and conflict resolution; the rights of Two-Spirit, Lesbian, Gay, Bisexual, Transgender, and Queer Plus (2SLGBTQ+) communities; and equality and empowerment of women and girls. UM researchers are showing how both human rights and social justice frameworks provide critical tools for addressing the structural inequalities faced by Indigenous Peoples and governments in Canada and throughout the Indigenous world and can bolster Indigenous sovereignty and self-determination. Scholars in the creative arts also play a crucial role in fostering critical conversations and promoting social justice through the power of writing, music, and the visual arts, facilitating a deeper understanding of diverse perspectives and advocating for human rights.

Researchers across UM contribute to research that works for a more just and sustainable world where human rights are respected, and social justice is more than a slogan. Human rights and social justice research tie together researchers from different faculties and colleges and crosses disciplines and research models and methods. We will work towards centering social justice and human rights in our research endeavours.

3. Research by, for, and with Indigenous Peoples

The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) recognizes and protects the individual and collective rights of Indigenous Peoples including the right to self-determination, self-government and full enjoyment of all human rights and fundamental freedoms recognized in international law. These include the right to education, freedom from discrimination, and the right to maintain political, legal, economic, social, and cultural institutions. The Truth and Reconciliation Commission of Canada (TRC) gathered archival documents and testimonies of survivors of residential

schools and has insisted that reconciliation among Indigenous Peoples and all other residents should follow certain principles for Canada to flourish in the future. It is noteworthy that UM hosts the National Centre for Truth and Reconciliation. The Centre's guidance involves taking action to: address colonial legacies; close social, health, and economic gaps between Indigenous Peoples and all other residents; establish and maintain mutually respectful relationships; value the knowledge that Indigenous Elders and Knowledge-Keepers bring; support cultural revitalization; and sustain education and dialogue on the legacy of residential schools, treaties, Indigenous rights, and the contributions of Indigenous Peoples to Canada.

Both UNDRIP and the TRC offer helpful starting points when considering research by, for, and with Indigenous Peoples. Such research is seen as a pathway to reconciliation and must be central in all efforts undertaken by UM researchers. Research by, for, and with Indigenous Peoples means, first and foremost, all research engages in partnership involving Indigenous researchers and/or communities. First Nations, Inuit, Métis Peoples and communities are diverse and context-dependent, and we are committed to honouring their distinctions. For this reason, it is also essential to empower, build trusting, meaningful, and genuine relationships, and work in equal partnership on issues that bring value and benefit to the people and communities involved. Successful relationships with Indigenous communities include reciprocity in representation, relevance and commitment to the community, and a responsibility to take direction and learn from Indigenous communities while giving back to those communities through research.

Research by, for, and with Indigenous Peoples at UM explores a vast and fascinating array of topics across multiple fields and disciplines. It is integral to our vision, mission, and values. Areas of transformative and impactful research include: Indigenous history; Indigenous languages; Aboriginal law and treaty rights; Indigenous governance and rights; health and socio-economic equity for Indigenous Peoples; food and water security and sovereignty; gender-linked Indigenous cultures and practices; co-creating places and spaces with Indigenous communities; artistic and cultural resurgence; Indigenous land-based practices; reimagining education including Indigenizing curricula and pedagogy, applying Indigenous knowledge and culture to Western concepts, and enhancing educational opportunities for children and youth; and amplifying Indigenous voices by honouring Indigenous knowledge and artistic traditions, and embracing decolonial perspectives and cultural revitalization.

Research by, for, and with Indigenous Peoples reframes perspectives about, and approaches to, research, because it incorporates Indigenous perspectives, knowledges, paradigms, and tools at its core. Part of this reframing involves shifting the research lens from a deficit-based focus that seeks to fix problems for Indigenous Peoples, and instead acknowledges the historical and ongoing impact colonialism has created in sustaining the underlying structures and conditions that adversely impact the lives of First Nations, Inuit and Métis Peoples in Canada. Indigenous Elders, Knowledge-Keepers, individuals, and communities hold a significant amount of knowledge about solutions, which can be applied in regional, national, and international spheres.

When considering the other thematic areas in this Strategic Research Plan, we note that each theme is enriched by Indigenous knowledge and research undertaken by, with, and for Indigenous Peoples and communities. We aspire to embed Indigenous holistic approaches and views in a good way in all of UM research as a pathway to reconciliation.

4. Water and Food Security

Water and food are inextricably linked to each other and to the economic, social, and environmental well-being of the planet. Canada holds 20% of the Earth's freshwater resources and Manitoba is known as the province with 100,000 lakes. Food and nutrition security is embedded in SDG 2 and reflects a central pillar of sustainable food systems. However, threats to water and food resources are increasing and are often linked to deforestation and urbanization on a global scale. Climate change exacerbates these threats by altering weather patterns, causing shifts in precipitation, salinity, and temperature of oceans, and increasing the frequency and intensity of extreme weather events. Such threats impact water and food security on local, national, and global scales. By engaging in interdisciplinary research, UM researchers and scholars in the creative arts are raising awareness about the complex interconnectedness between water, food security, and socio-environmental issues, fostering innovative approaches and inspiring action towards sustainable solutions.

Anishinaabe Nibi Inaakonigewin (water law) recognizes that human beings do not own water and that we must respect water because it has a spirit, it can heal, and it can also suffer. Such respect requires the protection of water resources to ensure the sustainability of all life in ecosystems. Water security requires access to safe and clean water for domestic, agricultural, industrial, and environmental purposes, while also addressing issues of water scarcity, quality, and equity.

Notwithstanding plentiful freshwater, many First Nations and Inuit families in Canada continue to be among the billions of people in the world lacking safe drinking water. UM research contributes significantly to water policy, conservation, management, and governance; community-based water monitoring; Indigenous water sovereignty; prairie land use and management, including approaches involving remote sensing and artificial intelligence; hydrology, landscape ecology, wetland ecology, and watershed processes modeling; environmental and sustainability education; and clean energy and circular economies. These approaches include appreciation of Indigenous cultural and spiritual meanings of water. As the United Nations Academic Impact Hub for Clean Water and Sanitation (SDG 6), UM researchers, in collaboration with Indigenous partners, continue to lead in interdisciplinary research on water systems, conservation, and protection; management of water quantity and quality; the impact of climate change on systems and security; and wastewater treatment.

Food and nutrition security is embedded in SDG 2 and reflects a central pillar of sustainable food systems. This security is achieved when all people across the lifespan continuum have guaranteed access to foods that are safe, affordable, culturally appropriate, and healthy. Ongoing challenges to food and nutrition security include geopolitical, social, and environmental factors. In addition to food security, scholars are focusing on food sovereignty, supporting the right to healthy and culturally appropriate food where production and distribution lie with local producers. UM researchers are uniquely positioned to address ongoing and future challenges through the Canadian Centre for Agrifood Research in Health and

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Medicine, the Richardson Centre for Food Technology and Research, the National Centre for Livestock and the Environment, the Canadian Wheat Board Centre for Grain Storage Research, the Ian N. Morrison Research Farm, the Glenlea Research Station, and the Point Field Research Laboratory.

UM has strengths in fundamental and applied research for the recycling of on-farm resources and biodiversity conservation. UM researchers are leaders in food science and nutrition, exceling in pre-commercial development and testing of food quality and nutrition through food-processing techniques and state-of-the-art analyses; integrated crop and livestock systems; greenhouse gas mitigation; water resource protection; promoting carbon sequestration and climate resilience; and adopting dietary patterns that reduce nutrition-related chronic diseases. UM researchers are driving the fourth agricultural revolution through cellular communication and data algorithms and processing, data storage and security, precision agriculture, and artificial intelligence.

5. Health and Well-Being

The World Health Organization (WHO) shows the interconnectedness between health and well-being, and other SDG goals. Progress in other areas cannot happen without ending poverty and hunger, having access to clean and safe water, educating children and youth, achieving gender equality, reducing inequities, dismantling racist and colonial structures, enhancing climate action and education, addressing conflicts of interest from commercial entities, and reducing violence, exploitation, and abuse. Similarly, health and well-being are integral to, and entwined with, the other thematic areas identified in this document: social justice and human rights; climate action, sustainability, and North and Arctic accessibility; water and food security; and research by, for, and with Indigenous communities.

Recognizing the highest attainable standard of health as a fundamental right of all human beings, the WHO describes it as "a state of complete physical, mental and social well-being." SDG 3 highlights the importance of good health and well-being and includes targets in the areas of maternal, newborn, and child health; communicable and non-communicable diseases; sexual and reproductive health; healthy aging; and equitable access to health care. UM leads in these and other areas within the province of Manitoba, in partnership with First Nations, Inuit, and Métis communities, and globally in countries such as Burkina Faso, India, Kenya, Nigeria, Pakistan, Peru, South Africa, Tanzania, Thailand, and Ukraine. Focusing broadly on the diversity of all human beings, UM health researchers partner with individuals, communities, organizations, health care facilities, and populations of all kinds, including those relegated to the margins of society, as they actively work to advance health and wellness.

UM researchers are driving innovation through centres and institutes such as the Institute for Global Public Health, the Manitoba Centre for Health Policy, Ongomiizwin - Indigenous Institute of Health and Healing, Cancer Care Manitoba, Children's Hospital Research Institute of Manitoba, George & Fay Yee Centre for Healthcare Innovation, the Institute of Cardiovascular Sciences, Health Sciences Centre, and the Centre on Aging. Notably, UM is the global leader in maternal, newborn, and child health *at scale*. Other expertise includes: optimizing population-level health through the Program Science approach; composition and value of human breast milk and connections to the microbiome; prevention of child maltreatment; infectious diseases and managing pandemics including public health strategies;

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interrogating the effects of inhaled air pollution on health and disease; understanding the interplay between the immune system and inflammation during infectious and non-communicable diseases in HIV, HPV, and mpox, for example; developing new therapies and vaccine strategies and exploring public acceptance and trust in these health technologies and products; pre-clinical research in biology, kinesiology and physiology in health and disease; advancing research in aging, diabetes, neurobiology, asthma and respiratory disorders, inflammatory bowel diseases, rheumatoid arthritis, transplantation immunology, and cancer; multidisciplinary genomic diagnostic and clinical therapies for rare diseases; health and wellness for the 2SLGBTQIA+ communities; health economics; and developing medical instrumentation and sensors. As it has been well demonstrated that the creative arts have transformative power on mental, emotional, and physical well-being, UM scholars are also exploring the therapeutic potential of the arts, contributing to research that promotes holistic healing, improves quality of life, and enhances the understanding of the human experience.

Not only are UM researchers contributing their expertise in these areas, but they are also focused on ensuring that patients and their caregivers remain the first and foremost partners, with an emphasis on personalized, tailored medical care. Patients and their caregivers are being engaged early as research partners and not just as research participants, enhancing trust and enabling the incorporation of patient-driven perspectives into research planning. This approach generates evidence that is relevant and meaningful to them, encourages better-informed patient decision-making, and enhances knowledge translation. Ultimately, patient-centred research builds research capacity that is socially and culturally appropriate, thereby facilitating the development of a broader all-inclusive research environment necessary for generations of successful outcomes.

UM leads in health data management for the Province of Manitoba by exploring the rich and unique trove of interconnected health and social data in Manitoba and advising government on public health policy. Community-led health and wellness initiatives that advance equitable access to better health care for under-served populations, including Northern and rural Indigenous communities in Manitoba and Nunavut, are also providing solutions for society.

6. Climate Action and Sustainability

At UM, our planning for sustainability is integrated at all levels. Our ongoing operations and initiatives strive to promote well-being while reducing environmental impact. UM has committed to net-zero greenhouse gas emissions by 2050. Transformations like these are a necessary part of our future, and this research theme recognizes our leadership in climate change research and the vision the UM community has for a sustainable tomorrow. From arctic system science and new materials research to governance models and Indigenous design, sustainable transformations anchor a wide swath of UM research, particularly though collaborative projects in the North. Such collaboration and community engagement provide an opportunity for students to be involved in producing knowledge for climate action through meaningful societal change, increasing optimism, well-being, and a sense of being in control.

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While climate science often considers large-scale processes, climate risks are experienced at the local scale through climate-induced disasters. Climate action that supports the challenges faced by communities who are and will be impacted by climate change is required. For example, the Arctic region is experiencing an alarming rate of warming, surpassing three times the global average. The Antarctic is witnessing a dramatic reduction in the rate of ice growth, and the rate of melting icebergs has increased markedly. These rapid changes are leading to extensive transformations with far-reaching global consequences. Such changes have profound impacts on communities and ecosystems through changing sea levels, temperature and salinity of oceans, and ocean currents. These impacts are unevenly distributed throughout the world, and efforts to respond need to address geographic, social, political, and cultural inequalities. Climate action must be based in socially and ecologically accountable relationships informed by critical and complex analysis. UM researchers, including those at the Centre for Earth Observation Science, Centre for Defence and Security Studies, National Centre for Livestock and the Environment, the Ian N. Morrison Research Farm, and Natural Resources Institute, are working with partners at local, national, and global scales on responses that build sustainable futures. They have made advances in understanding climate change and predictions of consequences, adaptation practices, community-based responses, and education.

In this complex, oceans play a vital role in regulating climate and weather patterns and are a crucial carbon sink. Canada is among more than 100 countries supporting the United Nations goal of protecting 30% of marine and coastal areas by 2030, to halt and reverse biodiversity loss while bolstering resilience to climate change. Given that two-thirds of Canada's coastal regions are in the Arctic, the preservation of ecosystems in Hudson Bay and James Bay will be central to meeting this challenge. In partnership with Indigenous rights-holders, UM researchers are national and international leaders in understanding and communicating the ocean's role in climate change and developing research and monitoring programs.

Through centres and institutes such as the Manitoba Institute for Materials, UM is developing new materials, processes, and technologies that advance sustainability and reduce environmental impacts. New technologies for power generation and distribution, innovative local grids, and new transportation modes are being developed in partnership with Northern communities. Remote sensing, satellite, antennae, and drone technology development to mitigate greenhouse gas emissions are also areas of strength at UM.

Climate action demands various approaches across multiple disciplines. For example, architecture research and practice focus on environmental responsibility including how we design our buildings, spaces, and landscapes to improving construction techniques, enhancing energy efficiency, fostering community engagement, and incorporating Indigenous design. Researchers in engineering fields including computer, geotechnical, and transport engineering and construction and water management, are developing analytical and modeling tools and probing augmented reality methods and the use of digital twins in systems design. Asper School of Business and the affiliated UM Transport Institute researchers are working toward improving sustainability in transportation and logistics, including the role of cargo airships in the North. Scholars in the creative arts are addressing climate action and sustainability by using the arts as a platform for raising environmental awareness, advocating for sustainable practices, and inspiring positive action towards a more ecologically conscious society. Finally,

educational researchers are exploring ways to teach and motivate people of all ages on sustainability, environmental stewardship, climate change, and renewable energy matters.

7. Manitoba, Hudson Bay, Arctic, and the World

UM has long been a research leader in the Arctic and Prairie regions, with a specific focus on climate change and its effects on Arctic sea ice, carbon capture and storage and other chemical and biochemical processes, contaminants in sea water and associated risks to food chains, and mitigation of marine oil spills. Researchers are also examining climate change adaptations in Indigenous communities and climate change mitigation in agricultural production. Critical research in these areas has been expanded significantly across numerous fields and disciplines including human rights; transportation economics and supply chain management; engineering; public health; infectious diseases; habitat and population studies of wildlife; ecology and biodiversity; oceanography; navigability forecasting; climatology; hydrology; permafrost thaw; satellite, drone, and Internet of Things technologies; governance and security; social determinants of health; and data management.

Community leaders across Western Hudson Bay initiated discussions with UM researchers to take control of their own socio-economic futures and direct transportation/shipping developments in a sustainable and responsible way. This overture is consistent with UM's reconciliation strategy where researchers are recognizing the critical need to undertake research that is driven, co-designed, and co-led by Indigenous partners, including Indigenous leaders and communities. This work is informed and inspired by the Indigenous worldview encapsulated in the Inuktitut term *Avativut* ("our environment") and the Cree term *Wahkotowin* ("kinship and connectedness of people, water, air, land, and animals").

Motivated by the need to transport vast resources (energy, potash, minerals, and agricultural products), the possibility of expanding the shipping season across Hudson Bay in light of changing climate, and the ever-growing pressure on the capacity and geopolitical stability of the global supply chain, researchers are focusing on developing future transportation pathways. These pathways will provide shorter and geopolitically more stable trade routes connecting central/western Canada to Europe/Africa and Central/South America.

Envisioning a new framework, Indigenous leaders, communities, and researchers are focusing on socio-economic prosperity and wellness for communities in a changing climate to detect, monitor, reduce, and mitigate risks associated with massive infrastructure development. This work involves marrying cutting edge science with Indigenous knowledges to ensure the Arctic and Prairies thrive and supporting community-led initiatives to protect and conserve the biodiversity on Indigenous territories in the area. All stakeholders agree that it is no longer acceptable to work within outdated colonial frameworks where imprudent planning could devastate ecosystems and Indigenous homelands, jeopardize physical and mental health, human rights, and well-being, and exacerbate Canada's geopolitical and security risks.

Indigenous leaders, communities, and UM researchers are reimagining access through and proper management of Hudson Bay to transform community and regional connectivity, economic futures, and strengthen regional and global supply chains. This approach will help support Indigenous sovereignty, enhance the voices of Indigenous communities, increase affordability for those living in Northern and

remote areas; provide opportunities for better education, training, and capacity-building for community youth; and improve health and well-being for the First Nations and Inuit people in the region.

Supporting Research through the 4 Ps – People, Partnerships, Platforms, and Processes

We recognize that to embrace our research mission, we must:

- Attract and retain talented **people**, including graduate students, postdoctoral fellows, staff, and faculty and with particular focus on currently under-represented scholars and stated commitments to Reconciliation and the Scarborough Charter. This includes creating and maintaining learning and working environments that are respectful and inclusive, and providing mentoring, professional development, and social opportunities for early career researchers who are establishing their research programs;
- Foster **partnerships** and collaborative relationships with communities, industry, government, social and educational institutions, and NGOs within Manitoba and beyond through initiatives such as the University Indigenous Research Connect Program, Lab2Market for graduate students and postdoctoral fellows, and UM's new entrepreneurship hub IdeaStart;
- Enhance **platforms** for research by updating physical and digital infrastructure; improving access to infrastructure funding opportunities for mid-career researchers; enhancing tools for the UM community and external users to enable easier identification of research opportunities; facilitating two-way flow of people and ideas between the UM and external communities; and growing opportunities for cultivating social innovation and commercialization;
- Provide more efficient **processes** for research-related administration including funding proposal submissions to Research Services, changes to the Research Administration System for Research Ethics Board protocol submissions and approvals, and enhanced support for developing large-scale, institutional-level funding proposals through the Major Projects Office. Incorporate flexibility of process that allows for community-grounded and emerging methodologies where current processes present an unreasonable barrier to doing research in a way considered respectful and ethical by the community(ies) involved.

Conclusion

The very foundation of research at UM is about discovery and advancing knowledges. The themes described above also lead to meaningful impact, signaling that the research we do matters. Some themes embrace community-based research, working for and with communities, while others lead to knowledge translation and commercialization.

March 20, 2024

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 Donna Martin will be the Speaker for the Executive Committee for the April 3, 2024, meeting of Senate.

2.   Framework for Review of Summer Term Academic Schedule

The Executive Committee endorsed a framework for a review of the Summer Term Academic Schedule, as set out in Attachment 1. The framework is provided to Senate, for information.

3.   Comments of the Executive Committee of Senate

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

Respectfully submitted,

President Michael Benarroch, Chair
Senate Executive Committee
Terms of Reference

Date: February 13, 2024

To: Senate Executive Committee

From: Jeff M. Leclerc, University Secretary

Subject: **Request for Review of Summer Term Academic Schedule**

At its meeting on November 1, 2023, Senate approved the following motion:

> THAT Senate approve a request to review the Summer Term Academic Schedule to the appropriate Senate committee.

