Senate
Senate Chamber
Room E3-262 Engineering Building
WEDNESDAY, October 7, 2015
1:30 p.m.

A G E N D A

I   **CANDIDATES FOR DEGREES,**
DIPLOMAS AND CERTIFICATES - OCTOBER 2015   Page 4

This report will be available at the Senate meeting. A copy of the list of graduands will be kept at the front table for examination by members of Senate.

II   **REPORT ON MEDALS AND PRIZES**
TO BE AWARDED AT THE OCTOBER CONVOCATION

This report will be available at the front table in the Senate Chamber for examination by members of Senate.

III   **MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE**

IV   **MATTERS FORWARDED FOR INFORMATION**

V REPORT OF THE PRESIDENT

    2.   **Update from the Cooper Commission Implementation Working Group on the Process for Developing *Bona Fide* Academic Requirements**

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 JUNE 24, 2015

VIII BUSINESS ARISING FROM THE MINUTES - none

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

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

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

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

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

XI **ADDITIONAL BUSINESS** - none

XII **ADJOURNMENT**

Please call regrets to 204-474-6892 or send to shannon.coyston@.umanitoba.ca.

CANDIDATES FOR DEGREES, DIPLOMAS AND CERTIFICATES

1.   **Degrees Notwithstanding a Deficiency**

A list of students to be considered for degrees notwithstanding a deficiency will be distributed at the meeting.

Deans and Directors should note that they may be asked to explain the circumstances leading to the recommendations from their respective Faculties or Schools.

At the conclusion of discussion of the report, the Speaker of the Senate Executive Committee will make the appropriate motion(s).

2.   **Report of the Senate Committee on Appeals**

An oral report will be presented to Senate by the Chair of the Committee only if the Committee has heard an appeal which will result in the recommendation of the award of a degree notwithstanding a deficiency.

3.   **List of Graduands**

A list of graduands will be provided to the University Secretary on the day of the meeting. The list will not be distributed to members of Senate but will be open for inspection by individual members of Senate.

The list to be provided to the University Secretary will be a compilation of the lists of the graduands of each Faculty and School.

The Speaker for the Senate Executive Committee will make the appropriate motion approving the list of graduands, subject to the right of Deans and Directors to initiate late changes with the Registrar up to October 9, 2015.

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UNIVERSITY OF MANITOBA | Faculty of Health Sciences

REVISED MEMORANDUM

June 12, 2015

To: Dr. Joanne Keselman, Vice-President (Academic) & Provost

From: Dr. Brian Postl, Vice Provost and Dean Faculty of Health Sciences

Subject: Interdisciplinary Health Program (IHP) and General Human Ecology (GHE) Program Regulations

On October 1, 2014, Senate was informed of the transfer of administration of the *Interdisciplinary Health Programs (B.H.Sc. and B.H.St.)* and *General Human Ecology (B.H.Ecol.)* program from the Faculty of Human Ecology (HE) to the Faculty of Health Sciences (FHS). As such, effective the Fall 2015 term, the programs will be transferred to, and administered by, the Faculty of Health Sciences.

It was agreed that, until such time as a full review of the academic regulations for these programmes has been carried out, the programmes should continue to be governed by the relevant HE and existing program-level regulations. It is envisioned that the full review and Senate ratification must be completed before June 30, 2016

The resolution below was presented at Faculty Executive Council on June 11, 2015 and approved. It should now be passed on to the appropriate committees of Senate in order to gain full Senate approval, as and when the Senate calendar allows. In the meantime we seek the agreement of the Provost's office that we can proceed as if this resolution had been fully approved.

The resolution presented to FHS Executive Council for approval was:

"Faculty Executive Council approved the motion that effective the Fall 2015 academic term, the IHP and GHE programmes continue to be governed by the relevant components of the current HE and IHP/GHE regulations until such time as a complete review of the regulations has been undertaken and the results of such review are approved by Senate. Until that time and until such a time that the appropriate administrative structure is in place in FHS, the day-to-day administration of these programs will be delegated to the Department of Community Health Sciences and Faculty of Health Sciences."

At an appropriate point, which we suggest would follow formal approval of the resolution above by the FHS Council, the following statements should be inserted into the university calendar under the appropriate headings for the IHP, the GHE program and HE. The statements will read:

For the Interdisciplinary Health Programs:
"The statement below is to be reported to Senate in the spring of 2015:

On October 1, 2014, Senate was informed of the transfer of administration of the *Interdisciplinary Health Programs (B.H.Sc. and B.H.St.)* from the Faculty of Human Ecology (HE) to the Faculty of Health Sciences (FHS). As such, effective the 2015-2016 academic year, the program will be transferred to, and administered by, the Faculty of Health Sciences.

There will be a need for flexibility in the implementation of the administrative change, which will be important as we review changes to the regulations governing the Interdisciplinary Health Programs during the transition period. In the interim and until such time that a review is completed and the required approval(s) received, the Interdisciplinary Health Programs will continue to be governed by the relevant components of the Faculty of Human Ecology academic regulations and the Interdisciplinary Health Programs program regulations."

For the General Human Ecology program:
"The statement below is to be reported to Senate in the spring of 2015:

On October 1, 2014, Senate was informed of the transfer of administration of the *General Human Ecology program (B.H.Ecol.)* from the Faculty of Human Ecology (HE) to the Faculty of Health Sciences (FHS). As such, effective the 2015-2016 academic year, the program will be transferred to, and administered by, the Faculty of Health Sciences.

There will be a need for flexibility in the implementation of the administrative change, which will be important as we review changes to the regulations governing the General Human Ecology program during the transition period. In the interim and until such time that a review is completed and the required approval(s) received, the program will continue to be governed by the relevant components of the Faculty of Human Ecology academic regulations and the General Human Ecology program regulations."

As a consequence of this transitional arrangement, faculty who presently service on the HE Committees that are concerned with student standing and academic progression will continue to do so after July 1, 2015 at the invitation of the Dean of FHS. This will be of particular importance for the confirmation of graduands list for the October 2015 convocation.

cc.   Jeff LeClerc, University Secretary
        David Collins, Vice-Provost (Integrated Planning and Academic Programs)
        Harvey Frankel, Acting Dean, Faculty of Human Ecology
        Stefi Baum, Dean, Faculty of Science
        Jeff Taylor, Dean, Faculty of Arts
        Emily Etcheverry, Dean, College of Rehabilitation Sciences
        Stephen Moses, Head, Department of Community Health Sciences
        Neil Marnoch, Registrar

Memo

To: University Secretary

From: Gary Hepburn, Dean, Extended Education

Date: September 15, 2015

Re: Proposal for Certificate of General Competency in English

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I am pleased to advise that Extended Education's Council approved the proposal for a program, Certificate of General Competency in English, at its meeting held on August 25, 2015. At that meeting, the proposed program name was Certificate of Proficiency in English. However, the name was subsequently revised to Certificate of General Competency in English. This name change will come forward as an agenda item to Extended Education's Council at its next scheduled meeting on September 22, 2015.

Formal Proposal
Certificate of General Competency in English (CGCE)

1.   Introduction

1.1   Program Title

The program is titled: *Certificate of General Competency in English (CGCE)*

1.2   Sponsoring Unit

Continuing and Professional Studies, Extended Education

1.3   Credential type

Certificate: A stand alone, structured program of studies consisting exclusively of non-degree credit courses equivalent to a minimum of 180 instructional contact hours and a maximum of 400 instructional contact hours.

1.4   Is this program new or revised?

The program under which the proposed certificate is housed, the Intensive English Program, has been in existence since the 1970s; however, the Certificate of General Competency in English (CGCE) is a new certificate. The CGCE is brought forward in order to seek academic program approval and be established as a Senate-approved credential.

1.5   Program Description

The Intensive English Program provides intensive English instruction to guide students to an improved level of competency of the English language. The program integrates all four skill areas – speaking, listening, reading and writing – and thus provides a well-rounded learning experience in order to build students' competence in using English in social, academic and professional settings.

Students who successfully complete 384 hours of study at levels 0600 and 0700 of the Intensive English Program will be awarded a Certificate of General Competency in English. In addition to these levels, the IEP offers preparatory courses from level 0100 to level 0500 to provide a pathway for learners to gain English proficiency. Completion of courses at preparatory levels will be recognized by a transcript and a Letter of Accomplishment.

1.6   Other academic units within the University or external agencies that are partners to this proposal

Not applicable.

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

1.7   Is the program intended to be ongoing or one that will be offered for a limited period of time?

The CGCE is intended to be ongoing and offered throughout the year.

2.   Needs Assessment

2.1   Rationale for introducing a certificate program

In January 2014, Canada unveiled a very ambitious International Education Strategy: its goal is to nearly double the number of international students coming to Canada by 2022. Just as the international education sector is witnessing unprecedented growth, governmental policy is growing around it. Alongside its ambitious international education strategy, Canada recently enacted a number of legislative changes which provide a framework for the delivery of international student programs in Canada. Strong emphasis is placed on quality assurance mechanisms, which are intended to safeguard Canada's brand of quality and excellence. As the government notes in its regulatory statement, "[i]n conjunction with current non-regulatory measures, regulatory amendments will enhance the integrity of Canada's [International Student Program] by reducing fraud and ensuring Canada remains a destination of choice for international students seeking a quality education." Most importantly, the amendments to the Immigration and Refugee Protection Regulations, which came into force in June 2014, will limit the issuance of study permits to international students who will be studying at a <u>designated</u> educational institution.

Similarly, the Manitoba government passed legislation in 2014 which will regulate all education providers that intend to recruit and enroll foreign students. Under the new legislation, a prescribed code of practice and conduct will provide standards for the delivery of educational programs to international students. Among its provisions, the International Education Act allows the Manitoba government to inspect and investigate any education provider; suspend or cancel any provider's right to recruit and enroll students if they violate the code or the act; and collect international student information in order to understand and anticipate trends in international education.

With the implementation of more rigid standards for the delivery of international education programs, including the delivery of non-credit English language programs, it is essential that the University place a similar emphasis on employing mechanisms which certify excellence in the delivery of educational programs to its international students. Providing international students in the IEP with a Senate-approved credential is one such mechanism. Not only will the proposed certificate act as a testimonial to students' learning, it will also validate the program's academic content as a program which has been vetted by the University's major academic decision-making body, the Senate, and which conforms to the university's taxonomy for non-degree programs. It therefore addresses the critical need for academic quality assurance.

2.2   Target Audience

The Certificate of General Competency in English will serve a heterogeneous group of students who have in common the goal of achieving communicative competence in English. Students will come from different countries; they will also have diverse educational backgrounds and a variety of purposes and motivations for studying English. For example, some students may be enrolled in undergraduate or graduate programs in their home countries and may be pursuing a language-based study abroad program at a Canadian university; others may be young working professionals who require English to advance their employment opportunities.

While the certificate program will be open to any non-native speaker of English meeting admission requirements, the program will primarily appeal to students from universities abroad, recent high-school graduates and young professionals. Prospective students typically would have had previous exposure to English through previous academic study; alternatively, they may have completed the IEP's necessary preparatory levels of English before being admitted to the CGCE. Regardless of their academic and cultural backgrounds, the common goal of this learner group is to become proficient users of the English language.

2.3   The audiences' educational needs

Much has been written about the prevalence and power English has in the world today. It is estimated that approximately 2 billion people in over 120 nations speak English (Montgomery, 2013). English has become the de facto language of globalization (Block & Cameron, 2002) and its presence as a global lingua franca is undeniable (Crystal, 1997). It serves as a common communication tool. It is increasingly recognized that the ability to use English for global communication has become a necessary skill (Graddol, 2006), one that is repeatedly expected and demanded by employers seeking to be competitive in a global market. In fact, among its key findings, the 2013 English Proficiency Index report concludes: "Historically, speaking a second language, or more specifically, speaking a highly valued second language, was a marker of the social and economic elite […] However, globalization, urbanization, and the Internet have dramatically changed the role of English in the past 20 years. Today, English proficiency can hardly be thought of as an economic advantage at all. It is certainly no longer a marker of the elite. Instead it is increasingly becoming a basic skill needed for the entire workforce, in the same way that literacy has been transformed in the last two centuries from an elite privilege into a basic requirement for informed citizenship." Globally, English competency has become a pre-requisite for academic advancement, professional development and increased economic opportunities (Montgomery, 2013).

Not surprisingly, the spread of English – also characterized as "Englishization" – has led to a number of initiatives, often government-supported, which put increased emphasis on English language education. For example, in many countries English has now been integrated into the curriculum of elementary schools from the primary or even pre-school years. Assessment of English language proficiency is increasingly included in national standardized testing. Globally, institutions of higher education are increasingly embracing English as the primary medium of instruction. Meanwhile, study abroad experiences that promote intercultural

learning have become standard requirements of academic degrees. In the corporate world, of course, English has long become the language of choice.

Despite such wide-spread dispersion of English, immersion programs that provide a pathway to certification in English language proficiency have remained highly relevant. After all, communicative competency goes far beyond linguistic proficiency; it refers to the ability to use the language correctly and appropriately and therefore includes socio-linguistic competencies and intercultural communication skills. What appeals to many international students – indeed, what prompts them to study abroad – is the appeal of a cross-cultural experience (MacPherson et al, 2004). Students are interested in learning not only the language but also the culture; they are choosing to study in English-speaking countries for an immersion experience. Research suggests the degree of improvement that students make in the target language correlates with the amount of contact they have with the language during their study abroad programs (Bardovi-Harlig & Bastos, 2011; Sasaki, 2011); in fact, language learners are most likely to encounter difficulties in using English when they do not understand the culture associated with and inherent to the language (Tantri, 2013). Research also supports that learning a language should not be separated from its context (Seeyle, 1993). For example, a recent study conducted in Indonesia found that English teachers are uncomfortable teaching – and, therefore, seldom incorporate – English culture when teaching English (Rodliyah and Muniroh, 2012). Studying English in an English-speaking culture affords English learners opportunities to understand the host culture, which will reduce the likelihood of miscommunications arising less from language mistakes than from the cultural missteps.

Based on these observations, the CGCE addresses the following educational needs of its audience:

1) It provides academic coursework and socio-cultural learning activities that allow learners to improve the use of English in the four essential competency areas that make up communicative competence: linguistic competence, strategic competence, socio-linguistic competence, and discourse competence.

2) It is based on a curriculum that integrates all four language skills - speaking, reading, writing and listening - and therefore provides a well-rounded learning experience.

3) It awards a meaningful and relevant credential that certifies communicative competence in English.

4) It provides flexible delivery options as a result of its year-round delivery.

The CGCE helps students achieve a degree of English proficiency that is needed to access better education and employment within their own countries and/or globally. This entails providing English-language programming that allows students the opportunities both to develop their overall English competency and to experience and engage with Canadian culture.

2.4   Market Demand

Since 1941, when the first Intensive English Program was established at the University of Michigan, IEPs have grown and developed into a sophisticated collection of programs and institutions throughout the world. All IEPs share the purpose of providing intensive English instruction to students at the post-secondary level (i.e. 18 – 30 hours/week), but programs vary widely within North America. For example, many IEPs are affiliated with colleges and universities; others are independent. While some IEPs emphasize academic preparation, others, such as the IEP at the University of Manitoba, welcome or focus entirely on students who seek English study for general communication purposes.

Market demand in IEPs across North America remains at unprecedented high levels. Based on data from CIC, the number of international students in Canada has increased at an average growth rate of 7% per year between 2000 and 2010. Students classified under the "other post-secondary" category have grown the fastest, at a rate of 15% per year. Languages Canada reports that in 2012, for example, 142,931 students were enrolled in English language programs, which represented an estimated $535,600,000 in tuition revenue and an estimated $1,443,000,000 in overall revenue. An economic impact study commissioned by Foreign Affairs and International Trade Canada in 2012 identifies similar market demands and concludes that the economic benefit of studying in Canada is substantial. According to the report, international students in short-term language training programs in Canada were estimated to have contributed an additional $788 million per year in total spending to the Canadian economy.

Accordingly, enrollment in the IEP at the University of Manitoba has also grown steadily over the past ten years. Internationalization efforts across university campuses worldwide and an emphasis on global student mobility have largely contributed to the steady increase in enrollment. Specific examples of such internationalization efforts often supported by national governments include Japan's Global 30 Plus program and the 2011 Reinventing Japan project, which aimed at sending a record number of Japanese undergraduate students abroad via university collaborations, as well as Brazil's Science without Borders initiative, the first phase of which aimed to send more than 10,000 students to Canada for a comprehensive study program that included language training. The CGCE will directly respond to the needs of these students and to the steady growth of this market segment.

2.5   Potential Supports for and barriers to participation:

Supports:

1. The CGCE, housed under the Intensive English Program, provides a variety of support services that are not commonly offered by traditional academic units. These include in-depth orientation programs, social events, field trips and other cultural opportunities (e.g. conversation partners) for students.

2. The program employs student advisors who play a major role in counseling students on personal and academic concerns, such as dealing with culture shock.

3. The program's accommodation program provides housing options on campus, off-campus and in homestay accommodation.

4. The program operates in partnership with many units and departments on campus. These include the residence services of the university's colleges, computer and recreational facilities, and other student services.

5. An MoU specific to Extended Education and partnership agreements with international universities allow students to transfer their coursework in the certificate program for credit at their home institutions.

Barriers:

1. Students may have difficulty obtaining short-term study visas for an English language program (e.g. in China, Vietnam, and Venezuela). Occasionally, long processing times may delay a timely arrival before the official program start date.

2. Although the program is more affordable than those of its competitors in the United States and at larger urban centres in Canada, its cost could be viewed as a potential barrier to participation.

3.   Design and Delivery

3.1   Program objectives

The goal of language learning is the attainment of language proficiency. However, the complexity inherent in learning a language is undeniable: "the process of language learning is continuous and individual" (Council of Europe, 2001). And so, to ensure that English language learners can receive recognition for their language proficiency in a way that is identifiable and quantifiable, the CGCE has adopted an action-based approach that outlines communicative language competencies and activities and is informed by the Common European Framework of Reference for Languages.

Although it would be impossible to catalogue all possible uses of language, the CGCE has established a list of key competencies to effective English communication that students will be able to demonstrate upon completion of this program. For practical purposes, the competencies that students will be able to demonstrate have been categorized into the four skill areas of reading, writing, speaking and listening. For a complete listing of these competencies, please refer to Appendix 1.

3.2   Program structure

The CGCE is offered as a full-time program which allows students to complete their required courses concurrently within a two-month session. CGCE courses at the 0600 and 0700 level are set up in a logical and developing sequence of language proficiency. After successful completion of level 0600, students progress to level 0700. Students must successfully complete all required courses and achieve a minimum overall grade of "C" in each individual course to receive the Certificate of General Competency in English.

At level 0600, students complete a total of 192 hours of courses as per the chart below. In addition, at level 0700 students complete a minimum of 192 hours of instruction comprised of:
- two courses in grammar and writing and/or reading,
- one course in speaking,
- and, if applicable, one course in a special topic.

Course offerings at the 0700 level will vary from session to session. For course descriptions and learning outcomes of certificate courses, please refer to Appendix 2.

The chart below lists the courses that the certificate is comprised of and students will need to successfully complete in order to achieve certification:

Level	Grammar and Writing	Reading	Speaking	Special Topic
1. Successful completion of 192 hours of study at the 0600 level as follows:				
0600	ELSG 0600 Foundations of Essay Writing (72)	ELSR 0600 Introduction to Critical Reading (40)	ELSS 0600 Advanced Presentation and Discussion Skills (48)	ELSS 0620 Essential Idioms (32)
2. Successful completion of a minimum of 192 hours of study at the 0700 level including a range of course options:				
0700	ELSG 0730 Global Perspectives: A Reading and Writing Course (72)	ELSR 0730 Mystery Fiction (72)	ELSS 0730 Public Speaking (48)	
	ELSG 0720 Academic Experience (72)	ELSR 0720 Reading the News (40)	ELSS 0720 Authentic Idioms (32)	ELSO 0720 Business Basics (48)
	ELSG 0710 Critical Studies in Reading and Writing (72)	ELSR 0710 Academic Vocabulary (40)		ELSO 0710 Advanced Listening Skills (48)
	ELSG 0700 Editing Skills for Advanced Writers (72)	ELSR 0700 Literary Studies in ESL (40)	ELSS 0700 Intercultural Communication (48)	ELSO 0700 English for International Tourism (32)

As a pathway to the certificate program, the IEP also offers preparatory courses. For a complete listing of these courses, please refer to Appendix 3. A Letter of Accomplishment is awarded to students who successfully complete each preparatory level.

3.3   Minimum and maximum times for program completion

Full-time students will normally complete each of the two levels in a two-month program session. Students who do not meet the minimum grade requirements have the option to repeat a course during the next program intake to improve their grade. Maximum time for completion of the certificate requirements is one year.

3.4   Teaching methods

This program is delivered face-to-face, in a classroom setting. Communicative language teaching is the approach employed in the CGCE. Specifically, classroom instruction prioritizes cooperative and collaborative learning so that students learn both as individuals, developing their own competencies, and as members of the same group working together to solve problems and achieve goals. Collaborative learning may take the form of pair work, group work and/or whole-class work in the classroom and as homework assignments. As language communication is interactive by nature, interactive communication is emphasized in the classroom; students receive and apply authentic language that is transferable to settings outside the CGCE classroom, engaging in meaningful communication. Task-based instruction allows students to engage in language activities and tasks that utilize language in purposeful ways. As a result, this program allows students to develop both self-confidence and risk-taking skills during language production. Assessment is meaningful and reflective of tasks students are required to complete in real life, allowing students to demonstrate and apply their knowledge and skills; instructor feedback is ongoing.

3.5   Delivery format

At this point, the CGCE's exclusive delivery mode is face-to-face. Online and/or blended learning modules may be developed in the future to respond to market needs.

3.6   Admission criteria and selection process

The standard admission criteria for a certificate program (i.e. university entry as evidenced by a high-school diploma) apply with the exception of proof of English language proficiency. Application requirements include an official high-school transcript and/or proof of admission into an institution of higher learning.

Applicants who successfully meet the program application requirements will be offered a seat in the program. Upon successful admission, a letter of acceptance is sent to applicants in support of the visa application process.

Placement into level 0600 is assessed using the program's in-house placement test, which assesses students' language proficiency in three of the four skill areas. The in-house placement test is fully online and can be completed at a distance prior to program entry. Students who do not place into level 0600 have the option to complete the necessary

preparatory levels of English via the area's Intensive English Program. Conditional admission to the certificate program will be provided to these students.

Admission decisions will be the responsibility of the Continuing and Professional Studies area.

4.   Transfer credit arrangements

4.1   Transfer credit arrangements within the University of Manitoba

No transfer degree credit arrangements exist. However, the program has the following transfer arrangements with the English Language Centre (ELC): Students who successfully complete all courses at the 0600 level with an 80% average or higher and with no mark in any of the three skill areas (reading, writing and speaking) below 75% have the option to transfer directly to ELC's IAEP Level 4. IEP final course grades will be valid for a period of six months after the session end date.

5.   Resources

5.1   Qualifications of teaching personnel

All CGCE instructors have, at minimum, a Bachelor's degree in combination with a Certificate in Teaching English as a Second Language (CTESL) or a Bachelor's of Education degree. In addition, instructors are required to have experience teaching adult learners at a post-secondary level and working with international students.

5.2   Provisions for the orientation, training, and development of teaching personnel

CGCE instructors will receive an in-depth orientation to the program, the UM Learn learning environment and Aurora Self-Service. Additional professional development workshops will also be available to instructors through the University of Manitoba, Centre for the Advancement of Teaching and Learning. Ongoing UM Learn support is available to instructors through Extended Education and CATL. A staff handbook for instructors outlines the program's expectations, procedures and policies. A mentorship program allows more experienced staff members to share their expertise and learning with staff who are new to the program.

5.3   Library resources

The University of Manitoba has adequate library resources to support this program. A letter from the UM Libraries confirms the ability to support the CGCE. Please refer to Appendix 5. Please note that the Letter of Support refers to the certificate's working title (Certificate of Proficiency in English).

5.4   Instructional media resources

Instructors and students will require access to the University of Manitoba learning management system, UM Learn. Access to audio-visual resources provided by AV services is required to allow for the integration of technology in the classroom.

5.5   Required laboratory or field placement services

Access to a language laboratory is required for:
• administration of the online placement test; and
• administration of all online midterm and final exams.

In partnership with the Faculty of Arts, CAPS supports the language laboratory at 101/102 Isbister. Shared usage of the language laboratory has been agreed upon in a Memorandum of Understanding with the Faculty of Arts.

5.6   Unique University counseling and student advisory services

The needs of international students differ significantly from those of domestic students:
• international students may lack the necessary confidence to communicate in English;
• international students may be unfamiliar with Canadian culture and experience culture shock as a result;
• international students may live on their own without a network of families and friends and may struggle with homesickness and loneliness.

To support its students, the CGCE provides the following traditional and non-traditional student support services:
• A full-time student advisor who monitors academic student progress and student attendance. Students with attendance issues are identified and asked to meet with the Student Advisor;
• A cadre of Activity Leaders who provide student support beyond the classroom; and
• An active socio-cultural program which provides opportunities for inter-cultural learning, confidence-building and frequent social interaction.

5.7   Additional resources required for program delivery

The following additional services may be required for program delivery:
1. Access to classrooms for 10 – 25 students on a full-time basis;
2. Accommodation and food services on and/or off-campus; and
3. Homestay families who will provide accommodation and three meals per day.

6.   Advisory Program Committee

6.1   Membership and representation

The certificate Advisory Committee will consist of the following representatives:

1. CAPS Area Director ex officio;
2. Academic Staff Member from Extended Education;
3. UM unit or faculty that is invested in international education programming including, but not limited to the delivery of English as a Second Language programs, such as the English Language Centre;
4. At least two external stakeholders representing international partner institutions;
5. One CGCE program student and/or graduate.

6.2   Terms of reference

See Appendix 6 for the Terms of Reference.

6.3   Marketing Plan

See Appendix 7 for the Marketing Plan.

7.   Financial Plan

See Appendix 8 for the Financial Plan.

8.   Evaluation Methods

8.1   Student Assessment

GRADING SCALE

LETTER GRADE	NUMERICAL SCORE	EXPLANATION	GRADE POINT
A+	90-100	Exceptional	4.5
A	80 – 89	Excellent	4.0
B+	77-79	Very Good	3.5
B	70-76	Good	3.0
C+	67-69	Satisfactory	2.5
C	60-66	Adequate	2.0
D	50-59	Marginal	1.0
F	Under 50	Failure	0.0

Participants must achieve a minimum letter grade of C (60-66) in each course in order to receive a certificate. Students who do not meet the minimum grade requirements have the option to repeat a course once to improve their grade.

Assessment tools will include online mid-term and final exams, portfolio-based in-class assignments as well as take-home work.

8.2   Course and Program Evaluation

The CGCE has developed its own surveys for course evaluation. The surveys differ from SEEQ surveys in two important ways:
- The language has been adapted to improve comprehensibility;
- Students are asked to provide feedback on individual courses as well as their overall experience.

Students are asked to complete three surveys as follows:
- The first survey is administered within two weeks of the student's arrival. Students are asked to provide feedback on their initial experience of the program, the student orientation, and accommodation option.
- The second survey is specific to the academic coursework at levels 0600 and 0700.
- The third survey is taken at the end of the program. Students are asked to provide feedback on their overall program experience and the socio-cultural program.

The survey has been approved by the university's Office of Institutional Analysis. Please refer to Appendix 4 for documentation.

8.3   Performance indicators that the Area will use to evaluate the program

The success of the CGCE will be evaluated using the following performance indicators:

Enrolment Rate	Individual course offerings register 15 to 25 students every session.
Graduation Rate	75% of student graduate from the program.
Graduate Satisfaction	Participants report that their communicative competence in English has significantly improved.
Student Satisfaction	85% of participants are satisfied or strongly satisfied with the quality of their learning experience throughout the program.
Program Sustainability	Applications to participate are maintained or increased for each offering and program contributes to Area's net revenue.

With the guidance of the advisory committee, the program will be reviewed annually. A formal evaluation will be conducted at minimum every five years to ensure quality, ongoing market need and viability of the program.

Selected References

Bardovi-Harlig, K., & Bastos, M.T. (2011). Proficiency, length of stay, and intensity of interaction, and the acquisition of conventional expressions in L2 pragmatics. *Intecultural Pragmatics*, 8(3), 347-384.

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Appendix 1

Key Competencies

The following table outlines the competencies of a student who successfully completes level 0600 and one stream of level 0700.

Skill Area	Reading
Competencies	• Analyze, interpret and evaluate complex readings from different genres and of varying subject matter for different purposes, • Apply advanced critical reading skills (e.g. identify author's purpose and tone, connotative and denotative language, and faulty reasoning; draw inferences), • Interpret basic texts on specialized topics with the aid of a dictionary, and • Possess a broad reading vocabulary but may need to consult a dictionary for less common or more specified vocabulary.
Skill Area	Writing
Competencies	• Write a standard 5-paragraph essay, using basic essay rhetoric, in different essay rhetorical modes, on a familiar topic, • Create a logical argument with appropriate emphasis, providing relevant supporting information, • Apply a variety of academic writing strategies when writing on a familiar topic, • Recognize and use appropriately advanced-level English grammatical structures, • Recognize and use specific theme-related academic vocabulary, and • Write on a familiar topic without the aid of a dictionary whereby miscommunications may occur but may not seriously impede comprehensibility.
Skill Area	Speaking
Competencies	• Effectively organize and perform a variety of public speaking tasks (including giving speeches and presentations and leading discussion groups), • Speak impromptu on a variety of topics when specific background knowledge is not needed, • Interact with a native English speaker with a sufficient degree of fluency and comfort that miscommunications may occur but may not seriously impede comprehensibility,

	• Express opinions on a variety of personal topics and academic themes using appropriate vocabulary, and • Apply principles of good pronunciation (including stress, rhythm and thought groups) when conversing.
Skill Area	Listening
Competencies	• Follow conversations where there is little structure and where the topic may shift periodically, • Follow most discussions on familiar topics with relative ease and easily extract information on key points, • Follow a presentation or lecture on a familiar topic given by a native English speaker at a natural rate of speech, • Recognize a variety of idiomatic expressions when used by in a conversation, presentation, lecture or discussion, and • Understand a variety of recorded material and identify main idea and major supporting details.

Appendix 2

CGCE Courses: Descriptions and Learning Outcomes

COURSE: ELSG 0730 Global Perspectives: A Reading and Writing Course

This course examines a wide variety of global events and issues. Analysis and discussion of these issues will help students develop the academic language skills and the critical thinking skills that are required for academic success. Students will learn how to compose a persuasive essay and how to integrate source material in their writing.

Course Hours: 72

Textbook:

Fogal, G. G. (2012). *Global Focus: Integrated Skills through Cultural Events*. Don Mills, ON: Oxford University Press.

Learning Outcomes:

A student who successfully completes this course will be able to:
1) Analyze, interpret and evaluate complex readings addressing different global issues.
2) Apply a variety of academic writing strategies and tasks.
3) Recognize and use specific theme-related academic vocabulary.

COURSE: ESLR 0730 Mystery Fiction

This course introduces students to the intriguing genre of mystery fiction. A close reading and discussion of short stories and novels written by classic mystery writers, such as Agatha Christie and Sir Arthur Conan Doyle, will help students develop their literal and critical comprehension skills and build their vocabulary.

Course Hours: 72

Textbooks:

Christie, A, et al. (2008.) *Stories of Detection and Mystery*. Penguin Reader. Harlow, UK: Pearson Education Ltd.

Doyle, A.C. (2008.) *The Hound of the Baskervilles*. Oxford Dominoes. Oxford, UK: Oxford University Press.

Christie, A. (2010.) *Evil Under the Sun*. Penguin Active Reader. Harlowe, UK: Pearson Education Ltd.

Learning Outcomes:

A student who successfully completes this course will be able to:
1) Recognize and be familiar with various key terms and devices relevant to the genre of mystery fiction.
2) Analyze, interpret and evaluate mystery fiction.
3) Read mystery fiction with improved comprehension and discuss mystery fiction with greater confidence.
4) Develop an awareness and appreciation of mystery fiction.

COURSE: ELSS 0730 Public Speaking

This course helps students develop their public speaking skills and control stage fright. Students learn how to present ideas, communicate messages, and use voice, gestures, and body language. To hone their public speaking skills, students will have the opportunity to make presentations to local schools and community organizations.

Course Hours: 48

Textbook:

Fogal, G. G. (2012). *Global Focus: Integrated Skills through Cultural Events*. Don Mills, ON: Oxford University Press.

Learning Outcomes:

A student who successfully completes this course will be able to:
1) Identify and apply strategies in order to communicate more effectively.
2) Speak publicly and give presentations with greater confidence.

COURSE: ELSG 0720 Academic Experience

This course provides a general introduction to academic life on campus and focuses in particular on the skills required to study successfully in a Canadian university. These skills include note taking, listening accurately to lectures, summarizing and paraphrasing, test-taking, and writing a bibliography and a proposal for a research paper.

Course Hours: 72

Textbook:

Shulman, M. (2009). *Cultures in Contrast: Student Life at U.S. Colleges and Universities*, 2nd edition. Ann Arbor, MI: University of Michigan Press.

Learning Outcomes:

A student who successfully completes this course will be able to:
1) Analyze, interpret and evaluate a variety of complex readings.
2) Interpret and apply skills and strategies identified as those used by successful students.
3) Apply a variety of academic writing strategies and tasks to his or her own writing.
4) Recognize and use specific theme-related vocabulary.

COURSE: ELSR 0720 Reading the News

In this course, students practice their critical thinking skills and expand their knowledge of current issues through discussion and analysis of newspaper readings. Discussion topics include current issues in Canadian culture, film and television, information technology, international trade and the environment. Students analyze case studies to help improve their vocabulary and critical reading skills.

Course Hours: 40

Textbook:

Weekly issues of the Canadian periodical *Maclean's*.

Learning Outcomes:

A student who successfully completes this course will be able to:
1) Use complex critical reading skills to analyze, interpret and evaluate a variety of non-ESL magazine articles.
2) Discuss current topics of relevance in Canadian culture.
3) Recognize and use specific theme-related vocabulary.

COURSE: ELSS 0720 Authentic Idioms

This course introduces students to commonly-used idiomatic expressions. Students have ample opportunity to practice the idioms through both oral and written activities. Topics covered include meeting new people, school life and cultural norms.

Course Hours: 32

Textbook:

Fragiadakis, H.K. (2008). *All Clear 3: Listening and Speaking,* 2nd edition. Boston, MA: Heinle.

Learning Outcomes:

A student who successfully completes this course will be able to:
1) Recognize and use appropriately common idiomatic expressions in written and spoken English.
2) Communicate in English more effectively and with greater confidence.

COURSE: ELSO 0720 Business Basics

This course provides an overview of basic business functions, such as human resource management and marketing. Students are introduced to North American business culture, workplace etiquette and communication strategies. Students learn the vocabulary used to describe business functions and analyze a wide range of listening and reading materials, which will also prepare them for the Test of English for International Communication (TOEIC).

Course Hours: 48

Textbook:

Cotton, D., Falvey, D., & Kent, S. (2010). *Market Leader – Intermediate*, 3rd edition. Harlow, UK: Pearson.

Learning Outcomes:

A student who successfully completes this course will be able to:
1) Recognize and apply business-related vocabulary in written and spoken English.
2) Discuss key issues pertaining to business with greater confidence.

COURSE: ELSG 0710 Critical Studies in Reading and Writing

This course focuses on developing the reading and writing skills of students who are preparing for academic studies. Discussion and analysis of Canadian-themed current readings, together with academic writing assignments, such as summaries and critiques, prepare students for academic success.

Course Hours: 72

Textbook:

Block, K., & Friesen, H.H. (2012). *Creating Meaning: Reading and Writing for the Canadian Classroom – Advanced*, 2nd edition. Don Mills, ON: Oxford University Press.

Learning Outcomes:

A student who successfully completes this course will be able to:
1) Analyze, interpret and evaluate complex readings from various genres.
2) Apply a variety of academic writing strategies and tasks.
3) Recognize and use specific theme-related vocabulary.

COURSE: ELSR 0710 Academic Vocabulary

This course helps students enrich their academic vocabulary. Students learn over 300 words and word parts. Extensive word practice will enable students actively to apply the new vocabulary in their own speaking and writing.

Course Hours: 40

Textbook:

Nist, S. L. (2010). *Building Vocabulary Skills*, 4th edition. West Berlin, NJ: Townsend Press.

Learning Outcomes:

A student who successfully completes this course will be able to:
1) Recognize and use appropriately academic vocabulary in written and spoken English.
2) Communicate in English more effectively and with greater confidence.

COURSE: ELSO 0710 Advanced Listening Skills

This course prepares students for academic listening and speaking tasks in a university setting and helps them become active participants in their classroom community. Students listen to and analyze recorded lectures, take notes and discuss the content of the lectures in class.

Course Hours: 48

Textbook:

Frazier, L. & Leeming, S. (2007). *Lecture Ready 3: Strategies for Academic Listening, Note-taking and Discussion*. New York, NY: Oxford University Press.

Learning Outcomes:

A student who successfully completes this course will be able to:
1) Listen to and analyze academic lectures with greater ease and accuracy.
2) Use strategies to take class notes more effectively.
3) Discuss lectures covering a variety of university topics.

COURSE: ESLG 0700 Editing Skills for Advanced Writers

This course helps students become independent self-editors by making them aware of the most common language problems in their writing. Students will review advanced grammar concepts and develop strategies to identify and reduce errors in writing.

Course Hours: 72

Textbook:

Lane, J., & Lange, E. (2012). *Writing Clearly: An Editing Guide,* 3rd edition. Boston, MA: Heinle.

Learning Outcomes:

A student who successfully completes this course will be able to:
1) Develop complex strategies for recognizing and improving sentence-level accuracy.
2) Recognize and correct sentence-level errors.
3) Improve his or her writing style.
4) Correctly apply complex editing strategies and concepts to his or her writing.

COURSE: ELSR 0700 Literary Studies in ESL

This course introduces students to the study of English literature at an advanced level. Students analyze and discuss a variety of short stories. The choice of material will reflect Canadian and worldly perspectives.

Course Hours: 40

Textbooks:

Marcus, S. (2006). *A World of Fiction: Twenty Timeless Short Stories*, 2nd ed. White Plains, NY: Pearson Longman.

Learning Outcomes:

A student who successfully completes this course will be able to:
1) Recognize various literary terms and devices.
2) Analyze, interpret and evaluate prose of various genres.
3) Read complex fiction with improved comprehension and discuss fiction with greater confidence.
4) Develop an awareness and appreciation of English-language fiction.

COURSE: ELSS 0700 Intercultural Communication

This course introduces students to the theory and practice of intercultural communication. Students develop skills and strategies to communicate effectively in both social and formal situations. The course encourages students to reflect on their own cultural biases and enables them to interact with confidence and increased understanding in intercultural settings.

Course Hours: 48

Textbook:

Gibson, R. (2010). *Intercultural Business Communication*. New York, NY: Oxford University Press.

Learning Outcomes:

A student who successfully completes this course will be able to:
1) Recognize and reflect on his or her own cultural biases.
2) Apply complex skills and strategies in order to communicate more effectively in a cross-cultural setting.

COURSE: ELSO 0700 English for International Tourism

This course introduces students to basic tourism concepts and the language they will encounter when working in tourism-related fields. Topics covered include sustainable tourism, e-travel and events management. Class activities allow students to discuss practical applications of basic tourism concepts and principles. The course will help students become more confident and competent when communicating in English.

Course Hours: 32

Textbook:

Walker, R. & Harding, K. (2009). *Oxford English for Careers: Tourism 3*. New York, NY: Oxford University Press.

Learning Outcomes:

A student who successfully completes this course will be able to:
1) Recognize and apply tourism-related vocabulary in written and spoken English.
2) Discuss key issues pertaining to international tourism with greater confidence.

COURSE: ELSG 0600 Introduction to Essay Writing

This course prepares students to write effective essays in key rhetorical modes. Students analyze sample essays while studying the basic essay rhetoric, such as the introduction, body and conclusion to the essay. To complement the various essay components, key grammar structures will be explored.

Course Hours: 72

Textbooks:

Oshima, A. & Hogue, A. (2014.) *Longman Academic Series Writing 4: Essays*, 5th edition. White Plains, NY: Pearson Education.

Accompanying course pack for level 0600.

Learning Outcomes:

A student who successfully completes this course will be able to:
1) Identify the key components of an essay.
2) Write clear, well-organized essays in different rhetorical modes.
3) Recognize and use advanced-level English grammatical structures in the appropriate contexts.

COURSE: ELSR 0600 Introduction to Critical Reading

This course introduces students to higher-level critical reading skills, such as identifying implied main ideas, author's purpose, the argument and tone of a reading, denotative and connotative language, and faulty reasoning. Students practice applying these critical reading skills to a variety of selected readings. Additional vocabulary work helps students expand their academic vocabulary.

Course Hours: 40

Textbooks:

Langan, J. (2008). *Ten Steps to Improving College Reading Skills*, 5th edition. West Berlin, NJ: Townsend Press.

Accompanying course pack for level 0600.

Learning Outcomes:

A student who successfully completes this course will:
1) Recognize and apply a variety of advanced-level critical reading skills.
2) Read advanced-level texts with improved comprehension and fluency.

3) Express his or her opinions clearly and with support both when writing and speaking in English.

COURSE: ELSS 0600 Advanced Presentation and Discussion Skills

This course gives students many opportunities to improve their presentation skills. The goal of the course is to hone the public speaking skills of students and to help them develop the confidence necessary for successful public speaking tasks.

Course Hours: 48

Textbook:

Dale, P. & Wolf, J.C. (2006). *Speech Communication Made Simple*, 3rd edition. White Plains, NY: Pearson Education.

Learning Outcomes:

A student who successfully completes this course will be able to:
1) Organize effectively and perform with greater confidence a variety of public speaking tasks.
2) Listen to English more effectively and with greater confidence.
3) Organize and run an effective discussion group.

COURSE: ELSS 0620 Essential Idioms

This course introduces students to commonly-used idiomatic expressions. Students have ample opportunity to practice the idioms through both oral and written activities. Topics covered include negotiating, problem-solving and achieving success.

Course Hours: 32

Textbook:

Watkins, D. (1995). *The Idiom Advantage: Fluency in Speaking and Listening.* White Plains, NY: Pearson Education.

Learning Outcomes:

A student who successfully completes this course will be able to:
1) Recognize and use appropriately common idiomatic expressions in written and spoken English.
2) Communicate in English more effectively and with greater confidence.

Appendix 3

Preparatory IEP Courses by Level

0100	ELSG 0100 Grammar I (72)	ELSR 0100 Vocabulary and Reading I (72)		ELSO 0100 Introduction to Phonics (48)
0200	ELSG 0200 Grammar II (72)	ELSR 0200 Vocabulary and Reading II (72)		ELSO 0200 Study Skills (48)
0300	ELSG 0300 Grammar III (72)	ELSR 0300 Vocabulary and Reading III (40)	ELSS 0300 Conversational Strategies (48)	ELSO 0300 Pronunciation Basics (32)
0400	ELSG 0400 Focused Sentence Writing (72)	ELSR 0400 Reading Strategies I (40)	ELSS 0400 Culture Talk (48)	ELSO 0400 Reading Fiction (32)
0500	ELSG 0500 Introduction to Paragraph Writing (72)	ELSR 0500 Reading Strategies II (40)	ELSS 0500 English for Communication (48)	ELSO 0500 Advanced Pronunciation (32)

Appendix 4

Survey Approval from the Office of Institutional Analysis

From: Thelma Lussier
Sent: Wednesday, June 11, 2014 3:27 PM
To: Marcia McKenzie
Subject: RE: IEP Student Survey

Here are the comments of the Review Committee. Please incorporate in your FIPPA statement. Once that is done your survey is approved, and you can proceed. You must provide me with the updated applicable pages. Thanks.

Thelma

From a FIPPA perspective my only comment is that they should be more specific in their FIPPA notification statement. It states '***The information you provide in this survey will be used by the University of evaluate the (course or program) for continuous improvement'***.

I think they could be more specific and actually name the program they are evaluating. Also, are they really only using the information for continuous improvement or will they be contacting some students for further feedback based on their answers? If yes, they need to say more than 'for continuous improvement'.

_____

Thelma G. Lussier | Executive Director - Office of Institutional Analysis | Office 37 - Modular Facility 56 | University of Manitoba|Winnipeg MB R3T 2N2 | Phone 204-474-9411

From: Marcia McKenzie
Sent: May-20-14 1:44 PM
To: Thelma Lussier
Subject: RE: IEP Student Survey

Sorry Thelma! Of course we will wait until they have been approved. July is a good month for our program.

Marcia

From: Thelma Lussier
Sent: Tuesday, May 20, 2014 1:40 PM
To: Marcia McKenzie
Subject: RE: IEP Student Survey

Thanks for getting back to me, but I still need an answer to the second point in my original email.

_____

Thelma G. Lussier | Executive Director - Office of Institutional Analysis | Office 37 - Modular Facility 56 | University of Manitoba|Winnipeg MB R3T 2N2 | Phone 204-474-9411

From: Marcia McKenzie
Sent: May-20-14 1:39 PM
To: Thelma Lussier
Subject: RE: IEP Student Survey

Hi Thelma,

Thank you for email.

Please find attached the printed version of the surveys. The FIPPA statement is included at the end of each survey.

Let me know if you need anything else.

Marcia Maia McKenzie
Program Coordinator
English Language Studies & International Programs
166 Extended Education, University of Manitoba
umanitoba.ca/extended/english

Tel: (204) 474-9859
Fax: (204) 474-7660

From: Thelma Lussier
Sent: Friday, May 16, 2014 5:01 PM
To: Marcia McKenzie
Subject: RE: IEP Student Survey

Hi Marcia,

We can't review the orientation questionnaire because you need to fill in the form before you can go to the next page. Please provide a printed copy.

I see the launch date is indicated for May 1, 2014. The launch date has to be after approval is obtained. Please clarify.

Although I could not read all of the questionnaire, the first part should contain a FIPPA statement. This is especially important because of the population in question. Students must

be advised of their right to refuse to complete the questionnaire, without penalty. Please consult the Privacy Officer for assistance.

Thanks,
Thelma
_____
Thelma G. Lussier | Executive Director - Office of Institutional Analysis | Office 37 - Modular Facility 56 | University of Manitoba|Winnipeg MB R3T 2N2 | Phone 204-474-9411

From: Marcia McKenzie
Sent: May-06-14 4:19 PM
To: Thelma Lussier
Cc: Stephanie Olson
Subject: IEP Student Survey

Hi Thelma,

Please find attached the *IEP Student Survey* submission to the Survey Review Approval Committee.

If you need any additional information or clarification, please do not hesitate to ask.

Thank you,

Marcia Maia McKenzie
Program Coordinator
English Language Studies & International Programs
166 Extended Education, University of Manitoba
umanitoba.ca/extended/english

Tel: (204) 474-9859
Fax: (204) 474-7660

Appendix 5

The following is the letter of support from UM Libraries.

University of Manitoba Libraries

Inter-Departmental Correspondence

UNIVERSITY
of MANITOBA

Libraries

Date: August 17, 2015

To: Kathleen Matheos

From: Lyle Ford

RE: **Proposed Curriculum Change**

            Department   Extended Education

            Certificate Name   Certificate of Proficiency in English

Thank you for informing the Libraries of the change involving : the Certificate of Proficiency in English. This certificate was intended to be grandfathered by Senate. Given that the Libraries have supported this certificate for many years, existing resources should continue to suffice. Students will continue to enjoy access to the Libraries collections and services.

The Libraries' collection will continue to be able to support the course.

cc Coordinator, Collections Management
    Head, Unit Library

Appendix 6

Terms of Reference

1.   Status

The Advisory Committee to the Certificate is established by and reports to Continuing and Professional Studies, Division of Extended Education, The University of Manitoba.

2.   Purpose

The Committee provides an advisory liaison function between Continuing and Professional Studies, relevant faculties, industry sectors that the program serves and professional associations as deemed appropriate. Its purpose is to:
- Monitor the relevance and currency of the certificate program;
- Provide advice on continuous development and revision of courses in the certificate and the certificate program as a whole.
- Provide updates on industry trends and relevant competencies required in the workplace.

3.   Composition

The Advisory Committee will consist of the following representatives:
- CAPS Area Director ex officio;
- Academic Staff Member from Extended Education;
- UM unit or faculty that is invested in international education programming including, but not limited to the delivery of English as a Second Language programs, such as the English Language Centre;
- At least two external stakeholders representing international partner institutions;
- One CGCE program student and/or graduate.

Other representatives may be added or deleted from time to time.

4.   Terms of Office

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

4. 1   A committee chair will be selected by appointment by the Committee.
4. 2   Vacancies due to resignations will be filled by appointment by the Committee.

5.   Meetings

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

5.1 Attendance by 60% of the Committee members shall represent a quorum in order that the Committee may achieve a reasonable consensus in its advisory functions.

5.2 The chair will provide minutes and an agenda to the committee members.

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

6. Functions of the Committee

The Committee is established to provide liaison, guidance, and advice to Continuing and Professional Studies on matters related to the certificate program.

- The Committee shall assist in program promotions and the general communication of information regarding program activities within the profession, industry and community.
- The Committee shall advise on the needs for revisions to the existing Certificate Program, as well as on the need for seminars/workshops, courses and conferences in relevant fields of study, and shall promote these programs.
- The Committee shall advise on the design, delivery, course content and resources to ensure the program remains relevant, effective and efficient.
- The committee shall make recommendations regarding the appropriateness of curriculum, admission criteria and training needs.
- The Committee shall bring to the attention those factors which are likely to affect existing or future programs including trends in relevant fields; and the existence of programs which duplicate those offered by Continuing and Professional Studies.
- From time to time, the Committee shall conduct evaluations of the Certificate Program to assist in identifying program strengths and weaknesses.
- From time to time, the Committee shall conduct needs assessment for the Certificate Program to meet the training and educational needs of the community.

Appendix 7

Marketing Plan

Program Area
Continuing and Professional Studies

Project
Three year promotion plan: Certificate of General Competency in English (CGCE)

Program details
- Full-time intensive English program
- Program fee per month: $1,200
- Pre-requisite: university entrance

Marketing Objective
- 400 new students admitted in 2016
- 400 new students admitted in 2017
- 400 new students admitted in 2018

Target Audience
- International students who are looking to upgrade their English communication skills.
- Working professionals who are required to upgrade their English language skills in order to advance their career.

Communications Objective
- Encourage identified targets to seek more information about the CGCE
- Increase awareness of the CGCE

Tactics

Focus international recruitment activities on target countries that have traditionally had strong enrollment in the Intensive English Program. Sign agreements with recruitment representatives to generate enrollment from individual students. Enter into MoUs (specific to EE) and agreements with international education providers including institutions of higher learning to recruit cohorts.

Develop the following collateral, web and supports:
- Informative webpage
- Facebook campaigns to create program awareness
- Tearsheet/information piece
- Promo button. CAPS landing page button
- Participation in international education fairs and trade missions organized by the Manitoba government.

Appendix 8

Financial Plan

New Program Delivery
Financial Plan

	Notes		Year 1 #	Year 1 Total	Year 2 #	Year 2 Total	Year 3 #	Year 3 Total	Year 4 #	Year 4 Total	Year 5 #	Year 5 Total
Tuition Fee	$1,200	1	1200	1,440,000	1200	1,440,000	1200	1,440,000	1200	1,440,000	1200	1,440,000
Admission Fee	$300	1	400	120,000	400	120,000	400	120,000	400	120,000	400	120,000
Total Revenue				1,560,000		1,560,000		1,560,000		1,560,000		1,560,000
Direct costs												
Instructor salaries	$4,000	120		480,000		480,000		480,000		480,000		480,000
Benefits	20%			96,000		96,000		96,000		96,000		96,000
Socio-Cultural Expenses				50,000		50,000		50,000		50,000		50,000
Commission				40,000		40,000		40,000		40,000		40,000
Miscellaneous				30,000		30,000		30,000		30,000		30,000
Marketing	7%			109,200		109,200		109,200		109,200		109,200
Online Development												
Total direct costs				805,200		805,200		805,200		805,200		805,200
Operating margin				754,800		754,800		754,800		754,800		754,800
Area Overhead and Salaries	40%	expenses		322,080		322,080		322,080		322,080		322,080
Division Overhead	20%	expenses		161,040		161,040		161,040		161,040		161,040
Net				271,680		271,680		271,680		271,680		271,680

Certificate Proposal Submitted to Senate for Concurrence without Debate

Proposed Certificate Name: Certificate in Management and Administration

Proposal Submitted by: Extended Education Council

Purpose of Certificate Program: The Certificate in Management and Administration (CIMA) addresses the dual need of employers and employees by providing a broad survey of underlying business disciplines such as financial management, accounting, and business law, and an exploration of the functional areas in management including communication, organizational behavior, and strategic analysis.

Certificate Program Objectives:

The CIMA program provides:

- Development and enhancement of foundational management, leadership and communication skills;

- An opportunity to demonstrate both the practical skills and the knowledge to contribute in the workplace in meaningful and strategic ways;

- Career excellence with transferable knowledge, skills and competencies;

- General management education and the ability to qualify for a professional designation; and

- An increase in earning potential and opportunities for advancement.

Program Overview: The program provides management personnel with a practical knowledge base in various management functions, culminating in the final course, *Strategic Analysis*.

Required Courses:
Canadian Business Law
Canadian Business: An Introduction
Financial Management (+ optional tutorial)
Introductory Accounting for Business (+ optional tutorial)
Managerial Communication
Organizational Behaviour
Strategic Analysis

Electives specific to CIMA:
Project Management
Leadership, Concept, Principles & Application
Employee Relations
Introduction to Marketing
Managing in the Utility Sector
Managing in the Human Resource Function
Organizational & Staff Development
Quality Assurance Planning
Quality Improvement: Principles & Procedures

Number of contact hours: 24 credit hours (CH) of non-degree courses equivalent to 288+ instructional hours.

Number of core courses: The program consists of 7 required courses, 1 elective course and 2 optional tutorial courses.

Expected time for program completion: The CIMA program can be completed in 4 years (part-time evening), or fast-tracked for earlier completion. Students have 7 years maximum from date of first registration to complete the program.

Will at least 50% of instructional contact hours be delivered by the U of M: Yes.

Have IST and Libraries been consulted: Yes.

List of Participants and Constituents consulted: The program has been offered since 1963, so unique consultations were not held as part of the program proposal development. However, consultations, reviews, and assessments are completed on a regular basis.

Will this certificate operate on a cost-recovery basis? Yes.

Date of Council approval: August 25, 2015.

Proposal for a Certificate in Management and Administration

Continuing and Professional Studies

September 15, 2015

1 Program Description

1.1 Title

The program title is *Certificate in Management and Administration.*

1.2 Credential and Rationale

Continuing and Professional Studies (CAPS) in the Division of Extended Education (Division) has been offering the Certificate in Management and Administration (CIMA) program since 1963. The credential is awarded at the certificate level.

Students may complete the program on a part-time basis, allowing professionals to gain management skills while remaining in the work force. Upon completion, graduates will be eligible to receive a nationally-recognized credential.

As per the University of Manitoba's (UM) *Non-Degree Taxonomy*, the CIMA is a stand-alone, structured program of studies consisting of 24 credit hours (CH) of non-degree courses equivalent to 288+ instructional hours. Admission to the program is limited to those with professional and/or supervisory experience.

