

# **BOARD OF GOVERNORS**

**Tuesday, March 23, 2021 at 4:00 p.m.**

The material contained in this document is the Agenda for the next meeting of the Board of Governors.

## **OPEN SESSION**

Please email regrets to [shelley.foster@umanitoba.ca](mailto:shelley.foster@umanitoba.ca) no later than 9:00 a.m. the day of the meeting.

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**OFFICE OF THE UNIVERSITY SECRETARY**



**University  
of Manitoba**

# **BOARD OF GOVERNORS OPEN SESSION**

Tuesday, March 23, 2021 at 4:00 p.m.

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## **AGENDA**

	<b><u>Presenter</u></b>	<b><u>Page</u></b>	<b><u>Est. Time</u></b>
<b>ANNOUNCEMENTS</b>	Chair		4:00 p.m.
1. <b>APPROVAL OF THE AGENDA</b>	Chair	2	4:30 p.m.
2. <b>PRESENTATION</b>			
2.1 Final Report:	President	4	4:00 p.m.
President's Task Force on Equity, Diversity, and Inclusion Dr. Diane Hiebert-Murphy			
The Report and Recommendations of the Task Force are included in the agenda. The full report and supporting documentation is available on the SharePoint site.			

## **FOR ACTION**

3. <b>MINUTES (Open Session)</b>			
3.1 Approval of the Minutes of the January 26, 2021 OPEN Session as circulated or amended	Chair	33	4:30 p.m.
3.2 Business Arising	Chair		
3.2.1 Winter Term Enrolment Report	J. Ristock	39	4:35 p.m.
4. <b>UNANIMOUS CONSENT AGENDA</b>	Chair		4:40 p.m.

*If any member of the Board wants to ask a question, discuss or oppose an item that is marked for the consent agenda, the member can have an item removed from the consent agenda by contacting the Secretary of the Board prior to the meeting or by asking that it be removed before the Chair calls for a mover and seconder for the motion to approve or receive, by unanimous consent, the items listed.*

### **4.1 Consent Items from Senate (for approval)**

4.1.1 Report of the Senate Committee on Awards [December 15, 2020]	President	40	(consent)
4.1.2 Report of the Senate Committee on Awards [January 14, 2021]	President	51	(consent)
4.1.3 Closure of the Integrated B.Mus./ Bachelor of Education, Faculties of Education and Music	President	62	(consent)
4.1.4 Proposal for a Professorship in Lab-on-Chip Technology	President	79	(consent)
4.1.5 Proposal for a Bachelor of Arts (Honours) in Linguistics	President	88	(consent)

### **4.2 Consent Items from Senate (for information)**

4.2.1 Report of the University Discipline Committee	President	134	(consent)
4.2.2 Undergraduate Enrolment Targets, Fall 2021	President	140	(consent)

### **4.3 Consent Items from Finance, Administration, & Human Resources (for approval)**

4.3.1 Amendments to 1986 Pension Plan Governance Document	K. Lee	144	(consent)
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5.	<b>FROM FINANCE, ADMINISTRATION, AND HUMAN RESOURCES</b>			
5.1	2021-2022 Proposed Tuition and Course Fees	K. Lee	176	4:45 p.m.
5.2	2021-2022 Budget	K. Lee	188	5:00 p.m.
5.3	Signing of Agreements Policy and Procedure	K. Lee	204	5:30 p.m.

**FOR INFORMATION**

6. **NEW BUSINESS**

6.1	Report from the President	President	242	5:35 p.m.
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**MOTION TO MOVE TO CLOSED AND CONFIDENTIAL SESSION**



**University  
of Manitoba**

# **President's Task Force on Equity, Diversity, and Inclusion**

## **Final Report**

**December, 2020**

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# INTRODUCTION

## Task Force Mandate

On October 29th, 2019, President Barnard announced the establishment of a President's Task Force on Equity, Diversity, and Inclusion (the Task Force). The Mandate of the Task Force (see Appendix A) was to address the following questions:

- Who are we?
- What are we doing at the unit-level and centrally to identify and eliminate obstacles and inequities in order to create a diverse, equitable, and inclusive community?
- What is needed to ensure that equity, diversity, and inclusion (EDI) principles are embraced and supported within the University of Manitoba (UM) community?
- What is considered best practice in advancing EDI in post-secondary institutions?
- What are the processes/action steps that should be undertaken to advance EDI at UM in the context of ongoing initiatives and in light of best practices and recommendations in the *A Path Forward* report (specifically, recommendations 4, 5, 6, & 7)?

## Task Force Composition

The Task Force was comprised of the following members:

- Chair: Dr. Diane Hiebert-Murphy, Vice-Provost (Academic Affairs)
- Vice-Presidential Appointees:
  - Dr. Jay Doering, Associate Vice-President (Partnerships) - Vice-President (Research and International) designate
  - Ms. Myrrhanda Novak, Acting Director, Government Relations - Vice-President (External) designate
  - Ms. Laurie Schnarr, Vice-Provost (Students)
  - Ms. Darlene Smith, Associate Vice-President (Human Resources)
- Academic Administrators:
  - Dr. Annemieke Farenhorst, Associate Dean (Research), Faculty of Agricultural and Food Sciences
  - Dr. Lalitha Raman-Wilms, Dean, College of Pharmacy
- Faculty Members:
  - Dr. Kristine Cowley, Assistant Professor, Department of Physiology and Pathophysiology, Max Rady College of Medicine
  - Dr. Nancy Kang, Associate Professor, Women's and Gender Studies Program, Faculty of Arts
  - Dr. Cary Miller, Associate Professor and Head, Department of Native Studies, Faculty of Arts
  - Dr. Robert Mizzi, Associate Professor, Department of Educational Administration,

- Foundations & Psychology, Faculty of Education
- Dr. Tracey Peter, Professor, Department of Sociology and Criminology, Faculty of Arts
- Dr. Samar Safi-Harb, Professor, Department of Physics and Astronomy, Faculty of Science
- Staff:
  - Ms. Christine Cyr, Director, Indigenous Student Centre
  - Ms. Nusraat Masood, Director, IEEQ Program and WISE Kid-Netic Energy
- Students:
  - Ms. Jelynn Dela Cruz, President, UMSU
  - Ms. Alicia Kubrakovich, Co-President, Indigenous Students' Association
  - Mr. Cody Ross, Vice-President Finance & Administration, UMGSA/Ms. Tanjit Nagra, Vice-President Academic, UMGSA

Support to the Task Force was provided by a project assistant (Dr. Karen Schwartz, Faculty Relations Officer), project consultant (Maire McDermott), communications specialist (Marianne Mays Wiebe), and four resource people (Jackie Gruber - Director EDI, Rady Faculty of Health Sciences; Tracy Mohr - Director, Research Services; Randy Roller - Executive Director, Office of Institutional Analysis; and Valerie Williams - EDI Facilitator, Human Resources).

## Task Force Activities

In order to complete its work, the Task Force formed three working groups. Each working group addressed specific elements of the mandate, collecting and analyzing data as necessary, and integrating the findings into a summary which was then shared with the entire Task Force for consideration in developing recommendations. In addition, a review of best practices was conducted to inform the recommendations. Following is a summary of the activities of the Task Force:

### Working Group #1 – Baseline Data

The mandate of this working group was to:

- Identify demographic information related to the diversity of faculty, staff, and students currently being collected;
- Summarize what is known about the diversity of the UM community based on available data;
- Determine what should be measured going forward based on best practice;
- Determine how to get engagement from the university community to self-declare based on best practice;
- Determine how to represent intersectionality in the data collection process;
- Consider how the activities of other working groups might inform this mandate and how the work of this group might inform the mandates of the other groups;
- Report back to the Task Force on ongoing progress; and
- Prepare a written report for the Task Force summarizing findings.

Working Group #1 was comprised of the following members: Tracey Peter (Lead), Christine Cyr, Jelynn

Dela Cruz, Jay Doering, Laurie Schnarr, and Darlene Smith. Members met to discuss UM data that are available and the limitations of that data. Possible sources of information were identified and specific questions were sent to the EDI Facilitator, UMGSA, UMSU, HR Business Systems, the Office of Institutional Analysis, the Registrar, and Student Accessibility Services. A summary of Working Group 1's findings can be found in Appendix B.

## Working Group #2 – Environmental Scan

The mandate of this working group was to:

- Develop a data collection method(s) to determine what EDI work is being undertaken by academic and administrative units;
- Determine how to engage unit heads/faculty/staff/students in the data collection process;
- Determine how to organize/analyze the data collected;
- Consider how the activities of other working groups might inform this mandate and how this work might inform the mandates of the other groups;
- Report back to the Task Force on ongoing progress; and
- Prepare a written report for the Task Force summarizing findings.

This Working Group was comprised of the following members: Kristine Cowley (Co-Lead), Annemieke Farenhorst (Co-Lead), Nusraat Masood, Cary Miller, Robert Mizzi, Tanjit Nagra, Tracey Peter, Samar Safi-Harb, and Laurie Schnarr.

Two data collection tools were developed (separate tools for academic and administrative units) to collect information from administrative units and faculties/schools/colleges on activities and initiatives to advance EDI in their respective units. The Survey Review Committee confirmed that these documents did not require review. A summary of the findings of this environmental scan can be found in Appendix C.

## Working Group #3 – Community Consultations

The mandate of this working group was to:

- Identify the issues/questions that require stakeholder input;
- Liaise with other working groups to ensure that questions relevant to their work were included;
- Decide which groups of stakeholders would be consulted;
- Develop a method(s) for consultation and method of analysis;
- Attend data collection sessions to hear from stakeholders;
- Summarize the data from the consultations;
- Consider how the work of other working groups might inform this mandate and how this work might inform the mandates of the other groups;
- Report back to the Task Force on ongoing progress; and
- Prepare a written report for the Task Force summarizing findings.

Working Group #3 was comprised of the following: Cary Miller (Lead), Jelynn Dela Cruz, Nancy Kang, Alicia Kubrakovich, Tanjit Nagra, Myrrhanda Novak, Tracey Peter, Lalitha Raman-Wilms, and Laurie Schnarr.

The Task Force decided to provide several ways for UM community members to provide feedback on how UM could advance EDI within the institution:

#### *Focus Groups:*

A series of stakeholder-specific focus groups (student only, staff only, faculty only) were held at both Fort Garry and Bannatyne campuses. Working Group members discussed and approved guiding questions for the focus groups. All questions were vetted by the Survey Review Committee. Given the potentially sensitive nature of EDI consultations, an external facilitator, Prairie Research Associates, was chosen to facilitate and lead the discussions. It was hoped that this would encourage participation and openness. The focus groups were promoted using multiple approaches including an email from the President, a UM Today story, discussion with deans and directors, via the website, through unit-level communications, through promotion by UMSU and UMGSA, through Task Force member networks, and via printed posters and virtual signage. In addition to the above sessions, additional focus groups were held for groups who felt that an open forum was not a safe place in which to share their experiences and views. Sessions for Indigenous students, staff, and faculty (one for each stakeholder group) were facilitated on Fort Garry campus by Indigenous faculty and staff. They also facilitated one focus group at the William Norrie Centre. Two other focus groups were facilitated by the Spiritual Care Coordinator. A total of thirteen focus groups were conducted with a total of 109 participants (including 59 students, 35 staff, and 15 faculty).

#### *On-line Responses:*

In addition to the focus groups, anyone who either could not attend an in-person group or who felt uncomfortable participating in a focus group had the opportunity to provide responses to the consultation questions on-line via the website. A total of 110 on-line responses (including responses from 30 students, 38 staff, and 28 faculty members; 14 respondents did not identify membership in a stakeholder group) were received. A summary of findings from the focus groups and on-line responses can be found in Appendix D.

#### *Climate Survey:*

In addition to soliciting input about how the University might advance EDI, Working Group members felt very strongly about piloting a stakeholder climate survey. While the focus group questions were primarily concerned with issues at the institutional level, the climate survey captured individuals' experiences. The climate survey was drafted by Dr. Tracey Peter with input from Task Force members. The survey was approved by the Survey Review Committee and the Office of Fair Practices and Legal Affairs provided guidance around the incentives offered to bolster participation. Questions were uploaded into the on-line survey platform, Qualtrics, and tested by Working Group members before the public launch. The survey was live between March 11 and June 1, 2020. Participation was encouraged by an invitation from the President, stories in UM Today, a link to the survey via the webpage, email reminders, and promotion by UMSU, UMGSA, the Vice-Provost (Students), UMFA, and Task Force members. A total of 3,958 responses to the survey were received (including 2,750 from students, 759 were from staff, and 449 from faculty). Results of the climate survey can be found in Appendix E.

### **A Review of Best Practices in Post-Secondary Institutions**

A review of best practices in EDI in the context of post-secondary institutions was also conducted and

included a consideration of literature and current practice within universities. The purpose of this review was to identify broad areas for Task Force consideration and to provide examples of innovative initiatives. The review provided an opportunity to examine the range of definitions for each of the key terms; understand the role of leaders in advancing EDI; explore the ways in which diversity and equity among students, staff, and faculty have been encouraged; consider efforts undertaken to make post-secondary institutions more inclusive; and understand how to address the challenge of monitoring progress. This review can be found in Appendix F.

## FINDINGS

Through the analysis of baseline data, the environmental scan of current EDI activities and initiatives at UM, community consultations, and the climate survey of community members' experiences, the Task Force heard that in order to advance EDI across UM, action is needed to (a) strengthen leadership and planning, (b) increase diversity and equity, and (c) build an inclusive community.



A summary of what the Task Force heard and learned in key thematic areas is provided below and is followed by a reporting of specific findings from the various data collection activities. Further detail on the findings can be found in the Working Group summaries appended to this report.

## Leadership, Planning and Policy/Practice, and Monitoring

The need for strong leadership to set direction, guide, coordinate, support, and monitor efforts to advance EDI within UM emerged as a strong theme in our data collection. There are many members of the community who are committed to the principles of EDI and are engaged in activities to advance these principles within their academic and administrative/support units. There is a perceived need to coordinate those activities and ensure greater consistency across the institution. A senior administration position of EDI lead together with a central office and resources to support this work is seen as critical to ensure progress. It is also recognized that advancing EDI will require the efforts of many individuals and units across the institution. Commitment by all senior administrators is seen as essential. Greater diversity among leaders was identified as a necessary goal as was greater knowledge, commitment, and accountability of leaders to ensure that EDI is a priority.

EDI is present in UM's former strategic plan although not identified as a distinct focus. There is variability across UM in the extent to which EDI plans exist at a unit level. We heard that EDI must be integrated into UM's strategic plan as well as within the plans of all units. Clear goals, monitoring, and accountability were identified as necessary to ensure appropriate planning, implementation, and evaluation of EDI initiatives. Integration of EDI goals within the overall planning framework for the institution as well as for each unit is seen as critical to ensure that EDI is considered in all central and unit activities and adequately resourced. It was noted that EDI is addressed in some existing UM policies although there is a perceived need to review the adequacy of current policy to promote the advancement of EDI and address barriers to creating an inclusive community.

Following is a summary of what we learned and heard through the various data collection activities:

### Leadership

#### *Environmental Scan:*

- There is no central leadership or governance structure to coordinate or support the advancement of EDI across UM.
- There are many faculty, staff, and students committed to advancing the principles of EDI and actively engaged in supporting various initiatives being undertaken across UM.
- While there are some efforts to embed the advancement of EDI into the ongoing governance, planning, and administrative functions of individual units, it appears that the extent to which EDI is being advanced depends on the commitment of specific individuals which results in variability across units and across departments within large faculties.
- Several central units have an important role in leading the University in advancing EDI. The most activity reported is on Indigenous engagement and achievement. Other EDI issues are being addressed centrally (e.g., accessibility, self-declaration of identity) although there are limited resources in place to support these initiatives. Central units identified that they are participating on University committees addressing EDI issues (e.g., addressing access).

- Many units indicated that they follow UM policies and/or look to central administration for direction and support for advancing EDI. They reported utilizing the resources that are available centrally.

#### *Community Consultations:*

- UM is lacking in diversity among leaders, especially at senior levels, which is limiting progress on EDI. Identified issues include, for example, few women leaders, insufficient turn-over among senior leaders, and not highlighting EDI and Indigenous issues in hiring processes.
- EDI work is seen as decentralized, devalued, and a “side project” that is not coordinated or resourced which results in uneven progress across the institution.
- EDI requires a senior leader to ensure the work moves forward.
- There is a perceived need to centralize some EDI efforts – A centralized office could process workforce data and help ensure consistent policies and procedures. Many respondents identified many small projects, processes, and policies that have had a positive impact, but suggested that if there was an organized central approach, these best practices could be shared and EDI moved forward more quickly.
- EDI needs baseline funding and dedicated positions for EDI work that aligns with and builds on the momentum of the establishment of the VP (Indigenous) to support systemic change.
- There is a lack of accountability for implementing EDI recommendations, for enforcing existing policies, or for addressing problematic practices and cultures.
- There is a need for leaders to be proactive on advancing EDI and not just respond once an EDI problem has become public.
- Indifference or resistance of middle managers means that those “working in the trenches” see little change.
- Those engaging in EDI work are often isolated in their faculties and units leading to stress and burnout. Projects are siloed and uneven.

#### Planning and Policy/Practice

##### *Environmental Scan:*

- Elements of EDI are in UM’s previous strategic plan, although they were not a key focus.
- There is very limited evidence of strategic planning around EDI at the unit level in terms of either stand-alone EDI strategic plans or the integration of EDI within units’ overall strategic plans. Few units have set out clear actions for advancing EDI within their units.
- Some academic and administrative units have EDI Committees or a Task Force to lead the advancement of EDI in their units and/or are engaged in developing EDI strategic plans.
- There are a number of policies that express UM’s commitment to EDI and include processes to address inequity and/or discrimination. UM’s *Respectful Work and Learning Environment* policy expresses the University’s vision for “a community which embraces diversity and inclusion, provides for equity, and recognizes the dignity of all people” (section 2.2) and includes procedures for dealing with harassment and discrimination based on protected characteristics under the Human Rights Code. The *Accessibility* policy reiterates UM’s commitment to EDI and specifically its commitment “to ensure that all members of the University community, including those with disabilities, are provided with an accessible learning and working environment” (1.2).

This policy speaks to “removing the barriers that prevent full and meaningful participation in all aspects of campus life” (1.1).

- Some units have developed policies to advance EDI – e.g., one faculty has developed an anti-racism policy, several faculties have EDI admissions policies for their programs, and one unit identified having an EDI hiring policy.
- Both academic and administrative units are engaged in initiatives to advance EDI. There is variability across units in the extent to which this is a focus and the range of activities undertaken.
- In general, the focus of units is on increasing diversity and supporting members (especially students) who are members of under-represented groups. There are fewer initiatives that address equity (e.g., equity admissions or hiring policies) or are focused on inclusion more broadly (e.g., addressing racism).
- Indigenous achievement and engagement have been a focus for many units. EDI activities as they relate to other marginalized populations (especially individuals who are members of the 2SLGBTQ+ community, people with disabilities, racialized persons) have been more limited.
- Numerous central administration and support units are addressing EDI principles in their work and/or are participating in University-wide initiatives that are addressing EDI issues.
- Few units reported activity addressing discrimination such as racism, sexism, homophobia, transphobia, ableism, and/or ageism.
- The focus of EDI initiatives has been students and faculty; it appears that much less attention has been given to addressing EDI among staff.

#### *Community Consultations:*

- The lack of an overall EDI strategy was noted including a lack of EDI policies.
- Some participants wanted a list of tangible steps to achieve EDI goals in their unit suggesting a need for unit-specific EDI planning.
- There is a perceived need to identify indicators of progress within plans so that progress can be measured.
- The focus of participants’ discussion was on the implementation of policies to address violations of EDI principles.
- Many faculty, staff, and especially students reported that they don’t know what processes are in place to make a complaint regarding sexual harassment, racism, sexual violence, etc.
- Concerns were raised about the Respectful Work and Learning Environment policy and procedures including, for example, the legal-like approach to dealing with formal complaints, the need for alternative methods of conflict resolution, and power differentials which favour the accused.
- There is a perceived lack of accountability regarding the handling of complaints. Some participants expressed that Human Resources and the Office of Human Rights and Conflict Management (OHRCM) work on behalf of University administration and not victims. Concern was raised that administrators are not held accountable for how they respond to complaints of discrimination or harassment.
- There is a sense that problems are not resolved (e.g., people aren’t fired, no action is taken).
- Some fear reprisal for making complaints. Members of under-represented groups reported feeling particularly vulnerable as they are easily identified if a complaint is made.

- Collective agreements and unions were identified as part of the problem by supporting members accused of violations.
- Those on remote campuses have less access to the OHRCM which is a barrier to reporting.
- Lack of accountability at the unit level contributes to an environment that both actively and passively discriminates against marginalized groups. At times, complaints are not taken seriously or are dismissed.
- There was recognition that UM is making some progress to increase diversity including increasing representation of Indigenous people, racialized persons, and women.
- It was acknowledged that official communications associated with UM matters include a statement about the commitment to EDI.
- There have been opportunities for members of the UM community to have a voice (such as participating in the work of the Task Force).
- Some participants acknowledged that there are activities, initiatives, and events that provide evidence of UM's commitment to EDI (e.g., attention to diversity in hiring, in the creation of new positions in support of empowering marginalized populations, in ceremonies, in the naming of spaces, in publications that address EDI, in working groups, through awards, through awareness days, in official statements, etc.)
- While work is underway, there are many changes that are needed to ensure that EDI is a focus at UM.

## Monitoring and Measuring Progress

### *Environmental Scan:*

- UM has a system and process for the collection of baseline diversity data on faculty and staff (UCount). The response rate has been relatively low. An initial communications plan was implemented although there are no ongoing campaigns to promote self-declaration.
- Diversity data for students is collected by the Registrar's Office (RO). Self-declaration currently is limited to gender identity and Indigenous identity. Current data systems limit the extent to which various categories of identity can be included and the ease with which changes in self-declaration can be made (e.g., changes to self-declared gender identity must be done in person at the RO).
- The Office of Institutional Analysis has the expertise and resources to generate reports. Intersectional analyses can be undertaken if sufficient data is available to ensure that privacy is maintained. Reporting is limited by the type of the data collected and the response rate.
- Several academic and central units collect data on diversity to address particular needs within their unit. These data are of use to the unit but are limited in terms of the scope and usefulness for assessing diversity across the broader UM (given that they use different categories, are not implemented across all units, etc.).
- The literature confirms challenges to collecting diversity data which include a reluctance to self-identify, a lack of resources to collect data, and low response rates.
- There is no process by which efforts to advance EDI are consistently monitored or reported. There is no clear accountability by which units are expected to report activities undertaken or progress achieved towards EDI goals. Some reporting occurs through a review of the strategic plan, strategy resource allocation requests, and approval for academic hiring although the extent to which this is tied to unit decision making is not always clear.

### *Community Consultations:*

- Respondents identified a lack of accountability within UM regarding action taken on the stated commitment to EDI.
- Progress made within units is not monitored.

## Increasing Diversity and Equity Across the UM Community

There is evidence that units are interested in promoting diversity and have engaged in activities to increase diversity within their units. Fewer examples of initiatives to address equity were found. There is some attention to increasing the diversity of our student population through recruitment efforts. Several programs have equity admissions policies in place and/or have funding to support students from historically marginalized groups; these initiatives have shown success in increasing student diversity. Units are engaged in a range of activities and programs to support the success of students from under-represented groups although the need for additional support for specific student groups was identified. There is awareness of the lack of diversity among faculty. The most common approach to increase diversity among faculty is to ensure diversity among members of hiring committees and to require implicit bias training for hiring committee members. Equity initiatives for faculty hiring are less common. There has been some targeted recruitment and hiring to increase the number of faculty from historically marginalized groups (primarily through the Indigenous Scholars program). Supports for faculty from marginalized groups are not even across the institution. There is the perception of a lack of equity among some faculty who are members of marginalized groups. It appears that less attention has been given to promoting diversity and equity among UM non-academic staff compared to students and faculty.

Numerous barriers to increasing diversity and equity were identified including a lack of funding that limits access to a university education, low faculty salaries that create challenges for recruitment and retention, union rules governing staff hires that constrain efforts to increase diversity, lack of mentorship and role models, lack of attention to EDI in decisions regarding staff and faculty advancement and filling of leadership positions, and inequitable workloads for staff and faculty who are members of marginalized groups.

Increasing accessibility was identified as an important component of addressing diversity and equity at UM. The challenges to ensuring physical accessibility within older buildings was recognized including that significant resources are needed to achieve accessibility within UM campuses. The need for greater resources to support recruitment of individuals with disabilities was also noted as was the need for resources to address accommodation for faculty and staff. Support and monitoring to ensure that all UM resources for learning and work meet accessibility standards was identified.

What follows is more detailed reporting of the findings regarding diversity and equity that emerged from our analysis of current practices across UM and from our consultations with students, staff, and faculty:

## Student Outreach, Recruitment, and Support

### *Environmental Scan:*

- Some faculties have equity admissions policies, some have programs specifically for students from under-represented groups (ACCESS programs), and some are engaging in recruitment efforts to attract a diverse student body.
- There is evidence that many units are offering supports for students from under-represented groups to encourage student success – e.g., targeted scholarships, mentorship programs, advisors for specific groups of students, student groups for specific populations of students, and Elders in residence.
- There are a few academic units with equity admissions policies to increase diversity and address equity within their student bodies.

### *Community Consultations:*

- Respondents noted that poverty and increasing financial inequality limit access to a UM education and limit diversity among students.
- The inadequacy of the student loan system was noted as was the complexity in accessing funding. Cuts to the bursary program for students in ACCESS programs was cited as an example of a lack of support for students from under-represented groups.
- Funding issues particular to Indigenous students were noted including limited band funding and the timing of this funding.
- Reductions in funding threaten ACCESS programs which have been helpful in increasing access and success of students from under-represented groups.
- Scheduling of courses creates barriers for certain groups of students. For example, limited online and evening classes and programs make it difficult for students with families to earn a living while they seek to obtain an education.
- There is inequity in the preparation of students for university-level study which affects student success. This was identified as an issue that may be particularly salient for Indigenous students coming from Northern communities.
- International students were identified as a group of students who experience many challenges including language issues for those for whom English is a second language and difficulty adjusting to Canadian culture. International graduate students were identified as vulnerable to exploitation by advisors.
- Application forms are too binary and alienating to the 2SLGBTQ+ community.
- A lack of social supports was noted as a challenge for certain groups of students (e.g., childcare for students who are parents, low-income housing close to UM for low-income students).
- There was acknowledgment that there are many positive supports in place for students including the summer program for Indigenous students that helps to attract Indigenous students to campus, supports for students with disabilities through Student Accessibility Services, supports for Indigenous students including the Indigenous Student Centre and Elders , the International Centre, counseling services for all students, the Sexual Violence Resource Centre, and free tuition for students aged 65+.

### *Climate Survey*

- The majority of student respondents agreed with positive statements regarding equity at UM for women students, Indigenous students, racialized students, students who identify as 2SLGBTQ+, and students with disabilities.
- Indigenous students, students who identify as 2SLGBTQ+, and students with disabilities were less likely to perceive equity for students in their groups compared to other students.

## Staff Recruitment, Support, and Advancement

### *Environmental Scan:*

- In general, EDI initiatives directed towards non-academic staff are limited.
- Little attention has been given to increasing diversity among staff or to initiatives to support staff from under-represented groups.
- Only one unit indicated that they have engaged in a targeted staff hire to increase diversity.
- Several units are addressing EDI in hiring processes by increasing diversity within their hiring committees and incorporating implicit bias training for hiring committee members.
- Some units identified that union rules pertaining to hiring constrain their efforts to increase diversity among their staff.
- Many units encourage staff to attend UM-wide educational/training events.
- Many units reported participating in the University's Indigenous summer student internship program.

### *Community Consultations:*

- A lack of diversity among support staff was noted. With a few exceptions, it was noted that there is a lack of diversity among staff serving diverse student populations.
- Staff perceive inequity in advancement due to factors such as gender or the lack of a degree.
- Staff from marginalized populations are disproportionately assigned or select additional EDI work which is not compensated and can lead to significant unpaid overtime.
- There is inadequate funding for staff positions that provide support to students from marginalized groups.
- Some staff reported not knowing where to get training or were confused by the number of trainings offered.
- There are some staff who do not support the principles of EDI or see attention to EDI as unnecessary.

### *Climate Survey:*

- Staff from under-represented groups were less likely to perceive that members from their group were treated equitably.
  - Women staff were less likely to perceive women staff to be treated equitably in relation to men staff particularly in terms of receiving equitable salaries or having their comments receive attention and credit.
  - Indigenous staff were less likely to see Indigenous staff treated equitably; this was especially notable in terms of perceptions of equitable workloads and salaries.

- Racialized staff were less likely to agree that racialized staff are treated equitably in terms of workload and consideration for leadership positions.
- Staff who identify as 2SLGBTQ+ were more likely to disagree that staff who identify as 2SLGBTQ+ are considered for leadership.

## Faculty Recruitment, Support, and Advancement

### *Environmental Scan:*

- Many units reported that they are attending to EDI in academic hiring and/or recognize the need.
- Efforts to increase diversity among faculty have focused on increasing diversity within hiring committees and engaging committee members in implicit bias training. There has been very limited targeted hiring and EDI hiring plans were not reported.
- Several units identified hiring priorities with a focus on increasing the number of Indigenous faculty members.
- One unit stated that they require EDI statements from applicants.
- Some units mentioned that at the department level there is attention to mentoring new faculty from under-represented groups – it doesn't appear that there is consistency across the faculty or across all faculties within the institution.
- One unit mentioned that they consider contributions to advancing EDI in their performance reviews.

### *Community Consultations:*

- The lack of diversity among faculty was noted including the lack of women professors in some faculties, the lack of faculty who identify as 2SLGBTQ+, and the lack of faculty members who have disabilities.
- Low UM salaries were seen as a barrier to hiring Indigenous scholars as there are many institutions looking to hire and offer better salaries.
- Hiring committees were seen as needing more training not just on implicit bias, but on where to advertise positions and the importance of including an EDI statement in each posting.
- The need for targeted hiring was identified.
- The Indigenous Scholars program was identified as an example of a positive initiative to increase diversity among faculty.
- Concern was raised that tenure and promotion criteria give insufficient attention to (a) the impact of community-engaged research on the form and quantity of research output and dissemination, and (b) the service expectations related to EDI that many faculty from under-represented groups experience.
- Lack of mentorship and role-models from other academics from under-represented groups was noted.

### *Climate Survey:*

- Women faculty, Indigenous faculty, racialized faculty, faculty who identify as 2SLGBTQ+, and faculty who identify as having disabilities were less likely to agree that there is equity in how faculty members from under-represented groups are treated.

- Women and transgender/non-binary faculty were less likely to perceive the University as equitable to women faculty members. This was particularly in relation to women receiving mentoring, being considered for leadership positions, and receiving equitable salaries.
- Indigenous faculty members were more likely to disagree that Indigenous faculty receive as much mentoring from senior faculty or have their comments given attention compared to their non-Indigenous colleagues.
- Racialized faculty members were more likely than their White colleagues to disagree that racialized faculty are frequently considered for leadership positions or receive as much mentoring from senior colleagues.
- 2SLGBTQ+ faculty were more likely to disagree that faculty members who identify as 2SLGBTQ+ are considered for leadership positions or get as much mentoring from senior colleagues.
- Faculty members with disabilities were less likely to agree that faculty with disabilities get as much mentoring from senior colleagues or have their comments given as much credit or attention.

## Accessibility

### *Environmental Scan:*

- There is some attention to accessibility issues including awareness of standards required by the Accessibility for Manitobans Act (AMA) including a steering committee that has responsibility for the UM accessibility plan.
- There is some awareness of problems related to physical accessibility of spaces and recognition that this requires greater attention. An accessibility audit of all UM buildings is currently underway which will outline issues within each building.
- Physical Plant has identified areas for improvement – the focus has been on wayfinding/signage, washrooms, external pathways, and building entrances.
- Faculties most often referenced accessibility of spaces, gender inclusive washrooms, accessible parking, and signage as areas of concern.
- Services for students with disabilities have a dedicated office to coordinate accommodation and support. There is no such centralized office to address accommodation for staff and faculty.
- There is no central support for ensuring that all UM materials meet accessibility standards.

### *Community Consultations:*

- Respondents identified many ways in which UM campuses are inaccessible and noted that this prevents the inclusion of people with disabilities from becoming part of the UM community. Some of the problems include inaccessible washrooms, insufficient elevators, poor ramps, lack of automatic openers, online materials that do not meet accessibility standards, poor signage, and inadequate accessible parking.
- There is a perceived lack of human and/or financial resources to address accessibility.
- Those with hidden disabilities feel that there is a lack of awareness of their needs for accommodation.
- There is awareness of the efforts being made to meet the standards of the AMA.

### *Climate Survey:*

- Respondents who reported a physical disability that had a severe or very severe impact when engaging in their daily/regular activities on campus were less likely than other respondents with disabilities to agree that the University is accessible.
- Newer buildings were reported to be more accessible than older buildings especially in regards to the adequacy of washrooms.
- The majority of respondents with physical disabilities that have a severe impact on their functioning reported the following to be inaccessible: recreation centres, campus services, elevators, washrooms, offices, and classrooms.

## Building an Inclusive Community

The task of creating an inclusive community requires a multi-faceted strategy that addresses education, engagement, support, and safety. The Task Force identified many events, activities, and initiatives whose primary goal is to create greater understanding and support for diversity and equity across the institution. While important EDI work has begun, the Task Force heard about many areas of need and many suggestions for how to further advance EDI principles. The need for greater awareness and understanding of EDI among students, staff, and faculty was noted. Integration of education regarding EDI within academic programs is variable and requires greater attention. Increasing instructors' knowledge about EDI and skills for addressing EDI in teaching was identified as an important component of advancing education about EDI. It was acknowledged that not all members of the UM community support the principles of EDI. Strategies to address resistance to advancing EDI as an institutional priority are needed. It is clear from our consultations and the climate survey that some UM community members do not experience a sense of belonging. Racism and other forms of discrimination are experienced and there are members of historically marginalized groups who do not feel safe or included. Reports of discrimination and other behaviours that create an unsafe environment are not always addressed. Moving forward, attention must be given to actions aimed at making UM an institution where all feel included and able to fully participate.

Specific findings related to increasing awareness of EDI, integrating EDI in teaching and learning, and building a greater sense of inclusion and belonging are as follows:

### Building Awareness and Support

#### *Environmental Scan:*

- There are University-wide events that celebrate diversity - e.g., graduation pow wow.
- Units are engaged in activities intended to create an environment of inclusion among students – e.g., educational events and social events.
- Many units reported that they are encouraging engagement with UM-offered learning opportunities – i.e., modules in UM Learn, and Learning and Organizational Development workshops.
- Some units are offering in-department or in-faculty events – workshops, lectures, and readings groups.

- Units reported outreach activities that target and/or support members of under-represented groups.
- Units providing services to students noted many specific initiatives to support students from under-represented groups.
- Some units recognize that there is a low level of understanding of EDI, particularly as it relates to equity.

#### *Community Consultations:*

- Numerous activities were recognized as contributing to a greater inclusion – e.g., orientation events that provide an introduction to Indigenous issues and ways of knowing, the land acknowledgement, cultural events, Fireside Chats & other Indigenous Speaker events, events for Black history month, availability of information and workshops on EDI, and participation in Pride events.
- There were comments that indicated that there are unit-level cultures and attitudes that need to change.
- There is some resistance to change and/or resistance to EDI principles.
- Concerns were expressed that if EDI training is voluntary, those who most need it won't participate.

### Academic Programs, Teaching, and Research

#### *Environmental Scan:*

- Some units are attending to EDI in their development of curricula/course content. Some units are reviewing their entire program curricula with attention to content on diversity. Other academic units are focusing on Indigenous content in individual courses or to ensuring some inclusion within a program's curriculum. Some units appear to be at the beginning stages of addressing EDI in academic program content.
- While initiatives are in place in some units to increase content related to Indigenous Peoples in their curricula, less attention is being given to content that brings attention to other under-represented groups or to addressing the principles of EDI more broadly.
- There are some examples of attention to including the works of scholars from under-represented groups.
- Several central support units are providing leadership and support for advancing EDI in teaching generally and/or in integrating Indigenous content and knowledges into teaching.
- Some units are encouraging researchers in their units to engage in partnerships with under-represented groups.

#### *Community Consultations:*

- There is the perception that there is a lack of diversity in some curricula.
- Students identified that there are very few Black, Indigenous, and people of colour professors leading to limited safe classroom environments in which to discuss issues related to race.
- Some students indicated that it is not safe for them to be critical of assigned readings – they don't find their professors open to discussing EDI issues.
- Poorly informed faculty are seen as a barrier to advancing EDI.

- There are examples of units and programs which are addressing EDI – e.g., ACCESS programs, Ongomiizwin, and the MSW-IK Program.
- There is recognition that there has been considerable improvement in the extent to which Indigenous content is included in curricula.
- The Indigenous Initiatives Fund was identified as useful in advancing Indigenous content in curricula although it was pointed out that this is project funding which does not ensure long-term stability for the initiatives.
- There is awareness that EDI is increasingly important in research, including in applications for research funding.

## Inclusion and Safety

### *Environmental Scan:*

- Units are engaging in initiatives to promote a greater sense of inclusion among students.
- There are various student groups across campus that provide support and a sense of belonging to students from under-represented groups.
- There is some recognition of the importance of space in promoting inclusion. Some faculties are addressing the need for “safe spaces” and are creating spaces for students from under-represented groups (e.g., smudging rooms).
- There have been initiatives to increase support and create a safer campus especially in relation to sexual violence (e.g., the Sexual Violence Resource Centre, Bringing in the Bystander training).

### *Community Consultations:*

- Racism exists on campus and includes racist acts directed towards individuals and actions that reflect racist attitudes (e.g., “It’s OK to be White” posters, NCTR tipi slashed, and racist online comments). Some respondents indicated that racism is part of their everyday experience.
- Individuals also reported experiencing sexism, ableism, homophobia, transphobia, ageism, and bullying.
- Some staff experience middle managers as discriminating against members of under-represented groups in term of compensation and advancement.
- There were reports of faculty from under-represented groups being assigned to teach the largest classes with no recognition of the workload, sitting on a disproportionate number of committees, and feeling that their work is devalued.
- Age discrimination was identified by some individuals and reported as demoralizing, isolating, unfair, and lacking any sense of equity.
- Accessibility and accommodation for persons with disabilities (including those with age-related disabilities) may not always occur or be adequate.
- Members of marginalized communities need safe places to express their shared values and worldview without criticism. Migizii Agamik was identified as an important space although it is not accessible to students on other campuses and is used by members of other groups because they do not have access to safe spaces. The need for more safe spaces was identified (including an Interfaith center, a 2SLGBTQ+ center, study space for students aged 30+, and a safe space for international students).
- Even when EDI appears on meeting agendas, some faculty and staff reported being afraid to

discuss because of a lack of understanding of the issues among colleagues and a desire to avoid difficult conversations.

- Members of the Bannatyne campus and the William Norrie Centre noted that greater attention needs to be given to increasing physical safety.
- The University Calendar does not respect dates of significance to those who practice non-Christian faiths. Staff of these faiths must use vacation time to observe these holidays.
- Concern was raised that certain events (e.g., anti-abortion displays) allowed on campus are offensive and triggering for some members of the community.

#### *Climate Survey:*

- Experiences of microaggressions were disproportionately reported by members of under-represented groups.
  - Among students, Indigenous and Black students, students who identify as 2SLGBTQ+, and students with disabilities were more likely to report experiences of microaggressions.
  - Indigenous and racialized staff, staff who identify as 2SLGBTQ+, staff who identify as transgender/gender non-binary, and staff who indicated experiencing one or more disabilities reported experiencing more microaggressions than other staff.
  - Indigenous and racialized faculty, faculty who identify as 2SLGBTQ+ and faculty with a disability reported above average incidents of microaggressions.
- Overall, the majority of students, faculty, and staff reported having witnessed/learned about or personally experiencing at least one of the listed acts of incivility, discrimination, or harassment/assault at UM within the last two years. The most frequent reasons respondents identified for experiencing incivility, discrimination, or harassment were gender followed by racialized identity.
- These incidents were rarely reported, especially among students. Qualitative responses suggested six reasons for not reporting: (1) lack of confidence that incident(s) would be taken seriously and/or something would be done about it; (2) fear of retaliation; (3) knowledge of previous incidents being dismissed; (4) lack of proof; (5) power dynamics; and (6) lack of awareness about reporting processes. The majority of students, staff, and faculty reported being dissatisfied with the extent to which the incident(s) was/were resolved.
- Many comments suggest that people do not feel that behaviour such as bullying and racism are being adequately addressed.
- The majority of students reported that they consider UM to be safe. Their ratings of safety were higher than those of faculty members and staff. Safety concerns were more frequent among those who attend the Bannatyne campus. Among students and faculty, women and those who identify as transgender/another gender identity were more likely than men to feel unsafe. Among staff and students, safety was related to racialized identity, gender, and disability; identifying as Indigenous, 2SLGBTQ+, or having a physical disability were associated with a decreased sense of safety. Places most frequently identified as unsafe included bus stops, tunnels, walking outside, stairwells/hallways, and parking lots/parkades.
- Qualitative responses suggested that there are other groups of students who experience feelings of exclusion (e.g., international students, older students, students from lower socio-economic backgrounds, students with certain religious beliefs, and students with conservative political beliefs).

## RECOMMENDATIONS

The Task Force integrated the findings from the analysis of the various data collection activities and identified key issues to address in order to promote the advancement of EDI across the institution. The following recommendations comprise core elements of a plan for moving forward and include specific actions to guide implementation.

### Recommendation 1: Leadership

Create an administrative structure for advancing EDI that includes a senior EDI lead to oversee EDI across the institution as well as a network of leaders working at the unit level to engage the entire UM community in working towards change.

In order to ensure that the principles of EDI are integrated throughout all aspects of the University's mission, leadership is needed at the senior administration level and well as within each academic, administrative, and support unit. Advancing EDI is challenging; meaningful change requires UM to address systemic and structural issues that create inequity and exclude members of groups that have historically been marginalized. Progress towards the goals of greater equity and diversity within our community, and the creation of an inclusive learning and working environment requires engagement at all levels of the University. Central leadership at the level of the President's Executive Team is required to set UM's overall strategic direction for EDI; to initiate university-wide policies, processes, activities, and supports; and to coordinate and support EDI initiatives undertaken at the unit level. A network of strong leadership within faculties and administrative/support units is also required to ensure the engagement of the entire institution in working towards change that is responsive to the needs, priorities, and opportunities related to EDI that exist at the unit level.

The Task Force recommends the following actions to address the need for leadership and structure to advance EDI:

- Establish an EDI lead in senior administration to work directly with the President's Executive Team to advance EDI across UM. Working with the team of Vice-Presidents, the EDI Lead will ensure that EDI is integrated into all aspects of the institution including academic programs, research, administration, and community life. The EDI lead will need to work especially closely with the VP (Indigenous) to identify ways in which collaboration and coordination can occur between efforts to advance Indigenous achievement and engagement and EDI more broadly. The EDI lead will require an understanding of university governance and have the ability to work with and across all historically excluded groups.
- The EDI lead should undertake a thorough review of existing structures, programs, positions, and offices that address EDI across the University to determine next steps for creating a structure that ensures leadership, coordination, accountability, and active engagement in advancing EDI across the entire institution.
- Building on the findings of the review outlined above, establish an EDI Office to support the EDI Lead in providing strategic direction, addressing accessibility, directing and coordinating the

work of central support units/positions engaged in activities to advance EDI across the institution, and supporting EDI work undertaken at the unit level.

- Allocate ongoing resources through the centralized budget process to support the work of EDI.
- Ensure that increasing diversity and a commitment to EDI are considerations in the hiring of all senior administrators at UM. Applicants for senior administrative roles should be required to submit an EDI statement.
- Require new senior administrators to attend training on EDI as part of their on-boarding.
- Require all administrators (including senior administrators, department heads, and administrators of administrative/support units) to engage in activities to increase their knowledge and skills to advance EDI. Require annual reporting on their activities to advance EDI within their units/areas of responsibility.
- Ensure that all leaders of academic and administrative units appoint EDI leads to engage faculty, staff, and students in working towards the advancement of EDI within their units. This appointment should be a senior position with responsibility for advancing EDI within the unit.
- Develop a course for administrators including EDI leads that addresses EDI leadership.

### Recommendation 2: Planning and Policy

Ensure that advancing EDI is a key element of the University's strategic plan, is integrated into academic and administrative/support units' plans, and is supported by the policies and guidelines governing the University.

If UM is to make significant movement towards achieving greater equity, diversity, and inclusion, EDI must be a key priority within the strategic plan of the University as well as within the unit-level strategic plans of all faculties/departments and administrative/support units. These plans must establish clear and actionable goals that lead toward greater alignment with the principles of EDI. In an effort to both lead and support change, EDI principles must be integrated into the policies and guidelines that govern the functioning of the University.

The following actions are recommended:

- Establish EDI as an institutional priority in the University's new strategic plan with goals clearly articulated.
- Faculties and central administrative and support units should situate their EDI plans and priorities within the framework set by the University and integrate specific EDI goals and plans within their overall strategic plans. Specific action plans with measurable outcomes should be identified with annual reporting on progress.
- Develop and implement a plan to evaluate key policies that address EDI (e.g., the newly revised RWLE Policy and Sexual Violence Policy) regarding the extent to which they are effective in promoting the principles of EDI and addressing discrimination. This review should inform the need for additional policies (e.g., an EDI policy, anti-racism policy) or revision to current policies (e.g., hiring policies) to ensure that UM's commitment to EDI is clear and actionable. There should be a regular review of EDI-related policies in light of new research and evolving best practices.
- Review hiring and advancement provisions in existing collective agreements and engage in

discussion with unions about how agreements could better align with EDI goals.

- Include the advancement of EDI as an important element in the review/evaluation/approval process for of all policies and guidelines (including both University policies and unit-level guidelines).

### Recommendation 3: Monitoring, Measuring Progress, and Accountability

Develop plans, processes, and supports for evaluating and reporting progress on EDI goals to ensure accountability and to inform future action.

In order to ensure ongoing movement towards advancing the principles of EDI, the progress of the University and each unit towards achieving its strategic goals related to EDI must be monitored and measured. This will require that goals be defined in measurable terms and that data be collected and available to assess change. While relatively recent changes have been made to the collection of diversity data on faculty and staff (through UCount), the collection of student data is very limited. There are a number of challenges to data collection that will need to be addressed to improve UM's baseline data on diversity. Other markers of progress will also need to be identified, measured, and monitored. The effectiveness of specific activities and initiatives implemented to achieve goals will need to be assessed, both to chart progress and, when necessary, to signal the need for new approaches. Accountability for ongoing efforts towards advancing EDI is critical to ensuring that EDI remains a core commitment and priority.

The Task Force recommends the following actions:

- Develop a process by which the University and academic and administrative/support units monitor and report on progress towards EDI goals that are identified in their respective strategic plans. Oversight of this process should be given by the EDI Lead with results shared with the President and the President's Executive Team and reported to the UM community.
- Improve the collection of data on the diversity of students, staff, and faculty. There are a number of issues to address to better benchmark diversity within the UM community and monitor change including the need to harmonize the collection of diversity data across students, staff, and faculty; review UM's data systems to ensure the ability for more robust collection and updating of baseline diversity data; develop a comprehensive, multi-pronged plan for increasing participation in self-declaration; and develop a plan for ongoing analysis and reporting of diversity data.
- Create central supports for the evaluation of EDI plans including assistance in developing evaluation criteria, identifying and collecting relevant data, data analysis, and reporting.
- Review current practice and policy regarding oversight, responsibility, and reporting on actions taken to address complaints of discrimination and harassment to ensure clarity of process, transparency, and accountability.
- Allocate resources to the ongoing study of EDI within UM. This should include, but not be limited to, regular implementation of a climate survey that assesses experiences of inclusion among members of the community.

#### Recommendation 4: Increasing Diversity and Equity Across UM

Develop unit-level plans for increasing the diversity of students, staff, and faculty that include initiatives that address equity.

There is a need to assess diversity at the unit level and to set goals based on an assessment of the lack of representation of historically marginalized groups among a unit's students, staff, and faculty. Attention must be given to developing strategies that address inequity in order to be effective in achieving diversity.

The following actions are recommended to achieve the goal of greater diversity and equity:

- Increase awareness of equity and its importance in increasing diversity, including the ways in which equity might be enhanced among students, staff, and faculty (e.g., equity admissions policies, targeted hiring, recruitment practices that encourage greater diversity among applicants, targeted funding to support members of marginalized populations, etc.).
- Support faculties in analyzing the diversity of their students, setting goals for student diversity, and developing recruitment strategies and admissions policies that align with their goals.
- Develop unit-level plans for advancing EDI among staff that include goals related to increasing diversity among staff, supporting EDI training for staff, and activities that create a greater sense of inclusion among staff.
- Faculties should develop academic hiring plans that are informed by their assessment of the diversity (or lack thereof) of faculty members within their units.
- Provide central support to assist hiring committees in developing processes that encourage diversity among applications (e.g., develop ads that avoid unnecessary requirements that exclude certain applicant groups, use active recruitment strategies that encourage application from members of historically under-represented groups, engage the assistance of firms with expertise in recruiting diverse applicants).
- Develop and require that hiring committee members participate in training that addresses best practices to advance EDI in hiring.
- Communicate the expectation that faculty and staff promote EDI in their work. EDI activities should be tracked in annual reporting of activities and discussed as part of performance evaluations.
- Recognize efforts by faculty and staff to advance EDI as important service to the University. Administrators should be aware of service expectations related to EDI and the burden of service that may be placed on members of historically under-represented groups. Such contributions should be acknowledged and influence the extent to which other service or teaching is expected or assigned. The level of service expected of a faculty or staff member should be accurately reflected in their assignment of duties.
- Assess commitment and contributions to promoting EDI in advancement processes (e.g., tenure, promotion) of faculty and staff.

### Recommendation 5: Accessibility

Ensure central planning and support for increasing accessibility at UM.

Increasing accessibility is critical if UM is going to support full participation by students, staff, and faculty with disabilities. Increasing the participation of peoples with disabilities will only be possible if UM ensures accessibility in all its spaces, services, processes, and materials. Support for ongoing efforts to meet the standards set by the AMA is an important step. While there is currently significant expertise and support for addressing accommodation for students, support for addressing accommodation for faculty and staff is in need of greater coordination and resources. There is also a need for greater support to ensure that all teaching and administrative materials meet accessibility standards.

The Task Force recommends the following actions:

- Allocate significant resources to increase the physical accessibility of UM and comply with the standards set out by the AMA. Physical inaccessibility exists relating to older structures that would not meet current building code guidelines and within areas that fall outside of current building code guidelines (e.g., lab and lecture room physical layout).
- Report on current physical accessibility highlighting areas most accessible and those which are least accessible.
- Guided by the results of the accessibility audit and completed in consultation with experts in accessibility, develop a multi-year plan for increasing physical accessibility across campuses. Annual reporting on progress should be required.
- Create a central office to coordinate accessibility and accommodation. There is a need for coordination and consistency across UM to address accessibility and accommodation including, for example, support for individuals with disabilities when applying for positions, and expertise and resources to assist in the development and implementation of accommodations plans. The services offered by this office should work in collaboration with Physical Plant and build on the experience of, and be coordinated with, Student Accessibility Services.
- Provide central support and monitoring to ensure that all UM content (including the website, teaching materials, forms, and educational/training materials) is accessible.