Background

The request was made in the context of a discussion of the 2024-2025 Academic Schedule, which was approved by Senate at the meeting. During the discussion, a Senator recalled that the structure for the Summer Term Academic Schedule was more condensed in past years, prior to Senate approving the current structure in 2020 (Senate, October 7, 2020). The Senator was concerned with understanding, in particular, any impacts on students' summer employment, units' ability to hire Sessional Instructors for Summer Term courses, and faculty members' ability to use vacation days during the summer months.

The request from Senate is hereby referred to the Senate Executive Committee, which might opt to establish an ad hoc Committee to Review the Summer Term Academic Schedule, with the membership and scope for the review as set out below.

Scope of the review

The objectives for the review would be to investigate any impacts of the current structure for the Summer Term Academic Schedule on:

- students' summer employment;
- units' ability to hire Sessional Instructors for Summer Term courses;
- faculty members' ability to take summer vacation.

Another objective would be to determine whether the goals for restructuring the Summer Term Academic Schedule had been met. The goals for restructuring the Summer Term Academic Schedule, in 2020, were to:

- provide an outstanding student experience;
- create a structure that enabled students to learn course material in a comparable way to courses taught in the Fall and Winter Terms, including a similar number of course contact hours;
- allow sufficient time for an examination period, with few or no exam conflicts;
- continue to allow for the compression of courses in the Summer Term but reduce complexity by simplifying the schedule, including by reducing the number of parts of term;

- provide time between parts of term, for instructors to complete marking and for student to receive their grades before beginning their next course(s).

Timeline for the review

The review would be initiated with the establishment of the ad hoc Committee by Senate Executive, with any recommendations arising from the review to be brought forward to Senate, for approval, by the end of the Winter Term 2025. Pending Senate's approval, any recommended changes would be implemented in the 2027 Summer Term Academic Schedule. The Office of the University Secretary would provide administrative support for the ad hoc Committee.

Membership

- one voting member of the Senate Executive Committee, to serve as Chair
- Vice-Provost (Academic Planning and Programs) (or delegate)
- University Registrar and Executive Director, Enrolment Services (or designate)
- one additional representative of the Office of the Registrar and Enrolment Services, as a resource person
- three Senators, to be selected from members elected to Senate by faculty and school councils
- two Deans and/or Associate Deans
- one representative of academic advising staff
- UMSU President (or delegate)
- UMGSA President (or delegate)

/sc

cc: Michael Benarroch
Jeff Adams
Diane Hiebert-Murphy
Greg Smith

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

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, 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 Dept. of Biosystems Engineering.

Observations

1. The **Dept. of Biosystems Engineering** proposes a Graduate Specialization in Engineering Education Concentration in the M.Sc.

    The academic requirements of the concentration consist of the following:

    - 12 credit hours:

        o   BIO 7290 Biosystems Engineering Seminar I (3);

        o   One of the two engineering education courses: ENG 7040 Foundations of Engineering Education Research (3), or ENG 7030 The Discipline of Engineering Education (3);

        o   One research methodologies course suitable for engineering education research design & analysis (3 credit hours) at the 5000 level or higher from the Faculty of Education or other faculties as approved by the student's supervisor. Examples of suitable courses from the Faculty of Education include *EDUA 5800 Introduction to Educational Research (3 credit hours), EDUA 7830 Engaging with Research in Education (3 credit hours), EDUA 7840 Qualitative Research Methods in Education (3 credit hours), EDUA 7850 Design and Analysis of Educational Research (Quantitative) (3 credit hours), etc.*; and

        o   One course at the 3000-level or higher (3 credit hours) as approved by the student's supervisor

    - A thesis on an engineering education topic.

    A letter for support was obtained from the Faculty of Education permitting students in this concentration to enroll Education's research methodology course offerings.

    The proposal was approved by the Dept. of Biosystems Engineering council on Dec. 21, 2022, the Dean of the Price Faculty of Engineering on March 13, 2023, and the Faculty Council of Agricultural & Food Sciences on April 3, 2023.

Recommendations

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

Dept. of Biosystems Engineering

Respectfully submitted,

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

/ak

University of Manitoba | **Faculty of Agricultural and Food Sciences**

DATE	October 25, 2023
TO	Dr. Ehab El-Salakawy, Associate Dean, Faculty of Graduate Studies
FROM	Dr. Danny Mann, Professor & Head, Department of Biosystems Engineering
SUBJECT	Revisions to proposed introduction of Graduate Specialization in Engineering Education (MSc)

A proposed introduction of a Graduate Specialization in Engineering Education (GSEE) within the MSc program in Biosystems Engineering was considered by the FGS Executive Committee in September 2023. The committee requested edits to the proposal to more clearly differentiate the GSEE option from the existing MSc program in Biosystems Engineering.

After meeting with three tenure-track professors from the Price Faculty of Engineering's Centre for Engineering Professional Practice and Engineering Education (CEPPEE), who supervise doctoral students in the existing PhD-level GSEE, we have revised our proposal for the MSc-level GSEE. We have updated the course requirements to more accurately reflect the engineering education expertise within the Price Faculty of Engineering, and to specify that GSEE MSc students would be expected to enrol in engineering education-focused courses. We have also updated the research methodology course suggestion to include several courses recommended by the Faculty of Education, or methodology courses offered by other faculties at the University of Manitoba. These changes to our methodology course requirement are supported by Dr. Melanie Janzen, Associate Dean (Graduate Programs & Research), Faculty of Education.

We propose the following revised structure of the GSEE at the MSc level:

The Department of Biosystems Engineering offers a Graduate Specialization in Engineering Education (GSEE) at the MSc level. The GSEE specialization at the MSc level will require a thesis on an engineering education topic and 12 credit hours of coursework, consisting of:

1. The required Biosystems Engineering seminar course, *BIOE 7290 Biosystems Engineering Seminar 1 (3 credit hours)*
2. One of the two Engineering Education courses, *ENG 7040 Foundations of Engineering Education Research (3 credit hours),* or *ENG 7030 The Discipline of Engineering Education (3 credit hours)*
3. One research methodologies course suitable for engineering education research design & analysis (3 credit hours) at the 5000 level or higher from the Faculty of Education or other faculties as approved by the student's supervisor. Examples of suitable courses from the Faculty of Education include *EDUA 5800 Introduction to Educational Research (3 credit hours), EDUA 7830 Engaging with Research in Education (3 credit hours), EDUA 7840 Qualitative Research Methods in Education (3 credit hours), EDUA 7850 Design and Analysis of Educational Research (Quantitative) (3 credit hours), etc.*
4. *One course at the 3000-level or higher (3 credit hours) as approved by the student's supervisor*

The table below highlights the wording of the general MSc degree requirements from the Biosystems Engineering Supplemental Regulations (left) and the proposed MSc requirements for the MSc GSEE (right). There is no change in credit hours and the requirement of at least 6 credit hours at the 7000 level is unchanged. The department's master's seminar course (BIOE 7290) remains a requirement.

umanitoba.ca/engineering/bioe

General MSc Degree Requirements	Proposed MSc Requirements (GSEE)
The M.Sc. is a research degree consisting of coursework and a thesis based on original research conducted by the student. A minimum of 12 credit hours of coursework is required, including at least 6 credit hours of coursework at the 7000 level (which must include BIOE 7290) from the Department of Biosystems Engineering. The remaining 6 credit hours must be at the 3000 level or above from any department.	The Department of Biosystems Engineering offers a Graduate Specialization in Engineering Education (GSEE) at the M.Sc. level. The GSEE specialization at the M.Sc. level will require a thesis on an engineering education topic and 12 credit hours of coursework, consisting of: 1. The required Biosystems Engineering seminar course, BIOE 7290 Biosystems Engineering Seminar 1 (3 credit hours) 2. One of the two Engineering Education courses, ENG 7040 Foundations of Engineering Education Research (3 credit hours) , or ENG 7030 The Discipline of Engineering Education (3 credit hours) 3. One research methodologies course suitable for engineering education research design & analysis (3 credit hours) at the 5000 level or higher from the Faculty of Education or other faculties as approved by the student's supervisor. Examples of suitable courses from the Faculty of Education include *EDUA 5800 Introduction to Educational Research (3 credit hours), EDUA 7830 Engaging with Research in Education (3 credit hours), EDUA 7840 Qualitative Research Methods in Education (3 credit hours), EDUA 7850 Design and Analysis of Educational Research (Quantitative) (3 credit hours), etc.* 4. One course at the 3000-level or higher (3 credit hours) as approved by the student's supervisor

Explanation:

The University of Manitoba requires completion of a proposal for a new academic program (minor or concentration). In this case, a graduate-level concentration is being proposed. The proposal is attached, as well as the proposed changes to the Biosystems Engineering Supplemental Regulations.

Process and Documentation:

The proposed MSc Graduate Specialization in Engineering Education was discussed and approved by Biosystems Engineering Department Council on December 21, 2022.

Approval was secured from the Price Faculty of Engineering using the required "Consultation: Request for Dialogue / Response Form" (signed by Dean Friesen on March 13, 2023) (see attached).

Approval from Agricultural & Food Sciences Faculty Council was obtained on April 3, 2023.

Proposal for New Academic Program:
Minor or Concentration

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 Vice-Provost (Academic Planning and Programs) following endorsement of the proposal by the appropriate Faculty/ College/School/Division Council.

It is advised that units initially discuss the proposed program with the Vice-Provost (Academic Planning and Programs) for undergraduate-level concentrations or minors, or with the Dean of the Faculty of Graduate Studies for graduate-level concentrations prior to completion and submission of the proposal form.

Section A: Proposing Unit

Faculty/School/College/Division: Agricultural & Food Sciences

Department (where applicable)**:** Biosystems Engineering

Contact, Name and Title: Dr. Danny Mann, Professor & Head

Contact Email: Danny.Mann@umanitoba.ca

Section B: Program Overview

1. **Program type:**
   ☒ Graduate-level concentration
   ☐ Undergraduate-level concentration
   ☐ Undergraduate minor

2. **Program name** *(30 characters)*: **Graduate Specialization in Engineering Education (GSEE)**

   ***For concentrations only,* in the degree/major of:** MSc in Biosystems Engineering

3. **Program length** *(credit hours)*: 12 credit hours

   The GSEE will be offered as a concentration within the MSc degree in Biosystems Engineering (BIOE). It will not increase the degree requirements nor extend the time-to-completion.

The MSc degree in Biosystems Engineering with a GSEE requires 12 credit hours of coursework and a research-based thesis in an engineering education topic. Other Department, Faculty, or University requirements (e.g. Academic Integrity Tutorial) are in addition to these requirements.

4. **Proposed start term:** Fall 2024 or as soon as possible thereafter.

Section C: Program Requirements

5. **Description and Intended Outcomes of the Program**
   Provide a general overview of the program, including the purpose and objectives, and the intended outcomes of the program. Outline expected learning outcomes and how it will benefit students.

A Graduate Specialization in Engineering Education (GSEE) within the PhD program in Biosystems Engineering was introduced in 2020. A detailed description of the motivations for, objectives of, and benefits of the GSEE were outlined in the previous document (an excerpt from the previous document is shown below in italics) .

Motivations for, Objectives of, and Benefits of the GSEE
The GSEE will fill a gap in existing University of Manitoba and other Canadian universities' graduate options by providing an avenue for formal recognition of a student's scholarship and research in the new global discipline of Engineering Education[1,2], including the notation of the GSEE on the transcript as a Concentration.

Unfortunately, Engineering Education research is seriously constrained in Canada as demonstrated by the nascent Canadian research publications in the field[3-6], and arguably due to the lack of formal program options available for graduate students[7,8], and the proposed GSEE responds to this gap. Engineering education is a relatively new area of study that is slowly developing into a discipline in Canada, following the lead of the United States, which has to date established several stand-alone Engineering Education graduate degree programs[9] buoyed by significant funding, longstanding national funding[10]. In Canada, Engineering Education is developing as a discipline with its own body of knowledge, national association and annual conference (CEEA-ACEG), research publications and conference proceedings, and most recently, the interest in developing some graduate options[11]. The growing field found its roots in the changes to engineering program accreditation requirements by the Canadian Engineering Accreditation Board in 2009[12] and is supported through alternative avenues such as traditional engineering and interdisciplinary programs[8]. Despite its fledgling state and a limited number of formal programs, appeal from graduate students for Engineering Education has expanded rapidly in the past several years[8]. Subsequently, there are a large number of students in Canada working towards graduate degrees with a focus in engineering education through traditional degree avenues[8].

However, the institutional structures in place in Canada for these traditionally defined degrees do not always readily support the engineering education graduate students[7,8]. The development as an emerging researcher in Engineering Education is often placed heavily upon the student to construct[7,8]. Findings from a recent study on the identity of graduate students studying Engineering Education in Canada indicate that these students experienced the absence of a community of practice, doubted the legitimacy of engineering education as a "real" discipline/field, and struggled with an academic identity crisis[11]. The findings from this study demonstrate that the development of engineering education communities of practice with their sociocultural supports at individual institutions in Canada will benefit novice engineering education students as this field develops[7,8].

The proposed GSEE addresses this need. The interdisciplinary nature of the field of Engineering Education will be authentically supported by the collaboration of experts from both engineering and education, and the development of an authentic community of practice[13]. Recognizing the coherence of these two fields within the discipline of engineering education[14,15], the goal of this collaboration is to work together to explore and develop research methods and pedagogical practices that are authentic to Engineering Education.

The program will attract highly qualified students from other parts of Canada and the U.S., as to date, only one other similar option currently exists in the [Collaborative Specialization in Engineering Education at the University of Toronto](). Other options are much more expensive degree programs in U.S. schools. Prospective students are expected to include:

- *Engineering graduates / practicing engineers who wish to pursue an academic career of scholarship and research in the discipline of Engineering Education and currently lack Canadian options to do so;*

- *Practicing engineers and educators, such as Engineers-in-Residence, who desire a more comprehensive knowledge and skill set for professional roles in engineering education, training, and development in the private, public, and not-for-profit sectors.*

In the larger landscape, the GSEE will support the continual evolution of engineering education and facilitate culturally specific content and evidence-based delivery[16]. Specifically, it will provide an avenue for engineering educators both within, and outside of, formal academia to engage in the theoretical foundation of engineering teaching and learning and to develop an active research field in Engineering Education in the Canadian context to address uniquely Canadian needs; and an avenue to support workplace training needs for workers in a shifting and high-tech economy through better prepared workplace trainers and instructors. It will support college and university STEM faculty instructors in new educational paradigms, prepare graduates with new and different expectations of their teaching and learning experiences and outcomes.

Major shifts are occurring in the teaching and practice of engineering[17]. Global crises and competition are increasing the need for technological innovations that will support societal and national prosperity[18-20]. The quest to address complex societal needs is broadening the scope of engineering to include knowledge and skills in design, teamwork, leadership, multicultural and interdisciplinary aptitudes, communication and lifelong learning, business, and dispositions for sustainability, globalization, innovation, and entrepreneurship[21]. Research in engineering education is critical to address multiple national priorities, including increasing the productivity, innovation, and competitiveness in Canada in a multicultural, sustainable, and responsible way, and generating opportunities for diverse, underrepresented groups[22]. A 'diverse engineering workforce' is required, skilled in critical thinking, problem solving, communication, and innovation[23-25]. These transformations are expanding the competencies necessary for engineers today, requiring the development of innovative engineering curricula to assist engineering students to cultivate and make full productive use of their diverse technical and professional strengths[26-31]. The GSEE will provide an avenue to develop the scholarship of teaching and learning and engineering education research in Manitoba in the burgeoning global discipline of Engineering Education[32].

In just two years, there have been five PhD students admitted into the GSEE concentration within Biosystems Engineering. The number of tenure-track professors supervising GSEE students has increased from one to three over this short time interval. It has become apparent that there is now also a demand for students interested in the emerging area of engineering education to be able to complete an MSc degree prior to a doctoral degree in the discipline. The intent of this proposal is simply to provide a mechanism to formally enable students to graduate with a concentration in engineering education at the MSc level.

6. Course Requirements

List all courses used in the curriculum, including required and elective and existing and proposed courses. Include: the subject code, course number, course description. Identify proposed courses as "new." Append associated course change forms, as appropriate. Comment on any prerequisite requirements, where applicable.

The GSEE specialization at the MSc level will require 12 credit hours of coursework, including:

1. The required Biosystems Engineering seminar course (3 credit hours)
   • BIOE 7290 Biosystems Engineering Seminar 1

2. One of the two Engineering Education courses (3 credit hours)
   • ENG 7040 Foundations of Engineering Education Research, or
   • ENG 7030 The Discipline of Engineering Education

3. One research methodologies course suitable for engineering education research design & analysis (3 credit hours) at the 5000 level or higher, such as EDUA 5800 Introduction to Educational Research, as approved by the student's supervisor

4. One course at the 3000-level or higher (3 credit hours) as approved by the student's supervisor
   • Note that flexibility in this course is necessary to support the wide range of topics in engineering education research.

No new courses are being proposed.

5. Entrance Requirements

Outline any entrance requirements to the program specific to the proposed minor or concentration, if applicable. Comment on any regulations the unit may have in respect to what point in a program students are required to declare the concentration/minor.

The Department of Biosystems Engineering has already developed a procedure to manage admission to the GSEE at the PhD level given that the Supplemental Regulations indicate that applicants are normally required to hold an MSc degree in Biosystems Engineering or equivalent from a recognized university. We have (correctly) assumed that the GSEE will attract students from diverse backgrounds, many of whom will not have engineering backgrounds. The following process has been established to ensure consistency in reviewing applicants to the GSEE not holding prior engineering degrees.

1. Interested GSEE applicants should prepare a short statement indicating why they are interested in the Graduate Specialization in Engineering Education. This written statement, together with a CV and copies of transcripts should be sent to the department's Associate Head (Graduate) by the proposed advisor for review by the department's Graduate Committee (as mentioned in the Supplemental Regulations).
2. The Graduate Committee makes a recommendation to the Department Head regarding admission to the GSEE.
3. The Department Head reviews the recommendation from the Graduate Committee and makes a recommendation regarding admission to the GSEE.
4. The Department Head notifies the proposed advisor whether or not the interested GSEE applicant will be recommended for admission.

Although this procedure was originally developed for students interested in the GSEE within the PhD program, the same procedure will be followed for students interested in the GSEE within the MSc program.

6. Availability of Program

If proposing a minor, indicate whether the program will be made available to all students eligible to declare a minor or restricted to students in select programs. If the latter, indicate the program(s) and provide a brief explanation as to the restriction. If proposing a graduate-level or undergraduate-level concentration, indicate the program(s) in which the concentration will be available.

Not applicable – we are not proposing a minor.

Section D: Program Development and Demand

7. Alignment with Strategic Direction and Priorities

Comment on how the program addresses institutional and unit level strategic priorities and plans, including how Accessibility, Equity, Diversity, and Inclusion and Indigenous achievement and engagement have been considered in the development of the program.

Note: The reader is reminded of the unique positioning of the Department of Biosystems Engineering within two faculties within the University of Manitoba community. Administratively, the Department of Biosystems Engineering belongs to the Faculty of Agricultural & Food Sciences and graduate programs are administered through the Faculty of Agricultural & Food Sciences. The undergraduate Biosystems Engineering program is accredited through the Price Faculty of Engineering. Academic members of the Department of Biosystems Engineering formally belong to the Faculty Councils of both faculties and work together with individuals from both faculties on many initiatives.