1.3 Status

While the CIMA program has been successfully offered by CAPS for more than 50 years, it has never been approved through the UM Senate process. Enrolment data (see Table 1) for the period 1984 - 2014[1] illustrates a consistently strong demand for the program with the majority of intakes (77%) enrolling more than 100 new students per year (the average number was 123). Further, a review of the revenue and expenses of CAPS certificate programs for the past five years[2] indicates that not only has the CIMA generated a net profit in each cycle, it has consistently been one of the area's strongest performing programs.

Table 1 New Students 1984-2014

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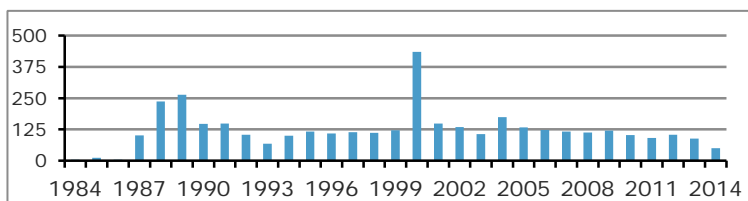
[1] CIM CEIS Banner grad rates – 29 July 2015

[2] Budget by Program 2010-2011 – 2014-2015.

1.4 Purpose

A global economy, the rapidity of progress in technology, and the increasingly important role of skilled managers in today's workplace make the CIMA program more important than ever. Good managers are capable of driving performance, creating loyalty, and maximizing employee contributions, while poor managers can have the opposite effect.[3] The CIMA addresses the dual need of employers and employees by providing a broad survey of underlying business disciplines such as financial management, accounting, and business law, and an exploration of the functional areas in management including communication, organizational behavior, and strategic analysis.

In an era of increasing demand for professional certification, the CIMA is a valuable pathway to a well-regarded qualification that will assist professionals in career development.

1.5 Area/Unit and Partners

From the outset, the CIMA has been offered by CAPS in partnership with the Canadian Institute of Management (Institute). This long-standing partnership between UM and a well-established, nationally recognized professional management organization has ensured our graduates earn the right to use the designation Certified in Management (C.I.M.). The Institute does not offer the academic credential, but rather, the designation for those who complete the eight courses at UM and required work experience. In this partnership, the UM certificate program provides the required educational foundation to be considered for the C.I.M. designation. The Institute provides information about the CIMA program to individuals interested in working towards a designation, and two board members (national/local) serve on the CIMA Advisory Committee, where they provide input on the competencies required for the C.I.M. designation and along with other committee members, suggestions for curriculum review and revisions.
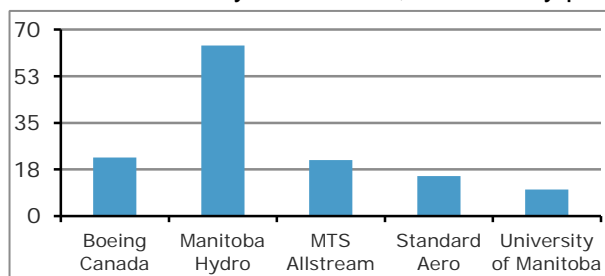
Table 2 Sponsored Students 2010-2014

While not official partners, many provincial agencies, businesses, and educational institutions rely on the CIMA program to assist their employees in developing managerial skills.

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[3] Valcour, Monique, *If You're Not Helping People Develop, You're Not Management Material.*

These organizations, including Access Credit Union, Cambrian Credit Union, City of Winnipeg, Great West Life, Manitoba Agriculture Services Corporation, Manitoba Housing, Manitoba Liquor & Lotteries, Manitoba Public Insurance, New Flyer Industries, Steinbach Credit Union, and Valeant Pharmaceuticals International Inc., have sponsored new employees on a regular basis. In addition, a number of organizations utilize the program for management training on an annual basis. Between 2010 and 2014, for example, five such organizations – Boeing Canada, Manitoba Hydro, MTS Allstream, Standard Aero, and the University of Manitoba - sponsored multiple new students each year in the CIMA program.

1.6 Sustainability

The program has been a mainstay for five decades and is intended to be ongoing, as long as there is a continued market demand and enrolment levels that justify its continuation.

1.7 Alignment with Strategic Direction

For today's employees, continuous learning is a key component for developing a satisfying and sustainable career.[4] The Division's Strategic Priority 1: *Programs – Expand innovative programming and delivery* requires that we respond to learners' changing needs. Certificate programs provide an opportunity for more flexible programming and credential recognition than conventional academic degrees. They can help professionals keep up with fast-changing fields such as information technology, or to secure the necessary knowledge and skills to advance their careers. The CIMA illustrates how certificate programs can be adapted to meet the need for flexible and innovative program delivery, as it has been a consistently strong offering for more than five decades of changing culture within the workplace.

2. Needs Assessment

As the program has been successfully offered for more than 50 years, a full needs assessment has not been completed for the purposes of this proposal. However, the business plan is reviewed on an annual basis, and the program is subject to the Division's program review guidelines.

3. Design and Delivery

3.1 Program Structure

Objectives

The CIMA program provides:

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[4] Valcour, Monique, *If You're Not Helping People Develop, You're Not Management Material.*

- Development and enhancement of foundational management, leadership and communication skills.

- An opportunity to demonstrate both the practical skills and the knowledge to contribute in the workplace in meaningful and strategic ways.

- Career excellence with transferable knowledge, skills and competencies.

- General management education and the ability to qualify for a professional designation.

- An increase in earning potential and opportunities for advancement.

Structure

The program provides management personnel with a practical knowledge base in various management functions, culminating in the final course, *Strategic Analysis*. Courses are offered on a rotational basis with upwards of 11 courses offered per term. The program consists of 7 required courses, 1 elective course and 2 optional tutorials, as outlined below.

Required Courses	Elective Courses (Choose One)
Canadian Business Law Canadian Business: An Introduction Financial Management* Introductory Accounting for Business* Managerial Communication Organizational Behaviour Strategic Analysis	Project Management Leadership, Concept, Principles & Application Employee Relations Introduction to Marketing Managing in the Utility Sector Managing in the Human Resource Function Organizational & Staff Development Quality Assurance Planning Quality Improvement: Principles & Procedures
Optional Tutorials	
*Two of the Required Courses offer tutorials for students as additional support. The tutorials are optional and students do not receive credit, but they are required to register. Financial Management Tutorial Introductory Accounting for Business Tutorial	

3.2 Course Descriptions

Course Outlines for CIMA required courses and the two electives unique to this program (Project Management and Leadership, Concept, Principles & Application).are included as Appendix 1. The optional tutorials and the balance of the elective courses (all of which have been approved under other programs) are not included in Appendix 1.

Course descriptions for all courses are as follows:

Canadian Business – An Introduction provides an introduction to the Canadian business environment, focusing on ethics, culture, social responsibility, international business, management of human resources, marketing strategy and forms of business ownership, all of which provide the foundation for future business courses. Through instructor presentations, online forum discussions, readings and assignments, the student will develop an understanding of these key business concepts. The student will learn how to develop and present a basic business case and analysis, addressing and incorporating a number of elements presented throughout the course. The student will also apply these business concepts to a pre-approved business or not-for-profit organization of the student's choice.

Canadian Business Law provides an overview of business law and a basic understanding of general terminology with respect to the nature and origins of law, law of torts, nature and law of contracts, business regulation, and forms of ownership. On successful completion of the course students will understand the various types of contracts, their use and special requirements.

Financial Management is designed to provide a broad overview of the field. The course will provide an introduction to managerial finance; demonstrate how it relates to other functions of the organization; and describe the role of finance in achieving organizational objectives. Particular attention will be focused on topics such as financial analysis, management of working capital, capital budget, short-term and long-term funding, and cost of capital.

Introductory Accounting for Business is an introductory course designed to provide an understanding of how accounting information is prepared and used. This course covers financial and management accounting topics including: an introduction to the accounting and financial reporting process and an analysis of balance sheets and income statements, a study of cost behaviour and estimation techniques, and the budgeting process.

Managerial Communication is designed to help students develop a basic understanding of the principles of communication with emphasis on their practical application in business situations. The course will encourage a straightforward, accurate style of writing with attention to correct grammar and punctuation. By reading the assigned material, participating in classroom discussions, honing writing skills, and making an oral presentation, students will have the opportunity to develop valuable business communication skills. Group work in and out of class will be used to share knowledge and experiences

Organizational Behaviour is the study of how people behave within the context of a specific organization in order that we may gain understanding of that behavior. We will explore individual, group, organizational and systemic factors that influence the behavior of an individual within an organization. Students will leave the course with basic knowledge of theories, tools and tactics to utilize and consider when dealing with staff and organizational issues.

Strategic Analysis: In this final course in the CIMA program, students will have the opportunity to apply the skills and knowledge accumulated in earlier courses to multi-dimensional case problems. Through case analysis and classroom discussion, students will learn and apply a business policy system and decision making model. The business policy system requires a disciplined approach to identifying strategy based on environmental, resources, and other issues. Students will be expected to synthesize these issues and apply the decision making model to develop management action

plans. Upon successful completion of this course, students will have developed an understanding of the processes of general management and the basics of an effective strategic analysis process.

Financial Management Tutorial – This optional tutorial offered twice during each term will assist students in preparation for mid-term and final examinations.

Introductory Accounting for Business Tutorial - This optional tutorial offered twice during each term will assist students in preparation for mid-term and final examinations.

Project Management: This course will focus on the project management life cycle and organization including project definition, cost benefit analysis, planning, scheduling, group dynamics, control and project completion.

Leadership: Concept, Principles & Application: Participants will learn how to generate ideas, explore possibilities, and make them real with meaningful results. Specifically, this course provides an introduction to the central question of "what is leadership?" Selected philosophical, historical and contemporary models of leadership theory and practice will be explored and contrasted in a variety of contexts and disciplines, including leadership skills, styles, and ethics and leadership as a function of management. Hands-on application of the material presented in the class/text to the student's current/future workplace/career will add to the relevance of the course.

Employee Relations: This course examines the employee relations framework within Canada including its legal, political, social, economic and ecological subsystems. Special attention will be given to the ways that managers can work effectively and fairly with employers and deal with difficult situations in both unionized and non-unionized environments.

Introduction to Marketing: This course will help you understand what marketing is and is not, how it can help you in your career and the role of marketing in companies and in our economy. The course is geared to providing you with a sound level of basic understanding of the concepts, terms, and theories of marketing. It helps you learn how to segment markets, how to develop marketing strategies, and how to deal with those uncontrollable elements which affect your strategies. Numerous examples and class discussion make this a very interesting course.

Managing in the Utility Sector: This course introduces major issues and trends currently facing managers; promotes an understanding of the environmental, regulatory, technological and competitive forces that frame the utility industry; and provides students with the knowledge and skills to adapt to the evolutionary nature of the industry.

Managing in the Human Resource Function: This course introduces the strategic management of the human resource functions within various types of organizations. While taking into account recent changes in the economic, social and legal environment, it examines the essential functions of recruitment, selection, performance management, training and development, health and safety, counselling, union/management relations and compensation.

Organizational & Staff Development: This course focuses on contemporary organizational and staff development issues in public and private sector organizations within Canada. This course will focus on aspects of employer-sponsored learning: competencies, skills and methods used by Training and Development professionals and the processes of training: needs analysis and evaluation. The course addresses organizational concerns such as performance improvement,

transfer of training, organizational development and organizing the training function. Current practices and trends are also discussed.

Quality Assurance Planning: This course is designed to provide you with a basic understanding of quality assurance from a manager's perspective. Concepts and their applications will be discussed in terms of the service and manufacturing sectors.

Quality Improvement: Principles & Procedures: The objectives of this course are to introduce you to statistical quality control techniques and illustrate how these techniques are used in practice. These concepts and procedures can be applied to both manufacturing and service industries.

3.3 Course Prerequisites and Progression

While students may complete the courses in the order of their preference, two of the required courses have prerequisite requirements:

- *Introductory Accounting for Business* must be completed prior to *Financial Management*

- 6 Required Courses and 1 Elective Course must be completed prior to *Strategic Analysis*

Qualified registrants who want to enroll in individual courses but do not wish to complete the requirements of the certificate program are also welcome, subject to prerequisite requirements.

3.4 Teaching Methods

The courses in the program will leverage students' experiences, skills, knowledge and competencies and is designed for relevancy and applicability to learners' current work environment and context, as illustrated by:

- Applied learning strategies: An emphasis on competency-based learning, real-world activities and authentic materials, such as case studies, allows learners to engage in purposeful and relevant learning.

- Flexible learning activities with an emphasis on experiential learning.

- A student-centred learning approach which emphasizes the learners' role in constructing meaning and encourages independent problem-solving.

3.5 Location

Courses are delivered in a variety of formats, including face-to-face on the Fort Garry Campus and at the Division's downtown location, the Massey Building; online; and through blended learning.

3.6 Existing Coursework and Outlines

Outlines for all required courses and the two electives unique to the CIMA are included as Appendix 1.

3.7 Laddering Opportunities

Students who successfully complete the CIMA program and meet the requirements for admission may apply to UM's Bachelor of Interdisciplinary Studies (BAIS). Subject to admission and transfer credit conditions, students can expect to receive 24 CH towards the BAIS degree.

For students enrolled in a degree program at UM, completion of the CIMA program will be noted on official transcripts.

3.8 Benchmarking

A review of certificate in management programs across Canada indicates that 29 universities (including 10 of the U15) and 25 colleges are affiliated with the Institute, and offer a credential that meets the requirements of professional certification. The UM is the only institution that offers an affiliated program in the province of Manitoba. See Appendix 3.

4. Resources

4.1 Teaching Personnel

Instructors come from various contexts, including UM faculties, (e.g., the Asper School of Business), and the private and public sectors. Most instructors will have a Masters' degree, expertise in their content area, experience teaching adult learners in a post-secondary level, and experience teaching in an online learning environment.

4.2 Training

Instructors receive an orientation to the CIMA program and to the UMLearn learning environment and any online tools to be used in their courses. UMLearn and other courses, workshops and seminars will also be available to instructors through the UM Centre for the Advancement of Teaching and Learning (CATL). Ongoing UMLearn support will be available to instructors through the Division, as required.

4.3 Library Resources

The UM has adequate library resources to support this program, including the Dafoe Library. A letter from the Dafoe Library confirms its ongoing ability to support the CIMA. See Appendix 2.

4.4 Instructional Media

Instructors and students will require access to UM's learning management system UMLearn and support network. The need for additional online resources, such as Adobe Connect, may be required and will be determined as courses are fully developed.

4.5 Laboratory/Field Placement

The CIMA does not require laboratory or field placement services.

4.6 Counseling and Advising

The CIMA does not require unique counselling and student advisory services that are not normally available within UM.

4.7 Additional

The CIMA does not require additional resources to support the program.

5. Operations and Management

5.1 Advisory/Program Committee

The CIMA Advisory Committee will consist of the following representatives:
- Area Director, Continuing and Professional Studies (Ex Officio)
- Academic Staff Member, Extended Education Division
- 2 Faculty members: 1 from Arts (BAIS) and Asper (management expertise)
- 1 or 2 Representatives from CIM (local and/or national board)
- 2 Representatives from public sector, such as Manitoba Hydro or crown corporation and private sector (e.g. a credit union or Standard Aero)
- Student representative

In addition to the Advisory Committee, Extended Education is a guest and regular participant at the Institute's board meetings of the local chapter and is a voting member of the national CIM organization.

Terms of Reference can be found in Appendix 4.

5.2 Admissions

Selection Process

The standard admission criteria for a certificate program (i.e. university entry as evidenced by a high-school diploma) apply. Application requirements include an

official high-school transcript and/or proof of admission into an institution of higher learning. Admissions to the program will be authorized by the Area Director.

5.3 Transfer Arrangements

The following CAPS courses are approved for transfer as electives into the CIMA program:

- *Employee Relations*
- *Introduction to Marketing*
- *Managing in the Utility Sector*
- *Managing in the Human Resource Function*
- *Organizational & Staff Development*
- *Quality Assurance Planning*
- *Quality Improvement: Principles & Procedures*

The following UM degree courses are approved for transfer into the CIMA program (as required courses):

- *ACC 1100/ACC1110 Introduction to Financial Accounting* and *Introduction to Managerial Accounting*
- *ARTS 1160 Leadership: Interdisciplinary*
- *LEAD 2010 Learning to Lead*
- *AGRI 2030 Technical Communications*
- *GMGT 2070 Organizational Behaviour*

5.4 Frequency of Course Offerings

Many of the CIMA required courses also meet the requirements of other CAPS certificate programs. Courses will be offered on an ongoing, rotational basis with upwards of 11 courses offered per term.

5.5 Completion Times
The program can be completed in 4 years (part-time evening), or fast-tracked for earlier completion. Students have 7 years maximum from date of first registration to complete the program.

6. Evaluation

6.1 Student Assessment

As per the UM grading system, final grades in courses are expressed as letters, ranging from D, the lowest passing grade, to A+, the highest.

Table 4 Grading Scale

Letter Grade	Numerical Score	Explanation	Grade Point
A+	90-100	Exceptional	4.5
A	80 -89	Excellent	4.0
B+	77- 79	Very Good	3.5
B	70 -76	Good	3.0
C+	67 -69	Satisfactory	2.5
C	60 -66	Adequate	2.0
D	50 -59	Marginal	1.0
F	Under 50	Failure	0.0

While a letter grade of D (50-59) is considered a marginal pass in a course, participants must achieve a minimum letter grade of C (60-66) in each course in order to progress within the program. A student may choose to repeat the course during the next program intake.

6.2 Instructor Evaluation

The University's Students' Evaluation of Educational Quality (SEEQ) will be used for all course components.

6.3 Program Evaluation

The success of CIMA program is regularly evaluated using the performance indicators found in Table 5.

Table 5 Performance Indicators

Enrolment Rate	Individual program offerings register 20-25 new students
Graduation Rate	75% of students graduate from the program
Graduate Satisfaction	Participants report the program had a positive impact on their ability to do their job
Student Satisfaction	85% of participants are satisfied or strongly satisfied with the quality of their learning experience throughout the program
Program Sustainability	Applications to participate are maintained or increased for each offering
	Program development costs are recovered by year four of the program
	Program contributes to Area's net revenue

A thorough program evaluation will be conducted at minimum every five years to ensure quality, ongoing market need and viability of the program.

7. Financial Plan

See Appendix 5.

8. Marketing Plan

See Appendix 6.

Selected References

Monique Valcour, *If You're Not Helping People Develop, You're Not Management Material,* Harvard Business Review*,* January 23, 2014. Retrieved from https://hbr.org/2014/01/if-youre-not-helping-people-develop-youre-not-management-material/ on July 23, 2015.

Jon Marcus, *The 'Cash Cow' of U.S. Universities: Professional Certificates Instead of Degrees*, The Hechinger Report, 2012. Retrieved from http://hechingerreport.org/the-cash-cow-of-u-s-universities-professional-certificates-instead-of-degrees/ on July 29, 2015.

Internal Reports

CIM CEIS Banner grad rates – 29 July 2015

Budget by Program 2010-2011 – 2014-2015

Appendices

Appendix 1 - Course Outlines
The following General Academic Regulations are included in all course outlines:

ACADEMIC INTEGRITY

Plagiarism or any other form of cheating in examinations, term tests or academic work is subject to serious academic penalty (e.g. suspension or expulsion from the faculty or university). For complete information on the University of Manitoba's policies on academic integrity, please refer to:

www.umanitoba.ca/student/resource/student_advocacy/cheating_plagiarism_fraud.html.

ATTENDANCE AND PARTICIPATION

Active and ongoing participation is integral to success in this course. It is the responsibility of the student in an online course to log onto the UM Learn course site regularly, read all assigned materials and complete learning tasks as assigned.

PROPRIETARY INFORMATION

To ensure confidentiality and anonymity, students are asked to use pseudonyms to disguise actual workplaces, including colleagues and employers that may be discussed as real-life examples for project-based activities. All information gathered will be treated in a confidential manner.

FINAL GRADES

The instructor will make every effort to return grades in a prompt manner. The instructor has the discretion to deduct marks if the student fails to meet the requirements as specified by the assignment details, grading rubrics, course outline and/or any other specifications relevant to the completion of the course.

For final grades, please go to Aurora Student. Final grades are normally posted within two weeks of course completion.

VOLUNTARY WITHDRAWAL / REFUNDS

Any student contemplating withdrawing from a course is encouraged first to contact the program coordinator for advice and suggestions on how to continue with the course and/or program. A refund/withdrawal schedule can be found at:
http://umanitoba.ca/faculties/coned/gen_info/vw_refund.html.

STUDENT ACCESSIBILITY SERVICES

Student Accessibility Services (SAS) provides support and advocacy for students with disabilities. To contact Student Accessibility Services, please go to: umanitoba.ca/student/saa/accessibility.

RESPECTFUL WORK AND LEARNING ENVIRONMENT

The University of Manitoba supports a climate of respect in the workplace and in the learning environment, where individuals or groups of individuals are free from harassment and discrimination. For the University of Manitoba's Respectful Work and Learning Policy, including information on human rights and sexual harassment, please go to:
http://umanitoba.ca/human_rights/respectful_work.html.

For a complete list of Extended Education policies, please refer to:
http://umanitoba.ca/faculties/coned/gen_info/policies.html.

MGMT 0130 Canadian Business Law
COURSE OUTLINE

COURSE DESCRIPTION

Canadian Business Law provides an overview of business law and a basic understanding of general terminology with respect to the nature and origins of law, law of torts, nature and law of contracts, business regulation, and forms of ownership. On successful completion of the course, students will understand the various types of contracts, their use and special requirements.

Course Hours: 36 instructional contact hours / 3 credit hours

Delivery Format: Face-to-Face

LEARNING OBJECTIVES

A student who successfully completes this course will be able to:

1. Identify the sources and procedures of Canadian business law and apply this information to legal affairs.
2. Explain the law of torts and professional liability.
3. Identify formation of contracts, factors that affect the contractual relationship, various ways contracts end and remedies available.
4. Explain the features of the Sale of Goods Act and identify other forms of consumer and credit transactions.
5. Recognize employment and independent contractors and issues of termination.
6. Identify agent relationships and partnerships.
7. Assess the role of insurance within business.
8. Assess the advantages and disadvantages of business organizations: sole proprietorships, corporations, and partnerships.
9. Explain the differences between real and personal property and their titles.
10. Define the forms of intellectual property.
11. Examine issues of internet and international business.

COURSE MATERIALS

The following required textbook is available for purchase from the University of Manitoba Bookstore:

R. Yates. *Legal Fundamentals for Canadian Business (3rd Ed)*, w/MyBusLaw

Suggested Readings:

Smyth, Soberman, Easson. *The Law and Business Administration in Canada (11th Ed)*. Prentice Hall of Canada.

Additional readings can be accessed via UM Learn.

For more information on the university's learning management system, UM Learn, as well as hardware and software requirements to access UM Learn, please refer to the Student Quick Start Guide.

COURSE OVERVIEW

TOPICS

WEEKS	TOPICS
1	The three major sources of the law Law Library orientation
2	The Law of Torts (Civil Wrongs) including principles, defenses and remedies
3	*The Law of Contracts* *Importance of Caveat Emptor*
4	End of a contract Exceptions to Caveat Emptor
5	Remedies for Breach of Contract
6	Midterm Examination Mid-Course Evaluation Study Group meting
7	The Law of Sale of Goods Consumer Protection Personal Property Security
8	The Law of Agency Employment Law Vicarious Liability Fiduciary Duties
9	The types of business organization (sole proprietorships, partnerships and corporations)
10	The Law of Real Property – column of ownership, interests in land, and types of ownership Intellectual Property – copyrights, patents, trademarks
11	Major issues in internet and international business
12	Course and Final Exam Review Final Exam

COURSE EVALUATION

ASSESSMENTS	PERCENTAGE
Group Assignment One	4% for content and 1% for peer evaluation
Group Assignment Two	9% for content and 1% peer evaluation
Midterm Examination	30%
Personal Legal Dictionary	15%
Final Exam	40%

For information on assessment due dates, please refer to the assessment schedule posted on UM Learn.

GRADING SCALE

LETTER GRADE	NUMERICAL	EXPLANATION	GRADE POINT
A+	90-100	Exceptional	4.5
A	80–89	Excellent	4.0
B+	77-79	Very Good	3.5
B	70-76	Good	3.0
C+	67-69	Satisfactory	2.5
C	60-66	Adequate	2.0
D	50-59	Marginal	1.0
F	Under 50	Failure	0.0

MGMT 0100 Canadian Business: An Introduction
COURSE OUTLINE

COURSE DESCRIPTION

This course provides an introduction to the Canadian business environment, focusing on ethics, culture, social responsibility, international business, management of human resources, marketing strategy and forms of business ownership, all of which provide the foundation for future business courses. Through instructor presentations, online forum discussions, readings and assignments, the student will develop an understanding of these key business concepts. The student will learn how to develop and present a basic business case and analysis, addressing and incorporating a number of elements presented throughout the course. The student will also apply these business concepts to a pre-approved business or not-for-profit organization of the student's choice.

Course Hours: 36 instructional contact hours / 3 credit hours

Delivery Format: Online / Face-to-Face

LEARNING OBJECTIVES

A student who successfully completes this course will be able to:

1. Identify, interpret and explain basic and key concepts on a variety of business topics,
2. Develop and present a basic business case and analysis, and
3. Apply key business concepts to a chosen business or not-for-profit organization.

COURSE MATERIALS

The following required textbook is available for purchase from the University of Manitoba Bookstore:

Ferrell, O.C., Hirt, G., Ferrell, L., Iskander, S., & Mombourquette, P. (2014). *Business: A Changing World*, 5th Canadian Edition. Toronto, ON: McGraw-Hill Ryerson. ISBN-13 9780071338837.

For information on the university's learning management system, UM Learn, as well as hardware and software requirements to access UM Learn, please refer to the Student Quick Start Guide.

COURSE OVERVIEW

TOPICS

WEEKS	TOPICS
1	Introduction to the Course Supplemental: Mission and Vision
2	Chapter 1: The Dynamics of Business and Economics Chapter 2: Business Ethics and Social Responsibility
3	Chapter 3: Business in a Borderless World

4	Chapter 5: Options for Organizing Business
5	Chapter 7: The Nature of Management
6	Supplemental: The Learning Organization by Peter Spence
7	Review
8	Chapter 8: Organization, Teamwork and Communication
9	Chapter 10: Managing the Workforce
10	Chapter 12: Marketing
11	Supplemental Topic: TBD
12	Review and Wrap-Up

COURSE EVALUATION

ASSESSMENTS	PERCENTAGE
Essays	2 X 10% EACH = 20%
Midterm Exam	40%
Major Term Paper	40%

For information on assessment due dates, please refer to the assessment schedule posted on UM Learn.

GRADING SCALE

LETTER GRADE	NUMERICAL SCORE	EXPLANATION	GRADE POINT
A+	90-100	Exceptional	4.5
A	80–89	Excellent	4.0
B+	77-79	Very Good	3.5
B	70-76	Good	3.0
C+	67-69	Satisfactory	2.5
C	60-66	Adequate	2.0
D	50-59	Marginal	1.0
F	Under 50	Failure	0.0

FIN 0300 Financial Management
COURSE OUTLINE

COURSE DESCRIPTION

Financial Management (FINC 0300) is designed to provide a broad overview of the field. The course will provide an introduction to managerial finance; demonstrate how it relates to other functions of the organization; and describe the role of finance in achieving organizational objectives. Particular attention will be focused on topics such as financial analysis, management of working capital, capital budget, short-term and long-term funding and cost of capital.

Course Hours: 36 instructional contact hours / 3 credit hours

Delivery Format: Face-to-Face

LEARNING OBJECTIVES

A student who successfully completes this course will be able to:

1. Identify the best way to create value for shareholders.
2. Identify the core areas of Corporate Finance and how they relate to a company's ability to operate.
3. Apply several valuation methods to value projects.
4. Evaluate the optimal capital structure of a firm.

COURSE MATERIALS

The following required textbook is available for purchase from the University of Manitoba Bookstore:

Ross, S. A., Westerfield, R. W., Jordan, B. D., and Roberts, G. S. (2010). *Fundamentals of Corporate Finance* (8th Ed.). McGraw-Hill Ryerson.

Additional readings can be accessed via UM Learn.

For more information on the university's learning management system, UM Learn, as well as hardware and software requirements to access UM Learn, please refer to the Student Quick Start Guide.

COURSE OVERVIEW

TOPICS

WEEKS	TOPICS
1	Introduction to Corporate Finance Financial Statements, Taxes and Cash Flow Working with Financial Statements and Analysis
2	Long Term Financial Planning and Corporate Growth; The Time Value of Money
3	Discounted Cash Flow Valuation Interest Rates and Bond Valuation
4	Stock Valuation Net Present Value and Other Criteria
5	Review for Midterm Examination
6	Midterm Examination
7	Capital Investment Decisions Project Analysis and Evaluation Risk Management Raising Capital
8	Cost of Capital Midterm test results post-review
9	Leasing
10	Dividends and Dividend Policy Short-Term Finance and Planning
11	Cash and Liquidity Management Credit and Inventory Management
12	Final Exam Review
Weeks 5 and 11	Optional Tutorial

COURSE EVALUATION

ASSESSMENTS	PERCENTAGE
Graded assignments :	35%
Mid-Term Exam	30%
Final Exam	35%

For information on assessment due dates, please refer to the assessment schedule posted on UM Learn.

GRADING SCALE

LETTER GRADE	NUMERICAL SCORE	EXPLANATION	GRADE POINT
A+	90-100	Exceptional	4.5
A	80–89	Excellent	4.0
B+	77-79	Very Good	3.5
B	70-76	Good	3.0
C+	67-69	Satisfactory	2.5
C	60-66	Adequate	2.0
D	50-59	Marginal	1.0
F	Under 50	Failure	0.0

FINC 0200 Introductory Accounting for Business
COURSE OUTLINE

COURSE DESCRIPTION

Introductory Accounting for Business (FINC 0200) is an introductory course designed to provide an understanding of how accounting information is prepared and used. This course covers financial and management accounting topics including: an introduction to the accounting and financial reporting process and an analysis of balance sheets and income statements, a study of cost behaviour and estimation techniques, and the budgeting process.

Course Hours: 36 instructional contact hours / 3 credit hours

Delivery Format: Face-to-Face

LEARNING OBJECTIVES

A student who successfully completes this course will be able to:

1. Apply the terminology used in both financial and managerial accounting to problems that simulate real-life accounting practice.
2. Illustrate the use of debits and credits through the preparation of journal entries, and demonstrate how business transactions are recorded and summarized by preparing financial statements.
3. Evaluate and interpret a company's general purpose financial statements.
4. Identify the behaviour of various manufacturing costs and recognize how those costs respond to changes in activity level.
5. Identify the costing of manufactured products.
6. Apply the concepts of cost-volume-profit analysis.
7. Prepare budgets, both for planning and control purposes.

COURSE MATERIALS

The following required textbook is available for purchase from the University of Manitoba Bookstore:

Larson, K. D. and Jensen, T. (2013) *Fundamental Accounting Principles*. (14th Canadian edition) Volumes 1 and II. McGraw-Hill Ryerson.

Brewer, P.C., Garrison, R.H., Noreen, E., Kalagnanam, S., & Vaidyanathan, G. (2013) *Introduction to Managerial Accounting*. (4th Canadian Edition) Toronto: McGraw-Hill Ryerson.

Additional readings can be accessed via UM Learn.

For more information on the university's learning management system, UM Learn, as well as hardware and software requirements to access UM Learn, please refer to the Student Quick Start Guide.

COURSE OVERVIEW

TOPICS

WEEKS	TOPICS
1	Accounting in Business
2	Adjusting Accounts for Financial Statements
3	Completing the Accounting Cycle and Classifying Accounts Accounting for Merchandising Activities Merchandise Inventory and Cost of Sales
4	Property, Plant and Equipment and Intangibles
5	Receivables Current Liabilities Analyzing Financial Statements
6	Midterm Exam
7	An Introduction to Managerial Accounting Cost Concepts
8	Systems Design: Job-Order Costing Process Costing
9	Cost Behaviour: Analysis and Use Cost-Volume-Profit Analysis and Business Fundamentals
10	Budgeting
11	Standard Costs and Variance Analysis
12	Exam
Weeks 5 and 11	Optional Tutorials

COURSE EVALUATION

ASSESSMENTS	PERCENTAGE
Weekly Assignments (10)	30%
Midterm Exam	30%
Final Exam	40%

For information on assessment due dates, please refer to the assessment schedule posted on UM Learn.

GRADING SCALE

LETTER GRADE	NUMERICAL SCORE	EXPLANATION	GRADE POINT
A+	90-100	Exceptional	4.5
A	80–89	Excellent	4.0
B+	77-79	Very Good	3.5
B	70-76	Good	3.0
C+	67-69	Satisfactory	2.5
C	60-66	Adequate	2.0
D	50-59	Marginal	1.0
F	Under 50	Failure	0.0

MGMT 0120 Managerial Communication
COURSE OUTLINE

COURSE DESCRIPTION

Managerial Communication is designed to help students develop a basic understanding of the principles of communication with emphasis on their practical application in business situations. The course will encourage a straightforward, accurate style of writing with attention to correct grammar and punctuation. By reading the assigned material, participating in classroom discussions, honing writing skills, and making an oral presentation, students will have the opportunity to develop valuable business communication skills. Group work in and out of class will be used to share knowledge and experiences.

Course Hours: 36 instructional contact hours / 36 credit hours

Delivery Format: Face-to-Face

LEARNING OBJECTIVES

A student who successfully completes this course will be able to:

1. Explain communication processes and principles.
2. Write clear, concise, and coherent memos, letters, and reports, which meet professional standards (correct grammar usage, punctuation, and spelling).
3. Edit and revise written material.
4. Prepare presentations for use in a business setting.
5. Deliver effective oral presentations which inform/persuade/entertain using audio-visual aids.

COURSE MATERIALS

The following required textbook is available for purchase from the University of Manitoba Bookstore:

Guffey M. E, Loewy, D, Rhodes K., Rogin P. (2013). *Business Communications: Process and Product*, (4th Brief Canadian Edition). Toronto, Thomson Nelson Canada.

Additional readings can be accessed via UM Learn.

For more information on the university's learning management system, UM Learn, as well as hardware and software requirements to access UM Learn, please refer to the Student Quick Start Guide.

COURSE OVERVIEW

TOPICS

WEEKS	TOPICS
1	Theory
2	3x3 Process
3	Letters & Email
4	Reports
5	Presentation and Visual Aids
6	Self-Study
7	Presentation Practice
8	Resumes & Interview Non-Verbal
9	Presentations
10	Presentations
11	Presentations
12	Teams & Listening

COURSE EVALUATION

ASSESSMENTS	PERCENTAGE
Pre-Assessment	10%
Letter Assignment	30%
Presentation Practice	5%
Interview Notes: Questions and Responses	5%
Presentation	35%
Visual Aid for Presentation	5%
Post-Assessment	10%

For information on assessment due dates, please refer to the assessment schedule posted on UM Learn.

GRADING SCALE

LETTER GRADE	NUMERICAL SCORE	EXPLANATION	GRADE POINT
A+	90-100	Exceptional	4.5
A	80–89	Excellent	4.0
B+	77-79	Very Good	3.5
B	70-76	Good	3.0
C+	67-69	Satisfactory	2.5
C	60-66	Adequate	2.0
D	50-59	Marginal	1.0
F	Under 50	Failure	0.0

MGMT 0110 Organizational Behavior
COURSE OUTLINE

COURSE DESCRIPTION

Organizational Behaviour is the study of how people behave within the context of a specific organization in order that we may gain understanding of that behavior. We will explore individual, group, organizational and systemic factors that influence the behavior of an individual within an organization. Students will leave the course with basic knowledge of theories, tools and tactics to utilize and consider when dealing with staff and organizational issues.

Course Hours: 36 instructional contact hours / 3 credit hours

Delivery Format: Blended

LEARNING OBJECTIVES
A student who successfully completes this course will be able to:

1. Assess accurately the root causes of employee behaviour (internal vs. external) and identify ways of appropriately addressing the behaviour,
2. Recognize that the medium used to convey a message can change the message and identify ways of managing messages,
3. Use motivational theory to create processes that improve employee productivity,
4. Use feedback, reward systems and operant conditioning methods to shape employee behaviour,
5. Identify and analyze ethical decision making and ways of implementing group or individual decision making,
6. Identify ways of managing and reducing conflict to achieve the goals of the organization,
7. Identify the different styles of leadership and describe how situational leadership determines which leadership style is best,
8. Propose ways of managing organizational teams that best meet the needs of the situation,
9. Identify and analyze theoretical models of organizational culture to provide meaningful real-life managerial advantages, and
10. Assess organizational structure and systems to identify ways of optimizing organizational performance.

COURSE MATERIALS

The following required textbook is available for purchase from the University of Manitoba Bookstore:

Kinicki, A., Digby, V., & Fugate, M. (2013). *Organizational Behaviour: Key concepts, skills, and best practices*, 4th Canadian Edition. Toronto, ON: McGraw-Hill Ryerson. ISBN 9781259066573

Additional readings can be accessed via UM Learn.

For more information on the university's learning management system, UM Learn, as well as hardware and software requirements to access UM Learn, please refer to the Student Quick Start Guide.

COURSE OVERVIEW

Instructors reserve the right to adjust the course schedule without prior notification. It is the student's responsibility to follow-up in cases of missed classes. When absent, the student is responsible for finding out what material was missed and for being prepared for the next class.

TOPICS

WEEKS	TOPICS
1	Course overview Introduction to UM Learn Chapter 1: Management Chapter 2: Social Perception and Attribution Factors Influencing Individual Behaviour
2	Chapter 3: Self-Concept, Personality and Emotions Chapter 4: Values, Attitudes and Job Satisfaction
3	Chapter 5: Foundations of Motivation Chapter 6: Fundamental Concepts of Group Behaviour Group work Case study
4	Chapter 7: Communicating in the Digital Age Chapter 8: Conflict and Negotiation Chapter 9: Power, Politics and Decision Making Group Case Study Presentations
5	Chapter 10: Leadership Chapter 11: Organizational Culture, Socialization and Mentoring Chapter 12: Organizational Structure and Design
6	Chapter 13: Managing Change and Stress Chapter 14: Developing A Global Organization Review for Final Exam

COURSE EVALUATION

ASSESSMENTS	PERCENTAGE
Discussion Forum 1	15%
Discussion Forum 2	15%
Group Case Study and Presentation	20%
Reflection Paper	25%
Final Exam	25%

For information on assessment due dates, please refer to the assessment schedule posted on UM Learn.

GRADING SCALE

LETTER GRADE	NUMERICAL SCORE	EXPLANATION	GRADE POINT
A+	90-100	Exceptional	4.5
A	80–89	Excellent	4.0
B+	77-79	Very Good	3.5
B	70-76	Good	3.0
C+	67-69	Satisfactory	2.5
C	60-66	Adequate	2.0
D	50-59	Marginal	1.0
F	Under 50	Failure	0.0

MGMT 0400 Strategic Analysis
COURSE OUTLINE

COURSE DESCRIPTION

In this final course in the CIMA program, students will have the opportunity to apply the skills and knowledge accumulated in earlier courses to multi-dimensional case problems. Through case analysis and classroom discussion, students will learn and apply a business policy system and decision making model. The business policy system requires a disciplined approach to identifying strategy based on environmental, resources, and other issues. Students will be expected to synthesize these issues and apply the decision making model to develop management action plans. Upon successful completion of this course, students will have developed an understanding of the processes of general management and the basics of an effective strategic analysis process

Course Hours: 36 instructional contact hours / 3 credit hours

Delivery Format: Face-to-Face

LEARNING OBJECTIVES

A student who successfully completes this course will be able to:

1. Identify, analyze and propose relevant decision-making tools to obtain an expansive breadth of approach regarding the unique challenges inherent in business management.
2. Theorize and combine specific courses of action that companies can implement as part of their strategic decision-making to improve their strategic advantage.
3. Apply or use strategic decision-making models or tools for a wide range of managerial situations.

COURSE MATERIALS

The following required textbook is available for purchase from the University of Manitoba Bookstore:

Gregory G. Dess et al, *Strategic Management: Creating Competitive Advantages*, 3rd Canadian Edition

Paul W. Beamish, *Cases in Strategic Management*, 10th Edition

Additional readings can be accessed via UM Learn.

For more information on the university's learning management system, UM Learn, as well as hardware and software requirements to access UM Learn, please refer to the Student Quick Start Guide.

COURSE OVERVIEW

TOPICS

WEEKS	TOPICS
1	Introduction to the course Introduction to Strategic Planning
2	Case #1 – Chinese Fireworks Industry
3	Case #2 – Immunovaccine
4	Case #3 - Vincor
5	Mid Term Exam
6	Case #4 – Palliser
7	Case #5 - Tavazo
8	Case #6 – Currie Road
9	Group Presentations
10	Group Presentations
11	Exam Review
12	Final Exam

COURSE EVALUATION

ASSESSMENTS	PERCENTAGE
Midterm Exam	20%
Group Project: Presentation	15%
Group Project: Written Report	25%
Final Exam	40%

For information on assessment due dates, please refer to the assessment schedule posted on UM Learn.

GRADING SCALE

LETTER GRADE	NUMERICAL SCORE	EXPLANATION	GRADE POINT
A+	90-100	Exceptional	4.5
A	80–89	Excellent	4.0
B+	77-79	Very Good	3.5
B	70-76	Good	3.0
C+	67-69	Satisfactory	2.5
C	60-66	Adequate	2.0
D	50-59	Marginal	1.0
F	Under 50	Failure	0.0

MGMT 0150 Project Management
COURSE OUTLINE

COURSE DESCRIPTION

This course will focus on the project management life cycle and organization including project definition, cost benefit analysis, planning, scheduling, group dynamics, control and project completion.

LEARNING OUTCOMES

At the end of this course, you should be able to:

1. Define the project management triple constraint
2. Distinguish between projects, programs and portfolios
3. Prepare project charter and scope statement
4. Prepare project work breakdown structure
5. Prepare project network diagram and project schedule
6. Estimate project costs and prepare a project budget
7. Identify and manage project risks
8. Manage relationships with project team members and other stakeholders
9. Manage project issues and changes
10. Report progress and status to stakeholders
11. Achieve project quality objectives
12. Manage procurement relationships with vendors and sellers

COURSE OVERVIEW

In this course we will be using the on-line readings, exercises and a case study to learn project management processes. You will view related websites and engage in class discussions to answer project related questions.

STUDENT EXPECTATIONS

All assignments and tests will be graded within one week of submission.
All emails and phone calls will be returned within 24 hours.

INSTRUCTOR EXPECTATIONS

Students will complete the lesson readings, discussion postings and exercises within the required weeks.

On-line tests and assignments will be completed by the due dates indicated.
Students must post to every topic, reply to at least one posting in each topic, and read ALL discussion postings.

COURSE SCHEDULE

Instructors reserve the right to adjust the course schedule without prior notification. It is your responsibility to follow-up in cases of missed classes. When absent, you are responsible for finding out what you missed from another student, and for being prepared for the next class.

WEEK	TOPICS/ACTIVITIES	Evaluation
1	**Unit One: Introduction to Project Management** • Lesson 1-1 Projects and Project Management • Discussion 1-1: What causes projects to fail? Why do projects succeed? • Lesson 1-2 The Project Management Triple constraint • Lesson 1-3 PMI and the PMBOK • Lesson 1-4 Projects Programs and Portfolios	
2	**Unit Two: Initiating the Project** • Lesson 2-1 Project Prioritization and Approval • Discussion 2-1: How are projects selected in your organization? • Lesson 2-2 The Project Charter • Discussion 2-2: Identify constraints and assumptions for case study project • Lesson 2-3 The Scope Statement • Lesson 2-4 Requirements Definition	On-line Test #1
3	**Unit Three: Planning the Work** • Lesson 3-1 Work Breakdown Structure (WBS) • Discussion 3-1: Prepare WBS for case study project	Assignment 1 Work Breakdown Structure
4	**Unit Four: Planning and Estimating Activities** • Lesson 4-1 Preparing an Activity List • Discussion 4-1: Prepare activity list • Lesson 4-2 PERT Duration Estimating • Exercise 4-2: PERT duration estimating	
5	**Unit Five: Preparing the Schedule** • Lesson 5-1 Project Network Diagram • Exercise 5-1: Project Network Diagram • Lesson 5-2 Critical Path Calculation • Exercise 5-2: Critical Path • Lesson 5-3 Preparing the Schedule • Exercise 5-3: Project Gantt chart • Lesson 5-4 Resource Leveling • Lesson 5-5 Schedule Compression	Assignment 2 Project Network Diagram

| 6 | **Unit Six: Estimating and Budgeting**

• Lesson 6-1 Project Cost Types | |

	• Lesson 6-2 Cost Estimating • Discussion 6-2: Preparing an Order of Magnitude estimate • Lesson 6-3 Establishing the Project Budget • Exercise 6-3: Preparing a project budget	
7	**Unit Seven: Managing Risk** • Lesson 7-1 Risk Management Steps • Lesson 7-2 Risk Identification • Discussion 7-2: Identify risks on case study project • Lesson 7-3 Risk Assessment • Discussion 7-3: Assess risks identified in discussion 7-2 • Lesson 7-4 Risk Response Planning • Discussion 7-4: Prepare response plans for high priority risks from discussion 7-3	Assignment 3 Risk Register
8	**Unit Eight: Managing the Team** • Lesson 8-1 Human Resource planning • Discussion 8-1: Identify team roles for case study project • Lesson 8-2-Assigning Responsibilities • Discussion 8-2: Prepare RAM for case study team roles from Exercise 8-1 • Lesson 8-3 Team Development • Lesson 8-4 High Performance Teams	
9	**Unit Nine: Managing Issues and Changes** • Lesson 9-1 Issues, Changes and Risks • Discussion 9-1: Review project scenarios and determine what has occurred • Lesson 9-2 Scope Management Planning • Discussion 9-2: Prioritize the triple constraint for the case study project • Lesson 9-3 Project Steering Committees • Lesson 9-4 Managing Changes • Discussion 9-4: Review case study update and recommend appropriate action	On-line Test #2
10	**Unit Ten: Communicating with Stakeholders** • Lesson 10-1 Identifying Project Stakeholders • Discussion 10-1: Identify case study project stakeholders • Lesson 10-2 Communications Planning • Lesson 10-3 Progress and Status Reporting • Lesson 10-4 Earned Value Performance Reporting • Exercise 10-4: Use earned value techniques to prepare performance forecast • Lesson 10-5 Project Closure Reporting	Assignment 4 Progress OR Status Report

| 11 | **Unit Eleven: Developing Project Management "Soft" Skills**

• Lesson 11-1 Leadership
• Discussion 11-1: Identify differences between leaders and managers
• Lesson 11-2 Power and Influence
• Self-assessment 11-2: Determine your position and personal power
• Lesson 11-3 conflict Management
• Discussion 11-3: Conflict resolution strategies
• Lesson 11-4 Principled Negotiation
• Discussion 11-4: Describe how principled negotiation techniques can lead to successful completion of negotiations | On-line Test #3

Complete by Mar 29 2015 |
| 12 | **Unit Twelve: Quality and Procurement**

• Lesson 12-1 Quality Management Overview
• Lesson 12-2 Quality Assurance
• Lesson 12-3 Quality Control
• Discussion 12-3: Review the case study scenarios and determine the appropriate quality control technique
• Lesson 12-4 Procurement Planning
• Discussion 12-4: Suggest procurement documents for case study project
• Lesson 12-5 Contract Administration
• Discussion 12-5: Suggest appropriate contract types for case study project | On-Line Test #4

Complete by Apr 5 2015 |

COURSE EVALUATION

ASSIGNMENTS/EXAMS	PERCENTAGE/VALUE
Assignment 1 - Work Breakdown Structure	15%
Assignment 2 - Project Network Diagram	15%
Assignment 3 - Risk Register	10%
Assignment 4 - Progress or Status Report	10%
Test #1 (completed on-line)	10%
Test #2 (completed on-line)	10%
Test #3 (completed on-line)	10%
Test #4 (completed on-line)	10%
Active participation in discussions	10%

GRADING SCALE

LETTER GRADE	NUMERICAL SCORE	EXPLANATION	GRADE POINT
A+	90-100	Exceptional	4.5
A	80–89	Excellent	4.0
B+	77-79	Very Good	3.5
B	70-76	Good	3.0
C+	67-69	Satisfactory	2.5
C	60-66	Adequate	2.0
D	50-59	Marginal	1.0
F	Under 50	Failure	0.0

NOTE: It is important to <u>carefully</u> read your specific program information, and course outlines and make yourself aware of the requirements for successful completion of the courses and programs in which you are enrolled.

ASSIGNMENTS

Full student and assignment identification must appear with all assignments. Students should refer to the grading rubrics for details regarding assignment specifications. Students must submit assignments by the deadline date. Assignments turned in when they are due are eligible for full marks. Late assignments will be deducted 2 marks per week that they are late. Exceptions to this must be approved, in advance, by the instructor(s).

LDRS 0100 LEADERSHIP: Concepts, Principles and Application
COURSE OUTLINE

COURSE DESCRIPTION

If you are looking to leverage the authentic leader inside you; develop new strategies, techniques, tools, and ideas; gain greater self-awareness; and enhance your leadership knowledge, skills, and abilities, this course is for you and offers creative ways of developing leaders who thrive when faced with the demands of the 21st century. Participants will learn how to generate ideas, explore possibilities, and make them real with meaningful results. Specifically, this course provides an introduction to the central question of "what is leadership?" Selected philosophical, historical and contemporary models of leadership theory and practice will be explored and contrasted in a variety of contexts and disciplines, including leadership skills, styles, and ethics and leadership as a function of management. Hands-on application of the material presented in the class/text to the student's current/future workplace/career will add to the relevance of the course.

LEARNING OUTCOMES

At the end of this course, you should be able to:

1. Explain the concept of leadership;
2. Discuss the philosophical and historical foundations of leadership theory and practice;
3. Explain and contrast various models of leadership;
4. Describe leadership in a variety of contexts and disciplines;
5. Articulate their own understanding of leadership and approaches, styles, strengths and weaknesses that he/she brings to classroom, workplace or aspired career and
6. Present a personal leadership development plan.

COURSE TOPICS

1. Leadership defined
2. Historical and behavioural concepts of leadership
3. Theories and Models of Leadership
4. Applications of leadership theory and models
5. Self-assessment and personal leadership development plan

STUDENT EXPECTATIONS

- All assignments will be graded and returned prior to midterm and final exams
- I will do my best to return emails and phone calls within 24 hours

INSTRUCTOR EXPECTATIONS
- Complete assigned chapter readings prior to class so that you may discuss them during class time
- Participate in class discussions and activities
- Complete assignments by the due date
- Together we will create a positive and respectful learning environment

COURSE SCHEDULE

Instructors reserve the right to adjust the course schedule without prior notification. It is your responsibility to follow-up in cases of missed classes. When absent, you are responsible for finding out what you missed from another student, and for being prepared for the next class.

WEEK	TOPICS/ACTIVITIES	EVALUATION
1	Course and self-introductions; overview of the semester, course objectives and learning methodologies; introduction of the concept of leadership	
2	Introducing and defining leadership	
3	Leadership development / historical concepts; leadership and management	
4	Behavioural concepts of leadership; group dynamics	
5	Contemporary concepts of leadership	
	No Class-Louis Riel Day	
6	Introduction to models of leadership	
7	Movie (90-minutes) and written critique **(Mid Term)** based on the movie and application of concepts learned	Midterm Exam (25%)
8	Contemporary Theories and Models in Leadership continued; application of leadership theory and model(s) to a personal development plan; wrap-up with **Self-Development Plan, Oral presentation**	
9	Cont….Contemporary Theories and Models in Leadership continued; application of leadership theory and model(s) to a personal development plan; wrap-up with **Self-Development Plan, Oral presentation**	
10	Cont…Contemporary Theories and Models in Leadership continued; application of leadership theory and model(s) to a personal development plan; wrap-up with **Self-Development Plan, Oral presentation**	
11	Cont….Contemporary Theories and Models in Leadership continued; application of leadership theory and model(s) to a personal development plan; wrap-up with **Self-Development Plan, Oral presentation**	
12	Final Exam	Final Exam (50%)

COURSE EVALUATION

ASSIGNMENTS	PERCENTAGE
Midterm exam	25%
Self-Development Leadership Plan and	25%
Final Exam	50%

TOTAL	100%

All assignments are due on their due date; no late submissions will be accepted.

GRADING SCALE

LETTER GRADE	NUMERICAL SCORE	EXPLANATION	GRADE POINT
A+	90-100	Exceptional	4.5
A	80–89	Excellent	4.0
B+	77-79	Very Good	3.5
B	70-76	Good	3.0
C+	67-69	Satisfactory	2.5
C	60-66	Adequate	2.0
D	50-59	Marginal	1.0
F	Under 50	Failure	0.0

NOTE: It is important to <u>carefully</u> read your specific program information, course descriptions, and course outlines and make yourself aware of the requirements for successful completion of the courses and programs in which you are enrolled.

ASSIGNMENTS

Refer to the Assignment Schedule

Appendix 2 – UM Libraries Letter of Support

University of Manitoba Libraries

Inter-Departmental Correspondence

UNIVERSITY
of MANITOBA

Libraries

Date: August 17, 2015

To: Kathleen Matheos

From: Lyle Ford

RE: **Proposed Curriculum Change**

Department   Extended Education

Certificate Name   Certificate in Management and Administration

Thank you for informing the Libraries of the change involving : the Certificate in Management and Administration. This certificate was intended to be grandfathered by Senate. Given that the Libraries have supported this certificate for many years, existing resources should continue to suffice. Students will continue to enjoy access to the Libraries collections and services.