### Recommendation 6: Building Awareness and Support for EDI

Develop and implement a plan for increasing awareness and support for EDI among all UM community members.

Building an inclusive environment is key to both supporting and sustaining progress towards goals of increasing diversity and addressing inequity. One component of an overall strategy to increase inclusion involves ongoing education and awareness-building initiatives to ensure that all members of the UM community understand the principles of EDI and the values embedded in UM's commitment to EDI. Education about the meaning and differences between diversity, equity, and inclusion as well as their interrelatedness are needed as a foundation for planning and action. Given that membership in UM's community is constantly changing, education and awareness initiatives must be ongoing and embedded

within orientations, onboarding processes, and professional development opportunities. The Task Force acknowledges that there are many activities already in place that address EDI and provide opportunities for learning.

The Task Force recommends building on existing activities with the following actions:

- Create an inventory of workshops and resources available at UM to increase understanding of EDI. Such an inventory would support unit-level plans for increasing awareness and commitment to EDI and would assist individuals interested in learning more about EDI. Gaps in resources could be identified and addressed through new initiatives.
- Offer education regarding equity and its importance in systemic change including ways in which equity can be addressed in meaningful ways in post-secondary institutions (e.g., through equity admissions policies, targeted hiring, awards that support members from historically marginalized groups, etc.).
- Assign responsibility for promotion of EDI awareness at an institutional level to the EDI Office. This Office should also serve as a resource to academic and administrative/support units as they develop unit-specific educational initiatives.
- Provide resources through the EDI Office to individual units for the development and implementation of new initiatives that increase awareness of EDI and create opportunities for engagement and dialogue regarding EDI among students, staff, and faculty.
- Develop strategies and supports to engage those reluctant to accept EDI as a University priority.

[Recommendation 7: Addressing EDI in Academic Programs, Teaching, and Research](#)  
Encourage, support, and monitor the integration of EDI within academic programs and enhance the knowledge and skills of academic staff to address EDI in their teaching and research.

Given that teaching is key to UM’s mission, education that advances EDI is a critical component of advancing EDI within the institution. Recognizing the diversity of disciplines and programs within the institution, the ways in which EDI is integrated in curricula is best addressed at a faculty level through existing collegial processes that determine course and program content. To be effectively implemented, instructors require support to enhance their knowledge and skills to address EDI and facilitate learning opportunities for their students. Promoting EDI in research should also be encouraged and supported.

The Task Force recommends the following actions:

- Encourage units to assess ways in which content related to EDI is relevant and best addressed in their programs. Supports should be provided to units to facilitate such discussions within program curriculum committees with goals and plans developed in a collegial manner, implemented within academic programs, and monitored.
- Require submissions for program and course introductions/revisions to indicate how EDI has been considered in the development of the proposal.
- Provide funding for EDI teaching and learning projects (similar to the Indigenous Initiatives fund).

Consideration should be given to the sustainability of initiatives once proven effective.

- Encourage instructors to incorporate EDI into their teaching. Faculty should be provided with the opportunity for advanced training so that they can bring more diverse content and readings into their courses. Resources need to be developed to support efforts to modify curricula/courses (e.g., a bank of EDI materials that are relevant for various topics/disciplines).
- Provide support for instructors to develop skills for addressing issues like systemic racism, sexism, ableism, discrimination based on sexual identity and/or orientation, ageism, etc. in the classroom.
- Include education for researchers on how to incorporate EDI into their research programs including addressing EDI considerations in research design and practices, data collection and analysis, trainee recruitment, and research team participation.
- Include EDI considerations in the criteria used to award internal research funding.
- Include instruction on how to incorporate EDI activities and goals in teaching and research dossiers, tenure and promotion applications, and annual performance reviews. For example, as part of developing a teaching or research dossier, faculty should be encouraged to incorporate statements about their values, beliefs, and goals for addressing EDI.
- Incorporate reporting and discussion of how faculty have addressed EDI in their teaching and research as part of their annual performance review.

#### Recommendation 8: Promoting Inclusion and Safety

Develop and implement a plan for promoting a greater sense of inclusion and safety at UM that involves both university-wide and unit-specific activities that encourage engagement and participation of all students, staff, and faculty; that foster greater understanding, acceptance, and mutual respect among community members; and that celebrate diversity.

For the principles of EDI to be fully realized within UM, there is a need for ongoing attention to building an inclusive environment in which all members of the community experience a sense of belonging and where diversity of backgrounds, experiences, and perspectives are celebrated and seen as contributing to a vibrant learning and working environment. Building inclusion is an ongoing project that must address engagement and participation, interaction and dialogue, and safety for all members of the community. The goal of increased inclusion requires university-wide planning and initiatives as well as more targeted efforts at the level of departments, faculties, and administrative/support units.

The Task Force suggests the following actions to address this recommendation:

- Provide funds centrally and at the unit level to encourage and support events and ongoing activities specifically directed towards creating a sense of inclusion for all members of the community.
- Request that academic and administrative/support units identify specific tactics aimed at building an inclusive environment as a component of their EDI plans.
- Gather further feedback from students to identify and respond to areas where gaps in support for particular groups of students are experienced.
- Develop an anti-racism strategy that encompasses prevention (including education) and

processes to address racism when experienced. The extent to which the RWLE policy and procedure is effective in addressing racism must be evaluated.

- Explore the need for strategies that address other types of discrimination.
- Establish processes and protocols for the approval of activities on campus that are controversial and experienced as offensive by some, recognizing the need to balance freedom of expression with the responsibility to provide a work and learning environment that does not harm individuals.
- Develop a plan to create more safe spaces on campus where members of under-represented groups can gather and connect with others who have a shared identity for support and dialogue. This will require engagement with various groups across campus to assess their specific needs.
- Develop a campus map that clearly identifies EDI related resources and safe spaces.
- Implement ongoing safety audits to identify areas of concern. Respond to concerns and suggestions to improve safety.
- Recognize the diversity of faiths within our community and support students, staff, and faculty who wish to observe holidays within various traditions.

## CONCLUSION

The Task Force is encouraged by what we have seen and heard through reviewing current initiatives, event, policies, and practices and by listening to the voices of the many members of UM's community who took the time to share their experiences and views. We want to thank all who engaged in the process and contributed information and ideas. There is evidence of commitment to EDI within our community; many students, staff, and faculty are engaged in activities to address inequities, increase diversity, and contribute to a more inclusive environment. We applaud you for this ongoing work. We have also learned and heard that there is much work still to do to advance the principles of EDI across the institution. Our hope is that this report will assist in moving UM forward towards achieving the following vision:

*We are committed to promoting awareness and understanding of equity, diversity, and inclusion, and to advancing these principles within UM's mission of teaching and learning, research and scholarship, and service. We believe that UM should reflect the diversity of the communities we serve, ensuring access and opportunity for all. We are committed to building a learning and working environment where differences are valued and respected, where inequities and barriers to full participation are identified and eliminated, and where all students, staff, and faculty feel a sense of safety, support, and belonging.*



**Minutes of the OPEN Session of the  
Board of Governors  
Held by Web Conference on January 26, 2021 at 4:00 p.m.**

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**Present:** J. Lieberman, Chair  
J. Leclerc, Secretary

J. Anderson	C. Andrusiak	D. Archer	M. Benarroch	J. Dela Cruz
J. DeSouza-Huletey	L. Hyde	K. Lee	C. Loewen	L. Magnus
A. Mahon	T. Matthews	N. Murdock	C. Onyebuchi	K. Osiowy
S. Prentice	L. Reimer	S. Sekander	K. Smith	J. Taylor

**Assessors:** J. Morrill S. Woloschuk

**Officials:** N. Andrew C. Cook J. Doering S. Foster  
D. Jayas J. Kearsey L. McKinley D. Smith

1. **ANNOUNCEMENTS**

2. **PRESENTATION**

2.1 Manitoba Industry-Academia Partnership (MI-AP)

The Chair introduced Dr. Jay Doering, Associate Vice-President (Partnerships) to give a presentation on the Manitoba Industry-Academic Partnership.

Dr. Doering said the Manitoba Industry-Academic Partnership originated through the Horizon Manitoba Initiative which works to deepen partnerships between business, industry, and post-secondary institutions in their work with government to ensure Manitoba's success. The MI-AP is a collaboration of the University of Manitoba, the University of Winnipeg, Red River College, and the Business Council of Manitoba to develop and submit to Western Economic Diversification a proposal to fund some of the activities laid out in the Horizon Manitoba Report. He noted that the proposal was submitted in July 2019 and confirmation of the funding from Western Economic Diversification was received later that month. The funding secured is \$2.2 million over three years, and is administered by the University of Manitoba. Additionally, the partners have each contributed funds for a total budget of \$4,360,415. Dr. Doering stated that the project is managed by a steering committee that comprises members from each of the collaborating partners who meet on a monthly basis.

Dr. Doering said the AI-MP Project focuses on three of the objectives set out in the Horizon Manitoba Report.

1. Accelerating opportunities for Indigenous and non-traditional students.
2. Identify opportunities for post-secondary students to experience work-integrated learning through apprenticeships, co-op placements, or applied research projects.
3. Economic growth through technology transfer stimulation and innovation.

In response to a question, Dr. Doering stated that the MI-AP is marketed to faculty members, faculties, and industry. President Benarroch added that the Business Council markets the program to students and the scholarship opportunities are marketed to Indigenous students. He said the hope is to better connect with industry to find opportunities where students can be involved as research assistants in their current discipline.

Dr. Doering said he hopes this project will lead to more partnership programs with industry. In response to a question, Dr. Doering said that the intent is to further work-integrated learning beyond industry to include more sectors.

Dr. Cook observed that the AI-MP Project feeds into the work to which the Indigenous Education Blueprint is committed. She said there may be a way to work more closely with this program to avoid duplicating efforts, which she would discuss with Dr. Doering.

### **FOR ACTION**

#### **3. APPROVAL OF THE AGENDA**

It was moved by Dr. Reimer and seconded by Ms. DeSouza-Huletey:

**THAT the agenda for the January 26, 2021 meeting be approved as circulated.**

**CARRIED**

#### **4. MINUTES (Open) Session**

- 4.1 Approval of the Minutes of the December 1, 2020 Open Session as circulated or amended

It was moved by Ms. Loewen and seconded by Dr. Anderson:

**THAT the minutes of the December 1, 2020 Open session be approved as circulated.**

**CARRIED**

- 4.2 Business Arising

There was no business arising from the minutes.

#### **5. UNANIMOUS CONSENT AGENDA**

It was moved by Dr. Reimer and seconded by Mr. Osiowy:

**THAT the Board of Governors approve and or receive for information the following:**

**5.1.1 THAT the Board of Governors approve the establishment of the Manitoba Crop Protection Chair in Weed Management [as recommended by Senate, January 6, 2021].**

**5.1.2a) THAT the Board of Governors approve four new offers and six amended offers, as set out in Appendix A of the Report of the Senate Committee on Awards [dated October 22, 2020].**

**5.1.2b) THAT the Board of Governors approve four new offers, six amended offers, and the withdrawal of one offer, as set out in Appendix A of the Report of the Senate Committee on Awards [dated November 12, 2020].**

The Board of Governors received for information the following:

*5.2.1 Implementation of Master of Supply Chain Management and Logistics*

**CARRIED**

## **FOR INFORMATION**

### **6. NEW BUSINESS**

#### **6.1 Report from the President**

President Benarroch said that since his written report was circulated, the government has created the Department of Advanced Education, Skills, and Immigration, under a new minister, the Honourable Wayne Ewasko. He added that the Honourable Ralph Eichler is now Minister of Economic Development and Jobs and will retain the research portfolio. Dr. Benarroch noted there will be a new deputy minister, his third since he became President on July 1, 2020.

Dr. Benarroch reported that international students continue to arrive in Winnipeg. He said 359 students have arrived, 66 of whom are spending two weeks in quarantine at the Sandman Hotel and the Holiday Inn . He noted that all their meals are provided and delivered to their rooms. He said four nursing students were hired to check in on the students regularly to make sure they are safe. He added that the total number of international students is expected to be reach 800. Dr. Benarroch said the cost is shared, with the University covering 50 percent, and the departments and the students each covering 25 percent.

President Benarroch advised that he has received the report from the Presidential Task Force on Equity, Diversity, and Inclusion (EDI), which will be shared with the University community and the Board of Governors. He said that as one of his priorities, he would appoint someone to oversee the implementation of the report's recommendations across the entire university.

Regarding executive searches, Dr. Benarroch said the Vice-President (Administration) is in progress and he hopes a short list of candidates will be interviewed in a few weeks. Additionally, he noted, the search for a new Provost and Vice-President (Academic) is also underway, noting that both searches are international. In response to a question, Dr. Benarroch said there are faculty members on both search committees, adding that the president of UMFA also sits on both Committees. Finally, he noted that the search committee will engage in consultation with the university community and with Senate, and will circulate a survey asking for input into the Provost Search process.

## 6.2 Report on Remote Supports Provided for Students

Dr. Ristock said a summary of remote supports was included with the meeting materials that shows what the University has been doing to ensure student success with learning remotely. She said many supports were moved to an online platform and, in response to suggestions from students, new supports have been put in place. She added that transcript delivery has moved to digital delivery, as have student identifications. She said the intention has been to ensure students receive the supports they need and are connecting with one another. She expressed her thanks to Laurie Schnarr, Vice-Provost (Students), and her team.

In response to a question, Dr. Ristock said that winter registration is higher than it was in 2020 and higher than registration in September 2020. She said that graduate student numbers are still coming in. She committed to bringing a report on enrolment to the next Board meeting.

President Benarroch stated that the government had made a significant amount of matching funds available in a bursaries and scholarships fund. He added that Dr. Ristock and Ms. Schnarr are working to get those funds out to students in need. He said the technology fund will also be launched as the University works to consider needs of students.

Dr. Ristock said there has been no decision as yet on remote versus in-person classes for fall, though a decision will be needed in April to allow faculty to prepare courses and meet the needs of the students. She said meetings are held regularly with students to get feedback on whether the supports in place are adequate and what gaps there may be.

Members of the Board expressed an interest in receiving further information on enrolment at the next Board meeting.

Ms. Smith commented from the student point of view, expressing appreciation for all the supports being provided and for the efforts in listening to students. She said students are feeling very positive about the winter term. She expressed her feeling that the students are in good hands.

## **FOR APPROVAL**

### **7. FROM FINANCE, ADMINISTRATION, & HUMAN RESOURCES**

#### **7.1 Employee Accessibility Procedure**

Ms. Lee stated that the new Employee Accessibility Procedure replaces a procedure formerly in place. She said the Finance, Administration, and Human Resources Committee met on January 14, 2021 and recommended the procedure to the Board of Governors for approval.

Ms. Andrew said this procedure is part of the continuing more forward to actively support accessibility for all employees. She added that this procedure would replace the one currently in place, effective May 1, 2021, and rollout and training plans are being developed.

It was moved by Ms. Lee and seconded by Dr. Reimer:

**THAT the Finance, Administration, and Human Resources Committee recommends that the Board of Governors approve:**

- **The implementation of the new Employee Accessibility Procedure effective May 1, 2021, and**
- **The revocation of the Reasonable Accommodation in Employment (Disabilities) Policy and Procedure effective May 1, 2021**

**CARRIED**

#### **7.2 Spending Rate of the University Investment Trust for Fiscal 2021/2022**

Ms. Lee said the Finance, Administration, and Human Resources recommended at its January 14, 2021 meeting that the Board of Governors approve the proposed spending rate.

Ms. Andrew said the recommendation is based on two factors:

1. The five and ten-year investment return of the fund still supports a spending rate of 4.50 percent, and
2. Changing the rate back to 4.25 percent would reduce support to beneficiaries during a time when this support is most needed.

It was moved by Ms. Lee and seconded by Ms. DeSouza-Huletey:

**THAT the Finance, Administration, and Human Resources Committee recommends that the Board of Governors approve maintaining the spending rate of the University Investment Trust (endowment fund) at a level of 4.50% for fiscal 2021/2022.**

**CARRIED**

### **8. FROM SENATE**

#### **8. Proposal to Establish the Earth Materials and Archaeometry Centre**

President Benarroch explained that this new Centre, funded with NSERC grants, will bring together researchers from across the University who are already working in this area. He noted that this proposal was strongly supported by Senate.

It was moved by Ms. Hyde and seconded by Ms. Magnus:

**THAT the Board of Governors approve the establishment of the Earth Materials and Archaeometry Centre, for a five-year term, effective upon approval [as recommended by Senate, January 6, 2021].**

**CARRIED**

**FOR DISCUSSION**

9. Request to Increase Admission Target, Bachelor of Nursing, College of Nursing

President Benarroch said the College of Nursing requested an increase in the admission target for the Bachelor of Nursing program to accept an additional 40 students who were previously part of the University College of the North's enrolment. He said the University of Manitoba has been delivering most of the program. These students will complete the program at the University College of the North, but would be registered at both the University College of the North and the University of Manitoba. He explained that the increase in admission would ensure there is space in the program and allow for a seamless transition. He added that the students will experience very little difference in the transition.

**MOTION TO MOVE TO CLOSED & CONFIDENTIAL SESSION**

It was moved by Dr. Anderson and seconded by Dr. Reimer:

**THAT the meeting move into Closed and Confidential Session**

**CARRIED**

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Chair

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University Secretary

## **Overview**

### **Winter Term 2021 and Winter Term 2020**

#### **As at End of Course Change**

From “End of Course Change” (last date at which students can withdraw from courses without academic penalty) in Winter Term 2020 to Winter Term 2021, we see an increase in both overall enrolment (+3.6%), with this apparent for both full time (+1.4%) and part-time (+16.4%) students. As with Fall Term 2020, we continue to see a decrease in the enrolment of new students (-2.9%) offset by an increase in the enrolment of continuing students (+5.6%). Although overall enrollment is at an all-time high, the impact of the reduction in new students is difficult to predict; continuing reduced enrolment in this category would eventually lead to overall enrollment declines in coming years.

### **Winter Term Enrolment & Credit Hours**

- As at End of Course Change, enrolment at the University of Manitoba was up 3.6%. Total enrolment increased from 29,812 in Winter Term 2020 to 30,898 in Winter Term 2021.
- Full-time enrolment increased 1.4%, from 25,269 students to 25,611 students.
- Part-time enrolment increased by 16.4%, from 4,543 students to 5,287 students.
- New students decreased 2.9%, while continuing students increased 5.6%.
- Undergraduate enrolment increased by 4.3%, from 25,369 in Winter Term 2020 to 26,466 in Winter Term 2021.
- Graduate enrolment increased 0.2%, from 3,711 to 3,719.
- Total credit hours at End of Course Change increased from 264,732 in Winter Term 2020 to 275,225 in Winter Term 2021, an increase of 4.0%.
- Distance and Online Education credit hours, excluding remote-learning, decreased 2.4%, from 38,478 to 37,539.
- International enrolment increased 7.6%, from 6,170 students last year to 6,640 students this year. As at End of Course Change, international students make up 21.5% of the overall student population.
- The number of self-declared Canadian Indigenous students increased 0.2%, from 2,524 students to 2,528 students. As at End of Course Change, Indigenous students make up 8.2% of the overall student population.

Office of Institutional Analysis



Approval    Discussion/Advice    Information

**AGENDA ITEM:**

Report of the Senate Committee on Awards [dated December 15, 2020]

**RECOMMENDED RESOLUTION:**

THAT the Board of Governors approve eight new offers, three amended offers, and the withdrawal of one offer, as set out in Appendix A of the Report of the Senate Committee on Awards [dated December 15, 2020].

**CONTEXT AND BACKGROUND:**

At its meeting on December 15, 2020, the Senate Committee on Awards approved eight new offers, three amended offers, and the withdrawal of one offer, as set out in Appendix A of the Report of the Senate Committee on Awards [dated December 15, 2020].

**RESOURCE REQUIREMENTS:**

The awards will be funded from the sources identified in the Report.

**CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:**

N/A

**IMPLICATIONS:**

N/A

**ALTERNATIVES:**

N/A

**CONSULTATION:**

These award decisions are consistent with the policy on *Student Awards*. They were reported to Senate for information on February 3, 2021.



## **REPORT OF THE SENATE COMMITTEE ON AWARDS**

### **Preamble**

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

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

### **Observations**

At its meeting of December 15, 2020, the Senate Committee on Awards approved 8 new offers, 3 revised offers and 1 withdrawal as set out in the *Report of the Senate Committee on Awards (December 15, 2020)*.

### **Recommendations**

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve 8 new offers, 3 revised offers and 1 withdrawal as set out in the *Report of the Senate Committee on Awards (December 15, 2020)*. These award decisions comply with the Student Awards Policy.

Respectfully submitted,

Dr Jared Carlberg

Chair, Senate Committee on Awards

## **SENATE COMMITTEE ON AWARDS**

**December 15, 2020**

### **1. NEW OFFERS**

#### **Associates Master of Finance Convocation Prize**

The Associates of the I.H. Asper School of Business offer an annual convocation prize of \$1,000 in the Master of Finance Program. Each year, beginning in the 2020-2021 academic year, the prize will be offered to the Master of Finance graduating student who:

- (1) has successfully completed the requirements for the Asper Master of Finance program;
- (2) has achieved a minimum degree grade point average of 3.25; and
- (3) has achieved the highest degree grade point average among all graduating students.

Ties are to be broken using the following criteria, in priority order: (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 combined standing in Corporate Finance (currently numbered FIN 7020) and Portfolio Management (currently numbered FIN 7260).

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Asper Master of Finance Program Committee to serve as 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. Catherine Casey Scholarship**

In honour of Dr. Catherine Casey's retirement, friends, family, and colleagues established an annual scholarship for a three-year term with a gift of \$7,500 to the University of Manitoba in 2019. If funds are available, the donor will have the option to extend the term of the scholarship. The purpose of this fund is to reward the achievements of students who have made significant contributions to physical education in their school practicums and have created, or contributed to, programs in health or physical health education for children and youth. Each year, beginning in 2020-2021 and ending in 2022-2023, one scholarship valued at \$2,500 will be offered to an undergraduate student who:

- (1) holds a degree from a Faculty of Kinesiology with a major in Physical Education or Health Education (or equivalent);
- (2) is enrolled full-time (minimum 80% course load) in the Bachelor of Education program in the Faculty of Education at the University of Manitoba;
- (3) has a teachable major in Physical Education;
- (4) has achieved a minimum degree grade point average of 3.0; and
- (5) shows potential as a Physical Education teacher, demonstrated by strong leadership skills and contributions to sports, fitness and/or coaching.

Candidates are required to submit: (a) a statement (maximum 250 words) which outlines how they meet criterion (5), and (b) one academic letter of reference which supports their statement.

Candidates may also be nominated by a faculty member (professor or instructor), faculty advisor (faculty supervisor in the practicum), and/or cooperating teacher (supervising certified teacher in the practicum classroom) with a letter of nomination. Letters of nomination must directly address the student's demonstrated leadership skills and contributions to sports, fitness and/or coaching.

In event that there are no eligible candidates who meet all of the criteria outlined above, the scholarship may be awarded to the student who meets criteria (1), (2), (4), and (5) with a teachable minor in Physical Education.

The Dean of the Faculty of Education (or designate) will name the selection committee for this award and will include a donor representative (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.

### **Dr. Sherry Peden Indigenous Graduate Scholarship**

In memory of Dr. Sherry Peden (Ph.D. /'11), friends and family established an endowment fund at the University of Manitoba in 2018. The purpose of the fund is to reward the academic achievements of Indigenous graduate students in the Faculty of Education at the University of Manitoba who are pursuing research that advances the cause of Indigenous education. Each year, beginning in 2020-2021, the available annual income from the fund will be used to offer one scholarship to a graduate student who:

- (1) has self-declared as a First Nations, Métis, or Inuit person from Canada;
- (2) is enrolled full-time in any year of study in the Faculty of Graduate Studies in a Master's or Doctoral program offered by the Faculty of Education;
- (3) has achieved a minimum grade point average of 3.0 based on the last 60 credit hours (or equivalent) of study; and
- (4) is undertaking, or is about to undertake, research that advances the cause of Indigenous education.

Candidates will be required to submit: (i) a current *curriculum vitae*, (ii) a statement (maximum 500 words) which describes how they meet criterion (4), and (iii) a letter of support from their advisor outlining how the student is undertaking, or is about to undertake, research advancing the cause of Indigenous education.

If in any year, in the opinion of the selection committee, there are two equally qualified eligible students, the award amount may be equally split between the two deserving students.

In the event that there is no eligible candidate, the annual income will be re-capitalized into the fund.

The Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Faculty of Education (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.

### **John Mitchell Scholarship**

In memory of her father, John Henry Mitchell, Freda Powell established an endowment fund at the University of Manitoba with an initial gift of \$25,000 in 2020. The purpose of the fund is to reward the academic achievements of Indigenous undergraduate students pursuing studies in the Faculty of Law at the University of Manitoba. Each year, beginning in 2022-2023, 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 first year of study in the Juris Doctor program; and
- (3) has achieved a minimum admission grade point average of 3.0.

The award is renewable for up to two years of undergraduate study provided that the recipient:

- (a) continues to be enrolled full-time (minimum 80% course load) in the next ensuing year in the Juris Doctor program; and
- (b) continues to achieve a minimum degree grade point average of 3.0 in the Faculty of Law.

Preference will be given to First Nations students.

If a student is not eligible for the renewal of this award, an alternate student who meets the initial criteria above may be selected.

Only one student may hold this scholarship each year.

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

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

### **Peter and Liivi Forster Scholarship in Architecture**

In memory of Peter W. Forster, Liivi Forster will make an annual donation of \$5,000 to reward the academic achievements of graduate students studying in the Department of Architecture at the University of Manitoba. Each year, beginning in 2020-2021, one scholarship valued at \$5,000 will be offered to a graduate student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies in the first year of a Master's program delivered by the Department of Architecture at the University of Manitoba;
- (2) has completed the Bachelor of Environmental Design degree at the University of Manitoba;
- (3) has completed one graduate studio and at least 6 credit hours of 7000-level courses;
- (4) has achieved a minimum grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study; and
- (5) has demonstrated strong research and scholarly potential.

In order to demonstrate how they meet criterion (5), candidates will be required to submit: a) a written description of a proposed research topic (maximum 1000 words); b) a budget and proposed timeline of how their research will proceed; and c) one academic letter of reference, and one character letter of reference (from a non-family member).

The recipient will be invited to make a public presentation of their research to the Faculty of Architecture.

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Head of the Department of Architecture (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.

### **Ron W. Pidskalny Family Bursary**

In honour of Ron W. Pidskalny, B.Sc. (M.E.)'69, his daughter, Alison Pidskalny, her husband, Douglas Robertson, and their children, Matthew and Charlotte Robertson, have established an endowment fund at the University of Manitoba with an initial gift of \$25,000 in 2019. The purpose of the fund is to support undergraduate students in the Price Faculty of Engineering. Each year, beginning in 2021-2022, the available annual income from the fund will be used to offer one bursary to an undergraduate student who:

- (1) has graduated from a Manitoba high school in the Mountain View School Division;
- (2) is enrolled full-time (minimum 60% course load) in the first year of study in the Price Faculty of Engineering;
- (3) has been admitted via Direct Entry into the Price Faculty of Engineering; and
- (4) has demonstrated financial need on the standard University of Manitoba bursary application form.

In the event that there are no students who meet all of the numbered criteria listed above, the bursary will be offered to a student who graduated from a Manitoba high school that is outside the city limits of Winnipeg and Brandon who meets criteria (2) through (4). In the event that there are no students who graduated from a Manitoba high school outside the city limits of Winnipeg and Brandon who meet criteria (2) through (4), the bursary will be offered to a student who graduated from a Manitoba high school who meets criteria (2) through (4).

The selection committee will be the Scholarships, Bursaries and Awards Committee of the Price Faculty of Engineering.

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.

### **Steinkopf Family Athletic Scholarship**

Pursuant to a trust established by the late Maxine Steinkopf Ellend an endowment fund will be established in 2021 at the University of Manitoba with an initial gift of US \$200,000. The Manitoba Scholarship and Bursary Initiative (MSBI) will provide matching funds to this scholarship starting in

2021-2022 for a period of three years, subject to the continuance of the matching program. It was Mrs. Ellend's intention to provide financial assistance to student-athletes needing the support to pursue their post-secondary studies.

Beginning in 2021-2022, CAD \$10,000 from the initial gift along with any matching MSBI funds, will be used to offer scholarships to undergraduate student-athletes. The balance of the gift will constitute the "Fund". The available annual income from the Fund will be used each year, beginning in 2022-2023 to offer a minimum of three athletic scholarships (the "Scholarships"). The athletic scholarships supported by the initial gift and MSBI and Scholarships supported by the Fund and MSBI will be provided to undergraduate student-athletes who:

- (1) are members of any of the Bison sports teams advertised by Bison sports each year and where applicable meet the eligibility requirements of U Sports;
- (2) are enrolled full-time as defined by U Sports as an undergraduate student in any school or faculty at the University of Manitoba; and
- (3) have achieved:
  - a. as an entering student, the minimum average as required by the University on those high school courses used for admission and where applicable the minimum average that is required to receive an athletic scholarship as set by U Sports.
  - b. as a continuing student, the minimum degree grade point average that is required by the University and where applicable the minimum degree grade point average to receive an athletic scholarship as set by U Sports.
- (4) have demonstrated exceptional athletic ability and dedication to their sport

Preference will be given to student athletes on the following Bison sports teams:

- a) Bison Men's Golf,
- b) Bison Women's Soccer,
- c) Bison Track & Field, and/or
- d) any other Bison team that would most benefit from an award in that given year, as determined by the Director of Athletics & Recreation (or designate).

The selection committee will have the discretion to determine the number (subject to a minimum of three) and value of scholarships offered each year based on the available funds, as outlined in the criteria above.

The Director of Athletics and Recreation (or designate) will name the selection committee for this award which will include the Head Coaches of each designated Bison sport team.

The annual distribution from the Fund will be determined each year in accordance with the Spending Policy of the University Investment Trust of the University of Manitoba (the "Trust"). The capital of the Fund, as well as any unspent distributions will be invested in accordance with the Investment Policy and Strategy of the Trust.

A representative of the Steinkopf family will be informed of any Bison Sports or University of Manitoba events at which the award recipient may be recognized at least four weeks in advance.

This agreement may be amended by the mutual consent of a Trustee of the Maxine S. Ellend Trust (or designate), and the University of Manitoba. All such amendments shall be in writing. In the absence of a Trustee of the Maxine S. Ellend Trust (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.

In regard to sports governed by U Sports, the terms of this award will be reviewed annually against the U Sports criteria governing "Athletic Financial Awards Policy" (also referred to as "Athletics Scholarships Policy"), currently numbered C50.10 in the U Sports Operations Manual.

## **Stephen Kanee Travel Award**

In memory of her husband, Stephen Kanee, MaryAnn Kanee established an endowment fund at the University of Manitoba with a gift of \$31,000 in 2018. The Manitoba Scholarship and Bursary Initiative made a contribution to the fund. The purpose of the fund is to expand the horizons of undergraduate Theatre students in the Department of English, Theatre, Film & Media by assisting with the costs of attending live theatre, music, or opera performances, or to attend academic conferences or workshops related to Theatre studies. Each year, beginning in 2020-2021, the available annual income from the fund will be used to offer one or more travel awards to undergraduate students who:

- (1) are enrolled full-time (minimum 80% course load) in the second year of study or higher in the Department of English, Theatre, Film & Media in the Faculty of Arts;
- (2) have a declared major in Theatre;
- (3) have achieved a minimum degree grade point average of 3.0; and
- (4) have travelled to live theatre, music, or opera performances outside of Manitoba, or have attended an academic conference or workshop related to Theatre studies.

Candidates must submit to the Department of English, Theatre, Film & Media an application which consists of: (a) a current academic transcript, (b) a statement (maximum 500 words) outlining their itinerary, including why the particular production and location had been selected, and how the travel has enriched their studies, and (c) an itemized expense list (e.g. ticket costs, airfare, hotel, local transportation, meals), including receipts.

In the event that there are no eligible candidates who meet all of the numbered criteria above, this travel award may be awarded to students who meet criteria (1), (3), and (4), with preference given to students with a declared minor in Theatre.

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

The Head of Department of English, Theatre, Film & Media (or designate) will name the selection committee for this award, which will include the Coordinator of the Theatre Program (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**

### **Anne Kotelko-Yuzyk and John Yuzyk Bursary**

The following amendments were made to the terms of reference for the **Anne Kotelko-Yuzyk and John Yuzyk Bursary**

- The title was changed to the *Anne Kotelko-Yuzyk, John Yuzyk, and Manitoba Culture and Music Society Inc. Bursary*.
- The preamble was revised to:

*In memory of Anne G. Kotelko-Yuzyk (B.Ped./'77), family and friends established an endowment fund at the University of Manitoba in 1996. Because of her lifelong dedication to education, the fund will support bursaries in the Faculty of Education and the Faculty of Music. In 2005, the name of John Yuzyk (A.L.C.M., L.L.C.M. London College of Music, 1940) was added to the title of the award, and in 2020, the Manitoba Culture and Music Society Inc. was added. The bursary will be offered in alternate years in the Faculty of Education and in the Desautels Faculty of Music. Each year, the available annual income from the fund will be used to offer one bursary to an undergraduate student who:*

- The numbered criteria were revised to:
  - (1) *is enrolled full-time (minimum 60% course load) in the final year of study in either:*
    - (a) *the Bachelor of Music with a major in Voice in the concentration of Performance or Music Education; or*
    - (b) *the Bachelor of Education with a major or minor in Music Education;*
  - (2) *has achieved a minimum degree grade point average of 2.5; and*
  - (3) *has demonstrated financial need on the standard University of Manitoba bursary application form.*
- The following paragraphs were added:

*In years when the bursary will be awarded to a student in the Faculty of Education, preference will be given to a candidate with a major in Music Education.*

*If in any given year there is no eligible candidate, the bursary may be offered to the student who is enrolled full-time (minimum 60% course load) in the final year of study in the alternate faculty who otherwise meets criteria (2) and (3).*
- The selection committee paragraph was revised to:

*The selection committee will be named, in alternate years, by the Dean of the Faculty of Education (or designate) or the Dean of the Desautels Faculty of Music (or designate) and will include a representative of the donor.*
- The standard Board of Governors statement was added.

### **Barbara Humphreys Memorial Graduate Scholarship in Architecture**

The following amendments were made to the terms of reference for the **Barbara Humphreys Memorial Graduate Scholarship in Architecture**:

- The first paragraph was revised to:

*In memory of Barbara Humphreys (Gold Medal, B.Arch./'41), Douglas Humphreys and his daughter, Gwyneth, established an endowment fund at the University of Manitoba with an initial gift of \$250,000 in 2017. The purpose of the fund is to reward the academic achievements of graduate students in the Faculty of Architecture at the University of Manitoba. Each year, beginning in 2019-2020, the available annual income from the fund will be used to offer one scholarship to a graduate student who:*
- The numbered criteria were revised to:
  - (1) *is enrolled full-time in any year of study in the Faculty of Graduate Studies in any graduate program offered by a department in the Faculty of Architecture;*
  - (2) *graduated with a Bachelor of Environmental Design from the Faculty of Architecture at the University of Manitoba;*

- (3) *has achieved a minimum grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study; and*
- (4) *submits a concise statement (maximum 250 words) describing their research area of interest.*

- The following paragraph was deleted:

*Recipients may hold the Barbara Humphreys Memorial Graduate Scholarship in Architecture concurrently with any other awards, consistent with policies in the Faculty of Graduate Studies.*

### **Muriel St. John Research Award for Women's Legal Issues**

The following amendments were made to the terms of reference for the **Muriel St. John Research Award for Women's Legal Issues**:

- The award value increased from \$500 to \$1,000.
- The numbered criteria were revised to:
  - (1) *has successfully completed the second or third year of study in the Bachelor of Laws program in the Faculty of Law at the University of Manitoba;*
  - (2) *has achieved a minimum degree grade point average of 3.0; and*
  - (3) *has, in the academic session in which the award is tenable, submitted the best research paper pertaining to women's legal issues, social justice, and societal rights in any Law course including, but not limited to: Gender and the Law (currently numbered LAW 3070), Children and the Law (currently numbered LAW 3090), Aboriginal Peoples and the Law (currently numbered LAW 3310), Human Rights Law (currently numbered LAW 3980, L07), or Poverty Law (currently numbered LAW 3980, L10).*
- The following paragraphs were added:

*Preference will be given to those students whose research paper pertaining to women's legal issues, social justice, and societal rights has been published.*

*In order to be considered for this award, nominations will be accepted by professors or instructors in the Faculty of Law.*
- 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.

### **3. WITHDRAWALS**

#### **R.E. Waugh – University of Manitoba Scholarship**

At the request of the donor



Approval    Discussion/Advice    Information

**AGENDA ITEM:**

Report of the Senate Committee on Awards [dated January 14, 2021]

**RECOMMENDED RESOLUTION:**

THAT the Board of Governors approve five new offers and four amended offers, as set out in Appendix A of the Report of the Senate Committee on Awards [dated January 14, 2021].

**CONTEXT AND BACKGROUND:**

At its meeting on January 14, 2021, the Senate Committee on Awards approved five new offers and four amended offers, as set out in Appendix A of the Report of the Senate Committee on Awards [dated January 14, 2021].

**RESOURCE REQUIREMENTS:**

The awards will be funded from the sources identified in the Report.

**CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:**

N/A

**IMPLICATIONS:**

N/A

**ALTERNATIVES:**

N/A

**CONSULTATION:**

These award decisions are consistent with the policy on *Student Awards*. They were reported to Senate for information on March 3, 2021.



## **REPORT OF THE SENATE COMMITTEE ON AWARDS**

### **Preamble**

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

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

### **Observations**

At its meeting of January 14, 2021, the Senate Committee on Awards approved 5 new offers and 4 revised offers as set out in the *Report of the Senate Committee on Awards (January 14, 2021)*.

### **Recommendations**

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve 5 new offers and 4 revised offers as set out in the *Report of the Senate Committee on Awards (January 14, 2021)*. These award decisions comply with the Student Awards Policy.

Respectfully submitted,

Dr Jared Carlberg

Chair, Senate Committee on Awards

## SENATE COMMITTEE ON AWARDS

January 14, 2021

### 1. NEW OFFERS

#### **Anne and Paul Mahon Rec and Read/Post-Secondary Club (PSC) Bursary**

Anne Mahon [B.H.Ecol./'87] and Paul Mahon [B.Comm.(Hons.)/'86] will make an annual contribution valued at \$40,000 to the University of Manitoba for a five-year term to offer the *Anne and Paul Mahon Rec and Read/Post-Secondary Club (PSC) Bursary*. The purpose of the bursary is to provide support to Indigenous students who have successfully completed either the Rec and Read Mentorship Program or the Post-Secondary Club (PSC) and who are entering the University of Manitoba. Beginning in 2021-2022 **one or more** renewable bursaries valued at up to \$4,000 each will be offered to undergraduate students who:

- (1) have self-declared as First Nations, Métis or Inuit people from Canada;
- (2) are enrolled full-time (minimum 60% course load) in the first year of study in University 1 or any faculty, college, or school with a Direct Entry option;
- (3) have successfully completed either the Rec and Read Mentorship Program or the Post-Secondary Club; and
- (4) have demonstrated financial need on an approved University of Manitoba bursary application form.

In order to demonstrate how they meet criteria (3) and (4), students will be required to submit an application form.

The bursary is renewable each year at a value of \$4,000 per year for a total lifetime maximum value of \$16,000, provided that the recipient:

- (a) enrolls full-time (minimum 60% course load) in the next ensuing academic year;
- (b) has achieved a minimum degree grade point average of 2.0; and
- (c) continues to demonstrate financial need on an approved University of Manitoba bursary application form.

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

The Associate Registrar and Director, Financial Aid & Awards 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.

#### **CORS-SA Prize of Excellence**

After numerous fundraising initiatives over several years, the College of Rehabilitation Sciences Students' Association (CORS-SA) has a financial surplus of \$30,000. The CORS-SA voted to establish

an endowment fund to recognize students who show strong leadership and commitment to the College and to advocate for their future profession, all while maintaining a high academic standing. Beginning in 2020-2021 academic year, the available annual interest will be divided equally to offer one convocation prize to a student in each of the departments in the College of Rehabilitation Sciences (Occupational Therapy, Physical Therapy, and Respiratory Therapy). When funds are available, the Manitoba Scholarship and Bursary Initiative will make a contribution to the award.

Each year, one convocation prize will be offered to a student who:

- (1) has completed the requirements of the Bachelor of Respiratory Therapy program in the College of Rehabilitation Sciences at the University of Manitoba;
- (2) has been a member of the CORS-SA for at least two years;
- (3) has achieved a minimum degree grade point average of 3.25; and
- (4) has demonstrated their commitment to the program and profession through leadership and community involvement.

Each year, one convocation prize will be offered to a student who:

- (1) has completed the requirements of the Master of Physical Therapy degree in the Faculty of Graduate studies delivered by the College of Rehabilitation Sciences at the University of Manitoba;
- (2) has been a member of the CORS-SA for at least two years;
- (3) has achieved a minimum grade point average of 3.5 based on the previous 60 credit hours (or equivalent) of study; and
- (4) has demonstrated their commitment to the program and profession through leadership and community involvement.

Each year, one convocation prize will be offered to a student who:

- (1) has completed the requirements of the Master of Occupational Therapy degree in the Faculty of Graduate studies delivered by the College of Rehabilitation Sciences at the University of Manitoba;
- (2) has been a member of the CORS-SA for at least two years;
- (3) has achieved a minimum grade point average of 3.5 based on the previous 60 credit hours (or equivalent) of study; and
- (4) has demonstrated their commitment to the program and profession through leadership and community involvement.

To demonstrate how they have met criterion (4), all applicants are required to submit a concise statement (maximum 250 words) describing their commitment to the program, how their involvement in CORS-SA will influence their future professional involvement, and/or describe plans for future service to their profession.

The Vice-Provost (Graduate Studies) and Dean of the Faculty of Graduate Studies (or designate) will ask the Chair of the College of Rehabilitation Sciences Awards Committee (or designate) to name the selection committee for the convocation prizes in the Physical Therapy and Occupational Therapy programs.

The Chair of the College of Rehabilitation Sciences Awards Committee (or designate) will name the selection committee for the convocation prize in the Respiratory Therapy program.

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.

### **Delaney Graduate Scholarship for Indigenous Students**

Dr. Kiki Delaney and Mr. Ian Delaney established an endowment fund at the University of Manitoba with a gift of \$500,000 in 2020. The purpose of the fund is to provide scholarships to Canadian Indigenous graduate students enrolled full-time in a Master's or Doctoral program at the University of Manitoba. Awards will be offered to meritorious graduate students who demonstrate significant research or scholarly ability or potential. Each year, beginning in 2021-2022, the available annual income from the fund will be used to offer one or more scholarships to graduate students who:

- (1) have self-declared as First Nations, Métis, or Inuit people from Canada;
- (2) are enrolled full-time in the Faculty of Graduate Studies within the first two years of any Master's program or the first four years of any Doctoral program;
- (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, in the opinion of the selection committee, demonstrated excellent research or scholarly ability or potential.

Applicants will be required to submit to the Faculty of Graduate Studies: (a) a current *curriculum vitae*, (b) a letter of reference from their graduate advisor or proposed graduate advisor, and (c) one other academic letter of reference.

The Faculty of Graduate Studies will set the competition deadline each year. The award is not automatically renewable, but previous recipients may reapply.

The selection committee will have the discretion to determine the number and value of awards offered in each year based on the available funds, as outlined in the criteria above. The selection committee will be named by the Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) and will include the Vice-President (Indigenous) (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.

### **Judy and Gerry McDole Graduate Entrance Scholarship**

Mr. Gerald McDole (B.Sc./'60), retired CEO of Astrazeneca, and Ms. Judith McDole established an endowment fund in the amount of \$100,000 at the University of Manitoba in 2020. The purpose of this fund is to recognize the outstanding academic achievement of students entering into one of the Colleges located within the Rady Faculty of Health Sciences (including the Dr. Gerald Niznick College of Dentistry, the Max Rady College of Medicine, the College of Nursing, the College of Pharmacy, and the College of Rehabilitation Sciences). Each year, beginning in 2021-2022, the available annual income from the fund will be used to offer one scholarship to a graduate student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies, in their first year of a Master's or Doctoral program offered by a College in the Rady Faculty of Health Sciences at the University of Manitoba; and
- (2) have achieved a minimum grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study.

Each College of the Rady Faculty of Health Sciences may nominate one student for this scholarship. Nomination packages must include:

- (i) a letter from the Dean of the College (or designate) which provides details on the selection process used to determine the nominee(s) and outlines their support for the nomination;
- (ii) the nominee's *curriculum vitae*;
- (iii) copies of the nominee's undergraduate academic transcripts;
- (iv) one letter of support from the nominee's advisor or graduate program chair; and
- (v) a written statement (maximum 250 words) from the nominee.

The nomination deadline will be set by the Rady Faculty of Health Sciences. Nomination packages will be submitted to the Dean of the Rady Faculty of Health Sciences (or designate).

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Rady Faculty of Health Sciences (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.

### **Patricia Chapter No. 8 Order Of The Eastern Star Prize**

Through a bequest by the former head of nursing at HSC and member of the Patricia Chapter No. 8 Order of the Eastern Star, a fund was established at the University of Manitoba in 2020. The purpose of this fund is to reward graduating students in the Undergraduate Medical Education program who have demonstrated excellence in patient care and leadership. Each year, beginning in the 2020-2021 academic year, the available annual income from the fund will be used to offer one convocation prize to a graduating student who:

- (1) has completed the requirements for the Doctor of Medicine (M.D.) degree program in the Max Rady College of Medicine, in the year in which the award is tenable;
- (2) has had prior training and/or a career in an allied health field; and
- (3) has demonstrated excellence in the area of patient care and leadership.

In order to demonstrate how they meet criteria (2) and (3), candidates must submit a statement (maximum 500 words) describing their prior training and/or career in an allied health field (examples may be nursing, occupational/physical therapist, audiology, etc.), as well as their accomplishments in the area of patient care and leadership. In addition, a letter of support from a clinician supervisor must be submitted attesting to their excellence in patient care.

The Dean of the Max Rady College of Medicine (or designate) will name the selection committee for this award.

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

## 2. AMENDMENTS

### **Community Health Sciences Prize – Population Health Engagement**

The following amendments were made to the terms of reference for the **Community Health Sciences Prize – Population Health Engagement**

- The name was changed to: **Community Health Sciences Prize – Population Health Leadership**
- The preamble was revised to:

*The Department of Community Health Sciences, in the Max Rady College of Medicine, has established an award to recognize excellence in medical students' leadership and promotion of public and population health. The \$300 prize will be awarded to the graduating student who:*
- The criteria was revised to:
  - (1) *is enrolled full-time in the Max Rady College of Medicine at the University of Manitoba in the fourth year of the Community Health Sciences program and who will be graduating within the academic year;*
  - (2) *is in good academic standing, as determined by the Office of the Associate Dean, Max Rady College of Medicine.*
  - (3) *has demonstrated contribution and leadership during their medical school training in the areas of public and population health promotion through any of the following: course work, service learning, interprofessional activities, student leadership, volunteer activities and/or extracurricular activities.*
- The application paragraph was revised to:

*To support criterion (3) applicants may be nominated or may self-nominate by submitting a short letter (750 word maximum) to the Max Rady College of Medicine. In the letter, the applicants should include the following:*

  - *the applicant's contribution(s) to public or population health promotion, and engaged in collaboration (e.g. community organizations, allied health professionals, or other groups); and*
  - *how contributions and collaborations, have shaped or influenced the applicants approach to medicine.*

## **Right Honourable Brian Dickson Graduate Fellowship**

The following amendments were made to the terms of reference for the **Right Honourable Brian Dickson Graduate Fellowship**:

- The preamble was revised to:

*An endowment fund was established in honour of the Right Honourable Brian Dickson, former Chief Justice of Canada, with a gift of \$13,000 to the University of Manitoba in 1991. The purpose of the fund is to reward the academic achievements of Indigenous graduate Law students at the University of Manitoba who focus on Indigenous rights. Each year, 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) have self-declared as First Nations, Métis or Inuit people from Canada;*
- (2) are enrolled full-time in the Faculty of Graduate Studies in the Master of Laws program offered by the Faculty of Law;*
- (3) have achieved a minimum grade point average of 3.25 based on the last 60 credit hours (or equivalent) of study; and*
- (4) are undertaking research on Indigenous rights.*

- The following paragraphs were added:

*The research proposal and other application documents submitted during the admissions process will be used to determine the applicants of merit.*

*In the event that there are no eligible candidates who meet all of the above criteria, the fellowship may be awarded to candidates who meet criteria (2) through (4). In the further event that there are no eligible candidates, the fellowship may be awarded to candidates who meet criteria (2) and (3) with a research focus on the broader issues of constitutional or human rights.*

*In the event that there are no eligible candidates, the scholarship will not be awarded and the available annual income will be reinvested into the fund.*

*The selection committee will have 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 Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Faculty of Law (or designate) to name the selection committee for this award.*

- The standard Board of Governors statement was added.

*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.*

### **School of Art Award**

The following amendments were made to the terms of reference for the School of Art Award:

- The preamble was revised to:  
*The School of Art established an endowment fund at the University of Manitoba in 1987. The purpose of the fund is to recognize exceptional projects devoted to creative work and/or creative research in the visual arts. Each year, one or more scholarships will be offered to undergraduate students who:*
- The numbered criteria were revised:
  - (1) *are enrolled part-time or full-time in the second year of study or higher in the Bachelor of Fine Arts (Honours) program in the School of Art;*
  - (2) *have achieved a minimum degree grade point average of 3.0; and*
  - (3) *in the opinion of the selection committee, have completed exceptional projects devoted to creative work and/or creative research.*
- The following paragraphs were added:  
*Candidates are required to submit a portfolio in order to demonstrate how they meet criterion (3).*  
*The selection committee will have the discretion to determine the number and value of awards offered each year as outlined above, based on the available annual income from the fund.*
- The selection committee paragraph was revised to:  
*The Director of the School of Art (or designate) will name the selection committee for this award.*
- The standard Board of Governors statement was added.

### **Stewart Pugh External Study Scholarship**

The following amendments were made to the terms of reference for the **Stewart Pugh External Study Scholarship**

- The preamble was revised to:  
*Mr. Stewart Granger Pugh bequeathed \$300,000 to the University of Manitoba to establish an endowment fund in support of students in the Faculty of Agricultural and Food Sciences. Mr. Pugh received his Bachelor of Science in Agriculture degree from the Faculty of Agriculture and Home Economics in 1940.*  
*The purpose of this award is to defray travel-related costs for diploma, undergraduate and graduate students. Types of travel eligible for support include: travel to another university or institution to further studies in agricultural or food sciences (including, for example, study or research for one academic term or participation in a short-duration study tour used as a credit course towards their degree or diploma); travel to a conference, especially if the student will be presenting research at the conference; or other appropriate travel related to scholarly activities or professional development that is worthy of support in the opinion of the selection committee.*  
*Each year, the available annual income from the fund will be used to offer one or more scholarships with a maximum value of \$3,000 each to students who:*
- The numbered criteria were revised to:
  - (1) *have completed either:*
    - (a) *if undergraduate students, at least 24 credit hours of study in either the diploma program*

*in the School of Agriculture or in any undergraduate degree program offered by the Faculty of Agricultural and Food Sciences, or*

*(b) if graduate students, at least 6 credit hours in a Master of Science or Doctoral program offered by one of the departments of the Faculty of Agricultural and Food Sciences;*

*(2) are enrolled either:*

*(a) full-time (minimum 80% course load) in the second year of the diploma program in the School of Agriculture, or*

*(b) full-time (minimum 80% course load) in any year of study in any undergraduate degree program offered by the Faculty of Agricultural and Food Sciences, or*

*(c) full-time in the Faculty of Graduate Studies in a Master of Science or Doctoral program offered by the Faculty of Agricultural and Food Sciences at the University of Manitoba; and*

*(3) have achieved either:*

*(a) if an undergraduate degree or diploma student, a minimum degree grade point average of 3.0, or*

*(b) if a graduate student, a minimum grade point average of 3.0 based on the last 60 credit hours of study (or equivalent).*

- The application paragraph was revised to:

*Candidates must submit an application package that includes: (a) justification for the external study, (b) their goals with respect to professional and personal development as a result of the external study, and (c) estimated travel costs. Approved costs supported by appropriate documentation will be reimbursed once travel is completed.*

- The selection committee statement was revised to:

*The selection committee will have the discretion to determine the number and value of awards (up to a maximum of \$3,000 per award) each year, based on the available funds, as outlined in the criteria above.*

- The standard Board of Governors statement was added



**AGENDA ITEM:**

Closure of the Integrated Bachelor of Music / Bachelor of Education, Faculties of Education and Music

**RECOMMENDED RESOLUTION:**

THAT the Board of Governors approve the closure of the Integrated Bachelor of Music / Bachelor of Education degree, effective upon approval [as recommended by Senate, February 3, 2021].

