

Senate  
Senate Chamber  
Room E3-262 Engineering Building  
WEDNESDAY, June 19, 2013  
1:30 p.m.

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

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

### **II    ELECTION OF SENATE REPRESENTATIVE**

1.     To the Senate Executive Committee Page 5

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

1.     Reports of the Faculty Council of Graduate Studies  
         on Program and Curriculum Changes
- a) RE: Department of Biosystems Engineering Page 6  
             [February 27, 2013]
- b) RE: Department of Accounting and Finance Page 7  
             [April 30, 2013]
- c) RE: Department of English, Film, and Theatre Page 9  
             [April 30, 2013]
2.     Report of the Senate Committee on Page 10  
         Approved Teaching Centres

### **IV   MATTERS FORWARDED FOR INFORMATION**

1.     Report of the Senate Committee on Awards – Page 13  
         Part A [May 14, 2013]
2.     Report of the Senate Committee on Awards Page 22  
         [May 21, 2013]
3.     Implementation of Bachelor of Arts (Honours) in Page 25  
         Anthropology
4.     Implementation of Bachelor of Arts (Honours) in Page 26  
         Criminology
5.     Report of the Implementation Working Group Page 27  
         for the Cooper Commission Report [May 27, 2013]

### **V    REPORT OF THE PRESIDENT Page 29**

## **VI QUESTION PERIOD**

Senators are reminded that questions shall normally be submitted in writing to the University Secretary no later than 10:00 a.m. of the day preceding the meeting.

## **VII CONSIDERATION OF THE MINUTES OF THE MEETING OF MAY 15, 2013**

## **VIII BUSINESS ARISING FROM THE MINUTES**

1. **Responsible Conduct of Research – Investigation Procedures** Page 36  
(revised, for information)

## **IX REPORTS OF THE SENATE EXECUTIVE COMMITTEE AND THE SENATE PLANNING AND PRIORITIES COMMITTEE**

1. **Report of the Senate Executive Committee** Page 58
2. **Report of the Senate Planning and Priorities Committee**
  - a) The Chair will make an oral report of the Committee's activities.
  - b) **Report of the Senate Planning and Priorities Committee** Page 59  
**RE: Strategic Enrolment Management Planning Framework 2013 – 2018 [April 29, 2013]**

## **X REPORTS OF OTHER COMMITTEES OF SENATE, FACULTY AND SCHOOL COUNCILS**

1. **Report of the Senate Committee on Awards – Part B [May 14, 2013]** Page 92
2. **Articulation Agreement Proposal: University of Manitoba - Bachelor of Science Degrees (in Agriculture, Agribusiness, Agroecology, Food Science) – Inner Mongolia Agricultural University, Joint Student Transfer Program** Page 97
  - a) **Report of the Senate Committee on Admissions** Page 112
  - b) **Report of the Senate Committee on Curriculum and Course Changes** Page 114
  - c) **Report of the Senate Planning and Priorities Committee** Page 116
3. **Proposal from the Faculty of Kinesiology and Recreation Management RE: Community Recreation and Active Living Diploma** Page 118
  - a) **Report of the Senate Committee on Curriculum and Course Changes** Page 205



	b) <u>Report of the Senate Planning and Priorities Committee</u>	Page 207
4.	Report of the Faculty Council of Graduate Studies RE: Revised Regulations, Advisor – Student Guidelines <u>[April 30, 2013]</u>	Page 210
5.	Undergraduate Course Changes Beyond Nine Credit Hours RE: <u>Faculty of Social Work, SWRK 3152</u>	Page 217
	a) Report of the Senate Committee on Curriculum and <u>Course Changes</u>	Page 227
	b) <u>Report of the Senate Planning and Priorities Committee</u>	Page 229
6.	Graduate Course Changes Beyond Nine Credit Hours RE: <u>Master of Social Work</u>	Page 231
	a) Report of the Faculty Council of Graduate Studies on <u>Program and Curriculum Changes</u>	Page 265
	b) <u>Report of the Senate Planning and Priorities Committee</u>	Page 270
7.	<u>Reports of the Senate Committee on Admissions</u>	
	a) RE: Revisions to the Minimum Requirements for the <u>TOEFL ibt</u>	Page 272
	b) RE: Proposal to Adopt a Standard Manitoba Resident <u>Definition for Admission Purposes</u>	Page 275
8.	Report of the Senate Committee on Instruction and Evaluation RE: Revised Student Assessment Policy, Four-Year Baccalaureate Nursing Program, <u>Faculty of Nursing</u>	Page 277
9.	<u>Reports of the Senate Committee on Rules and Procedures</u>	
	a) <u>RE: Revisions to the Faculty of Nursing Council Bylaw</u>	Page 283
	b) RE: Revisions to the Faculty of Graduate Studies <u>Council Bylaw</u>	Page 290
10.	<u>Reports of the Senate Committee on University Research</u>	
	a) RE: Proposal for an Endowed Professorship in <u>Pharmacy Research</u>	Page 296
	b) RE: Proposal for an Endowed Professorship in <u>Stem Cell Research</u>	Page 303

c)	<b>RE: Periodic Review of Research Centres and Institutes: <u>Centre on Aging</u></b>	Page 310
d)	<b>RE: Periodic Review of Research Centres and Institutes: <u>Winnipeg Institute for Theoretical Physics</u></b>	Page 313
e)	<b><u>RE: Formal Approval of the Professorship in Government</u></b>	Page 316
11.	<b><u>Report of the Senate Committee on Nominations</u></b>	Page 322
12.	<b>Proposal from the Faculty Council of Engineering to Revise the Name of the Department of Mechanical and <u>Manufacturing Engineering</u></b>	Page 325
13.	<b>Report of the Senate Committee on Academic Review RE: International College of Manitoba (ICM) <u>Academic Review Process [March 8, 2013]</u></b>	Page 328
XI	<b><u>ADDITIONAL BUSINESS</u></b>	
1.	<b>Governing Document Development and Review <u>Policy and Procedures</u></b>	Page 334
XII	<b><u>ADJOURNMENT</u></b>	

*Please call regrets to 474-6892 or send to [shannon.coyston@umanitoba.ca](mailto:shannon.coyston@umanitoba.ca).*

## **Election of Senate Representatives to the Senate Executive Committee**

1. One Senator elected by faculty/school councils needs to be elected for a three-year term (June 1, 2013 to May 31, 2016) to replace Professor Joanna Asadoorian, whose term on the Executive Committee expired on May 31, 2013.

- (a) Eligible for election are members of Senate elected by faculty/school councils.
- (b) Presently serving:

Prof. Joanna Asadoorian	(Dentistry)	2013
Prof. John Anderson	(Science)	2016
Prof. Mark Gabbert	(Arts)	2014
Prof. Arlene Young	(Arts)	2014
Prof. Emily Etcheverry	(Medical Rehabilitation)	2015
Prof. Diana McMillan	(Nursing)	2015
Prof. Mary Brabston	(Management)	2015
Prof. Peter Blunden	(Science)	2015

### **Procedures:**

- (a) Nominations for the positions shall be received from the floor.
- (b) Senators shall vote for no more than one candidate on the ballot provided.
- (c) The candidate receiving the largest number of votes shall be elected.
- (d) In the event of a tie, the question shall be resolved by another ballot involving those candidates who have tied.

## **Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes**

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### **Preamble:**

1. The Faculty of Graduate Studies has responsibility for all matters relating to the submission of graduate course, curriculum and program changes. Recommendations for new programs or changes are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on Feb. 27, 2013 to consider a proposal from the Dept. of Biosystems Engineering (Faculty of Engineering).

### **Observations:**

1. The **Dept. of Biosystems Engineering** proposes the reduction of credit hours in the M.Sc. program from 18 credit hours to 12 credit hours. The minimum 12 credit hours will consist of BIOE 7290 Seminar (3), at least an additional 3 credit hours from the Dept. of Biosystems Engineering at the 7000 level, and the balance at the 3000 level or above from any department.

A brief survey of other engineering departments across the country (conducted by the Dept. in 2011) found evidence to support this proposed reduction. The M.Sc. in Bioresource Engineering at McGill University requires 12 credit hours of postgraduate coursework plus 2 credits from participation in a graduate seminar. The University of Saskatchewan requires 15 credit hours for their M.Sc. program. The Mechanical Engineering department at the University of Manitoba requires 12 credit hours of coursework plus a mandatory 1 credit hour graduate seminar course.

- The Faculty of Graduate Studies Academic Programs Committee met on Jan. 9, 2013 and endorsed the proposal from the Dept. of Biosystems Engineering (Faculty of Engineering).
- The Faculty of Graduate Studies Executive Committee met on Jan. 28, 2013 and endorsed the proposal from the Dept. of Biosystems Engineering (Faculty of Engineering).

### **Recommendations**

**THAT Senate approve the Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes [dated February 27, 2013] regarding the Dept. of Biosystems Engineering (Faculty of Engineering).**

Respectfully submitted,

Dean J. Doering, Chair  
Graduate Studies Faculty Council

/ak

Comments of the Senate Executive Committee:  
The Senate Executive Committee endorses the report to Senate.

## Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes

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### **Preamble:**

1. The Faculty of Graduate Studies has responsibility for all matters relating to the submission of graduate course, curriculum and program changes. Recommendations for new programs or changes are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on April 30, 2013 to consider a proposal from the Dept. of Accounting & Finance (Asper School of Business).

### **Observations:**

1. The **Dept. of Accounting & Finance (Asper School of Business)** proposes a new stream entitled "Finance" in the existing Master of Science program. There are no new courses nor any budgetary implications associated with this new stream. A letter of support for the stream was received from the Head of the Dept. of Economics.

Students in this stream will be taking Ph.D. level courses in Finance that are already being offered. There is significant selection of Ph.D. level electives to support this stream.

Students will be required to complete 18 credit hours plus a thesis/practicum. This minimum will include:

- At least 6 credit hours of required graduate-level courses in the area of specialization;
  - FIN 7500 (3 credit hours)
  - At least one of FIN 7510 or FIN 7520 (3 credit hours)
- Up to 12 credit hours of optional courses (subject to the approval of the Asper School Graduate Research Programs Committee); and
  - Research Methods course chosen from Econometrics offered at the graduate level (3 credit hours)
  - At least one of Microeconomics or Macroeconomics offered at the graduate level (3 credit hours)
  - Two optional electives chosen from graduate level courses offered in Finance, Econometrics, Microeconomics or Macroeconomics (6 credit hours)
- A Master's thesis or practicum.

There will be no foreign language requirement for this program.

The following faculty members are willing to supervise students in this stream: Dr. Sarath Abeysekera, Ph.D. (Corporate Finance, International Finance, Microfinance), Dr. Gady Jacoby, Ph.D. (Fixed-Income Markets, Behavioural Finance, Asset Pricing Models, Market Microstructure), Dr. Usha Mittoo, Ph.D. (Corporate Finance International Corporate Finance), Dr. Alex Paseka, Ph.D. (Asset-Pricing Models, Derivatives), Dr. David Stangeland, Ph.D. (Corporate Finance, Investment Banking, International Finance), Dr. Ying Zhang, Ph.D. (Corporate Governance, Executive Compensation, Market Microstructure), Dr. Steven Zheng, Ph.D. (Corporate Finance).

- The Faculty of Graduate Studies Academic Programs Committee met on February 6, 2013 and endorsed the proposal from the Dept. of Accounting & Finance (Asper School of Business).
- The Faculty of Graduate Studies Executive Committee met on February 28, 2013 and endorsed the proposal from the Dept. of Accounting & Finance (Asper School of Business).

### **Recommendations**

**THAT Senate approve the Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes [dated April 30, 2013] regarding the Dept. of Accounting & Finance (Asper School of Business).**

Respectfully submitted,

Dean J. Doering, Chair  
Graduate Studies Faculty Council

/ak

Comments of the Senate Executive Committee:  
The Senate Executive Committee endorses the report to Senate.

## **Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes**

---

### **Preamble:**

1. The Faculty of Graduate Studies has responsibility for all matters relating to the submission of graduate course, curriculum and program changes. Recommendations for new programs or changes are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on April 30, 2013 to consider a proposal from the Dept. of English, Film & Theatre (Faculty of Arts).

### **Observations:**

1. The **Dept. of English, Film & Theatre** proposes changes to its coursework M.A. option. Specifically, a reduction from 30 credit hours to 24 credit hours, and the discontinuation of the article-length paper requirement. The regulations will read: "Coursework M.A.: Students will normally be required to do 24 credit hours of coursework in English at the 7000 level." The 3 credit hour language requirement remains.

This change brings the coursework option in line with other similar programs across Canada and attempts to improve time-to-completion rates. Incoming students have viewed the 30 credit hour requirement to be very onerous and the article length paper not sufficiently different from the demands of writing a thesis.

- The Faculty of Graduate Studies Academic Programs Committee met on March 6, 2013 and endorsed the proposal from the Dept. of English, Film & Theatre (Faculty of Arts).
- The Faculty of Graduate Studies Executive Committee met on March 22, 2013 and endorsed the proposal from the Dept. of English, Film & Theatre (Faculty of Arts).

### **Recommendations**

**THAT Senate approve the Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes [dated April 30, 2013] regarding the Dept. of English, Film & Theatre (Faculty of Arts).**

Respectfully submitted,

Dean J. Doering, Chair  
Graduate Studies Faculty Council

/ak

Comments of the Senate Executive Committee:  
The Senate Executive Committee endorses the report to Senate.

**Report of the Senate Committee on Approved Teaching Centres with Respect to Cross-Registered Courses and Instructors for 2013-2014**

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**Preamble**

1. The terms of reference for the Senate Committee on Approved Teaching Centres (SCATC) are found on the web at:  
[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/494.htm2](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/494.htm2).
2. Since last reporting to Senate, the Senate Committee on Approved Teaching Centres has considered the list of proposed courses and instructors as submitted by Booth University College and by the Prairie Theatre Exchange (PTE) for cross-registration with the University of Manitoba in 2013-2014.

**Observations**

1. Booth University College

The Committee considered cross-registered courses to be offered by Booth University College in the 2013-2014 academic session and proposed instructors, as set out in Appendix A. Approval has been received from appropriate departments in the Faculty of Arts.

2. Prairie Theatre Exchange

The Committee reviewed cross-registered courses to be offered by the Prairie Theatre Exchange in 2013-2014 and proposed instructors, as set out in Appendix A. Approval has been received from the Department of English, Film, and Theatre.

**Recommendations:**

The Senate Committee on Approved Teaching Centres recommends:

**THAT Senate approve the Report of the Senate Committee on Approved Teaching Centres concerning cross-registered courses and instructors, as outlined in Appendix A [May 28, 2013].**

Respectfully submitted,

Senate Committee on Approved Teaching Centres

Comments of the Senate Executive Committee:  
The Senate Executive Committee endorses the report to Senate.



## APPENDIX A

### Cross-Registered Courses to be offered at Approved Teaching Centres and Proposed Instructors for 2012-2013

**Table 1 – Booth University College**

<b>U of M Dept, School or Faculty</b>	<b>Course No.</b>	<b>Booth University College</b>
<b>English, Film, and Theatre</b>	ENGL 1200	Representative Literary Works (ENG 107) - Michael Boyce, Ph.D. - Allyna E. Ward, Ph.D.
<b>Psychology</b>	PSYC 1200	Introduction to Psychology (PSY 105) - James Cresswell, Ph.D.
<b>Religion</b>	RLGN 2160	Biblical Foundations Old Testament (REL 200) - Roy Jeal, Ph.D.
	RLGN 2160	The Pentateuch (REL 302) - Donald Burke, Ph.D.
	RLGN 2170	Biblical Foundations New Testament (REL 201) - Roy Jeal, Ph.D.
	RLGN 3240	Jesus of Nazareth (REL 310) - Roy Jeal, Ph.D.
	RLGN 3780	Paul the Apostle (REL 311) - Roy Jeal, Ph.D.
	RLGN 3780	Selected Topics in Religion: Christianity and Culture (REL 395) - Andrew Eason, Ph.D.
	RLGN 3800	Hebrew Bible Prophets (REL 303) - Donald Burke, Ph.D.
<b>Sociology</b>	SOC 1200	Introduction to Sociology (SOC 100) - Sherrie Steiner, Ph.D.

**Table 2 – Prairie Theatre Exchange School**

<b>U of M Dept, School or Faculty</b>	<b>Course No.*</b>	<b>Prairie Theatre Exchange School</b>
<b>English, Film, and Theatre</b>		Musical Theatre - Erin McGrath
		Improvisation - Stephen Sim
		Playwriting - Hope McIntyre
		Theatre Design - Brenda Mclean

**Table 2 – Prairie Theatre Exchange School (continued)**

<b>U of M Dept, School or Faculty</b>	<b>Course No.</b>	<b>Prairie Theatre Exchange School</b>
<b>English, Film, and Theatre</b>		Sketch it Out - Stephen Sim
		Audition - John B. Lowe

\* Students who complete two special workshops in the fall term will receive credit for THTR 2170. Students who complete two special workshops, one in the fall term and one in the winter term, will receive credit for THTR 2490.

## **REPORT OF THE SENATE COMMITTEE ON AWARDS – PART A**

### **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 amended offers of awards that meet the published guidelines presented to Senate on November 3, 1999, and as thereafter amended by Senate. Where, in the opinion of the Committee, acceptance is recommended for new offers and amended offers which do not meet the published guidelines or which otherwise appear to be discriminatory under the policy on the *Non-Acceptance of Discriminatory Awards*, such offers shall be submitted to Senate for approval. (Senate, October 7, 2009)

### **Observations**

At its meeting of May 14, 2013 the Senate Committee on Awards approved nine new offers and nine amended offers, and the withdrawal of two awards, as set out in Appendix A of the *Report of the Senate Committee on Awards – Part A* (dated May 14, 2013).

### **Recommendations**

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve nine new offers and nine amended offers, and the withdrawal of two awards, as set out in Appendix A of the *Report of the Senate Committee on Awards – Part A* (dated May 14, 2013). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,

Dr. Phil Hultin  
Chair, Senate Committee on Awards

## **SENATE COMMITTEE ON AWARDS**

### **Appendix A May 14, 2013**

#### **1. NEW OFFERS**

##### **Archie Orlikow Memorial Bursary**

In memory of Archie Orlikow (B.Sc. Pharm./48), family and friends have established an endowment fund at the University of Manitoba, with an initial gift of \$20,000 in 2013. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The fund will be used to provide bursary support for Pharmacy students. The available annual interest from the fund will be used to offer one bursary to an undergraduate student who:

- (1) is enrolled full-time in their first or second year in the Faculty of Pharmacy;
- (2) (a) if in his/her first year in the Faculty of Pharmacy, has met the minimum admission requirements; or  
(b) if in his/her second year of study, has achieved a minimum degree grade point average of 2.5;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

Applicants will be required to submit a letter (maximum 500 words) outlining how they envision the profession of pharmacy and their potential role within it imparting and benefitting the health care of those in the communities they serve.

The selection committee will be the Faculty of Pharmacy Awards Committee.

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 this award.

##### **Bereskin & Parr Prize for Copyright Law**

Bereskin & Parr offers an annual prize of \$250 to the student who achieves highest standing in Copyright Law (LAW 3028) in the Faculty of Law at the University of Manitoba.

In the event of a tie, the prize shall be awarded to the student with the highest standing calculated on the compulsory and elective subjects the tied students have in common.

The selection committee will be named by the Dean of the Faculty of Law (or designate).

##### **Bereskin & Parr Prize for Trademarks and Patents**

Bereskin & Parr offers an annual prize of \$250 to the student who achieves highest standing in Trademarks and Patents (LAW 3026) in the Faculty of Law at the University of Manitoba.

In the event of a tie, the prize shall be awarded to the student with the highest standing calculated on the compulsory and elective subjects the tied students have in common.

The selection committee will be named by the Dean of the Faculty of Law (or designate).

##### **Joanne Greene Memorial Scholarship**

Through a bequest of \$50,000 made to the University Women's Club of Winnipeg in memory of Joanne Greene (RN/47; CPHN/52), an annual scholarship valued at \$1,500 will be offered to support graduate students pursuing their Ph.D. in Nursing. Each year, one scholarship valued at \$1,500 will be offered to a graduate student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies in the Ph.D. in Nursing program offered by the Faculty of Nursing at the University of Manitoba;

- (2) has completed the first year and four courses for credit in the Ph.D. in Nursing program: NURS 8000, NURS 8010, NURS 8020, and another course;
- (3) has achieved the highest grade point average on the four required courses, with a minimum grade point average of 3.5 on those courses.

Preference will be given to a student whose focus area is public health. If there are no applicants meeting this preference, the scholarship will be awarded to a student who meets the eligibility requirements as set out above.

Eligible students will apply for this scholarship on or before the designated deadline date. Applicants will be required to submit a letter of application (maximum 500 words) and one letter of reference from a member of the Faculty of Nursing.

A student may hold the Joanne Greene Memorial Scholarship only once in his or her lifetime.

The Dean of the Faculty of Graduate Studies (or designate) will ask the Chair of the Graduate Studies Committee in the Faculty of Nursing to convene the selection committee for this award.

### **John (Jack) MacDonald Lederman and John MacDonell Bursary**

Through a testamentary gift, Mr. John McIntyre Stoddart made a gift of \$144,611 to the University of Manitoba to establish the John (Jack) MacDonald Lederman and John MacDonell Bursary. The purpose of the bursary is to provide financial support to graduate students in the Department of Community Health Sciences at the University of Manitoba. Each year the available annual income will be used to offer one bursary to a graduate student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies in a Master's or Doctoral program in the Department of Community Health Sciences in the Faculty of Medicine at the University of Manitoba;
- (2) has health economics as his/her main research focus;
- (3) has achieved a minimum degree grade point average of 3.0.

The selection committee will be named by the Head of the Department of Community Health Sciences (or designate).

### **Ken Tacium Memorial Scholarship**

The family and friends of Ken Tacium (LL.B./85) have established an endowment fund at the University of Manitoba with an initial gift of \$35,000 in 2013. The fund will be used to provide an entrance scholarship for students entering the Faculty of Law who have overcome significant obstacles in the pursuit of their studies. Beginning in the 2014-2015 academic year, the available annual interest from the fund will be used to offer one scholarship with a maximum value of \$5,000 to a student who:

- (1) has applied for admission to the Faculty of Law and has met the required standards for admission;
- (2) has demonstrated high academic achievement as determined by the standards for admission;
- (3) has demonstrated courage and perseverance in overcoming significant obstacles (especially, but not necessarily, physical obstacles) in the continuation of his/her academic studies.

In order to be considered for the Ken Tacium Memorial Scholarship, students must have accepted an offer of admission to the Faculty of Law at the University of Manitoba by June 30<sup>th</sup>.

Applicants are required to submit a letter (maximum 300 words) that outlines the challenges they have overcome in the pursuit of their university studies and two reference letters by the application deadline set by the faculty.

In years when the revenue generated exceeds the maximum award value, the difference will be re-capitalized, as per the donor's wishes.

The selection committee will be named by the Dean of the Faculty of Law (or designate).

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.

#### **Kleysen Bursary**

Mr. & Mrs. Hubert Kleysen have established an endowment fund at the University of Manitoba, with an initial gift of \$20,000 in 2012. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The purpose of the fund is to provide bursaries to students in the I.H. Asper School of Business who are enrolled in the Logistics and Supply Chain Management discipline. Each year, the available annual interest from the fund will be used to offer one bursary to an undergraduate student who:

- (1) is enrolled as a full-time student in the third or fourth year of the Bachelor of Commerce (Honours) degree program in the I. H Asper School of Business at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 2.0;
- (3) has declared a major in Logistics and Supply Chain Management;
- (4) has demonstrated financial need on the standard University of Manitoba bursary application form.

The selection committee will be named by the Dean of the I.H. Asper School of Business (or designate).

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.

#### **Martin and Ada Berney Scholarship**

Martin and Ada Berney have established an endowment fund at the University of Manitoba with a testamentary gift of \$80,000 in 2012. Beginning in the 2013-2014 academic year the annual income from the fund will be used to offer one scholarship to an undergraduate student who:

- (1) is enrolled full-time or part-time in any year of study in any school or faculty at the University of Manitoba;
- (2) has a minimum degree grade point average of 3.5.

The Director of Financial Aid and Awards (or designate) will name the selection committee for this award.

#### **Terry Hogan International Exchange Scholarship**

In memory of Dr. Terrance Hogan, former Executive Associate Dean and Director of International Student Exchanges at the Asper School of Business, family, friends and co-workers have established an endowment fund at the University of Manitoba. The purpose of the fund is to recognize students who have achieved academic excellence in the Asper School of Business, and have been accepted to the International Student Exchange program. Each year, the available annual interest from the fund will be used to offer one scholarship to a student who:

- (1) is enrolled full-time in the third year of the Bachelor of Commerce degree program, in the I.H. Asper School of Business;
- (2) has been accepted to the I.H. Asper School of Business International Student Exchange Program;
- (3) has ranked at the top of the group accepted to the Student Exchange program, based on the criteria outlined below.

Students accepted into the Student Exchange program will be ranked using the following criteria:

- (1) completed at least the second year of the Bachelor of Commerce degree;

- (2) achieved a minimum degree grade point average of 3.0;
- (3) submitted a written statement of intent to pursue the Student Exchange program;
- (4) performed well on a pre-acceptance interview;
- (5) submitted references from two University of Manitoba academic staff and one professional/personal reference.

The selection committee shall be named by the Director of the I.H. Asper School of Business International Student Exchange Program (or designate), and will include the Coordinator of the International Student Exchange Program (or designate).

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**

### **Aitkins, MacAulay & Thorvaldson Honourable Marshall Rothstein Prize**

The following amendments have been made to the terms of reference for the Aitkins, MacAulay & Thorvaldson Honourable Marshall Rothstein Prize:

- The second sentence of the preamble outlines the donor's choice to renew this prize for a second five-year term beginning in the 2012-2013 academic year. This sentence now reads: "The donor has agreed to renew their funding commitment for the prize for a second term of five years, beginning in 2012-2013, with the right to renew the commitment for successive five year terms exercisable during the fourth year of any five year term."
- The word "cumulative" was replaced with the word "degree" in criterion (2).
- New wording describing the tie-breaking mechanism has been added immediately following the eligibility criteria. It reads: "In the event of a tie, the prize shall be awarded to the student with the highest standing calculated on the compulsory and elective subjects the tied students have in common."
- A new sentence describing the selection committee has been added. It reads: "The selection committee will be named by the Dean of the Faculty of Law (or designate)."

### **Dante Alighieri Cultural Society Scholarship**

The following amendments have been made to the terms of reference for the Dante Alighieri Cultural Society Scholarship:

- The first sentence now clarifies that two annual scholarships each valued at \$225 will be offered to undergraduate students.
- In criterion (1), the words 'landed immigrants' have been replaced with 'permanent residents'.
- The former criterion (3) is now criterion (4).
- The new criterion (3) reads: "are currently enrolled as full-time students in two or more Italian courses at the 2000 or 3000 level (can include Italian language, Italian literature, and/or Italian cultural studies);".
- In criterion (4), the word 'cumulative' has been removed and the grade point average was changed from 3.0 to 3.5.
- The paragraph immediately following the eligibility criteria has been removed.

- The second sentence of the second last paragraph now reads: “If there are no eligible candidates, the scholarship will not be awarded.”
- The words “(or designate)” have been added after the ‘Head of the Department of French, Spanish and Italian’ in the last paragraph.
- Some editorial changes have been made.

### **ICH Wealth and Succession Prize**

The following amendments have been made to the terms of reference for the ICH Wealth and Succession Prize:

- The name of this award has been changed to *Tradition Law LLP Wealth and Succession Prize*.
- The reference to ‘Inkster Christie Hughes’ in the first sentence has been replaced with ‘Tradition Law’.
- New wording describing the tie-breaking mechanism has been added immediately following the eligibility criteria. It reads: “In the event of a tie, the prize shall be awarded to the student with the highest standing calculated on the compulsory and elective subjects the tied students have in common.”
- A new sentence describing the selection committee has been added. It reads: “The selection committee will be named by the Dean of the Faculty of Law (or designate).”

### **MMCF – Paul Nehra Convocation Prize in Family Medicine**

The following amendments have been made to the terms of reference for the MMCF – Paul Nehra Convocation Prize in Family Medicine:

- The wording of criterion (1) has been changed and now reads: “has completed the requirements of the Doctor of Medicine (M.D.) degree, in the Faculty of Medicine at the University of Manitoba;”. This is congruent with standard wording for a convocation prize in the Faculty of Medicine.

### **MMCF – Robin Krause Human Values Convocation Prize**

The following amendments have been made to the terms of reference for the MMCF – Robin Krause Human Values Convocation Prize:

- The wording of criterion (1) has been changed and now reads: “has completed the requirements of the Doctor of Medicine (M.D.) degree, in the Faculty of Medicine at the University of Manitoba;”. This is congruent with standard wording for a convocation prize in the Faculty of Medicine.

### **President’s Scholarship**

The following amendments have been made to the terms of reference for the President’s Scholarship:

- The word ‘final’ has been added in the first sentence after 95% to indicate the minimum high school average required to be considered for the President’s Scholarship.
- The first sentence of the second paragraph now clarifies that eligible recipients will receive \$1,000 in each of their second, third, and fourth years of study providing they meet the renewal criteria. The following words were removed to clarify this language:
  - The word ‘total’ was removed before ‘scholarship funding’;
  - The words ‘at least’ were removed before ‘\$1,000’;
  - The words ‘leading towards the completion of their first full degree’ were removed before ‘provided they meet the renewal criteria.’



- A new third paragraph outlining the benefits for which President's Scholars will be eligible was added. It reads:  
"President's Scholars will be eligible for a number of benefits, such as: priority registration, notation on the university transcript, access to the President's Scholars Study Lounge, and other events sponsored by the Office of the President, and University of Manitoba faculties.
- The words 'up to' were removed from the sentence immediately preceding the eligibility criteria.
- The words 'with a' were added immediately before 'minimum 80% course load', which is no longer in parentheses, in criterion (1).
- The word 'final' was added immediately after 95% in criterion (2).
- The word 'sessional' was added immediately before 'grade point average' in criterion (3).
- Criterion (4) was removed in entirety.
- The words 'with a' were added immediately before 'minimum 80% course load', which is no longer in parentheses, in criterion (5).
- The paragraph immediately following the edibility criteria was removed.
- The word 'sessional' was added immediately before 'grade point average' in the sentence preceding the selection committee paragraph.
- The selection committee paragraph now reads: "The selection committee for these scholarships will be named by the Director of Financial Aid and Awards (or designate).
- The entire "Note" paragraph following the selection committee paragraph was removed.
- Several editorial changes have been made.

### **The University 1 Student Council Scholarship**

The following amendments have been made to the terms of reference for the The University 1 Student Council Scholarship:

- The first sentence of the terms of reference was revised to make it active. It is now written using the present tense. The first sentence now reads: "The University 1 Student Council offers a scholarship at the University of Manitoba to recognize exceptional Manitoba high school graduates who combine outstanding extra-curricular involvement with good academic standing.
- The second sentence of the preamble has been revised so that the funding arrangement is now more formalized rather than the scholarships being offered from time to time when funds permit. The second sentence now reads: "Each year, the Council will offer \$5,000 to provide five \$1,000 scholarships to entering University 1 students."
- The last sentence of the preamble has been removed.
- References to 'any "direct entry" faculty or school at the University of Manitoba' have been removed in criterion (1). It now reads: "are entering University 1 directly from a Manitoba high school;"
- The language pertaining to entrance scholarships has been standardized in criterion (2). It now reads: "have achieved a high school average of at least 85 percent on those courses considered for admission to the University of Manitoba;"
- The words "as well as" have been replaced with "and/or" in criterion (3).
- The paragraph immediately following the eligibility criteria outlining the application process has been heavily revised. It now reads:  
"Applicants must submit an application, to the University 1 Student Council Scholarship Committee, that will include: (a) a description of their extra-curricular and community involvement (maximum 500 words); (b) an official copy of their high school transcript (including Grade 12 marks); (c) one letter of reference from someone other than a relative who can speak to extra-curricular involvement and contributions made to the school and/or wider community."

- The following three paragraphs have been deleted. The first of the three deleted paragraphs contained information about the candidate pool and the short list of applicants and how they would be identified.
- The second deleted paragraph described how the short listed candidates would be reviewed by a committee. It also provided a description of the Committee.
- The third deleted paragraph stated that the University 1 Student Council Scholarship could now be held concurrently with the Leader of Tomorrow Scholarship.
- A new penultimate paragraph was added that states that the University 1 Student Council is to notify both the Financial Aid and Awards office and the Director of University 1 by March 31 in any year the scholarship will not be offered.
- The wording of the selection committee paragraph has been revised and standardized. It now reads: “The selection committee will be named by the Director of University 1 (or designate) and will include the President of the University 1 Student Council (or designate).

### **The University of Manitoba Entrance Scholarships**

The following amendments have been made to the terms of reference for the The University of Manitoba Entrance Scholarships:

- The second sentence in the preamble now reads: “The thresholds and their accompanying award values are currently:”
- The number of entrance scholarship tiers was reduced from five to three.
- The value of each tier has been increased from its previous value. The value of each Tier 1 scholarship was \$2,000; it is now \$3,000. The value of each Tier 2 scholarship was \$1,700; it is now \$2,000. The value of each Tier 3 scholarship was \$1,400; it is now \$1,000.
- The wording defining both the parameters and the values of each tier now reads as follows:

Average greater than or equal to 95%	\$3,000 – University of Manitoba Queen Elizabeth II Entrance Scholarship
Average greater than or equal to 90%	\$2,000 – Guertin Centennial Entrance Scholarship
Average greater than or equal to 85%	\$1,000 – Hogg Centennial Entrance Scholarship

- The sentence immediately following the tiers has been removed.
- The original wording of criterion (4) has been removed. It was replaced with the following wording: “Provisional entrance scholarship and admission offers will be made to students in a coordinated manner and will be based on self-reported grades which are submitted as part of the admissions application process.”
- The words “The first round of” in the first sentence of criterion (5) have been replaced with “Final Entrance Scholarship”.
- Several editorial changes have been made.

### **University of Manitoba Tri-Council Top-Up Award**

The following amendments have been made to the terms of reference for the University of Manitoba Tri-Council Top-Up Award:

- The first sentence of the terms of reference has been revised and now reads: “The Faculty of Graduate Studies at the University of Manitoba offers to top-up the value of graduate scholarships

and fellowships awarded through select Tri-Council funding programs.” Academic departments are no longer involved in providing funding support for these awards through a cost shared program.

- The second sentence of the terms of reference has been revised and now reads: “The University of Manitoba Tri-Council Award is subject to the availability of funds from the Faculty of Graduate Studies.” References to funding coming from the student’s home department, faculty or advisor have been removed.
- The remainder of the preamble has been revised and now reads: “The Faculty of Graduate Studies will offer top-up awards in the amount to be determined by the Faculty of Graduate Studies each year. The University of Manitoba Tri-Council Top-Up Award will be offered to graduate students who:” The reference to the Faculty of Graduate Studies matching the contribution from the home department, faculty or advisor has been removed.

### **3. WITHDRAWALS**

#### **Advanced Early Admission Scholarships**

As a result of forthcoming changes to the admission process at the University of Manitoba effective for the 2014-2015 intake, the Advanced Early Admission Scholarships will no longer be offered. The changes to the admission process and to the entrance scholarships offered by the University of Manitoba were reflected in the amendments made to the University of Manitoba Entrance Scholarships (see above).

#### **Bereskin & Parr Prize for Intellectual Property**

This prize is being withdrawn and replaced with two new awards (please see above).

## **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 amended offers of awards that meet the published guidelines presented to Senate on November 3, 1999, and as thereafter amended by Senate. Where, in the opinion of the Committee, acceptance is recommended for new offers and amended offers which do not meet the published guidelines or which otherwise appear to be discriminatory under the policy on the *Non-Acceptance of Discriminatory Scholarships, Bursaries or Fellowships*, such offers shall be submitted to Senate for approval. (Senate, April 5, 2000)

### **Observation**

In an electronic poll conducted between May 16 – 21, 2013, the Senate Committee on Awards approved three new offers and one amended offer as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated May 21, 2013).

### **Recommendation**

The Senate Committee on Awards recommends that the Board of Governors approve three new offers and one amended offer as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated May 21, 2013). This award decision complies with the published guidelines of November 3, 1999, and is reported to Senate for information.

Respectfully submitted,

Dr. Phil Hultin  
Chair, Senate Committee on Awards

## MEETING OF THE SENATE COMMITTEE ON AWARDS

### Appendix A May 21, 2013

#### 1. NEW OFFERS

##### **H.D. Gesser Undergraduate Summer Research Prize in Chemistry**

In 2012, Leonard Kruczynski and Doreen Smith established a trust fund with an initial gift of \$10,000. The donors have also committed to provide a gift of \$10,000 annually to ensure there are sufficient funds to offer this prize every year. The purpose of the fund is to encourage undergraduate students to participate in university affiliated research. Additional contributions may be made each year by a supervising faculty advisor. Each year, the capital of the fund will be used to supplement the available annual interest generated by the fund to offer one or more prizes, valued at a minimum \$4,500 each, to undergraduate students who:

- (1) are enrolled full-time in either their second, third or fourth year of a Bachelors of Science, Chemistry program leading to an honours or major degree;
- (2) have achieved a minimum degree grade point average of 3.5;
- (3) have completed the Faculty of Science Application for Undergraduate Student Research Awards form and have been accepted by a faculty advisor who is currently receiving research funding.

The selection committee will determine the number and value of individual awards offered annually.

The selection committee will be named by the Dean of the Faculty of Science (or designate) and shall include a minimum of one representative from the Department of Chemistry.

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.

##### **Jack Prior Memorial Undergraduate Summer Research Prize**

In memory of John (Jack) L. Prior (B.Sc. '64), his family has established an endowment fund at the University of Manitoba, with a gift of \$250,000 in 2013. The fund will be used to support undergraduate students involved in summer research projects. Prizes will be valued at a minimum of \$4,500 each. Additional contributions may be made each year by the supervising faculty advisor. In the 2012-2013 academic year, a one-time contribution of \$4,500 will be made by Susan Prior to fund the first prize. In addition, the Dean of the Faculty of Science will provide a one-time contribution of \$4,500 to offer a second prize in the 2012-2013 academic year. Thereafter, the available annual interest as well as any unspent revenue will be used to create one or more prizes to students who:

- (1) are enrolled full-time (min 80% course load) in either second, third or fourth year of any Bachelor of Science program leading to an honours or a major degree;
- (2) have achieved a minimum degree grade point average of 3.5;
- (3) have completed the "Faculty of Science, Application for Undergraduate Student Research Awards" form, and have been accepted by a faculty advisor who is currently receiving research funding;
- (4) have demonstrated community involvement and /or leadership as described in the supplemental "Community Involvement / Leadership" section of the application.

The selection committee will determine the number and value of prizes offered annually.

The selection committee will be named by the Dean of the Faculty of Science (or designate) and will include one member of the Prior family.

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.

### **Military Personnel Bursary**

A retired member of the Canadian military offers an annual bursary valued at \$400. The purpose of the bursary will be to provide financial support to students enrolled at the University of Manitoba who are members of the Regular Forces or Primary Reserve members in the Canadian Armed Forces. Beginning in the 2013-2014 academic year, one bursary valued at \$400 will be offered to an undergraduate student who:

- (1) is enrolled part-time or full-time in any year of study in any school or faculty at the University of Manitoba;
- (2) is a member of the Regular Forces;
- (3) has achieved a minimum degree grade point average of 2.0;
- (4) demonstrates financial need on the standard University of Manitoba bursary application form and completes the Military Personnel Bursary supplemental application form available through Financial Aid and Awards.

In any given year, should no member of the Regular Forces be eligible for this award, the bursary shall be made available to Primary Reserve members, with preference given in the following order:

- (1) members of the Primary Reserve on Class C service;
- (2) members of the Primary Reserve on Class B service, with preference then given to members with the highest number of service days per month, averaged over the past 12 calendar months.

All applicants for this bursary will be required to submit a letter from their commanding officer stating their employment status. Primary Reserve members will also be required to have the number of service days worked per month, averaged over the last 12 months, included in their letter.

The selection committee for this award will be named by the Director of Financial Aid and Awards (or designate).

## **2. AMENDMENTS**

### **TBD – FGS Fellowships**

The following amendments have been made to the terms of reference for the TBD – FGS Fellowships:

- The name of the award has been changed to *Sir Gordon Wu Graduate Student Scholarships*.
- The reference to the ‘anonymous donor’ in the first sentence of the terms of reference has been replaced with the donor’s name, Sir Gordon Wu.
- All references to ‘fellowship’ have been changed to ‘scholarship’ save for the one reference to the University of Manitoba Graduate Fellowship.



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**Date:** May 7, 2013  
**To:** Jeffery Taylor, Dean, Faculty of Arts  
**From:** Joanne C. Keselman, Vice-President (Academic) and Provost  
**Subject:** Program Approval - Anthropology

At its meeting of April 12, 2013, the Council on Post-Secondary Education (COPSE) approved the proposal by the Faculty of Arts to offer a 120 credit hour Bachelor of Arts (Honours) in Anthropology beginning in 2013/14 and future years. Note that the Council approved implementation of this program without funding.

I hereby approve the implementation of the Bachelor of Arts (Honours) in Anthropology with effect from September 2013. As this new program utilizes existing resources, no additional financial support will be allocated in support of this implementation.

Note that the University is tasked with preparing an annual report to COPSE on progress achieved on the development and/or implementation of programs approved and/or funded under the College Expansion Initiative, the Strategic Program Envelope, the Systems Restructuring Envelope, and other Council Approved/Funded Program Support for a three year period following implementation. As such, I will be requesting an update on this program annually (July-August) for inclusion in this report.

On behalf of the University of Manitoba, I extend my congratulations to all those who have worked so hard to design this program. I look forward to the implementation of this new and exciting program.

Cc. Jeff Adams, Executive Director, Enrolment Services  
Jeff Leclerc, University Secretary  
Thelma Lussier, Executive Director, Institutional Analysis  
Neil Marnoch, Registrar  
Greg Smith, Associate Dean, Faculty of Arts



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**Date:** May 7, 2013  
**To:** Dr. Jeffery Taylor, Dean, Faculty of Arts  
**From:** Dr. Joanne C. Keselman, Vice-President (Academic) and Provost  
**Subject:** Program Approval - Criminology

At its meeting of March 8, 2013, the Council on Post-Secondary Education (COPSE) approved the proposal by the Faculty of Arts to offer a 120 credit hour Bachelor of Arts (Honours) in Criminology beginning in 2013/14 and future years. Note that the Council approved implementation of this program without funding.

I hereby approve the implementation of the Bachelor of Arts (Honours) in Criminology with effect from September 2013. As this new program utilizes existing resources, no additional financial support will be allocated in support of this implementation.

Note that the University is tasked with preparing an annual report to COPSE on progress achieved on the development and/or implementation of programs approved and/or funded under the College Expansion Initiative, the Strategic Program Envelope, the Systems Restructuring Envelope, and other Council Approved/Funded Program Support for a three-year period following implementation. As such, I will be requesting an update on this program annually (July-August) for inclusion in this report.

On behalf of the University of Manitoba, I extend my congratulations to all those who have worked so hard to design this program. I look forward to the implementation of this new and exciting program.

cc. Jeff Adams, Executive Director, Enrolment Services  
Jeff Leclerc, University Secretary  
Thelma Lussier, Executive Director, Institutional Analysis  
Neil Marnoch, Registrar  
Greg Smith, Associate Dean, Faculty of Arts



May 27, 2013

**Report Number Three  
of the Implementation Working Group  
for the Cooper Commission Report**

**Preamble**

1. The Implementation Working Group for the Cooper Commission Report (the “Working Group”) was established by the Senate Executive Committee on May 2, 2012.
2. The terms of reference for the working group are:
  - a. to establish a detailed plan for the implementation of the Cooper Commission recommendations;
  - b. to delegate tasks and establish groups to develop the necessary policies, processes and activities to meet the recommendations;
  - c. to research and encourage the incorporation of work done at other similar institutions in the areas identified in the recommendations;
  - d. to provide bi-monthly reports to Senate Executive and Senate on the progress of implementation;
  - e. to propose timelines for the implementation of Cooper Commission recommendations.
3. This is the third progress report of the working group to Senate Executive and Senate.

**Observations**

1. Since last reporting to Senate on January 10, 2013, the working group has met on five occasions: January 10, 2013; February 5, 2013; March 7, 2013; April 2, 2013; and May 7, 2013.
2. As previously reported, the Working Group has organized the recommendations into three broad areas for implementation: *Policy Development, Standards Identification, and Educate and Inform*.
3. With respect to *Policy Development*, the following draft documents have been developed or revised and are in the final stages of review:
  - a. the Accessibility for Students with Disabilities Policy and Procedures including definitions
  - b. a general University of Manitoba policy on Accessibility
  - c. a template for the terms of reference for Faculty-based Accessibility Advisory Committees and Faculty-based Accommodation teams
  - d. a template for annual reports for Accessibility Advisory Committees
  - e. an appeal process and the related appeal body, policy and procedures.These documents will be brought to Senate for review in the early fall 2013.
4. With respect to *Standards Identification*, a sub-group has been working diligently to:
  - a. develop templates and guidelines for the identification of Bona Fide Academic Requirements and
  - b. develop templates for course-based BFARs (to understand and work towards program-based BFARs) for non-accredited programs and Essential Skills Documents for accredited professional programs.

- c. The group is being led by Dean Jeff Taylor, a member of the Working Group and includes Mark Torchia (UTS), Joanne Hamilton (Medicine), Robert Renaud (Education), Semone Myrie (Human Ecology), Archie McNicol (Dentistry and Graduate Studies) and Terri Ashcroft (Nursing). The sub-group has continued to meeting regularly over the winter term and has made preliminary recommendations to the Working Group. It is our plan that these recommendations will be brought to Senate for subsequent consideration in the early fall 2013.
- 5. With respect to the *Educate and Inform* area, the following new initiatives have occurred:
  - a. the annual report of Student Accessibility Services was presented, for information, to Senate on January 9, 2013. Subsequently the report was posted on the SAS's website. The report will be widely distributed, within the next month or so, throughout the University community along with a newly developed handbook for instructors on supporting students with disabilities in the learning environment.
  - b. further enhancements to information and forms available on the Student Accessibility Services re-developed website.
  - c. Student Accessibility Services hosted the 12th annual Access Awareness Day on Friday, February 8, 2013. The purpose of the event is to raise awareness about the importance of accessibility at the University of Manitoba.
  - d. Student Accessibility Services reinstated its faculty advisory committee to discuss general issues related to accessibility on campus and the first meeting (two meetings per year are planned) was held on April 4, 2013.
- 6. The Implementation Working Group continues to welcome comments, suggestions and feedback from members of the University community.
- 7. We would like to thank the members of the Working Group and the sub-groups for their hard work and dedication. We look forward to continuing to report progress towards our goals in the months to come.

Respectfully submitted,

Dr. Lynn Smith and Mr. Jeff Leclerc, co-chairs  
Implementation Working Group

Working Group membership: Dr. Joanna Asadoorian, Ms Carolyn Christie, Dr. Archie Cooper, Mr. Greg Juliano, Dr. Jeff Taylor, Dr. Mark Torchia, and Ms. Brandy Usick.

## **PRESIDENT'S REPORT: June 19, 2013**

### **GENERAL**

Ovide Mercredi [LLB/1977], a lawyer, negotiator, former National Chief of the Assembly of First Nations, activist, author, poet and artist, has been named the 2013 Distinguished Alumni Award recipient by the University of Manitoba's Alumni Association. The Distinguished Alumni Award is given out to a graduate who has shown outstanding professional achievement, significant service to the University of Manitoba, or significant contributions to the community and welfare of others. It is presented by the Alumni Association Inc. of the University of Manitoba at the Homecoming Dinner, held this year on September 28, 2013.

The Visionary (re)Generation International Urban Design jury met April 29<sup>th</sup> and 30<sup>th</sup> in Winnipeg and shortlisted the 45 Phase One submissions to 6 submissions. In December of 2012 the University of Manitoba launched the Visionary (re)Generation Open International Design Competition, which tasked teams with developing an overall vision and urban design strategy for the Fort Garry campus and the newly acquired Southwood Precinct, a 49-hectare parcel of beautiful land that was formerly a golf course. The six finalists will proceed on to Phase 2, which will require teams to further detail their plans in the period from May to September 2013, with the winner to be announced in November 2013.

The Province of Manitoba delivered the 2013 Provincial Budget on Tuesday, April 16. The 2013 budget provides for an operating grant increase of 2.5% and permits tuition fee increases at the rate of inflation. The Province was unable to fill its previous commitment to increase university base grant funding by five percent in Budget 2013. The 2013-14 operating budget and financial plans for all other fund types (Research and Special, Capital, Trust and Endowment) will be presented to the Board of Governors (BoG) on May 21, 2013.

The University of Manitoba continues to be committed to collaboration and communication with other post-secondary institutions. Members of the Association of Universities and Colleges of Canada met in Alberta in late April for a series of productive discussions, closely followed by similarly valuable meetings of the U15 at the beginning of May, also in Alberta.

The University of Manitoba takes the opportunity to celebrate its students, faculty, staff and alumni on various occasions throughout the year, which abound in the springtime. Over the past few weeks, I have had the pleasure of participating as the University has honoured its First Nations, Metis and Inuit graduates at the traditional graduation powwow, recognized the contributions of faculty members in being designated professors emeriti, and celebrated the achievements of new graduates at the graduating international students reception and at the Northern Social Work graduation ceremony in Thompson.

### **ACADEMIC MATTERS**

- The School of Dental Hygiene will celebrate its 50<sup>th</sup> year anniversary in September 2013.
- Peter McVetty, plant science, Esyllt Jones, history, and Rick Linden, sociology, were recently awarded the Queen Elizabeth II Diamond Jubilee Medal.

- Karen Adams, University Librarian, received the 2013 Canadian Library Association's Award for Outstanding Service to Librarianship for her outstanding contributions to Canadian librarianship. Her distinguished career spans public, government, and academic libraries; involves leadership in provincial, regional, national, and international library organizations; includes teaching, research, mentoring, consulting, and publication; and demonstrates leadership on pivotal library issues, such as copyright.
- Sandy Hershcovis, business administration, received the Rh Award for her research in workplace aggression and understanding why people mistreat others at work and how this affects the victim's well-being, job attitudes and performance.
- Mel Sawyer, dentistry, was honoured by the British Columbia College of Dental Surgeons for his work on establishing the Infection and Prevention Control Guidelines for dental practice in British Columbia.
- Drena Dunford, pharmacy, was recently appointed by the Executive Committee of National Association of Pharmacy Regulatory Authorities (NAPRA) to the National Drug Scheduling Advisory Committee (NDSAC) where she will serve as an academic expert.
- Stephane Durocher, computer science, received the Rh Award-Interdisciplinary, for his research involving computational geometry, data structures and discrete algorithms.
- Mohammad Jafari Jozani, statistics, received the Rh Award-Natural Sciences, for his contributions to the theory and application of statistics.
- A "scrawl on the wall" campaign was recently held to take the temperature on issues related to health, mental health and well-being. Students and staff at all three campuses took the opportunity to express their opinions by way of 19 different "scrawl on the wall" sites.
- Bannatyne Health Expo was held on March 25, 2013. As well, *We ♥ Dogs* took place on April 4 at Bannatyne Campus and April 9 & 10 at Fort Gary Campus as a de-stress event. St. John Ambulance Dogs and their owners came out for two hours and were greeted by keen students, staff and faculty.
- On April 8, 2013, the *Celebrating 25 years of Peers: Students Helping Students!* event was held honoring the student volunteers of the peer-to-peer informal counseling program.
- A delegation of students and faculty attended the G20 Youth Forum 2013 in St. Petersburg, Russia from April 15-21, 2013. This is a prestigious international event designed to involve young leaders from all over the world in resolving the most pressing economic and social problems of the moment; to establish an intercultural dialogue; and to build business partnerships and friendships.
- The first participants of the Student Leadership Development Program were recently recognized. This group of 25 students participated in an eight week co-curricular leadership program aimed at providing students with leadership training and the opportunity to develop their skills by connecting them to leadership opportunities on campus.

- The 2013 Emerging Leaders Dinner was held on March 14 and more than 75 students were recognized for their leadership and contributions to the community.
- In February, two alternative reading week programs were held; a community service learning project in El Salvador, and a local community service project in Winnipeg. Twenty six students participated in these programs, which provided them with the opportunity to support and build stronger communities.
- The School of Art held their first exhibition showcasing the artistic achievements of the Bachelor of Fine Arts' graduating students. The exhibition was accompanied by a color catalog, designed by John Funk, design alumnae of the School.
- In partnership with Manitoba Trade and Investment, a group of 14 Business School MBA students travelled to Sao Paulo and Porto Alegre, Brazil from March 29 to April 8, 2013, to better understand the barriers and opportunities of international trade and international business between Canada and Brazil.
- *Science Rendezvous* was held on May 11<sup>th</sup> and provided families and children the opportunity to come to the University and explore science through the dozens of interactive displays, hands-on activities, a Chemistry magic show, and a Physics Circus.
- Sixty high school students from Wayfinders (an education program that supports students to earn credits towards graduation and develops life skills through tutoring, career exploration, community mentorship and community service) visited the University of Manitoba and were given lab tours and participated in a science learning activity.
- Let's Talk Science continues to make a difference through community outreach with trips to Lac du Bonnet and Morris. In addition, on May 3<sup>rd</sup> a science challenge took place where 26 teams of grades 6-8 students were given a few months to study a very science-intensive handbook and compete for the title of "All Science Challenge Champion".

## RESEARCH MATTERS

- On April 22, the Canadian Institutes of Health Research (CIHR) announced a new national research program—the first in the world that unites and integrates the solid organ transplant, bone marrow transplant and the donation and critical care research communities together. Seven researchers from the University of Manitoba, CancerCare Manitoba, Transplant Manitoba, Manitoba Institute of Child Health and St-Boniface Hospital Research are part of the Canadian National Transplantation Research Program (CNTRP). Along with 105 researchers and 86 collaborators at 13 centres and universities in nine provinces, the Manitoba researchers will work on six national research projects to improve clinical outcomes for transplant recipients, supported by two national core platforms. The Manitoba researchers are: Peter Nickersen (Medicine, Immunology); Donna Wall (Pediatrics and Child Health, Immunology, Internal Medicine, CancerCare Manitoba); Kristjan Paulson (Internal Medicine, CancerCare Manitoba); Darren Freed (Surgery, St-Boniface Hospital and St-Boniface Hospital Research); Julie Ho (Medicine); David Rush (Medicine, Transplant Manitoba); Tom Blydt-Hansen (Pediatrics, Transplant Manitoba, Manitoba Institute of Child Health).

- Fourteen researchers received \$2,985,014 in funding from several sponsors, for the following projects (over \$25,000):

PI	Sponsor	Title	Awarded
Ball, Terry (Blake) (Immunology)	CIHR	Defining the mechanisms of IRF 1 in mediating innate resistance to mucosal HIV acquisition in HIV exposed seronegative (HESN) women	\$100,000
Cardona, Silvia (Microbiology)	Cystic Fibrosis Canada	Target identification of novel growth inhibitory small molecules through genome-wide competitive growth in the multiple antibiotic resistant <i>Burkholderia cenocepacia</i>	\$301,790
Chochinov, Harvey (Psychiatry)	CIHR	Dignity talk: A novel palliative care intervention for patients and their families	\$200,383
Fowke, Keith (Medical Microbiology)	CIHR	Limiting HIV target cells by inducing immune quiescence in the female genital tract	\$372,438
Hack, Thomas (Dean's Office - Faculty of Nursing)	CIHR	Impact of treatment consultation on oncology patient outcomes: A prospective, parallel randomized controlled trial	\$178,591
Ho, Juliet (Internal Medicine)	CIHR	Identification of novel proteins as diagnostic or mechanistic targets for renal allograft inflammation	\$854,358
Richard Holley (Food Science)	NSERC Engage	Antimicrobial efficacy of chlorine dioxide for surface decontamination of fresh beef trimmings	\$25,000
Millikin, Colleen (Clinical Health Psychology)	CIHR	Neuroimaging profiles of neuropsychiatric subgroups in mild cognitive impairment and early Alzheimer's Disease	\$50,000
Tangri, Navdeep (Internal Medicine)	CIHR	Frailty and outcomes in chronic kidney disease	\$100,000

Targownik, Laura (Internal Medicine)	CIHR	Skeletal safety of chronic proton pump inhibitor use: Evaluating bone density, structure and strength	\$50,027
Targownik, Laura (Internal Medicine)	Manitoba Health Research Council	Skeletal safety of chronic proton pump inhibitor use: Evaluating bone density, structure and strength	\$50,027
Triggs-Raine, Barbara (Biochemistry and Medical Genetics)	Mizutani Foundation for Glycoscience	Determination of the role of Hyaluronidase 2 in the uptake of hyaluronan	\$43,000
Walker, John (Clinical Health Psychology)	CIHR	Factors associated with mucosal recovery in celiac disease	\$59,400
Woodgate, Roberta (Nursing)	CIHR	A child and youth centred approach to applied health services and policy research	\$425,000
Woodgate, Roberta (Nursing)	Canadian Hemophilia Society	Living with and managing hemophilia from diagnosis and through key care transitions: The journey for families of children with hemophilia	\$75,000
Yang, Xi (Medical Microbiology)	CIHR	Linkage between innate and adaptive immunity in chlamydial lung infection	\$100,000

## ADMINISTRATIVE MATTERS

- The newly created **Office of Sustainability** has moved into their permanent location on the 5<sup>th</sup> Floor of the FitzGerald Building.
- The **Bannatyne Campus Master Plan** engagement process continues and to-date over 700 people and 40 stakeholder groups including students, faculty, staff, administration and surrounding neighbourhood stakeholders have been part of the process through meetings and open house events. All engagement feedback is being tabulated and will be used to draft the final Bannatyne Plan, expected to be completed in June 2013.
- The **Interim Active Transportation Plan** - working with local active transportation advocates, five active transportation routes have been defined to safely and efficiently assist in moving cyclists to the University bike compound, bike parking on campus and the stadium. The routes will be signed and improved over the next several weeks.

- The **ECS – Space Master Plan Project** – Fort Garry & Bannatyne Campuses is at its mid-point with expectations of being completed in Fall 2013.
- The Construction Safety Association of Manitoba (CSAM) has sent a Letter of Good Standing congratulating the University on attaining the **Certificate of Recognition (COR™) recertification**. Following the auditor verification review, it was determined that the University continues to meet the necessary documentation, observation and interview requirements of the COR™ National Standard (Manitoba).
- The **16<sup>th</sup> Campus Beautification Day** will take place on Thursday, May 23<sup>rd</sup> with Friday, May 24<sup>th</sup> booked in case of rain.
- In addition to the announcement regarding funding levels for 2013/14, Budget 2013 also commits to making Manitoba the first province to introduce legislation to help ensure that international students have a safe, positive experience in Manitoba.

## EXTERNAL MATTERS

- Working in collaboration with Bison Sports, MCO produced a “postcard” style promotional piece launching the Bison 2013 Football season as part of the inaugural launch of the new Investors Group Field stadium.
- As of May 3, 2013 the university has raised \$1,457,512.82 in this fiscal year.
- Significant gifts and activities include: a gift of \$110,500.00 from Manitoba Hydro for Manitoba Hydro Employment Equity Bursaries, the Manitoba Hydro New Generation Engineering Scholarship Program, and the Manitoba Hydro Aboriginal Education Funding Program.
- On April 22 Premier Greg Selinger, Minister of Health Theresa Oswald and Minister of Advanced Education and Literacy Erin Selby were on campus to announce the Budget 2013 funding commitment to nursing. This year’s provincial budget includes \$1.45M (\$800,000 increase) for the UM Master of Nursing – Nurse Practitioner Stream and \$200,000 for the Doctoral in Nursing Program. Dean of Graduate Studies and Vice-Provost (Graduate Education) Jay Doering and Dean of Nursing Beverly O’Connell participated on behalf of the University.
- On April 26, 2013, Andrea Lyon, Associate Deputy Minister (Environment Canada) and Federal Champion of the University of Manitoba, along with Assistant Director-General Mike Norton and Senior Program Advisor Loren Remillard met with President David Barnard and VP (External) John Kearsey to discuss a number of issues including the Truth and Reconciliation Commission National Research Centre to be built at the University of Manitoba. Andrea Lyon also received a tour of the ARTLab from Director of the School of Art Paul Hess and an overview of the new Nellie Cournoyea Arctic Research Centre from Associate Dean (Research) in the Faculty of Environment, Earth and Resources, David Barber.




- The eighth event of our award-winning Visionary Conversations series for 2012-2013 was held on Wednesday, April 17<sup>th</sup>, 2013 at Bannatyne Campus. The title of the discussion was '*Global Pandemic: Another Y2K or Future Apocalypse?*' and the featured panelists included Frank Plummer, Canada Research Chair in Resistance and Susceptibility to Infections, Faculty of Medicine; Michelle Driedger, Canada Research Chair in Environment and Health Risk Communication, Faculty of Medicine; Anand Kumar, Associate Professor, Medical Microbiology/Pharmacology/Internal Medicine, Faculty of Medicine; and Joanne Embree, Head and Professor, Medical Microbiology and Infectious Diseases, Faculty of Medicine.
- On April 11, Ray Satterthwaite from Engagement Analysis Inc. presented at the Provost's Council regarding results of the Alumni Engagement and Preferences Survey.
- On April 29, the *Alumni FYI* e-news was sent to over 47,000 alumni.
- On May 2, Dr. Arnold Naimark and Dr. David MacLennan were inducted into the Canadian Medical Hall of Fame in Halifax.
- On May 2, an alumni luncheon was held in Halifax. Dr. Naimark spoke at this event prior to the Canadian Medical Hall of Fame induction ceremony.
- The Spring issue of *On Manitoba* has been released and looks at the global impact of UM alumni.



UNIVERSITY  
OF MANITOBA

## Office of the University Secretary

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Winnipeg, Manitoba  
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Tel. (204) 474-9593  
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Date: June 12, 2013  
To: Members of Senate  
From: Jeff M. Leclerc, University Secretary   
Re: Responsible Conduct of Research Investigation Procedures

At the May meeting of Senate, members of Senate provided feedback on the proposed Investigation Procedures related to the Responsible Conduct of Research Policy. At that time, the President indicated that he would take advice received on matters raised at the meeting and would work with Dr. Jayas and Mr. Juliano to revise the Responsible Conduct of Research – Investigation Procedures for further discussion at the next meeting of Senate.

The President asked Dr. Jayas and Mr. Juliano to review the matters raised and consider amendments to the Procedures. Enclosed are revised procedures based on this review as well as commentary from Dr. Jayas and Mr. Juliano on the points raised at the May Senate meeting. These are brought forward to Senate for discussion. Following this discussion, the President will consider the feedback and approve Investigation Procedures as provided for in the Policy on the Responsible Conduct of Research.

/jml

## UNIVERSITY OF MANITOBA PROCEDURE

<b>Procedure:</b>	<b>Responsible Conduct of Research – Investigation Procedures</b>
<b>Parent Policy:</b>	Responsible Conduct of Research
<b>Effective Date:</b>	
<b>Revised Date:</b>	
<b>Review Date:</b>	
<b>Approving Body:</b>	President
<b>Authority:</b>	Responsible Conduct of Research Policy
<b>Responsible Executive Officer:</b>	President, delegated to Vice-President (Research & International)
<b>Contact:</b>	Vice-President (Research & International)
<b>Application:</b>	Students, Employees and Researchers

### Part I Reason for Procedure

- 1.1 These Procedures are intended to detail how the University will manage Disclosures and Investigate allegations under *Responsible Conduct of Research Policy*.

### Part II Procedural Content

#### Definitions

- 2.1 All terms defined in the Policy have the same meaning in these Procedures.

- (a) **“Chair”** means the Chair of the Investigation Committee.
- (b) **“Committee”** means the Investigation Committee appointed by the Designated Officer as contemplated by subsections 2.2~~19~~<sup>10</sup> to 2.24 of these Procedures.
- (c) **“Initial Review”** means the Initial Review of a Disclosure contemplated by subsections 2.14 to 2.~~19~~<sup>20</sup> of these Procedures.
- (d) **“Person”** means any person seeking advice about making a Disclosure, or making a Disclosure, including:
  - i. any member of the University community, including Researchers;
  - ii.            representatives of Funding Agencies;

~~iii.~~ editor of a journal, magazine, or conference proceedings, or book or other publication; and

~~iii.~~ iv. members of the general public.

- (e) **“Reprisal”** means any of the following measures, taken against a person because they have sought advice about making a Disclosure, made a good-faith Disclosure, or cooperated in an Investigation:
- i. discipline;
  - ii. academic penalties (in the case of students);
  - iii. demotion;
  - iv. termination of employment;
  - v. termination of an academic appointment;
  - vi. any other measure which significantly adversely affects his or her working conditions or educational experience; and
  - vii. a threat to take any of the measures referred to above.
- (f) **“Report”** means the report of the Investigation Committee, prepared and distributed in accordance with subsections 2.45 to 2.51 of these Procedures.
- (g) For the purposes of these Procedures, an “academic appointment” is deemed to include nil-salaried and adjunct faculty members.

#### **Designated Officer**

- 2.2 The Designated Officer for the University will be the Vice-President (Research & International).
- 2.3 The Designated Officer may delegate some or all of his or her responsibility under these Procedures, either generally or with regard to a particular Disclosure, to any Associate Vice-President in the office of the Vice-President (Research & International).
- 2.4 The Designated Officer will take reasonable steps to educate the University community on the Policy, the Code, and these Procedures.
- 2.5 The Designated Officer shall hold the official file regarding all Disclosures and Investigations, and manage the file in accordance with the University’s policies on records management.

#### **Designated Officer Unavailable in Conflict**

- 2.6 If the Designated Officer is unable or unwilling to fulfill his/her responsibilities under these Procedures, or the subject matter of a Disclosure is such that it would be inappropriate for the Designated Officer to manage the matter, for reason of conflict of interest or any other reason, the Designated Officer will ask the President to appoint an interim Designated Officer to manage the particular Disclosure, who may be:
- (a) Appoint any Associate Vice-President in the office of the Vice-President (Research & International) to manage the particular Disclosure; or
  - (b) Appoint any other employee of the University, who is a member of the academic staff, to act as an interim Designated Officer for the purposes of managing the particular

## Disclosure.

- 2.7 Any delegation under subsections 2.2.to 2.6 regarding a particular Disclosure shall be made with notice to the Person making the Disclosure.

### **Receipt of Disclosures**

- 2.8 A Person may seek advice on making a Disclosure from the Designated Officer. A request for advice must be made in writing.
- 2.9 A Person may make a Disclosure to the Designated Officer, only in writing, containing the following information:
- (a) the name of the Person;
  - (b) contact information for the Person;
  - (c) a description of the alleged Breach;
  - (d) the approximate date(s) of the alleged Breach; and
  - (e) the names of the individuals suspected of the Breach.
- 2.10 No further action is required by the Designated Officer or the University if a Disclosure does not strictly meet the above requirements, including where the Disclosure is not in writing, is anonymous, or does not contain all the required information.
- 2.11 Notwithstanding subsection 2.10, a Designated Officer may act on a non-compliant Disclosure if he or she deems the issue to be sufficiently serious and credible. Where an anonymous Disclosure is accepted, the communications with the disclosing Person normally required by these Procedures will no longer apply.
- 2.12 Where a Disclosure is received by an individual at the University other than the Designated Officer, they will immediately forward the Disclosure to the Designated Officer.
- 2.13 The Designated Officer shall advise any relevant Funding Agency of the essential allegations in a Disclosure if, in his or her opinion, the Disclosure involves a significant financial, health and safety, or other risk. The information provided, or copy of the Disclosure, may be edited in accordance with the law and University policy, to protect the identity of those involved, personal and personal health information.

### **Initial Review of Disclosures**

- 2.14 Except in extenuating circumstances, the Designated Officer will review all Disclosures (the “Initial Review”) within 15 working days of receipt.
- 2.15 A Disclosure will be accepted after Initial Review if, in the opinion of the Designated Officer, the Disclosure:
- (a) was made in good faith, and is not frivolous or vexatious;

- (b) deals with Breach to which the Policy applies; and
- (c) Has not already been (or is not in the process of being) investigated in another forum or pursuant to another policy or procedure which would deal comprehensively with the Breach alleged in the Disclosure.

2.16 The Person will be informed in writing as to the results of the Initial Review, including where a Disclosure is rejected, the reasons for such rejection. Where the Initial Review was not completed within 15 working days, the Person will also be informed as to the reason for the delay.

2.162.17 Where a Disclosure is rejected, any individual alleged to have caused or contributed to the Breach will be informed that a Disclosure was received, the essential nature of the allegations, and the reasons for rejection.

2.172.18 Where the Disclosure alleges a Breach by an individual holding an academic appointment at the University, the Provost (or designate) will be informed of the results of the Initial Review.

2.182.19 A Disclosure which is rejected will require no further action by the Designated Officer or the University.

2.192.20 Where a Funding Agency has been advised of a Disclosure, the Designated Officer shall also advise (no later than 60 calendar days following receipt of the Disclosure) as to whether or not an Investigation will proceed.

### **Investigation Committee**

2.202.21 The Designated Officer will immediately cause an Investigation to be conducted into any Disclosure accepted after Initial Review (the “Investigation”).

2.212.22 The Designated Officer will appoint a minimum of three individuals to form an Investigation Committee (the “Committee”) to conduct the Investigation, and select a Chair for the Committee from among its members.

2.222.23 In appointing the Committee, the Designated Officer will consider the skills necessary to conduct the particular Investigation, and the potential for any conflict of interest. The Committee must have a membership of at least three, in which persons holding an academic appointment are a majority, and otherwise be composed as follows:

- (a) a minimum of one person (no maximum) holding an academic appointment at the University ~~(which may include the Designated Officer);~~
- (b) if required by a Funding Agency ~~(tri-agencies require this)~~, a minimum of one person (no maximum) who does not have an employment relationship, contractual relationship, or academic appointment with the University;
- (c) where the Disclosure includes allegations of a Breach by an individual who does not hold an academic appointment (including a student, post-doctoral fellow, research assistant, or research associate) any number (no minimum or maximum) of students or employees from an appropriate category. ~~additional Committee members, who may include:~~

- i. ~~where the Disclosure alleges a Breach by an employee, a representative of Human Resources, nominated by the Associate Vice President (Human Resources);~~
- ii.
- iii. ~~where the Disclosure alleges a Breach by a student, a representative of Student Affairs, nominated by the Vice Provost (Students);~~
- iv.
- v. ~~any other employees of the University who do not hold an academic appointment, but who have a desirable skill set;~~
- vi.
- vii. ~~any number of students or post-doctoral fellows at the University; and~~
- viii.
- ix. ~~any number of external persons or experts with a desirable skill set, engaged to participate on the Committee.~~

~~2.23~~2.24 If a member of a Committee is unwilling or unable to fulfill his or her duties, the Committee may continue its work so long as it has at least ~~three~~two members, the majority hold an academic appointment, and it continues to comply with any applicable Funding Agency requirements. If necessary, the Designated Officer may add a replacement member to a Committee, and such addition will not impact the ability the Committee to continue its work.

~~2.24~~ ~~The Designated Officer may participate as a member of a Committee, including as Chair. The participation of the Designated Officer on a Committee shall not impact the ability of the Designated Officer to make any of the discretionary decisions provided for under this Procedure, including with regard to the Initial Review, extensions of time, or expanding the scope of the Investigation.~~

## Investigation Process

2.25 The Committee may conduct the Investigation in any manner the Chair deems appropriate to the nature of the particular Disclosure, the seriousness of the issues involved, and any admissions made during the Investigation. This may include some or all of:

- (a) interviewing witnesses in person;
- (b) asking questions of witnesses in writing (including by email);
- (c) reviewing documents (both paper and electronic);
- (d) reviewing photographs, audio, and video recordings;
- (e) examining physical evidence;
- (f) arranging for testing of physical evidence; and/or
- (g) accessing electronic systems.

2.26 The Chair may set reasonable timelines for individuals to respond to requests for assistance with the Investigation.