The Libraries' collection will continue to be able to support the course.

cc Coordinator, Collections Management
    Head, Unit Library

Appendix 3 Benchmarking Exercise

CIM Affiliated Universities and Colleges	CIM Accredited Programs
<table><tr><th>Universities Affiliated with CIM</th><th>Colleges Affiliated with CIM</th></tr><tr><td>Acadia University - NS</td><td>Algonquin College - ON</td></tr><tr><td>Athabasca University - AB</td><td>Arbutus College</td></tr><tr><td>Bishop University - QC</td><td>British Columbia Institute of Technology</td></tr><tr><td>Carleton University - ON</td><td>Canadian Institute of Business & Technology - AB</td></tr><tr><td>Concordia University - QC</td><td>Canadore College - ON</td></tr><tr><td>McGill University - QC</td><td>Centennial College - ON</td></tr><tr><td>McMaster University - ON</td><td>Conestoga College - ON</td></tr><tr><td>Memorial University - NF</td><td>Durham College - ON</td></tr><tr><td>Montreal University</td><td>Fanshawe College - ON</td></tr><tr><td>Mount Royal University</td><td>George Brown College - ON</td></tr><tr><td>Ryerson University - ON</td><td>Georgian College - ON</td></tr><tr><td>Sherbrooke University - QC</td><td>Greystone College</td></tr><tr><td>Simon Fraser University - BC</td><td>Humber College - ON</td></tr><tr><td>St. Mary's University - NS</td><td>Keyin College - NL</td></tr><tr><td>Thompson Rivers University Open Learning</td><td>Lakeland College - AB</td></tr><tr><td>University College of Cape Breton</td><td>Lambton College - ON</td></tr><tr><td>University of Alberta</td><td>Loyalist College - ON</td></tr><tr><td>University of Calgary</td><td>Mohawk College - ON</td></tr><tr><td>University of Manitoba</td><td>Niagara College -- ON</td></tr><tr><td>University of Ottawa</td><td>Northern Alberta Institute of Technology</td></tr><tr><td>University of Quebec</td><td>Nova Scotia Community College</td></tr><tr><td>University of Regina</td><td>Open Learning Centre - BC</td></tr><tr><td>University of Saskatchewan</td><td>Seneca College - ON</td></tr><tr><td>University of Toronto</td><td>Sheridan College - ON</td></tr><tr><td>University of Victoria</td><td>Southern Alberta Institute of Technology</td></tr><tr><td>University of Western Ontario</td><td></td></tr><tr><td>University of Windsor</td><td></td></tr><tr><td>Wilfrid Laurier University - ON</td><td></td></tr><tr><td>York University - ON</td><td></td></tr></table>	Acadia University Algonquin College British Columbia Institute of Technology Brock University Centennial College Conestoga College Institute of Technology and Advanced Learning Fanshawe College Lawrence Kinlin School of Business Georgian College - Canadian Automotive Institute Humber College Keyano College Lambton College MacEwan University McMaster University School of Engineering Technology Memorial University of Newfoundland (MUN) Mohawk College School of Business Mount Saint Vincent University NAIT - Northern Alberta Institute of Technology Olds College School of Business Red Deer College SAIT - Southern Alberta Institute of Technology SIAST - Saskatchewan Institute of Applied Science and Technology Seneca College St. Francis Xavier University Gerald Schwartz School of Business

Source: http://cim.ca/prodev/universities   Source: http://cim.ca/prodev/accredited

Appendix 4 Terms of Reference

Certificate in Management and Administration
Terms of reference Advisory Committee

1. Status

   The Advisory Committee to the Certificate is established by and reports to Continuing and Professional Studies, Division of Extended Education, The University of Manitoba.

2. Purpose

   The Committee provides an advisory liaison function between Continuing and Professional Studies, relevant faculties, industry sectors that the program serves and professional associations as deemed appropriate. Its purpose is to:

   - Monitor the relevance and currency of the certificate program;
   - Provide advice on continuous development and revision of courses in the certificate and the certificate program as a whole.
   - Provide updates on industry trends and relevant competencies required in the workplace.

3. Composition

   The CIMA Advisory Committee will consist of the following representatives:
   - Area Director, Continuing and Professional Studies (Ex Officio)
   - Academic Staff Member, Extended Education Division
   - 2 Faculty members: 1 from Arts (BAIS) and Asper (management expertise)
   - 1 or 2 Representatives from CIM (local and/or national board)
   - 2 Representatives from public sector, such as Manitoba Hydro or crown corporation and private sector (e.g. a credit union or Standard Aero)
   - Student representative

   Other representatives may be added or deleted from time to time.

4. Terms of Office

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

   4. l   A committee chair will be selected by appointment by the Committee.
   4. 2   Vacancies due to resignations will be filled by appointment by the Committee.

5. Meetings

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

5.1   Attendance by 60% of the Committee members shall represent a quorum in order that the Committee may achieve a reasonable consensus in its advisory functions.

5.2   The chair will provide minutes and an agenda to the committee members.

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

6.   <u>Functions of the Committee</u>

The Committee is established to provide liaison, guidance, and advice to Continuing and Professional Studies on matters related to the certificate program.

- The Committee shall assist in the recruitment of instructors by suggesting names of potential instructors.
- The Committee shall assist in program promotions and the general communication of information regarding program activities within the profession, industry and community.
- The Committee shall advise on the needs for revisions to the existing Certificate Program, as well as on the need for seminars/workshops, courses and conferences in relevant fields of study, and shall promote these programs.
- The Committee shall advise on the design, delivery, course content and resources to ensure the program remains relevant, effective and efficient.
- The committee shall make recommendations regarding the appropriateness of curriculum, admission criteria and training needs.
- The Committee shall bring to the attention those factors which are likely to affect existing or future programs including trends in relevant fields; and the existence of programs which duplicate those offered by Continuing and Professional Studies.
- From time to time, the Committee shall conduct evaluations of the Certificate Program to assist in identifying program strengths and weaknesses.
- From time to time, the Committee shall conduct needs assessment for the Certificate Program to meet the training and educational needs of the community.

Appendix 5 – Financial Plan CIMA

New Program Delivery
Financial Plan

	Notes		Year 1 #	Year 1 Total	Year 2 #	Year 2 Total	Year 3 #	Year 3 Total	Year 4 #	Year 4 Total	Year 5 #	Year 5 Total
		8	30	126,000	40	168,000	50	210,000	50	210,000	50	210,000
Tuition Fee Domestic	$525											
Tuition Fee International	$525	8	0	0	0	0	0	0	0	0	0	0
Admission Fee Domestic	$100	1	30	3,000	40	4,000	50	5,000	50	5,000	50	5,000
Admission Fee International	$300	1	0	0	0	0	0	0	0	0	0	0
				129,000		172,000		215,000		215,000		215,000
Total Revenue												
Direct costs												
Instructor salaries	$110/student		3	9,900	3	13,200	3	16,500	3	16,500	3	16,500
Benefits	20%			1,980		2,640		3,300		3,300		3,300
Miscellaneous				1,000		1,000		1,000		1,000		1,000
Marketing	7%			9,030		12,040		15,050		15,050		15,050
Online Development												
Total direct costs				21,910		28,880		35,850		35,850		35,850
Operating margin				107,090		143,120		179,150		179,150		179,150
Area Overhead and Salaries	30%	expenses		6,573		8,664		10,755		10,755		10,755
Division Overhead	20%	expenses		4,382		5,776		7,170		7,170		7,170
Net				96,135		128,680		161,225		161,225		161,225

Appendix 6 Marketing Plan CIMA

**Certificate in Management and Administration
Marketing Plan**

Program Area
Continuing and Professional Studies

Project
Three year promotion plan: Certificate in Management and Administration (CIMA)

Program details

- Part-time program
- Offered in multiple delivery formats
- Per course fee: $525
- Pre-requisite: university entrance

Marketing Objective

- Year 1 (2016): 30 new students admitted in 2016
- Year 2 (2017): 30 new students admitted in 2017
- Year 3 (2018): 40 new students admitted in 2018

Target Audience

- Working professionals in entry-level positions who are looking to take on a management role within their organization.
- Recent college and university graduates who are looking for specific management training and a professional designation.

Communications Objective

- Encourage identified targets to seek more information about the CIMA
- Increase awareness of the CIMA

Key fact or benefit

- Online format allows students to work and earn the CIMA simultaneously

Tactics

Year 1.
Focus on local organizations and individuals with a past experience with UM. Establish advising services, support collateral and sales targeting local organizations we have relationships with.

Develop the following collateral, web and supports:

- Informative webpage
- Facebook and LinkedIn campaigns to create program awareness
- Tearsheet/information piece.
- Promo button. CAPS landing page button.
- Letter/email copy for advisor to use to respond to inquiries.
- Local ads and direct mail (detailed below)

Years 2 and 3

In addition to year 1 activity, advertise in select publications in Winnipeg and alumni channels to reach outside Winnipeg markets, including international audiences

Certificate Proposal Submitted to Senate for Concurrence without Debate

Proposed Certificate Name: Certificate in Applied Management: Customer Service Specialization

Proposal Submitted by: Extended Education Council

Purpose of Certificate Program: As an umbrella, the Certificate in Applied Management (CAM) program was approved by the University Senate in 1996. The program is intended to provide a framework for the delivery of certificate programming that meets the needs of sectors and organizations that require training programs which include both general management skills and industry-specific courses of study. Typically, the intended audiences of a CAM specialization are organization or sector-specific. The CAM Customer Service Specialization (CSS) is offered in partnership with the Manitoba Customer Contact Association (MCCA), an industry association comprised of Manitoba companies and organizations associated with the customer contact (an operation with a primary focus on Customer Contact Enhancement) sector.

Certificate Program Objectives: Extended Education's partnership with MCCA is not new. Together, the two partners have delivered a Certificate in Interdisciplinary Studies: Customer Contact Centre Management since 2005.Over the last few months, representatives from both CAPS and MCCA have met to express their continued interest in working together, and to formulate a plan to address enrolment trends. As a result of these discussions, the Certificate in Applied Management was identified as a more suitable certificate option for the following reasons:

- Courses delivered under the CAM program provide relevant and more comprehensive skills development for MCCA students interested in upgrading their general management skills.
- The courses delivered under the umbrella of CAM are also foundation courses in a number of other CAPS certificate programs, such as HRM and CIM. As a result, delivery of these courses will not depend on enrollment numbers of a single client cohort. In fact, MCCA clients will benefit from the fact that all of the proposed courses are regularly offered in face-to-face, blended and online formats.
- The Certificate in Applied Management has proven to be a popular pathway program for students. Enrollment data has shown that many students who complete a CAM program often go on to complete either the HRM or CIM program. These laddering opportunities will now also be open to MCCA clients.
- As a whole, the program will be more marketable as a stand-alone program. MCCA has expressed its interest in promoting the program beyond its current membership. In the future, the goal is for both partners to market the program beyond the existing MCCA client base, in an effort to attract students who are interested in customer service as a career path.

Program Overview: The CAM CSS supports the professional development goals of the Manitoba Customer Contact Association (MCCA), an industry association comprised of Manitoba companies and organizations associated with the customer contact (an operation with a primary focus on Customer Contact Enhancement) sector. The program outline is as follows:

University of Manitoba	MCCA

Required Courses	
MGMT 0100 Canadian Business: An Introduction (36 hrs)	Customer Relationship Management (36 hrs)
FINC 0200 Introductory Accounting for Business (36 hrs)	Operations Management (36 hrs)
Elective Options (students select 1)	*Elective Options (students select 1)*
MGMT 0110 Organizational Behaviour (36 hrs)	Technology Applications for Customer Service Enhancements (36 hrs)
HRM 0100 Managing the Human Resource Function (36 hrs)	Leadership Skills for Customer Service Managers (36 hrs)
	Skills for Managing Customer Service Performance (36 hrs)

Number of contact hours: 216 contact hours.

Number of core courses: As required for the CAM program matrix, the CSS specialization combines required CAM courses (totalling 108 course hours) with a set of complementary customer service courses (totalling 108 course hours).

Expected time for program completion: Students must complete the program within 6 years of the date of registration.

Will at least 50% of instructional contact hours be delivered by the U of M: Yes.

Have IST and Libraries been consulted: Yes.

List of Participants and Constituents consulted: CAPS and MCCA worked together to create the CAM-CSS.

Will this certificate operate on a cost-recovery basis? Yes.

Date of Council approval: August 25, 2015.

Proposal for Certificate in Applied Management: Customer Service Specialization

1.0 Program Description

1.1 Title of Proposed Program:

Certificate in Applied Management: Customer Service Specialization

1.2 Credential Proposed (certificate, post-baccalaureate certificate):

The proposed program will be offered at the certificate level.

1.2.1 Rationale for the credential proposed

As an umbrella program, the Certificate in Applied Management (CAM) program was approved by the University Senate in 1996. The program is intended to provide a framework for the delivery of certificate programming that meets the needs of sectors and organizations requiring training programs which include both general management skills and industry-specific courses of study. Typically, the intended audiences of a CAM specialization are organization or sector-specific. Continuing and Professional Studies (CAPS) currently delivers the following CAM specializations:

- CAM: Utilities Management in partnership with Manitoba Hydro
- CAM: Organizational Effectiveness in partnership with QNET
- CAM: Retail Management in partnership with Manitoba Lotteries and Liquor

The CAM: Customer Service Specialization (CAM: CSS) was developed in response to the need for professional development in Manitoba's customer service sector in partnership with the Manitoba Customer Contact Association (MCCA).

1.3 Indicate whether this is a new program/major revision to an existing program.

The CAM: CSS is a new program that will take the place of the Certificate in Interdisciplinary Studies: Customer Contact Centre Management (CIS: CCCM), which the Extended Education Division (Division) has offered in partnership with MCCA since 2005. Due to low enrolment in two courses offered only to this specialized group (Supervisory Management I and II), no admissions have been accepted for the past two years, although the program remains open.

Any students enrolled in the CIS: CCCM program within the last six years will be allowed to complete the certificate and/or transfer into the new program. The Division will formally recommend to Senate that the CIS: CCCM program be closed and relevant courses deleted once its Faculty Council has endorsed the closure.

<u>Comments of the Senate Executive Committee</u>:
The Senate Executive Committee endorses the report to Senate.

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1.4 Purpose of the Program

1.4.1 Description/overview of the program [as it will appear in the Academic Calendar]

The CAM: CSS supports the professional development goals and management training needs of the Manitoba Customer Contact Association (MCCA), an industry association comprised of Manitoba companies and organizations associated with the customer contact sector.

1.4.2 Program objectives

The CAM: CSS program is designed to:
- Provide knowledge and skills in customer service management;
- Provide relevant and comprehensive skills development for MCCA students interested in upgrading their general management skills; and
- Provide a pathway for students interested in completing other CAPS programs.

1.5 Academic unit (within the Division) making the proposal

The program is being proposed by the CAPS area of the Extended Education Division (Division).

1.5.1 Other academic units within the University / external agencies that are partners to the proposal and the roles, responsibilities, and expectations of the partners in the development and delivery of the program.

CAPS, in partnership with MCCA, created the CAM: CSS program. MCCA courses are reviewed and approved by CAPS on an annual basis. MCCA developed a series of courses based on the needs of its member companies.

MCCA is responsible for all aspects of delivery of its courses, recruitment of MCCA clients into its program, and promotion of the University of Manitoba (UM)/MCCA partnership to its client base.

UM is responsible for registration of students into UM courses, all aspects of delivery of UM courses and graduation.

1.5.2 Name of the Program Director submitting the program proposal

The Area Director is Stephanie Olson.

1.6 Indicate whether the program would be ongoing or offered for a limited period of time.

The program is intended to be ongoing, provided there is a continued market demand and enrolment levels that justify its continuation.

2.0   Needs Assessment

CAM specializations are developed to meet the needs of a specific workforce, so each program is developed in careful consultation with the partner organization. At least 50 percent of each program is offered by CAPS and addresses the common needs of management and leadership development through a range of foundational courses that are also offered in other certificate programs. So while no new programming is developed for CAM specializations, relevant courses are selected according to the needs of each partner. The partner, in consultation with CAPS, develops and delivers courses relevant to its particular sector.

MCCA and CAPS expressed interested in developing a program that will offer MCCA clients professional development opportunities in a more sustainable and relevant manner. MCCA members include companies that provide customer services such as City of Winnipeg – 311, MTS, Skybridge Americas Inc., Western Financial, and Steinbach Credit Union, to name just a few. It supports the industry by developing best practices and coordinating career awareness, training and networking opportunities to ensure necessary customer service skills are developed to meet industry needs.

2.1   Assessment or consultation process used to identify the intended audience, their educational needs, their demand for the program, and potential supports for and barriers to participation.

During the consultation process, the identification of intended audience, educational needs, program demand, educational factors related to the audience, and barriers and supports were considered in partnership with the partner organization.

2.2   Explain why this method was selected and what method was used to ensure that the information is credible.

The initial success of the CIS: CCCM program and the ongoing need for professional development encouraged CAPS and MCCA to develop a new program that not only updated the offerings for MCCA members, but provided a new audience for other CAPS programs.

2.3   Characteristics of the intended audience, including its size, educational level, and employment factors related to the audience, and potential supports for and barriers to participation.

As the low enrolment in two courses offered only to this group was the major barrier to program success, CAPS offerings were adjusted to include courses that are offered through other programs and are timely and relevant across all areas of management.

3.0   Design and Delivery

3.1   Program structure and objectives including course / module titles, course / module descriptions, contact or equivalent hours, required and elective courses, prerequisites, and expected course progression.

3.1.1   Program structure

As required for the CAM program matrix, the CSS specialization combines required CAM courses (totalling 108 course hours) with a set of complementary customer service courses (totalling 108 course hours). A total of 216 contact hours are required to successfully complete the program. All MCCA courses have been reviewed and updated for relevancy in partnership with CAPS.

The courses Supervisory Management I and II will no longer be offered.

University of Manitoba	MCCA
Required Courses	
MGMT 0100 Canadian Business: An Introduction (36 hrs)	Customer Relationship Management (36 hrs)
FINC 0200 Introductory Accounting for Business (36 hrs)	Operations Management (36 hrs)
Elective Options (students select 1)	*Elective Options (students select 1)*
MGMT 0110 Organizational Behaviour (36 hrs)	Technology Applications for Customer Service Enhancements (36 hrs)
HRM 0100 Managing the Human Resource Function (36 hrs)	Leadership Skills for Customer Service Managers (36 hrs)
	Skills for Managing Customer Service Performance (36 hrs)

3.1.2   Program objectives

The CIS: CCCM program was aimed at entry-level team leaders, supervisors and managers within the customer contact industry, i.e. MCCA's primary client-base. Its goal was to prepare students to work as supervisors and managers in the customer contact industry. While the relationship with the MCCA has been an important one for CAPS in that it provided the opportunity for delivery of unique and industry-specific programming, it also presented challenges linked to enrollment trends. More specifically, the required core courses delivered by CAPS, Supervisory Management I and Supervisory Management II, were primarily developed and delivered to support the partnership arrangement with MCCA. Yet, over the past number of years, these courses had to be cancelled as a result of low enrollment. Wishing to maintain the partnership, CAPS and

MCCA met to express their continued interest in working together, and to formulate a plan to address the challenges. As a result of these discussions, the CAM was identified as a more suitable certificate option and is regarded as mutually beneficial for the following reasons:

- Courses delivered under the CAM program provide relevant and more comprehensive skills development for MCCA students interested in upgrading their general management skills.

- The courses delivered under the umbrella of CAM are also foundation courses in a number of other CAPS certificate programs, such as the Certificate in Human Resource Management (HRM) and the Certificate in Management and Administration (CIMA). As a result, delivery of these courses will not depend on enrollment numbers of a single client cohort. In fact, MCCA clients will benefit from the fact that all of the proposed courses are regularly offered in face-to-face, blended, and online formats.

- The Certificate in Applied Management has proven to be a popular pathway program for students. Enrollment data has shown that many students who complete a CAM program often go on to enroll in either the HRM or CIMA program. These laddering opportunities will now also be open to MCCA clients.

- As a whole, the program will be more marketable as a stand-alone program. MCCA has expressed its interest in promoting the program beyond its current membership. In the future, the goal is for both partners to market the program beyond the existing MCCA client base, in an effort to attract students who are interested in customer service as a career path.

3.1.3   Course descriptions and contact hours

MCCA required courses have not changed, but the electives have been updated to meet industry demands. CAPS courses have already been developed for other programs. Course descriptions for both the CAPS and MCCA courses can be found in Appendix 1.

3.1.4   Course prerequisites and progression

There is no prescribed progression or prerequisites for completing the program. Students can complete the courses in the order of their preference.

3.2   Rationale for program structure and objectives

The program is designed to meet the needs of students working on a full-time basis with courses offered on a rotational basis in a variety of formats. While the relationship with the MCCA has been an important one for CAPS in that it provided the opportunity for delivery of unique and industry-specific programming, it also experienced challenges primarily linked to enrollment trends. CAPS is interested in maintaining a partnership with MCCA and

delivering a program that would utilize relevant courses from other CAPS offerings.

3.3   Teaching methods and delivery format. Use of flexible study methods and why such methods are/are not selected.

Adult education pedagogy and strategies will be employed in both the CAM and MCCA courses. CAPS courses will be offered in face-to-face, blended and online formats depending on the preferences of the students, location of the students, and/or the most advantageous business arrangement for UM. All of MCCA's courses will be offered in a face-to-face format.

3.4   Location where program will be delivered.

The CAPS courses are offered at the Fort Garry campus and through blended and online formats, while the MCCA courses will be offered face-to-face on their premises.

3.5   Existing courses available elsewhere in the Division or University that could be used or modified for use in the program.

All of the courses delivered under the umbrella of CAM are also foundation courses in a number of other CAPS certificate programs, such as HRM and CIMA. As a result, delivery of these courses will not depend on enrollment numbers of a single client cohort. In fact, MCCA clients will benefit from the fact that all of the proposed courses are regularly offered in face-to-face, blended and online formats.

3.6   Course outlines for existing courses offered by the Division or the University that will be accepted for credit in the program.

All CAPS courses are offered in other programs. See 5.3 and Appendix 1.

3.7   Degree programs in the same area and provisions for transfer credit.
N/A

3.8   Similar programs offered at other Canadian institutions. Attach the webpage or calendar description.

N/A. The CAM: CSS program was designed with the needs of a specific Manitoba sector in mind. There is no competition for this program within the province or country.

4.0   Resources

4.1   Teaching personnel required in the program and their availability

Qualifications of the instructors for the CAM core courses will be consistent with

CAPS standards. Instructors will have a Masters' degree, expertise in their content area, experience teaching adult learners at the post-secondary level, and experience teaching in an online learning environment. The qualifications for instructors of MCCA specialization courses will include a combination of at minimum a bachelor's degree as well as extensive experience in the field of study. Prior to the start of each cycle of delivery, CAPS will review the proposed teaching cadre.

4.2   Provision for orientation, training, and instructor development/supports

Instructors will receive an orientation to UMLearn. Other courses, workshops and seminars will also be available to instructors through the UM Centre for the Advancement of Teaching and Learning (CATL). Ongoing support will be available to instructors through the Division, as required.

4.3   Library resources to support the program

The UM has adequate library resources to support his program, including the Dafoe Library. A letter from the Dafoe Library confirms its ongoing ability to support the CAM: CSS. See Appendix 2.

4.4   Instructional media resources required to support the program

Instructors and students will require access to UM's learning management system UMLearn and support network for online and blended classes.

4.5   Laboratory or field placement facilities required to support the program

The CAM: CSS program does not require laboratory or field placement services.

4.6   Counselling or student advising not normally provided by staff within the unit

The CAM: CSS program does not require unique counselling or student advising.

4.7   Additional resources required for program delivery

The CAM: CSS program does not require additional resources to support the program.

5.0   Operations and Management

5.1   Advisory / Program Committee

5.1.1   Describe the membership and representation

See Appendix 3.

5.1.2 Terms of reference

See Appendix 3.

5.2 Conditions for admission, including selection criteria, selection process, and the authority to approve admission decisions

The standard admission criteria for a certificate program (i.e. university entry as evidenced by a high-school diploma) apply. Application requirements include an official high-school transcript and/or proof of admission into an institution of higher learning. Admissions to the program will be authorized by the Area Director.

5.3 Transfer credit arrangements negotiated during the development stage

All CAM courses are transferable to CAPS CIMA and/or HRM programs:

CAM-CSS	CAPS Program
Required Courses	
MGMT 0100 Canadian Business: An Introduction (36 hrs)	CIMA and HRM
FINC 0200 Introductory Accounting for Business (36 hrs)	CIMA
Elective Options	
MGMT 0110 Organizational Behaviour (36 hrs)	CIMA and HRM
HRM 0100 Managing the Human Resource Function (36 hrs)	CIMA and HRM

5.4 Expected frequency of course offerings

The CAPS courses are offered on a regular basis in both face-to-face and online formats. MCCA courses are offered regularly in a face-to-face format.

5.5 Minimum and maximum times for completing the program

Students must complete the program within 6 years of the date of first registration.

6.0 Evaluation

6.1 Student assessment

6.1.1 Describe the type of student assessment to be used

Assessment of learning in core CAM courses will adhere to existing Division and UM standards. Assessment of learning in MCCA specialization courses will be on a letter grade basis. To receive the CAM: CSS credential, students are required to successfully complete all requirements for the MCCA specialization courses and three CAM courses.

6.1.2 Describe the grading system (pass/fail, letter grade, numerical)

As per the UM grading system, final grades in CAPS courses are expressed as letters, ranging from D, the lowest passing grade, to A+, the highest (see below).

Letter Grade	Numerical Score	Explanation	Grade Point
A+	90-100	Exceptional	4.5
A	80 -89	Excellent	4.0
B+	77- 79	Very Good	3.5
B	70 -76	Good	3.0
C+	67 -69	Satisfactory	2.5
C	60 -66	Adequate	2.0
D	50 -59	Marginal	1.0
F	Under 50	Failure	0.0

While a letter grade of D (50-59) is considered a marginal pass in a course, participants must achieve a minimum letter grade of C (60-66) in each course in order to progress within the program. A student may choose to repeat the course during the next program intake.

MCCA courses will be graded on the following scale:

A+   90% and above
A   80-89%
B+   75-79%
B   70-74%
C+   67-69%
C   60-66%
D   50-59%
F   49% and below

6.1.3 Identify the criteria for successful completion of the program

Students must complete all CAPS and MCCA courses with a minimum letter grade of C (60-66) in each course.

6.2 Program / Instructor evaluation

6.2.1 Method of course and instructor evaluation to be used

The University's Students' Evaluation of Educational Quality (SEEQ) will be used for all courses delivered by CAPS.

6.2.2 Describe the procedures for, and frequency of, the course and program evaluations

Upon completion of the first offering, focus groups will be held with instructors and randomly selected students and graduates. Combined with feedback from the Program Advisory Committee, the program will be reviewed and revised as needed.

The success of the CAM: CSS will be evaluated using the performance indicators identified in in the table below.

Performance Indicators

Enrolment Rate	Individual program offerings register 5-15 new students
Graduation Rate	75% of students graduate from the program
Graduate Satisfaction	Participants report the program had a positive impact on their ability to do their job
Student Satisfaction	85% of participants are satisfied or strongly satisfied with the quality of their learning experience throughout the program
Program Sustainability	Applications to participate are maintained or increased for each offering Program contributes to Area's net revenue

7.0 Financial Plan

See Appendix 4.

8.0 Market Plan

See Appendix 5.

Appendix I - Course Descriptions

Courses delivered by Continuing and Professional Studies

Course Name: *Canadian Business: An Introduction*
Course Hours: 36 hours

Course Description:
This course provides an introduction to the Canadian business environment, focusing on ethics, culture, social responsibility, international business, management of human resources, marketing strategy and forms of business ownership, all of which provide the foundation for future business courses. Through instructor presentations, online forum discussions, readings and assignments, students will develop an understanding of key business concepts.

Course Objectives:

Upon completion of the course, students will be able to:

- Identify, interpret and explain basic and key concepts on a variety of business topics;
- Develop and present a basic business case and analysis;
- Apply key business concepts to a chosen business or not-for-profit organization.

Course Name: *Introductory Accounting for Business*
Course Hours: 36 hours

Course Description:
This introductory course is designed to help develop an understanding of how accounting information is prepared and used. The course covers financial and management accounting topics including: an introduction to the accounting and financial reporting process and an analysis of balance sheets and income statements, a study of cost behavior and estimation techniques, and the budgeting process.

Course Objectives:

Upon completion of the course, students will be able to:

- Apply the terminology used in both financial and managerial accounting to problems that simulate real-life accounting practice;
- Illustrate the use of debits and credits through the preparation of journal entries;
- Demonstrate how business transactions are recorded and summarized by preparing financial statements;
- Evaluate and interpret a company's general purpose financial statements;
- Identify the behavior of various manufacturing costs and recognize how those costs respond to changes in activity level;
- Identify the costing of manufactured products;
- Apply the concepts of cost-volume-profit analysis;
- Prepare budgets, both for planning and control purposes.

Course Name: *Organizational Behaviour*
Course Hours: 36 hours

Course Description:
Organizational Behaviour is the study of how people behave within the context of a specific organization. Students will explore individual, group, organizational and systemic factors that influence the behavior of an individual within an organization. Students will leave the course with basic knowledge of theories, tools and tactics to utilize and consider when dealing with staff and organizational issues.

Course Objectives:
Upon completion of the course, students will be able to:

- Accurately assess the root causes of employee (internal vs. external) behavior and identify ways of appropriately addressing the behavior;
- Recognize that the medium used to convey a message can change the message and identify ways of managing messages;
- Use motivational theory to create processes that improve employee productivity;
- Use feedback, reward systems, and operant conditioning methods to shape employee behavior;
- Identify and analyze ethical decision making and ways of implementing group or individual decision making;
- Identify ways of managing and reducing conflict to achieve the goals of the organization;
- Identify the different styles of leadership and describe how situational leadership determines which leadership style is best;
- Propose ways of managing organizational teams that best meet the needs of the situation;
- Identify and analyze theoretical models of organizational culture to provide meaningful real-life managerial advantages;
- Assess organizational structure and systems to identify ways of optimizing organizational performance.

Course Name: *Managing the Human Resource Function*
Course Hours: 36 hours

Course Description:
This course introduces strategic management of the human resource function within various types of organizations. While taking into account recent changes in the economic, social and legal environment, it examines the essential functions of recruitment, selection, performance management, training and development, union/management relations and compensation.

Course Objectives:
Upon completion of the course, students will be able to:

- Describe the function of human resources from a theoretical and practical perspective;
- Recognize human resource issues;
- Analyze the implications to organizations and their employees;
- Determine the available options for addressing these issues.

<u>MCCA Customer Service Course Descriptions</u>

There is a common evaluation criteria and grading scale for all MCCA courses, as outlined below:

Evaluation:

Item	% of Course Grade	Description
Attendance	5%	Each course is 36 hours
Mid-Term Exam	25%	Short Answer/Multiple Choice
Learning Log	25%	A record of the progress of learning and the application of the learning to the situational perspective of the student. The log is a means of stimulating dialogue and discussion to explore thoughts and ideas, and a place to address the kinds of uncertainty that accompanies new learning.
Class Participation/ Presentation	20%	
Final Exam	25%	

Grading:
Students receive a letter grade for each course, based on the following scale:
A+   90% and above
A   80-89%
B+   75-79%
B   70-74%
C+   67-69%
C   60-66%
D   50-59%
F   49% and below

Course name: *Operations Management*
Course Hours: 36 hours

Course Description:
Operations Management will introduce students to the fundamental concepts, theories and practices related to the operation of an organization and show how managers can use key concepts such as forecasting, scheduling, service management, marketing and technology. Particular emphasis will be focused on examining the concepts and evaluating them from an operational and strategic perspective. This course requires the active participation of students in both a class and group setting.

Course Objectives:
Upon completion of the course, students will be able to:

- Understand the key components of operations that contribute to service delivery pertaining to various industries;
- Understand the forecasting and scheduling process and how they contribute to achieving a set service level;
- Understand how to perform root cause analysis to identify problems and issues with service delivery;
- Identify the common causes for poor service delivery and dissatisfied customers;
- Describe the metrics and Key Performance Indicators to ensure service delivery according to organizational goals.

Course Name: *Customer Relationship Management*
Course Hours: 36 hours

Course Description:
This course will provide a comprehensive examination of Customer Relationship Management (CRM) by introducing students to fundamental concepts, theories and practices of CRM. The course will provide the student with the opportunity to develop strategies to work as a leader within his or her own organization. This course requires the active participation of students.

Course Objectives:
Upon completion of the course, students will be able to:

- Identify the dynamics and economics of customer acquisition, retention, value and access;
- Understand how to evaluate the effectiveness of service delivery and its impact on customers;
- Understand relationship-building strategies;
- Demonstrate an understanding of how to execute a strategy that aligns human resources, business processes, and technology to assure a positive customer experience.

Course Name: *Technology Applications for Customer Service Enhancements*
Course Hours: 36 hours

Course Description:
This course will explain the fundamentals of contact centre technology, and explore ways current technology might evolve. It examines different methods of obtaining this technology, and outlines how to protect the contact centre through disaster planning. Understanding contact centre technology is an important step to providing better service to customers. Having technical knowledge of the contact centre environment is a considerable advantage when few employees really understand the technology they are working with.

Course Objectives:
Upon completion of the course, students will be able to:

- Assess the company's technological needs;

- Understand the technical capabilities of contact centres;
- Understand how contact centre technology has changed over the years to where it is now;
- Calculate the contact centre requirements from a traffic engineering perspective;
- Predict how new technological advancements will impact the contact centres;
- Develop policies and procedures to protect the contact centre from disasters and technical hackers.

Course Name: *Leadership Skills for Customer Service Managers*
Course Hours: 36 hours

Course Description:
This course is intended to provide students with skills and tools to enhance their leadership capabilities. It is designed to develop innovative, effective and inspiring business leadership. It presents the critical components of a comprehensive and effective plan. This course will benefit any leaders in an organization, whether they are seasoned supervisors, just starting out, preparing or in training for a leadership role.

Course Objectives:
Upon completion of the course, students will be able to:

- Understand the impacts of leadership styles;
- Use effective leadership styles to build trust and inspire others;
- Demonstrate an understanding of emotional intelligence;
- Develop self-control, adaptability, empathy and positive communication skills;
- Incorporate new time management practices; prioritizing tasks, extend planning horizon and maintain momentum;
- Understand the delegation process and how to select tasks and overcome barriers preventing the ability to delegate;
- Conduct phases of performance management including setting expectations, assessing performance and providing ongoing coaching and feedback;
- Recognize signs of engagement, disengagement and select strategies for increasing employee engagement;
- Assess and adapt to varying communication styles;
- Understand the use of empowering questions and strategic communication.

Course Name: *Skills for Managing Customer Service Performance*
Course Hours: 36 hours

Course Description:
Skills for Managing Customer Service Performance will ensure that you have the skills required to create a healthy environment and manage the ongoing performance of your direct reports. This course includes managing the termination of employees should this become a necessity.

Course Objectives:
Upon completion of the course, students will be able to:

- Maintain a healthy environment to maximize investment in employees by being proactive;

- Communicate expectations to employees and hold them accountable;
- Use methods to diagnose the root cause of poor performance;
- Understand conflict resolution and apply it to address performance issues;
- Communicate with purpose to maintain a positive and productive work environment;
- Use SMART goals to coach for performance improvement;
- Complete necessary documentation from verbal warning to termination;
- Understand the legal aspects of termination.

Appendix 2 – Letter of Support from Dafoe Library

University of Manitoba Libraries

Inter-Departmental Correspondence

UNIVERSITY
OF MANITOBA

Libraries

Date: **September 11, 2015**

To: Kathleen Legris

From: Lyle Ford

RE: **Proposed Curriculum Change**

Department: Extended Education

                    Course Name   Certificate in Applied Management: Customer Service Specialization

Thank you for informing the Libraries of the change involving: the offering of a new certificate program comprised of courses currently offered in other Extended Education programs that the libraries already successfully supports.

The Libraries' collection will continue to be able to support the course.

cc Coordinator, Collections Management
     Head, Unit Library

Appendix 3 – Terms of Reference

Certificate in Applied Management: Customer Service Specialization
Terms of reference Advisory Committee

1.   Status

The Advisory Committee to the Certificate is established by and reports to Continuing and Professional Studies, Division of Extended Education, The University of Manitoba.

2.   Purpose

The Committee provides an advisory liaison function between Continuing and Professional Studies, relevant faculties, industry sectors that the program serves and professional associations. Its purpose is to:
- Monitor the relevance and currency of the certificate program;
- Provide advice on continuous development and revision of individual courses and the program as a whole.
- Provide updates on industry trends and relevant competencies required in the workplace.

3.   Composition

The Advisory Committee will consist of the following representatives:
- Area Director, Continuing and Professional Studies (ex officio)
- 1 academic staff member from Extended Education
- 1 UM faculty member
- 1 representative from MCCA
- 2 representatives from the public and/or private sector representing the MCCA membership
- 1 student representative

Other representatives may be added or deleted from time to time.

4.   Terms of Office

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

4. l   A committee chair will be selected by appointment by the Committee.
4. 2   Vacancies due to resignations will be filled by appointment by the Committee.

5.   Meetings

The Committee will meet a minimum of twice annually or at the call of the chair or at the request of other Committee members.
5.1   Attendance by 60% of the Committee members shall represent a quorum in order that the Committee may achieve a reasonable consensus in its advisory functions.
5.2   The chair will provide minutes and an agenda to the committee members.

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

6.   Functions of the Committee

The Committee is established to provide liaison, guidance, and advice to Continuing and Professional Studies on matters related to the certificate program.
-     The Committee shall assist in the recruitment of instructors by suggesting names of potential instructors.
-     The Committee shall assist in program promotions and the general communication of information regarding program activities within the profession, industry and community.
-     The Committee shall advise on the needs for revisions to the existing Certificate Program, as well as on the need for seminars/workshops, courses and conferences in relevant fields of study, and shall promote these programs.
-     The Committee shall advise on the design, delivery, course content and resources to ensure the program remains relevant, effective and efficient.
-     The committee shall make recommendations regarding the appropriateness of curriculum, admission criteria and training needs.
-     The Committee shall bring to the attention those factors which are likely to affect existing or future programs including trends in relevant fields; and the existence of programs which duplicate those offered by Continuing and Professional Studies.
-     From time to time, the Committee shall conduct evaluations of the Certificate Program to assist in identifying program strengths and weaknesses.
-     From time to time, the Committee shall conduct needs assessment for the Certificate Program to meet the training and educational needs of the community.

Appendix 4 – Financial Plan CAM: CSS

New Program Delivery
Financial Plan

	Notes			Year 1 #	Year 1 Total	Year 2 #	Year 2 Total	Year 3 #	Year 3 Total	Year 4 #	Year 4 Total	Year 5 #	Year 5 Total
			3	15	23,625	15	23,625	20	31,500	20	31,500	20	31,500
Tuition Fee Domestic	$525												
Tuition Fee International	$525		3		0	0	0	0	0	0	0	0	0
Admission Fee Domestic	$100		1	15	1,500	15	1,500	20	2,000	20	2,000	20	2,000
Admission Fee International	$300		1		0	0	0	0	0	0	0	0	0
					25,125		**25,125**		**33,500**		**33,500**		**33,500**
Total Revenue													
Direct costs													
Instructor salaries	$110/student			3	4,950	3	4,950	3	6,600	3	6,600	3	6,600
Benefits	20%				990		990		1,320		1,320		1,320
Miscellaneous					1,000		1,000		1,000		1,000		1,000
Marketing	7%				1,759		1,759		2,345		2,345		2,345
Online Development													
Total direct costs					**8,699**		**8,699**		**11,265**		**11,265**		**11,265**
Operating margin					*16,426*		*16,426*		*22,235*		*22,235*		*22,235*
Area Overhead and Salaries	30%	expenses			2,610		2,610		3,380		3,380		3,380
Division Overhead	20%	expenses			1,740		1,740		2,253		2,253		2,253
Net					**12,077**		**12,077**		**16,603**		**16,603**		**16,603**

Appendix 5 – Marketing Plan CAM: CSS

Certificate in Applied Management: Customer Service Specialization
Marketing Plan

Program Area
Continuing and Professional Studies

Project
Three year promotion plan: Certificate in Applied Management (CAM)

Program details
- Part-time program
- Offered in multiple delivery formats
- Per course fee: $525
- Pre-requisite: university entrance

Marketing Objective
- Year 1 (2016): 15 new students admitted in 2016
- Year 2 (2017): 15 new students admitted in 2017
- Year 3 (2018): 20 new students admitted in 2018

Target Audience
- Working professionals who are pursuing professional development opportunities with the Manitoba Customer Contact Association (MCCA).

Communications Objective
- Encourage identified targets to seek more information about the CAM
- Increase awareness of the CAM

Key fact or benefit
- Online format allows students to work and earn the CAM simultaneously

Tactics

Year 1.
Establish advising services, support collateral and sales targeting MCCA clients.

Develop the following collateral, web and supports:
- Informative webpage
- Facebook and LinkedIn campaigns to create program awareness
- Tearsheet/information piece.
- Promo button. CAPS landing page button.
- Letter/email copy for advisor to use to respond to inquiries.

Years 2 and 3
In addition to year 1 activity, advertise in select publications in Winnipeg.

Certificate Proposal Submitted to Senate for Concurrence without Debate

Proposed Certificate Name: Certificate in Applied Management: Leadership Development

Proposal Submitted by: Extended Education Council

Purpose of Certificate Program: As an umbrella, the Certificate in Applied Management (CAM) program was approved by the University Senate in 1996. The program is intended to provide a framework for the delivery of certificate programming that meets the needs of sectors and organizations that require training programs that include both general management skills and industry-specific courses of study. Typically, the intended audiences of a CAM specialization are organization or sector-specific. The CAM Leadership Development is offered in partnership with the Life Science Association of Manitoba (LSAM), the voice and organizational nucleus for the life science industry of Manitoba.

Certificate Program Objectives: Broadly, leadership development is a topic at the forefront of organizational and staff development agenda in most organizations in North America. Research from various sources, including Conference Boards in Canada and the United States, reports that leadership is the number one competency that business and organizations seek to develop in their people, that leadership is in short supply, and that leaders need to be developed throughout the organization or business and not just at senior levels. *To strengthen the credibility of the Association's leadership development program,* and *to provide participants with progressive opportunities to develop their managerial capacity*, LSAMs' Coordinating Committee for this project recommended that the Association's program become a CAM Specialization. This request was received by Continuing Education in June, 2013.

Program Overview: The CAM Leadership Development combines required CAM core courses with an integral set of complementary leadership development workshops, as outlined below:

CAPS Courses (choose 3)	LSAM Modules
Canadian Business: An Introduction (36hrs)	The LSAM program is comprised of a series of required
Introductory Principles of Accounting and Budgeting (36 hrs)	modules totalling 70 hours of classroom contact time
*Managing the Human Resource Function (36 hrs)	and 2 hours of required one-on-one coaching sessions
*Organizational Behaviour (36 hrs)	
Registrants or employers may choose either of these two courses to satisfy the requirement.	

Number of contact hours: 180 contact hours

Number of core courses: As required for the CAM program matrix, the LSAM Specialization combines required CAM core courses (totalling 108 classroom contact hours) with an integral set of complementary leadership development workshops (70 hours of classroom contact time and 2 hours of required one-on-one coaching sessions.

Expected time for program completion: Students must complete the program within 6 years of the date of first registration.

Will at least 50% of instructional contact hours be delivered by the U of M: Yes.

Have IST and Libraries been consulted: Yes.

List of Participants and Constituents consulted: CAPS and LSAM worked together to create the CAM Leadership Development program.

Will this certificate operate on a cost-recovery basis? Yes.

Date of Council approval: August 25, 2015.

Proposal for Certificate in Applied Management: Leadership Development

1.0   Program Description

1.1   Title of Proposed Program:

Certificate in Applied Management: Leadership Development

1.2   Credential Proposed (certificate, post-baccalaureate certificate):

The proposed program will be offered at the certificate level.

1.2.1   Rationale for the credential proposed

As an umbrella program, the Certificate in Applied Management (CAM) program was approved by the University Senate in 1996. The program is intended to provide a framework for the delivery of certificate programming that meets the needs of sectors and organizations requiring training programs which include both general management skills and industry-specific courses of study. Typically, the intended audiences of a CAM specialization are organization or sector-specific. Continuing and Professional Studies (CAPS) currently delivers the following CAM specializations:

- CAM: Utilities Management in partnership with Manitoba Hydro
- CAM: Organizational Effectiveness in partnership with QNET
- CAM: Retail Management in partnership with Manitoba Lotteries and Liquor

The CAM: Leadership Development (CAM:LD) specialization was developed in response to the need for leadership development in Manitoba's life science sector in partnership with the Life Science Association of Manitoba (LSAM).

1.3   Indicate whether this is a new program/major revision to an existing program.

While the CAM LD has been offered since 2012, a proposal for this specialization has never been submitted to Senate. Therefore, this is a new program proposal.

Note: The proposed specialization mirrors the Specialization approved in December 2012 for Valeant Pharmaceuticals. Due to corporate restructuring at Valeant, however, admissions to this program have been discontinued. Valeant remains a member of LSAM and a supporter of the CAM. Any students still enrolled in the Valeant Pharmaceuticals program will be allowed to transfer into the new program. The Division will formally recommend to Senate that the Valeant program be closed and relevant courses deleted once its Faculty Council has endorsed the closure.

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

1.4   Purpose of the Program

    1.4.1   Description/overview of the program [as it will appear in the Academic Calendar]

        The CAM-LD will provide employees of life science member organizations in Manitoba with the opportunity to develop both general management and industry-specific skills related to leadership.

    1.4.2   Program objectives

        The CAM: LD program is designed to:
- Provide LSAM members with the opportunity to develop their leadership skills within an industry-specific context;
- Provide participants with progressive opportunities to develop their managerial capacity.

1.5   Academic unit (within the Division) making the proposal

The program is being proposed by the CAPS area of the Extended Education Division (Division).

    1.5.1   Other academic units within the University / external agencies that are partners to the proposal and the roles, responsibilities, and expectations of the partners in the development and delivery of the program.

        CAPS is partnering with LSAM to offer the CAM-LD program. In consultation with CAPS, LSAM developed a series of workshops based on the leadership development needs of its 90 member organizations.

        LSAM is responsible for all aspects of delivery of its courses, recruitment of LSAM clients into its program, and promotion of the University of Manitoba (UM)/LSAM partnership to its client base. UM is responsible for registration of students into UM courses, all aspects of delivery of UM courses and graduation.

    1.5.2   Name of the Program Director submitting the program proposal

        The Area Director is Stephanie Olson.

1.6   Indicate whether the program would be ongoing or offered for a limited period of time.

    The program is intended to be ongoing, provided there is a continued market demand and enrolment levels that justify its continuation.

2.0   Needs Assessment

CAM specializations are developed to meet the needs of a specific workforce, so each program is developed in careful consultation with the partner organization. At least 50 percent of each program is offered by CAPS and addresses the common needs of management and leadership development through a range of courses offered in other certificate programs. So while no new programming is developed for CAM specializations, relevant courses are selected according to the needs of each partner. The partner, in consultation with CAPS, develops and delivers courses relevant to its particular sector.

In 2012 the LSAM applied for funding from Industry Workforce Development to develop and pilot a leadership development program for employees in member companies and organizations. The objective of the initiative was to strengthen the management and leadership capacity of member organizations, thereby enhancing business innovation and competitiveness, and ultimately contributing to the sector's profitability, and the economic prosperity of the province and its people. The pilot program was offered in 2012 and offered again in subsequent years.

2.1 Assessment or consultation process used to identify the intended audience, their educational needs, their demand for the program, and potential supports for and barriers to participation.

During the initial consultation process in 2012, the identification of intended audience, educational needs, program demand, educational factors related to the audience, and barriers and supports were considered in partnership with the partner organization.

2.2 Explain why this method was selected and what method was used to ensure that the information is credible.

The success of the 2012 pilot, offered in partnership with CAPS, encouraged both the Province and LSAM to plan and implement a second delivery of this program, which commenced in September, 2013. The CAM: LD has been offered on an ongoing basis since.

2.3 Characteristics of the intended audience, including its size, educational level, and employment factors related to the audience, and potential supports for and barriers to participation.

Supports and barriers have been successfully addressed.

3.0 Design and Delivery

3.1 Program structure and objectives including course / module titles, course / module descriptions, contact or equivalent hours, required and elective courses, prerequisites, and expected course progression.

3.1.1 Program structure

As required for the CAM program matrix, the LD specialization combines required CAM courses (totalling 108 course hours) with a set of complementary

LSAM leadership development workshops equivalent to 72 contact hours. A total of 180 contact hours is required to successfully complete the program.

a) **Required CAM core courses include three of the following**:

- Canadian Business: An Introduction (36hours)
- Introductory Principles of Accounting and Budgeting (36 hours)
- *Managing the Human Resource Function (36 hours)
- *Organizational Behaviour (36 hours)

Note: Registrants or employers may choose either of these two core courses to satisfy the core requirement

b) **LSAM Leadership Development Program**:

The LSAM program is comprised of a series of required modules totalling 70 hours of classroom contact time and 2 hours of required one-on-one coaching sessions. A summary of the workshops is listed below.

- Developing Your Leadership – Part 1 (3.5 hours)
- Developing Your Leadership – Part 2 (3.5 hours)
- Discovering & Developing Your Emotional Intelligence (3.5 hours)
- Building a High Performing Team (7 hours)
- Coaching for Performance (7 hours)
- Effectively Facilitating Employment Terminations (3.5 hours)
- Effectively Managing Change & Transition (7 hours)
- Recruiting, Interviewing, & Selecting Your Staff (3.5 hours)
- Conducting Effective Performance Reviews (3.5 hours)
- An Introduction to Succession Planning (3.5 hours)
- The Basics of Business Financials (3.5 hours)
- An Introduction to Project Management (3.5 hours)
- Occupational Safety for Leaders (7 hours)
- Delivering Excellent Customer Service (3.5 hours)
- Retaining & Recognizing Your Talent (3.5 hours)
- Final Leadership Development Presentations and Graduation (3.5 hours)
- One-on-One Coaching Sessions (2 hours)

3.1.2 Program objectives

Broadly, leadership development is a topic at the forefront of organization and staff development in most organizations in North America. Research from various sources including Conference Boards in Canada and the United States, report that leadership is the number one competency that business and organizations seek to develop in their employees, that leadership is in short supply, and that leaders need to be developed throughout the organization or business and not just at senior levels (Conference Board of Canada, 1997; Conger & Benjamin, 1999; Hacket, 1997; Kouzes and Posner, 1995; McIntyre, 1997). Consistent with these observations, in 2012 LSAM applied for funding from Industry Workforce Development to develop and in partnership with CAPS, pilot a

leadership development program for employees in member companies and organizations. The CAM is a suitable certificate option and is regarded as mutually beneficial for the following reasons:

- Courses delivered under the CAM program provide relevant and comprehensive skills development for LSAM members.

- The courses delivered under the umbrella of CAM are also foundation courses in a number of other CAPS certificate programs, such as the Certificate in Human Resource Management (HRM) and the Certificate in Management and Administration (CIMA). As a result, delivery of these courses will not depend on enrollment numbers of a single client cohort.

- The CAM has proven to be a popular pathway program for students. Enrollment data has shown that many students who complete a CAM program often go on to enroll in either the HRM or CIMA program. These laddering opportunities will now also be open to LSAM clients.

3.1.3 Course descriptions and contact hours

Course descriptions for both the CAPS and LSAM courses can be found in Appendix 1.

3.1.4 Course prerequisites and progression

There is no prescribed progression or prerequisites for completing the program. Students can complete the courses in the order of their preference.

3.2 Rationale for program structure and objectives

The program is designed to meet the needs of students working on a full-time basis with courses offered on a rotational basis in a variety of formats.

3.3 Teaching methods and delivery format. Use of flexible study methods and why such methods are/are not selected.

Adult education pedagogy and strategies will be employed in both the CAM and LSAM courses. CAPS courses will be offered in face-to-face, blended and online formats depending on the preferences of the students, location of the students, and/or the most advantageous business arrangement for UM. All of LSAM's courses will be offered in a face-to-face format.

3.4 Location where program will be delivered.

The CAPS courses are offered at the Fort Garry campus and through blended and online formats, while the LSAM courses will be offered face-to-face at their facility located at 1000 Waverley Street.

3.5 **Existing courses available elsewhere in the Division or University that could be used or modified for use in the program.**

All of the courses delivered under the umbrella of CAM are also foundation courses in a number of other CAPS certificate programs, such as HRM and CIMA. As a result, delivery of these courses will not depend on enrollment numbers of a single client cohort.

3.6 **Course outlines for existing courses offered by the Division or the University that will be accepted for credit in the program.**

All CAPS courses are offered in other programs. See 5.3 and Appendix 1 for course outlines.

3.7 **Degree programs in the same area and provisions for transfer credit.**
N/A

3.8 **Similar programs offered at other Canadian institutions. Attach the webpage or calendar description.**

N/A. The CAM: LD program was designed with the needs of a specific Manitoba sector in mind. There is no competition for this program within the province or country.

4.0 **Resources**

4.1 **Teaching personnel required in the program and their availability**

Qualifications of the instructors for the CAM core courses will be consistent with CAPS standards. Instructors will have a Masters' degree, expertise in their content area, experience teaching adult learners at the post-secondary level, and experience teaching in an online learning environment. The qualifications for instructors of LSAM specialization courses will include a combination of at minimum a bachelor's degree as well as extensive experience in the field of study. Prior to the start of each cycle of delivery, CAPS will review the proposed teaching cadre.

4.2 **Provision for orientation, training, and instructor development/supports**

Instructors will receive an orientation to UMLearn. Other courses, workshops and seminars will also be available to instructors through the UM Centre for the Advancement of Teaching and Learning (CATL). Ongoing support will be available to instructors through the Division, as required.

4.3 **Library resources to support the program**

The UM has adequate library resources to support his program, including the Dafoe Library. A letter from the Dafoe Library confirms its ongoing ability to

support the CAM: LD. See Appendix 2.

4.4   Instructional media resources required to support the program

Instructors and students will require access to UM's learning management system UMLearn and support network for online and blended classes.

4.5   Laboratory or field placement facilities required to support the program

The CAM: LD program does not require laboratory or field placement services.

4.6   Counselling or student advising not normally provided by staff within the unit

The CAM: LD program does not require unique counselling or student advising.

4.7   Additional resources required for program delivery

The CAM: LD program does not require additional resources to support the program.

5.0   Operations and Management

5.1   Advisory / Program Committee

5.1.1   Describe the membership and representation

See Appendix 3.

5.1.2   Terms of reference

See Appendix 3.

5.2   Conditions for admission, including selection criteria, selection process, and the authority to approve admission decisions

The standard admission criteria for a certificate program (i.e. university entry as evidenced by a high-school diploma) apply. Application requirements include an official high-school transcript and/or proof of admission into an institution of higher learning. Admissions to the program will be authorized by the Area Director.

5.3   Transfer credit arrangements negotiated during the development stage

All CAM courses are transferable to CAPS CIMA and/or HRM programs:

CAM-LD	CAPS Program
Required Courses	
MGMT 0100 Canadian Business: An Introduction (36 hrs)	CIMA and HRM
FINC 0200 Introductory Accounting for Business (36 hrs)	CIMA
Elective Options	
MGMT 0110 Organizational Behaviour (36 hrs)	CIMA and HRM
HRM 0100 Managing the Human Resource Function (36 hrs)	CIMA and HRM

5.4 Expected frequency of course offerings

The CAPS courses are offered on a regular basis in both face-to-face and online formats. LSAM courses are offered regularly in face-to-face formats.

5.5 Minimum and maximum times for completing the program

Students must complete the program within 6 years of the date of first registration.

6.0 Evaluation

6.1 Student assessment

6.1.1 Describe the type of student assessment to be used

Assessment of learning in core CAM courses, which comprise 60% of the program, will adhere to existing Division and UM standards. Assessment of learning in the LSAM modules specialization courses will be evaluated in a variety of formats as per Appendix 4. To receive the CAM-LD credential, students are required to complete all of the LSAM modules and three CAM courses.

6.1.2 Describe the grading system (pass/fail, letter grade, numerical)

As per the UM grading system, final grades in CAPS courses are expressed as letters, ranging from D, the lowest passing grade, to A+, the highest (see below).

Letter Grade	Numerical Score	Explanation	Grade Point
A+	90-100	Exceptional	4.5
A	80 -89	Excellent	4.0
B+	77- 79	Very Good	3.5
B	70 -76	Good	3.0
C+	67 -69	Satisfactory	2.5
C	60 -66	Adequate	2.0
D	50 -59	Marginal	1.0
F	Under 50	Failure	0.0

While a letter grade of D (50-59) is considered a marginal pass in a course, participants must achieve a minimum letter grade of C (60-66) in each course in order to progress within the program. A student may choose to repeat the course during the next program intake.