This specialization responds to a goal (of the Price Faculty of Engineering) of expanding graduate enrolment by offering new opportunities to pursue studies in engineering education. The Department of Biosystems Engineering has a long history of enabling graduate-level research in the area of engineering education culminating in the 2020 introduction of the Graduate Specialization in Engineering Education (GSEE) solely at the PhD level. The current "strategic plan" of the Department of Biosystems Engineering makes reference to the promotion and growth of the GSEE in collaboration with the Centre for Engineering Professional Practice and Engineering Education (CEPPEE) in the Price Faculty of

Engineering. There are currently three tenure-track assistant professors hired by CEPPEE who have research mandates; all three of these individuals hold (or are in the process of being appointed to hold) adjunct positions in Biosystems Engineering in order to be eligible to supervise graduate students (given that CEPPEE does not hold "department" status according to the Faculty of Graduate Studies). Graduate students in the GSEE formally belong to the graduate student population in the Department of Biosystems Engineering. Thus, the Department of Biosystems Engineering is working closely with the Price Faculty of Engineering's CEPPEE to enable opportunities to pursue graduate studies in engineering education.

Specific to this proposal, the creation of an MSc specialization provides an additional pathway for entrance into studies in engineering education that is unique within the province of Manitoba and is one of only two formal options in Canada. This specialization can also prepare students for additional studies at the PhD level in engineering education in the future. Engineering education research carried out by these MSc students can investigate the implementation and improvement of pedagogical innovations such as flipped classrooms, digital learning tools, and lessons learned from teaching during COVID in the context of engineering education. This specialization will also address faculty and university priorities on anti-racism, EDI, and Indigenous achievement.

A GSEE specialization at the MSc level provides another pathway for graduate students to engage in research that aims to make engineering education more accessible, inclusive, and equitable. EDI has emerged as a key priority of the field of engineering education research in the past decade, and therefore students will be encouraged to attend to EDI goals in their coursework and research. Examples of EDI-related research in engineering education include investigating inclusive and culturally sustaining pedagogies, expanding course content to respond to diverse ways of knowing and being, studying engineering identity development of students from communities that are underserved in engineering, and studying the design and impact of outreach programs in K-12 schools and other community spaces. Dr. Stephanie Hladik, a faculty member who teaches and supervises GSEE students, has a research program focused on the design of new educational programming to better meet the needs of underserved learners in engineering, including women and people of colour, through outreach programs in community spaces, museums, and after-school settings. A GSEE specialization at the master's level allows students to explore these ideas and have an impact on the UM community in a focused way that can be difficult to achieve in a traditional technical MSc program.

A GSEE specialization at the MSc level will expand opportunities for faculty and students to continue their ongoing work and to develop new research, pedagogies, and experiential learning opportunities in the area of Indigenous Achievement and Engagement. Two faculty members who teach and supervise GSEE students – Dr. Jillian Seniuk Cicek and Dr. Kari Zacharias – are already engaging with Indigenous knowledge systems, pedagogies, and communities through their ongoing work. Drs. Seniuk Cicek and Zacharias are currently supervising graduate students with research interests in this area. However, the lack of a GSEE specialization at the MSc level limits the pool of students who are eligible to engage in this research. In the past four years, Dr. Seniuk Cicek and Dr. Zacharias have supervised 3 undergraduate thesis projects in Biosystems Engineering in engineering education, and 7 undergraduate thesis projects in Biosystems Engineering that have examined Indigenous pedagogies, Indigenous consultation, and decolonization of the engineering curriculum. A GSEE specialization at the MSc level would allow

interested graduates of undergraduate programs to remain at the U of M and continue to pursue their research in graduate school.

8. Student Demand for Program

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

In the decade prior to the introduction of the doctoral level GSEE, the University of Manitoba had graduated six students who completed degrees that concentrated on engineering education (these students graduated without formal recognition). Since the formal approval of the doctoral GSEE less than three years ago, the program has already attracted five PhD students. There are an additional 3 MSc students in Biosystems Engineering working in the area of engineering education (but with no formal mechanism in place to recognize their concentration). With three early-career, tenure-track professors now working in the general area of engineering education, it is envisioned that there will be student demand and interest in the program for many years to come.

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

It is projected that there will be 5-10 MSc students in the GSEE concentration in any given year.

c. **What is the maximum capacity, if applicable?**

Defined as first-year enrolment capacity.

Not applicable. Enrolment is based on both student interest and availability of research funding for stipend support.

9. Community and Industry Need

Describe the current community and/or industry need for the program. Outline any consultation with community partners, industry partners, and other external stakeholders in the development of this program. If external feedback was not sought, comment on why. Append letters of support, as appropriate.

No external feedback was sought. As mentioned previously, it has been only three years since the proposal for a concentration in engineering education at the doctoral level was prepared and approved. The rationale and justification for creation of the GSEE was provided in the previous document; there is no reason to believe circumstances have changed in this short time interval. Given interest in the doctoral level GSEE over this short time interval, we are simply expanding the concentration to support the education of graduate students at the MSc level.

10. Internal Consultation

Outline the results of internal consultations, including, (i) faculty, staff, and students within the unit; (ii) relevant academic units in respect to use of courses and/or recognition of credit; (iii) the libraries to determine resource needs; (iv) the Office of the Registrar and Enrolment Services to determine system needs; and (v) other units in relation to resource needs, as appropriate. Append letters of support, as appropriate. See *SCCCC Consultation form* at https://umanitoba.ca/governance/forms.

The initial discussion regarding creation of a GSEE concentration at the MSc level involved existing tenure-track professors supervising PhD-level GSEE students, the Department Head and the Associate Head (Graduate). This discussion resulted in a proposed program structure (presented previously in the document) that was reviewed and approved by Biosystems Engineering Department Council on 21 December 2022.

Section E: Resource Requirements

11. Projected Costs

For each section below, outline the resource requirements for the program, underline consideration of any impact on other academic units providing coursework in support of the program. Units should consult with their Dean's /Director's Office, including the unit-level Financial/Business Manager, and the Financial Planning Office when addressing the below.

a. Staffing Resources – New and Existing

Indicate the number of FTE existing and/or new academic and/or support staff positions required to develop, implement, and deliver the program. Identify the impact of any reallocation of existing staffing resources on other undergraduate and/or graduate programs offered by your unit and explain how these will be addressed.

No additional academic staff will be required. The program will be administratively supported by the existing Graduate Student Advisor in the Department of Biosystems Engineering.

b. Capital and Operating Costs

Comment on how on-going delivery of the program will impact on the use of space (academic and non-academic), infrastructure, equipment, and IT resources, including student systems. Outline any new or incremental operating costs (direct and/or indirect), capital requirements (one-time and/or ongoing), requirements for space, or upgrades to facilities, including classrooms. If new or incremental costs are not anticipated, demonstrate that the course and/or program changes can be supported with existing resources.

There will be no impact on the use of current infrastructure. The only conceivable impact is office/study space for the incremental graduate students.

c. Library Resources

If the program requires new courses, comment on the adequacy of existing library resources. Append a letter of support from the Libraries.

No new courses are required.

12. Program Funding

Outline how the program will be funded and indicate whether new funds are required. If new funding is required, please contact the Vice-Provost (Academic Planning and Programs) for more information. If additional revenue will be required to support the program but the Faculty/College/School is not requesting any new funding, identify the revenue source(s) (e.g. tuition, laboratory fees, other fees, etc.) that will be used.

No additional funding is required. The program will be administratively supported by the Department of Biosystems Engineering's existing Graduate Student Advisor.

Section F: Appendices

As appropriate, please append the following:
- i)   Course introduction/change forms.
- ii)   *For undergraduate-level concentrations or minors*, SCCCC Program Modification Form
- iii)   *For graduate-level concentrations,* revised supplemental regulations and BFARS, as appropriate.
- iv)   Internal letters of support (See *SCCCC Consultation form* at https://umanitoba.ca/governance/forms), including a letter of support from the Libraries.
- v)   External letters of support.

FGS Academic Guide Regulation 2023/24	Supplementary Regulation

When that designation is made, the Graduate Chair will be the primary contact for the graduate program.

"Master's student" shall be taken to mean an individual pursuing a Master's degree. This individual is considered a student up until successful completion of their Master's degree, after which they are a graduate of the Master's program.

"Ph.D. candidate" or "doctoral candidate" shall be taken to mean an individual who is pursuing a Ph.D. degree and who has successfully completed all required coursework, passed the candidacy examinations, and has an approved thesis proposal. Prior to achieving these milestones, the individual is considered a "Ph.D. student" or "doctoral student."

1.1 Application and Admission Procedures

The application (and all required documentation) is to be submitted directly to the Faculty of Graduate Studies via the online application system. **Applicants should contact the department/unit to which they are applying for the procedures and requirements which are specific to the program of application.** Contact information for each department/unit can be found on the Graduate programs of study website.

1.1.1 **Process:**

1. 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. Applicants are **required** to submit the application and documentation to the Faculty of Graduate Studies in time 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 Graduate programs of study website.

2. 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. The unit Head will submit their recommended decisions (i.e., acceptance or rejection) to the Faculty of Graduate Studies. The unit should not notify applicants of their recommendations.

3. 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.

Supplementary Regulation column:

Department of Biosystems Engineering
E2-376 EITC
University of Manitoba
Winnipeg, MB R3T 5V6

E-mail: headbio@cc.umanitoba.ca

In addition to the requirements of Graduate Studies, a completed application will also include:

- CV/Resume
- Statement of Intent (PhD only)

Graduate Specialization in Engineering

1. Interested GSEE applicants should prepare a short statement indicating why they are interested in the Graduate Specialization in Engineering Education. This written statement, together with a CV and copies of transcripts should be sent to the department's Associate Head (Graduate) by the proposed advisor for review by the department's Graduate Committee (as mentioned in the Supplemental Regulations).

2. The Graduate Committee makes a recommendation to the Department Head regarding admission to the GSEE.

3. The Department Head reviews the recommendation from the Graduate Committee and makes a recommendation regarding admission to the GSEE.

The Department Head notifies the proposed advisor whether or not the interested GSEE applicant will be recommended for admission.

1.1.2 Deadlines for Recommended Applications (from Departments/Units to the Faculty of Graduate Studies)

The following are the deadlines for receipt by the Faculty of Graduate Studies of recommendations from departments/units.

Term	Start Date	Canadian/US	International

Supplementary Regulation column:

For upcoming application deadlines, please consult the Graduate Program Page:

M.Sc.:

https://umanitoba.ca/explore/programs-of-study/biosystems-engineering-msc

• Thesis/practicum-based; • Course-based; • Comprehensive Exam; • Project; • Major research paper.	

6.2 Admission
 	
 Students who are eligible to be considered for direct admission to a program of study leading to the Master's degree include:
 	
 • Graduates of four (4)-year undergraduate degree programs (or equivalent as deemed by the Faculty of Graduate Studies) from:
 	
     o Canadian institutions empowered by law to grant degrees; or
 	
     o Colleges and universities outside Canada which are officially recognized by the Faculty of Graduate Studies.
 	
 • Graduates from first-cycle Bologna compliant degrees.
 	
 • Students who have completed a Pre-Master's program from:
 	
     o The University of Manitoba (see General Regulations - Pre-Master's); or
 	
     o Canadian institutions empowered by law to grant degrees; or
 	
     o Colleges and universities outside Canada which are officially recognized by The Faculty of Graduate Studies.
 	
 All students applying for a Master's degree program must have attained a minimum GPA of 3.0 out of 4.5 (or equivalent) in the last two (2) years of full-time university study (60 credit hours). This includes those applying for direct admission and courses completed as part of a Pre-Master's program. Students who meet the minimum requirements for admission to the Faculty of Graduate Studies are not guaranteed admission.
 	
 Note: This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.
	Master of Science (M.Sc.)
	 For admission into the M.Sc. program, applicants are usually required to hold a Bachelor's degree in Biosystems Engineering or equivalent from a recognized university. Applicants with degrees in related areas may be recommended for admission by the Department Head. Ultimately, acceptance must be approved by the Faculty of Graduate Studies.
	
	 Master of Engineering (M.Eng.)
	 For admission into the M.Eng. program, applicants must have a minimum of a Bachelor's degree in engineering. In exceptional cases, based on the candidate's professional experience, i.e. holding a P. Eng., this requirement may be waived on the recommendation of the Department Head. Ultimately, acceptance must be approved by the Faculty of Graduate Studies.

6.3 Program Requirements Students must complete the requirements for one of the programs of study described below for the Master's degree. Specific requirements for individual programs of study are determined by the department/unit offering the program. Credit hours and course requirements of programs subject to an external accrediting body shall reflect the requirements of the appropriate accrediting body and shall be detailed in the program's supplementary regulations. Any single course cannot be used for credit toward more than one degree.	
6.3.1 Thesis/Practicum Route A minimum of twelve (12) credit hours of coursework, unless otherwise stated in the department's/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's/unit's supplementary regulations indicate otherwise. The student must complete the thesis/practicum at The University of Manitoba.	**Master of Science (M.Sc.)** The M.Sc. is a research degree consisting of coursework and a thesis based on original research conducted by the student. A minimum of 12 credit hours of coursework is required, including at least 6 credit hours of coursework at the 7000 level (which must include BIOE 7290) from the Department of Biosystems Engineering. The

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	remaining 6 credit hours must be at the 3000 level or above from any department. The Department of Biosystems Engineering offers a Graduate Specialization in Engineering Education (GSEE) at the M.Sc. level. The GSEE specialization at the M.Sc. level will require a thesis on an engineering education topic and 12 credit hours of coursework, consisting of: 1. The required Biosystems Engineering seminar course, BIOE 7290 Biosystems Engineering Seminar 1 (3 credit hours) 2. One of the two Engineering Education courses, ENG 7040 Foundations of Engineering Education Research (3 credit hours), or ENG 7030 The Discipline of Engineering Education (3 credit hours) 3. ~~One research methodologies course suitable for engineering education research design & analysis (3 credit hours) at the 5000 level or higher, such as EDUA 7830 Engaging with Research in Education, as approved by the student's supervisor~~ 3. One research methodologies course suitable for engineering education research design & analysis (3 credit hours) at the 5000 level or higher from the Faculty of Education or other faculties as approved by the student's supervisor. Examples of suitable courses from the Faculty of Education include EDUA 5800 Introduction to Educational Research (3 credit hours), EDUA 7830 Engaging with Research in Education (3 credit hours), EDUA 7840 Qualitative Research Methods in Education (3 credit hours), EDUA 7850 Design and Analysis of Educational Research (Quantitative) (3 credit hours), etc. 4. One course at the 3000-level or higher (3 credit hours) as approved by the student's supervisor ~~Two courses at the 7000 level (6 credit hours); one is the required seminar course (BIOE 7290 Biosystems Engineering Seminar 1) and the second is a 7000 level ENG course as approved by the student's supervisor;~~ ~~One research methodologies course (3 credit hours) at the 5000 level or higher as approved by the student's supervisor;~~ ~~One courses at the 3000 level or higher (3 credit hours) as approved by the student's supervisor;~~

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must demonstrate an ability for independent investigation, original research or creative scholarship. This is expected to be presented in a thesis with a degree of literary skill and by an oral examination wherein the candidate exhibits mastery of their field. The Ph.D. is a research degree and is not conferred by The University of Manitoba solely as a result of coursework study.	
7.1 Admission **7.1.1 General criteria** Usually, the completion of a Master's degree or equivalent from a recognized university and a cumulative GPA of 3.0 on a 4.5 scale (or equivalent) in the last two (2) years of full-time university study (60 credit hours) is the minimum requirement for admission to the Ph.D. program. **Note:** This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria. Students who meet the minimum requirements for admission to the Faculty of Graduate Studies are not guaranteed admission. Some departments/units require completion of a thesis-based Master's program prior to admission to a Ph.D. program.	For admission into the Ph.D. program, applicants are usually required to hold a M.Sc. degree in Biosystems Engineering or equivalent from a recognized university. Applicants with degrees in related areas may be recommended for admission by the Department Head. Ultimately, acceptance must be approved by the Faculty of Graduate Studies. The Department of Biosystems Engineering has a standing Graduate Studies Committee consisting of three academic members of the department that fills the role of selection committee.
7.1.2 Direct Admission from the Bachelor's Honours or Equivalent With special recommendation of the department/unit, applicants without a Master's degree who have an honours Bachelor's degree or equivalent may be considered for entry to the Ph.D. program. These students must be outstanding in their academic background (GPA well above 3.0 in the last two (2) full years (60 credit hours) of undergraduate study). Once admitted, these students must complete at least 24 credit hours of coursework (unless otherwise specified in the department's/unit's approved supplementary regulations) and will be assessed Ph.D. program fees for three (3) years. A minimum of 18 credit hours at the 7000-level or higher is required. Any further coursework beyond the minimum 18 credit hours at the 7000-level must be at the 3000-level or above. A maximum of 48 credit hours of coursework is allowed toward the Ph.D. program. **Note:** This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.	
7.1.3 Transfer from the Master's to the Ph.D. Program Students who have not completed a Master's program may transfer to the Ph.D. program within the same department/unit upon the recommendation by the Department/Unit Head to the Faculty of Graduate Studies. The recommendation should be made within four (4) terms from the start of the Master's program. Fees paid, coursework completed, and time spent in the Master's program will usually be applied towards the Ph.D. program. Students must complete at least 24 credit hours of coursework unless the individual department/unit's approved supplementary regulations specify otherwise. A minimum of 18 credit hours at the 7000-level or higher is required. Any further coursework beyond the minimum 18 credit hours at the 7000-level must be at the 3000-level or above. A maximum of 48 credit hours of coursework is allowed toward the Ph.D. program. The request to transfer from a Master's to the Ph.D. program must be submitted to the Faculty of Graduate Studies via the Faculty's admission application at least one (1) month prior to the term for which the student intends to start the Ph.D. program. The applicant must indicate a request for transfer in their application.	The following process should be followed if a student not holding a Master's degree wishes to transfer from a Master's program to a Doctoral program in the Department of Biosystems Engineering. 1. The student should initiate the process by speaking to his/her advisor. The student must have completed a minimum of 2 courses with a minimum GPA of 3.75 to be eligible. 2. If the advisor is of the opinion that the student is capable of doing doctoral-level work, the student would be asked to prepare a research proposal describing the proposed topic. 3. The student orally presents the research proposal to his/her Advisory Committee.

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The student will be admitted to a 3-year Ph.D. program and will pay a total of three years of program fees, including program (but not differential) fees paid in the Master's at the time of transfer. Students are cautioned that such transfers may impact the duration of The University of Manitoba Graduate Fellowship and may have implications for other funding. Students who have previously completed a recognized Master's degree and are initially admitted and registered in a Master's program may transfer to the Ph.D. program within the same department/unit on the recommendation of the student's advisor/co-advisor and Department/Unit Head. Where a student holds a Master's degree that would be sufficient for admission to the Ph.D. program, students must complete at least 12 credit hours of coursework, unless the individual department's/unit's approved supplementary regulations specify otherwise. The student will be admitted to a 2-year Ph.D. program and will pay a total of two years of program fees, including program (but not differential) fees paid in the Master's at the time of transfer.	4. The student's Advisory Committee sends a written recommendation to the Department's Graduate Committee. 5. The Department's Graduate Committee makes a final decision regarding transfer to the Doctoral program. When transferring from Master's to Ph.D., the Department offers the flexibility of transferring between the GSEE and regular programs, in addition to transferring within the GSEE or within the regular program. In cases where a transfer is approved, the student will be required to complete a total of 24 credit hours (which includes any courses completed in the Master's program prior to the time of transfer), of which at least 18 must be at the 7000 level. All other requirements of the Ph.D. program must be met.
7.1.4 Provisional Admission to the Ph.D. Students nearing the completion of the Master's degree may be accepted provisionally to the Ph.D. program for a 12-month period commencing with the first registration in the Ph.D. program. Further registration in the Ph.D. program is contingent upon completion of all requirements of the Master's degree within the 12 months. Students must maintain continuous registration in their Master's program until its completion. Students will require assistance from the department/unit and the Faculty of Graduate Studies to complete dual registration on the "Concurrent Curriculum Permission" form in the Master's and Ph.D. program simultaneously.	
7.2 Student's Advisor, Co-advisor and Advisory Committee **7.2.1 Student's Advisor** Every Ph.D. student must have an advisor throughout their program, who is recommended to the Faculty of Graduate Studies by the Department/Unit Head. The advisor is responsible for supervising the student's graduate program. The advisor is the student's primary point of contact at the University of Manitoba and must be familiar with the general policies and regulations of the Faculty of Graduate Studies as well as the specific supplementary regulations of their academic department/unit. In this capacity, the advisor assists the student in planning the graduate program and ensures that the student is aware of all graduate program requirements, degree regulations, and general regulations of the academic department/unit, the Faculty of Graduate Studies, the university, and external funding agencies. The advisor provides counsel for all aspects of the graduate program, and stays informed of the student's scholarly activities and progress. The student's advisor also acts as a channel of communication to the student's advisory committee, the department/unit and the Faculty of Graduate Studies. The advisor must: • hold an appointment in the student's department/unit. • be a member of the Faculty of Graduate Studies[1]; • hold a Ph.D. or equivalent[2]; • be active in their field of research; and • have expertise in a discipline related to the student's program.	Applicants are assigned an advisor at the time of admission.