2.27 The Committee will conduct the Investigation in accordance with the principles of procedural

fairness and natural justice. In particular, the Committee will consider that:

- (a) the Person must be provided an opportunity to explain and provide evidence in support of the Disclosure;
- (b) individuals who are alleged to have caused or contributed to a Breach must be informed of the essential nature of the alleged Breach, including having access to documentary and other evidence relevant to the alleged Breach deemed appropriate by the Committee, at a time deemed appropriate by the Committee;
- (c) individuals who are alleged to have caused or contributed to a Breach must be provided an opportunity to respond to the allegations;
- (d) while strict rules of evidence do not apply, appropriate weight must be given to evidence based on its credibility and reliability; and
- (e) witnesses (including those making or the subject of a Disclosure) may consult with an advocate (which may include legal counsel, a union representative, or a Student Advocate, as may be appropriate).

2.28 An Investigation must normally be completed within 90 calendar days of the Disclosure being assigned to the Committee. The Chair may apply to the Designated Officer for an extension of time of up to 30 calendar days. A Chair may make multiple applications for extensions, but extensions may be granted at a maximum of 30 calendar days at a time. If necessary, the Designated Officer will seek consent to extensions from the relevant Funding Agency. The Designated Officer shall inform the Person, and where appropriate those alleged to have caused or contributed to the Breach, in writing of any extensions granted.

2.29 If in the course of an Investigation:

- (a) the Committee discovers that another Breach may have occurred or that others may have been involved in the Breach, the Chair may apply to the Designated Officer to expand the scope of the Investigation; or
- (b) a subsequent Disclosure is made to the Designated Officer which would most efficiently be dealt with through the same Investigation, the Designated Officer may expand the scope of the Investigation.

2.30 Nothing in these Procedures is intended to prevent the Designated Officer or any other person from taking reasonable and immediate steps to:

- (a) address a situation dangerous to the health and safety of persons, or likely to result in damage to property; or
- (b) protect the administration of University funds, or money received from a Funding Agency.

In such a case, the Investigation will still be completed in accordance with these Procedures.

## **Confidentiality**



- 2.31 All persons involved in the Investigation, whether as a witness or retrieving relevant information or documents, must keep confidential:
- (a) the existence and nature of the Investigation; and
  - (b) any information or documentation obtained as a result of the Investigation.
- which information may only be disclosed to those who reasonably need to know. Where an individual is unsure of whether they may disclose particular information, they may seek advice from the Chair, the Designated Officer, Human Resources, the University's legal counsel, or the Access & Privacy Office.
- 2.32 Notwithstanding subsection 2.31, a person who is alleged to have caused or contributed to a Breach may:
- (a) obtain confidential professional advice (including advice from a lawyer, union representative, or Student Advocate, as may be appropriate);
  - (b) disclose information to others only to the extent reasonably necessary to gather evidence and make full answer and ~~defense~~defense to the allegations; and
  - (c) use information obtained independent of the Investigation in any other forum.
- 2.33 Notwithstanding subsection 2.31, the Designated Officer may distribute the Report(s) and information set out at subsections 2.45 to 2.51.
- 2.34 The Committee, in conducting its Investigation, will exercise discretion to ensure that individuals participating in the Investigation are only provided such information as is relevant to the Investigation and they may reasonably need to know to be effective witnesses, or in the case of an individual accused of causing or contributing to a Breach, respond to the allegation in accordance with the principles of procedural fairness and natural justice. Individuals participating in the Investigation (including those accused) may not necessarily be provided with all information, documentation, the names of the Person making the Disclosure or other witnesses, or the text of the Disclosure.
- 2.35 Members of the Committee may be required by the Designated Officer to execute a confidential non-disclosure agreement.
- 2.36 The Chair will advise all persons involved in an Investigation as to their obligations regarding confidentiality, and the protections available to them.
- 2.37 Nothing in this section is intended to prevent the Designated Officer or the Committee from using the services of a confidential administrative assistant or secretary, or from consulting with and obtaining advice, on a confidential basis, from experts relevant to the issue, including academics, auditors, accountants, human resource staff, lawyers, and privacy experts (whether internal or external to the University). Such supporting persons may be invited to attend at interviews, review documentary or physical evidence, or participate in Committee meetings, but will not have any decision making role on the Committee authority be allowed to vote.
- 2.38 The Designated Officer will maintain separate files in regard to each Disclosure or each time advice is sought on a potential Disclosure. Paper files will be secured in a locked location to

which only the Designated Officer and his or her confidential assistant have access. Electronic files will be stored in locations with reasonable security, and password access limited to the Designated Officer and his or her confidential assistant. The Committee will turn over their files to the Designated Officer, to be managed on the same basis, once the Investigation has concluded. All files will be maintained in accordance with the University's policies regarding records management. Matters related to a Disclosure or Investigation will not form a part of an individual's personnel or student file except where discipline has been imposed.

### **Protection of Identity**

- 2.39 In order to protect privacy and guard against Reprisals, the University will take reasonable steps to protect the identity of the Person making the Disclosure, the individuals alleged to have caused or contributed to a Breach, and others involved in the Investigation. The identity of those involved in the Investigation will be shared or disclosed only where there is a need to know, or as otherwise permitted or contemplated by these Procedures.
- 2.40 The University (including the Committee, the Chair, and the Designated Officer) cannot guarantee complete anonymity to persons participating in an Investigation, and may be required to disclose identifying information:
- (a) in order to comply with the principles of procedural fairness and natural justice, or a collective agreement, in conducting the Investigation;
  - (b) in order to decide upon and implement discipline, mitigation steps, or remedial measures;
  - (c) in order to implement due diligence to prevent similar or related Breaches in the future;
  - (d) in order to comply with requirements of Funding Agencies; or
  - (e) in order to comply with legal, regulatory, or contractual obligations.

### **Protection from Reprisal**

- 2.41 A Person making a Disclosure, a witness, a Committee member, or any other person cooperating with an Investigation is entitled to be protected from Reprisal.
- 2.42 An individual or the Chair may complain about an alleged Reprisal to the Designated Officer. The Designated Officer will consider the allegation, and if in his or her opinion the allegation is substantiated, take reasonable steps to remedy the Reprisal. This may include advising any such individuals as the Designated Officer believes necessary to decide upon and implement discipline, mitigation steps or remedial measures pursuant to subsections 2.52 to 2.57~~8~~.
- 2.43 It is not a Reprisal for the University to implement discipline or take other measures against an individual if:
- (a) the individual has attempted to interfere with or failed to reasonably cooperate with an Investigation;
  - (b) the person made a Disclosure or allegations in bad faith;
  - (c) the individual has materially breached the Policy or its Procedures; or

(d) the individual is otherwise deserving of discipline.

2.44 Even where a Person indicates that he or she wishes to withdraw a Disclosure (including for fear of Reprisal or being identified) during an Investigation, the Designated Officer may determine that the issue is important enough that an Investigation must continue.

### **Reports on Investigations**

2.45 At the conclusion of the Investigation, the Committee will issue a Report (the “Report”) to the Designated Officer.

2.46 The Report will contain, at a minimum, the following:

- (a) a summary of the Disclosure and the alleged Breach;
- (b) a summary of the process and key timelines in the Investigation;
- (c) a summary of the key evidence obtained through the Investigation, including the response of the individual(s) alleged to have caused or contributed to a Breach;
- (d) an indication of which key evidence was considered credible and reliable;
- (e) a conclusion as to whether a Breach has or is likely to be committed, including identifying which individuals caused or contributed to the Breach;
- (f) a summary of the reasons for the conclusion;
- (g) a summary of any remedial measures taken in regard to a Breach (to the date of the Report); and
- (h) recommendations regarding mitigation steps, remedial measures, and due diligence against future breaches.

2.47 A Report must be supported by the majority of the members of a Committee. Should a Committee be unable to reach such consensus, the Chair will advise the Designated Officer, who will:

- (a) constitute a new Committee to initiate a new Investigation; or
- (b) abandon the Investigation.

in either case, notifying the same parties as who would normally receive the Report.

2.48 The Designated Officer may request the Chair of the Committee to prepare one or more redacted versions of the Report for the purposes of protecting confidentiality and protecting the identity of persons involved in the Investigation. All redactions will be made in a manner which complies with applicable privacy legislation and these Procedures. The Chair may consult with the Access & Privacy Office or legal counsel in preparing such versions. The redacted versions must, in all respects, be identical to the original except for the redacted portions.

2.49 The Designated Officer will provide an appropriate version of the Report (either in original or redacted form), within 30 calendar days of the conclusion of the Investigation, to:

- (a) all Researcher(s) or other persons who were accused of causing or contributing to a Breach; and
- (b) where the Researcher(s) accused of causing or contributing to a Breach holds or held an academic appointment with the University, the Provost (or designate).

in each case the Report including, at a minimum, the information set out at subsections 2.46 (a), (b), (d), (e), (f), and the evidence provided by the recipient.

2.50 The Designated Officer will provide a summary or an appropriate version of the Report (either in original or redacted form), within 30 calendar days of the conclusion of the Investigation, to:

- (a) the Person making the Disclosure;
- (b) collaborators (including at other institutions) with the Researcher(s) who were accused of causing or contributing to a Breach;
- (c) all such individuals (including external to the University) as the Designated Officer believes necessary to decide upon and implement discipline, mitigation steps, or remedial measures;
- (d) all such individuals as the Designated Officer believes necessary to implement due diligence to prevent similar or related Breaches in the future;
- (e) all such individuals as the Designated Officer believes necessary to protect or restore the reputation of those wrongly accused of causing or contributing to a Breach; and
- (f) any other person required in order to comply with legal, regulatory, or contractual obligations.

in each case the summary or Report including, at a minimum, a summary of any evidence provided by the recipient, and enough information for the recipient to understand the essential nature of the Disclosure and whether or not a Breach was found to have occurred.

2.51 Within 30 calendar days of the conclusion of the Investigation, the Designated Officer will prepare and provide a summary of the Investigation and subsequent steps to any relevant Funding Agency, which summary must include:

- (a) the specific allegation(s) subject to Investigation, including the names of any Researcher(s) alleged to have caused or contributed to a Breach;
- (b) a summary of the Committee's findings and reasons for the findings;
- (c) the process and time lines followed, with reference to the Policy and these Procedures;
- (d) the response of the Researcher(s) alleged to have caused or contributed to a Breach;
- (e) any steps taken by the Researcher(s) to rectify the alleged Breach;

- (f) the Committee's decision as to whether a Breach occurred;
- (g) the Committee's recommendations; and
- (h) subsequent actions taken by the University.

but omitting information which is not relevant to the particular Funding Agency, and only including such personal information about individuals participating in the Investigation as is reasonably necessary.

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## Discipline

2.52 Upon receipt of the results of an Investigation in which there was a finding of a Breach, a finding that a Reprisal has occurred, or a failure to cooperate with the Investigation, the Designated Officer will advise any such individuals as the Designated Officer believes necessary to decide upon and implement discipline, mitigation steps or remedial measures.

2.522.53 Where the Designated Officer or a Committee finds that a Disclosure was frivolous or vexatious, the Designated Officer will advise any such individuals as the Designated Officer believes necessary to decide upon and implement discipline, mitigations steps or remedial measures.

2.532.54 Discipline may, if found to be warranted, be implemented by an appropriate supervisor, manager, or other disciplinary authority after consulting with the Designated Officer.

2.542.55 Any discipline will be implemented pursuant to and in accordance with the relevant collective agreement, University policies or by-laws.

2.552.56 Before deciding on or implementing any discipline, mitigation steps or other remedial measures, the disciplinary authority and the Designated Officer must seek advice and guidance from appropriate individuals in the circumstances, which may include:

- (a) in all cases regarding an individual holding an academic appointment, the Provost,
- (b) in all cases regarding an employee, the Associate Vice-President (Human Resources),
- (c) in all cases regarding an undergraduate student, the Vice-Provost (Students),
- (d) in all cases regarding a graduate student, the Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies,
- (e) individuals at various levels with relevant supervisory responsibility, such as the manager of an employee, a department head, or the Dean or Director of the relevant Faculty or unit,
- (f) legal counsel, or
- (g) any other individual appropriate in the circumstances.

2.562.57 Anonymous material may only be considered in a disciplinary decision where it would not violate the principles of procedural fairness and natural justice, and it would not conflict with a relevant collective agreement.

2.572.58 Nothing herein is intended to limit the ability of a Funding Agency to implement its own discipline or penalties as a result of a Breach.

## Researcher Reputation

2.582.59 Where a Report concludes that Researcher(s) or other persons named in a Disclosure were not responsible for a Breach, the Designated Officer shall cause all reasonable steps to be taken to protect or restore the reputation of those wrongly accused.

~~2.59~~2.60 The University may publish or cause to be published the name of Researcher(s) found ~~by~~ to have caused or contributed to a Breach, only:

- (a) if the findings of the Committee clearly indicate that a Breach occurred, and the Breach was intentional and not the result of an innocent error or oversight; and
- (b) all internal opportunities for grievance or appeal have expired.

### **Informal Resolution**

~~2.60~~2.61 Notwithstanding anything else in these Procedures, the Designated Officer may, at any time, attempt to facilitate an informal resolution of a concern which could constitute a Breach, so long as:

- (a) The Person(s) making the Disclosure or allegation(s) and the individual(s) alleged to have caused or contributed to a Breach agree to pursue informal resolution;
- (b) The alleged Breach does not involve a significant financial, health and safety, or other risk; and
- (c) There is no contractual, legal, or Funding Agency requirement to immediately pursue a more formal process or an Investigation.

~~2.61~~2.62 The Designated Officer may extend or abridge any timelines, or pause any process or Investigation under these Procedures, in order to allow an opportunity for informal resolution.

~~2.62~~2.63 Should the Person(s) making the Disclosure or allegation(s) and the individual(s) alleged to have caused or contributed to a Breach fail to reach agreement on how to resolve a concern within a time the Designated Officer deems to be reasonable, the Designated Officer shall cause the matter to move forward appropriately through the other processes set out in these Procedures.

## **Part III Accountability**

- 3.1 The Office of Legal Counsel is responsible for advising the President that a formal review of these Procedures is required.
- 3.2 The President, delegated to the Vice-President (Research & International), is responsible for the communication, administration and interpretation of these Procedures.
- 3.3 All Researchers are responsible for complying with these Procedures.

## **Part IV Review**

- 4.1 Governing Document reviews shall be conducted every ten (10) years by the Responsible Executive Officer. The next scheduled review date for these Procedures is <>, 2023.
- 4.2 In the interim, these Procedures may be revised or rescinded if:

- (a) the Vice-President or President deems it necessary or desirable to do so;
- (b) the Procedures are no longer legislatively or statutorily complaint;
- (c) the Procedures are now in conflict with another Governing Document; and/or
- (d) the Governing Document Development and Review Policy is revised or repealed.

**Part V**  
**Effect on Previous Statements**

5.1 These Procedures supersede the following:

- (a) all previous Board/Senate Procedures, and resolutions on the subject matter contained herein; and
- (b) all previous Administration Procedures, and resolutions on the subject matter contained herein; and
- (c) all previous Faculty/School Council Procedures stemming from the Faculty/School Council Bylaw and academic and admission Regulations and any resolutions on the subject matter contained herein.

**Part VI**  
**Cross References**

6.1 These Procedures should be cross referenced to the following relevant Governing Documents, legislation and/or forms:

- (a) Responsible Conduct of Research;
- (b) Code of Research Ethics;
- (c) Collective Agreements (various);
- (d) Student Discipline By-law; and
- (e) Conflict of Interest.



**6. Report of the Senate Committee on University Research  
RE: Responsible Conduct of Research - Code of  
Research Ethics**

Page 381

**Dr. Jayas MOVED, on behalf of the committee, THAT Senate approve and recommend to the Board of Governors the Report of the Senate Committee on University Research regarding the establishment of the policy Responsible Conduct of Research – Code of Research Ethics.**

Anonymous accusations and access to evidence

Several members expressed concern that the Responsible Conduct of Research – Investigation Procedures allows for accusations based on anonymous materials. Members contended that a provision for anonymous accusations is not consistent with other protocols at the University or with other documents approved by Senate. It was noted that Senate (and its committees) had ensured that there was no language in professional unsuitability bylaws established by several faculties (Dentistry, Education, Social Work, Nursing) that allows for anonymous accusations.

*The policy and its procedures are designed to strike a balance between encouraging responsible disclosures, and providing fair process to those accused of wrongdoing. This balance requires that, in some circumstances, anonymous complaints be accepted. The Tri-Agency Framework requires “a statement on how anonymous allegations will be addressed” [s.4.3.3(b)], but does not dictate how they should be treated.*

*In practice, unless an anonymous complaint is very credible or discloses a very serious risk, it is likely to be rejected. The draft procedures say:*

*2.1 No further action is required by the Designated Officer or the University if a Disclosure does not strictly meet the above requirements, including where the Disclosure is not in writing, is anonymous, or does not contain all the required information.*

*However, there are several reasons that the University should accept anonymous allegations in a limited number of serious situations, including:*

- 1. The main goal of the policy is to protect and improve the integrity of research done at our institution. In order to support this goal, it is important to encourage responsible disclosures of potential wrongdoing.*
- 2. There will be persons who have important information who are reluctant to come forward with that information in an identifiable way.*
- 3. This reluctance may be the result of a power imbalance in the relationship. For example, a junior faculty member may be reluctant to disclose the wrongdoing of a prestigious senior researcher. Similarly, a graduate student may learn of wrongdoing undertaken by their thesis advisor.*

4. *Failure to accept anonymous allegations could lead to the University turning away important evidence of research misconduct, and result in significant financial and reputational risk for the institution.*

*The value of being able to accept anonymous allegations is accepted in many contexts, including within the University's collective agreements. For example, the UMFA collective agreement provides that the University may accept anonymous allegations about UMFA members, although this evidence cannot be relied upon for disciplinary purposes.*

*11.1.8 .... The University may inquire or investigate into matters raised by anonymous material.*

*The issue of acting on anonymous allegations is discussed below.*

A concern was raised regarding sections 2.14 through 2.19, which would allow an Initial Investigation to occur without an individual accused of a breach ever being informed.

*These sections do not constitute an investigation. There is no fact gathering or examination of evidence. The only decision being made is whether the allegations, on their face, are such that the policy would be triggered. It is comparable, in the context of civil litigation, to a "motion to strike". The judge (in this case the Designated Officer) only decides whether the allegations, if they were true, fall within the type of issues and behaviour covered by the policy. There is no examination as to whether the allegations are actually true. In many cases, the complaint will be rejected and will never proceed to any type of actual investigation.*

*It is appreciated that researchers may want to know about allegations made regarding them, even if rejected. As a result, the draft procedures have been modified to require the Designated Officer to provide such information to anyone accused of misconduct.*

It was noted that faculty would, nonetheless, be protected by UMFA collective agreement, which protects against being disciplined based on anonymous materials. Members were concerned that students, particularly graduate student researchers on research teams working with human subjects, and others who are not protected by the UMFA collective agreement should have a similar protection against the use of anonymous accusations.

A member proposed that sections 2.27 (b) and 2.34 of the Responsible Conduct of Research – Investigation Procedures be deleted.

*For the same reasons that the University must be able to accept anonymous allegations, it must also be able to act upon such allegations and/or protect the identity of persons who have put themselves at risk by making a disclosure. Again, this necessitates a balancing exercise between the protection needed for the disclosing party, and the rights to fair process by anyone accused.*

*In the draft procedures, the University commits to follow the principles of procedural fairness and natural justice. In practice, the application of such rules mean that, when dealing with an anonymous complaint, the University will not rely upon the complaint itself for disciplinary purposes. Although the complaint may trigger an investigation, the investigation must disclose independent evidence which can be provided to and refuted by anyone accused of wrongdoing. The draft procedures say:*

*2.2 The Committee will conduct the Investigation in accordance with the principles of procedural fairness and natural justice. In particular, the Committee will consider that:*

*(a) individuals who are alleged to have caused or contributed to a Breach must be informed of the essential nature of the alleged Breach, including having access to documentary and other evidence relevant to the alleged Breach deemed appropriate by the Committee, at a time deemed appropriate by the Committee;*

*(b) individuals who are alleged to have caused or contributed to a Breach must be provided an opportunity to respond to the allegations;*

*This approach is also consistent with the provisions of the University's collective agreements as they relate to discipline. In particular, the UMFA collective agreement says:*

*11.1.8 No anonymous material may be used in any disciplinary or evaluative proceeding or action involving a Member. The University may inquire or investigate into matters raised by anonymous material.*

*Where the identity of the disclosing person is known to the University, in the vast majority of cases it will also be made known to anyone accused of wrongdoing. Again, the principles of procedural fairness and natural justice demand that anyone accused be given a reasonable opportunity to respond, and this will (in the majority of cases) necessitate knowing the identity of the accuser. As a result, the draft procedures warn individuals bringing allegations forward that their identity may not be protected.*

*2.40 The University (including the Committee, the Chair, and the Designated Officer) cannot guarantee complete anonymity to persons participating in an Investigation, and may be required to disclose identifying information:*

*(a) in order to comply with the principles of procedural fairness and natural justice, or a collective agreement, in conducting the Investigation;*

*Because of the requirements of the principles of procedural fairness and natural justice, the University will only be able to withhold the name of an accuser if the accused is still*

*able to give full answer and defence. This is expressly provided for in the draft procedures:*

*2.3 Anonymous material may only be considered in a disciplinary decision where it would not violate the principles of procedural fairness and natural justice, and it would not conflict with a relevant collective agreement.*

*In spite of this, the University is obligated by the Tri-Agency Framework to try and protect individuals making responsible disclosures. The Framework says the procedures must include:*

*4.3.1 (c) A statement of principle to protect, to the extent possible, the individual making an allegation in good faith....*

*Because of the balancing which must be undertaken, it is possible that in some cases, the University will have to make the difficult choice to not pursue an investigation because of the risk to the person making the disclosure.*

*The concept of protecting the identity of vulnerable persons is not inconsistent with other policies and procedures at the University, particularly where there is a recognized need to encourage disclosures and protect individuals who are providing evidence of potential problems. For example, the University's Safe Disclosure (Whistleblower) procedures contain a section (2.8) regarding the protection of anonymity during investigations.*

*The draft procedures have been modified to add a new section permitting the Designated Officer to commence disciplinary proceedings against individuals who have made irresponsible (frivolous or vexatious) accusations. This new section will help achieve the balance of rights required, and encourage individuals to be responsible in the allegations they make.*

Some members were concerned that a person accused of a breach might not be given access to all of the evidence against him or her, or be provided with copies of that evidence to share with an advocate (see section 2.27 (b)). It was noted that without access to all of the evidence, it might be difficult for a person accused of a breach to respond to an allegation, as provided for in section 2.27 (c).

*As described above, the University is required to follow the principles of procedural fairness and natural justice. This will require that anyone accused of wrongdoing be provided with enough evidence that they are able to make full answer and response. It would not be in the University's interests to withhold evidence, as this would provide a ground for appeal of any disciplinary decision which might result. As a result, the practical application of this section of the draft procedure will see a comprehensive disclosure of evidence in the vast majority of cases.*

*The section is worded to give some discretion to the Committee as to what evidence is disclosed when. This is necessary to ensure that the Committee can ensure that a complete and balanced investigation is conducted. For example, if there is a danger that evidence could be tampered with or destroyed, the Committee may not initially provide all the supporting documentation and evidence, until it is able to secure any vulnerable records and information. Obviously, in the end, any evidence relied upon to discipline an accused individual would need to be disclosed to the extent necessary for them to make full answer and defence.*

Mr. Juliano explained that both the provision for anonymous accusations and the right of the Investigation Committee to decide what evidence would be provided to a person accused of a breach had been included to protect persons who make an allegation, as required by the Tri-Council. He indicated that, in the vast majority of cases and particularly where it would not be possible to be fair to a person accused without disclosing the evidence, Legal Counsel's advice to an Investigation Committee would be to disclose the majority of the information.

Members acknowledged that the University is obligated to protect persons who make an accusation, but they contended that, to ensure a fair process, the University is also obliged to provide a person who is accused with all of the information pertaining to the accusation. If evidence is to be withheld from a person who is accused, there must be rules that describe and limit the circumstances in which this would occur.

*The above commentary describes how the procedures are intended to be applied, and ensure fairness to anyone who may be the subject of investigation.*

#### Composition of the Investigation Committee

A number of concerns were raised regarding the terms of reference for the Investigation Committee (sections 2.20 through 2.22). First, it was noted that because the terms would allow non-academic staff, post-doctoral fellows, students, and external experts to be appointed to the Committee, none of whom might be expert in research, a faculty researcher accused of a breach would not necessarily face a committee of his or her peers.

Some members had specific concerns about the involvement of a representative of Human Resources on the Investigation Committee. One concern was that the same HR staff person might already have been called upon as technical resource. A second concern expressed by one member is that, in grievance proceedings, HR staff might be perceived as being required to take the perspective of the administration in any matters that allege misconduct by academics.

Mr. Juliano explained that the intent was to allow for flexibility in terms of the composition of the Investigation Committee, as these Committees would investigate allegations ranging from very minor to serious. Flexibility is also required because it is not possible to anticipate the types of allegations that might be made. Mr. Juliano agreed that academic staff should be judged by their peers but noted that there will be

circumstances in which the Committee will require members who have expertise in areas outside of academe.

*The procedures state that majority of the members have to be academic staff members. As a result, faculty members will always be judged by a Committee primarily composed of their peers.*

*The draft procedures must comply with the Tri-Agency Framework requirement for one Committee member to be external to the University.*

*4.3.4 (c) .....The investigation committee shall include members who have the necessary expertise and who are without conflict of interest, whether real or apparent, and at least one external member who has no current affiliation with the Institution.*

*It should be noted that this policy does not apply to faculty members alone. It applies to anyone doing research, which could include a diverse cross-section of the University community, such as graduate students, or research assistants.*

*The desire to be judged by peers is understood. The draft policy has been revised to remove the participation of HR or any administrators as members of the Committee itself. Such people may still be involved as supports, but will not be voting members of the Committee. The expertise of these supports has become critical because of the Tri-Agencies' requirement to expand the scope of what is covered by the policy. For example, now that financial misconduct falls under the policy, the support of someone with accounting or audit expertise may be required.*

*The procedures have also been clarified so that students, research associates, and post-docs will only sit on a Committee if one of their peers is involved.*

#### Investigation process

A member raised a concern regarding the possibility that the Designated Officer, who completes the initial review and determines whether an investigation is appropriate, might appoint himself/herself to serve as the Chair of the Investigation Committee. Given he/she might already have formed an opinion about the merit of the accusation, he/she may not be neutral.

*Although the Designated Officer was only anticipated to participate on the Committee in exceptional circumstances, the perception for conflict is acknowledged. The draft procedures have been modified to ensure the Designated Officer will not be a member of the Committee.*

A member suggested that the document should include procedural guidelines for the investigation. The procedural guidelines should set out the circumstances and timeline when the files noted in section 2.38 should be destroyed.

*The University has (and is continuing to develop) centralized records management procedures, and it is therefore not advisable to put records management timelines into other policies and procedures. However, it is recognized that there is a concern about the retention of information on personnel or student files which may impact the reputation of individuals. The draft procedures have been clarified to state that such information will only go into personnel or student files if discipline has been implemented.*

It was noted that the procedures are not clear about who would designate a replacement if the Designated Officer was found to have a conflict of interest in a particular case.

*The draft procedures have been modified. If the Designated Officer is unavailable, or unable (for reasons of conflict or otherwise) to fulfill his or her duties, the President will be asked to appoint a substitute.*

**Report of the Senate Executive Committee**

**Preamble**

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

**Observations**

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

Professor Peter Blunden will be the Speaker for the Executive Committee for the May meeting of Senate.

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

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

Respectfully submitted,

Dr. David Barnard, Chair  
Senate Executive Committee  
Terms of Reference:

[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/477.htm](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/477.htm)



## **Report of the Senate Planning and Priorities Committee RE: Strategic Enrolment Management Planning Framework 2013 - 2018**

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### **Preamble:**

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC) are 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) wherein SPPC is charged with making recommendations to Senate regarding any such studies, proposals or reports that it may initiate within itself, have referred to it by Senate, other Councils, Committees or Bodies, formal or otherwise.
2. At its meetings on March 25 and April 29, 2013, the SPPC considered a proposal from the Strategic Enrolment Planning Committee to establish a Strategic Enrolment Management Planning Framework 2013 – 2018. The Committee had previously received presentations on Strategic Enrolment Management (SEM) Planning at its meeting of April 30, 2012 and January 28, 2013.

### **Observations:**

1. The purpose of the Strategic Enrolment Management Planning Framework 2013-2018 is, "... to outline a proposed set of broad enrolment goals for the University of Manitoba over the next five to ten years," as set out in the Executive Summary (pages iii and iv) and described further in the document. Targets are proposed for enrolment of various groups of students including: graduate students, Indigenous students (undergraduate and graduate), and international students (undergraduate and graduate); and for student outcomes, including undergraduate persistence and graduation rates and graduate student time-to-completion. The SEM Planning Framework would be reviewed annually in order to adjust particular targets or to set different targets, in order to respond to the multitude of factors that affect enrolment.
2. The University has not previously undertaken broad enrolment planning. The proposal to establish a SEM Planning Framework at this point in time responds to a number of circumstances, including: (i) incremental annual enrolment growth of 1 to 3 percent over the last five years, which has occurred in an unplanned way; (ii) projected demographic changes, including fewer students entering postsecondary from high school and a more diverse student population; and (iii) the need to be more strategic about enrolment planning in the context of increasing resource constraints, including financial resources but also space and human resources, in order to maintain program quality.
3. The SEM Planning Framework would establish a process that would make it possible to intentionally plan the size and composition of the student body, enhance the student experience, and support student success. It would also provide an opportunity for the University community to contemplate enrolment targets that signal the type of institution the University of Manitoba wants to be, and to develop strategies to meet those goals.
4. The broad goals outlined in the proposed SEM Planning Framework have been developed by the SEM Planning Committee in consultation with various faculty councils, with the SPPC, on the occasions noted above, and Senate (January 9, 2013) and are

consistent with a number of institutional goals. Targets to increase graduate student enrolment and to increase the ratio of doctoral to (research-based) masters students reflect that the University is Manitoba's only research-intensive University with a unique and important role to train highly qualified personnel, create knowledge, and drive innovation through a broad range of graduate and research programs. Aboriginal student enrolment targets and targets for improved student outcomes are consistent with the University's priorities for Indigenous achievement and an exceptional student experience, respectively.

5. The SPPC observed that the SEM Planning Framework would be important not only for planning but because it clearly communicates (i) the University's mission and mandate, (ii) how these would be operationalized with respect to enrolment targets, and (iii) the resource implications of initiatives that must be undertaken to achieve those targets, including, for example, additional resources for graduate and Indigenous student support.
6. The SPPC observed that some of the initiatives and activities that would be necessary to achieve a number of the targets for enrolment and student outcomes would have significant resource implications. For example, improving graduation rates might require resources for additional teaching assistants, laboratory supervisors, and other student supports.
7. The SPPC observed, in particular, that the goal to increase graduate student enrolment to 20 percent of the total enrolment would require additional resources for graduate student support and for grants for faculty researchers, who will lead the research projects. The Committee underscored the importance of continuing to lobby the provincial government for funds in support of graduate research and education. It was noted that fundraising for graduate student support might also be identified as a priority in the next capital campaign.
8. The SEM Planning Committee acknowledges that some of the goals are aspirational, including, the targets for increased graduate and Indigenous student enrolment. For this reason, the Committee has set ten-year targets for graduate enrolment and both five- and ten-year targets for Indigenous student enrolment.

### **Recommendation:**

The Senate Planning and Priorities Committee recommends:

**THAT Senate approve and recommend to the Board of Governors that it approve the Strategic Enrolment Management Planning Framework 2013-2018, with the *proviso* that the Vice-Provost (Students) report to the Senate and the Board on an annual basis regarding the implementation of the framework and related resource implications.**

Respectfully submitted,

Ada Ducas, Chair  
Senate Planning and Priorities Committee

Comments of the Senate Executive Committee:  
The Senate Executive Committee endorses the report to Senate.

# **Strategic Enrolment Management: Planning Framework 2013-2018**

Prepared by the Strategic Enrolment  
Management Planning Committee

10 June 2013



UNIVERSITY  
OF MANITOBA

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## **Executive Summary**

The University of Manitoba operates in an environment characterized by considerable change. With limited resources, we will need to be more strategic to realize our objectives of providing both high quality programs and an exceptional student experience. Strategic enrolment management (SEM) provides an opportunity to reflect on who we are; it enables us to intentionally plan the size and composition of our student body, enhance the student experience, and support student success. With these objectives in mind--and taking into account the University's distinct mission as a U15 research-intensive university that supports the province's goals to enhance growth, productivity, global competitiveness and innovation--the SEM Planning Committee recommends that:

### Graduate Student Enrolment

- By 2023 the proportion of graduate student enrolment to total student enrolment should rise to 20%; and
- By 2023 the ratio of doctoral to (research-based) masters students should increase to 1 to 1.

### Aboriginal Student Enrolment

- By 2018 Aboriginal student enrolment should increase to 10% of undergraduate enrolment and 5% of graduate enrolment; and
- By 2023 Aboriginal student enrolment should increase to 15% of undergraduate enrolment and 8% of graduate enrolment.

### International Student Enrolment

- By 2018 international student enrolment should increase to 10% of undergraduate enrolment; and
- By 2018 international student enrolment should account for 20% of graduate enrolment.

### Student Outcomes

- By 2018 the persistence rate of first entry, full-time students from first to second year should increase to 90%;
- By 2018 the graduation rate of undergraduate students should increase to 60%;
- By 2018 80% of research-based masters students should have completed their degree within a 5 year period;
- By 2018 the average time-to-completion for research-based masters students should be 7 terms (28 months);
- By 2018 75% of doctoral students should have completed their degrees within 9 years; and

- By 2018 the average time-to-completion for doctoral students should be 15 terms (60 months).

Pursuing these goals will benefit our students (ensuring they receive a quality education and gain their degree credentials in a timely manner), the University (through intentional planning and resource allocation), and the province (by providing a productive, educated workforce that contributes to economic growth and productivity and social well-being).

The SEM Planning Framework proposes to change the balance of our graduate and undergraduate student enrolments as well as the composition of the student body (*i.e.*, the proportion of Aboriginal and international students). It sets the context for ongoing monitoring and discussion of our goals and provides a foundation for the development of a more fulsome SEM Plan that will form part of the University's integrated planning initiative. The implications for space planning, academic program development, housing accommodation and student service support — as well as resource allocation — are noted in the Framework and will need to be more fully examined and articulated in a comprehensive SEM Plan that is developed with input from academic and administrative units across the University.

## **PREAMBLE**

With demographic changes projected for Canada over the next decade, the University of Manitoba is expecting — and is already witnessing — a changing and increasingly diverse student population. The University has been experiencing incremental growth of 1 to 3 percent annually over the past five years, despite the absence of any clearly articulated growth strategy. At the same time, our costs have been increasing faster than revenues and we are faced with continuing resource constraints. Given these dynamics, it is timely that we address questions about what we do, who we serve, and how we can enhance the delivery of a quality educational experience to our students in a more proactive and strategic manner.

## **1. STRATEGIC ENROLMENT MANAGEMENT (SEM)**

The heart of a University is its students. They are attracted to study in our undergraduate and graduate programs with hopes of embarking on fulfilling careers after graduation and making a meaningful difference in their personal and professional communities. They are also attracted by research and learning opportunities with outstanding academics, opportunities to grow and develop in activities outside the classroom, and hopes of building new friendships and networks that will last a lifetime. Over the years the University, through its academic programs and support services, has responded to student interests and needs, labour market demands, and government pressures and incentives, and it has continued to grow. However, this growth has not been by design and has raised questions about the effects of unmanaged growth on the quality of program delivery, the student experience, and administrative infrastructure.

The University of Manitoba's Strategic Planning Framework has identified four overarching objectives for the University, including the aim of "providing an exceptional student experience". The Planning Framework notes that one of our efforts to ensure we achieve this objective is the development of an enrolment management plan.

Strategic enrolment management (SEM) provides an opportunity for us to reflect on who we are, where we have been, and where we want to go. It is a process that enables us to intentionally plan the size and composition of our student body, enhance the student experience, and support student success. More importantly it permits us to be thoughtful about the type of institution we want to be, and establish goals and strategies to help us get there; in short, SEM is a component of good governance.

*Strategic enrollment[sic] management (SEM) is a concept and a process that enables the fulfillment of institutional mission and students' educational goals.*

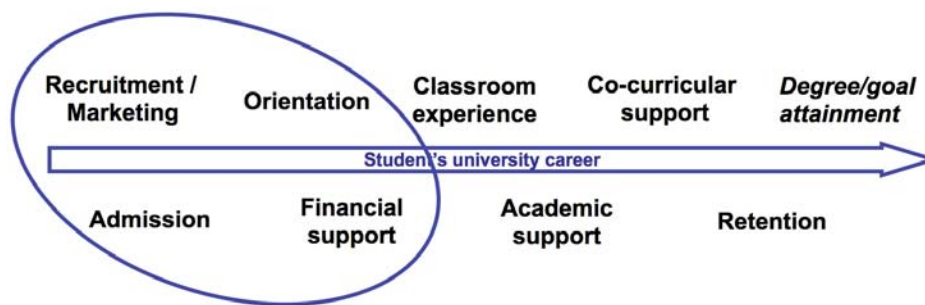
- Bob Bontrager (2004)<sup>1</sup>

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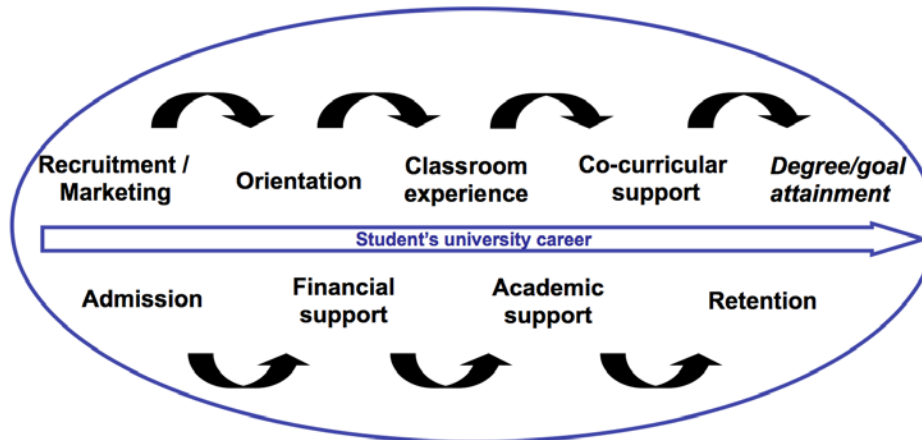
<sup>1</sup> Bontrager, Bob. "Enrollment Management: An Introduction to Concepts and Structures", *College and University Journal*, Vol. 79, No. 3, Winter 2004, p. 12.

Many institutions across North America have nominally adopted “enrolment management”. In many cases this has been limited to the renaming of admissions and recruitment units, and the tactics adapted have mainly been those of marketing and branding (see Figure 1(a)). SEM advances a more comprehensive view. It emphasizes the importance of the inter-relationships between recruitment/marketing activities, in-class curriculum and pedagogy, academic support programs and student services, and the total campus student experience (see Figure 1(b)). SEM is a planning process that involves all sectors of the institution. It touches on the work of all academic and administrative units of the institution and is designed to align the institutional mission, enrolment, fiscal health, and the changing environment in which we work.

(a) Traditional Enrolment Perspective



(b) SEM Perspective



**Figure 1.** Enrolment perspective models.

*SEM is a comprehensive approach to integrating all of a college or university's programs, practices, policies and planning related to achieving the optimal recruitment, retention and graduation of students... Enrollment [sic] management becomes strategic enrollment [sic] management when it actively integrates planning and strategies with an institution's strategic planning, academic vision and fundamental mission.*

- David Kalsbeek, 2009



Not all post-secondary institutions are the same; a university's identity and niche are shaped over time by its mission, size, location, program mix, and composition of the student body. As we look forward in our planning process at the University of Manitoba, we must acknowledge that we cannot be all things to all people. Given limited resources, SEM is about *making choices*.

SEM planning needs to be viewed as a *dynamic process*. Goals and strategies will inevitably change as the institution responds to changes in the internal and external environments, and programs and services are assessed. Although we may agree to the goals set out in the current Framework document, these goals will need to be re-assessed on an annual basis to ensure that they remain consistent with institutional and strategic priorities.

Setting enrolment goals may be perceived by some as inconsistent with our historical commitment to accessibility and as limiting opportunities for students to pursue their post-secondary goals. However, given the dramatic demographic changes we will be experiencing over the next few years, we believe that we can continue these commitments and enhance opportunities for previously under-served and under-represented student populations.

## **2. SEM PLANNING AT THE UNIVERSITY OF MANITOBA**

In late 2010, the Provost established a Strategic Enrolment Management Planning (SEMP) Committee (see Appendix A) as an offshoot of the Optimizing Academic Resources (OARs) project. The purposes of the SEMP Committee are to:

- recommend annual and long-term enrolment goals (for new and returning undergraduate and graduate students, transfer students, program mix, domestic and international markets, and Aboriginal and other underserved populations);
- promote policies, procedures and practices that facilitate learning opportunities and enhance the student experience;
- monitor student access, transition, persistence and graduation rates;
- review strategies designed to achieve enrolment objectives and identify the resources required to support their achievement; and
- facilitate input from the University's internal and external communities on enrolment goals, strategies, and assessment measures.

The SEMP Committee has undertaken its work within the context of the University's Strategic Planning Framework, and has preserved at its core the University's mission.

### **2.1. Our Mission**

The mission of the University of Manitoba is “to create, preserve and communicate knowledge, and thereby, contribute to the cultural, social and economic well-being of the people of Manitoba, Canada and the world”. The University of Manitoba is part of the broader post-secondary system within the province, but is differentiated by its size,

research intensity, graduate and professional programs, and range and depth of undergraduate programs. The University serves as a catalyst for the provincial economy — creating jobs, driving innovation and cutting-edge research and technology, and attracting new residents and visitors.

## **2.2. Enrolment Planning**

Enrolment models vary depending on what assumptions are included about changes to first-year enrolment, student retention, and the transfer of students into and between programs. A variation of any one of these elements will have an impact on student enrolment. For example, if we retain our students, we will automatically grow. While first-to-second-year retention is important, upper-year student persistence must also be monitored as it indicates a commitment to staying at the University rather than leaving studies or transferring to another institution.

Attributes of students coming into the institution can also affect enrolment models (*e.g.*, selectivity on intake can affect graduation rates; students who come directly from high school are more likely to proceed in a lock-step fashion through programs than “adult learners”, which can affect retention assumptions; transfer students are less predictable in their course-taking patterns).

Program changes can also influence enrolment. For example, moving to a direct entry model, increasing capacity in professional programs, or increasing distance delivery options will all have an impact on enrolments in academic units as well as overall enrolment.

Although the factors that contribute to total enrolment are multiple and complex, it is important that the University set global targets for planning purposes. It is because of shifting environmental factors that any enrolment plan must be reviewed annually and adjusted.

## **2.3. The SEM Framework**

The current document does not provide a detailed SEM Plan, but rather a framework on which to base a detailed plan. Its purpose is to articulate a proposed set of broad enrolment goals for the institution over the next 5-10 years. Following discussion, feedback, and affirmation of this Framework by Senate and the Board of Governors, strategies and tactics as well as anticipated timelines and resource implications will be identified as part of a comprehensive Strategic Enrolment Management Plan.

The SEM Framework sets out “big picture” enrolment goals for the University of Manitoba. How big should we be? What is the appropriate mix of undergraduate and graduate students? What are our obligations to the First Nations, Metis and Inuit students in our province and beyond? What proportion of international students are required to meet our internationalization and globalization goals? What are our goals regarding student success?

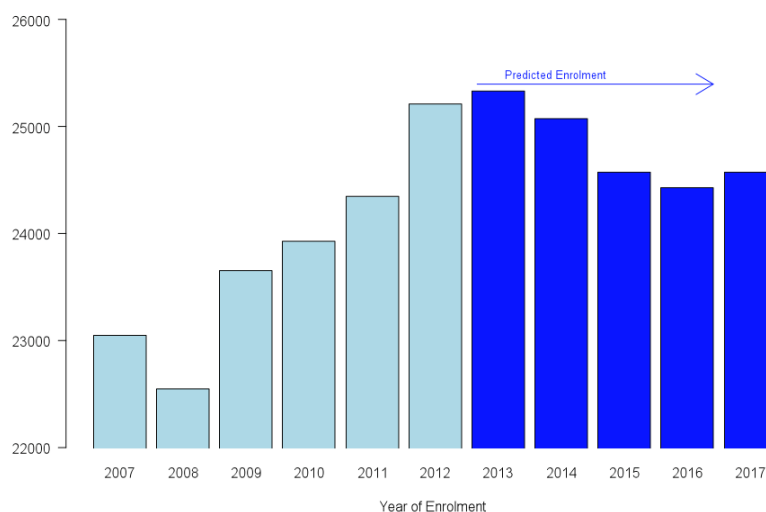
### 3. ENVIRONMENTAL SCAN

Many factors impact enrolment planning: economic, demographic and geographic shifts in the population; competition (provincially, nationally, and internationally); changing student behaviours; issues of access and affordability; government funding; and physical capacity and resources. As already noted, inevitable changes in the internal and external environments mean that a strategic enrolment management plan must be dynamic, and needs to be monitored and adjusted on an annual basis.

Before examining specific institutional goals, the SEMP Committee undertook an environmental scan and SWOT analysis. The scan provided an overview of the current Canadian post-secondary enrolment landscape, institutional demographic trends, and other factors that might be useful in enrolment planning.<sup>2</sup>

#### 3.1. Enrolment Overview

Undergraduate enrolment at the University of Manitoba has grown by more than 8.5% over the past six years, from 23,044 to 24,996 (Figure 2). We are the largest university in the province<sup>3</sup> with a population of 29,181 students (24,996 undergraduate, 3,580 graduate students, and 605 post-graduate medical education students); these latter two groups of graduate students represent 14% of total enrolment.



**Figure 2.** Undergraduate enrolment at the University of Manitoba from 2007 to 2012 (actual) and that predicted for 2013 to 2017.

<sup>2</sup> The institutional data in this report has been provided by the Office of Institutional Analysis. Comparative data has been provided by the Council on Post-Secondary Education (COPSE) and the U15 Data Exchange. The University of Manitoba became a member of the U15, a group of Canadian research-intensive universities, in 2010/11.

<sup>3</sup> The University of Manitoba is home to 68% of all students enrolled in universities in the province of Manitoba, including 65% of undergraduate and 89% of graduate students. According to AUCC data there were approximately 870 graduate students enrolled at Brandon University, St. Boniface University, the University of Winnipeg, and the Canadian Mennonite University combined, with more than half of these students (*i.e.*, 470) enrolled at The University of Winnipeg.

International student enrolment has risen by about 10% over the last five years, and now comprises almost 11% of the total student population (9.6% of undergraduate and 22.6% of graduate students). Over the same period we have also experienced slow but steady increases in Aboriginal enrolment.<sup>4, 5</sup> Aboriginal students now represent 7.2% (2,087) of our total enrolment and comprise 7.7% (1,933) of our undergraduate and 4.1% (147) of our graduate students. These students are largely clustered in University 1, Arts, Social Work, Extended Education, Graduate Studies, Science, and Nursing, and remain under-represented on a per population basis.

Females comprise 55% of the student body at the University of Manitoba, making us the most gender balanced university in the province. Notwithstanding this representation, gender balance is not evident in all of our programs; for example, males continue to be concentrated in engineering programs, and females in those of the health sciences.

For the majority of our students we remain a commuter campus, with approximately 4% of the student population living on campus in University residences. This is a challenge for enhancing student life and engagement and — some would argue — a factor in attracting and retaining students from rural, out-of-province and international communities.

### **3.2. Changing Demographics and Enrolment Projections**

High school graduates make up the majority of our intake and account for (on average) 73% of new direct-entry admissions. Trends in high school enrolments and graduations, and changes in the youth population, are therefore closely monitored. Provincial estimates, modeled forward using a three-year average, suggest that Grade 12 graduates peaked in 2012 and will begin to decline over the next three years. Statistics Canada population projections further predict that Manitoba should expect the youth population (18-24 years) to begin to decline from 2014 until 2020/25.

Although these trends raise concerns about sustaining current enrolment levels, they are balanced by increased immigration into Manitoba since 2002. From 2008 to 2010, immigration rose almost 41%, from 11,213 to 15,809 individuals. Of this group, 14.1% were in the 15-24 year age category, which has increased high school numbers in the province and will mitigate the previously forecasted decline in high school students.<sup>6</sup>

The University's credit hour projection models have also supported the above noted trends and foreshadowed an increase in undergraduate enrolment of approximately 2.5% in Fall 2012, followed by falling enrolments over the next three years (at 1.5%, -1.0% and -2.0%). The spike in 2012 was predicted for a number of reasons, including the

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<sup>4</sup> The term "Aboriginal" is used in the SEM Planning Framework to refer to the Canadian First Nations, Metis and Inuit populations.

<sup>5</sup> Students at the University of Manitoba are asked to self-identify as Aboriginal upon application and admission to the University. It is generally believed that there are more Aboriginal students attending the University of Manitoba than those who choose to self-identify.

<sup>6</sup> The most recent provincial immigration statistics, released in March 2013, are not quite as rosy. For the first time in 15 years Manitoba's immigration rate fell in 2012 compared to 2011 (by 16% to 13,391 immigrants).

introduction of direct entry enrolment to several University of Manitoba faculties, which has generated considerable interest from prospective students. As well, the current weak economy is contributing to a greater proportion of high school students enrolling in post-secondary education, rather than entering the workforce.

Despite a projected decline in the overall high school population over the next decade, opportunities remain to increase university enrolments. For example, we might attract more students directly from the secondary education system if the high school dropout rate were to decrease and/or proportional participation in postsecondary education increases; if we could attract more Manitoban students to study in-province; and if we could improve access for students who traditionally have not pursued postsecondary education (e.g., rural students, Aboriginal students, and first-generation students). In addition, we might choose to increase our focus on students transferring from other postsecondary institutions or jurisdictions, as well as providing more opportunities for mature learners.

In addition to showing actual enrolments, Figure 2 also models undergraduate enrolment from 2013 to 2017 under the conditions outlined above, and demonstrates a downward trend until 2016. Despite the predicted decline, enrolment levels are anticipated to remain above that achieved in 2011.

### **3.3. Changing Student Behaviour**

Fewer undergraduate students are taking the traditional (four-year) path to graduation. Instead, they are moving between programs and institutions (“swirling”) and working while they are studying. Many students enrol in, or drop down to, part-time studies. This has resulted in increased times-to-completion and lower graduation rates. Perhaps because of these factors — combined with a dizzying pace of technological innovation and change — there are increasing demands for more flexibility in the delivery of postsecondary education. This includes pressures for more on-line delivery of instruction and more adaptable and innovative course scheduling.

It should be noted that increased student mobility presents a challenge to monitoring student persistence, retention, and graduation rates. By its very nature mobility makes it impossible to track and “count” students without a provincial (or even, preferably, federal) student number.

### **3.4. Competition and Innovation**

The University of Manitoba is operating within an increasingly competitive environment. As the traditional pipeline of prospective students shrinks and provincial funding tightens, Canadian postsecondary institutions have looked outside of their traditional geographic markets for students, honed their marketing tools, and explored opportunities to offer new programs and new credentials (on existing and satellite campuses and through on-line delivery). Some provinces have conferred degree-granting authority on community colleges and in a number of jurisdictions new universities have been created. Locally, the University of Winnipeg has grown substantially, invested in new

infrastructure, expanded undergraduate programs, and launched a number of its own graduate programs.

The importance of post-secondary education for employability in a knowledge-based economy and as fuel for economic growth and productivity also provides opportunity for innovation in the delivery of education. Last year, Manitoba's public universities and colleges signed a Memorandum of Understanding to improve student mobility. This provides us with the opportunity to think innovatively within the University and collaborate with other institutions within the Manitoba post-secondary system. For example, more comprehensive and coordinated systems of credit transfer and joint programs with other institutions may provide access to the University of Manitoba for groups of students (such as students from northern and rural Manitoba) who have traditionally been under-served and under-represented in some of our programs. In enhancing student mobility, however, we must be mindful of the need to re-examine academic and student support services that will enhance the experience of transfer students and ensure their subsequent success.

#### **4. INSTITUTIONAL GOALS**

The University of Manitoba has a unique role within our province. We are Manitoba's largest post-secondary institution and the major provider of professional graduates (for example, physicians, dentists, lawyers, and engineers). As Manitoba's only research-intensive university and as a member of the U15, Canada's group of research-intensive universities, the University has a special role in training highly qualified personnel, creating knowledge, and driving innovation through its broad suite of graduate and research programs. The University of Manitoba houses the province's only doctoral programs.

In addition to our unique provincial role and responsibilities, the University has set, through its planning activities, a number of institutional priorities. These include: building research strength and excellence; advancing Indigenous knowledge and education; building global understanding; and enhancing student success.

It is imperative that the SEM enrolment goals align with, and support, both the University's unique provincial mandate as well as its stated priorities.

##### **4.1. Graduate Enrolment**

Enrolment in graduate education in Canada has increased significantly over the last decade, driven by the linkages between graduate education, research, the creation of knowledge and innovation, which are key elements in a global knowledge economy<sup>7</sup>. In the fall of 2011, 16.3% of Canada's university population were graduate students (with just over 1,000,000 undergraduate students and just under 194,000 graduate students)<sup>8</sup>.

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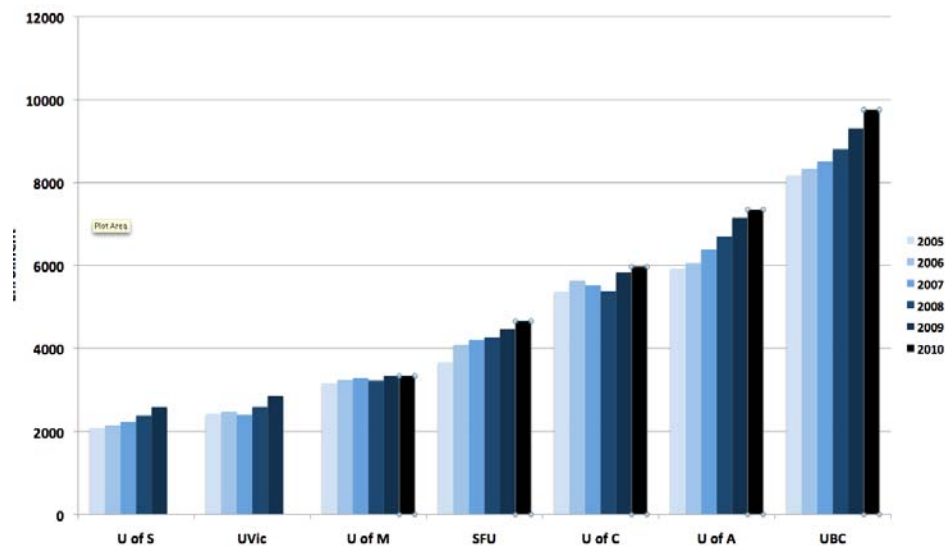
<sup>7</sup> Government of Canada, 2002. Knowledge Matters. Skills and Learning for Canadians. Canada's Innovation Strategy. SP-482-02-02

<sup>8</sup> AUCC 2011, <http://www.aucc.ca/canadian-universities/facts-and-stats/enrolment-by-university/>

Although Canada ranks 15<sup>th</sup> amongst OECD nations in university participation, we rank 17<sup>th</sup> in the number of doctoral graduates per 100,000 population.<sup>9</sup> As a comparison, Canada produces about two-thirds the number of doctoral graduates as the United States and less than half that of Germany or the United Kingdom. Yet a Statistics Canada, Labour Force Survey has shown that the demand for graduate degrees rose 33% between 2004 and 2010, more than the demand for bachelor's degrees (28%), college (17%), trade (5%), or high school (4%) graduates. Recognizing the need to further support the growth and profile of graduate education in Canada, the Federal Government introduced the Canada Graduate Student (CGS) scholarships and more recently the Vanier Scholarships, which target and support doctoral education. To meet the labour market demand for people with graduate degrees, Canada has turned to the international market; Citizenship and Immigration Canada data from Statistics Canada shows that about 25,000 masters and 5,000 doctoral degree holders are attracted to Canada annually.

A number of provinces have also recognized the link between research and advanced education and economic growth, productivity, global competitiveness and innovation, and have targeted extra funding towards graduate education. In response, many Canadian universities are setting targets for further expansion of both masters and doctoral programs.

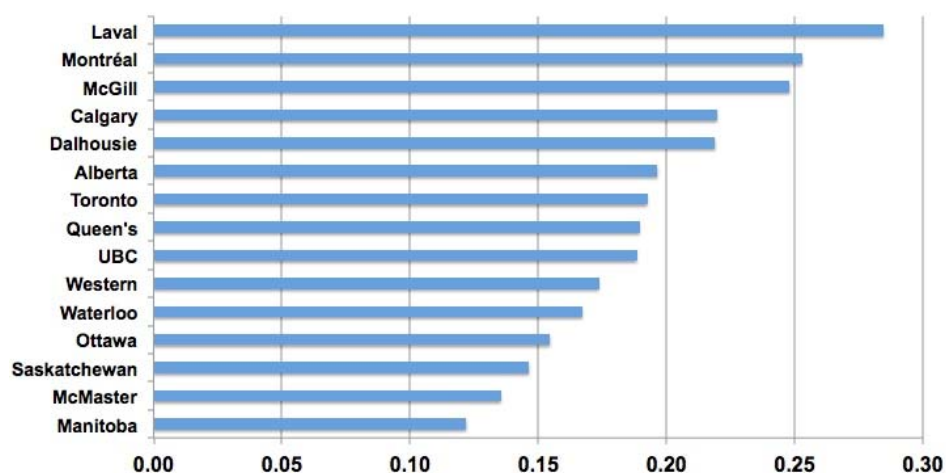
Figure 3 shows the enrolment at Western Canadian universities between 2005 and 2010. While the University of Calgary, University of Alberta, and UBC observed growths of 11.4%, 24%, and 19.4% respectively between 2005 and 2010, enrolment at the University of Manitoba grew by only 5.4% for the same period.



**Figure 3.** Graduate enrolment at Western Canadian Universities from 2005 to 2010, inclusive.

<sup>9</sup> The Conference Board of Canada, <http://www.conferenceboard.ca/hcp/details/education/phd-graduates.aspx>

Figure 4 shows the fraction of the total student body at U15 institutions that is made up of graduate students<sup>10</sup>. The University of Manitoba's graduate to total student enrolment ratio (0.12) is the lowest amongst U15 institutions. The median ratio of graduate students to the total student population for U15 institutions is 0.19. As noted above, it is important to remember that a number of U15 institutions have plans to further increase their proportion of graduate students, which is going to further increase the median ratio of graduate students at U15 institutions.



**Figure 4.** Ratio of graduate enrolment to total enrolment (undergraduate and graduate) for U15 universities. Based on 2011 AUCC data.

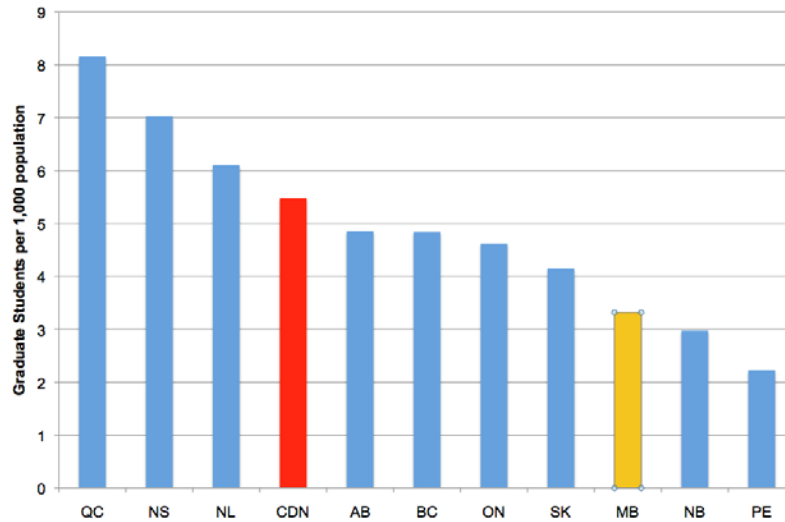
As shown in Figure 2, the present University of Manitoba undergraduate population is approximately 25,000. If the University of Manitoba were to set the U15 median ratio of 0.19 as a target, this would require a graduate student population of approximately 5,900—an increase of 2,400 over the current graduate student population of 3,500.

Figure 5 provides Statistics Canada (2010 population data) and AUCC (2010 university enrolment data) data on the number of graduate students per 1,000 population, by province, for Canada. Manitoba (at 3.32 graduate students per 1,000 population) has about one-half as many graduate students as the Canadian average (5.48 graduate students per 1,000 population). As mentioned earlier, the University of Manitoba houses 89% of Manitoba's graduate students. If we increased our graduate student population from 3,500 to approximately 5,900 students, we would be in line with the Canadian average.

To increase the graduate student population by 2,400 over a five-year period will require a growth of 11.1% per year in graduate student enrolment; an increase of 2,400 over a period of ten years requires an annual growth of 5.4%.

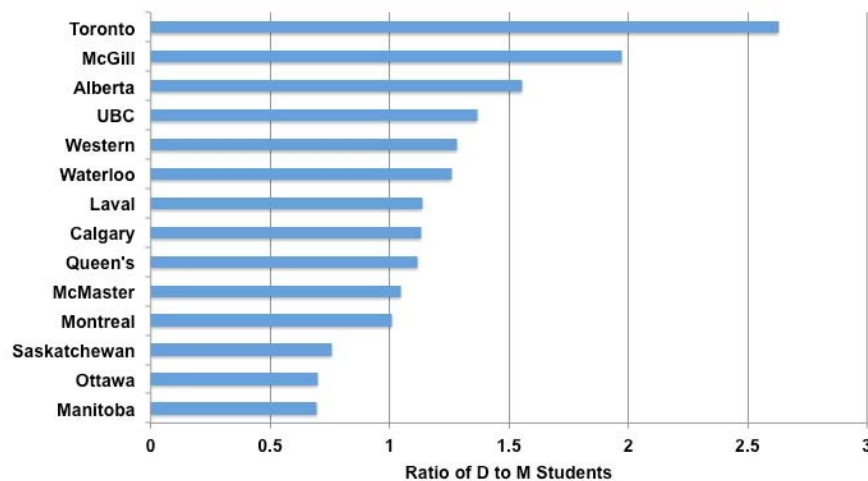
<sup>10</sup> AUCC 2011, <http://www.aucc.ca/canadian-universities/facts-and-stats/enrolment-by-university/>





**Figure 5.** Graduate students per thousand population by province and for Canada as a whole.

It is instructive to look at the composition of a university's graduate student body in terms of the balance between doctoral and research-based masters students as this balance is related to research productivity. Figure 6 shows the ratio of doctoral to (research-based) masters students for U15 universities based on 2010-11 U15 data.



**Figure 6.** Ratio of doctoral to masters students for U15 universities.

The median ratio for U15 universities is approximately 1.1:1 (doctoral to masters students); approximately 1 doctoral student per masters student. The variability across the U15 is quite significant, ranging from a high of 2.6 at the University of Toronto to a low of 0.7 at the University of Manitoba. This ratio is important when we consider that graduate students are the primary component of a university's research "workforce". The research undertaken for a doctoral thesis is typically more complex and extensive than that for a masters thesis and consequently leads to more publications and research output.

A university's ratio of doctoral to masters students, therefore, directly impacts the creation of knowledge, research productivity, and economic growth.

Figures 3 to 6 clearly indicate that, in order to fulfill our unique responsibilities with respect to research and innovation, and research training, we need to increase the proportion of graduate students that make up our total student body as well as to change the composition of our graduate student body (that is, the ratio of doctoral to masters students). Building the University's research strength and excellence – an institutional priority – requires an increase in its research “workforce”, namely, its graduate students. As the Province's sole producer of doctoral graduates, the University has a unique role with respect to the training of doctoral students, and the associated creation of knowledge and advancement of innovation, which drives economic growth.

*To better fulfill this mandate the SEM Planning Committee recommends that:*

- *By 2023 the proportion of graduate student enrolment to total student enrolment should increase to 20%, the median of U15 universities; and*
- *By 2023 the ratio of doctoral to (research-based) masters students should increase to approximately 1 to 1, the median of U15 universities.*

## **4.2 Aboriginal Student Enrolment**

Although the Aboriginal population in Canada is not homogeneous, First Nations, Metis and Inuit students as a whole are under-represented in the Canadian post-secondary sector and have lower persistence and graduation rates. The University's Strategic Planning Framework has identified “Indigenous Achievement” as one of the University's key priority areas and the University has made a commitment to work with a variety of partners to make Manitoba the national centre of excellence for Indigenous education and research. First Nations, Metis and Inuit students should be prepared for, and achieve, educational success in the full range of programs we offer.

As noted earlier, Aboriginal students represent 7.2% (2,087) of the University's total enrolment; 7.7% (1,933) of our undergraduate and 4.1% (147) of our graduate student numbers. In line with our Strategic Planning Framework commitment, the SEM Planning Committee believes that the proportion of Aboriginal students enrolled at the University of Manitoba should mirror that of the Aboriginal population of the province of Manitoba. We are not yet close to achieving this objective.

According to the 2006 Census, 15% of Manitoba's population and 10% of Winnipeg's population self-identified as Aboriginal (First Nations, Métis, and Inuit). This population group is younger and growing at a faster rate than the non-Aboriginal Canadian population.<sup>11</sup> Statistics Canada projects that by 2026 the Aboriginal community will constitute 18.9% of the Manitoba population—a 51% increase over the 2006 Census figures.

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<sup>11</sup> Manitoba and Winnipeg have the greatest concentration of Aboriginal people in Canada. The 2006 Canadian Census reported that Aboriginal children (age 0-14) represented 26% of the children in the province of Manitoba. By 2017 this proportion is expected to increase to 31%.

Given the robust Aboriginal demographic – provincially and nationally – there are enormous opportunities and potential to help prepare present and future generations of First Nations, Metis and Inuit leaders and skilled workers. Achieving this goal will take longer than this Framework’s planning horizon, but we must start building towards this target now. We need to collaborate with other provincial post-secondary institutions, secondary schools, and the Aboriginal communities to develop strategies to ensure academic preparedness, and enhance access to our campuses and our programs. By supporting existing Aboriginal students as well as establishing effective recruitment and outreach strategies to future students, the University of Manitoba can meet its goals.

*The SEM Planning Committee recommends that the University commit itself to two sets of goals:*

- *By 2018 Aboriginal enrolment should increase to 10% of undergraduate enrolment and 5% of graduate enrolment; and*
- *By 2023 Aboriginal enrolment should increase to 15% of undergraduate enrolment and 8% of graduate enrolment.*

The Aboriginal student graduate enrolment goal appears to be quite modest. However since we also plan to grow our overall graduate enrolment, setting goals of Aboriginal graduate student representation of 5% in 2018 and 8% in 2023 will represent a large numerical increase of Aboriginal students in our masters and doctoral programs.

**Table 1** - Self declared Aboriginal student\* outcomes after 7 years (2004-05 cohort and ranges for the last five cohorts).

Cohort	All students				Aboriginal Students			
	N	Attrition	Continuing	Graduated	N	Attrition	Continuing	Graduated
<b>First time in post-sec</b>								
Most recent cohort	3694	39%	7%	54%	223	57%	8%	36%
Range over 5 cohorts	17204	34-39%	6-7%	54-59%	955	46-57%	8-9%	36-45%
<b>Transfers (Arts + Sci)</b>								
Most recent cohort	316	31%	2%	67%	19	58%	5%	37%
Range over 5 cohorts	1438	31-36%	2-4%	61-67%	82	35-60%	0-14%	37-71%
<b>Second entry</b>								
Most recent cohort	1895	9%	1%	90%	47	43%	9%	49%
Range over 5 cohorts	9247	8-10%	0-1%	89-92%	180	33-45%	0-9%	49-66%
<b>All Cohorts</b>								
Most recent cohort	5905	29%	5%	66%	289	54%	8%	38%
Range over 5 cohorts	27889	26-29%	4-5%	66-70%	1217	43-54%	7-8%	38-50%

\* Data on self declaration began in 2000. The results are based on a small population, resulting in a large variations in the percentage outcomes. Results should be interpreted with caution.

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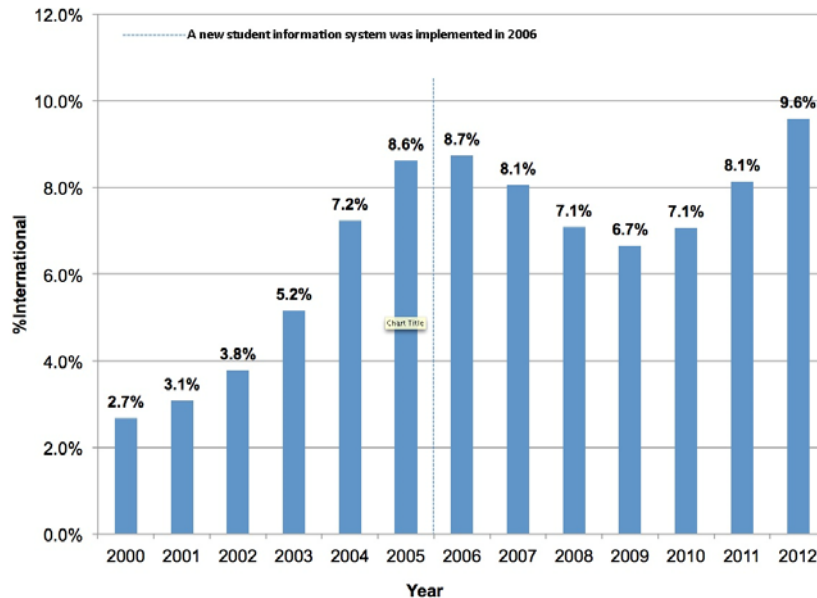
It should be noted that the graduation rates of our undergraduate Aboriginal self-declared students are considerably below that of the ‘all students’ cohort (Table 1). First Nations, Metis and Inuit students may require additional or targeted support services to ensure that they are academically successful (e.g., scholarships and financial support, orientation and

transition programs, cultural support, housing and accommodation, personal counseling and health services, and child care). Achieving the goals for both undergraduate and graduate Aboriginal student enrolment will therefore require focussed attention on these needs.

### 4.3 International Student Enrolment<sup>12</sup>

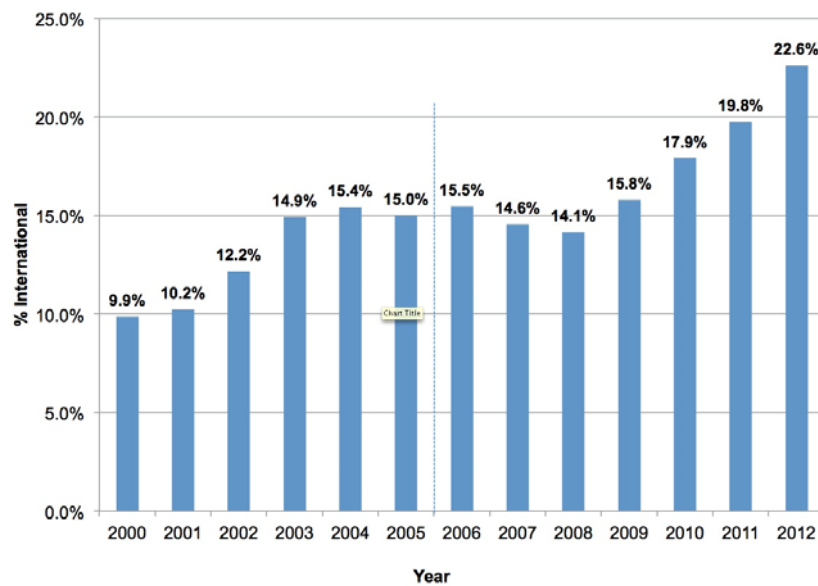
The international student population at the University of Manitoba has been growing for the past three years at both the undergraduate and graduate levels (Figures 7a and 7b), following a decline for the two prior years. This recent growth may be attributed to enhanced international recruitment efforts and the expansion of enrolment from feeder programs and institutions at the undergraduate level (English Language Centre, local school boards and colleges, International College of Manitoba) and increased funding and international partnerships at the graduate level.