6.1.3 Identify the criteria for successful completion of the program

Students must complete all CAPS courses with a minimum letter grade of C (60-66) in each course, and all LSAM modules with a 'pass' or a 70% grade.

6.2 Program / Instructor evaluation

6.2.1 Method of course and instructor evaluation to be used

The University's Students' Evaluation of Educational Quality (SEEQ) will be used for all courses delivered by CAPS.

6.2.2 Describe the procedures for, and frequency of, the course and program evaluations

Upon completion of the first offering, focus groups will be held with instructors and randomly selected students and graduates. Combined with feedback from the Program Advisory Committee, the program will be reviewed and revised as needed.

The success of the CAM: LD will be evaluated using the performance indicators identified in in the table below.

Performance Indicators

Enrolment Rate	Individual program offerings register 5-10 new students
Graduation Rate	75% of students graduate from the program

Graduate Satisfaction	Participants report the program had a positive impact on their ability to do their job
Student Satisfaction	85% of participants are satisfied or strongly satisfied with the quality of their learning experience throughout the program
Program Sustainability	Applications to participate are maintained or increased for each offering Program contributes to Area's net revenue

7.0   Financial Plan
See Appendix 5.

8.0   Marketing Plan
See Appendix 6.

Appendix I - Course Descriptions

<u>Courses delivered by Continuing and Professional Studies</u>

Course name: *Canadian Business: An Introduction*
Course Hours: 36 hours

Course Description:
This course provides an introduction to the Canadian business environment, focusing on ethics, culture, social responsibility, international business, management of human resources, marketing strategy and forms of business ownership, all of which provide the foundation for future business courses. Through instructor presentations, online forum discussions, readings and assignments, students will develop an understanding of key business concepts.

Course Objectives:

Upon completion of the course, students will be able to:

• Identify, interpret and explain basic and key concepts on a variety of business topics;
• Develop and present a basic business case and analysis;
• Apply key business concepts to a chosen business or not-for-profit organization.

Course Name: *Introductory Accounting for Business*
Course Hours: 36 hours

Course Description:
This introductory course is designed to help develop an understanding of how accounting information is prepared and used. The course covers financial and management accounting topics including: an introduction to the accounting and financial reporting process and an analysis of balance sheets and income statements, a study of cost behavior and estimation techniques, and the budgeting process.

Course Objectives:

Upon completion of the course, students will be able to:

• Apply the terminology used in both financial and managerial accounting to problems that simulate real-life accounting practice;
• Illustrate the use of debits and credits through the preparation of journal entries;
• Demonstrate how business transactions are recorded and summarized by preparing financial statements;
• Evaluate and interpret a company's general purpose financial statements;
• Identify the behavior of various manufacturing costs and recognize how those costs respond to changes in activity level;
• Identify the costing of manufactured products;
• Apply the concepts of cost-volume-profit analysis;
Prepare budgets, both for planning and control purposes.

Course Name: *Organizational Behaviour*
Course Hours: 36 hours

Course Description:
Organizational Behaviour is the study of how people behave within the context of a specific organization. Students will explore individual, group, organizational and systemic factors that influence the behaviour of an individual within an organization. Students will leave the course with basic knowledge of theories, tools and tactics to utilize and consider when dealing with staff and organizational issues.

Course Objectives:
Upon completion of the course, students will be able to:

- Accurately assess the root causes of employee (internal vs. external) behaviour and identify ways of appropriately addressing the behaviour;
- Recognize that the medium used to convey a message can change the message and identify ways of managing messages;
- Use motivational theory to create processes that improve employee productivity;
- Use feedback, reward systems, and operant conditioning methods to shape employee behaviour;
- Identify and analyze ethical decision making and ways of implementing group or individual decision making;
- Identify ways of managing and reducing conflict to achieve the goals of the organization;
- Identify the different styles of leadership and describe how situational leadership determines which leadership style is best;
- Propose ways of managing organizational teams that best meet the needs of the situation;
- Identify and analyze theoretical models of organizational culture to provide meaningful real-life managerial advantages;
- Assess organizational structure and systems to identify ways of optimizing organizational performance.

Course Name: *Managing the Human Resource Function*
Course Hours: 36 hours

Course Description:
This course introduces strategic management of the human resource function within various types of organizations. While taking into account recent changes in the economic, social and legal environment, it examines the essential functions of recruitment, selection, performance management, training and development, union/management relations and compensation.

Course Objectives:
Upon completion of the course, students will be able to:

- Describe the function of human resources from a theoretical and practical perspective;
- Recognize human resource issues;
- Analyze the implications to organizations and their employees;
- Determine the available options for addressing these issues.

<p style="text-align:center;"><u>Courses delivered by LSAM</u></p>

LSAM Leadership Development Program:
The LSAM program is comprised of a series of required modules totalling 70 hours of classroom contact time and 2 hours of required one-on-one coaching sessions. A summary of the workshops is listed below.

Course name: **Developing Your Leadership – Part 1**
Course Objectives:
- Group interpretation of the *ManagementPro* profile, a state-of-the-art assessment tool that identifies a person's natural tendencies and explains why they do the things they do and therefore, how they inherently lead others
- Understand the various scales within the *ManagementPro* profile to identify strategies on how to effectively lead others
Course Length: 3.5 hours

Course Name: **Developing Your Leadership – Part 2**
Course Objectives:
- Describe the attributes of highly effective leaders and use them to develop your own leadership skills

- Incorporate some of the latest research on leadership into your own leadership development to help effectively lead others
Course Length: 3.5 hours

Course Name: **Discovering & Developing Your Emotional Intelligence**
Course Objectives:
- Understand the concept of emotional intelligence and its use in leadership…and in life
- Recognize and describe the five foundations of emotional intelligence
- Incorporate the latest research on emotional intelligence into your own leadership development to help effectively lead others
Course Length: 3.5 hours

Course Name: **Building a High Performing Team**
Course Objectives:
- Describe the principles and stages of team development and identify the specific stage your team may be in
- Understand and explain the "Five Dysfunctions of a Team"
- Create strategies on addressing the "Five Dysfunctions" in order to become a high performing team
Course Length: 7.0 hours (divided into two, 3.5 hour sessions)

Course Name: **Coaching for Performance**
Course Objectives:
- Establish clear performance expectations for your staff

- Explain the three components of "The Performance Equation" and its use to effectively coach employees
- Describe the difference between reinforcing and re-directive feedback
- Create strategies on how to effectively handle challenging/difficult employee situations
- Demonstrate how to effectively provide feedback to employees
Course Length: 7.0 hours (divided into two, 3.5 hour sessions)

Course Name: Effectively Facilitating Employment Terminations
Course Objectives:
- Describe the termination process and the impact it has on a departing employee
- Conduct an effective employment termination meeting
- Create strategies on how to handle potentially difficult termination situations
Course Length: 3.5 hours

Course Name: Effectively Managing Change & Transition
Course Objectives:
- Understand the differences between change and transition
- Identify your common reaction to change
- Explain why people resist change and the common responses to change
Course Length: 7.0 hours (divided into two, 3.5 hour sessions)

Course Name: Recruiting, Interviewing, & Selecting Your Staff
Course Objectives:
- Describe the steps involved in the entire recruitment process to make sound hiring decisions
- Use the principles of behaviour-based interviewing to conduct effective candidate interviews
- Create strategies on how to effectively handle potentially challenging candidate interviews
Course Length: 3.5 hours

Course Name: Conducting Effective Performance Reviews
Course Objectives:
- Understand the steps involved in the entire performance review process in order to facilitate an effective performance appraisal meeting
- Establish clear performance standards for your staff
- Create strategies on how to effectively handle potentially challenging performance appraisal meetings
Course Length: 3.5 hours

Course Name: An Introduction to Succession Planning
Course Objectives:
- Understand and describe the steps involved in the succession planning process
- Describe the difference between performance and potential
- Incorporate best practices related to establishing a succession plan for your organization

Course Length: 3.5 hours

Course Name: **The Basics of Business Financials**
Course Objectives:
- Provide an overview of financial reports – balance sheet, income statement, cash flow
- Introduce participants to financial statement analysis – return on investment, liquidity etc.
- Provide an overview of what certain acronyms stand for i.e. ROI (return on investment), EBITDA (earnings before interest, taxes, depreciation and amortization)
Course Length: 3.5 hours

Course Name: **An Introduction to Project Management**
Course Objectives:
- Provide an overview of the basic principles of project management and the flow of a project including: initiation, planning, monitoring and controlling and completion
- Understand the 5 core elements of project management including project charter, stakeholder analysis, communication plan, scope definition and risk assessment
Course Length: 3.5 hours

Course Name: **Occupational Safety for Leaders**
Course Objectives:
- Provide an overview of current Legislation, IRS, Requirement of Employers and Supervisors, Rights, Safety and Health Program, Hazard Recognition and Control, Inspections and Investigations
Course Length: 7 hours

Course Name: **Delivering Excellent Customer Service**
Course Objectives:
- Understand the research about what customers "need" in order to deliver exceptional customer service
- Understand the "6 Keys of Service Excellence" for both internal and external customers
- Identify specific strategies for engaging and "WOWing" your customers
Course Length: 3.5 hours

Course Name: **Retaining & Recognizing Your Talent**
Course Objectives:
- Describe the impact of turnover to your organization's bottom line
- Apply the principles of motivation and employee commitment to retain high performing employees
- Define the concept of employee engagement and describe the steps you as a leader can take to promote it within the workplace
Course Length: 3.5 hours

Course Name: **Final Leadership Development Presentations and Graduation**

Course Objectives:
- This final session will pull all of the participants learning into a 15-20 min. presentation to the participants and core facilitator Barry Jansen.
- The presentations will be marked as pass or fail.
Course Length: 3.5 hours

Course Name: **One-on-One Coaching Sessions**
Course Objectives:
- Provide 2 opportunities during the 10 month series to review the program requirements and allow for any workshops or quizzes, assignments, journal entries etc. that were missed to be completed.
- Discuss current leadership challenges and strategies to manage them.
Course Length: 2 hours (divided in two 1 hour sessions)

Appendix 2 – Letter of Support from Dafoe Library

University of Manitoba Libraries
Inter-Departmental Correspondence

Date: September 11, 2015

To: Kathleen Legris

From: Lyle Ford

RE: Proposed Curriculum Change

Department   **Extended Education**

     Course Name   Certificate in Applied Management: Leadership
                 Development

Thank you for informing the Libraries of the change involving: the offering of a new certificate program comprised of courses currently offered in other Extended Education programs that the libraries already successfully supports.

The Libraries' collection will continue to be able to support the course.

cc Coordinator, Collections
  Management Head, Unit Library

Appendix 3 – Terms of Reference

Certificate in Applied Management: Leadership Development
Terms of reference Advisory Committee

1. Status

    The Advisory Committee to the Certificate is established by and reports to Continuing and Professional Studies, Division of Extended Education, The University of Manitoba.

2. Purpose

    The Committee provides an advisory liaison function between Continuing and Professional Studies, relevant faculties, industry sectors that the program serves and professional associations. Its purpose is to:
    -   Monitor the relevance and currency of the certificate program;
    -   Provide advice on continuous development and revision of courses and the program as a whole.
    -   Provide updates on industry trends and relevant competencies required in the workplace.

3. Composition

    The Advisory Committee will consist of the following representatives:
    -   Area Director, Continuing and Professional Studies (ex officio)
    -   1 academic staff member from Extended Education
    -   1 UM faculty member
    -   1 representative from LSAM
    -   2 representatives from the public and/or private sector representing LSAM clients
    -   1 student representative

    Other representatives may be added or deleted from time to time.

4. Terms of Office

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

    4. l   A committee chair will be selected by appointment by the Committee.
    4. 2   Vacancies due to resignations will be filled by appointment by the Committee.

5. Meetings

    The Committee will meet a minimum of twice annually or at the call of the chair or at the request of other Committee members.
    5.1   Attendance by 60% of the Committee members shall represent a quorum in order that the Committee may achieve a reasonable consensus in its advisory functions.

5.2   The chair will provide minutes and an agenda to the committee members.
5.3   The chair shall give at least two weeks' notice of a meeting.

6.   <u>Functions of the Committee</u>

The Committee is established to provide liaison, guidance, and advice to Continuing and Professional Studies on matters related to the certificate program.
- The Committee shall assist in the recruitment of instructors by suggesting names of potential instructors.
- The Committee shall assist in program promotions and the general communication of information regarding program activities within the profession, industry and community.
- The Committee shall advise on the needs for revisions to the existing Certificate Program, as well as on the need for seminars/workshops, courses and conferences in relevant fields of study, and shall promote these programs.
- The Committee shall advise on the design, delivery, course content and resources to ensure the program remains relevant, effective and efficient.
- The committee shall make recommendations regarding the appropriateness of curriculum, admission criteria and training needs.
- The Committee shall bring to the attention those factors which are likely to affect existing or future programs including trends in relevant fields; and the existence of programs which duplicate those offered by Continuing and Professional Studies.
- From time to time, the Committee shall conduct evaluations of the Certificate Program to assist in identifying program strengths and weaknesses.
- From time to time, the Committee shall conduct needs assessment for the Certificate Program to meet the training and educational needs of the community.

Appendix 4 – LSAM Module Assessment and Evaluation

Course Title (s)	Assessments & Assignments
"Developing Your Leadership - Part 1 & Part 2"	To successfully complete these 2 modules the participant must: • Complete the *ManagementPro* assessment prior to the session • Complete a *ManagementPro* quiz and achieve a minimum 70% • Complete a journal entry
"Discovering & Developing Your Emotional Intelligence"	To successfully complete this module the participant must: • Complete the *EQi 2.0* assessment prior to the session • Complete a written assignment and achieve a Pass (Pass/Fail) • Complete a journal entry
"Building a High Performing – Part 1"	To successfully complete this module the participant must: • Complete a journal entry
"Building a High Performing Team – Part 2"	To successful complete this module the participant must: • Read "The Five Dysfunctions of a Team" and submit a book report; achieve a Pass (Pass/Fail) • Complete a journal entry • Complete a 1st coaching session with Barry Jansen where journal entries will be reviewed and personal action plan developed (preferably between Nov. 1 –Dec. 30th, 2013)
"Coaching for Performance – Part 1"	To successfully complete this module the participant must: • Complete a journal entry
"Coaching for Performance – Part 2"	To successfully complete this module the participant must: • Complete role play exercises in class; complete a written assignment and achieve a Pass (Pass/Fail) • Complete a journal entry
"Effectively Facilitating Employment Terminations"	To successfully complete this module the participant must: • Complete role play exercises in class; complete an in-class written assignment and achieve a Pass (Pass/Fail) • Complete a journal entry
First "One-on-One Coaching Session	To successfully complete this module the participant must: • Meet with the primary instructor (Barry Jansen) either face-to-face or via phone to discuss program requirements and any outstanding deliverables as well as current leadership challenges/projects.
"Effectively Managing Change & Transition"	To successfully complete this module the participant must: • Complete a written assignment and achieve a Pass (Pass/Fail) • Complete a journal entry
"Recruiting, Interviewing, & Selecting Your Staff"	To successfully complete this module the participant must:

	• Complete a written assignment and achieve a Pass (Pass/Fail) • Complete a journal entry
"Conducting Effective Performance Reviews"	To successfully complete this module the participant must: • Complete an in-class case study assignment and achieve a Pass (Pass/Fail) • Complete a journal entry • Complete a 2nd coaching session with Barry Jansen where journal entries will be reviewed and personal action plan developed (preferably between March 1 – April 30th, 2013)
"An Introduction to Succession Planning"	To successfully complete this module the participant must: • Complete an in-class written assignment and achieve a Pass (Pass/Fail) • Complete a journal entry
"The Basics of Business Financials"	To successfully complete this module the participant must: • Complete a Financials Quiz and achieve 70% • Complete a journal entry
Occupational Safety for Leaders"	To successfully complete this module the participant must: • Complete an in-class open book review of "The Law" and scenario-based exercise and achieve a Pass (Pass/Fail) • Complete a journal entry
Second "One-on-One Coaching Session"	To successfully complete this module the participant must: • Meet with the primary instructor (Barry Jansen) either face-to-face or via phone to discuss program requirements and any outstanding deliverables as well as current leadership challenges/projects.
"An Introduction to Project Management"	To successfully complete this module the participant must: • Complete a Project Management Quiz and achieve a Pass (Pass/Fail) • Complete a journal entry
"Delivering Excellent Customer Service"	To successfully complete this module the participant must: • Complete a written assignment and achieve a Pass (Pass/Fail) • Complete a journal entry
"Retaining and Recognizing Your Talent"	To successfully complete this module the participant must: • Complete an in-class written assignment and achieve a Pass (Pass/Fail) • Complete a journal entry
Final Presentations	To successfully complete this module the participant must: • Complete a final presentation and hand in their Learning Journal for final review to achieve a Pass (Pass/Fail)

COURSE EVALUATION

It is expected that participants attend all in-class sessions and complete all assignments as required.

While not mandatory, regular attendance helps to ensure participants keep up with the pace of the class, understand the course material, and are made aware of course changes and written assignments.

Participants will be evaluated in a variety of formats through this series as mentioned above as well as meeting a certain percentage to pass a quiz (i.e. 70% for *ManagementPro* Profile session The Basics of Business Financials session), Pass/Fail for the Project Management Quiz and final presentation.

Successful completion of all assignments, quizzes and final presentation (as well as regular attendance), will result in the awarding of a course completion certificate at the end of the program.

Presenters will be evaluated after their sessions to ensure there is feedback to the coordinator regarding preparedness, knowledge of subject area, quality of instruction and general feedback.

Appendix 5 – Financial Plan CAM: LD

New Program Delivery
Financial Plan

	Notes		Year 1		Year 2		Year 3		Year 4		Year 5	
			#	Total	#	Total	#	Total	#	Total	#	Total
		3	15	23,625	15	23,625	20	31,500	20	31,500	20	31,500
Tuition Fee Domestic	$525											
Tuition Fee International	$525	3		0	0	0	0	0	0	0	0	0
Admission Fee Domestic	$100	1	15	1,500	15	1,500	20	2,000	20	2,000	20	2,000
Admission Fee International	$300	1		0	0	0	0	0	0	0	0	0
				25,125		25,125		33,500		33,500		33,500
Total Revenue												
Direct costs												
Instructor salaries	$110/student		3	4,950	3	4,950	3	6,600	3	6,600	3	6,600
Benefits	20%			990		990		1,320		1,320		1,320
Miscellaneous				1,000		1,000		1,000		1,000		1,000
Marketing	7%			1,759		1,759		2,345		2,345		2,345
Online Development												
Total direct costs				8,699		8,699		11,265		11,265		11,265
Operating margin				16,426		16,426		22,235		22,235		22,235
Area Overhead and Salaries	30%	expenses		2,610		2,610		3,380		3,380		3,380
Division Overhead	20%	expenses		1,740		1,740		2,253		2,253		2,253
Net				12,077		12,077		16,603		16,603		16,603

Appendix 6 – Marketing Plan CAM: LD

<div align="center">

Certificate in Applied Management: Leadership Specialization
Marketing Plan

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Program Area
Continuing and Professional Studies

Project
Three year promotion plan: Certificate in Applied Management (CAM)

Program details
- Part-time program
- Offered in multiple delivery formats
- Per course fee: $525
- Pre-requisite: university entrance

Marketing Objective
- Year 1 (2016): 15 new students admitted in 2016
- Year 2 (2017): 15 new students admitted in 2017
- Year 3 (2018): 20 new students admitted in 2018

Target Audience
- Working professionals who are pursuing professional development opportunities with the Life Science Association of Manitoba (LSAM).

Communications Objective
- Encourage identified targets to seek more information about the CAM
- Increase awareness of the CAM

Key fact or benefit
- Online format allows students to work and earn the CAM simultaneously

Tactics

Year 1.
Establish advising services, support collateral and sales targeting LSAM clients.

Develop the following collateral, web and supports:
- Informative webpage
- Facebook and LinkedIn campaigns to create program awareness
- Tearsheet/information piece.
- Promo button. CAPS landing page button.
- Letter/email copy for advisor to use to respond to inquiries.

Years 2 and 3
In addition to year 1 activity, advertise in select publications in Winnipeg.

Certificate Proposal Submitted to Senate for Concurrence without Debate

Proposed Certificate Name: Post Baccalaureate Certificate in E-Learning

Proposal Submitted by: Extended Education Council

Purpose of Certificate Program: The Post Baccalaureate Certificate in E-Learning (PBC E-Learning) will meet the growing professional needs of new and more experienced educators, trainers, and designers who want to gain knowledge and techniques in instructional design, e-learning technologies, and the coordination of e-learning projects.

Certificate Program Objectives:

Upon completion of the program students will be able to:

- Demonstrate enhanced professional leadership skills within an organizational context.
- Effectively manage and deliver online learning courses *(Teaching)*.
- Coordinate educational projects from start to successful completion *(Teaching)*.
- Develop, apply and justify a learning strategy appropriate to the educational/training needs *(Design)*.
- Coordinate instructional design projects from start to successful completion *(Design)*.

Program Overview: The two-streamed program offers a theory-based, yet hands-on approach to using instructional systems and learning technologies to design and/or deliver educational materials. Designed for new and more experienced educators and professional trainers, the PBC E-Learning explores the latest developments in online educational technology; provides a solid foundation in e-learning planning, implementation and program management; and offers an opportunity for professionals to gain the knowledge to design, implement, and manage online learning in educational and business settings.

Workplace Foundational Skills	Teaching Stream	Design Stream
Project Management Essentials (3)	Foundations of Teaching Online (3)	Instructional Design for E-Learning (3)
Learning for Leaders in the 21st Century (3)	Using Technology for Teaching and Training (3)	Instructional Systems and Learning Techniques (3)
Excellence in Communications (3)	Applied Project in Teaching Online (Capstone)* (3)	Applied Project in E-Learning Design (Capstone)* (3)
Capstone project must be completed last.		

Number of contact hours: 18 credit hours (CH) of non-degree courses equivalent to 216 instructional hours.

Number of core courses: The program consists of 3 *Workplace Foundational Skills* courses (common to all post baccalaureate certificates) and 3 courses in either the *Teaching Stream o*r *Design Stream*.

Expected time for program completion: The PBC E-Learning can be completed in 12-months on a full time basis or 1 to 3 years part-time.

Will at least 50% of instructional contact hours be delivered by the U of M: Yes.

Have IST and Libraries been consulted: Yes.

List of Participants and Constituents consulted:

Distance Learning Unit, Manitoba Education and Advanced Learning
Learning Support and Technology Unit, Manitoba Education and Advanced Learning
Organization & Staff Development, Manitoba Civil Service Commission
Faculty of Education, University of Manitoba
Canadian Association of Instructional Designers
Manitoba Teachers' Society
Canadian eLearning Network

Will this certificate operate on a cost-recovery basis? Yes.

Date of Council approval: August 25, 2015.

Proposal for a Post Baccalaureate Certificate in E-Learning

Continuing and Professional Studies

September 15, 2015

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

1 Program Description

1.1 Title

The proposed program title is *Post Baccalaureate Certificate in E-Learning*. Students will chose either a *Teaching* or *Design Stream* as an area of focus.

1.2 Credential and Rationale

The credential will be awarded at the Post Baccalaureate Certificate (PBC) level. A PBC will meet the growing professional needs of new and more experienced educators, trainers and professionals who want to gain knowledge and techniques in instructional design, e-learning technologies, and the coordination of e-learning projects. As per the University of Manitoba's (UM) *Non-Degree Taxonomy*, it will be a stand-alone, structured program of studies consisting of 18 credit hours (CH) of non-degree courses equivalent to 216 instructional hours. The courses in the program will leverage students' experiences, skills, knowledge and competencies and is designed for relevancy and applicability to learners' current work environment and context, as illustrated by:

Incorporating flexible learning activities with an emphasis on experiential learning.	*Integrating relevant learning and design theory across all the courses.*

1.3 Status

The Post Baccalaureate Certificate in E-Learning (PBC E-Learning) is a new program. It will complement the *Post Baccalaureate Certificate in Blended, Hybrid and Online Learning Design* (BHOLD) (approved by Senate in March 2014) which is intended for an experienced instructional design audience. While the proposed new program includes elements of the BHOLD, the program objectives have broadened to address the needs of those new to the area of coordinating, developing, and/or delivering online learning projects.

1.4 Purpose

The two-streamed program offers a theory-based, yet hands-on approach to using instructional systems and learning technologies to design and/or deliver educational materials. Designed for new and more experienced educators and professional trainers, the PBC E-Learning explores the latest developments in online educational technology; provides a solid foundation in e-learning planning, implementation and program management; and offers an opportunity for professionals to gain the knowledge to design, implement, and manage online learning in educational and business settings.

1.5 Area/Unit and Partners

The PBC E-Learning will be offered by the Continuing and Professional Studies (CAPS) area of the Extended Education Division (Division). It was developed in cooperation with the Design and Production area of the Division.

1.6 Sustainability

The program is intended to be ongoing, provided there is a continued market demand and enrolment levels that justify its continuation.

1.7 Alignment with UM Strategic Direction

The program is aligned with an increased focus in online learning in post-secondary educational environments across Canada. In 2014, UM released a report titled *Blended and Online Learning at the University of Manitoba* in which it is noted "Canadian universities are actively involved in blended and online initiatives."[1] The report includes several recent examples including UBC's introduction of the Flexible Learning Initiative, which aims to enable pedagogical and logistical flexibility through the use of technology; Queen's University's draft report on virtualization and online learning, and University of Windsor's launch of a new grants program to support departments interested in expanding online offerings.

Educators, trainers, and professionals would benefit from a program that offered instructional design and e-learning teaching development. The blended and online learning document was identified as a related report in the UM's recently released strategic plan *Taking Our Place: University of Manitoba Strategic Plan 2015-2020.* One of the goals of strategic priority *I. Inspiring Minds* is to "provide students with flexible learning opportunities using a variety of delivery modes that make the best use of available classroom and online learning technologies and resources" (p. 12). Supporting actions and recommendations are currently being considered for both the strategic plan and blended learning report. Finally, the PBC E-Learning aligns with the Division's strategic priority one: *Program Innovation and Quality*, as it attempts to fill a gap for both the local community and nationally with regard to training opportunities for the increasing need for the development and delivery of online learning programs.

2 Needs Assessment

2.1 Process

Assessment Process

In broadening the scope of this program CAPS has made it accessible to a range of educators and professionals who may not have had the requisite experience in the instructional design field to enter the BHOLD program. A broader scope, while not intended to meet the requirements for accreditation by the Canadian Association of Instructional Designers (as is a goal of the BHOLD), allows CAPS to develop a program that will provide access to new and emerging professionals who are recent graduates or who may want to introduce instructional design into a current position. Additionally, the PBC E-Learning scope allows us to provide new and more experienced teachers and trainers with an opportunity to expand their skill set by learning the foundations of managing and delivering online courses or training. The table below illustrates the differences in scope between the BHOLD and E-Learning programs.

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[1] *Blended and Online Learning at the University of Manitoba*, p. 13.

BHOLD		E-LEARNING	
Audience educational needs	**Proposed Actions**	**Audience educational needs**	**Proposed Actions**
Provide relevant, competency based credential and contextually relevant knowledge in instructional design for blended, online and hybrid courses.	Proposed courses' content is up-to-date and specifically tailored to learners' needs with the learning assessments contextual to learners' work and student-directed. Course content specifically designed and delivered solely through online, blended or hybrid delivery.	Provide relevant, competency based and contextually relevant knowledge in instructional design for new and more experienced professionals who may want to develop or broaden their knowledge in e-learning technologies.	Proposed courses' content is up-to-date and specifically tailored to learners' needs with the learning assessments contextual to learners' work and student-directed. Course content specifically designed and delivered through online, blended, or face-to-face delivery.
Meet with the competency requirements, recognition and accreditation of industry in the area of instructional design.	Course contents and modules align with the standards from the Canadian Association of Instructional Design and the Canadian Society for Training and Development.	Provides foundational skills for teaching, designing and managing online programs.	Course content and modules address foundational competencies as identified by CAID.
Provide flexible course offerings that can be adapted to suit the needs of the client, student or work context.	Course contents designed in a modular format to cater to flexible context-specific request.	Provide flexible course offerings that can be adapted to suit the needs of the client, student or work context.	Course contents designed in a modular format to cater to flexible context-specific request.
Cater to the needs of all levels of instructional designers seeking the necessary credential and knowledge that responds to rapid and dynamic internet and blended, hybrid and online course development and delivery.	Meeting the prerequisites and successfully completing the course content, learners will be equipped with the necessary knowledge and skills for blended, hybrid, and online course development and delivery.	Cater to the needs of new or more experienced instructional designers seeking the knowledge to develop and apply a learning strategy appropriate to the education or training needs.	Meeting the prerequisites and successfully completing the course content, learners will be equipped with the necessary knowledge and skills to coordinate instructional design projects from start to completion.
		Cater to the needs of new or more experienced teachers and trainers seeking knowledge to develop and deliver online or blended learning experiences.	Meeting the prerequisites and successfully completing the course content, learners will be equipped with the necessary knowledge and skills to develop and understanding of the foundations of online teaching and the use of technology for teaching and training.
		Enhance professional leadership skills within an organizational context	*Workplace Foundational Skills* courses, core to all post baccalaureate programs, provide students with a set of skills (project management, leadership, and communications) required for the 21st century workplace.

Market Demand

The demand for e-learning as an alternative to face-to-face corporate training has been on the rise since the beginning of the millennium. Between 2000 and 2013, 14 percent of the time once devoted to face-to-face instruction has now been moved to online delivery methods.[2] While it is not expected to replace face-to-face training, the versatility of e-learning activities (e.g., purely online, online instructor-led group/virtual classroom, mobile learning) is becoming increasingly important to delivering learning content to organizations.[3]

Interest in design for online learning has increased dramatically in recent times. New technologies offer opportunities for educators and trainers to reach a wider target audience by engaging learners who are geographically dispersed or are unable to participate in fixed schedule learning due to other commitments. Additionally, online delivery costs can be considerably lower than those for classroom facilities, instructor time, or travel.[4] E-learning options can provide the opportunity for school divisions to provide broader services to rural and northern students, and for government and corporations to reduce training costs and address succession strategies. According to Siemans (2002) the need for Instructional Design ("ID) has been identified by both corporate training departments and educational institutions. He claims that ID is one of the fastest growing fields in e-learning and in 2013, determined that demand for the profession has held steady for the previous 10 years despite changes in technology.

The needs assessment for the PBC E-Learning clearly identified that the process of designing instruction for professional learning and development is no longer a preserve of instructional designers; educators and trainers in schools, universities, corporations, governments and non-profits require an understanding of the latest developments in online educational technology and a solid foundation in e-learning planning, implementation and program management in order to manage online learning in their respective settings. Completion of the certificate will assist professionals in their professional skills development and career advancement.

A Post-Baccalaureate Certificate ("PBC") at the University of Manitoba ("UM") will meet the growing professional needs of educators, professionals and corporate trainers who want to gain knowledge and techniques in online teaching and/or instructional design, e-learning technologies, and the management of e-learning projects.

The program aims to fill a gap in e-learning baccalaureate certificate offerings across Manitoba and Canada. There are currently no other comparable programs offered in the province. A recent review of U15 and other Canadian universities revealed that only Athabasca University offers a certificate at the post baccalaureate level, and while the University of Toronto and University of Calgary offer e-learning programs at the certificate-level.

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[2] *Strong Learning Organizations, Strong Leadership,* pp 40-41.

[3] *Strong Learning Organizations, Strong Leadership.* pp 44-45.

[4] *E-learning methodologies: A guide for designing and developing e-learning courses*, p. 8.

The program is designed to appeal to a range of professionals with limited to significant experience in the field of instructional design. For individuals with little to no experience, the knowledge and skills developed through the program can add to their professional toolkit, while experienced ID professionals can formalize their training via an academic credential.

Prospective Audience Sectors

The academic requirement for entrance into a PBC at UM is an undergraduate degree. The target audience is individuals interested in designing and implementing educational materials for online delivery. Students could come from a range of professional backgrounds including K-12 and post-secondary education, government, or the corporate sector. This section will include an analysis of each sector.

K-12 Schools
According to the 2013 edition of the *State of the Nation: K-12 Online Learning in Canada* report, distance education in the K-12 sector has steadily grown over the past five years. In 2012-2013, 284,963 Canadian students - 5.2 percent of the K-12 population - were enrolled in distance learning. Manitoba offers both province-wide and district based distance learning programs, and enrolled students at a rate slightly higher than average, with 5.8 percent of the province's students engaged in distance learning. The Distance Learning Unit (DLU) of Manitoba Education is responsible for ensuring that all Manitoba students have access to quality distance learning offerings that meet their needs. There are currently 51 web-based course masters available online and development work continued on five more; in approximately one year, there were 1,596 requests from teachers to access courses or add students; 8,845 users (students, teachers and administration) have accessed the system at least once. In the 2012-13, the Province responded to the growth in the demand for online learning by providing grants to provide web-based course instruction to students in small rural and northern schools. Additionally, a policy review committee drafted a set of proposed guidelines for the operation of a virtual collegiate(s) in Manitoba.

Post-Secondary
In a report published by COHERE (2011) eight Canadian universities provided data that reflected both increased online learning evidence-based research and course/program offerings. The study corroborated the findings in the literature indicating online learning is a key promising practice in higher education. This same report stated that both provincial and federal institutions are increasing resources to support a move towards blended learning

In 2015 the Province of Manitoba introduced a Post-Secondary Education Strategy based on province-wide partnerships and closer integration of the post-secondary system. The strategy is framed by the goal to add 75,000 skilled workers to the provincial labour force by 2020. *Strategic Priority 3* recognizes that an "increasing number of students engaged in post-secondary learning do so in a non-sequential manner….Manitoba has added flexibility to the system by developing laddered and hybrid programs." Priority 4 recognizes that every post-secondary institution in the province has introduced innovations in program delivery, including online instruction.

At UM, student interest and demand in more flexible learning opportunities is increasing. Nearly 69% of students surveyed in recent UM Summer Session SEEQs indicated an interest in blended learning formats for further courses. Sixty-eight percent of students surveyed (n=19) in the Instructional Design and

Emerging Technologies courses in 2013-14 were interested in learning more about instructional design for blended and online courses. More than 84% felt the program is applicable to their work context and 74% would recommend it to another colleague

Government

According to interview data, representatives of the
Government of Manitoba professional development indicated the department is experiencing a "sharp division between [face-to-face] training and online" and are exploring ways to incorporate technology use to better support face-to-face offerings. More recently, a representative from the Organization & Staff Development ("OSD") area of the Manitoba Civil Service Commission supported this statement by expressing a strong interest in the PBC E-Learning program and by noting "departments are moving towards more online and blended learning" and the government is seeking ways to address a workforce shortage projected increase in retirements in the next decade in part by looking to move "more and more of our F2F learning online."

In 2014, Manitoba partnered with the federal government to offer employers grants to train their employees. The program, called Canada Manitoba Job Grant, is an employer driven approach to help Manitobans gain the skills they need to fill available jobs and to help employers develop the skills of their existing workers to meet the requirements of their present job, or to move into a better job. Employers seek out their own approved organization for training, which could be delivered in any format including e-learning. The program will run in Manitoba for six years, with the amount of funding rising incrementally. To date, around 50 companies – with employees numbering 5 to several hundred - have taken advantage of the funding. The program will run for five more years and while the provincial government has not yet begun to promote the program, it is required to do so under the terms of the agreement with federal government.

Corporate

According to a 2014 Conference Board of Canada report, the demand for e-learning as an alternative to face-to-face corporate training has been on the rise since the beginning of the millennium. Between 2000 and 2013, 14 percent of the time once devoted to face-to-face instruction has now been moved to online delivery methods. While it is not expected to replace face-to-face training, the versatility of e-learning activities (e.g., purely online, online instructor-led group/virtual classroom, mobile learning) is becoming increasingly important to delivering learning content to organizations. Professionals currently involved in corporate training who would like to update their skills, or those interested in the field would be strong candidates for the PBC E-Learning program. While it may not be easy to quantify, new and improved skills may equate to a more innovative and responsive workforce.

Supports and Barriers

There are a number of potential supports for and barriers to participation in the PBC E-Learning program, including:

Supports:

1. The program's focus on developing skills that can be applied immediately in the workplace supports the need of today's employers and employees for professional development that aligns with the organization's vision, mission, and goals.

2. Support exists among employers for a program that will enable workers to develop skills to address the fact that increasingly, departments are moving towards more online and blended learning.
3. There is a need for a program that will enable employees with instructional design responsibilities to align their knowledge and skills with the requirements of professional accreditation.

Barriers:

1. Internet capability in the more remote parts of Manitoba is limited and may impact uptake in terms of potential students interested in online learning.
2. The current higher education model of blended learning does not necessarily recognize the importance of online pedagogical approaches or the need for formal training in instructional design.
3. Professional trainers and college instructional staff often enter their roles with professional training rather than a university degree, and would not meet the entry requirements for a PBC at UM, while a flexible admissions policy is in place in at least one competitor (Royal Roads).

2.2 Methodology

A significant review of e-learning programs at Canadian institutions was undertaken to determine the validity and strength of the proposed PBC E-Learning. In addition, contact with key stakeholders was reinitiated in order to determine their support.

2.3 Audience Characteristics

The PBC E-Learning is intended for individuals who hold an undergraduate degree and who fall into one of the following categories:

1. ***New or more experienced educators or trainers*** who would like to develop a deeper understanding of the theory as well as the pragmatic knowledge for e-learning teaching and course management;

2. ***New or more experienced instructional designers*** who would like to develop a deeper understanding of the theory and application of online course design and management of e-learning projects, and/or who may want to align their skills with the competencies of the Canadian Association of Instructional Designers (CAID). 3. Design and Delivery

3.1 Program Structure
Objectives

Upon completion of the program students will be able to:

- Enhance professional leadership skills within an organizational context.
- Effectively manage and deliver online learning courses *(Teaching)*.
- Coordinate educational projects from start to successful completion *(Teaching)*.
- Develop, apply and justify a learning strategy appropriate to the educational/training needs *(Design)*.
- Coordinate instructional design projects from start to successful completion *(Design)*.

Structure

The program, which can be completed in 12-months on a full time basis or 1 to 3 years part-time, consists of a minimum of 216 instructional hours (18 CH) composed of 3 *Workplace Foundational Skills* courses (common to all post baccalaureate certificates) and 3 courses in either the *Teaching Stream* or *Design Stream*. Each course is 36 instructional hours (3 CH) in duration. In both streams, the capstone project must be completed last (see Table 1).

Table 1: Program Outline

Workplace Foundational Skills	Teaching Stream	Design Stream
Project Management Essentials (3)	Foundations of Teaching Online (3)	Instructional Design for E-Learning (3)
Learning for Leaders in the 21st Century (3)	Using Technology for Teaching and Training (3)	Instructional Systems and Learning Techniques (3)
Excellence in Communications (3)	Applied Project in Teaching Online (Capstone)* (3)	Applied Project in E-Learning Design (Capstone)* (3)

*Capstone project must be completed last.

3.2 Course Descriptions

The courses are divided into two required groups: ***Workplace Foundational Skills,*** which are core to all CAPS post baccalaureate certificate programs, and ***Stream***, which are specific to either a teaching or design focus. Students must successfully complete all foundational courses and all three courses in their chosen stream to meet the requirements of the PBC E-Learning.

Workplace Foundational Skills

Project Management Essentials: This course introduces students to the principles of successful leadership in project management, including project definition, cost benefit analysis, planning, scheduling, group dynamics, and project completion.

Learning for Leaders in the 21st Century: As traditional hierarchical approaches to leadership are being replaced by leadership through influence, credibility is established through how values and purposes are consistently enacted and embodied in the workplace. The course will offer learners an intentional shift away from deeply rooted individualistic and non-systemic views of leadership and their corresponding practices to building personal mastery.

Excellence in Communications: Successful leadership depends heavily on the ability to communicate convincingly, efficiently and effectively. By successfully completing this course, students will become familiar with key strategies in effectively applying a wide range of organizational communication strategies and styles.

Teaching Stream

Foundations of Teaching Online: This course introduces students to the unique skill set needed for teaching and managing the blended and/or online learning experience. Students will be aware of standards for facilitating online teaching and learning. Pragmatic approaches for methods and models of blended and/or online learning management will be covered. This course would benefit professionals and educators interested in delivering blended and/or online learning experiences.

Using Technology for Teaching and Training: Students will explore current online educational technologies and assess the appropriate ways to use them to engage learners in educational and training environments This course is appropriate for professionals and educators who are interested in integrating technology into blended and/or online teaching or training.

Applied Project in Teaching Online (Capstone)*: Utilizing the strategies, tools and techniques acquired in the program, students will complete a capstone project under the guidance of an instructor. A course project will be available, but ideally, each student will choose a project relevant to their professional situation.

*Students must complete all other PBC E-Learning courses prior to enrolling in this course.

Design Stream

Instructional Design for E-Learning: Students will explore the history of instructional design, important instructional design models, and current trends in instructional design theory. This course would benefit new and more experienced instructional designers who would like to develop or broaden their knowledge of instructional design principles in designing educational/training materials and selecting appropriate technologies in varying contexts.

Instructional Systems and Learning Technologies: This course will introduce students to models of instructional systems, current technologies and methods of implementing technology for e-learning. Students will explore the uses of technology and learn how technology may be applied in educational or professional online settings. This course would benefit new and more experienced instructional designers.

Applied Project in E-Learning Design (Capstone)*: Utilizing the strategies, tools and techniques acquired in the program, students will complete a capstone project under the guidance of an instructor. A course project will be available, but ideally, each student will choose a project relevant to their professional situation.

*Students must complete all other PBC E-Learning courses prior to enrolling in this course.

3.3 Course Prerequisites and Progression

Courses are offered on a rotational basis and while there is no required course of study, it is recommended that students who are recent graduates take the *Workplace Foundational Skills* courses first. Students in both *Streams* must complete the three workplace foundational skills courses and two stream courses prior to enrolling in the stream capstone project.

Qualified registrants who wish to enroll in individual courses but do not wish to complete the entire certificate program are also welcome. However, they must apply and be admitted to the PBC E-Learning program, and would be restricted from enrolling in either of the capstone courses.

3.4 Teaching Methods

The courses in the program will leverage students' experiences, skills, knowledge and competencies and is designed for relevancy and applicability to learners' current work environment and context, as illustrated by:

- Utilizing case studies, collaborative learning, and experiential learning;

- Incorporating flexible learning activities with an emphasis on experiential learning; and Integrating relevant learning and design theory across all the courses including design for non-traditional students in non-traditional environments.

3.5 Location

This program will be delivered in online, classroom, and/or blended modes. All courses will be developed for complete online delivery. The online version of the courses can also be used to support a technology-enhanced classroom-based delivery or blended delivery. Decisions regarding actual delivery mode in any offering of the program and courses will be based primarily on the mode that is most appropriate and effective within a particular delivery context and will consider factors such as the:

- Preferences of the students;
- Location of the students; and/or
- Most advantageous business arrangement for the University.

The relative efficacy of the various delivery modes will be monitored to ensure that they produce comparable experiences and results for learners.

3.6 Existing Coursework and Outlines

Two of the required courses offered through CAPS will be adapted to meet the needs of the PBC E-Learning program:

- *Instructional Design in Adult Education* from the Certificate in Adult and Continuing Education (CACE) and Certificate in Interdisciplinary Studies: Emerging Technologies in Learning (CIS: ETL) programs will be the basis for *Instructional Design for E-Learning*.

- *Introduction to Emerging Technologies* from CIS: ETL program will be the basis for *Instructional Systems and Learning Technologies.*

3.7 Laddering Opportunities

For students enrolled in a degree program at the University, completion of the PBC E-Learning will be noted on transcript.

3.8 Benchmarking

A review of university e-learning programs across Canada indicates that at least seven Canadian institutions offer masters-level programs in learning and technology (Memorial, Concordia, Saskatchewan, Alberta, Simon Fraser, Royal Roads, and UBC). All of the programs are offered through the Faculties of Education with, generally, the goal of enabling educational leaders to integrate and manage technology in educational systems.

Some institutions offer graduate-level certificates with credits transferrable to a Masters' program. For example, UBC offers two graduate-level certificates that can be completed in as little as one year and require a minimum of two core courses and a maximum of 3 electives. All courses are online. Courses completed as part of the certificate program are fully transferable to the Masters' degree program at any time while completing the certificate program or after completion. Royal Roads University offers a Graduate Certificate in Instructional Design, which is a cohort-based, three-course program that provides the opportunity to earn credits towards a Masters' degree. While there is no indication that professional certification will be considered for graduates of either program, outcomes listed on the websites seem to align somewhat with CAID's (professional certification association) required competencies. Royal Roads' program offers a flexible entrance option (university degree not necessarily required).

The two programs most similar in scope to the proposed PBC E-Learning are offered by the University of Toronto (U of T) and the University of Calgary (Calgary). Both offer certificate programs geared towards teachers, managers, trainers, instructors or technology specialists who wish to enhance their skill set by learning to design, implement and evaluate e-learning training programs. Neither requires a university degree (though it is likely most will have the credential) and both are terminal credentials. The proposed PBC E-Learning will offer a program at the post baccalaureate certificate level with two streams (teaching and design). Neither U of T nor Calgary offers the opportunity for certificate-level students to 'stream' into an area of focus.

Descriptions

University of Toronto's E-Learning Certificate prepares educators, instructional designers and corporate training professionals to design, develop, implement, evaluate, and manage e-learning training programs and curricula. It offers a hands-on opportunity to build relevant, pedagogically sound educational materials and courses for the Internet, explores the latest developments in online educational technology, and provides a sound grounding in e-learning planning, implementation and program management. The program covers all aspects of the e-learning process, including knowledge management, and gives e-learning authors, instructors, and tutors the opportunity to develop their own interactive learning strategies and put in place a set of industry-recognized professional standards. Participants in the program will gain experience in visual design and display, e-learning program evaluation, how to write for the web, and methods for leading and fostering online discussions. They will also look at current and evolving developments in e-learning and distance learning theory. Tuition cost for the E-Learning Certificate is $3,485.

University of Calgary's e-Learning Certificate is designed to meet the growing need for adult educators, designers and administrators for just-in-time delivery in both educational and business settings. In this program, you will gain knowledge and techniques in facilitation, coordination, instructional design and e-learning technologies. This short-format certificate is the perfect professional development opportunity for those with significant work experience in the field. New and aspiring

professionals would be better served to take the 300-hour Certificate in Adult Learning specializing in e-Learning. Tuition cost for the e-Learning Certificate is $1,685, while the cost for the Certificate in Adult Learning specializing in e-Learning is $4,560.

Royal Roads University Graduate Certificate in Instructional Design is a 9-credit cohort program consisting of three online courses that use a collaborative educational model to master the theories and practical applications of today's technology-enhanced learning environments. Students in this program come from a wide variety of professional organizations; including government, non-profits, universities and community colleges, private sector employers, financial institutions, classroom teachers, social service workers, public sector trainers, and other training environments. The Graduate Certificate in Instructional Design also provides an opportunity to earn credits towards a **Master of Arts in Learning and Technology** or the **Master of Arts in Interdisciplinary Studies**. Tuition cost for program is $6,190 (domestic). 4. Resources

4.1 Teaching Personnel

All PBC E-Learning instructors will have, at minimum, a Masters' degree, expertise in their content area, experience teaching adult learners in a post-secondary level, and experience teaching in an online learning environment. Academia and staff from UM are considered a primary instructional resource for the PBC E-Learning.

4.2 Training

CAPS instructors will receive an orientation to the PBC E-Learning program and to the UMLearn learning environment and any online tools to be used in their courses. UMLearn and other courses, workshops and seminars will also be available to instructors through the UM Centre for the Advancement of Teaching and Learning (CATL). Ongoing UMLearn support will be available to instructors through the Division, as required.

4.3 Library Resources

The UM has adequate library resources to support this program, including the Dafoe Library. Letters from the Dafoe Library confirm its ability to support the proposed PBC E-Learning program and *Stream* courses (the *Workplace Foundational Skills* courses are supported under a different program). See Appendix 3.

4.4 Instructional Media

Instructors and students will require access to UM's learning management system UMLearn and support network. The need for additional online resources, such as Adobe Connect, may be required and will be determined as courses are fully developed.

4.5 Laboratory/Field Placement

The PBC E-Learning does not require laboratory or field placement services.

4.6 Counseling and Advising

The PBC E-Learning does not require unique counselling and student advisory services that are not normally available within UM.

4.7 Additional

The PBC E-Learning does not require additional resources to support the program.

5. Operations and Management

5.1 Advisory/Program Committee

The PBC E-Learning Advisory Committee will consist of the following representatives:

- Area Director, Continuing and Professional Studies (Ex Officio)
- Academic Staff Member, Extended Education Division
- Faculty member, Faculty of Education
- Representative, online learning organization/association
- Representative, e-learning industry
- President/Designer, Canadian Association of Instructional Designers
- Representative, Organizational Staff Development, Manitoba Civil Service
- Associate Dean, Extended Education Division
- Representative, Manitoba Hydro or crown corporation

Terms of Reference can be found in Appendix 4.

5.2 Admissions

Selection Process

Applications will be assessed in the order they are received. Applicants who successfully meet the program application requirements (see Table 2) will be offered a space in the program, when approved.

Table 2 - Application and Admission Criteria

Selection Criteria	- An Undergraduate degree - Demonstrated proficiency in the use of the English Language Proficiency Requirements for admission to the University*
Application Criteria	- Online application form - Application fee - Official post-secondary transcript(s)

5.3 Transfer Arrangements

It is the intention of CAPS to have all new courses reviewed for transfer credit by the appropriate areas.

5.4 Frequency of Course Offerings

The courses will be offered on an ongoing, rotational basis. Individual courses may be offered prior to the roll-out of the PBC E-Learning program as early as January 2016.

5.5 Completion Times

The program will take a minimum of 12 months to complete. Students will have up to three years from the initial start date to complete the program.

6. Evaluation

6.1 Student Assessment

As per the UM grading system, final grades in courses are expressed as letters, ranging from D, the lowest passing grade, to A+, the highest (see Table 3).

Table 3- Grading Scale

Letter Grade	Numerical Score	Explanation	Grade Point
A+	90-100	Exceptional	4.5
A	80 -89	Excellent	4.0
B+	77- 79	Very Good	3.5
B	70 -76	Good	3.0
C+	67 -69	Satisfactory	2.5
C	60 -66	Adequate	2.0
D	50 -59	Marginal	1.0
F	Under 50	Failure	0.0

While a letter grade of D (50-59) is considered a marginal pass in a course, participants must achieve a minimum letter grade of C (60-66) in each course in order to progress within the program. A student may choose to repeat the course during the next program intake.

The capstone paper will be graded using the letter grade system. A final grade will be comprised of evaluation of a final written paper and virtual presentation of the project to fellow students, sponsors and other stakeholders.

6.2 Instructor Evaluation

The University's Students' Evaluation of Educational Quality (SEEQ) will be used for all course components.

6.3 Program Evaluation

As a new initiative, it is important that the PBC E-Learning be monitored closely during the initial offering to identify challenges and successes. Upon completion of the first offering, focus groups will be held with instructors and randomly selected students and graduates. Combined with feedback from the Program Advisory Committee, the program will be reviewed and revised as needed.

The success of the PBC E-Learning will be evaluated using the performance indicators identified in Table 4.

Table 4 – Performance Indicators

Enrolment Rate	Individual program offerings register 20-25 new students
Graduation Rate	95% of students graduate from the program
Graduate Satisfaction	Participants report the program had a positive impact on their ability to do their job
Student Satisfaction	85% of participants are satisfied or strongly satisfied with the quality of their learning experience throughout the program
Program Sustainability	Applications to participate are maintained or increased for each offering Program development costs are recovered by year four of the program Program contributes to Area's net revenue

Upon completing the initial offering, the program will operate with the guidance of a program advisory committee and will be reviewed annually. A thorough program evaluation will be conducted at minimum every five years to ensure quality, ongoing market need and viability of the program.

7. Financial Plan

See Appendix 5

8. Marketing Plan

See Appendix 6

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Appendices

Appendix 1 - Course Outlines

All course outlines include the following General Academic Regulations:

ACADEMIC INTEGRITY

Plagiarism or any other form of cheating in examinations, term tests or academic work is subject to serious academic penalty (e.g. suspension or expulsion from the faculty or university). For complete information on the University of Manitoba's policies on academic integrity, please refer to: www.umanitoba.ca/student/resource/student_advocacy/cheating_plagiarism_fraud.html.

ATTENDANCE AND PARTICIPATION

Active and ongoing participation is integral to success in this course. It is the responsibility of the student in an online course to log onto the UM Learn course site regularly, read all assigned materials and complete learning tasks as assigned.

PROPRIETARY INFORMATION

To ensure confidentiality and anonymity, students are asked to use pseudonyms to disguise actual workplaces, including colleagues and employers that may be discussed as real-life examples for project-based activities. All information gathered will be treated in a confidential manner.

FINAL GRADES

The instructor will make every effort to return grades in a prompt manner. The instructor has the discretion to deduct marks if the student fails to meet the requirements as specified by the assignment details, grading rubrics, course outline and/or any other specifications relevant to the completion of the course.

For final grades, please go to Aurora Student. Final grades are normally posted within two weeks of course completion.

VOLUNTARY WITHDRAWAL / REFUNDS

Any student contemplating withdrawing from a course is encouraged first to contact the program coordinator for advice and suggestions on how to continue with the course and/or program. A refund/withdrawal schedule can be found at: http://umanitoba.ca/faculties/coned/gen_info/vw_refund.html.

STUDENT ACCESSIBILITY SERVICES

Student Accessibility Services (SAS) provides support and advocacy for students with disabilities. To contact Student Accessibility Services, please go to: umanitoba.ca/student/saa/accessibility.

RESPECTFUL WORK AND LEARNING ENVIRONMENT

The University of Manitoba supports a climate of respect in the workplace and in the learning environment, where individuals or groups of individuals are free from harassment and discrimination. For the University of Manitoba's Respectful Work and Learning Policy, including information on human rights and sexual harassment, please go to: http://umanitoba.ca/human_rights/respectful_work.html.

For a complete list of Extended Education policies, please refer to: http://umanitoba.ca/faculties/coned/gen_info/policies.html.

Foundations of Teaching Online
COURSE OUTLINE

COURSE DESCRIPTION

This course introduces students to the unique skill set needed for teaching and managing the online learning experience. Students will be aware of standards for facilitating online teaching and learning. Pragmatic approaches for methods and models of online learning management will be covered. This course would benefit professionals and educators interested in delivering online learning experiences.

LEARNING OBJECTIVES

A student who successfully completes this course will be able to:

1. Identify measurable learning outcomes.
2. Describe best teaching practices in an online environment.
3. Outline basic learning theories and their relation to online teaching practices.
4. Compare and contrast the management of face to face, blended, and online teaching.
5. Develop an online teaching plan.

COURSE MATERIALS

The following required textbook is available for purchase from the University of Manitoba Bookstore:

reference and ISBN number

Additional readings can be accessed via UM Learn.

For more information on the university's learning management system, UM Learn, as well as hardware and software requirements to access UM Learn, please refer to the Student Quick Start Guide.

COURSE OVERVIEW

TOPICS

WEEKS	TOPICS
1	Introduction to Online Teaching and Student Centred learning
2 -3	Learning Theories and Best Practice
4-5	Online Teaching Theories and Technology Choices
6-7	Managing the Online Classroom
8-9	Student Evaluation and Assessment
10-12	The Tools of Online Teaching

COURSE EVALUATION

ASSESSMENTS	PERCENTAGE
Discussion Forum	15%
Paper	25%
Peer Review	10%
Final Project	50%

For information on assessment due dates, please refer to the assessment schedule posted on UM Learn.