**CONTEXT AND BACKGROUND:**

- Section 3(a) of *The University of Manitoba Act* gives the University the authority, “to establish and maintain such colleges, schools, institutes, faculties, departments, chairs, and courses of instruction as to the board of governors may seem meet and give instruction and training in all branches of knowledge and learning, including physical instruction and training.”
- The Faculty Council of the Faculty of Education endorsed a proposal to close the Integrated Bachelor of Music / Bachelor of Education degree at its meeting on November 23, 2020. The Faculty Council of the Desautels Faculty of Music endorsed the same proposal at its meeting on November 16, 2020.
- Admissions to the Integrated B.Mus./B.Ed. have been suspended since the Fall 2018. Following the initial suspension, for one year, the President subsequently approved two further requests to extend the suspension of admissions for an additional two years. The Faculties had requested the extensions, to allow students who continued to be registered in the program, to complete their degree before the Faculties brought forward a proposal to close the program.
- The closure of the Integrated B.Mus./B.Ed. was approved by the province at the time that it approved the introduction of the B.Mus. (Music Education) degree. The current proposal addresses the University’s internal requirements for Senate and Board of Governors approval of the closure.

**RESOURCE REQUIREMENTS:**

N/A

**CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:**

N/A

**IMPLICATIONS:**

None. There are no longer any students enrolled in the Integrated B.Mus./B.Ed. program. The last students who were in the program graduated in October 2020.

**ALTERNATIVES:**

The Integrated B.Mus./B.Ed. program has been replaced by the four-year Bachelor of Music (Music Education) degree, which was implemented in the Fall 2018, following approval by Senate (March 7, 2018), the Board of Governors (March 20, 2018), and the province (June 12, 2018). Upon completing the B.Mus. (Music Education), graduates can apply for admission to the two-year Bachelor of Education degree.

**CONSULTATION:**

The proposal is forwarded to the Board of Governors by Senate following consideration by the Senate Committee on Curriculum and Changes and the Senate Executive Committee.

**ROUTING TO THE BOARD OF GOVERNORS:**

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Date</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Senate Committee on Curriculum and Course Changes	December 4, 2020
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Senate Executive	January 20, 2021
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Senate	February 3, 2021
<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>		

**SUBMISSION PREPARED BY:** University Secretary on behalf of Senate

**ATTACHMENTS:**

- Report of the Senate Committee on Curriculum and Course Changes RE: Closure of the Integrated Bachelor of Music / Bachelor of Education, Faculties of Education and Music [December 4, 2020]
- Application for Permanent Cessation of the Integrated Bachelor of Music / Bachelor of Education

## **Report of the Senate Committee on Course and Curriculum Changes RE: Closure of the Integrated Bachelor of Music / Bachelor of Education, Faculties of Education and Music**

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### **Preamble:**

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are available on the University Governance website. The SCCC is “to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses.”
2. At a meeting on December 4, 2020, the SCCC considered a proposal from the Faculty of Education and the Desautels Faculty of Music, to close the Integrated Bachelor of Music / Bachelor of Education and to delete several courses that were used in the program.

### **Observations**

1. Admissions to the Integrated B.Mus./B.Ed. have been suspended since the Fall 2018. Following the initial suspension of admissions for one year, the President subsequently approved two further requests to extend the suspension of admissions for an additional two years, to May 2020 (Senate, June 20, 2018), and then one further year, to May 2021 (Senate, October 7, 2020). The Faculties had requested the extensions, to allow students who continued to be registered in the program, to complete their degree before the Faculties brought forward a proposal to close the program.
2. There are no longer any students enrolled in the Integrated B.Mus./B.Ed. program. The last students who were in the program graduated in October 2020.
3. The Integrated B.Mus./B.Ed. program was established as a five-year program (Senate, December 14, 1983). Subsequent program modifications, including the addition of several requirements mandated by the province, resulted in increased credit hour requirements for graduation (174 – 177 credit hours) and longer times-to-completion. An additional consequence was that graduates were eligible for a salary classification of only Class 5 as teachers, although they had completed the equivalent of six years of training.
4. The Integrated B.Mus./B.Ed. program has been replaced by the four-year Bachelor of Music (Music Education) degree, which was implemented in the Fall 2018, following approval by Senate (March 7, 2018), the Board of Governors (March 20, 2018), and the province (June 12, 2018). Upon completing the B.Mus. (Music Education), graduates can apply for admission to the two-year Bachelor of Education degree. Completion of both degrees ensures graduates’ education and training includes all essential learning areas addressed in the province’s current music curriculum, all Ministerial requirements for certification, and provides equity amongst all educators graduating from the Bachelor of Education degree.
5. In 2018, the Faculties of Education and Music consulted with various stakeholders about plans to close the Integrated B.Mus./B.Ed., as part of the consultations completed when the proposal to establish B.Mus. (Music Education) program was made. Stakeholders

included then current students and alumni, faculty and staff, and the Manitoba Music Educators' Association and the Manitoba Teachers' Association.

6. The closure of the Integrated B.Mus./B.Ed. was approved by the province at the time that it approved the introduction of the B.Mus. (Music Education) degree. The current proposal addresses the University's internal requirements for Senate and Board of Governors approval of the closure now that all students who were in the program have completed their studies.
7. The Faculty of Education is also proposing the deletion of four (4) courses totaling 9 credit hours, as described in the proposal. In recent years, the courses were used only in the Integrated B.Mus./B.Ed. program. Previously, the courses were also used in the Integrated B.H.Ecol./B.Ed. program. The last intake into that program was in the 2006 – 2007 academic year.

### **Recommendation**

The Senate Committee on Curriculum and Course Changes recommends:

**THAT Senate approve and recommend that the Board of Governors approve the closure of the Integrated Bachelor of Music / Bachelor of Education degree, including the deletion of four undergraduate EDUB courses, as set out in the proposal, effective upon Board approval.**

Respectfully submitted,

Professor Greg Smith, Chair  
Senate Committee on Curriculum and Course Changes

**PERMANENT CESSATION OF A PROGRAM OF STUDY**

Under The Advanced Education Administration Act

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

**UM INTERNAL REQUIREMENTS**
**University  
of Manitoba**

1. Please complete the application below and submit one (1) electronic copy (.pdf format) each to the Deputy Provost (Academic Planning and Programs) and the Office of the University Secretary, along with the following supplemental documentation:
  - a. A cover letter justifying and summarizing the rationale behind the request for permanent cessation.
  - b. Letters of support from external stakeholders that were consulted as part of this proposal, if applicable.
  - c. Course Deletion forms, where applicable. To access the course deletion forms, please visit:
    - Undergraduate Courses: <http://umanitoba.ca/admin/governance/forms/index.html>
    - Graduate courses: [http://umanitoba.ca/faculties/graduate\\_studies/admin/course\\_delete.htm](http://umanitoba.ca/faculties/graduate_studies/admin/course_delete.htm)
2. Please refer to the policy, Submission of Course, Curriculum and Program changes for further information. [http://umanitoba.ca/admin/governance/governing\\_documents/academic/356.html](http://umanitoba.ca/admin/governance/governing_documents/academic/356.html)
3. Please direct questions to Cassandra Davidson, Academic Programs Specialist, Office of the Provost and Vice-President (Academic) at [Cassandra.Davidson@umanitoba.ca](mailto:Cassandra.Davidson@umanitoba.ca) or 204.474.7847.

**SECTION A – PROPOSAL DETAILS**

Institution: University of Manitoba

Applicable faculties/department with responsibility for the program: Faculty of Education, Desautels Faculty of Music

If program is a joint program, list all participating institutions and the roles of each in delivering the program to be ceased:

**Faculty of Education, Office of the Associate Dean, Undergraduate Programs**

The Faculty of Education is primarily responsible for the academic advising of students in the program and for the administrative tasks related to admission and the delivery of the program itself. Applicants may select from one of three music/education specializations (Choral, Instrumental, Early/Middle Music) and from up to 16 teachable minors resulting in 51 different combinations of a music specializations with a non-music teachable minor. As a result, coordination between the Faculties of Music and Education is critical as it relates to course scheduling. The Faculty of Education is also responsible for implementing and assessing students' achievement in the school-based practicum courses for the Integrated Music Program.

**Desautels Faculty of Music**

The Desautels Faculty of Music is responsible for the scheduling of music/education courses that make up the specializations for Early/Middle, Choral and Instrumental Music. These courses are defined as fulfilling the requirements for both the Music portion of the degree and the Education portion of the degree for the purposes of meeting the 60 credit hours of education coursework as mandated by the Minister of Education. The faculty is also responsible for scheduling and staffing the Faculty of Music courses that fall within years 2 through 4 of the program.

Program name: Integrated Bachelor of Music/Bachelor of Education

Credential awarded: Bachelor of Music and Bachelor of Education degrees

Proposed start date for permanent cessation: September, 2021

Institutional Program Code(s) (PSIS reporting number):

*Office Use Only*

One-time funding:

On-going funding:

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

The Integrated Music/Education Program was originally developed in 1984. The purpose of the Integrated Music/Education program is to prepare teachers for general teacher certification and as specialists in teaching Music. Students receive two degrees (Bachelor of Music and a Bachelor of Education) upon completion. Students complete a teachable major in Music in one of three specializations: Early/Middle, Instrumental or Choral and a teachable minor for the Senior Years.

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

The Integrated Music/Education Program is five years in length. Admission to Education occurs after the completion of two years (67 credit hours) of specific course work in the Marcel A. Desautels Faculty of Music followed by three years including two intersessions (total of 104 credit hours) in the Faculty of Education/Music program. This represents a total of five academic sessions each running from September-April plus two Summer Sessions each running from mid-April-early June for a total of 174-177 credit hours.

**B-3 Provide a description of the intended outcomes of the program being permanently ceased:**

Since its inception in 1984, the Integrated Bachelor of Music/Bachelor of Education Program (Int. B.Mus./B.Ed.) served as the primary route at the University of Manitoba for educating future music specialist teachers for the Kindergarten to Grade 12 school system. The integrated program combined the expertise of academics in both units— Music and Education, providing Music students the opportunity to identify Education as their area of specialization at the end of their second year of studies. The program was developed intentionally to allow students to build connections with both faculties and benefit from close collaborations between them. In doing so, students linked Music courses with Education courses, blending music content knowledge with pedagogical knowledge in meaningful ways.

At various points during its implementation, the integrated program had to be modified to address new Manitoba Certification requirements for all students preparing for careers as K-12 teachers. These requirements included acquiring coursework for: a) a second non-music teachable subject (minor), b) six credits of coursework focusing upon inclusion and diversity, and c) three credits of coursework focusing upon Indigenous education. In addition, the breadth requirement for Early/Middle Year Streams changed, as did the number of credits required for teachable subjects.

Over the five-year sequence of courses, students developed broad competencies as musicians while also preparing for teaching music in K-12 school settings as general music, choral, and/or instrumental teachers. Upon successful completion of the five-year program, students were awarded concurrently a Bachelor of Music and a Bachelor of Education and met the requirements for Manitoba Education's Professional Certification for Classroom Teachers at the Class 5 salary classification level.

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

This program no longer serves the needs of future Music Educators in the province.

B-3.1 - Describe the existing and anticipated post-secondary learning needs of students in Manitoba that this program addresses and responds to.

This program no longer serves the needs of future Music Educators in the province. See above.

**B-4 Describe the mode of delivery for this program:**

This is an on-campus program except for the required 24 weeks of in-school practica. The school practica are completed over two summer sessions and in two terms of the final year of the program.

**C-1 Identify and provide a detailed description of the rationale for the permanent cessation of this program of study:**

*(Such as changes in applications, enrolment, employer demand.)*

As outlined in the original application for temporary cessation, there are a number of issues that call for the permanent closure of the program. These are:

- **Incongruent Program Model**

Currently, there are two routes to becoming a music teacher at the University of Manitoba. The first is through the Integrated Music Education Program, the latter through the two year After-Degree Bachelor of Education Program. The Integrated Program was originally designed as a Senior Years (grades 9-12) program and paralleled our previous After-Degree Bachelor of Education program. Over the years, as a way of responding to student requests, the Integrated Music/Education program was adjusted to include an Early/Middle Years Specialization by adding education courses aimed at teaching to this level. While the program allows for an Early/Middle Years Music Specialization, it is situated within a Senior Years Stream model. In addition, both the Bachelor of Music and the Bachelor of Education programs have undergone program revisions and therefore, the Integrated Music/Education program no longer aligns with the newly revised B. Ed. program structure or course offerings. This misalignment leads to difficulty in program cohesion and integrity. In addition, students' pathways through the Integrated program is extremely challenging given revisions made to both programs in recent years, and the degree requirements for the various specializations. Aside from the unreasonably heavy workload and teacher salary classification inequities after graduation, there are significant logistical challenges for staff in both faculties with course scheduling to enable students to complete Music and Education courses, as well as a teachable minor, breadth, Indigenous, and special needs/diversity requirements. The After-Degree Program allows students to complete a degree in Music, followed by a two-year Bachelor of Education degree with their choice of program stream— Early Years (K-4), Middle Years (5-8) or Senior Years (9-12).

Moreover, the current Integrated Music/Education Program does not address the most recent reforms to the Manitoba Music curriculum, specifically in the essential learning areas of creative expression in music, and in understanding music in context. This latter curriculum component addresses learning outcomes that connect students to music within the contexts of diverse communities, cultures, and historical periods. The Manitoba Curriculum Framework of Outcomes requires that students develop an understanding of how music reflects and influences culture and identity (Kindergarten to Grade 8 Music Manitoba Curriculum Framework of Outcomes, Manitoba Education, pg., 14). At the grades 9-12 levels, the changes to the Music curriculum include the development of intercultural competencies and supports sustainable development (Grades 9-12 Music Manitoba Curriculum Framework of Outcomes, Manitoba Education, pg., 5). Teacher candidates are underprepared to teach in these two essential learning areas while taking the Integrated Music/Education Program.

The new Music Education Degree (Music Education), followed by the two-year After Degree Bachelor of Education Program provides graduates with the academic background to teach these new curriculum content areas.

- **Student Experience, Success, and Loss of Earnings**

The Integrated Music/Education program is longer in duration and more intensive than the After-Degree option. Integrated students are admitted to the program after completion of two years of specific course work in the Desautels Faculty of Music upon which students spend an additional three years plus two spring sessions in the integrated program with Education serving as their home faculty. The Integrated Music program is much more demanding of students' time, and often results in delayed graduation. Our observations indicate that over 50% of Integrated students take 6 years to complete what was always intended to be a 5-year model. Because Integrated Students are required to take their practicum in May and June in two years of the program, inequities are created for students' potential summer earnings. This situation is a sharp contrast to the After-Degree program where the vast majority of students complete

the program within two academic years (within the fall and winter terms), thereby allowing them to be employed as early as May of their graduation year.

- **Salary Classification Inequity**

Teacher candidates who enter the After-Degree Bachelor of Education program with a three-year degree (e.g., Bachelor of Arts, Bachelor of Science, etc.) and after graduation from the two-year B. Ed. program are recognized as Class 5 (meaning they have the equivalent of 5 years of study). Teacher candidates who enter the After-Degree Bachelor of Education program with a four-year degree and after graduation from the two-year B. Ed. program are recognized as Class 6 (meaning they have the equivalent of 6 years of study). The Integrated Music/Education program requires 174-177 credit hours of study, which is only 3-6 credit hours short of a six-year program, yet, these students technically graduate from a five-year program. Subsequently, because Manitoba Education and Training only recognizes graduates of the Integrated Program as having completed 5 years of university education, the Integrated Program graduates begin their careers at a lower classification (a Class 5) than the After-Degree students with 6 years of education (a Class 6), even though they are only one or two courses short of this higher classification. This classification differential means that the Integrated Music/Education graduates are initially paid approximately \$3,000.00 less per year than their Class 6 After-Degree counterparts. As such, their earning capital upon graduation, and in perpetuity, remains one class lower than their After-Degree peers. This salary and classification inequity continues even if they go on to complete a Post-Baccalaureate Diploma in Education.

Effective October 2020, all students enrolled in the Integrated Music/Education Program have graduated and therefore the program can now be permanently ceased. New students interested in seeking a career in Music Education now apply to the new Bachelor of Music (Music Education) degree offered by the Desautels Faculty of Music. This Bachelor of Music Program (Music Education) is designed for future educators taking into account all Ministerial requirements for certification at the K-12 level. Upon completion, students will apply directly to the two-year After Degree Bachelor of Education Program. Graduation from both programs ensures students' academic and professional studies include all essential learning areas addressed in the new music curriculum of the Province of Manitoba, includes all Ministerial requirements for certification, and provides equity amongst all students graduating from a first degree followed by the after-degree Bachelor of Education. This new career path will better serve the needs of future music educators and Manitoba K-12 Schools.

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**C-2 If applicable, describe any program reviews, evaluations, or other program review processes that occurred during the temporary cessation of this program:**

A program review was undertaken prior to requesting the temporary suspension of the program. Consultation meetings with stakeholders in the field and with current students took place at that time. These consultations in addition to the review, led to the request to temporarily suspend the program with the goal to close it permanently.

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**C-3 Describe how the permanent cessation of this program aligns with the strategic plans of your institution:**

The closure of the Integrated Music/Education Program and the creation of a new path to becoming a Music Educator is strongly linked to the strategic priorities of the University of Manitoba and directly impacts four pillars:

**Inspiring Minds: Ensure students are able to complete their programs and reduce time to completion.**

With the closure of the Integrated Music/Education Program those seeking a Music Education career will complete the Bachelor of Music (Music Education), followed by the after-degree Bachelor of Education. This path ensures that the salary and classification of Music graduates is the same as those from other teachable subject areas graduating from the Bachelor of Education program.

**Creating Pathways: Recognize cultural diversity in our province.**

As noted in the Desautels Faculty of Music Bachelor of Music (Music Education) proposal, the new Bachelor of Music (Music Education) program incorporates cultural content for all future music educators and includes a new required course, *MUSC 4896 Cultural Perspectives in Music Teaching and Learning*. This course is being introduced in response to the diversity of music learners in the Manitoba school system and society at large. The course introduces music educators to the music of non-Western cultural groups. It also aligns with the new music curriculum of the Province of Manitoba.

The inclusion of this course will provide graduates of the Music Education Program a foundation from which to build upon once they are admitted to the after-degree Bachelor of Education Program, where students are required to take advanced course work in Indigenous Education, Indigenous Perspectives and the Curriculum and courses that focus on classroom instructional practices that address the diverse needs of particular student groups.

**Building Community: Make the University of Manitoba the institution of first choice for potential students, staff and faculty.**

The combined breadth and specialized offerings of the proposed new program with the added core music education courses to address contemporary perspectives and practices in the field, the new Bachelor of Music (Music Education) degree will be unique to this region and will help the Desautels Faculty of Music become a primary destination for students. The transition into the after-degree Bachelor of Education Program where all students within each stream take many of the same courses, and some in cohort groups, will enhance the student experience.

**Forging Connections: Establish, strengthen and support meaningful connections between the University and the wider community and key stakeholders.**

The closure of the Integrated Music/Education Program demonstrates the faculties' commitment to program renewal as a means of addressing new and emerging directions in Music Education and in recognizing the needs of our field partners and the music education profession more broadly. As a result, this serves to strengthen connections to the wider education and music education communities, and better prepare our students for success after graduation. The Faculty of Education and the Desautels Faculty of Music will continue to work together to address new essential learning areas in Music Education, sustain current partnerships, and develop new ones that will enhance our students' educational opportunities.

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**C-4 Outline the internal approval process (i.e. committees, governing bodies) for approving the permanent cessation of this program of study within your institution and indicate any dates of decision:** *(Governing Council, Board of*

*Governors, Board of Regents, Senate, other)*

*Faculty of Education*

Undergraduate Program Committee (UPC) – approval November 9, 2020

Faculty Council – approval November 23, 2020

*Marcel A. Desautels Faculty of Music*

Faculty Council – approval November 16, 2020

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

<u>Decision-Making Body</u>	<u>Date of Approval</u>
Faculty/College/School	_____
SCCCC ( <i>undergrad only</i> )	_____
SPPC ( <i>if applicable</i> )	_____
Senate Executive	_____
Senate	_____
Board of Governors	_____

### **C-5 Responsibility to consult**

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

No

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

The Faculty of Education and the Desautels Faculty of Music held four joint consultation sessions prior to making a decision to temporarily suspend the program, with the understanding that the faculties would be seeking a permanent closure once all students in the current Integrated Music/Education Program had graduated. These sessions took place on October 4, 2016, October 5, 2016, October 13, 2016 and October 17, 2016. A list of organizations involved in the consultations follow. The original letters of support are attached.

- Teacher Education Certification Committee (TECC)
- Manitoba Teachers' Society (MTS)
- Manitoba Association of School Superintendents (MASS)
- Manitoba Music Educators' Association
- Association of Music Administrators of Manitoba
- K-12 Arts Education Steering Committee, Manitoba Education & Training
- Faculty of Education, Undergraduate Student Council
- Desautels Faculty of Music, Undergraduate Student Council (FMSA)
- Desautels Faculty of Music, current and prospective Integrated students
- Manitoba Classroom Guitar Association

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

A letter was sent to all students enrolled in the Desautels Faculty of Music who may have been interested in the program to advise them that admission has been suspended and that a new option was being developed for music education at the University. The information has also been published in both faculties' sections in the *University of Manitoba General Calendar* and on the respective Faculties' websites. Academic advisors from both faculties are in regular contact with students wishing to pursue a career in teaching to assist with program planning. In addition,

Academic advisors were in regular communication with current students to ensure completion of the Integrated Music/Education Program.

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**C-6 Describe the impact that the permanent cessation of this program may have on developing a skilled workforce and on labour market need in Manitoba:**

None. Students wishing to pursue a career as a music teacher will now complete the new Bachelor of Music (Music Education) degree followed by the After-Degree Bachelor of Education Program.

**D-1 Describe how the permanent cessation of this program will affect any specific laddering, articulation and/or credit transfer options for students in Manitoba and Canada:**

The permanent cessation of the program will not have any effect on these options.

**D-2 Describe how the permanent cessation of this program may affect the academic, cultural, social and economic needs and interests of students and the province:**

The permanent cessation will not adversely affect these areas. In fact, the design of the new Bachelor of Education Music (Music Education) will better prepare future Music Educators for both the Faculty of Education degree Program and ultimately the Music/Education field. In addition, the Faculty of Education at Brandon University offers an Integrated Music/Education Program and thus students, who prefer will still have the option of completing a five-year Integrated Music Education degree program. The faculty has consulted with the Canadian Mennonite University to ensure that courses completed in their Bachelor of Music Education program meet admission criteria to the After-Degree Bachelor of Education Program. University of Manitoba music students seeking to complete their education degree at the University of Manitoba may continue to do so by applying to the After-Degree program after completion of the Bachelor of Music (Music Education) Program.

**D-3 UM INTERNAL REQUIREMENTS:** Describe how the permanent cessation of this program will impact course offerings in the unit. Provide a list of courses that are to be deleted (indicate subject code, course number, course title, number of credit hours) as a result of the permanent cessation and append the appropriate deletion forms.

The following courses were offered exclusively within the Integrated Music/Education Program. Given that all students have graduated, these courses are no longer required and are being deleted:

EDUB 1520 Education in the Senior Years Integrated Programs 1 2 Cr. Hrs.

EDUB 1530 Education in the Senior Years Integrated Programs 2 1 Cr. Hrs.

EDUB 1940 Integrated Programs School Experience 1 3 Cr. Hrs.

EDUB 1950 Integrated Programs School Experience 2 3 Cr. Hrs.

**D-4 UM INTERNAL REQUIREMENTS:** Describe how the permanent cessation of this program and the deletion of any related courses may affect other academic programs at the institution. For undergraduate programs, include Request for Statement of Support forms, or for graduate programs, append letters of acknowledgement from those units/programs that may be impacted.

The permanent cessation of this program will not affect other units at the University of Manitoba as students seeking a career as a music teacher applied exclusively to the Desautels Faculty of Music and, after two years of study applied to the Desautels Faculty of Music/Faculty of Education joint program. With the introduction of the new Bachelor of Music (Music Education) students will continue to access this career path at the University of Manitoba. The deletion of courses specific to the Integrated Music/Education program will not affect any other units as the courses were offered exclusively for students enrolled in the Integrated Music/Education Program. The last of these students graduated in October 2020.

## SECTION E– STUDENT IMPACTS

**E-1 Provide a program completion plan for students currently enrolled in the program that is being permanently ceased:**

**Effective October, 2020, all students enrolled in the program have graduated.**

Year 1 N/A

Year 2 N/A

Year 3 N/A

Year 4 N/A

UM Internal Requirements: Is there a potential for students who are currently not registered and who may not have been registered for one or more years to return to the program? If so, outline any plans on how these students will be accommodated.

No, all students who were enrolled in the program have since graduated with the exception of one student who chose to transfer to the Desautels Faculty of Music to complete a Bachelor of Music degree.

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**E-2 Will previous graduates of this program be negatively affected by its cessation?**

No, these students have met and would have been eligible to receive Professional Teacher Certification from the Province of Manitoba.

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**E-3 What was the maximum seat capacity of the program that is being permanently ceased?**

The program did not have a maximum or minimum seat capacity. All those meeting minimum eligibility requirements were admitted.

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**E-4 What was the enrolment and graduation rate for this program over the past 5 years?**

Year	Enrollment	Graduation
2015/2016	43	15
2016/2017	40	11
2017/2018	26	15
2018/2019	17	9
2019/2020	6	11
2020/2021	0	5

## SECTION F – FINANCIAL REALLOCATION

### **F-1 What portion of ongoing funding is allocated to this program?**

There was no separate ongoing funding allocated to the Integrated Music/Education program. It was supported through general funding for the B.Ed. program.

### **F-2 Please provide a detailed description of how these funds will be reallocated:**

Because the Integrated Music/Education program was supported through general funding, resources will continue to be used towards course offerings for music teachables and education electives with a focus on music education in the After-Degree program.

**SECTION G – SIGNATURES**

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

**SUBMITTED BY:**

**President:**

Name:

Signature:

Date:

**Vice-President/Academic:**

Name:

Signature:

Date:

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*For use by joint programs only:*

**President:**

Name:

Signature:

Date:

**Vice-President/Academic:**

Name:

Signature:

Date:

**SUBMIT COMPLETED FORM**

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

Cover letter

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

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

Post-Secondary Education and Labour Market Outcomes

Manitoba Education and Training

400-800 Portage Avenue Winnipeg MB R3C 0C4

(204) 945-1833

PSE-LMO@gov.mb.ca



**AGENDA ITEM:**

Proposal to Establish a Professorship in Lab-on-Chip Technology

**RECOMMENDED RESOLUTION:**

**THAT the Board of Governors approve the establishment of a Professorship in Lab-on-Chip Technology [as recommended by Senate, March 3, 2021].**

**CONTEXT AND BACKGROUND:**

The establishment of Professorships at the University is governed by the policy on *Chairs and Professorships*. The policy states that:

- Chairs and Professorships are established to advance the University's academic goals and objectives. (Section 2.3)
- A Professorship normally must, at its establishment, be partially funded from sources outside of the University's operating budget. The funding for a Professorship normally must be sufficient to cover at least 20 percent of the salary and benefits of the incumbent and an appropriate level of unrestricted research/scholarly support. (Section 2.4(b))
- For... Professorships, funds may be provided by way of an endowment or through a schedule of annual expendable gifts for a defined period of not less than five years, or by an appropriate combination of endowment and annual expendable gifts. (Section 2.5)

The Faculty of Science is proposing to establish a Professorship in Lab-on-Chip Technology. The appointment would be held in the Department of Physics and Astronomy. The appointment would be at the level of Assistant Professor, Associate Professor, or Professor, consistent with the policy on *Chairs and Professorships*. The term of the appointment would be for five years, with renewal for additional terms conditional upon available funds and subject to performance, as outlined in the proposal.

**RESOURCE REQUIREMENTS:**

The Professorship will be supported by a contribution of \$250,000 (\$50,000 per year for a period of five years) from BWL Investments. A portion of the revenue (20 percent based on the Professorship holder's salary) would be used to cover costs associated with a teaching release for the holder of the Professorship, including the salary for a Sessional Instructor(s) to teach up to three 3-credit hour undergraduate courses over each two-year period, and other appropriate expenses, including additional research support for the Professorship holder. The balance of the funds would directly support the research of the Professorship holder. The Faculty of Science would pay the salary and benefits of the Professorship holder during the tenure of the Professorship. The individual would not receive a stipend.

**CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:**

The purpose and objectives for the Professorship, as outlined below, would be consistent with the strategic goals and priorities of the Department of Physics and Astronomy, including its priorities for research in the areas of biological and medical physics.

**IMPLICATIONS:**

The purpose and objectives of the Professorship in Lab-on-Chip Technology would be to develop an internationally competitive research program in innovative lab-on-chip technologies at the University, and

to explore its applications in physics, chemistry, engineering, life science and medicine through interdisciplinary collaborations.

Primary areas of focus would be lab-on-chip based cell migration and trafficking research and lab-on-chip based point-of-care diagnosis for chronic diseases, particularly chronic kidney disease and chronic respiratory diseases.

Secondary areas of focus could include lab-on-chip platforms for therapeutic applications such as drug discovery and therapeutic applications.

Other objectives would be to facilitate: interdisciplinary training opportunities for highly qualified professionals at different levels; academic-industrial collaborations and partnerships to translate lab research into real-world applications; and, potentially, the future establishment and operation of a lab-on-chip innovation centre at the University.

**ALTERNATIVES:**

N/A

**CONSULTATION:**

In accordance with the University policy on *Chairs and Professorships*, this proposal has been endorsed by the Provost and Vice-President (Academic) and by the Senate Committee on University Research. The proposal was approved by Senate at its meeting on March 3, 2021.



January 27, 2021

**Report of the Senate Committee on University Research Re: Proposal to Establish a Professorship in Lab-on-Chip Technology**

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**Preamble:**

1. The terms of reference for the Senate Committee on University Research (SCUR) can be found at:  
[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/510.html](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/510.html)
2. At its meeting on January 21, 2021, SCUR received for review, a proposal to establish a Professorship in Lab-on-Chip Technology.
3. The University of Manitoba Policy for Chairs and Professorships specifies (section 2.14) “In the case of proposals for Chairs and Professorships that are primarily intended to enhance the University’s research programs, the Senate Committee on University Research shall recommend to Senate.”

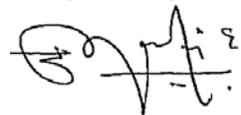
**Observations:**

1. The Faculty of Science has proposed a Professorship in Lab-on-Chip Technology.
2. The purpose of the Professorship is to allow for the development of “an internationally competitive research program in innovative lab-on-chip technologies at the University of Manitoba”, enable interdisciplinary training opportunities, and facilitate academic-industrial collaborations.
3. The Chair will be funded through a philanthropic gift from BWL Investments for a period of five years with a contribution of \$250,000 (\$50,000 per year).

**Recommendation:**

**The Senate Committee on University Research recommends THAT: the Professorship in Lab-on-Chip Technology be approved by Senate.**

Respectfully submitted,



Digvir Jayas, Chair  
Senate Committee on University Research.



**University  
of Manitoba**

Office of the Provost and Vice-President (Academic)

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

Date: January 20, 2021

To: Digvir Jayas, Vice-President (Research and International)

From: Janice Ristock, Provost and Vice-President (Academic)

Re: Proposal to Create a Professorship in Lab-on-Chip Technology

---

On behalf of the Department of Physics and Astronomy, Faculty of Science, Dr. Brian Mark has submitted a proposal to create a term-limited Professorship in Lab-on-Chip Technology. This Professorship aligns with the priorities of the Department, the Faculty, and the University and will support research in the area of innovative lab-on-chip technologies including the exploration of its application in physics, chemistry, engineering, life science, and medicine.

The policy on Chairs and Professorships specifies that:

- (1) Professorships are established to advance the University's academic goals and objectives;
- (2) Professorships be funded by way of an endowment or through annual expendable gifts for at least five years, or by a combination of endowment and annual expendable gifts;
- (3) Professorships shall normally be attached to a department, faculty, school, college, centre or institute and the goals of the Professorship shall be consistent with that unit;
- (4) The establishment of a Professorship normally shall not be tied to the appointment of a particular person. However, the Procedure allows for the Provost and Vice-President (Academic) to make an appointment to a Professorship without a search;
- (5) Individuals appointed to the Professorship shall normally have the academic qualifications commensurate with an appointment at the rank of Assistant Professor, Associate Professor, or Professor; and
- (6) The initial term of the appointment of the Professorship shall be 3 to 5 years, and if renewal is permitted, such renewal shall be subject to a successful performance review and the availability of funds.

The proposed Professorship satisfies all of the above requirements. In accordance with s.2.8 of the Procedure on Chairs and Professorships, I have approved an appointment. Funding will be derived from a philanthropic gift from BWL Investments for a period of five years with a total contribution of \$250,000 (\$50,000 contribution per year).

I support this proposal from the Faculty of Science and request that you present it to the Senate Committee on University Research for consideration and recommendation to Senate and, in turn, the Board of Governors.

If you have any questions or concerns, I would be pleased to meet with you.

**PROPOSAL TO ESTABLISH A  
PROFESSORSHIP IN LAB-ON-CHIP TECHNOLOGY  
IN THE FACULTY OF SCIENCE AT THE UNIVERSITY OF MANITOBA**

**EXECUTIVE SUMMARY:**

In accordance with the procedures and mechanisms for establishing Chairs and Professorships at the University of Manitoba, the following is presented:

**TYPE OF APPOINTMENT:** Professorship

**PROFESSORSHIP IN LAB-ON-CHIP TECHNOLOGY**

**PURPOSE AND OBJECTIVES OF PROFESSORSHIP:**

The proposed professorship over the next five years will allow the professorship holder to concentrate on developing an internationally competitive research program in innovative lab-on-chip technologies at the University of Manitoba and exploring its applications in physics, chemistry, engineering, life science and medicine through interdisciplinary collaborations. While the application areas will be broad, the primary focuses should be on lab-on-chip based cell migration and trafficking research as well as lab-on-chip based point-of-care diagnosis for chronic diseases especially chronic kidney disease and chronic respiratory diseases. Other secondary focused areas can include lab-on-chip platforms for therapeutic applications such as drug discovery and regenerative medicine. Furthermore, the professorship will enable excellent interdisciplinary training opportunities for HQPs at different levels. Importantly, this proposed professorship will facilitate academic-industrial collaborations and partnerships to translate lab research into real-world applications. Finally, this proposed professorship may help to facilitate establishment and operation of a future Lab-on-Chip Innovation Centre at the University of Manitoba.

**RELATIONSHIP TO THE PROPOSING UNIT**

The Department of Physics and Astronomy in the Faculty of Science has a long history of exceptionally strong research in areas of biological and medical physics. The enhanced profile and opportunities that this professorship brings with it are aligned directly with the long-term strategic goals and priorities of the Faculty of Science and the Department of Physics and Astronomy.

**THE METHOD BY WHICH THE PROFESSORSHIP WILL BE FUNDED:**

The Professorship will be annually funded through a philanthropic gift from BWL Investments for a period of five years with a contribution of \$250,000 (\$50,000 per year). Of the annual support provided by the fellowship, 20% (based on the Professorship holder's salary) will be directed to the Faculty of Science Dean's office and the Department of Physics and Astronomy to pay for sessional costs related to teaching relief (up to 3 undergraduate courses (3 ch each) over each 2 year period) and other appropriate expenses, including additional research support to the Professorship holder.

The remaining annual funds will directly support the research of the Professorship holder. The Faculty of Science will pay the salary and benefits of Professorship holder during the tenure of the Professorship. The Professorship holder will not receive a stipend.

### **GENERAL AND SPECIFIC REQUIREMENTS FOR THE PROFESSORSHIP**

In accordance with the policy and procedures for establishing chairs at the University of Manitoba, individuals appointed to the Professorship shall have the following qualifications:

- History of excellence in research as evidenced in high quality research output, successful and promising research projects and programs, and significant contributions to the academic community at the local, national, and/or international level.
- A Ph.D. in Physics or other relevant fields to the research area of this proposed professorship.
- Demonstrated academic records and achievements at the level of a tenured full professor or equivalent.
- Demonstrated research records and achievements in lab-on-chip technology development and its broad applications.
- Demonstrated research records and achievements in applying lab-on-chip technologies for immune cell migration, cancer and stem cell research, and point-of-care diagnosis of chronic diseases are strongly preferred.
- Demonstrated ability and record of teaching courses at the undergraduate and graduate level in physics and biophysics. Ability to teach specialized topics directly related to this proposed professorship such as microfluidics and its applications is strongly preferred.

### **TERM OF APPOINTMENT:**

The term of the appointment will be for five years. The renewal of the appointment for additional terms, conditional upon available funds, will occur in the final year of the term subject to a successful review of the incumbent's performance to be led by the Faculty of Science Dean's Office in consultation with the Head of the Department of Physics and Astronomy.

### **PERFORMANCE REVIEW**

A successful performance review will provide evidence of a strong record of knowledge generation and communication, research funding, student and HQP training, collaboration, and leadership.

#### **1. Knowledge Generation/Communication.**

The Professorship holder is expected to demonstrate research impact through:

a) Publications – Demonstrate evidence of sustained creation and dissemination of new knowledge relevant to the field of the Professorship in peer reviewed journals, through intellectual property and other appropriate venues.

b) Presentations – Evidence of presentations and engaged communications to appropriate venues such as academic, professional, industry and other constituents of the stakeholder community on a regular basis.

**2. Research Funding.**

The Professorship holder is expected to attract additional research funding necessary to support a growing research group of students, HQP and collaborators.

**3. Training.**

The Professorship holder is expected to create an environment that will attract, develop and retain students, trainees and outstanding future researchers in the area of chair. The Professorship holder should demonstrate successful and sustained supervision of research trainees, and mentor them to successful outcomes following graduation.

**4. Collaborations.**

The Professorship holder is expected to build networks of collaborations within the institution, nationally, and internationally. These should be both within academia and, as appropriate, with other sectors (government, private and non-profit).

**5. Leadership.**

The Professorship holder is expected to engage in broader intellectual leadership activities at national/international levels that have impact on the field. Considerations are: leading a national network, national facility or small network, service on scientific peer review committees, memberships on committees, boards, or policy-making bodies with government or the private sector; work within or with community or not-for-profit organizations; honorary awards, knowledge translation and/or creation of intellectual property.

6. The Professorship holder is expected to sustain a reasonable commitment to teaching less the teaching relief described above.

**OTHER PROVISIONS:**

1. The selection and appointment of an individual to the proposed Professorship shall be conducted in accordance with the University Policy and Procedures on Chairs and Professorships.
2. An appointment has been approved by the Provost per section 2.8 of the Chairs and Professorships Procedure.

3. The duties and responsibilities of the individual appointed to the proposed Professorship will be in accordance with the University Policy and Procedures on Chairs and Professorships.
4. The individual appointed will acknowledge that they hold the Professorship at the University of Manitoba in all publications, lectures, and any other activity supported by the fund.



**AGENDA ITEM:**

Proposal for a Bachelor of Arts (Honours) in Linguistics

**RECOMMENDED RESOLUTION:**

THAT the Board of Governors approve a proposal for a Bachelor of Arts (Honours) in Linguistics [as recommended by Senate, March 3, 2021].

**CONTEXT AND BACKGROUND:**

- The Faculty of Arts is proposing to introduce a Bachelor of Arts (Honours) in Linguistics.
- The four-year program would require 120 credit hours of course work. Students could choose to complete either a B.A. (Single Honours) or B.A. (Double Honours) in Linguistics. The Single Honours would include 54 credit hours of Linguistics courses, with at least 12 credit hours at the 4000-level. The Double Honours would include 42 credit hours in Linguistics, with at least 9 credit hours at the 4000-level. There would be no requirement for an Honours thesis. Other requirements are detailed in the proposal.
- The purpose of the program would be to provide advanced training in core areas of linguistics, in order to prepare academically strong students for graduate studies in linguistics, postgraduate studies in speech-language pathology or for employment in various fields, including high tech, entertainment, and gaming industries, interpretation and translation, and policy development related to bilingualism, heritage languages, and revitalization or maintenance of endangered languages, including Indigenous languages.
- Introduction of the Honours program would bring the Department's curricula in line with Linguistics programs offered at other institutions. Also, it would address demand from students who would benefit by holding the credential when they apply for admission to graduate and postgraduate programs.
- Projected enrolment in the first ten years is 10 students. The maximum seat capacity would be 10 – 15 students.

**RESOURCE REQUIREMENTS:**

- Establishment of the program would not require the introduction of any new courses. The program would make use of existing courses, including several 4000-level courses recently introduced by the Department (Senate, May 13 and December 2, 2020), for use in the proposed B.A.(Hons.) in Linguistics and other programs offered by the Department.
- The total cost of delivering the program would be \$700,324, in Year 4. No new resources would be required to offer the program. Revenue to support the program would be derived from tuition, which would generate \$66,336, assuming an enrolment of 15 students, and existing resources in the Faculty (\$633,988). Figures are for Year 4.
- Revenue would be allocated to (i) salary and benefits for existing academic staff (\$621,595), including 1.25 FTE Professors, 2.75 FTE Associate or Assistant Professors or Senior Instructors, and 0.28 Lecturers, Instructors, or Sessional Instructors; (ii) salary and benefits for existing support staff, including 0.1 FTE Professional and Support Staff (\$8,102) and 0.05 Indirect Staff (\$4,051); (iii) operating expenses (\$240); and (iv) administrative overhead (\$66,336). Figures are for Year 4.
- The University Library has indicated that introduction of the program would not affect its ability to support the Linguistics curriculum.

**CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:**

- The proposal is consistent with the University's strategic priorities for Inspiring Minds through innovative and quality teaching, including with respect to the goal to maintain and support an appropriate range of liberal arts, science, and professional programs. By providing academically strong students an opportunity to complete an advanced undergraduate degree and training in Linguistics, the program would contribute to an outstanding educational experience for these students.
- The Senate Planning and Priorities Committee recommended that a high priority level be assigned to the proposal.

**IMPLICATIONS:**

The proposed B.A.(Hons.) in Linguistics would be the only Honours degree in this discipline offered in the province. As the program would address the needs of academically strong students who want to receive specialized training in Linguistics, its introduction would promote retention of the Department's best students who might otherwise leave the province to receive this training.

**ALTERNATIVES:**

N/A

**CONSULTATION:**

This proposal is forwarded to the Board of Governors by Senate following consultation with the Senate Committee on Curriculum and Course Changes, Senate Planning and Priorities Committee, and the Senate Executive Committee.





UNIVERSITY  
OF MANITOBA

Faculty of Arts

Dean's Office  
316 Fletcher Argue Building  
University of Manitoba  
Winnipeg, Manitoba  
Canada R3T 5V5

November 12<sup>th</sup>, 2020

To: J. Leclerc, University Secretary

From: Jeff Taylor, Dean, Faculty of Arts

Subject: Faculty of Arts Proposal for the Senate Committees to consider

This memo is to inform you that, on November 10, 2020, Faculty of Arts Council approved a proposal to introduce an Honours program in the Department of Linguistics.

The information related to this proposal is enclosed. Please forward this information to the appropriate Senate Committees for consideration.

cc: M. Yoshida, Secretary, SCIE  
S. Coyston, Secretary, SCCCC / SPPC  
G. Smith, Chair, CPAC and SCCCC  
G. Sobie, (Acting) Secretary, CPAC

**NEW PROGRAM OF STUDY**

Under The Advanced Education Administration Act

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

**UM INTERNAL REQUIREMENTS:**

1. Following unit approval\* please submit the complete proposal electronically (.pdf single file) to both the Office of the Provost & Vice-President (Academic) and, for:
 



**University  
of Manitoba**

**Undergraduate Programs:** Office of the University Secretary (for Senate submission deadlines visit <http://umanitoba.ca/admin/governance/meetings/index.html>). Please also submit a **hard copy** version to the Office of the Secretary to their office as well.

**Graduate Programs:** Faculty of Graduate Studies (for timelines visit [http://umanitoba.ca/faculties/graduate\\_studies/admin/program\\_approval\\_timeline.html](http://umanitoba.ca/faculties/graduate_studies/admin/program_approval_timeline.html)).

**ALL Programs:** as preparation for submission to MET, please submit a .docx file of the proposal, an .xlsx file of the Financial Support Form and a .pdf file of all other supporting documents (letters of support, external reviews, etc.). Please date stamp these files for ease of tracking should any changes result from the Senate approval process and submit directly to the Provost's Office.
2. Along with the information requested in the proposal template, please **append** details on the following:
  - a) **MET /SPPC Financial Support Form** [available through the Office of the Provost & Vice-President (Academic)] This form requires the signature of the Financial Planning Office. Please contact Giselle Martel, Executive Director, Financial Planning and Budgeting, for direction on completion of the form. Approval of the financial support form does not signify approval of any funding requests, either internally or from the province. Confirmation of resource availability and allocation of any new funds will be determined by the Provost at time of implementation.
  - b) **Admission and/or transfer criteria** for the proposed program.
  - c) **Course details** for required coursework, including title, course number, credit hours and calendar description. Highlight any proposed new courses and attach:
 

*Undergraduate Programs:* for SCCC Program and Course Change forms, as applicable, visit <http://umanitoba.ca/admin/governance/forms/index.html>

*Graduate Programs:* for course change forms visit [http://umanitoba.ca/faculties/graduate\\_studies/admin/course\\_changes.html](http://umanitoba.ca/faculties/graduate_studies/admin/course_changes.html)
  - d) Any **new academic regulations** for the program that are not currently addressed in existing faculty/college/school requirements.
  - e) **Letters of support** from internal units that may be impacted by the proposed new program and any external letters of support as outlined below.
  - f) **Library statement** of support.
  - g) Where applicable, a **transition plan** for current students entering the new program.
3. Please direct questions to Cassandra Davidson, Academic Programs Specialist, at [Cassandra.Davidson@umanitoba.ca](mailto:Cassandra.Davidson@umanitoba.ca) in the Office of the Provost and Vice-President (Academic).

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

*Revised December 10, 2017*

*Revised October 18, 2017.*

**SECTION A – PROPOSAL DETAILS**

Institution: **UNIVERSITY OF MANITOBA**

Applicable faculties/department with responsibility for the program: Faculty of Arts, Department of Linguistics

If program is a joint program, list all participating institutions and the roles of each in delivering the proposed program:  
N/A

Program name: Honours Program in Linguistics

Credential awarded: BA Honours

Funding request: N/A

*Office Use Only*

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

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

Proposed start date: September 2021 or 2022, depending on approval timelines

List any critical issues that may impact the start date of the program: N/A

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

Jila Ghomeshi, Department of Linguistics, University of Manitoba, [Jila.Ghomeshi@umanitoba.ca](mailto:Jila.Ghomeshi@umanitoba.ca)

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

The Department of Linguistics currently offers the following degree programs at the undergraduate level: a three-year General Major, a four-year Single Advanced Major, along with a Double Advanced Major and a Minor in Linguistics. We are proposing to add a course-based Single Honours and Double Honours program. Like the Single and Double Advanced Major, the proposed Honours program will be a four-year program, but will require more coursework in Linguistics, particularly at the higher levels. Admission to the Honours program requires a minimum 3.0 grade point average and students will be required to maintain a 3.0 DGPA throughout the program. We believe this new program will be very appealing to our Advanced Majors many of whom are eager to take more courses in linguistics and already maintain a GPA of 3.0 or higher. Indeed we have surveyed our Advanced Majors for the last two years and the majority of them have confirmed that they would opt for an Honours program in Linguistics if we offered one. An Honours program will bring together our most keen students as a cohort. For those planning to go on to post-baccalaureate or graduate programs, an Honours degree will be an advantage in gaining admission to these programs. For those seeking employment upon completing their degree, an Honours degree will signal that they have successfully achieved the highest level of expertise possible in an undergraduate Linguistics program.

An Honours Program in Linguistics offers students advanced training in the core areas of linguistics. Like other Honours programs in Arts, students will develop strong writing abilities and will hone their analysis and argumentation skills, while they acquire a specialized knowledge of Linguistics. This program will be the only one in Manitoba that is in the discipline of Linguistics alone.

---

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

The proposed course-based Honours program in Linguistics is a four-year 120 credit hour program. The Single Honours will involve 54 credit hours of coursework in linguistics, 6 credits beyond the 48 credit hours required for the four year Single Advanced Major. The additional 6 credit hours will be taken at the 4000 level. Thus a total of 12 credit hours at the 4000 level will be required for the Single Honours. For the Double Honours, students will be required to take 42 credit hours of coursework. Students in the Double Honours will be required to take 9 credit hours at the 4000 level, rather than the 6 required of the Double Advanced Major students.

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

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

A course-based Honours program in Linguistics serves the academic needs and interests of Linguistics majors at the University of Manitoba by offering them more options in terms of programs offering advanced preparation. Students who opt for the Honours program can market themselves to graduate schools and potential employers as having received a highly specialized education with substantial academic engagement. With its higher entrance requirements and higher expectations of performance, the Honours program will attract the best of our students many of whom want to take more than the minimum courses required for the Advanced degree. These students typically maintain high grade point averages and often want to go on to graduate study.

Many Linguistics majors aim to pursue a post-graduate degree in Speech-Language Pathology for which they have to go out of province, although they usually return to Manitoba where the demand for speech-language pathologists is high. Entrance into these programs at universities like UBC, University of Alberta, Western University and McGill University is highly competitive and U of M graduates are often applying alongside students who hold Honours degrees from elsewhere. Providing them with an opportunity to pursue an Honours degree here will provide our students the rigorous training afforded to their peers at other institutions. Likewise for those of our students who apply to law school or other professional programs, or to graduate programs in Linguistics or related disciplines, holding an Honours degree strengthens their applications and their chances of gaining admission.

An Honours degree also serves those students seeking employment at the end of their program. Linguistics increasingly has a role to play in the high tech industry, the entertainment industry and the gaming industry to name but three emerging areas. Linguists have found jobs in the field of machine translation, some as professional ‘conlangers’ (creating languages for television series and movies), and as name developers for new video games. Linguists have relevant expertise to contribute to the development of programs and policy on heritage languages, language revitalization and maintenance, and official bilingualism. Linguistics training is highly relevant to the field of interpretation. More urgently, as the need for documenting and teaching Indigenous languages has come to the fore, linguistic research can inform these efforts. Students who hold the highest undergraduate degree possible in Linguistics can confidently demonstrate that they have the skills and expertise to succeed in jobs in these emerging fields.