University of Manitoba
Faculty of Education

November 3, 2023

TO: Dr. Ehab El-Salakawy, Associate Dean, Faculty of Graduate Studies

CC: Dr. Danny Mann, Professor & Head, Department of Biosystems Engineering
Dr. Lilian Pozzer, Department Head (Curriculum, Teaching and Learning), Faculty of Education
Dr. Robert Renaud, Department Head (Educational Administration, Foundations, and Psychology), Faculty of Education

FROM: Dr. Melanie Janzen, Associate Dean (Graduate & Research), Faculty of Education

RE: Letter of Support for Proposed Introduction of Graduate Specialization in Engineering Education (MSc)

Dear Dr. El-Salakawy,

I am writing to support the proposed introduction of the Graduate Specialization in Engineering Education (GSEE) within the MSc program in Biosystems Engineering.

The revised proposal from Dr. Mann (dated October 25, 2023) includes a list of suggested research methodology courses at the 5000 level and higher. This list includes several courses offered by the Faculty of Education, such as *EDUA 5800 Introduction to Educational Research (3 credit hours), EDUA 7830 Engaging with Research in Education (3 credit hours), EDUA 7840 Qualitative Research Methods in Education (3 credit hours),* and *EDUA 7850 Design and Analysis of Educational Research (Quantitative) (3 credit hours).*

The Faculty of Education supports the suggestion that GSEE students draw from our research methodology course offerings to fulfil their degree requirements. Please note the following:

1) Registration for Faculty of Education research methodology courses is restricted to Faculty of Education graduate students for 10 days before opening to other students.

2) GSEE students who do not have the necessary prerequisites will be required to ask permission from the course instructor to waive the prerequisite prior to registering for the course.

Please reach out if you have any questions or need further clarification.

Sincerely,

Dr. Melanie Janzen
Associate Dean, Graduate Programs and Research

Feb 16, 2024

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

<u>Preamble</u>

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, 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 Dept. of Computer Science.

<u>Observations</u>

1. The **Dept. of Computer Science** proposes M.Sc. and Ph.D. Supplementary Regulation Changes. These consist of reducing the M.Sc. course requirements from 15 CH to 12 CH, removing the requirement for courses to cover certain topic areas (M.Sc. and Ph.D.). modifying and clarifying course requirements for students who transfer from the M.Sc. to the Ph.D. without completing the M.Sc., and clarifying the minimum requirements for consideration for direct admission to the Ph.D.

<u>Recommendations</u>

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

    Dept. of Computer Science

Respectfully submitted,

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

/ak

UNIVERSITY

OF MANITOBA

DATE: September 25, 2023

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

FROM: Dr. Andrea Bunt, Associate Head (Graduate), Computer Science

RE: Proposed changes to language in Computer Science Supplementary Regulations

1. **Reducing the M.Sc. course requirements from 15 credit hours to 12 credit hours (Section 6.3.1)**

   The Department of Computer Science would like to reduce the total number of credit hours of required coursework in the M.Sc. program from 15 credit hours to 12 credit hours. Our intent with this change is to improve completion times by making it more feasible for students to work on their thesis proposal while completing their coursework requirements. We have found that this is a particular challenge for international students, who are managing additional challenges associated with relocation into a new culture and city.

2. **Removing the requirement for courses to cover certain topic areas (Section 6.3.1, Section 7.4, Section 7.6)**

   As Computer Science continues to evolve and broaden as a discipline, we no longer find it pragmatic or pedagogically appropriate to define a set of "core" areas to which all students should be exposed. Further, as our faculty complement continues to evolve, it is becoming increasingly difficult to ensure adequate offerings in each topic area. Removing this requirement will provide students with increased flexibility to select courses that suit their interests and other life constraints. To ensure exposure to different viewpoints and teaching styles, we are adding the requirement that no more than 2 3-credit hour courses can be taken from the student's advisor / co-advisor.

3. **Modifying and clarifying course requirements for students who transfer from the M.Sc. to the PhD without completing the M.Sc. (Section 7.1.2 and 7.4)**

   In working to clarify the text in surrounding course requirements for students who enter the PhD program without a recognized M.Sc. in Computer Science (e.g., via transfer from the M.Sc.) as per a request from FGS staff, the department reexamined the regulation and would like to instead strengthen the course requirement to a total of 24 credit hours to match the FGS default regulation as well as the total coursework requirement of a student who completes an M.Sc. followed by a Ph.D. This is to ensure that all students receive the same level of graduate course-related training upon completion of the Ph.D.

4. **Clarifying the minimum requirements for consideration for direct admission to the PhD. (Section 7.1.2)**

   This change is to capture current practices of rarely allowing direct admission to the Ph.D. program. We have added text clarifying the minimum requirements to even be considered.

Regards,

Dr. Andrea Bunt

Professor and Associate Head (Graduate)
Department of Computer Science
University of Manitoba
Andrea.Bunt@umanitoba.ca

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requirements of the appropriate accrediting body and shall be detailed in the program's supplementary regulations. Any single course cannot be used for credit toward more than one degree.	
6.3.1 Thesis/Practicum Route A minimum of twelve (12) credit hours of coursework, unless otherwise stated in the department's/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's/unit's supplementary regulations indicate otherwise. The student must complete the thesis/practicum at The University of Manitoba.	A minimum of 12~~5~~ credit hours of course work is required at the 7000 level, typically corresponding to at least four~~five~~ graduate courses taken during the M.Sc. program. Of these four~~five~~ courses, one must be Research Methodologies (COMP 7210) to be completed at the earliest possible opportunity, and at least two~~three~~ more must be graduate courses in Computer Science. ~~, including courses in at least two of the three areas (Theory, Applications, and Systems).~~ The fourth~~ifth~~ course can be any graduate course in Computer Science or any graduate course from another department included on the list of approved graduate courses maintained by the GSC. Upon receiving approval from his or her advisory committee (or advisor only if the advisory committee has not yet been formed) and by the Graduate Associate Head, a student may request to have a course added to the list of approved courses. If the recommendation is approved by the advisory committee but not by the Graduate Associate Head, then the decision goes to the GSC. Email approval is sufficient. Once approved, the course is added to the list of approved courses. The GSC will be responsible for maintaining the currency of the list of approved courses and removing courses over time. The student is expected to complete the course requirements during the first 16 months of the M.Sc. program. A student may take at most two graduate courses from their advisor(s) for credit in this degree program.
6.3.2 Course-based, Major Research Paper, Project or Comprehensive Examination Route A minimum of twenty-four (24) credit hours of coursework is required. If the student is in the comprehensive examination route, a 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's/unit's supplementary regulations indicate otherwise. Refer to unit supplementary regulations concerning specific regulations on coursework, major research paper, project and/or comprehensive examination requirements.	The Department of Computer Science does not offer a Master's program via any of these routes.
6.3.3 Language Requirements Some department/units specify an additional language requirement for the Master's degree. Students should check department/unit supplementary regulations regarding this requirement.	Not required.
6.3.4 Advance Credit	Advance credit for courses taken elsewhere toward a degree at this university will be given consideration on an individual basis by the GSC,

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In those departments/units where comprehensive examinations are required, students should consult the department's/unit's supplementary regulations for specific requirements. The results of the comprehensive examinations shall be submitted to the Faculty of Graduate Studies on the "Report on Comprehensive Examination" form as either "Pass" or "Fail." No student may attempt a comprehensive examination more than twice. Any student who receives a "Fail" on the comprehensive examination twice will be Required to Withdraw from the Faculty of Graduate Studies.	

6.8 Final Requirements and Deadlines for Graduation
 	
The student will be recommended for the Master's degree providing that all degree requirements have been satisfied. In addition, the Faculty of Graduate Studies must receive:
 	
• For the Thesis/Practicum:
   • the final report on the thesis/practicum; and
   • the final (corrected and advisor-/advisory committee-approved) version of the thesis/practicum uploaded to MSpace.
• For the Comprehensive Examination/M.Eng project/Design Thesis:
   • the final report form
 	
The final requirements of the degree must be submitted to the Faculty of Graduate Studies by the appropriate deadline. For those programs that do not have a GRAD course associated with their culminating exercise, the department/unit must forward a list of names of their potential graduands to the Faculty of Graduate Studies by the deadline published on the Faculty of Graduate Studies website.	

SECTION 7: Doctor of Philosophy General Regulations The degree of Doctor of Philosophy (Ph.D.) is granted only upon evidence of general proficiency and distinctive achievement in a special field. In particular, the candidate must demonstrate an ability for independent investigation, original research or creative scholarship. This is expected to be presented in a thesis with a degree of literary skill and by an oral examination wherein the candidate exhibits mastery of their field. The Ph.D. is a research degree and is not conferred by The University of Manitoba solely as a result of coursework study.	
7.1 Admission **7.1.1 General criteria** Usually, the completion of a Master's degree or equivalent from a recognized university and a cumulative GPA of 3.0 on a 4.5 scale (or equivalent) in the last two (2) years of full-time university study (60 credit hours) is the minimum requirement for admission to the Ph.D. program. **Note:** This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria. Students who meet the minimum requirements for admission to the Faculty of Graduate Studies are not guaranteed admission. Some departments/units require completion of a thesis-based Master's program prior to admission to a Ph.D. program.	**Eligibility for Admission**: The candidate must have completed an M.Sc. degree or equivalent, usually in computer science, and usually having included the writing of an M.Sc. thesis. A letter of support from a prospective advisor is required. Upon receipt of an application, the GSC shall investigate the student's qualifications and report on suitability for Ph.D. study. In making admission decisions, the GSC may also consider whether appropriate funding is available for the student. If acceptance is recommended by the GSC and approved by the Department Head and the Dean of Graduate Studies, a letter of acceptance is sent by the Faculty of Graduate Studies.
7.1.2 Direct Admission from the Bachelor's Honours or Equivalent With special recommendation of the department/unit, applicants without a Master's degree who have an honours Bachelor's degree or equivalent may be considered for entry to the Ph.D. program. These students must be outstanding in their academic	Direct admission into the Ph.D. program without an M.Sc. in Computer Science is rare and is reserved for exceptional students only. At a minimum, these students must have completed an

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background (GPA well above 3.0 in the last two (2) full years (60 credit hours) of undergraduate study). Once admitted, these students must complete at least 24 credit hours of coursework (unless otherwise specified in the department's/unit's approved supplementary regulations) and will be assessed Ph.D. program fees for three (3) years. A minimum of 18 credit hours at the 7000-level or higher is required. Any further coursework beyond the minimum 18 credit hours at the 7000-level must be at the 3000-level or above. A maximum of 48 credit hours of coursework is allowed toward the Ph.D. program. **Note:** This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.	Honours Bachelor's degree in Computer Science and have received a minimum GPA of 4.0 in their last 60 credit hours (or equivalent) of study to have their application considered for special recommendation. ~~Once admitted into the Ph.D. program, students are not required to complete any coursework beyond that specified in Section 7.4.~~ Once admitted into the Ph.D. program, these students must take a total of 24 credit hours of coursework as specified in Section 7.4.
7.1.3 Transfer from the Master's to the Ph.D. Program Students who have not completed a Master's program may transfer to the Ph.D. program within the same department/unit upon the recommendation by the Department/Unit Head to the Faculty of Graduate Studies. The recommendation should be made within four (4) terms from the start of the Master's program. Fees paid, coursework completed, and time spent in the Master's program will usually be applied towards the Ph.D. program. Students must complete at least 24 credit hours of coursework unless the individual department/unit's approved supplementary regulations specify otherwise. A minimum of 18 credit hours at the 7000-level or higher is required. Any further coursework beyond the minimum 18 credit hours at the 7000-level must be at the 3000-level or above. A maximum of 48 credit hours of coursework is allowed toward the Ph.D. program. The request to transfer from a Master's to the Ph.D. program must be submitted to the Faculty of Graduate Studies via the Faculty's admission application at least one (1) month prior to the term for which the student intends to start the Ph.D. program. The applicant must indicate a request for transfer in their application. The student will be admitted to a 3-year Ph.D. program and will pay a total of three years of program fees, including program (but not differential) fees paid in the Master's at the time of transfer. Students are cautioned that such transfers may impact the duration of The University of Manitoba Graduate Fellowship and may have implications for other funding. Students who have previously completed a recognized Master's degree and are initially admitted and registered in a Master's program may transfer to the Ph.D. program within the same department/unit on the recommendation of the student's advisor/co-advisor and Department/Unit Head. Where a student holds a Master's degree that would be sufficient for admission to the Ph.D. program, students must complete at least 12 credit hours of coursework, unless the individual department's/unit's approved supplementary regulations specify otherwise. The student will be admitted to a 2-year Ph.D. program and will pay a total of two years of program fees, including program (but not differential) fees paid in the Master's at the time of transfer.	Once admitted into the Ph.D. program, these students must take a total of 24 credit hours of coursework as specified in Section 7.4. Courses taken while in the M.Sc. program count towards these 24 credit hours.
7.1.4 Provisional Admission to the Ph.D. Students nearing the completion of the Master's degree may be accepted provisionally to the Ph.D. program for a 12-month period commencing with the first registration in the Ph.D. program. Further registration in the Ph.D. program is contingent upon completion of all requirements of the Master's degree within the 12 months. Students must maintain continuous registration in their Master's program until its completion. Students will require assistance from the department/unit and the Faculty of Graduate Studies to	

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7.2.5 Conflict of Interest

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 Conflict of Interest Policy and Conflict of Interest Procedures as well as the Conflict of Interest Between Evaluators and Students due to Close Personal Relationships should also be consulted.

In addition to following the processes outlined in the above policies, COIs that exist within advisory and examining committees and proposed mitigation 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) at the time they arise . All reported conflicts will be reviewed by the Dean of the Faculty of Graduate Studies (or designate) and reported to the Vice President (Administration). If the conflict is deemed sufficiently significant and cannot be mitigated, a new committee may need to be struck. Committees should consider each year at the time of the progress report whether new conflicts of interest have arisen since the prior year.

It is the student's role to inform FGS of any changes in their student registration or employment status that may be perceived as a COI. For example, if a student is hired as an Instructor or an Assistant Professor into any unit at the university, they are to inform FGS of their employment status change in order to have a dialogue to address potential COIs.

7.3 Program of Study

As soon as possible, but no later than 24 months after a student has commenced their program, the student's program of study should be registered with the Faculty of Graduate Studies on the "Program of Study and Appointment of Advisory Committee" form and should include:

- information about the minimum or expected time for completion of the degree;

- coursework to be taken along with course classification ("S", "X", "A" or "O");

- any additional language requirement;

- the research area in which the thesis will be written.

The approval of the student's advisor/co-advisor and the Head of the department/unit are sufficient for registration. The program of study, including withdrawal from individual courses and any subsequent changes, must be approved by the student's advisor/co-advisor, the advisory committee, and the Head or Graduate Chair of the department/unit. 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.

7.4 Program Requirements

All students must complete one of the following programs of study for the Ph.D. degree, unless otherwise specified in the approved department/unit supplementary regulations:

Supplementary Regulation (right column for 7.4):

When admissions to the Ph.D. program is directly from a Master's Degree in Computer Science, a~~A~~ minimum of 12 credit hours of courses at the 7000 level is required beyond the M.Sc. degree, typically corresponding to at least four graduate courses taken during the Ph.D. program~~. Unless specified as an additional requirement at the time of~~

• Where admission to the Ph.D. is directly from a Master's degree, a minimum of 12 credit hours at the 7000- level or higher plus a thesis is required. Any further coursework beyond the minimum 12 credit hours at the 7000-level must be at the 3000-level or above. A maximum of 24 credit hours of coursework is allowed toward the Ph.D. program.[1] • Where admission to the Ph.D. is directly from an Honours Bachelor degree or equivalent, a minimum of 24 credit hours plus a thesis is required. The coursework must include a minimum of 18 credit hours at the 7000-level or higher with the balance of the coursework at the 3000-level or higher. A maximum of 48 credit hours of coursework is allowed toward the Ph.D. program unless department/unit's supplementary regulations indicate otherwise.	admission, no coursework beyond the 12 credit hours is required for students who enter the Ph.D. program directly from a B.Sc. or transfer from a M.Sc. Of these four courses, at least three must be graduate courses in Computer Science, including at least one course in each of the three areas (Theory, Applications, and Systems). The fourth course can be any graduate course in Computer Science or any graduate course from another department included on the list of approved graduate courses maintained by the GSC. Upon receiving approval from his or her Advisory Committee (or advisor only if the advisory committee has not yet been formed) and by the Graduate Associate Head, a student may request to have a course added to the list of approved courses. If the recommendation is approved by the Advisory Committee but not by the Graduate Associate Head, then the decision goes to the GSC. Email approval is sufficient. Once approved, the course is added to the list of approved courses. The GSC will be responsible for maintaining the currency of the list of approved courses and removing courses over time. The student can take at most two of these courses (i.e., 6 credit hours) from their advisor. When students enter the Ph.D. without an M.Sc. in Computer Science, a minimum of 24 credit hours of courses at the 7000 level is required, typically corresponding to at least eight graduate courses taken during the Ph.D. program. Of these eight courses, six must be graduate courses in Computer Science. The remaining two courses can be any graduate course in Computer Science or any graduate course from another department that has been approved by the GSC (see above for the approval process). The student can take at most four of these courses (i.e., 12 credit hours) from their advisor(s). Students who transfer from the M.Sc. program to the Ph.D. program can count the courses taken while in the M.Sc. program towards these 24 credit hours. The student is expected to complete the course requirements during the first 24 months of the PhD program.
7.4.1 Language Requirements Some departments/units specify a language requirement for the Ph.D. degree. Students are advised to consult department/unit supplementary regulations regarding this requirement.	No language requirement
7.4.2 Advance Credit Advance credit for courses completed prior to admission to a Ph.D. program will be considered on a case-by-case basis. The student's department/unit makes the request to the Faculty of Graduate Studies by completing the "Advance Credit-Transfer of Courses" form.	

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Computer Science (M.Sc. & Ph.D.) Supplementary Regulations approved & effective Sept. 1, 2023
FGS Supplementary Regulations template updated May 2023

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

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, 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 Dept. of Psychology.

Observations

1. The **Dept. of Psychology** proposes Ph.D. Supplementary Regulation Changes. These relate to clinical candidacy exams which have begun to explicitly include assessment of clinical training in the exam questions. Some situations have raised concerns where some committee members without clinical training do not feel qualified to assess clinical training in this manner. The department therefore proposes a mechanism for these committee members to abstain from grading those aspects of the candidacy exam, and, where necessary, to include additional faculty on the committee for the purpose of grading questions that assess clinical skills.