GRADING SCALE

LETTER GRADE	NUMERICAL SCORE	EXPLANATION	GRADE POINT
A+	90-100	Exceptional	4.5
A	80–89	Excellent	4.0
B+	77-79	Very Good	3.5
B	70-76	Good	3.0
C+	67-69	Satisfactory	2.5
C	60-66	Adequate	2.0
D	50-59	Marginal	1.0
F	Under 50	Failure	167 0.0

<p style="text-align:center">Using Technology for Teaching and Training</p>

COURSE OUTLINE

COURSE DESCRIPTION

Students will explore current online educational technologies and assess the appropriate ways to use them to engage learners in educational and training environments. This course is appropriate for professionals and educators who are interested in integrating technology into online teaching or training.

LEARNING OBJECTIVES

A student who successfully completes this course will be able to:

1. Describe current trends in educational technology.
2. Use pedagogy and course outcomes as a guide for selecting learning technology.
3. Appropriately integrate learning technology into a teaching unit.
4. Apply best practices in choosing appropriate learning technologies to optimize student engagement.
5. Evaluate various online teaching, collaboration, presentation and creation tools.

COURSE MATERIALS

The following required textbook is available for purchase from the University of Manitoba Bookstore:

reference and ISBN number

Additional readings can be accessed via UM Learn.

For more information on the university's learning management system, UM Learn, as well as hardware and software requirements to access UM Learn, please refer to the Student Quick Start Guide.

COURSE OVERVIEW
TOPICS

WEEKS	TOPICS
1	Introduction to Online Teaching with Technology
2-3	Trends in Teaching with Technology
4	Pedagogy and Technology Choice
5-8	Online Teaching Tools
9	Integrating Technology into your Teaching
10	Future Developments in Teaching Technology

11-12	Presentations

COURSE EVALUATION

ASSESSMENTS	PERCENTAGE
Discussions	15%
Paper	25%
Proposal	10%
Final Presentation	50%

For information on assessment due dates, please refer to the assessment schedule posted on UM Learn.

GRADING SCALE

LETTER GRADE	NUMERICAL SCORE	EXPLANATION	GRADE POINT
A+	90-100	Exceptional	4.5
A	80–89	Excellent	4.0
B+	77-79	Very Good	3.5
B	70-76	Good	3.0
C+	67-69	Satisfactory	2.5
C	60-66	Adequate	2.0
D	50-59	Marginal	1.0
F	Under 50	Failure	0.0

<p style="text-align: center">Applied Project in Teaching Online (Capstone)*</p>

COURSE OUTLINE

COURSE DESCRIPTION

Utilizing the strategies, tools and information acquired in the program, students will complete a capstone project under the guidance of an instructor. A course project will be available, but ideally, each student will choose a project relevant to their professional situation. *Students must complete all other PBC E-Learning courses prior to enrolling in this course.

LEARNING OBJECTIVES

A student who successfully completes this course will be able to:

Apply knowledge, strategies and tools from previous courses in the certificate program towards the development of a detailed online teaching project.

COURSE MATERIALS

The following required textbook is available for purchase from the University of Manitoba Bookstore:

reference and ISBN number

Additional readings can be accessed via UM Learn.

For more information on the university's learning management system, UM Learn, as well as hardware and software requirements to access UM Learn, please refer to the Student Quick Start Guide.

COURSE OVERVIEW

TOPICS

WEEKS	TOPICS
1	Introduction to Applied online Teaching & Training
2-3	Applied Project Management for Teaching Online
4-5	Applied Leadership for Teaching Online
6-7	Applied Communication for Teaching Online
8-9	Applied Technologies for Teaching for Online
10-11	Project Peer Reviews
12	Presentations

COURSE EVALUATION

ASSESSMENTs	PERCENTAGE
Discussions	15%
Peer Reviews	20%
Proposal	15%
Final Project	50%

For information on assessment due dates, please refer to the assessment schedule posted on UM Learn.

GRADING SCALE

LETTER GRADE	NUMERICAL SCORE	EXPLANATION	GRADE POINT
A+	90-100	Exceptional	4.5
A	80–89	Excellent	4.0
B+	77-79	Very Good	3.5
B	70-76	Good	3.0
C+	67-69	Satisfactory	2.5
C	60-66	Adequate	2.0
D	50-59	Marginal	1.0
F	Under 50	Failure	0.0

Instructional Design for E-Learning
COURSE OUTLINE

COURSE DESCRIPTION

Students will explore the history of instructional design, important instructional design models, and current trends in instructional design theory. This course would benefit new and more experienced instructional designers who would like to develop or broaden their knowledge of instructional design principles in designing educational/training materials and selecting appropriate technologies in varying contexts.

LEARNING OBJECTIVES

A student who successfully completes this course will be able to:

1. Describe various instructional design models.
2. Outline basic learning theories and their relation to instructional design.
3. Write measurable learning outcomes and align with learning activities and assessments.
4. Distinguish between face-to-face, blended and online design.
5. Using best practice, develop an instructional design project.

COURSE MATERIALS

The following required textbook is available for purchase from the University of Manitoba Bookstore:

reference and ISBN number

Additional readings can be accessed via UM Learn.

For more information on the university's learning management system, UM Learn, as well as hardware and software requirements to access UM Learn, please refer to the Student Quick Start Guide.

COURSE OVERVIEW

TOPICS

WEEKS	TOPICS
1-2	Instructional Design: Theories and Models
3-4	Front End Analysis and Learning Outcomes
5-6	Designing and Aligning Assessments
7-8	Designing Content and Activities
9	Implementing and Evaluating Course Design
10-12	Course Project

COURSE EVALUATION

ASSESSMENTs	PERCENTAGE
Discussions	15%
Paper	20%
Project Proposal	15%
Peer review	10%
Course Project	40%

For information on assessment due dates, please refer to the assessment schedule posted on UM Learn.

GRADING SCALE

LETTER GRADE	NUMERICAL SCORE	EXPLANATION	GRADE POINT
A+	90-100	Exceptional	4.5
A	80–89	Excellent	4.0
B+	77-79	Very Good	3.5
B	70-76	Good	3.0
C+	67-69	Satisfactory	2.5
C	60-66	Adequate	2.0
D	50-59	Marginal	1.0
F	Under 50	Failure	0.0

Instructional Systems and Learning Technologies
COURSE OUTLINE

COURSE DESCRIPTION

This course will introduce students to models of instructional systems, current technologies and methods of implementing technology for e-learning. Students will explore the uses of technology and learn how technology may be applied in educational or professional online settings. This course would benefit new and more experienced instructional designers.

LEARNING OBJECTIVES

A student who successfully completes this course will be able to:

1. Describe recent trends in educational technology.
2. Describe various instructional systems models used for e-learning design.
3. Use pedagogy as a guide for selecting learning technology.
4. Create a technology implementation plan for a select project.
5. Describe the advantages and disadvantages of various learning technologies in the online context.
6. Apply best practices in the development of content for online learning.

COURSE MATERIALS

The following required textbook is available for purchase from the University of Manitoba Bookstore:

reference and ISBN number

Additional readings can be accessed via UM Learn.

For more information on the university's learning management system, UM Learn, as well as hardware and software requirements to access UM Learn, please refer to the Student Quick Start Guide.

COURSE OVERVIEW

TOPICS

WEEKS	TOPICS
1-2	Introduction to Design Systems and Learning Technology
3-4	Trends in Learning Technology
5-6	Applications of Learning Technology
7-8	Designing Content Presentation for Online
9-10	Future Developments in Learning Technology & Systems

11-12	Final Project

COURSE EVALUATION

ASSESSMENTs	PERCENTAGE
Discussions	15%
Paper 1	25%
Peer Review	10%
Final Project	50%

For information on assessment due dates, please refer to the assessment schedule posted on UM Learn.

GRADING SCALE

LETTER GRADE	NUMERICAL SCORE	EXPLANATION	GRADE POINT
A+	90-100	Exceptional	4.5
A	80–89	Excellent	4.0
B+	77-79	Very Good	3.5
B	70-76	Good	3.0
C+	67-69	Satisfactory	2.5
C	60-66	Adequate	2.0
D	50-59	Marginal	1.0
F	Under 50	Failure	0.0

Applied Project in E-Learning Design (Capstone)*
COURSE OUTLINE

COURSE DESCRIPTION

Utilizing the strategies, tools and techniques acquired in the program, students will complete a capstone project under the guidance of an instructor. A course project will be available, but ideally, each student will choose a project relevant to their professional situation. *Students must complete all other PBC E-Learning courses prior to enrolling in this course.

LEARNING OBJECTIVES

A student who successfully completes this course will be able to:

1. Apply knowledge, strategies and tools from previous courses in the certificate program towards the development of a detailed online instructional design project.

COURSE MATERIALS

 The following required textbook is available for purchase from the University of Manitoba Bookstore:

reference and ISBN number

Additional readings can be accessed via UM Learn.

 For more information on the university's learning management system, UM Learn, as well as hardware and software requirements to access UM Learn, please refer to the Student Quick Start Guide.

COURSE OVERVIEW

TOPICS

WEEKS	TOPICS
1	Introduction to Applied Online Instructional Design
2-3	Applied Project Management for Instructional Design Online
4-5	Applied Leadership for Instructional Design
6-7	Applied Communication for Instructional Design
8-9	Applied Systems and Technologies for Instructional Design
10-11	Project Peer Reviews
12	Presentations

COURSE EVALUATION

ASSESSMENTs	PERCENTAGE

Discussions	15%
Peer Reviews	20%
Proposal	15%
Final Project	**50%**

For information on assessment due dates, please refer to the assessment schedule posted on UM Learn.

GRADING SCALE

LETTER GRADE	NUMERICAL SCORE	EXPLANATION	GRADE POINT
A+	90-100	Exceptional	4.5
A	80–89	Excellent	4.0
B+	77-79	Very Good	3.5
B	70-76	Good	3.0
C+	67-69	Satisfactory	2.5
C	60-66	Adequate	2.0
D	50-59	Marginal	1.0
F	Under 50	Failure	0.0

Project Management

COURSE DESCRIPTION

This course will focus on the project management life cycle and organization including project definition, cost benefit analysis, planning, scheduling, group dynamics, control and project completion.

LEARNING OUTCOMES

At the end of this course, you should be able to:

1. Define the project management triple constraint
2. Distinguish between projects, programs and portfolios
3. Prepare project charter and scope statement
4. Prepare project work breakdown structure
5. Prepare project network diagram and project schedule
6. Estimate project costs and prepare a project budget
7. Identify and manage project risks
8. Manage relationships with project team members and other stakeholders
9. Manage project issues and changes
10. Report progress and status to stakeholders
11. Achieve project quality objectives
12. Manage procurement relationships with vendors and sellers

COURSE OVERVIEW

In this course we will be using the on-line readings, exercises and a case study to learn project management processes. You will view related websites and engage in class discussions to answer project related questions.

STUDENT EXPECTATIONS

All assignments and tests will be graded within one week of submission.
All emails and phone calls will be returned within 24 hours.

INSTRUCTOR EXPECTATIONS

Students will complete the lesson readings, discussion postings and exercises within the required weeks.
On-line tests and assignments will be completed by the due dates indicated.
Students must post to every topic, reply to at least one posting in each topic, and read ALL discussion postings.

COURSE SCHEDULE

Instructors reserve the right to adjust the course schedule without prior notification. It is your responsibility to follow-up in cases of missed classes. When absent, you are responsible for finding out what you missed from another student, and for being prepared for the next class.

WEEK	DATES	TOPICS/ACTIVITIES	Evaluation
1		**Unit One: Introduction to Project Management** • Lesson 1-1 Projects and Project Management • Discussion 1-1: What causes projects to fail? Why do projects succeed? • Lesson 1-2 The Project Management Triple constraint • Lesson 1-3 PMI and the PMBOK • Lesson 1-4 Projects Programs and Portfolios	
2		**Unit Two: Initiating the Project** • Lesson 2-1 Project Prioritization and Approval • Discussion 2-1: How are projects selected in your organization? • Lesson 2-2 The Project Charter • Discussion 2-2: Identify constraints and assumptions for case study project • Lesson 2-3 The Scope Statement • Lesson 2-4 Requirements Definition	On-line Test #1
3		**Unit Three: Planning the Work** • Lesson 3-1 Work Breakdown Structure (WBS) • Discussion 3-1: Prepare WBS for case study project	Assignment 1 Work Breakdown Structure
4		**Unit Four: Planning and Estimating Activities** • Lesson 4-1 Preparing an Activity List • Discussion 4-1: Prepare activity list • Lesson 4-2 PERT Duration Estimating • Exercise 4-2: PERT duration estimating	

5		**Unit Five: Preparing the Schedule** • Lesson 5-1 Project Network Diagram • Exercise 5-1: Project Network Diagram • Lesson 5-2 Critical Path Calculation • Exercise 5-2: Critical Path • Lesson 5-3 Preparing the Schedule • Exercise 5-3: Project Gantt chart • Lesson 5-4 Resource Leveling • Lesson 5-5 Schedule Compression	Assignment 2 Project Network Diagram
6		**Unit Six: Estimating and Budgeting** • Lesson 6-1 Project Cost Types • Lesson 6-2 Cost Estimating • Discussion 6-2: Preparing an Order of Magnitude estimate • Lesson 6-3 Establishing the Project Budget • Exercise 6-3: Preparing a project budget	
7		**Unit Seven: Managing Risk** • Lesson 7-1 Risk Management Steps • Lesson 7-2 Risk Identification • Discussion 7-2: Identify risks on case study project • Lesson 7-3 Risk Assessment • Discussion 7-3: Assess risks identified in discussion 7-2 • Lesson 7-4 Risk Response Planning • Discussion 7-4: Prepare response plans for high priority risks from discussion 7-3	Assignment 3 Risk Register
8		**Unit Eight: Managing the Team** • Lesson 8-1 Human Resource planning • Discussion 8-1: Identify team roles for case study project • Lesson 8-2-Assigning Responsibilities • Discussion 8-2: Prepare RAM for case study team roles from Exercise 8-1 • Lesson 8-3 Team Development • Lesson 8-4 High Performance Teams	
9		**Unit Nine: Managing Issues and Changes** • Lesson 9-1 Issues, Changes and	On-line Test #2

		Risks • Discussion 9-1: Review project scenarios and determine what has occurred • Lesson 9-2 Scope Management Planning • Discussion 9-2: Prioritize the triple constraint for the case study project • Lesson 9-3 Project Steering Committees • Lesson 9-4 Managing Changes • Discussion 9-4: Review case study update and recommend appropriate action	
10		**Unit Ten: Communicating with Stakeholders** • Lesson 10-1 Identifying Project Stakeholders • Discussion 10-1: Identify case study project stakeholders • Lesson 10-2 Communications Planning • Lesson 10-3 Progress and Status Reporting • Lesson 10-4 Earned Value Performance Reporting • Exercise 10-4: Use earned value techniques to prepare performance forecast • Lesson 10-5 Project Closure Reporting	Assignment 4 Progress OR Status Report
11		**Unit Eleven: Developing Project Management "Soft" Skills** • Lesson 11-1 Leadership • Discussion 11-1: Identify differences between leaders and managers • Lesson 11-2 Power and Influence • Self-assessment 11-2: Determine your position and personal power • Lesson 11-3 conflict Management • Discussion 11-3: Conflict resolution strategies • Lesson 11-4 Principled Negotiation • Discussion 11-4: Describe how principled negotiation techniques can lead to successful completion of	On-line Test #3

12		**Unit Twelve: Quality and Procurement** • Lesson 12-1 Quality Management Overview • Lesson 12-2 Quality Assurance • Lesson 12-3 Quality Control • Discussion 12-3: Review the case study scenarios and determine the appropriate quality control technique • Lesson 12-4 Procurement Planning • Discussion 12-4: Suggest procurement documents for case study project • Lesson 12-5 Contract Administration • Discussion 12-5: Suggest appropriate contract types for case study project	On-Line Test #4

COURSE EVALUATION

ASSIGNMENTS/EXAMS	PERCENTAGE/VALUE
Assignment 1 - Work Breakdown Structure	15%
Assignment 2 - Project Network Diagram	15%
Assignment 3 - Risk Register	10%
Assignment 4 - Progress or Status Report	10%
Test #1 (completed on-line)	10%
Test #2 (completed on-line)	10%
Test #3 (completed on-line)	10%
Test #4 (completed on-line)	10%
Active participation in discussions	10%

GRADING SCALE

LETTER GRADE	NUMERICAL SCORE	EXPLANATION	GRADE POINT
A+	90-100	Exceptional	4.5
A	80 – 89	Excellent	4.0
B+	77-79	Very Good	3.5
B	70-76	Good	3.0
C+	67-69	Satisfactory	2.5
C	60-66	Adequate	2.0
D	50-59	Marginal	1.0
F	Under 50	Failure	0.0

NOTE: It is important to <u>carefully</u> read your specific program information, and course outlines and make yourself aware of the requirements for successful completion of the courses and programs in which you are enrolled.

LEADERSHIP: Concepts, Principles and Application

COURSE DESCRIPTION

If you are looking to leverage the authentic leader inside you; develop new strategies, techniques, tools, and ideas; gain greater self-awareness; and enhance your leadership knowledge, skills, and abilities, this course is for you and offers creative ways of developing leaders who thrive when faced with the demands of the 21st century. Participants will learn how to generate ideas, explore possibilities, and make them real with meaningful results. Specifically, this course provides an introduction to the central question of "what is leadership?" Selected philosophical, historical and contemporary models of leadership theory and practice will be explored and contrasted in a variety of contexts and disciplines, including leadership skills, styles, and ethics and leadership as a function of management. Hands-on application of the material presented in the class/text to the student's current/future workplace/career will add to the relevance of the course.

LEARNING OUTCOMES

At the end of this course, you should be able to:

1. Explain the concept of leadership;
2. Discuss the philosophical and historical foundations of leadership theory and practice;
3. Explain and contrast various models of leadership;
4. Describe leadership in a variety of contexts and disciplines;
5. Articulate their own understanding of leadership and approaches, styles, strengths and weaknesses that he/she brings to classroom, workplace or aspired career and
6. Present a personal leadership development plan.

COURSE TOPICS

1. Leadership defined
2. Historical and behavioural concepts of leadership
3. Theories and Models of Leadership
4. Applications of leadership theory and models
5. Self-assessment and personal leadership development plan

STUDENT EXPECTATIONS

- All assignments will be graded and returned prior to midterm and final exams
- I will do my best to return emails and phone calls within 24 hours

INSTRUCTOR EXPECTATIONS
- Complete assigned chapter readings prior to class so that you may discuss them during class time
- Participate in class discussions and activities
- Complete assignments by the due date
- Together we will create a positive and respectful learning environment

COURSE SCHEDULE

Instructors reserve the right to adjust the course schedule without prior notification. It is your responsibility to follow-up in cases of missed classes. When absent, you are responsible for finding out what you missed from another student, and for being prepared for the next class.

WEEK	TOPICS/ACTIVITIES	EVALUATION
1	Course and self-introductions; overview of the semester, course objectives and learning methodologies; introduction of the concept of leadership	
2	Introducing and defining leadership	
3	Leadership development / historical concepts; leadership and management	
4	Behavioural concepts of leadership; group dynamics	
5	Contemporary concepts of leadership	
	No Class-Louis Riel Day	
6	Introduction to models of leadership	
7	Movie (90-minutes) and written critique **(Mid Term)** based on the movie and application of concepts learned	Midterm Exam (25%)
8	Contemporary Theories and Models in Leadership continued; application of leadership theory and model(s) to a personal development plan; wrap-up with **Self-Development Plan, Oral presentation**	
9	Cont….Contemporary Theories and Models in Leadership continued; application of leadership theory and model(s) to a personal development plan; wrap-up with **Self-Development Plan, Oral presentation**	
10	Cont…Contemporary Theories and Models in Leadership continued; application of leadership theory and model(s) to a personal development plan; wrap-up with **Self-Development Plan, Oral presentation**	
11	Cont….Contemporary Theories and Models in Leadership continued; application of leadership	

	theory and model(s) to a personal development plan; wrap-up with **Self-Development Plan, Oral presentation**	
12	Final Exam	Final Exam (50%)

COURSE EVALUATION

ASSIGNMENTS	PERCENTAGE
Midterm exam	25% (see rubric 1)
Self-Development Leadership Plan and Oral…to be scheduled	25% (see rubric 2)
Final Exam	50% (see rubric 3)
TOTAL	100%

All assignments are due on their due date; no late submissions will be accepted.

GRADING SCALE

LETTER GRADE	NUMERICAL SCORE	EXPLANATION	GRADE POINT
A+	90-100	Exceptional	4.5
A	80 – 89	Excellent	4.0
B+	77-79	Very Good	3.5
B	70-76	Good	3.0
C+	67-69	Satisfactory	2.5
C	60-66	Adequate	2.0
D	50-59	Marginal	1.0
F	Under 50	Failure	0.0

NOTE: It is important to <u>carefully</u> read your specific program information, course descriptions, and course outlines and make yourself aware of the requirements for successful completion of the courses and programs in which you are enrolled.

ASSIGNMENTS

Refer to the Assignment Schedule

Appendix 2 – Benchmarking Exercise

Institution	Title	Length	Composition	Delivery			Admission Requirements				XFER/ Ladder	C	
				F2F	Blend	Online	H/S	BACH	GRAD	EXP		CERT	
University of Toronto	Certificate in E-Learning		5 courses			●	●					●	
University of Manitoba	Certificate in Interdisciplinary Studies: Emerging Technologies for Learning		3 Core + 3 Elective										
University of Calgary	e-learning Certificate	110 hr	3 Core			●	●			●	●	●	
	Certificate in Adult Learning specializing in e-Learning	300 hr	3 Core + e-Learning + Optional	*		●	●			●	●	●	
University of British Columbia	Graduate Certificate in Technology-Based Distributed Learning		2 Core + 3 Elective					●	***		●		
University of Washington	Certificate in E-learning Design & Development					●		**		●		●	
Walden University	Post-Baccalaureate Certificate in Instructional Design and Technology	12 cr	1 Core + 3 Certificate			●		●				●	
Vancouver Island University	Online Learning & Teaching Diploma (OLTD)	30 cr	10 courses			●		●				●	
Royal Roads University	Graduate Certificate in Instructional Design	9 cr	3 courses			●		Flexible admissions based on academics & work				●	

*   Two optional courses only

** Two years of college
*** Must meet grad entrance requirements

Appendix 3 – Libraries Letters of Support

University of Manitoba Libraries

Statement for a Revised Programme

UNIVERSITY
OF MANITOBA

Libraries

Faculty   Extended Education

Course Name   Post-Baccalaureate Certificate in E-Learning

Statement

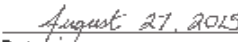The Libraries' collection can support this revised programme, as it currently exists

This certificate, which is a revision of the Hybrid, Blended Online Learning Design certificate programme, is well-supported by the current Education collections. Books and journals are held at the graduate level, and students in this certificate will enjoy full access to them. Document Delivery services will fill any gaps that students may experience. Given that the program has a fairly high proportion of hands-on, practical work, I don't anticipate any difficulties with our level of support. However, continuing course support may be affected by inflationary increases to subscriptions, a weak Canadian dollar and reductions to the Libraries' acquisitions budget.

Lyle Ford   Nicole Michaud-Oystryk
Librarian   Head, Elizabeth Dafoe Library

Jan Homer   Mary-Jo Romaniuk
Coordinator, Collections Management   University Librarian

August 27, 2015
Date

University of Manitoba Libraries

Statement for Undergraduate Curriculum Change

Faculty   Extended Education

Course Name   Foundations of Teaching Online

Statement

The Libraries' collection can support this new course, as it currently exists.

The theoretical aspect of the course will be well served by the existing collection. A significant portion of the coursework will involve hands on design of specific education materials. Given that the Education librarian assessed the collection adequate for support of 79 undergraduate courses in 2013, in my opinion, the existing collection will be adequate for the students in this class.

However, continuing course support may be affected by inflationary increases to subscriptions, a weak Canadian dollar and reductions to the Libraries' acquisitions budget.

Lyle Ford
Librarian

Jan Horner

Jan Horner
Coordinator, Collections Management

19 August 2015
Date

Nicole Michaud-Oystryk
Head, Elizabeth Dafoe Library

Mary-Jo Romaniuk
University Librarian

University of Manitoba Libraries

Statement for Undergraduate Curriculum Change

Faculty　　　　　　Extended Education

Course Name　　　Using Technology for Teaching and Training

Statement

The Libraries' collection can support this new course, as it currently exists.

The theoretical aspect of the course will be well served by the existing collection. Students will explore current online educational technologies and assess the appropriate ways to use them to engage learners in educational and training environments. A significant portion of the coursework will involve hands on design of specific education materials. Given that the Education librarian assessed the collection adequate for support of 79 undergraduate courses in 2013, in my opinion, the existing collection will be adequate for the students in this class.

However, continuing course support may be affected by inflationary increases to subscriptions, a weak Canadian dollar and reductions to the Libraries' acquisitions budget.

Lyle Ford Librarian

Jan Horner

Jan Horner, Coordinator,
Collections Management

Nicole Michaud-Oystryk
Head, Elizabeth Dafoe Library

Mary-Jo Romaniuk
University Librarian

University of Manitoba Libraries

Statement for Undergraduate Curriculum Change

Faculty　　　　　　　Extended Education

Course Name　　　　Applied Project in Teaching Online (Capstone)

Statement

The Libraries' collection can support this new course, as it currently exists.

The theoretical aspect of the course will be well served by the existing collection. Utilizing the strategies, tools and information acquired in the program, students will complete a capstone project under the guidance of an instructor. A course project will be available, but ideally, each student will choose a project relevant to their professional situation. A significant portion of the coursework will involve hands on design of specific education materials. For the rest of the coursework, students will enjoy full access to the library collections. Given that the Education Librarian assessed the collection as adequate to support undergraduate courses in 2013, in my opinion, the existing collection will be adequate for the students in this class.

However, continuing course support may be affected by inflationary increases to subscriptions, a weak Canadian dollar and reductions to the Libraries' acquisitions budget.

Lyle Ford
Librarian

Jan Horner
Coordinator, Collections Management

Nicole Michaud-Oystryk
Head, Elizabeth Dafoe Library

Mary-Jo Romaniuk
University Librarian

19 August 2015
Date

University of Manitoba Libraries

Statement for Undergraduate Curriculum Change

Faculty   Extended Education

Course Name   Instructional Design for E-Learning

Statement

The Libraries' collection can support this new course, as it currently exists.

The theoretical aspect of the course will be well served by the existing collection. Students will explore the history of instructional design, important instructional design models, and current trends in instructional design theory. This course would benefit new and experienced instructional designers who would like to develop or broaden their knowledge of instructional design principles in designing educational/training materials and selecting appropriate technologies in varying contexts. A significant portion of the coursework will involve hands on design of specific education materials. For the rest of the coursework, students will enjoy access to the library collections. Given that the Education librarian assessed the collection adequate for support of 79 undergraduate courses in 2013, in my opinion, the existing collection will be adequate for the students in this class.

However, continuing course support may be affected by inflationary increases to subscriptions, a weak Canadian dollar and reductions to the Libraries' acquisitions budget.

Lyle Ford
Librarian

Nicole Michaud-Oystryk
Head, Elizabeth Dafoe Library

Jan Horner
Coordinator, Collections Management

Mary-Jo Romaniuk
University Librarian

University of Manitoba Libraries

Statement for Undergraduate Curriculum Change

Faculty   Extended Education

Course Name   Instructional Systems and Learning Technologies

Statement

The Libraries' collection can support this new course, as it currently exists.

The theoretical aspect of the course will be well served by the existing collection. This course will introduce students to models of instructional systems, current technologies and methods of implementing technology for e-learning. Students will explore the uses of technology and learn how technology may be applied in educational or professional online settings. A significant portion of the coursework will involve hands on design of specific education materials. For the remainder of the course requirements, students will enjoy full access to the library collections. Given that the Education librarian assessed the collection adequate for support of 79 undergraduate courses in 2013, in my opinion, the existing collection will be adequate for the students in this class.

However, continuing course support may be affected by inflationary increases to subscriptions, a weak Canadian dollar and reductions to the Libraries' acquisitions budget.

Lyle Ford
Librarian

Jan Horner

Jan Horner
Coordinator, Collections Management

Nicole Michaud-Oystryk
Head, Elizabeth Dafoe Library

Mary-Jo Romaniuk
University Librarian

19 August 2015
Date

Appendix 4 – Terms of Reference

Post Baccalaureate Certificate in E-Learning
Terms of reference Advisory Committee

1. Status

    The Advisory Committee to the Certificate is established by and reports to Continuing and Professional Studies, Division of Extended Education, The University of Manitoba.

2. Purpose

    The Committee provides an advisory liaison function between Continuing and Professional Studies, relevant faculties, industry sectors that the program serves and professional associations as deemed appropriate. Its purpose is to:

    -   Monitor the relevance and currency of the certificate program;
    -   Provide advice on continuous development and revision of courses in the certificate and the certificate program as a whole.
        -   Provide updates on industry trends and relevant competencies required in the workplace.

3. Composition

    The PBC E-Learning Advisory Committee will consist of the following representatives:

    -   Area Director, Continuing and Professional Studies (Ex Officio)
    -   Academic Staff Member, Extended Education Division
    -   Faculty member, Faculty of Education
    -   Representative, online learning organization/association
    -   Representative, e-learning industry
    -   President/Designer, Canadian Association of Instructional Designers
    -   Representative, Organizational Staff Development, Manitoba Civil Service
    -   Associate Dean, Extended Education Division
    -   Representative, Manitoba Hydro or crown corporation

    Other representatives may be added or deleted from time to time.

4. Terms of Office

f three years or until such time as the program is to be reviewed and will be followed by an appointment review.

4. l   A committee chair will be selected by appointment by the Committee.
4. 2   Vacancies due to resignations will be filled by appointment by the Committee.

5.   <u>Meetings</u>

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

5.1   Attendance by 60% of the Committee members shall represent a quorum in order that the Committee may achieve a reasonable consensus in its advisory functions.
5.2   The chair will provide minutes and an agenda to the committee members.
5.3   The chair shall give at least two weeks' notice of a meeting.

6.   <u>Functions of the Committee</u>

The Committee is established to provide liaison, guidance, and advice to Continuing and Professional Studies on matters related to the certificate program.

- The Committee shall assist in the recruitment of instructors by suggesting names of potential instructors.
- The Committee shall assist in program promotions and the general communication of information regarding program activities within the profession, industry and community.
- The Committee shall advise on the needs for revisions to the existing Certificate Program, as well as on the need for seminars/workshops, courses and conferences in relevant fields of study, and shall promote these programs.
- The Committee shall advise on the design, delivery, course content and resources to ensure the program remains relevant, effective and efficient.
- The committee shall make recommendations regarding the appropriateness of curriculum, admission criteria and training needs.
- The Committee shall bring to the attention those factors which are likely to affect existing or future programs including trends in relevant fields; and the existence of programs which duplicate those offered by Continuing and Professional Studies.
  - From time to time, the Committee shall conduct evaluations of the Certificate Program to assist in identifying program strengths and weaknesses.
    - From time to time, the Committee shall conduct needs assessment for the Certificate Program to meet the training and educational needs of the community.

Appendix 5 – Financial Plan

New Program Delivery
Financial Plan

	Notes		Year 1		Year 2		Year 3		Year 4		Year 5	
			#	Total	#	Total	#	Total	#	Total	#	Total
		6	20	87,000	25	108,750	25	108,750	25	108,750	25	108,750
PBE Tuition Fee Domestic	$725											
PBE Tuition Fee International	$725	6		0	5	21,750	5	21,750	10	43,500	10	43,500
Admission Fee Domestic	$100	1	20	2,000	25	2,500	25	2,500	25	2,500	25	2,500
Admission Fee International	$300	1		0	5	1,500	5	1,500	10	3,000	10	3,000
				89,000		**134,500**		**134,500**		**157,750**		**157,750**
Total Revenue												
Direct costs												
Instructor salaries	$150/student		6	18,000	6	27,000	6	27,000	6	31,500	6	31,500
Benefits	20%			3,600		5,400		5,400		6,300		6,300
Software / License				1,000		1,000		1,000		1,000		1,000
Marketing	7%			6,230		9,415		9,415		11,043		11,043
Online Development				25,000								
Total direct costs				**53,830**		**42,815**		**42,815**		**49,843**		**49,843**
Operating margin				*35,170*		*91,685*		*91,685*		*107,908*		*107,908*
Area Overhead and Salaries	30%	expenses		16,149		12,845		12,845		14,953		14,953
Division Overhead	20%	expenses		10,766		8,563		8,563		9,969		9,969
Net				**8,255**		**70,278**		**70,278**		**82,986**		**82,986**

Appendix 6 – Marketing Plan

Post Baccalaureate Certificate in E-Learning
Marketing Plan

Program Area

Continuing and Professional Studies

Project

Three year promotion plan: Post Baccalaureate Certificate in E-Learning (PBCE)

Background

New Post Baccalaureate Certificate to be launched for April 2016.

Program details

- 15month course offering
- Primarily offered online
- Per course fee: $725
- Pre-requisite: Undergraduate degree

Goal

To successfully launch the new Post Baccalaureate Certificate in E-Learning.

Marketing Objective

- Year 1 (2016): 20 students enrolled by spring 2016
- Year 2 (2017): 25 students enrolled by spring 2017
- Year 3 (2018): 30 students enrolled by spring 2018

Target Audience

- Working professionals with an undergraduate degree with approximately 1 to 5 years of experience in organizational staff development and program development.
- Working professionals with an undergraduate degree with approximately 1 to 5 years of teaching experience in workplace training programs or at secondary or post-secondary institutions.
- Recent graduates who completed an undergraduate degree and are looking to enter a career in instructional design.

Communications Objective

- Encourage identified targets to seek more information about the PBCE
- Increase awareness of the new PBCE

Key fact or benefit

- Online format allows students to work and earn the PBCE simultaneously

What barriers must the communications overcome?

- Tuition cost.
- Taxonomy. Post baccalaureate certification may not be widely known or in-demand.

Tactics

Year 1.

Focus on local organizations and individuals with a past experience with UM. Establish advising services, support collateral and sales targeting local organizations we have relationships with.

Develop the following collateral, web and supports:

- Informative webpage
- Facebook and LinkedIn campaigns to create program awareness
- Tearsheet/information piece.
- Promo button. CAPS landing page button.
- Letter/email copy for advisor to use to respond to inquiries.
- Local ads and direct mail (detailed below)

Years 2 and 3

In addition to year 1 activity, advertise in select publications in Winnipeg and alumni channels to reach outside Winnipeg markets, including international audiences.

Appendix 7 – Letter of Support from the Faculty of Education
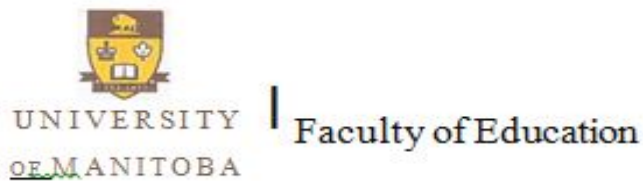
UNIVERSITY OF MANITOBA | Faculty of Education

September 10, 2015

Dr. Gary Hepburn
Dean, Extended Education
167 Extended Education Complex
University of Manitoba
Winnipeg, MB, R3T 2N2

Dear Dr. Hepburn,

On behalf of the Faculty of Education at the University of Manitoba, I would like to offer my support to the proposed addition to your Extended Education programming.

The new certificate you are intending to offer, *Post-Baccalaureate Certificate in E-Learning* will be beneficial to your students, allowing them to explore pedagogical and evidence-based approaches as well as curricular understandings to meet an increasing need for e-Learning and web-based teachers.

It is the position of the Faculty of Education at the University of Manitoba to encourage a broad range of educational approaches for teachers or designers new to e-learning who would like to develop a foundation in planning, implementation and program management in educational or business settings. I believe this new post-baccalaureate certificate will be highly beneficial to the preparedness of those people teaching in a digital learning environment.

Sincerely,

David Mandzu… .D.
Dean
Faculty of Education
University of Manitoba

DM/lo

Memo

To: University Secretary

From: Gary Hepburn, Dean, Extended Education

Date: September 15, 2015

Re: Proposal for Major Revisions to the Certificate in Human Resource Management

I am pleased to advise that Extended Education's Council approved the proposed major revisions to the Certificate in Human Resource Management at its meeting held on August 25, 2015.

Formal Proposal: Request for Major Revisions
Certificate in Human Resource Management

1.0   Program Description

1.1   Title of Proposed Program

The proposed program title is *Certificate in Human Resource Management*.

1.2   Credential Proposed

The credential will be awarded at the Certificate level.

1.3   Indicate whether this is a new program/major revision to an existing program

This is a major revision to an existing program.

1.4   Academic unit (within the division) making the proposal

The proposal for a major revision of the Certificate in Human Resource Management is put forward by Continuing and Professional Studies (CAPS), Extended Education.

1.5   Program Overview

1.5.1   Program Description

The Certificate in Human Resource Management provides students with the leadership, teamwork, communication and strategic planning skills necessary for a successful career in human resources. The comprehensive 288-hour program introduces learners to innovative and effective management practices in the HR field and builds the foundational knowledge that is required of today's HR partners. Key topics include strategic HR management, recruitment and selection, human resource legislation, workforce engagement and staff development. The program is designed to meet the needs of both emerging and more experienced human resources professionals as well as HR professionals who are looking to acquire the skills and knowledge that are essential to obtaining CHRP designation.

1.5.2   Program History

The Human Resource Management program has been offered since the early 1960s and was formally approved as a Certificate by the University's Senate in 2001. Since then, the program has undergone a number of revisions to keep it in line with changes in the HR field. For example, in 2006 the program was redesigned to correspond more closely to the then newly-introduced Human Resource Body of Knowledge and Seven Functional Dimensions, as

defined by the Canadian Council of Human Resources Associations (CCHRA). Recently, the CCHRA has replaced the Body of Knowledge and Seven Functional Dimensions with the new Human Resources Professional (CHRP) Competency Framework, which also impacts HRM training programs, such as Extended Education's program. And so, with the current proposed revisions, the Human Resource Management Certificate will better provide students with the essential HR skills as determined by the HR profession; in particular, current proposed revisions will allow for the program to address comprehensively the new competency framework introduced by the CCHRA.

1.5.3   Program Objectives

The Human Resource Management primary program objectives are to:

- deliver essential knowledge and skills that have an impact on human resource management roles;
- deliver foundational information and develop skills that correspond to the Certified Human Resources Professional (CHRP) Competency Framework, as defined by the Canadian Council of Human Resource Associations (CCHRA);
- deliver foundational knowledge and skills needed to pursue the CHRP designation;
- provide students with the opportunity to focus on a specific area/issue through the elective component.

Secondary program objectives are to:
- provide students with opportunities to network with practitioners, instructors and peers;
- allow students to facilitate part-time study, accessing online, face-to-face and blended learning delivery modes, while working full time;
- provide students with hands-on experience learning and working in an online environment and the essential online skills needed for today's work environment.

1.6   Indicate whether the program would be ongoing or offered for a limited period of time.

The HRM certificate is an ongoing program which has been successfully offered by Extended Education for over 50 years. Enrolment data confirms a consistently strong demand for the program, with the majority of intakes enrolling more than 200 students per year, as shown by the table below.

	2009/10	2010/11	2011/12	2012/13	2013/14
Registrations	459	418	481	370	418
Admissions	85	61	86	60	75
Graduates	50	47	52	38	44
Students	318	282	292	251	273

2.0   Context for Major Revision

2.1   Rationale

The Certificate in Human Resource Management (HRM) was last reviewed in 2005/2006. At that time, the program model consisted of four required courses, two elective courses, and four lab/seminars. Following the review, the model was revised to correspond more closely to the Human Resource Body of Knowledge and Seven Functional Dimensions as defined by the CCHRA, which were newly introduced at that time. As of 2006/2007, students were required to complete seven required courses and one elective course for a total of 288 hours. The program model remained unchanged since then, although several of the courses had been developed for delivery by distance/online as a means of increasing course accessibility.

Early in 2012, Extended Education's Program Review Committee (PRC) selected the Human Resource Management Certificate Program for in-depth evaluation during that academic year. EE formally reviewed the Human Resource Management program and presented its findings to the PRC in July 2014. In particular, the review found that a much stronger relationship was needed between the HRM certificate and the HR community in general. More specifically, the review concluded among its summary findings:

- That CAPS respond to the growing trend toward online learning and build on Extended Education's growing expertise in distance education by converting all HRM courses to fully online and/or blended format (50% online & 50% face-to-face). Increased accessibility of courses through online and blended formats could contribute to an increased student market beyond Winnipeg and differentiate the University of Manitoba Certificate from those offered at the University of Winnipeg and Red River College.
- That CAPS would develop new elective courses to complement the existing required core courses. Electives should reflect current and immediate human resources issues, challenges and interests.
- That CAPS reinstate the workshop option as the elective component. Giving students the option to take 36 hours of one, two and/or three day workshops in lieu of one elective course will create valuable learning and networking opportunities on current and relevant topics. Workshops will also provide instructors opportunity to facilitate new skill development that supports turning theory into practice.
- That CAPS rename the *Employee Relations* course *Labour Relations* to more accurately reflect the nature of the course.

As HR professionals are more and more recognized for the contributions they make to the private and public sector, CCHRA recently decided to upgrade and unify the qualifications that today's HR professionals need. In 2014, CCHRA introduced a new and exhaustive competency framework designed to reflect more accurately the competencies – the

functional and enabling skills, experience and knowledge – and degree of proficiency expected of HR professionals. Moreover, these competencies outline the qualifications HR professionals must obtain in order to earn the prestigious Certified Human Resources Professional (CHRP) designation (Canadian Council of Human Resources Associations, n.d.).

To align with the required competencies of the CHRP designation and to respond to the findings of EE's program review, it is essential for the EE's HRM certificate program to adapt and revise its course offerings; specifically, EE must offer new required courses that explore innovative HR practices and elective courses that complement the existing required courses and better reflect current HR issues, challenges and interests.

2.2   Process for program renewal

As a first step to program renewal and with the support of a consultant from the HR field, CAPS prepared a gap analysis to identify which CCHRA competencies are sufficiently addressed by the current program and which are not. Based on the results of this gap analysis, a new program framework was designed that included a combination of:

1) Existing courses which, according to the gap analysis, adequately integrate and address a number of competencies identified by CCHRA and sufficiently prepare learners for employment in the HR field;
2) New courses which adequately integrate and address a number of skills that were identified as gaps in the gap analysis. These gaps included a more strategic and analytic approach to Human Resource Management as well as a closer examination of ethical dimensions of HR, along with a more pronounced emphasis on workplace safety.

The results of the gap analysis and the new framework were presented to the HRM Advisory Committee at its meeting on June 18, 2015. In addition to input from the HRM Advisory Committee, feedback was solicited from the Human Resources Management Association in Manitoba (HRMAM) as well as the Asper School of Business (Prof. Raymond Lee).

Based on the recommendations from the Advisory Committee and other feedback received, it was decided to move forward with the proposed revisions.

Please refer to Appendix 1 for the letter of support from HRMAM.

3.0   Design and Delivery

3.1   Summary of changes

The proposed program revisions are as follows:

- Three new courses will be introduced as required courses: Strategic HR Planning; Measuring HR Efficiency and Effectiveness, and Workplace Health and Safety.

- Employee Relations will no longer be a required course. Instead, it will become an elective with a specific focus on employee relations in a unionized environment. The revised course is renamed as Labour Relations.
- A number of new electives will be added, including a course on Ethics and Social Responsibility, a special topics course, a work-integrated learning project and a preparation course for the CHRP exam.
- Two of the required courses (Staffing and Organization and Staff Development) will be renamed to better reflect course content. The elective course Employee Communication and Counselling will be re-designed to include a more pronounced focus on employee coaching instead of counselling.
- As a result of the above changes, the division will formally recommend to Senate that the following courses be deleted once Council has endorsed the closure: HRM 0200, HRM 0120, MGMT 0200 and HRM 0220.
- The total number of course hours required to complete the program (288) will remain the same.

The above changes will ensure that all of the 44 professional competencies outlined in the CHRP competency framework will be covered in depth in at least two of the program's courses.

Please refer to Appendix 2 for a chart of proposed changes to the program.

3.2   Program structure including course/module titles, course/module descriptions, contact or equivalent hours, and expected course progression

3.2.1   Program Structure

The structure of the program will be revised in order to include new course additions. A gap analysis was conducted and the need for new courses to meet specific key HR competencies was determined.

Please refer to Appendix 3 for the proposed revised courses and the HR competencies that these courses will address.

3.2.2   Program objectives

Overall, the objectives of the program have remained the same but with the incorporation of the recognition of the professional competencies of the new CHRP competency framework.

3.2.3 Revised Program Course descriptions and contact hours

Proposed new courses are indicated with an *.

Required Courses	Hours
HRM 0100 Managing the Human Resource Function	36
This course introduces the strategic management of the human resource functions within various types of organizations. While taking into account recent changes in the economic, social and legal environment, it examines the essential functions of recruitment, selection, performance management, training and development, health and safety, counselling, union/management relations and compensation.	
HRM 0120 Recruitment and Selection (formerly: Staffing)	30
This course emphasizes the staffing function within the context of the human resource management role in organizations. The staffing process is dealt with from both an external and internal point of view. Major topics include: staffing in the context of employment planning, work analysis and legislation, managing human resource acquisition from external sources, recruitment, selection interviews, employment testing, managing human resource flow internal to the organization, orientation, probationary evaluation, career planning, and down-sizing, retirement and succession planning.	
MGMT 0200 Staff Training and Development (formerly: Organization and Staff Development)	30
This course focuses on contemporary organizational and staff development issues in public and private sector organizations within Canada. This course will focus on aspects of employer-sponsored learning, competencies, skills and methods used by Training and Development professionals, and the processes of training, needs analysis and evaluation. The course addresses organizational concerns such as performance improvement, transfer of training, organizational development and organizing the training function. Current practices and trends are also discussed.	
MGMT 0110 Organizational Behaviour	36
This course is designed to increase students' understanding of human behaviour in the workplace. Topics include leadership, motivation, group dynamics and teamwork, problem solving, organization structure and change management.	

HRM 0110 Human Resource Legislation	36
Provincial and key federal legislation regulating human resource management will be discussed. The course covers matters arising out of the Labour Relations Act, the Human Rights Code, the Employment Standards Act and related legislation, the Canadian Constitution, the Worker's Compensation Act, the Pay Equity Act and other related labour and human resource legislation.	
HRM 0210 Total Compensation	36
This course is an introduction to compensation and benefits administration. Attention will be given to the means by which compensation equity is achieved in organizations. Topics covered include job analysis and design, job evaluation, development and use of wage and salary surveys, and benefit policies and practices. The benefits part of the course will include a discussion of public and private benefit programs and pension plans.	
xxxx Workplace Health and Safety *	12
For most organizations today, the health and safety of workers is paramount to a vibrant and effective workforce; thus, HR professionals must have a solid understanding of workplace health and safety issues, policies and legislation. This course provides students with the knowledge, skills and practical application needed to develop and ensure compliance to modern health, safety and wellness policies and procedures. Topics include current legislation within Canada, workers compensation, hazards, risks and interventions, and wellness programs.	
xxxx Measuring Human Resource Efficiency and Effectiveness *	12
Traditionally, one challenge facing the HR professional has been the measurement of the apparently intangible goals and performance of the HR department, due to the lack of adequate data. Today HR metrics provide a method of measuring the effectiveness and efficiency of the various functions of the HR department, thus resulting in a financially-accountable department. HR metrics quantify the cost and impact of employee programs and HR processes as well as measure the success (or failure) of HR initiatives. This course introduces students to HR metrics and measures, which include the concepts of cost per hire, yield ratio, turnover costs, training investment factor and revenue factor. This course will also address HR audits, HRIS design principles and reporting.	

xxxx Strategic Human Resource Planning *	24
Strategic human resource planning is pivotal to an organization as it links HR management policies and procedures with the mission and overall strategic plan of the organization while recognizing and addressing the needs of employees. By providing a unified focus and communicating performance expectations to employees, strategic human resource planning enhances organizational performance. In the current innovate-or-die business environment, maximizing performance helps businesses stay ahead of the competition. This course introduces students to strategic management, the strategic planning process, organization design and structure, current economic, societal and technological trends impacting HR, and change management.	
Elective Course Options	
MGMT 0100 Canadian Business: An Introduction	36
This course introduces students to contemporary business management in the Canadian context. Students will examine the management functions of planning, organizing, directing and controlling as well as the business functions of personnel, marketing, production and finance. Students will develop an awareness of the fundamentals of today's managerial world as well as the current issues challenging Canadian business.	
HRM 0220 Employee Communication and Coaching (formerly: Employee Communication and Counselling)	18
This course prepares students to inform employees on matters which impact employee well-being. The topic of employee communication addresses communication theory, orientation and briefing meetings, appeal and grievance procedures, staff newsletters and career workshops. The topic of coaching focuses on the professional principles, frameworks and tools needed to develop an effective coaching strategy for an organization.	
HRM 0200 Labour Relations (formerly: Employee Relations)	18
This course examines the labour relations framework within Canada, including its legal, political, social, economic and ecological subsystems. Special attention will be given to the strategies that managers can utilize in order to work effectively and fairly with employers and address various workplace challenges, focusing on unionized work environments.	
HRM 0900 Special Topics Course	18
Different courses are designed and offered as a way to address new and current trends, issues and concerns in today's human resources field.	

xxxx CHRP Preparatory Course *	18
A key step in the path to attaining the Certified Human Resources Professional (CHRP) designation is successfully taking the National Knowledge Exam, which tests applicants' theoretical knowledge of the nine functional knowledge areas of the CHRP competencies. This prep course introduces students to the CHRP competency framework, focusing on the nine competency areas upon which the National Knowledge Exam is based. Students will be able to consolidate the knowledge that they already possess as well identify areas in which additional study is needed. Effective test-taking strategies and skills will also be presented.	
xxxx Human Resources Ethics and Social Responsibility *	18
In a world where tolerance is prioritized, business ethics and standards can be hard to define, navigate and apply to the HR context. This course helps students identify and understand current ethical issues as they pertain to business in general and the HR function in particular, including the concept of corporate social responsibility. Students will explore the drafting and implementation of employee codes and conduct, which cover safeguarding employee confidentiality, accepting gifts, protection of "whistle-blowers" and conflicts of interest, as well as fair labour policies. Through the analysis of principles and theories of ethics as well as ethical dilemmas faced in the workplace, students will be better prepared to examine current decision-making processes and HR practices in the workplace.	
xxxx Preparing for a Career in Human Resources: Work-integrated Learning Project	36
This course integrates classroom learning and applied learning in the workplace, utilizing existing partnerships with businesses in Winnipeg and surrounding areas. Students will have opportunities to apply the theoretical knowledge gained by coursework to their practical work experience.	

Please refer to Appendix 4 for proposed and existing HRM course outlines.

3.2.4   Course prerequisites and progression

There are no course prerequisites. Students are required to complete 288 instructional hours to graduate from the HRM program. Courses are offered on a rotational basis and there is no required course of study. Managing the Human Resource Function is the foundational course, and students are recommended but not required to take this course first. Students make take courses in whichever order they prefer; there is no set progression of courses. Qualified registrants who wish to enroll in individual courses but do not plan on completing the requirements of the certificate program are also welcome.

3.2.5 Program delivery

The program will be delivered by online, face-to-face and blended learning.

3.2.6 Laddering Opportunities

In the past, students who successfully completed the HRM program and met the requirements for admission could apply to UM's Bachelor of Interdisciplinary Studies (BAIS). This arrangement will be reviewed with the Faculty of Arts.

3.3 Rationale for program structure and objectives

As indicated previously, the purpose in revising the HRM certificate is to ensure that the program adequately reflects changes in the HR field. Specifically, the competencies outlined in the new CHRP Competency Framework have been integrated into the revised course offerings, thus providing students with the knowledge and skills deemed essential by the HR industry. Please refer to Appendix 2 for the gap analysis chart of final recommendations which was used to inform revisions to the HRM program.

3.4 Teaching methods and delivery format. Use of flexible study methods and why such methods are/are not selected.

The program will utilize adult education strategies, such as leveraging students' existing knowledge, skills and experience. The courses are designed for relevancy and applicability to students' current work contexts, allowing students opportunities to engage in problem solving while applying new knowledge and practicing new skills. As adult learners often favor a self-directed (Rubenson, 2011), problem-centered approach (Rochester School of Technology, n.d.), HRM courses make use of case studies, collaborative learning and experiential learning. Students' diverse talents and ways of learning are respected so that all students can benefit from HRM courses.

3.5 Location where program will be delivered.

Face-to-face and blended courses will be offered at the Fort Garry Campus, University of Manitoba.

3.6 Degree programs in the same area and provisions for transfer credit

It is the intention of CAPS to have all new courses reviewed for transfer credit by the appropriate areas.

3.7   Similar programs offered at other Canadian institutions. Attach the webpage or calendar description.

HRM programs are delivered by most universities' continuing education units across Canada. In Winnipeg, the following programs are offered:

	Program	Courses	Admission Requirements	Length of Study	Cost of Tuition
University of Winnipeg	Human Resource Management Diploma	The program consists of three components: one core course, elective courses, and professional edge seminars. Students have up to five years to complete the 540 hours of study.	Successful completion of grade 12	Part-time, though program can be taken full-time; up to 5 years to complete.	$7000, approx.
Red River Community College	Certificate in Human Resource Management	This program consists of three components: one core course (to be completed first), five core courses, three elective courses and three seminars/workshops	Successful completion of grade 12	Part-time	Courses run from $355 to $639 each; seminars from $145 to $169 each.
University of Manitoba	Certificate in Human Resource Management	This program consists of nine elective courses (252 hours) and 36 hours of elective courses for a total of 288 hours.		Part-time, with 2 to 6 years to complete	$3800 to $4200

4.0   Resources

4.1   Teaching personnel required in the program and their availability

Instructors in the HRM program come from UM faculties as well as the private and public sectors. All instructors have, at minimum, a Master's degree, expertise in their content area

and expertise teaching adult learners at a post-secondary level. Academia and staff from the UM are considered a primary instructional resource.

4.2 Provision for orientation, training, and instructor development/supports

Instructors receive an orientation to the HRM program as well as the UM Learn learning environment. Courses, workshops and seminars to help instructors plan and teach their courses are available through the UM Centre for the Advancement of Teaching and Learning (CATL). Ongoing UM Learn support is available to instructors through the Division, as required.

4.3 Library resources to support the program

The UM has adequate library resources to support this program. A letter from UM Libraries confirms the ongoing ability to support HRM.

Please see Appendix 5.

4.4 Instructional media resources required to support the program

Instructors and students require access to UM Learn, UM's learning management system, and support network. Assistance with any additional resources that may be needed, such as Adobe Connect, will be provided.

4.5 Laboratory or field placement facilities required to support the program

The HRM does not require laboratory services or field placement services.

To accommodate practical work experience in the workplace, HRM will link with existing business partners in Winnipeg and the surrounding areas.

4.6 Counseling or student advising not normally provided by the staff within the unit

The program does not require unique counselling or student advisory services that are not normally available within UM.