With a Fall 2012 undergraduate enrolment of 2,398 and a graduate enrolment of 810, international students comprise 11.2% (9.6% undergraduate and 22.6% graduate) of the total enrolment at the University and are enrolled in every faculty on campus (with a concentration in Business, Agricultural and Food Sciences, and Engineering where program demand is high). By far, the majority of undergraduate students come from China, followed by Nigeria, Korea, Hong Kong, India, and Zambia.



**Figure 7a.** Undergraduate international student enrolment from 2000 to 2012.

<sup>12</sup> The SEM Planning Committee acknowledges the impact of the growing immigrant population in Manitoba. As many are Canadian citizens or Permanent Residents, it is difficult to establish specific enrolment goals for this group of the Manitoba population. It should be noted that a considerable number of international students choose to study in Canada and then apply for citizenship or permanent status while still enrolled in their studies.



**Figure 7b.** Graduate international student enrolment from 2000 to 2012.

A number of Canadian institutions have set aggressive targets for international student enrolment, encouraged in part by provincial and federal government initiatives and in part to meet revenue goals. In August 2012 the Advisory Panel on Canada's International Education Strategy, led by Western University's President Dr. Amit Chakma, recommended that the number of international students studying in Canada double by 2022. The Advisory Council's recommendations underscore that it is critical for postsecondary institutions to prepare students for participation and leadership in a global economy. Ensuring a diverse campus by attracting students from around the world helps to lay the foundation for our students' future success.

Given our University's early foray into the international market and our success in this area over the past few years, the SEM Planning Committee recommends that the University of Manitoba take a measured approach to continuing to grow our international enrolment at this time. It should also be noted that the federal government has recently initiated plans to tighten rules surrounding international student visas and international student work permits. In addition, a number of our international market source countries (such as China and India) are planning to increase their own capacities for post-secondary enrolment. It is at this point unclear what the long-term impact of these changes will be.

*The SEM Planning Committee recommends that:*

- *By 2018 international student enrolment should increase to 10% of undergraduate enrolment; and*
- *By 2018 international student enrolment should account for 20% of graduate enrolment.*

While the international enrolment targets have, in essence, already been achieved, the University should continue to monitor enrolments and evaluate whether the upcoming changes to student visa and immigration regulations will negatively impact the international student “pipeline”. It will also be appropriate to re-evaluate our international enrolment goals once we have developed our institutional Internationalization Strategy (the report and recommendations are expected before the end of 2013).

It is important to note that international students require targeted support services to successfully integrate themselves into the University and ensure that they are academically successful (e.g., scholarships and financial support, visa application support, support for off-campus work permit applications and job searches, orientation and cultural activities, personal counselling and health services, student advocacy, and help to address differing academic expectations). Once admitted, however, international students perform better than the ‘all students’ cohort (Table 2).

**Table 2** - International student\* outcomes after 7 years (2004-05 cohort and ranges for the last six cohorts).

Cohort	All students				International Students			
	N	Attrition	Continuing	Graduated	N	Attrition	Continuing	Graduated
<b>First time in post-sec</b>								
Most recent cohort	3694	39%	7%	54%	246	29%	2%	69%
Range over 5 cohorts	17204	34-39%	6-7%	54-59%	778	23-35%	1-5%	61-75%
<b>Transfers (Arts + Sci)</b>								
Most recent cohort	316	31%	2%	67%	63	21%	3%	76%
Range over 5 cohorts	1438	31-36%	2-4%	61-67%	225	21-41%	0-6%	59-81%
<b>Second entry</b>								
Most recent cohort	1895	9%	1%	90%	118	9%	0%	91%
Range over 5 cohorts	9247	8-10%	0-1%	89-92%	360	7-10%	0-0%	90-93%
<b>All Cohorts</b>								
Most recent cohort	5905	29%	5%	66%	427	22%	2%	76%
Range over 5 cohorts	27889	26-29%	4-5%	66-70%	1363	20-24%	1-3%	73-77%

\*International enrolment was relatively small in the earlier cohorts, which results in larger variations in the ranges.

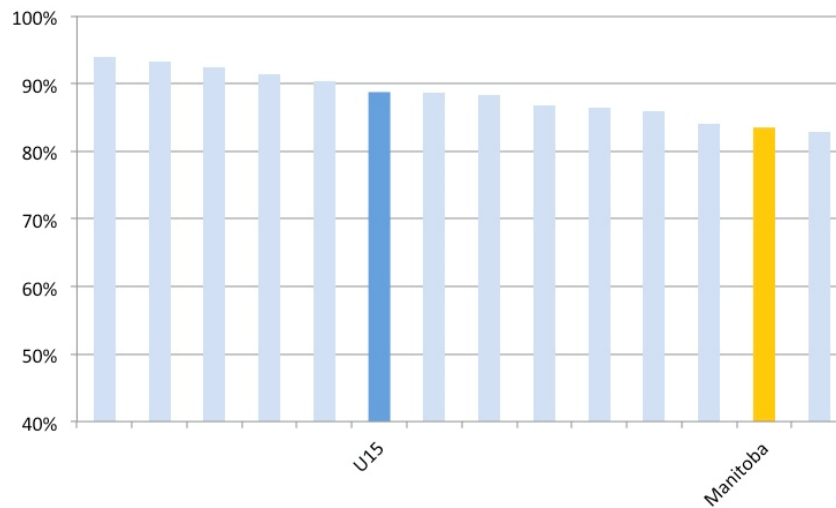
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#### 4.4 Undergraduate Persistence and Graduation

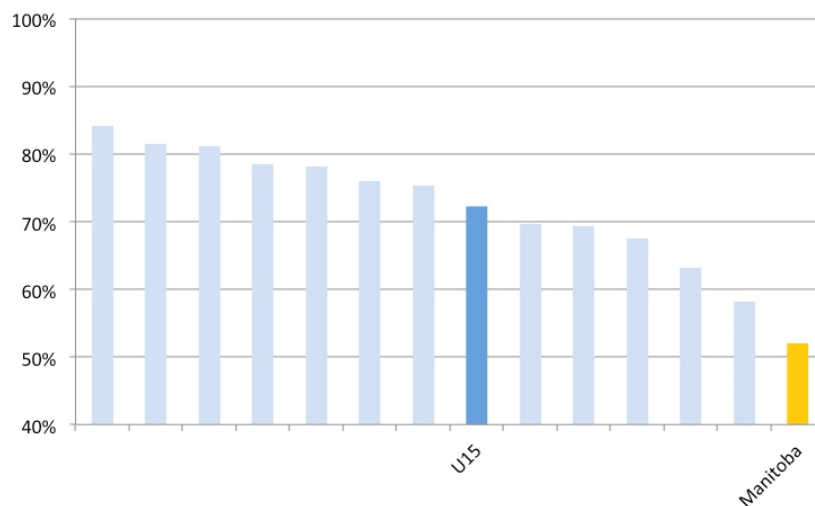
As indicated earlier, enrolment is made up of more than just the students who are admitted to first year programs. Total enrolment is a function of a number of elements, some within the institution’s control and others that are a combination of student choice and external pressures in students’ lives. Many of the students who come to study at the University of Manitoba, for example, do not complete their programs here.

As seen in Figure 8a, the University of Manitoba’s persistence rate (of first entry, full-time students) from first to second year is 84%, slightly below the U15 median rate of 89%. When considering graduation rates after six years, however, the University of

Manitoba's graduation rate of 52% (see Figure 8b) is the lowest amongst the U15 universities and well below the U15 median of 72%.<sup>13, 14</sup>



**Figure 8a.** University of Manitoba's persistence rate of full-time undergraduate students from first to second year in comparison to U15 data (2010 cohort).



**Figure 8b.** University of Manitoba's graduation rate of full-time undergraduate students in comparison to U15 data (2005 cohort).

<sup>13</sup> A complicating issue in discussions about student outcomes is the definition of full-time (and conversely part-time) enrolment. The University of Manitoba has used enrolment in a 60% course load to define a full-time student, which is consistent with the provincial definition used for reporting to the Minister of Education and for financial aid funding purposes. For the U15 comparisons an 80% definition of full-time enrolment was used.

<sup>14</sup> Part-time students and transfer students are not captured in these outcomes data and take even longer to achieve their credentials.

Comparisons between universities in this regard need to be viewed with caution due to differences between post-secondary institutions. For example, the University of Manitoba is the only member of the U15 with a University 1 program; this program can impact the transition of our students to faculty programs. The demographics of our student body also differs, and this may partially explain our persistence and graduation rates—our students are older than other U15 institution students, are more apt to have children, more of them are working, and most need to commute to campus. It is not surprising that students who are balancing multiple commitments (e.g., work and/or family obligations) have less time to devote to their studies; these students often enrol part-time or drop down to part-time study.<sup>15</sup>

Finally, an Early Leavers Study conducted by the province in 2010 surveyed all students who had either not finished their year or who did not come back to continue their studies. The study found that eighteen months after leaving the University of Manitoba, 43% of our early leavers had subsequently enrolled at another post-secondary institution (the majority in a college-level program).

More work is needed to understand the complexities of student attrition and to facilitate higher student persistence and more timely graduation rates. We know that these rates vary by academic program and for different populations of students. For example, once admitted to professional programs our students achieve high success rates (90% or better) after 6 years. As the data previously discussed in Tables 1 and 2 demonstrates, international undergraduate students appear to do better than non-visa undergraduate students and self-declared Aboriginal undergraduate students appear to have poorer outcomes than the undergraduate “all students” cohort.

Quantifying outcome goals should, therefore, be considered a “work-in-progress” as we seek to better understand the dynamics of student persistence and success. Nevertheless,

*the SEM Planning Committee recommends that:*

- *By 2018 the persistence rate of first entry, full-time students from first to second year should increase to 90%; and*
- *By 2018 the graduation rate of undergraduate students should increase to 60%.*

We also need to look more closely at the factors (such as student background, academic preparedness, program choice, and program quality) that impact persistence and graduation. Although some factors (such as parental level of education) may be beyond the control of the institution, we can facilitate student success and satisfaction through faculty and staff interaction with students, innovative pedagogy and curriculum, and academic and student support programs. We need to engage with faculty and staff on these issues, and the efforts of University Teaching Services (UTS) and the Academic Learning Centre can play a significant role in this regard.

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<sup>15</sup> It should be noted that there are financial aid funding implications for dropping to part-time. For example, students receive loan funding for a maximum of five years if they are enrolled in a four-year undergraduate program. This may impact attrition as many students are unaware of this regulation.



Other initiatives that may support our persistence and graduation rate goals have been proposed or are currently underway. We are exploring the expansion of programs and practices that support experiential education (co-op and internships, service learning, student exchanges). We are piloting supplemental instruction sessions in some courses with high (greater than 30 percent) D, F, and VW rates. A review of academic policies that are supportive of (or inconsistent with) the attainment of improved outcomes, such as those on timely assignment feedback, is also underway. As well, new technological tools to support teaching and learning, and academic advising are being explored. In addition, we will need to examine the impact of both University 1 and direct entry programs in providing the foundations for student success.

#### **4.5 Graduate Student Time-to-Completion**

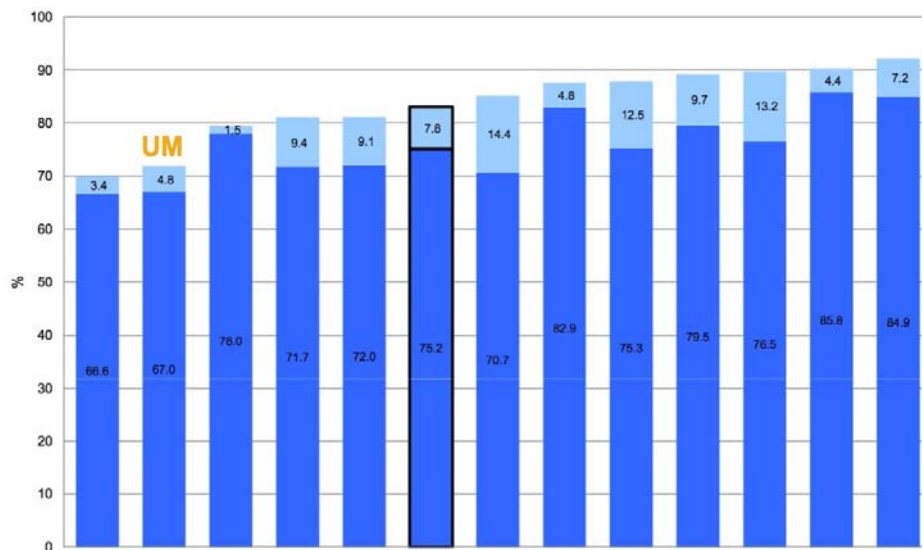
In August 2010, the University of Manitoba Task Force on Time-to-Completion submitted its report to the Provost. This report noted that graduate students, especially those at the masters level, take longer to complete their degree programs than similar students at other Canadian universities. Additionally, many leave the University without completing their programs. The Task Force report notes that time-to-completion is a complex issue that is discipline-specific. The factors that influence time-to-completion include, but are not necessarily limited to: a student's aptitude for research, background, and commitment to their studies; coursework and comprehensive exam requirements; the student's relationship with their advisor and advisory committee; supports (including research infrastructure, reference material, financial); family circumstances; and discipline-specific culture and norms.

The Time-to-Completion Task Force made 16 recommendations categorized into four themes: Raising Education and Awareness, Structural Changes, Improved Monitoring and Remediation, and The Graduate Enterprise. The majority of the Task Force's recommendations have been, or are in the process of being implemented (for example, workshops for students, faculty and support staff; reference documents and websites; modifications to the academic guide; advisor-student guidelines; and an exit survey). Larger issues arising from our graduate student fee structure, teaching loads, and resource allocation continue to be examined.

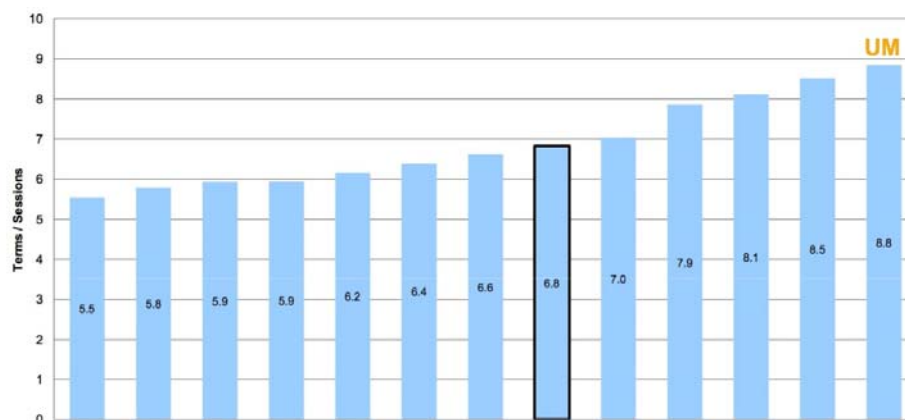
There are two metrics of particular interest in terms of time-to-completion: the percentage of students who complete a (masters or doctoral) degree after a specified period of time; and the average length of time it takes students to complete their degree.<sup>16</sup> As seen in Figure 9a, the completion rates for University of Manitoba research-based masters programs are next to the lowest of the U15 institutions; 72% of the University's students complete their program after 5 years. By comparison, on average 83% of U15 masters students complete after 5 years. University of Manitoba students take an average of 8.8 terms to complete their masters degree in comparison to the U15 average of 6.8 terms (Figure 9b).

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<sup>16</sup> Completion times are measured in terms. There are three terms to a graduate school year. A term is four months in length.

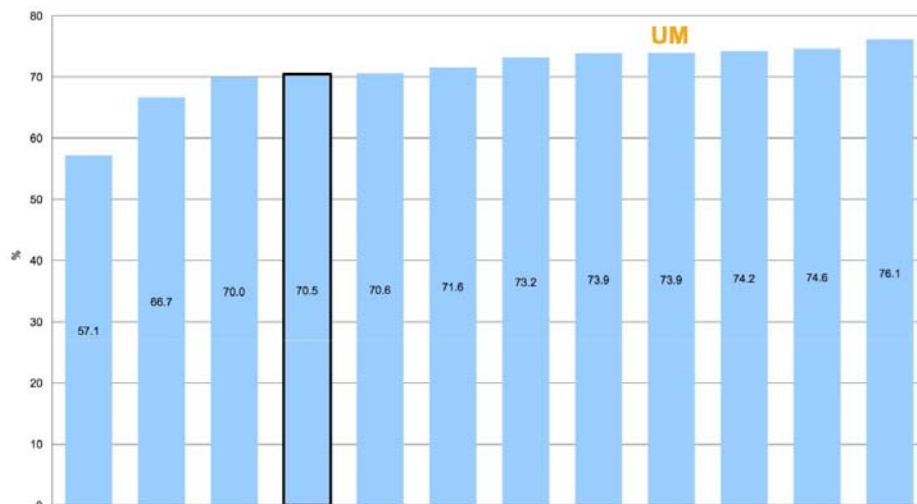


**Figure 9a.** Degree completion after five (5) years by University – 2005 master's cohort. The dark blue denotes students who completed a master's degree. The light blue indicates master's students who were promoted to a doctoral program without completing a master's degree. The black border denotes the average among the U15 universities.

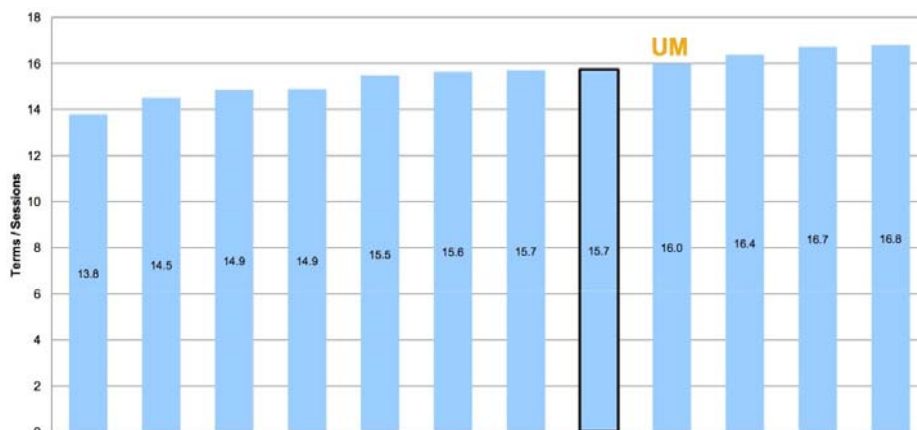


**Figure 9b.** Average time to completion by University – 2005 masters cohort.

The picture is quite different with respect to doctoral students. As seen in Figures 9c and 9d, both the completion rate and the average time-to-completion rate of our doctoral students are comparable to our U15 colleagues. After 9 years, 73.9% of University of Manitoba doctoral students have completed their degree compared to the U15 average of 70.5% (figure 9c). The average time-to-completion of a doctorate at the University of Manitoba is 16 terms (figure 9d), which corresponds to the U15 average of 15.7 terms.



**Figure 9c.** Degree completion after nine (9) years by University – 2001 doctoral cohort.



**Figure 9d.** Average time to completion by University – 2001 doctoral cohort.

As shown above (Figures 9b and 9d), our graduate students are also taking longer than the U15 average to complete their degrees. This fact has been highlighted by many graduate program reviews that have noted that the median time to completion of both the M.Sc. and Ph.D. degrees is too long. The University of Manitoba's desire to improve our average times-to-completion is not only about addressing the concerns of external graduate program reviewers, but also about using our resources more efficiently. A graduate student who takes longer than expected to complete a graduate degree "displaces" another student, which impacts the University's training of highly qualified personnel and our contribution to the knowledge economy. Put simply, this is not an optimal use of University resources nor our students' time.

It should be noted that encouraging and facilitating the timely completion of graduate students is also a national and international issue. Time-to-completion has been, and continues to be, a topic of interest to CAGS (Canadian Association for Graduate Studies) and our U.S. counterpart, CGS (Council of Graduate Schools). It is an ongoing topic of

considerable interest at CAGS' conferences and a subject of annual publications at CGS. In general, the time to complete masters and doctoral degrees continues to increase.

In light of the above, *the SEM Planning Committee recommends that by 2023 our completion rate and time-to-completion for both masters and doctoral students should be comparable to the median of the U15:*

- *By 2018 85% of research-based masters students should have completed their degree within a 5 year period;*
- *By 2018 the average time-to-completion for research-based masters students should be 6.5 terms (27 months);*
- *By 2018 75% of doctoral students should have completed their degrees within 9 years; and*
- *By 2018 the average time-to-completion for doctoral students should be 15 terms (60 months).*

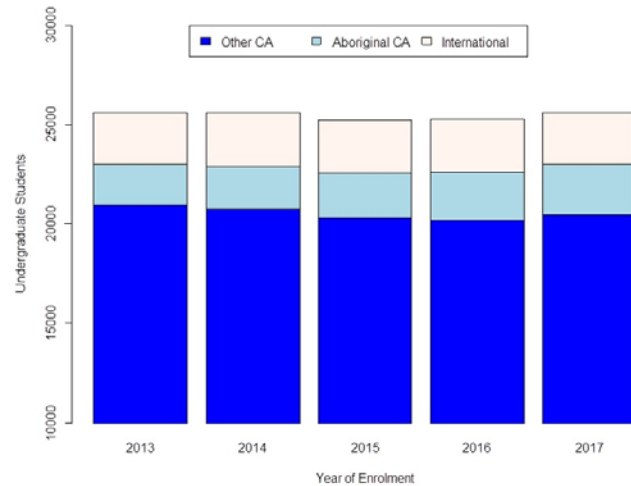
#### **4.6 Setting Additional Goals**

The SEM Planning Committee recognizes that the proposed set of goals may need to be expanded. For example, issues of gender representation, academic quality of incoming students, low-income and first generation students, transfer students, on-line enrolment, and rural and out-of-province domestic enrolment may also be considered as the University moves forward with the development of a full Strategic Enrolment Management Plan.

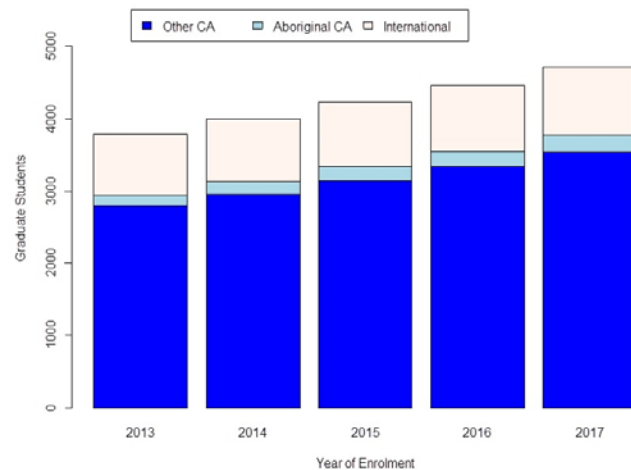
#### **4.7 Total Enrolment: How Big Will We Be?**

The question of how big we want to be is something that we need to consider. While increased enrolment may be desirable, *uncontrolled growth* is not possible if we are to address pressing infrastructure needs and enhance the quality of the student experience, meet teaching and research commitments, and engage in projects that support the social and economic development of Manitoba.

The enrolment model that we have used points to an overall enrolment of about 30,300 students by 2017, consisting of 25,600 undergraduates and 4,700 graduate students (Figures 10a and 10b, respectively). This overall enrolment is based on demographic trends (that is, a decrease in the undergraduate recruitment pipeline from high school despite an increase in the immigrant population and Aboriginal population growth), a consistent increase in graduate enrolment, and an assumption that we will begin to improve student persistence, graduation rates and time-to-completion. The SEM Planning Committee believes that this overall growth target will permit us to meet our strategic objectives without compromising the quality of education.



**Figure 10a.** Target composition of the undergraduate student body.



**Figure 10b.** Target composition of the graduate student body.

Figure 10a shows the components (*i.e.*, other Canadian (CA), Aboriginal Canadian, and international) of the undergraduate student body over the next five years taking into account the expected demographic trends shown in Figure 2 and the proposed enrolment goals. The model projects a target of approximately 25,600 undergraduate students by 2017, consisting of 80% other Canadian (20,480), 10% Aboriginal (2,560), and 10% international students (2,560). Similarly, Figure 10b shows the components of the graduate student body over the next five years. However, it should be remembered that the graduate targets are spread out over a ten year period. By 2017, the graduate study population should be approximately 4,700, consisting of 75% other Canadian (3,525), 20% international (940), and 5% Aboriginal (235).

## **5. ACHIEVING OUR GOALS: CHALLENGES, IMPLICATIONS, AND CONSIDERATIONS**

Setting and, more importantly, achieving the proposed enrolment goals will present a number of challenges and issues and require a series of actions, all of which will need to be considered and/or identified in the development of a comprehensive SEM plan. There will, for example, be implications for curriculum planning and program delivery, the provision of academic and student support services, including financial support, and for infrastructure development, each with their own resource implications.

Achieving these goals and, in turn, providing an outstanding student experiences will require a number of things, including: improved classroom, laboratory, study and social spaces; additional funding to attract and retain both graduate and undergraduate students; robust academic and student support services to help ensure that our students are successful (e.g., teaching assistantships and peer tutors; orientation and transition programs; enhanced academic and career advising; appropriate cultural supports; health services); and additional student residences and daycare facilities. Addressing these needs will require us to both optimize the use of existing resources and continue efforts to enhance our resource base through additional government funding and other external sources (e.g., research funding, private fundraising). It will also require us to work more collaboratively across our institution (between and amongst academic and support units) as well as with other institutional partners in Manitoba's postsecondary education sector.

In arriving at a comprehensive SEM Plan, many things will need to be considered or addressed, including but not limited to:

- the establishment of undergraduate, graduate, Aboriginal, and international enrolment targets for each faculty/school and/or program, in consultation with faculties/schools;
- the establishment of enrolment targets for University 1, Arts, and Science, which currently have “open access” enrolment with no enrolment caps;
- assessing the impact of the proposed goals with respect to undergraduate persistence and graduation rates on access to our undergraduate programs;
- further evaluating, at the program level, our capacity to increase graduate student enrolment;
- exploring the role of “on-line” course delivery at both undergraduate and graduate levels in meeting our proposed enrolment goals;
- continuing to examine the factors leading to student attrition in undergraduate and graduate programs;
- examining the impact of academic and administrative policies on student persistence and success;
- expanding outreach programs to inner-city and rural schools and communities;
- exploring opportunities to work with the primary and secondary school systems to enhance the academic preparation of students for post-secondary education;

- pursuing collaborative opportunities to work with other post-secondary institutions in Manitoba to enhance the access and retention of under-served populations (with particular attention to Aboriginal students); and
- continuing efforts to enhance the level of government (provincial, federal) and other funding in order to ensure that the University can meet its unique mandate and obligations as Manitoba's research university.

## **6. ON-GOING INITIATIVES IN SUPPORT OF SEM PLANNING**

It should be noted that while the SEM Planning Committee has been examining broad enrolment goals, a number of initiatives in support of SEM have been underway. For example:

- Rules, Regulations and Red Tape (3Rs): a review of academic policies and procedures has begun;
- Establishment of "Pathways to Indigenous Achievement" Planning Framework;
- Establishment of Blended and E-Learning Task Force;
- Establishment of International Student Recruitment Advisory Committee;
- Student success and retention initiatives (supplemental instruction pilot project, early alert program, creating more and better student space);
- Review of DFW rates in first and second year undergraduate courses;
- Establishment of Office of Student Life (campus-wide transition and orientation activities, co-curricular record, service learning programs, student leadership);
- Academic advising review;
- Drafting of Graduate Advisor-Student Guidelines;
- Establishment of a Student Services at Bannatyne Campus Office;
- Enhanced communication with prospective and current undergraduate and graduate students through the implementation of Hobson's 'Connect'; and
- Investing in support for the periodic review of undergraduate programs.

## **7. NEXT STEPS**

As stated at the outset, the purpose of this document is to outline a proposed set of broad enrolment goals for the University of Manitoba over the next five to ten years. The goals that are outlined in this document have been the subject of discussion and debate in a number of venues, including meetings of various faculty councils, Senate and its committees (SPPC, Senate Executive), Provost's Council, the Board of Governors and, of course, the SEM Planning Committee, which has considered the feedback it has received in the refinement of the enrolment goals. The next step is to seek approval in principle for the SEM Planning Framework by Senate and the Board of Governors. Once approved, the Framework will form the basis of the development of a comprehensive SEM Plan that will include, among other things, strategies and tactics, timelines and resource implications. This plan will form a key part of the University's integrated

planning activities, which are designed to ensure overall alignment between the University's academic priorities and its resources.

The SEM Planning Committee is committed to monitoring the enrolment goals, reporting annually to Senate and the Board of Governors on the implementation of a SEM plan, and recommending adjustments as appropriate.



## Appendix A

### Strategic Enrolment Management Planning Committee University of Manitoba

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**Date:** December 2012

**Terms of Reference:** The SEM Planning Committee is an administrative body that reports to Provost's Council and serves as an advisory body to the President's Executive Team. As appropriate, reports and recommendations will be forwarded to the University Senate and/or Board of Governors. The Committee is responsible for:

- Recommending annual and long-term enrolment goals (for new and returning undergraduate and graduate students; transfer students; program mix; domestic and international markets; and Aboriginal and other underserved populations);
- Promoting policies, procedures and practices that facilitate learning opportunities and enhance the student experience;
- Monitoring student access, transition, persistence and graduation rates;
- Receiving reports from its sub-committees;
- Reviewing new strategies designed to achieve enrolment objectives and identifying the resources required to support their achievement; and
- Ensuring input from the University's internal and external communities on enrolment goals, strategies, and assessment measures.

**Membership:** Vice-Provost (Students), Co-Chair  
Vice-Provost (Graduate Education) and Dean, Co-Chair  
Vice-Provost (Programs and Planning)  
Vice-Provost (Academic Affairs)  
Vice-President Administration  
Representatives (up to 6) from Provost's Council (appointed by the VP Academic) and Provost  
Executive Director, Office of Institutional Analysis  
Executive Director, Enrolment Services  
Executive Director, Student Services  
Director, University 1  
Director, Marketing Communications Office  
Chair, Senate Planning and Priorities Committee  
UMSU representative  
GSA representative

The Committee will establish sub-committees to address particular issues (such as, International recruitment, student success, graduate enrolment). Sub-committees will include membership from additional University representatives as appropriate.

## REPORT OF THE SENATE COMMITTEE ON AWARDS – PART B

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 amended offers of awards that meet the published guidelines presented to Senate on November 3, 1999, and as thereafter amended by Senate. Where, in the opinion of the Committee, acceptance is recommended for new offers and amended offers which do not meet the published guidelines or which otherwise appear to be discriminatory under the policy on the *Non-Acceptance of Discriminatory Awards*, such offers shall be submitted to Senate for approval. (Senate, October 7, 2009)

### **Observation**

At its meeting of May 14, 2013, the Senate Committee on Awards reviewed one new offer that appears to be discriminatory according to the policy on the *Non-Acceptance of Discriminatory Awards*, as set out in Appendix A of the *Report of the Senate Committee on Awards - Part B* (dated May 14, 2013).

### **Recommendation**

The Senate Committee on Awards recommends that Senate and the Board of Governors approve one new offer, as set out in Appendix A of the *Report of the Senate Committee on Awards- Part B* (dated May 14, 2013).

Respectfully submitted,

Dr. Phil Hultin

Chair, Senate Committee on Awards

### **Comments of the Senate Executive Committee:**

The Senate Executive Committee endorses the report to Senate.

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

### **Appendix A May 14, 2013**

#### **1. NEW OFFERS**

##### **Tribal Councils Investment Group Bursary**

The TCIG Charitable Foundation Inc. has established an endowment fund at the University of Manitoba with an initial gift of \$20,000 in 2013. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The fund will be used to offer bursaries to students in the Aboriginal Business Education Partners (ABEP) in the I.H. Asper School of Business. Beginning in the 2014-2015 academic year, the available annual interest from the fund will be used to offer one or more bursaries to undergraduate students who:

- (1) are members of the Aboriginal Business Education Partners in the I.H. Asper School of Business at the University of Manitoba;
- (2) have completed at least one year of full-time study (minimum 24 credit hours) at the University;
- (3) are enrolled full-time (minimum 18 credit hours) in the I.H. Asper School of Business in the year in which the bursary is tenable;
- (4) have achieved a minimum degree grade point average of 2.0;
- (5) have demonstrated financial need on the ABEP bursary application form as approved by the Financial Aid and Awards office at the University of Manitoba.

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

The selection committee will be named by the Director, Aboriginal Business Education Partners (or designate).

(Attachments I and II)



UNIVERSITY  
OF MANITOBA

Asper School of Business

Michael Benarroch, PhD  
Dean and CA Manitoba Chair in Business Leadership  
314 Drake Centre  
181 Freedman Crescent  
Winnipeg, Manitoba  
Canada R3T 5V4  
Telephone 204-474-9712  
Fax 204-474-7928  
Email: Dean\_AasperSchool@UManitoba.ca

April 3, 2013

Dr. David Kuhn  
Chair, Senate Committee on Awards  
c/o Candace Préjet  
Awards Establishment Officer  
417 University Centre



**RE: Tribal Councils Investment Group Bursary**

Dear Dr. Kuhn:

The I.H. Asper School of Business strongly supports the establishment of the Tribal Councils Investment Group Bursary. In the Fall Term 2012, our School's self-declared Aboriginal student population was 3.4% of total enrollment, compared to the University of Manitoba average of 7.7%. Thus, we are clearly under-represented compared to the University average and the general Manitoba population.

To provide further context, please see enrollment data for the 2007-2012 period:

Asper School of Business  
Registered in B.Comm.(Honours) Program:

Year	Number of Aboriginal Students	Total Student Population	% Aboriginal
2012	59	1742	3.4%
2011	62	1698	3.7%
2010	62	1604	3.9%
2009	59	1637	3.6%
2008	51	1601	3.2%
2007	39	1530	2.5%

/continued



April 3, 2013  
Dr. David Kuhn  
Chair, Senate Committee on Awards  
Page Two

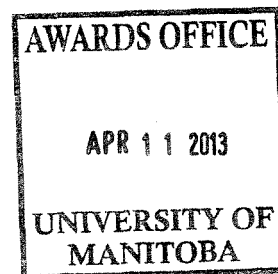
The Asper School is committed to increasing the number of Aboriginal students in our school. To this end, we have put in place a number of measures to raise the proportion of Aboriginal students in our faculty. Increasing the number of bursaries, scholarships, and awards directed at Aboriginal students is a critical part of this strategy. This bursary will provide our school with the opportunity to recruit and retain Aboriginal students at the University of Manitoba. As such, it will continue to help us meet our goal of raising the proportion of Aboriginal students in our faculty.

We are confident that this bursary will provide an incentive to attract and retain Aboriginal students at the Asper School of Business. We therefore believe that the nature of this award is justifiable.

Sincerely,



Michael Benarroch





## ABORIGINAL STUDENT CENTRE

March 26, 2013

Dr. David Kuhn  
Chair of the Senate Committee on Awards  
c/o Ms. Candace Prejet  
Awards Establishment Coordinator  
422 University Centre

Dear Dr. Kuhn & Senate Committee:

Please accept this letter as formal support for the proposed bursaries and scholarship designated for Aboriginal students pursuing their degree in the Asper School of Business. There is the Pauline and Roger Presland Scholarship in Aboriginal Business Education, the Pauline and Roger Presland Bursaries in Aboriginal Business Education, the Roger Blanchette Bursary, and the Tribal Councils Investment Group Bursary. All these proposed bursaries and scholarships are valuable and have the support of the Aboriginal Student Centre.

The number of Aboriginal students attending the University of Manitoba continues to increase and I believe it is partially due to the financial assistance made available through initiatives such as this. The Pauline and Roger Presland Scholarship and Bursaries, the Roger Blanchette Bursary and the Tribal Councils Investment Group Bursary are all examples of how individuals and organizations can support the University of Manitoba, and the Aboriginal community, by contributing to areas they feel are important and/or show significant underrepresentation. The number of Aboriginal students pursuing a degree in the area of Business at the University of Manitoba is substantially smaller at 3.4% than the overall Aboriginal student population of 7.2%. Given the overall percentage of Aboriginal students is much smaller than our representation in the community (locally, provincially and nationally) I strongly support the need to offer the above proposed scholarship and bursaries to assist with the noted underrepresentation.

I trust that the Senate committee will approve this award and others like it, in the hopes of increasing the recruitment and retention of Aboriginal students pursuing a degree through the Asper School of Business.

In education, miigwetch!

Kali Storm, Director  
Aboriginal Student Centre

Aboriginal Student Centre  
45 Curry Place  
University of Manitoba  
Winnipeg, MB R3T 2N2

Phone: 204-474-8850  
Fax: 204-275-3142  
E-mail: asc@umanitoba.ca

**STUDENT  
AFFAIRS**

*creating opportunities for student success*



**UNIVERSITY  
OF MANITOBA**



UNIVERSITY  
OF MANITOBA

Faculty of Agricultural  
and Food Sciences

Office of the Dean  
Winnipeg, Manitoba  
Canada R3T 2N2  
Fax (204) 474-7525

UNIVERSITY OF MANITOBA

FEB 12 2013

MEMORANDUM

OFFICE OF THE PRESIDENT

DATE: February 8, 2013

TO: Dr. David Collins, Vice-Provost, Academic Planning and Programs

FROM: Brian Amiro, Associate Dean (Academic), Faculty of Agricultural and Food Sciences

SUBJECT: **Renewal of 2+2 Transfer Agreement between Inner Mongolia Agricultural University and the University of Manitoba**

We have had a Transfer Agreement between Inner Mongolia Agricultural University (IMAU) and the Faculty of Agricultural and Food Sciences since 2007. This agreement was Faculty specific, but was signed by our VP Administration and the President of IMAU. Representatives from our University have made many visits to IMAU over this period, related to both undergraduate programs and to graduate and research opportunities. We have had 30 students come through this agreement to date (100% completion rate). We have recently received notice that IMAU intends to send 8 students this September to our University through this 2+2 transfer agreement. In addition, the President of IMAU and colleagues will be visiting the University of Manitoba in April or May of this year, with the intention of renewing the agreement.

We understand that all new transfer agreements require approval through our senate approval process. Given these recent developments, we ask for this transfer agreement to be approved. We have included a copy of the original transfer agreement. We assume that there will be a similar agreement drawn up through the International Office for the IMAU visit this spring.

Note that we have completed the Articulation Agreement form. However, we have not had a standing course mapping document for this transfer because the program transfer credits are specifically tailored to fit the student to each program.

Please note that this renewal will be passed through our Faculty Council at our next meeting, and we will forward the signed approval sheet at that time. We are asking that the document be approved by the Senate committees in parallel to be able to meet the deadline for the IMAU President's visit in April or May.

cc Rhonda Friesen





UNIVERSITY OF MANITOBA | Faculty of Agricultural and Food Sciences

Office of the Dean  
Winnipeg, Manitoba  
Canada R3T 2N2  
Fax (204) 474-7525

February 8, 2013

Dr. David Collins,  
Vice-President (Academic Planning and Programs) & Provost  
# 208 Administration Building  
University of Manitoba

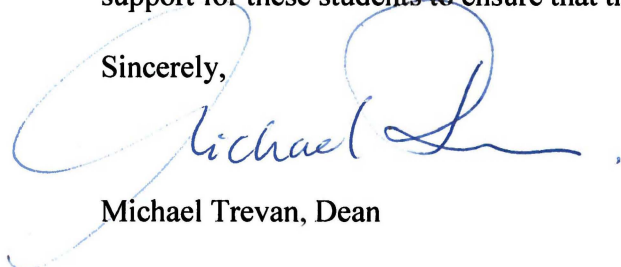
Dear Dr. Collins,

**Re: Potential costs accrued to support a 2+2 Transfer Agreement between Inner Mongolia Agricultural University (IMAU) and the University of Manitoba**

The proposed 2+2 Transfer Agreement provides a mechanism for graduates of the IMAU to become enrolled in the University of Manitoba Degree Programs of the Faculty of Agricultural and Food Sciences. The agreement is based on a previous agreement, which we have honoured for the past six years. This has increased our student numbers slightly in several programs, with the B.Sc. Food Science Program receiving most of the students. We will not be offering additional courses because these students will become part of our established program. Since 2007, we have had 30 students enter our Faculty through this 2+2 agreement.

We are assuming that the existing revenue sharing agreement between our Faculty and Central Administration for the international 2+2 students will continue. We offer special support for these students to ensure that they enjoy an exceptional experience.

Sincerely,



Michael Trevan, Dean



# University of Manitoba

## ARTICULATION AGREEMENT PROPOSAL

**Articulation agreements** are formal signed bilateral agreements between two institutions that spell out the terms and conditions for recognizing the prior learning of a student at one of the institutions (the 'partner' or 'sending' institution) within the context of a specific program and credential offered by the second institution (the 'receiving instruction', in this case the University of Manitoba). Typically, the student earns a credential at the partner institution and is granted guaranteed block transfer credit within a program at UM, usually shortening the path to the credential that is ultimately sought. Often, the first credential is a one-year or two-year certificate or diploma earned at a college with the second credential being a three-year or four-year degree earned at UM.

### PROPOSED BY

*This form should be completed by the UM Program Link Person (the person with oversight for the proposal--identified in "1" below) and submitted to the relevant Faculty Council for approval. The proposal should be approved by the relevant Faculty Council and then forwarded to the Vice-Provost (Academic Planning and Programs) for processing.*

<b>1. UM Link Person:</b>	BRIAN AMIRO	
	Associate Dean	Brian.Amiro@ad.umanitoba.ca
	<small>Position</small>	<small>Email</small>
		Date (04/03/2013)
		<small>Phone</small>

### PROPOSAL

- 2. Proposing Faculty:** Agricultural and Food Sciences (FAFS)
- 3. Department:** Faculty based
- 4. UM program to which advanced entry is sought** (Provide approved program name, credential and credential abbreviation):  
Bachelor of Science degree, Agriculture (Animal Systems, Agronomy and Plant Biotechnology), Agribusiness, Agroecology and Food Science
- 5. Name and address of partner institution:**  
Inner Mongolia Agricultural University. Address: 306 Zhaowuda Rd., Hohhot Inner Mongolia, China.
- 6. Name and designation of the Link person from the partner institution proposing the Articulation Agreement** (Include full contact information including phone & email):

Original Proposer was: Professor Yubao Lin, Dean - College of International Education, Inner Mongolia, Agricultural University (IMAU)

Phone: 86-471-4309331 Fax: 86-471-4305361- e-mail: [iecimau@imau.edu.cn](mailto:iecimau@imau.edu.cn), Website: <http://www.imau.edu.cn>

- 7. Name and designation of person to sign the Articulation Agreement for the partner institution** (Include full contact information including phone & email):  
Unknown at the moment. The following delegates are visiting University of Manitoba in April or May 2013 to sign the agreement.  
Mr. Changyou Li, President of IMAU  
Ms. Mengli Zhao, Director of the Foreign Affairs Office and Dean of College of International Education of IMAU  
Ms. Ne Gao, Importing Advanced Teaching Resources Management Section, Academic Affairs Office of IMAU
- 8. Numbers of students to be admitted at each intake:** Expected No. [ <10 ]; Maximum No. [ 15/cohort/major].
- 9. Start date, number of years for which the agreement is proposed to run:** Start date [ 1 / Sep / 2013]; Period of agreement [5] years.
- 10. Detail any costs accrued to UM arising from this proposal:**  
*A letter from the Budget Dean detailing how any costs arising will be met must accompany the completed proposal, and funding requests for consideration by the Senate Planning and Priorities Committee (SPPC) must be submitted on the SPPC Program Proposal Budget form (available at <http://umanitoba.ca/admin/governance/forms/index.html> -> OTHER FORMS -> Senate Planning and Priorities Committee Program Proposal Budget Form)*  
Letter attached from Dean Trevan
- 11. Benefits anticipated from this agreement to the partners and students:**

- IMAU students will be able to obtain a Bachelor of Science degree from the University of Manitoba after completing two years in an IMAU program approved by the Faculty of Agricultural and Food Sciences and must meet the requirements for any specific B.Sc. degree program (60 ch minimum).
- Students can choose entry into one of the Faculty's programs: Agriculture (Animal Systems, Agronomy and Plant Biotechnology), Agribusiness, Agroecology and Food Science.
- Student may take additional courses to meet the pre-requisite requirements for entry into the upper level

**12. Have any challenges or barriers to this agreement been identified? If so, how will they be ameliorated:**

They are the regular challenges arising from transfers between institutions as follows.

**Eligibility:** IMAU students will

- satisfy all UM admission requirements
- have successfully completed all of the first year and second year courses at IMAU and will receive the required transfer credit hours that are program specific
- be registered as a full-time undergraduate student in the Joint Student Transfer Program at IMAU
- submit an academic record showing that the student is in good academic standing at IMAU (minimum 2.5 on a 4 point scale, or 70%).
- have a good understanding of the English language. That is, students who have not received their education in the English language medium must meet the current UM minimum English language proficiency requirements for admission to UM B.Sc. degree program. Alternatively, students with a score of 75% or better on the CET-4 (College English Test, Band 4) Qualification will be admitted to the UM B.Sc. program, however they will be required to successfully complete AEPUCE Level 5 through the English Language Centre prior to starting their academic program at the UM ("Conditional Acceptance").
- prove the ability to support themselves financially for the duration of their time at UM.
- enroll as a full-time undergraduate student at the UM, either in the English Language program or in undergraduate degree credit study.

**Student Admission Application and Selection Process:** IMAU students will adhere to the following admission and application process:

- All students to be admitted to the first year of the IMAU Portion of the Program shall firstly be interviewed by a faculty member of UM or a nominated representative of the Faculty.
- To obtain transfer to year three of the Program at UM, IMAU students shall submit completed UM application forms to the IMAU contact person who in turn will send the applications to the UM contact person
- A current IMAU transcript shall accompany each student's application.
- UM shall issue an acceptance letter for visa purposes if all of the conditions have been met.

**English Language proficiency.** Those IMAU students that require improving their English proficiency

- Have instruction available through UM English Language Centre ("ELC"). Students who have not been taught in their education in the English language, but who meet the ELC admission requirement, may enroll in AEPUCE courses at the ELC prior to starting their academic programs. Students subject to Conditional Acceptance who do not successfully complete APEUCE will be required to repeat the course prior to admission to the Faculty.
- The IMAU contact person shall receive ELC applications from the students and shall forward these directly to ELC at least three (3) months in advance of the start of classes.
- Fees for the ELC program shall be in addition to student tuition fees and shall be paid directly to ELC.

**Academic Program and Student Status**

- Courses accepted for transfer credits to the UM will be reviewed and approved through the Faculty whenever required.
- Students who have completed the first two years at IMAU will be given two-years (60 credit hours) of transfer credits by UM.

- IMAU students will be required to take 60 credit hours or more at the UM to fulfill their degree Program requirements. UM shall award a formal degree to IMAU students, upon successful completion of the Program requirements.

**13. Partner program from which advanced entry is sought:**

Agriculture (Animal Systems, Agronomy and Plant Biotechnology), Agribusiness, Agroecology and Food Science

**14. Is transfer limited to graduates of the above program?** ☐ YES ☒ NO.

*Provide details of the requirements for advanced entry (provide a detailed mapping of the Partner's course/work requirements to the UM program on the attached Mapping Form):*

**15. Combined duration of the articulation program, in years, e.g., 4 (UM 2 + Partner 2) yrs.**

4 (Partner 2 + UM 2)

**16. Is there a co-op requirement/option to the program?** ☒ YES ☐ NO.

All of our programs have a Co-op option.

**17. What mechanisms are in place to allow any students on the articulation pathway to complete their studies should the articulation be withdrawn:**

Course-by-course equivalency transfer

**18. Are formal interactions with faculty and students at the partner institution planned in relation to this agreement (please describe):**

This agreement has been in place since 2007. The partner institution is visiting UM in April/May 2013 to renew the agreement.

**19. Will feedback be provided to the partner program about student performance and attainment (please describe):**

This will be done as needed to ensure student success. Communications with the partner will be done at least annually to discuss program success.

**20. Frequency of review of this agreement:**

5 years

**Articulation ‘Mapping Form’** – Detailed mapping of the Partner’s course/work experience to the UM program.

[illegible]

# APPROVALS

## PARTNER INSTITUTION APPROVAL (completed by proposing Faculty)

Approved by Partner Institution: \_\_\_\_\_  
Signature PRINT Date (mm/dd/yyyy)

## FACULTY REVIEW AND APPROVAL (completed by proposing Faculty)

Approved by Dean, UM Faculty: \_\_\_\_\_  
Signature PRINT Date (mm/dd/yyyy)

Approved by UM Faculty Council: \_\_\_\_\_  
Signature PRINT Date (mm/dd/yyyy)

*Proposing Faculty to forward the completed proposal to the Vice-Provost (Academic Planning and Programs)—Electronic and original copies*

Received by Vice-Provost (Academic Planning & Programs): \_\_\_\_\_  
Date (mm/dd/yyyy)

## SENATE REVIEW AND APPROVAL

Senate Committee on Curriculum & Course Changes Review: \_\_\_\_\_  
Date (mm/dd/yyyy)

Senate Committee on Admissions Review: \_\_\_\_\_  
Date (mm/dd/yyyy)

Senate Planning and Priorities Committee Review *(required [ ]Y/[ ]N)*: \_\_\_\_\_  
Date (mm/dd/yyyy)

Senate Approval: \_\_\_\_\_  
Date (mm/dd/yyyy)

## PROVOST REVIEW AND APPROVAL

Approved by Vice-President (Academic) and Provost: \_\_\_\_\_  
Signature Date (mm/dd/yyyy)

Conditions:

**Signed Copy Routing** (\* Action by Provost's Office):

- ☐ Copy to Dean's Office, Proposing UM Faculty
- ☐ Copy to Partner Institution Signatory
- ☐ Copy to Admissions
- ☐ Copy to COPSE

Comments of the Senate Executive Committee:  
The Senate Executive Committee endorses the report to Senate.

March 6, 2013

To: David Collins, Vice-Provost, Academic Planning and Programs

From: Brian Amiro, Associate Dean (Academic), Faculty of Agricultural and Food Sciences

**Further Information for the Transfer Agreement with Inner Mongolia Agricultural University (IMAU)**

Shannon Coyston has indicated that additional information is requested related to the Transfer Agreement renewal with IMAU. We still maintain that these are student-credit Transfer Agreements, and not new programs.

**1. Funding Requirements:**

The incremental costs of only a few transfer students from a single university are difficult to estimate in isolation. Instead, Dean Michael Trevan has communicated the overall needs in a memo to the Provost on December 6, 2010. The Provost has agreed (memo of June 6, 2011) to provide 35% of the international undergraduate student tuition fees back to the Faculty from all 2+2 programs. This agreement will be reviewed in 2014. Hence, the funding formula has already been agreed, and we have not submitted the funding spreadsheet to SPCC.

**2. Program Mapping:**

As originally stated, we have executed the previous agreement by honouring the 2+2 arrangement whereby students receive credit for 60 ch of work done at IMAU, but must complete 60 ch of courses at University of Manitoba to receive their degree. The course requirements are consistent with those needed by all students to receive their degree. We have four active 2+2 agreements with Universities from China. To accommodate these students, and to ensure that program requirements are met, the Program Advisor outlines a specific curriculum for each student.

The transfer students from IMAU have mostly entered our B.Sc. Food Science program. The Table below is the requirement outline for one of these students, but most Food Science students from IMAU would follow the same outline. Each of the courses below is 3 ch.

<b>IMAU Transfer credit (60 ch)</b>	<b>UManitoba Required (60 ch)</b>
BIOL 1020	AGRI 1500
BIOL 1030	FOOD 4260
MATH 1300	FOOD 4160
MATH 1500	AGRI 1510
ECON 1010	FOOD 2500
ECON 1020	FOOD 3010
CHEM 1300	FOOD 3210
CHEM 1320	HNSC 1210
CHEM 2770	STAT 2000
CHEM 1310	FOOD 4010
STAT 1000	FOOD 4120
MBIO 1010	FOOD 4200
PHIL 1290	FOOD 4150
BIOE 3530	AGRI 2030
MKT 2210	FOOD 4510
Free Elective	FOOD 4250
Free Elective	FOOD 4540
Free Elective	Restricted Elective Group 1
Free Elective	Restricted Elective Group 2
Free Elective	Restricted Elective Group 2

## **SUPPLEMENTARY “STUDENT TRANSFER PROGRAM” AGREEMENT**

**BETWEEN:**

**INNER MONGOLIA AGRICULTURAL UNIVERSITY**

**(“IMAU”)**

**and**

**THE UNIVERSITY OF MANITOBA, CANADA**

**On behalf of its Faculty of Agricultural and Food Sciences**

**(“UM”)**

**WHEREAS:**

A. This Agreement details the implementation of the area of cooperation relating to the exchange of students for study and research as described in the Memorandum of Understanding signed between UM and IMAU on the 9<sup>th</sup> day of March, 2007;

B. The parties believe that the educational process at their respective institutions would be enriched and the learning experience of IMAU students in Manitoba would improve their competitiveness in the job market through the establishment of this Agreement;

C. The parties intend to establish a long-term relationship of cooperation that will enable undergraduate students at IMAU to obtain a Bachelor of Science degree from the UM, offered by the Faculty of Agricultural and Food Sciences (the “Faculty”) at UM upon completion of the Program as the term is defined in Article 2.0 below. This agreement does not preclude additional such agreements in regard to other Faculties at the University of Manitoba.

NOW THEREFORE in consideration of the following terms and conditions, the parties hereby agree as follows:

### **1.0 Commencement and Duration**

This Agreement shall commence the 1<sup>st</sup> day of September, 2007. The terms and conditions of this agreement will remain in effect for six (6) years from that date, subject to annual review and modification by written agreement of both parties. The Agreement may be terminated prior to that date by either party giving twelve (12) months written notice to the other party or where an earlier termination date is mutually agreed upon. In the event of termination, the parties shall honor all commitments to students then participating in the program.

### **2.0 Purpose and Scope**

The purpose of this Agreement is to make possible the ability of undergraduate students in IMAU to obtain a Bachelor of Science degree from the UM, offered by the Faculty following the successful completion of two years in IMAU on a program of study approved by the Faculty (the “IMAU Portion of the Program”), as well as subsequent completion of UM B.Sc. degree program requirements (2 years minimum) (the “UM Portion of the Program”) (collectively the UM Portion of the Program and the IMAU Portion of the Program, the “Program”). Students selected to the program may choose entry into one of the following degree programs within the Faculty: Agriculture (with programmes in Animal Systems, Agronomy and Plant Biotechnology), Agribusiness, Agroecology and Food Science. Depending on the programme the student chooses, he/she may be required to take additional courses to meet the pre-requisite requirements for entry into upper level courses at the UM.



The number of IMAU students participating in the Program will be determined on an annual basis through discussion between the contact persons named in Article 10.0. Normally up to 30 students will be admitted to the Faculty each year, with no more than 12 students per cohort admitted to any one degree programme or major.

### 3.0 **Eligibility of Students for Participation in the UM Portion of the Program**

IMAU will select students who will become eligible to participate in the UM Portion of the Program upon meeting the following criteria:

- 3.1 The student must satisfy all UM admission requirements.
- 3.2 The student must have successfully completed all of the first year and second year courses at IMAU for which UM shall grant the required transfer credit hours, as determined by the Faculty in accordance with Section 6.0 below.
- 3.3 The student must have been registered as a full-time undergraduate student in the Joint Student Transfer Program at IMAU.
- 3.4 The student must submit an academic record showing that the student is in good academic standing at IMAU (minimum 2.5 on a 4 point scale, or 70%).
- 3.5 The student must have a good understanding of the English language. That is, students who have not received their education in the English language medium must meet the then current UM minimum English language proficiency requirements (e.g., 550 paper-based TOEFL, 213 computer-based test, 80 internet-based test, or equivalent as established by UM equivalency tables which may be modified/updated from time to time) for admission to UM B.Sc. degree program, as outlined by the UM from time to time. Alternatively, students with a score of 75% or better on the CET-4 (College English Test, Band 4) Qualification will be admitted to the UM B.Sc. program, however they will be required to successfully complete AEPUCE Level 5 through the English Language Centre prior to starting their academic program at the UM ("Conditional Acceptance").
- 3.6 The student must prove the ability to support themselves financially for the duration of their time at UM.
- 3.7 The student must enroll as a full-time undergraduate student at the UM, either in the English Language program (under Article 5) or in undergraduate degree credit study.

### 4.0 **Student Admission Application and Selection Process**

Students selected at IMAU to participate in the Program will adhere to the following admission and application process when transferring to the UM:

- 4.1 All students to be admitted to the first year of the IMAU Portion of the Program shall firstly be interviewed by a faculty member of UM or a nominated representative of the Faculty.
- 4.2 To obtain transfer to year three of the Program at UM, IMAU students shall submit completed UM application forms to the IMAU contact person who in turn will send the applications to the UM contact person as identified in Article 10 below, IMAU (6) months prior to the start of classes at UM.
- 4.3 A current IMAU transcript shall accompany each student's application.
- 4.4 UM shall issue an acceptance letter for visa purposes if all of the conditions in Article 3.0 above have been met.

### 5.0 **English Language Instruction**

- 5.1 English language instruction to improve IMAU students' language ability is available through UM English Language Centre ("ELC"). Students who have not been taught in their education in the English language, but who meet the ELC admission requirement, may enroll in AEPUCE courses at the ELC prior to starting their academic programs. Students subject to Conditional Acceptance who do not successfully complete APEUCE will be required to repeat the course prior to admission to the Faculty.
- 5.2 The IMAU contact person shall receive ELC applications from the students and shall forward these directly to ELC at least three (3) months in advance of the start of classes.
- 5.3 Fees for the ELC program shall be in addition to student tuition fees and shall be paid directly to ELC in accordance with subsection 7.1.2 below.

**6.0 Academic Program and Student Status**

- 6.1 Courses accepted for transfer credits to the UM will be reviewed and approved through the Faculty whenever required.
- 6.2 Students who have completed the first two years at IMAU will be given two-years (60 hours) of transfer credits by UM.
- 6.3 IMAU students will be required to take 60 credits or more at the UM to fulfill their degree Program requirements. UM shall award a formal degree to IMAU students, upon successful completion of the Program requirements.
- 6.4 UM shall ensure that IMAU students have access to academic advising, laboratories, libraries, computers and other facilities available to regular full-time students at UM.
- 6.5 IMAU students may request a transcript indicating credits earned at UM. The then current processing fee for issuing transcripts will apply.

**7.0 Institutional Student Fees**

- 7.1 Institutional fees:
  - 7.1.1 Tuition fees: IMAU students at UM shall pay normal tuition fees, based on their registered course load, plus the normal required differential fee for foreign students at the then current rate.
  - 7.1.2 Language course fees: Courses taken to improve IMAU students' English language ability require a separate fee payable directly to ELC.
  - 7.1.3 Other fees: IMAU students shall be responsible for other compulsory UM student fees (e.g. application, endowment, student organization and health insurance).
  - 7.1.4 Health insurance: IMAU students at UM must purchase the University of Manitoba International Health Plan. This is payable upon registration for courses at UM at the then current cost per student. In addition, students shall be required to purchase the University of Manitoba Students' Union Health & Dental Plan unless they choose to opt out of this plan and can prove they have equal coverage through a different plan. These are considered minimum health insurance requirements and students will be advised to review their insurance needs and obtain any other additional insurance they feel is appropriate.
- 7.2 Means of payment:
  - 7.2.1 IMAU students shall submit payment for all institutional fees directly to UM in accordance with the fee payment requirements and schedule stated in UM Course Calendar and Registration Guide, as updated and otherwise amended from time to time by UM.
  - 7.2.2 The UM contact person shall communicate the annual fees required for this program to the IMAU contact person to facilitate this process. (See attached 'Schedule A' fee structure for the 2007/2008 academic year as reference.)
  - 7.2.3 Students are subject to cancellation of their UM registration for non-payment of fees in accordance with regulations governing regular UM students.
- 7.3 Additional expenses: IMAU students shall be responsible for all costs relating to accommodation, cost of living and extra student fees (e.g. lab fees, transcript fees, club memberships, specialized sports facility fees, the costs for books, course materials and excursion fees).
- 7.4 Refund policy: In the event that an IMAU student withdraws from the Program following arrival at UM but prior to completion of the Program, UM shall refund fees paid directly to UM to the student according to the standard UM refund policy in effect at the time.

**8.0 Student Rights and Responsibilities**

- 8.1 While enrolled at UM, IMAU students shall have the same privileges provided to regular full-time students of UM. IMAU students shall also be subject to the rules, regulations and discipline of UM.
- 8.2 IMAU students shall be responsible for all arrangements and costs relating to travel to and from UM.

- 8.3 IMAU students shall be responsible for conforming to Canadian immigration requirements and obtaining the necessary and appropriate visas for their time while at UM.
- 8.4 IMAU students shall be responsible for all costs of living while at UM.

**9.0 Student Assistance**

- 9.1 UM shall advise IMAU students of resources, as available, to assist in the location of accommodation.
- 9.2 IMAU students shall have access to orientation and other support services normally provided for international students studying at UM.
- 9.3 UM shall provide ongoing advice and support for IMAU students through the contact person, as required.
- 9.4 Notwithstanding its involvement by way of assistance, UM shall not be liable, legally or financially, to IMAU students or host families, for any loss, action, cost or expenses arising from accommodation arrangements.
- 9.5 UM shall not be responsible for any consequences should the student fail to get a visa for any reason.

**10.0 Contact Persons**

Each institution will designate an individual who will serve as the contact person for this Agreement. The contact person will be responsible for coordinating the specific requests of the program, preparing and distributing reports on the progress of the program, and advising and assisting students. Both parties agree to evaluate the program two months prior to the completion of the program and submit any proposed amendments to each other.

The contact persons for this Agreement are:

**For UM:**

Name: Dr. Merv Pritchard  
 Title: Associate Dean  
 Address: Faculty of Agricultural & Food Sciences  
 248B Agriculture Bldg  
 University of Manitoba,  
 Winnipeg, MB R3T 2N2  
 Canada  
 Telephone: 1-204-474-9395  
 Facsimile: 1-204-474-7525  
 E-mail: Merv\_Pritchard@umanitoba.ca  
 Web site: <http://umanitoba.ca/faculties/afs/>

**For IMAU:**

Name: Professor Yubao Lin  
 Title: Dean  
 Address: College of International Education  
 Inner Mongolia  
 Agricultural University (IMAU)  
 306 Zhaowuda Rd.  
 Hohhot Inner Mongolia , China  
 Telephone: 86-471-4309331  
 Facsimile: 86-471-4305361  
 E-mail: [iecimau@imau.edu.cn](mailto:iecimau@imau.edu.cn)  
 Web site: <http://www.imau.edu.cn>

Notification of any change in contact persons may be made by letter without amendment to this agreement.

**Signed on behalf of:**

University of Manitoba

Inner Mongolia Agricultural University

\_\_\_\_\_  
 Deborah McCallum  
 Vice-President (Administration)

\_\_\_\_\_  
 Changyou Li  
 President

\_\_\_\_\_  
 Witness

\_\_\_\_\_  
 Witness

**Schedule 'A'**

**Fee Structure for 2007/08**

<b>Tuition Fee</b>	<b>\$3,810.00<sup>1</sup></b>
<b>International Differential</b>	<b>\$6,858.00<sup>1</sup></b>
<b>Student Organization Fee</b>	<b>\$76.86<sup>1</sup></b>
<b>Faculty Endowment Fee</b>	<b>\$100.20<sup>1</sup></b>
<b>Engineering tuition surcharge</b>	
<b>Lab Fees</b>	<b>\$300.00<sup>2</sup></b>
<b>Application Fee</b>	<b>\$100.00</b>
<b>International Health Insurance</b>	<b>\$420.00<sup>3</sup></b>
<b>UMSU Health Insurance</b>	<b>\$226.55</b>
<b>Totals</b>	<b>\$11,891.36</b>

Notes:

<sup>1</sup>Fees will vary depending on courses taken. This is an estimate only based on 30 credit hours over two terms. Current fee tables may be obtained from the University of Manitoba's Registrar's Office [<http://umanitoba.ca/student/records/fees/index.html>]

<sup>2</sup>Lab Fees as approved by the University of Manitoba Board of Governors are charged only for courses with lab requirements. The fee estimate stated here is based on a calculation of \$30 per course for 10 courses taken over two terms.

<sup>3</sup>Single health insurance coverage only. For family coverage the 2006-07 fee is \$1296.00.

The above fees are based on the University Board of Governor's approved fee schedule for 2007-2008 for the typical course load for the relevant faculty for one academic year (September to April). All fees listed above are subject to change.

For students who are required to complete Academic English Program (AEPUCE), a separate application fee and program fee will be paid directly to the English Language Centre. Details are available on the ELC web site: <http://umanitoba.ca/student/elc/>.

## Shannon Coyston

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**From:** Joanne Dyer  
**Sent:** Wednesday, April 10, 2013 10:09 AM  
**To:** David Collins  
**Cc:** Shannon Coyston  
**Subject:** RE: Articulation Agreement, Agricultural & Food Sciences/IMAU

Yes. We will continue to honor the existing fee sharing agreement.

---

**From:** David Collins  
**Sent:** Thursday, April 04, 2013 11:40 AM  
**To:** Joanne Dyer  
**Cc:** Shannon Coyston  
**Subject:** FW: Articulation Agreement, Agricultural & Food Sciences/IMAU

Joanne;  
Can we catch up this afternoon to discuss this proposal.

---

**David M Collins, PhD** | Vice-Provost (Academic Planning & Programs) | 208 Administration Bldg, University of Manitoba, Winnipeg MB R3T 2N2, CANADA. | [David.Collins@ad.umanitoba.ca](mailto:David.Collins@ad.umanitoba.ca); 204-474-8308; Fax 204-275-1160 | **Confidential Secretary:** Paula Chorney | [Paula.Chorney@ad.umanitoba.ca](mailto:Paula.Chorney@ad.umanitoba.ca); 204-474-8170.

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**From:** Shannon Coyston  
**Sent:** Thursday, April 04, 2013 11:04 AM  
**To:** David Collins  
**Subject:** Articulation Agreement, Agricultural & Food Sciences/IMAU

Hi, David:

Brian Amiro has sent a revised version of the articulation agreement between Agricultural and Food Sciences and the Inner Mongolia Agricultural University. A change has been made to section 19 to indicate that the Faculty will meet with the IMAU annually concerning the agreement.

The last time I spoke to you about this proposal, you indicated that you wanted to discuss it with Joanne before it is considered by 4Cs and SPPC. Have you had a chance to do that?

Shannon

Shannon Coyston  
Academic Specialist  
Office of the University Secretary  
312 Administration Bldg.  
University of Manitoba

**Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Agricultural and Food Sciences recommending an articulation agreement with Inner Mongolia Agricultural University (2013.04.30)**

**Preamble:**

1. The terms of reference for this committee can be found at: [http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/490.htm](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm).
2. The Faculty of Agricultural and Food Sciences has proposed an articulation agreement with Inner Mongolia Agricultural University (IMAU) that would allow students who have completed all of the first and second year courses at IMAU advanced entry into one of the Faculty of Agricultural and Food Sciences degree programs at the University of Manitoba (U of M).
3. This agreement is a renewal and has been in place since 2007. The renewal was endorsed by SCADM on April 30, 2013.

**Observations:**

1. Eligible U of M programs are as follows: Agriculture (Animal Systems, Agronomy and Plant Biotechnology), Agribusiness, Agroecology and Food Science.
2. Students who have completed the first two years at IMAU will be given two-years (60 credit hours) of transfer credits by the U of M.
3. IMAU students will be required to take 60 credit hours or more at the U of M to fulfill their degree program requirements. Upon successful completion of the program requirements, the U of M shall award a formal degree to IMAU students.
4. To qualify under this agreement, students must:
  - a. Satisfy all U of M admission requirements
  - b. Successfully complete the first and second year courses at IMAU
  - c. Be registered as a full-time undergraduate student in the Joint Transfer Program at IMAU
  - d. Submit academic records showing that they are in good academic standing at IMAU (minimum 2.5 on a 4 point scale or 70%)
  - e. Meet the current U of M minimum English language proficiency requirements for admission to the B.Sc. degree program. Alternatively, students with a score of 75% or better on the CET-4 (College English Test, Band 4) qualification will be admitted to the U of M B.Sc. program. These students will be required to successfully complete AEPUCE Level 5 through the English Language Centre prior to starting their academic program at the U of M ("Conditional Acceptance")

**Recommendation:**

The Senate Committee on Admissions recommends that Senate approve the proposal of the Faculty of Agricultural and Food Sciences that introduces an articulation agreement with Inner Mongolia Agricultural University to allow students who have completed all of the first and second year courses at Inner Mongolia Agricultural University advanced entry into one of the Faculty of Agricultural and Food Sciences degree programs at the University of Manitoba. This agreement is a renewal and will be in effect September 1, 2013.

Respectfully submitted,  
Susan Gottheil, Chair, Senate Committee on Admissions

**Report of the Senate Committee on Course and Curriculum Changes RE: Articulation Agreement Proposal, University of Manitoba, Bachelor of Science degrees (in Agriculture, Agribusiness, Agroecology, Food Science) – Inner Mongolia Agricultural University, Joint Student Transfer Program**

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**Preamble**

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are found on the website at:  
[http://www.umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/497.htm](http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.htm). SCCCC is “to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses.”
2. At its meeting on April 24, 2013, the SCCCC considered a proposal to establish an articulation agreement between the University of Manitoba and the Inner Mongolia Agricultural University (IMAU), for a term of five years, effective September 1, 2013. The articulation agreement would permit students who have completed two years of study in the Joint Student Transfer Program at IMAU to receive transfer credit toward a Bachelor of Science degree in the Faculty of Agricultural and Food Sciences at the University of Manitoba.

**Observations**

1. The proposed articulation agreement between the University of Manitoba, Faculty of Agricultural and Food Sciences, and the Inner Mongolia Agricultural University (IMAU) would allow students who have completed two years of study in the Joint Student Transfer Program at IMAU to complete one of the Bachelor of Science degree programs offered by the Faculty of Agricultural and Food Sciences at the University: B.Sc. in Agriculture, B.Sc. in Agribusiness, B.Sc. in Agroecology, B.Sc. in Food Science. The articulation agreement would formalize an existing arrangement, currently described as a transfer agreement, that was established between the Faculty and the IMAU in 2007 and which ends in September 2013.
2. Students who successfully complete years one and two of the Joint Student Transfer Program at IMAU, with a minimum GPA of 2.5, and who are admitted to the University, would receive 60 credit hours of transfer credit toward a B.Sc. degree in the Faculty of Agricultural and Food Sciences. Students would be required to complete the final two years of their degree program (60 credit hours) at the University.
3. The Faculty has not provided a course mapping, as students would receive transfer credit on an individual basis based on the courses they have completed in various academic programs at the IMAU and the particular degree program to be completed at the University of Manitoba.
4. It was noted that the program is not actually a 2 + 2 program, as noted in the proposal, as some students will be required to complete more than 60 credit hours at the University to meet prerequisite requirements for the final two years of their degree



program. As well, all of the students would be required to complete English language training, offered through the English Language Centre, prior to entering the degree program, in their first Fall term at the University.

5. It is expected that fewer than ten (10) students would be admitted from the Joint Student Transfer Program each year. A maximum number of fifteen (15) students from the Program would be admitted to any one degree program or major in any given year. The majority of students can be expected to pursue a B.Sc. in Food Science.
6. Since 2007, thirty students from the Joint Student Transfer Program have successfully completed a degree at the University, with a 100 percent graduation rate. All of these students have achieved high GPAs in their programs. The students' success is attributed, in part, to the preparation they have received in the Joint Student Transfer Program, the pre-selection of potential students, and a preparatory session provided by a Student Advisor and instructors in the Faculty, including education on communication skills, plagiarism, etc.