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

This program addresses the needs of Linguistics majors who would like to receive highly specialized training in linguistics, whether they are going on to pursue graduate studies or to enter the labour market. Given that there are Honours programs in Linguistics in other provinces, this program can help us retain our best students.

---

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

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

120 Total credit hours (of which 54 credit hours will be from Linguistics for the Single Honours and 42 credit hours will be from Linguistics for the Double Honours)

Total contact hours

Total courses

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

100% In-person

Online (There will be no limit on the number of credit hours that can be completed online. Students will be able to complete as many online course offerings (including required and elective courses) as are available. We anticipate online offerings will be made available for program and elective requirements within the next few years.)

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

The coursework for Honours students is outlined below and a list of courses is appended to this form. All coursework is already being offered for students in our other programs. In contrast to those students, however, those enrolled in the Honours program will be expected to complete more courses at the higher levels and to maintain a higher grade point average.

**Single Honours**

Students will be expected to take LING 1000 (3ch) and LING 1010 (3ch) plus an additional 3ch in Linguistics courses at the 1000 level or above.

Students will go on to take LING 2100 (3ch) and LING 2400 (3ch) and an additional 12 ch in Linguistics at the 2000 level or above.

Students will be expected to take 15 ch in Linguistics courses at the 3000 level or above and 12 ch at the 4000 level.

**Double Honours**

Students will be expected to take LING 1000 (3ch) and LING 1010 (3ch) plus an additional 3ch in Linguistics courses at the 1000 level or above.

Students will go on to take LING 2100 (3ch) and LING 2400 (3ch) and an additional 12 ch in Linguistics at the 2000 level or above.

Students will be expected to take 12 ch in Linguistics courses at the 3000 level or above and 9 ch at the 4000 level.

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

YEAR 1	YEAR 2	YEAR 3	YEAR 4
LING 1000, LING 1010 • 3 credit hours in Linguistics courses numbered at or above the 1000 level	• 18 credit hours in Linguistics courses numbered at or above the 2000 level, which must include LING 2100 and LING 2400	15 credit hours in Linguistics courses numbered at or above the 3000 level	12 credit hours in Linguistics courses numbered at the 4000 level
21 ch of electives	12 ch of electives	15 ch of electives	18 ch of electives
TOTAL CR. HRS: 30	TOTAL CR. HRS: 30	TOTAL CR. HRS: 30	TOTAL CR. HRS: 30

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

Yes, this program will be available for part-time study.

---

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

The Department of Linguistics is planning to add co-op options to our programs in the future. Until we do so, there will be no cooperative education, work placement, internship or practicum component to the proposed Honours program.

---

**B-8 Intake Information**

B-8.1 Projected enrolment for the first intake: 5 students at the first year level and 5 students in year two or above who wish to move from the Advanced Major to the Honours program.

B-8.2 Maximum seat capacity (*Defined as first-year enrolment capacity*): 10-15 students

B-8.3 Anticipated date of maturity: by year one, given that it will be possible for students to apply to the Honours program at different years of their program.

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

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Enrolments	10	5 new, 8 continuing	5 new, 10 continuing	5 new, 10 continuing	5 new, 10 continuing
Graduates		2	3	5	5

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

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

This program aligns with the first of five strategic priorities identified for the University of Manitoba in the Strategic plan for 2015-20. The priority of “Inspiring Minds” sets out to ensure an outstanding educational experience for undergraduate students by supporting a range of liberal arts programs (among others). Given that an Honours Program in Linguistics does not require additional resources, but offers students who want to specialize in linguistics with an additional option, it optimizes their experience as undergraduate students.

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

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

**UM Undergraduate Programs:**

<u>Decision-Making Body</u>	<u>Date of Approval</u>
Faculty/College/School	_____
SCCC	_____
SPPC	_____
SCADM <i>(if applicable)</i>	_____
SCIE <i>(if applicable)</i>	_____
Senate Executive	_____
Senate	_____
Board of Governors	_____

**UM Graduate Programs:**

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

**C-3 Responsibility to consult**

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

N/A

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

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

Faculty of Arts

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

Undergraduate students in Linguistics have been consulted via their student group, Linguistic-ISH. Faculty in Linguistics have been involved in discussion for three years as we have planned to substantially update to better reflect our ongoing research interests. Our course changes have been submitted to the Faculty of Arts committee on course and program changes (CPAC). Our intention to create an Honours program was favourably commented on in our Undergraduate Review undertaken in 2018.

---

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

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

There are no other Honours degree programs in Linguistics offered in Manitoba. There is an undergraduate degree program in Interdisciplinary Linguistics offered at the University of Winnipeg, which leads to a three-year, four-year, or Honours Bachelor of Arts degree. However, as its name suggests, that program focuses on the intersection of linguistics with other areas (anthropology, psychology, rhetoric) rather than a specialization in the core areas of linguistics itself. Moreover, because there are few graduate programs in interdisciplinary linguistics, an Honours degree in Linguistics would better serve students who wish to pursue a deeper specialization in the discipline of linguistics, and best prepares students who intend to pursue graduate education in linguistics in Manitoba or elsewhere.

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

Credit transfer options are determined through established processes at the University. Following the current practice, the Department of Linguistics will continue to work with the Faculty of Arts to assess undergraduate courses from other postsecondary institutions in Manitoba (or elsewhere) for transfer credit on a case-by-case basis.

---

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

Many Canadian universities with a Linguistics Program offer the option of a BA Honours degree (see list below, which is not comprehensive but a sample from east to west). Therefore, an Honours program at the University of Manitoba would bring our department in line with other Canadian Linguistics Departments and put our students who want to pursue post-graduate education on an equal footing with their counterparts graduating from other universities across Canada.

Memorial University of Newfoundland

St. Mary's University

McGill University

York University

University of Saskatchewan

University of Regina

University of Alberta

University of Calgary

University of British Columbia

University of Victoria

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

Credit transfer options are determined through established processes at the University. Following the current practice, the Department of Linguistics will continue to work with the Faculty of Arts to assess undergraduate courses from other postsecondary institutions in Canada for transfer credit on a case-by-case basis.

---

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

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

Many Linguistics majors plan to continue their education either by training to become Speech-Language Pathologists, thus seeking admission to MSc programs in Speech Sciences, or by applying to MA programs in Linguistics. In both cases holding an Honours degree confers an advantage in what is a highly competitive process. As noted above, most U of M graduates who pursue MSc programs in the Speech Sciences elsewhere return to Manitoba to practice as Speech-Language Pathologists here, where there is a significant need. The labour market demands for graduates of an Honours Program in Linguistics is expected to grow if the high tech sector flourishes here. Linguists have expertise to contribute in the machine translation and gaming industries. Linguists can also work as interpreters and translators, and on policy regarding bilingualism, heritage language instruction, the revitalization of endangered languages. Linguists have expert knowledge to bring to the area of language maintenance, which is particularly relevant for Indigenous languages.

---

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

N/A

## SECTION D – REQUIRED RESOURCES AND FINANCIAL IMPLICATIONS

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

N/A

---

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

N/A

---

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

The new program will be funded with existing resources and tuition revenue.

---

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

N/A

---

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

No new resources will be required.

---

**D-6 Please describe new and existing staffing resources needed to provide this new program of study.** *Include reallocation of existing faculty, hiring of new faculty, administrative and support services and any other considerations.*

In 2019 we had one retirement and in 2020 we have had one resignation. This means our faculty complement has gone from 9.67 to 7.67. (The .67 represents one faculty member who has a two-thirds appointment in Linguistics and a one-third appointment in Anthropology). We are counting on at least one FTE replacement starting in 2022. This will put us in a good position to cover all the required courses for the Honours Program. Anticipated administrative and advising support is within the current capacity of the Department and the Faculty of Arts.

---

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

Our program implementation plan does not involve any changes or additions to our required course offerings. The range of required and elective courses at each of the 1000, 2000 and 3000 levels and at least 12 credit hours at the 4000 level each year are those that have been or will be offered to current students in all Linguistics programs.

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

N/A

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

N/A

## SECTION E– TUITION

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

The tuition fees will be the same as for other four-year degree programs in the Faculty of Arts. Linguistics typically attracts more international students than other programs in Arts. For example, international students made up 30% of our total enrollment for Fall 2018 and Winter 2019 and these students pay higher tuition fees than domestic students. However, given that we do not know how the coronavirus pandemic will affect our international enrolments, the higher fees are not reflected on our financial form.

---

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

N/A

---

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

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

N/A

---

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

N/A

---

**SECTION F – SIGNATURES**

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

**SUBMITTED BY:**

**President:**

Name:

Signature:

Date:

**Vice-President/Academic:**

Name:

Signature:

Date:

---

*For use by joint programs only:*

**President:**

Name:

Signature:

Date:

**Vice-President/Academic:**

Name:

Signature:

Date:

**SUBMIT COMPLETED FORM**

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

<input type="checkbox"/>	Cover letter
<input type="checkbox"/>	Program of Study Financial Form
<input type="checkbox"/>	Any supporting documentation <i>(reviews, letters of support, etc.)</i>

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

Post-Secondary Education and Labour Market Outcomes  
Manitoba Education and Training  
400-800 Portage Avenue Winnipeg MB R3C 0C4  
(204) 945-1833  
PSE-LMO@gov.mb.ca

Dear Dr. Ghomeshi,

Oct. 26<sup>th</sup> 2020

We the undersigned majors in Linguistics support the proposal to create an Honours program and many of us would choose to be in an Honours rather than an advanced major program if that option were available. Such a program would recognize our achievements, encourage deeper study of linguistics and give us an opportunity already offered at many other institutions.

Signed,

Mary Aguilar

Benjamin Allen

Rizaina Almario

Noelle Bergen

Maryse Chartier

Elora Cromarty

Cassidy Formaniuk

Spencer Kushnir

Cindy Le

Liuqing Liu

Sydney Mullin

Ribhya Nagpal

Adhara Nayar

Zlata Odribets

Jessica Padre

Anna Stacey

Alex Teichroeb

Bailey Thompson



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

**Form Instructions:**

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

Overview	
<b>Institution:</b>	University of Manitoba
<b>Program Name:</b>	Bachelor of Arts Honours (Linguistics)
<b>Contact Information:</b>	Dr. Greg T. Smith, Associate Dean of Arts, Associate Professor of History: Greg.Smith@umanitoba.ca
<b>Date:</b>	

	Current Fiscal Year	Fiscal Year 1	Increment	Fiscal Year 2	Increment	Fiscal Year 3	Increment	Fiscal Year 4	Increment	Ongoing Program Funding
	(Enter 0's if new program)	Budget Yr. 1	(change from current year to year 1)	Budget Yr. 2	(change from year 1 to year 2)	Budget Yr. 3	(change from year 2 to year 3)	Budget Yr. 4	(change from year 3 to year 4)	
<b>REVENUE INFORMATION</b>										
Contribution from Institution		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition		\$ -	\$ -	\$ 53,411	\$ 53,411	\$ 63,939	\$ 10,528	\$ 66,336	\$ 2,398	\$ 66,336
Student Fees		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contribution from Unit (Existing Resources)		\$ 571,844	\$ 571,844	\$ 591,850	\$ 20,006	\$ 612,557	\$ 20,706	\$ 633,988	\$ 21,431	\$ 633,988
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
<b>Total Revenue (A)</b>	\$ -	\$ 571,844	\$ 571,844	\$ 645,261	\$ 73,417	\$ 676,495	\$ 31,234	\$ 700,324	\$ 23,829	\$ 700,324

<b>Institution:</b>	University of Manitoba
<b>Program Name:</b>	Bachelor of Arts Honours (Linguistics)
<b>Contact Information:</b>	Dr. Greg T. Smith, Associate Dean of Arts, Associate Professor of History: Greg.Smith@umanitoba.ca
<b>Date:</b>	

	Current Fiscal Year	Fiscal Year 1	Increment	Fiscal Year 2	Increment	Fiscal Year 3	Increment	Fiscal Year 4	Increment	Ongoing Program Funding
	(Enter 0's if new program)	Budget Yr. 1	(change from current year to year 1)	Budget Yr. 2	(change from year 1 to year 2)	Budget Yr. 3	(change from year 2 to year 3)	Budget Yr. 4	(change from year 3 to year 4)	
<b>EXPENDITURE INFORMATON</b>										
New Academic Salaries - Direct		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Existing Academic Salaries - Direct		\$ 560,643	\$ 560,643	\$ 580,265	\$ 19,622	\$ 600,575	\$ 20,309	\$ 621,595	\$ 21,020	\$ 621,595
New Professional/Support Salaries - Direct		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Existing Professional/Support Salaries - Direct		\$ 7,308	\$ 7,308	\$ 7,563	\$ 256	\$ 7,828	\$ 265	\$ 8,102	\$ 274	\$ 8,102
Operating Expenses		\$ 240	\$ 240	\$ 240	\$ -	\$ 240	\$ -	\$ 240	\$ -	\$ 240
Student Support		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Indirect Salary Expenses		\$ 3,654	\$ 3,654	\$ 3,782	\$ 128	\$ 3,914	\$ 132	\$ 4,051	\$ 137	\$ 4,051
Administrative Overhead		\$ -	\$ -	\$ 53,411	\$ 53,411	\$ 63,939	\$ 10,528	\$ 66,336	\$ 2,398	\$ 66,336
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
<b>Total Expenditures (B)</b>	\$ -	\$ 571,844	\$ 571,844	\$ 645,261	\$ 73,417	\$ 676,495	\$ 31,234	\$ 700,324	\$ 23,829	\$ 700,324

<b>Institution:</b>	University of Manitoba									
<b>Program Name:</b>	Bachelor of Arts Honours (Linguistics)									
<b>Contact Information:</b>	Dr. Greg T. Smith, Associate Dean of Arts, Associate Professor of History: Greg.Smith@umanitoba.ca									
<b>Date:</b>										
	<b>Current Fiscal Year</b>	<b>Fiscal Year 1</b>	<b>Increment</b>	<b>Fiscal Year 2</b>	<b>Increment</b>	<b>Fiscal Year 3</b>	<b>Increment</b>	<b>Fiscal Year 4</b>	<b>Increment</b>	<b>Ongoing Program Funding</b>
	(Enter 0's if new program)	Budget Yr. 1	(change from current year to year 1)	Budget Yr. 2	(change from year 1 to year 2)	Budget Yr. 3	(change from year 2 to year 3)	Budget Yr. 4	(change from year 3 to year 4)	
<b>CAPITAL INFORMATON</b>										
Major Equipment		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Vehicles		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Renovations		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Furniture		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
			\$ -		\$ -		\$ -		\$ -	\$ -
<b>Total Capital (C)</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Revenue less Expenditures and Capital (A-(B+C))</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Funding Request</b>		\$ -		\$ -		\$ -		\$ -		

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

**FACULTY / SCHOOL** Faculty of Arts  
**PROGRAM** Bachelor of Arts Honours (Linguistics)

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

**2. PROGRAM COSTS**

<b>Direct Program Costs</b>					
New Academic Salaries (incl bpl) (Appendix A)	\$ -	\$ -	\$ -	\$ -	\$ -
Existing Academic Salaries (incl bpl) (Appendix A)	560,643	580,265	600,575	621,595	643,351
New Professional/Support Salaries (incl bpl) (Appendix A)	-	-	-	-	-
Existing Professional/Support Salaries (incl bpl) (Appendix A)	7,308	7,563	7,828	8,102	8,386
Operating Expenses (Appendix B)	240	240	240	240	240
Student (Graduate/Undergraduate) Support (Appendix C)	-	-	-	-	-
Major Equipment (Appendix D)	-	-	-	-	-
Vehicles (Appendix D)	-	-	-	-	-
Renovations (Appendix D)	-	-	-	-	-
Furniture (Appendix D)	-	-	-	-	-
Other Capital (Appendix D)	-	-	-	-	-
<b>Subtotal Direct Program Costs</b>	<b>\$ 568,190</b>	<b>\$ 588,069</b>	<b>\$ 608,643</b>	<b>\$ 629,937</b>	<b>\$ 651,976</b>

### Indirect Program Costs

New Indirect Salary Expenses (incl bpl) (Appendix A)	\$ -	\$ -	\$ -	\$ -	\$ -
Existing Indirect Salary Expenses (incl bpl) (Appendix A)	3,654	3,782	3,914	4,051	4,193
Tax on Grant and Tuition Revenue	-	-	-	-	-
Administrative Overhead	-	-	-	-	-
<b>Subtotal Indirect Program Costs</b>	<b>\$ 3,654</b>	<b>\$ 3,782</b>	<b>\$ 3,914</b>	<b>\$ 4,051</b>	<b>\$ 4,193</b>

<b>Total Program Costs</b> (Direct & Indirect)	<b>\$ 571,844</b>	<b>\$ 591,850</b>	<b>\$ 612,557</b>	<b>\$ 633,988</b>	<b>\$ 656,169</b>
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<b>3. ENROLMENT</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Expected Enrolment (headcount)</b>	10	13	15	15	15
<b>Expected Enrolment (credit hours)</b>	300	390	450	450	450

<b>4. PROGRAM REVENUE ALLOCATED TO FACULTY/SCHOOL</b>					
Operating Grant Revenue (see note)					
Tuition Revenue (Appendix E)					
• Credit Hour Based					
Undergraduate	-	-	-	-	-
Graduate	-	-	-	-	-
• Program Based	-	-	-	-	-
• Program/Course Specific Fees	-	-	-	-	-
• Other Compulsory Student Fees	-	-	-	-	-
Other revenue	-	-	-	-	-
<b>Total Program Revenue</b>	<b>\$ -</b>				

<b>5. EXISTING RESOURCES</b>					
From Operations:					
Academic Salaries (Appendix A)	\$ 560,643	\$ 580,265	\$ 600,575	\$ 621,595	\$ 643,351
Professional and Support Salaries (Appendix A)	7,308	7,563	7,828	8,102	8,386
Indirect Salaries (Appendix A)	3,654	3,782	3,914	4,051	4,193
Current/prior years surplus (carryover)	240	240	240	240	240
From Other Sources:					
<b>Subtotal Existing Resources</b>	<b>\$ 571,844</b>	<b>\$ 591,850</b>	<b>\$ 612,557</b>	<b>\$ 633,988</b>	<b>\$ 656,169</b>

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

*Jeffrey Conquergood*

October 19, 2020

**Submitted by Faculty/School Budget Officer (signature)**

**Date**

**Reviewed by Graduate Studies Business Manager**

(For graduate program submissions only)

**Date**

*Chester Wojciechowski*

October 19, 2020

**Reviewed by University Budget Officer (signature)**

**Date**

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

Appendix A - Salary Expenses

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

	Year 1		Year 2		Year 3		Year 4		Year 5	
	FTE	Total Salary								
<b>NEW</b>										
Academic										
Excluded Academic Admin	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
Professor	-	-	-	-	-	-	-	-	-	-
Assoc/Asst Professor or Senior Instructor	-	-	-	-	-	-	-	-	-	-
Lecturer/Instructor/Sessionals	-	-	-	-	-	-	-	-	-	-
Librarians	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-
<b>Subtotal New Academic Salaries</b>	-	-	-	-	-	-	-	-	-	-
Benefits and Pay Levy		-		-		-		-		-
<b>Total New Academic Salaries (including BPL)</b>	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
Professional and Support Staff										
EMAPS	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
AESES	-	-	-	-	-	-	-	-	-	-
CUPE TA's	-	-	-	-	-	-	-	-	-	-
<b>Subtotal New Professional and Support Staff</b>	-	-	-	-	-	-	-	-	-	-
Benefits and Pay Levy		-		-		-		-		-
<b>Total New Professional and Support Staff (incl. BPL)</b>	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
Indirect Staff (Within your faculty/school)										
EMAPS	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
AESES	-	\$ -	-	-	-	-	-	-	-	-
CUPE TA's	-	-	-	-	-	-	-	-	-	-
<b>Subtotal New Indirect Staff</b>	-	-	-	-	-	-	-	-	-	-
Benefits and Pay Levy		-		-		-		-		-
<b>Total New Indirect Staff (including BPL)</b>	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
<b>Total New Staff</b>		<u>\$ -</u>								

Appendix A - Salary Expenses

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

<b>EXISTING</b> (Within your faculty/school)	<b>Year 1</b>		<b>Year 2</b>		<b>Year 3</b>		<b>Year 4</b>		<b>Year 5</b>	
	<b>FTE</b>	<b>Total Salary</b>								
Academic										
Excluded Academic Admin	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
Professor	1.25	156,633	1.25	162,115	1.25	167,789	1.25	173,661	1.25	179,739
Assoc/Asst Professor or Senior Instructor	2.75	300,141	2.75	310,645	2.75	321,518	2.75	332,771	2.75	344,418
Lecturer/Instructor/Sessionals	0.28	10,429	0.28	10,794	0.28	11,172	0.28	11,563	0.28	11,968
Librarians	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-
<b>Subtotal Existing Academic Salaries</b>	<b>4.28</b>	<b>467,202</b>	<b>4.28</b>	<b>483,554</b>	<b>4.28</b>	<b>500,479</b>	<b>4.28</b>	<b>517,996</b>	<b>4.28</b>	<b>536,125</b>
Benefits and Pay Levy		93,440		96,711		100,096		103,599		107,225
<b>Total Existing Academic Salaries (including BPL)</b>	<b>4.28</b>	<b>\$ 560,643</b>	<b>4.28</b>	<b>\$ 580,265</b>	<b>4.28</b>	<b>\$ 600,575</b>	<b>4.28</b>	<b>\$ 621,595</b>	<b>4.28</b>	<b>\$ 643,351</b>
Professional and Support Staff										
EMAPS	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
AESES	0.10	6,090	0.10	6,303	0.10	6,523	0.10	6,752	0.10	6,988
CUPE TA's	-	-	-	-	-	-	-	-	-	-
<b>Subtotal Existing Professional and Support Staff</b>	<b>0.10</b>	<b>6,090</b>	<b>0.10</b>	<b>6,303</b>	<b>0.10</b>	<b>6,523</b>	<b>0.10</b>	<b>6,752</b>	<b>0.10</b>	<b>6,988</b>
Benefits and Pay Levy		1,218		1,261		1,305		1,350		1,398
<b>Total Existing Professional and Support Staff (incl. BPL)</b>	<b>0.10</b>	<b>\$ 7,308</b>	<b>0.10</b>	<b>\$ 7,563</b>	<b>0.10</b>	<b>\$ 7,828</b>	<b>0.10</b>	<b>\$ 8,102</b>	<b>0.10</b>	<b>\$ 8,386</b>
Indirect Staff										
EMAPS	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
AESES	0.05	3,045	0.05	3,151	0.05	3,262	0.05	3,376	0.05	3,494
CUPE TA's	-	-	-	-	-	-	-	-	-	-
<b>Subtotal Existing Indirect Staff</b>	<b>0.05</b>	<b>3,045</b>	<b>0.05</b>	<b>3,151</b>	<b>0.05</b>	<b>3,262</b>	<b>0.05</b>	<b>3,376</b>	<b>0.05</b>	<b>3,494</b>
Benefits and Pay Levy		609		630		652		675		699
<b>Total Existing Indirect Staff (including BPL)</b>	<b>0.05</b>	<b>\$ 3,654</b>	<b>0.05</b>	<b>\$ 3,782</b>	<b>0.05</b>	<b>\$ 3,914</b>	<b>0.05</b>	<b>\$ 4,051</b>	<b>0.05</b>	<b>\$ 4,193</b>
<b>Total Existing Staff</b>		<b>\$ 571,604</b>		<b>\$ 591,610</b>		<b>\$ 612,317</b>		<b>\$ 633,748</b>		<b>\$ 655,929</b>
<b>GRAND TOTAL</b>		<b>\$ 571,604</b>		<b>\$ 591,610</b>		<b>\$ 612,317</b>		<b>\$ 633,748</b>		<b>\$ 655,929</b>

**Appendix B - Operating Expenses**

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

<u>Direct Expenses</u>		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
700BGT	Travel - Budget (includes visiting speakers, orientation, research day)	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100
701BGT	Hospitality - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
704BGT	Printing and Duplicating - Budget	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100
706BGT	Consumable Materials/Supplies Budget (includes computers)	\$ 40	\$ 40	\$ 40	\$ 40	\$ 40
708BGT	Telecommunications - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
710BGT	Other Expenses (Nonconsumable) Budget	\$ -	\$ -	\$ -	\$ -	\$ -
713BGT	Insurance - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
716BGT	Externally Contracted Serv - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
718BGT	Professional Fees - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
740BGT	Repairs and Maintenance - Budget	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal Direct Operating</b>		<b>\$ 240</b>				

Appendix C - Student Support

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

<u>Graduate / Undergraduate Support Expense</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
7700 Scholarships	\$ -	\$ -	\$ -	\$ -	\$ -
7710 Bursaries	\$ -	\$ -	\$ -	\$ -	\$ -
7720 Awards					
<b>Subtotal Operating</b>	<b>\$ -</b>				

Appendix D - Capital Costs

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

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

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

1. EXPECTED ENROLMENT	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Headcount</b>					
Undergraduate	10	13	15	15	15
Graduate					
Graduate (continuing only)					
<b>Credit Hours</b>					
Undergraduate	300	390	450	450	450
Graduate					

2. TUITION REVENUE GENERATED BY THE PROGRAM					
• Credit Hour Based - (enter credit hour rate in yr 1)	\$ 132	\$ 137	\$ 142	\$ 147	\$ 153
Undergraduate		53,411	63,939	66,336	68,824
Graduate	-	-	-	-	-
• Program Based - (enter annual program fee in yr 1)	\$ -	\$ -	\$ -	\$ -	\$ -
Undergraduate	-	-	-	-	-
Graduate	-	-	-	-	-
<b>Total Tuition Fees</b>	\$ -	\$ 53,411	\$ 63,939	\$ 66,336	\$ 68,824
• Continuing Fee - (enter annual continuing fee in yr 2)		\$ -	\$ -	\$ -	\$ -
Graduate	-	-	-	-	-
• Program/Course Specific Fees					
Lab Fees - (enter amount in applicable years)					
Field Trip Fees - (enter amount in applicable years)					
(Fee description/rate)					
..... (add as required)...					
..... (add as required)...					
<b>Total Program/Course Specific Fees</b>	\$ -	\$ -	\$ -	\$ -	\$ -

<b>TOTAL TUITION AND FEES GENERATED BY THE PROGRAM</b>	\$ -	\$ 53,411	\$ 63,939	\$ 66,336	\$ 68,824
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<b>3. TUITION REVENUE ALLOCATED TO THE FACULTY</b>					
• Credit Hour Based - Undergraduate (enter amount)					
• Credit Hour Based - Graduate	-	-	-	-	-
• Program Based	-	-	-	-	-
• Program/Course Specific Fees	-	-	-	-	-
• Other Compulsory Student Fees (enter amount)					
<b>TOTAL TUITION REVENUE ALLOCATED TO THE FACULTY</b>	<b>\$ -</b>				

Acct	Expense	Year 1	Year 2	Year 3	Year 4	Year 5
<b>700BGT</b>	<b>Travel and Conferences</b>	<b>\$ 100</b>				
7001	Travel Academic					
7002	Travel Administration					
7003	Relocation					
7004	Staff Recruitment					
7005	Field Trips					
7006	Team Travel					
7007	Local Travel					
7009	Student Recruitment					
7010	Student Travel	100	100	100	100	100
7130	Airfare					
7131	Accommodation					
7132	Meals (Per Diem-No receipts)					
7133	Meals (with receipts)					
7134	Mileage (Km's)					
7135	Parking					
7136	Car Rental					
7137	Conference Registration					
7138	Taxis					
7139	Misc Travel/Incidentals					
7676	Hospitality					
<b>704BGT</b>	<b>Printing and Duplicating - Budget</b>	<b>\$ 100</b>				
7040	Printing	100	100	100	100	100
7041	Copying					
<b>706BGT</b>	<b>Consumable Materials/Supplies Budgt</b>	<b>\$ 40</b>				
7060	Office Supplies	20	20	20	20	20
7061	Lab Supplies					
7062	Audio Visual Supplies					
7063	Agricultural Supplies					
7064	Safety Supplies	-	-	-	-	-
7065	Sports and Athletic Supplies					
7066	Books and Subscriptions					
7067	Other Supplies					
7068	Computing Supplies					
7069	Maintenance and Cleaning Supplies	20	20	20	20	20
7070	Dental Supplies					
7071	Equipment Foreign Operations					
7072	Supplies Foreign Operations					
<b>708BGT</b>	<b>Telecommunications - Budget</b>	<b>\$ -</b>				
7080	IST Telecommunications					
7082	Physical Plant Postage					
7085	Departmental Communications					

Acct	Expense	Year 1	Year 2	Year 3	Year 4	Year 5
<b>710BGT</b>	<b>Other Expenses (Nonconsumable) Budget</b>	\$ -	\$ -	\$ -	\$ -	\$ -
7100	Affiliated Personnel Costs					
7101	Professional Development					
7102	Professional Memberships					
7103	Conferences/Events Hosted by U of M					
7104	Other Services					
7106	Bad Debts					
7107	Advertising and Promotion					
7108	Licenses and Permits					
7109	Software Maintenance					
7110	Staff Benefits					
7111	Other Non-Consumable Expenses					
7114	Internal Financing Expense					
7116	Internal Services Expense					
<b>718BGT</b>	<b>Professional and External Services</b>	\$ -	\$ -	\$ -	\$ -	\$ -
7160	Externally Contracted Services					
7180	Professional Fees					
7185	Investment Management Expenses					
<b>740BGT</b>	<b>Repairs and Maintenance</b>	\$ -	\$ -	\$ -	\$ -	\$ -
7400	Equipment Repairs & Maintenance					
7401	Building Repairs & Maintenance					
7402	Equipment Rental					
7403	Grounds Maintenance					

**University of Manitoba Libraries**  
**Inter-Departmental Correspondence**

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**Date:** August 24, 2020  
**To:** Prof. Jila Ghomeshi, Head, Department of Linguistics  
**From:** Asako Yoshida, the Libraries  
**RE: Proposed Curriculum Change**

Faculty	Arts
Department	Linguistics
Program	Undrgraduate Honours Program

Thank you for informing the Libraries of the change involving the calendar description with no content changes.

It is not expected that this will affect the Libraries' ability to continue to support the curriculum.

## **Courses for proposed Honours in Linguistics**

All courses are 3 credit hours. None of the courses below are specific to the proposed Honours program. Honours students may take any LING courses that satisfy the program requirements.

### **LING 1000 Introduction to Linguistics**

Introduction to the scientific study of human language. Basic principles of sound systems, word structure, sentence structure, and meaning across the languages of the world. May not be held with the former LING 1200.

### **LING 1010 Language in Context**

Language as a communication system embedded in a particular geographical, historical, and social context. Psychological and neurological aspects of language. Acquisition of first and second languages. May not be held with the former LING 1200. Prerequisite: [a grade of "C" or better in LING 1000] or written consent of instructor.

### **LING 1310 Indigenous Languages of Manitoba**

A survey of the linguistic structure, history, and current status of the languages and language families that are indigenous to Manitoba.

### **LING 1360 Languages of Canada**

A survey of languages and linguistic problems encountered in North America, with particular attention to questions of relationship and classification. Examples will be drawn from both indigenous and immigrant languages.

### **LING 1440 Descriptive Grammar of Modern English**

What are the criteria that are used to distinguish "good" from "bad" grammar? What are the rules we need to know in order to speak and write "properly"? In focusing on basic concepts in traditional grammar, this course reviews parts of speech, the English tense system, sentence types (e.g., active vs. passive), question formation and types of embedded clauses. It examines the rules of traditional grammar and explores the linguistic structures that lie behind the rules. This course is not intended for students learning English; it presupposes native or near-native competence in English. Not open to students who are currently enrolled in, or have previously obtained credit in LING 2400 or the former LING 2200.

### **LING 1460 Words**

What is a word? How do the meanings and forms of words change over time? This course provides an introduction to the structure and history of words, with special attention to the origins of English vocabulary.

### **LING 1620 Language and the Media**

The study of how language interacts with media. Investigation of the forms of language found in media discourse; how patterns in such language use contribute to recognizable media genres and styles; social themes and consequences that arise from media language.

### **LING 2100 Phonetics and Phonology**

Fundamentals of the linguistic study of speech sounds. Exercises in phonetic transcription and phonological analysis in a variety of languages. May not be held with the former LING 1380 or the former LING 2420. Prerequisite: [a grade of "C" or better in LING 1000 or the former LING 1200] or written consent of instructor.

**LING 2202 Multilingualism**

Study of various aspects of multilingualism from a sociolinguistic perspective. The course will introduce concepts such as bilingualism, diglossia, pidgins and creoles, code-switching, language maintenance, language loss and language shift, language policy and planning, language revitalization, and linguistic landscape. Prerequisite: [a grade of "C" or better in LING 1010 or the former LING 1200] or written consent of instructor.

**LING 2210 Language and Gender**

An exploration of the multiple relationships between language and gender. How are gender differences manifested and perpetuated through language use? How are these differences acquired, and what do they reflect? How does gender interact with other factors such as class, sexual orientation, and ethnicity in language? May not be held with the former LING 1420.

**LING 2330 Historical Linguistics**

How languages change over time at all levels of linguistic structure. Methods for reconstructing earlier linguistic stages. Language families and linguistic prehistory. May not be held with the former LING 2640. Prerequisite: [a grade of "C" or better in LING 1010 or the former LING 1200] or written consent of instructor.

**LING 2340 Language Endangerment**

A survey of the causes and effects of language shift and language loss, as well as techniques for the documentation and revitalization of endangered languages. Students may not hold credit for both LING 2340 and the former LING 3820 when offered with the topic "Language Endangerment and Language Revitalization." Prerequisite: [a grade of "C" or better in LING 1000 or the former LING 1200] or written consent of instructor.

**LING 2400 Morphology and Syntax**

Fundamentals of the linguistic study of the structure of words and sentences. Exercises in morphological and syntactic analysis in a variety of languages. May not be held with the former LING 2200 or the former LING 2460. Prerequisite: [a grade of "C" or better in LING 1000 or the former LING 1200] or written consent of instructor.

**LING 2500 Semantics and Pragmatics**

This course introduces students to basic theories of semantics and pragmatics, with application to the analysis of linguistic data. Topics covered include sense vs. reference, lexical relations, presupposition and topicality, participant roles, information structure, speech acts, metaphor, and metonymy. Prerequisite: [a grade of "C" or better in LING 1000 or the former LING 1200] or written consent of instructor.

**LING 2600 Verbal Art**

Puns, punchlines, slogans and the chant of the auctioneer are as much instances of verbal art as are rhetorical flourishes and formal literary structures. With spoken language as its major focus, this course draws on a variety of languages, sources and genres to study artistic and playful uses of language.

**LING 2740 Interpretation Theory**

A survey of interpretation theory, including specifics of language use and problems in the transfer of linguistic, cultural, and pragmatic information in interpretation, the interpreter's access to meaning, and the development of theories of interpretation. This course draws heavily on the field of ASL/English interpretation for illustration, but knowledge of ASL is not a requirement.

**LING 2800 Communication Disorders**

A general introduction to the major pathologies of speech, language and hearing as viewed against the background of normal linguistic structures and functions. The distinction between mechanically- and neurologically-based disorders is illustrated in terms of aetiology, diagnosis and approaches to treatment. Prerequisite: [a grade of "C" or better in LING 1000 or the former LING 1200] or written consent of instructor.

**LING 2840 Anatomy of Speech Production**

An intensive survey of the principal organs of speech and hearing, their embryology, and the general features of their evolutionary history. Some consideration will also be given to their pathological impairment. May not be held with the former LING 2830. Prerequisite: [a grade of "C" or better in LING 1000 or the former LING 1200] or written consent of instructor.

**LING 2870 Neuroanatomy of Hearing and Speech**

A survey of the structures of the central and peripheral nervous systems as they relate to the production and perception of speech and the processing of language. Includes a survey of linguistic aphasiology and a review of neurological deficits associated with abnormal language behaviour. May not be held with the former LING 2850. Prerequisite: [a grade of "C" or better in LING 1000 or the former LING 1200] or written consent of instructor.

**LING 3110 Phonological Analysis**

Key concepts in segmental and suprasegmental phonology. Emphasis on the development of skills in analysis and argumentation. Prerequisite: [a grade of "C" or better in LING 2100 or the former LING 2420] or written consent of instructor.

**LING 3130 Acoustic Phonetics**

The physical principles involved in the production, propagation and reception of sound. The subjective characteristics of sounds (loudness, pitch and quality) are related to their objective parameters (intensity, frequency and spectrum). The physical methods and the types of equipment used to analyze the basic physical properties of sounds will be demonstrated. May not be held with the former LING 2880. Prerequisite: [a grade of "C" or better in LING 2100 or the former LING 1380] or written consent of instructor.

**LING 3210 Sociolinguistics**

Study of the relationship between language and its social context. This course explores aspects of linguistic variation within and across speech communities, and considers language variation according to the socio-economic status, ethnicity, age, gender, and geographical distribution of its speakers. It will also cover other topics such as identity and ideology. May not be held with the former LING 2620. Prerequisite: [a grade of "C" or better in both LING 1010 (or the former LING 1200) and LING 2210 (or the former LING 1420)] or written consent of instructor.

**LING 3310 Structure of a Specific Language**

Every language has unique properties that deepen our overall understanding of linguistic structure. In this course, the phonology, morphology, and syntax of a specific language are systematically explored on the basis of field records and descriptions which have become classics. The language of study will vary from year to year. May not be held with the former LING 3200. Prerequisite: [a grade of "C" or better in each of LING 2100 (or the former LING 2420) and LING 2400 (or the former LING 2200)] or written consent of instructor.

**LING 3320 Structure of an Algonquian Language**

Introduction to the linguistic analysis of the languages of the Algonquian family through the in-depth study of the structure of a particular Algonquian language. The language of study will vary from year to year. Students may not hold credit for LING 3320 and any of: NATV 3222 or NATV 3224 or the former NATV 2320 or the former LING 3200 or the former LING 3820 when offered as "Structure of the Cree Language" or "Structure of the Ojibway Language." Prerequisite: [a grade of "C" or better in each of LING 2100 (or the former LING 2420) and LING 2400 (or the former LING 2200)] or written consent of instructor.

**LING 3330 Structure of ASL**

An examination of ASL as a signed, as opposed to spoken, language. Topics include phonetic, phonological, morphological and syntactic structures. May not be held with the former LING 3300. Prerequisite: [a grade of "C" or better in LING 2400 or the former LING 2200] or written consent of instructor.

**LING 3340 ASL in Context**

This course situates the structure and use of ASL in a broader context, drawing on perspectives from fields such as discourse analysis, cognitive linguistics, sociolinguistics, and language acquisition. May not be held with the former LING 3300. Prerequisite: [a grade of "C" or better in LING 1000 or the former LING 1200] or written consent of instructor.

**LING 3350 Language and Gesture**

While it was once thought that gestures were more or less peripheral to language and were used in largely non-principled ways, current studies continue to build evidence that gesture is central to meaning construction. This course looks at current thought and theory regarding the role of gesture from an evolutionary perspective, as semantic and grammatical units, as co-speech elements, and in signed language. Students may not hold credit for both LING 3350 and LING 3840 when titled "Language and Gesture." Prerequisite: [a grade of "C" or better in 9 credit hours of Linguistics courses] or written consent of instructor.

**LING 3410 Syntactic Analysis**

An exploration of problems in the structure of phrases and clauses, including typological variation and connections with morphology and semantics. Emphasis on the development of skills in analysis and argumentation. Prerequisite: [a grade of "C" or better in LING 2400 or the former LING 2200 or the former LING 2460] or written consent of instructor.

**LING 3510 Cognitive Semantics**

This course examines meaning from a cognitive linguistics viewpoint, including embodied meaning and embodied language, the 'viewer' and the thing being viewed, construal and image schemas, mental network and mental spaces theories, subjective and intersubjective meaning, metaphor and metonymy theory, and the role of language usage in building semantic knowledge. Prerequisite: [C+ or better in LING 2500 Semantics and Pragmatics] or written consent of instructor.

**LING 3860 Child Language Development**

The study of first language acquisition from infancy through childhood. Aspects of phonology, morphology, pragmatics and syntax acquisition are discussed, as well as formal theories of acquisition, second language and bilingual acquisition, atypical development and the relationship of language acquisition with literacy. Also offered as PSYC 3860. Students may not hold credit for LING 3860 and any of: PSYC 3860 or the former LING 2860 or the former PSYC 2860. Prerequisite: [a grade of "C" or better in

9 credit hours of Linguistics courses] or [a grade of "C" or better in PSYC 2290 or PSYC 2291] or written consent of department head.

### **LING 3880 Second Language Acquisition**

Theories, methods, and findings concerning the various aspects of learning a second language. Examination of variables that impact second language acquisition and development. May not be held with the former LING 2720. Prerequisite: [a grade of "C" or better in LING 1010 or the former LING 1200] or written consent of instructor.

### **LING 4110 Phonological Theory**

Contemporary approaches to the study of sound systems are introduced through the examination of selected phonological issues drawn from the primary research literature. May not be held with the former LING 3140. Prerequisite: [a grade of "C+" or better in LING 3110 or the former LING 2420] or written consent of instructor.

### **LING 4210 Language Variation and Change**

The field of variationist sociolinguistics is introduced through a survey of the primary research literature and practical experience in methods of data collection and analysis. Prerequisite: [a grade of "C+" or better in LING 3210 or the former LING 2620] or written consent of instructor.

### **LING 4300 Field Methods**

Working with a speaker of an unfamiliar (and, usually, unrecorded) language, students are apprenticed in the collection, analysis, and interpretation of raw data. May not be held with the former LING 3400. Prerequisite: [a grade of "C+" or better in both LING 3110 (or the former LING 2420) and LING 3410 (or the former LING 2200)] or written consent of instructor.

### **LING 4410 Syntactic Theory**

The goals and tenets of contemporary syntactic theory are introduced through the examination of selected syntactic issues drawn from the primary research literature. May not be held with the former LING 3120. Prerequisite: [a grade of "C+" or better in LING 3410 or the former LING 2200] or written consent of instructor.

### **LING 4900 Research Methods in Linguistics**

~~Training in the skills necessary for carrying out numerically oriented research in linguistics, including planning the research, understanding the data using statistical modelling, and reporting the results. Students may not hold credit for both LING 4900 and the former LING 3820 when offered with the topic "Research Methods." Prerequisite: [a grade of "C+" or better in 6 credit hours of Linguistics courses at the 3000 level] or written consent of instructor.~~

### **LING 4920 Topics in Linguistics**

Topics of current interest in linguistics. Prerequisite: written consent of instructor. The course content may vary. Students can earn multiple credits for this course only when the topic subtitle is different.

### **LING 4930 Topics in ASL**

Topics of current interest in ASL linguistics. Prerequisite: written consent of instructor. The course content may vary. Students can earn multiple credits for this course only when the topic subtitle is different.

**LING 4940 Special Studies**

Supervised study on a topic in linguistics. Prerequisite: written consent of instructor. The course content may vary. Students can earn multiple credits for this course only when the topic subtitle is different.

## Linguistics Program charts and descriptions for Academic Calendar

- Note: a separate proposal has been submitted for new Single and Double Honours programs in Linguistics. The proposed Honours programs are included in the program charts below.

Added material

~~Deleted material~~

### 8.20.1 Program Information

...

#### Honours Program

For entry to the Honours program see Section 3: Basic Faculty Regulations for the B.A. General, Advanced and Honours Degree Programs.

#### **Other**

In addition to its core concentration in Linguistic Theory and Analysis and such other areas of study as Applied Linguistics, Verbal Arts, etc., Linguistics also offers:

A pre-professional concentration in Applied Linguistic Science, which will be of special interest to students planning a career in speech/language pathology; contact department general office for information; and

A program in American Sign Language/English Interpretation, offered jointly with Red River College; see below for details. This program is currently undergoing revisions; interested students should contact the department general office for information.

Students intending to Major in Linguistics are strongly encouraged to undertake the in-depth study of a second language.

### 8.20.2 Linguistics

YEAR 1	YEAR 2	YEAR 3	YEAR 4
<b><u>SINGLE HONOURS TOTAL: 54 CREDIT HOURS</u></b>			
<u>LING 1000, LING 1010</u>	<ul style="list-style-type: none"> <li>• <u>LING 2100</u></li> <li>• <u>LING 2400</u></li> <li>• <u>3 credit hours in Linguistics courses numbered at or above the 1000 level</u></li> <li>• <u>12 credit hours in Linguistics courses numbered at or above the 2000 level</u></li> <li>• <u>6 credit hours in ancillary options</u></li> <li>• <u>3 credit hours in free options</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>15 credit hours in Linguistics courses numbered at or above the 3000 level</u></li> <li>• <u>9 credit hours in ancillary options</u></li> <li>• <u>6 credit hours in free options</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>12 credit hours in Linguistics courses numbered at the 4000 level</u></li> <li>• <u>9 credit hours in ancillary options</u></li> <li>• <u>9 credit hours in free options</u></li> </ul>

**DOUBLE HONOURS TOTAL: 42 CREDIT HOURS**

<u>LING 1000, LING 1010</u>	<ul style="list-style-type: none"><li>• <u>LING 2100</u></li><li>• <u>LING 2400</u></li><li>• <u>3 credit hours in Linguistics courses numbered at or above the 1000 level</u></li><li>• <u>6 credit hours in Linguistics courses numbered at or above the 2000 level</u></li></ul>	<ul style="list-style-type: none"><li>• <u>12 credit hours in Linguistics courses numbered at or above the 3000 level</u></li></ul>	<ul style="list-style-type: none"><li>• <u>9 credit hours in Linguistics courses numbered at the 4000 level</u></li></ul>
	<ul style="list-style-type: none"><li>• <u>36 credit hours in another Honours Field</u></li><li>• <u>6 credit hours in ancillary options</u></li><li>• <u>12 credit hours in free options</u></li></ul>		

**NOTES:**

<sup>1</sup> Students are advised to take LING 1380 General Phonetics as early as possible in their program (ideally during their first year, in addition to LING 1200 Introduction to Linguistics) as this course is a prerequisite for many of the advanced courses.

<sup>2</sup> Not all of the core courses listed below will necessarily be offered every year; this includes even those at the 2000 level which are prerequisites for courses at the 3000 level. Students intending to Major in Linguistics are advised to plan their programs well in advance, and to consult the Linguistics department at the beginning of each academic year.

## **Report of the Senate Committee on Curriculum and Course Changes on a proposal for a Bachelor of Arts (Honours) in Linguistics, Faculty of Arts**

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### **Preamble:**

1. The [terms of reference](#) for the Senate Committee on Curriculum and Course Changes (SCCCC) are available on the University Governance website. The SCCC is “to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses.”
2. At its meeting on December 4, 2020, the SCCC considered a proposal from the Faculty of Arts to establish a Bachelor of Arts (Honours) in Linguistics.
3. The Senate Planning and Priorities Committee also considered the proposal at its meeting on November 30, 2020.

### **Observations:**

1. The proposed Bachelor of Arts (Honours) in Linguistics would be a four-year program that would require students to complete 120 credit hours of course work. Students would be able to complete either a B.A. (Single Honours) or B.A. (Double Honours) in Linguistics. Requirements for the Single Honours would include 54 credit hours of Linguistics courses, including at least 12 credit hours at the 4000- level, while the requirements for the Double Honours would include 42 credit hours in Linguistics, with at least 9 credit hours at the 4000- level. There would be no requirement for an Honours thesis. Other course requirements are outlined in section B-5 of the proposal.
2. The purpose of the program would be to provide advanced training in the core areas of linguistics, in order to prepare academically strong students for graduate studies in linguistics, postgraduate studies in speech-language pathology, or for employment in various fields, including high tech, entertainment, and gaming industries, interpretation and translation, and policy development related to bilingualism, heritage languages, and revitalization or maintenance of endangered languages, including Indigenous languages.
3. The program would also prepare graduates with strong writing, analysis, and argumentation skills, and specialized knowledge of linguistics.
4. The introduction of an Honours program would bring the Department’s curricula in line with linguistics programs offered at other institutions. It would also address demand from students, who would benefit by having the Honours credential when subsequently applying for admission to graduate and post-graduate programs.
5. Establishment of the program would not require the introduction of any new courses. The program would make use of existing courses, including several 4000- level courses recently introduced (May 13, December 2, 2020) for use in this program and other programs currently offered by the Department.
6. Projected enrolment in the first year is 10 students. The maximum seat capacity would be 10 - 15 students.

**Recommendation:**

The Senate Committee on Curriculum and Course Changes recommends:

**THAT Senate approve and recommend to the Board of Governors that it approve a proposal to establish a Bachelor of Arts (Honours) in Linguistics, in the Faculty of Arts.**

Respectfully submitted,

Professor Greg Smith, Chair  
Senate Committee on Curriculum and Course Changes

## **Report of the Senate Planning and Priorities Committee on a proposal for a Bachelor of Arts (Honours) in Linguistics, Faculty of Arts**

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### **Preamble:**

1. The [terms of reference](#) of the Senate Planning and Priorities Committee (SPPC), which are found on the University Governance website, charge SPPC with making recommendations to Senate regarding proposed academic programs.
2. At its meeting on November 30, 2020, the SPPC considered a proposal from the Department of Linguistics, Faculty of Arts to establish a Bachelor of Arts (Honours) in Linguistics.

### **Observations:**

1. The proposed Bachelor of Arts (Honours) in Linguistics would be a four-year program that would require students to complete 120 credit hours of course work. The proposed program would be the only B.A. (Honours) degree in Linguistics offered in the province.
2. The purpose of the program would be to provide advanced training in the core areas of linguistics in order to prepare academically strong students for graduate studies in linguistics, postgraduate studies in speech-language pathology, and for employment in various fields.
3. Many graduates of the program would subsequently complete graduate or postgraduate studies in the area of speech-language pathology at institutions outside of the province. The Department anticipates that many of these individuals would return to Manitoba, where there is significant demand for speech-language pathologists.  
  
Graduates might also be employed in emerging areas in high tech, entertainment, and gaming industries; as interpreters and translators; or to develop policy on bilingualism, heritage language instruction, and the revitalization or maintenance of endangered languages, including Indigenous languages.
4. Projected enrolment for the first intake is 10 students. The maximum seat capacity would be 10 - 15 students. It is anticipated that this target would be met by Year 1. As students could apply to enter the program at any point after completing at least 24 credit hours, some continuing students currently pursuing either a B.A. (Single Advanced Major) or B.A. (Double Advanced Major) in Linguistics might elect to transfer to the Honours program in the first year it was offered.
5. No additional resources would be required to offer the program. The Department has sufficient teaching resources to deliver the program, with 7.67 FTE faculty members. At the meeting, the Faculty indicated a new 0.5 FTE faculty cross appointment had been made to the Department and would be in place by the next academic year. The program would not require the introduction of new courses but would make use of existing courses, including several 4000- level courses recently introduced (May 13, December 2, 2020) for use in this program and other programs currently offered by the Department. Together, the Department and the Faculty also have sufficient administrative and advising support.