4.7 Additional resources required for program delivery

HRM does not require additional resources to support the program.

5.0 Operations and Management

5.1   Advisory program committee

The HRM Advisory Committee consists of the following representatives:

- Area Director, CAPS
- Faculty member, I.H. Asper School of Business
- Representative, Human Resources, UM
- CEO, Human Resource Management Association of Manitoba
- Vice President, Manitoba Public Insurance
- Representative, Manitoba Civil Service Commission
- Representative, Manitoba Hydro
- Representative, Manitoba Justice
- Representative, HR manager
- Instructor Representative
- Instructor Representative
- Student representative
- Student representative

5.2   Conditions for admission, including selection criteria, selection process, and the authority to approve admission decisions

Applicants must meet the University's entrance requirements, as per the Taxonomy for non-degree programs. Applications will be assessed in the order in which they are received, and applicants who successfully meet the program requirements will be offered a space in the program, when approved. To be considered for admission to the program, applicants must have a high school diploma (or its equivalent.) Applicants must complete and submit an application form, pay the application fee and provide an official high school and/or post-secondary transcript. Admission decisions will be the responsibility of the CAPS area.

5.3   Transfer credit arrangements negotiated during the development stage

CAPS intends to have all new courses reviewed for transfer credit by faculties as appropriate.

5.4   Expected frequency of course offerings

Courses will be offered on an ongoing, rotational basis.

5.5   Minimum and maximum times for completing the program

The program will take a minimum of two years to complete. Students will have a maximum of six years from the initial start date to complete the program.

5.6 Transition Plan

The transition plan is as follows:
- The new program will be implemented on January 1st, 2016.
- Students who are accepted into the program after January 1st, 2016 will be required to complete the program as per the Major Revision.
- Students who have been accepted into the program prior to January 1st, 2016 will be informed of the upcoming changes via email communication. These students will be given the option to:
    a) complete the program as per new program requirements; or
    b) complete the program as per the requirements of the program at the time of admission.
- Students who have been accepted into the program prior to Jan. 1, 2016 will be able to use their existing credits with no penalty or loss of credit as they complete their program.
- Individual learning plans will be developed in consultation with the program student advisor to help students during the transition and enable them to complete their program successfully.

6.0 Evaluation

6.1 Student assessment

6.1.1 Describe the type of student assessment to be used

A variety of student assessment will be utilized, including but not limited to: in-class assessments, quizzes and tests, presentations, essays and projects.

6.1.2 Describe the grading system (pass/fail, letter grade, numerical)

The grading scale is as follows:

LETTER GRADE	NUMERICAL SCORE	EXPLANATION	GRADE POINT
A+	90-100	Exceptional	4.5
A	80–89	Excellent	4.0
B+	77-79	Very Good	3.5
B	70-76	Good	3.0
C+	67-69	Satisfactory	2.5
C	60-66	Adequate	2.0
D	50-59	Marginal	1.0
F	Under 50	Failure	0.0

6.1.3 Identify the criteria for successful completion of the program

While a letter grade of D (50-59) is considered a marginal pass in a course, participants must achieve a minimum letter grade of C (60-66) in each course in order to progress within the program. A student may choose to repeat the course during the next program intake.

6.1.4 Identify the criteria for successful delivery of the program

The success of the revised program will be evaluated using the following performance indicators:

- Enrollment rate
  - Individual program cohorts register 14 – 20 new students
- Graduation rate
  - 75% of students graduate from the program
- Graduate satisfaction
  - Participants believe that the program has had a positive impact on their ability to do their job
  - Participants report that their employability has improved
- Student satisfaction
  - 85% of participants are satisfied or strongly satisfied with the quality of their learning experience throughout the program
- Program sustainability
  - Applications to participate are maintained or increased for each offering
  - Program development costs are recovered by year four of the program
  - Program contributes to the area's net revenue

6.2 Program / instructor evaluation

6.2.1 Method of course and instructor evaluation to be used

The UM's Students' Evaluation of Educational Quality (SEEQ) will be used for all course components.

6.2.2 Describe the procedures for, and frequency of, the course and program evaluations

Due to the major revisions proposed for this program, the HRM program will be monitored once the revisions are incorporated in order to identify challenges and successes. The program will operate with the guidance of a program advisory committee and will be reviewed annually. Combined with feedback from the Program Advisory Committee, the program will be further revised if needed. A thorough program evaluation will be conducted at a minimum of once every five years to ensure quality, ongoing market need and viability of the program.

References

Canadian Council of Human Resources Associations. (n.d.) CHRP Competency Framework. Retrieved July 20, 2015 from http://www.chrp.ca/?page=chrp_competency

Rochester Institute of Technology. (n.d.) *Adult Learners*. Retrieved July 23, 2015 from https://www.rit.edu/academicaffairs/tls/course-design/instructional-design/adult-learners

Rubenson, K. (2011). *Adult Learning and Education*. Saint Louis, MO: Academic Press.

Appendix 1

The following is the letter of support from the Human Resources Management Association of Manitoba.

HRMAM
CHRP

July 31, 2015

Stephanie Olson
Director
Continuing and Professional Studies, University of Manitoba
174A Extended Ed Complex
Winnipeg, MB   R3T 2N2

Dear Stephanie,

In August 2014, the Canadian Council of Human Resources Associations (CCHRA) developed the Certifies Human Resource Professional (CHRP) Competency Framework, which outlines 44 professional competencies organized into nine functions areas of knowledge that candidates must know to earn their certification.

We are happy to see that the newly revised HRM program has aligned its curriculum with the new competencies. It is a fantastic step forward for the HR profession in Manitoba to have post secondary institutions supporting their students on their path to attaining the CHRP.

We look forward to continuing to work with you in the future.

Sincerely,

Ron Gauthier
Chief Executive Officer, HRMAM

Appendix 2

The following chart lists the proposed changes to the HRM Certificate.

	Current HRM	Hours		Future HRM	Hours
Required Courses: Students must complete 9 required courses (252 hours of study)					
1	Managing the HR Function	36	1	Managing the HR Function	36
2	Staffing	36	2	Recruitment and Selection	30
3	Organization and Staff Development	36	3	Staff Training and Development	30
4	Organizational Behaviour	36	4	Organizational Behaviour	36
5	HR Legislation	36	5	HR Legislation	36
6	Total Compensation	36	6	Total Compensation	36
7	Employee Relations	36			
			7	Workplace Health and Safety	12
			8	Measuring HR Efficiency and Effectiveness	12
			9	Strategic HR Planning	24
Elective Course Options: Students must complete 36 hours of elective course study					
8	Canadian Business: An Introduction	36	11	Canadian Business: An Introduction	36
9	Employee Communication and Counselling	36	12	Employee Communication and Coaching	18
10	Leadership Principles and Application	36			
11	Mental Health Matters	36			
			13	Labour Relations	18
			14	Special topics Course	18
			15	CHRP Prep Course	18
			16	HR Ethics and Social Responsibility	18
				Preparing for a Career in HR: Work-integrated Learning Project	36
Total	7 required courses + 1 elective course	**288**		9 required courses (252 hours) + 36 hours elective study	**288**

Colour Coding:

- Change in course title
- Change in course title and content
- New course

Appendix 3
Proposed Revised Courses and HR Competencies Addressed

Code	Task List	# of Required Courses which cover a significant portion: current	# of Required Courses which cover a significant portion: revised	Managing the HR Function	HR Legislation	Staff Training and Development	Organizational Behaviour	Recruitment and Selection	Total Compensation	Strategic HR Planning	Workplace Health and Safety	Measuring HR Efficiency and Effectiveness	# of Electives which cover (a significant portion)	Canadian Business: An Introduction	Employee Communication and Coaching	HR Ethics and Corporate Social Responsibility	Labour Relations	Total
10100	Impact the organization and human resources practices by bringing to bear a strategic perspective that is informed by economic, societal, technological, political, and demographic trends to enhance the value of human resources.	2	4	Y	Y					Y	Y		1	Y				5
10200	Develop an understanding of the application of governance principles and methods by keeping current with leading practices to contribute to and implement approved strategy.	2	2	Y						Y			2	Y			Y	4
10300	Provide effective leadership for human resources, with due recognition of the roles and responsibilities of the governing body and the organization's leadership and their relationships with other stakeholders, to implement the business plan and manage risk.	6	5	Y		Y	Y	Y	Y				2		Y			7
10400	Contribute to the organization's vision, mission, values, and goals, demonstrating business acumen and participating in the strategic planning process, to support organizational objectives.	1	3	Y						Y		Y	1	Y				4
10600	Align human resources practices by translating organizational strategy into human resources objectives and priorities to achieve the organization's plan.	2	3	Y		Y				Y			0					3
10700	Consult in the development of a change management strategy considering the goals, resources required, and forces of resistance to achieve the organization's plan.	3	2	Y			Y						2	Y			Y	4
20100	Conduct human resources responsibilities and build productive relationships consistent with standards of practice with due diligence and integrity to balance the interests of all parties.	1	2	Y			Y						0					2
20200	Adhere to ethical standards for human resources professionals by modeling appropriate behaviour to balance the interests of all stakeholders.	6	5	Y	Y		Y	Y	Y				2			Y	Y	7
20300	Adhere to legal requirements as they pertain to human resources policies and practices to promote organizational values and manage risk.	3	2	Y	Y								1				Y	3
20400	Recommend ethical solutions to the organization's leadership by analyzing the variety of issues and options to ensure responsible corporate governance and manage risk.	1	2	Y						Y			1			Y		3
20500	Foster the advancement of the human resources profession by participating in professional activities and advocating for the profession to enhance the value of human resources in the workplace.																	

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Code	Task List	# of Required Courses which cover a significant portion: current	# of Required Courses which cover a significant portion: revised	Managing the HR Function	HR Legislation	Staff Training and Development	Organizational Behaviour	Recruitment and Selection	Total Compensation	Strategic HR Planning	Workplace Health and Safety	Measuring HR Efficiency and Effectiveness	# of Electives which cover (a significant portion)	Canadian Business: An Introduction	Employee Communication and Coaching	HR Ethics and Corporate Social Responsibility	Labour Relations	Total
20600	Promote an evidence-based approach to the development of human resources policies and practices using current professional resources to provide a sound basis for human resources decision-making.	2	3	Y	Y							Y	1			Y		4
20700	Research business information and global and technological trends using credible sources to incorporate appropriate technologies and ideas into the practice of human resources.	1	3	Y						Y		Y	0					3
30100	Promote engagement, commitment, and motivation of employees by developing, implementing, and evaluating innovative strategies to enhance productivity, morale, and culture.	5	4	Y			Y	Y	Y				2	Y			Y	6
30200	Develop initiatives through which leaders align culture, values, and work groups to increase the productivity and engagement of employees.	2	1					Y					2			Y	Y	3
30300	Demonstrate the value of employee engagement using appropriate measures to encourage productivity, continuous improvement, and innovation and to enhance attraction and retention.	3	3	Y			Y	Y				Y	1		Y			4
30400	Partner with appropriate leadership to communicate with employees, the union, and organizational stakeholders on organizational challenges and developments to create understanding and enhance affiliation with the organization.	5	4	Y			Y	Y	Y				2		Y		Y	6
40100	Create a workforce plan by identifying current and future talent needs to support the organization's goals and objectives.	3	4	Y		Y		Y		Y			0					4
40200	Increase the attractiveness of the employer to desirable potential employees by identifying and shaping the organization's employee value proposition to build a high quality workforce.	5	5	Y		Y		Y	Y	Y			1				Y	6
40300	Execute a workforce plan by sourcing, selecting, hiring, on-boarding, and developing people to address competency needs and retain qualified talent aligned with the organization's strategic objectives.	4	4	Y		Y		Y				Y	1				Y	5
40400	Implement a performance management system by measuring against established goals and expectations to align individual and organizational performance with strategy.	5	5	Y		Y		Y	Y			Y	1				Y	6
50100	Promote a collaborative work environment between the employer, the union (where it exists), employees, and other representative groups through clear and open communication to achieve a respectful, productive, and engaged workforce.	4	4	Y	Y	Y	Y	Y	Y	Y			2		Y		Y	6
50200	Interpret legislation, collective agreements (where applicable), and policies consistent with legal requirements and organizational values to treat employees in a fair and consistent manner and manage the risk of litigation and conflict.	6	6	Y	Y	Y		Y	Y		Y		2	Y			Y	8
50300	Recommend labour and employee relations strategies based on risks, costs, and opportunities in order to achieve business objectives.	4	5	Y				Y	Y			Y	1				Y	6
50400	Negotiate as a means to resolve labour issues consistent with the law, economic and societal trends, and established objectives and strategies to achieve agreement.	5	4	Y	Y			Y	Y				1				Y	5
60100	Create a total rewards structure that encompasses compensation, pensions, benefits, and perquisites to maintain consistency, fairness, and organizational competitiveness, comply with legal requirements, and encourage desired behaviour.	3	3	Y	Y				Y				0					3

Code	Task List	# of Required Courses which cover a significant portion: current	# of Required Courses which cover a significant portion: revised	Managing the HR Function	HR Legislation	Staff Training and Development	Organizational Behaviour	Recruitment and Selection	Total Compensation	Strategic HR Planning	Workplace Health and Safety	Measuring HR Efficiency and Effectiveness	# of Electives which cover (a significant portion)	Canadian Business: An Introduction	Employee Communication and Coaching	HR Ethics and Corporate Social Responsibility	Labour Relations	Total
60200	Implement the total rewards structure using appropriate job evaluation systems and market comparisons to ensure consistency, fairness, and organizational competitiveness, compliance with legal requirements, performance, and desired behaviour.	3	3	Y	Y				Y				0					3
60300	Evaluate the total rewards structure using appropriate metrics, monitoring trends, and innovations to ensure consistency, fairness, organizational competitiveness, compliance with legal requirements, performance, and desired behaviour and to identify recommendations for the organization's leadership.	3	5	Y	Y				Y	Y		Y	0					5
60400	Provide information about the total value of and changes to total rewards using appropriate media to achieve understanding and encourage performance and desired behaviour.	2	2	Y					Y				1		Y			3
70100	Identify organizational learning priorities aligned with the business strategy using key stakeholder involvement to ensure appropriate learning and optimal return-on-investment.	2	3	Y		Y				Y			0					3
70200	Develop opportunities for employees to learn and grow professionally by maximizing their potential aligned with business strategy to contribute effectively to organizational objectives.	5	5	Y		Y	Y	Y	Y				0					5
70300	Implement learning and development programs in accordance with adult learning principles to build competency and ensure relevance and effectiveness.	3	3	Y		Y		Y					0					3
70400	Evaluate learning and development priorities and programs in accordance with sound measurement principles to document attainment and progress toward organizational objectives.	4	4	Y		Y		Y	Y				0					4
70500	Develop an organizational culture where learning occurs at different levels by making learning a part of everyday work activity to enhance individual, team, and organizational effectiveness.	4	4	Y		Y		Y	Y				0					4
70600	Develop initiatives through which leaders learn mentoring and coaching skills to support learning and development priorities of employees.	2	2	Y		Y							1		Y			3
80100	Promote the health and safety of employees through an understanding of legislation, regulations, and standards to increase organizational awareness, ensure compliance, and manage risk.	5	5	Y	Y	Y	Y				Y		3	Y	Y		Y	8
80300	Encourage employee wellness by endorsing healthy lifestyles, educating employees, and providing opportunities for enhancement of wellness to sustain overall employee and organizational health.	2	3	Y		Y					Y		0					3
80400	Establish a proactive approach to mental health and psychological well-being in the workplace by enhancing awareness at all levels of the organization to improve performance.	1	2	Y							Y		0					2
90100	Make informed business decisions using financial and operating information to align human resources with business strategy.	3	5	Y				Y	Y	Y		Y	1	Y				6
90200	Conduct comprehensive human resources audits by sampling policies, procedures, programs, and systems to identify strengths and areas for improvement and to ensure compliance.	3	5	Y				Y	Y	Y		Y	0					5

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90300	Specify the requirements for a human resources information system that captures data and generates reports to inform leaders of trends to achieve organizational objectives.	3	4	Y	Y				Y	Y			0					4
90400	Manage human resources information in compliance with legal requirements using appropriate tools and procedures in order to support decision making and inform leaders about progress toward organizational objectives.	4	4	Y	Y			Y		Y			1				Y	5
90500	Report on the effectiveness of human capital investments with respect to key performance indicators using appropriate measures and metrics to monitor trends and promote the organization's progress toward its objectives.	1	3	Y						Y		Y	1	Y				4

Appendix 4

Course outlines for proposed and existing HRM courses follow.

Proposed New Courses (Required)

COURSE: WORKPLACE HEALTH AND SAFETY

Course Description: For most organizations today, the health and safety of workers is paramount to a vibrant and effective workforce; thus, HR professionals must have a solid understanding of workplace health and safety issues, policies and legislation. This course provides students with the knowledge, skills and practical application needed to develop and ensure compliance to modern health, safety and wellness policies and procedures. Topics include current legislation within Canada, workers compensation, hazards, risks and interventions, and wellness programs.

Course Hours: 12

Textbook: Kelloway, K., Francis, L., & Gatien, B. (2013.) *Management of Occupational Health and Safety*, 6th Edition. Toronto, ON: Nelson.

Learning Outcomes:

Upon completion of this course, the student will be able to:
1) Locate pertinent legislation and regulation pertaining to workplace health and safety and identify key components,
2) Identify and interpret jurisdictional differences between federal and provincial legislation,
3) Identify and discuss key issues, concerns and factors relating to the maintenance and promotion of employee wellness,
4) Identify guidelines for establishing a workplace health and safety committee and/or representative,
5) Discuss harassment, bullying and violence in the workplace as well as the employer's ethical responsibilities in addressing such situations,
6) Review both current and emerging legislative responsibilities, and
7) Develop health and safety policies and procedures that promote employee wellness.

Evaluation: Students will be assessed through a variety of means, including assignments, quizzes, case study analyses and a final project or paper.

COURSE: MEASURING HUMAN RESOURCE EFFICIENCY AND EFFECTIVENESS

Course Description: Traditionally, one challenge facing the HR professional has been the measurement of the apparently intangible goals and performance of the HR department, due to the lack of adequate data. Today HR metrics provide a method of measuring the effectiveness and efficiency of the various functions of the HR department, thus resulting in a financially-accountable department. HR metrics quantify the cost and impact of employee programs and HR processes as well as measure the success (or failure) of HR initiatives. This course introduces students to HR metrics and measures, which include the concepts of cost per hire, yield ratio, turnover costs, training investment factor and revenue factor. This course will also address HR audits, HRIS design principles and reporting.

Course Hours: 12

Textbook: TBD

Learning Outcomes:

Upon completion of this course, the student will be able to:
1) Identify and apply key HR metrics and measures,
2) Evaluate the effectiveness and efficiency of various HR functions and provide recommendations, and
3) Make informed business decisions pertaining to HR based on risks and costs.

Evaluation: Students will be assessed through a variety of means, including assignments, quizzes, case study analyses and a final project or paper.

COURSE: STRATEGIC HUMAN RESOURCE PLANNING

Course Description: Strategic human resource planning is pivotal to an organization as it links HR management policies and procedures with the mission and overall strategic plan of the organization while recognizing and addressing the needs of employees. By providing a unified focus and communicating performance expectations to employees, strategic human resource planning enhances organizational performance. In the current innovate-or-die business environment, maximizing performance helps businesses stay ahead of the competition. This course introduces students to strategic management, the strategic planning process, organization design and structure, current economic, societal and technological trends impacting HR, and change management.

Course Hours: 24

Textbook: Belcourt, McBey, Hon, & Yap. (2013.) *Strategic Human Resources Planning*, 5th Edition. Toronto, ON: Nelson.

Learning Outcomes:

Upon completion of this course, the student will be able to:

1) Locate relevant legislation and regulation pertaining to workplace health and safety and identify key components,
2) Identify and interpret jurisdictional differences between federal and provincial legislation,
3) Identify and discuss key issues, concerns and factors relating to the maintenance and promotion of employee wellness,
4) Identify guidelines for establishing a workplace health and safety committee and/or representative,
5) Discuss harassment, bullying and violence in the workplace as well as the employer's ethical responsibilities in addressing such situations,
6) Review both current and emerging legislative responsibilities, and
7) Develop health and safety policies and procedures that promote employee wellness.

Evaluation: Students will be assessed through a variety of means, including assignments, quizzes, case study analyses and a final project or paper.

Proposed New Course Options (Elective)

COURSE: HUMAN RESROUCES ETHICS AND SOCIAL RESPONSIBILITY

Course Description: In a world where tolerance is prioritized, business ethics and standards can hard to define, navigate and apply to the HR context. This course helps students identify and understand current ethical issues as they pertain to business in general and the HR function in particular, including the concept of corporate social responsibility. Students will explore the drafting and implementation of employee codes and conduct, which cover safeguarding employee confidentiality, accepting gifts, protection of "whistle-blowers" and conflicts of interest, as well as fair labour policies. Through the analysis of principles and theories of ethics as well as ethical dilemmas faced in the workplace, students will be better prepared to examine current decision-making processes and HR practices in the workplace.

Course Hours: 18

Textbook: Ferrell, O.C., Fraedrich, J., & Ferrell, L. (2015.) Business Ethics: *Ethical Decision Making and Cases*, 10th Edition. Stanford, CT: Cengage Learning.

Learning Outcomes:

Upon completion of this course, the student will be able to:
1) Identify emerging ethical issues in business and relate these ethical issues to human resources management,
2) Interpret and adhere to ethical standards for human resources managers, modelling appropriate behaviour in the workplace, and
3) Develop policies, practices and initiatives that both promote organizational values and adhere to ethical codes of conduct within the HR field.

Evaluation: Students will be assessed through a variety of means, including assignments, quizzes, case study analyses and a final project or paper.

COURSE: CHRP PREPARATORY COURSE

Course Description: A key step in the path to attaining the Certified Human Resources Professional (CHRP) designation is successfully taking the National Knowledge Exam, which tests applicants' theoretical knowledge of the nine functional knowledge areas of the CHRP competencies. This prep course introduces students to the CHRP competency framework, focusing on the nine competency areas upon which the National Knowledge Exam is based. Students will be able to consolidate the knowledge that they already possess as well identify areas in which additional study is needed. Effective test-taking strategies and skills will also be presented.

Course Hours: 18

Textbook: TBD

Learning Outcomes:

Upon completion of this course, the student will be able to:
1) Identify and describe the nine functional knowledge areas of the CHRP competencies,
2) Categorize HR competencies by knowledge areas,
3) Align personal knowledge, skills and experience with the CHRP competencies, and
4) Identify and apply effective test-taking strategies and skills.

Evaluation: Students will be assessed through a variety of means, including assignments and quizzes.

COURSE: PREPARING FOR A CAREER IN HUMAN RESEOURCES: WORK-INTEGRATED
        LEARNING PROJECT

Course Description: This course integrates classroom learning and applied learning in the workplace, utilizing existing partnerships with businesses in Winnipeg and surrounding areas. Students will have opportunities to apply the theoretical knowledge gained by coursework to their practical work experience.

Course Hours: 36

Textbook: TBD

Learning Outcomes:

Upon completion of this course, the student will be able to:
        1) Explain the role of human resources in the public and private sector,
        2) Contribute to a workplace by engaging in a monitored work placement, and
        3) Reflect on HR work experience by linking theoretical coursework to practical, workplace experience.

Evaluation: Students will be assessed through a variety of means, including assignments, case study analyses and a final paper in which they reflect on their experiences in the workplace.

COURSE: SPECIAL TOPICS COURSE

Course Description: Different courses are designed and offered as a way to address new and current trends, issues and concerns in today's human resources field.

Course Hours: 18

Textbook: The texbook will vary, depending on the course topic.

Learning Outcomes:

The learning outcomes will vary, reflecting the course content.

Evaluation: Students will be assessed through a variety of means, including assignments, quizzes, case study analyses and a final project or paper.

Courses with New Course Titles (Required)

**Continuing and Professional Studies
Extended Education**

UNIVERSITY OF MANITOBA

HRM
Recruitment and Selection (formerly Staffing)
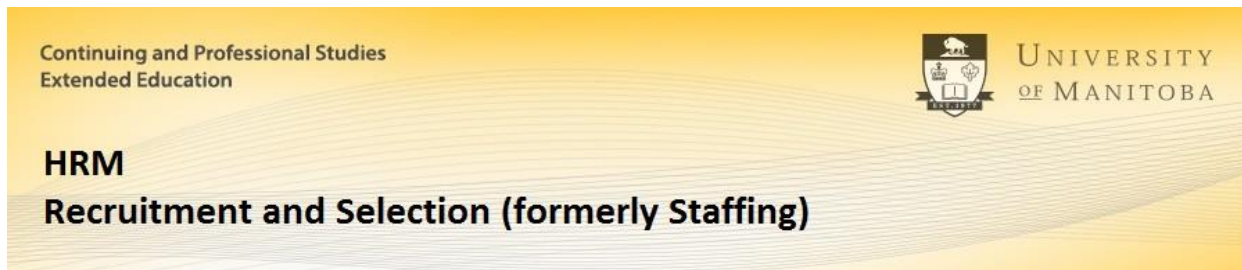
COURSE DESCRIPTION

This course examines the role of staff recruitment and selection within the context of the human resource management role in organizations from both an external and internal point of view. Major topics include: staffing in the context of employment planning, work analysis and legislation, managing human resource acquisition from external sources, recruitment, selection interviews, employment testing, managing human resource flow internal to the organization, orientation, probationary evaluation, career planning, and down-sizing, retirement and succession planning.

Course Hours: 30 contact hours

Delivery Format: Online

LEARNING OUTCOMES

A student who successfully completes this course will be able to:

1. Identify and describe the many components of staff recruitment and selection,
2. Describe how these components are interconnected and how they function within the organization as a whole,
3. Develop and apply the key knowledge and skills in the areas of staff recruitment and selection to specific staffing situations,
4. Identify and apply several different interviewing types, and
5. Conduct interviews effectively.

COURSE MATERIALS

The following required textbook is available for purchase from the University of Manitoba Bookstore:

Catano, V., Weisner, W.H., & Hackett, R.D. (2012.) *Recruitment and Selection in Canada*, 5th Edition. Toronto, ON: Nelson. ISBN-13: 9780176504373

Additional readings can be accessed via UM Learn.

For more information on the university's learning management system, UM Learn, as well as hardware and software requirements to access UM Learn, please refer to the Student Quick Start Guide.

COURSE OVERVIEW

Instructors reserve the right to adjust the course schedule without prior notification. It is the student's responsibility to follow-up in cases of missed classes. When absent, the student is responsible for finding out what material was missed and for being prepared for the next class.

TOPICS

WEEKS	TOPICS
1	Chapter 1: An Introduction to Recruitment & Selection
2	Chapter 2: Foundations of Recruitment & Selection 1: Reliability & Validity
3	Chapter 3: Foundations of Recruitment & Selection II: Legal Issues
4	Chapter 4: Job Analysis & Competency Models
5	Chapter 5: Recruitment, Selection, & Job Performance Mid-Course Assignment
6	Chapter 6: Recruitment: The First Step in the Selection Process
7	Chapter 7: Selection I: Applicant Screening
8	Chapter 8: Selection II: Testing
9	Chapter 9: Selection III: Interviewing
10	Chapter 10: Decision Making Final Assignment; Final Exam

COURSE EVALUATION

ASSESSMENTS	PERCENTAGE
Discussion Forums / Participation	25%
Essay # 1	20%
Essay # 2	35%
Final Exam	20%

For information on assessment due dates, please refer to the assessment schedule posted on UM Learn.

GRADING SCALE

LETTER GRADE	NUMERICAL SCORE	EXPLANATION	GRADE POINT
A+	90-100	Exceptional	4.5
A	80–89	Excellent	4.0
B+	77-79	Very Good	3.5
B	70-76	Good	3.0
C+	67-69	Satisfactory	2.5
C	60-66	Adequate	2.0
D	50-59	Marginal	1.0
F	Under 50	Failure	0.0

General Academic Regulations:

ACADEMIC INTEGRITY

Plagiarism or any other form of cheating in examinations, term tests or academic work is subject to serious academic penalty (e.g. suspension or expulsion from the faculty or university). For complete information on the University of Manitoba's policies on academic integrity, please refer to: www.umanitoba.ca/student/resource/student_advocacy/cheating_plagiarism_fraud.html.

ATTENDANCE AND PARTICIPATION

Active and ongoing participation is integral to success in this course. It is the responsibility of the student in an online course to log onto the UM Learn course site regularly, read all assigned materials and complete learning tasks as assigned.

PROPRIETARY INFORMATION

To ensure confidentiality and anonymity, students are asked to use pseudonyms to disguise actual workplaces, including colleagues and employers, that may be discussed as real-life examples for project-based activities. All information gathered will be treated in a confidential manner.

FINAL GRADES

The instructor will make every effort to return grades in a prompt manner. The instructor has the discretion to deduct marks if the student fails to meet the requirements as specified by the assignment details, grading rubrics, course outline and/or any other specifications relevant to the completion of the course.

For final grades, please go to Aurora Student. Final grades are normally posted within two weeks of course completion.

VOLUNTARY WITHDRAWAL / REFUNDS

Any student contemplating withdrawing from a course is encouraged first to contact the program coordinator for advice and suggestions on how to continue with the course and/or program. A refund/withdrawal schedule can be found at: http://umanitoba.ca/faculties/coned/gen_info/vw_refund.html.

STUDENT ACCESSIBILITY SERVICES

Student Accessibility Services (SAS) provides support and advocacy for students with disabilities. To contact Student Accessibility Services, please go to: umanitoba.ca/student/saa/accessibility.

RESPECTFUL WORK AND LEARNING ENVIRONMENT

The University of Manitoba supports a climate of respect in the workplace and in the learning environment, where individuals or groups of individuals are free from harassment and discrimination. For the University of Manitoba's Respectful Work and Learning Policy, including information on human rights and sexual harassment, please go to: http://umanitoba.ca/human_rights/respectful_work.html.
For a complete list of Extended Education policies, please refer to: http://umanitoba.ca/faculties/coned/gen_info/policies.html.

Continuing and Professional Studies
Extended Education

MGMT
Staff Training and Development
(formerly Organization and Staff Development)

UNIVERSITY
OF MANITOBA

COURSE DESCRIPTION

This course is designed to increase students' understanding of human behaviour in the workplace. Topics include leadership, motivation, group dynamics and teamwork, problem solving, organization structure and change management.

Course Hours: 30

Delivery Format: Online

LEARNING OUTCOMES

A student who successfully completes this course will be able to:

1. Describe core organizational development terms, processes, concepts and benefits,
2. Identify the key phases of the instructional systems design model,
3. Describe the key tasks and responsibilities of an organization and staff development practitioner within each element of the instructional systems design model,
4. Define and characterize the major schools of thought in learning theory and motivation and characterize each with examples,
5. Define and describe the main off-the-job, on-the-job and technology-based instructional methods used by staff development practitioners and identify the strengths, weaknesses and appropriate applications of each method, and
6. Outline the key instructional events required to produce a best-practice learning experience and apply this understanding to create and deliver an effective group presentation consistent with the best practices.

COURSE MATERIALS

The following required textbook is available for purchase from the University of Manitoba Bookstore:

Saks, A., & Haccoun, R. (2012.) *Managing Performance through Training and Development*, 6th Edition. Toronto, ON: Nelson. ISBN-13: 978-0176507336

Additional readings can be accessed via UM Learn.

For more information on the university's learning management system, UM Learn, as well as hardware and software requirements to access UM Learn, please refer to the Student Quick Start Guide.

COURSE OVERVIEW

The course begins with an introduction to the entire course and the week ahead. The class time will focus on staff development theory and applications from selected chapters of the textbook. Particular emphasis will be placed on the analysis, design, development and delivery phases of the instructional design (ISD) cycle.

TOPICS

WEEKS	TOPICS
1	Introduction 　▪ Instructor and student introductions/icebreaker 　▪ Course overview, expectations and evaluation Chapter 1 – The Training and Development (TD)Process 　▪ Definitions; Benefits; TD in Canada; Investment or Expense? 　▪ The context of TD; Instructional systems development (ISD) cycle Chapter 2 – Organizational Learning (OL) 　• What is OL?; The Learning Organization; Knowledge in Organizations; Intellectual Capital; Knowledge Management 　• Communities of Practice; Informal and Multilevel Systems of Learning
2	Chapter 3: Learning, and motivation 　▪ Learning theories and applications 　▪ Learning motivation and implications
3	Chapter 4: Needs analysis 　▪ Needs analysis, performance consulting concepts and application 　▪ Needs analysis methods
4	Chapter 5: Training Design 　▪ Key design principles
5	Midterm Exam
6	Chapter 6: Off-the-job Training Methods 　▪ Off-the-job methods Chapter 7: On-the-job Training Methods 　▪ On-the-job methods

7	Chapter 8: Technology –Based Training Methods (TBTM) • What is TBTM?; Computer-based and E-Learning; Instructor-Led Training and Self-Directed Learning; Asynchronous and Synchronous Training; Electron Performance Support Systems; Video and Web Conferencing; Social Media and Web Technology; Mobile Learning; Designing Computer-Based Training Programs; Benefits and Effectiveness
8	Chapter 9: Training Delivery ▪ The Lesson Plan; The Trainer; Trainees; Materials and Equipment; Training Site; Seating Arrangements; Scheduling; Administration; Implementing; Delivery Problems
9	Chapter 10: Transfer of Training ▪ What? The Problem and Process; Strategies Before, During, and After Training; Interventions; Post-Training Supplements
10	Chapter 11: Training Evaluations ▪ What and Why? Barriers; Types; Models; Variables; Wrap-Up

COURSE EVALUATION

ASSESSMENTS	PERCENTAGE
Midterm Exam	35%
Discussion Forum Posts	25%
Term Paper	40%

For information on assessment due dates, please refer to the assessment schedule posted on UM Learn.

GRADING SCALE

LETTER GRADE	NUMERICAL SCORE	EXPLANATION	GRADE POINT
A+	90-100	Exceptional	4.5
A	80–89	Excellent	4.0
B+	77-79	Very Good	3.5
B	70-76	Good	3.0
C+	67-69	Satisfactory	2.5
C	60-66	Adequate	2.0
D	50-59	Marginal	1.0
F	Under 50	Failure	0.0

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RESPECTFUL WORK AND LEARNING ENVIRONMENT

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Course Options with New Course Titles and Content (Elective)

Continuing and Professional Studies
Extended Education

UNIVERSITY OF MANITOBA

HRM
Employee Communication and Coaching
(formerly Employee Communication and Counselling)
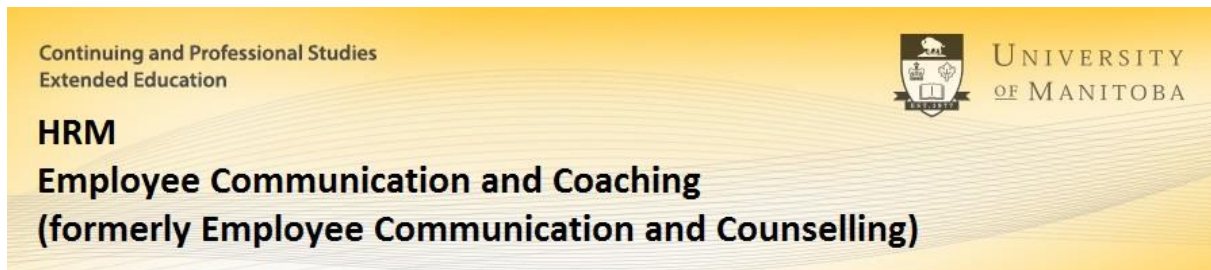
COURSE DESCRIPTION

This course prepares students to inform employees on matters which impact employee well-being. The topic of employee communication addresses communication theory, orientation and briefing meetings, appeal and grievance procedures, staff newsletters and career workshops. The topic of coaching focuses on the professional principles, frameworks and tools needed to develop an effective coaching strategy for an organization.

Course Hours: 18

Delivery Format: Face-to-face

LEARNING OUTCOMES

A student who successfully completes this course will be able to:

1. Describe and apply the basic model and process of communication,
2. List techniques to improve nonverbal communication skills and effective listening skills,
3. Describe barriers to effective communication and outline the means to overcoming these barriers,
4. Describe effective strategies for addressing conflict and defensive behaviour,
5. Identify and explain key principles of coaching,
6. Apply the frameworks and tools needed to assess employee needs, and
7. Create an effective coaching strategy for employees.

COURSE MATERIALS

The following required textbook is available for purchase from the University of Manitoba Bookstore:

Hunsaker, P., & Alessandra, T. (2008.) *The New Art of Managing People*. New York, NY: Free Press. ISBN 1416550623

Additional readings can be accessed via UM Learn.

For more information on the university's learning management system, UM Learn, as well as hardware and software requirements to access UM Learn, please refer to the Student Quick Start Guide.

COURSE OVERVIEW

In this course, students will study communication theory and its business applications as well as the coaching tools required to understand and analyze employee communication. Students will apply theory to common, everyday situations – many from students' combined experiences. Students will engage in class discussions to learn, explore and apply practical solutions to the sometimes intangible and often hidden personal and/or workplace issues.

TOPICS

WEEKS	TOPICS
1	The Role of Trust and its Impact on Employee Communication and Coaching The Role of Emotional Intelligence
2	Influencing Styles Communication styles
3	Communication Barriers Non-verbal Communication Effective Listening Addressing Conflict and Defensive Behaviour
4	Coaching to Identify Performance Coaching vs. Counselling and Mentoring
5	Performance Management EAP Programs
6	Helping Employees Cope Presentations

COURSE EVALUATION

ASSESSMENTS	PERCENTAGE
In-Class Quizzes (2)	2 X 15% = 30%
Class Participation	10%
Oral & Written Project	20% + 15% = 35%
Final Assignment	25%

For information on assessment due dates, please refer to the assessment schedule posted on UM Learn.

GRADING SCALE

LETTER GRADE	NUMERICAL SCORE	EXPLANATION	GRADE POINT
A+	90-100	Exceptional	4.5
A	80–89	Excellent	4.0
B+	77-79	Very Good	3.5
B	70-76	Good	3.0
C+	67-69	Satisfactory	2.5
C	60-66	Adequate	2.0
D	50-59	Marginal	1.0
F	Under 50	Failure	0.0

General Academic Regulations:

ACADEMIC INTEGRITY

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www.umanitoba.ca/student/resource/student_advocacy/cheating_plagiarism_fraud.html.

ATTENDANCE AND PARTICIPATION

Active and ongoing participation is integral to success in this course. It is the responsibility of the student in an online course to log onto the UM Learn course site regularly, read all assigned materials and complete learning tasks as assigned.

PROPRIETARY INFORMATION

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FINAL GRADES

The instructor will make every effort to return grades in a prompt manner. The instructor has the discretion to deduct marks if the student fails to meet the requirements as specified by the assignment details, grading rubrics, course outline and/or any other specifications relevant to the completion of the course.

For final grades, please go to Aurora Student. Final grades are normally posted within two weeks of course completion.

VOLUNTARY WITHDRAWAL / REFUNDS

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STUDENT ACCESSIBILITY SERVICES

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RESPECTFUL WORK AND LEARNING ENVIRONMENT

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Continuing and Professional Studies
Extended Education

UNIVERSITY OF MANITOBA

HRM
Labour Relations (formerly Employee Relations)

COURSE DESCRIPTION

This course presents the theory and practice of labour relations in Canada; specifically, this course examines the employee relations framework within Canada including its legal, political, social, economic and ecological subsystems. Key topics include industrial relations, union-management relations, collective bargaining and labour economics. Special attention will be given to the strategies that managers can utilize in order to work effectively and fairly with employers and deal with difficult situations in both unionized and non-unionized environments. Throughout the course, students will explore and gain a better understanding of how key players act and interact.

Course Hours: 18

Delivery Format: Face-to-face

LEARNING OUTCOMES

A student who successfully completes this course will be able to:

1. Interpret and use appropriately key terms and expressions pertaining to labour relations,
2. Outline and explain the history of the Canadian labour relations environment and the systems that enable it to function today,
3. Apply the laws pertaining to labour relations and the workplace in general,
4. Describe the process of how an organization may become unionized,
5. Describe the role of a mediator/conciliator and an arbitrator,
6. Identify and apply effective management strategies that work within the bounds of a collective agreement, and
7. Explain the union - management relationship and describe the process of how it may become harmonious.

COURSE MATERIALS

The following required textbook is available for purchase from the University of Manitoba Bookstore:

Peirce, J. & Bentham, K.J. (2006). *Canadian Industrial Relations,* 3rd Edition. Don Mills, ON: Prentice-Hall, Inc. ISBN 978-0131277939

Additional readings can be accessed via UM Learn.

For more information on the university's learning management system, UM Learn, as well as hardware and software requirements to access UM Learn, please refer to the Student Quick Start Guide.

COURSE OVERVIEW

TOPICS

WEEKS	TOPICS
1	• General Introduction/Course Overview • Chapter 1 – Introduction to Industrial Relations • Chapter 2 – The Environment and Management of IR
2	• Chapter 3 – History of the Canadian Labour Movement • Chapter 4 – Union Membership and Structure • Chapter 5 – Union Actions and Impacts
3	• Chapter 6 – Employment Legislation • Chapter 7 – Collective Bargaining Legislation • Course material review
4	Midterm Exam
5	• Chapter 9 – Collective Bargaining Structures • Chapter 10 – Collective Agreements
6	• Chapter 11 – Strikes, Lockouts and Dispute Resolution • Chapter 12 – Grievances
7	• Chapter 8 – Public Sector • Chapter 13 – IR Around the World
8	• Chapter 14 – Key Themes and Issues • Arbitration decision review • Course material review
9	Final Exam

COURSE EVALUATION

ASSESSMENTS	PERCENTAGE
In-Class Discussion / Participation	10%
Midterm Exam	20%
Group Written Arbitration Discussion	20%
Term Paper	20%
Final Exam	30%

For information on assessment due dates, please refer to the assessment schedule posted on UM Learn.

GRADING SCALE

LETTER GRADE	NUMERICAL SCORE	EXPLANATION	GRADE POINT
A+	90-100	Exceptional	4.5
A	80–89	Excellent	4.0
B+	77-79	Very Good	3.5
B	70-76	Good	3.0
C+	67-69	Satisfactory	2.5
C	60-66	Adequate	2.0
D	50-59	Marginal	1.0
F	Under 50	Failure	0.0

General Academic Regulations:

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ATTENDANCE AND PARTICIPATION

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PROPRIETARY INFORMATION

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FINAL GRADES

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For final grades, please go to Aurora Student. Final grades are normally posted within two weeks of course completion.

VOLUNTARY WITHDRAWAL / REFUNDS

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Existing Courses (Required)

**Continuing and Professional Studies
Extended Education**

UNIVERSITY
OF MANITOBA

**HRM
Managing the HR Function**

COURSE DESCRIPTION

This course introduces students to the strategic management of the human resource functions within various types of organizations. While taking into account recent changes in the economic, social and legal environment, this course examines the essential functions of recruitment, selection, performance management, training and development, health and safety, counselling, union/management relations and compensation.

Course Hours: 36

Delivery Format: Face-to-face

LEARNING OUTCOMES

A student who successfully completes this course will be able to:

1. Describe the function of human resources from theoretical and practical perspectives,
2. Identify current human resources issues,
3. Analyse the implications of human resources issues to organizations and their employees, and
4. Determine the available options for addressing these issues.

COURSE MATERIALS

The following required textbook is available for purchase from the University of Manitoba Bookstore:

Schwind, H., Das, H., Wagar, T., Fassina, N., & Bulmash, J. (2013.) *Canadian Human Resource Management: A Strategic Approach*, 10th Edition. Toronto, ON: McGraw-Hill Ryerson Ltd. ISBN-13: 9780071051552

Additional readings can be accessed via UM Learn.

For more information on the university's learning management system, UM Learn, as well as hardware and software requirements to access UM Learn, please refer to the Student Quick Start Guide.

COURSE OVERVIEW

The course consists of a review of the assigned text material each week, complemented by use of relevant human resource current events, cases and scenarios aimed at providing a clear understanding of each topic. Classes are designed to be interactive in nature with frequent group discussions on the material presented. The PowerPoint slides used in each class will be posted on D2L in advance for students to review. The course evaluation will cover only the information presented in the text and on the in-class slides – no outside research is required.

TOPICS

WEEKS	TOPICS
1	Welcome & Introductions Group Formation Chapter 1 – Strategic Human Resource Management
2	Chapter 2 – Job Analysis and Design
3	Chapter 3 – Human Resource Planning
4	Chapter 4 – Legal Requirements and Managing Diversity
5	Chapter 5 – Recruitment
6	Chapter 6 – Selection
7	Chapter 7 – Orientation, Training and Development and Career Planning
8	Chapter 8 – Performance Management
9	Chapter 9 – Compensation Management Chapter 10 – Employee Benefits and Service
10	Chapter 11 – Managing Employee Relations Chapter 13 – The Union-Management Framework
11	Chapter 12 – Ensuring Health and Safety at the Workplace
12	In-Class Case Analysis

COURSE EVALUATION

ASSESSMENTS	PERCENTAGE
Individual Assignment	30%
Group Assignment	30%
Individual In-Class Case Analysis	40%

For information on assessment due dates, please refer to the assessment schedule posted on UM Learn.

GRADING SCALE

LETTER GRADE	NUMERICAL SCORE	EXPLANATION	GRADE POINT
A+	90-100	Exceptional	4.5
A	80–89	Excellent	4.0
B+	77-79	Very Good	3.5
B	70-76	Good	3.0
C+	67-69	Satisfactory	2.5
C	60-66	Adequate	2.0
D	50-59	Marginal	1.0
F	Under 50	Failure	0.0

General Academic Regulations:

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ATTENDANCE AND PARTICIPATION

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PROPRIETARY INFORMATION

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FINAL GRADES

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For final grades, please go to [Aurora Student](#). Final grades are normally posted within two weeks of course completion.

VOLUNTARY WITHDRAWAL / REFUNDS

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Continuing and Professional Studies
Extended Education

UNIVERSITY
OF MANITOBA

HRM
Organizational Behaviour

COURSE DESCRIPTION

Organizational Behaviour is the study of how people behave within the context of a specific organization in order that we may gain understanding of that behavior. This course examines individual, group, organizational and systemic factors that influence the behavior of an individual within an organization. Students are introduced to the basic knowledge of the theories, tools and tactics utilized and considered when dealing with staff and organizational issues.

Course Hours: 36

Delivery Format: Blended

LEARNING OUTCOMES

A student who successfully completes this course will be able to:

1. Assess accurately the root causes of employee behaviour (internal vs. external) and identify ways of appropriately addressing the behaviour,
2. Recognize that the medium used to convey a message can change the message and identify ways of managing messages,
3. Use motivational theory to create processes that improve employee productivity,
4. Use feedback, reward systems and operant conditioning methods to shape employee behaviour,
5. Identify and analyze ethical decision making and ways of implementing group or individual decision making,
6. Identify ways of managing and reducing conflict to achieve the goals of the organization,
7. Identify the different styles of leadership and describe how situational leadership determines which leadership style is best,
8. Propose ways of managing organizational teams that best meet the needs of the situation,
9. Identify and analyze theoretical models of organizational culture to provide meaningful real-life managerial advantages, and
10. Assess organizational structure and systems to identify ways of optimizing organizational performance.

COURSE MATERIALS

The following required textbook is available for purchase from the [University of Manitoba Bookstore](#):

Kinicki, A., Digby, V., & Fugate, M. (2013). *Organizational Behaviour: Key concepts, skills, and best practices*, 4th Canadian Edition. Toronto, ON: McGraw-Hill Ryerson.
ISBN 9781259066573

Additional readings can be accessed via UM Learn.

For more information on the university's learning management system, UM Learn, as well as hardware and software requirements to access UM Learn, please refer to the Student Quick Start Guide.

COURSE OVERVIEW

Instructors reserve the right to adjust the course schedule without prior notification. It is the student's responsibility to follow-up in cases of missed classes. When absent, the student is responsible for finding out what material was missed and for being prepared for the next class.

TOPICS

WEEKS	TOPICS
1	Course overview Introduction to UM Learn Chapter 1: Management Chapter 2: Social Perception and Attribution Factors Influencing Individual Behaviour
2	Chapter 3: Self-Concept, Personality and Emotions Chapter 4: Values, Attitudes and Job Satisfaction
3	Chapter 5: Foundations of Motivation Chapter 6: Fundamental Concepts of Group Behaviour Group work Case study
4	Chapter 7: Communicating in the Digital Age Chapter 8: Conflict and Negotiation Chapter 9: Power, Politics and Decision Making Group Case Study Presentations

| 5 | Chapter 10: Leadership
Chapter 11: Organizational Culture, Socialization and Mentoring
Chapter 12: Organizational Structure and Design |
| 6 | Chapter 13: Managing Change and Stress
Chapter 14: Developing A Global Organization
Review for Final Exam |

COURSE EVALUATION

ASSESSMENTS	PERCENTAGE
Discussion Forum 1	15%
Discussion Forum 2	15%
Group Case Study and Presentation	20%
Reflection Paper	25%
Final Exam	25%

For information on assessment due dates, please refer to the assessment schedule posted on UM Learn.

GRADING SCALE

LETTER GRADE	NUMERICAL SCORE	EXPLANATION	GRADE POINT
A+	90-100	Exceptional	4.5
A	80–89	Excellent	4.0
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ATTENDANCE AND PARTICIPATION

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PROPRIETARY INFORMATION

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FINAL GRADES

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Continuing and Professional Studies
Extended Education

UNIVERSITY OF MANITOBA

HRM
HR Legislation

COURSE DESCRIPTION

This course examines the why and how government intervenes in the workplace and what the responsibilities of employers and employees are. Provincial and key federal legislation regulating human resource management will be discussed. The course covers matters arising out of the Labour Relations Act, the Human Rights Code, the Employment Standards Act and related legislation, the Canadian Constitution, the Worker's Compensation Act, the Pay Equity Act and other related labour and human resource legislation.

Course Hours: 36

Delivery Format: Face-to-face

LEARNING OUTCOMES

A student who successfully completes this course will be able to:

1. Identify various human resource or management issues in the workplace as well the statutes that impact them,
2. Utilize basic statutory interpretation principles in order to interpret and apply statutory provisions to these issues,
3. Identify and interpret key sources of information related to legislation, regulations and interpretative aids in order to apply basic statutory interpretation, and
4. Identify similarities and differences between various jurisdictions in which the student's organization may operate.

COURSE MATERIALS

The following required textbook is available for purchase from the University of Manitoba Bookstore:

HR Legislation Package of Legislative Acts ISBN 9780100005150
HR Legislation Package of Case Studies ISBN 97801000005846

Additional readings can be accessed via UM Learn.

For more information on the university's learning management system, UM Learn, as well as hardware and software requirements to access UM Learn, please refer to the Student Quick Start Guide.

COURSE OVERVIEW

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TOPICS

WEEKS	TOPICS

1	Introduction and Course Outline
	    1. Legislative Authority
	    2. Rules of Statutory interpretation
	    3. Analyzing Legislation Jurisprudence (Case Law)
	    4. Researching Employment Legislation
	Theme # 1: Employment is a Contract
	    1. Employment at Common Law (lecture)
	Sample Case Brief: *Brooks v Safeway* (class discussion)
	Theme # 2: Employment is Legislative Status
	    2. Statutory Minimums : Provincial & Federal
	    3. Differences and similarities in jurisdictions: Class Discussion
	Readings: Case: Brooks v Safeway, *Employment Standards Code* and *Canada Labour Code (Part 3)*

2	Individual Rights in the Workplace
	    1. Effect of the Charter of Rights and Freedoms
	    2. Discrimination in the Workplace
	Individual Rights in the Workplace
	    3. Wrongful Dismissal
	    4. Respectful Workplace
	Readings: *Charter of Rights and Freedoms, Manitoba Human Rights Code* and *Canadian Human Rights Act*

3	Return to Theme 2: Further Legislative Rights
	    1. Privacy in the Workplace
	    2. Employee Health and Safety
	Mid Term Examination
	Readings: *FIPPA, PIPEDA, Privacy Act, The Privacy Act, Personal Investigations Act* and *The Workplace Safety and Health Act*

4	1. Workers Compensation 2. Employment Insurance Readings: *Workers Compensation Act* and *Employment Insurance Act*

5	Theme # 3: Employment is a Collective Bargain
	    1. Rights and Obligations of Employers
	    2. Rights of Employees
	    3. Rights and Obligations of Trade Unions
	Putting it all together: Review (Lecture and Class Discussion)
	Readings: *Labour Relations Act* and *Canada Labour Code Part 1*

COURSE EVALUATION

ASSESSMENTS	PERCENTAGE
Assignment 1	20%
Midterm Exam – Take Home	25%
Assignment 2	20%
Final Exam – Take Home	35%

For information on assessment due dates, please refer to the assessment schedule posted on UM Learn.

GRADING SCALE

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A+	90-100	Exceptional	4.5
A	80–89	Excellent	4.0
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ATTENDANCE AND PARTICIPATION

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FINAL GRADES

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**Continuing and Professional Studies
Extended Education**

**UNIVERSITY
OF MANITOBA**

**HRM
Total Compensation**

COURSE DESCRIPTION

This course is an introduction to compensation and benefits administration. Attention will be given to the means by which compensation equity is achieved in organizations. Topics covered include job analysis and design, job evaluation, development and use of wage and salary surveys and benefit policies and practices. The benefits part of the course will include a discussion of public and private benefit programs and pension plans.

Course Hours: 36

Delivery Format: Face-to-face

LEARNING OUTCOMES

A student who successfully completes this course will be able to:

1. Identify the various components of a total compensation system,
2. Identify strategies and techniques to establish base pay, performance pay and indirect pay and how they interact with one another and the organization as a whole,
3. Summarize key competencies in the different areas of compensation management,
4. Identify and discuss options and issues associated with pension management, and
5. Apply the general knowledge and skills acquired to specific compensation situations.

COURSE MATERIALS

The following required textbook is available for purchase from the University of Manitoba Bookstore:

Long, R. (2013.) *Strategic Compensation in Canada,* 5th Edition. Series in HR Management. Toronto, ON: Nelson Education, Ltd. ISBN 0176509682

Additional readings can be accessed via UM Learn.
For more information on the university's learning management system, UM Learn, as well as hardware and software requirements to access UM Learn, please refer to the Student Quick Start Guide.

COURSE OVERVIEW

TOPICS

Instructors reserve the right to adjust the course schedule without prior notification. It is the student's responsibility to follow-up in cases of missed classes. When absent, the student is responsible for finding out what material was missed and for being prepared for the next class.

WEEKS	TOPICS
1	Chapter 1: A Road Map to Effective Compensation Chapter 2: A Strategic Framework for Compensation
2	Chapter 3: A Behavioral Framework for Compensation
3	Chapter 4: Components of Compensation Strategy
4	Chapter 5: Performance Pay Choices
5	Chapter 6: Formulating the Reward and Compensation Strategy
6	Course Review
7	Chapter 7: Evaluating Jobs: The Job Evaluation Process
8	Chapter 8: Evaluating Jobs: The Point Method of Job Evaluation
9	Chapter 9: Evaluating the Market Chapter 10: Evaluating Individuals
10	Chapter 11: Designing Performance Pay Plans Chapter 12: Designing Indirect Pay Plans
11	Chapter 13: Activating and Maintaining and Effective Compensation System
12	Course Review

COURSE EVALUATION

ASSESSMENTS	PERCENTAGE
Midterm Exam	30%
Group Assignment	30%
Final Exam	40%

For information on assessment due dates, please refer to the assessment schedule posted on UM Learn.