Recommendations

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

Dept. of Psychology

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.

October 18, 2023

Dear UM FGS Programs & Guidelines Committee:

Thank you for reviewing Psychology's proposed changes to the Ph.D. Candidacy Exam.

In terms of the request to provide *more background information* concerning the changes to the Ph.D. Candidacy Examination for Clinical Psychology Doctoral Students, please see our response below:

In discussions about the Candidacy Examination with respect to clinical students in our clinical area meetings, as well as in consultation with the Canadian Psychological Association accreditation requirements, we realized that the former Candidacy Examination often neglected core clinical skills essential to professional psychology training. We brought in the Clinical Case Conceptualization component of the examination as this is a key skill in our profession. As a professional graduate training program, in contrast to experimental graduate programs, we have an obligation to ensure clinical readiness and preparedness, and we hold differing responsibilities with respect to this examination.

Below, we have outlined the committee questions in italics followed by our response.

- *The diversity amongst committee members is extremely common for* ==candidacy== *exams. Usually only the advisor has core training in the particular area. Despite the diversity, many faculty members submit and grade questions that are out of their core area. Are the non-clinical faculty also constructing the questions? If they feel unqualified to grade the CE, should they abstain from any involvement in the CE?*

  o Faculty members who are not Clinical Psychologists will not have sufficient training to grade the Clinical Case Conceptualization component of the examination. Faculty members who do not grade a particular component are not involved in the writing of this component. The other two parts of the examination (journal article critique and essays) can be evaluated by any committee member. There is a fundamental difference between evaluating scholarship-based competencies, where it is reasonable that committee members can provide feedback outside of their primary area of expertise, and evaluating clinical competencies, which require highly specialized training. Our clinical CEs in their current form evaluate both.

- *Perhaps rather build the CE around the expertise of the committee*

  o Students choose committee members to support their dissertation research, not to assist with clinical training, which is done through practicum placements and does not require committee oversight. The candidacy examination, by contrast, is designed to assess both general scholarship competency and clinical training and status, including evaluating clinical case conceptualization skills. The two other parts of the examination can be evaluated by any/all committee members.

- *The CE is not an exam for the purpose of accreditation, thus the committee is unsure why is the dept concerned about separating out non-clinical faculty*

    o The Ph.D. Candidacy Examination should be an assessment of what students have learned prior to completing the Ph.D. It is reasonable for clinical students who are spending their time learning research as well as the science and practice of clinical skills (professional Clinical Psychology training) to have their Candidacy Examination address both of these competencies. Any faculty member at the UM should be able to make a decision regarding research competence but only Clinical Psychologists are competent to make decisions about core clinical skills as assessed by the Clinical Case Conceptualization component of the examination.

Sincerely,

Kristin Reynolds, Ph.D., C. Psych.
Associate Professor and Director of Clinical Training
Department of Psychology

University of Manitoba   Department of Psychology

190 Dysart Road
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 474-9338
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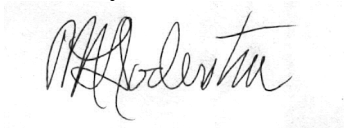
April 13, 2023

To Whom it May Concern,

I am writing to request a revision to the Psychology Department Faculty of Graduate Studies supplemental regulations.

Increasingly, graduate students in our clinical program have included non-clinical faculty on their committees. At the same time, clinical candidacy exams have begun to explicitly include assessment of clinical training in the exam questions. All of this is within our existing regulations. However, it has raised concerns where some committee members without clinical training do not feel qualified to assess clinical training in this manner. We are therefore proposing a revision to our regulations that would explicitly provide a mechanism for these committee members to abstain from grading those aspects of the candidacy exam, and, where necessary, to include additional faculty on the committee for the purpose of grading questions that assess clinical skills. Please see section 7.8 of the attached for the proposed wording addition.

Sincerely,

Melanie Soderstrom
Associate Department Head (Graduate)
Department of Psychology
University of Manitoba

FGS Academic Guide Regulation 2023/24	**Supplementary Regulation**

The candidacy examination may be held virtually. If it is held in-person, it must be held at either The University of Manitoba Fort Garry or Bannatyne campus, or the St. Boniface Hospital Albrechtsen Research Centre usually during regular business hours. No recordings will be permitted.

This examination, which must be independent from the thesis proposal, may be oral, written, or both and may cover subjects relevant to the general area of the student's research. The structure of the exam must be made known to the student well in advance of the exam. In the case where there is a required oral component, the student must participate in-person or virtually.

A "pass" decision of the examiners must be unanimous. Students must be provided with feedback on their performance and access to the reasons for the pass/fail.

The Dean of the Faculty of Graduate Studies must be informed of the results of the examination via the "Report on Ph.D. Candidacy Examination" form.

Any student who fails the candidacy examination twice will be Required to Withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to Withdraw".

On successful completion of this examination, the student will be considered a candidate for the Ph.D. degree.

Advisor is the Chair of the student's Candidacy Examination Committee.

C. Examination Procedures
The major area examination requirement may be satisfied in any one of three ways, namely:

a) a standard closed-book examination;
b) a standard take-home examination; or
c) an open-format examination.

Students are required to declare to the Graduate Office at least two months prior to the date on which they intend to take the exam. In any case, these deadlines apply for any year in which the student is writing the exam. All students will usually take their candidacy exam upon completion of most of their coursework (within two years of being admitted to the Doctoral Program with non-provisional status) and at least within one year prior to graduation. In no case may candidacy examinations be taken prior to completion of the M.A. degree. Unless otherwise indicated, the Head (or designate) will be responsible for ensuring that each deadline involving Candidacy Examinations is met.

Students will be asked to indicate the form of the examination and, the date it is to be taken. The student may opt out up to one week before the date for distributing the exam, except in cases of illness or crisis (as determined by the head or designate), when cancellation may occur at any time. The student's Advisor, after consultation with the other members of the Candidacy Examination Committee, will complete and submit to the Head (or designate) the appropriate form (together with a detailed description of the composition of the candidacy examination itself and the evaluation procedures to be used) at least 5 working days prior to its distribution. The dates for distributing all forms of candidacy exams to students will be the same, namely September 15, February 1, and May 1 of each academic year.

At the time of the exam distribution, the Candidacy Examination Committee will provide the student (in writing) the specific weights for each question/topic and the method to be used to determine the final pass/fail decision. Each question/component of the exam must be evaluated on a pass/fail basis by each member of the committee. However, for clinical area candidacy exams, committee members without clinical training may abstain from grading questions whose primary purpose is to evaluate clinical skills (e.g. "case conceptualization"). If more than one committee members abstains in this manner, additional faculty from the clinical area may supplement the committee to provide a sufficient number of graders for that question only.

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Psychology (M.A. & Ph.D.) Supplementlary Regulations approved & effective Sept.1, 2023
FGS Supplementary Regulations template updated May 2023
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FGS Academic Guide Regulation 2023/24	**Supplementary Regulation**
	<u>Any such changes must be communicated to the student in advance as part of the specified grading system.</u> A committee's decision will be considered a unanimous pass when the total number of failing evaluations received across all committee members and questions/components of the exam is 2 or fewer. If one committee member fails more than 2 components or more than 2 committee members fail any one component, this will therefore result in a failed exam. The committee may include provisions for the committee to discuss the evaluation of questions/components in cases of disagreement, so long as the corresponding method of evaluation is provided to the student in writing at the time of the exam distribution. When the examination is finished, the Head (or designate) shall distribute copies of the completed exam to the members of the Candidacy Examination Committee, and the Advisor shall ensure that the examination is evaluated on schedule. A rating-scale evaluation of the candidacy examination is encouraged to facilitate both grading of the exam and feedback to the student. Usually within six weeks the Candidacy Examination Committee will evaluate the examination and assign a pass or fail grade for the student. The student's Advisor will notify (in writing) the student and the Head (or designate) whether the student has passed or failed the examination, or the reason for a delayed decision. Within 3 weeks after notification of the student's pass/fail grade, each student must receive written feedback from the Advisor on behalf of the Candidacy Examination Committee. This feedback will address the quality of the student's writing, organization, and content of answers to each question/topic of the exam. The student is encouraged to request more specific feedback from each member of the committee. The evaluation of the student at the time of the candidacy examination shall entail not only the student's performance on the examination but also overall preparedness for a career in psychology. If the career preparedness evaluation is negative, it shall be treated separately, as though it were an Advisor's negative report arising from a Progress Report Evaluation. Failure to meet the deadline for handing in the completed candidacy exam will constitute an automatic failure of the examination.

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Psychology (M.A. & Ph.D.) Supplementlary Regulations approved & effective Sept.1, 2023
FGS Supplementary Regulations template updated May 2023

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Report of the Senate Committee on Admissions concerning a proposal from the School of Art to modify their admission requirements for all School of Art programs (2024.02.27)

Preamble:

1. The terms of reference for this committee can be found at: *http://umanitoba.ca/admin/ governance/governing_documents/governance/sen_committees/490.htm.*

2. The School of Art is proposing several modifications to the admissions regulations that apply to all programs within the school.

3. The proposal was passed by the School of Art Council on December 1st, 2023, and was endorsed by SCADM on February 27th, 2024.

Observations:

1. The School felt that current regulations lack clarity in some areas and they wanted to ensure clarity and transparency for students.

2. The proposed changes can be broken down into three areas:
    a) Create more robust regulations regarding the transference of external grades; the new regulation addresses the maximum number of external courses that will be allowed, and the timeframe as to how old a course can be to be eligible for transfer.
    b) Regulations that apply to second degree students.
        i. The residency requirement for the two 90 credit hour degrees would be 30 credit hours, meaning 60 credit hours of a 90 credit hour degree could be comprised of courses external to the University of Manitoba. The general academic regulations normally only allow for 30 credit hours of transferrable courses for a 90-credit hour degree.

    c) Regulations that apply to students who had previously been enrolled, left, and are wishing to return to study.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to modify the admission requirements for the School of Art be approved effective for the fall 2025 intake.

<u>Comments of the Senate Executive Committee</u>:
The Senate Executive Committee Endorses the Report to Senate.

Respectfully submitted
Laurie Schnarr, Chair, Senate Committee on Admissions

University of Manitoba

School of Art

Date: February 12, 2024

To: Ms. Laurie Schnarr, Chair

From: Dr. David Foster, Associate Director (Undergraduate Programs), School of Art

Re: Proposed Changes to the Additional Admission Categories section of the Calendar

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The School of Art is proposing changes to the Academic Regulations: Additional Admission Categories section of the Academic Calendar

The proposal passed School Council on December 1, 2023.

If approved, the ideal effective term for these changes would be Fall 2024.

The School of Art requests that SCADM consider the following proposed changes to the Additional Admissions Categories sections, as they will clarify issues around transfer credits, second degree status, and returning to study for new, current, and returning students in BFA and Diploma programs.

Section I: Description of Changes

With the introduction of the revised, two-year Diploma in Art program, it is important that the School clarify and make transparent admissions policies impacting all programs. These policies relate to transfer credit, second-degree students, and students returning to study. As such, the School proposes the following changes to the Additional Admission Categories section of the Academic Calendar:

1) Under the existing sub-heading *Transfer Students*, the following be added to the end of the passage: "**The maximum external credit hours transferable to the Diploma in Art program is 24.** There is no limit on internal transfer credit. **External transfer credit 10 years or older at the time of admission cannot be applied to a School of Art program.**"

2) Following the passage with the sub-heading *Transfer Students*, the following be added under the new sub-heading *Second Degree Students*: "**Second Degree Students: Students possessing a first degree from a recognized university program are eligible for admission to the School of Art under the Second Degree Student category. Up to 60 credit hours (plus excess coursework) may be applicable to the second degree. Second Degree Students who hold a first degree completed at UM will have their Degree GPA (DGPA) reset upon admission to the School of Art. Second Degree Students must consult with the School of Art Student Advisor for further information.**"

3) Following the passage with the sub-heading *Visiting Students*, the following be added under the new sub-heading *Returning to Study*: "**Returning to Study*: Previous School of Art students who are inactive due to nonregistration may request a reactivation of their accounts. Students seeking reactivation must not have attended any other post-secondary institution since their last term of enrolment at the University. Students must request reactivation within 10 years from the last term of enrolment. Students who do not meet these criteria will be required to reapply. Students who are readmitted to the School of Art must complete the most current program requirements, per their new catalog term. Previous credit hours will be applied to the new program, as applicable. Students who are returning to study must consult with the School of Art Student Advisor for further information.**"

These changes make transparent policies and procedures which have historically been practiced by the School of Art. If approved, the ideal start date for these changes would be Fall 2024.

Section II: Consultation with Other Faculties

The requirement for consultation with other faculties is not applicable to this request.

Section III: Recommendation

The School of Art requests that SCADM consider the proposed modifications to the Additional Admission Categories section of the Academic Calendar.

Currently, this section of the Academic Calendar is lacking information related to transfer credit, second-degree students, and students returning to study. If approved, the proposed modifications will provide clarity to staff and students seeking information related to these important topics.

The attached updates to the Academic Calendar (pages 2-3) outline the requested changes.

Entry requirements to the University of Manitoba are listed in the Admissions chapter of this Calendar.

All admission requirements, as well as application deadline dates and forms, are included in an applicant information bulletin available from the Admissions Office, Enrolment Services, 424 University Centre; this information is also posted on the School of Art website under "Undergraduate Admission Information (https://umanitoba.ca/art/programs-of-study/#undergraduate-programs)".

An acceptance deposit of $100 is required and will be credited towards tuition when registration is complete.

Studio Programs

Bachelor of Fine Arts – General Studio Program

Initially, all students wishing to complete a Fine Arts Studio degree must be admitted to the Bachelor of Fine Arts General Program. Admission to the Bachelor of Fine Arts General Program is directly from high school or from University 1. Grade 12 Art is recommended. In addition to academic standing in high school or University 1, each applicant must submit a portfolio. Information about the admission and portfolio requirements is available on the School of Art website under "Undergraduate Admission Information (https://umanitoba.ca/explore/programs-of-study/fine-arts-studio-program-bfa-diploma/#admission-requirements)".

Bachelor of Fine Arts – Honours Studio Program

To transfer to the BFA Honours Program, a student must have completed 63 credit hours in the Bachelor of Fine Arts General Program and have a minimum grade point average of 2.5 (C+). Students who wish to transfer to the BFA Honours Program must contact the Student Advisor in the School of Art.

Diploma in Art

Admission to the Diploma in Art requires a high school diploma. Applicants must submit a portfolio and satisfy high school course requirements as described in the application bulletin (https://umanitoba.ca/admissions/) available from the Admissions Office.

Art History Programs

Bachelor of Fine Arts Art History - General Program

Initially, all students wishing to complete a Fine Arts Art History degree must be admitted to the Bachelor of Fine Arts Art History General Program. No portfolio is required. To be admitted to this program students must first complete 24-30 credit hours in University 1 and achieve a minimum degree GPA of 2.5.

Course	Title	Hours
One of the following:		
EVDS 1660	History of Culture, Ideas and Environment 1	
FAAH 1030	Introduction to Art 1A (One of the following:)	
One of the following:		
FAAH 1040	Introduction to Art 2A	
EVDS 1670	History of Culture, Ideas and Environment 2	
One of the following:		
ENGL 1200	Representative Literary Works	
ENGL 1300	Literature since 1900	
ENGL 1400	Thematic Approaches to the Study of Literature	
6 credit hours from:		6
PHIL 1200	Introduction to Philosophy	
ASIA 1420	Asian Civilizations to 1500 (B)	
ASIA 1430	Asian Civilization from 1500 (B)	
CDN 1000	Introduction to Canada	
CATH 1190	Introduction to Catholic Studies	
CLAS 1270	Introduction to Ancient Greek Culture	
CLAS 1280	Introduction to Ancient Roman Culture	
FILM 1290	The Art of the Film 1	
FILM 1310	Film History	
GRMN 2120	Introduction to German Culture from 1918 to the Present (C)	
GRMN 2130	Introduction to German Culture from the Beginnings to 1918 (C)	
HIST 1350	An Introduction to the History of Western Civilization to 1500 (G)	
HIST 1360	An Introduction to the History of Western Civilization from 1500 (G)	
HIST 1370	Modern World History: 1500-1800 (M)	
HIST 1380	Modern World History: 1800-Present (M)	
HIST 1440	History of Canada (C)	
HIST 2390	Early Modern Europe, 1450-1789 (E)	
HIST 2420	The Medieval World (D)	
INDG 1200	Indigenous Peoples in Canada	
INDG 1220	Indigenous Peoples in Canada, Part 1	
INDG 1240	Indigenous Peoples in Canada, Part 2	
MUSC 1930	Rudiments of Music	
PHIL 1290	Critical Thinking	
RLGN 1322	Introduction to Eastern Religions	
RLGN 1324	Introduction to Western Religions	
RUSN 2290	Russian Culture from 1900 to the Present	
UKRN 2780	Ukrainian Culture from 1900 to the Present	
WOMN 1500	Introduction to Women's and Gender Studies in the Humanities	
University Mathematics course		3
Science or Social Science Elective		6

Bachelor of Fine Arts Art History - Honours Program

To transfer to the Art History Honours program, a student must successfully complete 69 credit hours of study in the Art History General Program, with a degree GPA of 2.5. Students who wish to transfer to the BFA Art History Honours program must contact the Student Advisor in the School of Art. Current admission criteria can be found in the Applicant Information Bulletin (https://umanitoba.ca/explore/sites/explore/files/2021-03/fine-art-history-bulletin.pdf).

Additional Admission Categories

Mature Students: A mature student is eligible to enter the School of Art as a student in the Diploma in Art program. A Diploma student may transfer into the Bachelor of Fine Arts General Studio Program after completing 24 credit hours in the Diploma Program.

Transfer Students: A student seeking transfer to the School of Art from another faculty at the University of Manitoba should contact the School of Art Student Advisor regarding transfer of credit. Academic courses completed at other institutions will be assessed for equivalency only after a student is admitted to the School and paid the deposit. The maximum external credit hours transferable to the B.F.A. General Program is 30.

The maximum external credit hours transferable to the B.F.A. Honours program is 60. **The maximum external credit hours transferable to the Diploma in Art program is 24.** There is no limit on internal transfer credit. **External transfer credit 10 years or older at the time of admission cannot be applied to a School of Art program.**

Second Degree Students: **Students possessing a first degree from a recognized university program are eligible for admission to the School of Art under the Second Degree Student category. Up to 60 credit hours (plus excess coursework) may be applicable to the second degree. Second Degree Students who hold a first degree completed at UM will have their Degree GPA (DGPA) reset upon admission to the School of Art. Second Degree Students must consult with the School of Art Student Advisor for further information.**

Special Students: A special student is someone who is permitted by the Director of the School of Art to take courses for interest and whose basis of admission is normally possession of a first Fine Arts degree. The student should check with the School of Art Student Advisor first about the application; the student's course choice is dependent on previous courses taken as pre-requisites and space availability in the class.

Auditing Students: Art history courses may be audited with the permission of the instructor. Studio courses cannot be audited.

Visiting Students: A visiting student can take courses in the School of Art on a letter of permission from the home university. The specific courses for which permission is granted must be listed in the Letter of Permission.

Returning to Study: **Previous School of Art students who are inactive due to nonregistration may request a reactivation of their accounts. Students seeking reactivation must not have attended any other post-secondary institution since their last term of enrolment at the University. Students must request reactivation within 10 years from the last term of enrollment. Students who do not meet these criteria will be required to reapply.**

Students who are readmitted to the School of Art must complete the most current program requirements, per their new catalog term. Previous credit hours will be applied to the new program, as applicable. Students who are returning to study must consult with the School of Art Student Advisor for further information.