### **Recommendation**

The Senate Committee on Curriculum and Course Changes recommends THAT:

**Senate approve the articulation agreement between the University of Manitoba, Faculty of Agricultural and Food Sciences, and the Inner Mongolia Agricultural University (IMAU) concerning transfer credit for students who have successfully completed two years in the Joint Student Transfer Program at IMAU in a Bachelor of Science degree offered by the Faculty, for a five-year term effective September 1, 2013.**

Respectfully submitted,

Dean H. Frankel, Chair  
Senate Committee on Curriculum and Course Changes

**Report of the Senate Planning and Priorities Committee RE: Articulation Agreement Proposal, University of Manitoba, Bachelor of Science degrees (in Agriculture, Agribusiness, Agroecology, Food Science) – Inner Mongolia Agricultural University, Joint Student Transfer Program**

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**Preamble:**

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC) are found on the website 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) wherein SPPC is charged with making recommendations to Senate regarding proposed academic programs.
2. At its meeting on April 29, 2013, the SPPC considered a proposal to establish an articulation agreement between the University of Manitoba and the Inner Mongolia Agricultural University (IMAU), for a term of five years, effective September 1, 2013. The articulation agreement would permit students who have completed two years of study in the Joint Student Transfer Program at IMAU to receive transfer credit toward a Bachelor of Science degree in the Faculty of Agricultural and Food Sciences at the University of Manitoba.

**Observations:**

1. The proposed articulation agreement between the University of Manitoba and the Inner Mongolia Agricultural University (IMAU) would permit students who have completed two years of study, with a minimum 2.5 GPA, in the Joint Student Transfer Program at IMAU, and who have been admitted to the University of Manitoba, to receive credit for the first two years (60 credit hours) of a Bachelor of Science degree in the Faculty of Agricultural and Food Sciences. Students would complete the final two years (at least 60 credit hours) of their degree at the University in one of the following degree programs: B.Sc. in Agriculture, B.Sc. in Agribusiness, B.Sc. in Agroecology, B.Sc. in Food Science. Some students might be required to complete additional courses in order to meet prerequisite requirements for admission to the upper years of their degree program.
2. Rather than a block transfer of 60 credit hours, students admitted to the Faculty from the Joint Student Transfer Program would be assessed individually to identify 60 credit hours of transfer credit, based on the on the courses they have completed in various programs at the IMAU and the particular degree program to which they are admitted at the University. The Faculty's objective is to maintain the integrity of its degree programs by ensuring that students admitted via the Joint Student Transfer Program graduate from their degree with the same or a similar education as students who complete their entire degree at the University.
3. Approval of the proposed articulation agreement would formalize, through Senate, what has existed since 2007 as an agreement between the Faculty of Agricultural and Food Sciences and the IMAU, and was previously referred to as a "transfer agreement". The Senate approval process, including review by the SPPC, SCCCC, and SCADM, provides for an academic review of the agreement, which was not required beyond the Faculty Council of the Faculty of

Agricultural and Food Sciences, in 2007. The current agreement will end in September 2013. The proposed articulation agreement would, in effect, be a renewal of the agreement.

4. It is expected that fewer than ten (10) students would be admitted to the Faculty from the Joint Student Transfer Program at IMAU each year. The maximum number of students who would be admitted to any one degree program or major in any given year would be fifteen (15).
5. The Faculty of Agricultural and Food Sciences has indicated that additional resources are not required for courses, as students would be admitted to existing degree programs. To ensure the students succeed in their programs, the Faculty would continue to provide sessions on communication skills, which are delivered by a Student Advisor and faculty members, when students arrive at the University in the Fall to complete English language training. The Faculty is prepared to use existing resources to provide this student support, including the resources identified in observation 6.
6. The Faculty would continue to receive 35 percent of the tuition revenue generated by the program based on an existing fee sharing agreement.

### **Recommendation**

The Senate Planning and Priorities Committee recommends THAT:

**Senate approve the articulation agreement between the University of Manitoba, Faculty of Agricultural and Food Sciences, and the Inner Mongolia Agricultural University (IMAU) concerning transfer credit for students who have successfully completed two years in the Joint Student Transfer Program at IMAU in a Bachelor of Science degree offered by the Faculty, for a five-year term effective September 1, 2013. The SPPC recommends this proposal to Senate on the assurances from the Faculty of Agriculture and Food Sciences that no new resources will be required for its implementation.**

Respectfully submitted,

Ada Ducas, Chair  
Senate Planning and Priorities Committee

## THE FORMAL PROGRAM PROPOSAL

Institution Submitting the Formal Program Proposal: **University of Manitoba**

Title of Proposed Program: **Community Recreation and Active Living (CRAL)**  
(working title)

Faculty/Department in which the Proposed Program will be located:

Kinesiology and Recreation Management. University of Manitoba (U of M)

The CRAL Diploma will be housed at the William Norrie Centre, 485 Selkirk Avenue. It will build upon existing partnerships with North End educational organizations including the U of M's Inner City Social Work Program, the University of Winnipeg's (U of W) Urban and Inner City Studies Program, "Pathways to Education", the Urban Circle Training Centre, Winnipeg School Division, North End high schools and Adult Learning Centres, as well as community-based organizations to better serve the needs of "non-traditional" students (i.e., Aboriginal, newcomer, mature and first generation).

Students from CRAL can transfer credits toward degree programs in the Faculty of Kinesiology and Recreation Management and the Faculty of Social Work; opportunities to transfer credits into other U of M Degree programs will be identified as the program develops.

The program will be delivered by the Faculty of Kinesiology and Recreation Management, University of Manitoba.

Name of Person(s) responsible for the Program:

Dr. Joannie Halas, Associate Dean (Academic)

Credential to be Offered: Diploma

Date of Program Implementation: July 1<sup>st</sup>, 2014

\_\_\_\_\_  
University of Manitoba President's Signature

\_\_\_\_\_  
Date

Date Received by Council on Post-Secondary Education: \_\_\_\_\_

Comments of the Senate Executive Committee:  
The Senate Executive Committee endorses the  
118report to Senate.

## **SECTION I: Program Description**

### **1. Describe the program, including each area of concentration, as it would appear in a catalogue.**

#### **Community Recreation and Active Living**

The Community Recreation and Active Living (CRAL) program will introduce students to the theory and practice of developing, delivering, promoting and managing recreation and active living programs. The diploma will include courses on interpersonal communication, leadership, program planning and applied programming. Graduates will have the knowledge and skills to work at the community level in recreation, fitness, health and active living programs, and sport management. Students can also transfer courses to a variety of degree programs at the University of Manitoba. The program is primarily intended to serve Aboriginal and new Canadians in Winnipeg's inner city and north end.

#### ***Catalogue description:***

The purpose of the *Community Recreation and Active Living* diploma is to tap into the enormous potential of Aboriginal and inner-city Winnipeg communities in the area of community recreation and active living. Working in collaboration with community partners, the CRAL diploma will provide access to meaningful and relevant university courses related to physical activity, sport, recreation, fitness, health and wellness that have been enhanced by incorporating Aboriginal perspectives and/or adapted for delivery in the community. The program is located in the north end of Winnipeg at the William Norrie Centre, 485 Selkirk Avenue, site of classrooms, offices, library and computer facilities.

The CRAL diploma will be delivered over a two-year period and consist of 10 courses (3 credit hours each equivalent to 36 hours of instruction time/course) for a total of 30 credit hours. Five courses will be offered each year. They include a combination of theory and practice (i.e., experiential learning courses), are delivered in the community and are inclusive of Indigenous perspectives.

Course offerings allow full-time students to complete the diploma in two years, and part-time students to complete the program over a more extended period.

The CRAL program provides students with multiple success points (courses, diploma, degree), leading to paid work or further study in a number of U of M degree programs, including:

- Bachelor of Kinesiology
- Bachelor of Physical Education
- Bachelor of Recreation Management and Community Development
- Bachelor of Social Work

This format will increase opportunities for success and enable students to achieve different goals.

**2. Where possible, list the courses (title, number, semester credit hours, and catalogue description) that would constitute the requirements and other components of the proposed program. Indicate which courses are currently offered and which will be new.**

The diploma will consist of 10 courses (30 credit hours), six core courses from Faculty of Kinesiology and Recreation Management and four electives **from either** FCRM or Inner City Social Work (ICSW). The core courses include three theory courses and three experiential learning courses (ELCs) that teach theory through practice. All courses are currently offered in the U of M calendar.

All courses have or will have an infusion of indigenous and/or community perspectives to ensure that the content has enhanced meaning and relevance for students.

Core Courses	Elective Courses
PERS 1200 Physical Activity Health and Wellness <b>OR</b> PERS 1400 Concepts of Recreation and Leisure	PERS 1200 Physical Activity Health and Wellness
PERS 2100 Professional Practice	PERS 1400 Concepts of Recreation and Leisure
PERS 2200 Program Planning Principles	PHED 2720 Developmental Games and Activities
PHED 2710 Human Movement Principles	PHED 2740 Fitness Theory and Practice
PHED 2400 Coaching Theory Practice	PHED 2402 Advanced Coaching Theory and Practice
PHED 3770 Aboriginal Games and Activities	PHED 3102 Aboriginal Song and Dance
	PHED 3750 Lifestyle Activities
	PHED 3760 Diverse Populations Mentorship
	PHED 4710 Outdoor Education
	SWRK1310 Introduction to Social Welfare Policy Analysis
	SWRK 2070 Small Group Dynamics
	SWRK 2080 Interpersonal Communication Skills
	Arts 1110 Introduction to University
	NATV 1000 Orientation Course: The Colonizers and the Colonized

The following list describes all required and elective courses, as described in the U of M Academic Calendar & Catalog:

### ***Faculty of Kinesiology and Recreation Management***

- PERS 1200 *Physical Activity Health and Wellness*: An examination of the importance of physical activity for health and wellness, theories and determinants of health promoting behaviours, and strategies for promoting health behaviours. Examination of the benefits of physical activity for health and wellness, the present and recommended levels of physical activity, the factors influencing participation in physical activity, and individual organizational and national interventions for increasing physical activity.
- PERS 1400 *Concepts of Recreation and Leisure*: The nature and scope of recreation and leisure, the past influences and implications for the future. An overview of the types and roles of various components of the leisure service delivery system.
- PERS 2100 *Introduction to Professional Practice*: An introduction to professional values and behaviours in the broad fields related to kinesiology, physical education, and recreation management including accountability, commitment, ethical decision making, interpersonal communication, respect for diversity, and service.
- PERS 2200 *Program Planning Principles*: While contexts in practice may vary, program planning is an essential competency for all professionals in recreation, kinesiology, and physical education. To ensure the requisite skill set is acquired, the emphasis in this course will be on principles and processes in effective program planning, implementation, and evaluation.
- PHED 2710 *Human Movement Principles*: An introduction to the principles of inclusive physical education through the integration of theory, practice and guided reflection pertaining to the development of fundamental movement skills and strategies applied to educational games, gymnastics, and dance. (ELC)
- PHED 2720 *Developmental Games and Activities*: Practical and theoretical aspects of designing educational game experiences applicable to early through senior years physical education, to include the design, implementation, and assessment of safe and inclusive physical activities as well as planning, organizational and teaching strategies. Introduces students to Manitoba Curriculum Student Learning Outcomes in "Movement, Safety, Personal and Social Management". (ELC)
- PHED 2400 *Coaching Theory and Practice*:\* An introduction to theoretical and practical aspects of coaching at the community and school level, including the examination of topics of philosophical, psychological, ethical and technical significance. The course prepares students for certification from the national Coaching Certification Program (Competition A). (ELC)
- PHED 2402 *Advanced Coaching Theory and Practice*: An analysis of the theoretical and practical aspects of coaching at elite levels, with a particular focus on topics of psychological and technical significance. An emphasis is placed on the sport psychology research literature. The course prepares students for certification from the National Coaching Certification Program (Competition B). (ELC)
- PHED 2740 *Fitness Theory and Practice*:\* Integrates theory and practice necessary to design and lead safe and effective group fitness programs, following performance standards established by the National Fitness Leadership Alliance. Introduces students to Manitoba Curriculum Student Learning Outcomes in "Fitness Management," and prepares them for Manitoba

- Fitness Council Theory and Group Fitness Specialty exams. (ELC)
- PHED 3102 *Aboriginal Song and Dance*: An introduction to a variety of traditional and culturally relevant Aboriginal songs and dances representative of Canada's Aboriginal peoples, including First Nations, Metis and Inuit, taught using western and traditional teaching styles with an emphasis on hands-on learning. (ELC)
- PHED 3750 *Lifestyle Activities*: An introduction to the knowledge, skills, and attitudes that aid in the development of lifelong physically active and healthy lifestyles. (ELC)
- PHED 3760 *Diverse Populations Mentorship*: Practical and theoretical aspects of designing physical activity experiences for students from diverse population, including on site leadership opportunities in a multicultural school context. Evaluated pass/fail. (ELC)
- PHED 3770 *Aboriginal Games and Activities*: This course will provide students with a unique opportunity to explore, in theory and practice, traditional and contemporary world views related to historical, cultural, and environmental approaches to Aboriginal games and activities. Requires a paid facility use pass. Evaluated pass/fail. (ELC)
- PHED 4710 *Outdoor Education*: To introduce the students to the basic outdoor skills associated with summer/winter backpacking/cross-country skiing/snow shoeing trips. Students will then learn to use a variety of outdoor settings for education opportunities on a variety of topics and disciplines. (ELC)

\* Students who complete these courses can write the tests and complete the practical components related to certification as a Manitoba Fitness Council Group Fitness Leader and/or as a trained National Coaching Certification Program Coach.

### ***Inner City Social Work***

- SWRK 1310 *Introduction to Social Welfare Policy Analysis*: Examination of social welfare policy as the end product of ideologies. Introduction of elements of ideology and the comparison of competing ideological systems. The relationship of economic, political and ethical views of society and their manifestations in societal responses to human need and social services.
- SWRK 2070 *Small Group Dynamics*: Group norms, values, and goal as they relate to decision-making and communication patterns in groups. Membership roles and leadership styles are related to group development and group functioning.
- SWRK 2080 *Interpersonal Communication Skills*: A basic core of interpersonal skills for communicating effectively and for establishing and maintaining relationships in one-to-one and group situations. Emphasis is on experiential learning using a variety of techniques.

\* Note that these course offerings may change with the forthcoming curriculum review currently underway within the Faculty of Social Work; any future course changes will follow normal U of M program change procedures.

### ***Introductory Courses***

- ARTS 1110 *Introduction to University*: Designed to help students make the transition from high school, college or work-place to university, it offers a unique



combination of educational principles, practical skills, regular assignments, and the support of a group of fellow students.

NATV 1000 *Orientation Course: The Colonizers and the Colonized*: The course which is offered as part of the summer session consists of an introduction to the colonization process as it regards Aboriginal people and the processes of decolonization undertaken by the people since 1970. Prerequisite: this is a special course designed for first year entering Aboriginal students. Registration is restricted and written consent must be obtained from the instructor prior to registration.

### **3. Outline the educational objectives of the program.**

The objectives of the *Community Recreation and Active Living* diploma are:

- To bring the university to the community through community-based, culturally relevant delivery of courses related to physical activity, sport, recreation, fitness, health and wellness.
- To attract into post secondary education Aboriginal peoples and others who have historically been underrepresented, particularly in the fields of physical education, kinesiology and recreation (i.e., inner-city residents, new Canadians, mature and first generation to university students).
- To enhance courses by adding indigenous perspectives and/or adapting for delivery in the community.
- To increase the capacity to deliver recreation and active living programs in response to a demonstrated need in the community.

### **4. Describe the expected learning outcomes in terms of skills, knowledge, attitudes or other attributes which students will accrue as a result of their involvement in the proposed program.**

Students who successfully complete the program will exit with skills, knowledge, attitudes and attributes in the areas of sport, recreation and physical activity leadership, and will have a deepened understanding of the urban Aboriginal and inner city experience.

Students who complete a CRAL diploma will be able to:

- Communicate respectfully within diverse group dynamics
- Understand that individuals and groups have diverse abilities, needs and interests within physical activity and recreation contexts
- Access community resources related to sport, physical activity, fitness, recreation, health and wellness
- Plan, develop and deliver selected activities within physical activity and recreation contexts
- Apply basic pedagogical and leadership approaches related to physical activity and recreation
- Adopt a strengths-based approach to developing and delivering physical activity and recreation opportunities for individuals and communities

- Prepare written reports, such as program evaluations and grant applications
- Apply a wholistic understanding of healthy living and health promotion to their work in the community
- Organize games, activities and events across a broad range of ages and interests

**5. If applicable, describe any selective admissions policy or specific criteria for students selecting this as a major field of study.**

A cohort of students will be recruited from individuals working with community agencies (i.e., mature students), Aboriginal peoples and/or recent high school graduates including newcomer youth. KRM is developing an access policy specific to our intended population that will provide increased admission opportunities, as has been done in other diploma programs at the University of Manitoba (e.g. agriculture). For example, some students may be admitted after an interview, and with the provision of taking the course "Introduction to University". Every effort will be made to make this a very accessible program (e.g., through articulation agreements with Red River College).

This program will have a strong community outreach component targeted specifically at the Aboriginal community and, more generally, from Winnipeg's inner city. High school graduates who have participated in the U of M "Rec and Read" Mentor Programs will be purposefully recruited into the program (see attached description).

**6. Describe the extent to which this program is central to the institutional mission and planning priorities of the campus.**

The CRAL program is central to the mission and planning priorities of the University of Manitoba, as described below:

*Voices from the Community (U of M Connecting to Kids, 2011)*

"If you give youth a way to achieve their dreams, they will go (to university). (p. 2)

**Facilitating Aboriginal achievement is a top priority of the University of Manitoba (Strategic Planning Framework, 2009-2014).** The University of Manitoba is committed to work with a variety of partners to make Winnipeg the national centre of excellence in Aboriginal education. To enable Aboriginal students to prepare for, and to achieve success in the full range of academic programs, the University is allocating resources to identify impediments to participation and success, and to develop measures to address these impediments. Implementing the CRAL diploma, with laddering from courses to diploma to degree, is part of this plan. The format, curriculum and teaching practices within the CRAL diploma will align with the four identified **Pathways to Indigenous Achievement**: building partnerships and supporting communities; celebrating First Nations, Metis and Inuit successes; sharing Indigenous knowledge and research; and supporting students;

**Facilitating community engagement in Winnipeg's inner city and north end (University of Manitoba Connecting To Kids Report, 2011)**

The Community Recreation and Active Living (CRAL) diploma was featured in the Connecting to Kids report (see Chapter 1) as an exemplar of the hard work and time commitment required to develop, implement and sustain a successful community

engagement initiative. As written on page viii, “community/university engagement is a two-way street. ... There are opportunities for the U of M to advance community engagement through expanding service learning, explicit support for faculty to participate and gain recognition of their work, supporting opportunities for volunteerism, offering access to facilities and programs by eliminating or reducing fees, moving activities into the inner city and opening routes of communication (CTK, 2011, p. viii).”

CRAL courses are offered in the inner city and are taught by instructors who understand and/or take into consideration the lived experiences of inner city and Aboriginal students. Further, by employing a Community Engagement / Student Support Coordinator, CRAL bridges the perceived distance between the University and the lives of inner city, Aboriginal and newcomer students. The role of the Community Engagement/ Student Support Coordinator is to build relationships with inner city residents and negotiate bureaucratic structures and processes that create real barriers to student enrollment and success.

For more than forty years, the **Faculty of Kinesiology and Recreation Management** (formerly the Faculty of Physical Education and Recreation Studies) at the University of Manitoba has provided service to the community through its core purpose: to improve the health and well-being of Manitobans. The Faculty mission: *Discover and disseminate knowledge related to physical activity, human movement, sport, and leisure to improve the health, well-being and quality of life of Manitobans, Canadians, and citizens of the world.*

**For the past twelve years, the FKRM has directed energy and resources toward improving its research, teaching and service initiatives with respect to Aboriginal peoples.** Scholars associated with the Faculty’s research arm, the Health, Leisure and Human Performance Research Institute, have undertaken a number of community-based research initiatives in partnership with schools and Aboriginal communities. Working in partnership with the Government of Manitoba, the FKRM created an Aboriginal Scholar Position in the area of Physical Activity, Sport and Recreation, a model that has since been adopted in other universities across Canada. A cornerstone of the FKRM’s recent initiatives has been the Aboriginal Youth “Rec and Read” Mentor programs, which have evolved out of two significant studies funded by the Social Sciences and Humanities Research Council of Canada. In the Aboriginal youth mentor programs, university students work with Aboriginal (and other) high school students to develop and deliver an after school physical activity, nutrition and educational after school program for early years children at neighbouring schools. Developed in collaboration with Aboriginal youth, Rec and Read has since evolved into a program that attracts youth from diverse populations, including newcomer youth. Rec and Read Mentor Programs are currently located out of Children of the Earth, R B Russell, St. John’s, Daniel McIntyre and the Maples High Schools, and have also involved high school students from Rossbrook House and the Immigrant and Refugee Community Organization of Manitoba (IRCOM). Programs have also been offered in the north.

In 2010-11, FKRM partnered with the Faculties of Medicine and Social Work in the project ***“UM Connecting our Kids: Working Within Our Community”*** (funded by the Academic Enhancement Fund, U of M). Through the mandate of education, research and service, the project team explored how the U of M might become a stronger ally in support of the enormous potential of Winnipeg’s inner-city community, Aboriginal and newcomer residents in particular. The shared goal was to enhance relationships

between the community and university to encourage shared learning and achievement of goals of equality and social inclusion. Our faculties want to contribute to efforts to equalize the opportunities for children, particularly in the inner city. We consulted with many North End community organizations, Aboriginal elders and youth, to understand how we might better meet the educational needs of local youth and others. The feedback has been clear that more programs are needed in the North End, and that transitional initiatives, such as the CRAL diploma, are especially warranted.

In 2012, FKRM partnered with health sciences faculties at the Bannatyne Campus to develop a summer inner city weekend basketball program, called **Project SWISH**. Through the process of planning for SWISH, new relationships were developed with a number of youth-serving agencies, expanding the U of M's relationships to other north end and inner city communities, including "newcomer" communities (e.g., IRCOM).

**7. If a similar program exists or is in the process of being developed elsewhere in the province, describe the similarities or differences in the credential to be awarded, the area(s) of specialization, and the specific academic content of the program or course of study.**

University College of the North (UCN) has offered an 18-month *Certificate program in Recreation Leadership*, which "provides knowledge and skills required to provide assistance and support to professionals in a variety of settings involving recreation, program planning, and community development". The focus of this program is "to provide Aboriginal communities with trained recreation leaders ... A large portion of the program is practical experience in their home community". The program has been offered in Split Lake, Norway House and Cross Lake. The CRAL diploma will have a broader focus, and will integrate "active living", including fitness leadership, physical activity for chronic disease prevention, as well as courses related to sport and coaching. In addition, the CRAL diploma will be delivered in the City of Winnipeg, potentially expanding to other locations if demand warrants. There is very little overlap between these programs and the CRAL diploma, except for an emphasis on leadership and planning.

Extended Education (Aboriginal Focus Programs) at the University of Manitoba offers an *Aboriginal Community Wellness Diploma* (ACWD). This diploma is holistic in its approach, incorporating "knowledge of 'western' concepts and traditional philosophies and knowledge systems of Aboriginal people as they relate to **mental health and wellness**". It is intended primarily for social services workers. The program currently available provides specialization in Addictions, Wellness and Diabetes. Although the focus is somewhat complementary to the CRAL diploma, the majority of content is distinct between the two programs. Program outcomes, potential jobs and employers also differ. The ACWD is 60 credit hours compared to the 30 credit hours proposed for the CRALD.

Red River College (RRC) currently offers one program that provides introductory course content that would be highly relevant to CRAL, as well as two other programs that are complementary to the CRAL program, but do not have a sport, recreation and physical activity focus: *Community Development/Community Economic Development and Child & Youth Care*.

The *Youth Recreation Activity Worker Program* is designed to work with inner city youth to provide healthy recreational activities. Offered in partnership with the Winnipeg Boys and Girls Clubs, this program provides introductory level courses related to recreation e.g., Life Skills for the Youth Recreation Professional, Activities Programming for Youth, Practicum 1 and 2 as well as more general courses, e.g., Introduction to Psychology, Basic Writing Skills, The Child and Youth Care Professional, Child & Adolescent Development, Family Dynamics, Interpersonal Communications, etc. With only two courses specific to youth recreation, CRAL will offer an expanded sport, physical activity, community recreation, active living, health and wellness focus. To enhance transferability between institutions, we will develop an articulation agreement with RRC for a block transfer of credits from the RRC Youth Recreation Activity Worker Program into CRAL.

The *Community Development/Community Economic Development* diploma is a two-year program (with an optional one year Community Development certificate) that prepares students to become facilitators in communities experiencing multiple barriers to development. Applied courses provide students with an understanding of organizational development, program planning, and financial management of volunteer sector organizations and the how-to of starting a new social enterprise. Although the focus is complementary to the CRAL diploma, the program does not have any courses specific to physical activity, sport or recreation leadership.

The *Child and Youth Care* program provides students with the skills and knowledge to work with children and youth experiencing behavioural and emotional difficulties. The focus is on helping children, youth, and their families identify and resolve concerns and enhance their quality of life. The program covers the dynamics of human development within a multicultural perspective. Courses include child and adolescent development, special issues affecting child and youth care, and care for children who have emotional or behavioural difficulties. This program also includes training in relationship development, group process, and family dynamics. It also includes skill-oriented family support and intervention courses, child and youth care methods, listening skills, and activities programming. Only one course, Programming for Youth, is directly related to CRAL as it equips students with the attitudes, conceptual frameworks and skills to develop appropriate recreational activities for young people. In this course, students learn how to program activities that facilitate leisure, educational and therapeutic goals. While complementary, the CRAL curriculum is unique as it addresses sport, physical activity, fitness, recreation, health and wellness across the lifespan.

One other program has related content but comparisons to CRAL are limited, given the particular focus of each program. *Recreation Facilitator for Older Adults* prepares students for job opportunities in recreational programming and services for older adults and people with disabilities. In this program, students learn to design, implement and evaluate effective programs for clientele in various settings, including: personal care homes, extended hospital care, adult day care, assisted living and other community based programs. While this program covers a wide range of relevant topics in relation to CRAL (e.g., interpersonal communications, program planning in therapeutic recreation, program planning, working with volunteers, and therapeutic fitness leader) the particular focus on older adults limits its similarity with CRAL.

## **SECTION II: Market Need and Market Demand for the Program**

**1. Where possible, state the specific local or provincial needs for graduates of the proposed program for the next 3 to 5 years. This should include projections of both ongoing and future demand in regions throughout Manitoba; as well as evidence and supporting data of market need for the program.**

The recognized value of physical activity, recreation and sport to overall health and well-being, including community health and well-being, is well-documented and the demonstrated need for educated, skilled community leaders in these fields suggests that the forecast for future jobs is very promising.

The recent *5 year North End Community Plan and Renewal Plan (2011-2016)* prepared through the North End Community Renewal Corporation highlights community priorities that include Employment Development, Recreation and Wellness, Culture and Diversity, and Community Development/Capacity Building Goals. Specifically, CRAL addresses the following community-identified goals related to Employment Development:

- To organize a local strategy to provide access to skills training and adult educational opportunities with a continuum of services and supports.
- To enhance the employment opportunities of young people by working with schools and institutions to support learning and stay in school strategies from pre-school to post-secondary.

There is a particular need for skilled and knowledgeable Aboriginal sport and recreation leaders working within the inner city and north end of Winnipeg. In addition, many rural and northern communities have expressed a need for qualified employees in these areas. The 2006 Census indicates that Winnipeg has the largest Aboriginal population of major cities in Canada (similar to Saskatoon and Regina), approximately 10% of the city's residents. As almost one-half of Winnipeg's Aboriginal population is under 25 years of age, the CRAL Diploma will provide both educational and career opportunities for youth, and help to build community capacity and leadership to support recreation and active living initiatives.

As evidence of a need for graduates of CRAL, the City of Winnipeg, non-profit community organizations (e.g., Ma Mawi, Ndinawe, WASAC), and Manitoba Healthy Living, Youth and Seniors have expressed a need for educated employees with leadership skills in the areas of fitness, health promotion, recreation, physical activity and sport. In addition, several educational institutions welcome the opportunity that CRAL will provide for their graduates to access post-secondary education (e.g., Children of the Earth High School, Seven Oaks School Division, CEDA Pathways to Education Program) (for examples, please see letters of support).

As further demonstration of the market need for the CRAL program, the City of Winnipeg supported delivery of a series of pilot courses toward the CRAL diploma, and has indicated that hiring qualified inner-city and urban Aboriginal graduates in the areas of fitness, health promotion, recreation, physical activity and sport is a high priority.

We are at a time in history when the health related outcomes of physical activity,

fitness, recreation and sport are gaining increased recognition within society; as such, demand for graduates of CRAL is expected to increase over time.

Finally, the CRAL diploma provides a stepping stone into a number of U of M (and University of Winnipeg) degree programs. Given the abject lack of diversity within the broad fields of physical education, kinesiology and recreation (see Douglas & Halas, 2011), the CRAL diploma is key to addressing issues of accessibility for Aboriginal and other racialized minority students.

## **2. What are the probable employment destinations of program graduates?**

The following are examples of the career opportunities and types of employers that will be open to the CRAL diploma graduates. In the letters of support, a number of potential employers (City of Winnipeg, Winnipeg Aboriginal Sport Achievement Centre, Ma Mawi) have expressed a commitment to hire graduates of the CRAL program.

### **Potential Career Opportunities**

#### **Fitness, Health and Active Living**

- Fitness Programs
- Chronic Disease Prevention
- Health Promotion
- Physical Activity and Aging
- Wellness Programming
- Coaching/coach development (community/professional)

#### **Community Development and Recreation**

- Rural or Urban Recreation
- Youth and Children's Programs
- Recreation and Leisure Programs
- Physical Activity Programs
- Community Development
- Event Management
- Community Festivals
- Outdoor Recreation
- Seniors' Programs

#### **Sport Management**

- Sport Administration
- Event Management and Planning
- Youth Sport Programs

### **Potential Employers (examples)**

#### **Aboriginal Organizations**

- Ma Mawi Wi Chi Itata Centre (Ma Mawi)
- Ka Ni Kanichihk Inc.
- Ndinawe
- Aboriginal Centre of Winnipeg, Inc.
- Winnipeg Métis Association, Inc.
- Manitoba Aboriginal Sport and Recreation Council
- Winnipeg Aboriginal Sport Achievement Centre
- First Nation Communities

**Government**

- City of Winnipeg
- Manitoba Healthy Living Youth, Seniors and Consumer Affairs
- Manitoba Children and Youth Opportunities

**Health Organizations**

- Winnipeg Regional Health Authority (e.g., *in motion*)
- Chronic Disease Management Programs (e.g., Diabetes Integration Project)
- Heart and Stroke Foundation

**Community and Not-for-Profit Organizations**

- Community Clinics
- Winnipeg Boys and Girls Club
- North End Wellness Centre
- North End Y
- Community Centres
- Neighbourhood Renewal Corporations
- Women's Resource Centres
- Youth and Family Organizations
- Siloam Mission
- Rossbrook House
- North End Community Renewal Corporation
- The FACT Coalition
- Festival Associations
- Seniors' Centres
- Big Brothers and Big Sisters

**Educational Organizations**

- University of Winnipeg, Wesmen Athletics
- University of Manitoba, Bison Sport and Active Living, recreation services
- School divisions (e.g., education assistants)

**Corporate Sector**

- True North Sports and Entertainment Inc.
- Sport businesses
- Recreation and Wellness Businesses

**3. Where appropriate, did industry, business and/or any other pertinent groups play a role in the development of this program and/or commit resources to its future?**

As part of the on-going development of the CRAL program, delivery of four university courses was piloted in 2009-2011 (Aboriginal Games and Activities; Introduction to Professional Practice; Diverse Populations Mentorship; Issues in Health; see attached CRAL brochure used to promote the pilot courses). In addition to these four courses, tuition was provided for interested CRAL students for enrolment in two more courses currently available through existing U of M and U of W programs. Funding for development and delivery of these initial pilot courses was provided by the City of Winnipeg, the North End Community Renewal Corporation/Assiniboine Credit Union, and the FACT Coalition (Point Douglas area). Ndinawe Youth Resource Centre provided space and organizational support for the CRAL working group development meetings. These organizations supported recruitment and retention of students within the program (e.g., through flexible scheduling of student's work commitments) and participated in evaluation of the courses (e.g., by providing feedback and input during



the assessment phase, see attached Aboriginal Games and Activities “Pilot” in North Winnipeg Final Report).

Given the success of the pilot courses to date, all of these groups have committed to supporting delivery of the CRAL program, dependent on their organizations’ needs and available resources.

#### **4. How does the program correspond with the province’s economic, social and cultural priorities?**

Education and training are the cornerstones of Manitoba’s economy. “Focusing on skills and knowledge” is point three of a 10-point economic plan introduced in the *2008 Speech from the Throne*. The province recognizes that investments in education, training and skills development will help Manitoba prosper in the knowledge-based economy. In the 2009 Budget Speech, Premier Selinger indicated that the way to move forward and to build our province’s future is to invest in our greatest resource – the people of Manitoba. He also stated that all Manitobans should have the opportunity to go to college or university, and that encouraging disadvantaged students to stay in school and consider a post-secondary education is a high priority. This priority was confirmed in the *2009 Speech from the Throne*, which stated “improving education outcomes and graduation rates for First Nations students is one of the most important challenges we face as a province”. Recent urban immigration trends indicate that newcomer populations are increasing in Winnipeg. The *2010 Speech from the Throne* identified continued growth in immigration to Manitoba as key to our economic success. It also stressed the need to ensure that young Manitobans have educational opportunities and choices, and that we continue our efforts to ensure an educated and skilled workforce, stating “our education system must allow our children the best chance to succeed in the future”.

Success in this area will mean a brighter future for all of our communities and stronger prospects for the economy as a whole, according to the *2009 Speech from the Throne*. Agreements have been made to promote school readiness programming, and to expand course offerings to First Nations students, both goals of the CRAL diploma. The province has also expanded the *Bright Future’s Fund* to support new youth-oriented initiatives. The *2008 Throne Speech* said that expanding Manitoba’s skill base, and opening new opportunities for youth are critical to increasing our competitive advantage in the long-term, as are Aboriginal Training programs. *Pathways to Education*, the highly successful high school support program started in 2001 in Toronto’s low-income Regent Park, is now underway in Winnipeg’s North End. Administered through the Community Education Development Association (CEDA), *Pathways* provides a range of supports to North End Winnipeg junior high and high school students, and is likely to have a significant effect on high school graduation rates, which according to Manitoba Centre for Health Policy data are currently much lower in the North End than in other parts of the city. This will be likely to increase the numbers of students interested in and capable of benefiting from our Community Recreation and Active Living diploma.

#### **5. What potential does this program offer in terms of job creation and research and development?**

In terms of job creation, the CRAL program serves to benefit the current growth of jobs

within the sport, physical activity, fitness and recreation sectors. As more students graduate with a CRAL diploma and the knowledge and skills acquired, there will be greater opportunity for employment with community agencies looking to expand their programming in the areas of sport and recreation, community development and health promotion.

In terms of research and development, the CRAL program, with its communal, multi-age 'cradle to career' recruitment approach through the U of M "Rec and Read" Mentor Programs, provides a unique accessibility model. Given this uniqueness, there will be multiple opportunities for researchers working in the broad areas of access and diversity to construct research programs related to the CRAL program.

Recruitment of an Aboriginal community scholar to work in the CRAL program will provide opportunities for the initiation of a community-based research program in the area of Aboriginal sport and recreation. As another example, Dr. Halas' (U of M) research investigates issues of access to quality and culturally relevant physical education for Aboriginal students (see Halas, 2011); successful implementation of the CRAL diploma as a transition to university for "Rec and Read" mentor students will provide a natural environment for the initiation of new research projects investigating the effectiveness of this approach. Opportunities will be available for Aboriginal graduate students to also conduct research in this area; in the past six years, two Aboriginal FCRM Masters students and one PhD student in the Post-Secondary Studies for Aboriginal Students cohort have completed their graduate research in community sport, physical education and/or recreation. Another two Aboriginal FCRM undergraduate students who worked as research assistants in the "Rec and Read" Mentor Programs have gone on to graduate school at other universities in Canada.

These successes point to the potential of developing a vibrant indigenous sport and recreation research culture that will create more opportunities for graduate students in the future.

### **SECTION III: Student Demand for the Program**

#### **1. What students is the program intended to serve?**

Inner-city, urban, north end Aboriginal and non-Aboriginal residents, including newcomers and recent immigrants to Canada will be recruited as students for this program. We anticipate both mature students and first generation to university students, many of whom are already working in the community in the areas of community development, recreation and active living, as well as recent high school graduates, including those who have been in the Aboriginal youth mentor programs. The flexible nature of the program (courses/diploma/degree) will be attractive to students who hesitate to commit initially to a 4-year degree, yet wish to leave this option open. Similarly, the program will appeal to students who may need more academic supports before applying to a degree program, for example those who have been away from school for some time, or for whom English is not a first language.

High school graduates and/or community members who have volunteered or worked in the UM Aboriginal Youth "Rec and Read" Mentor Programs will be purposefully

recruited into the program, as will north end community members currently working in the areas of sport and recreation leadership. As a long term vision for recruitment and retention of Aboriginal (and other under-represented groups), high school "Rec and Read" mentors who graduate will be guaranteed jobs as 'university mentors' in the mentor programs, thus providing supported, part-time work during their studies in the CRAL program.

Students who wish to transfer credits from applicable Red River College programs (e.g., Youth Recreation Activity Worker; Community Development/Community Economic Development diploma; Child and Youth Care program; Recreation Facilitator for Older Adults) will be enabled to do so. The CRAL program will expand upon the existing college programs by offering curricula that is specifically related to sport, physical activity, fitness, recreation, health and wellness across the lifespan.

Northern students may be interested in continuing their education via CRAL as a route to a full degree within kinesiology, physical education or recreation. CRAL expands upon UCN courses by offering a broader focus than the *Recreation Leadership* diploma, and will integrate "active living", including fitness leadership, physical activity for chronic disease prevention, as well as courses related to sport and coaching.

The program will also provide new elective course opportunities for students currently enrolled in Selkirk Avenue post-secondary programs: i.e., the U of M Inner City Social Work as well as the U of W Urban and Inner-City Studies degrees.

## **2. What is the evidence that provincial students are not being adequately served within existing program offerings in Manitoba?**

Currently, there is an abject lack of racial diversity within the student cohorts studying in the field of physical education and kinesiology, not only in Manitoba but across Canada (see Douglas & Halas, 2011). There are a number of systemic barriers to participation in university programs for Aboriginal and racialized minority students, and faculties of physical education and kinesiology across Canada need to do more to improve their recruitment and retention policies related to access. A review of curricular content and teaching practices in physical education post-secondary education illustrates how eurocentric curricular approaches and cultures of whiteness continue to present barriers to equity programming (Douglas & Halas, 2011).

Additionally, for a number of historical, social and economic reasons, Aboriginal students are under-represented within university programs in general, and in the fields of physical education, recreation and kinesiology in particular. By locating at the William Norrie Centre on Selkirk Avenue, CRAL will build upon the successes of the Inner City Social Work program, which already provides a strong University of Manitoba presence in the north end. The CRAL diploma is designed to specifically address the inadequacies of existing postsecondary opportunities for under-represented students interested in the fields of physical activity, sport, recreation, fitness, health and wellness.

## **3. Provide evidence of student interest and demand for the program.**

Over a three year period, 30 students enrolled in the 4 CRAL pilot courses that were

offered in the north end. Additionally, the course Aboriginal Games and Activities has received tremendous interest from students in the Inner City Social Work program. Of the students to date who have participated in the CRAL pilot courses, a number have existing employment with community agencies and two were recent high school graduates who were also involved with the U of M "Rec and Read" Mentor programs.

Based on the high demand for inner-city Winnipeg university programs, including Inner City Social Work (U of M) (yearly intake of approximately 25 full-time and 25 part-time students), and Urban and Inner-City Studies (UICS, U of W) (presently delivering over 100 Full Course Equivalents per term), there is evidence that CRAL will also be attractive to potential students living in the north end.

Enrollment in UICS has increased steadily since its inception in 2007, and includes a significant cohort of staff members from Ma Mawi Wi Chi Itata Centre.

Efforts will be undertaken to recruit students who are currently employed within community agencies and programs.

The proposed CRAL program has the added advantage of flexibility with exit points that range from courses (which can lead to certification with the Coaching Association of Canada and/or the Manitoba Fitness Council) to 4-year degree, and breadth (after completing the diploma in recreation and active living, students may transfer credits towards related degrees in Kinesiology, Recreation Management or Physical Education, or further afield to degrees in Social Work or Urban and Inner-City Studies).

#### **4. What are the projected enrolments for the program?**

Year 1: 15 with the intent of increasing this intake;

Year 2: 30 (15 plus 15) (with potential to expand numbers if interest warrants).

Subsequent years: 35 - 40 students (based on an intake of 20 each year)

Given the unique needs of the projected student cohort (i.e., inner-city residents, Aboriginal and new Canadians), we expect students will require a number of supports to be successful in the program. The Community Engagement/Student Support Coordinator will provide on-site support during admission and registration, and will assist students seeking funding. As with pilot courses offered previously, we will provide tutorial support (peer tutoring), and mentorship.

The long-term objective is to expand the program beyond the urban Winnipeg location.

#### **5. Which programs currently offered by the institution are projected to lose enrolment to this program?**

None. Consistent with the U of M Strategic Enrolment Management priorities, the CRAL program is intended to serve primarily Aboriginal and newcomer Canadians, populations who do not presently access our degree programs. The ultimate goal is to **increase enrolment** of these two targeted groups in our degree programs by providing the ladder approach and supports inherent in the CRAL diploma.

## **6. What are the proposed growth limits and minimum enrolments?**

As the goal will be to admit 20 students/year after year 2, we estimate 35 students in year 3 (20 plus 15), and 40 students in year 4 (20 plus 20). Although these projections do not account for the expected attrition or for students proceeding on a part-time schedule, they provide a basis for planning. Based on CRAL courses piloted in the north end, and the success of the U of M "Rec and Read" mentor programs, as well as the other inner city educational initiatives (e.g., Inner City Social Work program, Urban and Inner City Studies), we believe these are realistic projections.

## **7. Project the number of graduates for the first 3 to 5 years of the program and, where appropriate, the anticipated number of program majors (full-time and part-time) for each of the first five years of the program.**

Year	1	2	3	4	5
Projected Enrolment	15	30 (15 + 15)	35 (20 + 15)	40 (20 + 20)	40 (20 + 20)

The anticipated graduation rate for students is 80% (based on either a part time or full time schedule).

## **8. What steps have been taken to ensure participation and success in the program by under-represented groups, such as women, the disabled, minorities and aboriginal students?**

The CRAL program is designed to specifically target under-represented groups, including Aboriginal students, minorities and those who may be economically or geographically disadvantaged (i.e., those who are constrained by transportation barriers to the major U of M campus). Women have traditionally been well-represented in physical education, kinesiology and recreation programs in Manitoba. As per university policies, students with disabilities will receive available support services and be provided reasonable accommodations.

## **9. Will the program be available to part- time learners?**

Yes. Given economic challenges, it is anticipated that part time students may take up to four years to complete the program.

## **SECTION IV: Faculty Requirements**

### **1. Provide a list of current faculty by rank and areas of expertise who will teach in the program.**

#### U of M Faculty

Dr. Joannie Halas, Professor, Physical education

Dr. Elizabeth Ready, Professor, Physical activity, health promotion

Dr. Moss Norman, Assistant Professor, Sociology of health, the body and childhood

Other faculty may be assigned particular courses from year to year, based on their

interest and area of expertise. The breadth of courses offered in the CRAL program are drawn from the faculty's existing degree programs; the faculty also produces graduate students (MA, MSc) who will have the expertise to contribute as sessional instructors for the various courses offered.

**2. Will the program involve the hiring of new faculty or staff? If yes, indicate which additional faculty are to be hired and describe their qualifications.**

An Assistant Professor working in the area of community sport, physical activity, fitness, recreation, health and wellness will be hired in a tenure-track position. The successful candidate will have a PhD and profound experience in working with Aboriginal and diverse communities.

A Community Engagement/Student Support Coordinator at the level of AA3 or AA4 will be hired primarily to do community outreach and student support. This is an essential position for the recruitment and retention of students given the Access character of the program. The individual will have experience in educational initiatives in low-income communities and/or experience working with diverse student populations, including newcomers to Canada. Preference for both positions will be an Aboriginal individual.

The addition of these two new staff members, located full time at the William Norrie Centre, will address recruitment and retention goals, including the need to build relationships with the community and students, and to support students' admission/entrance to and success in the CRAL program. In addition to building upon the faculty's existing relationships with the Aboriginal and newcomer communities in the north end (via Rec and Read, Project SWISH, etc), the CRAL staff will pay particular attention toward establishing new relationships with other north end and inner city community members and groups.

**SECTION V: Cooperative Arrangements**

**1. Describe the cooperative arrangements with other institutions and organizations that may be used to offer this program.**

Governance: The CRAL Diploma will be governed by existing U of M and FKRM policies.

A North Winnipeg Community-University Advisory Alliance will be established.

Red River College and other college courses may be accepted as prior learning, as well as some related work experience.

**2. Will the credits of the proposed program be fully transferable (in terms of both the credit as well as the grade) to other institutions in Manitoba?**

The following U of M partnership agreements have been discussed:

- Agreement with the Faculty of Social Work, Inner City Social Work program to transfer credits to the relevant degree programs offered by FCRM.
- Agreement with Extended Education, ACWD, to transfer credits on a course by course basis to the relevant degree programs offered by FCRM.

Partnership agreements with other institutions:

- Currently, the FCRM has transfer agreements with the Faculty of Kinesiology at the University of Winnipeg for a majority of the degree courses
- Currently, the FCRM has block transfer agreements with Red River College Recreation Facilitator for Older Adults and Hospitality and Tourism Management programs. Course transfer agreements for students in CRAL will be developed for the RRC Community Development/Community Economic Development, Child & Youth Care diplomas and the Youth Rec Activity Worker program.

We will continue to negotiate transfer credits with Red River College regarding all applicable programs in a manner that is mutually advantageous.

### **3. Does the program have an internship or practicum component? What attempts have been made to ensure that this program has both theoretical and applied modules?**

Practicums will be arranged through the PHED 3760 Diverse Populations Mentorship course as well as through applied assignments in other courses. The length of time spent at a practicum site and the extent of the responsibilities expected will depend on each course.

PHED 3760 Diverse Populations Mentorship is an experiential learning course which includes on-site learning opportunities in a multicultural school context, where students work with high school and elementary students in the U of M "Rec and Read" Mentor programs to design and deliver an after school physical activity, nutrition and education program.

The CRAL program will have a balance of theory and experiential courses; note that theory courses will include applied, experiential assignments and experiential courses apply theory through practice.

### **4. What provisions will be made in the program to enable students to receive credit for relevant learning previously achieved outside of the Manitoba post-secondary education system?**

The U of M has a history of working with other institutions outside of Manitoba to assess the relevance of requested course credit transfer. Every effort will be made to provide a fair opportunity for course credit transfer on a case-by-case basis. In future, efforts will be made to collaborate with other Aboriginal postsecondary programs as a means to recruit potential students.

## **SECTION VI: Learning Technologies**

### **What use will be made in the program of modern learning technologies?**

The Inner City Social Work campus at the William Norrie Centre on Selkirk Avenue provides computer services for students, and will be available to CRAL students. Courses will be offered at the ICSW campus in modern classrooms, fully outfitted with audio-visual and technological supports (internet connection and wi-fi). Additionally, modern learning technologies will be incorporated into the CRAL program where applicable.

Examples of online and distance education courses currently available include:

PERS 1200 Physical Activity, Health and Wellness is currently offered through Distance Education; PERS 1200 and PERS 1400 Concepts of Recreation and Leisure are offered on-line (UM). PERS 1200 has also been offered in Thompson, MB by Inter-Universities North, where it was an elective in the Northern Social Work program. The FKRM plans to develop more blended-learning and on-line courses.

## **SECTION VII: Resource Requirements**

### **1. Describe the adequacy of existing library resources to support the proposed program. Indicate how the institution will overcome any deficiencies.**

CRAL students will have access to library facilities at the U of M; given that the FKRM has degree programs in this disciplinary area, there are adequate resources to support a diploma in recreation and active living. Students will benefit from the central location of the U of M Bannatyne Campus libraries. The Inner City Social Work campus on Selkirk Avenue also provides student access to a fully equipped library, with library support.

### **2. Are existing computer facilities adequate to support the new program?**

Yes, students will have access to the computer lab at the William Norrie Centre.

### **3. How will the proposed program impact on the use of existing infrastructure and equipment?**

Increased student use of computers, and of computer support at the WNC is anticipated. The collaborative approach across U of M programs is an asset toward providing access to existing infrastructure and equipment.

Computer support is also available at a number of community sites (e.g., Turtle Island Community Centre), and CRAL students have accessed these resources for pilot courses. Efforts will be made to articulate partnerships for on-going access to these resources.



**4. Describe any additional facilities, facility modifications, and equipment that may be required for the proposed program.**

Classroom and office space (for the Program Director, the Community Engagement/ Student Support Coordinator and sessional instructors) will be rented from the ICSW program at the William Norrie Centre. The CRAL program will also make use of existing community facilities (e.g., school and community gyms, classrooms) for delivery of courses. Staff computers will be provided by the respective faculties.

**SECTION VIII: Financial Considerations**

**1. What are the total financial resources required to offer this program? Include estimated initial and ongoing funding requirements.**

The total financial resources required for the program is \$298,580, which includes direct and indirect program costs (\$256,580), as well as in kind contributions (\$42,000).

In the initial year, the overall direct and indirect program costs are \$240,180, while in kind contributions remain the same over time.

The primary program costs will be academic staffing (\$102,400), including salary costs at the baseline level of Assistant Professor (\$72,000 plus benefits); stipends will be required for two courses per year when the program is at capacity (\$10,000). Aboriginal Elders, cultural advisors and tutors will be engaged as support for students and staff in the program (\$6,000). Given the Access nature of the program, addition of cultural and educational supports are important for student retention and success.

Total administrative costs will be \$83,700 to include a full time Community Engagement/ Student Support Coordinator (\$46,500 plus benefits) who will have three primary responsibilities: active community outreach, program administration, and student support and academic advising. This position is essential given the unique demands of accessibility programming in the inner city. Given the program will run out of the William Norrie Centre, administrative supports will be shared with the Inner City Social Work Program, to the equivalent of .5 of an admin assistant position for total administrative costs of \$83,700.

One time capital costs to furnish new offices is \$15,700.

**2. Of the financial resources required to offer this program, how much will come from a reallocation of existing funds and how much from new funds?**

Given the current financial outlook for the U of M, CRAL will be supported mostly by new funds; faculty in-kind support (teaching, administrative support, computers, etc) will provide over 15% of the overall costs.

**3. Discuss the internal reallocations of financial resources which will occur to support this program.**

The internal reallocation of resources includes: 1) the assignment of a Professor from the FKRM to serve as Program Director in the initial years of the program; 2) the mentoring of the new hire/Assistant Professor to eventually assume responsibilities of Program Director; 3) academic oversight of the program (committee membership regarding student appeals, selection, etc); 4) the allocation of teaching responsibilities for delivery of six courses per year; 5) additional courses are available at no cost to the program (in-kind contributions of two courses per year offered by Inner City Social Work, plus Distance and On-line, and on-campus introductory level courses); 6) the economies of scale realized by partnering with the ICSW (U of M) at the William Norrie Centre; Program Coordinators of CRAL and ICSW will collaborate on community outreach and recruitment activities.

#### **4. What percentage of program costs will be accrued through tuition fees?**

Beginning in year 4, when the program will have a full complement of 40 students, it is estimated that 85% of tuition will remain within the program, which reflects total tuition of \$81,000 (40 students X 5 courses X 3 CH X \$135/CH). The three year cumulative tuition of \$94,669, which remains in the faculty to support the program, represents 32% of the total program costs.

#### **5. Discuss the impact of the program's estimated enrolment on the institution's overall tuition revenues.**

Tuition and other student fees will be the primary source of program revenue. This tuition revenue is a net gain in that most of these students would likely not have attended university. These fees may be student funded, or community or Band sponsored. Students may also have access to ACCESS Program Bursaries. We have learned from our delivery of pilot courses, all of which were funded through small grants from community groups and/or the City of Winnipeg, that there may be an interest by local community groups to sponsor some students in the program. This type of sponsorship and/or funding may be sought in the future as a means to support those students with interest and ability, but lacking in financial resources to pursue the CRAL program. Student scholarships will be provided through partnerships between the U of M "Rec and Read" Mentor Programs and outside organizations (e.g., the City of Winnipeg "First Step Awards"). Funding will also be available to graduates of the Pathways to Education program.

#### **6. How will the proposed program be funded if enrolment projections are not met?**

The program will be sustained by opening up courses to students who are not in the CRAL program (e.g., via the Inner City Social Work and other U of M and/or U of W programs on Selkirk Avenue). Given the demonstrated interest in the program to date, the enrolment projections are considered to be reasonable.

## **SECTION IX: Program Consultations and Evaluation**

### **1. What consultations have occurred with professional associations, employers, graduates of similar programs, and other educational institutions regarding this program?**

The proposed *Community Recreation and Active Living* diploma has been under development since 1999, when the Faculty of Kinesiology and Recreation Management at the University of Manitoba received an Employment Equity Incentive Grant to aid in recruitment and retention of Aboriginal students. The need for a long-term plan was apparent, and led to community consultations beginning in 2003 with rural and urban Aboriginal community groups (including the Northern Interlake Recreation Association, Peguis First Nation, urban Winnipeg community groups, Children of the Earth High School, Skownan First Nation, and The Pas). These consultations were led by the Faculty of Kinesiology and Recreation Management at the U of M, in partnership with the Aboriginal Focus Programs (Extended Education), and funded by the U of M Strategic Development Fund. On March 2<sup>nd</sup>, 2005, the Faculty Council of the FCRM supported a motion to support the CRAL diploma in principle.

Adopting a model recommended by the Aboriginal Focus Programs, the FCRM also received funding from the U of M Major Community Outreach Award to “enhance” three courses by adding Aboriginal perspectives. In 2005-2006, revisions were completed for PERS 1400 Concepts of Recreation and Leisure, PERS 2200 Program Planning Principles, and PERS 1200 Physical Activity, Health and Wellness.

In the spring of 2010, Faculty Council of the FCRM at U of M unanimously approved the CRAL diploma.

#### *Community-Based in the North End of Winnipeg*

Development of the CRAL diploma has been ‘energized’ by the involvement of a variety of Aboriginal community groups from the north end of Winnipeg (including Ndinawe, the North End Community Renewal Corporation, The Families And Communities Together (FACT) Coalition), the Manitoba Métis Federation, the City of Winnipeg, and the Winnipeg Regional Health Authority. In 2009, north end Winnipeg Aboriginal community partners worked with the FCRM to fund the delivery of two pilot courses, one completed in the spring (PHED 3770, *Aboriginal Games and Activities*, student tuition funded by a grant from the City of Winnipeg) and one completed in the fall (PERS 2100, *Introduction to Professional Practice*, student tuition funded by The FACT Coalition and the Assiniboine Credit Union). PHED 3760, *Diverse Populations Mentorship* was offered in the winter of 2010. KIN 2305, *Issues in Health*, the first course to be offered in collaboration with the University of Winnipeg, was successfully completed in the spring of 2010.

Support for the CRAL diploma was enhanced substantially in January 2010, when the FCRM, together with the Departments of Inner City Social Work and Community Health Sciences received a University of Manitoba Academic Enhancement Fund grant “*Building the University’s Commitment to Disadvantaged Children*” (see CTK, 2011). This project aim was to enhance opportunities and improve outcomes of children in the core area, by building on existing initiatives and developing a strong and sustainable infrastructure over the next two years. Relationship building was a large focus of this project, which was centred at the U of M William Norrie Centre on Selkirk Avenue.

Intended outcomes included development of local capacity, knowledge translation, and advocacy, as well as contribution to the WRHA community health assessment. Development of the CRAL diploma was a goal of the project, and a large portion of the \$75,000 grant was used to hire a community outreach coordinator who facilitated community development, including establishment of the necessary infrastructure and supports for the CRAL diploma.

A North Winnipeg Community-University Advisory Committee will be established to ensure that the CRAL diploma remains relevant and continues to meet the needs of potential students and of the community. Community consultations have been held with numerous stakeholders over the past five years:

i) Aboriginal Education Centre, University of Manitoba (April 5, 2005)

The CRAL diploma working group invited community professionals who have been working in the areas of sport, recreation, and healthy living to participate in a community – University consultation session. During this session, they discussed ideas about curriculum design, and development of the proposed CRAL diploma (please see attached Community – University Consultation for the Proposed Community Recreation and Active Living Diploma).

The community professionals who were invited to the consultation session work with Aboriginal and non-Aboriginal people in both rural and urban settings. They represent a number of individuals and organizations who develop and deliver programs in the areas of sport, recreation, and healthy living, including government, the public and Aboriginal school systems, and Aboriginal organizations (Aboriginal Health Services, WRHA; Public Relations & Recruitment, Faculty of Human Ecology, U of M; Aboriginal Sport and Recreation Program, Sport Manitoba; Aboriginal Focus Programs, U of M; Community Groups, City of Winnipeg; R.B. Russell School; Aboriginal Health & Wellness Centre; Aboriginal Women's Advisory Council; Community Health & Wellness Coordinator; ACCESS program, U of M; COTE TY program; Vision Seekers, Skownan; Children and Education/Aboriginal Education, Health & Nutrition; Recreation Facilitator, Children & Youth, Spence Street Neighbourhood; Hockey School Business).

The invited participants and the CRAL working group engaged in both small and large group discussions centred on topics that were provided by the working group. As a result of these discussions, we identified several issues and opportunities.

Participants had many helpful suggestions about what should be included in the curriculum of the program. In addition to basic academic skills, participants felt that more practical information should be included to better prepare graduates for the less than ideal conditions of many rural communities. Many participants suggested that the diploma should have a practicum component. Some history of Aboriginal peoples should also be in the curriculum, as should learning about how band and government systems work. The program should have a strongly Aboriginal focus, both in curriculum and methods of delivery, while at the same time respecting the cultural and racial diversity of potential cohort groups.

Many participants indicated that the working group would need to work closely with community members before, during and after the program was run in their community. Aboriginal Focus Programs has always established and maintained these community relationships but not to the extent that was suggested in the consultation session.

Students who complete the program will also need to know how to work with communities and how to form other partnerships, such as with government and non-government organizations.

Overall, many of the participants in the community consultation stated that there is a real need for the CRAL diploma and for graduates from this diploma in communities. The information that could be offered in the diploma would be helpful to people who are working in communities now and also to people who may do so in the future.

ii) Skownan First Nation (March 8, 2006): A group of community members from Skownan First Nation who participate in the Career Trek program joined the FKRM and Aboriginal Focus Programs for a consultation that was facilitated by Ken Catcheway, a Vision Seekers Community Facilitator. Feedback from the Skownan community participants was provided regarding the relevance of a proposed CRAL diploma in terms of meeting the needs in the Skownan community. While there was general agreement for the value of the course content that would be offered in the diploma, the need for courses to have immediate relevance to the community was highlighted. Of note, based on this evening consultation, the idea for three credit hour “experiential learning courses” was brought forward to the FKRM’s Curriculum Review Committee for consideration. As a consequence, new experiential learning courses were developed and are now part of the Bachelor of Physical Education degree as well as the proposed CRAL diploma.

iii) Children of the Earth School (March 10, 2006): A group of eight high school students and one teacher participated in a one hour focus group consultation. Students expressed interest in the overall concept of the CRAL program, and were surveyed regarding their interest in potential courses on offer. Students appreciated the idea of taking courses in the north end.

iv) The Pas, Manitoba (March 14, 2006): As with the previous consultations, community members and professionals from the region of The Pas and Opaskwayak Cree Nation (including officials from University College of the North/UCN) were asked to discuss the need for health promotion, physical activity, recreation and nutrition. Participants also identified the key knowledge areas that need to be part of the course content, as well as a process for moving forward on the proposed diploma. Dr. Stan Wilson, (then) Dean of Education at UCN attended the session, and opportunities for collaborating with UCN in the future were discussed.

v) Urban Circle, Selkirk Ave (November 1, 2010): A working group from four academic departments at U of M and UW, as well as members of Aboriginal Student Services at both institutions, have met on several occasions since 2008 with interested organizations, groups and citizens from the North End. Meetings with community groups, as well as with a wide variety of individuals, provided important input into course selection and program design. Examples of organizations who have provided input include:

North End Community Renewal Corporation

The FACT Coalition

Ndinawe

Winnipeg School Division Schools (e.g., Children of the Earth HS, R.B. Russell HS).

City of Winnipeg

vi) University of Manitoba Connecting our Kids (Fall and Winter, 2010-2011): As partners

in the "U of M Connecting our Kids: Working Within Our Community" project (UM AEF), the development of CRAL was informed by the results of over 20 community consultations designed to determine how the UM could build stronger relationships within inner-city Winnipeg, particularly with respect to reaching children and families living on low incomes. Feedback was obtained from a variety of individuals ranging from high school students in the CEDA Pathways to Education Program, to the Kookum's Council and the Elders at Thunderbird House. Organizations consulted included the Winnipeg Poverty Reduction Council, the Network of War Affected Newcomers (NOWAN), North End Leaders, the Aboriginal Council, and the IRCOM, among others. Preliminary findings indicated that there is a need for transition programs that will support inner-city residents to attain the academic skills and behaviours necessary to be successful in a university program. Locating this type of transition program directly in the community was deemed important. The need to strengthen infrastructure and to develop sustainable relationships between the University and the community also exists. There were many suggestions about the need to engage younger children, and to work with elementary schools and community agencies to more successfully recruit inner-city residents to university (e.g., see the U of M Rec and Read model). The need to support adults in the transition to higher education was also a theme, and expressed as a reality of life in the inner city. Distance and cost of travel to the Fort Garry U of M campus were cited as very real barriers that would be addressed by introducing programs like the CRAL Diploma, with its laddering of successes approach.

**2. Please provide evidence of academic quality by submitting reports from two similar institutions as well as from the relevant professional association(s), if appropriate.**

There are no programs similar to the CRAL diploma offered at other institutions. Academic quality is guaranteed as all proposed courses are already offered by degree programs at U of M. There will be no professional designations associated with the CRAL diploma.

**3. Describe the procedures for institutional evaluation of the program during and subsequent to implementation.**

The program will be reviewed annually in terms of assessing progress toward enrolment targets and student satisfaction. A full program review will be conducted three years after full implementation (i.e., year 5, or 2019-2020). As per U of M policy, the CRAL diploma will also be part of the full Academic Review required by Faculties every ten years.

**Community Recreation and Active Living Proposal**  
**List of Supporting Documents**

1. University of Manitoba “Rec and Read” Mentor Programs: Knowledge Development and Exchange
2. CRAL Promotional Brochure
3. Aboriginal Games and Activities “Pilot” in North Winnipeg: Final Report
4. Community - University Consultation for the Proposed Community Recreation and Active Living Diploma
5. CRAL Overview

# Proposed Community Recreation and Active Living Diploma OVERVIEW

Faculty of Kinesiology and Recreation Management, University of Manitoba

**Goal:** To tap into the enormous potential of Aboriginal and inner city Winnipeg communities, by providing access to meaningful and relevant university courses related to physical activity, sport, recreation, fitness, health and wellness that are enhanced with Aboriginal perspectives, and adapted for delivery in the community.

- 10 courses over 2 years
- Includes theory and practice
- Emphasizes experiential learning
- Transfers to university degrees

## Energized by University - Community Relationships (examples):

- Ndinawe
- The North End Community Renewal Corporation
- The Families and Communities Together Coalition
- The City of Winnipeg
- The Winnipeg Regional Health Authority
- Children of the Earth High School
- Neechi Commons

## Transferable to Degree Programs:

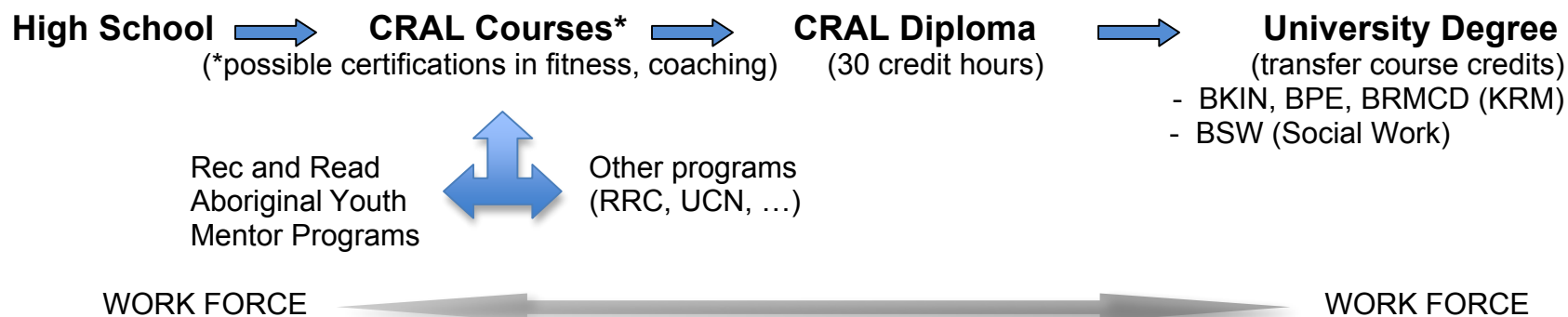
All CRAL courses are transferable toward degree programs in Kinesiology & Recreation Management or Social Work

- Bachelor of Physical Education
- Bachelor of Recreation Mng'tment & Community Dev'tment
- Bachelor of Kinesiology
- Bachelor of Social Work

## Preparation for Employment (examples):

- Chronic disease prevention
- Physical activity/fitness leader
- Recreation leader
- Event management
- Children and youth programs
- Sport programs

## Multiple Opportunities for Success





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

**FACULTY** Kinesiology & Recreation Management

**PROGRAM** Community Recreation and Active Living (CRAL)

	Funding Request	Funding Request	Funding Request	Total
<b>PROGRAM COSTS:</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	
<b>Direct Program Costs</b>				
Number of new academic positions (FTE)	1			1
Number of new administrative positions (FTE)	2			2
Academic Salaries (incl bpl)	102400			102400
Administrative (incl bpl)	83700			83700
Capital / One Time Expenses	15700			15700
<b>Subtotal Direct Program Costs</b>	201800	0	0	201800

**Indirect Program Costs**

Operating (Appendix A)	13200	3200	3200	19600
Graduate/Undergraduate Support (Appendix B)	5000	5000	5000	15000
Admin Overhead (10% of Total Direct Program Cost)	20180	0	0	20180
<b>Subtotal Indirect Program Costs</b>	38380	8200	8200	54780

<b>Total Program Costs</b> (Direct & Indirect)	<b>240180</b>	<b>8200</b>	<b>8200</b>	<b>256580</b>
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**CURRENT RESOURCES:**

**Program Revenue**

Incremental Enrollment (headcount)	15	15	10	40
Tuition Fees - University % Dollars in	4556	9113	3038	

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

Tuition Fees - Faculty % Dollars	in	25819	51638	17213	94669
Other Revenue		0	0	0	0
<b>Subtotal Direct Program Revenue</b>		25819	51638	17213	94669

**Faculty In Kind**

Academic Salaries		24000			24000
Administrative Salaries		12000			12000
Capital		6000			6000
Indirect Costs					0
<b>Subtotal Faculty In Kind Funding</b>		42000	0	0	42000

<b>Total Current Resources</b> (Program Revenue & Faculty In Kind)	<b>67819</b>	<b>51638</b>	<b>17213</b>	<b>136669</b>
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**New Program Funding Request:**

Funding Request (Total Program Costs -Total Current Resources)	<b>172361</b>	<b>-43438</b>	<b>-9013</b>	<b>119911</b>
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**SENATE PLANNING AND PRIORITY COMMITTEE  
NEW PROGRAM APPROVAL PROCESS**

**NOTES:**

- The source for all program funds requested on this form must be shown clearly in the program proposal document including the requirements to confirm funding prior to program approval.
- Where implementation of an approved program exceeds three years add additional pages to show subsequent annual funding changes until the steady-state funding year. Indicate that annual steady-state value as the final year.
- Funding request represents additional funding required for each year of the program implementation. Funding requests are incremental (show only the change in funding and full- time equivalent staff on an annual basis) and total annual (continuing).
- Please leave any areas in the budget sheet not applicable to your new program funding request blank. Fields with formulas are locked and cannot be altered.

**Program Costs:**

- Direct program costs (instructional and research) include salaries and fringe benefits of faculty, instructional support staff (e.g. laboratory assistants/technicians, etc.), administrative support staff and capital equipment. One time expenses should be accounted for in year 1.
- Indirect program costs include the operating expenses (complete Appendix A), Graduate and undergraduate support costs (Appendix B) will be calculated by the appropriate office to take into account the required funds to maintain the per capita support for awards and scholarships that exists prior to the implementation of the program. Administrative Overhead will automatically be calculated base on Direct Program Costs. See Appendix A tab for examples of indirect operating costs.

**Current Resources:**

- Program Revenue is determined based on the faculties tuition %. Please contact the University Budget Officer @ 474-8189 to determine the appropriate % for your faculty. The University tuition % is not included in the total direct program revenue.
- Not all new programs will result in additional tuition revenue. Tuition revenue should ONLY be included when the departmen/faculty is reasonably assured that there will be new students.
- Current faculty program funding is to be identified in Faculty in Kind. If the faculty does not require the 10% overhead automatically calculated in program costs enter the same amount in this section to zero it out.

## APPENDIX A

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

**Indirect Program Costs**

<u>Operating Expense Type</u>		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
7001	Travel Academic			
7002	Travel Administration	1000		
7003	Relocation			
7004	Staff Recruitment			
7040	Printing	1000	500	500
7041	Copying	1000	500	500
7060	Office Supplies			
7061	Lab Supplies			
7062	Audio Visual Supplies			
7066	Books and Subscriptions			
7067	Other Supplies			
7068	Computing Supplies	500		
7082	Physical Plant Postage			
7085	Departmental Communications			
7100	Affiliated Personnel Costs			
7101	Professional Development	1200	1200	1200
7102	Professional Memberships			
7104	Other Services			
7107	Advertising and Promotion	2000	1000	1000
7109	Software Maintenance			
7180	Professional Fees			
7261	Computer/Electronic Equipment	3500		
7263	Capital Leases			
7264	Other Equipment and Furnishings	3000		
7400	Equipment Repairs & Maintenance			
7401	Building Repairs & Maintenance			
7402	Equipment Rental			
Other (Please Specify)				
<b>Subtotal Operating</b>		<b>13200</b>	<b>3200</b>	<b>3200</b>

For more information on expense types:

[http://www.umanitoba.ca/computing/renewal/fm/media/Account\\_Definitions.htm](http://www.umanitoba.ca/computing/renewal/fm/media/Account_Definitions.htm)

APPENDIX B

SENATE PLANNING AND PRIORITY COMMITTEE  
NEW PROGRAM APPROVAL PROCESS

Indirect Program Costs

<u>Graduate / Undergraduate Support Expense</u>		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
7700	Scholarships			
7710	Bursaries	5000	5000	5000
7720	Awards			
<b>Subtotal Operating</b>		<b>5000</b>	<b>5000</b>	<b>5000</b>

For more information on expense types:

[http://www.umanitoba.ca/computing/renewal/fm/media/Account\\_Definitions.htm](http://www.umanitoba.ca/computing/renewal/fm/media/Account_Definitions.htm)

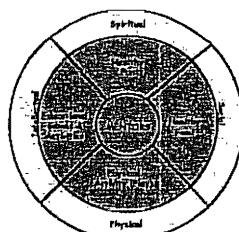
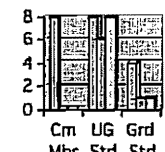
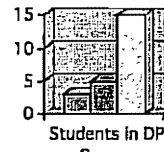
## **Community Recreation and Active Living Proposal**

### **List of Supporting Documents**

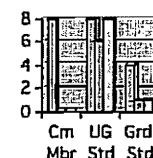
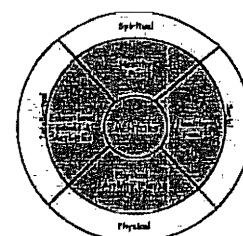
1. University of Manitoba "Rec and Read" Mentor Programs: Knowledge Development and Exchange
2. CRAL Promotional Brochure
3. Aboriginal Games and Activities "Pilot" in North Winnipeg: Final Report
4. Community - University Consultation for the Proposed Community Recreation and Active Living Diploma

The U of M "Rec and Read" Mentor Programs (R & R) provide a communal, relationship-based, non-hierarchical approach to mentoring whereby university students work with Aboriginal (and other) high school students to plan and deliver a weekly after school physical activity, nutrition, education program for early years students (see Figure 1). The R & R is a product of three inter-connected research studies funded by SSHRC (supported by the MHRC) that were designed to address issues of access to quality physical education/activity for Aboriginal and under-represented (i.e., racialized minority/RM) groups.<sup>1</sup> The interconnected goals include:

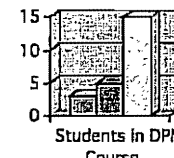
1. Provide theoretically-based, culturally-relevant physical education, sport and recreation activities for inner city, urban Aboriginal and other children and youth;
2. Provide culturally-relevant leadership education/training for Aboriginal & RM students; provide intercultural education/training for all students (leads into the *Community Recreation & Active Living Program*).