GRADING SCALE

LETTER GRADE	NUMERICAL SCORE	EXPLANATION	GRADE POINT
A+	90-100	Exceptional	4.5
A	80–89	Excellent	4.0
B+	77-79	Very Good	3.5
B	70-76	Good	3.0
C+	67-69	Satisfactory	2.5
C	60-66	Adequate	2.0
D	50-59	Marginal	1.0
F	Under 50	Failure	0.0

General Academic Regulations:

ACADEMIC INTEGRITY

Plagiarism or any other form of cheating in examinations, term tests or academic work is subject to serious academic penalty (e.g. suspension or expulsion from the faculty or university). For complete information on the University of Manitoba's policies on academic integrity, please refer to: www.umanitoba.ca/student/resource/student_advocacy/cheating_plagiarism_fraud.html.

ATTENDANCE AND PARTICIPATION

Active and ongoing participation is integral to success in this course. It is the responsibility of the student in an online course to log onto the UM Learn course site regularly, read all assigned materials and complete learning tasks as assigned.

PROPRIETARY INFORMATION

To ensure confidentiality and anonymity, students are asked to use pseudonyms to disguise actual workplaces, including colleagues and employers, that may be discussed as real-life examples for project-based activities. All information gathered will be treated in a confidential manner.

FINAL GRADES

The instructor will make every effort to return grades in a prompt manner. The instructor has the discretion to deduct marks if the student fails to meet the requirements as specified by the assignment details, grading rubrics, course outline and/or any other specifications relevant to the completion of the course.

For final grades, please go to Aurora Student. Final grades are normally posted within two weeks of course completion.

VOLUNTARY WITHDRAWAL / REFUNDS

Any student contemplating withdrawing from a course is encouraged first to contact the program coordinator for advice and suggestions on how to continue with the course and/or program. A refund/withdrawal schedule can be found at: http://umanitoba.ca/faculties/coned/gen_info/vw_refund.html.

STUDENT ACCESSIBILITY SERVICES

Student Accessibility Services (SAS) provides support and advocacy for students with disabilities. To contact Student Accessibility Services, please go to: umanitoba.ca/student/saa/accessibility.
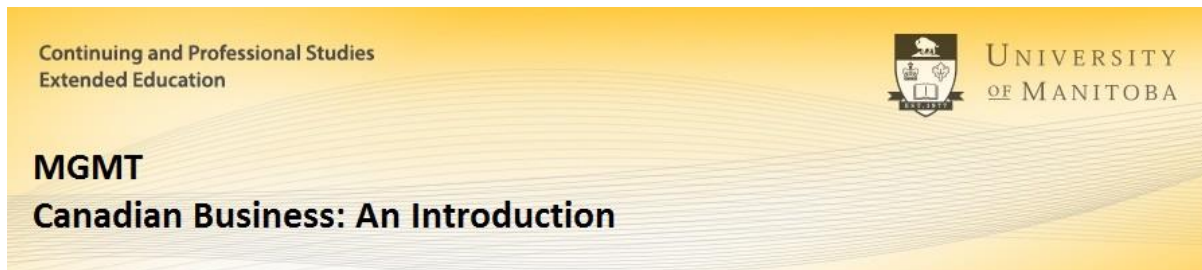
RESPECTFUL WORK AND LEARNING ENVIRONMENT

The University of Manitoba supports a climate of respect in the workplace and in the learning environment, where individuals or groups of individuals are free from harassment and discrimination. For the University of Manitoba's Respectful Work and Learning Policy, including information on human rights and sexual harassment, please go to: http://umanitoba.ca/human_rights/respectful_work.html.

For a complete list of Extended Education policies, please refer to: http://umanitoba.ca/faculties/coned/gen_info/policies.html.

Existing Course Options (Elective)

Continuing and Professional Studies
Extended Education

UNIVERSITY OF MANITOBA

MGMT
Canadian Business: An Introduction

COURSE DESCRIPTION

This course provides an introduction to the Canadian business environment, focusing on ethics, culture, social responsibility, international business, management of human resources, marketing strategy and forms of business ownership, all of which provide the foundation for future business courses. Through instructor presentations, online forum discussions, readings and assignments, the student will develop an understanding of these key business concepts. The student will learn how to develop and present a basic business case and analysis, addressing and incorporating a number of elements presented throughout the course. The student will also apply these business concepts to a pre-approved business or not-for-profit organization of the student's choice.

Course Hours: 36

Delivery Format: Blended

LEARNING OUTCOMES

A student who successfully completes this course will be able to:

1. Identify, interpret and explain basic and key concepts on a variety of business topics,
2. Develop and present a basic business case and analysis, and
3. Apply key business concepts to a chosen business or not-for-profit organization.

COURSE MATERIALS

The following required textbook is available for purchase from the University of Manitoba Bookstore:

Ferrell, O.C., Hirt, G., Ferrell, L., Iskander, S., & Mombourquette, P. (2014). *Business: A Changing World*, 5th Canadian Edition. Toronto, ON: McGraw-Hill Ryerson. ISBN-13 9780071338837.

For information on the university's learning management system, UM Learn, as well as hardware and software requirements to access UM Learn, please refer to the Student Quick Start Guide.

COURSE OVERVIEW

TOPICS

WEEKS	TOPICS
1	Introduction to the Course Supplemental: Mission and Vision
2	Chapter 1: The Dynamics of Business and Economics Chapter 2: Business Ethics and Social Responsibility
3	Chapter 3: Business in a Borderless World
4	Chapter 5: Options for Organizing Business
5	Chapter 7: The Nature of Management
6	Supplemental: The Learning Organization by Peter Spence
7	Review
8	Chapter 8: Organization, Teamwork and Communication
9	Chapter 10: Managing the Workforce
10	Chapter 12: Marketing
11	Supplemental Topic: TBD
12	Review and Wrap-Up

COURSE EVALUATION

ASSESSMENTS	PERCENTAGE
Essays	2 X 10% EACH = 20%
Midterm Exam	40%
Major Term Paper	40%

For information on assessment due dates, please refer to the assessment schedule posted on UM Learn.

GRADING SCALE

LETTER GRADE	NUMERICAL SCORE	EXPLANATION	GRADE POINT
A+	90-100	Exceptional	4.5
A	80–89	Excellent	4.0
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F	Under 50	Failure	0.0

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ATTENDANCE AND PARTICIPATION

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To ensure confidentiality and anonymity, students are asked to use pseudonyms to disguise actual workplaces, including colleagues and employers, that may be discussed as real-life examples for project-based activities. All information gathered will be treated in a confidential manner.

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The instructor will make every effort to return grades in a prompt manner. The instructor has the discretion to deduct marks if the student fails to meet the requirements as specified by the assignment details, grading rubrics, course outline and/or any other specifications relevant to the completion of the course.

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RESPECTFUL WORK AND LEARNING ENVIRONMENT

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For a complete list of Extended Education policies, please refer to: http://umanitoba.ca/faculties/coned/gen_info/policies.html.

Appendix 5

The following is the letter of support from UM Libraries.

University of Manitoba Libraries

Inter-Departmental Correspondence

UNIVERSITY
of MANITOBA
Libraries

Date:	**August 17, 2015**
To:	Kathleen Matheos
From:	Lyle Ford
RE:	**Proposed Curriculum Change**
	Department Extended Education
	Certificate Name Human Resource Management Certificate

Thank you for informing the Libraries of the change involving : the Human Resource Management Certificate. This certificate was intended to be grandfathered by Senate. Given that the Libraries have supported this certificate for many years, existing resources should continue to suffice. Students will continue to enjoy access to the Libraries collections and services.

The Libraries' collection will continue to be able to support the course.

cc Coordinator, Collections Management
    Head, Unit Library

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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 June 23, 2015 the Senate Committee on Awards approved 7 new offers, 14 amended offers, and the withdrawal of seven awards as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated June 23, 2015).

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve 7 new offers, 14 amended offers, and the withdrawal of seven awards as set out in Appendix A (dated June 23, 2015). 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

1. NEW OFFERS

Boe D. Wong Scholarship

In memory of Boe D. Wong, B.Arch./51, his son Brad Wong established an endowment fund at the University of Manitoba with an initial gift of $50,000 in 2015. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The purpose of the fund is to reward the academic achievements of undergraduate students pursuing studies in Architecture in the Faculty of Architecture. Beginning in the 2017-2018 academic year, the available annual interest from the fund will be used to offer one scholarship to an undergraduate student who:

(1) is enrolled full-time (minimum 80% course load) in the third or fourth year of study in the Architecture option in the Bachelor of Environmental Design program in the Faculty of Architecture;

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

The Dean of the Faculty of Architecture (or designate) will ask the Head of the Department of Architecture (or designate) to name the selection committee for this award.

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 establishing the award.

Canadian Institute of Steel Construction Graduate Fellowship in Architecture

The Canadian Institute of Steel Construction (CISC) will make an annual contribution of $1,000 per year, for a five year term, to offer the Canadian Institute of Steel Construction Graduate Fellowship in Architecture. The purpose of the fellowship is to recognize the outstanding academic achievement of graduate students pursuing studies in the Faculty of Architecture at the University of Manitoba. Each year, beginning in 2015-2016 and ending in 2019-2020, one fellowship of $1,000 will be offered to a graduate student who:

(1) is enrolled full-time in the Faculty of Graduate Studies in the Master of Architecture program delivered by the Faculty of Architecture at the University of Manitoba;

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

Preference will be given to a student member of the CISC.

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

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.

Canadian Institute of Steel Construction Scholarship in Engineering

The Canadian Institute of Steel Construction (CISC) will make an annual contribution of $1,000 per year, for a five year term, to offer the Canadian Institute of Steel Construction Scholarship in Engineering. The purpose of the scholarship is to recognize the outstanding academic achievement of undergraduate students pursuing studies in the Faculty of Engineering. Each year, beginning in 2015-2016 and ending in 2019-2020, one scholarship of $1,000 will be offered to an undergraduate student who:

Board of Governors, August 25, 2015

(1) is enrolled full-time (minimum 80% course load) in the Faculty of Engineering at the University of Manitoba;

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

Preference will be given to a student member of the CISC.

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

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.

Calgary Alumni Bison Football Scholarship

Bison Football Alumni in Calgary have established an endowment fund at the University of Manitoba, with initial gifts of over $8,750 in 2015, in recognition of the valuable support that financial awards can provide to student athletes, and gratitude for their own experience as part of the Bison Football team. The Manitoba Scholarship and Bursary Initiative (MSBI) has made a contribution to the fund. Each year, beginning in 2016-2017, the available annual income from the fund will be used to offer one or more scholarships to undergraduate students who:

(1) are eligible to compete in Canadian Interuniversity Sport (CIS) and are members of the Bison football team;

(2) are enrolled full-time, as defined by CIS regulations, in any faculty of school at the University of Manitoba;

(3) are enrolled in a minimum of 9 credit hours (or equivalent) in each term of competition;

(4) have achieved either:

    (a) as an entering student, a minimum average of 80% on those high school courses used for admission, or

    (b) as an undergraduate student, a minimum degree grade point average of 3.0.

Preference in selection will be given to students who meet one or more of the following criteria:

(i) are residents of Calgary, Alberta;

(ii) are residents of Alberta;

(iii) demonstrate exceptional qualities of character and leadership both on and off the field as determined by the selection committee.

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

The Athletic Director (or designate) will chair the selection committee for this award, which will include the Head Coach of the Bison football team (or designate).

The terms of this award will be reviewed annually against the Canadian Interuniversity Sport (CIS) criteria governing "Athletic Financial Awards Policy", (also referred to as "Athletics Scholarships Policy"), currently numbered 50.10.3.5 in the CIS Operations Manual.

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.

Board of Governors, August 25, 2015

Debra and Ross Pitman Graduate Scholarship in Geological Sciences

Debra and Ross Pitman established an endowment fund at the University of Manitoba, with a gift of $50,000 in 2015, to recognize graduate students studying in the Department of Geological Sciences with a focus on geophysics. The Manitoba Scholarship and Bursary initiative has made a matching contribution to the fund. The Clayton H. Riddell Faculty of Environment, Earth, and Resources has also made a matching contribution to the fund. Beginning in the 2016-2017 year, the available annual interest from the fund will be used to offer one scholarship to a graduate student who:

(1) is enrolled full-time in the Faculty of Graduate Studies in a program delivered by the Department of Geological Sciences in the Clayton H. Riddell Faculty of Environment, Earth, and Resources;

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

(3) has achieved high standing, as determined by the selection committee, in courses related to geophysics, including Structural Geology courses, Engineering Geology courses, and/or Hydrogeology courses;

(4) has demonstrated an interest and aptitude in geophysics, physics of the Earth, exploration geophysics, etc.

To support criterion (4), candidates will be required to submit a short statement (maximum 500 words) describing their research interests and proposed thesis topic.

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Head of the Department of Geological Sciences (or designate) to name the selection committee for this award.

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.

Murphy Foundation Incorporated Graduate Student Awards

The Murphy Foundation Incorporated has established an endowment fund at the University of Manitoba with a gift of $2 million in 2015. The purpose of the fund is to support graduate student awards as well as an Indigenous Mentorship and Experiential Education program in the Faculty of Agricultural and Food Sciences. Beginning in 2017-2018, a total of 65% of the available annual income from the fund will be used to offer awards for graduate students studying in the Faculty of Agricultural and Food Sciences as follows.

Each year, 40% of the available annual income from the fund will be used to offer a minimum of one award to a graduate student who:

(1) is a Manitoba resident;

(2) is enrolled full-time in the Faculty of Graduate Studies in a Ph.D. program delivered by the Faculty of Agricultural and Food Sciences at the University of Manitoba;

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

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

Each year, 25% of the available annual income from the fund will be used to offer a minimum of one award to a graduate student who:

(1) is a Manitoba resident;

(2) is enrolled full-time in the Faculty of Graduate Studies in a Master's degree program delivered by the Faculty of Agricultural and Food Sciences at the University of Manitoba;

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

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

For each award, the selection committee will have the discretion to determine the number and value of awards offered each year, based on the available funds.

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

Each year, the remaining 35% of the available annual income from the fund will be used to support an Indigenous Mentorship and Experiential Education program in the Faculty of Agricultural and Food Sciences. All disbursement decisions for this program will be made by the Dean of the Faculty of Agricultural and Food Sciences (or designate). In the event that this program is no longer needed, and/or discontinued, then 100% of the available annual income shall be used to offer the Murphy Foundation Incorporated Graduate Student Awards.

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.

Pharmacy Class of 2014 Bursary

Due to their tremendous fundraising efforts, the graduating Pharmacy class of 2014 has established an endowment fund at the University of Manitoba, with initial gifts totaling $25,000 in 2014. The purpose of the fund is to support students entering the second year of Pharmacy in the College of Pharmacy. Each year, beginning in 2016 – 2017, the available annual interest from the fund will be used to offer one bursary to an undergraduate student who:

(1) is enrolled full-time (minimum 60% course load) in the second year of the B.Sc. (Pharmacy) program in the College of Pharmacy at the University of Manitoba;

(2) 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.

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

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 establishing the award.

2. AMENDMENTS

APICS Scholarship

The following amendments have been made to the terms of reference for the APICS Scholarship:

- The number of scholarship recipients has been adjusted from two recipients to one.

- The formatting was standardized to reflect numbered criteria and the opening paragraph and criteria were revised to:

APICS Winnipeg Chapter offers an annually funded scholarship to reward students in the discipline of logistics and supply chain management at the University of Manitoba. Each year, one scholarship of $500 will be awarded to an undergraduate student who:

> *(1) is enrolled full-time (minimum 60% course load) in at least the second year of study in the B.Comm. (Hons.) program in the I.H. Asper School of Business;*
>
> *(2) has declared a major in Logistics and Supply Chain Management;*
>
> *(3) has achieved a minimum degree grade point average of 3.0.*

- The following paragraph was removed:

A first award of $300 and a second award of $200 will be made to the students upon completing their second year of the Bachelor of Commerce (Honours) program who obtain the highest and second highest aggregate grades in 10.260 Fundamentals of Production and Operations Management, plus two other courses in the production/operations management pattern area. Recipients must register for and carry to completion a normal year's work in the next year of their course. In the event of a tie, the (scholarships) will be awarded to the students with the highest overall (grade) point averages. The I.H. Asper School of Business reserves the right not to award the scholarships in any year.

- The following statement was added:

APICS Winnipeg Chapter will notify the Financial Aid and Awards Office by March 31 in any year this award will not be offered.

- The selection committee statement was revised to:

The Dean of the I.H. Asper School of Business (or designate) will name the selection committee for this award.

- The standard Board of Governors Statement was added.

Berdie and Irvin Cohen Award in Peace and Conflict Studies

The following amendments have been made to the terms of reference for the Berdie and Irvin Cohen Award in Peace and Conflict Studies:

- **The name of the award has been changed to:** *Berdie and Irvin Cohen Scholarship in Peace and Conflict Studies*

- The first sentence of the opening paragraph was revised to:

Through the generosity of their son, an endowment fund has been established in the Faculty of Arts at the University of Manitoba, to support graduate studies and research into the causes of human conflict and the processes of peace building in the name of Berdie and Irvin Cohen.

- The numbered criteria were revised to:

Each year, the available annual income from the fund will be used to offer one scholarship to a graduate student who:

> *(1) is enrolled full-time in the Faculty of Graduate Studies in either:*
>> *i. a Master's or Ph.D. program delivered by a department in the Faculty of Arts, or*
>>
>> *ii. the Ph.D. in Peace and Conflict Studies offered through the Arthur V. Mauro Centre for Peace and Justice;*
>
> *(2) has achieved a minimum degree grade point average of 3.5 (or equivalent) based on the last 60 credit hours of study;*

(3) has completed the necessary course work towards the degree, and has obtained approval for a thesis or dissertation proposal prior to undertaking the research funded by this award;

(4) is conducting graduate research into the causes of human conflict and the processes of peace building.

- The words *"defined below"* were removed from the statement regarding the annual/maximum value of the award.

- The following statement was added:

Students may receive this scholarship more than once, but primary consideration will be given to students who have not received it previously.

- The information regarding the application materials and process were reformatted and revised to:

Applicants must prepare and submit a package to the Faculty of Arts, including the following:

(a) a copy of their undergraduate and graduate (where available) transcripts

(b) a letter of support from their thesis/dissertation supervisor(s), department head, or departmental supervisor of graduate studies

(c) a two-page maximum summary of their thesis or dissertation proposal

(d) a one-page description of the intended use of the award

(e) the Berdie and Irvin Cohen Award in Peace and Conflict Studies Budget Form outlining costs related specifically to tuition (including ancillary fees) and research (available from the Office of the Dean, Faculty of Arts).

Upon completion of the academic year in which the award was made, the recipient will be required to submit to the Dean of the Faculty of Arts a report on the research and/or travel supported by the award. The report should include how the scholarship was used, how it impacted the research and applicant, etc.

- The selection committee statement was revised to:

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Faculty of Arts (or designate) to convene the selection committee for this award. The selection committee shall include the Dean of the Faculty of Arts (or designate) as chair, the donor, two faculty members of the Faculty of Arts on regular appointment (one each from a Social Science and a Humanities department), and one faculty member of the Arthur V. Mauro Centre for Peace and Justice on regular appointment. In convening the selection committee, the Dean of the Faculty of Arts (or designate) will be responsible for choosing which three faculty members as outlined above will fill the selection committee.

- The following sentences were removed:

Applications should be submitted to the Faculty of Arts of the University of Manitoba by January 31st. Awards will be announced by March 15.

- The standard Board of Governors statement was added.

Berdie and Irvin Cohen Scholarship

The following amendments have been made to the terms of reference for the Berdie and Irvin Cohen Scholarship:

- **The name of the award has been changed to:** *Berdie and Irvin Cohen Hebrew University Scholarship.*

- In the opening sentence, the word *"anonymous"* was removed and the words *"by their son"* were added.

- The following sentence was added:

    The purpose of the fund is to reward students attending Hebrew University in Israel.

- The numbered criteria were revised to:

    Each year, the available annual income from the fund shall provide one or more scholarships to students who:

    (1) have completed at least one year of full-time (minimum 80% course load) study at the University of Manitoba or have graduated from the University of Manitoba within the five years immediately preceding application for this scholarship;

    (2) are either:

    > *(i) admitted to Hebrew University in Israel and enroll for one year of study in the year in which the scholarship is tenable, or*

    > *(ii) currently studying at Hebrew University in Israel and re-enroll for one year of study in the year in which the scholarship is tenable;*

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

- In the sentence regarding weighting of GPA, the word *"cumulative"* was replaced with the word *"degree."*

- The statement regarding the number and value of awards was revised to:

    The number and value of awards offered each year will be determined by the selection committee.

- In the paragraph describing what the recipient must submit following the year of study, the word *"or"* was replaced with the word *"and"* in front of "academic information."

- The selection committee statement was revised to:

    The selection committee shall be jointly named by the Director of Financial Aid and Awards (or designate) and the Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) and shall include the donor of the award.

Bernice D. Lough Psychology Graduate Bursary

The following amendments have been made to the terms of reference for the Bernice D. Lough Psychology Graduate Bursary:

- The purpose statement was revised to:

    The purpose of the fund is to provide bursaries for doctoral students in the Department of Psychology.

- The opening to the numbered criteria was revised to:

    Each year, the available annual interest from the fund will be used to offer up to six bursaries of equal value to graduate students who:

- In the first numbered criterion, the word *"offered"* was replaced with the word *"delivered."*

- The second numbered criterion was revised to:

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

- The following statement was added:

In the event that there are not enough Ph.D. students that meet the criteria in any given year, the bursaries may be offered to Master's students that otherwise meet the criteria.

Bruce McDonald Award in Clinical Nutrition

The following amendments have been made to the terms of reference for the Bruce McDonald Award in Clinical Nutrition:

- The biographical information was removed from the preamble and included in a separate section to appear after the terms under the heading "Biographical Information." This section will appear on the final draft of the terms shared with the department and donor and is not a part of the terms to be considered for approval.

- The numbered criteria were revised to:

  The available annual income from the fund will support an award for a student who:
  - *(1) is enrolled full-time in the Faculty of Graduate Studies at the University of Manitoba in a Master's or Ph.D. program in a department in the Faculty of Agricultural and Food Sciences;*
  - *(2) has a thesis research project that involves human research subjects with a focus on nutrition and human disease; and*
  - *(3) has achieved a minimum grade point average of 3.5 on the last 60 credit hours completed (to be calculated in the same manner as for the University of Manitoba Graduate Fellowship).*

- The SSHRC was included as a major award that could be held with the revised award.

- The statement regarding the number of times the award can be held was revised to:

  The award may be held by the same recipient once in an M.Sc. program and up to two times in a Ph.D. program, but no more than twice overall during the course of a student's time in the Faculty of Graduate Studies. The recipient will need to submit a new one-page description of their thesis research each year they apply for the award.

- The selection committee statement was revised to:

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

- The standard Board of Governors statement was added.

Dalgarno Graduate Fellowship

The following amendments have been made to the terms of reference for the Dalgarno Graduate Fellowship:

- The second numbered criterion was revised to:
  - *(2) has achieved a minimum grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study;*

- The selection committee statement regarding the William F. Hanna Memorial Lecture and special plant/fungi speaker(s) or events was revised to:

  The funds for this lecture series and special speaking events are to be administered by the Biological Sciences Graduate Student's Association in conjunction with the department.

Fairgrieve McBane Awards

The following amendments have been made to the terms of reference for the Fairgrieve McBane Awards:

- The biographical information was removed from the preamble and included in a separate section to appear after the terms under the heading "Biographical Information." This section will appear on the final draft of the terms shared with the department and donor and is not a part of the terms to be considered for approval.

- The purpose statement was revised to:

  The purpose of the fund is to recognize the academic achievements of students in both the College of Medicine and the Faculty of Agricultural and Food Sciences.

- **The name of the award held within the College of Medicine has been changed to:** *Fairgrieve McBane Convocation Prize in Medicine.*

- The numbered criteria for the convocation prize were revised to:

  Each year, half (50%) of the available annual income from the fund will be used to offer the Fairgrieve McBane Convocation Prize in Medicine, to an undergraduate student who:

  (1) has successfully completed all the requirements for the Doctor of Medicine (M.D.) degree in the College of Medicine at the University of Manitoba and is in good standing;

  (2) was nominated by the members of the graduating class or faculty members of the College of Medicine as having demonstrated the most genuine compassion and profound interest in caring for those in need of medical assistance.

- The information regarding nominations has been revised to:

  Nominations will be invited from members of the graduating class and faculty members of the College of Medicine. The nomination (maximum 250 words) should explain how the nominee meets criterion (2) above.

- The selection committee statement was revised to:

  The selection committee will be named by the Dean of the College of Medicine (or designate).

- The numbered criteria for the scholarship held within the Faculty of Agricultural and Food Sciences was revised to:

  Each year, half (50%) of the available annual income from the fund will be used to offer the Fairgrieve McBane Scholarship in Nutrition to an undergraduate student who:

  (1) is enrolled full-time (minimum 80% course load) in the second, third, or fourth year of study in the Bachelor of Science (Human Nutritional Sciences) at the University of Manitoba;

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

- The selection committee statement was revised to:

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

- The standard Board of Governors statement was added.

Helen Fowler Broughton Scholarship

The following amendments have been made to the terms of reference for the Helen Fowler Broughton Scholarship:

- The opening sentence was revised to:

Beverly Broughton Bajus (B.Sc.H.Ec., '59) has established a trust fund at the University of Manitoba to provide an annual scholarship to a student in Human Nutritional Sciences.

- The biographical information was removed from the preamble and included in a separate section to appear after the terms under the heading "Biographical Information." This section will appear on the final draft of the terms shared with the department and donor and is not a part of the terms to be considered for approval.

- The numbered criteria were revised to:

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

    (1) is enrolled full-time (minimum 80% course load) in the current regular session in the Bachelor of Science (Human Nutritional Sciences) degree program, offered by the Faculty of Agricultural and Food Sciences at the University of Manitoba;

    (2) has completed at least 54 credit hours towards a Bachelor of Science (Human Nutritional Sciences) degree;

    (3) has declared a concentration in:

        (a) a food-related option; or

        (b) the Nutrition Option – Dietetics Preparation;

    (4) has achieved a minimum degree grade point average of 3.5;

    (5) has demonstrated engagement in outreach or volunteerism directed to youth.

- The following statements were added:

  - *To demonstrate how they meet criterion (5), applicants will be required to submit a one-page letter (maximum 250 words) to the awards committee.*

  - *If there is no eligible applicant who meets all criteria, the scholarship can be offered to the student who meets criteria: (1), (2), (4) and (5), or to a student in a food-related option who is pursuing a minor in the I.H. Asper School of Business.*

- The selection committee was revised to:

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

- The standard Board of Governors statement was added.

Keystone Agricultural Producers Entrance Bursary

The following amendments have been made to the terms of reference for the Keystone Agricultural Producers Entrance Bursary:

- **The name of the award has been changed to:** *Keystone Agricultural Producers Entrance Scholarship.*

- The amount of the award was increased from $500 to $1,000.

- The numbered eligibility criteria were revised to:

    (1) has achieved a minimum 80% average on courses used for admission to the School of Agriculture at the University of Manitoba;

    (2) is enrolled full-time (minimum 80% of a full course load, as defined by the School of Agriculture), in the first year of study in the Diploma in Agriculture program;

    (3) is a KAP member, or is from a KAP member family;

(4) has demonstrated community involvement and leadership abilities while in high school.

- The information regarding applications was revised to:

  To support criteria (3) and (4), applicants will be asked to declare their KAP membership status and submit a brief letter (maximum 250 words) outlining their community involvement and leadership experiences.

- The following statements were added:

  - *If there is no student that meets all of the eligibility criteria, the award can be offered to a student that meets criteria (1), (2), and (4).*

  - *The donor will notify the Financial Aid and Awards office by March 31 in any year this award is not to be offered.*

- The standard Board of Governors statement was added.

Keystone Agricultural Producers Leadership Scholarship

The following amendments have been made to the terms of reference for the Keystone Agricultural Producers Leadership Scholarship:

- The amount of the award was increased from $500 to $1,000.

- The numbered eligibility criteria were revised to:

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

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

  (3) is a KAP member, or is from a KAP member family;

  (4) has demonstrated community involvement and leadership abilities while in university.

- The information regarding applications was revised to:

  To support criteria (3) and (4), applicants will be asked to declare their KAP membership status and submit a brief letter (maximum 250 words) outlining their community involvement and leadership experiences.

- The following statements were added:

  - *If there is no student that meets all of the eligibility criteria, the award can be offered to a student that meets criteria (1), (2), and (4).*

  - *The donor will notify the Financial Aid and Awards office by March 31 in any year this award is not to be offered.*

- The standard Board of Governors statement was added.

Manitoba Egg Farmers Scholarships

The following amendments have been made to the terms of reference for the Manitoba Egg Farmers Scholarships:

- The opening sentence was revised to:

  The Manitoba Egg Farmers, wishing to encourage academic achievement in agriculture and in the food industry, offers to provide four annually funded scholarships.

- The numbered eligibility criteria for the Agriculture Diploma scholarship were revised to:

  (a) *is enrolled full-time (minimum 60% course load as defined by the School of Agriculture) in the Diploma in Agriculture program at the University of Manitoba;*

  (b) *has achieved a minimum degree grade point average of 3.0 after completion of Poultry Production and Management (currently numbered ANSC 0700);*

  (c) *has achieved a minimum grade of B in Poultry Production and Management (currently numbered ANSC 0700);*

  (d) *has achieved the highest grade point average in Animal Biology and Nutrition (currently numbered ANSC 0420) and Poultry Production and Management (currently numbered ANSC 0700).*

- The numbered eligibility criteria for the Animal Systems scholarship were revised to:

  (a) *is enrolled full-time (minimum 80% course load) in the fourth year of study in the Bachelor of Science (Animal Systems) degree program at the University of Manitoba;*

  (b) *has achieved a minimum degree grade point average of 3.0;*

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

- The numbered eligibility criteria for the Food Sciences scholarship were revised to:

  (a) *is enrolled full-time (minimum 80% course load) in the fourth year of study in the Bachelor of Science (Food Science) degree program at the University of Manitoba;*

  (b) *has achieved a minimum degree grade point average of 3.0;*

  (c) *has achieved highest standing in the prescribed courses: Food Chemistry (currently numbered FOOD 2500), Food Process 1 (currently numbered FOOD 3010) and Food Engineering Fundamentals (currently numbered BIOE 3530).*

- The numbered eligibility criteria for the Human Nutritional Sciences scholarship were revised to:

  (a) *is enrolled full-time (minimum 80% course load) in the fourth year of study in the Bachelor of Science (Human Nutritional Sciences) degree program at the University of Manitoba;*

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

- The selection committee was revised to:

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

- The following statements were added:

  - *The donor for these awards will notify the Financial Aid and Awards office by no later than March 31 in any year these awards are not to be offered.*

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

Murray and Muriel Smith Fellowship

The following amendments have been made to the terms of reference for the Murray and Muriel Smith Fellowship:

- All references to the *Manitoba Chair of United Nations Studies program* were revised to *Manitoba Chair of Global Governance Studies*.

- The numbered eligibility criteria were revised to:

(1) are part-time or full-time undergraduate or graduate (Master's or Ph.D.) students enrolled at the University of Manitoba or the University of Winnipeg;

(2) have achieved:

> (a) *for undergraduate students, a minimum degree grade point average of 3.0;*

> (b) *for graduate students, a minimum grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study;*

(3) have proposed or begun to conduct research on any aspect of public policy (social, economic or environmental policy and the interdisciplinary interaction between these) related to the Manitoba Chair of Global Governance Studies;

(4) is ranked by the selection committee as a top applicant for this fellowship, based on a combination of innovative quality of the proposal and grade point average.

- The following statements were added:

  - *To support criteria (2) through (4), applicants will be required to submit: (i) current transcript(s), (ii) a curriculum vitae, and (iii) a description of the proposed or ongoing research on public policy related to the Manitoba Chair of Global Governance Studies (maximum 500 words).*

  - *The selection committee will have the discretion to determine the number and values of awards offered each year based on the available funds.*

- The selection committee statement was revised to:

  The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) and Director of Financial Aid and Awards (or designate) will ask the Chair of the Advisory Committee (or designate) for the Manitoba Chair of Global Governance Studies to name the selection committee for this award.

- The standard Board of Governors statement was added.

Richardson Scholarships in Music

The following amendments have been made to the terms of reference for the Richardson Scholarships in Music:

- **The name of the award has been changed to:** *James A. and Muriel S. Richardson Scholarships in Music.*

- The opening paragraph has been revised to:

  Through a testamentary provision from the Mrs. James A. Richardson Foundation Inc., Mrs. Muriel Sprague Richardson (1891 – 1973) established a fund at The Winnipeg Foundation to provide prestigious scholarships to students in the Marcel A. Desautels Faculty of Music at the University of Manitoba. This fund is a continuation of the many years of support Mrs. Richardson provided to students in the Faculty.

- The funding information has been revised to:

  Each year, The Winnipeg Foundation will report the available annual earnings from the James A. and Muriel S. Richardson Trust fund to Financial Aid and Awards at the University of Manitoba.

- The formatting was standardized to reflect numbered eligibility criteria and now read:

  (1) is enrolled full-time (minimum 80% course load) in any year of study in the Marcel A. Desautels Faculty of Music at the University of Manitoba;

  (2) has achieved:

(a) *for entering students, a minimum 85% average on the best five courses appearing on the list of acceptable courses for entrance scholarship consideration; or*

(b) *for continuing students, a minimum degree grade point average of 3.25.*

- The selection committee statement was revised to:

The Dean of the Marcel A. Desautels Faculty of Music (or designate) will name the selection committee for this award.

Russell Food Equipment Limited Award

The following amendments have been made to the terms of reference for the Russell Food Equipment Limited Award:

- **The name of the award has been changed to: *Russell Food Equipment Limited Scholarship*.**

- The opening statement was revised to:

Russell Food Equipment Limited has established an annually funded award of $500 to provide one scholarship to a student in Human Nutritional Sciences. Russell Food Equipment is Canada's national leader in food service equipment and supplies.

- The numbered eligibility criteria were revised to:

(1) is enrolled full-time (minimum 80% course load) and who has completed 84 credit hours in the Bachelor of Science (Human Nutritional Sciences) degree program or completed 30 credit hours in the 2nd degree program in Human Nutritional Sciences, offered by the Faculty of Agricultural and Food Sciences at the University of Manitoba;

(2) has declared a major in Human Nutrition Option - Dietetics Preparation;

(3) has achieved a minimum degree grade point average of 3.5;

(4) has demonstrated personal qualities appropriate for a professional dietitian.

- The following statements were added:

  - *Students will be required to provide a written statement (maximum 250 words) to demonstrate how they have met criterion (4). If there are no suitable candidates who meet all of the selection criteria, the award can be offered to the student that meets criteria (1) through (3).*

  - *The donor will contact the Financial Aid and Awards office by no later than March 31 in any year this award will not be offered.*

- The selection committee statement was revised to:

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

3. WITHDRAWALS

Audrey Koz Memorial Prize

This award is being withdrawn from the University of Manitoba's awards program as the ten year term to offer the prize ended in the spring of 2015.

Biological Science Department Prizes

These awards are being withdrawn from the University of Manitoba's awards program at the request of the department.

Dairy Farmers of Canada Award

This award is being withdrawn from the University of Manitoba's awards program at the request of the donor.

Department of Biological Sciences Graduate Student Bursary

This award is being withdrawn from the University of Manitoba's awards program at the request of the department.

Enerplus Corporation Bursary

This award is being withdrawn from the University of Manitoba's awards program at the request of the donor.

Maritime Law Book Co. Prize for Legal Profession and Professional Responsibility

This award is being withdrawn from the University of Manitoba's awards program at the request of the donor.

Helen Fowler Broughton Prize

This award is being withdrawn from the University of Manitoba's awards program at the request of the donor.

REPORT OF THE SENATE COMMITTEE ON AWARDS – PART A (Addendum)

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 June 23, 2015 the Senate Committee on Awards approved one new offer (that was not included in the report of the same date), as set out in Appendix A of the *Report of the Senate Committee on Awards – Part A (Addendum)* (dated June 23, 2015).

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve one new offer as set out in Appendix A (dated June 23, 2015). 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

1. NEW OFFERS

Danakas Prize

In support of the continued study and appreciation of Greek tragedy, John Danakas, B.A. (Hons.)/85, M.A./94, an employee since 1996, has generously established an endowment fund at the University of Manitoba. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. Beginning in the 2016-2017 academic year, the available annual interest from the fund will be used to offer one prize to an undergraduate student who:

(1) was enrolled full-time (minimum 80% course load) in the Faculty of Arts in the year in which the award was tenable;

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

(3) has achieved the highest standing in the course Greek and Roman Tragedy (currently numbered CLAS 3684).

In the event of a tie, the prize shall be awarded to the student with the highest degree grade point average among the tied students. If still tied, the student with the greater number of A+ grades will receive the prize.

If there is no eligible candidate in any given year, the revenue from the fund will be recapitalized as per the donor's wishes.

The Dean of the Faculty of Arts (or designate) will ask the Head of the Department of Classics (or designate) to name the selection committee for this award.

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.

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 Awards*, such offers shall be submitted to Senate for approval. (Senate, October 7, 2009)

Observations

At its meeting of August 20, 2015 the Senate Committee on Awards approved 10 new offers, 15 amended offers, and the withdrawal of six award as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated August 20, 2015).

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve 10 new offers, 15 amended offers, and the withdrawal of six awards as set out in Appendix A (dated August 20, 2015). 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

1. NEW OFFERS

Carla Thorlakson ICS Student Exchange Award

To honour the breadth of Carla Thorlakson's intellectual interests and her professionalism, Carla's parents established a trust fund in her memory at the University of Manitoba following her death in December 1995. The Manitoba Scholarship and Bursary Initiative made a contribution to the fund. The original purpose of the fund has been adjusted and now provides students with the opportunity to travel and to thereby enhance their educational experience or research opportunities. The fund supports this award, along with the Carla Thorlakson Graduate Travel Award.

Each year, beginning in 2015-2016, fifty-five percent (55%) of the available annual income from the fund and any unspent revenue will be used to offer up to five awards of equal value, with a minimum value of $1,000 each, to undergraduate students who:

   (1) have completed a minimum of 30 credit hours of study in a degree program at the University of Manitoba;
   (2) have achieved a minimum degree grade point average of 3.5;
   (3) have completed the standard International Centre for Students (ICS) Student Exchange application process and are at the top of the ranked list of applicants;

Preference will be given to applicants with limited travel experience.

Travel must be initiated within twelve months of receiving this award.

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

The Director of the International Centre for Students (ICS) Student Exchange Program (or designate) will name the selection committee for this award and will serve as the non-voting chair of the 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 the award.

Carla Thorlakson Graduate Travel Award

To honour the breadth of Carla Thorlakson's intellectual interests and her professionalism, Carla's parents established a trust fund in her memory at the University of Manitoba following her death in December of 1995. The Manitoba Scholarship and Bursary Initiative made a contribution to the fund. The original purpose of the fund has been adjusted and now provides students with the opportunity to travel and to thereby enhance their educational experience or research opportunities. The fund supports this award, along with the Carla Thorlakson ICS Student Exchange Award.

Each year, beginning in 2015-2016, forty-five percent (45%) of the available annual income from the fund will be used to offer one or more scholarships to graduate students who:

   (1) are enrolled full-time in any Master's or doctoral program in the Faculty of Graduate Studies at the University of Manitoba;
   (2) have achieved a minimum grade point average of 3.5 based on the previous 60 credit hours (or equivalent) of study;
   (3) demonstrate any one of the following:
        (i) need and intent to conduct archival or field research at a location outside of Canada;

(ii) receipt of a letter of permission to study at a partner institution outside of Canada in a course or program related to their graduate degree requirements;

(iii) acceptance as a participant in a summer institute or special program or symposium related to their graduate program at a location outside of Canada;

(iv) approval for acceptance into an International Centre for Students (ICS) Exchange Program with a University of Manitoba partner university;

(v) participation in some other exercise or activity (e.g. foreign language training, specialized data training, etc.) at a location outside of Canada that directly contributes to their graduate program of study or research.

Candidates will be required to submit the following:

(a) a summary (maximum 1,000 words) outlining their previous travel experiences and how their proposed travel experience will contribute to their education and understanding of the world,

(b) an academic transcript or *curriculum vitae*,

(c) documentation verifying how they meet criterion (3) above,

(d) proof of registration and/or payment for the upcoming travel, or proof of admission to the partner university,

(e) a letter of reference from a faculty member (preferably the supervisor) who can speak to the educational value of the planned travel,

(f) a travel budget.

Preference will be given to applicants whose planned or current research relates to any of the following areas of interest: human migration—including refugees, immigration or emigration; the status of women; or Canada's Foreign Service.

Travel must be initiated within twelve (12) months of receiving this award.

The selection committee will have the discretion to determine the number and value of awards to be offered each year.

Any unspent funds will be returned to the capital for reinvestment.

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will name the selection committee for this award. The committee will include the Director of the International Centre for Students (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.

Dianne Woods Memorial Athletic Scholarship

In memory of Dianne Woods, Hockey Winnipeg has established an annually funded scholarship to recognize student athletes on the Bison Women's Hockey team at the University of Manitoba. In any year where the Manitoba Scholarship and Bursary Initiative makes a matching contribution to the award, a total of two scholarships of $1,500 each will be offered. Otherwise, each year beginning in 2015-2016, one scholarship of $1,500 will be offered to an undergraduate student who:

(1) is eligible to compete in Canadian Interuniversity Sport (CIS) and is a member of the Bison Women's Hockey team;

(2) is enrolled full-time, as defined by CIS regulations, in any faculty or school at the University of Manitoba;

(3) is enrolled in a minimum of 9 credit hours in each of the terms of competition;

(4) has achieved either:

    (a) as an entering student, a minimum average of 80% on those high school courses used for admission to the University, or

    (b) as a continuing student, a minimum degree grade point average of 2.0.

Preference in selection will be given to students who played AAA hockey in a Hockey Winnipeg sanctioned league.

The Athletic Director (or designate) will name the selection committee for this award, which will include the Head Coach of the Bison Women's Hockey team (or designate).

The donor will notify the Financial Aid and Awards Office by March 31 in any year this award will not be offered.

The Board of Governors of the University of Manitoba has the right to modify the terms of this award if, because of changed conditions, it becomes necessary to do so. Such modification shall conform as closely as possible to the expressed intention of the donor in establishing the award.

The terms of this award will be reviewed annually against the Canadian Interuniversity Sport (CIS) criteria governing "Athletic Financial Awards Policy" (also referred to as "Athletics Scholarships Policy"), currently numbered C50.10 in the CIS Operations Manual.

Dr. Hector Ma Award in Research in Internal Medicine

With a gift of $200,000 in 2015, Dr. Hector T. G. Ma has established an endowment fund at the University of Manitoba. The purpose of the fund is to enhance resident research in the field of Internal Medicine, by recognizing students in the Postgraduate Medical Education program performing research in Internal Medicine. Dr. Ma is a graduate of the University of Manitoba (M.D./59) and is currently the Director and Senior Consultant Radiologist in the Scanning Department at St. Theresa's Hospital in Hong Kong. In addition to Dr. Ma's gift, the Department of Internal Medicine has agreed to annually provide matching funds (to a maximum of $8,000 per annum) to offer the award. Each year, beginning in 2017-2018, the available annual income from the fund, plus the Department of Internal Medicine's matching contribution, will be used to offer one scholarship to a student who:

(1) is enrolled full-time in the Postgraduate Medical Education program in the College of Medicine and is in good standing;

(2) is performing a supervised research project as a resident in the Department of Internal Medicine;

(3) has demonstrated outstanding interest or commitment to research in Internal Medicine.

Candidates will be required to submit an application to the chair of the selection committee (or designate) that consists of a two- to three-page grant proposal, a funding application form, and includes information on how they meet criterion (3) above.

The Dean of the College of Medicine (or designate) will ask the Head of the Department of Internal Medicine (or designate) to name the selection committee for this award.

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.

Gisèle Pereira Communications Prize in Physical Therapy

Upon the retirement of Gisèle Pereira, an endowment fund was established in her honour at the University of Manitoba in 2015, with initial gifts totaling $10,000. The purpose of the fund is to recognize a student graduating from the Master of Physical Therapy program in the College of Rehabilitation Sciences for

excellence in communication and professionalism. Each year, beginning in 2017-2018, the available annual interest from the fund will be used to offer one prize to a graduating student who:

(1) was enrolled full-time in the Faculty of Graduate Studies in the Master of Physical Therapy program delivered by the College of Rehabilitation Sciences, in the year in which the award was tenable;

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

(3) has been ranked highly for communication and professionalism both academically and clinically, as demonstrated by both:

(a) their marks in the following courses: Foundations of Physical Therapy (currently numbered PT6100); Physical Therapy Practice and Professional Issues 1 (currently numbered PT6260); and Physical Therapy Practice and Professional Issues 2 (currently numbered PT7160); and

(b) their clinical performance in the specific domains of professionalism and communication as measured on the Canadian Physiotherapy Assessment of Clinical Practice.

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Awards Committee of the Department of Physical Therapy in the College of Rehabilitation Sciences to act as the selection committee for this award.

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.

Manavathé Graduate Student Bursary

Peri Venkatesh and Patrice Yamada have established an endowment fund at the University of Manitoba with gifts totaling more than $20,000 as of 2015. The Manitoba Scholarship and Bursary Initiative has made a matching contribution to the fund. The purpose of the fund is to provide financial support to students pursuing graduate education. 'Manavathé' in the Kannada language means "humanity, or human-ness." Keeping this in mind, the bursary intends to assist those graduate students who are committed to improving the quality of the human condition through the study of peace, justice and social action. Each year, beginning in 2016-2017, the available annual interest from the fund will be used to offer one bursary to a graduate student who:

(1) is enrolled full-time in the Faculty of Graduate Studies at the University of Manitoba in the Joint Master of Arts Program in Peace and Conflict Studies;

(2) has achieved a minimum grade point average of 3.0 (or equivalent) based on the previous 60 credit hours of study;

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

The Director of the Peace and Conflict Graduate Studies Programs (or designate) will name the selection committee for this award.

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.

Naomi Rosenberg Palansky Prize

In memory of Naomi Rosenberg Palansky, an annual contribution of $100 will be made to the University of Manitoba to offer the Naomi Rosenberg Palansky Prize. As an occupational therapist, Naomi was known for her passion in advocating on behalf of her clients. Throughout her career Naomi worked with children and adolescents and fought to ensure occupational justice on behalf of her clients. The purpose of

the prize is to recognize a graduate student who has demonstrated excellence in the pediatrics and advocacy portions of the Master of Occupational Therapy program. Each year, beginning in 2015 – 2016, one prize of $100 will be offered to a graduate student who:

(1) was enrolled full-time in the Faculty of Graduate Studies in the Master of Occupational Therapy program delivered by the College of Rehabilitation Sciences at the University of Manitoba in the year in which the award was tenable;

(2) has achieved a minimum degree grade point average of 3.5 in the Master of Occupational Therapy program;

(3) has achieved the highest overall standing [an average score (percentage) calculated using the weight assigned to each assignment along with the final score for each assignment] in:

(a) the pediatric assignment in Occupational Analysis and Adaptation (currently numbered OT 6300), and

(b) the pediatric assignment in Advanced Practice in Occupational Therapy 1 (currently numbered OT 7570), and

(c) the macro client-centered practice assignment in Advanced Enabling and Professional Development Skills 1 (currently numbered OT 7540).

The donor will contact the Financial Aid and Awards office by no later than March 31 in any year this award will not be offered.

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Awards Committee of the Master of Occupational Therapy program to act as the selection committee for this award.

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.

Paul and Margaret Wright Scholarship in Jazz Instrument

From the Margaret and Paul Wright Family Fund, held at the Winnipeg Foundation, Paul Wright (C.A./67) and Margaret Wright (M.Sc./01) provide an annual contribution of $650 to the University of Manitoba, to offer the Paul and Margaret Wright Scholarship in Jazz Instrument for students in the Marcel A. Desautels Faculty of Music. Each year, beginning in 2015-2016, one scholarship, valued at $650, will be offered to an undergraduate student who:

(1) is enrolled full-time (minimum 80% course load) in the Marcel A. Desautels Faculty of Music, in the Bachelor of Jazz Studies program;

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

(3) has demonstrated excellence in the study of, and performance in, a jazz instrument as determined by the selection committee.

The Dean of the Marcel A. Desautels Faculty of Music (or designate) will name the selection committee for this awards.

The Winnipeg Foundation will notify the Financial Aid and Awards office by March 31 in any year these awards are not to be offered. Wherever possible, the Financial Aid and Awards office will notify The Winnipeg Foundation by March 31 in any year where changes or amendments to these awards have been requested or recommended.

The Board of Governors of the University of Manitoba has the right to modify the terms of these awards 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.

Ruthlee Teskey Memorial Fellowship

In memory of Ruthlee Teskey, B.A./66, Cert.Ed./67, PB. Cert.Ed./92, her family generously established an endowment fund at the University of Manitoba in 2015. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The purpose of the fund is to provide a fellowship for graduate students in the Faculty of Education who are specializing in Inclusive Education. Each year, beginning in 2017-2018, the available annual interest from the fund will be used to offer one fellowship to a graduate student who:

(1) is enrolled full-time in the Faculty of Graduate Studies in the Inclusive Education Specialization of the Master of Education program delivered by the Faculty of Education;

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

(3) has demonstrated the qualities of motivation, compassion and original thought.

Candidates will be required to provide a letter of reference (maximum 500 words) from an Inclusive Education instructor or professor that describes how the candidate meets criterion (3).

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

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.

Solita Egert Practice Skills Prize

In memory of Solita Egert, an annual contribution of $500 will be made to the University of Manitoba to offer the Solita Egert Practice Skills Prize. The purpose of the prize is to recognize a graduate student who has demonstrated excellence in the Practice Skills section of the Master of Occupational Therapy program. Each year, beginning in 2015 – 2016, one prize will be offered to a graduate student who:

(1) was enrolled full-time in the Faculty of Graduate Studies in the Master of Occupational Therapy program delivered by the College of Rehabilitation Sciences at the University of Manitoba in the year in which the award was tenable;

(2) has achieved a minimum degree grade point average of 3.5 in the Master of Occupational Therapy Program;

(3) has achieved the highest overall standing [an average score (percentage) calculated using the final grade (percentage) allocated in each course] in the four Practice Skills courses in the Master of Occupational Therapy program (currently numbered OT 6130, OT 6330, OT 7770, OT 7570);

The donor will contact the Financial Aid and Awards office by no later than March 31 in any year this award will not be offered.

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Awards Committee of the Master of Occupational Therapy program to act as the selection committee for this award.

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

Dr. Elizabeth B. Smith Award

The following amendments were made to the terms of reference for the Dr. Elizabeth B. Smith Award:

- The name of the award was changed to: *Dr. Elizabeth B. Smith Convocation Prize.*

- The opening sentence was revised to:

- *Dr. Elizabeth B. Smith established a trust fund at the University of Manitoba to reward a student who is proceeding into graduate work in the area of nutrition.*

- The amount of the prize has been changed from $100 to the available annual income from the fund.

- The numbered eligibility criteria were revised to:

   (1) has completed the degree requirements for the Bachelor of Science (Human Nutritional Sciences degree program offered by the Faculty of Agricultural and Food Sciences at the University of Manitoba;

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

   (3) has been accepted into a graduate program at the University of Manitoba, with a research focus in the area of nutrition.

- The following statement was added:

   - *Applicants will be required to submit a statement (maximum 500 words) which demonstrates the student's research interest in the area of nutrition.*

- The following statements were removed:

   - *In fulfilling the graduation requirements for the bachelor's degree in the Faculty of Human Ecology achieves the highest grade-point average among those students proceeding to graduate work in the area of nutrition at the University of Manitoba.*

   - *If there is no suitable candidate at the University of Manitoba, a student proceeding into graduate work in nutrition at another institution may be considered. If the student to whom this award is offered does not register as specified, the award will then be given by reversion to the next qualified candidate. If in any given year there is no student whose achievement merits receipt of this award, no award may be given. Moneys thus accruing will be added to the corpus of the fund supporting this award and consideration given to increasing the annual value.*

- The selection committee statement was revised to:

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

- The standard Board of Governors statement was added.

Edwin Kroeger Award for Excellence in Cellular Physiology

The following amendments have been made to the terms of reference for the Edwin Kroeger Award for Excellence in Cellular Physiology:

- The name of the award has been changed to: *Edwin Kroeger Prize for Excellence in Cellular Physiology*.

- The second paragraph was revised to:

Of these five prizes, this prize recognizes the hard work, leadership and commitment of Dr. Edwin Kroeger to the Department of Physiology and Pathophysiology at the University of Manitoba. Each year one prize will be offered to a graduate student who:

- The numbered eligibility criteria were revised to:

(1) was enrolled full-time in the Faculty of Graduate Studies (Master's or Ph.D. program) at the University of Manitoba in a program delivered by the College of Medicine, Department of Physiology and Pathophysiology in the year in which the award was tenable;

(2) has completed at least one regular session in a research program in the field of cellular physiology to date;

(3) has achieved a minimum degree grade point average of 3.5; and

(4) has demonstrated research excellence in cellular physiology.

- The selection committee statement was revised to:
The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Head of the Department of Physiology and Pathophysiology to convene and chair the selection committee, which will include a representative from each section of the Department of Physiology and Pathophysiology and the Dean of the College of Medicine (or designate).

Emy Ozamoto Resident Research Award for Quality Improvement

The following amendments have been made to the terms of reference for the Emy Ozamoto Resident Research Award for Quality Improvement:

- The date of first offering was revised to *2015-2016*.

Grant Pierce Award for Excellence in Cardiovascular Physiology

The following amendments have been made to the terms of reference for the Grant Pierce Award for Excellence in Cardiovascular Physiology:

- The name of the award has been changed to: *Grant Pierce Prize for Excellence in Cardiovascular Physiology*.

- The second paragraph was revised to:

Of these five prizes, this prize recognizes the hard work, leadership and commitment of Dr. Grant Pierce to the Department of Physiology and Pathophysiology at the University of Manitoba. Each year one prize will be offered to a graduate student who:

- The numbered eligibility criteria were revised to:

(1) was enrolled full-time in the Faculty of Graduate Studies (Master's or Ph.D. program) at the University of Manitoba in a program delivered by the College of Medicine, Department of Physiology and Pathophysiology in the year in which the award was tenable;

(2) has completed at least one regular session in a research program in the Cardiovascular Physiology program to date;

(3) has achieved a minimum degree grade point average of 3.5; and

(4) has demonstrated research excellence in cardiovascular physiology.

- The selection committee statement was revised to:
The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Head of the Department of Physiology and Pathophysiology to convene and chair the selection committee, which will include a representative from each section of the

Department of Physiology and Pathophysiology and the Dean of the College of Medicine (or designate).