Faculty Academic and Other Regulations

Limited Access will not affect registration for the current Academic Year, which includes Fall, Winter, and Summer terms. See University Policy and Procedures – Repeat Course Policy – Section 2.5 (a) Limited Access (https://catalog.umanitoba.ca/undergraduate-studies/policies-procedures/repeated-course-policy/).

The provisions of the General Academic Regulations (https://catalog.umanitoba.ca/undergraduate-studies/general-academic-regulations/) ,and University Policies and Procedures (https://catalog.umanitoba.ca/undergraduate-studies/policies-procedures/) apply to all students. In addition, the School of Art has the following regulations and requirements.

Students should be aware that some studio mediums will have health and safety concerns. Faculty and instructors will, for each course that they teach, provide all students with the necessary health and safety instructions for that class.

Scholastic Standards
General Scholastic Standards for all Degree and Diploma Programs
A minimum grade of "C" is required in all School of Art courses unless otherwise stated. For courses taken in other faculties, the minimum passing grade is "D".

All students are automatically assessed by Aurora Student at the end of each term. For those students with a term GPA below 2.0, an Academic Warning will appear on their record.

Students who fall below the minimum GPA required in their program of study will be placed on probation at the end of an academic year . Students must clear the probationary status by the end of the next academic year or may be required to withdraw permanently from the School of Art.

Studio Programs
Students in the BFA General degree must maintain a minimum Degree GPA of 2.0.

Students in the Diploma Program and BFA Honours degree must maintain a minimum Degree GPA of 2.5.

Students in BFA Honours Studio must obtain a minimum grade of B for the following:

Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Education to modify the admission requirements for the Bachelor of Education degree program (2024.02.27)

Preamble:
1. The terms of reference for this committee can be found at: *http://umanitoba.ca/admin/ governance/governing_documents/governance/sen_committees/490.htm.*

2. The Faculty of Education is proposing two changes: one to the history teachable for early and middle years, and one to the geography teachable for early and middle years.

3. The proposal was passed by the Faculty of Education Council on December 11th, 2023, and was endorsed by SCADM on February 27th, 2024.

Observations:
1. The current regulations have a statement that requires "Canadian and North American coursework" as specific content for the Geography and History teachable requirements.

2. These specific content requirements are not needed for teacher certification purposes.

3. The current requirements are unnecessary and are a barrier to students who would like to apply to the program.

Recommendation:
The Senate Committee on Admissions recommends that the proposal to modify the admission requirements for the Bachelor of Education degree program be approved effective for the fall 2025 intake.

Respectfully submitted
Laurie Schnarr, Chair, Senate Committee on Admissions

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

University of Manitoba | Faculty of Education

DATE: February 13, 2024

TO: Ms. Laurie Schnarr, Committee Chair, SCADM
Mr. Jeff Adams, Executive Director, Enrolment Services

FROM: Dr. Jan Stewart, Chair, Faculty Council

RE: Motions for Senate

CC: Dr. Sreemali Herath, Senator
Dr. Sandra Kouritzin, Senator
Dr. Wayne Serebrin, Associate Dean, Undergraduate & Partnerships (ADUP)
Ms. Desiree Kennedy, Coordinator of Undergraduate Programs
Ms. Rosanna Caruso, Academic Development Officer
Ms. Nicole Jensen, Committee Secretary, UPC

The following motions were passed by the Faculty of Education Undergraduate Programs Committee (UPC) [on November 27, 2023] and subsequently by Faculty of Education Council [on December 11, 2023]. Please forward these motions for consideration at the next SCADM meeting, and if approved forward to the appropriate Senate meeting for consideration.

MOTION: *THAT* effective for the Fall 2025 Bachelor of Education intake, the admission requirement of 6 credit hours of specific content (Canadian and/or North American coursework) for History Teachable Major/Minor for Early and Middle Years will no longer be required.

MOTION: *THAT* effective for the Fall 2025 Bachelor of Education intake, the admission requirement of 6 credit hours of specific content (Canadian and/or North American coursework) for Geography Teachable Major/Minor for Early and Middle Years will no longer be required.

Sincerely,

Jan Stewart, PhD
Dean
Faculty of Education

PROPOSAL

Section I- Description of the change

Change Being Proposed and Current Regulation:

The Faculty of Education proposes revising the admission requirements for the Bachelor of Education program to remove the requirement of 6 credit hours of specific content (Canadian and/or North American coursework) for History Teachable Major/Minor and for Geography Teachable Major/Minor in the Early and Middle Years streams, as demonstrated in the Academic Calendar changes below. Changes will be effective for the Fall 2025 Intake.

Applicable Early and Middle Years Teachable Majors and Minors

Applicable Subjects for Both Majors & Minors:

- Art[1]
- Computer Science[2] (Middle Years Only)
- Drama/Theatre
- English (Language Arts)
- French
- General Science[3] (Major only)
- Geography[4]
- History[5]
- Human Ecology[6] (Home Economics) (Middle Years Only)
- Mathematics[7]
- Music[8]
- Indigenous Studies[9]
- Physical Education[10]
- Second Language[11]

[1] Art: Middle Years applicants must possess a minimum of 12 credit hours of studio courses for a major and 9 credit hours of studio courses for a minor. Early Years applicants have no specific course requirements.

[2] Computer Science: Applicable for Middle Years applicants only.

[3] General Science: Major only. This is not available as a minor teachable area. Must include three (3) (only) Science disciplines (Biology/Biological Science, Chemistry, Computer Science, Environment Science, Geological Science, and Physics. Does not include Geography courses). A minimum of 3 credit hours is required in each of the three disciplines. Additionally, 3 credit hours must be at the 2000 level or above.

[4] ~~Geography: Must include 6 credit hours of Canadian and/or North American content.~~

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[5] ~~History: Must include 6 credit hours of Canadian and/or North American content.~~

[64] Human Ecology: Applicable for Middle Years applicants only. Consists of courses with the designation of HNSC (Human Nutritional Sciences), FMLY (Family Social Science), TXSC (Textile Science) and/or HMEC (General Human Ecology) or their equivalents. Future applicants are encouraged to contact the Faculty of Education for guidance.

[75] Mathematics: A minimum of 6 credit hours must be above the 1000 level. Both major and minor may include courses from either the department of Mathematics and/or the department of Statistics.

[86] Music: See Admissions website for detailed requirements.

[97] Indigenous Studies: May include 6 credit hours of a Canadian Indigenous Language course.

[108] Physical Education: See Admissions website for detailed requirements.

[119] Second Language: Language other than English or French

Additional Teachable Minors:

(in addition to the teachable areas above, the Minister of Education recognizes the following as minors only)

- Anthropology
- Classics
- Dance
- Developmental Studies[1]
- Earth Science (Geological Science)
- Economics
- Environmental Science (Environmental Studies)
- Law
- Philosophy
- Political Studies (Political Science)
- Psychology
- Religious Studies
- Sociology

Background Information and Rationale:

The Early and Middle Years Admission requirements for the teachable major and minor in History or Geography currently include 6 credit hours of Canadian and/or North American content. The above motions remove specific content, while leaving the total credit hours required for certification.

The Faculty of Education recommends the removal of this requirement based on the following:

- The area group (Social Studies) has recommended that this requirement be removed as the content is addressed in the Curriculum and Instruction courses of the Bachelor of Education Program.
- There is no requirement for Canadian/North American content in the Senior Years teachable major and minor.
- There is no requirement for Canadian/North American content at other Faculties of Education in Manitoba.
- Canadian/North American content is not required for Manitoba teacher certification.
- The requirement of Canadian/North American content has proven to be a barrier to applicants.

Section II - Consultation with other Faculties

We have not consulted with other Faculties.

Section III - Recommendation

The Faculty of Education recommends that SCADM approve the revision of the admission requirements for Early Years and Middle Years stream in the Bachelor of Education Program, to remove the requirement of 6 credit hours of specific content (Canadian and/or North American coursework) for History Teachable Major/Minor and for Geography Teachable Major/Minor, changes to be effective Fall 2025.

Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Engineering to modify the admission requirements for the Bachelor of Science in Engineering degree program (2024.02.27)

Preamble:

1.   The terms of reference for this committee can be found at: *http://umanitoba.ca/admin/ governance/governing_documents/governance/sen_committees/490.htm.*

2.   The Faculty of Engineering is proposing the introduction of a new admissions regulation for students who are seeking a second degree in an engineering discipline.

3.   The proposal was passed by the Faculty of Engineering Council on January 11th, 2024, and was endorsed by SCADM on February 27th, 2024.

Observations:

1.   No requirement currently exists, other than a regulation for students in the department of Computer and Electrical Engineering, that allows students to apply for a second Engineering degree in another major.

2.   If approved this new regulation would apply to all programs within the faculty, including students in Computer and Electrical Engineering.

3.   To meet accreditation requirements a maximum of 50% of previously completed courses can be applied to the second degree.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to modify the admission requirements for the Bachelor of Science in Engineering degree program be approved effective for the fall 2025 intake.

Respectfully submitted
Laurie Schnarr, Chair, Senate Committee on Admissions

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

Senate Committee on Admissions

Section I – Description of the change

The Admissions Regulations for the Price Faculty of Engineering do not currently cover the case of an applicant who may already hold a recognized undergraduate degree in an engineering discipline. The following proposed regulation will address this specific situation and provide a clear and consistent process for evaluating the student's prior coursework as it relates to the program they are seeking to enter.

Admission as a Second Degree Student

Students possessing a first bachelor's level Engineering degree from an accredited Engineering program with a minimum Cumulative Grade Point Average of 2.00 on their first degree may be eligible for admission as a Second Degree student in a different program provided they have completed the minimum coursework entrance requirements for their intended degree program, see Admissions to Price Faculty of Engineering: All Other Admissions (p. 461). Admission is subject to available space within the program.

Students who are admitted to the Price Faculty of Engineering following the completion of another degree program are eligible to receive a maximum of 20 single term courses of transfer credit from applicable courses completed outside of their new degree program. Exceptions will be granted to students holding an Electrical or Computer Engineering degree applying as a Second Degree student to Electrical or Computer Engineering. In those cases, students are eligible to receive a maximum of 30 single term courses of transfer credit due to the significant overlap between the two programs. Courses must be completed within 10 years of the application date in order to be considered for transfer credit. Once admitted, students will be expected to satisfy all graduation requirements in the degree program. In all cases, students must complete a capstone design project as part of their degree.

Students seeking admission as a second-degree student will follow the same admission and application timelines as any other student.

Subject to approval of the proposed new second-degree admission regulation, the section of the Academic Calendar entitled *Second Degree in Electrical or Computer Engineering* will be removed.

Section II - Consultation with other faculties

The proposed new admission regulation will have no impact on other faculties or units as any students applying under this regulation will be included under the regular admission capacity limits already in place for the Price Faculty of Engineering.

Section III - Recommendation

That the proposed regulation on *Admission as a Second Degree Student* be endorsed by the Senate Committee on Admissions.

Report of the Senate Committee on Instruction and Evaluation RE: Modification of Regulations on Decisions Concerning Academic Promotions, Dr. Gerald Niznick College of Dentistry

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

2. At its meeting on January 25, 2024 SCIE considered a proposal from the Dr. Gerald Niznick College of Dentistry to modify its regulations on Decisions Concerning Academic Promotions.

3. The proposal was endorsed by the Dr. Gerald Niznick College of Dentistry College Council on November 20, 2023.

Observations:

1. The College is proposing the following addition to the regulations on Decisions Concerning Academic Promotions:

   When restrictions or modifications to clinical or preclinical privileges due to a disciplinary matter, a need for remediation, or a patient safety concern occurs, preventing a student from advancing in clinical or preclinical courses to the degree that non-completion of course requirements result in one or more course failures, normal Dr. Gerald Niznick College of Dentistry promotion rules will apply.

2. If a student is prevented from advancing in clinical or preclinical courses because of a disciplinary matter, a need for remediation, or a patient safety concern, a failure of one or more clinical or preclinical courses due to not completing the course may result.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the modification of the regulation on Decisions Concerning Academic Promotions, Dr. Gerald Niznick College of Dentistry, effective Fall 2024.

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.

assigned a Mentor who is a member of the MDA and a practicing Dentist within the community. Each year, **the MDA holds a "Welcome to the Profession" dinner where incoming students are invited to meet their** Mentors. Students will then attend two to four Mentorship meetings each year throughout the four year program. The Dr. Gerald Niznick College of Dentistry provides the names, e-mail (U of M) and photographs **of all first year Dental students to MDA personnel for the purpose of** facilitating student participation in the Mentorship program.

Vital Source Textbook Database

Dentistry student's text books are accessible through an electronic textbook database called Vital Source. In order to provide all Dentistry students with access to their text books, the Dr. Gerald Niznick College of Dentistry will provided Vital Source with the names and e-mail (U of M) of all students for the purpose of authenticating users and providing access to their on-line content.

Manitoba Dental Students Association/Manitoba Dental Hygiene Students Association

Students in the Dr. Gerald Niznick College of Dentistry/School of Dental Hygiene become members of and are represented by the Manitoba Dental Students Association/Manitoba Dental Hygiene Students Association. These Associations provide student representation on College/School and University Committees as well as represent students on various external organizations (CDA/MDA/MDHA, etc.). The Dr. Gerald Niznick College of Dentistry/School of Dental Hygiene provides the names, e-mail (U of M) and photographs of all first year Dental and Dental Hygiene students with the respective student Associations for the purpose of facilitating student participation.

Student information will not be used or disclosed for other purposes, unless permitted by The Freedom of Information and Protection of Privacy Act (FIPPA). If you have any questions about the collection or use of your personal information, contact the:

Access & Privacy Office (tel. 204-474-9462)
233 Elizabeth Dafoe Library
University of Manitoba
Winnipeg, MB, R3T 2N2

Instruments Computers and TextbookS

Students entering the Dr. Gerald Niznick College of Dentistry must own or purchase a PC laptop computer (the College only supports PC's given the software used in our clinical facilities) that is compliant with University computer standards (see Bookstore - Computers on Campus for annual listing) and Vital Source Technology software requirements (see Vital source (https://www.vitalsource.com/en-ca/) for details). The expenditure of a computer may range approximately from $1000 to $4000 within the first year of the program. The Vital Source Technologies cost is approximately $1450 per year for DMD and $2050 per year for IDDP. These fees will be assessed annually on students accounts under "Electronic Textbook Fee".

Students are responsible for Clinical Instrument Fees which represent the cost of dental instruments and supplies required for clinical education. These fees will be assessed annually on student accounts under "Clinic Instrument Fee". these instruments and supplies are the property of students and are retained by the students after graduation. It is the students' responsibility to maintain the condition of their instruments and stay within allotted supply levels. Any damaged/lost instruments or excessive use of supplies may result in additional charges to students. Over the 4 years of the DMD program, the clinic instrument fees will amount to approximately $18,344 ($14,100 for the IDDP program). These fees are based on estimated amounts and are subject to change. These fees are based off of newly approved fees for 2023-24.

The college is unable to provide refunds for clinical instrument or electronic textbook fees and will not accept returns of any student computer software (including Vital Source Technologies), clinical instruments or other items, should a student leave the college for whatever reason and upon graduation.

Voluntary Withdrawal

Students intending to withdraw from a portion or all of their courses must report immediately in person or in writing to the **Dean's Office.** No fees will be refunded without the authorization of the dean. **Please Note: Computer Software, Clinical Instrument fees and/or Clinical Instrument items are non-refundable.** See also the chapter on General Academic Regulations and Requirements.

Students who withdraw from the Dr. Gerald Niznick College of Dentistry without notice will be considered to have terminated their connection with the college. If a subsequent application for registration is approved, they will be required to conform to the rules and regulations, fee schedules, sequence of courses, etc., in effect at the time of such subsequent application.

In cases where a student is obliged to withdraw after the final date of withdrawal published in the Calendar because of ill health or other **sufficient** reasons, their cases will be considered by the dean of the college.

Required Withdrawal

The Senate of the university has approved bylaws granting certain faculties, colleges and schools the authority to require a student to withdraw on the basis of unsuitability for the practice of the profession to which the program of study normally leads. Senate has approved such a bylaw for the Dr. Gerald Niznick College of Dentistry. (https://umanitoba.ca/dentistry/)

Full policy information can be found on this page (http://umanitoba.ca/faculties/health_sciences/dentistry/students/1097.html.html).

Decisions Concerning Academic Promotions

The letter grade "D" is the lowest acceptable level of performance in each undergraduate course leading to the degree of D.M.D. when the work of **any given year is being taken for the first time. (In the case of a** repeated **year, the minimum passing grade in each course is "C".)**

A student who has a failing grade registered against them may not register for the program of the subsequent year, but may, at the discretion of Dental College Council, be permitted to repeat the failed year.

A minimum term GPA of 2.0 in each year is required to qualify a student for standing in that year.

A student who fails to obtain a minimum term GPA of 2.0 and who is not granted supplemental privileges will be considered to have failed the year.

Except by special permission of Dental College Council, no student may repeat more than one year in Dentistry, nor may any year be repeated more than once.

The work requirements of any repeated year may be **modified,** even increased, at the discretion of the Dental College Council.

The passing grade in each course of a repeated year in Dentistry is "C".

If a student receives an **"F"** grade in a fourth year clinical course, they will be required to register and pay a fee for the entire repeated year, and the work in that year may be **modified** or even increased by Dental College Council.

When restrictions or modifications to clinical or preclinical privileges due to a disciplinary matter, a need for remediation, or a patient safety concern occurs, preventing a student from advancing in clinical or preclinical courses to the degree that non-completion of course requirements result in one or more course failures, normal Dr. Gerald Niznick College of Dentistry promotion rules will apply.

Incomplete Standing in the Dr. Gerald Niznick College of Dentistry

The incomplete "I (F)" designation is restricted to clinical courses.

Successful completion of clinical course requirements is through extended clinics rather than supplemental assessment.

A student who is unable to complete the quantitative clinical requirements in a course by the end of the academic year may apply for an incomplete grade **classification ["I (F)"]** and extension of time. Details of this application procedure can be obtained from the College.

Supplemental Examinations

A **"Supplemental Examination"** is an examination which may be offered as a privilege to a student who has failed a course or failed to achieve a satisfactory result. Such examinations are offered in order to grant the student an opportunity to rectify the inadequacy without repeating the course.

Information on Supplemental Examinations can be found in the, General Academic Regulations (p. 92).

The following information regarding the policy of supplemental examination privilege is **specific** to the Dr. Gerald Niznick College of Dentistry:

Supplemental examinations are permitted for all courses **except those in which remediation is not realistically feasible (pre-clinical and/or clinical courses are not eligible for supplemental examination)**.

The student will be **notified** in a letter from the Dean's **Office** if they are granted this examination privilege by Dental College Council. A student who is granted supplemental privileges is obliged to sit the examination at the soonest opportunity prior to the start of the next academic session.

The student must contact their Course Coordinator within 14 days of the date the **notification** letter from the **Dean's Office** to schedule a date to write their supplemental examination.

A student in **fi**rst, third or fourth year who has failed in not more than two courses, and who has achieved a minimum sessional (combined fall & winter GPA) grade point average of 2.0 for all courses taken by them, may, at the discretion of Dental College Council, be awarded the privilege of one or two supplemental examinations.

A student in second year who has failed in not more than three courses, and who has achieved a minimum sessional (combined fall & winter GPA) grade point average of 2.0 for all courses taken by them, may, at the discretion of Dental College Council, be awarded the privilege of one, two or three supplemental examinations.

If a student has any failures they must have a minimum sessional (combined fall & winter GPA) grade point average of 2.0, including the failure(s), in order to qualify for supplemental privileges.

If a student has no failures but fails to obtain a minimum sessional (combined fall & winter GPA) grade point average of 2.0, that student may be eligible for supplemental privileges.