Name of High School/HS Program & Early Years/EY School (Years running)	Target pop'l HS/ Number of Parts 2009-2010	Target Pop'l EYS/ Number of Parts 2009-2010	Number of Paid University & Community Mentors (09-10)		Students in the Diverse Popl's Mentorship/DPM course (2010)		Graduate students Involved (2006-2010) = 6	Undergraduate students hired (2006-2010) = 20 (23 in DPM course)	University student mentors hired to teach in mentor schools/now volunteering in AYMP (2009-10): = 6/5	High School Graduates & Comm Members Hired to Work in Mentor Programs (2006-2010) = 8
			Abor	Non-Abor	Abor	Non-Abor				
Maples 'Rec and Read' (2006-2010): James Nisbet & Elwick Schools	Abor youth 22 regular (of 34 total)	Diverse cultures 25/20	1	2 (RM)	1	2	<div>Of 6, 5 are Abor (1 PhD, 3 Masters grads); 1 x RM</div> <div>Social Determinants of Health: Education and Employment Outcomes</div> <div></div> <div></div> <div></div>	Of 20, 9 are Abor; 5 are RM	2 are Aboriginal; 1 is RM background	All Aboriginal
Children of the Earth HS "ONE GOAL" (2007-2010): Niji Mahkwa	Abor youth 12	Abor children 15	2	3 (1 RM)	4	0				
RB Russell HS (2009-2010): David Livingstone	Abor youth 6	Abor children 12	1	2	0	1				
West Kildonan Collegiate (2010): Ecole Riverbend	Diverse cultures 10	Diverse cultures 20	0	1	0	2				
St. John's HS (2010): Ralph Brown	Abor youth 9	Diverse cultures 15	0	0	0	3 (1 RM)				
Daniel McIntyre (2010): Greenway	Newcomer youth 7	Diverse cultures 15	0	0	0	2 (1 RM)				
The Pas; Garden Hill	Abor youth 10+	Aboriginal youth 25+	0	3 (1 RM)	0	0				
Total	75+	145+	4	9	5	10				

Social Determinants of Health: Education and Employment Outcomes



Abor  
RM  
Allies



2008  
2009  
2010

Fig. 1: Overview of Program

Tbl 1: Background of Mentors  
Hired in AYMP

Tbl 2: Diverse Populations  
Mentorship 3 CH Practicum

#### Program Highlights:

- In 4 years, over 300 (mostly Aboriginal) children and youth have participated in the AYMP and gained active physical activity, nutrition, education and mentor programming.
- Two Masters theses have been produced: Champagne, L. (2006). *Physical educators as allies for Aboriginal youth*. Carpenter, A. (2009). *Rec & Read: Stories of an Aboriginal Youth Mentor Program*.
- Funders, school and community partnerships have grown each year, and include: Faculty of Kinesiology & Recreation Management, U of M Employment Equity Fund, Province of Manitoba, City of Winnipeg, Public Health Agency of Canada, Sport Manitoba, The FACT Coalition (Families & Communities Working Together); Seven Oaks School Division, Winnipeg School Division.

<sup>1</sup> The studies include: *A critical evaluation of the quality of physical education for Native youth in Manitoba (2001-2004)*; *A Cultural approach to urban Aboriginal youth sport and recreation (2005-2008)*. *Investigating the absence of race and diversity in physical education: Toward an anti-racist praxis*. (2006-2009). A fourth study was funded by the MHRC: *Engaging the disengaged: the quality of physical education for children and youth, including Aboriginal youth*. For a description of the original AYMP pilot study, see Carpenter, A., Rothney, A., Mousseau, J., Halas, J., & Forsyth, J. (2008). *Seeds of encouragement: Initiating an Aboriginal youth mentor program*. *Canadian Journal of Native Education*, 31(2), 51-69.

For more information, contact: Joanne Haks, PhD, University of Manitoba

## What students say...

Here's what prior CRAL program participants have said about offering university courses in the community:

"I think courses like this make post-secondary education an achievable reality for our community. The more accessible and available university becomes for the North End, the stronger our community will become."

"The accessibility here for non-traditional students is wider, both in delivery and academic support, and approachability. There will definitely be more Aboriginal people in university with this approach."

"As an inner city resident, many of my friends from within the community have never had the luxury of considering themselves university students. Allowing for the class to come to us, and subsidizing the class, has created a setting in which a university education is no longer a mythical concept, but a tangible reality."

"This course, and the way it was brought to my community, can open doors and break down barriers that are in the way for inner city students to get the education that is so valuable to the future of the youth and children."

## UNIVERSITY OF MANITOBA Faculty of Kinesiology and Recreation Management

## UNIVERSITY OF WINNIPEG Department of Kinesiology and Applied Health

Development of the CRAL project is also supported by the U of M Inner City Social Work Program and the U of W Urban and Inner City Studies Program, as well as many community partners, including the North End Community Renewal Corporation, the FACT Point Douglas Parent-Child Coalition and Ndinawe.

For more information, contact:



Department of Kinesiology and Applied Health  
515 Portage Avenue, University of Winnipeg  
(204) 786-7811  
<http://kinesiology.uwinnipeg.ca/>



UNIVERSITY  
OF MANITOBA

Faculty of Kinesiology and Recreation Management  
102 Frank Kennedy Centre, University of Manitoba  
(204) 474-9747  
[www.umanitoba.ca/kinrec](http://www.umanitoba.ca/kinrec)

## UNIVERSITY OF MANITOBA / UNIVERSITY OF WINNIPEG



Are you interested in community  
recreation and active living?  
Then we have a program for you...  
taught in your own community!

PROPOSED  
COMMUNITY RECREATION  
AND ACTIVE LIVING PROGRAM  
(University Certificate/Diploma)



UNIVERSITY  
OF MANITOBA



THE UNIVERSITY OF  
WINNIPEG  
DEPARTMENT OF KINESIOLOGY  
AND APPLIED HEALTH



## What is CRAL?

The purpose of the Community Recreation and Active Living (CRAL)\* certificate/diploma is to tap into the enormous potential of Aboriginal and inner city Winnipeg communities in the area of community recreation and active living.

Working in collaboration with community partners, the CRAL diploma provides access to meaningful and relevant university courses related to leadership development in physical activity, sport, recreation, fitness, health and wellness that have been enhanced by incorporating Aboriginal perspectives and/or adapted for delivery in the community.

The proposed CRAL diploma consists of 10 courses (3 credit hours each equivalent to 36 hours of instruction time/course) for a total of 30 credit hours. The courses include a combination of theory and practice (i.e., 'experiential learning courses'), are delivered in the community and are inclusive of Aboriginal perspectives.

\*CRAL is a working name only, we are seeking community input to name the program



## Sample Courses

The following are examples of the types of courses that will be offered in the CRAL program:

- Aboriginal Games and Activities
- Issues in Health
- Program Planning Principles
- Fitness Theory and Practice
- Instructing Sport and Physical Activity
- Diverse Populations Mentorship
- Leadership in Sport
- Interpersonal Communications
- Colonization and Aboriginal Peoples

Students who successfully complete the program will exit with:

1. enhanced education and training in the area of sport, recreation and physical activity leadership;
2. university course credits that can be directly transferred into the related degree programs at the U of M and U of W;

- Bachelor of Kinesiology (UM)
- Bachelor of Physical Education (UM)
- Bachelor of Recreation Management and Community Development (UM)
- Bachelor of Arts (Kinesiology and Applied Health, UW)
- Bachelor of Social Work (UM)
- Bachelor of Arts (Urban and Inner-City Studies, UW)

## Potential Students

Are you:

- A north end/inner city resident?
- Aboriginal?
- A "newcomer" to Canada?
- Twenty-one years of age or older (which qualifies you as a Mature Student)?

OR

- A recent high school graduate (with a minimum 63% average in three Grade 12 "S" or "U" courses)?

OR

- Already a student in the CRAL program?



**Community Recreation and Active Living (CRAL) Initiative**

**Aboriginal Games and Activities  
“Pilot” in North Winnipeg**

**Faculty of Kinesiology and Recreation Management  
University of Manitoba**

**Final report**

**October 30<sup>th</sup>, 2009**

**Prepared by and/or with the input of:**

Joannie Halas, PhD, Professor  
Blair Robillard, Aboriginal Youth Mentor Coordinator, Instructor  
Heather McRae, PhD student/tutor  
Faculty of Kinesiology and Recreation Management

Michael Champagne, Ndinawe Youth Resource Centre/Student  
Stefan Gislason, Ndinawe Youth Resource Centre/Student  
Warren Sanderson, Burrows Avenue Community Resource Centre/Student

**Community Recreation and Active Living (CRAL) Initiative  
Aboriginal Games and Activities "Pilot" in North Winnipeg  
Final report**

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**Description of project:**

The purpose of the off campus delivery of the Summer Session course 'Aboriginal Games and Activities' was to "pilot" delivery of a 3 credit hour course that has been identified as integral to the proposed Community Recreation and Active Living (CRAL) Diploma/Certificate.

The CRAL diploma/certificate is an initiative that has been under development since 2004. The proposed diploma/certificate consists of 8 courses (3 credit hours each equivalent to 36 hours of instruction time/course) for a total of 24 credit hours. The courses include a combination of theory and practice (i.e., 'experiential learning courses') that provide meaningful and relevant course content for students interested in careers within physical education, recreation, sport and coaching. The courses are delivered in the community and are enhanced to include Aboriginal perspectives. Students who successfully complete the program will exit with:

- 1) enhanced education and training in the area of sport, recreation and physical activity leadership;
- 2) university course credits that can be directly transferred into the KRM degree programs

Over two weekends (and two evenings) in late May and early June, 2009, a group of Aboriginal north end residents (community recreation workers, other interested students) participated in the pilot course, which was taught by Blair Robillard and Michael Pierre on site at Turtle Island Community Centre.

This report presents an overview and evaluation of the project, based on input from course participants, instructors, tutors and allies (in the community and university).

**Partners and their involvement:**

The pilot of the course was supported by the following individuals and/or groups:

*Community partners:*

Ndinawe Youth Resource Centre  
North End Community Renewal Corporation  
City of Winnipeg  
Children of the Earth High School  
Turtle Island Neighbourhood Centre

*University contributors:*

University of Manitoba: Faculty of Extended Education, University 1, Faculty of Kinesiology and Recreation Management (administration of course)  
University of Winnipeg: Dr. Jim Silver, Dr. Glen Bergeron (promotion of course)

**Overview of project:**

In late March, 2009, the idea to “pilot” one course that would become part of the CRAL diploma/certificate was brought forward, with an immediate offer from the City of Winnipeg to sponsor 20 north end Aboriginal residents to take the course. A course (Aboriginal Games and Activities), instructors (Blair Robillard and Mike Pierre) and schedule was identified, and a plan put in place to promote the course in the north end and support student registration through the hiring of a university student liaison (Sonya Schulski) and Ndinawe employee (Stefan Gislason).

Over the next 7 weeks, efforts to identify and register 20 students were undertaken, and the logistics of helping student navigate the University of Manitoba admissions and registration put in place. Colleagues from University One (Director Christine Blais, and Aboriginal Student Advisor Carla Loewen), Summer Session (Acting Director, Howard Davidson, Student Support Janine Lindsay), and the Faculty of Kinesiology and Recreation Management (Professor Joannie Halas, Dean Jane Watkinson) collaborated to ensure that students were successfully registered in time to take the course.

On May 22-24, 29-30 and June 2<sup>nd</sup>, the course was delivered at Turtle Island Community Centre, representing the first time a course of this nature was offered off campus to the urban Aboriginal community in the north end of Winnipeg.

Of note, the FKRMC established a north end office at the William Norrie Centre, located at 745 Selkirk Avenue; this office is located just across from Ndinawe and provides a convenient, physical presence in the community which is very helpful.

**Outcomes:**

By the registration deadline, a full complement of 20 students was identified for the course. Of the 20, 15 individuals attended on the first evening/weekend of the course. Sixteen of the original applicants were accepted into University 1 and have received student identification numbers. Two students had already been admitted to the U of M and U of W, which required a different registration process.

Of the 15 students who attended the course the first weekend, three did not return; 12 attended the full course and at this point, 11 have completed the course and received a “Pass” on their University of Manitoba transcript. One U of W student also completed the course and received a “Pass”; however, this student has yet to provide a U of W transfer of credit authorization form. We cannot provide credit for the course until this form is received.

Two students required extra financial support to clear up existing “blocks” on their registration (a library fine; unpaid tuition); funds were used to support them so that they could receive credit for the course.

Of the students who were registered but did not attend the course, three attended a family event out of town that coincided with the course and two withdrew due to personal

reasons (e.g., illness). One may have withdrawn after the first weekend due to the length of the written assignment on the course outline.

**Summary of outcomes:**

- 20 youth/students applied for the course; 12 participated in the course, and 11 completed the course, with one student's transfer of credit to the University of Winnipeg still outstanding;
- 31 hours of tutoring support was provided (see details below); this support was offered to all students in the course and included assistance in completing the U1 tutorial as well as course assignments;
- Community partnerships included NECRC, Ndinawe, Turtle Island Inc. and Children of the Earth High School;
- Although funds were available if needed, no students utilized bus tickets to access the course;
- Based on available information, five students continued their university education after the course (three students enrolled in the second CRAL course); seven maintained their employment in the community and one changed jobs;
- Based on student evaluations of the course (which are anonymous), student feedback was extremely positive; the Indigenous approach utilized by the two instructors was greatly appreciated.

**Logistics:**

The following represents an assessment of the process of running the course, from start to finish, with recommendations for future delivery of courses:

***Promotion:*** Using the template from an existing FCRM brochure to promote the Aboriginal Games and Activities course, a promotional brochure was developed and distributed in hard copy and via email (pdf format) to Aboriginal community groups and educators. Blair Robillard was the contact person for the course; along with Sonya Schulski and/or Joannie Halas, course brochures were delivered in person to the following agencies and schools: Mama Way Itchi Itata, Turtle Island CC, the FACT Coalition, NECRC, Neechi Foods Co-op, COTE High School, RB Russell High School, David Livingstone School, the Maples Collegiate.

***Recommendations:*** In future, develop a promotional brochure as early as possible and visit, in person, as many targeted community groups, agencies and schools. Continue to use one person/phone number as a contact point.

***Admissions, Registration and Fee Payment:*** The admissions and registration process was facilitated in large part by the accessibility and flexibility of the U of M on campus staff, as well as the in person contact made by Sonya and Blair to help students register for the course. Often, it took multiple visits to ensure that perspective students submitted all of the necessary documents or had completed all the forms correctly. Support from Stefan and Curtis at Ndinawe greatly facilitated the "reminding" that helped ensure all students submitted their documents in time.

At completion of the course, we were still in the process of completing the registration of two students. Both had existing student numbers at the U of M and the University of Winnipeg, with outstanding charges holding up their official registration. These student fees have since been paid; however, only one of the two has received course credit as the second still needs to provide U of W authorization to transfer the credit. The FKRM implemented a flexible registration date for the course, which helped in processing the late admissions. Where students had completed their U of M registration forms but withdrew prior to the forms being processed, we did not admit them to the U of M. This reduced the overall sponsorship costs for students who did not attend the course.

The City of Winnipeg offered to pay the admission, student fees and tuition costs for up to 20 students (i.e., \$11,000). In order to process the necessary funds, a contract was negotiated between the City of Winnipeg and the University of Manitoba. In anticipation of receiving these funds, the Faculty of Extended Education covered all student costs up to their year end reporting date (October, 2009), at which point the Faculty of Kinesiology and Recreation Management transferred funds to cover all outstanding fees. Once funding is received from the City of Winnipeg, the FKRM will be reimbursed. Again, this level of flexibility has been integral to the success of the course.

With regard to processing student applications, we 1) collected a “batch” of admission forms, 2) submitted to Carla Loewen at U1, who 3) inputted the necessary information and approvals and then 4) delivered the batch to colleagues in administration. Finally, 5) Summer Session provided an account from which all student admissions and course fees were processed.

We arranged a half day tour of the FKRM and U of M for interested students, and four were able to visit. Heather McRae facilitated the tour, which included stops at Aboriginal House, University One, the FKRM gyms, and the student records office where students had their photo ID cards made up. The on-campus visit also allowed students to complete their U1 on line tutorial, which is discussed below.

After the course was completed, one student received an email from the U of M registrar’s office demanding immediate payment of funds for the course; we need to ensure that administratively, when course tuition and fees are sponsored, that any communication regarding fee payment go to the CRAL coordinator, and not the individual student.

*Recommendations:* For future admissions, be sure that students 1) complete the full four page U of M application, 2) submit a copy of their birth certificate, drivers license or treaty card, and 3) sign the forms. Where an “off campus” waiver is required, have students complete this form at the point of filling out their admissions.

Arrange to visit the students frequently prior to the start of the course, to build relationships with each individual and the community where they work.

Where possible, arrange a visit to the U of M and tour of the relevant programs; use this time to complete any outstanding issues, such as the U1 tutorial.

*Recommendations:* Maintain the flexible approach to covering costs and processing student admissions.

***University 1 Tutorial:*** Given that the U1 on line tutorial requires a computer, and not all students have ready access to a computer, we arranged for one of the tutors (Heather McRae) to construct a powerpoint summary of the U1 tutorial, which she reviewed with students during the lunch hour on one of the course days. While providing a good overview of the content, students still needed to complete the tutorial on line. Two students were able to do this on their own, while four completed the tutorial during a campus visit to the U of M, using the Aboriginal Student Centre computers to do so.

*Recommendations:* For new students, in future, arrange a visit on campus as a group early on to enable all aspects of the admissions and registrations to be completed in good time. Maintain a flexible approach to the usual timelines for admitting and processing student information.

***Tutoring: The process of tutoring extended beyond the course end date.***

Prior to the course start, we identified U of M students (Heather McRae, Sonya Shulski, Danielle Brodeur) who would act as tutors for students in the course; these students met with Kathy Block of Student Support Services. From there, a general 'process' of how to provide support, given the atypical schedule of the course, was identified.

Tutoring assistance was made available to all students (e.g., tutors called students during the course to offer assistance and during the final week of the course, a drop-in tutoring session was arranged on-site). Only two students requested assistance to develop and edit their papers (one student requested assistance twice). The quality of the papers was quite diverse, with some reaching a graduate level of analysis, and others in need of work in terms of the basic organization of the content and the depth of analysis.

Once papers were submitted, the instructors (Blair and Mike), as well as Joannie Halas and Heather McRae read each paper; Heather McRae helped assess and edit the final course papers and provided written feedback to students in their paper and on a separate one-sheet paper. Joannie Halas also provided a one-page sheet on common issues to address in academic writing.

In the month of August, Heather contacted students to return their papers and to offer further help should they wish to use the feedback received on how to improve the paper to a B level standard. She was unable to contact all of the students (mostly due to a lack of contact information for those students who have moved or changed phones, etc) and one student requested the paper mailed to their home address. As of the writing of this report, all papers have been returned to the students.

As many students did not ask for assistance with their papers, the in-depth feedback helped demonstrate the high-level of engagement and positive feedback students could expect from tutors and instructors, to help strengthen existing and future relationships, and to encourage future requests for assistance. Student responses to the in-depth feedback have been very positive.

Overall, the course assignment and process for tutoring could have been more effective, for the following reasons: 1) the assignment was very open-ended, with little direction outlined for how students were to complete the seven page report; 2) the short duration of the course resulted in a 'last minute' approach to providing those who requested support with assistance and feedback on their papers, and 3) providing support within a group setting at Turtle Island wasn't conducive to individual, one-to-one interactions.

Of note, a small group of students helped another student to develop and write the course paper; this communal effort was very effective and resonates with Indigenous ways of learning.

Total number of tutoring hours was 31 hours, which included: assistance with the U1 tutorial and visit to campus, assistance with course assignments, and providing feedback on course assignments.

#### *Recommendations:*

On the first weekend of the course, include a written reflection piece that can be used to identify any literacy issues/supports that may be required.

Given the diversity of student's experiences with academic work, an assignment should be well-structured in terms of guidelines, but also provide flexibility for students to challenge themselves at a level of engagement that is meaningful for them.

Relationships between students and tutors would be strengthened by creating opportunities for them to work together early in the course. For example, course papers could be broken down into two to three parts so tutors could provide immediate feedback that would help enhance the student's final course paper. The assignment itself could be broken down into a few sub-tasks, and students could be given marks for completing these sub-tasks along the way. If students are writing a review of a book, they could start by writing a one page summary of the main ideas (without critique) for which they would be given some marks. They could then be shown how to create an outline that moves them from writing a summary only to a critique, after which they could hand in their outlines (also for marks). After that, students could work on their final draft. Breaking the process down into steps might encourage students to start the assignment early and to seek help early.

In-depth and constructive feedback is also recommended as it helps enhance student's understanding of academic writing, particularly if students are unable to access in-person tutoring.



Courses should also try to encourage and make space for peer-to-peer assistance or group work. Providing a mechanism for students to provide peer feedback might provide an important capacity and strength to build in the CRAL program, particularly for students who may be more comfortable receiving feedback from their peers as opposed to tutors.

Where needed, students should be connected with literacy supports that are available in the community to assist them as they move through the diploma.

**Delivery of the course:** With regard to the delivery of the course at Turtle Island, in the following analysis, the four constructs of the Medicine Wheel are used to assess the quality of teaching practices and approaches used to ensure student success:

***Physical:*** Locating the course at Turtle Island provided a familiar community context for the students. The physical structure of the community centre, with round rooms, a kitchen, a gym and outdoor field as well as Norquay Park, enabled the delivery of a wide variety of course activities. The opportunity to “play” with children from the community during the sharing of games and activities was greatly appreciated by students and made the activities feel “meaningful” and authentic in a community context. Many of the course activities were physically challenging for students, which was in some respects a good “hook” for those who are athletic and enjoy being physical. Finally, with regard to personal safety, one student had experienced a home invasion and Mike Pierre took time to assist the student by arranging for him to visit a local health clinic. The team teaching approach enabled this type of support.

In future, be sure to have a written guideline on the course outline that states that if one is to miss a class, to call or email the instructor and let them know.

***Social:*** The Aboriginal Games and Activities course, with its many traditional teachings, facilitates group interaction, teamwork and a sense of student belonging in the group. By the end of the first weekend, the group was “gelling” and the approach undertaken by the instructors resonated with Aboriginal communal values, which was greatly appreciated by the students. Activities such as sharing circles and oral story telling helped open and close the course each weekend.

***Mental:*** The blend of experiential, hands-on learning, with theory (i.e., reading an article, book and the course textbook) enabled student success. The seven page written book review was a challenge for students, and only six were able to submit their final report by the extended deadline. For some, the delay in producing the written assignment was due to a lack of time (many are working full time and have families to care for), a lack of access to a computer, a lack of expressed confidence (in their written ability) and other extenuating factors (e.g., an apartment that flooded on the week the assignment was due). In other words, other pressing issues took priority. Given that the written assignment is worth 30%, as long as students submitted their paper and had completed all of the other in-class assignments, they passed the course. While we arranged for tutoring, we need to think through a mechanism for assisting students prior to their completion of the assignment.

***Spiritual:*** The overall value of the course is represented in the student reflections, which were very positive.

**Strengths, Challenges and Opportunities:**

The strengths of the pilot was in the Indigenous values that guided the course objectives, assessment and activities, as well as the individual and communal support that the participants provided each other throughout the course. A definite bonding/camaraderie developed with the students as the course progressed. The strengths were in the students who participated, many despite overwhelming challenges. The strengths were also in the flexible approach to university timelines that enabled the course to be delivered under short notice.

The challenges relate to the day to day cultural landscape of the students, and the supports they do or do not have in place to enable their participation in the course. A second challenge is the range/diversity in the literacy and academic skills of the course participants. A third challenge pertained to the limited/small window of time to process the registrations.

The opportunities are great. Overall, the successful delivery of this pilot course helps us develop a model for further program implementation. The model would look like something like this:

- Promotion of the course and available supports within the north end community.
- Deliver the course in the community.
- Ensure the course content is relevant to the context of the community.
- Incorporate Indigenous teachings and values as the guiding framework for all courses.
- Create opportunities for students to support each other as a form of communal mentoring (e.g., through registration, attending the course, meeting deadlines, participating in a safe and welcoming manner, etc)
- Maintain on-going contact with students once the course is complete (this will enable promotion and registration for future courses).

***Recommendations:***

To truly be successful, promote the course using Indigenous values of “communal learning for community benefit”. Continue to incorporate traditional teachings and cultural activities into the delivery of content for future courses.

**Time/energy involved to be successful:** Beyond instruction and tutoring assistance, a number of individuals contributed to the successful delivery of the course. In total, Sonya spent 20 hours helping students register for the course. Sonya’s work was facilitated by Blair’s daily availability to visit students, take phone calls and respond to requests as they arose. We would estimate Blair’s volunteer contributions to be 40 hours. Similarly,

Joannie spent approximately 40 volunteer hours on the phone or email with university colleagues, or in the community visiting our Aboriginal partners.

In the community, Stefan, Curtis and Michael, among others supported each other by helping with the recruitment and admissions process, as well as the process of ensuring all students completed the student assignments.

These estimates are thought to be conservative.

**Financial Report:** The original budget outlined costs for the admission and registration of ten students at \$5500 (x's 2 for 20 students). The City of Winnipeg and the University of Manitoba developed a contract to finalize payment; this contract provides a template for any future agreements.

The overall course costs were \$5,755.40 which includes funding for admissions fees for 16 students and tuition fees for those students who actually attended the course.

Payments were made as follows:

\$5,484.60 (May 27/09 for 11 students)

\$ 997.20 (May 29/09 for 2 students)

\$ 498.60 (May 31/09 for 1 student)

\$ 498.60 (June 9/09 for 1 student)

\$ 444.40 (Sept 30/09 for 1 student)

-\$2,168.00 (Sept 11/09 tuition refund for five students; note that these students retain their admission to the U of M, which will facilitate their involvement in future courses).

Total transfer request to Summer Session (Oct. 31, 2009): **\$5,755.40**

#### **Next Steps:**

Our goal for 2009-2010 is to put forward a joint submission (FKRM, University of Manitoba and the Faculty of Kinesiology and Applied Health, University of Winnipeg) for funding for a CRAL diploma to the Council of Post Secondary Education. To strengthen our request for funding for a new CRAL program, we will continue to pilot the delivery of U of M and U of W theory and experiential learning courses. We will also demonstrate community interest in the program.

#### ***1. Pilot a "theory" courses (U of M) in the fall:***

Based on recommendations from our various meetings with community partners and a survey of student interest in the potential CRAL courses, we offered a second FKRM course, *Introduction to Professional Practices* (theory) in the fall. The course was instructed by Larry Morrisette, supported by Heather McRae, and a number of community partners spoke in the class, which was held over three weekends in November. As of July, 2009, we received funding from the FACT Coalition (\$5500) and the Assiniboine Credit Union (\$4000).

## **2. Pilot a University of Winnipeg course (2010):**

To strengthen our overall request for the University of Winnipeg course offering, we expect to pilot a course (e.g., *Issues in Health*) in the spring of 2010 (Instructor Dr. Glen Bergeron?).

## **3. Meet with the U of W and Aboriginal community partners to begin the process of applying for new program funds for the CRAL diploma/certificate:**

Key issues to be determined include:

- What will be the name of the program (e.g., CRAL? Certificate? Diploma?)
- Where will it be housed (e.g., FKRM, Extended Ed, U of M; joint delivery with the University of Winnipeg)?
- What are the possible educational partnerships (e.g., should we approach Red River College, MFNERC, etc)?
- Who will be our official community partners (e.g., Ndinawe, NECRC, etc)?
- What staffing and resources are required to be successful?
- What courses will be included? How will courses be determined?
- What are possible sources of funding to ensure sustainability?
- Who will “drive” the overall process?
- What means exist to evaluate the course and instructor outside of the university process (e.g., holistic, traditional ... did the course adhere with Aboriginal philosophies and cultural relevance?)

**Community – University Consultation for the Proposed  
Community Recreation and Active Living Diploma  
Aboriginal Focus Programs  
University of Manitoba**

**Submitted to:**

Community Recreation and Active Living Diploma Working Group

**Prepared by:**

Sally Hatcher, Program Director and  
Karen Favell, Program Administrator  
Aboriginal Focus Programs  
University of Manitoba

June 18, 2005

## **Executive Summary**

The Community Recreation and Active Living (CRAL) Diploma working group invited community professionals who have been working in the areas of sport, recreation, and healthy living to participate in a community – University consultation session. During this session, they discussed ideas about curriculum, design, and development of the proposed CRAL Diploma. The consultation session took place on April 5, 2005.

The community professionals who were invited to the consultation session work with Aboriginal and non-Aboriginal people in both rural and urban settings. They represent a number of organizations that develop and deliver programs in the areas of sport, recreation, and healthy living, including government, the public and Aboriginal school systems, and Aboriginal organizations.

The invited participants and the CRAL working group engaged in both small and large group discussions centred on topics that were provided by the working group. As a result of these discussions, we identified several issues that were raised by participants in a number of different areas.

Participants had many helpful suggestions about what should be included in the curriculum of the program. In addition to basic academic skills, participants felt that more practical information should be included to better prepare graduates for the less than ideal conditions of many rural communities. Many participants suggested that the diploma should have a practicum component. Some history of Aboriginal peoples should also be in the curriculum, as should learning about how band and government systems work. The program should have a strongly Aboriginal focus, both in curriculum and methods of delivery, while at the same time respecting the cultural and racial diversity of potential cohort groups.

Many participants indicated that the working group would need to work closely with community members before, during and after the program was run in their community. Aboriginal Focus Programs has always established and maintained these community relationships but not to the extent that was suggested in the consultation session. Students who complete the program will also need to know how to work with communities and how to form other partnerships, such as with government and non-government organizations.

Overall, many of the participants in the community consultation stated that there is a real need for the CRAL Diploma and for graduates from this diploma in communities. The information that could be offered in the diploma would be helpful to people who are working in communities now and also to people who may do so in the future.

## Introduction

On April 5, 2005, the Community Recreation and Active Living (CRAL) working group invited professionals who have been working in the fields of sport, recreation, and healthy living to participate in a half-day session in which they would discuss ideas about curriculum, design, and development of the proposed CRAL Diploma.

The half-day session was organized into two segments: a large group discussion involving all participants followed by small group discussions. The working group distributed the questions for the large and small group discussions to participants prior to the community consultation.

These are the questions that were given to participants:

- From your perspective, discuss the need for knowledge and skills related to health promotion, physical activity, recreation, and nutrition in the community?
- What key knowledge areas need to be part of the course content?
- What is the best process for moving this project forward?
- Who should be involved?

The suggestions made by participants in the course of answering these questions while in both the large group and small groups can be grouped into these four broad categories:

- Program content
- Working with communities
- Incorporation of Aboriginal content and traditional teaching methodologies into the program
- Program development and administration

## **1. Program Content**

### **1.1 Curriculum**

Participants felt that both oral and written communication skills typically taught in university should be included in the program.

In addition, students should also develop communication skills such as facilitation, conflict resolution, mediation, and negotiation. Practical advertising skills such as making posters should also be included in the curriculum.

The program should help develop program management skills in students. These skills include capacity assessment, proposal writing and program management skills such as program planning, development, assessment, and evaluation.

Students in the program need to try to model healthy behaviours including having proper nutrition, showing it is possible to make different choices (apples vs. chips), and exhibiting confidence and leadership qualities. Students who complete the program must be versatile and so must have good knowledge of sport, recreation, health, and nutrition.

Cultural awareness in the curriculum and on the part of instructors is important in order to foster inclusiveness and respect. Participants felt that the curriculum should reflect the diversity of Aboriginal (Ojibway, Cree, Dene, Lakota, etc.), Metis, and non-Aboriginal perspectives. In addition, differences between urban and rural as well as northern and southern circumstances and perspectives should be included. As well, Aboriginal people who do not follow a traditional path must also feel comfortable in the classroom environment. Aboriginal research should be included (Aboriginal teaching methodologies, ethics, action research). Group-based activities may be more useful than individual activities in Aboriginal communities ("we vs. I").

The program could have two streams, one for urban students and one for rural because the realities of the two settings could be very different.

The program should include the histories of Aboriginal peoples so that the students will know how the present has been shaped by the past. This should include not only Aboriginal history but also information about government policies that still have a major impact upon Aboriginal people today such as the Indian Act and the treaties. Students need to know how to access funding and how federal, provincial, municipal, and band systems work.

All aspects of healthy living should be included in the curriculum. Some participants commented that preventative health would be an important part of the program and healthy living should include not just the physical, but emotional, spiritual, and mental as well. Nutrition should also form a strong part of the curriculum. There should also be a strong base of physical activity in the program. The redemptive qualities of physical



activity are often missing from traditional healing practices and the health and wellness model is often missing a physical activity component.

Courses in youth development and working with youth should be included. Youth must be involved in the planning process so that we can learn about how they see their own communities.

Some participants thought there should be a practical component in the program so that students have the opportunity to use the skills they learned to deliver programs in communities before graduation. The practicum may also help students to learn respect for the varying levels of program development and available supplies in different environments. It was also suggested that urban students have at least one practicum that takes place in a rural environment and vice versa to vary their experiences. The practicum may also lead to employment for students after they have completed the program.

## **1.2 Delivery**

Many participants stated that the learning environment should be fun, engaging, and relevant. Students will need to create this type of learning environment when they are working in communities. The spirit of sport is sometimes lost in the process of developing and delivering programs.

The teaching style should be experientially-based whenever possible. There should also be a hands-on, tactile approach to learning. Incorporation of the arts in learning helps to create a more open classroom environment. Outdoor education components to the program will put students in a natural learning environment and have been shown to engage students to a greater degree than strictly classroom-based teaching.

The program must provide academic and other supports to students throughout the program in order to help them succeed. Support should be available to students even when they are between courses. These supports will help us to focus on retention as well as recruitment.

The program should provide ongoing professional development for instructors so that they can find out what is actually happening in specific communities and adapt their teaching to reflect these differences.

## **2. Working With Communities**

### **2.1 Forming effective relationships with Aboriginal and rural community members**

Relationships must be built with communities before, during, and following program delivery. Participants suggested one way to let communities know that we value their input in the program is to form program committees in the community which would meet and develop as the program runs. This might be one way to secure buy-in and long-term sustainability in the community. In turn, the community's objectives as well as our own could be met.

We must listen to what communities say. Participants felt that there must be higher levels of communication between Aboriginal communities and the University of Manitoba as well as among different Aboriginal groups. The program must be related to the needs of individual communities. Mainstream models that have been developed in southern, urban areas do not necessarily work in northern, rural communities and must be adapted when necessary.

Many participants stated that community leadership must be made aware of the importance of recreation and health in communities. Recreation means more than just sport. They need to know the benefits of increasing sport, recreation, and healthy living in communities. Chief and council are sometimes more interested in short-term projects that will be successfully completed within their own term and less interested in more long-term projects. There needs to be more long-term planning and commitment in Aboriginal communities and this will lead to sustainability. Long-term community health could be seen as a community development issue. Chief and Council must be on board for the program to succeed and for graduates to work with communities after graduation from the program.

### **2.2 Economic levels and building other community relationships**

Communities are at different levels of readiness to deliver programs such as the CRAL Diploma. Some do not have the internal resources required to deliver the program and some may first need to look after their own health and wellness. As well, academic preparation in communities may not be high enough for students to have a fair chance at succeeding in the program.

Even if a community does deliver one of our programs, economic levels may still not be very high. Community members may have difficulty maintaining healthy lifestyles because the cost of nutritious food may be too high. Federal government as well as local governments must be convinced that prevention strategies would be more beneficial for communities than treatment after the fact. Students in our program should be given the tools to communicate effectively with all levels of government as well as with community members.

Students working in communities can help to instill feelings of community pride, not just in the people with whom they work directly, but in other members of the community. People in all communities should feel proud of whatever facilities they have. It is also important that our students try to educate community members about their role in helping to develop not just recreation and sport in communities, but to help develop healthy communities.

Partnerships could also be formed with community members who are not as directly involved with the diploma such as teachers, health professionals, government leaders, and community policemen. They could be involved in the program directly (for example, as team leaders or guest lecturers) or indirectly as consultants.

### **3. Incorporating Aboriginal content and traditional teaching methodologies**

#### **3.1 Levels of traditional lifestyle in communities**

Some participants suggested that the program must recognize that not all students follow a traditional lifestyle and that many communities may be opposed to the integration of Aboriginal teachings into the curriculum. Students who are not traditional, as well as non-Aboriginal students, should feel comfortable while they are students in the program. The program should be inclusive of all students regardless of what their beliefs are.

#### **3.2 Aboriginal content and methods of delivery**

Participants suggested that Aboriginal history should definitely be part of the curriculum. Many students will likely not be aware of the series of events that led to the situation many Aboriginal people are in today. Students should be made aware of how government policies such as the Indian Act affect Aboriginal people to this day. Students should also be aware of how funding and contribution agreements work and also how government affects the daily lives of many Aboriginal people.

Participants felt that the diversity of Aboriginal, Metis, and non-Aboriginal perspectives should be reflected in the curriculum. In addition, differences between urban and rural as well as northern and southern circumstances and perspectives should be included.

Aboriginal learning styles should be accommodated in the program. Group-based activities should be present in the curriculum and there should be hands-on activities whenever possible. It might also benefit students in the program to have outdoor activities as part of the curriculum. Oral traditions may also be incorporated.

It was suggested that a holistic approach to learning be incorporated into the program and that we need to develop the gaps that exist in Aboriginal culture. Creativity will be

required to ensure Aboriginal content is tied to nutrition and health (e.g. a cookbook that shows health benefits of traditional foods).

Aboriginal research should be included (Aboriginal teaching methodologies, ethics, action research) in the development and delivery of the program.

#### **4. Program development and administration**

##### **4.1 Processes to move this project forward**

An advisory board should be established to help guide the development of the diploma.

Some participants suggested that we start building relationships with communities. The program could be delivered in a community that has other surrounding communities so that student support would not have to all be provided by one community.

It was also suggested that we should try to determine what the feasibility of this program would be for students, communities, and the University of Manitoba.

##### **4.2 People who should be involved in the development process**

Education authorities and other sponsors should be involved so that they will be aware of the program when students start applying for funding.

There should be representation from communities who may host the program, who may support student taking the program, or who wish to be involved in the development of the diploma.

Representatives from the federal and provincial governments should be present. Human Resources Development Canada could also be involved. Potential employers of CHRs (Community Health Representatives) and BFI (Brighter Futures Initiative) workers could also be involved. If they are aware of the diploma, they may be more likely to support their workers who may want to enroll in the program.

Youth should also be involved in the development of the diploma. They would have their own perspective on their own communities and could make suggestions about what could be in the curriculum.

## **5. Key Recommendations**

### **Curriculum and delivery**

The program should include oral and written communication skills as well as program development and management skills in the curriculum.

There should be a practicum included in the program which may lead to employment when the student completes the program. Separate streams for northern and southern offerings should be considered.

The program should continue to develop as it runs due to the participation of diploma committees and adapting the program to suit the needs and available resources of individual communities.

The program should provide academic and other supports for students throughout the program.

### **Working with communities**

Build relationships with communities before, during, and following program delivery.

Listen to community input and try to incorporate suggestions into the program.

Try to be aware of the economic and social realities of communities where we are delivering the program (real world of communities).

Forge partnerships with community members who may not be directly involved with the program.

### **Incorporation of Aboriginal content into program**

Aboriginal content and Aboriginal methods of delivery should be included in the curriculum. However, the incorporation of Aboriginal content into the program must be inclusive and differences among individuals respected.

### **Program development and administration**

Education authorities and sponsors should be involved with planning of the program.

There should be community representation in the planning process.

Government and potential employers should be aware of the program.

Youth should be involved in the development of the program and should be represented in planning committees.

## Appendix A: Community – University Consultation Agenda

**Community - University Consultation**  
***Community Recreation and Active Living (CRAL) Diploma***  
**April 5<sup>th</sup>, 2005**  
**Aboriginal Education Centre,**  
**University of Manitoba Downtown**  
**#11 The Promenade – Classroom D**  
(Directly behind Portage Place Mall between Portage Ave. & Ellice Ave.)

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### Agenda

**Facilitator:** Louise Champagne, President, Neechi Foods Co-op, Inc.

8:30 - 9:00 Refreshments

9:00 – 12:00 Introductions and welcome

Background information on Aboriginal Focus Programs

Background information on Faculties of Physical Education and  
Recreation Studies and Human Ecology

Large group discussion:

*Question:* From your perspective, discuss the need for knowledge  
and skills related to health promotion, physical activity, recreation  
and nutrition in the community?

Refreshments and body break

Break-out sessions (small groups):

*Questions:* What key knowledge areas need to be part of the  
course content? What is the best process for moving this project  
forward? Who should be involved? etc... )

Large group summary discussion and identification of individuals who are  
interested in continuing as members of the project advisory group

12:00 Lunch and closing activities

*"Building on Strengths...":* Mini-presentation by Janice Forsyth, Aboriginal  
Scholar in Physical Activity, Sport and Recreation, U of M

## **Appendix B: Community – University Consultation Participants**

### **Facilitator – Louise Champagne**

Rosella Bone	Aboriginal Health Services, WRHA
Guy Coneybeare	Public Relations & Recruitment Faculty of Human Ecology, U of M
Jason Edgerton	Instructor, Faculty of Human Ecology, U of M
Norm Ettawaccappo	Executive Director, Aboriginal Sport and Recreation Program, Sport Manitoba
Karen Favell	Aboriginal Focus Programs, U of M
Janice Forsyth	Faculty of Physical Education & Recreation Studies, U of M
Terry Grey	Community Groups, City of Winnipeg
Lance Guilbault	R.B. Russell School
Joannie Halas	Faculty of Physical Education & Recreation Studies, U of M
Darlene Hall	Executive Director, Aboriginal Health & Wellness Centre
Sally Hatcher	Aboriginal Focus Programs, U of M
Christal Laborero	Aboriginal Women's Advisory Council
Virginia Maracle	Urban Community Member
Gail Marchessault	Human Nutritional Science, Faculty of Human Ecology U of M
Kelly McKay	Faculty of Physical Education & Recreation Studies, U of M
Cynthia Menzies	Community Health & Wellness Coordinator
Bruce Miller	ACCESS program, U of M
Joseph Mousseau	COTE TY program, U of M
Liz Ready	Faculty of Physical Education & Recreation Studies, U of M
Dana Rungay	Instructor, Vision Seekers, Skownan
Stew Sabiston	Recreation & Wellness Consultant
Leon Simard	Children and Education/Aboriginal Education, Health & Nutrition
Maria Swanson	Recreation Facilitator, Children & Youth, Spence Street Neighbourhood
Mike Thomas	Hockey School Business

## Letters of Support

- |  |   |
|--|---|
| 1. Kim Clare                                 | Faculty of Social Work                                  |
| 2. Lydia Hedrich                             | Seven Oaks School Division                              |
| 3. Diane Roussin                             | Ma Mawi Wi Chi Itata Centre                             |
| 4. Stephen Terichow Parrott                  | CEDA Pathways to Education Program-Winnipeg             |
| 5. Gary Swanson                              | Community Services Department, City of Winnipeg         |
| 6. Annette Willborn                          | Manitoba Healthy Living, Youth and Seniors              |
| 7. Dave Bard                                 | Physical Education Consultant, Winnipeg School Division |
| 8. Pino Pisano                               | Winnipeg Aboriginal Sport Achievement Centre            |
| 9. Sister Maria Vigna                        | Rossbrook House   |
| 10. Myfanwy Cawley                           | FACT Parent Child Coalition                             |
| 11. Derek Stewner                            | Student in CRAL Pilot courses                           |
| 12. Vince Sansregret                         | WRHA, Point Douglas Community Area                      |
| 13. Louise Champagne                         | Neechi Commons Project                                  |
| 14. Heather McRae                            | Faculty of Education, University of Manitoba            |
| 15. Janice Goodman                           | North End Community Renewal Corp.                       |
| 16. Lorne Belmore and Elke Wurr              | Children of the Earth High School                       |
|  |   |
| 17. The Honourable Mr. Judge Murray Sinclair |   |
|  |   |
| 18. Cory Jackson, Executive Director         | Recreation Connections Manitoba                         |





UNIVERSITY  
OF MANITOBA

Faculty of Social Work

521 Tier Building  
Winnipeg, Manitoba  
Canada R3T 2N2  
Telephone (204) 474-7050  
Fax (204) 474-7594  
Social\_Work@UManitoba.CA

March 13, 2011

Dr. Elizabeth Ready  
Faculty of Kinesiology and Recreation Management  
University of Manitoba  
Winnipeg, Manitoba

Dear Dr. Ready,

On behalf of the Faculty of Social Work, I am offering sincere support for the proposed CRAL Diploma Program. The CRAL Diploma has been thoughtfully conceived and will provide excellent opportunities for community capacity development. In addition to Social Work course offerings within the diploma, the Faculty of Social Work recognizes the value of being able to deliver the diploma 'in the community' and to that end is pleased to house the CRAL Diploma at the William Norrie Centre at 485 Selkirk Avenue.

During the development of the CRAL Diploma proposal, discussions regarding costs associated with housing the program at the WNC have included reference to rent for two offices, use of classroom space when required and provision of office administrative support. The following annual costs were assigned these program elements:

- |                                      |             |
|--------------------------------------|-------------|
| 1. 2 Staff Offices @ \$250/month per | \$6000      |
| 2. Classrooms @ \$200/course         | \$800-1,400 |
| 3. 1/4 Office Admin (OA2)            | \$15,000    |

It is anticipated the offices will have basic office furniture though any specific furnishings required by the CRAL Diploma staff will be provided by that program. Additionally, while there will be integration with the WNC server and network systems, the CRAL Diploma program will provide computers to their staff.

The presence of the Faculty of Kinesiology and Recreation Management at the WNC the past two years has indeed provided many positive synergies with the ICSWP including opportunities for ICSWP students to take FKRM electives, for interdepartmental staff and student interaction as well as for an enhanced awareness and commitment to the physical aspects of well-being within this adult learning community. We look forward to even more of these opportunities with the development of the CRAL Diploma.

Sincerely,

Kim Clare  
Associate Dean Undergraduate Programs  
Faculty of Social Work



SEVEN OAKS  
SCHOOL DIVISION  
*community begins here*

## SEVEN OAKS SCHOOL DIVISION

830 Powers Street  
Winnipeg, MB R2V 4E7

Ph. (204) 586-8061

Fax: (204) 589-2504

February 23, 2011

Mr. James Allum, Chair  
Council of Post-Secondary Education  
Government of Manitoba

**Re: Letter of Support for the University of Manitoba/University of Winnipeg  
*Community Recreation and Active Living Program***

Dear Mr. Allum,

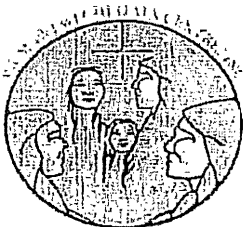
On behalf of the Seven Oaks School Division, I am writing to express our strong support for the University of Manitoba/University of Winnipeg joint proposal for a *Community Recreation and Active Living (CRAL) Program* (Certificate and Diploma) to be delivered in the north Winnipeg community. Over the past ten years our school division has collaborated with the Faculty of Kinesiology and Recreation Management at the University of Manitoba on a number of research projects intended to enhance the educational experiences of Aboriginal students through physical education. For six years now, we have supported delivery of the University of Manitoba Rec and Read Aboriginal youth mentor programs; the CRAL program will be of interest to our high school mentors who are interested in working within physical education, sport and recreation. We fully support the delivery of postsecondary university education within the north Winnipeg community.

The CRAL program will deliver meaningful and relevant university credit courses related to physical activity, sport, recreation, health and wellness that will provide students with a certificate and/or diploma that can be transferred into a variety of degree programs at each university. The CRAL program addresses the Council of Post Secondary Education's current priority of strengthening accessibility to post-secondary education, especially for Aboriginal students. We fully support these goals.

The Seven Oaks School Division looks forward to promoting the CRAL program to our high school graduates and we encourage a positive response to the request for funding.

Sincerely,

Lydia Hedrich, Assistant Superintendent  
Seven Oaks School Division



# Ma Mawi Wi Chi Itata Centre

"We all work together to help one another"



"Celebrating 25 Years  
of Service"

February 17, 2010

Mr. James Allum, Chair  
Council of Post-Secondary Education  
Government of Manitoba

Re: Letter of Support for the Community Recreation and Active Living Program

Dear Mr. Allum,

I am writing to express our support for the University of Manitoba/University of Winnipeg joint proposal for a Community Recreation and Active Living (CRAL) Program (Certificate and Diploma) to be delivered in the north Winnipeg community. The CRAL program will deliver meaningful and relevant university credit courses related to physical activity, sport, recreation, health and wellness that will provide students with a certificate and/or diploma that can be transferred into a variety of degree programs at each university.

As an Aboriginal community human service organization, Ma Mawi is particularly committed to supporting and partnering in initiatives that increase opportunities for individuals to be involved in positive ways that build their capacity to become healthy happy contributing members of our community. Ma Mawi is particularly enthused about the CRAL Program as it will strengthen accessibility to post-secondary education for Aboriginal students.

We look forward to supporting the CRAL program by promoting current employees to enroll in the CRAL certificate/diploma, by giving consideration to the hiring of students who complete the certificate and/or diploma and by participating as guest lecturers or partnering with an instructor on course assignments.

Please feel free to call me should you have any questions, I can be reached at 925-4484.

Sincerely,

Diane Roussin  
Executive Director

**McGregor  
Administrative Site**  
94 McGregor Street  
Winnipeg, MB R2W 4V5  
Tel (204) 925-0300  
Fax (204) 946-5042  
FRANCE DEPT. FAX:  
(204) 580-4309

**McGregor  
Neighbourhood Site**  
363 McGregor Street  
Winnipeg, MB R2W 4X4  
Tel (204) 925-0340  
Fax (204) 925-0371

**Anderson  
Neighbourhood Site**  
318 Anderson Street  
Winnipeg, MB R2W 1E5  
Tel (204) 925-0349  
Fax (204) 925-0306

**Spence  
Neighbourhood Site**  
443 Spence Street  
Winnipeg, MB R3B 2R8  
Tel (204) 925-0348  
Fax (204) 925-0308

**Circle of Care**  
Tel (204) 925-4475  
Fax (204) 925-4474

**Ma Mawi Wi Chi Itata Centre**  
Toll Free 1-888-962-6294

**Isabel's Place**  
Tel (204) 925-0320  
Fax (204) 925-0361

**Young Warriors Lodge**  
Tel (204) 925-0333  
Fax (204) 925-0338

**Little Sisters**  
Tel (204) 925-1778  
Fax (204) 925-1771

**Windy Hill Learning Centre**  
Tel (204) 925-0379  
Fax (204) 756-6707



February 8, 2011

Mr. James Allum, Chair  
Council of Post-Secondary Education  
Government of Manitoba

Re: Letter of Support for the Community Recreation and Active Living Program

Dear Mr. Allum,

I am writing to express support for the University of Manitoba/University of Winnipeg joint proposal for a Community Recreation and Active Living (CRAL) Program (Certificate and Diploma) to be delivered in the north Winnipeg community.

I represent CEDA (Community Education Development Association) as Facilitator of Tutoring and Mentoring, and also as a facilitator of one of the CRAL pilot modules in 2010.

CEDA hosts the Pathways to Education program in Winnipeg, with partnerships from the Province of Manitoba, the Winnipeg School Division, Pathways to Education Canada, the University of Winnipeg and the City of Winnipeg. The Pathways to Education program focuses on lowering high school drop outs rates, increasing access to post-secondary education and closing the "opportunity gap". The program provides monthly financial incentives and students are eligible for up to \$4,000 toward tuition upon graduation. The program is available to students who reside in the North End.

The Pathways program supports students to complete their education and make the transition into a successful career. The Pathways to Education program currently has over 100 students



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Agency Partner

509 Selkirk Avenue, Winnipeg, MB R2W 2M6 • 204.582.5800



enrolled, with a new cohort of 100 more students due to enroll for the 2011-2012 academic year. The majority of students are of aboriginal descent.

CEDA has partnered with the University of Winnipeg and the University of Manitoba to provide volunteers for mentoring and tutoring. CEDA has also partnered with the City of Winnipeg's North Centennial Leisure Centre to provide the space for the mentorship program every Friday and Saturday. There is a healthy meal provided at all tutoring and mentoring sessions. Friday's mentorship focuses on health, wellness, sport and recreation, while the Saturday mentorship program focuses on culture and leadership development.

The CRAL Program will provide necessary pathways for students completing high school and making the transition to higher education.

Many of the students in the CEDA Pathways program have valuable strengths and skills in community development, leadership and recreation. They have experience and exhibit expertise regarding issues, trends and barriers to recreation and active living. The students are well positioned to benefit from post-secondary educational programs that can emphasize the values of community representation, insight, strength-based knowledge and empathy as attributes of effective capacity to lead and manage community programs.

I had the pleasure of facilitating one of the pilot courses (Issues in Health) on the CRAL Diploma during Spring Term 2010. We based the majority of sessions at the William Norrie Centre, Faculty of Social Work site of the University of Manitoba, on Selkirk Avenue. We also did sessions at the University of Winnipeg's Duckworth Centre, and the Win Gardener Place at the North YMCA site on McGregor Street. The students all displayed formidable strengths and



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[www.cedawpg.org](http://www.cedawpg.org)

509 Selkirk Avenue, Winnipeg, MB R2W 2M6 • 204.582.5800



capacity to effectively analyze need, plan, and implement community programming in recreation, healthy eating and active living.

Students who successfully complete the CRAL program would be a vital resource for the CEDA Pathways to Education Program. As the program grows, the Pathways to Education Program has on-going opportunities for part-time and full-time tutors, mentors, facilitators, coordinators, student support workers, advocacy support, and researchers. CRAL graduates would be considered as highly appropriate candidates for these positions. The Pathways to Education Program has an enrolment strategy over the next four years of providing for 400 students, operating at a variety of sites across the North End of Winnipeg.

On behalf of CEDA's Pathways to Education program, and as a practising facilitator of the CRAL Program, I fully support this initiative.

Sincerely,

Stephen Terichow Parrott

Facilitator of Tutoring and Mentoring  
CEDA Pathways to Education Program-Winnipeg  
419 Selkirk Avenue  
Winnipeg, MB  
R2W 2M4

204 582 7434 (p)  
204 509 0357(e)  
204 582 8089 (f)  
[stephen@cedawpg.org](mailto:stephen@cedawpg.org)  
[www.cedawpg.org](http://www.cedawpg.org)



A United Way  
Agency Partner

[www.cedawpg.org](http://www.cedawpg.org)



**THE CITY OF WINNIPEG • VILLE DE WINNIPEG  
COMMUNITY SERVICES DEPARTMENT • SERVICES COMMUNAUTAIRES**

February 2, 2011

Mr. James Allum, Chair  
Council of Post-Secondary Education  
Government of Manitoba

Re: Letter of Support for the Community Recreation and Active Living Program

Dear Mr. Allum,

I am writing to express our support for the University of Manitoba/University of Winnipeg joint proposal for a Community Recreation and Active Living (CRAL) Program (Certificate and Diploma) to be delivered in the north Winnipeg community. The CRAL program will deliver meaningful and relevant university credit courses related to physical activity, sport, recreation, health and wellness that will provide students with a certificate and/or diploma that can be transferred into a variety of degree programs at each university. The CRAL program is designed to provide significant educational support for community members interested in becoming physical activity, sport, recreation, and health promotion leaders. The CRAL program addresses the Council of Post Secondary Education's current priority of strengthening accessibility to post-secondary education, especially for Aboriginal students. Notably, the majority of students who have participated in the delivery of CRAL pilot courses to date have been Aboriginal.

The Community Services Department, City of Winnipeg recognizes of the real need to provide home grown leadership for the delivery of Department recreation and program services in the North End. Our hiring statistics consistently show most of our new hires come from the south end of our City. One of the real barriers to hiring North End youth is they lack the skills and training to meet City hiring standards for recreation. The CRAL diploma program would help to provide a pool of qualified North End recreation leaders and thereby giving these young people real opportunity for employment with the Community Services.

*Embrace the Spirit • Vivez l'esprit*

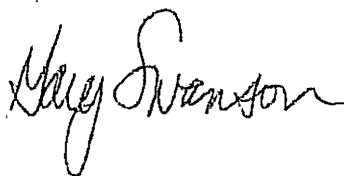
6<sup>th</sup> floor – 395 Main Street • 6<sup>e</sup> étage, 395, rue Main • Winnipeg • Manitoba • R3B 3N8  
Tel/Tél. (204) 986-3998 • Fax/ Téléc. (204) 986-8115 • [www.city.winnipeg.mb.ca](http://www.city.winnipeg.mb.ca)

Even if the City wasn't an employment choice for these CRAL students, the local community will benefit from this homegrown leadership pool as there are many other North End recreation and active living program providers looking for skilled leaders.

We believe the pilot CRAL courses offered to North End students over the last two years has made the case to deliver post secondary education where these students live and this is especially the truthful experience for Aboriginal students we have heard from. Our Department believes strongly in this approach to post secondary education and the partnership between the two Universities to deliver the CRAL program. Our commitment is such that we funded and also provided the venue for the first pilot course of CRAL.

We strongly encourage Council of Post-Secondary Education, Government of Manitoba to support and approve funding for the CRAL program to build on the strengths on the next generation of community leaders in the North End of Winnipeg!

Sincerely,



Gary Swanson  
Community Resource Coordinator  
Community Services Department  
City of Winnipeg

*Embrace the Spirit • Vivez l'esprit*

6<sup>th</sup> floor – 395 Main Street • 6<sup>e</sup> étage, 395, rue Main • Winnipeg • Manitoba • R3B 3N8  
Tel/Tél. (204) 986-3998 • Fax/ Téléc: (204) 986-8115 • [www.city.winnipeg.mb.ca](http://www.city.winnipeg.mb.ca)



Manitoba



Healthy Living, Youth and Seniors

Recreation and Regional Services

6<sup>th</sup> floor – 213 Notre Dame Ave., Winnipeg Manitoba R3B 1N3

T 204-945-3766 F 204-945-1684

www.manitoba.ca

January 28, 2011

Mr. James Allum, Chair  
Council of Post-Secondary Education

Re: Letter of Support for the Community Recreation and Active Living Program

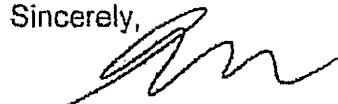
Dear Mr. Allum,

I am writing to express our support for the University of Manitoba/University of Winnipeg joint proposal for a Community Recreation and Active Living (CRAL) Program (Certificate and Diploma) to be delivered in the north Winnipeg community. The CRAL program will deliver meaningful and relevant university credit courses related to physical activity, sport, recreation, health and wellness that will provide students with a certificate and/or diploma that can be transferred into a variety of degree programs at each university. The CRAL program is designed to provide significant educational support for community members interested in becoming physical activity, sport, recreation, and health promotion leaders. The CRAL program addresses the Council of Post Secondary Education's current priority of strengthening accessibility to post-secondary education.

Recreation and Regional Services, a branch of Manitoba Healthy Living, Youth and Seniors, supports and strengthens the recreation delivery system at the local, regional and provincial levels to improve individual and community well-being. Students from the CRAL program will be beneficial to recreation and active living efforts at the grassroots community level.

The branch would be pleased to help connect students from the program with our provincial recreation and physical activity contacts as well as the numerous recreation commissions throughout the province. We would also be happy to consider supporting the delivery of courses by guest lecturing or serving in an advisory capacity for the program.

Sincerely,



Annette Willborn  
Director

**Manitoba**  
spirited energy



DAVE BARD  
Physical Education Consultant  
(Ext. 124, E-mail: [dbard@wsd1.org](mailto:dbard@wsd1.org))

Date: January 20<sup>th</sup>, 2011

TO: Mr. James Allum, Chair  
Council of Post-Secondary Education  
Government of Manitoba

FROM: Dave Bard, Physical Education Consultant

RE: Letter of Support for the Community Recreation and Active Living  
Program

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Dear Mr. Allum,

I am writing to express our support for the University of Manitoba/University of Winnipeg joint proposal for a Community Recreation and Active Living (CRAL) Program (Certificate and Diploma) to be delivered in the north Winnipeg community. The CRAL program will deliver meaningful and relevant university credit courses related to physical activity, sport, recreation, health and wellness that will provide students with a certificate and/or diploma that can be transferred into a variety of degree programs at each university. The CRAL program is designed to provide significant educational support for community members interested in becoming physical activity, sport, recreation, and health promotion leaders. The CRAL program addresses the Council of Post Secondary Education's current priority of strengthening accessibility to post-secondary education.

The CRAL program is an excellent opportunity for Winnipeg School Division graduates, belonging to the North End Community, to further their studies and leadership skills. This program will enable school and community leaders to promote active healthy lifestyles, and continue their work as role models and mentors. Area schools and teachers could play an active role in helping to identify potential candidates. I would be happy to facilitate communication between partners promoting this very valuable program.

Sincerely,



## Winnipeg Aboriginal Sport Achievement Centre

100 Sinclair St.  
Winnipeg, MB  
R2X1X1

Phone: (204) 589-2772  
Fax: (204) 586-2772

January 7, 2011

Mr. James Allum, Chair  
Council of Post-Secondary Education  
Government of Manitoba

Re: Letter of Support for the Community Recreation and Active Living Program

Dear Mr. Allum,

As the Program Director of the Winnipeg Aboriginal Sport Achievement Centre (WASAC), I am writing to show our support for the Community Recreation and Active Living (CRAL) Program (Certificate and Diploma) to be delivered in the north Winnipeg community. Recently WASAC celebrated our 10th year anniversary of providing enriching recreational programming to the Winnipeg Aboriginal community. During this time, we have hired over 500 local Aboriginal youth, providing them with employment and educational opportunities. As an Aboriginal sport organization located in north Winnipeg, we strongly support the CRAL program as it complements our own efforts to train, mentor and nurture local Aboriginal youth as recreation leaders.

Over the past two years, I have participated in numerous CRAL courses. Although I have over 20 years of experience in the recreation field, the CRAL program offered a unique opportunity to learn from university professors in a community setting. The CRAL program also provided me with an opportunity to enhance my existing skills, reflect upon past experiences in the recreation field, and engage in peer learning with existing and emerging community recreation leaders.

As a result of my experiences with CRAL, I supported another staff member to take a CRAL course and I will continue to encourage and support WASAC staff and youth mentors to enrol in CRAL courses. In addition, as employment opportunities arise, WASAC will hire CRAL graduate students interested in joining our organization.

I respectfully request the support of the Council of Post-Secondary Education for the Community Recreation and Active Living program. Your support will help ensure the sustainability and enhancement of the CRAL program and help support potential and existing Aboriginal and non-Aboriginal sport leaders in the north Winnipeg community.

Sincerely,

Pino Pisano  
Program Director

*"Embracing the spirit of Winnipeg's Aboriginal Community"*



*"No child who does not want to be alone should ever have to be."*  
Sister Geraldine MacHamana

December 6, 2010

Mr. James Allum, Chair  
Council of Post-Secondary Education  
Government of Manitoba

Re: Letter of Support for the Community Recreation and Active Living Program

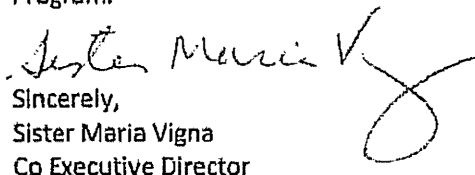
Dear Mr. Allum,

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Rossbrook House is a youth serving agency in the inner city. Our mission is "no child who does not want to be alone, should ever have to be." We provide alternatives to the destructive life of the streets 365 days of the year and 24 hours on all weekends and holidays. We believe that education and employment are two key components of hope and of change and also to seek out ways that ensures both are available.

We are very excited then to consider the number of ways we can pursue the values of education and employment in partnership with the CRAL program. The possibilities would include encouraging our staff to enroll in the CRAL certificate/diploma program and also linking with CRAL to support staff training through lectures and workshops.

We fully support the U of M and the U of W joint proposal for a Community Recreation and Active Living Program.

  
Sincerely,  
Sister Maria Vigna  
Co Executive Director



[www.factcoalition.org](http://www.factcoalition.org)

460 Andrews Street  
Winnipeg, MB R2W 4Y1

November 2 2010

Mr. James Allum, Chair  
Council of Post-Secondary Education  
Government of Manitoba

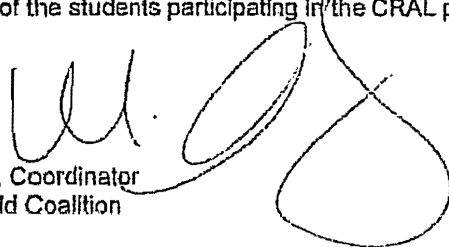
Re: Letter of Support for the Community Recreation and Active Living Program

Dear Mr. Allum,

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FACT, Families & Communities Together is the Parent Child Coalition for the Point Douglas Community Area and is funded by Healthy Child Manitoba. We provide networking and support to programs that enhance the lives of children and families in the following areas: Healthy Lifestyles, Community Capacity Building, Parenting and Literacy. Students, past and present, are active in many of the programs we support and partner with, in areas such as child care, active literacy initiatives and community education and awareness to name a few. As a community area that experiences significantly less positive health outcomes than the city's average, we welcome the work and energy of the students participating in the CRAL program.

Sincerely,

  
Myfanwy Cawley, Coordinator  
FACT Parent Child Coalition

November 1<sup>st</sup>, 2010

Mr. James Allum, Chair  
Council of Post-Secondary Education  
Government of Manitoba

Re: Letter of Support for the Community Recreation and Active Living Program (CRAL)

Dear Mr. Allum,

I am writing to express my support for the University of Manitoba/University of Winnipeg joint proposal for a Community Recreation and Active Living (CRAL) Program (Certificate and Diploma) to be delivered in the north Winnipeg community. The CRAL program will deliver meaningful and relevant university credit courses related to physical activity, sport, recreation, health and wellness that will provide students with a certificate and/or diploma that can be transferred into a variety of degree programs at each university.

The CRAL program is designed to provide significant educational support for community members interested in becoming physical activity, sport, recreation, and health promotion leaders. The CRAL program addresses the Council of Post Secondary Education's current priority of strengthening accessibility to post-secondary education, especially for Aboriginal students. Notably, the majority of students who have participated in the delivery of CRAL pilot courses to date have been Aboriginal.

On a personal note:

Having discovered my Métis heritage only four years ago, being a single father co-parenting my daughter with her mother and employed as the Métis Cultural Worker for ANCR, All Nation's Coordinated Response Network/ Child and Family Services: the CRAL program and it's dedicated team of Professor's, Instructor's, Funder's and Supporter's have had a tremendous positive impact in my life; personally and professionally.

Upon first hearing of this University program, the focus and the content of what they hoped to achieve and the delivery format in which it was to be delivered, convinced me that I needed to be a part of it. I have learned much about Aboriginal history, culture, traditions, teachings, values, family structure, Canadian history, government and laws. In addition, the focus on mentorship and the importance of sharing our learning experiences with all to assist in understanding, empathy, growth, health and fun!

I have since began the Bachelor of Social Work degree program through the U of M's, Part-time, Inner-City Program and am very fortunate to be able to transfer credits from CRAL, reducing the 6 year program significantly.

In my role as the Métis Cultural Worker I had the opportunity and benefit of implementing the "Traditional Aboriginal Games" course, presented by Blair Robillard, to my Summer Youth Program during this past summer. The 12-15 year old youths considered it one of the highlights of the program..."Tons of fun while learning values and history!" I have also drawn upon the lessons learned in the Diverse Populations Mentorship, Ethics and Issues in Health courses, and incorporate them into my counselling sessions and workshops with client's and staff alike.

I will continue to utilize what I learn in the CRAL program into my professional role, as a student, my role as a positive community member and especially my best role...Father.

Please consider supporting or extending your support to this very important, effective and needed University program for the populations it is focused on. The value and benefits may take some time to measure change, but I truly believe it is instrumental in facilitating the positive changes desperately needed.

Sincerely,



Derek Stewner



Winnipeg Regional Health Authority  
Office régional de la santé de Winnipeg  
Caring for Health À l'écoute de notre santé

Manitoba



Family Services and Housing

Point Douglas Community Area  
601 Alkins Street, Winnipeg, Manitoba R2W 4  
P: (204) 940-2025 F: (204) 940-2069

November 1, 2010

Mr. James Allum, Chair  
Council of Post-Secondary Education  
Government of Manitoba

**Re: Letter of Support for the Community Recreation and Active Living Program**

Dear Mr. Allum,

I am writing to express our support for the University of Manitoba/University of Winnipeg joint proposal for a Community Recreation and Active Living (CRAL) Program (Certificate and Diploma) to be delivered in the north Winnipeg community. The CRAL program will deliver meaningful and relevant university credit courses related to physical activity, sport, recreation, health and wellness that will provide students with a certificate and/or diploma that can be transferred into a variety of degree programs at each university. The CRAL program is designed to provide significant educational support for community members interested in becoming physical activity, sport, recreation, and health promotion leaders. The CRAL program addresses the Council of Post Secondary Education's current priority of strengthening accessibility to post-secondary education, especially for Aboriginal students.

The Winnipeg Regional Health Authority's Community Development program is a firm supporter of the objective to improve the local population's ability to access opportunities for education and personal development in the area of sport, recreation, health and wellness. The continuation of the CRAL program will be invaluable in the benefits it will offer to persons in their pursuit of achieving enhanced academic achievements and personal health and wellness.

The efforts put forth by the University of Manitoba and Winnipeg respectively, to initiate programs that promote community capacity building and health promotion opportunities for all persons is acknowledged and respected throughout the community. The approach to engage residents in addressing the social determinants of health and to reduce the health disparities through meaningful activities is greatly appreciated by the Winnipeg Regional Health Authority's Point Douglas community health office.

The WRHA is confident that an investment in the CRAL program is one that will have benefits both in the present and the future. It is the sincere hope on behalf of the WRHA that favorable consideration will be given to the proposed initiative.

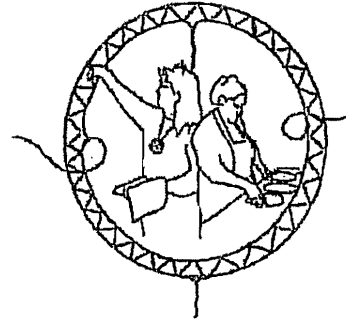
Sincerely,

Vince Sansregret  
Community Facilitator – Winnipeg Regional Health Authority (WRHA) Point Douglas Community Area.



# *Neechi Foods Co-Op Ltd.*

325 Dufferin Ave., Winnipeg, Mb., R2W 2Y1  
phone (204) 586-3798 fax (204) 589-4862



November 1, 2010

Mr. James Allum, Chair  
Council of Post-Secondary Education  
Government of Manitoba

Re: Letter of Support for the Community Recreation and Active Living Program

Dear Mr. Allum,

I am writing to express our support for the University of Manitoba/University of Winnipeg joint proposal for a Community Recreation and Active Living (CRAL) Program (Certificate and Diploma) to be delivered in the north Winnipeg community. The CRAL program will deliver meaningful and relevant university credit courses related to physical activity, sport, recreation, health and wellness that will provide students with a certificate and/or diploma that can be transferred into a variety of degree programs at each university. The CRAL program is designed to provide significant educational support for community members interested in becoming physical activity, sport, recreation, and health promotion leaders. The CRAL program addresses the Council of Post Secondary Education's current priority of strengthening accessibility to post-secondary education, especially for Aboriginal students.