6. The total cost of delivering the program would be \$700,324, in Year 4. Revenue to support the program would be derived from the following sources (as of Year 4):
  - tuition, which would generate \$66,336, assuming an enrolment of 15 students;
  - existing resources in the Faculty (\$633,988).
7. No additional resources would be required to offer the program, which would be funded using existing Faculty resources and tuition revenue. Revenues identified in observation 6 would be allocated to the items indicated below (figures are for Year 4):
  - salary and benefits for existing academic staff (\$621,595), including 1.25 FTE Professors, 2.75 FTE Associate or Assistant Professors or Senior Instructors, and 0.28 Lecturers, Instructors, or Sessional Instructors;
  - salary and benefits for existing support staff, including 0.1 FTE Professional and Support Staff (\$8,102) and 0.05 Indirect Staff (\$4,051);
  - operating expenses (\$240); and
  - administrative overhead (\$66,336).
8. The University Library indicated that the introduction of the program would not affect its ability to support the Linguistics curriculum.
9. On the basis of the SPPC's criteria for assigning priority to new programs / initiatives,<sup>1</sup> the Committee recommended that a high priority level be assigned to the proposal for a Bachelor of Arts (Honours) in Linguistics. The proposal is consistent with the University's strategic priority for Inspiring Minds and, specifically, the goal to maintain and support an appropriate range of liberal arts, science and professional programs. By providing academically strong students an opportunity to complete an advanced undergraduate degree and training in Linguistics, the program would contribute to an outstanding educational experience for these students.

### **Recommendation:**

The Senate Planning and Priorities Committee recommends:

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

Respectfully submitted,

Professor David Watt, Chair  
Senate Planning and Priorities Committee

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



**AGENDA ITEM:**

Annual Report of the University Discipline Committee (September 1, 2019 to August 31, 2020)

**RECOMMENDED RESOLUTION:**

For information only.

**CONTEXT AND BACKGROUND:**

- The annual report of the University Discipline Committee for the period September 1, 2019 to August 31, 2020 is attached. Part 1 concerns incidents of student academic misconduct and Part 2 describes disciplinary matters involving student non-academic misconduct. The Board of Governors has jurisdiction over the discipline of students.
- The overall numbers of incidents in 2019-2020 (1303) increased over the previous year (891) and involved 4.3 percent of the student body versus 3.0 percent the previous year.
- There were 1137 reported incidents of academic misconduct involving 943 students and 166 reported incidents of non-academic misconduct involving 138 students.
- There were 101 incidents that are pending and are not included in the Report, as outcomes were not yet determined or were not available. Updates on the incidents will be included in the 2020-2021 Annual Report.
- Several Disciplinary Authorities saw an increase in the number of overall incidents of academic misconduct reported, mostly in the category of cheating, although plagiarism and inappropriate collaboration also saw increases. A number of these Disciplinary Authorities suggested this is due to remote delivery/testing methods as the University shifted quickly to remote learning. The University will continue to monitor these numbers in coming years to see if this is a trend. The Academic Integrity Working Group continues to meet and implement initiatives to promote academic integrity and provide students with educational resources.
- A Disciplinary Authority saw an increase in incidents of plagiarism, related to one course. Educational outcomes were assigned.
- There has been a decrease in the number of credit card fraud cases, from 47 incidents in 2017-2018 to zero incidents in the current year. A Disciplinary Authority suggested that this may be due to improved payment authentication processes, external to the University.
- A Disciplinary Authority noted a trend in their unit, beginning in 2016-2017, which involved students submitting academic work (essays) which was not their own, with the suspicion that the students hired someone to produce the academic work (contract cheating). The Disciplinary Authority noted several similarities in the incidents including a marked difference in the quality of writing in the essay when compared to other work in the course as well as unusual metadata attached to the essays in question. It was noted in previous reports that incidents of this nature should be taken seriously and warrant further observation. There were 40 incidents involving four courses in 2016-2017, 19 incidents in 2017-2018, 13 incidents in 2018-2019, and 5 incidents reported in 2019-2020.
- The report is shared broadly in order to provide information to assist disciplinary authorities in making decisions on disciplinary matters.

**CONSULTATION:**

Senate received the Annual Report, for information, at its meeting on February 3, 2021.





**University  
of Manitoba** | Office of the President

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December 8, 2020

**To: Mr. Jeff Leclerc  
University Secretary**

**From: Dr. Michael Benarroch  
President and Vice-Chancellor**

A handwritten signature in black ink, appearing to read "M. Benarroch".

**SUBJECT: Annual Report of the University Discipline Committee**

---

Attached is a copy of the Report of the University Discipline Committee for the period September 1, 2019 to August 31, 2020, which was submitted by Dr. Brenda Hann, Chair, University Discipline Committee.

I would appreciate your providing a copy of this report to members of the Board of Governors and Senate for information. You will note that Dr. Hann has offered to attend Senate to answer any questions. I would ask you to extend an invitation to Dr. Hann to attend the meeting at which the Report will be considered.

/hc



Office of the University Secretary  
312 Administration Building  
Winnipeg, Manitoba  
Canada R3T 2N2  
Phone: 204-474-9593  
Fax: 204-474-7511

December 1, 2020

Dr. Michael Benarroch  
President and Vice-Chancellor  
University of Manitoba  
Room 202, Administration Building

Dear Dr. Benarroch:

In accordance with the Student Discipline By-Law, I hereby submit the Annual Report of the University Discipline Committee (UDC) for the period September 1, 2019 to August 31, 2020.

The attached Report on University Discipline cases summarizes all offenses and dispositions reported to me by all disciplinary authorities. I wish to thank all those offices who responded quickly to my request for submissions.

The UDC has continued to produce its report in chart format, and we have maintained the two major divisions, the first dealing with varying forms of "Academic Misconduct" and the second addressing disciplinary matters which involve "Non-Academic Misconduct". Within each of the two major categories, like disciplinary matters have been grouped together for easier reference. Further, we have provided two graphs which offer a visual overview of disciplinary matters, graph 1 and graph 2, which include incidents from September 1, 2016 to August 31, 2020\*.

I would make the following observations concerning the report's contents:

- 1) The overall number of incidents increased this year in relation to last year, with the percentage increasing to 4.3% of the student body, from 3.0% last year. There were 1303 incidents reported this year, an increase from 891 in 2018-2019.
- 2) There were 1137 incidents of Academic Misconduct reported, involving 943 students.
- 3) There were 101 incidents which are pending and not included in the current report, as outcomes were not yet determined or were not available. Updates on these incidents will be included in the 2020-2021 report.
- 4) Details for some incidents were not available. Missing information will be included in the 2020-2021 report.

\*Graphs prior to September 1, 2016 are available in the February 5, 2020 Senate agenda.

- 5) There were 166 incidents of Non-Academic Misconduct reported, involving 138 students.

Disciplinary Authorities were contacted for more information where a significant change was observed, or an item of University wide interest was observed, as noted below.

- Several Disciplinary Authorities saw an increase in the number of overall number of incidents of academic misconduct reported, mostly in the category of cheating, although plagiarism and inappropriate collaboration also saw increases. A number of these Disciplinary Authorities suggested that this is due to remote delivery/testing methods.
- A Disciplinary Authority saw an increase in incidents of plagiarism, related to one course. Educational outcomes were assigned.
- There has been a decrease in the number of credit card fraud cases, from 47 incidents in 2017-2018 to zero incidents in the current year. A Disciplinary Authority suggested that this may be due to improved payment authentication processes, external to the University.
- A Disciplinary Authority noted a trend in their unit, beginning in 2016-2017, which involved students submitting academic work (essays) which was not their own, with the suspicion that the students hired someone to produce the academic work (contract cheating). The Disciplinary Authority noted several similarities in the incidents including a marked difference in the quality of writing in the essay when compared to other work in the course as well as unusual metadata attached to the essays in question. It was noted in previous reports that incidents of this nature should be taken seriously and warrant further observation. There were 40 incidents involving four courses in 2016-2017, 19 incidents in 2017-2018, 13 incidents in 2018-2019, and 5 incidents reported in 2019-2020.

#### **Total Number of Recorded Discipline Incidents in Relation to Total Number of Students**

<b>Year</b>	<b>Total # of incidents reported</b>	<b>Total # of students at the University of Manitoba</b>	<b>Percentage</b>
<b>2015-2016</b>	779	29,929	2.6%
<b>2016-2017</b>	681	29,987	2.3%
<b>2017-2018</b>	741	29,498	2.5%
<b>2018-2019</b>	891	29,620	3.0%
<b>2019-2020</b>	1303	30,290	4.3%
<b>Average</b>	879	29,865	2.9%

I would respectfully request that this letter and the accompanying Annual Report be circulated to

those individuals who have occasion to be concerned with disciplinary matters. The sharing of the information concerned in the report will enable continued improvement on consistency in disciplinary matters.

It has been your practice to provide a copy of the Report of the University Discipline Committee to members of Senate and the Board of Governors for their information. Should you choose to continue this practice, I would be prepared to attend the Senate meeting at the time this Report is presented and to speak to it, if called upon to do so.

Yours sincerely,

*Brenda Hann*

Dr. Brenda Hann, Chair  
University Discipline Committee



**AGENDA ITEM:**

Undergraduate Admission Targets, Fall 2021

**RECOMMENDED RESOLUTION:**

For information.

**CONTEXT AND BACKGROUND:**

- Section 2.4 of the *Admission Targets* policy specifies that the President has the authority to approve changes to, or the introduction of, Admission Targets following consultation and discussion with the applicable Unit's dean or director, with Senate and with the Board of Governors, subject to the provisions of the provincial Programs of Study Regulation.
- At its meeting on February 3, 2021, Senate received, for information, undergraduate admission targets for 2021 - 2022.
- Changes from the previous year, include, an increase to the target for the Bachelor of Commerce (Honours) degree, from 420 to 585 students. Senate (March 18, 2020) and the Board of Governors (March 24, 2020) were previously consulted about the increase, which was approved by the President on May 25, 2020.
- Also, the target for the Bachelor of Nursing degree is increasing from 240 to 280 students. Senate (December 2, 2020) and the Board of Governors (January 26, 2021) were previously consulted about the increase. The President has approved the increase (March 1, 2021). The decision will be reported to Senate when it meets in April 2021.

**RESOURCE REQUIREMENTS:**

N/A

**CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:**

The establishment and regular review of enrolment targets for programs in each faculty, college, and school will facilitate strategic enrolment management planning at the University.

**IMPLICATIONS:**

N/A

**ALTERNATIVES:**

N/A

**CONSULTATION:**

The proposed admission targets were provided to Senate Executive (January 20, 2021) and Senate (February 3, 2021), for information.





**University  
of Manitoba**

Office of Provost and Vice-President (Academic)

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Telephone (204) 480-1408  
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### MEMORANDUM

TO: Jeff Leclerc, University Secretary

FROM: Laurie Schnarr, Vice-Provost (Students)

DATE: December 17, 2020

**Re: Undergraduate Admission Targets – Fall 2021**

Attached please find the proposed undergraduate admission targets effective for the fall of 2021.

I would like to highlight two changes that have been made to the admission targets from last year:

1. The target for the Bachelor of Commerce (Honours) degree program is increasing from 420 to 585.
2. The target for the Bachelor of Nursing degree program is increasing from 240 to 280. This proposed increase is in the final stages of approval.

Please forward this document to the members of Senate and the Board of Governors for their information.

cc: Todd Mondor, Deputy Provost  
Jeff Adams, University Registrar and Executive Director, Enrolment Services

Summary of Undergraduate Admission Targets

December 2-2020

Program	Effective for fall 2020 intake	Effective for fall 2021 intake
<b>Faculty of Agricultural &amp; Food Sciences</b>		
Agricultural & Food Science (Degree)*	165	165
Human Nutritional Sciences (Degree)	90	90
Agriculture (Diploma)*	85	85
Internationally Educated Agrologists	15	15
<b>Faculty of Architecture</b>		
Environmental Design	100	100
<b>Faculty of Arts*</b>		
Arts (Degree)	open	open
Arts (Degree) - Integrated Studies	open	open
<b>Asper School of Business*</b>		
Management (Degree)	420	584
<b>Faculty of Education</b>		
Education After Degree (Early)	70	70
Education After Degree (Middle)	70	70
Education After Degree (Senior)	140	140
<b>Faculty of Engineering</b>		
Engineering*	364	364
Engineering - Internationally Educated Engineers	25	25
<b>CHR Environment, Earth &amp; Resources*</b>		
Environment, Earth & Resources (Degree)	135	135
<b>School of Art</b>		
School of Art: Diploma*	15	15
School of Art: Degree*	100	100
School of Art: Art History	15	15
<b>Faculty of Health Sciences</b>		
Health Studies (Degree)	40	40
Health Sciences (Degree)	40	40
<b>College of Dentistry</b>		
Dentistry (Degree)	29	29
Dentistry - International Dentist Degree	6	6
<b>School of Dental Hygiene</b>		
Dental Hygiene*	26	26
Dental Hygiene - Degree Completion	3	3
<b>College of Rehabilitation Sciences</b>		
Respiratory Therapy (Degree)	16	16
<b>College of Medicine</b>		
Medicine	110	110
Family Social Sciences	80	80
<b>College of Nursing</b>		
Nursing (Degree)	240	280 - See note 1
<b>College of Pharmacy</b>		
Pharmacy (Degree)	55	55
<b>Faculty of Kinesiology &amp; Rec Management</b>		
B Kin (AT)	24	24
B Kin*	100	100
B P E*	35	35
B RM & CD*	40	40
<b>Faculty of Law</b>		
Law (Degree)	106	106
<b>Marcel Desautels Faculty of Music</b>		
Music*	60	60
Music - Jazz Studies*	15	15
<b>Faculty of Science*</b>		
Science (Degree)	Target under consideration - See note 2	Target under consideration - See note 2
<b>Faculty of Social Work</b>		
Social Work (on campus)	75	75
Social Work - Distance Delivery	100	100
Social Work - Inner City	60	60
Social Work - Northern External	10	10
Social Work - Northern Program	35	35

Programs with an asterisk have a direct entry option

Notes:

1. The target change for Nursing is in the final approval stages.
2. Science does have a cap of between 1200 & 1500; however, this is an older figure and discussions are required prior to finalizing the target.



**AGENDA ITEM: Amendments to the Governance Documents for the University of Manitoba GFT Pension Plan (1986)**

Amendments to the Governance Document for the University of Manitoba GFT Pension Plan (1986).

**RECOMMENDED RESOLUTION:**

**THAT the Board of Governors approve the amendments to the University of Manitoba GFT Pension Plan (1986) (1986 Plan) Governance Document.**

**CONTEXT AND BACKGROUND:**

In accordance with the Governance Document, a review is done at least once every three years. The Board of Governors approved the current Governance Document on June 27, 2017. The last Governance Document review was done at the same time as that of the Governance Document for the 1993 Plan. The 1993 Plan Pension Committee received drafting recommendations from Legal for amendments to its Governance Document. The Board of Governors approved amendments to the 1993 Plan Governance Document on December 1, 2020.

The 1986 Plan Pension Committee recommended for approval at its February 2, 2021 meeting an amended Governance Document to the Board of Governors. The recommendation for approval is based on the drafting recommendations from Legal, only with regard to provisions applicable to the 1986 Plan. These include provisions for signing authority and election provisions for the active voting representative as described below.

Signing Authority

11.1 (a) The Chair shall execute all documents on behalf of the Committee. In the absence of the Chair, the Vice-Chair may execute documents on behalf of the Committee. In the absence of both the Chair and the Vice-Chair, the Secretary may execute documents on behalf of the Committee.

11.1(b) In the absence of the Chair and the Vice-Chair, the Secretary may execute documents on behalf of the Committee.

11.1(c) (iv) In the absence of the Chair and Vice-Chair, the Secretary may execute documents on behalf of the Committee.

17.1 All agreements, contracts, and other documents requiring approval from the Pension Committee must be executed by the Chair. In the absence of the Chair, the Vice-Chair may execute documents on behalf of the Committee. In the absence of both the Chair and the Vice-Chair, the Secretary may execute documents on behalf of the Committee.

### Pension Election Provisions

7.4 In the event that no person is nominated pursuant to Article 7.2(b), or elected by the active members within a reasonable time, the Board shall appoint one active member to the Committee as a voting member for a three-year term until the next election is held.

8.1 The term of a person elected or appointed as a Committee Member pursuant to Article 7 shall be three years. A person elected or appointed pursuant to Article 7.4 as a Committee Member is eligible for re-election, subject to a maximum of three consecutive three-year terms.

### **RESOURCE REQUIREMENTS:**

No additional resources are required to implement this change.

### **CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:**

Fulfilling or surpassing the governance requirements as found in the Pension Benefits Act and its regulations supports the University in the offering of a competitive and sustainable pension plan (University of Manitoba GFT Pension Plan (1986)) to employees is essential to meet the recruitment and retention objectives for the University.

### **IMPLICATIONS:**

These proposed changes are in line with good governance practice and the Pension Benefits Act Regulation.

Articles 10 and 18 on "Amendments" state that the Governance Document shall be reviewed at least once every three years.

### **ALTERNATIVES:**

N/A

### **CONSULTATION:**

Requesting approval of the 1986 Plan amended Governance Document.

**ROUTING TO THE BOARD OF GOVERNORS:**

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Title</u>	<u>Date</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		Associate Vice-President (HR)	Feb 5/2021
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		Acting VP (Administration)	Feb. 19/21
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		President & Vice-Chancellor	Feb. 23, 2021
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	FAHR		03/09/21
<input type="checkbox"/>	<input type="checkbox"/>			

**SUBMISSION PREPARED BY:** Bernard Gold

**ATTACHMENTS:**

Proposed Governance Document Amendments  
 FINAL Governance Document Revisions January 2021 (clean)

**The University of Manitoba Pension Plan (1986)  
Proposed Governance Document Amendments**

Article	Previous Version Showing Changes	New
7.4	7.4 <del>In the event that no person is elected by the active members within a reasonable time, the Board shall appoint at least one active member to the Committee as a voting member until an election is held.</del>	7.4 In the event that no person is nominated pursuant to Article 7.2(b), or elected by the active members within a reasonable time, the Board shall appoint at least one active member to the Committee as a voting member for a three-year term until the next election is held.
8.1	8.1 <del>The term of a person elected as a Committee Member shall be three years. A person elected as a Committee Member is eligible for re-election, subject to a maximum of three consecutive three-year terms.</del>	8.1 The term of a person elected or appointed as a Committee Member pursuant to Article 7 shall be three years. A person elected or appointed pursuant to Article 7.4 as a Committee Member is eligible for re-election, subject to a maximum of three consecutive three-year terms.

<p>11.1 (a)</p>	<p>11.1 The Committee shall have the following Officers: Chairperson, Vice-Chairperson, and Secretary. The Committee, by majority vote, shall every two years, or as often as may be required, elect Committee Members to act as Chairperson, Vice-Chairperson and Secretary:</p> <p>(a) CHAIRPERSON: The Chairperson (Chair) shall be elected for a term of two years. The Chair will preside at all Committee meetings. The Chair shall have general supervision over the affairs and administration of the Committee. The Chair shall be responsible for the authoritative statements of Committee policy in all matters coming to his attention. He shall be responsible for all public relations matters concerning the Committee and shall represent the Committee at all official functions and have the authority to designate the Vice-Chairperson to act in his behalf should the Chair be unable to present himself.</p> <p><del>The Chair or the Vice-Chair along with the Secretary shall execute all documents on behalf of the Committee.</del></p>	<p>11.1 The Committee shall have the following Officers: Chairperson, Vice-Chairperson, and Secretary. The Committee, by majority vote, shall every two years, or as often as may be required, elect Committee Members to act as Chairperson, Vice-Chairperson and Secretary:</p> <p>(a) CHAIRPERSON: The Chairperson (Chair) shall be elected for a term of two years. The Chair will preside at all Committee meetings. The Chair shall have general supervision over the affairs and administration of the Committee. The Chair shall be responsible for the authoritative statements of Committee policy in all matters coming to his attention. He shall be responsible for all public relations matters concerning the Committee and shall represent the Committee at all official functions and have the authority to designate the Vice-Chairperson to act in his behalf should the Chair be unable to present himself.</p> <p>The Chair shall execute all documents on behalf of the Committee. In the absence of the Chair, the Vice-Chair may execute documents on behalf of the Committee. In the absence of both the Chair and the Vice-Chair, the Secretary may execute documents on behalf of the Committee.</p>
<p>11.1 (b)</p>	<p>(b) VICE-CHAIRPERSON: The Vice-Chairperson (“Vice-Chair”) shall be elected for a term of two years.</p> <p>The Vice-Chair will carry out any duties requested of him by the Chair. The Vice-Chair will assume the duties of the Chair on his resignation, death, or disability until the next Chair is named.</p>	<p>(b) VICE-CHAIRPERSON: The Vice-Chairperson (“Vice-Chair”) shall be elected for a term of two years.</p> <p>The Vice-Chair will carry out any duties requested of him by the Chair. The Vice-Chair will assume the duties of the Chair on his resignation, death, or disability until the next Chair is named.</p> <p>In the absence of the Chair and the Vice-Chair, the Secretary may execute documents on behalf of the Committee.</p>

	<p><del>In the absence of the Chair, the Vice-Chair along with the Secretary may execute documents on behalf of the Committee.</del></p>	
<p>11.1 (c)</p>	<p>(c) SECRETARY: The Secretary shall be elected for a term of two years.</p> <p>It shall be a duty of the Secretary to create and maintain, in a readily accessible format, the records of the Committee, including, but not limited to: minutes of Committee meetings; Committee correspondence; Plan membership lists; copies of Committee reports, statements and other publications; information booklets; copies of the Plan, Plan Documents and supporting documents; copies of applicable pension legislation; current contact information of Committee Members; and all key decisions made by the Committee.</p> <p>Without limiting the generality of the foregoing:</p> <p>(i) It shall be a duty of the Secretary to cause minutes of each Committee meeting to be recorded and copies of those minutes to be circulated to each Committee Member, either in paper or electronic form, within fourteen days of the meeting taking place. The Secretary shall ensure that copies of all minutes are retained in a format capable of production.</p> <p>(ii) The Secretary shall prepare correspondence relating to the</p>	<p>(c) SECRETARY: The Secretary shall be elected for a term of two years.</p> <p>It shall be a duty of the Secretary to create and maintain, in a readily accessible format, the records of the Committee, including, but not limited to: minutes of Committee meetings; Committee correspondence; Plan membership lists; copies of Committee reports, statements and other publications; information booklets; copies of the Plan, Plan Documents and supporting documents; copies of applicable pension legislation; current contact information of Committee Members; and all key decisions made by the Committee.</p> <p>Without limiting the generality of the foregoing:</p> <p>(i) It shall be a duty of the Secretary to cause minutes of each Committee meeting to be recorded and copies of those minutes to be circulated to each Committee Member, either in paper or electronic form, within fourteen days of the meeting taking place. The Secretary shall ensure that copies of all minutes are retained in a format capable of production.</p> <p>(ii) The Secretary shall prepare correspondence relating to the Committee and shall issue notices of all meetings in accordance with Article 11 herein.</p> <p>(iii) The Secretary will be responsible for keeping a current record of Plan Members, and shall provide</p>

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17.1	<p><del>17.1 All agreements, contracts and other documents requiring approval from the Pension Committee must be executed by the Chair, or in their absence, both the Vice-Chair and Secretary.</del></p>	<p>17.1 All agreements, contracts, and other documents requiring approval from the Pension Committee must be executed by the Chair. In the absence of the Chair, the Vice-Chair may execute documents on behalf of the Committee. In the absence of both the Chair and the Vice-Chair, the Secretary may execute documents on behalf of the Committee.</p>

**The University of Manitoba GFT Pension Plan (1986) Governance Document**

Part 1: Governance Provisions (approved by the University of Manitoba as the Plan Sponsor)

Part 2: Pension Committee Rules and Procedures (approved by the Pension Committee as Administrator)

Effective <INSERT DATE HERE>

THIS IS A CERTIFIED COPY OF THE UNIVERSITY OF MANITOBA GFT PENSION PLAN  
(1986) GOVERNANCE DOCUMENT

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[Name and signature of  
Chair of Pension Committee]

## Preamble

The University of Manitoba GFT Pension Plan (1986) is a Plan, established by the University of Manitoba, in compliance with *The Pension Benefits Act*, C.C.S.M., c. P32 and its associated regulations.

The provisions of the plan are provided for in the Plan Document, as approved and amended from time to time by the Board of Governors of the University. This document, in two parts, is established to govern and assist the Committee in discharging its legal obligations and duties as Administrator with respect to the 1986 Plan.

The first part of this Governance Document is Part 1: Governance Provisions (approved by the University of Manitoba as the Plan Sponsor, as provided for in section 3.12 of the Pension Benefits Regulation.

The second part of this Governance Document is Part 2: Pension Committee Rules and Procedures, approved by the Pension Committee as Administrator as provided for in section 3.17 of the Pension Benefits Regulation.

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**PART 1 – Governance Provisions (approved by the University of Manitoba as the Plan Sponsor)**

**ARTICLE 1 - Application and purpose**

1.1 This Governance Document applies to the University of Manitoba GFT Pension Plan (1986). The Plan was established for employees of The University of Manitoba (the “University”), effective January 1, 1986 (the “Plan”), through its adoption by the Board of Governors (the “Board”) of the University. The primary purpose of the Plan is to provide benefits from the Pension Fund to Members upon retirement, death and/or termination. The Plan is registered under *The Pension Benefits Act* (Manitoba) (the “PBA” or the “Act”) and under the *Income Tax Act* (Canada) (the “ITA”).

1.2 This Governance Document is supplementary to the Plan and supporting documents, as defined in the Pension Benefits Regulation, Man. Reg. 39/2010 (the “Regulation”).

1.3 This Governance Document is intended to summarize and explain the roles and responsibilities of the Pension Committee (or “Committee”), in its capacity both as the Pension Committee and Administrator for the Plan, but does not in any way supersede, vary or otherwise alter the Plan Documents or any applicable legislation. In the event of any conflict between this Governance Document and the Plan Documents, the Plan Documents shall prevail (unless they provide otherwise). In the event of any conflict between this Governance Document, the Plan Documents, or any other supplementary documents and the provisions of the Act, the provisions of the Act shall prevail.

1.4 For the purposes of words or phrases not defined in this Governance Document, such terms shall have the meanings ascribed to them in the Plan Documents and the Act.

1.5 In this Governance Document, words importing the singular include the plural and vice versa, and words importing gender include all genders. Reference to an Article means an Article in this Governance Document unless otherwise stated. The headings of this Governance Document are for convenience or reference only and are not to be construed as part of the Governance Document.

## **ARTICLE 2 - Role of Committee**

2.1 The Committee shall, with respect to the Plan, act as both Pension Committee and as “Administrator”, as those entities are described in the Act and regulations. The Committee has the rights, powers, and obligations necessary for the Committee to administer the Plan in accordance with the Act and regulations.

2.2 The overall purposes of the Committee include:

- (a) monitoring the operation of the Plan;
- (b) taking responsibility for the Plan’s administration;
- (c) ensuring that the Plan is in compliance with all applicable legislation; and
- (d) acting in an advisory capacity to the Board, making recommendations as required.

## **ARTICLE 3 - Duties and responsibilities**

3.1 The Committee’s duties and responsibilities in relation to the Plan, shall include, but are not restricted to, the following:

### Service providers

- (a) Evaluate and recommend for selection Trustees, Investment Managers, Actuaries and Fund Holders
- (b) Evaluate and select auditors, consultants, administrative service providers, performance measurement providers and any external sources as may be required for the proper management and operation of the Plan;
- (c) Negotiate contracts with and delegate duties to the parties specified in (a) and (b) above (“Service Providers”), where appropriate and as required (“Service Agreements”);
- (d) Establish measures and/or other clear standards against which performance of Service Providers and the Administrative Service Provider under the Pension Plan Administrative Services Agreement (the “Administrative Service Provider”) is to be evaluated, and monitor performance against such measures on a regular and ongoing basis, seeking independent professional advice if necessary for proper evaluation;

- (e) Establish procedures for following-up with Service Providers, and the Administrative Service Provider and for taking action to correct inadequate performance, if applicable;
- (f) Ensure those parties specified in (a) and (b) above, contracted by the Committee, are compensated with payments from the Pension Fund only in an amount that represents the usual and reasonable fees and expenses for the services actually provided in respect of the Plan;

#### Investment, Pension Fund

- (g) Maintain the Statement of Investment Policies and Procedures (the “SIP”), review and confirm or update the SIP at least once each year, and provide copies of it to those persons so entitled by law;
- (h) Establish policies regarding investment philosophies, guidelines and objectives;
- (i) Where appropriate, have an Actuary review any proposed submission to the Board;
- (j) Monitor maintenance and investment of Plan assets, ensuring that they are invested in accordance with applicable pension legislation;
- (k) Maintain a record of all investments held in the Pension Fund;
- (l) Invest the assets of the Plan Fund and for that purpose, select one or more Investment Managers;
- (m) Provide information to the Investment Manager as required or requested;

#### Review, reporting

- (n) Report to the Board annually and at such other times as the Board may require;
- (o) Evaluate and make improvements with respect to the administration of the Plan, including recommendations regarding administrative service changes;
- (p) Establish a method for self-assessment, to be carried out on a regular and continuing basis, seeking independent professional advice if appropriate;

- (q) Review, evaluate and make recommendations to the Board regarding amendments to the Plan, Plan Documents, and any other matters required under applicable pension legislation and regulations;
- (r) Review financial and administrative aspects of the Plan at least once every year;
- (s) Prepare statistics and other information (financial and administrative) in the form of an Annual Report to the Board on the performance of the Pension Fund, which Annual Report shall include the audited financial statements of the Pension Fund;
- (t) Prepare an in-depth review of the Pension Fund as required or as requested by the Board;

Committee governance

- (u) Prepare agenda and materials for meetings of the Committee;
- (v) Interpret the Plan and resolve disputes over its interpretation and application;
- (w) Ensure that there are processes in place for the Committee to have timely access to information regarding the Plan which is complete, current and accurate, and which is required to enable it to perform its responsibilities effectively;
- (x) Ensure that a Code of Conduct for Committee Members, Service Providers, the Administrative Service Provider and any other agents of the Committee is established and brought to the attention of those parties;
- (y) Develop and implement necessary and appropriate risk management practices, which may include the development of policies to deal with:
  - (i) documentation and record keeping;
  - (ii) costing;
  - (iii) funding and fund investment;
  - (iv) expense control and fees;
  - (v) collections;

- (vi) benefits administration;
- (vii) outsourcing;
- (viii) compliance;
- (ix) complaints;
- (x) conflicts of interest (see Article 4 below); and
- (xi) communication;
- (z) Ensure that Committee Members have, or receive, appropriate training and/or education to fulfill their responsibilities with respect to the administration of the Plan;

#### Plan Members

- (aa) Ensure preparation and distribution of communication packages to Plan Members, including those required by law or by the provisions of the Plan;
- (bb) Maintain a current list of Plan Members;
- (cc) Respond to Member inquiries that cannot be addressed by the Plan's Administrative Service Provider and/or Service Providers;
- (dd) Respond to requests from Plan Members for the provision of Plan-related documentation;
- (ee) Monitor Plan Members' settlement options;
- (ff) Promote awareness and understanding of the Plan among Members and potential members;
- (gg) Permit Members (or agents of Members, so designated and authorized in writing) to inspect and make extracts from the Plan or any Plan Documents;
- (hh) Establish and review overall strategies for communications with Plan Members;
- (ii) Ensure that Member contributions are made as required by the Plan, and that benefits are paid accurately and on a timely basis;

### Legislative requirements

- (jj) Prepare appropriate government filings relating to the information return and other filings under the PBA and any Plan amendments,
- (kk) Administer the Plan in compliance with applicable pension legislation, including, but not limited to, the PBA and associated regulations, the ITA, *The Family Property Act*, C.C.S.M. c. F25 (the “FPA”), *The Garnishment Act*, C.C.S.M. c. G20 (the “Garnishment Act”) and associated Regulations, and Canada Revenue Agency, and, without limiting the generality of the foregoing:
  - (i) Ensure that the Plan is administered in compliance with the locking in provisions of the applicable pension legislation;
  - (ii) Ensure that transfers and withdrawals are done in compliance with the Regulation;
  - (iii) Ensure that the pension and pension benefit credits are divided in accordance with the PBA and its regulation as well as other applicable law after a relationship breakdown;
  - (iv) Ensure that, if the Plan is terminated, it is wound up in accordance with the PBA and its regulation;
  - (v) Ensure that the Pension Fund is held in accordance with section 3.19 of the Regulation;
  - (vi) Ensure that Plan Members (or other designated individuals) receive the necessary statements, to which they are entitled by law on an annual basis and upon termination of active membership status, retirement, or death;
  - (vii) Ensure the protection of money in or payable under the Plan from execution, seizure, attachment, assignment or charge, except as permitted by law;

## **ARTICLE 4 - Fiduciary duties and responsibilities, degree of care**

4.1 Committee Members owe a duty of care to Members of the Plan. In their fiduciary capacity, Committee Members shall comply with all requirements of applicable pension laws, including the PBA, Regulation and the ITA.

4.2 Committee Members shall act honestly and in good faith in carrying out their duties and responsibilities with respect to the Plan, and shall exercise the degree of care, diligence and skill in the administration of the Plan and in the administration and investment of the Pension Fund that a person of ordinary prudence would exercise in dealing with the property of another person. Notwithstanding the foregoing, the Committee shall use in the administration of the Plan and the administration and investment of the Pension Fund all relevant knowledge and skill that the Committee possesses or by reason of its profession/business or calling ought to possess.

4.3 Each member of the Committee has a duty of care to:

- (a) act exclusively for the benefit of the Plan and the Pension Fund and its beneficiaries, and never in the Committee Member's own interest or in the interest of a third party, and to not knowingly permit his interest to conflict with his duties and powers in respect of the Plan and the Pension Fund;
- (b) actively carry out those duties and responsibilities assigned to the Committee and perform them with complete integrity, and
- (c) act impartially between beneficiaries and/or classes of beneficiaries under the Plan.

4.4 Members of the Committee shall not be in a position of conflict simply due to the fact that the Committee Member has a personal interest in the Plan.

4.5 Every member of the Committee shall immediately notify all other Committee Members in writing of any interest the member has in any enterprise that may cause the Committee Member's personal interest to conflict with the duties of that Member's office, and of any rights, other than those arising from the Plan, that the Committee Member may have in, or may invoke against, the Pension Fund, and in such case, the notification shall specify the nature and value of such rights.

4.6 When so required, every Committee Member shall interpret and apply the Plan reasonably, in a fashion consistent with the University's intentions in establishing the Plan, and in such a manner that legitimate competing interests are balanced fairly and equitably.

4.7 Committee Members shall exercise their discretion and powers in a manner that is honest, candid, prudent, careful, attentive, impartial, reasonable, and in good faith, and shall take only and all relevant facts into account before making a decision with respect to the administration of the Plan.

4.8 Committee Members have a duty of confidentiality to beneficiaries with respect to information regarding those beneficiaries' interests with respect to the Plan and other personal information. The Committee shall ensure that appropriate safeguards are in place to protect information regarding beneficiaries. If the Committee expects that personal or other confidential information about a beneficiary will be provided to a Service Provider or another agent in the course of the Plan's effective operation and administration, the Committee shall ensure that beneficiaries are aware that such information may be so disclosed. The Committee's obligation shall extend to an obligation to ensure that Service Providers and agents also take appropriate measures to safeguard beneficiary information. In addition to the Committee's fiduciary duty of confidence, the Committee should also ensure that beneficiary information is dealt with in accordance with the provisions of the *Freedom of Information and Protection of Privacy Act*, C.C.S.M. c. F175 and any other applicable privacy legislation.

4.9 The Committee has a duty to disclose material information sufficient for a beneficiary of the Plan to make a fully informed decision, and a responsibility to ensure that such information is truthful and accurate at the time disclosure is made.

4.10 If it comes to light that a previous decision of the Committee regarding the administration of the Plan may have been incorrect, Committee Members have a responsibility to revisit and, if necessary, reverse or change that earlier decision.

4.11 The Committee may, where it is reasonable and prudent in the circumstances to do so, employ or appoint one or more agents to carry out any act required to be done in the satisfaction of the Committee's duties as Administrator. The Committee shall personally select such agents, and must be satisfied of the agent's suitability to perform the task for which the agent is employed or appointed. The Committee shall supervise the agent in such a manner as is reasonable and prudent. An agent of the Committee is not entitled to payment from the Pension Fund other than the usual and reasonable fees and expenses for the services provided by the agent in respect of the Plan. An agent shall be held to the same standard of care and conduct required of the Committee, as set out herein.

4.12 The Committee has an obligation to mitigate any loss to the Pension Fund caused by the wrongdoing of those entities whose services are engaged by the Committee for the proper management and operation of the Plan. In some circumstances, this may require the Committee to commence legal action against a Service Provider on behalf of Plan Members.

4.13 Where the Committee is in doubt regarding its obligations under the Plan or applicable legislation, the Committee may seek judicial direction, the direction of a third-party adjudicator or the advice of other professionals.

4.14 Committee Members are not entitled to any benefit from the Plan other than Pension Benefits, ancillary benefits, a refund of contributions, and fees and expenses related to the administration of the Plan and permitted by law or provided for in the Plan.

#### **ARTICLE 5 - Day to day administration excluded**

5.1 While the Committee will oversee and assume ultimate responsibility for the Plan, the Committee's duties and responsibilities shall not extend to the day-to-day administration of the Plan, which duties and responsibilities shall be the responsibility of the Administrative Service Provider, as more specifically set out in the Pension Plan Administrative Services Agreement between the Committee and the University as Administrative Service Provider.

#### **ARTICLE 6 - Committee Membership**

6.1 The Committee shall be comprised of the following persons:

- (a) One voting member elected or appointed in accordance with Article 7 to represent all active Plan members ("Voting Representative");
- (b) The Board shall appoint:
  - (i) a number of individuals equal to the total number of individuals elected or appointed as Voting Representatives;
  - (ii) at least one additional individual, to be chosen at the Board's discretion; and
  - (iii) those three individuals holding the offices of:
    - A. Vice-President (Administration);
    - B. Associate Vice-President of Human Resources; and
    - C. Comptroller;

all of whom shall be voting members of the Committee;

- (c) The Committee may also include:
  - (i) one non-voting member, elected by and representing active Plan members (“Non-Voting Representative”).

## **ARTICLE 7 - Elections and Appointments of Representatives**

7.1 Unless otherwise required by law or provided for in this Governance Document, the filling of any vacant Representative position, whether Voting or Non-Voting, shall be done by election, pursuant to 7.2.

7.2 The election of any Representative, voting or non-voting, as identified at 6.1(a) and 6.1(c)(i), shall be as follows:

- (a) The election shall be conducted by the casting of ballots at a specified location or locations. On or before May 31, 2011, and every three (3) years thereafter, University shall provide written notice to all active members of the nomination and election process for the Representatives of the Committee.
- (b) The nomination process shall, for a period of not more than thirty (30) days, as determined by the Committee, and specified in the notice (the “Nomination Period”), allow every active member, whether unionized or non-unionized, to nominate a person for every vacant Representative position. Following the end of the Nomination Period the University shall provide written notice to all active members, of those persons properly nominated as a Representative, and of the voting process.
- (c) The voting process shall, for a period of not more than thirty (30) days, as determined by the Committee and specified in the written notice, (the “Election Period”), allow each active member to cast one secret ballot for each vacant position of Representative at a location (or locations) specified in the written notice. Within thirty (30) days after the end of the Election Period, the University shall notify active members of the persons elected as Representatives, which shall be determined by a majority of votes properly cast. In the event that two (2) or more nominees for one position of Representative receive an equal number of votes, that is greater than the number of votes received by any other nominee, then the name of each such nominee shall be placed in a container and the elected Representative for that position shall be the nominee whose name is drawn by a person designated by the Committee who is not a nominee.

- (d) Any or all written notices that must be provided to active members may be provided by the posting of such notices in one or more areas of the workplace regularly accessed by active members who regularly work at the University's facilities.
- (e) The first persons elected to fill the positions of Representatives shall commence their term no later than September 28, 2011.

7.3 Notwithstanding any of the foregoing provisions, if a majority of active members are represented by a union as defined in *The Labour Relations Act* (Manitoba), the executive of that union may, as an alternative to an election described at 7.2, appoint one active member as Voting Representative.

7.4 In the event that no person is nominated pursuant to Article 7.2(b), or elected by the active members within a reasonable time, the Board shall appoint one active member to the Committee as a voting member for a three-year term until the next election is held.

7.5 Notwithstanding any of the foregoing provisions, the election or appointment of individuals to Committee Membership shall be done in full compliance with the requirements of the Regulation, as more particularly set out in sections 3.13 and 3.14 therein.

#### **ARTICLE 8- Term as Committee Member**

8.1 The term of a person elected or appointed as a Committee Member pursuant to Article 7 shall be three years. A person elected or appointed pursuant to Article 7.4 as a Committee Member is eligible for re-election, subject to a maximum of three consecutive three-year terms.

8.2 The term of a person appointed as a Committee Member pursuant to Article 6(1)(b)(iii) shall be for as long as they hold that office with the University.

8.3 The term of a person appointed as a Committee Member pursuant to Articles 6(b)(i) and (ii) and (c) shall be three years. A person appointed as a Committee Member pursuant to Articles 6(b)(i) and (ii) and (c) is eligible for re-appointment, subject to a maximum of three consecutive three year terms.

8.4 A Committee Member continues to hold his office as such after the end of his term until a successor is elected or appointed, subject to the term limits under Article 8.1 and 8.3, or until his a successor is elected or appointed.

8.5 If a vacancy arises on the Pension Committee prior to the expiry of the applicable Committee Member's term, the vacancy must be filled for the balance of an unexpired term within 120 days after it arises unless the balance of the unexpected term is less than 120 days. In the event the vacancy is for a Representative, such an individual shall be elected or appointed in accordance with the provisions of Article 7. In the event the vacancy is for a Board-appointed position as contemplated at Article 6.1(b), the vacancy shall be filled by an appointment of the Board. Any election or appointment under this section shall be carried out or made within 120 days after the vacancy arises.

## **ARTICLE 9 - Protection of Members**

9.1 The Committee may make recommendations to the Board to amend the Plan or to adopt a Policy or Policies to provide for the limitation of liability of Committee Members for any loss, damage or misfortune whatsoever, which shall happen in the execution of his duties as a Committee Member, unless occasioned by his own willful neglect or fault.

9.2 Except in respect of an action by or on behalf of the University to procure a judgment in its favour, the University shall indemnify and save harmless each Committee Member against all losses, liabilities and costs reasonably incurred by the Committee Member in respect of any action or proceeding to which the Committee Member is made a party by reason of being or having been a member of the Committee, provided that the Committee Member has acted honestly and in good faith.

## **ARTICLE 10 - Amendments**

The provisions of Part 1 of this Governance Document shall be reviewed at least once every three years and the Committee may make recommendations to the Board to replace, or amend, or adopt new provisions. The Board shall have the authority to replace or amend these provisions from time to time as it deems appropriate.

## **PART 2 – PENSION COMMITTEE RULES AND PROCEDURES (approved by the Pension Committee as Administrator)**

### **ARTICLE 11 - Officers**

11.1 The Committee shall have the following Officers: Chairperson, Vice-Chairperson, and Secretary. The Committee, by majority vote, shall every two years or as often as may be required, elect Committee Members to act as Chairperson, Vice-Chairperson, and Secretary:

- (a) **CHAIRPERSON:** The Chairperson (Chair) shall be elected for a term of two years. The Chair will preside at all Committee meetings. The Chair shall have general supervision over the affairs and administration

of the Committee. The Chair shall be responsible for the administrative statements of Committee policy in all matters coming to his attention. He shall be responsible for all public relations matters concerning the Committee and shall represent the Committee at all official functions and have the authority to designate the Vice-Chairperson to act in his behalf should the Chair be unable to present himself.

The Chair shall execute all documents on behalf of the Committee. In the absence of the Chair, the Vice-Chair may execute documents on behalf of the Committee. In the absence of both the Chair and the Vice-Chair, the Secretary may execute documents on behalf of the Committee.

The Chair shall be primarily responsible for:

- (i) all communications on behalf of the Committee with outside bodies, including the Custodial Trustee or any agents retained or appointed in connection with the Plan;
- (ii) all dealings with the Board with respect to the Committee's duties and obligations as described in this Governance Document, the Plan Documents and applicable pension legislation, including the provision to the Board of the Committee's reviews, recommendations, concerns and reports; and
- (iii) facilitating communication between the Committee and the Board.

The Chair or Vice-Chair, if so designated by the Chair, shall be an *ex officio* member of all Subcommittees of the Pension Committee, as described at Article 11.7 herein.

- (b) **VICE-CHAIRPERSON:** The Vice-Chairperson ("Vice-Chair") shall be elected for a term of two years.

The Vice-Chair will carry out any duties requested of him by the Chair. The Vice-Chair will assume the duties of the Chair on his resignation, death, or disability until the next Chair is named. In the absence of the Chair and the Vice-Chair, the Secretary may execute documents on behalf of the Committee.

- (c) **SECRETARY:** The Secretary shall be elected for a term of two years.

It shall be a duty of the Secretary to create and maintain, in a readily

accessible format, the records of the Committee, including, but not limited to: minutes of Committee meetings; Committee correspondence; Plan membership lists; copies of Committee reports, statements and other publications; information booklets; copies of the Plan, Plan Documents and supporting documents; copies of applicable pension legislation; current contact information of Committee Members; and all key decisions made by the Committee.

Without limiting the generality of the foregoing:

- i. It shall be a duty of the Secretary to cause minutes of each Committee meeting to be recorded and copies of those minutes to be circulated to each Committee Member, either in paper or electronic form, within fourteen days of the meeting taking place. The Secretary shall ensure that copies of all minutes are retained in a format capable of production.
- ii. The Secretary shall prepare correspondence relating to the Committee and shall issue notices of all meetings in accordance with Article 11 herein.
- iii. The Secretary will be responsible for keeping a current record of Plan Members, and shall provide such record to Committee Members, the Board or the University when so requested.
- iv. In the absence of the Chair and the Vice-Chair, the Secretary may execute documents on behalf of the Committee.

11.2 The Chair, Vice-Chair and Secretary shall also have whatever additional powers and duties the Committee may from time to time agree upon or as the Committee may specify, subject to the provisions of the Plan Documents and any applicable legislation.

11.3 If an individual's term as an elected Committee Member expires prior to that individual's elected term as Officer, a Committee meeting shall be held within 120 days of when that individual ceases to be a Committee Member for the purposes of electing a new individual to that Officer position.

11.4 If any Officer is unable to perform his functions or discharge his duties as Officer, a meeting shall be held within 120 days of when that individual ceases to be able to perform his functions or discharge his duties, for the purposes of electing a new individual to that Officer position.

11.5 The Committee, in its discretion and by way of written resolution signed by all other Committee Members, may remove an individual from Office, effective

immediately, without prejudice to such individual's rights as a Committee Member, and provided that a meeting shall be held within 120 days of when that individual is removed from Office for the purposes of electing a new individual to that Office.

11.6 The Committee, from time to time, and subject to the provisions of any applicable legislation, may vary, add or limit the powers and duties of any officer of the Committee.

11.7 The Committee may designate and appoint any number of Subcommittees and delegate to such Subcommittees such powers and duties as may be reasonably thought fit, subject to the Act, Regulation and the terms of the Plan. Unless otherwise determined by the Committee, each Subcommittee shall have the power to:

- (a) fix its quorum at not less than the majority of its Members;
- (b) elect a Chairperson; and
- (c) regulate its procedure.

### **ARTICLE 12 - Committee Meetings**

12.1 The Committee shall meet at least two times annually, at such times and places within Manitoba as the Committee decides. The Committee may convene such further meetings as may be required.

12.2 At any meeting of the Committee, a quorum shall be a majority of the Members entitled to vote thereat.

12.3 Any decisions of the Committee, unless otherwise provided in this Governance Document, shall be by a majority vote of a quorum at any meeting of the Committee. Voting shall be conducted, in normal circumstances, by a show of hands. The Chair, or Vice-Chair in the Chair's absence, may require a blind vote should he deem it appropriate in the circumstances. In the case of an equality of votes, the Chair of the meeting, or in his absence the Vice-Chair, shall have the casting or deciding vote.

12.4 Notwithstanding 12.3, a decision of the Committee may also be made by a resolution in writing signed by all Committee Members.

12.5 A Committee meeting may be convened on at least fourteen days written notice by the Chair or any two Committee Members or by the Secretary on the direction or authorization of the Chair or any two Committee Members. Such notice shall specify the date, time, and place of meeting and shall set out an agenda identifying the business to be conducted at the meeting, notwithstanding that any matter within the jurisdiction of the Committee not so included in the agenda may, with consent by majority vote, be considered and determined at the meeting. Such notice shall be provided to all Committee Members by mail (regular or registered), fax, email, or any other written form of delivery that would, in normal circumstances, ensure that Members are provided with the notice within the prescribed time.

12.6 Where, in the opinion of the Chair or any two Committee Members, a matter of urgency has arisen which necessitates the holding of a meeting on less notice as

prescribed by 12.5, or where notice in the prescribed form is not practicable, notice may be given at least forty-eight hours prior to the intended meeting and may be communicated orally.

12.7 A meeting of the Committee may be held and duly constituted at any time without any notice if all the Committee Members are present or, if any be absent, those absent have waived notice or signified their consent in writing to the meeting being held in their absence.

12.8 If a Committee meeting is adjourned for less than 30 days, it shall not be necessary to give notice of the adjourned meeting, other than by announcement at the earliest meeting that is adjourned. If a Committee meeting is adjourned by one or more adjournments for an aggregate of thirty days or more, notice of the adjourned meeting shall be given as for an original meeting.

12.9 If all Committee Members (except for those members who have waived notice or signified their consent in writing to the meeting being held in their absence) consent, a Committee Member may participate in a Committee meeting by telephone or such other means as permit all persons participating in the meeting to hear each other, and a Committee Member participating in a meeting by such means is deemed to be present at the meeting. Any such consent shall be effective whether given before or after the meeting to which it relates and may be given with respect to all Committee meetings while a Committee Member holds office.

### **ARTICLE 13 - Submissions and recommendations to the Board**

13.1 The Committee shall, in accordance with the more detailed provisions herein, be responsible for preparing statements and other submissions to the Board regarding the operation, administration and performance of the Plan and Plan Fund. The Committee shall also be responsible for making recommendations to the Board respecting amendments to the Plan.

13.2 Any proposed statements, submissions, opinions or recommendations (collectively, "Submissions") to the Board shall be developed by the Secretary based on the discussions and recommendations of the Committee. Prior to transmittal to the Board, the Secretary and the Chair shall agree on the contents of the Submission. The Chair or Secretary may elect to consult with the Committee with respect to any Submission. Copies of all Submissions to the Board shall be provided to the members of the Committee.

13.3 The Chair shall be responsible for fielding any inquiries from the Board arising out of any presented Submission. The Chair shall ensure that all Committee Members are kept apprised of the dialogue between the Chair and the Board arising out of a Submission, and shall ensure that all inquiries of the Board are responded to in a

timely fashion, and only after whatever consultation is necessary (either with other Committee Members, with external Service Providers or the Administrative Service Provider) in the circumstances for the Chair to give a reasonably well informed answer.

13.4 Notwithstanding any of the foregoing, any and all Submissions to the Board shall be made in accordance with any procedures established and followed by the Board for receiving such statements, submissions, opinions and recommendations.

#### **ARTICLE 14 - Transactions with related parties**

- (a) A “related party” is defined to mean:
- (a) A person who is a member of the Pension Committee, including any officer, director or employee of the Pension Committee;
  - (b) a person responsible for holding or investing Plan assets, including any officer, director, or employee of such person;
  - (c) an association or a union representing employees of the University, including any officer, director, or employee of such association or union;
  - (d) the University, including any officer, director, or employee thereof;
  - (e) a member of the Plan;
  - (f) the spouse or common-law partner or child of a person named at any of paragraphs (a) - (e);
  - (g) a corporation that is directly or indirectly controlled by a person named at any of paragraphs (a) - (f);
  - (h) an entity in which a person referred to in paragraph (a) or (d), or the spouse or common-law partner or child of such a person, has a substantial investment; or
  - (i) an entity that holds a substantial investment in the University.