When students are allowed to write supplemental examinations for the purpose of raising their sessional (combined fall & winter GPA) grade

point average to the minimum standard of 2.0, Dental College Council will specify the courses in which the student may write supplemental examinations. For the purpose of calculating such a student's cumulative grade point average, grade points attained in supplemental examinations will replace the grade points previously attained in the same course. Students are normally required to carry a full-time program in order to be eligible for supplemental privileges.

The passing grade in supplemental examinations is **"C"** in each course. A student failing a supplemental examination will be considered to have failed the year. A student may only write a supplemental once in any course; otherwise the course must be repeated.

Honours and Awards

Dean's Honour List: awarded to students in each year of the dental program who have achieved a minimum sessional (fall & winter term combined) G.P.A. of 3.8.

To qualify for Graduation with Honours, a candidate for the D.M.D. degree must qualify for the **Dean's** Honour List in both third and fourth year.

A student who repeats a year at their own request, i.e., not at the request of Dental College Council, is not eligible for the Dean's Honour List or to receive any awards for the work in that repeated year.

The following policy applies to the eligibility of part-time students for academic awards: in allocating any award, the only academic performance of a student to be considered is that attained during the year(s) for which the award is made. Therefore, a part-time student is not eligible for any purely academic award, other than one in an individual course. However, a part-time student who is carrying 80 per cent or more of the normal course load for the year is eligible for any award where conditions other than academic merit apply, and further, subject to the provisions set forth above, any part-time student is eligible for any award in the individual courses taken in the year for which the award is made.

E-Mail Accounts

All students are expected to have an e-mail account with the University of Manitoba and check it regularly. The Dr. Gerald Niznick College of Dentistry does not support communications with its students through external e-mail addresses.

Financial Aid

A number of loan and bursary funds are available to dental students. Applications and further information are available through the University of Manitoba's **Financial Aid and Awards Office.** (https://umanitoba.ca/financial-aid-and-awards/)

Registration Exceptions

Upon receipt of initial (and annually thereafter) Criminal Record (including Vulnerable Sector Screening), Adult Abuse Registry Check and Child Abuse Registry Check, the Dr. Gerald Niznick College of Dentistry completes registration for all students in their courses.

Students who have a failing grade/s registered against them and/or have other outstanding academic matters (i.e. deferred or supplemental **examinations, modified program, etc.) in regards to the previous** academic session will not be registered in the next ensuing academic session until all outstanding matters have been cleared. Students who fall into this category should contact the student advisor for further

March 1, 2024

Report of the Senate Committee on Rules and Procedures Regarding the Revisions to the Terms of Reference of the Committee

Preamble

1.   The terms of reference of the Senate Committee on Rules and Procedures (SCRP) are available on the University Governance website. The mandate of SCRP is "to consider and recommend on any matter concerning rules and procedures".

2.   Since last reporting to Senate, the Committee met on February 29, 2024 to review a proposal from the Senate Committee and Process Review Working Group regarding the Terms of Reference of the Committee.

Observations

1.   With the ongoing Senate Committee and Process Review, a number of recommendations are being made in an effort to improve the effectiveness of the bicameral governance system at the University of Manitoba.

2.   The Senate Committee and Process Review Working Group is considering the Terms of Reference of several standing committees of Senate in an effort to improve the governance processes and systems at the University of Manitoba.

3.   The revised Terms of Reference (Appendix 1) provide more focus and greater clarity for the mandate of the Senate Committee on Rules and Procedures and are re-formatted to follow a new standardized template for all Senate Committees.

4.   The membership of the Committee is expanded to provide for more opportunity for discussion and participation. The expanded membership is intended to further align with the University's commitment to diversity in all forms, including representation on Senate, the Board of Governors, and their respective Committees.

Recommendation:

The Senate Committee on Rules and Procedures recommends:

THAT Senate approve the revisions to the Terms of Reference of the Senate Committee on Rules and Procedures, effective June 1, 2024.

Respectfully submitted,

Dean Jeffery Taylor, Chair
Senate Committee on Rules and Procedures

<u>Comments of the Senate Executive Committee</u>:
The Senate Executive Committee Endorses the
Report to Senate.

SENATE COMMITTEE ON RULES AND PROCEDURES

Terms of Reference

1) **Mandate and Role of the Committee**
   a) The Senate Committee on Rules and Procedures (the Committee) supports the Senate of the University of Manitoba (the Senate) by considering and recommending, at the request of Senate or any committee thereof, or on its own motion, any matter concerning rules and procedures.

2) **Authority**
   a) The Committee is created by and is accountable to the Senate, under the powers provided to the Senate by *The University of Manitoba Act*.

3) **Areas of Responsibility**
   a) To consider and make recommendations to Senate on matters related to rules and procedures related to Senate, including but not limited to, meeting rules and bylaws related to membership and the election of Senators.
   b) To initiate the periodic review of Faculty, School and College Council Bylaws.
   c) To review and recommend to Senate revisions to Faculty and College Council Bylaws.
   d) To review and provide advice to Faculties and Colleges with respect to Department Council bylaws.
   e) To consider and make recommendations on questions of rules and procedures as they relate to the Standing Committees of Senate, as may be referred by Senate, a Standing Committee, or the University Secretary.
   f) To report at least annually to the Senate.

4) **Composition of Committee**

   a) **Voting members appointed by the Senate**
      i) Six members of the academic staff who, at the time of appointment or re-appointment, are members of Senate, including at least one member from Health Sciences and one Dean or Director.
      ii) Two students, one undergraduate and one graduate who, at the time of appointment or reappointment, are members of Senate.

   b) **Resource Persons**
      i) The University Secretary (and/or designate) shall serve as secretary and resource to the Committee.

5) **Chair**
   a) The Chair shall be elected by and from the membership of the Committee.

6) Frequency of Meetings and Annual Work Plan
  a) The Committee shall schedule four meetings per year.
  b) Additional meetings may be called by the Chair as required.
  c) The Chair and the University Secretary shall develop an annual work plan for the Committee to guide the Committee's work.

March 1, 2024

Report of the Senate Committee on Rules and Procedures Regarding the Addition of Senate Assessors

Preamble

1.	The terms of reference of the Senate Committee on Rules and Procedures (SCRP) are available on the University Governance website. The mandate of SCRP is "to consider and recommend on any matter concerning rules and procedures".

2.	Since last reporting to Senate, the Committee met on February 29, 2024 to review a request from the Interdisciplinary Health Program Students Association (IHPSA) and University of Manitoba Students' Union regarding the addition of a representative from the IHPSA as an assessor to Senate.

Observations

1.	The addition of an IHPSA representative would be in keeping with similar student representation, namely University 1 students, who already serve as assessors to Senate.

2.	The IHPSA already elects a Student Senator who attends the meetings of Student Senate Caucus, without voting and speaking rights. The INPSA has recently put forward a proposal for an assessor seat at Student Senate Caucus, parallel to this proposal.

3.	The Interdisciplinary Health Program Students' Association represents students whose academic home is the Rady Faculty of Health Sciences but does not lie within a single college, where students already have Senate representation, leaving students impacted by multiple academic units without a voice.

4.	The enrolment of the program is projected to increase by 200% to 100 students in the next few years, further necessitating the need for representation of students in the Interdisciplinary Health Program at Senate.

5.	In consultation with UMSU, the IHPSA proposal for an assessor acknowledges that this request falls within the purview of Senate, mitigating the need for government intervention created when re-opening *The University of Manitoba Act* to alter the language around student representation, which may result in unintended and broader consequences for The University.

Recommendation:

The Senate Committee on Rules and Procedures recommends:

THAT Senate approve the addition of the Interdisciplinary Health Program Students' Association as an Assessor to Senate.

Respectfully submitted,

Dr. Jeffery Taylor, Chair
Senate Committee on Rules and Procedures

<u>Comments of the Senate Executive Committee</u>:
The Senate Executive Committee Endorses the Report to Senate.

March 1, 2024

Report of the Senate Committee on Rules and Procedures Regarding Revisions to the Rady Faculty of Health Sciences Bylaw

Preamble

1. The terms of reference of the Senate Committee on Rules and Procedures are found on the University Governance website wherein the Committee is charged with the responsibility to consider and to make recommendations to Senate on any matter concerning rules and procedures.

2. The Committee met on February 29, 2024 to consider proposed revisions to the Rady Faculty of Health Sciences Bylaw Council Bylaw, as recommended by its Faculty Council.

3. The Senate Committee on Rules and Procedures considers the readability of the bylaw, any potential challenges in its application, and consistency with other faculty, college, and school council bylaws.

Observations

1. Revisions to the Rady Faculty of Health Sciences Council Bylaw were received from the Dean's Office on November 23, 2024 after endorsement by Faculty Council.

2. The proposed changes were reviewed by the Senate Committee on Rules and Procedures at its meeting on February 29, 2024. Amendments to the bylaw included editorial changes for wording consistency and clarity, revisions to meeting rules, changes to the membership of the Faculty Council and Faculty Executive Council, and the addition of a regular review provision.

3. The Committee discussed the proposed revisions and recommends to Senate the approval and incorporation of these changes as they are written.

Recommendation

The Senate Committee on Rules and Procedures recommends:

THAT the revised Rady Faculty of Health Sciences Bylaw be approved by Senate.

Respectfully submitted,

<u>Comments of the Senate Executive Committee</u>:
The Senate Executive Committee Endorses the Report to Senate.

Dr. Jeffery Taylor, Chair
Senate Committee on Rules and Procedures

RADY FACULTY OF HEALTH SCIENCES
BYLAW

This Bylaw is supplementary to the University of Manitoba Faculty and School Council General Bylaw.

I.   Principles

A.   The Faculty Council is the academic council of the Rady Faculty of Health Sciences, created by the Senate under the authority granted to it under *The University of Manitoba Act* (Manitoba). It derives its authority to act and recommend on matters of an academic character, from the University of Manitoba Faculty and School Council General Bylaw. Its authority derives from, and is subject to, the general charge of the Senate on all matters of an academic character.

B.   The Faculty Council will clearly delegate certain functions and powers to its Executive Council, its Standing Committees and the College Councils, in accordance with the principle of subsidiarity, that a matter ought to be handled by the least centralized authority capable of addressing that matter effectively; it is expected that the Colleges have the expertise respecting their professional programs, and therefore these decisions are best made at the College level, as long as these decisions do not conflict with institutional norms, standards or priorities.

C.   It is the role of all members of the Rady Faculty of Health Sciences to act honestly, fairly and in the best interests for the Rady Faculty of Health Sciences and the University of Manitoba. Members should deal with matters in such a way that the interests of the Rady Faculty of Health Sciences take precedence over the interests of any of its constituent parts, should those interests conflict or appear to conflict.

D.   Unless otherwise specified, reference to "Faculty" or "Rady Faculty of Health Sciences" includes the Colleges of Dentistry, Medicine, Nursing, Pharmacy, and Rehabilitation Sciences (the "Colleges") and includes the School of Dental Hygiene (the "School"), and reference to "~~faculty~~academic staff" includes all academic members holding academic rank (excluding sessionals and nil-appointments) in the Rady Faculty of Health Sciences.

E.   Graduate programs, although housed within the Rady Faculty of Health Sciences, are administered by the Faculty of Graduate Studies. The powers to act and recommend respecting these programs therefore rests with the Faculty of Graduate Studies, according to its Bylaws and policies.

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Passed by Faculty of Health Sciences (FHS) Faculty Council: September 16, 2014~~.~~

Passed by University of Manitoba Senate: November 5, 2014~~.~~

Revision~~s:~~ ~~p~~Passed by Rady ~~Faculty of Health Sciences~~FHS ~~Faculty Executive~~ Council: June 14, 2016; November 21, 2023 Revisions passed by University of Manitoba Senate: November 2, 2016

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II.   Faculty Council

A.   <u>Membership</u>

The Faculty Council of the Rady Faculty of Health Sciences (the "Faculty") shall be composed of:

1. The President

2. The Vice-President designated by the President

3. The Dean of the Faculty

4. The Vice Deans of the Faculty

5. The Deans of the Colleges

6. The Director(s) of the School(s)

7. A librarian, appointed by the University Librarian

8. All academic staff of the Faculty including Professors, Associate Professors, Assistant Professors, Lecturers, Instructors I and II and Senior Instructors (and excluding sessionals and nil-appointments) holding academic rank in the Faculty

9. 30 full-time support staff of the Faculty (including staff of its Colleges), with a term of office of three years, as follows:

    (a) five (5) Dr. Gerald Niznick College of Dentistry support staff appointed or elected by its support staff

    (b) five (5) Max Rady College of Medicine support staff appointed or elected by its support staff

    (c) five (5) College of Nursing support staff appointed or elected by its support staff

    (d) five (5) College of Pharmacy support staff appointed or elected by its support staff

    (e) five (5) College of Rehabilitation Sciences support staff appointed or elected by its support staff

    (f) five (5) Rady Faculty of Health Sciences support staff appointed or elected by its support staff

10. 30 students registered in the Faculty or its Colleges, with a term of office of one academic year, who are appointed:

    (a)   five (5) Dr. Gerald Niznick College of Dentistry students appointed or elected by its student body

    (b)   five (5) Max Rady College of Medicine students appointed or elected by its student body

    (c)   five (5) College of Nursing students appointed or elected by its student body

    (d)   five (5) College of Pharmacy students appointed or elected by its student body

    (e)   five (5) College of Rehabilitation Sciences students appointed or elected by its student body

    (f)   five (5) Rady Faculty of Health Sciences Interdisciplinary Health Program students appointed or elected by its student body

B.   Meetings

1. The Dean of the Faculty shall be the presiding officer and chair at all meetings of the Faculty Council, subject to the right of the President to take the chair at such meetings. In the Dean's absence, a Dean of a College shall be the presiding officer, as designated by the Dean of the Faculty.

2. The Faculty Council shall meet at least once yearly.

3. Meetings shall be called at the discretion of the Dean of the Faculty or at the written request of any 50 members of the Faculty Council.

4. At least one month's written notice (i.e., dispatch by email to all members) of any regular Faculty Council meeting shall be given and at least 48 hours' notice for any special Faculty Council meeting.

5. Faculty Council meetings shall be open, subject to the Faculty Council moving into closed session by the vote of a simple majority of those in attendance and voting. In the case of an instance where an urgent matter requires resolution by Faculty Council, or it is deemed expedient not to convene Faculty Council in person, the Chair may determine that any item or items be considered by teleconference (or other similar electronic means that enables all participants in the meeting to hear the deliberations of the meeting at the same time).

6. The quorum necessary for the transaction of business shall be 60 members.

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Passed by Faculty of Health Sciences (FHS) Faculty Council: September 16, 2014.

Passed by University of Manitoba Senate: November 5, 2014.

Revisions: pPassed by Rady Faculty of Health SciencesFHS Faculty Executive Council: June 14, 2016; November 21, 2023 Revisions passed by University of Manitoba Senate: November 2, 2016

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C.   Powers to Act

The Faculty Council, subject to the plenary powers of the Board of Governors and the general charge of all matters of an academic character vested in the Senate, shall have power:

1. To provide for the regulation and conduct of its meetings and proceedings.
2. To periodically review the Faculty Council Bylaws (that includes any terms of reference for any Faculty Executive Council) and recommend amendments to the Senate for approval.
3. To periodically review, in concert with the College Council(s), College Council Bylaw(s) and, following review by the Senate Committee on Rules and Procedures, approving College Council Bylaw(s).
4. To establish standing and *ad hoc* committees of the Faculty Council and approve their membership and terms of reference.
5. To elect and remove members of the Faculty Council to Senate from each of the Colleges in a proportion specified in the Bylaw, and in accordance with the Act, and the rules and procedures authorized by the Senate.
6. To hear and determine undergraduate disciplinary appeals (via a local disciplinary committee) of students registered in the Faculty, Colleges and School, in accordance with the Student Discipline Bylaw.
7. To consider and administer all rules and regulations respecting students who are registered in undergraduate programs of the Faculty (i.e., not within a specific College).
8. To determine the functions and powers, according to the Faculty and School Council General Bylaw, that may be delegated to subordinate bodies, including but not limited to an Executive Council, its Standing Committees or a College Council.
9. To determine other matters within its jurisdiction that have not been specifically delegated to subordinate bodies.

D. Powers to Recommend

The Faculty Council shall have the power to make such recommendations as it deems advisable to the appropriate persons or bodies and, without restricting the generality of the foregoing, has the following powers to recommend:

1. To recommend to the Board on the conferring of the title Professor Emeritus/Emerita and Dean Emeritus/Emerita.
2. To recommend to the Senate on the establishment of, the abolition of, or any changes in colleges, schools, departments, divisions, chairs, lectureships in the Faculty.
3. To recommend to the Dean of the Faculty athletic, social or other extra-curricular activities of students.
4. To recommend to the Senate on the establishment of, the abolition of, or any changes in exhibitions, bursaries, scholarships, or prizes, to be awarded to students, applicable across the Faculty (i.e., not within a specific College).
5. To provide advice to the Dean of the Faculty on the acquisition and use of facilities and on the requirements for lecture rooms and other facilities.
6. To provide advice to the Dean of the Faculty respecting the academic implications of strategic directions for the Faculty.
7. To recommend to the Senate on new, or significant changes to, undergraduate programs offered by the Colleges or the Faculty.
8. To recommend to the Senate on all matters relating to undergraduate programs (i.e., not within a specific College) and their students including without limitation admission, curriculum and program requirements, instruction, academic standing of students, examinations, candidates for degrees, diplomas and certificates of proficiency, and dates of classes.
9. To recommend to Senate on all matters relating to inter-professional education offered by the Faculty (including curriculum and program requirements offered that affect more than one College).

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III. Faculty Executive Council

A. Membership

There shall be an executive council of the Faculty Council (the "Faculty Executive Council") and it shall be composed of:

1. The President

2. The Vice-President designated by the President

3. The Dean of the Faculty

4. The Vice Deans of the Faculty

5. The Deans of the Colleges

6. The Librarian appointed to Faculty Council

7. Twenty-five (25) members elected by and from the members of the Faculty Council who hold academic rank within the Faculty, ensuring that the Faculty Council elects at least three (3) representatives who are members of each College in the Faculty, i.e., that the members' primary appointment is in the College. One College may not hold greater than twelve (12) members of the twenty-five (25) members. The term of office for each elected academic member shall be three years.

8. FiveSix (56) students elected by and from the student members of the Faculty Council, with one student member from each College and one student member from the Interdisciplinary Health Program, with a term of office of one academic year

9. Two (2) support staff members, elected by and from the support staff members of the Faculty Council, with a term of office of three years

B. Meetings

1. Notwithstanding the President's right to preside over the Faculty Council, the Dean of the Faculty or designate shall be the presiding officer at all meetings of the Faculty Executive Council. In the Dean's absence, a Dean of a College shall be the presiding officer, as designated by the Dean of the Faculty.

2. The Faculty Executive Council shall meet at least three (3) times per year.

3. Meetings shall be called at the discretion of the Dean of the Faculty or at the written request of any seven (7) members of the Faculty Executive Council.

4. At least one month's written notice (i.e., dispatch by email to all members) of any regular Faculty Executive Council meeting shall be given and at least 48 hours' notice for any special Faculty Executive Council meeting.

6

Passed by Faculty of Health Sciences (FHS) Faculty Council: September 16, 2014.

Passed by University of Manitoba Senate: November 5, 2014.

Revisions: pPassed by Rady Faculty of Health SciencesFHS Faculty Executive Council: June 14, 2016; November 21, 2023 Revisions passed by University of Manitoba Senate: November 2, 2016

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5. Faculty Executive Council meetings shall be open, subject to the Faculty Executive Council moving into closed session by the vote of a simple majority of those in attendance and voting.