Neechi<sup>1</sup> Foods Co-op Ltd. is a Worker Owned and Operated Co-operative Incorporated in 1986 under the Manitoba Co-operative Act and is located at 325 Dufferin Avenue. The Co-operative operates a full-service grocery store well known for its commitment to community economic development in Winnipeg's inner city.

The Co-operative is extensively involved in the preparation of traditional aboriginal foods which can be eaten at the facility or taken out. The Co-operative is well known for its catering business for various meetings and events in the city, especially for aboriginal events.

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<sup>1</sup> The word *Neechi* means "friend" in Cree and Ojibway.

The Co-operative is known throughout the city of Winnipeg as "The Place" to buy fresh bannock and wild blueberries. The Co-operative joins the traditional with the innovative with items such as bannock pizza. Many other items are available.

Neechi Foods Co-op is a striking example of a rare breed of social enterprise and successful business operations for several primary reasons;

- Neechi Foods Co-op Ltd. has always been financially independent,
- it is owned and staffed by local residents,
- most of the worker-owners of the Co-op are women,
- all 12 employees are Aboriginal
- It provides a full service grocery store in an economically challenged neighbourhood where the major grocery chains are reluctant to locate.

As a social enterprise, Neechi provides employment, training and collective business ownership to inner-city residents. The store also refuses to sell cigarettes, and does not emphasize the sale of candy and junk food.

Besides its daily achievements, in 2004 Neechi Foods Co-op Ltd. won a national award for its innovative diabetes prevention program that included nutritional education and getting the community moving (physical activity). The *Lilly Partnership in Diabetes Award* was presented to the co-op under the category "Contribution to Care in the Community". The award is sponsored by pharmaceutical giant Eli Lilly.

The Co-operative would benefit greatly from neighbourhood residents interested in promoting active living and good nutrition. The CRAL program will provide needed skill development and knowledge in this area of specialization.

Sincerely,



Louise Champagne  
President, Neechi Commons Project  
louisechampagne@shaw.ca ; cell (204) 918-0085

November 15, 2010

Mr. James Allum, Chair  
Council of Post-Secondary Education  
Government of Manitoba

Re: Letter of Support for the Community Recreation and Active Living Program

Dear Mr. Allum,

I am writing to express my support for the University of Manitoba/University of Winnipeg joint proposal for a Community Recreation and Active Living (CRAL) Program (Certificate and Diploma) to be delivered in the north Winnipeg community. The CRAL program will deliver meaningful and relevant university credit courses related to physical activity, sport, recreation, health and wellness that will provide students with a certificate and/or diploma that can be transferred into a variety of degree programs at each university.

I have volunteered as a tutor / in-class helper with CRAL program for the past three years. For many CRAL students, this program represents an impossible dream – going to and achieving success at university. During this time, I realized that the success of the CRAL program and its students is directly related to its focus on culturally relevant education. That is, student success is directly related to the positive expectations of program developers and instructors, the availability of culturally appropriate educational structures and processes, and an emphasis on the direct empowerment of individual Aboriginal students for the long-term goal of the collective empowerment of Aboriginal peoples.

As a Métis doctoral student with considerable tutoring experience, I believe the CRAL program promotes a sense of belonging, community, and multi-age peer mentoring that is difficult to achieve in traditional institutional settings. For example, I remember meeting one younger student who, when she first entered the program, stated that she never intended on pursuing post-secondary education and only entered the CRAL program because she liked sports. This student avoided speaking in class and told me she worried about her grades because she was not a 'good' student. The older CRAL students noticed her silence and each class, they would ask for her opinion and ideas. She later confided to me that she was in awe of the older students due to their incredible life experiences, skills and knowledge. While she appreciated the support of her instructors, she placed more value on the encouragement of her fellow students. And, because they believed in her, she began to see a different future for herself. The following year, she successfully

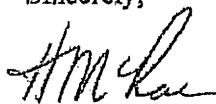
applied to the University of Manitoba because she wanted to become a physical education teacher.

On a personal note, my doctoral research investigates the development and delivery of culturally relevant sport programs in community settings. By helping support the development of Aboriginal leaders in the area of sport, physical activity and recreation, the CRAL program addresses many of the barriers (e.g., racism, poverty, cultural insensitivity) to Aboriginal peoples participation in sport (see Canadian Heritage, Sport Canada's Policy on Aboriginal Peoples' Participation in Sport, 2005), as well as the emerging *sport for development* goals of international bodies (e.g., United Nations International Working Group on Sport for Development and Peace) and national governments (for a Canadian perspective, see [www.sportmatters.ca/content/home.asp](http://www.sportmatters.ca/content/home.asp)). Further, and most importantly, the CRAL program was created and is supported by professors and community members who have experience developing and delivering successful community-based education programs, and who strive to understand and incorporate Aboriginal perspectives into their work.

I believe the emphasis on individual and collective empowerment, culturally relevant education, and student-to-student mentorship is integral to CRAL's success. It is an innovative university program that promotes institutional partnerships (e.g., University of Manitoba and University of Winnipeg) and community engagement (e.g., the program is delivered in the north end of Winnipeg and is often delivered at community sites). As a doctoral student in the Faculty of Education, I am inspired and honoured to be part of the CRAL program and I am excited to see how it will continue to develop and evolve.

In conclusion, I hope that members of the Council of Post-Secondary Education support the CRAL program. For my part, I will continue volunteer as a tutor and in-class helper, and when I complete my doctoral degree next year, I plan to offer my assistance as a guest lecturer and/or volunteer researcher (e.g., monitoring and evaluation).

Sincerely,



Heather McRae  
Faculty of Education  
University of Manitoba



## COMMUNITY DEVELOPMENT

509 Selkirk Ave.  
Winnipeg, Manitoba  
R2M 2W6

29 October 2010

Mr. James Allum, Chair  
Council of Post-Secondary Education  
Province of Manitoba  
608- 330 Portage Ave.  
Winnipeg, Manitoba  
R3C 0C4

Dear Mr. Allum:

**Re: Community Recreation and Active Living Program (CRAL)**

On behalf of the North End Community Renewal Corporation, I wish to express support for the joint proposal from the University of Winnipeg and the University of Manitoba to establish the Community Recreation and Active Living Program, to be delivered in Winnipeg's north end, in conjunction with local community based organizations.

The North End Community Renewal Corporation (NECRC) was formed in 1998 with a mandate to promote the social, economic and cultural renewal of the north end of Winnipeg. Working in partnership with community based organizations and stakeholders to increase education and training opportunities, and increasing employment for north end residents, has been designated as a priority area.

Over the past 2 years, NECRC has supported student recruitment and participation in a number of the CRAL courses, through the accessing of funds for student tuition, and participation on the CRAL Steering Committee. The majority of the students enrolled in the courses came from First Nation or Metis background, and for many of them, these courses were the first step in working towards a University degree.

If further information or clarification is required, please contact me at 927-2337.

Sincerely,

Janice Goodman  
Community Development Director  
North End Community Renewal Corp.  
509 Selkirk Ave.  
Winnipeg, Manitoba  
R2W 2M6  
927-2337 or email: [janice@necrc.org](mailto:janice@necrc.org)



# Children of the Earth High School

*Where Our Students' Spirits Soar...*



Mr. L. Belmore  
Principal

100 Salter Street  
Winnipeg, Manitoba  
R2W 4J6

Tel. 204.589.6383  
Fax 204.589.4822  
Email [lbelmore@wsd1.org](mailto:lbelmore@wsd1.org)

October, 29, 2010  
Mr. James Allum, Chair  
Council of Post-Secondary Education  
Government of Manitoba

Re: Letter of Support for the Community Recreation and Active Living Program

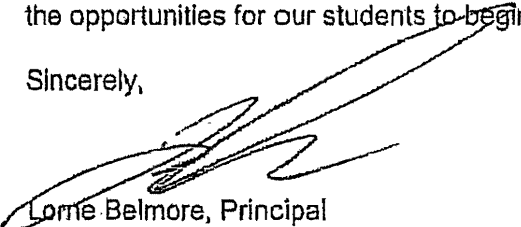
Dear Mr. Allum,


I am writing to express our strong support for the University of Manitoba/University of Winnipeg joint proposal for a *Community Recreation and Active Living* (CRAL) Program to be delivered in the north Winnipeg community. The CRAL program will deliver meaningful and relevant university credit courses related to physical activity, sport, recreation, health and wellness that will provide students with a certificate and/or diploma that can be transferred into a variety of degree programs at each university. The CRAL program is designed to provide significant educational support for community members interested in becoming physical activity, sport, recreation, and health promotion leaders. The CRAL program addresses the Council of Post Secondary Education's current priority of strengthening accessibility to post-secondary education, especially for Aboriginal students. Notably, the majority of students who have participated in the delivery of CRAL pilot courses to date have been Aboriginal.

Over the past ten years, Children of the Earth High School has partnered with the U of M Faculty of Kinesiology and Recreation Management on a number of research and educational projects. Many of our high school youth have participated in the after school ONE GOAL mentorship programs offered by the faculty; through their participation in this program some have acquired part-time and summer employment, and a few have gone on to take the pilot courses in the CRAL program. A few years ago, our students also participated in a focus group consultation with the university regarding CRAL and were very interested in the many benefits this type of sport, physical activity and recreation programming can offer as potential careers.

We are very excited about the possibility of a full time, fully-funded CRAL program, and the opportunities for our students to begin their postsecondary studies in our community.

Sincerely,

  
Lorne Belmore, Principal  
Children of the Earth High School

  
Elke Wurr, Physical Education Teacher  
Children of the Earth High School



April 19, 2011

Mr. James Allum, Chair  
Council of Post-Secondary Education  
Government of Manitoba

Dear Mr. Allum:

Re: Letter of Support for the Community Recreation and Active Living Program

I am writing to express my support for the University of Manitoba/University of Winnipeg joint proposal for a Community Recreation and Active Living (CRAL) Program (Certificate and Diploma) to be delivered in the north Winnipeg community. The CRAL program will deliver meaningful and relevant university credit courses related to physical activity, sport, recreation, health and wellness that will provide students with a certificate and/or diploma that can be transferred into a variety of degree programs at each university. The CRAL program is designed to provide significant educational support for community members interested in becoming physical activity, sport, recreation, and health promotion leaders. The CRAL program addresses the Council of Post Secondary Education's current priority of strengthening accessibility to post-secondary education, especially for Aboriginal students. Notably, the majority of students who have participated in the delivery of CRAL pilot courses to date have been Aboriginal.

I know personally how important recreation management can be for Aboriginal youth and communities. In my high school graduation class, I was Athlete of the Year and proceeded to enter the U of M School of Physical Education. This was an important step in my involvement in education and working with the Aboriginal community. I have coached many sports at the community club, high school, provincial and national levels. I was co-chair of the North American Indigenous Games, I have served on the Boards of Winnipeg Native Alliance, the John Howard Society, the Boy Scouts of Manitoba, among others. As a judge, I have seen much too often the tragic results of what happens when Aboriginal youth do not have meaningful access to education and recreation. As Chair of the Truth and Reconciliation Commission, I have seen the devastation created by a century of failed educational policies for Aboriginal peoples.

The Community Recreation and Active Living (CRAL) has the potential to be a model for how to succeed where past policies have failed. The CRAL program can



Truth and  
Reconciliation  
Commission of Canada

Commission de  
t moignage et  
r conciliation  
du Canada

trc.ca

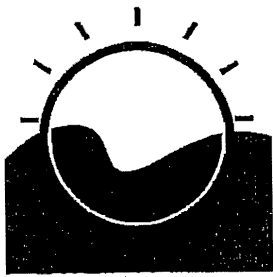
be part of a future that symbolizes reconciliation with Aboriginal communities and moves us all beyond the legacies of the past.

Yours truly,

A handwritten signature in black ink, reading "Murray Sinclair".

The Honourable Mr. Justice Murray Sinclair, Chair  
Truth and Reconciliation Commission of Canada





Mr. James Allum, Chair  
Council of Post-Secondary Education  
Government of Manitoba

## RECREATION CONNECTIONS MANITOBA

May 3, 2011

Re: Letter of Support for the Community Recreation and Active Living Program

Dear Mr. Allum,

I am writing to express our support for the University of Manitoba/University of Winnipeg joint proposal for a Community Recreation and Active Living (CRAL) Program (Certificate and Diploma) to be delivered in the north Winnipeg community. The CRAL program will deliver meaningful and relevant university credit courses related to physical activity, sport, recreation, health and wellness that will provide students with a certificate and/or diploma that can be transferred into a variety of degree programs at each university. The CRAL program is designed to provide significant educational support for community members interested in becoming physical activity, sport, recreation, and health promotion leaders. The CRAL program addresses the Council of Post Secondary Education's current priority of strengthening accessibility to post-secondary education.

Recreation Connections Manitoba Inc. (RCM) exists to collectively share the passion and spirit of recreation and is dedicated to enhancing the health and wellness of all Manitobans through the development and support of recreation professionals, practitioners and volunteers. RCM strongly supports the development of the CRAL initiative and sees this certificate program as a step forward in providing quality and relevant training specific to the unique needs of Aboriginal and New Canadian populations. The program unquestionably, will further underpin existing tools and initiatives established and/or coordinated by RCM such as:

**First Nation, Inuit & Métis (FNIM) Supplement for the Everybody Gets to Play™ Toolkit**

RCM plays an important role in education and promoting the benefits of recreation and recreation leadership for these target groups. In 2010/2011 and in cooperation with Canadian Parks and Recreation Association (CPRA), RCM hosted the launch of the *First Nation, Inuit & Métis (FNIM) Supplement for the Everybody Gets to Play™ Toolkit* at the Sport for Life Centre (Winnipeg) in March 2011 and a one-day orientation workshop in April 2011. The *FNIM Supplement for the Everybody Gets to Play™ Toolkit* was developed to provide specific information about First Nations, Inuit, and Métis peoples because of the unique history and circumstances faced by Aboriginal peoples in Canada.

**Promising Practices Guide for Access to Recreation for All Children, Youth and Families in Manitoba**

RCM supported and participated in the publishing and distribution of the *Promising Practices Guide for Access to Recreation for All Children, Youth and Families in Manitoba*. This was an initiative supported by CPRA and designed to create and share examples of progressive leadership and innovative programs, strategies and/or policies that support participation and enhance access to recreation for all children, youth and families in Manitoba. The resource provides community organizations, groups and municipalities across Manitoba with solid examples of practices that have been successful in overcoming barriers to recreation.

#### **Sogo Active**

A national Sogo Active program, developed by ParticipACTION and coordinated in Manitoba by RCM was created to help youth between the age of 13 and 19 get more physically active. Sogo Active supports community organizations including those that have an Aboriginal and New Canadian youth focus. A grant program is integrated into the program and offers financial support to those who develop physical activity initiatives, promote and provide healthy nutrition, or provide education about the inactivity crisis among children and youth with this target age group in mind. The program currently supports 80 community host organizations and has recruited over 600 youth to the program.

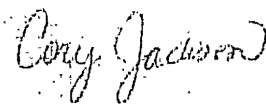
#### **After The School Bell Rings: A Manitoba After School Recreation Project**

A provincial Initiative focusing on promoting and supporting increased access and opportunities for children and youth, ages 6-12 years, to engage in physical activity and healthy living practices in the critical after school time period. The project will identify and develop resources to assist providers of after school programs to increase physical activity, healthy eating and active transportation within their programs and will provide opportunities for providers of after school programs to communicate with each other, to share ideas and seek resolutions to issues and to look at ways to work together to provide effective after school programs. The project will involve additional dedicated attention to address children (and their families) with low socio-economic status, living in Aboriginal communities, who are immigrants or refugees to Manitoba, or living in rural and northern Manitoba communities.

Recreation Connections Manitoba applauds the University of Manitoba and University of Winnipeg in its effort to develop this certificate program aimed at attracting inner city residents, Aboriginal people, and newcomers to Canada who have historically been underrepresented at both Universities.

Thank you for the opportunity to provide this letter of support and rationalization of how the CRAI program would support our involvement with various initiatives. Should you wish to speak with me further, please feel free to contact me at (204) 925-5748.

Sincerely,



Cory Jackson  
Executive Director

## **Report of the Senate Committee on Curriculum and Course Changes RE: Proposal for a Community Recreation and Active Living Diploma**

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### **Preamble**

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are found on the website at:  
[http://www.umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/497.htm](http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.htm).
2. At its meetings on March 14 and April 24, 2013, the SCCCC considered a proposal from the Faculty of Kinesiology and Recreation Management to establish a Community Recreation and Active Living Diploma.

### **Observations**

1. The purpose of the proposed Community Recreation and Active Living diploma would be to, "...introduce students to the theory and practice of developing, delivering, promoting, and managing recreation and active living programs."  
  
Additionally, the program would provide access to post-secondary education by providing a community-based program at the William Norrie Centre and a curriculum that incorporates cultural and community perspectives relevant to members of Aboriginal and inner-city communities, including newcomers and mature and first generation students. The program would also provide access to post-secondary education more broadly, by offering various access points (courses, diploma, degree) to further post-secondary study.
2. Programs that include overlapping academic content in the areas of sport, physical activity, community recreation, active living, and/or health and wellness, in either one or several courses, are offered at a number of institutions, as described in section I (7) of the attached program proposal. The proposed Community Recreation and Active Living diploma would complement these programs, but would be unique in terms of: its broader content in the areas noted above; the extent to which it incorporates content relevant to Aboriginal and inner-city communities; its community-based approach; the objective to provide access to under-represented groups in post-secondary education including not only Aboriginal students, but newcomer, mature, and first-generation students.
3. In order to graduate from the two-year diploma program, students would be required to complete ten courses (30 credit hours), including six core courses and four elective courses, as set out in the proposal. The curriculum would include both theory and experiential learning courses. The program would utilize existing courses in the Faculty of Kinesiology and Recreation Management and the Inner City Social Work program that incorporate Indigenous and/or community perspectives, to ensure the content is meaningful and relevant to the students and the community.
4. Courses completed in the program would be eligible for transfer credit upon admission to degree programs at the University of Manitoba, including degrees in Kinesiology,

Physical Education, Recreation Management and Community Development, and Social Work.

5. Projected enrolment in the program is 35 - 40 students, with an intake of 15 – 20 students each year.
6. It is expected that a significant portion of the students would complete the program on a part-time basis over a period of three or four years. Community consultations revealed that flexibility to study part-time would be a key to access and student success in the program. Appropriate student supports, some of which would be facilitated by the appointment of a Community Engagement / Student Support Coordinator, would also be required to ensure that students continue in, and successfully complete the program within this timeframe.

### **Recommendation**

The Senate Committee on Curriculum and Course Changes recommends:

**THAT Senate approve and recommend to the Board of Governors that it approve the establishment of a Community Recreation and Active Living Diploma in the Faculty of Kinesiology and Recreation Management.**

Respectfully submitted,

Professor H. Frankel, Chair  
Senate Committee on Curriculum and Course Changes

## **Report of the Senate Planning and Priorities Committee on a Proposal to Establish the Community Recreation and Active Living Diploma**

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### **Preamble:**

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC) are found on the website 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) wherein SPPC is charged with making recommendations to Senate regarding proposed academic programs.
2. The Faculty Council of the Faculty of Kinesiology and Recreation Management has approved, and recommends that Senate approve a proposal to establish the Community Recreation and Active Living Diploma.

### **Observations:**

1. The purpose of the proposed Community Recreation and Active Living diploma would be to, "...introduce students to the theory and practice of developing, delivering, promoting, and managing recreation and active living programs."

Additionally, the program would provide access to post-secondary education by providing a community-based program at the William Norrie Centre and a curriculum that incorporates cultural and community perspectives relevant to members of Aboriginal and inner-city communities, including newcomers and mature and first generation students. The program would also provide access to post-secondary education more broadly, by offering various access points (courses, diploma, degree) to further post-secondary study. Courses completed in the program would be eligible for transfer credit upon admission to degree programs at the University of Manitoba, including degrees in Kinesiology, Physical Education, Recreation Management and Community Development, and Social Work.

2. Programs that include overlapping academic content in the areas of sport, physical activity, community recreation, active living, and/or health and wellness, in either one or several courses, are offered at a number of institutions, as described in section I (7) of the attached program proposal. In each case, however, the program focus and curriculum of the proposed Community Recreation and Active Living diploma would complement but would not duplicate that of other programs. The program would be unique due to its broader content in the areas noted above; the extent to which it incorporates content relevant to Aboriginal and inner-city communities; its community-based approach; the objective to provide access to under-represented groups in post-secondary education including not only Aboriginal students, but newcomer, mature, and first-generation students.
3. The proposed program would meet a demonstrated need for individuals with the skills and knowledge required to develop and deliver sport, recreation, and physical activity programs, which are important to improving health outcomes of communities in Winnipeg's inner-city and in northern and rural Manitoba.

4. The two-year diploma program would require that students complete ten courses (30 credit hours), including six core courses and four elective courses, as set out in the proposal. The curriculum would include both theory and experiential learning courses. The program would make use of existing courses in the Faculty of Kinesiology and Recreation Management and the Inner City Social Work program, but would incorporate Indigenous and/or community perspectives, to ensure the content is meaningful and relevant to the students and the community. The courses, with enhanced content, would be offered separately at the William Norrie Centre.
5. Projected enrolment in the program is 35 - 40 students, with an intake of 15 – 20 students each year. The enrolment projection does not take into account that some students would complete the diploma program over more than two years on a part-time basis. The enrolment projection is based on the success both of courses piloted at the William Norrie Centre between 2009 and 2011 and the University's Rec and Read high school mentor program. The Faculty would recruit students through the latter program and through the relationships it has developed with various community partners.
6. The total cost of delivering the program would be \$298,580. Resources would be derived or sought from the following sources:
  - a request to COPSE for \$119,911 in new resources;
  - 85 percent of the tuition fees from the program, which will generate \$81,000 revenue, assuming an annual enrolment of 40 students;
  - Faculty in kind (\$42,000), in the form of academic and administrative salaries and capital.
7. Resources would be required for salaries and benefits for one (1.0) FTE faculty position, one (1.0) full-time Community Engagement/Student Support Coordinator and one part-time (0.5) administrative assistant; salaries for two sessional instructors; and stipends for Aboriginal Elders, cultural advisors, and tutors.
8. The Faculty has adequate library resources, computer facilities, and classroom space to support the program.
9. On the basis of the SPPC's criteria for assigning priority to new programs / initiatives,<sup>1</sup> the Committee recommends that a high priority level be assigned to the proposal for the Community Recreation and Active Living Diploma. The proposed program directly addresses the priority for Aboriginal Achievement identified in the University's Strategic Planning Framework. It is also consistent with the four Pathways to Indigenous Achievement identified by the Executive Lead for Indigenous Achievement: building partnerships and supporting communities; celebrating First Nations, Métis, and Inuit successes; sharing Indigenous knowledge and research; and supporting students. Furthermore, the program is critical to Aboriginal communities and communities in Winnipeg's inner city.

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

### **Recommendation**

The Senate Planning and Priorities Committee recommends THAT:

**Senate approve and recommend to the Board of Governors that it approve the proposal to establish the Community Recreation and Active Living Diploma in the Faculty of Kinesiology and Recreation Management. The Senate Committee on Planning and Priorities recommends that the Vice-President (Academic) not implement the program until satisfied that there would be sufficient funding from the sources stipulated in the proposal to support the ongoing operation of the program.**

Respectfully submitted,

Ada Ducas, Chair  
Senate Planning and Priorities Committee

## **Report of the Faculty Council of Graduate Studies on Regulation Changes**

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### **Preamble:**

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to policy changes and the revising of the FGS Academic Guide. Recommendations for academic changes are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on April 30, 2013 to consider a proposal for an Advisor-Student Guidelines document.

### **Observations:**

- Please see the Advisor-Student Guidelines document which follows.
- 
- The Faculty of Graduate Studies Academic Guide Committee met on April 4, 2013 and endorsed the proposal for an Advisor-Student Guidelines document.
  - The Faculty of Graduate Studies Executive Committee met on April 16, 2013 and endorsed the proposal for an Advisor-Student Guidelines document.

### **Recommendations**

**THAT Senate approve the Report of the Faculty Council of Graduate Studies [dated April 30, 2013] regarding a proposal for an Advisor-Student Guidelines document.**

Respectfully submitted,

Dean J. Doering, Chair  
Graduate Studies Faculty Council

/ak

Comments of the Senate Executive Committee:  
The Senate Executive Committee endorses the report to Senate.





## Preamble

- This form is designed to provide a framework for discussion between advisors and graduate students registered in a thesis or practicum program and to establish guidelines to govern their relationship. It may be revisited at any stage of the Student's graduate program to accommodate for changes in the Student-Advisor relationship.
- The Advisor-Student relationship involves mentoring, support, career development, as well as academic oversight. Advisors and students must arrive at jointly acceptable terms to establish their relationship.
- The Advisor is responsible for supervising the graduate Student's graduate program. The Advisor is the Student's primary point of contact at the University of Manitoba, and should be familiar with the general policies and regulations of the Faculty of Graduate Studies as well as the specific supplementary regulations of their academic unit. This form does not replace official University of Manitoba statements of policy and procedure.
- If students or advisors have any questions or concerns regarding their graduate program or this form, advice may be sought from the program graduate chair, unit head, Student Advocacy ([http://umanitoba.ca/student/resource/student\\_advocacy/](http://umanitoba.ca/student/resource/student_advocacy/)) or the Faculty of Graduate Studies ([http://umanitoba.ca/graduate\\_studies/](http://umanitoba.ca/graduate_studies/)).
- The Faculty of Graduate Studies plays an active role in the development of the Advisor-Student relationship. Please visit the Faculty's website ([http://umanitoba.ca/graduate\\_studies/](http://umanitoba.ca/graduate_studies/)) to find more information, consultation, and guidance for both advisors and students.
- The Advisor and the Student must review each of the points listed below and **must check off each box** to confirm that the items have been discussed and the Advisor and Student must confirm that they each understand all of these items. **This document must be completed prior to the commencement of any research and no later than the submission of the first Progress Report for the Student.**

## Part 1 | Advisor and Student

- a. The advisor \_\_\_\_\_, (the "Advisor") is a member of the Faculty of Graduate Studies and may supervise graduate Students in \_\_\_\_\_ at the University of Manitoba and agrees to supervise the graduate program of the Student named below; and
- b. The student \_\_\_\_\_, (the "Student") is registered in the Faculty of Graduate Studies, studying in \_\_\_\_\_ at the University of Manitoba and wishes to carry out a graduate program under the supervision of the above named Advisor.

## Part 2 | General Roles and Responsibilities

### 2.1 The Advisor

Please review the following points, and click each box to acknowledge that it was discussed.

The Advisor will:

- ☐ Guide the Student on appropriate course work, research, thesis proposal, thesis writing, suitable resources, and workspace.
- ☐ Assess, and confer appropriate and fair acknowledgment, of Student contributions to scholarly activity.
- ☐ Give reasonable notice to the Student of extended absences from campus, such as research leaves, and make satisfactory arrangements during such absences.
- ☐ Provide advice on the composition of the advisory and examining committees.
- ☐ Disclose any conflict of interest that may arise with respect to the Student. See [http://umanitoba.ca/admin/governance/governing\\_documents/students/277.html](http://umanitoba.ca/admin/governance/governing_documents/students/277.html)



## 2.1 The Advisor (continued)

The following are optional points to be discussed. If relevant, please review the following points, and click the box to acknowledge that it was discussed.

- ☐ Provide guidance on how to work effectively as a member of a team.
  - ☐ Assist in providing infrastructure and facilities required for the Student to undertake scholarly activities.
  - ☐ Any other mutually agreed upon responsibilities:
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## 2.2 The Student

Please review the following points, and click each box to acknowledge that it was discussed.

The Student will:

- ☐ Familiarize themselves with the policies, procedures, regulations and deadlines established by the University of Manitoba, the Faculty of Graduate Studies and their respective unit.
- ☐ Seek the advice of the Advisor regarding appropriate course work, research, thesis proposal, thesis writing, suitable resources, and work-space.
- ☐ Understand the University of Manitoba's policies concerning use of computer systems and networks. See [http://umanitoba.ca/admin/governance/governing\\_documents/community/230.html](http://umanitoba.ca/admin/governance/governing_documents/community/230.html)
- ☐ Demonstrate appropriate professional judgment, collegial behaviour, academic rigor and integrity at all times and in every facet of the graduate program.
- ☐ Dedicate time to the graduate program to make timely and effective progress towards degree completion.
- ☐ Maintain contact with the Advisor and provide any changes in contact information.
- ☐ Consult with the Advisor regarding graduate program examiners and assessors.

The following are optional points to be discussed. If relevant, please review the following points, and click the box to acknowledge that it was discussed.

- ☐ Keep laboratory, research, and computer areas tidy, and respect the space and property of others.
  - ☐ Strive to work effectively as a member of a team.
  - ☐ Any other mutually agreed upon responsibilities:
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## 2.3 The Faculty of Graduate Studies

The Faculty of Graduate Studies holds primary responsibility for ensuring that program policies, including admission criteria, program timelines, and requirements, are clearly articulated and duly followed. The Faculty also facilitates access to funding sources. Students and Advisors should be familiar with the Faculty website, regulations, and resources. [http://umanitoba.ca/faculties/graduate\\_studies/](http://umanitoba.ca/faculties/graduate_studies/)

## 2.4 The Unit

The unit of the Student's graduate program establishes the Supplementary Regulations for that program (including course requirements, examinations, thesis evaluation, and other requirements). These specific program regulations are posted on the Faculty of Graduate Studies website ([http://umanitoba.ca/faculties/graduate\\_studies/admin/532.html](http://umanitoba.ca/faculties/graduate_studies/admin/532.html)).

# Part 3 | Meetings

Please review the following points, and click each box to acknowledge that it was discussed.

- ☐ The Advisor and Student will arrange and attend regular meetings. The frequency of the meetings may vary, but at a minimum, meetings will normally be held every \_\_\_\_\_ (indicate weekly or monthly intervals and/or frequency).
- ☐ The Advisor will respond in a timely manner (normally not to exceed 30 days) with constructive suggestions/revisions to written work (including proposals, literature reviews, analysis, chapters), as well as research and scholarship applications, reports, manuscripts, or scholarly presentations.
- ☐ The Advisor and Student will organize and schedule an in-person meeting with the entire Advisory committee at least once annually. Additional meetings may also be held at the request of either the Student or the Advisor. If appropriate, the Student will distribute reports in advance of scheduled meetings with the Advisory committee.
- ☐ Any other mutually agreed upon responsibilities:

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# Part 4 | Publications

Please review the following points, and click each box to acknowledge that it was discussed.

- ☐ The Advisor will acknowledge the contribution of the Student in any publications and/or presentations, as appropriate.
- ☐ Order of authorship and the criteria to determine the order of authorship on any shared publications will be established.
- ☐ All University policies pertaining to attribution and/or authorship will be followed.
- ☐ The Student and the Advisor will discuss the patentability of any invention arising out of the research before any publication or presentation of the research in order to ensure that the patentability of the invention is not jeopardized.
- ☐ Any other mutually agreed upon responsibilities:

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## Part 5 | Intellectual Property, Academic Integrity, and Ethics

Please review the following points, and click each box to acknowledge that it was discussed.

- ☐ The Student will hold the copyright of his/her thesis.
- ☐ The Advisor and Student will abide by the specific guidelines and rules for copyright and intellectual property at the University of Manitoba, including the Intellectual Property Policy. See [http://umanitoba.ca/admin/governance/governing\\_documents/community/235.html](http://umanitoba.ca/admin/governance/governing_documents/community/235.html)
- ☐ The Student will keep orderly records of all research data produced or developed.
- ☐ Where research data is produced or developed, both the Student and Advisor will have access to the data at all times.
- ☐ Both Student and Advisor understand that the provisions of the University's Intellectual Property Policy pertaining to work done while a graduate student, as well as the guidelines around publication and access to research data, remain in place even after the Student is no longer attending the University.
- ☐ All Students are responsible for understanding the meaning of academic integrity at the University of Manitoba and ensuring it is applied to all their work.
- ☐ The Advisor and the Student will adhere to the University's policies and procedures related to the conduct of research, including any necessary human ethics review procedures, and animal care ethics, that must be completed. See [http://umanitoba.ca/admin/governance/governing\\_documents/research/373.html](http://umanitoba.ca/admin/governance/governing_documents/research/373.html); and [http://umanitoba.ca/admin/governance/governing\\_documents/research/374.html](http://umanitoba.ca/admin/governance/governing_documents/research/374.html)
- ☐ Where the Advisor is a member of the University of Manitoba Faculty Association ("UMFA"), the provisions of the UMFA collective agreement will apply to the Advisor.

The following are optional points to be discussed. If relevant, please review the following points, and click the box to acknowledge that it was discussed.

- ☐ The Student must complete appropriate courses on the use of animals or humans in research.
  - ☐ Any other mutually agreed upon responsibilities:
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## Part 6 | Timelines and Completion

Please review the following points, and click each box to acknowledge that it was discussed.

- ☐ Progress Report forms are to be submitted at least once per 12-month period. More frequent updates may be necessary. The Student and the Advisor must jointly complete this form.  
See [http://umanitoba.ca/faculties/graduate\\_studies/media/progress\\_report.pdf](http://umanitoba.ca/faculties/graduate_studies/media/progress_report.pdf)
- ☐ The maximum time period, including course work, examinations, research, thesis writing and defence (if applicable) permitted for the Student's graduate program is \_\_\_\_\_ years (please consult your specific program regulations as set by the Faculty of Graduate Studies). It is anticipated that the Student should complete the graduate program within \_\_\_\_\_ years.



## Part 6 | Timelines and Completion (continued)

The following are optional points to be discussed. If relevant, please review the following points, and click the box to acknowledge that it was discussed.

- ☐ Student commitments for other duties such as non-degree research, teaching and teaching assistantships, or other responsibilities should not delay efforts to complete the graduate program.
- ☐ Any other mutually agreed upon responsibilities:

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## Part 7 | Funding

Please review the following points, and click each box to acknowledge that it was discussed.

- ☐ The Student will seek opportunities for scholarships appropriate to their program, aided by the Advisor.

The following are optional points to be discussed. If relevant, please review the following points, and click the box to acknowledge that it was discussed.

- ☐ The Advisor will provide \$\_\_\_\_\_ for the academic year(s) \_\_\_\_\_ in funding to the Student as stipend or wages, subject to satisfactory progress by the Student and the availability of funds.
- ☐ Any other mutually agreed upon responsibilities:

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## Part 8 | Safety

The following are optional points to be discussed. If relevant, please review the following points, and click the box to acknowledge that it was discussed.

- ☐ The Student may be subject to safety courses or requirements at the University of Manitoba, including those pertaining to workplace protection (including Workplace Hazardous Material Information System "WHMIS"), hazardous materials, radioisotopes, laboratory and environmental waste management, or others.
- ☐ The Advisor and Student will seek input and direction from safety officers or other appropriate personnel within their unit if further training is required.



## Part 9 | Privacy and Confidentiality

Please review the following points, and click each box to acknowledge that it was discussed.

- ☐ If confidential information is provided to a student in the program, the student will not disclose the confidential information to any third parties, except as required by law or as permitted by agreement pursuant to which the confidential information was shared.
- ☐ The Freedom of Information and Protection of Privacy Act ("FIPPA") and The Personal Health Information Act ("PHIA") apply to the Student's program. See [http://umanitoba.ca/admin/governance/governing\\_documents/community/244.html](http://umanitoba.ca/admin/governance/governing_documents/community/244.html)

## Part 10 | Professional Development

Please review the following points, and click each box to acknowledge that it was discussed.

- ☐ Opportunities for the Student to attend suitable conferences and present scholarly work will be sought.
- ☐ Sources of funding for Student travel should be investigated and applied for.
- ☐ Professional development programs, such as effective writing courses, teaching training, academic integrity, and workshops on research grants and career opportunities will be encouraged.
- ☐ Any other mutually agreed upon responsibilities:

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## Part 11 | Other

- ☐ Any other mutually agreed upon responsibilities:

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## Signatures

The Student and Advisor have reviewed and understand these guidelines.

Advisor (Please type date) \_\_\_\_\_  
Date (dd/mm/yy)

Student (Please type date) \_\_\_\_\_  
Date (dd/mm/yy)

☐ Advisor

☐ Student

By checking this box you agree that you have read and understood this form, and that the information provided within is true and accurate to the best of your knowledge.

Copies of these signed guidelines will be kept by the Advisor and the Student, the unit (in the Student's personal file), and the Faculty of Graduate Studies.

## PROPOSAL FOR THE INTRODUCTION OF UNDERGRADUATE COURSES

*If you are changing the short course title or a course number, you **MUST** delete the current course and introduce it under the new title and/or number.*

TO BE COMPLETED FOR COURSES BEING INTRODUCED.

Faculty: Social Work

Department:

Proposed Course number: SWRK 3152

Confirmed with Registrar? Yes ☒ No ☐

Course subject: Field Instruction 1

OR new subject area:

Credit Hours: 12

Grading mode: Letter grades ☐

Pass/Fail ☒

Title: Prior Learning Assessment and Recognition of Field Practice

(max 90 characters)

When will course will be initially offered: Fall/2013

Is a laboratory required? Yes ☐ No ☒

Does the lab require a separate section from the lecture? Yes ☐ No ☒

**Course Description: As it will appear in the Calendar (include restrictions, pre-requisites, equivalencies, may not be held with, etc.) \*\*\* See Guidelines for writing a course description. \*\*\***

PLAR (SWRK 3152) is a self-study course in which the student (upon acceptance) will have the opportunity to demonstrate basic skills and knowledge as required of all students in first field placement. Students will be required to demonstrate learning in social work engagement, assessment, planning, intervention and evaluation, as well as integration of values and ethics and theoretical frameworks as attained in pre-requisite foundation courses. Applicants who have been accepted and register in SWRK 3152 in lieu of first field placement, SWRK 3150, will be required to complete all workbook assignments on or before the designated due dates and to contact the PLAR Assessor when additional clarification or support is required. Subject to satisfactory completion of assignments and reports, students will be evaluated and graded on a pass/fail basis.

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### Reason for new course:

Some social work students have significant work experience in social service settings and are therefore eligible to have their prior learning evaluated through enrolment in the Prior Learning Assessment and Recognition (PLAR) course as an alternative to a first field placement in a community-based setting. *The Standards for Accreditation* of the CASWE provide for academic credit to be given for previous work and/or life experience in lieu of practicum. This may be provided for a maximum of one half of the required hours of practicum specified in the program.

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Does this change lead to changes in programs in your own unit? Yes ☐ No ☒

In other faculties? Yes ☐ No ☒

### Include supporting documentation or explanation.

Use a separate sheet if necessary.

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

NOTE: Please include all applicable previous course numbers below. [Must also be included in calendar course description.]

**Prerequisites:** (MUST be taken before)

SWRK 1310 SWRK 2080 SWRK 2090 SWRK 3140

**Pre- or Corequisites** (MUST be taken either before or at the same time)

**Corequisites** (MUST be taken at the same time)

SWRK 4200

May **not** be held with:

Is this a topics course? Yes ☐ No ☒

Can a student take this as a topics course multiple times under different titles? Yes ☐ No ☒

Registration Restrictions: This course is limited to students of this faculty only: Social Work

Available only to students in year TWO of program.

Is this course intended to satisfy W requirement? ☐ Documentation Attached ☐

Is this course intended to satisfy M requirement? ☐ Documentation Attached ☐

This course has been accepted by University 1 Advisory Council for the University 1 course list. ☐

**Signatures:**

Department Approval: \_\_\_\_\_  
Print Name Signature Date

Faculty/School Approval: Kathy Levine [Signature] Feb 14/2013  
Print Name Signature Date



## **Rationale for Prior Learning Assessment and Recognition of Field Practice**

The introduction of Prior Learning Assessment and Recognition (PLAR) processes are occurring throughout national and international post-secondary institutions as a means of (1) improving student-centredness of PSE delivery, (2) facilitating student mobility and credit transfer, and (3) improving access to education and training (Barker, 2001). The introduction of Prior Learning Assessment and Recognition of Field Practice within the Faculty of Social Work is intended to be implemented as an opportunity for students to complete an existing course, using different processes and mechanisms, and not as a means of reducing credit hours. Field Instruction 1: SWRK 3150 (12 credit hours) is an “educationally directed field experience in which the student will have the opportunity to assume responsibility for social work engagement, assessment, planning, intervention and evaluation, integrating theory from class. The required hours are calculated as 28 weeks x 2 days per week x 7.5 hours or approximately 420 hours. This time commitment includes involvement with the agency in planning for, and engaging in, practice activity, and evaluation of performance. It also includes educational contact time with the field instructor in individual and/or group sessions” (Field Instruction Handbook, 2010, p. 11).

The Faculty of Social Work is strongly committed to supporting the emerging needs of students, including those that are eligible for consideration within the Educational Equity categories. Admissions to the Faculty have changed in the past several years, and there are a number of students who are entering the university and the program with a range of social service experiences including extensive volunteer hours, paid employment, attendance at professional development workshops, and self-directed learning opportunities. Therefore, the Faculty recognized the need to develop and implement a clear and substantive prior learning assessment process to evaluate, recognize, and award students credit if they are able to demonstrate how these prior experiences have contributed to their learning. It is important to acknowledge that it is not these experiences *per se* that are being assessed for credit, but rather how these experiences have contributed to the student’s learning needs.

### **1. Course Outline**

Please see supporting documents.

### **2. Library**

The Introduction of SWRK 3152 does not require any additional library resources as it is a different means of completing an existing course (SWRK 3150) and thus the current library resources that support SWRK 3150 are sufficient.

### 3. Statement of Additional Costs, Workload and/or Supplies

The approval and introduction of this course will not result in any additional costs to the Faculty. The process for Prior Learning Assessment and Recognition will be integrated into existing responsibilities of the current Field Liaison. As previously indicated, this course is a different means of completing an existing course. Therefore, the time allocated by the Faculty to the student remains the same – however, the tasks of the Field Liaison are to work with the student as a PLAR assessor rather than a liaison.

### 4. Overlap with other programs

As this course is limited to students in the Faculty of Social Work, there is no overlap with other programs or courses.

### 5. Revised Program Description

#### Calendar Changes

#### 1.3 Interfaculty Option in Aging,

The Interfaculty Option in Aging is offered by the following faculties: Arts, Human Ecology, Nursing, Kinesiology and Recreation Management, Clayton H. Riddell Faculty of Environment, Earth and Resources, and Social Work. To complete the option, students will complete each of the following requirements: a) 2610\* Health and Physical Aspects of Aging; b) 2650\* The Social Aspects of Aging; c) one field placement SWRK 3150, **SWRK 3152** or SWRK 4120 in aging d) one Field Focus of Social Work Practice course (SWRK 4200 or SWRK 4300) in aging. Students are encouraged to take courses from the participating units other than Social Work.

Course No.	Course Name	Credit Hours	Year
SWRK 1310	Introduction to Social Welfare Policy Analysis	3	1
SWRK 2080	Interpersonal Communication Skills	3	1
SWRK 2090	Human Behaviour and Social Work Practice	6	1
SWRK 3140	Introduction to Social Work Practice	3	1
SWRK 3150	Field Instruction 1	12	2
<b>SWRK 3152</b>	<b>Prior Learning Assessment and Recognition of Field Practice</b>	<b>12</b>	<b>2</b>

## NOTES:

- 1) SWRK 1310 and SWRK 2080 are open to University 1 students,
- 2) All students must take the foundation courses very early in the program. Failure to do so may restrict progression through the program.
- 3) See (Section5) for a complete list of pre-/corequisites.
- 4) Students must take SWRK 1310 before proceeding to SWRK 2110, , SWRK 2130, and SWRK 3130. In addition, SWRK 1310, SWRK 2080 and SWRK 2090 are pre- or corequisite to SWRK 3140.
- 4) All foundation courses (SWRK 1310, SWRK 2080, SWRK 2090 and SWRK 3140) are pre-requisite to SWRK 4200, SWRK 4300, SWRK 4210, SWRK 4220, SWRK 3150, **SWRK 3152** and SWRK 4120. In addition, SWRK 3150 **or SWRK 3152** Field Instruction 1 is pre-requisite to SWRK 4120 Field Instruction 2.
- 6) See Aurora Class Schedule for a list of SWRK 4200 and SWRK 4300 courses.
- 7) Students must take one section of SWRK 4200 and one section of SWRK 4300. Each section is anchored in a different field or focus of social work practice. It is recommended that students take SWRK 4200 and SWRK 4300 courses that corresponds with their field placement area of practice.
- 8) Students must take SWRK 4200 concurrently with SWRK 3150 **or SWRK 3152** and SWRK 4300 concurrently with SWRK 4120. If a student withdraws from SWRK 4200, he/she must also withdraw from SWRK 3150 and if a student withdraws from SWRK 4300, he/she must also withdraw from SWRK 4120. As well, if a student withdraws from SWRK 3150 he/she must withdraw from SWRK 4200 and if a student withdraws from SWRK 4120 he/she must withdraw from SWRK 4300. Students, who fail to withdraw from the corequisite course, will be withdrawn.

Please see attached documents.

FACULTY OF SOCIAL WORK, UNIVERSITY OF MANITOBA

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR) COURSE

Syllabus  
SWRK 3152, Section #  
12 Credit Hours  
Fall/Winter Session

PLAR Assessor:  
Office:  
Office Hours:  
(Or by appointment)

Telephone:  
Fax:  
Email:

**Pre-requisites:** Applicants must have successfully completed (prior to PLAR course commencement) the following four foundation courses: SWRK 1310 Social Welfare Policy Analysis (formerly 47.131); SWRK 2080 Interpersonal Communication Skills (formerly 47.208); SWRK 2090 Human Behaviour and Social Work Practice (formerly 47.209); and SWRK 3140 Introduction to Social Work Practice (formerly 47.314).

**Co-requisites:** SWRK 4200 Field/Focus Integrative Seminar (6 credit hours)

**Calendar Description**

Some social work students have significant work experience in social service settings and are therefore eligible to have their prior learning evaluated through enrollment in the Prior Learning Assessment and Recognition (PLAR) course as an alternative to a first field placement in a community-based setting. *The Standards for Accreditation* of the Canadian Association of Social Work Education (CASWE) provide for academic credit to be given for previous work and/or life experience in lieu of practicum. This may be provided for a maximum of one half of the required hours of practicum specified in the program.

PLAR (SWRK 3152) is a self-study course in which the student (upon acceptance) will have the opportunity to demonstrate basic skills and knowledge as required of all students in first field placement. Students will be required to demonstrate learning in social work engagement, assessment, planning, intervention and evaluation, as well as integration of values and ethics and theoretical frameworks as attained in pre-requisite foundation courses.

Applicants who have been accepted and register in SWRK 3152 in lieu of first field placement, SWRK 3150, will be required to complete all designated workbook assignments on or before the due dates and to contact the PLAR Instructor when additional clarification or support is required. Subject to satisfactory completion of assignments and reports, students will be evaluated and graded on a pass/fail basis.

## **Overview**

The purpose of field instruction is to ensure that students have appropriately sequenced social work practice experiences in community agency settings. For students who have a foundation of social work experience and who apply for and are accepted in the PLAR SWRK 3152 Course, this option offers greater flexibility and independent study to demonstrate that he/she has attained knowledge and skills in practice equivalent to or greater than a student who has successfully completed a first field placement experience. A six credit Field/Focus practice course (SWRK 4200) must be taken concurrent with SWRK 3152, PLAR Course.

## **Objectives**

The primary objectives of this course will be met when the student is able to demonstrate the following:

- An understanding and application of basic interpersonal communication skills, including verbal and non-verbal patterns;
- Identify and be able to articulate social work as a profession, including the diverse range of roles and responsibilities undertaken by social workers;
- The ability to respect clients' rights and an understanding and commitment to professional values and ethics as outlined in the CASW Code of Ethics;
- A working knowledge of community resources;
- A commitment to fostering and strengthening of self-awareness as a means to ongoing and effective professional practice;
- An openness to the evaluation of the effectiveness of assessment and intervention skills and to their overall professional performance;
- Development and practice of effective assessment, planning, and intervention skills;
- A linkage between classroom knowledge and theoretical frameworks with professional practice;
- A commitment to an ongoing process of reflecting and integrating social work theory into practice.

## **Methods**

The PLAR course is delivered in a self-study, workbook format and, as such, students are expected to work independently on recommended reading and assignments. Students are expected to engage in ongoing critical thinking and to ensure that their knowledge and understanding are shared and reflected in as comprehensive manner as possible in all assignments.

## **Grading**

Students are expected to complete and submit all assignments on or before the due date identified in the workbook. Any modification to this schedule must be requested by e-mail and arranged with the PLAR instructor at least 48 hours prior to the identified due date. Requests will only be considered in exceptional circumstances. Assignments handed in beyond the established due date (and unapproved by the instructor) will not be accepted.

Grading will be based on the total of all marks on completed assignments. In addition, the Assessor will review the overall workbook in accordance with the grading rubric which ranges from criteria being met ("pass") to criteria not being met ("fail") on a number of key attributes. PLAR instructors will use the marks assigned per assignment and the grading rubric to determine an overall final grade of pass or fail for the SWRK 3152 PLAR course. All assignments must be completed within the regular academic session. A student will be given a failing grade if any assignments are not completed and successfully submitted on or before the established due date. If a student receives a failing grade on one or more assignments, he or she will receive a failing grade in the course.

Grade appeals should initially be discussed with the PLAR Assessor. Appeals of final grades are to be requested by the student to the Assessor with a support rationale in writing. Outstanding issues may be appealed to the Appeals Committee of the Faculty of Social Work.

Please refer to the B.S.W. Student Handbook for further details on academic regulations and procedures.

## **Plagiarism**

Plagiarism is defined in the University of Manitoba General Calendar, and it carries serious academic penalties. If you are unsure of the appropriate practices to avoid plagiarism please consult with the instructor.

## **Student and Academic Staff Responsibilities**

The University of Manitoba has expectations regarding student behaviour. Policies concerning inappropriate or disruptive behaviour are online:

[http://umanitoba.ca/admin/governance/governing\\_documents/students/279.htm](http://umanitoba.ca/admin/governance/governing_documents/students/279.htm)

Policies regarding student discipline are online:

[http://umanitoba.ca/admin/governance/governing\\_documents/students/discipline/531.htm](http://umanitoba.ca/admin/governance/governing_documents/students/discipline/531.htm)

In addition, policies regarding academic staff's responsibilities regarding students are available online:

[http://umanitoba.ca/admin/governance/governing\\_documents/students/278.htm](http://umanitoba.ca/admin/governance/governing_documents/students/278.htm)

Confidentiality is to be practised and maintained whether in written assignments, in-class discussions, or in discussions about the course outside of class.

### **Professional Unsuitability**

The Faculty of Social Work may require any student to withdraw from the Faculty pursuant to the procedures set out in this By-law when the student has been found unsuited, on considerations of competence or professional fitness, for the practice of Social Work. For further information, please refer to the B.S.W. Undergraduate Handbook:

[http://umanitoba.ca/faculties/social\\_work/documents/bswhandbook.pdf](http://umanitoba.ca/faculties/social_work/documents/bswhandbook.pdf)

Or, the Graduate Handbook:

[http://umanitoba.ca/faculties/social\\_work/documents/Graduate\\_Handbook.pdf](http://umanitoba.ca/faculties/social_work/documents/Graduate_Handbook.pdf)

### **Participation**

Exceptional circumstances, such as prolonged illness which has a significant impact on overall completion of coursework, may be given special consideration upon a written request during the term or at the end of the term. The instructor has the right to set deadlines and to impose the grade of an 'F' for non-negotiated and/or unreasonable delays from students. In the normal course of events, students are expected to meet deadlines and complete all course requirements within the regular academic session.

### **General Expectations**

As students and adult learners with experience and knowledge, it is expected that the student assume completion of all assignments and fulfill expectations in a timely and comprehensive manner. Written assignments are expected to meet usual requirements of scholarship at the undergraduate level. In addition to the presence of content relevant to the course objectives, the following will be among the criteria used in assigning the grade: appropriate use of the literature, coherence in the organization between and within sections, presentation of available evidence for your arguments, and logic for the steps taken towards conclusions. Assignments should use the APA reference style as outlined in the text:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author.

Szuchman, L. & Thomlison, B. (2003). *Writing with style: APA style for social work* (2<sup>nd</sup> ed.) Toronto: Nelson Thomson Learning.

Examples of this reference style can also be found online (copy and enter the URL once you have accessed the internet):

<http://www.english.uiuc.edu/cws/wworkshop/>

## Student Services

If you are experiencing difficulties with your studies or assignments, or have a disability or illness which may affect your course of study, you should discuss these issues with the instructor and/or one of the following Student Affairs offices as soon as possible:

Disability Services  
155 University Centre

Phone: 204-474-6213 (Voice)  
204-474-9690 (TTY)

Student Counselling and Career Centre  
474 University Centre

Phone: 204-474-8592

Learning Assistance Centre  
201 Tier Building

Phone: 204-474-9251

## Assignments

SWRK 3152 is a pass/fail course, consistent with SWRK 3150 or first field placement. The course consists of seven assignments which relate to key personal and professional attributes, as evaluated in a SWRK 3150 field placement. The specific requirements of the assignments are detailed in the course package and include the following:

Assignment	Due Date	Marks
Professional Values and the CASW Code of Ethics	September 19	/10
Linking Theory and Practice	October 10	/10
Self-Awareness and Personal Reflection	October 31	/10
Effective Engagement and Communication	November 21	/10
Advocacy and Social Justice	December 12	/10
Recorded Video and Critique	February 13	/25
Case Study – Assessment	April 2	/25

Voluntary Withdrawal Date: Please refer to the University of Manitoba General Calendar



## **Report of the Senate Committee on Curriculum and Course Changes – Part B Submitted to Senate for Ordinary Debate**

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### **Preamble:**

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are found on the website at:  
[http://www.umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/497.htm](http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.htm). SCCCC is “to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses.”
2. The Committee considered a proposal from the Faculty of Social Work for a course introduction that is greater than nine (9) credit hours. The Senate Planning and Priorities Committee also considered the proposed course introduction.

### **Observations**

1. The Committee considered a proposal from the Faculty of Social Work for the introduction of one twelve (12) credit hour course, SWRK 3152 Prior Learning Assessment and Recognition of Field Practice. The course would provide students who have significant work experience in social service settings with an opportunity to demonstrate skills and knowledge acquired through their prior learning experiences.
2. National accreditation standards established by the Canadian Association for Social Work Education (CASWE) require that students in the Bachelor of Social Work program complete two 420-hour field placements, but provide for academic credit based on previous work and life experience. The current curriculum requires that students complete SWRK 3150 Field Instruction 1 and SWRK 4120 Field Instruction 2. The establishment of SWRK 3152 would give students, who have prior work experience in social services settings, the option of completing SWRK 3152 in lieu of SWRK 3150, which is also a twelve (12) credit hour course.
3. Faculties of Social Work at most Canadian universities offer students who enter their Bachelor of Social Work program with significant work experience an opportunity to challenge the fieldwork requirement.

### **Faculty of Social Work**

#### **Introduction:**

SWRK 3152 Prior Learning Assessment and Recognition of Field Practice Cr.Hrs. 12 +12.0  
PLAR (SWRK 3152) is a self-study course in which the student (upon acceptance) will have the opportunity to demonstrate basic skills and knowledge as required of all students in first field placement. Students will be required to demonstrate learning in social work engagement, assessment, planning, intervention and evaluation, as well as integration of values and ethics and theoretical frameworks as attained in pre-requisite foundation courses. Applicants who have been accepted and register in SWRK 3152 in lieu of first field placement, SWRK 3150, will be

required to complete all workbook assignments on or before the designated due dates and to contact the PLAR Assessor when additional clarification or support is required. Subject to satisfactory completion of assignments and reports, students will be evaluated and graded on a pass/fail basis. Prerequisites: SWRK 1310, SWRK 2080, SWRK 2090, SWRK 3140. Corequisites: SWRK 4200. Students may not hold credit for both SWRK 3152 and SWKR 3150.

**NET CHANGE IN CREDIT HOURS: +12.0**

**Report of the Senate Planning and Priorities Committee RE: Course Changes Beyond Nine Credit Hours, Faculty of Social Work**

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**Preamble:**

1. The Senate Planning and Priorities Committee (SPPC) has the responsibility to report to Senate on curriculum changes with significant resource implications, including additions to departmental curricula of more than nine (9) credit hours.
2. At its meetings on February 25 and March 25, 2013, the Committee considered a proposal from the Faculty of Social Work to introduce a net increase of twelve (12) credit hours to its curriculum.

**Observations:**

1. The Committee considered a proposal from the Faculty of Social Work to introduce the course SWRK 3152 Prior Learning Assessment and Recognition of Field Practice. The course introduction would result in a net increase of twelve (12) credit hours to the curriculum. The course would provide an opportunity to students who have significant work experience in social service settings to demonstrate skills and knowledge acquired through their prior learning experiences. Students who register for, and are admitted to, SWRK 3152 would complete the course in lieu of SWRK 3150 Field Instruction 1, which is also a twelve (12) credit hour course.
2. Given the significant number of credit hours assigned to the course, the Committee was concerned that students who fail the course or individual course assessments would have recourse to: (i) either repeat the course or improve their standing and (ii) appeal their grade. The Committee was assured that students would have the right to appeal a grade for an assignment or the course, as provided for by existing policies and procedures. A student who failed the course would be given an opportunity to (i) complete supplemental or additional work, (ii) repeat SWRK 3152, or (iii) complete SWKR 3150.
3. The Faculty of Social Work has indicated that no new resources would be required to offer the course. Different than SWRK 3150, which requires a Field Instructor and a Field Liaison, SWRK 3152 would not require a Field Liaison and would, therefore, be less costly to deliver. Grading of students' workbooks would be completed by the Field Instructor, which is an existing position in the Faculty. It was noted that overall registration in SWRK 3150 and SWRK 3152 would not be greater than current enrolment in SWRK 3150.
4. Library resources required to support the course, which are the same as those required for the existing course SWRK 3150, are in place and are sufficient.

**Recommendation:**

The Senate Planning and Priorities Committee recommends:

**THAT Senate approve the introduction of SWRK 3152 Prior Learning Assessment and Recognition of Field Practice in the Faculty of Social Work.**

Respectfully submitted,

Ada Ducas, Chair  
Senate Planning and Priorities Committee



UNIVERSITY  
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September 19, 2012

**TO:** Jay Doering, Vice-Provost, Graduate Education

**FROM:** Harvy Frankel, Dean, Faculty of Social Work 

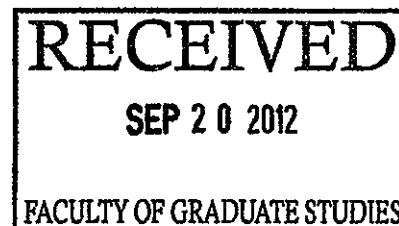
**SUBJECT:** Proposed Revisions to the Master of Social Work (M.S.W.) Program

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I am forwarding the required information and documentation for consideration of proposed revisions to the Master of Social Work program. These changes have resulted from a major review of our program, which included consultation with current students, graduates, and employers. We have developed a number of new courses to ensure that the curriculum content is current and in compliance with the updated standards of our accreditation body (The Canadian Association for Social Work Education).

We are proposing to move from a program with two autonomous streams to a new structure with a common core and up to five clusters. The fact that students in a particular cluster can take courses in another cluster greatly increases the number of elective possibilities. You will notice that we are retaining several of our current courses and adding some new courses. As we implement our course changes we will be deleting 24 credit hours of our current curriculum and introducing 30 credit hours of new courses. Much of the content of existing courses will be migrated into the new courses to ensure compliance with the CASWE accreditation standards. Therefore, we do not anticipate that the new courses will require a great deal of additional resources, as they build on existing courses with content that has been updated and enhanced.

If you require any further information please do not hesitate to contact us.



## **Faculty of Social Work Submission**

We are forwarding for approval by the Faculty of Graduate Studies ten proposed new courses and five course modifications. These changes have resulted from a major review of our MSW Program, which included consultations with current students, graduates, faculty, and employers. We have revised the program structure, developed a number of new courses, and modified existing courses to ensure that the curriculum is current and in compliance with the standards of our accreditation body (The Canadian Association for Social Work Education - CASWE).

As you will see, we are proposing a change from a program with two autonomous streams to a new structure with a common core of courses and areas of specialization (called "clusters"). The new structure will ensure that students have knowledge and skills required to meet accreditation standards while continuing to allow for specialization. The revised program offers students greater flexibility in designing a program that meets their learning objectives. The credit hour requirements of the MSW Program remain unchanged as does the opportunity for students to meet degree requirements through a thesis or coursework option. You will also notice that we are retaining several existing courses (with some modification/updates to calendar descriptions). Overall, the proposed changes will result in the deletion of 24 credit hours of our current curriculum and the introduction of 30 credit hours of new courses. Much of the content of deleted courses will be migrated into the new courses to ensure compliance with the CASWE accreditation standards. Therefore, we do not anticipate that the new courses will require a great deal of additional resources, as they build on existing courses with content that has been updated and enhanced.

Included in this submission are the following:

**Attachment 1:** A summary of the current program, the revised program structure, and the transition plan

**Attachment 2:** The revised program's mission, values, and objectives

**Attachment 3:** Course Introduction forms for 10 new courses and Course Modification forms for 5 existing courses

### **Course Introductions:**

1. SWRK 7600 Critical Perspectives and Social Work
2. SWRK 7610 Social Work as a Profession
3. SWRK 7620 Paradigms, Methodologies, and Methods for Social Work Research
4. SWRK 7630 Advanced Social Work Practice with Individuals and Families
5. SWRK 7640 Application and Critique of Theory and Research in Social Work Practice with Individuals and Families
6. SWRK 7650 Advanced Social Work Practice with Groups

7. SWRK 7660 Social Work Perspectives on Practice with Networks, Neighbourhoods, and Communities
8. SWRK 7670 Community Mobilization: Application of Concepts in Social Work Practice with Groups, Networks, and Communities
9. SWRK 7680 Management of Human Resources in Social Service Organizations
10. SWRK 7690 Leadership, Strategic Program Planning, and Financial Management in Social Service Organizations

**Course Modifications:**

1. SWRK 6010 Data Analysis for Social Work Research
2. SWRK 6070 Qualitative Research in Social Work
3. SWRK 7300 Clinical Evaluation of Social Work Interventions
4. SWRK 7430 Evaluation Research in Social Work Practice
5. SWRK 7440 Policy Analysis in Social Work Practice

**Attachment 4:** A copy of the library assessment of the resource capacity for the proposed new courses

If you require any further information please do not hesitate to contact either Don Fuchs, Graduate Program Chair, or Diane Hiebert-Murphy, Associate Dean, Research and Graduate Programs.

Comments of the Senate Executive Committee:  
The Senate Executive Committee endorses the report to Senate.

## **ATTACHMENT 1**

### **A Summary of the Current MSW Program, the Revised Program Structure, and a Transition Plan**



# Current MSW Program

## The Social-Clinical Intervention Stream

Students must complete 24 or 27 credit hours of seminar and tutorial work (Students opting for the "Course-Based Specialization Option" must complete 27 credit hours during their M.S.W. Program. All other students require 24 credit hours). The program requires at least 12-18 months of full-time study. Students may elect to take the program on a part-time basis.

The program includes 15 credit hours of core material (which must be completed within 24 months from date of admission) and 9 credit hours of electives. In addition to the course work, students are required to complete a thesis, practicum or the course-based specialization option. Students admitted prior to 2004 may complete Option 1 (thesis), Option 2 (practicum) or Option 3 (course-based specialization). Those students admitted in 2004 or later may complete Option 1 (thesis) or Option 3 (course-based specialization).

In addition to the one Advanced Social Work Practice Seminar required, students take nine hours of electives (up to six hours may be taken outside of the Social Work faculty).

Course SWRK 7290 is pre- or co-requisite to final approval of the proposal of the thesis, practicum or specialization course-based option.

## The Social Services Administration Stream

Students must complete 24 or 27 credit hours of seminar and tutorial work (Students opting for the "Course-Based Specialization Option" must complete 27 credit hours during their M.S.W. Program. All other students require 24 credit hours). The program requires at least 12-18 months of full-time study. Students may elect to take the program on a part-time basis.

The program includes 21 credit hours of required courses which must be completed within 24 months from date of admission. Students electing to study full-time may complete all 24 credit hours in one academic year. In addition to the course work, students are required to complete a thesis, practicum or the course-based specialization option. Students admitted prior to 2004 may complete Option 1 (thesis), Option 2 (practicum), or Option 3 (course-based specialization). Those students admitted in 2004 or later may complete Option 1 (thesis) or Option 3 (course-based specialization).

## The Social-Clinical Intervention Stream

### Core Courses and Electives

<u>SWRK 6010</u>	Data Analysis for Social Work Research	3
	or	
<u>SWRK 6070</u>	Qualitative Research in Social Work	3
<u>SWRK 7290</u>	Family-Focused Social Work Practice	6
<u>SWRK 7300</u>	Clinical Evaluation	3
<u>SWRK 7390</u>	Advanced Social Work Practice Seminar	3
	(Required elective-choose one from three offered)	
	Electives	9
	AND	
Option 1		
<u>GRAD 7000</u>	Thesis	0
Option 2		
<u>GRAD 7030</u>	Practicum	0
Option 3		
	Course-Based Specialization Option	
<u>SWRK 7180</u>	Advanced Field Practice	0
<u>SWRK 7190</u>	Integrating Theory and Research in Advanced Field Practice	3

## The Social Services Administration Stream

### Core Courses and Electives

<u>SWRK 6010</u>	Data Analysis for Social Work Research	3
	or	
<u>SWRK 6070</u>	Qualitative Research in Social Work	3
<u>SWRK 7310</u>	Social Service Administration Practice	6
<u>SWRK 7400</u>	Theoretical Foundations for Social Service Administration	3
<u>SWRK 7420</u>	Theoretical Foundations of Social Policy Analysis, Planning and Evaluation	3
<u>SWRK 7430</u>	Evaluation Research in Social Work Practice	3
<u>SWRK 7440</u>	Policy Analysis in Social Work Practice	3
	Electives	3
	AND	
Option 1		
<u>GRAD 7000</u>	Thesis	0
Option 2		
<u>GRAD 7030</u>	Practicum	0
Option 3		
	Course-Based Specialization Option	
<u>SWRK 7180</u>	Advanced Field Practice	0
<u>SWRK 7190</u>	Integrating Theory and Research in Advanced Field Practice	3

## Assumptions Underpinning the Revised Program Structure

1. The Program retains the current credit hour requirement (27 credit hours in the course-based option and 24 credit hours in the thesis option). As with the current program, the revised program will require at least 12-18 months of full-time study (students who choose the thesis option may require more time depending on the nature of their research). Students will continue to have the option of completing the program on a part-time basis.
2. All students must complete three core courses (9 credit hours).
3. All students must complete courses within an area of specialization- "cluster" (9 credit hours).
4. All students must complete 6 credit hours of electives (which may be taken within Social Work or other departments).
5. Students choose either the course-based option, which includes the completion of SWRK 7180 (0 credit hours) and SWRK 7190 (3 credit hours), or the thesis option.
6. Students completing a thesis must complete at least one course from the research cluster.

# REVISED MSW CURRICULUM

## CORE COURSES (9 credit hours)

1. Critical Perspectives
2. Social Work as a Profession
3. Research Foundations for Social Work

## CLUSTER COURSES (9 credit hours)

1. Direct Practice with Individuals and Families
2. Direct Practice with Groups, Networks, and Communities
3. Leadership, Management and Policy
4. Indigenous Knowledge Practice
5. Research

## ELECTIVE COURSES (6 credit hours)

Courses to be taken from other clusters or other units

## PROGRAM OPTIONS

Course Based/  
Advanced Field Practice  
(3 credit hours)

or

Thesis

## Revised MSW Curriculum

		Course	
		Introduction	Modification
<b>Core Courses</b>			
7600	Critical Perspectives and Social Work (3)	X	
7610	Social Work as a Profession (3)	X	
7620	Paradigms, Methodologies, and Methods for Social Work Research (3)	X	
<b>Direct Practice with Individuals and Families Cluster Courses</b>			
7630	Advanced Social Work Practice with Individuals and Families (3)	X	
7640	Application and Critique of Theory and Research in Social Work Practice with Individuals and Families (3)	X	
7300	Clinical Evaluation of Social Work Interventions (3)		X
<b>Direct Practice with Groups, Networks, and Communities Cluster Courses</b>			
7650	Advanced Social Work Practice with Groups (3)	X	
7660	Social Work Perspectives on Practice with Networks, Neighbourhoods, and Communities (3)	X	
7670	Community Mobilization: Application of Concepts in Social Work Practice with Groups, Networks, and Communities (3)	X	
<b>Leadership, Management and Policy Cluster Courses</b>			
7430	Evaluation Research in Social Work Practice (3)		X
7440	Policy Analysis in Social Work Practice (3)		X
7680	Management of Human Resources in Social Service Organizations (3)	X	
7690	Leadership, Strategic Program Planning, and Financial Management in Social Service Organizations (3)	X	



**SOCIAL WORK**

Course  
Introduction

Modification

No  
Change

**Indigenous Knowledge Social Work Cluster Courses**

Nine credit hours of courses from the MSW Indigenous Knowledge Program  
when approved and implemented

**Research Cluster Courses**

6010 Data Analysis for Social Work Research (3)

X

6070 Qualitative Research in Social Work (3)

X

**Course Based /Advanced Field Route**

7180 Advanced Field Practice (0)

X

7190 Integrating Theory and Research in Advanced Field Practice (3)

X

7000 Thesis Based Route

X



### Existing MSW Courses

#	Course Name	Continued	To be deleted
6010	Data Analysis for Social Work Research (3)	X	
6070	Qualitative Research in Social Work (3)	X	
7180	Advanced Field Practice (0)	X	
7190	Integrating Theory and Research in Advanced Field Practice (3)	X	
7220	Selected Topics in Social Work (3)	X	
7230	Problem Seminar (3)	X	
7280	Readings in Social Work and Social Welfare Research (3)		X
7290	Family-Focused Social Work Practice (6)		X
7300	Clinical Evaluation of Social Work Interventions (3)	X	
7310	Social Service Administration Practice (6)		X
7390	Advanced Social Work Practice Seminars (Individuals/Groups/Networks and Communities) (3)		X
7400	Theoretical Foundations of Social Service Administration (3)		X
7420	Theoretical Foundations of Social Policy Analysis, Planning and Evaluation (3)		X
7430	Evaluation Research in Social Work Practice (3)	X	
7440	Policy Analysis in Social Work Practice (3)	X	
Total			24

## Transition Plan

As we implement the revisions to the MSW Program, we will offer courses in the existing program in order for students to fulfill the requirements of the Program to which they were admitted. There may be a small number of students admitted to the existing program who, due to unforeseen circumstances (e.g., leaves of absence, exceptional leaves), do not complete all of the required courses in the existing program before the revised program is fully implemented. The following table details how these students will be able to fulfill their program requirements following full implementation of the revised Program.

### Students admitted to the Clinical Stream of the current MSW program

Current Program	Revised Program
SWRK 7290 Family-Focused Social Work Practice (3)	SWRK 7630 Advanced Social Work Practice with Individuals and Families (3) and SWRK 7640 Application and Critique of Theory and Research in Social Work Practice with Individuals and Families (3)
SWRK 7300 Clinical Evaluation of Social Work Interventions (3)	Remains the same
SWRK 7390 Advanced Social Work Practice Seminar (3)	SWRK 7650 Advanced Social Work Practice with Groups (3) or SWRK 7660 Social Work Perspectives on Practice with Networks, Neighbourhoods, and Communities (3)
SWRK 6010 Data Analysis for Social Work Research (3)	Remains the same
SWRK 6070 Qualitative Research in Social Work (3)	Remains the same

### Students admitted to the Administration Stream of the current MSW program

Current Program	Revised Program
SWRK 7310 Social Service Administrative Practice (6)	SWRK 7690 Leadership, Strategic Program Planning, and Financial Management in Social Service Organizations (3) and SWRK 7680 Management of Human Resources in Social Service Organizations (3)
SWRK 7400 Theoretical Foundations for Social Service Administration (3)	SWRK 7600 Critical Perspectives for Social Work (3)
SWRK 7420 Theoretical Foundations of Social Policy Analysis, Planning, and Evaluation (3)	To offer this course as is (3) or do it as a Selected Topics course SWRK 7220 (3)
SWRK 7430 Evaluation Research in Social Work (3)	Remains the same
SWRK 7440 Policy Analysis in Social Work Practice (3)	Remains the same



## **ATTACHMENT 2**

### **The Mission, Values, and Objectives of the Revised Program**

## **MSW Program Mission**

Students will acquire the knowledge, skills, and values to move beyond a generalist approach to social work into advanced innovative practice within a specialized area defined by population, issue, or type of practice that incorporates principles of respect for diversity, social inclusion, and social justice.