Related party does not include a federal or provincial government or a federal or provincial government agency, or a bank, trust company or other financial institution that holds the assets of the Plan.

The Committee, on behalf of the Plan, may not enter into a transaction with a related party unless:

- (a) the transaction is required for operation or administration of the Plan and if:

- (i) it is under terms and conditions that are not less favourable to the Plan than market terms and conditions; and
  - (ii) it does not involve the making of loans to, or investments in, the related party;
- (b) the transaction is an investment:
- (i) in an investment fund or a segregated fund that is open to investors other than the Committee and its affiliates and that complies with the 10% rule and 30% rule under Sections 9 and 11 of Schedule III to the Pension Benefits Standards Regulations, 1985;
  - (ii) in securities issued or fully guaranteed by the Government of Canada or a provincial government, or an agency of either one;
  - (iii) in a fund composed of mortgage-backed securities that are fully guaranteed by the Government of Canada or a provincial government, or an agency of either one;
  - (iv) in a fund that replicates the composition of a widely recognized index of a broad class of securities traded at a marketplace;
  - (v) in an unallocated general fund of a person authorized to carry on a life insurance business in Canada, or
  - (vi) that involves the purchase of a contract or agreement in which the return is linked to the performance of a widely recognized index of a broad class of securities traded at a marketplace; or
- (c) the combined value of all transactions with the same related party is nominal or the transaction(s) is immaterial to the Plan.

Transactions less than 0.5% of the market value of the Fund are considered nominal.

## **ARTICLE 15 - Liability and insurance**

15.1 The Committee, in its administration of the Plan, acts as a trustee for and in a fiduciary capacity to beneficiaries. The Committee shall secure, for Committee Members, trustee and fiduciary liability insurance in such amount as it shall from time to time deem to be adequate, and the costs of such insurance shall be paid from the Pension Fund.

## **ARTICLE 16 - Administrative expenses**

16.1 Fees and expenses incurred by the Committee in the administration of the Plan are to be paid from the Pension Fund, provided that:

- (a) the fee or expense in question is or was reasonably necessary for the proper administration of the Plan;
- (b) the magnitude of the fee or expense in question is reasonable.

16.2 Without limiting the generality of the foregoing, and subject to the overriding requirement of reasonableness, the following administrative fees or expenses shall be paid from the Pension Fund:

- (a) actuarial fees incurred for the preparation and filing of those documents required by law, and actuarial fees incurred in relation to the provision of advice or services reasonably necessary for the proper administration of the Plan;
- (b) the costs of continuing education for Committee Members, provided that such education is necessary to achieve or maintain the skills, knowledge and expertise for the proper administration and operation of the Plan;
- (c) legal fees and costs incurred in obtaining legal advice for the proper administration of the Plan;
- (d) audit fees; and
- (e) fees or expenses owed to agents pursuant to the terms of service agreements including the Pension Plan Administrative Services Agreement.

## **ARTICLE 17- Signing authority**

17.1 All agreements, contracts and other documents requiring approval from the Pension Committee must be executed by the Chair. In the absence of the Chair, the Vice-Chair may execute documents on behalf of the Committee. . In the absence of both the Chair and the Vice-Chair, the Secretary may execute documents on behalf of the Committee.

## **ARTICLE 18 - Amendments**

18.1 The provisions of Part 2 of this Governance Document shall be reviewed at least once every three years and the Committee may replace or amend, or adopt new provisions. The Committee shall have the authority to replace or amend these provisions from time to time as it deems appropriate.

## **ARTICLE 19 - Compensation for Members**

19.1 The Committee may make recommendations to the Board to amend the Plan or supporting documents or to adopt a policy to provide for:

- (a) payment from the Pension Fund to Committee Members for attendance at meetings or for the performance of other duties as members, at any time beyond regular work hours, for which the member would otherwise be paid by the University;
- (b) payment of reimbursement from the Pension Fund to a member for expenses reasonably incurred by the member in carrying out his duties as a Committee Member.

19.2 A Committee Member who is also an active Plan Member is entitled to take time off from his regular work duties, without loss of pay or other benefits, in order to carry out his or her duties on the Committee.



**AGENDA ITEM:**

**2021/22 Proposed Tuition and Course Fees Submission**

**RECOMMENDED RESOLUTION:**

That the Board of Governors approves increases for tuition fees and university-wide fees for 2021/22 Academic Year as follows:

- **Undergraduate domestic tuition** rates increase using a variable tuition framework, with an average increase not exceeding 3.75%<sup>1</sup>.
- **Graduate domestic tuition** and continuing fee rates increase 3.75%, with the exception of no increase for the MBA and Master of Finance programs.
- **International tuition differential** rates increase consistent with domestic rates.
- That **university-wide fees** increase 3.75%.
- That **lab fees** remain flat consistent with the four categories approved in 2020/21: \$35, \$60, \$85, and variable (approved on a course by course basis).

**CONTEXT AND BACKGROUND:**

This Tuition and Course Fees Submission has been prepared and is proposed for consideration and approval alongside the 2021/22 budget submission, which discusses the impact of the revenue from the proposed tuition and course-related fees.

For 2021/22 the proposed tuition and course-related fees outlined in this submission are expected to result in approximately \$14.9M in additional revenue as compared to the prior year budget. The year-over-year change reflects enrolment levels similar to 2019/20 actual enrolment (pre-COVID) and (i) a proposed variable rate increase on undergraduate tuition, with an average increase not to exceed 3.75% (ii) a 3.75% increase on graduate tuition; (iii) a 3.75% increase to university-wide fees with the exception of lab fees, which will not increase from 2020/21 levels; and (iv) variable rate increases with an average of 3.75% increase for 2021 Summer Term, as previously approved in 2020/21.

The 2021/22 Provincial operating grant has been reduced by **1.75%, or \$5.7 million**, following reductions totaling \$10M over the past 3 years. In this context, future years' operating grants are uncertain. A sustainable future and the ability to invest in appropriate student programming continues to rely critically on tuition and course-related fees.

The University of Manitoba's undergraduate and graduate tuition are low compared to other provinces. This position is largely a result of historical provincial tuition and fee legislation, notably a tuition freeze

<sup>1</sup> Average increase has been calculated based on 2020-21 Provincial Tuition Templates; 2021-22 tuition templates have not yet been received as of the date of this submission.

from 1999/00 to 2008/09 and a subsequent limit to increases of CPI (1.0% to 2.8%) from 2011/12 to 2017/18. In 2018/19, legislation was revised to allow for increases of up to 5.0% + CPI, and tuition rates increased by 6.6% in 2018/19, 3.75% in 2019/20, and an average of 3.75% in 2020/21.

Further to the 5.0% + CPI allowance, the legislation requires that average provincial tuition not exceed the lowest average tuition west of Manitoba; and enables the Minister to make deductions from the operating grant should this be exceeded. As part of the process, the Province will review proposed tuition rates for compliance to legislation. In addition, as the University's main funder, the Province of Manitoba also provides other policy, guidance and direction that helps inform the tuition fees ultimately recommended to the Board of Governors for approval.

Similar to 2020/21, the provincial government provided the University a 3.75% tuition fee increase planning parameter for 2021/22, with an option to propose variable rate increases.

Attachment 1 provides a detailed listing of all domestic and international tuition rates and university-wide fees with proposed rates.

**Attachment 1: 2021/22 Tuition and International Differential Fees by Program and 2020/21 University-Wide Fees**

**Undergraduate Tuition**

Research and analysis was again undertaken over the past year and confirmed that most University of Manitoba (UM) undergraduate tuition fees remain the lowest as compared to the average tuition for similar programs in the three western provinces. Fee disparities by program/faculty have been determined using *Statistics Canada Tuition and Living Accommodation Costs (TLAC)* data to compare UM tuition rates with similar programs across Western Canada.

Given this disparity, it is proposed that for 2021/22, the UM implement variable rate tuition increases across undergraduate programs. The following rate increases are proposed in relation to the existing fee disparities, with the target that UM programs remain the lowest across the region without exceeding an average 3.75% increase.

<b>Proposed % Increase</b>	<b>Diff. from Next Lowest Province</b>	<b>Unit (abbreviated)</b>
<b>5.00%</b>	25% to 50% Lower	Arts, Education, Health Sciences (IHP/FSS), Medicine
<b>3.75%</b>	0% to 24% Lower	Agriculture, Architecture, Environment, Kinesiology, Law, Management, Music, School of Art, Science, Social Work
<b>1.00%</b>	0% or Higher	Dental Hygiene, Dentistry, Engineering, Med. Rehab. (Resp. Therapy), Nursing, Pharmacy

Impact of the proposed changes on students will be dependent on their program of study and on individual course selection. An analysis of students registered in a full course-load (or the equivalent of 30 credit hours) results in increases ranging from approximately \$66 to \$575 more per year depending on the program of study and course selection. For example, domestic students in Engineering programs will experience an increase of approximately \$123 per year and those in the UGME program will pay \$490 more per year. Most students, including students in Arts and Science, two of the largest Faculties, would expect to pay approximately \$180 - \$195 more per year for a full course-load. At an individual course level, students paying per credit hour rates can expect to see increases of \$1 to \$9 per credit hour depending on the course, with an average increase of \$6 per credit hour. For example, a student enrolled in a 3-credit hour course offered by the Faculty of Management would see an increase from \$522 per course to \$542 per course. A student enrolled in a 3-credit hour Faculty of Architecture course would see an increase from \$441 per course to \$458 per course. The tuition fees listed reflect a student's average tuition based on their unique combination of courses taken from various faculties and the average course load for their program.

### **Graduate Tuition and Continuing Fee**

Similar to 2020/21, graduate tuition fees are proposed to increase by 3.75%, with the exception of the MBA and Master of Finance programs would remain unchanged given the competitive nature of the programs and that fees were already at levels comparable to programs at other institutions. The Graduate Continuing fee is proposed to increase by 3.75%, in alignment with the proposed tuition increase.

### **International Differential Fees**

International tuition will continue to be set at the same rate as domestic tuition plus the international differential fee surcharge, calculated using 2015/16 Board-approved multipliers (unchanged). The result is that international tuition will also be incremented by the same rate as the domestic tuition.

Using the examples above, international students in Engineering programs would expect to pay \$450 more per year and students in Arts and Science would expect to pay approximately \$700-\$745 more per year for a full course-load. At an individual course level, students paying per credit hour rates can expect to see increases of \$54 to \$26 per credit hour depending on the course, with an average increase of \$15 per credit hour. For example, a student enrolled in a 3-credit hour course offered by the Faculty of Management, would see an increase from \$1,997 per course to \$2,072 per course. A student enrolled in a 3-credit hour Faculty of Architecture course would see an increase from \$1,686 per course to \$1,749 per course. [Note: Medicine does not admit international students; thus, there is no parallel example to above.]

### **University Wide Fees and Lab Fees**

Proposed changes to university-wide fees are also detailed in Attachment 1, reflecting an increase of approximately 3.75%, with the exception of university-wide lab fees.

Lab fees were restructured effective the 2020/21 year and are proposed to remain unchanged for the 2021/22 year.

### **Attachment 2: 2021/22 Unit-Specific Course Fees**

#### **Unit-Specific Course Fees** *(for information only)*

Pursuant to The University of Manitoba Act, the Board has the power to determine all fees and charges to be paid to the University. In March 1979, the Board delegated approval of incidental fees, including compulsory fees, to Administration. It is Administration's responsibility to identify any fees that may be of public concern and present these to the Board for comment. Any significant fee changes or introductions of new institutional fees will continue to go to the Board for approval.

Consistent with the above-noted Board delegation of the approval of fees, the attached unit-level course fee changes have been approved by the Provost and Vice-President (Academic) and the Acting Vice-President (Administration) and are being provided to the Board for information.

The unit-specific course fees are generally considered to be cost-recovery and required to cover the costs associated with offering unique course experiences. For 2021/22, no standard inflationary increases were applied (similar to lab fees). There are some exceptions in cases where unique costs are expected to rise more substantially (e.g. dental kit item changes).

Notable changes to unit-specific course fees for 2021/22 include an increase to the first year DMD Clinical Instrument fee to adjust for additional kit items and an increase to the Collaborative Ph.D. fee to bring it into alignment with the Graduate Continuing Fee.

As well, new course-fees have been introduced as part of the new *Bachelor of Midwifery* and *Master in Supply Chain Management and Logistics* programs, respectively. These fees were approved as part of the program approval process. Both programs have been approved for implementation for Fall 2021.

## **RESOURCE REQUIREMENTS:**

Alongside this submission, the University is proposing a balanced 2021/22 operating budget. The 2021/22 budget projects proposed tuition and course fee rates that, along with other adjustments recognizing enrolment trends and projections, will result in an estimated revenue increase of approximately \$14.9 M as compared to the 2020/21 budget.

## **CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:**

The University continues to make significant progress in high priority areas identified in Taking Our Place: the University of Manitoba's Strategic Plan 2015-2020. Although seeking and identifying external partners and supporters will continue to be important in order to implement the priorities of the strategic plan, tuition and other related fees are critical to enabling the University to address areas of high priority.

## **IMPLICATIONS:**

The University considers legislative and other government direction in setting tuition fees at levels that ensure resources are in place to support high-quality programs, while maintaining affordable access to post-secondary education for its students.

## **ALTERNATIVES:**

In light of ongoing cost pressures, reductions in provincial funding, and other external factors that have significant impact on the University, various scenarios were considered in order to balance the budget and to continue to achieve the University's mission and priorities. The proposed increase to tuition and other related fees balances strategic priorities, support to faculties and schools, impact to students, known cost pressures, and future financial uncertainty.

## **CONSULTATION:**

Tuition fee discussions and consultations have involved the office of the Provost and Vice-President (Academic); the office of the Vice-President (Administration); Deans and Directors of Faculties and Schools; the Faculty of Graduate Studies; UMSU and GSA executives; and the President's Budget Advisory Committee, which is comprised of members from senior administration, the Senate Planning and Priorities Committee (SPPC), support staff, the Board of Governors, the University of Manitoba Faculty Association (UMFA), and student leadership.

Proposed unit-specific course fees were submitted by Deans and Directors and have been reviewed by representatives of the Provost and Vice-President (Academic), Vice-President (Administration), Registrar's Office, Financial Services, and the Office of Institutional Analysis.

**ROUTING TO THE BOARD OF GOVERNORS:**

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Title</u>	<u>Date</u>
<input type="checkbox"/>	<input type="checkbox"/>	<u>Mark Wole</u>	<u>A/Executive Director, Financial Planning &amp; Budgeting</u>	<u>February 24, 2021</u>
<input type="checkbox"/>	<input type="checkbox"/>	<u>M. Hoff</u>	<u>A/Vice-President (Administration)</u>	<u>March 01, 2021</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<u>M. Benasat</u>	<u>President and Vice- Chancellor</u>	<u>March 01, 2021</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<u>FAHR</u>		<u>03/09/21</u>
<input type="checkbox"/>	<input type="checkbox"/>			

**SUBMISSION PREPARED BY (jointly):** Cassandra Davidson, Academic Programs Specialist, and  
Chester Wojciechowski, University Budget Officer

**ATTACHMENTS:**

**Attachment 1:** 2021/22 Tuition and International Differential Fees by Program  
and 2021/22 University-Wide Fees

**Attachment 2:** 2021/22 Unit-Specific Course Fees

**Attachment 1 - 2021/22 Tuition and International Differential Fees by Program and 2021/22 University Wide Fees**

Program Type / Name	FEE 2020/21	FEE 2021/22	Fee Rate	% Inc.
<b>TUITION FEES</b>				
<b>GRADUATE</b>				
MASTER'S PROGRAMS - MPA (COURSE-BASED FEES) - FT & PT	\$222.50	\$230.84	PER CR. HR.	3.75%
MASTER'S PROGRAMS - MASTER OF FINANCE FT YR1	\$27,649.36	\$27,649.36	PER PROG./YEAR	0.00%
MASTER'S PROGRAMS - MASTER OF FINANCE PT YR1 & YR2	\$13,824.68	\$13,824.68	PER PROG./YEAR	0.00%
MASTER'S PROGRAMS - MASTER OF SCIENCE IN GENETIC COUNSELLING YR1 & YR2	\$16,523.26	\$17,142.88	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - MASTER OF SUPPLY CHAIN MANAGEMENT AND LOGISTICS FT YR1 & YR2		\$13,750.00	PER PROG./YEAR	New
MASTER'S PROGRAMS - MASTER OF SUPPLY CHAIN MANAGEMENT AND LOGISTICS PT YR1 YR2 YR3 & YR4		\$6,875.00	PER PROG./YEAR	New
MASTER'S PROGRAMS - MASTERS OF PHYSICIAN ASSISTANT STUDIES YR1 & YR2	\$19,033.66	\$19,747.42	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - OCCUPATIONAL THERAPY YR1 & YR2 (WHERE APPLICABLE)	\$6,393.24	\$6,632.98	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - PHYSICAL THERAPY YR1 & YR2	\$9,976.50	\$10,350.62	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - MASTER OF HUMAN RIGHTS FT YR1	\$6,225.00	\$6,458.44	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - MASTER OF HUMAN RIGHTS PT YR1 & YR2	\$3,112.50	\$3,229.22	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - (OTHER) FT YR1	\$5,340.76	\$5,541.04	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - (OTHER) PT YR1 & YR2	\$2,670.38	\$2,770.52	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - ARCHITECTURE FT YR1 & YR2 & YR 3 (WHERE APPLICABLE)	\$5,340.76	\$5,541.04	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - CITY PLANNING FT YR1 & YR2	\$5,340.76	\$5,541.04	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - FINE ARTS FT YR1 & YR2	\$5,340.76	\$5,541.04	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - INTERIOR DESIGN FT YR1 & YR2	\$5,340.76	\$5,541.04	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - NATURAL RESOURCES MANAGEMENT FT YR1 & YR2	\$5,340.76	\$5,541.04	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - NURSING FT YR1 & YR2	\$5,340.76	\$5,541.04	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - SCHOOL PSYCHOLOGY FT YR1 & YR2	\$5,340.76	\$5,541.04	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - LANDSCAPE ARCHITECTURE FT YR1 & YR2 & YR 3 (WHERE APPLICABLE)	\$5,340.76	\$5,541.04	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - ARCHITECTURE PT YR1 YR2 YR3 & YR4	\$2,670.38	\$2,770.52	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - CITY PLANNING PT YR1 YR2 YR3 & YR4	\$2,670.38	\$2,770.52	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - FINE ARTS PT YR1 YR2 YR3 & YR4	\$2,670.38	\$2,770.52	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - INTERIOR DESIGN PT YR1 YR2 YR3 & YR4	\$2,670.38	\$2,770.52	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - NATURAL RESOURCES MANAGEMENT PT YR1 YR2 YR3 & YR4	\$2,670.38	\$2,770.52	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - NURSING PT YR1 YR2 YR3 & YR4	\$2,670.38	\$2,770.52	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - SCHOOL PSYCHOLOGY PT YR1 YR2 YR3 & YR4	\$2,670.38	\$2,770.52	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - LANDSCAPE ARCHITECTURE PT YR1 YR2 YR3, & YR4. YR5 & YR 6 (WHERE APPLICABLE)	\$2,670.38	\$2,770.52	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - MBA (COURSE-BASED FEES) - FT & PT	\$559.36	\$559.36	PER CR. HR.	0.00%
MASTER'S PROGRAMS - DIPLOMA IN POPULATION HEALTH (CHS) YR 1	\$5,340.76	\$5,541.04	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - ORAL & MAXILLOFACIAL SURGERY (M.DENT., DDSS)	\$16,217.68	\$16,825.84	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - ORTHODONTICS (M.SC., PDS)	\$23,601.86	\$24,486.92	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - PEDIATRIC DENTISTRY (M.DENT., PDS)	\$21,793.70	\$22,610.96	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - PERIODONTICS (M.DENT., DDSS)	\$14,371.56	\$14,910.48	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - PROSTHODONTICS (M.Sc.)	\$20,451.72	\$21,218.66	PER PROG./YEAR	3.75%
PHD (FROM BACHELOR'S DEGREE (HONOURS) YR1 - YR3	\$5,340.76	\$5,541.04	PER PROG./YEAR	3.75%
PHD (FROM MASTER'S) YR1 & YR2	\$5,340.76	\$5,541.04	PER PROG./YEAR	3.75%

**Attachment 1 - 2021/22 Tuition and International Differential Fees by Program and 2021/22 University Wide Fees**

Program Type / Name	FEE 2020/21	FEE 2021/22	Fee Rate	% Inc.
<b>TUITION FEES</b>				
<b>UNDERGRADUATE</b>				
AGRICULTURAL & FOOD SCIENCES	\$162.38	\$168.46	PER CR. HR.	3.75%
AGRICULTURE DIPLOMA	\$93.36	\$96.86	PER CR. HR.	3.75%
ARCHITECTURE	\$147.06	\$152.56	PER CR. HR.	3.74%
ARTS	\$131.82	\$138.40	PER CR. HR.	4.99%
College of Medicine - Courses	\$185.96	\$195.26	PER CR. HR.	5.00%
College of Medicine - Family Social Sciences	\$146.86	\$154.20	PER CR. HR.	5.00%
DENTAL HYGIENE DEGREE COMPLETION PROGRAM	\$9,264.50	\$9,357.14	PER PROG./YEAR	1.00%
DENTAL HYGIENE DEGREE COMPLETION PROGRAM CONTINUATION FEE	\$630.20	\$636.50	PER TERM	1.00%
DENTAL HYGIENE YEAR 1	\$7,462.34	\$7,536.96	PER PROGRAM	1.00%
DENTAL HYGIENE YEAR 2	\$6,622.08	\$6,688.30	PER PROGRAM	1.00%
DENTISTRY 3ID (1ST \$5,000 ASSESSED IN SUMMER SESSION PRIOR TO FALL TERM)	\$57,440.76	\$58,015.16	PER PROGRAM	1.00%
DENTISTRY 4ID	\$52,218.80	\$52,740.98	PER PROGRAM	1.00%
DENTISTRY YEAR 1	\$22,978.26	\$23,208.04	PER PROGRAM	1.00%
DENTISTRY YEAR 2,3,4	\$22,442.44	\$22,666.86	PER PROGRAM	1.00%
EDUCATION (Practicum Fees 6 CH)	\$350.42	\$367.94	PER COURSE	5.00%
EDUCATION (Practicum Fees 3 CH)	\$175.21	\$183.97	PER COURSE	5.00%
EDUCATION	\$143.74	\$150.92	PER CR. HR.	5.00%
ENGINEERING	\$159.20	\$160.78	PER CR. HR.	1.00%
ENVIRONMENT EARTH & RESOURCES	\$153.42	\$159.16	PER CR. HR.	3.74%
FACULTY OF HEALTH SCIENCES	\$146.86	\$154.20	PER CR. HR.	5.00%
KINESIOLOGY & RECREATION MGMT	\$152.14	\$157.84	PER CR. HR.	3.75%
LAW	\$10,998.96	\$11,411.42	PER PROG./YEAR	3.75%
MANAGEMENT	\$174.20	\$180.72	PER CR. HR.	3.75%
MEDICAL REHABILITATION (Respiratory Therapy)	\$131.90	\$133.22	PER CR. HR.	1.00%
MEDICINE	\$10,015.48	\$10,516.24	PER PROGRAM	5.00%
MEDICINE - YEAR 2,3,4	\$9,597.50	\$10,077.38	PER PROGRAM	5.00%
MUSIC (DESAUTELS FACULTY)	\$145.72	\$151.18	PER CR. HR.	3.75%
NURSING	\$151.84	\$153.36	PER CR. HR.	1.00%
PHARMACY (BSc PHARM)	\$165.56	\$167.22	PER CR. HR.	1.00%
PHARMACY - PHARM.D.	\$15,655.00	\$15,811.54	PER PROG./YEAR	1.00%
POST GRADUATE MEDICAL EDUCATION (PGME) TUITION(UG): 12 MONTHS (prorated for 3,6,9 month terms)	\$1,071.00	\$1,124.54	PER PROGRAM	5.00%
SCHOOL OF ART	\$159.72	\$165.70	PER CR. HR.	3.75%
SCIENCE	\$153.42	\$159.16	PER CR. HR.	3.74%
SOCIAL WORK	\$158.74	\$164.70	PER CR. HR.	3.75%

**Attachment 1 - 2021/22 Tuition and International Differential Fees by Program and 2021/22 University Wide Fees**

Program Type / Name	FEE 2020/21	FEE 2021/22	Fee Rate	% Inc.
<b>INTERNATIONAL DIFFERENTIAL *</b>				
<b>GRADUATE</b>				
MASTER'S PROGRAMS - MPA (COURSE-BASED FEES) - FT & PT	\$267.02	\$277.02	PER CR. HR.	3.75%
MASTER'S PROGRAMS - MASTER OF FINANCE FT YR1	\$6,409.04	\$6,649.36	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - MASTER OF FINANCE PT YR1 & YR2	\$3,204.52	\$3,324.68	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - MASTER OF SCIENCE IN GENETIC COUNSELLING YR1 & YR2	\$6,409.04	\$6,649.36	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - MASTER OF SUPPLY CHAIN MANAGEMENT AND LOGISTICS FT YR1 & YR2		\$6,649.36	PER PROG./YEAR	New
MASTER'S PROGRAMS - MASTER OF SUPPLY CHAIN MANAGEMENT AND LOGISTICS PT YR1 YR2 YR3 & YR4		\$3,324.68	PER PROG./YEAR	New
MASTER'S PROGRAMS - OCCUPATIONAL THERAPY YR1 & YR2 (WHERE APPLICABLE)	\$6,409.04	\$6,649.36	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - MASTER OF HUMAN RIGHTS FT YR1	\$7,470.00	\$7,750.12	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - MASTER OF HUMAN RIGHTS PT YR1 & YR2	\$3,735.00	\$3,875.06	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - (OTHER) FT YR1	\$6,409.04	\$6,649.36	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - (OTHER) PT YR1 & YR2	\$3,204.52	\$3,324.68	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - ARCHITECTURE FT YR1 & YR2 & YR 3 (WHERE APPLICABLE)	\$6,409.04	\$6,649.36	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - CITY PLANNING FT YR1 & YR2	\$6,409.04	\$6,649.36	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - FINE ARTS FT YR1 & YR2	\$6,409.04	\$6,649.36	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - INTERIOR DESIGN FT YR1 & YR2	\$6,409.04	\$6,649.36	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - NATURAL RESOURCES MANAGEMENT FT YR1 & YR2	\$6,409.04	\$6,649.36	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - NURSING FT YR1 & YR2	\$6,409.04	\$6,649.36	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - SCHOOL PSYCHOLOGY FT YR1 & YR2	\$6,409.04	\$6,649.36	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - LANDSCAPE ARCHITECTURE FT YR1 & YR2 & YR 3 (WHERE APPLICABLE)	\$6,409.04	\$6,649.36	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - ARCHITECTURE PT YR1 YR2 YR3 & YR4	\$3,204.52	\$3,324.68	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - CITY PLANNING PT YR1 YR2 YR3 & YR4	\$3,204.52	\$3,324.68	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - FINE ARTS PT YR1 YR2 YR3 & YR4	\$3,204.52	\$3,324.68	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - INTERIOR DESIGN PT YR1 YR2 YR3 & YR4	\$3,204.52	\$3,324.68	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - NATURAL RESOURCES MANAGEMENT PT YR1 YR2 YR3 & YR4	\$3,204.52	\$3,324.68	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - NURSING PT YR1 YR2 YR3 & YR4	\$3,204.52	\$3,324.68	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - SCHOOL PSYCHOLOGY PT YR1 YR2 YR3 & YR4	\$3,204.52	\$3,324.68	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - LANDSCAPE ARCHITECTURE PT YR1 YR2 YR3, & YR4. YR5 & YR 6 (WHERE APPLICABLE)	\$3,204.52	\$3,324.68	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - MBA (COURSE-BASED FEES) - FT & PT	\$205.90	\$205.90	PER CR. HR.	0.00%
MASTER'S PROGRAMS - DIPLOMA IN POPULATION HEALTH (CHS) YR 1	\$6,409.04	\$6,649.36	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - ORAL & MAXILLOFACIAL SURGERY (M.DENT., DDSS)	\$34,724.44	\$36,026.60	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - ORTHODONTICS (M.SC., PDS)	\$57,874.08	\$60,044.36	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - PEDIATRIC DENTISTRY (M.DENT., PDS)	\$38,459.72	\$39,901.96	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - PERIODONTICS (M.DENT., DDSS)	\$17,245.92	\$17,892.64	PER PROG./YEAR	3.75%
MASTER'S PROGRAMS - PROSTHODONTICS (M.SC.)	\$50,591.10	\$52,488.26	PER PROG./YEAR	3.75%

\* The international differential represents the surcharge assessed to international students in addition to domestic tuition fees.

**Attachment 1 - 2021/22 Tuition and International Differential Fees by Program and 2021/22 University Wide Fees**

Program Type / Name	FEE 2020/21	FEE 2021/22	Fee Rate	% Inc.
<b>INTERNATIONAL DIFFERENTIAL *</b>				
<b>UNDERGRADUATE</b>				
AGRICULTURAL & FOOD SCIENCES	\$438.32	\$454.76	PER CR. HR.	3.75%
AGRICULTURE DIPLOMA	\$263.44	\$273.32	PER CR. HR.	3.75%
ARCHITECTURE	\$414.94	\$430.50	PER CR. HR.	3.75%
ARTS	\$372.00	\$390.60	PER CR. HR.	5.00%
COLLEGE OF MEDICINE - COURSES	\$538.46	\$565.38	PER CR. HR.	5.00%
COLLEGE OF MEDICINE - FAMILY SOCIAL SCIENCES	\$414.38	\$435.10	PER CR. HR.	5.00%
EDUCATION	\$405.62	\$425.88	PER CR. HR.	5.00%
ENGINEERING	\$371.62	\$375.34	PER CR. HR.	1.00%
ENVIRONMENT EARTH & RESOURCES	\$444.24	\$460.90	PER CR. HR.	3.75%
FACULTY OF HEALTH SCIENCES	\$414.38	\$435.10	PER CR. HR.	5.00%
KINESIOLOGY & RECREATION MGMT	\$429.36	\$445.46	PER CR. HR.	3.75%
LAW	\$15,910.42	\$16,507.06	PER PROG./YEAR	3.75%
MANAGEMENT	\$491.60	\$510.04	PER CR. HR.	3.75%
MEDICAL REHABILITATION (Respiratory Therapy)	\$381.92	\$385.74	PER CR. HR.	1.00%
MUSIC (DESAUTELS FACULTY)	\$421.94	\$437.76	PER CR. HR.	3.75%
NURSING	\$409.88	\$413.98	PER CR. HR.	1.00%
PHARMACY (BSc PHARM)	\$479.34	\$484.12	PER CR. HR.	1.00%
POST GRADUATE MEDICAL EDUCATION (PGME) TUITION(UG): 12 MONTHS (prorated for 3,6,9 month terms)	\$3,100.68	\$3,255.70	PER PROGRAM	5.00%
SCHOOL OF ART	\$450.80	\$467.70	PER CR. HR.	3.75%
SCIENCE	\$444.24	\$460.90	PER CR. HR.	3.75%
SOCIAL WORK	\$428.48	\$444.54	PER CR. HR.	3.75%

\* The international differential represents the surcharge assessed to international students in addition to domestic tuition fees.

**Attachment 1 - 2021/22 Tuition and International Differential Fees by Program and 2021/22 University Wide Fees**

Program Type / Name	FEE 2020/21	FEE 2021/22	Fee Rate	% Inc.
<b>UNIVERSITY WIDE FEES</b>				
DISTANCE SURCHARGE (ADDED TO PER CREDIT HOUR RATE)	\$21.26	\$22.06	PER CR.HR.	3.75%
LABORATORY FEE - LAB I	\$35.00	\$35.00	PER LAB COURSE	0.00%
LABORATORY FEE - LAB II	\$60.00	\$60.00	PER LAB COURSE	0.00%
LABORATORY FEE - LAB III	\$85.00	\$85.00	PER LAB COURSE	0.00%
LABORATORY FEE - LAB IV	variable	variable	PER LAB COURSE	n/a
LIBRARY FEE (F/W)	\$23.68	\$24.57	PER TERM	3.75%
LIBRARY FEE (S)	\$11.84	\$12.28	PER TERM	3.75%
RECREATION FEE (FALL/ WINTER) FT	\$89.89	\$93.26	PER TERM	3.75%
RECREATION FEE (FALL/WINTER) PT	\$67.40	\$69.93	PER TERM	3.75%
RECREATION FEE (SUMMER)	\$67.40	\$69.93	PER TERM	3.75%
REGISTRATION FEE (F/W)	\$23.68	\$24.57	PER TERM	3.75%
REGISTRATION FEE (S)	\$11.84	\$12.28	PER TERM	3.75%
STUDENT SERVICES FEE (F/W)	\$23.68	\$24.57	PER TERM	3.75%
STUDENT SERVICES FEE (S)	\$11.84	\$12.28	PER TERM	3.75%
TECHNOLOGY FEE (UG)	\$6.74	\$6.99	PER CR. HR.	3.71%
TECHNOLOGY FEE (GRAD)	\$6.74	\$6.99	PER CR. HR.	3.71%
TECHNOLOGY FEE (UG FT -PRGM RATE)	\$202.20	\$209.70	ANNUAL	3.71%
TECHNOLOGY FEE (GRAD FT -PRGM RATE)	\$202.20	\$209.70	ANNUAL	3.71%
TECHNOLOGY FEE (PT -PRGM RATE)	\$101.10	\$104.85	ANNUAL	3.71%

**Attachment 2 - 2021/22 Unit Specific Course Fees**

Program Type / Name	FEE 2020/21	FEE 2021/22	Fee Rate	% Inc.
ARCHITECTURE - ARCG 7090 - LEED Core Concepts and Strategies	\$50.00	\$50.00	PER COURSE	0.00%
ARCHITECTURE - ARCG 7150/7250/7350 - Cooperative Education/ Integrated Work Term 1/2/3	\$399.70	\$399.70	PER CO-OP TERM	0.00%
ARCHITECTURE - Architecture Student Innovation and Enrichment Fund (F/W) - UG/GRAD	\$233.44	\$233.44	PER TERM	0.00%
ARCHITECTURE - EVDS 2100 - Urban Media Lab	\$450.00	\$450.00	PER COURSE	0.00%
ARCHITECTURE - EVDS 3800/3900/4800/4900 - Cooperative Education/ Integrated Work Term 1/2/3/4	\$399.70	\$399.70	PER CO-OP TERM	0.00%
ARCHITECTURE - LARC 7002 - Land Construction and Professional Practice	\$30.00	\$30.00	PER COURSE	0.00%
ART, SCHOOL OF - SCHOOL OF ART STUDIO ENHANCEMENT AND TECHNOLOGY FEE (FALL/ WINTER TERM)	\$51.75	\$52.00	PER TERM	0.48%
ART, SCHOOL OF - SCHOOL OF ART STUDIO ENHANCEMENT AND TECHNOLOGY FEE (SUMMER TERM)	\$25.87	\$26.00	PER TERM	0.50%
ARTS - ARTS 3010/3020/3030 - Arts Co-operative Option 1/2/3	\$775.45	\$775.45	PER CO-OP TERM	0.00%
ARTS - POLS 7800/7810 - MPA Co-operative Education Term 1/2	\$399.70	\$399.70	PER CO-OP TERM	0.00%
ENVIRONMENT, EARTH & RESOURCES - ENVR 3400 - Introduction to Environment and Health	\$45.00	\$45.00	PER COURSE	0.00%
ENVIRONMENT, EARTH & RESOURCES - ENVR 3980 - Coop Work Term 1	\$675.00	\$675.00	PER CO-OP TERM	0.00%
ENGINEERING - ENG 4012 - IEEQ Co-op Assignment	\$399.70	\$399.70	PER CO-OP TERM	0.00%
ENGINEERING - ENG 4800/4810/4820/4830/4840 - Co-operative Work 1/2/3/4/5	\$399.70	\$399.70	PER CO-OP TERM	0.00%
AGRICULTURAL & FOOD SCIENCES - AGRI 2002/3002/4002 - Agricultural and Food Sciences Cooperative Education Work Term 1/2/3	\$796.70	\$796.70	PER CO-OP TERM	0.00%
AGRICULTURAL & FOOD SCIENCES - ANSC 0670 - Beef Cattle Production and Mgmt	\$10.00	\$10.00	PER COURSE	0.00%
AGRICULTURAL & FOOD SCIENCES - HNSC 4600 - Practice-based Research in Human Nutritional Sciences	\$20.00	\$20.00	PER COURSE	0.00%
KINESIOLOGY & RECREATION MANAGEMENT - KPER 1500 - Foundations of Physical Education and Kinesiology	\$37.23	\$37.23	PER COURSE	0.00%
KINESIOLOGY & RECREATION MANAGEMENT - PHED 2742 - Group Fitness and Leadership	\$20.91	\$20.91	PER COURSE	0.00%
KINESIOLOGY & RECREATION MANAGEMENT - PHED 3102 - Indigenous Song and Dance	\$27.29	\$27.29	PER COURSE	0.00%
GRADUATE STUDIES - Collaborative PhD (UM Partner) (F/W)	\$430.06	\$518.75	PER TERM	20.62%
GRADUATE STUDIES - Continuing Fee (F/W/S)	\$500.00	\$518.75	PER TERM	3.75%
HEALTH SCIENCES - Dental Hygiene Clinic and Lab Fee (YR 1)	\$5,562.53	\$5,562.53	ANNUAL	0.00%
HEALTH SCIENCES - Dental Hygiene Clinic and Lab Fee (YR 2)	\$3,246.58	\$3,246.58	ANNUAL	0.00%
HEALTH SCIENCES - Dental Hygiene Clinical Instrument Fee (Yr 1)	\$7,061.84	\$7,061.84	ANNUAL	0.00%
HEALTH SCIENCES - Dental Hygiene E-textbook Fee (YR 1 + 2)	\$2,227.23	\$2,227.23	ANNUAL	0.00%
HEALTH SCIENCES - Dentistry DMD B.Sc.(Dent) ORLB 1500/2500	\$1,200.63	\$1,200.63	PER COURSE	0.00%
HEALTH SCIENCES - Dentistry DMD Clinic and Lab Fee (YR 1)	\$11,486.75	\$11,486.75	ANNUAL	0.00%
HEALTH SCIENCES - Dentistry DMD Clinic and Lab Fee (YR 2)	\$13,107.26	\$13,107.26	ANNUAL	0.00%
HEALTH SCIENCES - Dentistry DMD Clinic and Lab Fee (YR 3)	\$7,463.93	\$7,463.93	ANNUAL	0.00%
HEALTH SCIENCES - Dentistry DMD Clinic and Lab Fee (YR 4)	\$4,350.99	\$4,350.99	ANNUAL	0.00%
HEALTH SCIENCES - Dentistry DMD Clinical Instrument Fee (Yr 1)	\$8,605.15	\$8,722.30	ANNUAL	1.36%
HEALTH SCIENCES - Dentistry DMD Clinical Instrument Fee (Yr 2)	\$4,531.51	\$4,531.51	ANNUAL	0.00%
HEALTH SCIENCES - Dentistry DMD E-textbook Fee (YR 1-4)	\$1,422.34	\$1,422.34	ANNUAL	0.00%
HEALTH SCIENCES - Dentistry IDDP Clinic and Lab Fee (YR 1)	\$12,904.52	\$12,904.52	ANNUAL	0.00%
HEALTH SCIENCES - Dentistry IDDP Clinic and Lab Fee (YR 2)	\$4,543.43	\$4,543.43	ANNUAL	0.00%
HEALTH SCIENCES - Dentistry IDDP Clinical Instrument Fee (Yr 1)	\$15,024.68	\$15,024.68	ANNUAL	0.00%

**Attachment 2 - 2021/22 Unit Specific Course Fees**

Program Type / Name	FEE 2020/21	FEE 2021/22	Fee Rate	% Inc.
HEALTH SCIENCES - Dentistry IDDP E-textbook Fee (YR 1 + 2)	\$1,995.69	\$1,995.69	ANNUAL	0.00%
HEALTH SCIENCES - Dentistry MDent DDSS (Oral & Max. Surgery)	\$3,105.90	\$3,105.90	ANNUAL	0.00%
HEALTH SCIENCES - Dentistry MDent DDSS (Periodontics)	\$3,105.90	\$3,105.90	ANNUAL	0.00%
HEALTH SCIENCES - Dentistry MDent PDS (Pediatrics), Clinic and Lab Fee	\$3,105.90	\$3,105.90	ANNUAL	0.00%
HEALTH SCIENCES - Dentistry MSc PDS (Orthodontics), Clinic and Lab Fee	\$3,105.90	\$3,105.90	ANNUAL	0.00%
HEALTH SCIENCES - Dentistry MSc Prosthodontics, Clinic and Lab Fee	\$3,105.90	\$3,105.90	ANNUAL	0.00%
HEALTH SCIENCES - HYG 2314 - Dental Hygiene Theory and Practice III	\$173.40	\$173.40	PER COURSE	0.00%
HEALTH SCIENCES - HEAL 4640 - Mechanisms of Disease 3	\$167.68	\$167.68	PER COURSE	0.00%
HEALTH SCIENCES - NURS 0500 - PREP FOR PROF PRACTICE	\$150.33	\$150.33	PER COURSE	0.00%
HEALTH SCIENCES - MDFY 2090 - Normal Childbearing Clinical Practice and Tutorial		\$100.00	PER COURSE	New
HEALTH SCIENCES - Midwifery Clinical Fee, Yr 2, 3, and 4		\$1,700.00	ANNUAL	New
HEALTH SCIENCES - PHARM 3110 - Pharmacy Skills Lab	\$576.43	\$576.43	PER COURSE	0.00%
HEALTH SCIENCES - PHARMACY CLINICAL FEE - PHARM.D.	\$3,600.00	\$3,600.00	ANNUAL	0.00%
HEALTH SCIENCES - PHARMACY CLINICAL FIELDWORK	\$3,228.05	\$3,228.05	ANNUAL	0.00%
HEALTH SCIENCES - UGME B.Sc.(Med.) - Int'l UGME 1500/2500	\$1,053.76	\$1,053.76	PER COURSE	0.00%
HEALTH SCIENCES - UGME B.Sc.(Med.) UGME 1500/2500	\$454.26	\$454.26	PER COURSE	0.00%
HEALTH SCIENCES - UGME Clinical Elective (UGME 4500)	\$90.99	\$90.99	PER COURSE	0.00%
HEALTH SCIENCES - PHGY 5012 - Laboratory Physiology and Pathophysiology	\$121.00	\$121.00	PER COURSE	0.00%
LAW - Law Clinical/Exam Fee	\$114.00	\$114.00	ANNUAL	0.00%
LAW - MHR Practicum Placement Fee	\$500.00	\$500.00	PER COURSE	0.00%
MANAGEMENT - IDM 2982/3982/4982 - Co-op Work Term 1/2/3	\$825.60	\$825.60	PER CO-OP TERM	0.00%
MANAGEMENT - SCM 7050/7052 - Co-op/Applied Project in Supply Chain Management and Logistics		\$5,000.00	PER COURSE	New
MUSIC - MUSC 1400/5400 - Major Practical Study	\$500.00	\$500.00	PER COURSE	0.00%
MUSIC - MUSC 1460 - Minor Practical Study	\$250.00	\$250.00	PER COURSE	0.00%
* MUSIC - MUSC 2400 - Major Practical Study	\$60.69	\$500.00	PER COURSE	723.86%
* MUSIC - MUSC 2480 - Minor Practical Study	\$30.35	\$250.00	PER COURSE	723.72%
MUSIC - MUSC 3470/4470 - Major Practical Study	\$60.69	\$60.69	PER COURSE	0.00%
MUSIC - MUSC 3480/4480 - Minor Practical Study	\$30.35	\$30.35	PER COURSE	0.00%
MUSIC - MUSC 3690 - Percussion Techniques	\$29.69	\$29.69	PER COURSE	0.00%
MUSIC - MUSC 3780 - Woodwind Techniques	\$102.00	\$102.00	PER COURSE	0.00%
MUSIC - MUSC 3790 - Brass Techniques	\$102.00	\$102.00	PER COURSE	0.00%
MUSIC - MUSC 3800 - String Techniques	\$102.00	\$102.00	PER COURSE	0.00%
MUSIC - MUSC 3894 - Guitar Techniques	\$102.00	\$102.00	PER COURSE	0.00%
MUSIC - MUSC 4160 - Major Practical Study	\$30.34	\$30.34	PER COURSE	0.00%
MUSIC - MUSC 4750 - Choral Techniques 1	\$23.75	\$23.75	PER COURSE	0.00%
MUSIC - MUSC 4760 - Choral Techniques 2	\$29.68	\$29.68	PER COURSE	0.00%
MUSIC - MUSC 4894 - Advanced Guitar Techniques	\$102.00	\$102.00	PER COURSE	0.00%
MUSIC - MUSC 7400 - Major Practical Study 1	\$500.00	\$500.00	PER COURSE	0.00%
* MUSIC - MUSC 7410 - Major Practical Study 2	\$60.69	\$500.00	PER COURSE	723.86%
SCIENCE - (Various Courses) - Work Term	\$558.25	\$558.25	PER CO-OP TERM	0.00%
SCIENCE - COMP 7600/7800/7900 - Graduate Workterm I/II/III	\$558.25	\$558.25	PER CO-OP TERM	0.00%

\* Approved by the Board of Governors May 2020.



**AGENDA ITEM:**

2021/22 Budget

**RECOMMENDED RESOLUTION:**

That the Board of Governors approve:

- A consolidated budget for the year ending March 31, 2022 that includes:
  - total revenues of \$924,125,666
  - total expenses of \$917,325,069 and
  - a balanced general operating budget of \$660,448,312
  - a capital spending plan of \$80,369,000.

**CONTEXT AND BACKGROUND:**

The consolidated budget is normally presented to the Board of Governors in May of each year after receiving the provincial funding letter in late March or early April. This year, the Province provided the University of Manitoba with its annual funding letter for the 2021/22 fiscal year on January 29, 2021, enabling this earlier submission.

The provincial funding letter confirmed:

- a \$5.9 million or 1.75% decrease in the University's operating grant
- a new capital grant of \$4.2 million for deferred maintenance and
- no change to the ACCESS, major capital and equipment and renovation grants
- continuation of an annual \$250,000 contribution to the Institute of Leadership Development

Efforts have been made to minimize cost increases but with the 1.75% decrease in the operating grant, additional revenue is needed to maintain the range of services and programs offered. To that end, the operating budget includes a 7.6% increase in tuition and fees revenue, reflecting higher enrolments and an average 3.75% rate increase. Other operating revenues are decreasing 19% for an overall decrease of 2% in budgeted operating revenues compared to the 2020/21 Board approved budget. Combined with a 15% increase to budgeted non-operating revenues, the budgeted consolidated revenues are increasing 2%.

Reflected in the revenue changes outlined is the fact that the 2021/22 budget has been developed in a context of continued change and uncertainty due to COVID 19 impacts. The University's experience over the past year in successfully transitioning to remote teaching and learning, in conjunction with increased enrolments and reallocation of financial resources toward incremental costs associated with the pandemic helps mitigate the amount of uncertainty for 2021/22.

As the pandemic, related events and decisions unfold in the coming weeks and months, financial projections will be updated, and measures will continue to be implemented to manage and mitigate the financial impacts where feasible.

## **2021/22 BUDGET PROCESS**

The budget planning process occurs alongside unit planning, reflecting unit and university-wide strategic priorities and operational requirements. The 2021/22 budget planning process began in the summer of 2020 with the development of preliminary planning parameters:

- Provincial operating grant unchanged from 2020/21
- Tuition fee increase of 3.75%; and
- Enrolment 2% lower than fall and winter of 2019/20

The provincial operating grant and tuition fee increase assumptions were in line with direction provided by the Province for development and submission of the 2021/22 Estimates.

Over the summer and fall, units developed their budgets based on direction that plans and budgets should reflect efforts to identify cost efficiencies but could include reasonable increases for annual salary increments and inflationary impacts on non-compensation expenses. Central support unit budget submissions were presented to and discussed by the Central Unit Allocations Committee (CUAC) in the fall. Academic and Ancillary units presented their budgets to the Executive Budget Committee in January and February.

Fall 2020 and Winter 2021 term enrolment showed strong growth in part-time enrolment and returning students. However, decreases were seen in new students and graduate enrolment compared to the prior year. Considering these results, 2021/22 enrolment parameters were updated to a less pessimistic, but still conservative, assumption that enrolment levels will return to those experienced in 2019/20.

Alongside the budget planning process, tuition and fees were reviewed. Proposals developed for the 2021/22 academic year are detailed in the Tuition and Course Fees submission to the Board of Governors.

On January 29, 2021, the Province provided the University of Manitoba with its annual funding letter for the 2021/22 budget year. Considering the \$5.9 million operating grant reduction, further adjustments to the budget were required in February to maintain a balanced operating budget.

As part of the normal budget development process, meetings were held in February and March with the President's Budget Advisory Committee (BAC), as well as with Deans and Directors, to discuss budget priorities and present a preliminary operating budget.

### **Attachment 1: 2021/22 Consolidated Statement of Operations Budget**

Attachment 1a shows the proposed consolidated budget for 2021/22, with comparative 2020/21 budget information formatted to align with PSAS and our audited annual report.

Attachment 1b shows the proposed consolidated budget for 2021/22, with comparative 2020/21 budget information formatted to align with the quarterly financial report.

## **CONSOLIDATED BUDGET**

In December 2017, the provincial government informed all universities they were required to convert to full Public Sector Accounting Standards (PSAS) (that is, discontinue use of PSAS 4200) effective April 1, 2019. The 2021/22 budget is the second consolidated, full PSAS budget presented

for the Board's approval.

In accordance with PSAS, revenues are categorized by source (tuition, donations, provincial government, etc.). Expenses are categorized by function (instruction, research, etc.).

The consolidated budget reflects revenues of \$924.1 million, expenses totaling \$917.3 million resulting in a net of \$6.8 million. The net result of the revenues and expenses as budgeted is a consolidated surplus of \$6.8 million before endowment revenues and remeasurement gains. This projected net result is related to the public sector accounting standards, which highlight the timing mismatch between revenues recognized and expenses incurred which limits the ability to produce a balanced consolidated result. The operating activities budget in attachment 1b show that within this consolidated budget, the general operating budget, discussed in further detail below, is balanced.

On a consolidated basis, 2021/22 budgeted revenues are \$19.5 million greater than the 2020/21 board approved budget. The majority of year-over-year difference is due to increases in tuition (\$14.9M) and federal and other government grants related to research (\$18.5M) which were offset partially by decreases in revenues in Ancillary Services (\$8.2M) and Sales of Goods and Services (\$10.8 M).

Consolidated expenses are budgeted to decrease \$5.5 million as compared to the 2020/21 board approved budget. Expenses related to information technology, ancillary services and amortization are budgeted to decrease about \$3 million each and sponsored research expenses by \$5.1 million. Expenses related to student services are \$6.2 million less than the 2020/21 budget as a result of an expected decrease in activities related to Bison Sports and recreation services. The decreases are partially offset by a \$4.1 million increase in instruction expense and \$7.5 million in special purpose and trust related to the Indigenous Institute of Health and Healing.