6. The quorum necessary for the transaction of business shall be a majority of the members.

7. In a case of an instance where an urgent matter requires resolution by Faculty Executive Council, a meeting of the Faculty Executive Council by email is appropriate under certain circumstances. The use of e-meetings shall be reserved for those issues needing a decision before an in-person meeting of the Faculty Executive Council is scheduled. Each e-meeting agenda shall consist of a single issue. Members shall then indicate their vote in writing to the recording secretary of the Faculty Executive Council within three (3) business days. The results of the vote shall be communicated by the recording secretary as soon as possible after all the votes are received.

7.8. Where it is deemed expedient not to convene Faculty Executive Council in person, the Chair may determine that any item or items be considered by teleconference (or other similar electronic means that enables all participants in the meeting to hear the deliberations of the meeting at the same time).

C.   Powers to Act and Recommend
The Faculty Council hereby delegates to the Faculty Executive Council all powers to act and recommend granted to the Faculty Council set out in the Faculty and School Council General Bylaw and this Bylaw, except:

1. The Faculty Council shall retain the power to elect members to and remove members from Senate.

2. The Faculty Council shall retain the power to elect members to its Faculty Executive Council.

3. The Faculty Council shall retain the power to recommend for approval its Bylaws and any amendments thereto.

The Faculty Council cannot over rule the decisions of its Faculty Executive Council, made on the Faculty Council's behalf.

The decisions of the Faculty Executive Council shall be reported to the Faculty Council, at its next meeting, through the Chair.

7

Passed by Faculty of Health Sciences (FHS) Faculty Council: September 16, 2014.
Passed by University of Manitoba Senate: November 5, 2014.
Revisions: pPassed by Rady Faculty of Health SciencesFHS Faculty Executive Council: June 14, 2016; November 21, 2023 Revisions passed by University of Manitoba Senate: November 2, 2016
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IV. Standing Committees

A. There shall be standing committees as required by the Senate or as deemed necessary by the Faculty Council.

B. The Terms of Reference and membership of each Standing Committee shall be approved by the Faculty Council.

V. College Councils

The Faculty Council shall delegate the specific functions and powers to the College Councils and confer on them the power and authority to act with respect to such matters as set out in approved College Council Bylaw(s), and that are within the jurisdiction of the College Council.

VI. Election of Faculty Council Members to Senate

The Senate Bylaw on the Election of Academic and Support Staff to Senate, and the following provisions shall govern the election of Senate representatives by the Faculty Council.

A. Principle of Proportional Representation
Senate representatives for the Faculty shall be elected by members of the Faculty Council from among the candidates duly nominated for such an election.

The process of election of Senate representatives shall ensure that the Faculty Council elects at least two (2) Senate representatives who are members of each College in the Faculty, i.e., that the member's primary appointment is in the College.

B. Eligibility for Nomination
The following shall be eligible for nomination for election to Senate by the Faculty Council:

All Full-time members of the academic staff of the Faculty who are members of the Faculty Council, except those designated ex officio members of Senate under Section 26 of *The University of Manitoba Act*.

All Full-time support staff who are members of the Faculty Council.

C. Nomination Process
By March 15 each year, the Committee on Nominations (or some other such Committee) shall submit to the Chair of the Faculty Council a slate of nominees for positions on Senate that are up for election. The Committee shall ensure that the slate of nominees, along with those with continuing terms on Senate, ensure at least two (2) members from each College in the Faculty's Senate representation.

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The Chair of the Faculty Council shall then forward to the members of the Faculty Council:

a. A call for nominations

b. The slate proposed by the Committee on Nominations (or other such Committee)

c. The list (or a link to the list) of those eligible for nomination

Members of the Faculty Council shall have ten (10) days from the call for nominations to make further nominations.

If, at the close of nominations, no more nominations are received than the number of vacancies to be filled on Senate, the candidates nominated shall be declared elected by acclamation and the results reported to members of Faculty Council and the University Secretary. If there are more nominations received than Senate representatives to be elected, a vote shall take place.

D.   Eligibility to Vote
All members of the academic and support staff (including ex officio members of Senate but excluding sessional and part-time support staff appointments) who are members of the Faculty Council shall be eligible to vote in elections for representatives to Senate by the Faculty Council.

E.   Election Process
A notice of election, including a listing of all the candidates and information on how to vote shall be distributed to all those eligible to vote upon the close of nominations.

The election may be conducted by paper ballot, or any appropriate electronic means that ensures that the ballot is secret.

Those eligible to vote will have ten (10) days from the notice of election to vote. The specific deadline for the receipt of votes shall be included in the notice of election. Votes received after the deadline shall not be counted.

Those eligible to vote may vote for any number of candidates up to the number of vacancies on Senate that are to be filled by election.

Following the close of voting, those individuals so appointed by the Chair of the Faculty Council shall count the votes.

The determination of candidates being elected to Senate shall be as follows:

1. The candidates receiving the highest number of votes who are members of Colleges requiring at least two (2) Senate representatives will be declared elected.
2. Following the determination of those elected in 1 above, all remaining Senate seats to be filled shall be by the remaining candidates who received the highest number of votes.

In the event of a tie, the tie shall be broken by the drawing of lots.

F.   <u>Filling of Vacancies</u>

The filling of vacancies in Senate representatives, either due to resignation or ineligibility or due to a Senate representative going on leave, shall occur in a manner similar to that outlined above. Any such process shall ensure that the Faculty's Senate representation at all times includes at least two (2) members from each College of the Faculty.

G.   <u>Removal of Senate Representative(s)</u>

Removal of a Faculty Senate representative(s) may be held at any meeting of the Faculty Council provided that:

1. At least seven days' notice in writing of the motion to remove the Senate representative(s), including the reasons for the proposed action, is given;
2. The person concerning whom the motion is made is given the right to be heard at the meeting held to consider the motion; and
3. The motion for removal succeeds by at least at two-thirds majority of those members present.

VII.   Standing Rules

The Faculty Council may enact or amend standing rules and procedures for conduct of the affairs of the Faculty Council by a majority vote of those members present and voting at a duly called and constituted meeting, provided that five days' notice of the proposed standing rule or amendment has been given to all members prior to the meeting at which such enactment or amendment is to be made.

VIII.   Rules of Order

Except where otherwise provided, the "Rules and Procedures governing meetings of the Senate of the University of Manitoba" shall govern the conduct of the Faculty Council and Faculty Executive Council meetings.

IX. Enactment and Amendments

A. The date of enactment for ~~these~~this Bylaw~~s~~ shall be the date on which ~~they~~it receive~~s~~ approval of the Senate.

B. Any amendments to ~~these~~this Bylaw~~s~~ shall require the approval of the Senate, edited by the Senate Committee on Rules and Procedures.

C. Before submission to Senate, such Bylaws or amendments shall be approved by two- thirds of the members present and voting at a duly called and constituted meeting of the Faculty Council. At least one month's notice in writing of any amendment shall be given to the members.

X. Review

~~Within five years of the approval of these Bylaws, November 2, 2016, a Committee of the Faculty Council shall be established to review governance structures and processes of the Rady Faculty of Health Sciences, and to report and make appropriate recommendations to Faculty Council as required.~~This Bylaw shall be reviewed every five (5) years.

Report of the Senate Committee on Rules and Procedures Regarding Revisions to the Faculty of Law Council Bylaw

Preamble

1. The terms of reference of the Senate Committee on Rules and Procedures are found on the University Governance website wherein the Committee is charged with the responsibility to consider and to make recommendations to Senate on any matter concerning rules and procedures.

2. The Committee met on February 29, 2024 to consider proposed revisions to the Faculty of Law Council Bylaw, as recommended by its Faculty Council.

3. The Senate Committee on Rules and Procedures considers the readability of the bylaw, any potential challenges in its application, and consistency with other faculty, college, and school council bylaws.

Observations

1. Revisions to the Faculty of Law Council Bylaw were received from the Dean's Office on January 22, 2024 after unanimous endorsement by Faculty Council.

2. The proposed changes were reviewed by the Senate Committee on Rules and Procedures at its meeting on February 29, 2024. Amendments to the bylaw included changes to the Faculty Council membership, the removal of obsolete provisions, and changes to existing language for clarity, and meeting rules.

3. The Committee discussed the proposed revisions and recommends to Senate the approval and incorporation of these changes as they are written.

Recommendation

The Senate Committee on Rules and Procedures recommends:

THAT the revised Faculty of Law Council Bylaw be approved by Senate.

Respectfully submitted,

Dr. Jeffery Taylor, Chair
Senate Committee on Rules and Procedures

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

Faculty of Law Proposed Revised By-Law for Law Faculty Council

1. Membership of Faculty Council

In addition to those persons provided for in the Senate [Faculty and School Council] General Bylaw, the Faculty Council of Law shall be composed of:

(1)   Faculty members who would qualify under the Senate General Bylaw but whose appointments are part-time or reduced rather than full-time.

(2)   The Director of the Indigenous Learning and Legal Services

(3)   The Director of Program Development

(4)   One (1) Bencher of The Law Society of Manitoba, to be appointed annually by The Law Society of Manitoba.

(5)   A minimum of four (4) students registered in the Faculty Juris Doctor program, together with such additional students, up to a maximum not exceeding 25% of the total full-time faculty plus student representatives, as the faculty may from time to time determine. The initial student representation on the Faculty Council shall be four (4) students.

(6) The students included under (5) shall include the President of the Manitoba Law Students Association and one student directly appointed by the Manitoba Indigenous Law Students Association.   The rest of the student representatives for the academic year shall be appointed by MLSA and may include additional members of MILSA.

(7)   One (1) student from a graduate program delivered or housed at the Law Faculty, to be designated annually by the Law Faculty's Associate Dean of Graduate Studies.

Support Staff Representative

One member of the Faculty Council shall be a full-time non-academic staff of the faculty elected for a three (3) year term by the full-time and regular part-time non-academic staff of the faculty.

Restrictions on Student Representatives

(1)   Student representatives have full voting status but shall generally be excluded from meetings of Faculty Council and committees while matters concerning individual students or matters involving confidential employee information are being considered.   Law Faculty Council may, however, may from time-to-time permit

exceptions to these restrictions with the consent of the individual whose privacy is concerned.

(2)   Student representatives shall be excluded from meetings of Faculty Council and committees while confidential academic matters are discussed, such as the content of examination questions.

(3)   Student representatives shall not participate in the nomination, election or removal of representatives from the Faculty Council to the University of Manitoba Senate.

2. Meetings of Law Faculty Council

(1)   Meetings of the Faculty Council shall be called at the discretion of the presiding officer of Law Faculty Council or at the written request of any seven (7) members of the Faculty Council.

(2)   At least five (5) days written notice of any Faculty Council Meeting shall be given by the person or persons calling for it.

(3)   Faculty Council may, in its discretion, permit non-members to attend or invite them to speak.

(4)   A quorum of the Faculty Council shall be ten (10) faculty members of Faculty Council during the months of September to May inclusive and seven (7) faculty members of Faculty Council during the months of June to August inclusive.

(5)   The presiding officer at all meetings of the Faculty Council shall be the Dean or Dean's designate.

3. Senate Representation

(1)   All members of the Faculty Council except student members thereof shall be eligible to vote for the election or removal of members to Senate, provided, however, that no person is eligible to be elected to Senate who is not a full-time member of the Faculty of Law.

(2)   The Senate representative may be removed from office by a two-thirds majority vote of those present and voting at a duly called and constituted meeting of the Faculty Council.

4. Power to Recommend

The Faculty Council of Law has all the powers to recommend recognized by applicable Senate bylaws and rules, and specifically shall have the power to make such recommendations to such persons or bodies as it deems proper for promoting legal education and the advancement of law.

5. Powers to Act

The Faculty Council of Law has all the powers to act recognized by applicable Senate bylaws and rules, and specifically shall have power to appoint representatives to such other bodies concerned with legal education and law as it deems advisable.

6. Standing Rules

The Faculty Council may enact or amend its standing rule and procedures for conduct of the affairs of the Faculty by a majority vote of those members of the Faculty Council present and voting at the time the vote is called provided that five (5) days notice of the proposed standing rule or amendment has been given to all members of the Faculty Council prior to the meeting at which such enactment or amendment is to be made.

Historical note: Early versions and amendments of the bylaw are from:

September 1970.
Amended: February 1971; August 1976; May 1980; February 1983; September 1993; October 1994; April 9, 2001; June 28, 2001; October 11, 2001; August 29, 2006; March 25, 2011.
Amended by Senate: September 5, 1984; April 1, 1992; November 3, 1993; December 7, 1994; November 1, 1995.

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Faculty of Law Proposed Revised By-Law for Law Faculty Council ~~Governing Rules and Regulations~~

~~Faculty of Law By-Law~~

~~[This version represents a consolidation of amendments approved by Senate, including the provisions for adding support staff to LFC, which was approved by Senate in November, 2000.]~~

~~[1.~~

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1. Membership of Faculty Council

In addition to those persons provided for in the ~~Senate [Faculty and School Council] General By-Law,~~ Senate [Faculty and School Council] General Bylaw, the Faculty Council of Law shall be composed of:

(1) ~~All~~ Faculty members who would qualify under the Senate General Bylaw but whose appointments are part-time ~~Academic staff on annual appointment;~~ or reduced rather than

(1) ~~One member of~~ the full-time ~~non-academic staff of the Faculty elected for a three~~.
~~(2) year term by the full-time and regular part-time non-academic staff of the Faculty. [This change was approved in principle for all faculties by Senate in November, 2000 and the Senate Committee on Rules and Procedures was empowered to approve the amendments proposed by Faculty Councils on behalf of Senate.]~~

~~(3)   All senior scholars of the Faculty;~~

(2) The Director of the ~~Academic Support Program;~~ Indigenous Learning and Legal Services
~~[The Director of the Desautels Centre was proposed to be added to the LFC membership by a motion approved by LFC on March 2011, but this motion was never approved by Senate. The amendment as approved by LFC would need to be submitted for consideration by Senate.]~~

~~(4)   The Faculty Librarian;~~

~~Three (3) Benchers~~
(2) The Director of Program Development

(4) One (1) Bencher of The Law Society of Manitoba, to be appointed annually by The Law Society of Manitoba~~;~~.
~~[The amendment to one bencher was approved by Law Faculty Council June 28, 2001, but was never approved by Senate. The amendment as approved by LFC would need to be submitted for consideration by Senate.]~~

(5) A minimum of four (4) students registered in the Faculty Juris Doctor program, together with such additional students, up to a maximum not exceeding 25% of the total full-time faculty plus student representatives, as the faculty may from time to time determine. The initial student representation on the Faculty Council shall be four (4) students.

[2. Election of Student Representatives

(1)   One of the student representatives on the Faculty Council shall be the Senior Stick of the Faculty;.

["(2) One of the student representatives on the Faculty Council shall be a voice of Aboriginal (6) The students and chosen by Aboriginal students."
This amendment was approved by LFC, and was submitted to Senate for consideration, which was deferred in September 7, 2011 by Senate, and has not yet been approved, as the Dean requested that it be deferred and considered as part of other amendments to the by-law that were being contemplated.]

The method of selection of the other student representatives shall be in the discretionincluded under (5) shall include the President of the Manitoba Law Students'Students Association; subject, however, to the condition that each Faculty and one student directly appointed by the Manitoba Indigenous Law Students Association. The rest of the student representatives for the academic year shall be represented.appointed by MLSA and may include additional members of MILSA.

[3. Limitations on Participation of Members

The(7)   One (1) student from a graduate program delivered or housed at the Law Faculty, to be designated annually by the Law Faculty's Associate Dean of Graduate Studies.

Support Staff Representative

One member ofrepresentatives on the Faculty Council shall havebe a full status with the following exceptions: time non-academic staff of the faculty elected for a three (3) year term by the full-time and regular part-time non-academic staff of the faculty.

Restrictions on Student Representatives

(1)   Student representatives shallhave full voting status but shall generally be excluded from meetings of Faculty Council and committees while matters concerning individual students are being considered;or matters involving confidential employee information are being considered. Law Faculty Council may, however, may from time-to-time permit exceptions to these restrictions with the consent of the individual whose privacy is concerned.

(2)   Student representatives shall be excluded from meetings of Faculty Council and committees while confidential academic matters concerningare discussed, such as the

content of ~~exams,~~ examination ~~results or matters arising therefrom are being considered;~~questions.

~~Students~~(3)   Student representatives shall not participate in the nomination, election or removal of representatives from the Faculty Council to the University of Manitoba Senate.

2.   ~~[4.~~**Meetings of Law** Faculty Council ~~Meetings~~

(1)   Meetings of the Faculty Council shall be called ~~by~~at the ~~Dean~~discretion of the presiding officer of Law Faculty ~~on his own motion~~Council or at the written request of any seven (7) members of the Faculty Council.

(2)   At least five (5) ~~days'~~days written notice of any Faculty Council Meeting shall be given by ~~depositing such notice in the appropriate Faculty Council member's pigeonhole in the case of full-time faculty and students and by mailing such notice to the business offices of the other~~ the person or persons calling for it.

(3)   Faculty Council may, in its discretion, permit non-members to attend or invite them to speak.

~~(1)   All Faculty Council meetings shall be open to law students only. "Open Council meetings" and "closed Council meetings" bear the same meaning in this by-law as those terms bear in the Senate by-laws so far as the same is applicable.~~

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(4)   A quorum of the Faculty Council shall be ten (10) faculty members of Faculty Council during the months of September to May inclusive and seven (7) faculty members of Faculty Council during the months of June to August inclusive.

(5)   The presiding officer at all meetings of the Faculty Council shall be the Dean or ~~his~~Dean's designate.

[5. Committees

(1)   There shall be established as a Standing Committee of the Faculty of Law a committee consisting of three (3) students registered in the Faculty and three (3) members of the Faculty. The Committee shall be known as the "50/50" Committee.

(2)   The Faculty Council, after consultation with the "50/50 Committee" may from time to time determine the following:

(a)   The Standing Committees upon which students will have representation;

(b)   The number or proportion of student representatives on such Standing Committees;

(c)   The rights of participation of the student representatives in the affairs of such Standing Committees, including voting rights thereon.

[6. Election and Removal of Senate Representatives

3. Senate Representation

(1)   All members of the Faculty Council except student members thereof shall be eligible to vote for the election or removal of members to Senate, provided, however, that no person is eligible to be elected to Senate who is not a full-time member of the Faculty of Law.
[The University Senate has interpreted a full-time member of the Faculty to include a full-time member of the support staff of the Faculty.]

(2)   The Senate representative may be removed from office by a two-thirds majority vote of those present and voting at a duly called and constituted meeting of the Faculty Council.

~~3.~~4.   ~~[7.~~Power to Recommend

The Faculty Council of Law has all the powers to recommend recognized by applicable Senate bylaws and rules, and specifically shall have the power to make such

recommendations to such persons or bodies as it deems proper for promoting legal education and the advancement of law.

4.5.   Powers to Act

The Faculty Council of Law has all the powers to act recognized by applicable Senate bylaws and rules, and specifically shall have power to appoint representatives to such other bodies concerned with legal education and law as it deems advisable.

5.6.   Standing Rules

The Faculty Council may enact or amend its standing rulesrule and procedureprocedures for conduct of the affairs of the Faculty by a majority vote of those members of the Faculty Council present and voting at the time the vote is called provided that five (5) days'days notice of the proposed standing rule or amendment has been given to all members of the Faculty Council prior to the meeting at which such enactment or amendment is to be made.

[10. Rules of Order

Except where otherwise provided in the Standing Rules "Robert's Rules of Order" shall govern the conduct of the Faculty Council meetings.

Historical note: Early versions and amendments of the bylaw are from:

September 1970.
  Amended: February 1971; August 1976; May 1980; February 1983; September 1993; October 1994; April 9, 2001; June 28, 2001; October 11, 2001; August 29, 2006; March
25, 2011.
  Amended by Senate: September 5, 1984; April 1, 1992; November 3, 1993; December 7, 1994; November 1, 1995.