Students will:

- Develop the capacity to critically reflect on values, theory, research, and existing practice approaches in a chosen area of specialization;
- Master theories, research, policies, and practices appropriate to advanced study, including the critical analysis of the social construction of theory and practices that may reflect injustices;
- Develop transferable analysis and practice skills pertaining to the origins and manifestations of social injustices, and the multiple and intersecting bases of oppression, domination, and exploitation;
- Develop the ability to understand, apply, and critique, social work values, ethics, and practice in order to make professional judgments consistent with a commitment to promote equity and the elimination of oppressive social conditions;
- Be able to reflect on and/or respond to the needs and characteristics of the various clienteles served by social workers that include ethnic, cultural, racial, sexual, and gender diversity; and
- Develop a reflexive practice that critically reflects on professional expert power, white privilege, social workers' own social locations, the ways that societal oppression manifest in everyday practices, practice settings, policies, and research, and how these impact the client and/or the social worker.

### **CORE ATTRIBUTES/VALUES**

The core attributes/values include:

#### **1. Scholarship:**

*Incorporate and integrate current knowledge and theory into practice, and contribute to the development of new knowledge and theory.*

Objectives:

Students will be able to:

- (1) Understand current knowledge, theories, and perspectives, their value bases, and related skills and applications in social work;
- (2) Evaluate the current state of knowledge, theories, and perspectives applicable to social work through multiple lenses;
- (3) Understand social location as it has impacted the development of social work knowledge, skills, values, and practices;
- (4) Demonstrate scholarship through production of papers of publishable quality, conference presentations, presentations to peers and colleagues, community groups, clients, other professionals, and the media, and/or through a comprehensive paper in a chosen area of advanced study;
- (5) Appreciate the importance of ongoing professional education to update knowledge of theories and their application to social work practice;
- (6) Develop an awareness of scholarship from diverse cultural perspectives;
- (7) Be informed about knowledge, theories, and perspectives reflecting local, regional, national, and international issues;
- (8) Be able to develop and disseminate new concepts, practice formulations, knowledge, and perspectives based on scholarly evaluation;
- (9) Gain skills in identifying new social needs and issues and explore these using techniques of good scholarship; and
- (10) Develop a commitment to advancing social work knowledge, skills, and values in their work setting and in the community.

## 2. Critical Thinking

*Reflect critically on theory, research, policy, values, and personal beliefs as a foundation for professional social work practice/activities in a manner which actively supports the positive well-being, development, and changes of individuals, groups, and societies.*

Objectives:

Students will be able to:

- (1) Interpret and understand the significance of data, and clarify its meaning;
- (2) Analyze information by breaking it down and recombining it in different ways;
- (3) Reason or create an argument through logical steps;

- (4) Identify situations of openness and uncertainty as opportunities for creative practice;
- (5) Evaluate or judge the worth, credibility, or strength of others' reports/accounts/stories;
- (6) Provide evidence to support or challenge a point of view;
- (7) Evaluate the validity and importance of written materials;
- (8) Identify aspects of such materials which are open to question and to critique those materials drawing on other sources to back up their comments and coming to a conclusion on the overall worth/validity;
- (9) Identify and address structural sources of injustice and inequalities in the context of Canadian society; and
- (10) Apply knowledge of a variety of social work theories and perspectives to critically analyze professional and institutional practices.

### **3. Diversity, Social Justice, and Equity**

*Contribute to the development of societies in promoting respect for human rights and dignity (not only at an individual level but a group and community level), individual and collective worth and well-being, diversity, social inclusion, and the principles of social justice.*

Objectives:

Students will be able to:

- (1) Examine democracy, corporate power, and changes to the social safety net;
- (2) Understand how economic power and political power are linked, and how changes might be made;
- (3) Critically analyze economic inequality, its causes, and solutions;
- (4) Understand the intersectionality of factors related to inequality;
- (5) Understand the experience of Aboriginal people in order to promote mutual understanding and respect;
- (6) Focus on ethnicity and cultural issues as crucial to people's identity; and
- (7) Understand social and cultural differences as an important part of practice.

### **4. Ethical Practice**

*Take a critically analytical approach to ethical standards that is reflexive and responsible to the peoples who we are committed to serve, and results in practice that is congruent with social work values, professional standards, and the ethical frameworks of the peoples with whom we are working.*

Students will be able to:

- (1) Develop strategies of ethical reasoning and ethical decision-making;
- (2) Recognize and work through ethical dilemmas involving conflicts between personal, professional, agency, and societal values;
- (3) Represent the profession in a manner in keeping with the values of social work, its ethical standards at provincial, national, and international levels, and relevant legal frameworks;
- (4) Acknowledge that ethical principles are shaped by cultural perceptions and that Canadians as a culturally diverse society may differ on ethical principles but that social workers are bound by the Charter of Human Rights and Freedoms, the United Nations Charter, the CASW Code of Ethics, and provincial and agency standards of ethical social work practice;
- (5) Develop a tolerance for ambiguity essential for work in situations in which there are ethical dilemmas;
- (6) Recognize that while there may be a number of ethical frameworks, core components for social work are respect for the inherent dignity and worth of persons, pursuit of social justice, service to humanity, integrity of professional practice, confidentiality in professional practice, and competence in professional practice (CASW Code of Ethics, 2005);
- (7) Develop awareness of other ethical frameworks including the ethical values expressed in Indigenous teachings;
- (8) Understand and adhere to the guidelines and practices of the Research Ethics Board of the University of Manitoba and, where relevant, the standards pertaining to Indigenous research; and
- (9) Recognize professional responsibilities when encountering violations in ethical standards.

## **5. Advocacy**

*Work from the standpoint of disadvantaged/oppressed individuals/groups/communities to challenge oppression and oppressive institutions on behalf of and with them to remove barriers and obstacles to human and social development.*

Objectives:

Students will be able to:

- (1) Investigate ways of managing conflict and promoting community relations and reconciliation;
- (2) Recognize that advocacy can involve supporting changes that have positive effects on oppressed groups as well as challenging those aspects of society that maintain oppression and create barriers for certain individuals/groups/communities;
- (3) Advocate on behalf of a marginalized or oppressed groups whose suggestions or proposals or voices have been ignored
- (4) Differentiate between cause advocacy which promotes social change for groups and their causes, and case advocacy which seeks individuals' and families' welfare rights;
- (5) Enable individuals to overcome barriers in achieving life objectives and gaining access to services, including teaching self-advocacy skills;
- (6) Represent people in two different ways: speaking for them, and interpreting and presenting them to those with power;
- (7) Connect self-help and the participation of individuals and communities in decisions that affect them;
- (8) Help people take power for themselves by group empowerment practice with people from disadvantaged communities so as to increase citizen participation; and
- (9) Develop skills in the core components of advocacy which include communicating clearly, selling ideas, building affinity, creating partnerships, network building, and influencing others.

## **6. Local / Global Citizenship**

*Apply a critical analysis of global issues that transcends a national framework, and is consistent with conventions on universal human rights, and environmental and other international social development agreements, recognizes that practice is influenced by and influences both local and global realities, and acknowledges the interrelationships and effects of our and others' actions in local and global contexts.*

Objectives:

Students will:

- (1) Develop skills in the four key concepts of local and global citizenship: diversity and inclusion, human rights and social responsibility, equality and social justice, and democracy and active participation;
- (2) Develop knowledge and literacy in international issues affecting people locally and internationally and explore their relevance, challenges, and impacts on communities in various parts of the world;
- (3) Understand the importance of accompanying the efforts of oppressed and marginalized people and communities in working for better lives, keeping in mind key ethical and human rights principles that social work upholds;
- (4) Take up opportunities to investigate how and why some people may experience inequality/social exclusion on the basis of their environmental, material, social, cultural, and political circumstances in local and global context (e.g., refugees, indigenous peoples and others) and explore the work of intergovernmental, governmental and non-governmental organizations which aim to promote equality, social justice, and social development; and
- (5) Actively participate in promoting well-being, justice, equity, and fairness in interventions and learn how to avoid colonial, imperialist, and other oppressive actions when working across cultures and/or internationally.

These core attributes/values will direct and inform the entire program.

## **PROGRAM OBJECTIVES**

In keeping with our core values and the standards set by CASWE, the MSW program will produce graduates who can critically reflect on values, theory, research, and existing practice approaches in direct practice, administration and supervision, evaluation, research, and policy, and have the knowledge, skills, and values for innovative practice.

Specific program objectives include:

### **1. Direct Practice**

*To augment and expand existing direct and indirect practice knowledge, skills, and values as these relate to assessment and intervention with individuals, families, groups, and communities.*

Within their selected area of specialization, students will be able to:

- (1) Implement theory and research-based knowledge in their practice activities;
- (2) Augment and advance knowledge, skills, and values in specialized practice areas as these relate to direct and indirect practice;
- (3) Utilize critical thinking and a reflexive approach to social problems from a practice perspective;
- (4) Understand the relationship among practice, policy, and research—how policies and research inform practice and how practice informs policy development and research;
- (5) Integrate a range of approaches and theories including critical perspectives; such as antioppressive practice and indigenous perspectives;
- (6) Practice from a culturally sensitive perspective, understanding the significance of social location and diverse cultural perspectives on social work practice;
- (7) Advance knowledge, skills, and values in social work practice with all populations and in particular with marginalized/oppressed populations;
- (8) Develop the ability to evaluate clinical or policy practice;
- (9) Articulate and follow the components of ethical social work practice including the ability to resolve complex ethical dilemmas;
- (10) Identify how the skills and knowledge learned from practice activities are relevant to social work practice, and analyze the relevance of theory in the context of cultural factors, values and ethics, and anti-oppressive practice;
- (11) Demonstrate an awareness of the importance of ongoing professional education in direct/indirect practice as critical to competent service to clients; and
- (12) Recognize the unique demands of practice settings, and practice in urban, rural, northern and remote communities.

## 2. Policy

*To critically evaluate how state and organizational policies may privilege certain peoples and oppress disadvantaged and vulnerable peoples, and shape social work practice. This evaluation will be used to formulate and advocate for policies that advance social and economic well-being.*

Students will be able to:

- (1) Demonstrate knowledge of historical, ideological, and political influences that have led to



particular Canadian social policies;

- (2) Demonstrate a working knowledge of the policy process, analytic techniques, and policy design in at least one substantive issue area;
- (3) Apply social work values to critically analyze social problems and social policies;
- (4) Describe how political and legislative processes can influence social welfare policy development;
- (5) Demonstrate a comprehension of the processes by which certain groups in society are marginalized from the policy process;
- (6) Develop policy advocacy skills as a means to promote the inclusion of marginalized groups in the policy process;
- (7) Articulate how social policy analysis may be used to advance or hinder the pursuit of social and economic justice; and
- (8) Describe how social work professionals can affect the formulation, implementation, and evaluation of social policies.

### **3. Administration**

*To introduce knowledge, skills, and values around administration and evaluation of programs and supervision in order to provide leadership to programs, organizations, groups, and communities.*

Students will be able to:

- (1) Understand the skills and knowledge required for the administration of social programs;
- (2) Describe the process of planning social programs to meet complex social needs;
- (3) Demonstrate knowledge of how to provide practice and administrative supervision; and
- (4) Understand the role of process and outcome monitoring data for program operations.

### **4. Research**

*To recognize that research is a comprehensive conceptual process that is value-based and be able to critically appraise existing research epistemologies and methodologies to enhance the ability to generate and/or affirm knowledge.*

Students will be able to:

- (1) Understand and critique epistemology and ontology in order to choose an appropriate methodology;
- (2) Recognize the role of researcher as practitioner and/or activist and understand the role of research in promoting social justice, social change, and collective wellbeing;
- (3) Design ethical research in relation to a variety of research approaches (e.g., qualitative, quantitative, PAR, single subject design, meta analysis), appreciating that research ethics extends beyond what is required by university research ethics boards;
- (4) Use and interpret descriptive statistics, both in textual and diagrammatic presentation;
- (5) Monitor and evaluate in a systematic fashion individual cases and social work programs, including social activism;
- (6) Assess the concepts of evidence-based practice and practice-based evidence;
- (7) Demonstrate the successful application of secondary data sources in the analysis of social welfare policies;
- (8) Utilize qualitative and/or quantitative skills to analyze and develop social welfare policy and/or evaluate the effectiveness of social work intervention; and
- (9) Constantly critique research from the stance of "who benefits"?

**ATTACHMENT 3**

**Course Introductions and Course Modifications**

*(Summarized in Report)*

**ATTACHMENT 4**  
**Library Resource Assessment**



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Libraries

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

---

**Date:** August 25, 2012

**To:** Don Fuchs, Professor and Chair Graduate Program Committee, Faculty of Social Work

**From:** Camille Callison, Indigenous Services Librarian and Liaison Librarian for Anthropology, Native Studies and Social Work

**RE: Proposed Curriculum Change**

Department	Social Work
Course #	SWRK XXXX
Course Name	Critical Perspectives and Social Work

Thank you for informing the Libraries of the change involving the combining of material from the courses SWRK 7290 Family Focussed Social Work and SWRK 7310 Social Service Administration Practice into Critical Perspectives and Social Work.

The University of Manitoba Libraries' monograph collections and journal holdings are strong in the areas of Social Work studies. The Libraries currently holds numerous resources some of which are included as course texts and readings in the course submission. If we do not have the title, the library will do its best to obtain the course texts and readings. Also, materials not held in the UML collection may be obtained free of charge from other libraries and research centres around the world.

The Libraries' collection will continue to be able to support the course.

cc Coordinator, Collections Management  
Head, Unit Library

cc Coordinator, Collections Management  
Head, Unit Library



UNIVERSITY  
OF MANITOBA

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

**Libraries**

**Date:** August 25, 2012

**To:** Don Fuchs, Professor and Chair Graduate Program Committee, Faculty of Social Work

**From:** Camille Callison, Indigenous Services Librarian and Liaison Librarian for Anthropology, Native Studies and Social Work

**RE: Proposed Curriculum Change**

Department	Social Work
Course #	SWRK XXXX
Course Name	Social Work as a Profession

Thank you for informing the Libraries of the change involving the splitting of the course SWRK 7290 into Social Work as a Profession; Advanced Practice with Individuals and Families; Application and Critique of Theory and Research with Individuals and Families; and Critical Perspectives & Social Work.

The University of Manitoba Libraries' monograph collections and journal holdings are strong in the areas of Social Work studies. The Libraries currently holds numerous resources some of which are included as course texts and readings in the course submission. If we do not have the title, the library will do its best to obtain the course texts and readings. Also, materials not held in the UML collection may be obtained free of charge from other libraries and research centres around the world.

The Libraries' collection will continue to be able to support the course.

cc: Coordinator, Collections Management  
Head, Unit Library

cc: Coordinator, Collections Management  
Head, Unit Library



UNIVERSITY  
OF MANITOBA

**University of Manitoba Libraries**

**Inter-Departmental Correspondence**

**Libraries**

**Date:** August 25, 2012

**To:** Don Fuchs, Professor and Chair Graduate Program Committee, Faculty of  
Social Work

**From:** Camille Callison, Indigenous Services Librarian and Liaison Librarian for  
Anthropology, Native Studies and Social Work

**RE:** **Proposed Curriculum Change**

Department Social Work

Course # SWRK XXXX

Course Name Paradigms, Methodologies, and Methods for Social  
Work Research

Thank you for informing the Libraries of the change involving the combining of courses SWRK 6010 and SWRK 6070 into Paradigms, Methodologies, and Methods for Social Work Research.

The University of Manitoba Libraries' monograph collections and journal holdings are strong in the areas of Social Work studies. The Libraries currently holds numerous resources some of which are included as course texts and readings in the course submission. If we do not have the title, the library has a budget and gift funds to acquire some additional resources in this subject and will do its best to obtain the course texts and readings. Also, materials not held in the UML collection may be obtained free of charge from other libraries and research centres around the world, including the Center for Research Libraries.

The Libraries' collection will continue to be able to support the course.

cc Coordinator, Collections Management  
Head, Unit Library



UNIVERSITY  
OF MANITOBA

**University of Manitoba Libraries**

**Inter-Departmental Correspondence**

**Libraries**

**Date:** August 25, 2012

**To:** Don Fuchs, Professor and Chair Graduate Program Committee, Faculty of Social Work

**From:** Camille Callison, Indigenous Services Librarian and Liaison Librarian for Anthropology, Native Studies and Social Work

**RE: Proposed Curriculum Change**

Department Social Work

Course # SWRK XXXX

Course Name Advanced Practice with Individuals and Families

Thank you for informing the Libraries of the change involving the splitting of a course SWRK 7290 into Advanced Practice with Individuals and Families; Social Work as a Profession; Application and Critique of Theory and Research with Individuals and Families; and Critical Perspectives and Social Work.

The University of Manitoba Libraries' monograph collections and journal holdings are strong in the areas of Social Work studies. The Libraries currently holds numerous resources some of which are included as course texts and readings in the course submission. If we do not have the title, the library will do its best to acquire the course texts and readings. Also, materials not held in the UML collection may be obtained free of charge from other libraries and research centres around the world.

The Libraries' collection will continue to be able to support the course.

cc Coordinator, Collections Management  
Head, Unit Library

cc Coordinator, Collections Management  
Head, Unit Library





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OF MANITOBA

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

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**Libraries**

**Date:** August 25, 2012

**To:** Don Fuchs, Professor and Chair Graduate Program Committee, Faculty of Social Work

**From:** Camille Callison, Indigenous Services Librarian and Liaison Librarian for Anthropology, Native Studies and Social Work

**RE: Proposed Curriculum Change**

Department	Social Work
Course #	SWRK XXXX
Course Name	Application and Critique of Theory and Research with Individuals and Families

Thank you for informing the Libraries of the change involving the splitting of the course SWRK 7290 into Application of Critique of Theory and Research with Individual and Families; Social Work as a Profession; Advanced Practice with Individuals and Families; and Critical Perspectives & Social Work.

The University of Manitoba Libraries' monograph collections and journal holdings are strong in the areas of Social Work studies. The Libraries currently holds numerous resources some of which are included as course texts and readings in the course submission. If we do not have the title, the library will do its best to acquire the course texts and readings. Also, materials not held in the UML collection may be obtained free of charge from other libraries and research centres around the world.

The Libraries' collection will continue to be able to support the course.

cc Coordinator, Collections Management  
Head, Unit Library

cc: [illegible]



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OF MANITOBA

Libraries

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

---

**Date:** August 25, 2012

**To:** Don Fuchs, Professor and Chair Graduate Program Committee, Faculty of Social Work

**From:** Camille Callison, Indigenous Services Librarian and Liaison Librarian for Anthropology, Native Studies and Social Work

**RE: Proposed Curriculum Change**

Department	Social Work
Course #	SWRK XXXX
Course Name	Advanced Social Work Practice with Groups

Thank you for informing the Libraries of the change involving the splitting of the course SWRK 7390 into Advanced Social Work Practice with Groups; Social Work Perspectives, Network, Neighborhoods & Communities; and Community Mobilization, Applied Concepts for Social Practice with Group, Networks & Communities.

The University of Manitoba Libraries' monograph collections and journal holdings are strong in the areas of Social Work studies. The Libraries currently holds numerous resources some of which are included as course texts and readings in the course submission. If we do not have the title, the library will do its best to obtain the course texts and readings. Also, materials not held in the UML collection may be obtained free of charge from other libraries and research centres around the world.

The Libraries' collection will continue to be able to support the course.

cc Coordinator, Collections Management  
Head, Unit Library



UNIVERSITY  
OF MANITOBA

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

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**Libraries**

**Date:** August 25, 2012

**To:** Don Fuchs, Professor and Chair Graduate Program Committee, Faculty of Social Work

**From:** Camille Callison, Indigenous Services Librarian and Liaison Librarian for Anthropology, Native Studies and Social Work

**RE: Proposed Curriculum Change**

Department	Social Work
Course #	SWRK XXXX
Course Name	Social Work Perspectives, Networks, Neighborhoods and Communities

Thank you for informing the Libraries of the change involving the splitting of the course SWRK 7390 into Social Work Perspectives, Networks, Neighborhoods and Communities; Advanced Social Work Practice with Groups; and Community Mobilization, Applied Concepts for Social Practice with Group, Networks & Communities.

The University of Manitoba Libraries' monograph collections and journal holdings are strong in the areas of Social Work studies. The Libraries currently holds numerous resources some of which are noted as course texts and readings in the course submission. If we do not have the title, the library will do its best to obtain the course texts and readings. Also, materials not held in the UML collection may be obtained free of charge from other libraries and research centres around the world.

The Libraries' collection will continue to be able to support the course.

cc Coordinator, Collections Management  
Head, Unit Library

cc Coordinator, Collections Management



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

**Libraries**

**Date:** August 25, 2012

**To:** Don Fuchs, Professor and Chair Graduate Program Committee, Faculty of Social Work

**From:** Camille Callison, Indigenous Services Librarian and Liaison Librarian for Anthropology, Native Studies and Social Work

**RE: Proposed Curriculum Change**

Department	Social Work
Course #	SWRK XXXX
Course Name	Community Mobilization, Applied Concepts for Social Practice with Groups, Networks and Communities

Thank you for informing the Libraries of the change involving the splitting of the course SWRK 7390 into Community Mobilization, Applied Concepts for Social Work Practice with Groups Networks & Communities; Advanced Social Work Practice with Groups; and Social Work Perspectives, Networks, Neighborhoods & Communities.

The University of Manitoba Libraries' monograph collections and journal holdings are strong in the areas of Social Work studies. The Libraries currently holds numerous resources some of which are included as course texts and readings in the course submission. If we do not have the title, the library will do its best to obtain the course texts and readings. Also, materials not held in the UML collection may be obtained free of charge from other libraries and research centres around the world.

The Libraries' collection will continue to be able to support the course.

cc Coordinator, Collections Management  
Head, Unit Library

cc Coordinator, Collections Management  
Head, Unit Library



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

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**Libraries**

**Date:** August 25, 2012

**To:** Don Fuchs, Professor and Chair Graduate Program Committee, Faculty of Social Work

**From:** Camille Callison, Indigenous Services Librarian and Liaison Librarian for Anthropology, Native Studies and Social Work

**RE: Proposed Curriculum Change**

Department	Social Work
Course #	SWRK XXXX
Course Name	Management of Human Resources in Social Service Organizations

Thank you for informing the Libraries of the change involving the splitting of the course SWRK 7310 into Management of Human Resources in Social Service Organizations; Leadership, Strategic Program Planning and Financial Management; and Critical Perspectives and Social Work.

The University of Manitoba Libraries' monograph collections and journal holdings are strong in the areas of Social Work studies. The Libraries currently holds numerous resources some of which are included as course texts and readings in the course submission. If we do not have the title, the library will do its best to obtain the course texts and readings. Also, materials not held in the UML collection may be obtained free of charge from other libraries and research centres around the world.

The Libraries' collection will continue to be able to support the course.

cc Coordinator, Collections Management  
Head, Unit Library



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

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**Libraries**

**Date:** August 25, 2012

**To:** Don Fuchs, Professor and Chair Graduate Program Committee, Faculty of Social Work

**From:** Camille Callison, Indigenous Services Librarian and Liaison Librarian for Anthropology, Native Studies and Social Work

**RE: Proposed Curriculum Change**

Department	Social Work
Course #	SWRK XXXX
Course Name	Leadership, Strategic Program Planning and Financial Management

Thank you for informing the Libraries of the change involving the splitting of the course SWRK 7310 into Leadership, Strategic Program Planning and Financial Management; Management of Human Resources in Social Service Organizations; and Critical Perspectives and Social Work.

The University of Manitoba Libraries' monograph collections and journal holdings are strong in the areas of Social Work studies. The Libraries currently holds numerous resources some of which are included as course texts and readings in the course submission. If we do not have the title, the library will do its best to obtain the course texts and readings. Also, materials not held in the UML collection may be obtained free of charge from other libraries and research centres around the world.

The Libraries' collection will continue to be able to support the course.

cc Coordinator, Collections Management  
Head, Unit Library

## Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes

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### Preamble:

1. The Faculty of Graduate Studies has responsibility for all matters relating to the submission of graduate course, curriculum and program changes. Recommendations for new programs or changes are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on February 27, 2013 to consider a proposal from the Faculty of Social Work (Master of Social Work).

### Observations:

1. The **Faculty of Social Work** proposes revisions to its Master of Social Work (MSW) program. The proposal consists of introducing a common core set of courses and five specializations (also termed “clusters”). Presently, the MSW offers two autonomous streams: a thesis option and a coursework option. **The total credit hours as well as the requirement to complete a thesis or the coursework requirements remains unchanged.** The balance of coursework beyond the core and cluster requirements may be fulfilled through elective courses from the other clusters, from other courses in the Faculty of Social Work or from outside the Faculty of Social Work. Students in the thesis option must take at least one (1) course from the Research Cluster. The Faculty of Social Work proposes the introduction of **10** courses (30 credit hours) and the modification of **5** courses to support its core courses and five specializations. The deletion of existing courses will be forthcoming at a later date, once students have transitioned into the new curriculum.

The program changes result from a major review of the MSW by the Faculty of Social Work in consultation with current students, graduates and employers. Curriculum content has been updated and is in compliance with the updated standards of the program’s accreditation body (The Canadian Association for Social Work Education).

Much of the content of existing courses will be migrated into the new courses. The Faculty of Social Work does not anticipate that the new courses will require a great deal of additional resources as they build on existing courses with content that has been updated and enhanced.

The University of Manitoba Libraries monograph collections and journal holdings are strong and can support the program changes.

The course introductions and modifications consist of the following and are grouped accordingly:

#### Core Courses (9 credit hours)

**SWRK 7600 Critical Perspectives and Social Work (3) *new***

**SWRK 7610 Social Work as a Profession (3) *new***

**SWRK 7620 Paradigms, Methodologies, and Methods for Social Work Research (3) *new***

Cluster #1: Direct Practice with Individuals and Families (9 credit hours)

**SWRK 7630 Advanced Social Work Practice with Individuals and Families (3)** *new*  
**SWRK 7640 Application and Critique of Theory and Research in Social Work Practice with Individuals and Families (3)** *new*  
**SWRK 7300 Clinical Evaluation of Social Work Interventions (3)** *modification*

Cluster #2: Direct Practice with Groups, Networks, and Communities (9 credit hours)

**SWRK 7650 Advanced Social Work Practice with Groups (3)** *new*  
**SWRK 7660 Social Work Perspectives on Practice with Networks, Neighbourhoods, and Communities (3)** *new*  
**SWRK 7670 Community Mobilization: Application of Concepts in Social Work Practice with Groups, Networks, and Communities (3)** *new*

Cluster #3: Leadership, Management and Policy (12 credit hours)

**SWRK 7430 Evaluation Research in Social Work Practice (3)** *modification*  
**SWRK 7440 Policy Analysis in Social Work Practice (3)** *modification*  
**SWRK 7680 Management of Human Resources in Social Service Organizations (3)** *new*  
**SWRK 7690 Leadership, Strategic Program Planning, and Financial Management in Social Service Organizations (3)** *new*

Cluster #4: Indigenous Knowledge Social Work (9 credit hours)

Nine (9) credit hours of courses form the MSW Indigenous Knowledge Program when approved and implemented (which is presently in the early proposal stage)

Cluster #5: Research (6 credit hours)

**SWRK 6010 Data Analysis for Social Work Research (3)** *modification*  
**SWRK 6070 Qualitative Research in Social Work (3)** *modification*

**Course Descriptions**

Course Introductions

**SWRK 7600 Critical Perspectives and Social Work** **3**

This course focuses on exploring the relationship between critical social theories and social work. Students will examine social work theory and practice from critical theoretical perspectives and analyze their current and past policy and practice experiences from these perspectives.

**SWRK 7610 Social Work as a Profession** **3**

The course examines the development of social work as a profession. Current trends in Canadian social work within a global context are explored.



**SWRK 7620 Paradigms, Methodologies, and Methods for Social Work Research 3**

An intermediate course that provides an overview of research paradigms, methodologies, and methods. Students will be prepared to employ research as critical consumers, mobilizers, and producers of knowledge to further social work based on social justice.

**SWRK 7630 Advanced Social Work Practice with Individuals and Families 3**

This course provides the foundation for advanced social work practice with individuals and families in their social contexts. Perspectives for intervention are examined and critiqued including ecological, systems, postmodern, indigenous, and structural approaches.

**SWRK 7640 Application and Critique of Theory and Research in Social Work Practice with Individuals and Families 3**

Using supervised practice experiences, this course develops advanced skills for assessment, intervention, and evaluation of direct practice with individuals and families within the context of social work's commitment to addressing social injustice. The course will extend over two terms. Pre-/co-requisites: SWRK 7630 and SWRK 7300.

**SWRK 7650 Advanced Social Work Practice with Groups 3**

This course will increase students' knowledge and skill in reflexive social work practice with groups in a broad range of health and social service settings.

**SWRK 7660 Social Work Perspectives on Practice with Networks, Neighbourhoods, and Communities 3**

This course aims to develop students' knowledge and skills in reflexive social work practice with networks, neighbourhoods and communities.

**SWRK 7670 Community Mobilization: Application of Concepts in Social Work Practice with Groups, Networks, and Communities 3**

This course integrates theories about community with practical application. Students will also gain knowledge of agencies based in community practice. This course will extend over two terms. Pre-/co-requisite: SWRK 7660.

**SWRK 7680 Management of Human Resources in Social Service Organizations 3**

A course focused on the development of knowledge and leadership skills in the analysis and implementation of supervision and human resources management in social service organizations.

**SWRK 7690 Leadership, Strategic Program Planning, and Financial Management  
in Social Service Organizations 3**

A course focused on the development of knowledge and leadership skills in the analysis and implementation of organizational management models for the strategic planning, development, implementation, delivery, and financial management of social services organizations.

Course Modifications

**SWRK 6010 Data Analysis for Social Work Research 3**

An intermediate course in the analysis of quantitative social work data. The course will emphasize application and interpretation of analytical techniques useful in the pursuit of social justice through social work. Pre-/co-requisite: SWRK 7620 or instructor approval.

**SWRK 6070 Qualitative Research in Social Work 3**

An intermediate course in qualitative approaches for research for the pursuit of social justice through social work. It will examine various approaches to the design and analysis of qualitative social work research. Pre-/co-requisite: SWRK 7620 or instructor approval.

**SWRK 7300 Clinical Evaluation of Social Work Interventions 3**

This course examines methods of evaluating clinical social work interventions with individuals, couples, families, and other small groups.

**SWRK 7430 Evaluation Research in Social Work Practice 3**

A course focused on the development of knowledge and skills in applying methods of evaluation to policies and programs in the human services. Analytical and practice skills in program evaluation are developed through an examination of theories, models, and case study applications.

**SWRK 7440 Policy Analysis in Social Work Practice 3**

A course focused on the development of knowledge and skills for planning social policies and social programs with special attention to the importance of policy analysis. Analytical and practice skills are developed through case studies and a critical review of theories and models.

**NET CREDIT HOUR CHANGE +30**

- The Faculty of Graduate Studies Academic Programs Committee met on November 14, 2012 and unanimously endorsed the proposal from the Faculty of Social Work (Master of Social Work).
- The Faculty of Graduate Studies Executive Committee met on December 17, 2012 and unanimously endorsed the proposal from the Faculty of Social Work (Master of Social Work).

### **Recommendations**

**THAT Senate approve the Report of the Faculty Council of Graduate Studies on Program and Curriculum Changes [dated February 27, 2013] regarding the Faculty of Social Work (Master of Social Work).**

Respectfully submitted,

Dean J. Doering, Chair  
Graduate Studies Faculty Council

/ak

**Report of the Senate Planning and Priorities Committee RE: Course Changes Beyond  
Nine Credit Hours, Master of Social Work**

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**Preamble:**

1. The Senate Planning and Priorities Committee (SPPC) has the responsibility to report to Senate on curriculum changes with significant resource implications, including additions to departmental curricula of more than nine (9) credit hours.
2. At its meeting on April 29, 2013, the Committee considered proposed revisions to the Master of Social Work (M.S.W.) degree that would initially entail 30 credit hours of course introductions but ultimately result in a net increase of 6 credit hours as a number of existing courses are phased out over time.

**Observations:**

1. The Committee considered proposed modifications to the curriculum of the Master of Social Work (M.S.W.) degree that follow from a recent program review. Proposed changes involve a revised program structure, the introduction of ten (10) courses totaling 30 credit hours, and the modification of five (5) courses. The Faculty of Social Work has indicated that, as the course introductions are implemented, a number of existing courses totaling 24 credit hours would be phased out. The end result would be a revised curriculum with a net increase of only 6 credit hours.
2. Currently, students in the M.S.W. program complete one of two autonomous streams; the Social Clinical Stream or the Social Services Administration Stream. These streams would be phased out and would be replaced by a revised curriculum that would require that all students in the M.S.W. program complete three (3), three-credit hour core courses: SWRK 7600 Critical Perspectives and Social Work, SWRK 7610 Social Work as a Profession, and SWRK 7620 Paradigms, Methodologies, and Methods for Social Work Research. Students would, in addition, complete nine (9) credit hours from at least one of five areas of specialization or clusters (Direct Practice with Individuals and Families; Direct Practice with Groups, Networks, and Communities; Leadership, Management and Policy; Indigenous Knowledge Practice; Research); and six (6) credit hours of electives from within Social Work or from other departments. Students would continue to have the option of completing either a thesis-based or course-work based degree. Students who complete a thesis would be required to complete 24 credit hours of course-work, including a requirement to complete at least one course in the Research cluster. Students who complete the course-work option would be required to complete 27 credit hours, including 7190 Integrating Theory and Research in Advanced Field Practice.
3. The revised program structure is intended to: (i) ensure that graduates of the program acquire the knowledge and skills required to meet accreditation standards; (ii) allow students to specialize in one of the five areas noted above; (iii) provide students with greater flexibility to design a program that meets their particular objectives. Course introductions and modifications, with updated content, would ensure that the curriculum

continues to be in compliance with the standards of the accreditation body, the Canadian Association for Social Work Education.

4. The Faculty of Social Work has indicated that no additional resources would be required to offer the new courses. In particular, no additional teaching resources would be required, as the number of credit hours in the program (27 in the course-work option and 24 in the thesis option) would remain the same, existing course content would be migrated to the new courses, and existing courses would be phased out.
5. The Library has indicated that current collections can support the proposed course introductions.

**Recommendation:**

The Senate Planning and Priorities Committee recommends:

**THAT Senate approve program and curriculum changes for the Master of Social Work degree, with the *proviso* that the Vice-President (Academic) and Provost is convinced that the changes can be implemented as outlined in this report with no additional space or resources.**

Respectfully submitted,

Ada Ducas, Chair  
Senate Planning and Priorities Committee

**Report of the Senate Committee on Admissions concerning a proposal from Enrolment Services recommending an increase to the minimum required score when presenting the Test of English as a Foreign Language internet based test (TOEFL ibt) as a means to demonstrate English language proficiency (2013.04.30)**

**Preamble:**

1. The terms of reference for this committee can be found at:  
*[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/490.htm](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm)*.
2. Enrolment Services has proposed an increase to the minimum required test score for students who present a TOEFL ibt score as a means to demonstrate their English language proficiency.
3. This agreement was endorsed by SCADM on April 30, 2013.

**Observations:**

1. In order to address the concerns that were raised on campus, Enrolment Services decided to conduct a review of our current English language proficiency requirements with a focus on TOEFL ibt and International English Language Testing System (IELTS) test score levels.
2. The TOEFL ibt test was introduced in 2005; as part of this introduction, TOEFL developed an equivalency table to provide institutions with some equivalency guidelines between the paper based test and the internet based test. A number of institutions had been using the paper based test for some time and input from TOEFL was required to ensure that institutions would be able to set minimum requirements for the internet based test that corresponded to the paper based test levels. The University of Manitoba followed this table and determined it would be appropriate to set our TOEFL ibt requirement at 80 (minimum 19 in each section).
3. Unlike the TOEFL, the IELTS test has not experienced any significant format changes in recent years.
4. A study (see table below) of other U15 institutions as well as the University of Winnipeg was conducted and the findings were as follows:
  - a. The University of Manitoba, the University of Saskatchewan and the University of Winnipeg have the lowest TOEFL ibt requirements (score of 80)
  - b. The national TOEFL ibt average based on all institutions that responded is 87 (the average falls to 86 if we exclude the University of Toronto whose requirement of 100 is significantly higher than any other institution)
  - c. From an IELTS perspective, nine of the institutions have the same requirement (6.5) as the University of Manitoba and only four have a requirement in the next highest band (7.0)

5. After reviewing data provided by the Office of Institutional Analysis, it has been determined that of those students who presented a TOEFL ibt score of 80 or higher, 84% of these scores were 86 or above.

**Notes:**

- i. It is assumed that the scores we have represent the distribution had all TOEFL ibt scores been used in this study (only 283 entries were available).
- ii. There was not a large enough data sample to analyze student performance.

<b>U15 Language Proficiency for Undergraduate Studies</b>		
<b>Institution</b>	<b>TOEFL ibt</b>	<b>IELTS (Academic)</b>
<b>University of Manitoba</b>	<b>80 (19 in each)</b>	<b>6.5</b>
Dalhousie University	90 4.0 W	6.5
McGill University	90 (21 in each)	6.5
McMaster University	86 (20 in each)	6.5
Queen's University	88 (24 W; 22 S; 22 R; 20 L)	7
University of Alberta	86 (21 in each)	6.5 (no less than 5.0)
University of British Columbia	90 22 in R & L 21 in W & S	6.5 (no less than 6.0 in components)
University of Calgary	83	7
University of Ottawa	92 (24 in W)	7.0 (6.5 in W)
University of Saskatchewan	80 (19 in R & L) (18 in W & S)	6.5
University of Toronto	100 (22 in W)	6.5 (6.0 in all components)
University of Waterloo	90 (25 in W & S)	7
University of Western Ontario	83 (20 in each)	6.5 (6.0 in all components)
University of Winnipeg	80	6.5

**Recommendation:**

The Senate Committee on Admissions recommends that Senate approve the proposal from Enrolment Services which would increase the minimum required test score for students who present a TOEFL internet based test score as a means to demonstrate their English language proficiency from 80 (19 in each section) to 86 (20 in each section) This change would be effective September 1, 2013.

Respectfully submitted,  
Susan Gottheil, Chair, Senate Committee on Admissions

Comments of the Senate Executive Committee:  
The Senate Executive Committee endorses the report to Senate.



**Report of the Senate Committee on Admissions concerning a proposal from Enrolment Services recommending the adoption of a standard Manitoba resident definition for admission purposes (2013.04.30)**

**Preamble:**

1. The terms of reference for this committee can be found at:  
*[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/490.htm](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm).*
2. Enrolment Services has proposed a standard definition of the term “Manitoba resident” for those faculties where provincial residency is used as a criterion in selection.
3. This agreement was endorsed by SCADM on April 30, 2013.

**Observations:**

1. This proposal does not address nor explore the reasons or validity for using Manitoba residency as an element within the selection of students to the University of Manitoba. The intent of this proposal is to establish a common definition of Manitoba residency.
2. Some Faculties have chosen to include membership in the Canadian military or residency of Yukon, Northwest Territories, or Nunavut as a basis for allowing an applicant to compete within the Manitoba resident pool. This proposal seeks to define how Manitoba residency can be earned through actual living and studying in Manitoba; it does not seek to establish or validate equivalencies granted through other measures. These other options will be defined and approved through standard Faculty and Senate methods as needed.
3. The University of Manitoba Office of Fair Practices and Legal Affairs have advised that “there is no legal definition of what a ‘resident’ is.” Different legislation uses different qualifications for determining residency.” (G. Juliano, email of January 16, 2012).
4. Three Faculties (Medicine, Dentistry & Pharmacy) and one program (Respiratory Therapy) that have limited enrolment, strong local Canadian/Permanent Resident applicants, and public/professional pressure to generate professionals to work in Manitoba, have elected to use Manitoba residency in ranking applicants. All of these programs use different “Manitoba residency” definitions.
5. In addition to the three Faculties and one program mentioned in point #4, another Faculty (Law) does limit their wait list to only Manitobans as the start of the academic session approaches.

**Recommendation:**

The Senate Committee on Admissions recommends to Senate that, for purposes of undergraduate admission to the University of Manitoba, a Manitoba Resident shall be

defined as a Canadian Citizen or Permanent Resident of Canada who, at the application deadline, meets any one of the following four descriptions:

- i. Has graduated from a Manitoba high school
- ii. Has a recognized degree from a university in Manitoba
- iii. Has completed either one year or two consecutive years of full-time academic studies in a recognized program at a university in Manitoba, while physically residing in Manitoba. The duration shall be determined by the program of study and identified in the respective Applicant Information Bulletin or Supplemental Regulations.
- iv. Has resided continuously in Manitoba for any two year period following high school graduation. The two year residence period shall not be considered broken where the program's admission committee is satisfied that the applicant was temporarily out of the province on vacation, in short-term volunteer work or employment, or as a full-time student.

This change would be effective September 1, 2013.

Respectfully submitted,  
Susan Gottheil, Chair, Senate Committee on Admissions

Comments of the Senate Executive Committee:  
The Senate Executive Committee endorses the report to Senate.

**Report of the Senate Committee on Instruction and Evaluation RE: Revised Student Assessment Policy, Four-Year Baccalaureate Nursing Program, Faculty of Nursing**

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**Preamble:**

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) are found on the web at:  
[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/502.htm](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.htm)
2. The Committee met on May 16, 2013 to consider proposed changes to the Student Assessment Policy for the Four-Year Baccalaureate Nursing Program, Faculty of Nursing.

**Observations:**

1. The Faculty of Nursing is proposing several changes to the Student Assessment Policy for the Four-Year Baccalaureate Nursing Program, including changes to the regulations concerning academic progression and the requirements for both the Dean's Honour List and a Degree with Distinction. Many of the revisions follow from a recent change to the grading mode for seven clinical courses, from letter grades to pass/fail (Senate, May 15, 2013).
2. The revised regulations on Academic Progression specify that, in order to graduate from the Four-Year Baccalaureate Nursing Program, students must achieve a "pass" in every pass/fail course. This would be in addition to achieving a minimum grade of "C" in every course that is assigned a letter grade and a minimum Program GPA of 2.5, which are the current requirements.
3. The revised regulations on Academic Progression clarify that academic assessments completed at the end of each term will be based only on letter grade courses and not courses graded as pass/fail. Students who complete fewer than 6 credit hours during a term will be indicated as "too few credit hours to assess." These students will be assessed based on two or more terms once they have completed the 6 credit hour threshold.
4. Two changes will be made to the requirements for the Dean's Honour List. The required Term GPA will be increased from 3.5 to 3.75. Students who fail a course will not be eligible. The proposal to increase the required Term GPA is based on an analysis of grades that shows "B+" is the most common grade achieved. Given this, the Faculty felt that a Term GPA of 3.5 is not sufficiently meritorious for the Dean's Honour List.
5. Two changes will be made to the procedures for assessing students' eligibility for the Dean's Honour List. First, at the end of the Winter Term, students who have completed a spanned course will be reassessed for their eligibility for the Dean's Honour List for the previous Fall Term. Second, courses completed on a Letter of Permission will no longer

be automatically included in the assessment, but students may request to have these courses included in the assessment.

6. A correction has been made to the requirements for a Degree with Distinction, to indicate that students will be assessed on the last 68 credit hours (i.e. Years 3 and 4) rather than 67 credit hours. The requirements have been revised to indicate that pass/fail courses will be used in the calculation of credit hours completed. Students who fail a course in the last 68 credit hours will no longer be eligible for a Degree with Distinction.
7. An new regulation will require students who fail a clinical course to accept a supportive learning contract in order to be eligible for registration in another clinical course. The regulation formalizes a practice that has been in place in the Faculty for several years. The practice involves an assessment of the factors that contributed to the failed course and the development of a plan to ensure the student is prepared to attempt the course a second time.

**Recommendation:**

The Senate Committee on Instruction and Evaluation recommends:

**THAT Senate approve revisions to the Student Assessment Policy for the Four-Year Baccalaureate Nursing Program, effective September 1, 2013.**

Respectfully submitted,

Dr. Janice Ristock, Chair  
Senate Committee on Instruction and Evaluation

Comments of the Senate Executive Committee:  
The Senate Executive Committee endorses the report to Senate.

## **Faculty of Nursing: Proposed Changes to the Student Assessment Policy Four-Year Baccalaureate Nursing Program**

The Faculty of Nursing has recently changed the grading in the seven clinical courses in the Four-Year Baccalaureate Program from letter grade to Pass/Fail. The courses affected by this change are:

NURS 2180 (Clinical Nursing Practice 1)

NURS 2190 (Clinical Nursing Practice 2)

NURS 3300 (Clinical Nursing Practice 3)

NURS 3320 (Clinical Nursing Practice 4)

NURS 4270 (Clinical Nursing Practice 5)

NURS 4290 (Clinical Practicum)

NURS 4430 (Clinical Nursing Practice 6)

To bring the Faculty of Nursing's current Student Assessment Policy in line with this change, several changes to the existing policy are proposed. These changes are set out in the attached document.

One additional clause to the Student Assessment Policy is also proposed - Failures in Clinical (Pass/Fail) Courses. This addition is also set out in the attached document.

The Faculty of Nursing requests that this policy be implemented as of September 2013. All students will be notified of the policy change as follows:

- Inclusion of policy in all course syllabi
- Posting of policy on Faculty Website and Facebook Page
- Posting of policy on student bulletin board

## Student Assessment Policy Revisions

Existing Policy	Revised Policy
<p><b>Academic Progression</b> Effective September 2012 for all students:</p> <p>Students are required to obtain a minimum of “C” grade (2.0) in every course, and a Program GPA of 2.5 in order to graduate. A final grade of “D” in any course taken to complete the degree requirement is considered a failure and is not accepted by the faculty.</p> <p>Students shall be evaluated at the conclusion of each academic term in which they receive a final grade in a minimum of 6 credit hours of course work, with the assessment being based on the resulting Term Grade Point Average (TGPA) in those courses.</p> <p>The final term of the Four-Year Baccalaureate Program (NURS 4290) will be excluded from assessment providing the student meets graduation requirements. Students are required to have a minimum Program GPA of 2.5 to be eligible for graduation.</p> <p>See <a href="http://umanitoba.ca/faculties/nursing/current/undergrad/policies/assessment_policy.html">http://umanitoba.ca/faculties/nursing/current/undergrad/policies/assessment_policy.html</a> for details and procedures.</p>	<p><b>Academic Progression</b> Effective September 2013 for all students:</p> <p>Students are required to obtain <u>a minimum of “C” grade in every letter grade course, a “Pass” in every Pass/Fail course, and a Program GPA of 2.5 to graduate. A final grade of “D” or “F” in a letter grade course or “Fail” in a Pass/Fail course taken to complete the degree requirement is considered a failure.</u></p> <p><u>Academic assessments will be based on student performance in letter grade courses. The Term Grade Point Average (TGPA) will be calculated at the conclusion of each academic term in which the student has completed a minimum of 6 credit hours. Students who do not complete the minimum credit hours in one term will be assessed as “too few credit hours to assess.” These students will be assessed over two terms or more at the end of the term in which they reach the threshold of 6 credit hours.</u></p> <p>No Change</p> <p>See <a href="http://umanitoba.ca/faculties/nursing/current/undergrad/policies/assessment_policy.html">http://umanitoba.ca/faculties/nursing/current/undergrad/policies/assessment_policy.html</a> for details and procedures.</p>
<ul style="list-style-type: none"> <li>• <b>Good Academic Standing</b></li> </ul> <p>A student with a TGPA of 2.5 or higher is in Good Academic Standing.</p>	<p>A student with a TGPA of 2.5 or higher <u>will be assessed “Faculty Minimum Met.”</u></p>

Existing Policy	Revised Policy
<ul style="list-style-type: none"> <li><b>Academic Warning</b></li> </ul> <p>The first time a student's TGPA drops below 2.5, the student will receive an Academic Warning.</p>	No change.
<ul style="list-style-type: none"> <li><b>Academic Probation</b></li> </ul> <p>The second time that a student's TGPA drops below 2.5, the student will be placed on Academic Probation.</p>	No change.
<ul style="list-style-type: none"> <li><b>Academic Suspension</b></li> </ul> <p>The third time that a student's TGPA drops below 2.5, the student will be placed on Suspension. Students who are suspended shall be ineligible to take any courses at the University of Manitoba or on a letter of permission for a minimum of eight and a maximum of 15 calendar months.</p> <p>A student may apply for reinstatement on academic probation after the term of suspension has been completed.</p>	No change.
<ul style="list-style-type: none"> <li><b>Required to Withdraw</b></li> </ul> <p>Students who have been permitted to return from Suspension and whose TGPA drops below 2.5 a fourth time will be Required to Withdraw. Students who are Required to Withdraw are ineligible for re-admission to the Faculty of Nursing.</p>	No change.

Existing Policy	Revised Policy
<b>Dean's Honour List</b> <p>Students who achieve a minimum Term GPA of 3.5, including courses taken on a Letter of Permission, and who are registered for a minimum of 12 credit hours, will be placed on the Dean's Honour list. The Dean's Honour list will be determined after each term of study.</p>	<b>Dean's Honour List</b> <p>The Dean's Honour list will be determined after each term of study. Students who achieve a minimum Term GPA of <u>3.75</u>, and who are registered for a minimum of 12 credit hours will be placed on the Dean's Honour List. <u>Students registered in a Fall/Winter term spanned course will be reconsidered for their eligibility for listing on the Fall Term Dean's Honour List at the end of Winter Term. Students who complete a course on a</u></p>

	<p><u>Letter of Permission may request to have these courses included in the assessment for Dean's Honour List. Students with a grade of D, F, or "Fail" in that term will not be eligible for Dean's Honour List.</u></p>
<p><b>Degree with Distinction</b></p> <p>Students who obtain a Degree GPA of 3.8 and above based on the last 67 credit hours of course work will be eligible for a Degree with Distinction.</p>	<p><b>Degree with Distinction</b></p> <p>Students who achieve a Degree GPA of 3.8 and above based on the last <u>68</u> credit hours of course work, <u>including Pass/Fail courses</u>, will be eligible for a Degree with Distinction. <u>Students with a grade of D, F, or "Fail" in the last 68 credit hours will not be eligible.</u></p>
<p>New Policy.</p>	<p><b>Failures in Clinical (Pass/Fail) Courses</b></p> <p><u>Students who fail a clinical course will be required to accept a supportive learning contract prior to being given permission to register in another clinical course.</u></p>
<p><b>Failures in Clinical Course Rotations</b></p> <p>Students who fail a rotation of a clinical course in which there are multiple rotations will be debarred from the course immediately following that rotation and will receive a final grade of "F". These students will not be permitted to voluntarily withdraw from the course following receipt of the failed grade.</p>	<p><b>Failures in Clinical Course Rotations</b></p> <p>Students who fail a rotation of a clinical course in which there are multiple rotations will be debarred from the course immediately following that rotation and will receive a final grade of "Fail". These students will not be permitted to voluntarily withdraw from the course following receipt of the failed grade.</p>



## **Report of the Senate Committee on Rules and Procedures Regarding Revisions to the Faculty of Nursing Council Bylaw**

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### **Preamble**

1. The terms of reference of the Senate Committee on Rules and Procedures are found on the website at:

[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/509.html](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/509.html)

wherein the Committee is charged with the responsibility to consider and to make recommendations to Senate on any matter concerning rules and procedures.

2. The Committee met on December 6, 2012 (electronically) to consider proposed changes to the Faculty of Nursing Council Bylaw, as recommended by the Faculty.

### **Observations**

1. The Faculty of Nursing submitted revised Council Bylaws, which updated the membership in accordance with the *Faculty and School Council General Bylaw*, and which outlined a process for student nominations to the Faculty Council.
2. The Committee reviewed the proposed amendments and suggested that three provisions would benefit from more details. The Faculty subsequently clarified those provisions.

### **Recommendation**

The Senate Committee on Rules and Procedures recommends:

**THAT the revised Faculty of Nursing Council Bylaw be approved by Senate.**

Respectfully submitted,


Dean J. Doering, Chair  
Senate Committee on Rules and Procedures



UNIVERSITY  
OF MANITOBA

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## MEMORANDUM

**DATE:** April 25, 2013  
**TO:** Senate Executive Committee  
**FROM:** Jeff Leclerc, University Secretary   
**SUBJECT:** Business Arising – Proposed Changes to the Faculty of Nursing Council Bylaw

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The Faculty of Nursing has recommended to Senate certain revisions to their Faculty Council Bylaw. The proposed changes were reviewed by the Senate Committee on Rules and Procedures and considered by the Senate Executive Committee at its March 13, 2013 meeting.

Among the changes proposed is that student representatives to the Faculty Council be elected by means of an election by all nursing students. The solicitation of nominations and election process would be run by the Registrar of the Faculty of Nursing. Under the current Bylaws, student representatives to Faculty Council are named by the Nursing Students' Association.

During the Senate Executive Committee's consideration of the proposed changes, the Vice President (Advocacy) of the University of Manitoba Students' Union expressed her objection to this change, arguing that by not having the NSA, an official of UMSU affiliate, name students to the Faculty Council, that the University would be violating section 4 of the *University of Manitoba Student Union Act*. The Senate Executive Committee asked that University Secretary to draft an opinion and seek legal counsel with respect to the concerns put forth by UMSU. The specific question that I seek to answer is "Is the proposed change to the Faculty of Nursing Faculty Council Bylaw consistent with legislation?"

### Legislative Considerations

In seeking to answer the questions raised, there are two pieces of legislation to consider. *The University of Manitoba Act*, and the *University of Manitoba Students Union Act*. In making their objections to the proposed changes, UMSU cited section 4 of the UMSU Act. Section 4 outlines the Objects of UMSU. The operative sub sections for this purpose are sections 4(b) and 4(e) which state that UMSU shall:

4(b) act as the official representative of the member of the corporation.

4(e) to promote and maintain communication between the student body and the various authorities of the University.

Section 4 of the *UMSU Act* does not make any specific reference to Student membership on councils Committees or other bodies of the University.

*The University of Manitoba Act* confers general educational powers to the University under Section 3, where it states that the University may “establish and maintain such colleges, schools, faculties, departments, chairs and causes of introduction...” Section 34(1)d empowers Senate with the Authority to:

34(1)d establish faculty councils, school councils and other bodies within the University, **prescribe how they shall be constituted** and confer upon them such powers, and assign to them such duties as the Senate may deem expedient.” [emphasis added]

### Analysis

*The University of Manitoba Act* clearly empowers Senate the authority to establish Faculty and School Councils determine the membership of the Councils and delegate powers and responsibilities to them. The *UMSU Act* defines an object of UMSU to act as the official representative of Members of the corporation (UMSU). While this provision provides UMSU with a mandate to conduct its own activities it does not, legally speaking, compel the University or its Senate from determining how it will populate its own governing councils or committees. Moreover, the *University of Manitoba Act* is a public act of the legislature and the *UMSU Act* is a private act, used to incorporate a private corporation. Any provisions in the *UMSU Act* could not be legally or reasonably used to trump or negate the University’s own powers provided for in its own governing legislation, *The University of Manitoba Act*.

### Conclusion

*The University of Manitoba Act* exclusively empowers the Senate to determine the composition of Faculty and School Councils. *The University of Manitoba Students Union Act* does not speak specifically to membership on Faculty or School Councils of the University. Based on this, it is my opinion that the proposed change to the Faculty of Nursing Faculty Council Bylaw is legal and consistent with the provisions of the University of Manitoba’s governing legislation, *the University of Manitoba Act*.

JL/sg



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## MEMORANDUM

DATE: April 25, 2013  
TO: Jeff Leclerc  
University Secretary  
FROM: Gregory L. Juliano, Director and General Counsel  
RE: Nursing Faculty Council By-law

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I have reviewed the memorandum you prepared on this subject at the request of the Senate Executive Committee. I concur with your analysis. *The University of Manitoba Students' Association Act* does not constrain the ability of Senate to set the governance structure for Faculties, or determine how representatives are selected for governing committees.

/gj

## **The Council of the Faculty of Nursing Bylaw**

*This bylaw is supplementary to the [Faculty and School General Bylaw](#).*

### **I. Council of the Faculty of Nursing**

#### **1. Membership**

- a. The President;
- b. The Vice-President designated by the President;
- c. The Dean or Director;
- d. All full-time and part-time (excluding sessionals) Professors, Associate Professors, Assistant Professors, Lecturers, Instructors I and II and Senior Instructors holding academic rank in the Faculty;
- e. Three students (two undergraduate students representing 2 of the 3 years and one graduate student)\*<sup>1</sup>;
- f. Area Coordinator, University College of the North;
- g. Executive Assistant/Financial Officer;
- h. PR/HR (Support) Coordinator;
- i. One Support Staff (elected by Support Staff);
- j. Faculty of Nursing's assigned Librarian.

#### **2. Selection of Student Representatives**

The Faculty of Nursing Registrar will advise undergraduate students via individual email requesting nominations for the student positions. Students will vote via a confidential web based program, selecting their two preferred candidates from a list of nominees.

The Faculty of Nursing Registrar will advise graduate students via individual email requesting nominations for the student position. Students will vote via a confidential web based program, selecting their one preferred candidate from a list of nominees.

#### **3. Meetings**

- a. Meetings of the Faculty Council shall be called by the Dean of the Faculty and will occur at least four times per year.
- b. At least five days written notice shall be given of meetings of the Faculty Council.

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\*Faculty Council have given the selection of student procedure due consideration. Council agreed that in order to achieve wide-spread student participation of the entire student body, the process of involving all students firstly to nominate (appropriate students) and then to ask students to vote for student members from the nominated lists of students. This would be conducted by Faculty staff using a web based polling procedure. This procedure of selecting students for the committees would achieve the goal of greater involvement and participation by the overall student body. A sound structure and process for student involvement and feedback is necessary for program accreditation by the College of Registered Nurses of Manitoba.

- c. A quorum of the Faculty Council shall be half of the total number full-time faculty, plus one (excluding those on leave).
- d. The presiding officer at all meetings of the Faculty Council shall be the Dean or his/her designate.
- e. A written agenda for the meeting shall be circulated at least two days prior to the meeting of the Faculty Council.
- f. Minutes of the meeting will be circulated at least two weeks prior to the next meeting.
- g. Special meetings may be called by the Dean on his/her own motion or at the written request of any 6 members of the Faculty Council, on 24 hours notice, provided that the purpose of the meeting is disclosed in the notice.

#### **4. Powers to Recommend**

In addition to the powers provided in the General Bylaw, the Council of the Faculty of Nursing shall have the power to make such recommendations to such persons or bodies as it deems proper for promoting nursing education and the advancement of nursing.

#### **5. Powers to Act**

In addition to the powers provided in the General Bylaw, the Council of the Faculty of Nursing shall have power to appoint representatives to such other bodies concerned with Nursing Education and Nursing as it deems advisable.

Council approved April 18, 2013

## **II. Executive Committee**

### **1. Membership**

- a. Dean, Chair
- b. Associate Dean, Undergraduate Programs
- c. Associate Dean, Graduate Programs
- d. Associate Dean, Research
- e. Director of Clinical Education, Undergraduate Nursing Programs
- f. Clinical Placement Coordinator
- g. Director of Innovation in Teaching and Learning
- h. Area Coordinator, University College of the North
- i. Six faculty members (3 tenured, 3 full-time term appointment and/or probationary appointments)
- j. Executive Assistant/Financial Officer
- k. PR/HR (Support) Coordinator
- l. Two Students (one undergraduate student representing one of the 3 years, and one graduate student)  
(All members above will have voting rights)
- m. Senators (for audience and debate)

## **2. Frequency of Meetings**

Meetings of Executive shall occur ten times per year. Monthly meetings will be held from September to June each year. There will be no meetings in July and August.

## **3. Functions**

- a. Receive and consider reports and recommendations from standing and ad hoc committees of the Council and recommend to the Council on their disposition.
- b. Initiate and formulate policy for recommendation to Council.
- c. Act on behalf of the Council between regular meetings of Council.
- d. Provide advice to the Dean.
- e. Carry out other functions as may be delegated to it by Council.

## **III. Election of Senate Representative**

All full-time members of the Faculty Council except student members thereof shall be eligible to vote for the election or removal of faculty and support staff members to the Senate, provided, however, that no person is eligible to be elected to the Senate who is not a full-time member of the Faculty of Nursing.

## **IV. Rules**

### **1. Standing Rules**

The Faculty Council may enact or amend standing rules and procedures for conduct of the affairs of the Faculty by a two-third majority vote of those members of the Faculty Council present and voting at the time the vote is called, provided that five days notice of the proposed standing rule has been given to all members of the Faculty Council prior to the meeting at which such enactment or amendment is to be made.

### **2. Rules of Order**

Except where otherwise provided in the standing rules, the University of Manitoba Senate Handbook shall govern the conduct of the Faculty Council Meetings.

Senate approved:

May 24, 2013

## **Report of the Senate Committee on Rules and Procedures Regarding Revisions to the Faculty of Graduate Studies Council Bylaws**

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### **Preamble**

1. The terms of reference of the Senate Committee on Rules and Procedures are found on the University Governance website at:

[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/509.html](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/509.html)

wherein the Committee is charged with the responsibility to consider and to make recommendations to Senate on any matter concerning rules and procedures.

2. The Committee met on May 24, 2013 (electronically) to consider proposed changes to the Faculty of Graduate Studies Council Bylaws, as recommended by the Faculty.

### **Observations**

1. The Faculty of Graduate Studies revised its Faculty Council Bylaws and forwarded them to the Senate Committee on Rules and Procedures for review.
2. The proposed revisions provided that:
  - a) each unit with a graduate program (i.e., Agribusiness, Animal Science, Anthropology, through to Textile Sciences; a list of units can be found at [http://fgs-webap.cc.umanitoba.ca/contacts/departments\\_table.php](http://fgs-webap.cc.umanitoba.ca/contacts/departments_table.php)) will have one seat each on the Faculty of Graduate Studies Faculty Council;
  - b) a unit's representative on the Faculty of Graduate Studies Faculty Council would normally be the graduate chair. As the graduate chair would be the person dealing directly with graduate issues, s/he would have first-hand experience of the successes and challenges facing their graduate program and could bring this experience to Faculty Council for the benefit of all;
  - c) the number of graduate student representatives on the Faculty of Graduate Studies Faculty Council had been reduced to maintain the same portion of students on a smaller, more engaged Faculty Council.
3. The Senate Committee on Rules and Procedures reviewed the revised Faculty of Graduate Studies Council Bylaws. No concerns were expressed by the Committee regarding these changes.



**Recommendation**

The Senate Committee on Rules and Procedures recommends:

**THAT the revised Faculty of Graduate Studies Council Bylaws be approved by Senate.**

Respectfully submitted,

Dean J. Doering, Chair  
Senate Committee on Rules and Procedures

**Comments of the Senate Executive Committee:**

The Senate Executive Committee endorses the report to Senate.

## Faculty of Graduate Studies

# Faculty Council

### Membership

Notwithstanding the provision of the general by-law, the following shall be members of the Faculty Council of Graduate Studies:

- a) the President or his/her designate;
- b) the Provost or his/her designate;
- c) the dean of the Faculty of Graduate Studies;
- d) the associate deans of the Faculty of Graduate Studies;
- e) deans of faculties (or designates) and directors of schools (or designates) within the University which house graduate programs;
- f) faculty graduate chairs, where such positions exist, and the coordinator of the Master's program at Université de Saint Boniface;
- g) representatives of unit graduate programs, normally the graduate chair;
- h) the University Librarian;
- i) nine (9) students selected by the Graduate Students' Association.

### Membership Selection

The membership of Faculty Council shall be as follows:

- a) every unit offering a graduate program shall appoint one (1) faculty member, normally the graduate chair, to sit on Faculty Council;
- b) one (1) representative shall be elected in a manner established by the Graduate Students' Association Council by and from each of the following five functional areas as defined by the G.S.A.C:
  - Humanities,
  - Health Sciences,
  - Social Sciences,
  - Agricultural Sciences, and
  - Natural Sciences;any student who is registered in a degree program in the Faculty of Graduate Studies shall be eligible for election to the Faculty Council; and
- c) four (4) additional student representatives shall be elected by and from the Graduate Students' Association Council in a manner established by that council.

### Meetings

- a) The Faculty Council shall meet at least once each term.
- b) The Dean or his/her designate shall be the presiding officer at all meetings.
- c) Meetings of the Faculty Council shall be called at the discretion of the Dean of the Faculty of Graduate Studies or on the written request of twenty-five (25) members of Council.
- d) At least fourteen (14) days' written notice of any regular meeting shall be given and at least seven (7) days' notice of any special meeting.
- e) The quorum necessary for the transaction of business at any meeting shall be twenty-five (25) members.
- f) In addition to the elected members, Council meetings shall be open to all other members of the Faculty of Graduate Studies, who shall have the right to be recognized and to take part in debate, but not to propose motions or to vote.
- g) Council meetings shall also be open to observers, subject to the Council moving into closed session by the vote of a simple majority of those members in

**Deleted:** conduct

**Deleted:** elected by their respective Faculty Councils.

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**Deleted:** g) members of the academic staff of departments offering graduate programs elected in accordance with provisions set forth below.¶

**Deleted:** g) chairs of faculty graduate committees where elected by their respective Faculty Councils, and the co-ordinator of the Master's program at St. Boniface College¶  
h

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**Deleted:** Academic Staff

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**Deleted:** representative to the Faculty Council; each department which has more than 30 graduate students (full-time equivalents calculated each year on December 1 according to the method currently used for staffing and enrolment quota purposes) shall elect an additional representative to the Faculty Council; departmental representatives shall be elected by and from those members of the department who are members of the Faculty of Graduate Studies

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**Deleted:** the term of office for a departmental representative shall be two years, with the number of consecutive terms being two. An alternative may be elected for each departmental representative to replace the representative in his/her

attendance and voting.

### **Powers to Act**

In addition to the powers set forth in the general by-law, the Faculty Council of Graduate Studies shall have power:

- a) To exercise all responsibility for the enrolment of graduate students in accordance with regulations governing their admission.
- b) To recommend the appointment of adjunct and honorary professors.
- c) To conduct elections in accordance with the provisions contained in Membership Selection.
- d) To delegate from time to time to the Faculty of Graduate Studies Executive Committee, either conditionally or unconditionally and either exclusively or concurrently, any of the powers set forth herein and in the general faculty and school council by-law.
- e) To determine the number or proportion of student representatives on committees of the Faculty Council.

30 April 2013

**Deleted:** shall be determined from time-to-time by resolution of the Faculty Council

## **Faculty of Graduate Studies**

# **Faculty Council**

### **Membership**

Notwithstanding the provision of the general by-law, the following shall be members of the Faculty Council of Graduate Studies:

- a) the President or his/her designate;
- b) the Provost or his/her designate;
- c) the dean of the Faculty of Graduate Studies;
- d) the associate deans of the Faculty of Graduate Studies;
- e) deans of faculties (or designates) and directors of schools (or designates) within the University which house graduate programs;
- f) faculty graduate chairs, where such positions exist, and the coordinator of the Master's program at Université de Saint Boniface;
- g) representatives of unit graduate programs, normally the graduate chair;
- h) the University Librarian;
- i) nine (9) students selected by the Graduate Students' Association.

### **Membership Selection**

The membership of Faculty Council shall be as follows:

- a) every unit offering a graduate program shall appoint one (1) faculty member, normally the graduate chair, to sit on Faculty Council;
- b) one (1) representative shall be elected in a manner established by the Graduate Students' Association Council by and from each of the following five functional areas as defined by the G.S.A.C:
  - Humanities,
  - Health Sciences,
  - Social Sciences,
  - Agricultural Sciences, and
  - Natural Sciences;

any student who is registered in a degree program in the Faculty of Graduate Studies shall be eligible for election to the Faculty Council; and

- c) four (4) additional student representatives shall be elected by and from the Graduate Students' Association Council in a manner established by that council.

### **Meetings**

- a) The Faculty Council shall meet at least once each term.
- b) The Dean or his/her designate shall be the presiding officer at all meetings.
- c) Meetings of the Faculty Council shall be called at the discretion of the Dean of the Faculty of Graduate Studies or on the written request of twenty-five (25) members of Council.
- d) At least fourteen (14) days' written notice of any regular meeting shall be given and at least seven (7) days' notice of any special meeting.
- e) The quorum necessary for the transaction of business at any meeting shall be twenty-five (25) members.
- f) In addition to the elected members, Council meetings shall be open to all other members of the Faculty of Graduate Studies, who shall have the right to be recognized and to take part in debate, but not to propose motions or to vote.
- g) Council meetings shall also be open to observers, subject to the Council moving into closed session by the vote of a simple majority of those members in

attendance and voting.

**Powers to Act**

In addition to the powers set forth in the general by-law, the Faculty Council of Graduate Studies shall have power:

- a) To exercise all responsibility for the enrolment of graduate students in accordance with regulations governing their admission.
- b) To recommend the appointment of adjunct and honorary professors.
- c) To conduct elections in accordance with the provisions contained in Membership Selection.
- d) To delegate from time to time to the Faculty of Graduate Studies Executive Committee, either conditionally or unconditionally and either exclusively or concurrently, any of the powers set forth herein and in the general faculty and school council by-law.
- e) To determine the number or proportion of student representatives on committees of the Faculty Council.

30 April 2013

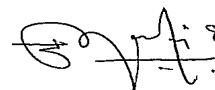
MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

FROM: Digvir Jayas, Vice-President (Research and International)  
and Chair, Senate Committee on University Research

DATE: May 13, 2013

SUBJECT: Proposal to establish an Endowed Professorship in Pharmacy Research



The Vice-President (Academic) and Provost, and the Senate Committee on University Research (SCUR), recommends the establishment of an Endowed Professorship in Pharmacy Research, in accordance with the University's policy on *Chairs and Professorships*.

Please include this report and recommendation on the next Senate agenda. Please feel free to contact me should you require any further information.

Thank you.

DSJ/nis  
Encl.

Cc: Neal Davies, Dean, Faculty of Pharmacy

Comments of the Senate Executive Committee:  
The Senate Executive Committee endorses the report to Senate.



UNIVERSITY  
OF MANITOBA

UNIVERSITY OF MANITOBA

APR 17 2013

OFFICE OF THE VICE-PRESIDENT  
(RESEARCH AND INTERNATIONAL)

Office of the  
Vice-President (Academic) & Provost

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

April 13, 2013

**To:** Digvir Jayas, Vice-President (Research and International)  
**From:** Joanne C. Keselman, Vice-President (Academic) and Provost  
**Re:** Endowed Professorship in Pharmacy

Dr. Neal Davies, Dean, Faculty of Pharmacy, has provided a letter of support for the proposal to establish an endowed professorship in Pharmacy Research. This professorship aligns with strengths in the Faculty in pharmacy research.

The policy on Chairs and Professorships specifies that:

- (1) the professorship be established consistent with the academic goals and objectives of the University;
- (2) the professorship be partially funded from external sources outside of the University operating funds, and that the funds normally must be sufficient to cover 20% of the salary and benefits of the incumbent and provide for an appropriate level of unrestricted research/scholarly support;
- (3) the funds for the professorship 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;
- (4) the professorship shall be attached to a department, faculty, school, college, centre or institute of the University, and have goals consistent with the unit to which it is attached;
- (5) the establishment of the professorship is not tied to the appointment of a particular individual;
- (6) individuals appointed to the professorship normally shall have the academic qualifications commensurate with an appointment at the rank of Professor; and
- (7) the initial term of the appointment of the professorship shall be 3-5 years, and if renewal is permitted, such renewal shall be subject to a successful performance review and the availability of funds.

The proposed professorship in Pharmacy Research satisfies all of the above requirements but two. The proposal provides for the possibility of the appointment of an individual at the rank of Associate Professor or Professor. The Dean of the Faculty is committed to fully fund the salary until such time as the fund reaches the level required for an endowed Chair. The funding for the professorship shall be derived from interest accrued from the existing endowment fund of \$1,007,330.58.