## **Attachment 2: 2021/22 General Operating Budget**

Attachment 2 illustrates the 2021/22 general operating budget through the lens of the budget model, including the strategic allocations described in the pages that follow below.

### **GENERAL OPERATING BUDGET**

General operating revenues are received for purposes that support the University's academic, administrative and operational costs. The general operating budget will decrease by \$14.2 million or 2.1% in 2021/22 as compared to 2020/21.

The budget model allocates tuition and grant revenues to academic units based on pre-determined drivers. These revenues support the direct expenses of academic units as well as the allocated net expenses of central support units. A portion of the allocated revenue is contributed to the university fund based on the participation rate (tax), which remains at 17.75% for 2021/22.

In Attachment 2, unit revenues reflect tuition and grant revenue allocated within the budget model as well as revenues budgeted directly by the units themselves. Expenses and net fund transfers budgeted by units include salaries, benefits and other operating expenses, as well as net transfers necessary to support both operating and non-operating expenses, such as debt repayment, capital projects, scholarships and bursaries, staff benefits, and research projects.

The central support cost allocations reflect the allocation of the net expenses of central support units to the academic units.

Although general operating revenues are projected to decrease 2.1% as compared to the 2020/21

budget, academic units' net operating budgets are increasing overall. Within this, most academic unit budgets are increasing; some variation exists and is largely a result of the impacts of the budget model's calculated impacts as well as strategic subvention adjustments for 2021/22. Similarly, most central support cost pool budgets are also increasing, as compared to the prior year, with the General University cost pool offsetting a large portion of the overall increase.

### **Provincial Grant Revenue**

In advance of the provincial budget, the Province provided the University with its 2021/22 funding letter indicating a \$5.9 million (1.75%) reduction in the University's operating grant, no change to the ACCESS grant and a targeted grant of \$250,000 for the Institute of Leadership Development.

Based on the above-noted communication on January 29, 2021, the budget currently reflects provincial operating grants of \$339.9 million, including ACCESS and targeted grants. The operating budget also includes \$24.2 million of other revenue from the Province, primarily related to the service purchase agreements with Manitoba Health.

### **Tuition Revenue**

Budgeted tuition revenue of \$210.1 million represents an increase of approximately \$14.9 million as compared to the 2020/21 budget, and includes the impacts of projected enrolment decreases (i.e. a return to 2019/20 levels) and an average 3.75% tuition fee increase, which is well within the provincially legislated maximum allowable rate of CPI + 5%. The tuition fee proposal is described in greater detail in an accompanying tuition fee submission.

### **Other Revenue**

Operating revenue from virtually all other sources are expected to be lower with Sales of Goods and Services, Ancillary Services and Donations seeing the largest reductions as compared to the 2020/21 Budget. Depending on how events unfold in the coming months with respect to public health initiatives such as COVID-19 vaccinations, activities may improve or mimic 2020/21.

### **Salaries and Expenses**

Salaries, Staff Benefits and Pay Levy costs increased 2.4% over the 2020/21 Budget. The increase is largely related to annual step increases, CPP premium increases, support for recommendation #1 of the UM Indigenous Senior Leadership report, and support for existing and new programming such as the Bachelor of Midwifery and Doctor of Pharmacy programs.

Non-Compensations expenses decreased 9.1% compared to the prior year budget. The majority of the decrease reflects reduced spending on materials and supplies, travel, and professional and external services as a result of lower expected revenues. Notably, the 2021/22 budget for student awards remains relatively consistent at \$16.3 million compared to \$16.6 million in 2020/21.

### **Fund Transfers**

Budgeted net transfers out of the operating fund are \$9.7 million lower than the 2020/21 budget. This is primarily driven by a \$5.0 million decrease in transfers to capital provisions for Ancillary Services and a \$5.0 million increase in transfers from carryover.

The final component of the operating budget, the university fund, also reflects the impacts of the projected revenue assumptions and budgetary measures taken to manage within the fiscal constraints.

### **2021/22 University Fund**

The contribution to the university fund by academic units is calculated as 17.75% of allocated tuition

and grant revenues, totaling \$91.2 million for 2021/22. The remaining contributions totaling \$19.8 million are comprised of investment income, International College of Manitoba royalty revenues, Ancillary Services contribution, and the funds remaining from the prior year's contingency/strategic reserve. The total funding available in 2021/22 is \$110.9 million, as compared to \$109.0 million in 2020/21.

### **Attachment 3: 2021/22 University Fund**

The 2021/22 university fund is presented in Attachment 3, including both contributions and planned strategic allocations.

The university fund becomes a source of available funds to reallocate to areas of critical need and to invest in the University's strategic priorities, including subvention of, or subsidizing, academic units. Attachment 3 and the paragraphs that follow outline the strategic priorities and commitments that will be supported through allocations from the university fund in 2021/22, and how these allocations align with the University's strategic plan.

The majority of the university fund, \$95.4 million, is returned to faculties in the form of subvention. As a percentage of the funds available, subvention represents approximately 86% of the university fund, which is about 1% higher than subvention's proportionate allocation in 2020/21. Subvention can be aligned with all of the University's strategic priorities, but certainly supports the strategic goal of maintaining and sufficiently supporting an appropriate range of liberal arts, science and professional programs for Manitoba's research university as part of the *Inspiring Minds through innovative and quality teaching* priority.

In light of the current financial situation, strategic allocations were weighed alongside other budgetary priorities. The budget as presented includes strategic allocations to the following priorities:

- In support of the *Inspiring Minds* priority, the 2021/22 budget strengthens the University's commitment to students by allocating an additional \$1 million to student assistance, to be targeted to areas of highest need including both undergraduate and graduate students, as well as specific supports for international and Indigenous students.
- The 2021/22 budget includes nearly \$1.2 million to support enhanced teaching and learning. This funding will be used to support costs of software and hardware used for remote teaching and learning, the creation of an experiential learning centre, additional career counsellors and to incent and invigorate excellence in teaching.
- Research initiatives (\$1 million) to continue various grant matching and research incentive programs to support *Driving Discovery and Insight through excellence in research, scholarly work and other creative activities*.
- Continued investment in the National Centre for Truth and Reconciliation (\$900,000) to fund continued operations at existing levels while the NCTR defines its long-term strategy and funding needs. This investment also strongly supports the priority of *Creating Pathways to Indigenous Achievement* as well as supporting research priorities.
- A new round of Indigenous Scholars (\$600,000). This allocation will provide additional funding to academic units to support the recruitment of Indigenous faculty in recognition of our commitment to support Indigenous achievement within our *Creating Pathways and Inspiring Minds* strategic priorities by funding

- A multi-year commitment to network switch replacement & server renewal and enhancement (\$1 million) benefitting students and faculty. This allocation aligns with the strategic goal to provide information technology systems that support the needs of students, staff and faculty within our *Building Community that creates an outstanding learning and working environment* priority.
- the 2021/22 budget allocates \$250,000 for the implementation of the University's Equity, Diversity and Inclusion strategy. An additional \$150,000 is allocated for additional accessibility coordinators to meet the needs of the growing numbers of students registered with Student Accessibility Services.
- Additional work under this same goal leads the University to enhance common spaces, amenities and services to better meet the needs of the university community. To that end, the 2021/22 budget includes an allocation of \$500,000 that will continue to support learning space renewal and enhancement.
- Aging critical infrastructure has long been a concern at the university. The university has been working with Manitoba Hydro on a multi-year plan to re-locate and re-distribute service for the campus and surrounding community. An allocation of \$1 million is being made to support this critical work.
- Lastly, \$8 million has been allocated as a contingency this year. This is equal to 1.2% of total budgeted operating revenues.

#### **Attachment 4: 2021/22 Capital Spending Estimate**

This attachment provides a summary of the 2021/22 capital spending plan. The total planned spending of \$80.3 million includes beginning construction of the Desautels Concert Hall (\$9.5 million) and ongoing construction of the Churchill Marine Observatory (\$6.5 million). Over \$20.3 million of infrastructure renewal is planned, including \$6 million of road and sidewalk renewal, partially funded by the new \$4.2 million deferred maintenance grant from the Province. A further \$20.9 million is budgeted for renovations of classrooms and other learning spaces, as well as office and common spaces. Purchases of equipment and minor renovations totaling \$6 million and \$12.1 million from the operating and research funds are also expected to be capitalized in 2021/22.

The majority of the capital spending, \$45.3 million, will be funded by transfers from provisions and the annual operating budget. Donations will fund \$9.5 million, and capital grants from the Provincial (\$16.8 million) and Federal (\$3.7 million) governments support most of the remaining planned spend.

#### **RESOURCE REQUIREMENTS:**

Alongside this document, a separate submission requests the Board's approval of tuition and course fees to continue to support achieving the University's mission and priorities. The budget projects a revenue increase of approximately \$14.9 million related to the proposed tuition and course fees as compared to the 2020/21 budget. This includes the impacts of projected enrolment levels and proposed variable rate tuition increases described in greater detail in the accompanying tuition fee submission. In addition to tuition, the budget as presented relies on the provincial operating grant, income from various revenue generating activities, donations, and dedicated grant funding in support of research and other specific University activities.

## CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:

Budget planning occurs in the context of *Taking Our Place: The University of Manitoba Strategic Plan 2015 – 2020*, and the significant majority of the budget supports the ongoing work of units in fulfilling the University's mandate and strategic priorities. Through the 2021/22 planning and budget development process, the specific allocations described above were identified as requiring additional support to further key strategic priorities.

## IMPLICATIONS:

The Advanced Education and Administration Act requires that the board prepare and submit an annual budget to the minister.

## ALTERNATIVES:

In light of ongoing cost pressures, reductions in provincial funding and other external factors and uncertainties, multiple scenarios were considered. There is a wide range of possible financial implications that could develop as a result of the pandemic. This proposed budget represents the recommended balance of investment in strategic priorities, support to faculties and schools, known cost pressures, and overall financial uncertainty.

## CONSULTATION:

The 2021/22 planning and budget development process involved consultation with academic, ancillary and central unit leaders and support staff. The process was guided by the Provost and Vice-President (Academic) and the Vice-President (Administration) and included meetings with the Vice-Presidents, the Central Unit Allocation Committee, the president's Budget Advisory Committee, and the Deans and Directors, which, along with analysis, review and information on the institutional financial position from the Financial Planning Office and Financial Services, form the basis of this submission.

**ROUTING TO THE BOARD OF GOVERNORS:**

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Title</u>	<u>Date</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<i>M Walc</i>	Acting Vice-President (Administration)	March 01, 2021
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<i>M Benasud</i>	President and Vice- Chancellor	March 2, 2021
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	FAHR		03/09/21
<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>			

**SUBMISSION PREPARED BY:** Mark Walc, Acting Executive Director Financial Planning & Budgeting

**ATTACHMENTS:**

- Attachment 1 – 2021/22 Consolidated Statement of Operations Budget
- Attachment 2 – 2021/22 General Operating Budget
- Attachment 3 – 2021/22 University Fund
- Attachment 4 – 2021/22 Capital Spending Estimate
- Attachment 5 – 2021/22 Provincial Funding Letter

**Attachment 1a**

**UNIVERSITY OF MANITOBA**  
**Consolidated Statement of Operations Budget**  
**For the year ending March 31, 2022**  
(in thousands of dollars)

	<b>Budget 2021-22</b>	<b>Budget 2020-21</b>
<b>Revenue</b>		
Provincial Grants	\$ 422,180	\$ 421,025
Tuition and Related Fees	210,120	195,230
Federal and Other Government Grants	107,144	88,600
Non-Government Grants	57,169	60,813
Investment Income	45,137	41,838
Ancillary Services	32,060	40,227
Sales of Goods and Services	23,603	34,376
Other Income	12,733	11,612
Donations	13,980	10,862
	<b>924,126</b>	<b>904,583</b>
<b>Expense</b>		
Instruction	399,045	394,943
Sponsored Research	125,890	130,960
Facilities	117,835	121,167
Special Purpose and Trust	73,196	65,726
Administration	38,837	38,537
Academic and Research Support	38,126	35,953
Libraries	34,390	33,544
Student Services	25,833	32,009
Information Technology	27,355	30,439
Ancillary Services	22,907	25,924
External Relations	13,909	13,650
	<b>917,325</b>	<b>922,851</b>
	6,801	(18,268)
Endowed Donations	12,750	14,681
Annual Surplus	19,551	(3,587)
Remeasurement Gains	21,000	19,200
Total Increase to Accumulated Surplus and Remeasurement Gains	\$ 40,551	\$ 15,613

Note: figures may not add due to rounding

## Attachment 1b

**UNIVERSITY OF MANITOBA**  
**Consolidated Statement of Operations Budget**  
**Budget for the year ending March 31, 2022**  
(in thousands)

	TOTAL ACTIVITIES		OPERATING ACTIVITIES		NON-OPERATING ACTIVITIES	
	Budget 2021-22	Budget 2020-21	Budget 2021-22	Budget 2020-21	Budget 2021-22	Budget 2020-21
<b>REVENUE</b>						
Provincial Grants	422,180	421,025	364,200	373,130	57,980	47,895
Tuition and Related Fees	210,120	195,230	210,120	195,230	-	-
Federal and Other Government Grants	107,144	88,600	9,249	10,028	97,895	78,572
Non-Government Grants	57,169	60,813	6,358	6,497	50,811	54,316
Investment Income	45,137	41,838	7,392	7,633	37,745	34,205
Ancillary Services	32,060	40,227	32,060	40,227	-	-
Sales of Goods and Services	23,603	34,376	23,353	34,126	250	250
Non-Endowed Donations	13,980	10,862	734	1,407	13,246	9,455
Other Income	12,733	11,612	6,983	6,348	5,750	5,264
<b>TOTAL REVENUE</b>	<b>924,126</b>	<b>904,583</b>	<b>660,449</b>	<b>674,627</b>	<b>263,677</b>	<b>229,956</b>
<b>EXPENSES</b>						
Compensation Expenses	540,661	523,444	488,661	477,135	52,000	46,309
Non-Compensation Expenses	311,137	329,835	157,826	173,800	153,311	156,034
Amortization of Capital Assets	50,625	54,100	-	-	50,625	54,100
Interest	14,902	15,473	-	-	14,902	15,473
<b>TOTAL EXPENSES</b>	<b>917,325</b>	<b>922,851</b>	<b>646,487</b>	<b>650,935</b>	<b>270,838</b>	<b>271,916</b>
	6,801	(18,268)	13,962	23,691	(7,161)	(41,960)
<b>NET TRANSFERS</b>	-	-	(13,962)	(23,691)	13,962	23,691
<b>ENDOWED DONATIONS</b>	12,750	14,681	-	-	12,750	14,681
<b>ANNUAL SURPLUS</b>	19,551	(3,587)	-	-	19,551	(3,587)
<b>REMEASUREMENT GAINS (LOSSES)</b>	21,000	19,200	-	-	21,000	19,200
<b>TOTAL INCREASE TO ACCUMULATED SURPLUS</b>						
<b>REMEASUREMENT GAINS</b>	<b>\$ 40,551</b>	<b>\$ 15,613</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 40,551</b>	<b>\$ 15,613</b>

Note: figures may not add due to rounding

Attachment 2

**UNIVERSITY OF MANITOBA**  
**General Operating Funds**  
**Budget for the year ending March 31, 2022**  
**(in thousands)**

	Revenue	Expenses and Fund Transfers	Central Support Cost Allocations	Contributions to the University Fund	University Fund Allocations	Net Surplus (Deficit)
<b>Academic Units and Ancillary Services</b>						
Faculty of Agricultural & Food Sciences	35,069	22,298	15,868	(5,741)	8,838	-
Faculty of Architecture	11,337	9,099	5,143	(1,920)	4,824	-
Faculty of Arts	96,631	47,731	32,073	(16,827)	-	-
School of Art	5,664	4,943	3,483	(953)	3,716	-
I.H. Asper School of Business	42,188	21,924	13,129	(7,135)	-	-
Faculty of Education	10,297	9,797	5,916	(1,771)	7,187	-
Price Faculty of Engineering	34,316	22,742	18,802	(5,921)	13,149	-
Clayton H. Riddell Faculty of Environment, Earth, & Resources	20,095	10,065	7,500	(3,505)	976	-
Extended Education Division	10,170	9,340	4,335	(340)	3,846	-
Faculty of Kinesiology & Recreation Management	15,042	14,244	8,225	(1,637)	9,064	-
Faculty of Law	8,377	6,524	3,234	(1,408)	2,789	-
Marcel A. Desautels Faculty of Music	3,461	5,551	2,858	(500)	5,449	-
Faculty of Science	100,032	43,308	40,060	(17,088)	424	-
Faculty of Social Work	12,016	8,625	4,942	(2,075)	3,625	-
Rady Faculty of Health Sciences	181,913	130,452	58,601	(24,377)	31,518	-
Ancillaries	32,060	32,060	-	-	-	-
<b>Total Academic Units and Ancillary Services</b>	<b>618,669</b>	<b>398,704</b>	<b>224,170</b>	<b>(91,199)</b>	<b>95,404</b>	<b>-</b>
<b>Central Support Cost Pools</b>						
Academic	1,332	31,500	(28,669)	-	1,500	-
President, External, Indigenous	725	19,344	(17,119)	-	1,500	-
Information Technology	294	26,764	(25,295)	-	1,175	-
Administration	1,142	30,037	(28,896)	-	-	-
Facilities	2,036	48,323	(46,287)	-	-	-
Research	9,695	19,715	(9,020)	-	1,000	-
Student Services	3,390	24,804	(20,014)	-	1,400	-
Libraries	980	29,202	(28,222)	-	-	-
General University	10,458	40,106	(20,649)	-	9,000	-
<b>Total Central Support Cost Pools</b>	<b>30,051</b>	<b>269,795</b>	<b>(224,170)</b>	<b>0</b>	<b>15,575</b>	<b>-</b>
University Fund	11,729	(8,051)	-	(19,780)	-	-
<b>Grand Total</b>	<b>\$ 660,448</b>	<b>\$ 660,448</b>	<b>\$ (0)</b>	<b>\$ (110,979)</b>	<b>\$ 110,979</b>	<b>\$ -</b>

**Attachment 3**

**UNIVERSITY OF MANITOBA**  
**University Fund Contributions and Allocations**  
**Budget for the year ending March 31, 2022**  
**(in thousands)**

	<b>Budget 2021-22</b>
<b><u>Funding Sources</u></b>	
Contribution from Academic Units	\$ 91,199
Investment Income	7,392
International College of Manitoba	4,338
Ancillary Services Overhead	2,000
Prior Year Contingency / Strategic Priorities Reserve	6,050
<b>Total Funding Available</b>	<b>\$ 110,979</b>
<b><u>Funding Allocations to Strategic Priorities</u></b>	
Subvention Allocated to Academic Units	95,404
Enhancement for Teaching and Learning	1,175
Scholarships and Bursaries	1,000
Research Initiatives (year 7 of 7)	1,000
Network Switch Replacement (year 6 of 6)	1,000
Hydro Power Re-Servicing	1,000
National Centre for Truth and Reconciliation	900
Indigenous Scholars (year 1 of 3)	600
Learning Spaces Renewal and Enhancement	500
Implementation of Equity, Diversity and Inclusion Strategy	250
Accessibility Coordinators	150
Contingency / Pandemic Mitigation	8,000
<b>Total Funding Allocated</b>	<b>\$ 110,979</b>

**Attachment 4**

**UNIVERSITY OF MANITOBA  
Capital Expenditure by Project  
2021-22 Budget  
(in thousands)**

	<b>Budget 2021-22</b>	<b>Budget 2020-21</b>
Infrastructure Renewal Projects:		
Roads & Sidewalks	6,000	
Building Envelope	4,300	4,550
Fire/Life Safety	2,800	2,000
HVAC	1,650	
Asbestos	776	1,500
Sewers & Water	1,800	2,000
Other Projects	2,000	7,350
Power Re-Servicing at Fort Garry Campus	1,000	
Misc Capital Projects	3,020	3,020
Major Capital Projects:		
Desautels Concert Hall	9,500	1,000
CMO Building Construction/CFI	6,547	17,358
RTDS Building Addition	1,300	
SmartPark Innovation Hub Building	450	
Fort Garry Campus Day Care Addition	150	150
Renovations:		
Classroom & Learning space upgrades	7,300	3,000
Other Projects (Faculty or Unit Funded)	6,000	4,419
Mary Speechly Roof and Window Upgrades	3,380	
Clinical Learning Simulation Lab - Brodie	3,000	500
U College Kitchen Redevelopment to Office Space	1,100	
FG Campus-Wayfinding Signage	150	500
Pathology Level 300 Renovation (includes Student Health Clinic)		750
Drake Level 500 Graduate Studies		1,365
Apotex Theatre Development		2,230
Residence Building Code Upgrades		550
Operating - Equipment	6,000	6,000
Capital Research - CFI, Research Equipment, Construction	12,146	10,306
<b>Total Capital Spending Estimate</b>	<b>\$ 80,369</b>	<b>\$ 68,548</b>



**Economic Development & Jobs | Advanced Education, Skills & Immigration**  
Office of the Deputy Minister  
Room 352  
Legislative Building  
Winnipeg MB R3C 0V8

January 29, 2021

Mr. Jeff Lieberman  
Chair, Board of Governors  
University of Manitoba  
Jeff1@greatpromo.ca

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

Dear Mr. Lieberman and Dr. Benarroch:

The new Department of Advanced Education, Skills and Immigration aims to promote access to advanced education opportunities for Manitobans through strong, competitive post-secondary institutions providing the quality education and skills development for today's and tomorrow's workforce. The new, stand-alone department will ensure further linkages and alignment between the program offerings at institutions and the skills needed to equip the labour force of the future.

Our collaborative efforts will be guided by our shared priorities detailed in your mandate letter, recommendations from the Auditor General, as well as the vision in the Skills, Talent and Knowledge Strategy. Together we will continue to promote student success, foster partnerships with industry, increase work-integrated learning opportunities, advance international education and ensure that we remain good stewards of public funds and maintain balanced budgets.

Institutions have indicated that providing budget information early in the calendar year would allow for better budget planning and decision-making. It is the expectation that institutions will use the information to present a final, board-approved balanced budget to government promptly upon receiving this information.

To this end, below are the funding decisions made by Government for the upcoming fiscal year.

.../2

The overall post-secondary envelope for 2021/22 is \$682.5 million. This includes capital support of \$11.6 million for major capital, renovations and equipment across the system. Government is also investing \$10.0 million in deferred maintenance this year to maintain and enhance existing spaces.

The grant allocations available to the University of Manitoba for the fiscal year 2021/22 will be as follows:

Operating grant	\$ 335,559,400
ACCESS grant	4,330,100
Major Capital	4,100,000
Equipment and Renovations	3,020,000
Institute of Leadership Development	250,000
Deferred Maintenance	<u>4,200,000</u>
Total grants	\$ 351,459,500

We appreciate the work that has been done to maintain access and affordability for Manitoba students. Respecting the intent of keeping tuition affordable for students, universities should target 3.75% as the maximum tuition increase this year. Institutions may propose variable tuition increases by program under certain conditions. To assist in this regard, as in previous years, the department will provide a template for approval of allowable tuition increases. If you have any questions regarding tuition increases, please contact Mr. Grant Prairie, Director of Policy and Programs, Post-Secondary Education at [Grant.Prairie@gov.mb.ca](mailto:Grant.Prairie@gov.mb.ca) or 204-945-8564.

Manitoba will include a further adjustment to the operating grant to reflect for surplus funding received from the Workers' Compensation Board in 2021/22 when this becomes known.

Having received this information in advance of Budget 2021, the department is requesting that institutions return to government with a board-approved budget no later than February 11, 2021 to facilitate the provincial Budget development. Department staff will be in touch to provide the appropriate submission of information.

As we continue to protect Manitobans and emerge from the pandemic, the post-secondary sector will play an important role in our economic restart after a year of disruption to education systems.

.../3

I look forward to our continued collaboration as we ensure the success of Manitoba students and restart our economy. If you have any questions please contact Ms Colleen Kachulak, Assistant Deputy Minister, Advanced Education and Skills, at [Colleen.Kachulak@gov.mb.ca](mailto:Colleen.Kachulak@gov.mb.ca).

Sincerely,

A handwritten signature in black ink, appearing to read 'Tracey', with a long horizontal flourish extending to the right.

Tracey Maconachie  
Acting Deputy Minister  
Advanced Education, Skills and Immigration

- c. Honourable Wayne Ewasko, Minister of Advanced Education, Skills and Immigration  
Colleen Kachulak, Assistant Deputy Minister of Advanced Education and Skills,  
Advanced Education, Skills and Immigration  
Grant Prairie, Director of Policy and Programs, Post-Secondary Education, Advanced  
Education, Skills and Immigration



**AGENDA ITEM:**

Signing of Agreements Policy

**RECOMMENDED RESOLUTION:**

**THAT the Board of Governors approve:**

- The revisions to the *Signing of Agreements Policy*;
- The revisions to the *Signing of Agreements Procedure*;
- The revisions to Schedules A & B of the *Signing of Agreements Procedure*;
- The rescinding of the *Use of Corporate Seal Policy*;

all effective April 1, 2021.

**CONTEXT AND BACKGROUND:**

**Establishment of Policy and Recommendations to Revise**

The Signing of Agreements Policy and related Procedures and schedules (the “Policy”) came into effect in 2010. All agreements are subject to budgetary controls regardless of the identity of the Signing Authority.

The current Policy is divided into four (4) parts:

- 1) The Policy
- 2) The Procedure under the Policy
- 3) Schedule A
- 4) Schedule B

The Policy establishes:

- the requirement for legal review for agreements that are not University templates; and
- the requirement that the Board of Governors approve certain high dollar agreements prior to signing or receive subsequent reports of agreements that have been signed.

The Procedure establishes:

- Signing Officers, being employees within the University or officers of the Board, by reference to their positions, who are authorized to sign agreements; including
- the requirement that the Board Chair approve the hiring of and sign letters of offer to the University President.

Schedule A identifies:

- the types of agreements a Signing Officer can sign and the monetary limits to their signing authority.

Schedule B identifies:

- the types of agreements that do not require legal review, in list format.

Audit Services performed a review of the Policy and completed the Signing Authorities report dated May 2019. This report made a number of observations and recommendations to update the Policy.

Upon receipt of the Audit Report recommendations, the Office of Legal Counsel undertook a complete review of the Policy, consulted with stakeholders and reviewed signing policies at other Canadian universities.

The revisions made to the Policy address Audit Services' recommendations, add clarity as to who may sign agreements, streamline processes and take into account comments from stakeholders who rely heavily on the Policy in their day-to-day operations.

### **(1) Changes to the Policy**

The following is a high-level summary of the substantive changes made. Attached to this submission is a detailed chart comparing the current and proposed versions of the Policy and Procedures.

**General revisions:** Clarification of various definitions and roles as well as updated position titles.

#### **Delegation Allowed for the Sending of Electronic Agreements**

Wording in Section 2.5 (b) is added to indicate that a Signing Officer can delegate signing authority so that an agreement can be sent electronically by another person or department. This wording has been added to reflect how the University's E-procurement system (EPIC) operates and to clarify Purchasing Services' role as a delegate of the Signing Officer when sending Purchase Orders and electronic Standard Service Agreements.

#### **Prior Approval by the Board of Governors**

Substantive revisions were made to the provisions governing projects requiring prior Board of Governors approval:

- **Real property:** licenses, leases and commitments to use land or facilities owned by the University for a term exceeding 20 years. Currently, the policy only references land leases, does not address facility use agreements, and contains no term length threshold. As a result there has been confusion as to whether short-term leases required BOG approval. The Policy now focuses on approval of long-term lease/license of space or land agreements associated with land development.
- **Capital projects:** the policy currently requires BOG approval for capital project contracts that exceed \$1 million. The Legal Office, following a recommendation from Audit Services, increased the prior-approval threshold from \$1 million to \$5 million. The BOG approval provisions for capital projects has been revised to reflect approval being given on a per-project basis where the whole project is in excess of \$5 million, rather than on an individual contract basis. This ensures that once the Board has approved a project as a whole, the Board will not have to then approve individual contracts for various aspects/sub-trades of an approved project. Projects will be submitted for Board consideration approval via the BOG submission process, and the Board will

thereafter receive periodic reports as outlined below.

- **Collective Agreements:** Collective Agreements require Board Approval. In order to reflect current practice, the policy has been revised to indicate that where the Board has previously approved the mandate for the collective bargaining and the Collective Agreement is in accordance with that mandate, BOG approval of the Collective Agreement is not required.
- **Low-Risk Agreements but High Dollar amount Purchases:** the types of agreements that can be executed without prior approval of the Board of Governors has been expanded to include:
  - (i) Agreements for utilities, insurance, goods or services purchases through the tendering process for less than \$ 5 million; and
  - (ii) Multiple purchases of goods from a single vendor where the total value of goods purchased accumulates to less than \$5 million in a fiscal year and the goods are purchased through a competitive purchase process. For example, library acquisitions where multiple books are purchased from the same publisher.

### **Subsequent Approval by the Board of Governors**

Following a recommendation from Audit Services, the Legal Office is proposing that the subsequent approval provisions at Section 2.8 of the Policy be removed from the Policy and be encompassed in a separate internal reporting process. Section 2.8 does not relate to approval of Agreements or authority to sign Agreements and thus would be more appropriately contained elsewhere.

In accordance with the change to approval on a per-project basis for construction and capital projects, we have included a structure for reporting to the Board on the status of capital projects falling within various value amounts.

Reports will be submitted on the following basis:

- (a) For capital projects greater than \$5,000,000.00, the Board will receive quarterly reports compiled on per-project basis encompassing all agreements necessary to complete a BOG-approved project;
- (b) Projects whose total value falls within the range of \$1,000,000 to \$5 million total project value, the Board will receive a semi-annual report that encompasses both:
  - (i) Projects that fall under the capital renewal budget; and
  - (ii) Projects requests that are self-funded by faculty or units.

Projects with a total value of less than \$1,000,000.00 will be reported to the Board on an annual basis

### **Corporate Seal**

We have incorporated provisions regarding the custody of the Corporate Seal into the Signing of Agreements Policy. This is consistent with other U15 university practices and will enable us to rescind the Corporate Seal Policy. The Corporate Seal Policy is outdated and has duplicate language to the Policy.

We recommend the existing Use of Corporate Seal Policy be rescinded.

## **(2) Changes to the Procedures and Schedules A and B**

**Travel and Purchasing Card Holders:** The responsibilities of cardholders has been identified.

**Requirement for Legal Review:** The requirement for legal review for non-standard agreements has been clarified.

### **Very Low Risk Agreements Do Not Need Legal Review**

The provisions regarding very low risk agreements have been moved to Schedule B of the Procedures so that all agreements that can be signed without legal review are contained in a single location.

### **Schedule A**

Schedule A identifies the types of agreements a Signing Officer can sign and the monetary limits to their signing authority.

The maximum amount a Signing Officer can sign for under Schedule A has been increased from \$100,000 to \$250,000, where a threshold exists. This decision was made following a review of other U15 Signing Authority Policies and Procedures, and remains on the lower end of authority granted to Deans and Directors. Also for some types of agreements, additional position titles have been specified as Signing Officers based on current roles and operational needs (i.e. supervisors are capable of approving contracts that fall under the authority of their subordinates – that has been clarified in revised Schedule A).

The Purchasing Agreements section has been revised to reflect the current business practices of Purchasing Services.

Cross-references to other Governing Documents/Policies were removed, as it was determined that there are too many umbrella policies/procedures that apply to all agreements (e.g. Respectful Work and Learning Environment, Conflict of Interest). This being the case, a statement was added at the beginning of Schedule A that highlights a Signing Officer's responsibility to comply with all Policies and Procedures and some examples were given.

### **Schedule B**

Schedule B identifies the various kinds of agreements that do not need legal review.

Those Agreements previously identified in the Procedures as low risk (i.e. not requiring legal review) have now been incorporated into Schedule B, including certain software Licenses. The types of low risk agreements that do not need legal review have been expanded and set out in Schedule B.

## **RESOURCE REQUIREMENTS:**

None.

## **CONNECTION TO THE UNIVERSITY PLANNING FRAMEWORK:**

The proposed revisions to the Signing Authorities Policy and Procedures and associated University processes are intended to create operational efficiencies, thereby enhancing organizational value.

Obtaining Board of Governors approval of planned University projects (as opposed to individual agreements), together with regular management reporting to the Board on project status, supports the University's Value: Accountability.

**IMPLICATIONS:**

The proposed revisions will clarify spheres of authority, create accountability, streamline processes and appropriately allocate contract risks so the University is not bound to agreements without due consideration or appropriate review by supervisory authorities.

**ALTERNATIVES:**

Revisions to the Singing of Agreement Policy were deemed necessary due to both process changes that have occurred at the University and Audit Service's recommendations. The alternative is to leave the Policy in its current state.

**CONSULTATION:**

There have been numerous consultations with University administrators who work with the Policy, including Financial Services, Purchasing Services, Audit Services, Ancillary Services, and Research Services. The Policy and Procedures reflect unit/department needs and operational constraints and ensure risks and resources are managed appropriately.

**ROUTING TO THE BOARD OF GOVERNORS:**

<u>Reviewed</u>	<u>Recommended</u>	<u>By</u>	<u>Title</u>	<u>Date</u>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		Acting VP (Administration)	Feb. 19/21
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		President & Vice-Chancellor	Feb. 23, 2021
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	FAHR		03/09/21
<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>			

**SUBMISSION PREPARED BY:** 

**ATTACHMENTS:**

Attached to this submission is a detailed chart comparing the current and proposed versions of the Policy and Procedures.

Policy Currently in Force	Proposed Revisions
<b>Purpose</b>	
Set out scope and application of policy. The purpose also references use of the corporate seal.	Expanded scope of Policy to make clear the intention and purpose behind the Signing of Agreements Policy and emphasise University’s value of accountability. Use and storage of the Corporate Seal now appear at 2.11 which will allow us to collapse the Corporate Seal Policy into the Signing of Agreements Policy
<b>Definitions</b>	
Existing Definitions only covered off most basic elements of Policy.	Revised definitions of “signing” and “signing officer” based on stakeholder feedback and needs, and expanded defined terms for greater clarity and ease of reference throughout Policy and Procedure.
<b>Authority of Signing Officers</b>	
This section (2.3) set out the authority of the President and, Vice-President (Administration) and Vice-President (Research).	Added 2.4 to Policy clarify that a direct supervisor can sign anything their subordinate could. For example: Associate Vice-Presidents can sign anything that Directors reporting to them may sign. Relocated to Procedures at section 2.2, 2.3, 2.4, 2.5, revised to specify specific reaches of authority and expanded to address authority of Provost and Vice President Academic, Vice President External. Added a catchall provision at 2.6 of the Procedures for the President, Vice-Presidents to sign agreements determined that fall within their authority, even if not specifically contemplated in Schedule A Added a stipulation at 2.7 of the Procedures that Travel Card Users are considered Signing Officers solely for the purposes of the travel card, which does not impart signing authority for other kinds of agreements.
<b>Signing of Low Risk Agreements</b>	
Certain low-risk agreements were listed within the Policy at section 2.4 rather than in the Procedures or Schedule B	Moved to Schedule B of Procedures so that all Agreements not requiring Legal Office review are outlined in a single location
<b>Legal Review</b>	
The Legal Office must review all non-standard agreements except those listed in Schedule B.	This provision remains and was moved to the Procedures under 2.8 and 2.10. Schedule B has been revised and clarified.

	A provision was added at Procedures section 2.13 to clarify that legal reviews are only from a legal perspective and the business case for the agreement is not considered. Business decisions are left to the Signing Officer to determine whether it meets their business and operational requirements, and that any other impacted faculties/departments and units have been consulted.
Forwarding of executed copy of agreement to Legal Office for vaulting was outlined at 2.6.4	This requirement remains in practice, but has been moved to the Procedures and expanded under section 2.23 of the Procedure with greater clarity added for what specifically is needed for vault, including all terms and conditions of click-accept and digital agreements. Exempted agreements are listed in the Procedures at 2.24
Section 2.6.5 set out the ability of a Signing Officer to request Legal Office review if an Agreement met certain qualifications	This provision was moved to the Procedures, and expanded at 2.9 and 2.11 to ensure Signing Officers are aware they may ask for Legal Office review for any agreement if desired. It was also restated in Schedule B to ensure users are aware even if only looking at Schedule B as a quick reference.
<b>Signing without Legal Approval</b>	
2.5.4 if an agreement is not approved by the Legal Office, only the President, VP (Admin) or Board of Governors may approve and sign said agreement	This provision was relocated to 2.12 of the Procedures
<b>Signing of Agreements By Signing Officers</b>	
Due diligence obligations set out at 2.6.1 to 2.6.3 and 2.6.8	Moved closer to front of Policy and expanded at Policy sections 2.2, and 2.3 to ensure not missed by Signing Officers when reviewing Policy Added Policy section 2.4 to clarify that a supervisor can sign anything their subordinate could.
<b>Ability of President and Vice-President (Administration) to restrict signing authority</b>	
2.6.6 Enabled the President or Vice-President Admin to have the power to restrict, in writing, the signing authority of any Signing Officer at any time and without cause	Relocated to the Procedures at 2.21 under General Principles
<b>Conflict of Interest</b>	
2.6.7 required that Signing Officers not act in a conflict of interest without first disclosing the conflict in writing	This was relocated to the Procedures at 2.22 and the reference to other University Policies and Procedures was revised to specifically identify the Conflict of Interest Policy.

<b>Delegation of Authority</b>	
Previously, no Signing Officer could delegate except to a senior administrator in an “acting” capacity pursuant to 2.10	Delegation powers were expanded at 2.5 of the Policy to include directing an employee to affix an e-signature at the Signing Officer’s behest, send an Agreement electronically, or for to “click to accept” to ensure Policy is compatible with regular operations and Purchasing Policy. Where a Signing Officer is absent or away, delegation of their signing authority must be in writing. Policy section 2.6 added an obligation for a delegate to report back to the delegator on all Agreements signed under the delegated authority.
<b>Prior Approval of Board</b>	
<p>Prior approval of the Board was required for:</p> <ul style="list-style-type: none"> <li>• Documents relating to purchase, sale, mortgaging or development of land</li> <li>• Leases of land where the University is lessor</li> <li>• contracts for the construction of, or the retention of a project manager for, building projects in cases where the contract price is in excess of \$1,000,000;</li> <li>• agreements for the rental, hiring or purchase of personal property in cases where the aggregate rentals, hire payments or purchase prices exceeds \$1,000,000;</li> <li>• collective bargaining agreements;</li> <li>• bonds, debentures or other securities issued by the University for or in connection with the borrowing of money;</li> <li>• guarantees by the University of loans or obligations;</li> <li>• agreements to which any Signing Officer is a party, or which any of such persons may have a personal interest;</li> <li>• settlement agreements releasing any claim of, or obligation to, the University where the amount payable by the University exceeds \$100,000 or the amount to be received by the University exceeds \$250,000; and</li> </ul>	<p>Prior approval of the Board is now required for:</p> <ul style="list-style-type: none"> <li>• Documents relating to purchase, sale, mortgaging or re-zoning of land</li> <li>• licenses to use, leases and commitments of real property or facilities owned by the University for a term exceeding twenty (20) years, other than easements or mineral rights;</li> <li>• Revised to focus on long-term obligations which pose greater risk</li> <li>• contracts for the construction or renovation of a building, or design of a building or the retention of a project manager for, building projects in cases where the total project price is in excess of \$5,000,000;</li> </ul> <p>This will ensure the Board does not have to approve various individual contracts within a large construction project so long as the contracts have been tendered and are within the budget and plan previously approved by the Board</p> <ul style="list-style-type: none"> <li>• agreements for the rental, hiring or purchase of goods or services in cases where the total value of rentals, hire payments or purchase prices exceeds \$1,000,000;</li> </ul> <p>Utilities, insurance policies and goods purchased through a competitive process for</p>

<ul style="list-style-type: none"> <li>• (j) agreements authorized by clauses (j), (n), (o) and (p) of Section 4 of the Act</li> </ul>	<p>less than \$5,000,000.00 have been exempted so the Board does not have to consider low risk purchases. For example: the purchase 1000 computers with a cost of \$1.3 million dollars that was a result of a tender.</p> <ul style="list-style-type: none"> <li>• collective bargaining agreements</li> <li>• bonds, debentures or other securities issued by the University for or in connection with the borrowing of money</li> <li>• loans given by the university to a third party; and</li> <li>• guarantees by the University of loans or obligations</li> </ul>
<p><b>Subsequent Approval of Board</b></p>	
<ul style="list-style-type: none"> <li>• contracts for the construction of, or the retention of a project manager for, building projects in cases where the contract price is in excess of \$500,000 but not in excess of \$1,000,000;</li> <li>• agreements for the rental, hiring or purchase of personal property in cases where the aggregate rentals, hire payments or purchase price exceeds \$500,000, but does not exceed \$1,000,000;</li> <li>• leases of mineral rights owned by the University; and</li> <li>• leases of land where the University is lessee.</li> </ul>	<p>Revised section 2.8 to set out reporting obligations for Capital Projects:</p> <ul style="list-style-type: none"> <li>• for projects &gt;\$5 million, on a quarterly basis with all agreements necessary to complete the project included and grouped per project</li> <li>• for projects between \$500,000 and \$5 million, on a semi-annual basis, including both AES funded capital renewal projects, and those projects self-funded by a faculty or unit</li> <li>• for projects less than \$500,000, on an annual basis. The Board does not currently receive reports on projects of this value.</li> </ul>
<p><b>Signing by Legal Counsel</b></p>	
<p>2.8 addressed what kinds of agreements the General Counsel could sign or authorize external counsel to sign</p>	<p>Relocated to Schedule A for consistency</p>
<p><b>Accountability</b></p>	
<p>University Secretary was responsible for advising the President that a formal review of the Policy and Secondary Documents are required</p>	<p>The Office of Legal Counsel will be responsible for advising the Vice President (Administration) that a formal review of the Policy and Secondary Documents are required</p>
<p><b>Secondary Documents</b></p>	
<p>The Vice-President (Administration) or President may approve Procedures which are secondary to and which comply with this Policy</p>	<p>Revised to be only the Vice-President (Administration)</p>
<p><b>Cross References</b></p>	
<p>See Schedule A of Procedures  Clauses (j), (n), (o) and (p) of Section 4 of the Act:</p>	<p>Still includes Schedule A of the Procedures, but now includes the Signing of Agreements Procedures, Schedule B, and:</p>

<p>(j) with the approval of the Lieutenant Governor in Council, enter into any arrangement with any governmental authority in Canada with respect to affording assistance to any college or university outside Canada by means of supplying academic staff, supervising staff, or otherwise, subject only to the arrangement providing for indemnification by such authority of any financial outlay made by the university pursuant to such arrangement;</p> <p>(n) affiliate with the university any college established in the province for the promotion of arts or science, or for instruction in law, medicine, engineering, agriculture, or in any other useful branch of learning, and dissolve any such affiliation;</p> <p>(o) enter into agreements with any incorporated society or association in the province for the establishment and maintenance of a joint system of instruction;</p> <p>(p) enter into agreements with any incorporated society or association in the province that has power to prescribe examinations for admission to, or registration upon the roll of, the society or association, conduct the examinations, report the results thereof, prescribe courses of study therefor, and conduct classes of instruction in connection therewith;</p>	<ul style="list-style-type: none"> <li>• Purchasing Policy;</li> <li>• Financial Administration and control of Research and Special Funds;</li> <li>• Administration and Control of Operating Funds;</li> <li>• Research Agreements Policy</li> <li>• Space Policy; and</li> <li>• Travel and Business Expense Claims Policy.</li> </ul>
<b>Procedures Currently in Force</b>	<b>Proposed Revisions (not including those already referenced above)</b>
<b>Definitions</b>	
	Added definitions from Policy for ease of reference
<b>General Principles</b>	
	<p>Created a general principles guideline to assist with assessments of Agreements:</p> <ul style="list-style-type: none"> <li>• Dollar value is calculated in CAD and exclusive of taxes</li> <li>• Where dollar value is unknown, best estimate is to be used inclusive of any contemplated renewal terms</li> <li>• If a dollar estimate is unavailable, must be signed by President or appropriate Vice-President</li> </ul>

	<ul style="list-style-type: none"> <li>• Length of contract is also calculated inclusive of any renewal terms</li> <li>• Amendments or renewals of agreements should be processed in same manner as original agreement was</li> <li>• Signing authority attaches to a position, not a person unless otherwise specified</li> <li>• Agreements must use the correct legal name “The University of Manitoba”. Faculties, departments and units are not to be named as parties to an agreement</li> <li>• Signing Officers must complete due diligence requirements before signing</li> </ul>
<b>Signing Authority</b>	
	Added provision clarifying Board Chair must approve hiring and sign offer letter for Presidents and members of the Executive Team
<b>Accountability</b>	
University Secretary was responsible for advising the President that a formal review of the Policy and Secondary Documents are required	The Office of Legal Counsel will be responsible for advising the Vice President (Administration) that a formal review of the Policy and Secondary Documents are required
<b>Cross references</b>	
Signing of Agreements Policy and Schedule A & B.	Still includes the Signing of Agreements Policy and Schedule A & B, was expanded to include: <ul style="list-style-type: none"> <li>• Purchasing Policy;</li> <li>• Financial Administration and control of Research and Special Funds;</li> <li>• Administration and Control of Operating Funds;</li> <li>• Research Agreements Policy</li> <li>• Space Policy; and</li> <li>• Travel and Business Expense Claims Policy.</li> </ul>

## UNIVERSITY OF MANITOBA POLICY

<b>Policy:</b>	<b>SIGNING OF AGREEMENTS</b>
<b>Effective Date:</b>	March 16, 2020
<b>Revised Date:</b>	April 1, 2021
<b>Review Date:</b>	April 1, 2031
<b>Approving Body:</b>	Board of Governors
<b>Authority:</b>	The University of Manitoba Act
<b>Responsible Executive Officer:</b>	President
<b>Delegate:</b>	Vice-President (Administration)
<b>Contact:</b>	Associate Vice-President (Fair Practices & Legal Affairs)
<b>Application:</b>	All Employees

### Part I Reason for Policy

- 1.1 The purpose of this Policy is to:
- (a) Establish clear and transparent processes for the signing of Agreements and for the delegation of signing authority to persons authorized to enter into Agreements on behalf of the University;
  - (b) Ensure that all Agreements undergo appropriate review and approval prior to execution;
  - (c) Establish clear roles and responsibilities so that administrators and others can manage their respective areas of responsibilities in an effective, efficient and transparent manner;
  - (d) Ensure the University complies with all reasonable requirements from external agencies, such as funding agencies;
  - (e) Ensure sound stewardship of resources and assets; and
  - (f) Provide for consistent accountability throughout the University.

## Part II Policy Content

### Definitions

- 2.1 The following terms have the following defined meanings for the purpose of this Policy:
- (a) **"Agreement"** means any arrangement, contract, letter of intent, memorandum of understanding, memorandum of agreement or any other type of agreement by any name, whether written or electronic, naming or otherwise binding the University, and which details the rights, benefits and/or obligations of the University.
  - (b) **"Board"** means the Board of Governors of the University of Manitoba.
  - (c) **"Director"** for the purposes of Schedule "A" means a director in or in connection with an administrative unit with a direct reporting line to a Vice-President, Associate Vice-President or Vice-Provost. A job title containing the word "director" is not determinative of Signing Authority.
  - (d) **"Non-Standard Agreement"** means any Agreement that is not a Standard Agreement.
  - (e) **"Policy"** means this Signing of Agreements policy.
  - (f) **"Procedures"** means the Signing of Agreements procedures.
  - (g) **"Settlement Agreement"** means any Agreement settling any legal dispute, claim, complaint or charge by or against the University, whether or not the claim was filed or in writing. A legal claim includes a civil action, a complaint before a judicial or quasi-judicial tribunal and any other action that potentially engages the liability of the University.
  - (h) **"Sign"** or **"Signing"** means any act whereby a Signing Officer binds the University into an Agreement, and includes the following:
    - (i) affixes his/her signature to an original paper document;
    - (ii) affixes his/her electronic signature, "clicks to accept", or uses any other method of acceptance of an electronic document permitted under *The Electronic Commerce and Information Act* (Manitoba);
    - (iii) uses a University Purchasing Card or Credit Card; or
    - (iv) utilizes the University's online travel booking or purchasing tools.

- (i) **"Signing Officer"** means an employee of the University or officer of the Board described by title/position and designated as a Signing Officer under the Procedures, including Schedule "A".
- (j) **"Standard Agreement"** means an Agreement approved by the Office of Legal Counsel for use as a Standard Agreement. Standard Agreements will normally be posted on the website of the Office of Legal Counsel under the heading "Standard Agreements".
- (k) **"Term"** means the total length of time which an Agreement is in effect (for example: from the effective date of the Agreement to the date on which the Agreement terminates). Terms should be computed including any term extensions outlined in the Agreement.
- (l) **"University"** means The University of Manitoba.
- (m) **"Vault"** means the central administration contracts vault maintained by the Office of Legal Counsel.

### **Signing Officer Obligations**

2.2 No Signing Officer shall Sign any Agreement unless:

- (a) The Agreement has been reviewed and approved in accordance with this Policy and Procedure, including appropriate legal review where required; and
- (b) The individual has Signing authority in accordance with this Policy and Procedure.

2.3 Each Signing Officer shall be responsible for ensuring that all of the requirements of this Policy and the Procedures have been met prior to the Signing of any Agreement. Adherence to this Policy and the Procedures does not relieve the Signing Officer of his/her responsibility to comply with all other relevant policies and procedures.

2.4 A person in a position that is supervisory to a Signing Officer in respect of an Agreement under this Policy and related Procedures, also has the authority to Sign that Agreement.

### **Further Delegation of Signing Authority**

2.5 A Signing Officer may not delegate Signing authority, except in writing in the following circumstances:

- (a) to the appropriate Vice-Provost, Associate Vice-President, Associate Dean or Comptroller, who is operating in an "acting" capacity in the absence of the Signing Officer; or

- (b) to another employee to affix an electronic signature, send an Agreement electronically, or to “click to accept” an electronic agreement on behalf of the Signing Officer.

2.6 Where Signing authority has been delegated in accordance with Section 2.5 of this Policy, the delegate must apprise the delegator of all Agreements signed pursuant to the delegated Signing authority.

### **Signing Requiring Prior Approval of the Board of Governors**

2.7 A Signing Officer must obtain the approval of the Board prior to Signing the following types of Agreements and related documents:

- (a) documents relating to the purchase, sale, mortgaging or re-zoning of land;
- (b) licenses to use, leases and commitments of real property or facilities owned by the University for a term exceeding twenty (20) years, other than easements or mineral rights;
- (c) Agreements for the construction or renovation of a building, the design of a building, or the retention of a project manager for a building project in cases where the total project price is in excess of \$5,000,000. Agreements under this clause may be executed without prior Approval of the Board if:
  - (i) the overall budget and project plan for the project has previously been approved by the Board; and
  - (ii) the Agreement is in accordance within the approved budget; and
  - (iii) the Agreement has been tendered and is in accordance with the project plan;
- (d) Agreements for the rental, hiring or purchase of goods or services in cases where the total value of rentals, hire payments or purchase price, including amendments, exceeds \$1,000,000. Agreements under this clause may be executed without prior Approval of the Board if they are:
  - (i) for utilities;
  - (ii) for insurance; or
  - (iii) for goods purchased through a competitive procurement process for less than \$5,000,000;
- (e) collective bargaining agreements. Agreements under this clause may be executed without prior approval of the Board if:

- (i) the mandate for the collective bargaining has been approved by the Board previously; and
- (ii) the Collective Agreement is in accordance that that mandate;
- (f) bonds, debentures or other securities issued by the University for or in connection with the borrowing of money;
- (g) loans given by the University to a third party; and
- (h) guarantees by the University of loans or obligations.