I am in support of the proposal from the Faculty of Pharmacy and request that you present it to the Senate Committee on University Research for consideration and recommendation to Senate and then to the Board of Governors.

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

/encl.

c. Dr. Neal Davies, Dean, Faculty of Pharmacy

# Faculty of Pharmacy



UNIVERSITY  
OF MANITOBA

Apotex Centre  
750 McDermot Avenue  
Winnipeg, Manitoba  
Canada R3E 0T5  
Telephone (204) 474-  
9306

April 5, 2013

Dr. Joanne Keselman  
Vice-President (Academic) & Provost  
208 Administration Building  
Fort Garry Campus  
Winnipeg, Manitoba

Dear Dr. Keselman:

**RE: Application for the Establishment of an endowed professorship in Pharmacy**

The Faculty of Pharmacy has been given the opportunity to establish an endowed professorship. An endowment fund that was established years ago has now reached a level of funding that allows the Faculty to start the Professorship.

Starting this Professorship in Pharmacy will be a watershed moment for the Faculty of Pharmacy and comes at an auspicious time as the Manitoba Pharmaceutical Act regulations come into place and we embark on the development and recruitment of Faculty to begin in earnest an entry to practice Pharm.D. program at the University of Manitoba. It will become the first ever philanthropically established endowed faculty Professorship in Pharmacy at the University of Manitoba. I fully expect that the recipient of this Professorship will provide leadership, excellent research and community outreach, and will play an important role in the ongoing success of the Faculty of Pharmacy. I am therefore delighted to support this endeavour.

Sincerely,

Neal M. Davies BSc.(Pharm), Ph.D. R.Ph.  
Dean and Professor

enclosures



## **PROPOSAL TO ESTABLISH AN ENDOWED PROFESSORSHIP 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:** Endowed Professorship

**TYPE/AREA/NAME OF PROFESSORSHIP:** Endowed Professorship in Pharmacy Research

### **PURPOSE AND OBJECTIVES OF THE PROFESSORSHIP:**

Objectives:

The purpose and objective of the Professorship shall be to provide research leadership, scholarship and mentorship in pharmacy. Specific objectives include:

- To contribute significantly to the body of scholarship in, but not limited to, pharmacy outreach, training and public service in the area of dissemination of drug knowledge;
- To promote a program in pharmacy research;
- To create the opportunity to recruit/retain an experienced leader with demonstrated expertise in pharmacy research and a proven track record in related research. The support of an endowed professorship would afford such an individual with the time and necessary support to fully devote his/her efforts to achieve the proscribed objectives;
- To enhance the competitiveness of the University of Manitoba Faculty of Pharmacy at national and international peer reviewed funding agencies;
- The establishment and sustenance of critical intramural and extramural links and collaborations that serve to promote research at the University of Manitoba;
- The provision of mentorship and opportunities for young investigators embarking on careers focused on pharmacy outreach or pharmacy research;
- The pursuit of research topics that will lead to improved health and services that ensure high quality, timely care is available for Manitobans.

### **RELATIONSHIP TO THE PROPOSING UNIT**

The Faculty of Pharmacy will foster an environment of exceptional research and scholarship, and facilitate the application, communication, and dissemination of the results of university research for the benefit of the profession: locally, nationally and internationally.

The Faculty of Pharmacy will achieve the highest possible standards in research, clinical and professional service, by applying quality improvement strategies to practice and employing evidence-based practice, providing high quality, patient-centered drug treatment, thereby promoting understanding, interaction and involvement among academic disciplines, other health-care professions, and the public.

The Professorship will support an individual faculty member by providing operating funds to pursue independent research in outreach, training and public service in the area of dissemination of drug knowledge. This support will allow the recipient to maximize his/her research activity and effectiveness, as well as lead research activity in the Faculty in this strategically important area. Excellence of the candidate will be the first priority.

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

- 1) Interest accrued from the existing endowment fund of \$1,007,330.58.
- 2) There is a commitment from the donor of a bequest, which when realized, may allow the Professorship to become a fully funded Chair.
- 3) The Dean of the Faculty has committed to fund the salary of the Professorship fully from the university operating budget until such time as the fund reaches the level required for a fully funded endowed Chair. The disbursement from the endowment will supplement the Professorship's research and other operating costs.

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

In accordance with the University's policy on academic hiring (Article 18 of the UMFA Collective will be followed), individuals appointed to the Professorship shall have the following qualifications:

- Holding a current academic appointment at the rank of tenured Associate or Full Professor;
- Possess a history of excellence in research as evidenced by a strong publication record in high impact journals and acquisition of national or international peer reviewed grants or contracts;
- History of mentoring junior colleagues and investigators;
- History of effective and productive collaboration with intramural and extramural investigators and institutions.

## **TERM OF APPOINTMENT:**

The intent of the Professorship is to be flexible for use in both recruitment of new faculty or retention of existing faculty according to the needs of the Faculty of Pharmacy and will follow the UMFA Collective Agreement provisions under Article 18. Hiring of Members.

- 1) Professorship Appointments shall be for five years with possibility of renewal. Applications shall be solicited through a search process in accordance with the University's policy on academic hiring (Article 18 of the UMFA Collective will be followed).
- 2) The incumbent will provide a brief annual progress report. At year three, there will be a performance review by the Faculty Executive Committee

A successful performance review will provide evidence of the following:

- Personal research productivity in form of grants, contracts, presentations, and peer-reviewed publications.
  - Evidence of mentoring including having one or more full-time research trainees or supervision of clinical experiential students.
  - Evidence of peer-reviewed publications
  - Evidence of linkages, collaboration and multi-disciplinary research within the University and between the University and other research institutions.
  - Demonstrated efforts and corresponding results in the area of the dissemination of drug knowledge.
- 3) The renewal of another five year term appointment will not be automatic and will be subject to a successful review of the incumbent's performance with the context of the Faculty of Pharmacy's research strategy; such a review to be carried out during the fourth year of the term. The review will be performed by the Dean and Faculty Executive leadership, who will also evaluate the best use for the Professorship based on strategic needs and priorities of the Faculty, within the guidelines of the gift agreement.

## **PREAMBLE**

The Faculty of Pharmacy is characterized by its teaching expertise, research programs, and practice partnerships in the health sciences field. The provision of optimal pharmaceutical care requires that the pharmacist must have a thorough knowledge of the science of medicines to apply to their clinical use.

During the past ten years (including 2012), the average pass rate for our graduates on the two-part national PEBC Qualifying Examination has been greater than 98%. In addition

to academic excellence, many students appreciate the academic and personal experiences resulting from membership in a small faculty.

The Faculty has been recognized at the provincial, national and international levels through receipt of research grants and participation in academic, professional and scientific programs, boards, and committees. As described in various sections of our web site, this professional expertise is reflected in the teaching and research which is undertaken in the Faculty.

This Professorship will be the first of its kind within the Faculty of Pharmacy. The Professorship is a means to facilitate faculty excellence and is a commitment to the position and to the discipline of Pharmacy. This Professorship allows the Faculty to honour and recognize the distinction of a superior individual while providing financial support, for use in research, teaching or service activities. The Professorship may also be a recruitment tool to attract potential new faculty members.

#### **OTHER PROVISIONS:**

- 1) 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.
- 2) The Professorship holder will have a full-time appointment in the Faculty of Pharmacy.
- 3) The role of the Professorship will be to continue to pursue leading edge pharmacy research. Accordingly, the appointment of the Professorship will be made on the recommendation of the Dean of Pharmacy and shall be conducted in accordance with the University policy in Academic Appointments and the guidelines for the establishment of Chairs/Professorships.
- 4) The individual holding the Professorship will make an annual written report to the Dean of the Faculty of Pharmacy. The Dean will make this report available to the donor, as per the terms of the endowment agreement.

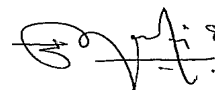
MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

FROM: Digvir Jayas, Vice-President (Research and International)  
and Chair, Senate Committee on University Research

DATE: May 13, 2013

SUBJECT: Proposal to establish an Endowed Professorship in Stem Cell Research



The Vice-President (Academic) and Provost, and the Senate Committee on University Research (SCUR), recommends the establishment of an Endowed Professorship in Stem Cell Research, in accordance with the University's policy on *Chairs and Professorships*.

Please include this report and recommendation on the next Senate agenda. Please feel free to contact me should you require any further information.

Thank you.

DSJ/nis  
Encl.

Cc: Brian Postl, Dean, Faculty of Medicine

Comments of the Senate Executive Committee:  
The Senate Executive Committee endorses the report to Senate.



UNIVERSITY  
OF MANITOBA

Office of the Vice-President  
(Academic) & Provost

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

May 1, 2013

**To:** Digvir Jayas, Vice-President (Research and International)  
**From:** Joanne C. Keselman, Vice-President (Academic) and Provost  
**Re:** Endowed Professorship in Stem Cell Research

Dr. Brian Postl, Dean of Faculty of Medicine, has provided a letter of support for the proposal to establish an endowed professorship in Stem Cell Research. This professorship aligns with strengths in the Faculty in the Regenerative Medicine Program.

The policy on Chairs and Professorships specifies that:

- (1) the professorship be established consistent with the academic goals and objectives of the University;
- (2) the professorship be partially funded from external sources outside of the University operating funds, and that the funds normally must be sufficient to cover 20% of the salary and benefits of the incumbent and provide for an appropriate level of unrestricted research/scholarly support;
- (3) the funds for the professorship 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;
- (4) the professorship shall be attached to a department, faculty, school, college, centre or institute of the University, and have goals consistent with the unit to which it is attached;
- (5) the establishment of the professorship is not tied to the appointment of a particular individual;
- (6) individuals appointed to the professorship normally shall have the academic qualifications commensurate with an appointment at the rank of Professor; and
- (7) the initial term of the appointment of the professorship shall be 3-5 years, and if renewal is permitted, such renewal shall be subject to a successful performance review and the availability of funds.

The proposed professorship in Stem Cell Research satisfies all of the above requirements but one. The proposal provides for the possibility of the appointment of an individual at the rank of Associate Professor or Professor.

I am in support of the proposal from the Faculty of Medicine and request that you present it to the Senate Committee on University Research for consideration and recommendation to Senate and then to the Board of Governors.

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

/encl.

c. Dr. Brian Postl, Dean, Faculty of Medicine

UNIVERSITY OF MANITOBA

MAY 01 2013

OFFICE OF THE VICE-PRESIDENT  
(RESEARCH AND INTERNATIONAL)





UNIVERSITY  
OF MANITOBA

April 29, 2013

Sent via email - [Joanne.Keselman@ad.umanitoba.ca](mailto:Joanne.Keselman@ad.umanitoba.ca)


Dr. Joanne Keselman  
Vice-President (Academic) & Provost  
208 Administration Building  
Fort Garry Campus  
Winnipeg, Manitoba

Dear Dr Keselman:

**RE: Application for the Establishment of an Endowed Professorship in Stem Cell Research**

Dr. Peter Nickerson, Associate Dean (Research), Faculty of Medicine, has submitted an application for the establishment of a professorship in Stem Cell Research. This professorship has been funded through the interest earned on a bequest of \$2.2 million.

The Faculty of Medicine supports this endeavour. The establishment of an endowed professorship in Stem Cell Research, through the Regenerative Medicine Program will raise the research profile of the Faculty. The recipient of this professorship will contribute significantly to the body of scholarship in stem cell research.

Yours truly,  


Brian Postl, MD  
Dean

cc: Dr. Peter Nickerson

enclosures: Proposal  
Letter from Dr. P. Nickerson



UNIVERSITY  
OF MANITOBA

Faculty of Medicine

Office of the Assoc. Dean (Research)  
Room A108 Chown Bldg.  
753 McDermot Avenue  
Winnipeg, Manitoba  
Canada R3E 0T6  
Telephone 204-789-3375  
Fax 204-789-3942

April 22, 2013

Dr. Brian Postl  
Dean, Faculty of Medicine  
University of Manitoba

Dear Dr. Postl:

**Application for the Establishment of a Professorship in Stem Cell Research**

Please accept this letter as application for the establishment of a Professorship in Stem Cell Research. This Professorship has been made possible through a bequest of \$2.2 million. The interest earned from the bequest will be used to fund the Professorship.

Yours truly,

Dr. Peter Nickerson  
Associate Dean (Research)



## **PROPOSAL TO ESTABLISH PROFESSORSHIP 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

**AREA OF PROFESSORSHIP:** Professorship in Stem Cell Research

### **PURPOSE AND OBJECTIVES OF PROFESSORSHIP:**

The purpose and objective of the Professorship shall be to provide leadership, scholarship and mentorship in stem cell research. Specific objectives include:

- To contribute significantly to the body of scholarship in stem cell research;
- To promote a program in stem cell research;
- To create the opportunity to recruit/retain an experienced leader with demonstrated expertise in stem cell research and a proven track record in related research. The support of an endowed professorship would afford such an individual with the time and necessary support to fully devote his/her efforts to achieve the proscribe objectives;
- To enhance the competitiveness of The University of Manitoba in stem cell research at national and international peer reviewed funding agencies;
- The establishment and sustenance of critical intramural and extramural links and collaborations that serve to promote search at The University of Manitoba;
- The provision of mentorship and opportunities for young investigators embarking on careers focused on stem cell research;
- The pursuit of topics in stem cell research that will lead to discoveries that will lead to cures or the improved health of individuals;
- The establishment of The University of Manitoba as a (world) leader in stem cell research.

### **RELATIONSHIP TO THE PROPOSING UNIT**

At the current time, the appropriate unit within which to place *The Professorship in Stem Cell Research* is within the Regenerative Medicine Program because presently the academic and research activity relating to stem cell research is located within this unit.

This positioning within the Regenerative Medicine Program may be reviewed from time to time by the Associate Dean (Research), Faculty of Medicine and the University Provost to ensure that the Departmental fit for the Professorship is always consistent with its donor-defined purpose which is to support stem cell research.

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

The interest earned from a bequest of \$2.2 million. The interest from the bequest will be sufficient to cover 20% of the salary and benefits of the incumbent and/or provide for an appropriate level of unrestricted research/scholarly support.

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

In accordance with the Procedures and Mechanisms for establishing Chairs and Professorships at the University of Manitoba, individuals appointed to *The Professorship in Stem Cell Research* shall have the following qualifications:

Canadian Citizen or permanent resident;  
Ph.D. or M.D. (if M.D., Royal College certified);  
Holding a current academic appointment at the rank of Associate or Full Professor;  
History of excellence in research as evidenced by a strong publication record in high impact journals and acquisition of national or international peer reviewed grants or contracts;  
History of mentoring junior colleagues and investigators;  
History of effective and productive collaboration with intramural and extramural investigators and institutions.

## **TERM OF APPOINTMENT:**

*Please include the term of appointment and if it is renewable*

- The initial term of the appointment will be for five years, and on the recommendation of the Associate Dean (Research) taking into consideration the Regenerative Medicine Program's research strategy.
- The incumbent will provide a brief annual progress report. At year two there will be a performance review by the Regenerative Medicine Program and the Faculty Development Review Committee.
- The renewal of the appointment for an additional term(s) will be subject to a successful review of the incumbent's performance within the context of the Regenerative Medicine Program's research strategy; such a review to be carried out during the fourth year of the term. The review will be performed by the Regenerative Medicine Program and Faculty Development Review Committee.

A successful performance review will provide evidence of the following:

- Personal research productivity in the form of external grants, presentations and peer-reviewed publications. Funding from one or more national agencies would be expected along with additional funding from local sources.
- Evidence of mentoring including having one or more full-time research trainees or supervision of clinical fellows in their research year.
- Evidence of publication in the range of 3-5 publications/year with one or more in a high impact journal.
- Evidence of linkages, collaboration and multi-disciplinary research within the university and between the university and other research institutions.

**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) 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.
- 3) Annual reporting requirements shall also be in accordance with the University Policy on Chairs and Professorships. In addition to the reporting requirements stipulated in this policy, the incumbent shall provide an annual report of activities to the President of the University. In turn, the President shall provide a copy of the said report to individuals that have specifically requested this information, or it may be used for reporting to donors in university communications.
- 4) The Professorship holder will have an appointment in the Regenerative Medicine Program, so long as this is the program that continues to house the university's critical mass of activity in stem cell research. Cross appointment to an appropriate basic science department may also be considered. The Professorship will be held in the Department that is most appropriate to the donor's stated purpose for the endowment. The incumbent will participate in an appropriate amount of teaching activity, including undergraduate and post-graduate medical trainees and graduate students, where appropriate.
- 5) It is understood that the Professorship would be structured with a five year maximum term with an option of renewal subject to satisfactory performance of the incumbent, but also with the understanding that the research focus could be changed to another Department or Unit at such intervals according to the changing needs of the Faculty of Medicine, subject to approval by the University of Manitoba.

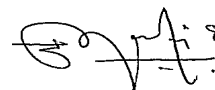
MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

FROM: Digvir Jayas, Vice-President (Research and International)  
and Chair, Senate Committee on University Research

DATE: May 13, 2013

SUBJECT: Periodic Review of Research Centres and Institutes: Centre on Aging



Attached is the report on the review of the Centre on Aging, conducted by the Senate Committee on University Research, according to the Policy on *Research Centres, Institutes, and Groups*.

Please include this report and recommendation on the next Senate agenda. Please feel free to contact me should you require any further information.

Thank you.

DSJ/nis  
Encl.

Cc: Vrena Menec, Director

Comments of the Senate Executive Committee:  
The Senate Executive Committee endorses the report to Senate.

THE SENATE COMMITTEE ON UNIVERSITY RESEARCH  
REPORT ON THE REVIEW OF THE  
**CENTRE ON AGING**

**Preamble:**

1. The Policy for *Research Centres, Institutes and Groups*, stipulates that all research centres/institutes be reviewed by the Senate Committee on University Research (SCUR) on a periodic basis but not less than once every 5 years. Accordingly and following the approval by Senate of this Policy, the Senate Committee on University Research established a schedule for the review of all research centres/institutes.
2. For each research centre/institute identified for review, a sub-committee of the Senate Committee on University Research was established. In accordance with the Policy, the task of each sub-committee was to recommend to SCUR on whether a formal, independent review committee should be struck to conduct a full review. If a sub-committee was of the view that a full review of a specific research centre/institute was not warranted, it was further charged with recommending to SCUR on the continuance or termination of the research centre/institute.

**Observations:**

1. The review process followed that which is outlined in section 3.3.1 of the Policy, and involved a review of annual reports of the Centre on Aging as well as a report prepared by the Centre Director which contained:
  - A description of how and why the Centre on Aging has achieved or revised its original objectives; a detailed listing of its research and training accomplishments; a current membership list; and a detailed financial statement;
  - A five-year plan which identifies future research directions and development strategies;
  - Letters indicating continued support for the Centre on Aging from appropriate department heads and faculty/school deans/directors; and
  - The names of individuals who could provide external assessments of the Centre on Aging.
2. The membership of this sub-committee was as follows:

Dr. Pat Martens, Faculty of Medicine (Chair)  
Dr. Rick Linden, Faculty of Arts (Acting Chair in Chair's absence)  
Dr. Lea Stirling, Faculty of Arts  
Mr. Sem Moreno, GSA Student Rep
3. The assessment of the sub-committee was as follows:
  - a. The Centre on Aging is exemplary in the degree to which it has achieved the general objectives of research centres and its own specific objectives.
    - (i) The Centre was created as a research unit in the Faculty of Arts in 1988 in response to a concern about the consequences of population aging in Canada. In 1990, the Centre was approved as a University-wide research centre. Since that time, the Centre has helped to develop and support high-quality research programs and initiatives, helped build research capacity in the field of aging, and fostered the dissemination, transfer, and translation of research findings into policies, services, and products.
    - (ii) Specifically, between 2007 and 2012 the Centre's Director, Staff and Research Affiliates have published 643 journal articles and book chapters, given 460 conference presentations, and obtained just under \$46 million in research

funding from a broad range of funding agencies. During that period the Centre has hired 31 students and 6 postdoctoral fellows and provided \$63,500 in scholarship funding. The Centre has a remarkable range of academic and community partners. This is exemplified by the fact that the Centre received over 100 letters of support representing a very diverse group of university faculties and departments (ranging from History to Civil Engineering to Human Anatomy and Cell Science) and government and community organizations. The Centre has also done an outstanding job of research dissemination and knowledge mobilization through an annual Research Symposium (which attract up to 400 people); Research Seminar Series and Research Forums; newsletters, research reports, and fact sheets; a website; membership on community-based organizations; and the provision of policy advice to governments and organizations dealing with the aging population.

- b. The Centre developed a Strategic Plan to cover the period 2007-2012. The plan was recently reviewed by the Centre's Advisory Board and with minor changes was assessed as suitable for the next five years (Note that on p. 17 of the report "Review of Activities for 2007-2012" the dates in 7.1.2 should be 2012-2017 instead of 2007-2012). The Centre did a very good job of following its 2007-2012 plan and its new plan directs the Centre to stay on course and continue with its efforts to conduct rigorous research, to promote effective community partnerships and knowledge dissemination; and to provide high-quality education in aging.
- c. The Centre is well-funded and should remain financially viable. The Centre had baseline funding of \$239,918 in 2012. This baseline funding includes interest from its endowment fund which currently has a market value of 1,091,626.

**Recommendation:**

On behalf of the Senate Committee on University Research, I am recommending to Senate:

**THAT the *Centre on Aging*, be renewed for a term of 5 years, from September 03, 2013 through to September 02, 2018.**

MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

FROM: Digvir Jayas, Vice-President (Research and International)  
and Chair, Senate Committee on University Research 

DATE: May 13, 2013

SUBJECT: Periodic Review of Research Centres and Institutes: Winnipeg Institute for  
Theoretical Physics

Attached is the report on the review of the Winnipeg Institute for Theoretical Physics, conducted by the Senate Committee on University Research, according to the Policy on *Research Centres, Institutes, and Groups*.

Please include this report and recommendation on the next Senate agenda. Please feel free to contact me should you require any further information.

Thank you.

DSJ/nis  
Encl.

Cc: Andrew Frey, Director  
Mark Whitmore, Dean

Comments of the Senate Executive Committee:  
The Senate Executive Committee endorses the report to Senate.

THE SENATE COMMITTEE ON UNIVERSITY RESEARCH  
REPORT ON THE REVIEW OF THE  
**WINNIPEG INSTITUTE OF THEORETICAL PHYSICS**

**Preamble:**

1. The Policy for *Research Centres, Institutes and Groups*, stipulates that all research centres/institutes be reviewed by the Senate Committee on University Research (SCUR) on a periodic basis but not less than once every 5 years. Accordingly and following the approval by Senate of this Policy, the Senate Committee on University Research established a schedule for the review of all research centres/institutes.
2. For each research centre/institute identified for review, a sub-committee of the Senate Committee on University Research was established. In accordance with the Policy, the task of each sub-committee was to recommend to SCUR on whether a formal, independent review committee should be struck to conduct a full review. If a sub-committee was of the view that a full review of a specific research centre/institute was not warranted, it was further charged with recommending to SCUR on the continuance or termination of the research centre/institute.

**Observations:**

1. The review process followed that which is outlined in section 3.3.1 of the Policy, and involved a review of annual reports of the centre/institute as well as a report prepared by the research centre/institute director which contained:
  - A description of how and why the centre/institute has achieved or revised its original objectives; a detailed listing of its research and training accomplishments; a current membership list; and a detailed financial statement;
  - a five-year plan which identifies future research directions and development strategies;
  - letters indicating continued support for the research/centre institute from appropriate department heads and faculty/school deans/directors; and
  - the names of individuals who could provide external assessments of the research centre/institute.
2. The membership of this sub-committee was as follows:

Dr. Mostafa Fayek, Faculty of Environment (Chair)  
Dr. Gordon Fitzell, Faculty of Music  
Mr. Olivier Gagne, GSA Student Rep



3. The assessment of the sub-committee was as follows:

**(a) The extent to which the research centre/institute has fulfilled the objectives of institutes as stipulated under the University Policy:**

- (i) The University policy states, “The purpose of a research centre/institute is to focus and sustain research in specific areas and to encourage research collaborations among disciplines and between Departments, Faculties and Schools. Research centers/institutes also provide unique training opportunities for students and serve as a valuable information source for the community at large”. The WITP has achieved this objective by bringing together researchers and students from the Universities of Manitoba and Winnipeg, and Brandon University. Members of the WITP were able to attract speakers and visitors (5 national and 16 international visitors; 3.6 speakers per year), some of these visits leading to collaborations between the visitors and members of the WITP;
  - (ii) To achieve its objectives, the WITP was able to: (1) facilitate long-term scientific visitors (4 long-term visitors, 17 short term), (2) bring in seminar speakers on a variety of hot topics (18 speakers over 5 years, 3.6 speakers per year, 16 were international), and (3) Organize workshops, conferences of topics of interest to members (1 undergrad symposium and 1 conference);
- (b) Past research training and funding of the centre.** Members of the WITP published on average ~3.5 papers per year per researcher and attracted more than \$600,000 of individual NSERC Research Grants. The WITP does not incur or depend on any fixed annual cost. The activities of the Institute are designed to ensure that virtually all funds go directly towards research, in the form of visitors and seminars. Its proposed five-year plan for future research directions and development strategies is appropriate and unchanged from previous years;
- (c) Current and projected financial viability:** The WITP has been an institute for over 20 years. Since the WITP is a collection of theorists, there are no direct infrastructure costs, labs to maintain or technicians. This allows the WITP to tailor its operations to match the level of funding it receives. The WITP's ability to promote research and education in theoretical physics is therefore directly proportional to its funding level. The proposed budget is appropriate and, in the past, they have spent the funds appropriately. The WITP is financially viable.

**Recommendation:**

On behalf of the Sub-committee for the Review of the *Winnipeg Institute of Theoretical Physics (WITP)*, I am recommending to SCUR:

**THAT the *Winnipeg Institute of Theoretical Physics (WITP)*, be renewed for a term of 5 years, from September 3, 2013 through September 2, 2018.)**




UNIVERSITY  
OF MANITOBA

## Office of the University Secretary

312 Administration Building  
Winnipeg, Manitoba  
Canada R3T 2N2  
Tel. (204) 474-9593  
Fax (204) 474-7511

Date: May 28, 2013

To: Members of Senate and the Board of Governors

From: Jeff M. Leclerc, University Secretary 

Re: Formal Approval of the Professorship in Government and the Professorship in Traumatology

Approximately a year ago, in seeking information regarding professorships for members of the University community, I examined files related professorships created in the 1990s. In this research, I discovered that two professorships developed during that time, a Professorship in Traumatology in the Faculty of Medicine and a Professorship in Government in the Faculty of Arts were never formally approved by Senate or the Board of Governors as provided for under the policy on Chairs and Professorships. Notwithstanding this, multiple appointments have been made to each professorship over the subsequent years. Both professorships are currently vacant.

I have spoken with individuals involved at the time, but remain unsure of why these professorships were not formally approved then. While the appointment of successive incumbents to each professorship by the Board of Governors confers a *de facto* approval of the existence of the professorships, I feel it is important to formally confirm the professorships by Senate and the Board. With the full agreement and support of the President and Legal Counsel, I asked the Deans of Arts and Medicine to submit formal terms for the Professorship in Traumatology and the Professorship in Government for confirmation by Senate and the Board of Governors. The Dean of Arts has submitted proposed terms of reference for the Professorship in Government that have been reviewed by the Provost and the Vice-President (Research) and are submitted for formal approval. The Faculty of Medicine is currently reviewing its options and will submit a proposal at a later time.

Thank you for your consideration of this proposal.

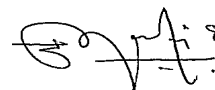
MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

FROM: Digvir Jayas, Vice-President (Research and International)  
and Chair, Senate Committee on University Research

DATE: May 31, 2013

SUBJECT: Proposal to establish a Professorship in Government



The Vice-President (Academic) and Provost, and the Senate Committee on University Research (SCUR), recommends the establishment of a Professorship in Government, in accordance with the University's policy on *Chairs and Professorships*.

Please include this report and recommendation on the next Senate agenda. Please feel free to contact me should you require any further information.

Thank you.

DSJ/nis  
Encl.

Cc: Jeffery Taylor, Dean, Faculty of Arts

Comments of the Senate Executive Committee:  
The Senate Executive Committee endorses the report to Senate.



UNIVERSITY  
OF MANITOBA

Office of the Vice-President  
(Academic) & Provost

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

May 21, 2013

**To:** Digvir Jayas, Vice-President (Research and International)  
**From:** Joanne C. Keselman, Vice-President (Academic) and Provost  
**Re:** Professorship in Government

Dr. Jeffery Taylor, Dean of Faculty of Arts, has provided a letter of support for the proposal to establish the Professorship in Government. This professorship aligns with strengths in the Department of Political Studies.

The policy on Chairs and Professorships specifies that:

- (1) the professorship be established consistent with the academic goals and objectives of the University;
- (2) the professorship be partially funded from external sources outside of the University operating funds, and that the funds normally must be sufficient to cover 20% of the salary and benefits of the incumbent and provide for an appropriate level of unrestricted research/scholarly support;
- (3) the funds for the professorship 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;
- (4) the professorship shall be attached to a department, faculty, school, college, centre or institute of the University, and have goals consistent with the unit to which it is attached;
- (5) the establishment of the professorship is not tied to the appointment of a particular individual;
- (6) individuals appointed to the professorship normally shall have the academic qualifications commensurate with an appointment at the rank of Professor; and
- (7) the initial term of the appointment of the professorship shall be 3-5 years, and if renewal is permitted, such renewal shall be subject to a successful performance review and the availability of funds.

The proposed Professorship in Government satisfies all of the above requirements but one. The interest from the bequest will not fund 20% of the salary but will provide a teaching release, a stipend, a research grant, and other related support for the holder of the Professorship.

I am in support of the proposal from the Faculty of Arts and request that you present it to the Senate Committee on University Research for consideration and recommendation to Senate and then to the Board of Governors.

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

/encl.

c. Dr. Jeffery Taylor, Dean, Faculty of Arts

UNIVERSITY OF MANITOBA

MAY 21 2013

OFFICE OF THE VICE-PRESIDENT  
(RESEARCH AND INTERNATIONAL)



UNIVERSITY  
OF MANITOBA | Faculty of Arts

Dean of Arts  
310 Fletcher Argue Building  
University of Manitoba  
Winnipeg, Manitoba  
Canada R3T 5V5  
Telephone (204) 474-9271  
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Email [jeff\\_taylor@umanitoba.ca](mailto:jeff_taylor@umanitoba.ca)

8 May 2013

Dr. Joanne Keselman  
Vice-President (Academic) and Provost  
University of Manitoba  
210 Administration Building

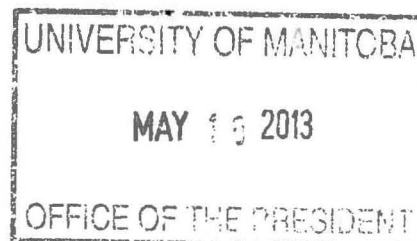
Dear Dr. Keselman,

Attached please find a proposal, which I endorse, to establish the Duff Roblin Professorship in Government. The Department of Political Studies Council recommended the establishment of the Professorship to Faculty of Arts Council, which, in turn, has recommended its establishment.

This proposed Professorship is the result of a \$500,000 bequest that was made to the University of Manitoba in 1996 by the Honourable Duff Roblin, PC, CC, OM, and the fourteenth Premier of Manitoba. The endowment that was established with this bequest provides funds that allow us to provide teaching release, a stipend, a research grant, and related support to the holder of the Professorship. The method of selection is consistent with the Chairs and Professorships Procedures and is specified in the donor agreement. The appointment, according to the donor agreement, shall be made by the Board of Governors on the advice of a committee consisting of the President or designate, the Chancellor of the University, the Dean of the Faculty of Arts, and two other persons appointed by the President.

Yours sincerely,

Jeffery Taylor  
Dean of Arts





A) type of appointment	Professorship
b) proposed name of professorship	The Duff Roblin Professorship in Government
c) the purpose and objectives of the Professorship	The purpose and objectives of the Professorship are to enhance the study of Canadian Government and public affairs, and to aid the educational development of younger scholars through the Duff Roblin Graduate Fellowship Program, which is overseen by the proposed Professor.
d) the relationship of the goals of the Professorship to those of the proposing unit	The Department of Political Studies is committed to understanding the dynamics of human interaction in which individuals and groups compete and cooperate to achieve their goals. Political scientists study these dynamics in many contexts, which are linked to five major sub-fields in the Department. The two sub-fields most directly related to the goals of the Professorship are Canadian Politics and Public Administration.
e) the method by which the Professorship will be funded	A private endowment from the Honourable Duff Roblin, PC, CC, OM, the 14 <sup>th</sup> Premier of Manitoba. Funds in the endowment are sufficient to provide a stipend, research and related funds, and teaching release for the Professor.
f) the general and specific required academic qualifications of the candidates or nominees	Tenured University of Manitoba faculty members, normally at the rank of Professor, appointed upon the recommendation of a Search Committee following an internal call for nominations or applications. The successful candidate for the Professorship shall have made, or be deemed to have the capacity to make, a significant contribution to the study and understanding of Canadian politics, government and public policy.
g) the term of the appointment including, where applicable, provisions for re-appointment	The initial appointment shall be for a three-year term, and shall be renewable for a further term of up to three years upon the recommendation of the Head of

	the Department of Political Studies to the Dean of Arts.
h) any other provisions unique to the Professorship	<p>i. The <i>curricula vitae</i> of the short-listed candidates shall be publicly available, there shall be public presentations by the short-listed candidates, and there shall be a mechanism for public input to the Search Committee.</p> <p>ii. The Professor shall deliver at least one annual public lecture</p> <p>iii. The Professor shall normally teach a six credit-hour course, or two three credit-hour courses, in the Department of Political Studies</p> <p>iv. The Professor shall undertake research</p> <p>v. The Professor shall supervise graduate research, normally including that of the holders of the Roblin Fellowships, for which program s/he will have general administrative responsibility</p> <p>vi. The Professor shall at least once during his/her term organize a colloquium on an appropriate subject or subjects, which might include over time, a series of colloquia on Manitoba premiers and their governments in the modern period.</p>

## Report of the Senate Committee on Nominations

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### Preamble

1. Since last reporting to Senate on May 15, 2013, the Senate Committee on Nominations (SCN) met on June 7, 2013 (electronically), to consider nominations to fill vacancies on the standing committees of Senate.
2. The terms of reference for the SCN are found on the University Governance website at:  
[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/507.html](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/507.html)

### Observation

1. Listed below are all committees having vacancies to be filled, along with the names of the nominees being proposed, their faculty/school, and the expiry date of their terms.

### Recommendations

1. The SCN recommends to Senate the following list of faculty nominees:

COMMITTEE	NOMINEE(S)	FACULTY/ SCHOOL	TERM END DATE
<b>Senate Committee on Academic Review</b>	Prof. Liqun Wang (S)	Science	2016.05.31
<b>Senate Committee on Awards</b>	Prof. Wanda Chernomas	Nursing	2016.05.31
	Prof. Jared Carlberg	Agricultural and Food Sciences	2016.05.31
<b>Senate Committee on Instruction and Evaluation</b>	Dr. Elena Smirnova	Science	2016.05.31
<b>Senate Committee on Libraries</b>	Dean Mark Whitmore	Science	2016.05.31
<b>Senate Committee on University Research</b>	Prof. Robert Hoppa <i>(leave replacement for Lea Stirling)</i>	Arts	2014.06.30



2. The SCN recommends to Senate the following list of student nominees:

COMMITTEE	NOMINEE(S)	FACULTY/SCHOOL	END DATE
<b>Senate Committee on Academic Dress</b>	Ms Maia Kredentser	Graduate Studies	2014.05.31
<b>Senate Committee on Academic Freedom</b>	Mr. Olivier Gagne	Graduate Studies	2014.05.31
	Ms Monica Igweagu (S)	Arts	2014.05.31
<b>Senate Committee on Academic Review</b>	Mr. Astitwa Thapa (S)	Environment, Earth and Resources	2014.05.31
<b>Senate Committee on Admission Appeals</b>	Ms Monica Igweagu	Arts	2014.05.31
<b>Senate Committee on Admissions</b>	Mr. Dmitri Krassioukov	Graduate Studies	2014.05.31
	Ms. Rebecca Kunzman	University 1	2014.05.31
	Mr. Xian Gui Zhao	Graduate Studies	2014.05.31
<b>Senate Committee on Appeals</b>	Mr. Adam Pawlak	Arts	2014.05.31
	Mr. Binudith Warnakulasooriya	Science	2014.05.31
<b>Senate Committee on Awards</b>	Mr. Guy Chappellaz	Education	2014.05.31
<b>Senate Committee on the Calendar</b>	Mr. Emeka Okeke (S)	Graduate Studies	2014.05.31
<b>Senate Committee on Curriculum and Course Changes</b>	Mr. Zachary Courtemanche	Law	2014.05.31
	Ms Amanda Taylor	Graduate Studies	2014.05.31
	Mr. Michael Vasconcelos	Management	2014.05.31
<b>Senate Committee on Instruction and Evaluation</b>	Mr. Steven Anderson	Science	2014.05.31
	Ms Fatemeh Bakhtiari	Science	2014.05.31

<b>Senate Planning and Priorities Committee</b>	Ms Jaysa Nachtigall	Management	2014.05.31
<b>Senate Committee on Rules and Procedures</b>	Mr. Calistus Ekenna (S)	Graduate Studies	2014.05.31
<b>Senate Committee on University Research</b>	Ms Anastasia Sizykh	Graduate Studies	2014.05.31

Respectfully submitted,

Professor M. Edwards, Chair  
Senate Committee on Nominations

/su



UNIVERSITY  
OF MANITOBA

Faculty of Engineering  
*Office of the Dean*



E2-290 Engineering Building  
Winnipeg, Manitoba  
Canada R3T 5V6  
Telephone (204) 474-9809  
Fax (204) 275-3773

27 May 2013



Mr. Jeff LeClerc  
University Secretary  
Office of the University Secretary  
Room 312 Administration Building

Dear Mr. LeClerc:

Please be advised that Engineering Faculty Council approved a department name change and a change to the regulation governing special and supplemental examinations at its meeting on Friday, 10 May 2013. All documentation is enclosed.

Please contact me if you have any questions.

Sincerely,

Jonathan Beddoes, Ph.D., P.Eng.  
Professor and Dean

JB/jt

Attachs. (2)

Copy: Dr. D. McNeill, Chair, ARCC

Comments of the Senate Executive Committee:  
The Senate Executive Committee endorses the  
report to Senate.



UNIVERSITY  
OF MANITOBA

Faculty of Engineering  
Department of Electrical and Computer Engineering

E2-390 EITC Building  
Telephone +1-204-474-8963  
Facsimile +1-204-261-4639  
Dean.McNeill@umanitoba.ca

# Memo

14 May 2013

**To:** Jonathan Beddoes, Dean  
Faculty of Engineering

**From:** Dean McNeill, Chair  
Academic Regulations and Curriculum Committee (ARCC)

**Subject:** Department Name Change — Mechanical Engineering

On 8 May 2013, the *Department of Mechanical and Manufacturing Engineering* submitted a proposal to change its name to the *Department of Mechanical Engineering*. This change has come about as a result of the department's 2008 restructuring of its undergraduate programs, which saw the Manufacturing Engineering degree program become an option within the Mechanical Engineering degree program. This May, the last student in the old Manufacturing Engineering program will convocate. To properly reflect the nature of the degrees offered by the department, the name change has been requested.

This proposal was considered by ARCC and approved on 9 May 2013. The matter was referred to Engineering Faculty Council for consideration on 10 May 2013 and subsequently approved at that time.





UNIVERSITY  
OF MANITOBA

Faculty of Engineering  
Department of Mechanical & Manufacturing Engineering

DATE: 21 March 2012

**To:** Dean McNeil, Chair, ARCC

**From:** David Kuhn, Head, Mechanical & Manufacturing Engineering

**RE: Department Name Change**

This is to inform the Academic and Regulations Curriculum Committee (ARCC) that our Department Council approved a motion at our meeting today, March 21, 2012:

"To change the department's name to Department of Mechanical Engineering".

Please report this motion to Faculty Council so that it may move forward to Senate.

Thank you.

## **Report of the Senate Committee on Academic Review RE: International College of Manitoba (ICM) Academic Program Review Process**

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### **Preamble:**

1. The Terms of Reference for the Senate Committee on Academic Review are found on the web at:  
[http://www.umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/489.htm](http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/489.htm)
2. The Committee met on March 8, 2013 to consider a revised proposal from the Vice-Provost (Academic Planning and Programs) to establish the International College of Manitoba (ICM) academic program review process.

### **Observations:**

1. The Committee considered a revised proposal to establish the ICM Academic Program Review Process. The Committee had previously considered a proposal to establish a review process at its meeting on November 29, 2012. Subsequently, Senate Executive (December 12, 2012) had referred the proposal back to the Committee for further consideration.
2. Members of SCAR were informed that members Senate Executive had:
  - a) Expressed concern with an analogy drawn between the Academic Advisory Council (ACC) of ICM and university departments in the earlier report on the basis that the AAC does not have the same standing as departments, given that the departments and the programs they offer have been reviewed and established by Senate;
  - b) questioned the involvement of the AAC in suggesting potential reviewers (internal and external) to the Vice-President (Academic) and Provost on the basis that the AAC includes members from both ICM and the University and ICM is a private, proprietary corporation whose agreement with the University is not public;
  - c) suggested that the Senate should have a role in determining who will serve as reviewers;
  - d) proposed that the number of internal reviewers should be at least equal to the number of external reviewers;
  - e) recommended that internal reviewers should be selected from among faculty members and not from among administrators (including faculty deans), to ensure autonomy from Administration and reasonable assessment of academic issues concerning ICM;
  - f) suggested that it is not necessary that reviewers have experience with international students or international programs;
  - g) proposed that the process include an option for a classification of the program as “inadequate,” with a recommendation that the program should be eliminated.

3. Regarding item 2 a), it was noted that, in discussions between the President and Navitas in July 2009, it was agreed that ICM would participate in a review that would be modeled on the University's processes for academic program reviews. SCAR reaffirmed that a process modeled on the University's undergraduate program review process is appropriate. Members contended that the review process should not differ from the established process at the University. The Committee, nonetheless, supported changes in the revised proposal that de-emphasize this aspect of the terms of reference.
4. Regarding items 2 b) and 2 c), SCAR reaffirmed the procedure for selecting reviewers as originally proposed and set out in the terms of reference attached to this report. It was noted that there was little likelihood that Navitas would to agree to a process where Senate alone was responsible for selecting the reviewers. It is worth noting that this review is voluntary on the part of ICM.
5. SCAR supported Senate Executive's recommendation that the number of internal reviewers be at least equal to the number of external reviewers (2 d)). In addition, SCAR proposed that one internal reviewer be selected from an area of the University that has engaged with the University Transfer Program (UTP) and one from an area that has no involvement with that program.
6. Regarding item 2 e), SCAR endorsed Senate Executive's recommendation that that internal reviewers should be selected from among faculty members and not from among administrators (including faculty deans).
7. Regarding item 2 f), SCAR concurred that reviewers do not require experience with international students or international programs.
8. SCAR agreed to include an option for a classification of the program as "inadequate," with a recommendation that the program should be eliminated (2 g)) the Chair of Senate Executive having agreed to this condition at the December 12, 2012 meeting. The Committee underscored, however, that, although an External Review Committee might arrive at a classification of "inadequate," with a recommendation that the program should be eliminated," a decision to close the program could not occur prior to: consultation with the President; consultation with ICM; the end of the University's contract with Navitas in 2017.
9. Considering President's indication, in his report at the September 2009 Senate meeting, that:

Navitas officials agreed to our suggestion that there should be a comprehensive review of ICM at the end of the fifth year of their operation on our campus - that is, during the term of 2013/14. This review would be overseen by the Senate Committee on Academic Reviews and would be modeled on the academic program reviews approved by Senate...

SCAR felt it was important to emphasize that: (i) the proposed terms of reference for the ICM Academic Program Review Process are concerned only with a review of ICM's academic programs and not a broader review

of the College and its operations; and (ii) the results of the academic review will not lead to a review of the University's contract with Navitas.

**Recommendation:**

The Senate Committee on Academic Review recommends:

**THAT Senate approve the terms of reference for the International College of Manitoba (ICM) Academic Program Review Process.**

Respectfully submitted,

David Collins, Chair  
Senate Committee on Academic Review

Comments of the Senate Executive Committee:  
The Senate Executive Committee endorses the report to Senate.



## ICM Academic Program Review

In his September 9, 2009, *Report of the President* to Senate, President Barnard addressed the outcomes of a meeting with Navitas senior officials during a visit to Australia in July, 2009. He noted that;

*“Navitas officials agreed to our suggestion that there should be a comprehensive review of ICM at the end of the fifth year of their operation on our campus - that is, during the term of 2013/14. This review would be overseen by the Senate Committee on Academic Reviews and would be modeled on the academic program reviews approved by Senate. Unlike ordinary academic program reviews, the full review of ICM would be submitted to Senate for discussion”.*

The following addresses the review process.

### The Review Process

The review of academic programs offered by ICM will be undertaken by the *UM/ICM Academic Advisory Committee* (UM/ICM AAC), and will include the following elements:

- The preparation of a *Self Evaluation Report* by the UM/ICM AAC;
- External peer assessment of the ICM program by an *External Review Committee*;
- A response to the Report of the *External Review Committee* by the UM/ICM AAC;
- Submission of the above review materials to the Vice-President (Academic) and Provost;
- An assessment by the Vice-President (Academic) and Provost respecting the review results for submission to the Senate Committee on Academic Review (SCAR);
- A report by SCAR to Senate.

It is anticipated that the ICM academic program review will commence in the 2013- 2014 academic year, and be presented to Senate for discussion in April, 2014.

The *Self Evaluation Report* would be prepared prior to a site visit of the *External Review Committee* that consists of (i) two external reviewers, and (ii) two internal reviewers (one internal reviewer to be selected from an area of the University that has engaged with the University Transfer Program (UTP) II, and one from an area that has no involvement with that program.), selected by the Vice-President (Academic) and Provost from a list of five potential external reviewers and six potential internal reviewers (three faculty from units engaged with the ICM UTP II program, and three faculty from units not engaged with ICM programs) submitted by the UM/ICM AAC .

The Vice-President (Academic) and Provost will provide the following documents to SCAR, to inform their report to Senate:

- The *Self Evaluation Report*;
- The report of the *External Review Committee*;

- The responses to the report of the *External Review Committee* submitted by the by the UM/ICM AAC;
- The Vice-President (Academic) and Provost's assessment.

### **The Self Evaluation Report**

The *Self Evaluation Report* will address the following aspects of the ICM academic program:

- ICM enrolments, retention and graduation, and transfers to the University of Manitoba;
- Feedback from ICM students and the graduates (transferred to the University of Manitoba), and relevant benchmark data;
- Comments from instructors regarding their working relationship with ICM;
- Evaluation data from the University of Manitoba Course Coordinators; and
- Feedback from UM's participating programs.

The UM/ICM AAC presents an annual report on ICM activities to Senate; the information contained within these reports will form a key part of the program review. Thus far, four annual reports (reflecting the 2008-2009, 2009-2010, 2010-2011, and 2011-2012 academic years) have been received by Senate.

In addition to the above, the *Self Evaluation Report* will address aspects of the experience of students who complete the ICM program:

- The number of ICM students who transfer to the University of Manitoba, their country of origin, the programs into which they transfer;
- The number of students who transfer to other institutions;
- The academic performance of those who transfer from ICM to the University of Manitoba;
- The retention of ICM graduates that transfer to the University of Manitoba ;
- Any limitations to the future delivery of ICM programs at the University of Manitoba.

### **Terms of Reference for the Review Committee**

The *External Review Committee* will be asked to comment on the following:

1. The quality of ICM's teaching is acceptable and there are measures in place to ensure academic standards are maintained at University of Manitoba levels or better;
2. The quality of the student experience at ICM is positive, and that students graduate from the ICM University Transfer Program (UTP) II qualified to study at the University of Manitoba;
3. The qualifications and working conditions of ICM instructors are comparable to those of UM sessional instructors;
4. The adequacy of resources and facilities provided to support teaching, including laboratory, equipment, computing, and preparation space;
5. The involvement of the University of Manitoba course coordinators in quality assurance processes is reasonable in terms of work load;

6. The extent to which University of Manitoba academic units involved with ICM are satisfied with the relationship, the processes, and reimbursement for involvement with the ICM academic programs.

The *External Review Committee* will also assess the academic linkages between the University of Manitoba and ICM and comment on strengths and weaknesses, opportunities for change and/or improvement, and on the program's quality and effectiveness including safeguards for academic standards.

The *External Review Committee* will make essential, prioritized recommendations that address major academic issues, and provide a classification of the program in one of the following categories:

- "Adequate" and should continue as is;
- "Adequate" but requiring minor revision or restructuring; or
- "Inadequate" and requiring major revision or restructuring.

If during the process of the academic review of the ICM program, the review committee finds any areas of the academic program are in need of remediation either on the part of the University or on the part of ICM, this remediation will take place within an agreed timeline. Failure of either party to agree with the remediation or comply will result in further processes as set out in the Recognition and Services Agreement between the University of Manitoba and ICM.



UNIVERSITY  
OF MANITOBA

Office of the  
Vice-President (Administration)

202 Administration Building  
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Telephone 204-474-9777  
Fax 204-261-1318

May 22, 2013

TO: Dr. David T. Barnard, Chair, Senate Executive Committee

From: Paul A. Kochan, Vice-President (Administration)

RE: Governing Document Development and Review Policy and Procedures

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At present the University of Manitoba does not have a "Policy on Policies". This has led to inconsistencies, conflicts, non-compliant and very outdated policies.

As part of the ROSE Project related to Policy Development & Management, the Office of Legal Counsel has drafted the *Governing Document Development and Review Policy and Procedures* to address this issue, and is currently in the process of comprehensively reviewing and updating the University's current inventory of approximately 300 plus Governing Documents.

The implementation of a more consistent and rigorous process, which the *Governing Document Development and Review Policy and Procedures* creates, is intended to have the following benefits:

1. Provide constancy in drafting;
2. Provide for clearer drafting, thereby making Governing Documents more easily understood;
3. Managing risk and avoiding disputes by making the rights and obligations of individuals clear;
4. Protecting against the unnecessary proliferation of Governing Documents, and the accompanying confusion;
5. Enhancing accountability for the dissemination of, and education related to, Governing Documents thereby increasing compliance; and
6. Providing for a regular review of Governing Documents to keep them current with University priorities and changing legislative requirements.

In order to accomplish these benefits, the proposed framework created by the *Governing Document Development and Review Policy and Procedures* will require Responsible Executive Officers to become more involved with the development, implementation and review processes for Governing Documents under their control. Moreover, there will be increased accountability on Responsible Executive Officers for dissemination of, and education regarding, Governing Documents within their jurisdiction.

It also creates a framework which fundamentally involves the Office of Legal Counsel in the process, along with the Office of the University Secretary and Human Resources to ensure all of the University interests are addressed throughout the process. While this will create additional work for all involved, especially for the Office of Legal Counsel, it is necessary for the re-engineering of the process to ensure relevant, quality, and legislatively compliant Governing Documents.

The proposed framework represents what the Office of Legal Counsel considers to be the best and most comprehensive model by which rectify the failings of the present system, and to ensure a comprehensive and consistent Governance model.

Comments of the Senate Executive Committee:  
The Senate Executive Committee endorses the report to Senate.

## UNIVERSITY OF MANITOBA POLICY

<b>Policy:</b>	<b>Governing Document Development and Review Policy</b>
<b>Effective Date:</b>	
<b>Revised Date:</b>	
<b>Review Date:</b>	
<b>Approving Body:</b>	Board of Governors
<b>Authority:</b>	
<b>Responsible Executive Officer:</b>	President
<b>Delegate If applicable:</b>	
<b>Contact:</b>	Office of Legal Counsel
<b>Application:</b>	University Community

### Part I Reason for Policy

- 1.1 To define and establish principles and requirements for the development, approval, implementation, review and repeal of all Governing Documents.

### Part II Policy Content

#### Definitions

- 2.1 The following terms have the following defined meanings for the purpose of this Policy and its Procedures:
- (a) **“Approving Body”** means the person(s) or University body under whose jurisdiction the Governing Document has been, or will be, approved.
  - (b) **“Contact”** means the individual or unit responsible for answering general questions concerning the Governing Document.
  - (c) **“Contact Information”** means the name, title, email address and phone number for the Responsible Executive Officer and Contact person responsible for responding to inquiries concerning a Governing Document.
  - (d) **“Delegate”** means the individual or unit to whom the Responsible Executive Officer has delegated his/her obligations relating to the implementation, communication and review of a Governing Document.
  - (e) **“Governing Document”** means a University Policy, Procedure, By-Law and/or Regulation.

- (f) **“Governing Document Proposal”** means a Policy, Procedure, By-Law and/or Regulation in any stage of development, prior to approval by the Approving Body.
- (g) **“Procedure”** means a University Procedure which supports and gives effect to a University Policy, By-Law or Regulation.
- (h) **“Policy”** means a University Policy which, among other things:
  - i. states the University’s position on issues which have broad application;
  - ii. reflects and upholds the University’s governing principles;
  - iii. delegates authority to the appropriate individual(s) or unit(s);
  - iv. provides decision makers with limits, alternatives and guidance;
  - v. promotes operational efficiencies;
  - vi. reduces institutional risk; and/or
  - vii. changes infrequently.
- (i) **“Responsible Executive Officer”** means the President, Vice President, or any other unit head, who sponsors a Governing Document Proposal that falls under his/her jurisdiction. Depending on the scope of the subject matter, a Governing Document may have more than one Responsible Executive Officer. Upon approval, the Responsible Executive Officer, or his/her delegate, will be responsible for the implementation, communication and review of the Governing Document.
- (j) **“Secondary Documents”** means documents that support a Governing Document, including but not limited to, Forms, Codes, Guidelines and FAQ’s.
- (k) **“Unit Level Governing Documents”** means documents that do not have a broad impact and are limited in their scope and application to a specific unit or area.
- (l) **“University”** means The University of Manitoba.
- (m) **“University Community”** means all employees, students, individuals with University appointments, visitors, volunteers and members of governing bodies and committees of the University.

## Introduction

- 2.2 Governing Documents exist to ensure that the University’s processes and practices align with the University’s strategic direction, core principles and the regulatory and legislative environment in which it operates.
- 2.3 Individuals engaged in developing, revising or repealing Governing Documents must follow the requirements outlined in this Policy and the *Governing Document Development and Review Procedure*.
- 2.4 Secondary Documents may be developed, if necessary, to support the implementation, communication and monitoring of a Governing Document.

- 2.5 The Office of Legal Counsel is available throughout the Governing Document development and review process to provide assistance and advice.

### **Governing Document Approval**

- 2.6 The Approving Body may be the Board of Governors, Senate, the President, and/or the responsible Vice President(s), any combination thereof, or any person(s) to whom a formal delegation of authority has been made by the responsible Approving Body for that purpose.
- 2.7 The Approving Body may approve Procedures which comply with a Policy, By-Law or Regulation, or it may delegate the power, in writing, to another person or body, as it determines is appropriate. The Procedures must be submitted for approval as set forth in the *Governing Document Development and Review Procedure*.
- 2.8 A Governing Document becomes effective upon receiving the approval of the appropriate Approving Body, or at a later date, if so specified by the Approving Body.

### **Governing Document Review**

- 2.9 Governing Document reviews shall be conducted every ten (10) years by the Responsible Executive Officer or his/her delegate.
- 2.10 The Review Date for a Governing Document will be either:
- (a) ten (10) years from its Effective Date; or
  - (b) if it has already been reviewed and/or revised, ten (10) years from its last Revised Date.
- 2.11 Governing Document reviews can be conducted earlier than every ten (10) years in the event that:
- (a) the Responsible Executive Officer or the Approving Body deems it necessary or desirable to do so;
  - (b) the Governing Document is no longer legislatively or statutorily compliant; and/or
  - (c) the Governing Document is now in conflict with another Governing Document.
- 2.12 A Governing Document may be repealed at any time prior to its Review Date in the event that:
- (a) the Responsible Executive Officer or the Approving Body deems it necessary or desirable to do so;
  - (b) the Governing Document is no longer legislatively or statutorily compliant; and/or
  - (c) the Governing Document is now in conflict with another Governing Document.

### **Interim Governing Documents**

- 2.13 Whenever a Governing Document must be enacted before it has been formatted in accordance with the *Governing Document Development and Review Procedure* it may be disseminated in memo form by the Approving Body, electronically or in print, and posted on the University's

Governance Web Page, marked as an “Interim” document. As soon as possible thereafter, the document shall be formatted in accordance with the *Governing Document Development and Review Procedure* and resubmitted to the Office of the University Secretary for republication. In the meantime, it shall be given full force and effect.

#### **Administrative Updates and Typographical Corrections**

- 2.14 The Office of the University Secretary is authorized update contact information, cross references and to correct typographical errors in Governing Documents, provided that such changes do not materially affect their substance or content.

#### **Unit Level Governing Documents**

- 2.15 Faculties, Schools and other academic and administrative units may establish Unit Level Governing Documents, provided always that such documents do not contravene any legal or statutory authority, or conflict with any other Governing Document. In the event of a conflict, the Governing Document shall prevail.

### **Part III Accountability**

#### **Administration and Interpretation**

- 3.1 The Office of Legal Counsel is responsible for advising the President that a formal review of this Policy is required.
- 3.2 The Office of Legal Counsel is responsible for the implementation, communication and review of this Policy.
- 3.3 All members of the University Community are responsible for complying with this Policy.

#### **Official Repository**

- 3.4 The Office of the University Secretary shall be the official repository for all Governing Documents. To that end, it shall:
- (a) maintain the University’s Governance Web Page which shall include the current version of all Governing Documents;
  - (b) maintain an archive of all previous versions of Governing Documents as they are amended or repealed; and
  - (c) maintain records of all delegations of authority made in writing by an Approving Body.

### **Part IV Authority to Approve Procedures**

- 4.1 The President may approve Procedures 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 <>, 2023.
- 5.2 In the interim, this Policy may be revised or repealed if:
- (a) the President 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.

**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.

**Part VII**  
**Cross References**

- 7.1 This Policy should be cross referenced to the following relevant Governing Documents, legislation and/or forms:
- (a) *Governing Document Development and Review Procedures*;
  - (b) Schedule "A" to *Governing Document Development and Review Procedures*;
  - (c) Schedule "B" to *Governing Document Development and Review Procedures*;
  - (d) Governing Document Proposal Form;
  - (e) Policy Template;
  - (f) Procedure Template;
  - (g) Governing Document Routing Form; and
  - (h) Request to Repeal Governing Document Form.

## **SCHEDULE “A” POLICY FORMAT**

❖ The Header shall include:

The University of Manitoba Logo.

Policy Title – the name of the Policy<sup>1</sup>.

Effective Date – the date the Policy came into force and effect.

Revised Date – the date the Policy was last reviewed and/or revised.

Review Date – the date the Policy is due for review.

Approving Body – the person or University body under whose jurisdiction the Policy was approved.

Authority – the legislative or statutory authority, if any, upon which the Policy is based.

Responsible Executive Officer – the President, Vice President, or any other unit head, who sponsors a Governing Document Proposal that falls under his/her jurisdiction. Depending on the scope of the subject matter, a Governing Document may have more than one Responsible Executive Officer. Upon approval, the Responsible Executive Officer, or his/her delegate, will be responsible for the implementation, communication and review of the Governing Document.

Delegate – the individual or unit to whom the Responsible Executive Officer has delegated his/her obligations relating to the implementation, communication and review of a Governing Document.

Contact – the individual or unit responsible for answering general questions concerning the Governing Document.

Application – to whom the Policy applies.

❖ Part I Reason for Policy – this section describes why the Policy exists.

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<sup>1</sup> If the Governing Document is a By-Law or Regulation use the applicable term in place of the “Policy” reference throughout the document.

- ❖ Part II Policy Content – this section may include numerous headings and sets forth the principles that are being articulated.
- ❖ Part III Accountability – this section describes who is responsible for the administration and interpretation of the Policy.
- ❖ Part IV Authority to Approve Procedures – this section addresses the delegation of authority, if any, for the development and approval of Procedures and sets forth the conditions related to that delegation.
- ❖ Part V Review – this section sets out the mandatory review periods, their calculation and exceptions.
- ❖ Part VI Effect on Previous Statements – this section clarifies what previous decisions, if any, are superseded by the approval of the Policy.
- ❖ Part VII Cross References – this section provides a link to other relevant Governing Documents, or Secondary Documents or legislation.

## UNIVERSITY OF MANITOBA PROCEDURE

<b>Procedure:</b>	<b>Governing Document Development and Review Procedure</b>
<b>Parent Policy:</b>	<b>Governing Document Development and Review Policy</b>
<b>Effective Date:</b>	
<b>Revised Date:</b>	
<b>Review Date:</b>	
<b>Approving Body:</b>	<b>Board of Governors</b>
<b>Authority:</b>	
<b>Responsible Executive Officer:</b>	<b>President</b>
<b>Delegate, if applicable:</b>	
<b>Contact:</b>	<b>Office of Legal Counsel</b>
<b>Application:</b>	<b>University Community</b>

### Part I Reason for Procedures

- 1.1 To outline the Procedures to be followed with respect to the development, approval, implementation, review and repeal of all Governing Documents.

### Part II Procedural Content

#### Introduction

- 2.1 These Procedures are to be read in conjunction with the *Governing Document Development and Review Policy* and all capitalized terms used herein shall have the meaning given to them in the Policy.
- 2.2 The Office of Legal Counsel is available throughout the Governing Document development and review process to provide assistance and advice.

#### Governing Document Development Procedures

- 2.3 Individuals, bodies, committees or groups who perceive the need for the development of a new Governing Document, or the revision of an existing Governing Document, shall prepare a *Governing Document Proposal Form* outlining, among other things, the reason for the Governing Document, a description of its proposed content and evidence of their due diligence, which may include, but is not limited to:
- (a) undertaking a review of similar Governing Documents at other post-secondary institutions;

- (b) consulting with appropriate stakeholders and affected academic and administrative units; and
- (c) determining whether there is already a Governing Document in place with the same or similar content.

and provide it to the Responsible Executive Officer for their unit to ascertain whether there is support for the development of, or revision to, the Governing Document.

- 2.4 In the event the Responsible Executive Officer is prepared to sponsor the Governing Document Proposal he/she shall formally endorse the *Governing Document Proposal Form* and provide it to the Office of Legal Counsel.
- 2.5 Upon receipt of a sponsored *Governing Document Proposal Form*, the Office of Legal Counsel shall conduct a review to ensure, among other things, that:
  - (a) all due diligence requirements have been carried out and considered;
  - (b) all legal and/or statutory requirements have been addressed; and
  - (c) the *Governing Document* Proposal aligns with existing Governing Documents.
- 2.6 If, after completing its review, the Office of Legal Counsel is prepared to recommend that the Governing Document Proposal proceed, it shall consult the University Secretary to determine if the Board of Governors and/or Senate should be consulted at this stage, as well as Human Resources to determine whether they have any initial concerns and/or whether consultation with any employee group is required.
- 2.7 The Office of Legal Counsel shall advise the Responsible Executive Officer upon satisfactory completion of the internal reviews set forth in section 2.6 and draft, or facilitate the drafting of, the proposed Governing Document.

#### **Senate Committee Governing Document Proposal**

- 2.8 In the event a Governing Document Proposal is brought forth by a Senate Committee, the Responsible Executive Officer shall sponsor it and provide it to the Office of Legal Counsel.
- 2.9 Upon receipt of the Senate Committee sponsored *Governing Document Proposal Form*, the Office of Legal Counsel shall conduct a review and carry out the consultations required by sections 2.5 and 2.6 of these Procedures.
- 2.10 Once the required review and consultations have been completed, the Office of Legal Counsel shall advise the Responsible Executive Officer of their findings and/or recommendations.
- 2.11 Notwithstanding the findings and recommendations provided, if it is the desire of the Senate Committee to proceed with Governing Document Proposal, the Office of Legal Counsel shall draft, or facilitate the drafting of, the proposed Governing Document.

#### **Governing Document Format**

- 2.12 All Governing Documents, with the exception of Procedures, shall be developed as a Policy unless *The University of Manitoba Act*, C.C.S.M. c. U 60 requires otherwise. All Policies, By-Laws and Regulations shall follow the format set out in Schedule "A".

- 2.13 All Procedures shall follow the format set out in Schedule “B”.
- 2.14 Existing Governing Documents that do not meet the format requirements in sections 2.12 and 2.13 shall be reformatted upon review in accordance with these Procedures.

#### **Policy Approval Process**

- 2.15 Once the final draft of the proposed Governing Document has been completed, the Responsible Executive Officer shall forward it, along with a completed *Governing Document Routing Form*, to the Office of Legal Counsel for review.
- 2.16 If the final draft of the proposed Governing Document is acceptable to the Office of the Legal Counsel it shall sign the *Governing Document Routing Form* provided and forward it, along with the final draft of the proposed Governing Document, to the University Secretary’s Office for induction into the approval process.
- 2.17 In the event a Senate Committee pursues a Governing Document Proposal against the advice of Legal Counsel and/or the Responsible Executive Officer, the reasons for the objection shall be provided, along with the proposed Governing Document, to the Approving Body for consideration.
- 2.18 Having regard to the nature and content of a Governing Document Proposal, the University Secretary shall determine the appropriate Approving Body and shall forward the Governing Document Proposal to that Approving Body for the necessary approval.
- 2.19 In the event the Governing Document Proposal is approved, the Office of the University Secretary shall publish the Governing Document on the University’s Governance Web Page within thirty (30) days of its effective date.
- 2.20 In the event approval is not received, the Governing Document Proposal will be sent back to the Responsible Executive Officer and the Office of Legal Counsel at which time the Responsible Executive Officer will decide whether to abandon the Governing Document Proposal or engage in further consultation and revision before resubmitting it for approval.

#### **Procedures Approval Process**

- 2.21 Authority to approve Procedures shall be obtained in accordance with the delegation of authority, if any, set forth in the parent Policy, By-Law or Regulation. If no delegation of authority has been made, the Procedures must be submitted for approval as set forth in sections 2.15 to 2.20 of these Procedures.

#### **Governing Documents Classification System**

- 2.22 Governing Documents are published on the University’s Governance Web Page and are classified according to the following subject headings:
- (a) Governance;
  - (b) Officers;
  - (c) University Community;
  - (d) Students;

- (e) Staff;
- (f) Academic;
- (g) Research;
- (h) Financial;
- (i) Operations;
- (j) External.

For ease of reference, a Governing Document may be listed under more than one subject heading.

#### **Governing Document Implementation Procedures**

- 2.23 The Responsible Executive Officer, or his/her delegate, shall ensure that all impacted members of their units are informed of, and are given the necessary education and/or training in order to comply with all relevant Governing Documents.
- 2.24 The Responsible Executive Officer, or his/her delegate, shall give notice to all impacted members of the University Community of any new, revised or repealed Governing Documents.
- 2.25 All members of the University Community shall familiarize themselves with all relevant Governing Documents and conduct themselves accordingly.

#### **Governing Document Review Procedures**

- 2.26 The Office of Legal Counsel shall maintain a database to diarize the Review Dates for all Governing Documents. When a Governing Document is due for review, it will contact the Responsible Executive Officer to initiate the review process.
- 2.27 Upon being notified that a Governing Document is up for review, the Responsible Executive Officer, or his/her delegate, shall complete a *Governing Document Review Form* and return it to The Office of Legal Counsel within thirty (30) days.
- 2.28 If a Governing Document requires revision, the revision and approval processes set forth in sections 2.3 to 2.20 of these Procedures shall be followed.

#### **Governing Document Repeal Procedures**

- 2.29 In order to repeal an existing Governing Document, the Responsible Executive Officer shall complete a *Request to Repeal Governing Document Form* and forward it to the Office of Legal Counsel for review.
- 2.30 If the Office of Legal Counsel is in agreement that the Governing Document should be repealed, it will sign and forward the *Request to Repeal Governing Document Form* to the University Secretary for induction into the approval process as outlined in sections 2.15 to 2.20 of these Procedures.

- 2.31 If the Office of Legal Counsel disagrees that the Governing Document should be repealed, it will forward its written objection, along with the *Request to Repeal Governing Document Form*, to the University Secretary for induction into the approval process as outlined in sections 2.15 to 2.20 of these Procedures.
- 2.32 If the repeal is approved the Office of the University Secretary shall delete the Governing Document from the University's Governance Web Page within fifteen (15) days of the effective date and the Responsible Executive Office, or his/her delegate, shall communicate the repeal to all employees in their unit and members of the University Community, as appropriate.

### **Secondary Documents Development and Review Procedures**

- 2.33 Secondary Documents may be developed by a unit for approval by the Responsible Executive Officer, or his/her delegate, simultaneously, or subsequent to, the development and approval of a Governing Document.
- 2.34 In the event a Governing Document is revised or repealed, the Responsible Executive Officer, or his/her delegate, shall ensure all of its Secondary Documents are reviewed as soon as possible in order to ensure compliance with the revised Governing Document, or are in turn revised or repealed.

### **Part III Accountability**

- 3.1 The Office of Legal Counsel is responsible for advising the President that a formal review of these Procedures is required.
- 3.2 The Office of Legal Counsel is responsible for the implementation, communication and review of these Procedures.
- 3.3 The University Community is responsible for complying with these Procedures.

### **Part IV Review**

- 4.1 Governing Document reviews shall be conducted every ten (10) years. The next scheduled review date for these Procedures is < >, 2023.
- 4.2 In the meantime, these Procedures may be revised or repealed if:
  - (a) the President or the Approving Body deems it necessary or desirable to do so;
  - (b) these Procedures are no longer legislatively or statutorily compliant;
  - (c) these Procedures are now in conflict with another Governing Document; and/or
  - (d) the *Governing Document Development and Review Policy* is revised or repealed.



**Part V**  
**Effect on Previous Statements**

- 5.1 These Procedures supersede the following:
- (a) all previous Board of Governors/Senate Procedures and resolutions on the subject matter contained herein; and
  - (b) all previous Administration Procedures and directives on the subject matter contained herein.

**Part VI**  
**Cross References**

- 6.1 These Procedures should be cross referenced to the following relevant Governing Documents, legislation and/or forms:
- (a) *Governing Document Development and Review Policy;*
  - (b) *Schedule “A” to Governing Document Development and Review Procedures;*
  - (c) *Schedule “B” to Governing Document Development and Review Procedures;*
  - (d) *Governing Document Proposal Form;*
  - (e) *Policy Template;*
  - (f) *Procedure Template;*
  - (g) *Governing Document Routing Form; and*
  - (h) *Request to Repeal Governing Document Form.*

## **SCHEDULE “B” PROCEDURE FORMAT**

❖ The Header which shall include:

The University of Manitoba Logo.

Procedure Title – the name of the Procedure.

Parent Policy – the name of the parent Policy.

Effective Date – the date the Procedures came into force and effect.

Revised Date – the date the Procedures were last reviewed and/or revised.

Review Date – the date the parent Policy is due for review.

Approving Body – the person or University body under whose jurisdiction the Procedures were approved.

Authority - the legislative or statutory authority, if any, upon which the document is based.

Responsible Executive Officer – the President, Vice President, or any other unit head, who sponsors a Governing Document Proposal that falls under his/her jurisdiction. Depending on the scope of the subject matter, a Governing Document may have more than one Responsible Executive Officer. Upon approval, the Responsible Executive Officer, or his/her delegate, will be responsible for the implementation, communication and review of the Governing Document.

Delegate – the individual or unit to whom the Responsible Executive Officer has delegated his/her obligations relating to the implementation, communication and review of a Governing Document.

Contact – the individual or unit responsible for answering general questions concerning the Governing Document.

Application – to whom the Procedures applies.

- ❖ Part I Reason for Procedure – this section sets forth why the Procedures exists.
- ❖ Part II Procedural Content – this section includes numerous headings and sets forth the Procedures to be followed.

- ❖ Part III Accountability – this section describes who is responsible for the administration and interpretation of the Procedures.
- ❖ Part IV: Review – this section sets out the Procedure by which Governing Document reviews are to be carried out.
- ❖ Part V: Effect on Previous Statements – this section clarifies what previous decisions, if any, are superseded by the approval of the Procedures.
- ❖ Part VI: Cross References – this section provides a link to other relevant Governing Documents, Secondary Documents or legislation.