### **Subsequent Reporting to Board of Governors**

2.8 The Board shall receive regular reports on capital spending projects from the Associate Vice-President (Administration) as follows:

- (a) For capital projects greater than \$5,000,000.00, the Board will receive quarterly reports compiled on per-project basis encompassing all agreements necessary to complete a BOG-approved project;
- (b) Projects whose total value falls within the range of \$1,000,000 to \$5 million total project value, the Board will receive a semi-annual report that encompasses both:
  - (i) Projects that fall under the capital renewal budget; and
  - (ii) Projects requests that are self-funded by faculty or units.
- (c) Projects with a total value of less than \$1,000,000.00 will be reported to the Board on an annual basis.

### **Additional Approval Requirements**

2.9 Nothing in this Policy or Procedure shall prevent the Board from imposing or requiring additional reporting and approval action from stakeholders as the Board deems appropriate.

### **No Further Ability to Bind the University**

2.10 Except as specifically noted in this Policy and the Procedures and the Schedules, no other individual or entity is entitled to sign any Agreements on behalf of the University whatsoever.

## **Corporate Seal**

- 2.11 The Vice-President (Administration), or delegate, shall be the keeper of the corporate seal.

## **Part III Accountability**

- 3.1 The Office of Legal Counsel is responsible for advising the Vice-President (Administration) that a formal review of this Policy is required.
- 3.2 The Associate Vice-President (Fair Practices & Legal Affairs) is responsible for the implementation, administration and review of this Policy.
- 3.3 All University employees are responsible for complying with this Policy.

## **Part IV Authority to Approve Procedures**

- 4.1 The Board of Governors or the President may approve Procedures, if applicable, which are secondary to and comply with this Policy.

## **Part V Review**

- 5.1 Governing Document reviews shall be conducted every ten (10) years. The next scheduled review date for this Policy is April 2030.
- 5.2 In the interim, this Policy may be revised or repealed if:
- (a) the Vice-President (Administration) or the Approving Body deems it necessary or desirable to do so;
  - (b) the Policy is no longer legislatively or statutorily compliant; and/or
  - (c) the Policy is now in conflict with another Governing Document.
- 5.3 If this Policy is revised or repealed all Secondary Documents, if applicable, shall be reviewed as soon as possible in order that they:
- (a) comply with the revised Policy; or
  - (b) are in turn repealed.

**Part VI**  
**Effect on Previous Statements**

- 6.1 This Policy supersedes all of the following:
- (a) all previous Board of Governors/Senate Governing Documents on the subject matter contained herein;
  - (b) all previous Administration Governing Documents on the subject matter contained herein; and
  - (c) Corporate Seal Policy.

**Part VII**  
**Cross References**

- 7.1 This Policy should be cross referenced to the following relevant Governing Documents, legislation and/or forms:
- (a) Signing of Agreement Procedures;
  - (b) Purchasing Policy;
  - (c) Financial Administration and Control of Research and Special Funds;
  - (d) Administration and Control of Operating Funds;
  - (e) Research Agreements Policy;
  - (f) Space Policy; and
  - (g) Travel and Business Expense Claims Policy.

## UNIVERSITY OF MANITOBA PROCEDURE

<b>Procedure:</b>	<b>SIGNING OF AGREEMENTS</b>
<b>Parent Policy:</b>	Signing of Agreements
<b>Effective Date:</b>	March 16, 2010
<b>Revised Date:</b>	April 1, 2021
<b>Review Date:</b>	April 1, 2031
<b>Approving Body:</b>	The Board of Governors
<b>Authority:</b>	Signing of Agreements Policy
<b>Responsible Executive Officer:</b>	President
<b>Delegate: (If applicable)</b>	Associate Vice-President (Fair Practices & Legal Affairs)
<b>Contact:</b>	Associate Vice-President (Fair Practices & Legal Affairs)
<b>Application:</b>	All Employees

### Part I Reason for Procedure

- 1.1 The purpose of these procedures is to support the Signing of Agreements Policy.

### Part II Procedural Content

#### Definitions

- 2.1 All terms used as definitions in these procedures shall have the same meaning given to them in the policy and the following definitions apply:
- (a) **"Agreement"** means any arrangement, contract, letter of intent, memorandum of understanding, memorandum of agreement or any other type of agreement by any name, whether written or electronic, naming or otherwise binding the University, and which details the rights, benefits and/or obligations of the University.
  - (b) **"Board"** means the Board of Governors of the University of Manitoba.

- (c) **"Director"** for the purposes of Schedule "A" means a director in or in connection with an administrative unit with a direct reporting line to a Vice-President, Associate Vice-President or Vice-Provost. A job title containing the word "director" is not determinative of Signing Authority.
- (d) **"Non-Standard Agreement"** means any Agreement that is not a Standard Agreement.
- (e) **"Policy"** means the Signing of Agreements policy.
- (f) **"Procedures"** means the Signing of Agreements procedures.
- (g) **"Settlement Agreement"** means any Agreement settling any legal dispute, claim, complaint or charge by or against the University, whether or not the claim was filed or in writing. A legal claim includes a civil action, a complaint before a judicial or quasi-judicial tribunal and any other action that potentially engages the liability of the University.
- (h) **"Sign" or "Signing"** means any act whereby a Signing Officer binds the University into an Agreement, and includes the following:
  - (i) affixes his/her signature to an original paper document;
  - (ii) affixes his/her electronic signature, "clicks to accept", or uses any other method of acceptance of an electronic document permitted under *The Electronic Commerce and Information Act* (Manitoba);
  - (iii) uses a University Purchasing Card or Credit Card; or
  - (iv) utilizes the University's online travel booking or purchasing tools.
- (i) **"Signing Officer"** means an employee of the University or officer of the Board described by title/position and designated as a signing officer under these Procedures, including Schedule "A".
- (j) **"Standard Agreement"** means an Agreement approved by the Office of Legal Counsel for use as a Standard Agreement. Standard Agreements will normally be posted on the website of the Office of Legal Counsel under the heading "Standard Agreements".
- (k) **"Term"** means the total length of time which an Agreement is in effect (for example: from the effective date of the Agreement to the date on which the Agreement terminates). Terms should be calculated including any term extensions outlined in the Agreement.
- (l) **"University"** means The University of Manitoba.

- (m) **"Vault"** means the central administration contracts vault maintained by the Office of Legal Counsel.

### **Signing Officer's Authority to Sign**

- 2.2 The Board Chair has the authority to approve the hiring of, and Sign offer letters for, the President.
- 2.3 The President and Vice-President (Administration) have the authority to Sign all Agreements, including Standard or Non-Standard Agreements, regardless of value, except for those outlined in section 2.2, above.
- 2.4 The Vice-President (Research and International) has the authority to Sign all Agreements described in Schedule "A" as Research Agreements (including data sharing agreements related to research projects), International Agreements and Technology Transfer Agreements, including Standard and Non-Standard Agreements and all Agreements and documents related thereto, regardless of value.
- 2.5 The Provost and Vice-President (Academic) has the authority to Sign all Agreements described in Schedule "A" as Academic Agreements (within Canada), whether Standard or Non-Standard, regardless of value.
- 2.6 The Vice President (External) has the authority to Sign all Agreements described in Schedule "A" as Gift Agreements, whether Standard or Non-Standard Agreements, regardless of value.
- 2.7 Subject to Sections 2.8 and 2.9 of these Procedures and Section 2.7 of the Policy (Prior Board of Governors Approval), Standard Agreements and Non-Standard Agreements may be Signed by a Signing Officer as set out in Schedule "A" of these Procedures. If the type of Agreement is not listed in Schedule "A", it may be Signed by the President, the Vice-President (Administration) or the appropriate Vice-President as identified in sections 2.2 to 2.5 of these Procedures.
- 2.8 Authorized holders of a University Purchasing Card or Travel Card are deemed to be Signing Officers for the sole purpose of using such a card in accordance with the Purchasing Policy and Procedures, Travel and Business Expense Claims Policy and Procedures, and the Cardholder Agreement.

### **Legal Review Required for Agreements**

- 2.9 The Office of Legal Counsel must review and approve all Agreements prior to Signing by a Signing Officer, with the exception of Agreements that are identified in Schedule "B" of these Procedures.
- 2.10 Notwithstanding Schedule "B" of these Procedures, where a Signing Officer, acting reasonably, determines that a Standard or Non-Standard Agreement meets one or more of the following criteria, it must be reviewed by the Office of Legal Counsel,

which may refer the Agreement to the President or the appropriate Vice-President, for Signing:

- (a) the Agreement is of particular importance;
  - (b) the Agreement presents an unusually high risk;
  - (c) the Agreement could bring the University under public scrutiny;
  - (d) the Agreement could affect the reputation of the University or involves controversial matters; or
  - (e) the Agreement involves the collection, use or disclosure of personal and/or personal health information as defined in *The Freedom of Information and Protection of Privacy Act* and *The Personal Health Information Act*.
- 2.11 All Agreements, whether Standard or Non-Standard, which require prior approval of the Board pursuant to Section 2.7 of the Policy must be reviewed and approved by the Office of Legal Counsel.
- 2.12 Even if a legal review is not required by these Procedures, a Signing Officer may refer an Agreement to the Office of Legal Counsel for review to obtain advice and guidance.
- 2.13 If the Office of Legal Counsel does not approve an Agreement it has reviewed, the Agreement may only be Signed with the consent of the President or the Vice-President (Administration), or the Board.
- 2.14 The review done by the Office of Legal Counsel is from a legal perspective only and does not include an assessment of the business case underlying the Agreement. The Signing Officer is responsible for ensuring that the Agreement fits within the business and operational requirements and that any other faculties/departments/units within the University that may be affected by the Agreement have been consulted and (if necessary) have approved the Agreement.

### **General Principles for Signing of Agreements**

- 2.15 Signing Officers are authorized to Sign Agreements and to bind the University to the terms thereof based upon the dollar amounts (in Canadian funds, exclusive of taxes) and subject matter of such Agreements.
- 2.16 Where the Term of an Agreement spans multiple years, the total value of the Agreement for the purposes of these Procedures is the aggregated total across the full Term of the Agreement and it should not be broken down into per annum amounts when determining the appropriate Signing Officer.
- 2.17 Where it is not possible to determine the exact monetary value of an Agreement, for the purposes of these Procedures, the value of the Agreement should be the

best estimate of the total dollar value to be paid or received by the University over the entire Term of the Agreement. If it is determined that a best estimate is not possible, the Agreement must be Signed by the President or the appropriate Vice-President.

- 2.18 Where an Agreement is an amendment, extension or renewal of a previously executed Agreement, it should still be processed in the same manner as the original Agreement and in accordance with the Signing Policy and these Procedures.
- 2.19 Unless otherwise specified, signing authority is delegated to a position as opposed to a specific individual.
- 2.20 All Agreements must be entered into in the correct legal name of the University which is "The University of Manitoba". Faculties, departments, units and individual employees should not be named directly as a party to the Agreement.
- 2.21 Before Signing an Agreement, the Signing Officer must be satisfied as to the following matters:
  - (a) that the business terms of the Agreement have been reviewed and are acceptable;
  - (b) that the University is able to meet its obligations (including financial obligations) under the Agreement and that the other party(ies) is/are also reasonably likely to meet their obligations;
  - (c) that the Agreement complies with all applicable legislation, collective agreements and University Policies and Procedures;
  - (d) that the Agreement does not conflict with any existing contractual obligations;
  - (e) that all approvals required by University Policies or Procedures have been obtained, including approval by the Board and/or Senate, if required;
  - (f) that benefits to, or liabilities of, the University as a result of the Agreement have been considered and are reasonable;
  - (g) that the risks and liabilities arising from the Agreement have been mitigated to a reasonable degree;
  - (h) where required by this Procedure, that a legal review has been obtained and that the legal issues have been resolved in a manner acceptable to the Office of Legal Counsel;

- (i) that, where the Agreement is a Standard Agreement, it has been completed only by the addition of the specific information requested in the document, and not by the addition or exclusion of any other information whatsoever;
- (j) that intellectual property interests, proprietary to the University, are appropriately protected in terms that confirm with the University's Policies and Procedures, collective agreements and existing legal obligations; and
- (k) that where the collection, use and/or disclosure of personal and/or personal health information is involved, a Privacy Impact Assessment has been completed where required by the Access & Privacy Office.

2.22 The President and each Vice-President have the power to restrict, in writing, the signing authority of any Signing Officer within their reporting unit(s), at any time and without cause.

2.23 Each Signing Officer shall act in good faith and in the best interests of the University and shall not Sign any Standard or Non-Standard Agreement whereby doing so that Signing Officer is placed in a conflict of interest or would give the appearance of being so, unless that conflict has been addressed in writing and in accordance with the University's Conflict of Interest Policy.

## **Vault**

2.24 Signing Officers shall ensure that, immediately after execution of an Agreement, an executed copy of the Agreement is forwarded to the Office of Legal Counsel for cataloging and placement in the Vault. The Agreement forwarded to the Office of Legal Counsel:

- (a) If executed with original signatures, shall be an original executed copy;
- (b) If executed and transmitted by facsimile or electronic means shall include copies of all counterparts;
- (c) If executed by electronic signature or "click to accept", should include a copy of all terms and conditions, and an acknowledgment by the Signing Officer (in a form acceptable to the Office of Legal Counsel) that the Signing Officer has accepted or authorized the Agreement.

2.25 Certain types of Agreements do not need to be forwarded to the Office of Legal Counsel for placement in the Vault, but must be maintained locally, in accordance with the applicable records authority schedule, or forwarded to another central office. These agreements include:

- (a) Agreements described in Schedule "A" as Employment Related Agreements need not be forwarded to the Office of Legal Counsel but may be required to be forwarded to Human Resources; and

- (b) Other Agreements identified on the website of the Office of Legal Counsel as not required for the Vault.

### **Part III Accountability**

- 3.1 The Office of Legal Counsel is responsible for advising the Vice-President (Administration) that a formal review of this Procedure is required.
- 3.2 The Associate Vice-President (Fair Practices & Legal Affairs) is responsible for the implementation, administration and review of this Procedure.
- 3.3 All University employees are responsible for complying with this Procedure.

### **Part IV Review**

- 4.1 Governing Document reviews shall be conducted every ten (10) years. The next scheduled review date for this Procedure is April 2030.
- 4.2 In the interim, this Procedure may be revised or repealed if:
  - (a) the Vice-President (Administration) or Approving Body deems it necessary or desirable to do so;
  - (b) the Procedure is no longer legislatively or statutorily compliant;
  - (c) the Procedure is now in conflict with another Governing Document; and/or
  - (d) the Parent Policy is revised or repealed.

### **Part V Effect on Previous Statements**

- 5.1 This Procedure supersedes all of the following:
  - (a) all previous Board of Governors/Senate Governing Documents on the subject matter contained herein; and
  - (b) all previous Administration Governing Documents on the subject matter contained herein.

**Part VI**  
**Cross References**

- 6.1 This Procedure should be cross referenced to the following relevant Governing Documents, legislation and/or forms
- (a) Schedule "A";
  - (b) Schedule "B";
  - (c) Signing of Agreements Policy;
  - (d) Purchasing Policy;
  - (e) Financial Administration and Control of Research and Special Funds;
  - (f) Administration and Control of Operating Funds;
  - (g) Research Agreements Policy;
  - (h) Space Policy; and
  - (i) Travel and Business Expense Claims Policy.

**SCHEDULE "A"**

It is the obligation of the Signing Officer to comply with all applicable policies and procedures, including the Purchasing, Research Agreements and Travel and Business Expense Policies and Procedures.

<b><u>Type of Agreement</u></b>	<b><u>Value Restriction</u><sup>*1*2</sup></b>	<b><u>Signing Officer</u><sup>*4</sup></b>
<b><u>A) Real Property Agreements</u></b>		
i) short term use of University facilities	Up to \$250,000	Dean or Director responsible for the space at issue, or Associate Vice-President (Administration)
ii) student residency agreement	Up to \$250,000	Director of Ancillary Services, or Director of Student Residences
iii) lease of University property	Up to \$250,000	Associate Vice-President (Administration)
iv) lease of other's property	Up to \$250,000	Associate Vice-President (Administration)
v) short term use of facilities assigned to Conference and Catering Services	Up to \$250,000	Director of Ancillary Services, or Director of Conference and Catering Services
vi) mines & minerals leases	Up to \$250,000	Director, Treasury Services
<b><u>B) Purchasing Agreements</u></b>		
i) purchase of goods or services	Up to \$250,000	Dean or Director responsible for the budget paying for the goods or services

<b><u>Type of Agreement</u></b>	<b><u>Value Restriction</u><sup>*1*2</sup></b>	<b><u>Signing Officer</u><sup>*4</sup></b>
ii) authorizing the issuing of a procurement process or competitive bid (does not include finalizing or Signing Agreement)		Primary Financial Authority or Alternate Financial Authority as determined by Financial Services
iii) equipment lease	Up to \$250,000	Dean or Director responsible for the budget paying for the equipment
iv) software licences	Up to \$250,000	Dean or Director responsible for the budget paying for the software licences
v) authorizing Purchasing Services to issue electronic orders (purchase orders for goods or services, or service agreements)		Dean, Director or Primary Financial Authority or Alternate Financial Authority as determined by Financial Services for the budget paying for the service or goods
vi) purchase of books, journals and other print publications, video and audio recordings for Libraries	Up to \$250,000	University Librarian
vii) licence for electronic resources, including books, journals and other publications for Libraries	Up to \$250,000	University Librarian

<b><u>Type of Agreement</u></b>	<b><u>Value Restriction</u><sup>*1*2</sup></b>	<b><u>Signing Officer</u><sup>*4</sup></b>
viii) purchases using business expense tools or cards	Up to limits allowed by business expense tools	Primary Financial Authority or Alternate Financial Authority as determined by Financial Services and claimant's one-over-one
ix) purchases using online travel booking tools and cards	Up to limits allowed by travel booking and business expense tools	Primary Financial Authority or Alternate Financial Authority as determined by Financial Services and claimant's one-over-one in accordance with Travel Policy
<b><u>C) Service Agreements</u></b>		
i) providing services to others	Up to \$250,000	Dean or Director responsible for the provision of the services
<b><u>D) Agreements with Students</u></b>		
i) graduate student – advisor agreement relating to sharing of intellectual property		Dean of Graduate Studies and advisor
ii) return of service agreement	Up to \$250,000	Dean or Director of the Faculty in which the student is registered, and where more than one faculty is involved, by the Dean of the Faculty paying for the student's tuition and therefore entitled to return of service
<b><u>E) Academic Agreements (within Canada)</u></b>		

<b><u>Type of Agreement</u></b>	<b><u>Value Restriction</u><sup>*1*2</sup></b>	<b><u>Signing Officer</u><sup>*4</sup></b>
i) student placements		Dean of the Faculty from which students will be placed, or Provost and Vice President (Academic) (if more than one Faculty)
ii) inter-institutional student transfers, articulation agreements		Dean of the Faculty to or from which students will be transferred, or Provost and Vice President (Academic) (if more than one Faculty)
iii) student or faculty exchange		Dean of the Faculty to or from which students will be placed, or Provost and Vice President (Academic) (if more than one Faculty)
iv) academic affiliation or collaboration agreement		Dean of Faculty seeking affiliation, or Provost and Vice President (Academic) (if more than one Faculty)
<b><u>F) International Agreements</u></b>		
i) international memorandum of understanding or other general international affiliation		Associate Vice-President (Partnerships)
ii) international student or faculty exchange		Dean of the Faculty sending or receiving students or faculty, or Associate Vice-President (Partnerships) (if more than one Faculty)
iii) international post-graduate training agreement	Up to \$250,000	Dean of the Faculty providing or receiving the post-graduate training, or Associate Vice-President (Partnerships) (if more than on Faculty)

<b><u>Type of Agreement</u></b>	<b><u>Value Restriction</u><sup>*1*2</sup></b>	<b><u>Signing Officer</u><sup>*4</sup></b>
iv) international student transfer program agreement	Up to \$250,000	Dean of the Faculty receiving or sending students, or Associate Vice-President (Partnerships)
v) contribution agreement with funding agency for international development projects	Up to \$250,000	Associate Vice-President (Partnerships)
vi) contribution or grant agreement with funding agency for international research projects	Up to \$250,000	Director (Research Contracts) or Associate Vice-President (Partnerships)
vii) international research collaboration agreement	Up to \$250,000	Associate Vice-President (Partnerships)
viii) international development collaboration agreement	Up to \$250,000	Associate Vice-President (Partnerships) or Director (Research Contracts)
ix) international research conference agreement	Up to \$250,000	Director (Research Contracts) or Associate Vice-President (Partnerships)
G) <u>Sponsorship Agreements</u>	Up to \$250,000	Dean or Director of unit giving or receiving funds

<b><u>Type of Agreement</u></b>	<b><u>Value Restriction</u><sup>*1*2</sup></b>	<b><u>Signing Officer</u><sup>*4</sup></b>
H) <u>Research Grants</u>	Up to \$250,000	Director (Research Services) or Vice-President (Research and International) (if institutional, without value restriction)
I) <u>Research Grant Agreements</u>	Up to \$250,000	Director (Research Services) or Vice-President (Research and International) (if institutional, without value restriction)
J) <u>Research Agreements</u>		
i) agreements for the funding of research	Up to \$250,000	Director (Research Contracts) or Vice-President (Research and International) (if institutional, without value restriction)
ii) material transfer agreements	Up to \$250,000	Director (Research Contracts) or Vice-President (Research and International)
iii) data/information sharing/use agreements related to a research project		Director (Research Contracts) or Vice-President (Research and International)
iv) research collaboration agreements including industrial research collaborations	Up to \$250,000	Director (Research Contracts) or Associate Vice-President (Partnerships) or Vice-President (Research and International)

<b><u>Type of Agreement</u></b>	<b><u>Value Restriction</u><sup>*1*2</sup></b>	<b><u>Signing Officer</u><sup>*4</sup></b>
<b><u>K) Agreements Supporting Commercialization of Intellectual Property</u></b>		
i) assignment or license of intellectual property	Up to \$250,000	Director of Technology Transfer or Associate Vice-President (Partnerships) or Vice-President (Research and International)
ii) assignment or license of intellectual property by the researcher to the University		Director (Research Contracts) or Director of Technology Transfer or Associate Vice-President (Partnerships) or Vice-President (Research and International)
iii) confidentiality or non-disclosure agreements relating to research or commercialization of intellectual property		Director (Research Contracts) or Director of Technology Transfer or Associate Vice-President (Partnerships) or Vice-President (Research and International)
iv) Limited Powers of Attorney for matters related to patent registration and protection		Director of Technology Transfer or Associate Vice-President (Partnerships) or Vice-President (Research and International)
<b><u>L) Employment Related Agreements</u></b>		
i) employment letter of offer and renewals for Academic Staff		Dean or Department Head paying for the salary and related costs of the employee

<b><u>Type of Agreement</u></b>	<b><u>Value Restriction</u><sup>*1*2</sup></b>	<b><u>Signing Officer</u><sup>*4</sup></b>
ii) requesting Human Resources to issue employment letter or renewal for support staff		Dean, Director, Department Head or Unit Head of the Unit paying for the salary and related costs of the employee
iii) offers of employment and independent contractor agreements (and renewals) for geographic full-time physicians		Dean of College of Medicine
iv) secondments	Up to \$250,000	Dean, Director, Department Head or Unit Head of the unit paying for the cost of the secondment services; or the Dean, Director, Department Head or Unit Head of the unit from which the employee is seconded to another institution
v) letters of understanding under collective agreements	Up to \$250,000	Associate Vice-President (Human Resources) or Director (Staff Relations), or Staff Relations Officers
vi) settlement of grievances for individuals	Up to \$250,000	Associate Vice-President (Human Resources) or Director (Staff Relations) or Staff Relations Officers
vii) agreements related to the termination of employment	Up to \$250,000	Dean or Director of the unit in which the person was employed or Associate Vice-President (Human Resources) or Director (Staff Relations) or Director of Client Services

<b><u>Type of Agreement</u></b>	<b><u>Value Restriction</u><sup>*1*2</sup></b>	<b><u>Signing Officer</u><sup>*4</sup></b>
M) <u>Construction, Design and Renovation Agreements, including change orders and contract amendments</u>	Up to \$250,000	Director of Architectural and Engineering Services or Associate Vice-President (Administration)
<u>N) Gift Agreements</u>		
i) endowment or other gift agreement	Up to \$250,000	Associate Vice-President (Donor Relations)
	Over \$250,000	Vice-President (External)
ii) estate beneficiary release	Up to \$250,000	Associate Vice-President (Donor Relations)
	Over \$250,000	Vice-President (External)
iii) gifts to Libraries or Archives	Up to \$250,000	University Librarian or Associate Vice-President (Donor Relations)
<u>O) Athletic Agreements</u>		
i) agreements for University athletic teams to play games or tournaments at other institutions		Athletic Director
ii) agreements for athletic teams to play games or tournaments at other institutions		Athletic Director

<u>Type of Agreement</u>	<u>Value Restriction</u> <sup>*1*2</sup>	<u>Signing Officer</u> <sup>*4</sup>
<u>P) Insurance Agreements</u>		
i) entering into a contract of insurance	Premiums up to \$250,000	Chief Risk Officer
ii) proof of loss, release of insurer	Up to \$250,000	Chief Risk Officer
<u>O) Non-Disclosure or Confidentiality Agreements that do not pertain to research or commercialization</u>		Dean or Director of unit
<u>R) Agreements for goods or services for Bookstore operations</u>		Associate Director, Ancillary Services or Director, Ancillary Services
<u>R) All other Agreements not listed above</u>		President or Vice-President (Administration)

1 - Where the value of an Agreement cannot be determined, the Signing Officer shall revert to the President or the Vice-President (Administration), or any other Vice-President with authority over they particular type of Agreement.

2 – Values are listed on a per-Agreement basis, not an annual or other basis. Signing Officers shall not enter into multiple Agreements for the purpose of avoiding this restriction.

3 – Where an Agreement relates to multiple units, the Signing Officer should have authority over all the units. For example, an Agreement covering multiple Departments should be signed by the Dean, rather than the Department Head.

## Schedule “B”

1. Standard Agreements
2. The following types of Agreements, although Non-Standard, may be signed without review by the Office of Legal Counsel:
  - a. An individual user may sign electronic documents for software licenses particular to an individual employee or an individual computer in accordance with the Purchasing Policy and *The Electronic Commerce and Information Act* (Manitoba). Electronic documents for software licenses with multiple users must be signed by a Signing Officer in accordance with this Policy and the Procedures;
  - b. Authorized holders of a University Purchasing Card or Credit Card may use such card in accordance with the Purchasing Policy and Procedures, Travel and Business Expense Claims Policy and Procedures, and the Cardholder Agreement;
  - c. Online travel booking and purchasing tools may be used by authorized employees in accordance with the Purchasing Policy and Procedures and the Travel and Business Expense Claims Policy and Procedures;
  - d. Agreements made on the University’s Standard Purchase Terms and Conditions for goods or services may be entered into by authorized employees in accordance with the Purchasing Policy and Procedure;
  - e. Construction Contract Change Orders;
  - f. Agreements for the rental of hotel rooms, conference rooms, meeting space and catering, for the purpose of a meeting, banquet or conference, where the total value is less than \$25,000;
  - g. Agreements for the purchase of books, journal subscriptions, or other print publications, audio or video recordings for the Libraries, where the total value is less than \$250,000;
  - h. Agreements for licensing electronic resources for the Libraries, including books, journals and other publications, where the total value is less than \$250,000;
  - i. Agreements for University athletic teams to play games or tournaments at other institutions;
  - j. Agreements for athletic terms to play games or tournaments at the University;

- k. Contracts of Insurance;
- l. Speaker/Performer Engagement Agreements;
- m. Limited Powers of Attorney for matters related to patent registration and protection, pensions or investments, or international shipping;
- n. Agreements for the University's purchase of advertising (e.g. billboard advertising, advertisements in print, radio, etc.).
- o. Amending Agreements solely for the extension of the term of the Agreement, provided the provided the extension does not increase the value of the Agreement.
- p. Research or technology related Confidentiality Agreements and Non-Disclosure Agreements which do not require assignment or licensing of intellectual property by the University.
- q. Incoming Material Transfer Agreements which do not require assignment or licensing of intellectual property by the University.
- r. Tri-Council Transfer Letters which do not require assignment or licensing of intellectual property by the University.

## PRESIDENT'S REPORT: March 23, 2021

### GENERAL

The workshop for Our Path to Reconciliation is now open to staff and faculty. Staff and faculty are invited to participate in a new workshop that will explore individual responsibility towards Reconciliation. The interactive workshop and training video, entitled “Our Path to Reconciliation”, have been produced through a partnership between UM Human Resources and the National Centre for Truth and Reconciliation (NCTR) as a project of the Indigenous Initiatives Fund. The video examines the experiences of racism at UM, followed by education and discussion on creating a safe and respectful environment. The hour-long workshop will allow faculty and staff to gain understanding of the intergenerational impacts of colonization, and to build relationships with one another and commit to truth and with a sense of personal responsibility.

On February 24, 2021, Christine Cyr’s appointment as Associate Vice-President Indigenous – Students, Community and Cultural Integration was announced. In this first Associate Vice-President appointment by Dr. Catherine Cook, Vice-President (Indigenous), Ms. Cyr will develop and implement transformative programs and services across campus and continue to create pathways for Indigenous students. She will also join the Vice-President (Indigenous)’s executive team to work with academic, research and administrative specialists in engagement of Indigenous faculty, staff and students. A Métis woman from Winnipeg, Cyr comes to this new leadership position after being Director of UM’s Indigenous Student Centre (ISC). She has worked at UM for 20 years and is a UM Arts alumna.

On March 10, 2021 the National Centre for Truth and Reconciliation (NCTR) and the University of Manitoba announced the appointment of Stephanie Scott as the Executive Director of the NCTR. Under Scott’s leadership, the NCTR will launch groundbreaking digitization and research initiatives. Among these efforts will be Phase two of the Missing Children project, a \$6 million Canada Foundation for Innovation (CFI) grant to develop a searchable database, and planning for a new archives building. Scott is Anishinaabe from Roseau River First Nation who was born and raised in Winnipeg, Manitoba. Prior to joining the NCTR team in 2016, she worked with the Truth and Reconciliation Commission (TRC) as the Manager of Statement Gathering.

As part of the University’s commitment to responding to the needs of students most in need of assistance during the uncertain times of the pandemic, a number of financial support programs were made available for students in Winter 2021, outlined below:

- General Bursary Program Enhancement (\$3.1 million) – each student registered in the Winter 2021 term, who received a bursary in December 2020, was allotted a \$750 ‘top-up’.
- Winter 2021 Pandemic Relief Fund (\$887,000) - targeting newly admitted students. 2,800 undergraduate and over 400 graduate students were contacted and encouraged to apply. Awards are valued at \$800 for full-time undergraduate students and \$400 for part-time; and \$1,000 for full-time graduate students and \$500 for part-time.
- Special Appeal/Other Needs (\$100,000) - targeting continuing students who did not apply for the fall bursary program, and are now in need of support.
- UM Student Technology Fund – approximately \$160,000 currently available which should assist approximately 274 students in Winter term. The grant is valued at \$582 per student towards the

purchase of a new computer system. This fund has already helped over 225 students since its inception last fall.

- Food Bank – in partnership with FoodFare Winnipeg, Financial Aid and Awards is running a food hamper program. Students can order a hamper and have same day delivery (no charge & deliveries are to both in-city and out of city locations). Students may request support every three weeks. Each hamper is valued at over \$100 and contains a wide variety of non-perishable food items.
  - Emergency Loans – students are still able to request UM emergency student loan funding at both the undergraduate and graduate levels. These are short-term loans, which are interest and payment free to the student.
- With the start of 2021, President Benarroch has continued his outreach to community and government partners.

Meetings with Provincial partners included:

- Honourable Jeff Wharton – Minister of Crown Services
- Honourable Reg Hewler – Minister of Central Services and the Civil Service Commission
- Honourable Rochelle Squires – Minister of Families and Francophone Affairs
- Honourable Sarah Guillemard – Minister of Conservation and Climate
- Honourable Wayne Ewasko – Minister of Advanced Education, Skills and Immigration
- Tracy Maconachie – Deputy Minister of Economic Development and Training
- Colleen Kachulak – Assistant Deputy Minister Advanced Education and Skills
- Brief with Manitoba Caucus

Meetings with Federal partners included:

- Honourable Marco Mendicino – Minister of Immigration, Refugees and Citizenship
- James Cumming – Alberta Conservative Member of Parliament
- James Bezan – Manitoba Conservative Member of Parliament

As the pandemic continues, the health and safety of our community remains the University of Manitoba's top priority, while still aiming to fulfill our mission of academic and research excellence. The most up-to-date information on COVID-19 cases, safety measures, information and tips is found [here](#).

## **ACADEMIC MATTERS**

- The Faculty of Education recently hosted the second of four Dean's Distinguished Lecture Series virtual events. Cash Ahenakew, Canada Research Chair in Indigenous People's Well-Being and Associate Professor in the Department of Educational Studies at the University of British Columbia gave the keynote address. The event was attended by over 300 participants from across North America.
- The Faculty of Science recently made a \$1.5 million investment in a state-of-the-art cryo-electron microscope (Cryo-EM) that is currently being installed in the Manitoba Institute for Materials. Given the importance of Cryo-EM in the development of antiviral therapeutics and vaccines, the imaging capability of the new Cryo-EM was recently enhanced with an award from the CFI Exceptional Opportunities Fund - COVID-19 and an investment by the University of Manitoba.
- The Department of Mathematics and the Department of Statistics were rated among the Top 10 Canadian Mathematics Departments according to MacLean's magazine.

- Martin Entz, Plant Science, and the Natural Systems Agriculture Lab were part of the Canadian team selected as a Food Systems Vision Prize finalist for their prairie food vision. It was one of ten out of 1300 submissions from around the world. The Canadian team recently received word they have been named as a Top Visionary, which means they will receive US\$200,000 to help them realize their vision.
- The Glenlea Research Station has recently won several industry awards. Despite the challenges of COVID, the GRS teams have worked hard and are recognized for their efforts. The Dairy team received #7 for Milk Quality in Manitoba from Dairy Farmers of Manitoba and the Swine team was ranked #2 in the west by Topigs Norsvin Canada at their annual awards event.
- Jason Shields, Department of Interior Design received the “Innovative Teaching Idea” from the Interior Design Educator’s Council for the undergraduate Environmental Design 4 studio titled “Media Arts Centre Design.” The University of Manitoba was the only Canadian university to participate. The Interior Design Educator’s Council Innovative Teaching Ideas initiative provides opportunities for educators to find inspiration and integrate new methodologies and content in their teaching.
- *Voices of the Land: Indigenous Design and Planning from the Prairies* is the first publication produced by the Indigenous Design and Planning Students’ Association, Faculty of Architecture. *Voices of the Land* features sixteen (16) Indigenous students, representing a range of nations across Turtle Island, and spanning all four departments (Architecture, Landscape Architecture, Interior Design, and City Planning), from the Faculty of Architecture.
- Lisa Landrum, Department of Architecture has been elected to Vice-President of the Canadian Architectural Certification Board. Lisa Landrum’s appointment as a Canadian Council of University Schools of Architecture-elected Director to the Canadian Architectural Certification Board is ongoing (2019 to 2022).
- Charles Thomsen (Professor Emeritus) Department of Landscape Architecture, has received an honour from the Province of Manitoba for his community service specifically for the forty years that he has been volunteering and working with the International Peace Garden. HONOUR 150 presented by Canada Life, recognizes 150 people from across the province who stand out for their role in making Manitoba.
- Rachel Nickel, graduate student, who is conducting her research in the Department of Physics and Astronomy was awarded the prestigious Vanier Canada Graduate Scholarship. The Scholarship is valued at \$50,000 per year for three years during doctoral studies.
- A Schulich Leaders Scholarship was awarded to first year student, Shubhneet Thind who is enrolled in the Faculty of Science. The Schulich Foundation, offers entrance scholarships up to 100 high school graduates each year, enrolling in a science, technology, engineering or mathematics (STEM) undergraduate program at 20 partner universities in Canada. Every high school in Canada can submit one Schulich Leader Nominee per academic year based on academic excellence in STEM, entrepreneurial leadership and financial need.
- Camilla Atchison, student, Economics, Econometrics is a recipient of a Bank of Canada Scholarship Award. This award is given to students with disabilities, Indigenous students and students who identify as a woman or as a member of a visible minority or racialized group, or person of colour. Each award combines tuition assistance with the opportunity of a work placement at the Bank. These scholarships

are designed to encourage Canadians from diverse backgrounds to further their education and consider employment in fields related to the work of the Bank

- Soil Science graduate students were recently recognized at the 2021 Annual Meeting of the Manitoba Soil Science Society. Sarah Johnson received the best poster pitch prize; Joanne Thiessen Martens was presented the best general oral presentation prize, and; Jess Nicksy received the second best general oral presentation prize.
- A new UM resource to assist internationally educated health professionals qualify for practice in Manitoba was recently announced. Funding received from the Foreign Credential Recognition Program provided by Employment and Social Development Canada will assist to create the Access Hub for Internationally Educated Health Professionals. It will guide newcomers in pharmacy, occupational therapy, physiotherapy, respiratory therapy, speech language pathology and audiology to navigate the requirements to enter the Manitoba workforce.

## RESEARCH MATTERS

- At this time, research at the University of Manitoba (UM) is continuing within in the labs as well as remotely to the extent possible in compliance with the provincial Public Health Guidelines. Details on the current COVID-19 guiding principles, processes for requesting access and preventative measures are available in the updated [Researcher FAQs section of the COVID-19 webpage](#).
- Three University of Manitoba researchers have received grants through the Partnership Engage (2) and COVID-19 Partnership Engage Grants (1) programs funded by the Social Sciences and Humanities Research Council to investigate mental health matters specific to overlooked and under-studied populations. These grants provide short-term and timely support for partnered research activities that will inform decision-making at a single partner organization from the public, private or not-for-profit sector. Two grants were less than \$25,000 and one grant is for \$25,000.
- Science, Engineering and Technology (SET) Day was held online on February 19, with more than 40 schools participating in the live SET Talks by researchers Cheryl Glazebrook (Kinesiology and Recreation Management), Kyle Bobiwash (Entomology), Kirstin Brink (Geological Sciences), Deanna Slater (Immunology), Ella Morris (PhD candidate Mechanical Engineering) and Rachel Nickel (PhD candidate Physics and Astronomy). The [SET Talks were recorded and made available online](#), with more than 300 views in the first week.
- Fifty-two research projects led by 29 investigators received a total of \$4,969,195 in grant funding from a variety of sponsors. Those projects receiving more than \$25,000 are:

PI	Sponsor	Title	Awarded
Akcora, Cuneyt (Computer Science)	Mitacs Accelerate	Decentralized services for sharing and searching user generated data	\$90,000

Ashraf, Ahmed (Electrical and Computer Engineering)	CIHR	Artificial intelligence based adaptive and interpretable models for analyzing multi-track epigenomic sequential data	\$298,500
Bassuoni, Mohamed (Civil Engineering)	Mitacs Accelerate	Use of nanoparticles, phase change materials, and antifreeze admixtures for cold weather concreting	\$110,000
Booth, Stephanie (Medical Microbiology and Infectious Diseases)	Creutzfeldt-Jakob Disease Foundation Inc.	Detection and characterization of rare strains of sporadic Creutzfeldt-Jakob Disease using a suite of novel biological and biochemical tools	\$63,270
Cameron, Emily (Psychology)	SSHRC – COVID-19 PEG	Building BRIDGEs: Adapting parent wellness supports for families of children with developmental and mental health needs at KIDTHINK Inc.	\$25,000
Collister, David (Internal Medicine)	Seven Oaks General Hospital Foundation	Research program in chronic kidney disease and dialysis focusing on symptoms	\$75,000
Desautels, Danielle (Internal Medicine)	University Medical Group	Predictors and impact of treatment nonadherence in patients receiving adjuvant endocrine therapy for breast cancer in Manitoba	\$42,910
Gerstein, Aleeza (Microbiology)	Manitoba Medical Service Foundation	Vulvovaginal candidiasis pathogen diversity	\$30,000
Gorczyca, Beata (Civil Engineering)	City of Brandon	Full Year Operation of UF/NF Pilot Plant Supplied by High DOC and Hardness Surface Water Source in Brandon, MB	\$78,450
Hitchon, Carol (Internal Medicine)	Research Manitoba - Manitoba COVID-19 Rapid Response Grant	Safety and Immunogenicity of SARS-CoV2 Vaccines	\$84,105
Kidane, Biniam (Surgery)	Manitoba Medical Service Foundation	Organ-preserving endoscopic resection and concurrent radiation/immunology for esophageal cancer (OPERA RADIO): A pilot study	\$30,000
Labouta, Hagar (Pharmacy)	Manitoba Medical Service Foundation	Tracking the accumulation of gold nanoparticles in tumour tissues	\$30,000
Lix, Lisa (Community Health Sciences)	University of Calgary	Unsupervised learning methods to improve patient-reported outcome measures	\$127,182
Louis, Deepak (Pediatrics and Child Health)	Manitoba Medical Service Foundation	Mental health outcomes of parents of children born preterm in Manitoba: A population-based cohort study	\$35,000
Maghoul, Pooneh (Civil Engineering)	Mitacs Inc.	Evaluation of the effects of pipe-soil interaction on the stress based design of buried pipelines using advanced numerical modeling	\$60,000
Mahar, Alyson (Community Health Sciences)	Manitoba Medical Service Foundation	Mental health outcomes of adolescent and young adults with cancer in	\$35,000

		Manitoba: A population-based cohort study	
Mann, Daniel (Biosystems Engineering)	Mitacs Inc.	Effect of harvest time on cattail (Typha) fibers for non-woven applications	\$30,000
Miller, Donald (Pharmacology and Therapeutics)	Research Manitoba	Development and characterization of utRAP technology: A nanoparticle platform for preventing SARS-Cov2 infection in airway and vasculature	\$86,550
O'Neil, Liam (Internal Medicine)	Manitoba Medical Service Foundation	Searching for citrulline: A comprehensive analysis of the citrullinome across the stages of Rheumatoid Arthritis	\$28,500
Ramjiawan, Bram (Pharmacology and Therapeutics)	Research Manitoba - COVID-19 Innovation Proof-of-Concept Grant	Copper infused reusable protective face mask for prevention of SARS-CoV-2 infections	\$100,000
Rigatto, Claudio (Internal Medicine)	Research Manitoba - COVID-19 Innovation Proof-of-Concept Grant	Can virtual lifestyle programming limit collateral health damage from the COVID-19 pandemic: A pilot study	\$99,892
Righolt, Christiaan (Community Health Sciences)	Manitoba Medical Service Foundation	Infant vaccination rates during the COVID-19 pandemic in Manitoba	\$34,000
Slominski, Bogdan (Animal Science)	NSERC university/industry collaborative research and development	Effective use of novel canola feed ingredients	\$299,744
Slominski, Bogdan (Animal Science)	Saskatchewan Canola Development Commission	Effective use of novel canola feed ingredients	\$88,000
Thompson, Shirley (Natural Resources Institute)	Mitacs Accelerate	Red Sucker Lake First Nation traditional land use mapping and youth training	\$240,000
Wang, Feiyue (Environment and Geography, Centre for Earth Observation Science)	Fisheries and Oceans Canada	The MPRI Offshore Burn Experiment	\$2,246,000
Yamamoto, Jennifer (Internal Medicine)	Manitoba Medical Service Foundation	Comparing the effects of long acting versus intermediate acting versus short acting insulins on severe hypoglycemia in type 2 diabetes	\$30,000
Zahradka, Peter (Physiology & Pathophysiology, St Boniface Hospital Albrechtsen Research Centre)	Research Manitoba	Broadening the vascular diagnostic service continuum of Koven Technology Canada through the development and validation of a novel in vitro diagnostic technology to diagnose peripheral arterial disease	\$138,000

## ADMINISTRATIVE MATTERS

- The Southwood Secondary Plan was approved by City of Winnipeg Council on January 28, 2021. The Development Agreement, Subdivision and Zoning (DASZ) pre-application was submitted to Planning, Property, and Development on February 5, 2021 with a formal submission anticipated in April 2021 and approval in late 2021. Construction of Phase 1 site works and development is planned to start in Spring 2022. UM Properties is planning this first phase of development directly adjacent to the core campus lands, north of Sifton Road to support synergies with the University of Manitoba (UM).
- UM has hired Sustainable Solutions Group (SSG) to develop:
  - a Climate Action Plan including carbon emission targets aimed at achieving emissions neutrality by 2050. The University passed the Sustainability Strategy 2019-2023 in June 2019. Within the strategy, there is a commitment to create a Climate Action Plan, which defines emission reduction targets, action items to achieve these targets, and climate change mitigation and adaptation recommendations.
  - Sustainable Building Guidelines that will guide sustainability considerations across all buildings' projects. The guidelines will outline best practices, technologies, and methods that will contribute to enabling the UM to achieve its emissions reduction goal set out in the Climate Action Plan.
- 30 collection bins have arrived to collect personal protective equipment. These bins will be distributed to areas at both Bannatyne and Fort Garry campuses that have the highest volumes of traffic at this time. This waste will then be collected and sent to Terracycle and turned into pellets that can be molded and extruded to produce new products.
- The 2021/22 Budget was sent to the Province on February 11, 2021.
- The requirement to implement Asset Retirement Obligation (ARO) reporting for March 31, 2021 has now been postponed by the Province of Manitoba. No new date has been set as it is currently being reviewed.
- Purchasing Services is actively engaged with the Province on the new Procurement Initiative.
- T4 and T4A slips have been completed and distributed to the UM.
- Form T2200S have also been provided to staff to assist employees in claiming a deduction for the eligible portion of workspace-in-the-home expenses and related supplies incurred in the course of working from home during the COVID-19 pandemic in 2020.
- The Office of Human Rights and Conflict Management (OHRCM) hired 11 student educators from equity-seeking backgrounds and varied programs across the UM to assist with student outreach and education on the Respectful Work and Learning Environment Policy, the Sexual Violence Policy, and the Disclosures and Complaints Procedure. This pilot is currently underway and will be completed at the end of April 2021. The Student Presenter Program is eligible to receive 75% of wages through the Government of Canada Magnet Student Work Placement Program.

- The OHRCM, as well as members of the Legal Office, are working with the UM Admissions Office to incorporate the recent findings in *Longuepée v. University of Waterloo* (Ontario Court of Appeal) in UM admissions processes. The key takeaway from the *Longuepée* decision is that a GPA-only admissions process will be deemed discriminatory in situations where all previous academic evaluations are unaccommodated. In situations where no accommodated grades exist, an evaluation of core competencies or bona fide academic requirements needed for admission will have to be undertaken without consideration of grades or GPA.
- The OHRCM and the Legal Office are co-chairing the Advisory Committee on Intimate Relations. The Advisory Committee will explore Recommendations #18-20 of the Path Forward Report and issue recommendations to the Path Forward Implementation Committee. These will include how to best implement the targeted Path Forward Recommendations, including any modifications that may be necessary.
- A four-year deal has been reached with CUPE 3909 for both Unit 1 (Student TAs) and Unit 2 (Sessional Instructors). The revised agreement provides for wage increases of 0%, 0%, 0.75%, 1% over the period of September 1, 2018 to August 31, 2022. Both collective agreements have been largely rewritten to provide clarity and common language where appropriate. The new language will help UM administrators follow proper processes, ensure that UM students receive appropriate employment, and clarify when different rates of pay apply. A Letter of Understanding sets up a joint UM-CUPE committee to review the Distance Ed payment model, and make recommendations for change in the next round of bargaining.
- UM Black Alliance (UMBA) invited all students, faculty, staff, alumni and the community at large to attend the UM's Black History Month Forum on February 18, 2021.
- Information Security and Compliance reported that MFA (Multi Factor Authentication) for working remotely using VPN (Virtual Private Network):
  - IST – 100% (190) complete
  - Distributed IT – 100% (60) complete
  - Faculty and Staff – 41% (1549) complete out of 3744 VPN users
- Five Zoombombing incidents occurred between February 1 and February 10, 2021. Zoombombing is a type of cyberattack when someone hijacks a Zoom videoconferencing session. Meetings have been interrupted by intruders sharing offensive imagery onscreen, including taunting attendees with hate speech and threats. Additional training material has been provided to the UM on how to increase security within the Zoom service.
- Engagement Services extended Service Desk hours (evenings and weekends) and offered to support December online exams (December 13 - 23). The average speed to answer all exam support calls was 29 seconds. A news article regarding extended service can be found at:

[https://news.umanitoba.ca/mitigating-exam-stress-a-high-priority-for-the-university/?utm\\_source=waag&utm\\_medium=email](https://news.umanitoba.ca/mitigating-exam-stress-a-high-priority-for-the-university/?utm_source=waag&utm_medium=email)

## EXTERNAL RELATIONS

- Significant gifts made in the current reporting period include:
  - Department of Clinical Health Psychology - \$150,000 - Clinical Health Psychology Trust Fund.
  - Prafulchandra Patel - \$100,000 - Sunil Patel Bursary.
  - Department of Family Medicine - \$3,000,000 - Department of Family Medicine Trust Fund.
  - Heart and Stroke Foundation - \$1,000,000 - Heart and Stroke Foundation/Research Manitoba Chair in Clinical Stroke Research.
  - Manitoba Crop Alliance - \$500,000 - Prairie Crops and Soils Research Facility.
- As the Next Generation Website Experience (NGWE) project progresses, numerous colleges and faculties will be launching refreshed websites in March 2021. The NGWE migrations for external websites are expected to be complete by summer 2021.
- A digital spring issue of UMToday The Magazine, with rich storytelling about our accomplished alumni, will be released before April month end.
- A second Ugly Sweater Trivia Night held on St. Patrick's Day was aimed at recent graduates. UM affinity partner, The Personal, was the title sponsor of this event.
- The inaugural Alumni Council meeting was held on February 22nd. At this first gathering 31 members representing diverse faculties and backgrounds participated in robust preliminary engagement discussions. The next meeting is scheduled for May 2021.
- Donor Relations' year end direct mail and email appeal performed strongly. Solicitations resulted in 1,459 gifts from donors totalling \$430,302.
- UM faculty, staff and retirees contributed the greatest share of \$45,000 raised for the UM Food Bank. This was vital as on-campus food drives could not be held due to pandemic restrictions.
- The student referenda program renewed the agreements for nine faculties and colleges totalling \$2.8 million dollars.
- The Marketing and Communications team continues to offer tangible supports to assist the UM community in brand implementation.
- A new UM Editorial Style Guide has been created as a reference to assist UM writers. The intention is to assist staff in producing work that is professional, credible, and inclusive/respectful of both readers and those we are writing about.
- UM Black History Month content performed very well across our digital channels. This engagement was driven by content that included three UM Today stories and three video interviews as part of the 'Making an Impact: UM Black Alumni' initiative. The story of alumnus David Sowemimo who created a scholarship for Black Law students in particular resonated with readers.

- During February 2021, there were 2,607 news stories in media mentioning UM; 915 of these related to COVID-19. Stories arose from Public Affairs releases to media and reporter inquiries.
- Major media coverage has recently arisen related to several UM stories. These include the tragic accident that killed three Bangladeshi students, the MB government announcement on experiential outcomes, the rollout of an Indigenous COVID-19 app developed by UM researchers, New York Times coverage on Arthur Schafer opinions on “COVID shaming” and news from multiple international outlets regarding Jason Kindrachuk’s warning of a new Ebola outbreak in Congo.