Janice Dodd Award for Excellence in Endocrine Physiology

The following amendments have been made to the terms of reference for the Janice Dodd Award for Excellence in Endocrine Physiology:

- The name of the award has been changed to: *Janice Dodd Prize for Excellence in Endocrine Physiology.*

- The second paragraph was revised to:

  Of these five prizes, this prize recognizes the hard work, leadership and commitment of Dr. Janice Dodd to the Department of Physiology and Pathophysiology at the University of Manitoba. Each year one prize will be offered to a graduate student who:

- The numbered eligibility criteria were revised to:

  (1) was enrolled full-time in the Faculty of Graduate Studies (Master's or Ph.D. program) at the University of Manitoba in a program delivered by the College of Medicine, Department of Physiology and Pathophysiology in the year in which the award was tenable;

  (2) has completed at least one regular session in a research program in the Endrocrine Physiology program to date;

  (3) has achieved a minimum degree grade point average of 3.5; and

  (4) has demonstrated research excellence in endocrine physiology.

- The selection committee statement was revised to:
  The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Head of the Department of Physiology and Pathophysiology to convene and chair the selection committee, which will include a representative from each section of the Department of Physiology and Pathophysiology and the Dean of the College of Medicine (or designate).

John Blumberg Memorial Prize

The following amendments have been made to the terms of reference for the John Blumberg Memorial Prize:

- The eligibility criteria was revised to:

  The prize shall be awarded annually to the student registered at The University of Manitoba including affiliated colleges who attains the highest standing in the course Introduction to Canadian Government (currently numbered POLS 2070) and who also attains a minimum degree grade point average of 3.5.

- The following paragraph was added:

  In the event of a tie, the student with the highest degree grade point average (minimum 3.5) from among the tied students will receive the award whereas the degree grade point average shall be calculated to the fourth decimal place. If a further tie occurs, the student with the greater number of A+ grades will be selected. If a third tie-breaking mechanism is necessary, the student with the highest course load will be selected as the winner of this award.

- The selection committee statement was revised to:

  The selection committee shall be named by the Head of the Department of Political Studies.

- The standard Board of Governors statement was added.

Larry Jordan Award for Excellence in Neurophysiology

The following amendments have been made to the terms of reference for the Larry Jordan Award for Excellence in Neurophysiology:

- The name of the award has been changed to: *Larry Jordan Award for Excellence in Neurophysiology*.

- The second paragraph was revised to:

  Of these five prizes, this prize recognizes the hard work, leadership and commitment of Dr. Larry Jordan to the Department of Physiology and Pathophysiology at the University of Manitoba. Each year one prize will be offered to a graduate student who:

- The numbered eligibility criteria were revised to:

  (1) was enrolled full-time in the Faculty of Graduate Studies (Master's or Ph.D. program) at the University of Manitoba in a program delivered by the College of Medicine, Department of Physiology and Pathophysiology in the year in which the award was tenable;

  (2) has completed at least one regular session in a research program in the Neurophysiology program to date;

  (3) has achieved a minimum degree grade point average of 3.5; and

  (4) has demonstrated research excellence in neurophysiology.

- The selection committee statement was revised to:
  The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Head of the Department of Physiology and Pathophysiology to convene and chair the selection committee, which will include a representative from each section of the Department of Physiology and Pathophysiology and the Dean of the College of Medicine (or designate).

Mexico Study Term Bursary

The following amendments have been made to the terms of reference for the Mexico Study Term Bursary:

- The name of the award has been revised to: *Spanish Latin America Study Term Bursary*

- The opening paragraph has been revised to:

  The Faculty of Arts has established exchange agreements with various partner institutions in Mexico, Central America, and South America with the goal of encouraging students to learn Spanish in an immersive environment, while also learning about and experiencing aspects of Latin American culture, history, and customs. This bursary is designed to increase accessibility to these exchange programs by defraying costs associated with travel, lodging and meals, and other non-tuition expenses while students participate in the academic program of their choice. The available annual income of the fund will be used to offer one or more bursaries to students who:

- The numbered eligibility criteria were revised to:

  (1) are registered in the Faculty of Arts at the University of Manitoba and are enrolled in a full course load (minimum 60%) in their exchange program;

  (2) have met the International Centre for Students (ICS) Exchange Program requirements and have attained the minimum travel eligibility cumulative GPA cutoff of 3.0 or higher;

  (3) have applied to the ICS international student bursary program and have demonstrated financial need on the application form.

- The following statement and criteria were added:

In the event that there are no applicants who have achieved a cumulative GPA of 3.0 or higher, one or more bursaries may be offered to students who:

(i) have been granted an exception to the travel eligibility cumulative GPA cutoff of 3.0 by the ICS Exchange Program committee;

(ii) have achieved a minimum cumulative GPA of 2.5;

(iii) have met criteria (1) and (3) above.

- The following paragraph was removed:

The bursaries will first be offered in the 1998-99 academic session and will continue for three years, after which time the Faculty of Arts will review its financial commitment to these bursaries. In the case that fewer bursaries are available than there are students, priority in selection will be given to the students with the greatest financial need, as demonstrated by the standard University of Manitoba bursary form.

- The following paragraph was added:

The coordinator of the ICS Exchange Bursary committee will be asked to provide the names and application materials from their selection process of students who request consideration for this award and who have been approved for exchange study in Spanish at an institution in Mexico, Central America, or South America, excluding Brazil.

- The selection committee statement was revised to:

The selection committee shall be named by the Dean of the Faculty of Arts and may include the Dean (or designate) and the Coordinator of the Latin American Studies program in the Faculty of Arts.

- The standard Board of Governors statement was added.

Newman Stephens Award for Excellence in Respiratory or Molecular Physiology

The following amendments have been made to the terms of reference for the Newman Stephens Award for Excellence in Respiratory or Molecular Physiology:

- The name of the award has been changed to: *Newman Stephens Prize for Excellence in Respiratory or Molecular Physiology*.

- The second paragraph was revised to:

Of these five prizes, this prize recognizes the hard work, leadership and commitment of Dr. Newman Stephens to the Department of Physiology and Pathophysiology at the University of Manitoba. Each year one prize will be offered to a graduate student who:

- The numbered eligibility criteria were revised to:

(1) was enrolled full-time in the Faculty of Graduate Studies (Master's or Ph.D. program) at the University of Manitoba in a program delivered by the College of Medicine, Department of Physiology and Pathophysiology in the year in which the award was tenable;

(2) has completed at least one regular session in a research program in the Respiratory or Molecular Physiology program to date;

(3) has achieved a minimum degree grade point average of 3.5; and

(4) has demonstrated research excellence in respiratory or molecular physiology.

- The selection committee statement was revised to:
The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Head of the Department of Physiology and Pathophysiology to convene

and chair the selection committee, which will include a representative from each section of the Department of Physiology and Pathophysiology and the Dean of the College of Medicine (or designate).

Paul and Margaret Wright Scholarship in Classical Guitar

The following amendments have been made to the terms of reference for the Paul and Margaret Wright Scholarship in Classical Guitar:

- *"From the Margaret and Paul Wright Family Fund, held at The Winnipeg Foundation..."* and the amount of the annual contribution *"...of $650..."* was added to the opening paragraph.

- The following sentence was removed from the opening paragraph:

  The scholarship will be offered for a term of three years beginning in the 2011/2012 academic session.

- Criterion (1) was revised to:

  (1) is enrolled full-time (minimum 80% course load) in the Marcel A. Desautels Faculty of Music in the Bachelor of Music program;

- The selection committee statement was revised to:

  The Dean of the Marcel A. Desautels Faculty of Music (or designate) will name the selection committee for this award.

- The following paragraph was added:

  The Winnipeg Foundation will notify the Financial Aid and Awards office by March 31 in any year this award is not to be offered. Wherever possible, the Financial Aid and Awards office will notify The Winnipeg Foundation by March 31 in any year where changes or amendments to this award have been requested or recommended.

- The standard Board of Governors statement was added.

Paul and Margaret Wright Scholarship in Jazz Vocals

The following amendments have been made to the terms of reference for the Paul and Margaret Wright Scholarship in Jazz Vocals:

- *"From the Margaret and Paul Wright Family Fund, held at The Winnipeg Foundation..."* and the amount of the annual contribution *"...of $650..."* was added to the opening paragraph, and the word "Voice" was replaced with the word *"Vocals"* to match the title of the award.

- The following sentence was removed from the opening paragraph:

  The scholarship will be offered for a term of three years beginning in the 2011/2012 academic session.

- Criterion (1) was revised to:

  (2) is enrolled full-time (minimum 80% course load) in the Marcel A. Desautels Faculty of Music in the Bachelor of Music program;

- In criterion (3), the word "voice" was replaced with the word *"vocals"* to match the title of the award.

- The selection committee statement was revised to:

  The Dean of the Marcel A. Desautels Faculty of Music (or designate) will name the selection committee for this award.

- The following paragraph was added:

The Winnipeg Foundation will notify the Financial Aid and Awards office by March 31 in any year this award is not to be offered. Wherever possible, the Financial Aid and Awards office will notify The Winnipeg Foundation by March 31 in any year where changes or amendments to this award have been requested or recommended.

- The standard Board of Governors statement was added.

Shannon L. Hamm Memorial Scholarship

The following amendments have been made to the terms of reference for the Shannon L. Hamm Memorial Scholarship:

- The first three paragraphs were reformatted, combined and revised to:

An endowment fund has been established at the University of Manitoba in memory of Shannon L. Hamm (B.A. (Hons.)/85),by her husband Amir Hussain, and her family, friends and colleagues. At her death on July 7, 1992, Shannon was the Clinical Manager of the Centre for Behavioural Rehabilitation at Hamilton's Chedoke-McMaster Hospitals. Shannon had received her M.A. in psychology from the University of Toronto in 1986, and was also a teaching assistant in the Psychology Department, and a Senior Don at University College. Donations to the fund have been matched by the University of Manitoba and the Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The purpose of the fund is to provide scholarships for first year graduate students in psychology to study the experimental analysis of behavior or behavior modification at the University of Manitoba.

- The numbered eligibility criteria were revised to:
Each year, the available annual interest from the fund will be used to offer one scholarship to a graduate student who:

  (1) has been newly admitted to the Faculty of Graduate Studies and is enrolled full-time in the first year of study in a Pre-Master's or Master's program delivered by the Department of Psychology;
  (2) has achieved a minimum grade point average of 3.5 (or equivalent) based on the previous 60 credit hours of study;
  (3) has expressed a clear interest in research in either behavior analysis or behavior modification.

- The statement regarding application was revised to:
Notice of this award will be sent by the Psychology Department to all new students upon acceptance into the Pre-Master's or Master's program. Students will be required to apply in writing to indicate their suitability for the award.

- The statement regarding the number and value of awards was revised to:
At the discretion of the selection committee, and based on the annual interest, the number and value of the award may be adjusted to offer more than one scholarship.

- The sentence regarding award selection was revised to:
A student may hold this award only once. If there are no suitable candidates in a given year, the income from the fund will be reinvested in the capital fund.

- The selection committee statement was revised to:
The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Head of the Psychology Department (or designate) to name the selection

committee for this award. The selection committee will include staff members who are specialists in behavior analysis / modification.

- The standard Board of Governors statement was added.

Thorsteinn J. Gislason Memorial Scholarship

The following amendments have been made to the terms of reference for the Thorsteinn J. Gislason Memorial Scholarship:

- The opening paragraph was revised to:

In honour of her late husband, Mrs. Thorsteinn Gislason established an endowment fund of $10,000 at the University of Manitoba in 1966. The purpose of the fund is to reward the academic achievements of graduate students pursuing studies in the Icelandic Language and Literature program. Each year, the available annual income from the fund will be used to offer one scholarship to the graduate student who:

- The following criteria were added for graduate students:

    (1) is enrolled full-time in the Faculty of Graduate Studies, in a program delivered by the Department of Icelandic Language and Literature;
    (2) has achieved a minimum grade point average of 3.5 based on the previous 60 credit hours (or equivalent) of study.

- The following paragraph was added:

In the event there are no students that meet criteria (1) and (2), then the scholarship shall be awarded to the undergraduate student who:

- The existing numbered criteria for undergraduate students was revised to:

    (a) is enrolled full-time (minimum 80% course load) in a degree program in any faculty or school at the University of Manitoba;
    (b) has achieved a minimum degree grade point average of 3.5;
    (c) has achieved the highest grade in the course Intermediate Icelandic I (currently numbered ICEL 2200).

- The following paragraph was added:

In any year when there are no students that meet criteria (1) and (2) and the Intermediate Icelandic I course is not offered, the scholarship will be offered to the undergraduate student who has met criteria (a) and (b), and has achieved the highest grade in the course Introductory Icelandic (currently numbered ICEL 1200).

In the event that the Icelandic Language and Literature program ceases to be offered at The University of Manitoba the donor has requested that, ten years after such an event, the Board of Governors shall use the fund for some other worthy academic project.

- The following paragraphs were removed:

For the time being the scholarship shall be awarded at the discretion of the Head of the Department of Icelandic, to a promising candidate who presents himself /herself to the Head of the Department of Icelandic by May 1st and who intends to enrol in the next ensuing annual session, for a full program of graduate studies at The University of Manitoba, in Icelandic or including a course at the graduate level in Icelandic.

If, in the opinion of the Head of the Department of Icelandic, no suitable candidate presents himself/herself by may lst, or if the winner chosen to hold the award at the graduate level does not enrol as required above, the scholarship shall be awarded to undergraduate student at The

University of Manitoba who:

The recipient of the scholarship when awarded at the undergraduate level must enrol for a full normal program of studies at The University of Manitoba in the next ensuing annual session. If the recipient does not so enrol the scholarship shall revert to the next qualified candidate.

This scholarship is tenable with other awards.

NOTE: In the event that Icelandic ceases to be offered at The University of Manitoba the donor has requested that, ten years after such an event, the Board of Governors shall use the fund for some other worthy academic project.

The first award of this scholarship is to be made in the spring of 1966.

- The selection committee was revised to:

The Vice-Provost (Graduate Education) and the Dean of the Faculty of Graduate Studies will ask the Department Head of the Icelandic Language and Literature (or designate) to name the selection committee. Any graduate student recipients named to receive the award will be reported through the Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate studies.

- The standard Board of Governors statement was added.

Yale Aaron Lampe Memorial Award

The following amendments have been made to the terms of reference for the Yale Aaron Lampe Memorial Award:

- The name of the award has been revised to: *Yale Aaron Lampe Memorial Prize*

- The biographical information was removed from the preamble and included in a separate section to appear after the terms under the heading "Biographical Information." This section will appear on the final draft of the terms shared with the department and donor and is not a part of the terms to be considered for approval.

- The first paragraph was revised to:

Dr. Walter and Miriam Lampe, the parents of Yale Aaron Lampe, have established an endowment fund in his memory at the University of Manitoba. Additional contributions to the fund have been made by his family, friends, and colleagues. Each year, the available annual interest earned from the fund will be offered to one undergraduate student who:

- The numbered eligibliity criteria were revised to:

(1) was enrolled full-time (minimum 80% course load) in the second, third, or fourth year of study in the I.H. Asper School of Business at the University of Manitoba, in the year in which the award was tenable;

(2) has achieved a minimum letter grade of 'B' in the course Team Building and Diversity (currently numbered LEAD 3020);

(3) has demonstrated an active interest in establishing linkages between the educational and business communities;

(4) was actively involved in student organizations within The University of Manitoba;

(5) has demonstrated community involvement.

- The following paragraph was added:

Eligible candidates will be evaluated based on the nomination letters submitted by faculty members to the selection committee. A minimum of one letter of nomination will be required before a student will be considered for this prize. Nomination letters must speak to how the

candidate demonstrates the qualities outlined in criteria (3), (4) and (5).

- The following individual statement was removed:

In years when the above stated course is not offered, the award will be offered to a student who achieves high standing in the course Seminar in Administration: Interpersonal Interaction in Organizations.

- The following individual statement was added:

In the event that Team Building and Diversity is not offered in a given academic session, the prize will be offered to a student who has achieved a minimum letter grade of 'B' in the course Corporate, Social, and Environmental Responsibility (currently numbered LEAD 3030).

- The selection committee was revised to:

The Dean of the I.H. Asper School of Business (or designate) will name the selection committee for this award.

- The standard Board of Governors statement was added.

Yude M. Henteleff Awards in Human Rights and Civil Liberties

The following amendments have been made to the terms of reference for the Yude M. Henteleff Awards in Human Rights and Civil Liberties:

- The title of the award has been revised to: *Yude M. Henteleff Prizes in Human Rights and Civil Liberties*
- All instances of the words "Award" or "Awards" have been changed to "Prize" or "Prizes", respectively.
- The reference to an outdated course number was updated.
- The following paragraph was added:

In any given year, if the selection committee finds that there are two candidates for the second prize who are very close in their respective achievements, three quarters (75%) of the funds available for the second prize may be offered to the highest-ranked candidate and the remaining one quarter (25%) of the funds available for the second prize may be offered to the second highest-ranked candidate.

- The standard Board of Governors statement was added.

3. WITHDRAWALS

Carla Thorlakson Bursary
This award is being withdrawn from the University of Manitoba's awards program at the request of the donor.

Carla Thorlakson Graduate Fellowship
This award is being withdrawn from the University of Manitoba's awards program at the request of the donor.

Carla Thorlakson Undergraduate Scholarship
This award is being withdrawn from the University of Manitoba's awards program at the request of the donor.

Senate, October 7, 2015

Graham C. Lount Family Foundation Bursary

This award is being withdrawn from the University of Manitoba's awards program at the request of the donor.

Peter Currie Bizcamp Scholarships

This award is being withdrawn from the University of Manitoba's awards program at the request of the School.

Professor Richard Emerson Williams Graduate Scholarship in Fine Art

This award is being withdrawn from the University of Manitoba's awards program as the two year term has ended.

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 Awards*, such offers shall be submitted to Senate for approval. (Senate, October 7, 2009)

Observations

In an electronic poll conducted September 8, 2015, the Senate Committee on Awards approved two new offers and one amended offer, as set out in Appendix A of the *Report of the Senate Committee on Awards – Part A* (dated September 8, 2015).

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve two new offers and one amended offer, as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated September 8, 2015). 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

1. NEW OFFERS

AAA Council Athletic Scholarship

The Winnipeg Minor Hockey Association (WMHA) 'AAA' Council has established an annually funded scholarship to recognize student athletes on the Bison Men's Hockey team at the University of Manitoba. WMHA will make an annual contribution of $2,000 for a period of five years, beginning in 2015-2016 and ending in 2019-2020. During this period, in any year where the Manitoba Scholarship and Bursary Initiative makes a matching contribution to the award, a total of eight scholarships of $500 will be offered. Otherwise, each year four scholarships of $500 each will be offered to undergraduate students who:

(1) are eligible to compete in Canadian Interuniversity Sport (CIS) and are members of the Bison Men's Hockey team;

(2) are enrolled full-time, as defined by CIS regulations, in any faculty or school at the University of Manitoba;

(3) are enrolled in a minimum of 9 credit hours in each of the terms of competition;

(4) have achieved either:

    (a) as an entering student, a minimum average of 80% on those high school courses used for admission to the University, or

    (b) as a continuing student, a minimum degree grade point average of 2.0.

Preference in selection will be given to students who played AAA hockey in a Hockey Winnipeg sanctioned league.

The Athletic Director (or designate) will name the selection committee for this award, which will include the Head Coach of the Bison Men's Hockey team (or designate).

The donor will notify the Financial Aid and Awards Office by March 31 in any year this award will not be offered during the period specified above.

The Board of Governors of the University of Manitoba has the right to modify the terms of this award if, because of changed conditions, it becomes necessary to do so. Such modification shall conform as closely as possible to the expressed intention of the donor in establishing the award.

The terms of this award will be reviewed annually against the Canadian Interuniversity Sport (CIS) criteria governing "Athletic Financial Awards Policy" (also referred to as "Athletics Scholarships Policy"), currently numbered C50.10 in the CIS Operations Manual.

Dr. Ken Hamin Bursary in Dentistry

Dr. Ken Hamin of Reflections Dental Centre, a University of Manitoba alumnus, practicing dentist and part-time clinical instructor at the university, has established an annually funded bursary to support undergraduate students in the College of Dentistry. Each year, beginning in 2015-2016, one bursary of $1,000 will be offered to an undergraduate student who:

(1) is enrolled full-time (minimum 60% course load) in the College of Dentistry at the University of Manitoba;

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

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

The selection committee will be the College of Dentistry Awards Committee.

The donor will contact the Financial Aid and Awards office by no later than March 31 in any year this award will not be offered.

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

Dr. Donald Paterson Memorial Fund

The following amendments have been made to the terms of reference for the Dr. Donald Paterson Memorial Fund:

- The award name has been revised to: *Dr. Donald Paterson Memorial Bursary.*

- The opening paragraph was revised to:

  Mrs. J. Lyman Trumbull has placed in the keeping of the Vancouver Foundation the sum of $10,000 to establish a memorial fund for her brother, Dr. Donald H. Paterson (B.A./12). Each year, the Vancouver Foundation will report the available annual earnings from the fund to the Financial Aid and Awards office at the University of Manitoba. The available annual income from the fund will be used to offer bursaries with a minimum value of $750 each to undergraduate students who:

- Numbered eligibility criteria were established:

  (1) are enrolled full-time in the third year of study in the Undergraduate Medical Education Program in the College of Medicine and are in good standing;

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

- The following statements were removed:

  - *"The income of the fund shall be disbursed annually to provide Dr. Donald Paterson bursaries to deserving students at The University of Manitoba who are in the third year of study in the Faculty of Medicine. Each bursary shall be of an amount of not less than $100 and shall be awarded on a basis of need and academic achievement as determined from time to time by a selection committee of the university comprising the President of the University, the Dean of the Faculty of Medicine, and the Professor in charge of student awards at The University of Manitoba."*

  - *"In the event that no recommendation for an award is received by Vancouver Foundation from the selection committee in any year ended September 30th, or in the event that the University of Manitoba shall cease to collect fees from students for courses in the Faculty of Medicine or otherwise offer such courses free in any academic year, then the Directors of Vancouver Foundation shall disburse the income of the fund in that year for charitable purposes in the treatment of children's diseases or for research in such diseases in British Columbia as they may in their sole discretion determine.*

  - *Starting in the 2003-2004 academic session, this bursary shall be valued at $1,000 until further notice. The selection committee has the discretion to offer two bursaries of $500.*

- The following statements were added:

- *The selection committee will have the discretion to determine the number and value of bursaries offered each year based on the available funds.*

- *The Vancouver Foundation will report the available annual income from the fund to the Financial Aid and Awards office by March 31 each year.*

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

- The standard Board of Governors statement has been added.

June 22, 2015

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

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Observations

Re: Deletion of PHAC 7220 Molecular Pharmacology (3)

I am writing to request that course *PHAC 7220 Molecular Pharmacology (3)*, of the Dept. of Pharmacology & Therapeutics, originally approved for deletion at the April 1, 2015 Senate meeting, be <u>delayed</u> until **PHAC 7222 Molecular Pharmacology 2 (3)** can be offered by the department. The Faculty of Graduate Studies has recently learned that PHAC 7222 will not be offered by the department until Fall 2016. As such, the effective date for both courses is revised to be Fall 2016 term. If the course deletion were implemented before the course introduction, it would leave a gap in the curriculum and cause registration and graduation complications for existing students.

Respectfully submitted,

Dean J. Doering, Chair
Graduate Studies Executive Committee

Date: **July 14, 2015**

To: **Jeff Leclerc**
          University Secretary

From: **David T. Barnard, Ph.D.**
          President and Vice-Chancellor

Re: **Quota increase for the Asper School for 2015/16**

I approve the attached recommendations from Dr. Joanne Keselman regarding quota increases for the Asper School for 2015/16. Under the Enrolment Limitations Policy, it is the President who approves changes to, or the introduction of, enrolment limits following consultation and discussion with the dean or director and with Senate. Timing and circumstances prevented advising Senate in advance as decisions had to be made after Senate last met on June 24th, 2015.

Please place this item on the Agendas for the September 9th Senate Executive Committee meeting and the October 7th Senate Committee meeting.

cc.   Dr. Joanne Keselman, Vice-President (Academic) and Provost
          Dr. David Collins, Vice-Provost (Integrated Planning and Academic Programs)
          Dr. Michael Benarroch, Dean, I.H. Asper School of Business
          Mr. Neil Marnoch, Registrar
          Mr. Jeff Adams, Executive Director, Enrolment Services
          Ms. Cassandra Davidson, Undergraduate Program Analyst
          Ms. Thelma Lussier, Executive Director, Office of Institutional Analysis

2015
MANITOBA'S
TOP EMPLOYERS

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UNIVERSITY OF MANITOBA | Office of the Vice-President (Academic) & Provost

June 24, 2015

To: Dr. David T. Barnard, President and Vice-Chancellor

From: Dr. Joanne C. Keselman, Vice-President (Academic) and Provost

Subject: Quota increase for the Asper School for 2015/16

At the request of Dr. Michael Benarroch, Dean of the I.H. Asper School of Business, I am recommending approval of the following:

1. That the Asper School be permitted to admit two additional Aboriginal students, over quota, to the Asper Aboriginal Ancestry Category for 2015/16 only. The Aboriginal Ancestry Category allows for up to 10 students per year to enter the Asper program. The two students at issue meet the entry requirements for this category, but not the cutoff GPA. In considering this request it is worth noting that for the past two years the Asper School has not achieved their admission quota in the Aboriginal Ancestry Category.

2. That the Asper School be permitted to use unfilled quota from UCN, USB, and ACC, to accept additional students from RCC, who meet the GPA Track 1 cutoff, for 2015/16 only. The Asper School has received more than twice the number of applications from RRC (64 in total) this year, with a large number from the RRC Accounting program. This is a result of a merger of the three accounting bodies that has resulted in the requirement for students to now complete a four-year degree to qualify for an accounting designation.

3. That the Asper School be permitted to accept an additional 20 Canadian students into their Track 1 and Track 2 programs for 2015/16 only. They have attracted a large cohort of exceptionally well qualified applicants, achieving the highest GPAs ever for the School, and would like to facilitate a path for these students to the accounting profession.

cc: Dr. David Collins, Vice-Provost (Integrated Planning and Academic Programs)
      Dr. Michael Benarroch, Dean, I.H. Asper School of Business
      Mr. Jeff Leclerc, University Secretary
      Mr. Neil Marnoch, Registrar
      Mr. Jeff Adams, Executive Director, Enrolment Services
      Ms. Cassandra Davidson, Undergraduate Program Analyst
      Ms. Thelma Lussier, Executive Director, Office of Institutional Analysis

UNIVERSITY
OF MANITOBA | Office of the President

Date:	**July 24, 2015**
To:	**Jeff Leclerc** **University Secretary**
From:	**David T. Barnard, Ph.D.** **President and Vice-Chancellor**
Re:	**Quota increase for the Faculty of Engineering for 2015/16**

I approve the attached recommendation from Dr. Joanne Keselman regarding a quota increase for the Faculty of Engineering for 2015/16. Under the Enrolment Limitations Policy, it is the President who approves changes to, or the introduction of, enrolment limits following consultation and discussion with the dean or director and with Senate. Timing and circumstances prevented advising Senate in advance as decisions had to be made after Senate last met on June 24th, 2015.

Please place this item on the Agendas for the September 9th Senate Executive Committee meeting and the October 7th Senate Committee meeting.

cc.   Dr. Joanne Keselman, Vice-President (Academic) and Provost
        Dr. David Collins, Vice-Provost (Integrated Planning and Academic Programs)
        Dr. Jonathan Beddoes, Dean, Faculty of Engineering
        Dr. Behzad Kordi, Acting Associate Dean (Undergraduate), Faculty of Engineering
        Ms. Susan Gottheil, Vice-Provost (Students)
        Mr. Neil Marnoch, Registrar
        Mr. Jeff Adams, Executive Director, Enrolment Services
        Ms. Cassandra Davidson, Undergraduate Program Analyst
        Ms. Thelma Lussier, Executive Director, Office of Institutional Analysis

2015

MANITOBA'S
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UNIVERSITY | Office of the Vice-President
OF MANITOBA | (Academic) & Provost

Date: July 17, 2015

To: Gary Hepburn, Dean, Extended Education

From: Joanne C. Keselman, Vice-President (Academic) and Provost

Subject: **Program Approval - Post-Baccalaureate Certificate in Applied Leadership (PBCAL)**

At its meeting of June 24, 2015, the University of Manitoba Senate approved the proposal by the Division of Extended Education to offer a Post-Baccalaureate Certificate in Applied Leadership (PBCAL).

I hereby approve the implementation of the PBCAL effective the Winter 2016 term. No additional financial support will be allocated in support of this implementation.

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.
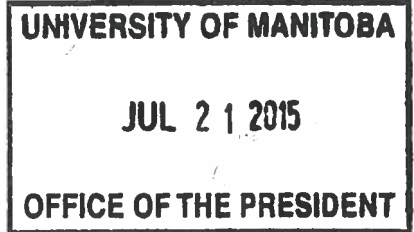
cc.   Jeff Adams, Executive Director, Enrolment Services
       Cassandra Davidson, Undergraduate Program Analyst
       Jeff Leclerc, University Secretary
       Thelma Lussier, Executive Director, Institutional Analysis
       Neil Marnoch, Registrar

UNIVERSITY OF MANITOBA | Office of the Vice-President (Academic) & Provost

UNIVERSITY OF MANITOBA

JUL 2 1 2015

OFFICE OF THE PRESIDENT

Date: July 20, 2015

To: David T. Barnard, President and Vice-Chancellor

From: Joanne C. Keselman, Vice-President (Academic) and Provost

Subject: Quota increase for the Faculty of Engineering for 2015/16

At the request of Dr. Jonathan Beddoes, Dean, Faculty of Engineering, I am recommending approval of the following:

> **That the Faculty of Engineering be permitted to admit a maximum of seven additional students, over quota, for 2015/16 only.**

Engineering has attracted a large number of exceptionally well qualified applicants and has been required to consider the application of their tie breaker process to decide between a small number of equally qualified applicants for admission to their programs for 2015/16. Given the relatively small number of students involved; 5 in Electrical and Computer Engineering and 2 in Civil Engineering; the dean has requested permission to exceed quota, rather than deny access to these otherwise well qualified students.

Under the circumstances, as the Faculty has the capacity to accommodate these students, I would endorse the dean's recommendation.

cc: Dr. David Collins, Vice-Provost (Integrated Planning and Academic Programs)
Dr. Jonathan Beddoes, Dean, Faculty of Engineering
Dr. Behzad Kordi, Acting Associate Dean (Undergraduate), Faculty of Engineering
Ms. Susan Gottheil, Vice-Provost (Students)
Mr. Jeff Leclerc, University Secretary
Mr. Neil Marnoch, Registrar
Mr. Jeff Adams, Executive Director, Enrolment Services
Ms. Cassandra Davidson, Undergraduate Program Analyst
Ms. Thelma Lussier, Executive Director, Office of Institutional Analysis

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MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

FROM: Digvir Jayas, President (Research and International) and Chair, Senate Committee on University Research (SCUR)

DATE: June 12, 2015

SUBJECT: Notification to Senate on establishment of the Manitoba Chemosensory Biology Research Group

COPIES: Dr. Gary Glavin, Associate Vice-President (Research)
            Dr. James Blatz, Associate Vice President (Partnerships)
            Dr. Rajinder P. Bhullar, Associate Dean (Research), College of Dentistry
            Dr. Anthony M. Iacopino, Dean, college of Dentistry
            Dr. Prashen Chelikani, College of Dentistry

The Research Centres, Institutes, and Groups Policy, section 3.4, Procedures for Establishing Research Groups, states that "the official recognition and designation of a research group is at the approval of the Vice-President (Research), normally on the recommendation of the department head (where applicable) and dean/director."

Accordingly, the Dean and Associate Dean of the College of Dentistry, Faculty of Health Sciences, have forwarded a recommendation for the establishment of the Manitoba Chemosensory Biology Research Group to me as Vice-President (Research and International). I subsequently reviewed and approved the proposal.

As Chair of SCUR, I am now requesting that Senate be informed of the establishment of the Manitoba Chemosensory Biology Research Group.

Please contact me should you require further information. A copy of the proposal for the research group is attached for your information.

DSJ/nis
attach.

Proposal for
Manitoba Chemosensory Biology Group

College of Dentistry
University of Manitoba

April 27th, 2015

Dean's Office
D113-780 Bannatyne Avenue
Winnipeg, Manitoba
Canada R3E 0W2
Telephone (204) 789-3631
Fax (204) 789-3912
info_dent@umanitoba.ca

May 12, 2015

Dr. Digvir S. Jayas
Vice-President (Research and International)
Distinguished Professor
Administration Building
University of Manitoba

Dear Dr. Jayas:

I am writing in support of the application for the establishment of the "Manitoba Chemosensory Biology Group" in the College of Dentistry at the University of Manitoba.

This group is to be led by Dr. Prashen Chelikani from the College of Dentistry. Dr. Chelikani was recruited to the University of Manitoba in 2007 from the laboratory of chemical biology pioneer and Nobel Laureate, Dr. H. G. Khorana at MIT. Dr. Chelikani has excelled in the field of cell signaling and protein structure-function research. His research has focused on taste receptors and the potential chemosensory role of taste receptors in extra-oral tissues. This area of research has seen a great deal of interest from the food/beverage industry and pharmaceutical firms. Dr. Chelikani is recognized as the premier researcher in this field in Canada and has local and international collaborations. His publication record is excellent and is well cited.

The establishment of this group will bring together oral biologists, clinicians, microbiologists, biochemists and food chemists with common interests in Chemosensory Biology. This will lead to the development of a team of researchers that can go onto apply for research funding as a group and also provide training opportunities for graduate students and post-doctoral fellows from across the university. There are several

funding agencies that are promoting the development of team based research groups and the Manitoba Chemosensory Biology Group fits that model. It will be the first and only group within the province and indeed Canada that will be focusing on this research theme.

The College of Dentistry is fully supportive of this initiative and will be willing to provide seed funding (see letter from the Dean). I look forward to a positive response and thank you for considering the application.

Please contact me if you require additional information.

Sincerely yours,

Rajinder P. Bhullar, Ph.D.
Associate Dean (Research)
College of Dentistry
Professor
Dept. of Oral Biology, College of Dentistry
Professor
Dept. of Biochemistry & Medical Genetics, College of Medicine
Faculty of Health Sciences
204-789-3703 (Tel)
Rajinder.Bhullar@umanitoba.ca

College of Dentistry
Faculty of Health Sciences

Dr. Digvir S. Jayas   May 12, 2015
Vice-President (Research and International)
Distinguished Professor
Administration Building
University of Manitoba

Dear Dr. Jayas:

I am writing in support of the application by Dr. Prashen Chelikani for the establishment of the "Manitoba Chemosensory Biology Group" in the College of Dentistry at the University of Manitoba.

Dr. Chelikani is one of our top researchers and is well qualified to lead this group. It is important for the Department of Oral Biology and the College of Dentistry to develop such groups in order to remain competitive for research funding and recruit high-caliber researchers/clinician scientists. The establishment of this group will bring together scientists from multiple areas (dentistry, medicine, agriculture, and   science) with common interests in Chemosensory Biology and will lead to development of a team of researchers that can apply for funding as a group as well as provide training opportunities for graduate students and post-doctoral fellows from across the university. It will be the first and only group within Canada that will be focusing on this research theme.

I am fully supportive of this initiative and will be willing to provide seed funding in the amount of $25,000 annually for three years to the group to facilitate acquisition of preliminary data that will lead to operating grant applications.

Thank you for your consideration. Please feel free to contact me if you need any further information.

Sincerely yours,

Anthony M. Iacopino DMD PhD
Dean, College of Dentistry - Faculty of Health Sciences
Executive Director, International Centre for Oral-Systemic Health
Professor, Restorative Dentistry

COLLEGE OF
DENTISTRY
SCHOOL OF
DENTAL HYGIENE
Traditions of Excellence, Horizons of Change

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A. **Name of Research Group**

Manitoba Chemosensory Biology Group

B. **Objectives and Rationale for Formation of the Research Group**

<u>Objective</u>
Chemosensory biology represents a combination of research areas that span molecular, chemical and sensory biology. The main objective of the chemosensory biology research group is to bring together researchers in Manitoba with common interests in studying human chemical senses. This is a unique research area and does not detract researchers working with other academic programs at the University of Manitoba.

<u>Rationale</u>
Chemical biology emerged as new discipline in 1960s with the pioneering work of Nobel laureate Dr. H.G. Khorana, whose work led to the discovery of the genetic code. In 1972, Dr. Khorana described the first chemical synthesis of a functional gene in the laboratory; this landmark achievement set the pace for the field of chemical and molecular biology. One of his students, Dr. Michael Smith at the University of British Columbia developed a technique of site-directed mutagenesis which revolutionized the field of molecular biology, for this he received the Nobel Prize in 1993. These techniques were ultimately applied to other related fields including sensory sciences of vision, taste and smell. In 2001, the sequencing of the human genome showed that there a number of specific proteins on a human cell that mediate signaling in response to various external chemical stimuli. In the past decade the field of chemosensory biology made rapid progress with the discovery of novel molecules that can alter or modify human chemical senses. The proposed group would bring together researchers in Manitoba who work in diverse areas of chemosensory biology. The formation of the group will allow better communication within this group of researchers, to share resources and work together, to apply for team or cluster grants, and to gain international recognition for the Manitoba brand of chemosensory biology.

<u>Scope of activities envisaged</u>

The activities of the group will consist of research and training of graduate students and other highly qualified personnel in chemosensory biology, host a seminar program, make available access to members for in-house modeling suites for studying protein-drug interactions, and undertake collaboration with other chemosensory biology researchers in Canada and internationally.

The research thrust of the group will focus on three broad areas outlined below.

1.   Taste chemosensation. Includes research on taste receptor biology, taste disorders, food chemistry and elucidation of novel taste blockers.

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2. Bacterial chemosensation. Includes research on bacterial biofilms, quorum sensing, and bacteria-host cell communications with a specific focus on Cystic Fibrosis disease.

3. Chemosensory signal transduction. Focus on signal transduction by chemosensory proteins that are druggable targets, studying protein-drug interactions, and pharmacogenomics.

C. Description of the Constitution of the Research Group in terms of:

(i) Organization structure;

The research group will consist of members who hold faculty positions at the University of Manitoba. The research group will be led by a Director who is also a member of the group. The Director assumes overall responsibility for the group. Depending on the need, the Director may strike committees whose roles and responsibilities will be delegated following a consensus or majority vote by members at the group meetings.

(ii) Conditions of membership;

Membership in the research group is free and is open to faculty members with interests in chemosensory biology at the University of Manitoba. A faculty member's team that includes highly qualified people such as graduate students, postdoctoral fellows and research associates will be automatically enrolled into the group as Associate members. The Director of the research group is responsible for appointment and administration of membership.

(iii) Reporting procedures;

Each member of the research group will submit a brief summary of their achievements to the Director, annually. The Director will summarize the achievements of the group, and list goals of the group for the following year and submit it to the Dean, College of Dentistry, and to the Vice-President (Research and International).

(iv) Mechanisms for regular review and assessment (which should include a brief annual report to the Vice-President (Research and International).

The group will undergo an external review every 5 years. The external review team will consist of three members with the Dean, College of Dentistry or Designate acting as the Chair. The remaining two members will consist of one faculty member from the University of Manitoba but outside the research group and with one member from outside the University of Manitoba. This report will be submitted to the Vice-President (Research and International). The costs for the external review will be borne by the Dean, College of Dentistry. Brief annual reports will be submitted by the Director to the Dean, College of Dentistry, and the Vice-President (Research and International).

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D. List of Members and Abbreviated Curriculum Vitae

As of April 27th, 2015 the proposed research group consists of the following six faculty members.

1. Dr, Prashen Chelikani **(Director of the Group)**
   Associate Professor and Graduate Chair
   Department of Oral Biology
   College of Dentistry, Faculty of Health Sciences

2. Dr. Kangmin Duan
   Associate Professor
   Department of Oral Biology
   College of Dentistry, Faculty of Health Sciences

3. Dr. Raj Bhullar
   Professor and Associate Dean (Research)
   Department of Oral Biology
   College of Dentistry, Faculty of Health Sciences

4. Dr. Shyamala Dakshinamurti
   Associate Professor
   Department of Pediatrics and Child Health
   College of Medicine, Faculty of Health Sciences

5. Dr. Rotimi Aluko
   Professor
   Department of Human Nutritional Sciences
   Faculty of Agriculture

6. Dr. Ayush Kumar
   Associate Professor
   Department of Microbiology
   Faculty of Science

The associate membership of this group includes 13 graduate students, 2 Research Associates, 2 DMD Candidates.

The abbreviated CVs of the group members are shown below.

4

Dr. Prashen Chelikani
D319, 780 Bannatyne Avenue
Winnipeg, Manitoba
Canada R3E 0W2
Telephone (204) 789-3539
Fax (204) 789-3913
Prashen.Cheikani@umanitoba.ca

Department of Oral Biology
College of Dentistry

UNIVERSITY
OF MANITOBA

April 27th 2015

Dr. Digvir S. Jayas
Vice-President (Research and International)
Distinguished Professor
207 Administration Building
66 Chancellors Circle
University of Manitoba
Winnipeg, MB, Canada

Re: Proposal for Manitoba Chemosensory Biology Group

Dear Dr. Jayas,

This letter is to request your approval for the establishment of a Manitoba Chemosensory Biology Group.

I was involved with research on Chemosensory Biology for the past 10 years, and established a Taste Chemosensation laboratory in the College of Dentistry, the first of its kind in Canada. Recent work from my laboratory resulted in the discovery of novel bitter taste blockers which are much sought after by the academia, food and beverage industry. To put in perspective, in 2011the bitter blocker program had a market of >$10 billion, based on the form 10-K filings of Senomyx, Inc. (a large flavour company) with the US securities and exchange commission. These chemosensory bitter taste receptors are now known to be expressed in many extraoral tissues including the airways, brain, breast cancer and pulmonary vasculature. In these extraoral tissues, these receptors are suggested to be involved in mediating many important physiological effects.

Principal Investigators (PIs): There are a number of PIs at the University of Manitoba whose interests overlap with Chemosensory Biology. I have collaborated with some of these PIs which resulted in securing external peer-reviewed grants, high-impact scientific publications, and filing of patent applications. To take these collaborations to the next level and to make the Manitoba brand visible globally, the establishment of a research group in Chemosensory Biology is much needed. The establishment of the proposed group and its advertisement would definitely result in more PIs who are not aware of the group and its work to become involved.

Resources: The proposed group would not require additional space or teaching release time, than what is already allocated to the group members. As majority of the research equipment to be used by the group is located in the College of Dentistry. A request has been made to the Dean, College of Dentistry to allocate its share from the indirect costs program and also any recovery from indirect costs on contract research to be allocated to the group.

Financial commitment: The Dean, College of Dentistry, has already advanced $27,000 to purchase a 3-year suite license for a high end protein modeling and drug design software. This software suite the only one available in Manitoba will be used for research as well as graduate student teaching and training. To support research activities of the group, the Dean, College of Dentistry has agreed to provide seed monies for the initial three years. These monies will be used to pay ~ 40% of the salary of a Research Associate. The remaining ~ 60% of the salary or the Research Associate will be coming from the external grants of the PIs of the group. The Research Associate is required to impart training to graduate students and other research personnel on the use of the specialized modeling software and on Flex Station-3. The Research Associate will also be involved with pursuing potential grant opportunities for the group members. Around $4,000/year from the above monies will be earmarked for the seminar program and collaborative activities to be hosted by the group. Matching contributions for the seminar program will be secured from other external sources. Brief annual progress reports on the research group's achievements and goals will be submitted to the Dean, College of Dentistry and the Vice-President (Research and International).

In conclusion, I believe the establishment of a Manitoba Chemosensory Biology Group will be a big step forward for Manitoba researchers interested in chemosensory sciences. The College of Dentistry was known for many of its outstanding researchers in Oral Biology. Hopefully the establishment of this group in the College of Dentistry will once again act as catalyst to recruit good caliber researchers and clinician scientists to the College of Dentistry and the University of Manitoba.

Thank you for your consideration. Please feel free to contact me if you need any further information.
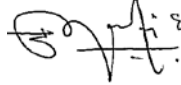
Sincerely Yours,

Prashen Chelikani, PhD
Associate Professor and Graduate Chair
Department of Oral Biology
College of Dentistry, Faculty of Health Sciences
Scientist, Children's Hospital Research Institute of Manitoba
Lab webpage: http://home.cc.umanitoba.ca/~chelikan/

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MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

FROM: Digvir Jayas, President (Research and International) and Chair, Senate Committee on University Research (SCUR)

DATE: August 5, 2015

SUBJECT: Notification to Senate on establishment of the Violence and Injury Prevention Research Group (VIPrg)

COPIES: Dr. Gary Glavin, Associate Vice-President (Research)
    Dr. James Blatz, Associate Vice President (Partnerships)
    Dr. Caroline Piotrowski, Head, Department of Family social Sciences
    Dr. Brian Postl, Dean and Vice Provost, Faculty of Health Sciences

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The Research Centres, Institutes, and Groups Policy, section 3.4, Procedures for Establishing Research Groups, states that "the official recognition and designation of a research group is at the approval of the Vice-President (Research), normally on the recommendation of the department head (where applicable) and dean/director."

Accordingly, the Dean, Faculty of Health Sciences, has forwarded a recommendation for the establishment of the Violence and Injury Prevention Research Group to me as Vice-President (Research and International). I subsequently reviewed and approved the proposal.

As Chair of SCUR, I am now requesting that Senate be informed of the establishment of the Violence and Injury Prevention Research Group.

Please contact me should you require further information. A copy of the proposal for the research group is attached for your information.

DSJ/nis
attach.

Caroline C. Piotrowski, PhD MPH
Associate Professor & Head
217 Human Ecology Bldg
Winnipeg, MB Canada R3T 2N2
204.474.8053
Caroline.Piotrowski@umanitoba.ca

UNIVERSITY
OF MANITOBA | **Department of Family Social Sciences**

30 June 2015

Dr. Digvir Jayas, Vice President (Research & International)
207 Administration Building
University of Manitoba
Winnipeg MB
R3T 2N2

Dear Dr. Jayas,

The purpose of this letter is to request the establishment of a Violence and Injury Prevention Research Group (VIPrg) at the University of Manitoba. Over the past several months, an interdisciplinary group of researchers from diverse units across the University have held several meetings and informal discussions. We have determined that there is a critical mass of University scholars who share research interests in violence and injury prevention; they are either currently engaged in or are actively seeking to engage in collaborative research activities.

Therefore, on behalf of this group of researchers, I would like to recommend the establishment of the Violence and Injury Prevention Research Group at the University of Manitoba.

Objectives and Rationale for VIPrg
Violence and injury are serious health concerns for all Manitobans. Currently, there is wide array of excellence in research in these areas at the University of Manitoba, cutting across disciplines, units and campuses. For example, research on violence against pregnant women, fall prevention for seniors, recovery from concussion and acquired brain injury in youth, emergency department care of injured gang members, evaluation of legislation mandating bicycle helmets for children, and parental supervision of children's injuries sustained at home reflect just some of the many externally-funded research projects in these areas.

Although some of the experts in injury and violence at the University of Manitoba currently work in multi-disciplinary and collaborative teams, many currently lack both the resources and the means to find each other, communicate effectively, and explore new research synergies.

**family
social sciences**

The establishment of a Violence and Injury Prevention Research Group would support research networking and development by:
1) stimulating innovative inter- and transdisciplinary research initiatives,
2) enhancing cross-discipline undergraduate and graduate student training, and
3) facilitating knowledge translation activities with community collaborators and stakeholders.

Our purpose is to promote and facilitate communication and collaboration among our members, and to establish the legitimacy of the group both inside and outside the University. Our group would not detract from any existing academic programs, and would, in fact, enhance existing teaching and research resources on campus concerning injury and violence. Because our mandate is broad, encompassing all forms of injury (traumatic injury, overuse injury, acquired brain injury, cellular injury, traffic injury, psychological injury, etc) and all forms of violence (self-inflicted, interpersonal, community, political, etc), our network will serve to support and expand existing research entities such as RESOLVE. It should be noted that Dr. Ursel, Director of RESOLVE and one of our founding Advisory Committee members, will assist with ongoing coordination between RESOLVE and the VIPrg.

The proposed structure would consist of an Advisory Committee, consisting of myself as Chair and researchers from at least five differing units across campus, as well as one graduate student member. This committee would meet at least once per year as a mechanism for review and assessment of the Violence and Injury Research Group membership and activities. Following the annual meeting, the Chair would be responsible for submitting an annual report to the Vice President (Research and International).

Membership in the VIPrg would be inclusive; invitations would be extended to all researchers and graduate and undergraduate students across campus with interests in the primary, secondary or tertiary prevention of violence and/or injury. The Chair will be responsible for appointment and administration of membership, in consultation with Advisory Committee members as needed. Community practitioners with research-related interests would also be welcomed. Members of the VIPRg will be required to provide initial contact information (e.g., email, instagram, twitter, skype or other) that they agree to update annually so that they can be informed of ongoing activities, events and networking opportunities.

Founding membership of the Advisory Committee consists of the following researchers:

Committee Chair:
Caroline Piotrowski, Associate Professor & Head
Department of Family Social Sciences
Associate Professor
Department of Community Health Sciences

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Tracie Afifi, Associate Professor
Department of Community Health Sciences

Douglas Brownridge, Professor
Department of Family Social Sciences/Community Health Sciences

Michelle Faubert, Associate Professor
Department of English, Film & Theatre

Phillip Gardiner, Professor & Canada Research Chair
Faculty of Kinesiology & Recreation Management

Diane Hiebert-Murphy, Professor
Faculty of Social Work

Sarvesh Logsetty, Associate Professor
Department of Surgery

Zahra Moussavi, Professor & Canada Research Chair
Department of Electrical & Computer Engineering

Kelly Russell, Assistant Professor
Department of Pediatrics & Child Health

Carolyn Snider, Associate Professor
Department of Emergency Medicine

Jane Ursel, Professor & Director of RESOLVE
Department of Sociology

Lynne Warda, Associate Professor
Department of Pediatrics & Child Health

Our proposed vision for the Violence and Injury Prevention Research Group is:
"To bring together researchers, knowledge users, and community stakeholders with diverse interests and backgrounds who share expertise in injury and violence for the purposes of: a) creating and organizing social connections that foster the cross-fertilization of ideas and methods across disciplines and units, b) strengthening existing research and practice through networking and collaborative activities, and c) promoting new collaborative opportunities across a wide range of interdisciplinary researchers from Manitoba, Canada, and internationally, such that innovative new directions for research and practice can be identified and pursued."
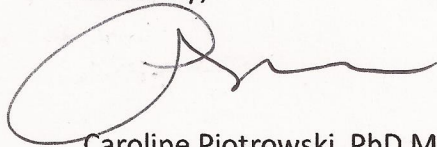
family social sciences

Please find attached letters of support from faculty members and administrators from across campus indicating their enthusiastic interest in the creation of this group, as well as the benefits they anticipate the proposed Violence & Injury Prevention Research Group will bring to the University of Manitoba community. This includes a letter of support from Dr. Brian Postl, Dean of the College of Medicine and Dean and Vice Provost of the Faculty of Health Sciences. Please note that we are not requesting support from the Faculty of Health Sciences such as funds, space, or release time at this time.

We appreciate your consideration of our request. Please contact me if you have any questions or require further information.

Sincerely,

Caroline Piotrowski, PhD MPH
Head, Department of Family Social Sciences
Associate Professor, Community Health Sciences

**family
social sciences**

Health Sciences Centre Winnipeg
& Children's Hospital

S. Logsetty, MD, FRCSC, FACS
Director, Manitoba Firefighters Burn Unit
Associate Professor Department of Surgery
Plastic & General Surgery
Critical Care Medicine Children's Health

June 5, 2015

Caroline C. Piotrowski PhD MPH
Head of Department of Family Social Sciences
Associate Professor in Community Health Sciences
University of Manitoba
Winnipeg MB R3T 2N2
June 5, 2015

Dear Dr. Piotrowski

I am writing this letter in strong support of your proposed Violence and Injury Prevention Research Group. As a founding member and participant at the initial meeting in October 2014; I recognized the potential of this research group and its wide reaching outcomes. With the collaboration of all members involved I can see the benefits of this research being applicable to multiple different disciplines.

As a trauma surgeon working in both adult and pediatric care in Winnipeg, it is evident to me that violence is a growing concern within our community. One of my anecdotal observations is that a number of our patients suffer repeated violence related injuries.

As a result of the research initiated through this group we can provide an overall organizational structure to provide appropriate support can reduce violence related injuries, and overall health care utilization. Your endeavor to address this issue is commended and I look forward to my continued participation in this worthwhile project.

Yours truly,

Sarvesh Logsetty

GC401-820 Sherbrook Street, Winnipeg, Manitoba, Canada, R3A 1R9 Ph 204-787-7638 Fax 204-787-5064

Winnipeg Regional   Office régional de la
Health Authority   santé de Winnipeg
Caring for Health   À l'écoute de notre santé

UNIVERSITY
OF MANITOBA

334

633 Fletcher Argue Building
Winnipeg, Manitoba
Canada R3T 5V5
Telephone: 204-474-8142
Fax: 204-474-7669
faubert@cc.umanitoba.ca

UNIVERSITY OF MANITOBA | Faculty of Arts

English, Film and Theatre

April 29, 2015

Dr. Digvir Jayas, Vice President (Research & International)
207 Administration Building
University of Manitoba
Winnipeg MB
R3T 2N2

Dear Dr. Jayas,

I am pleased to offer my endorsement for the establishment of a Violence and Injury
Prevention Research Group (VIPRG) at the University of Manitoba. As a member of the
Manitoba Violence and Injury Prevention Group, I believe that the official establishment of this
group on violence and injury prevention is essential to our on-going efforts to develop new
strategies about this important topic, and to attract a wide audience to our work.

I have recently been awarded a five-year SSHRC Insight Grant (2015-20; $145,697) on
Romantic-era literary representations of suicide; in the successful proposal, I noted my
involvement in the VIPRG and am confident that this connection helped me to win the IG. The
Group helps me to relate my historical research into suicide to the present day and will
continue to be a necessary means of engaging my and my students' efforts with those of
members in other disciplines.

I would like to recommend the establishment of the Violence and Injury Prevention Research
Group at the University of Manitoba.

Sincerely,

Michelle Faubert
Associate Professor, Department of English, Film and Theatre (UM)
Visiting Fellow, Department of Humanities (U of Northumbria)

Faculty of Health Sciences
Department of Emergency Medicine

T258-770 Bannatyne Ave
Winnipeg, MB R3E 0W3
Tel. 204-977-5665
Fax. 204-789-3515
Darlene.Scibak@umanitoba.ca

May 5th, 2015

Dr. Digvir Jayas, Vice President (Research & International)
207 Administration Building
University of Manitoba
Winnipeg MB
R3T 2N2

Dear Dr. Jayas:

This letter is in support of the establishment of a Violence and Injury Prevention Research Group at the University of Manitoba. The U of M is fortunate to have a group of researchers from diverse departments with expertise in this area, including Dr Carolyn Snider from the Department of Emergency Medicine. Dr Snider has made significant scholarly contributions to injury prevention, but, as with other researchers in this area, her research relies on collaboration with multiple other groups. With multiple disparate individual researchers engaged in VIPR at the University of Manitoba, there are important synergies to be achieved in sharing ideas, resources, education and funding opportunities.

To reiterate, please consider this as a strong recommendation for the establishment of the proposed Violence & Injury Prevention Research Group. Please feel free to contact me if you require any further information.

Sincerely,

Alecs Chochinov, MD FRCPC
Head, Department of Emergency Medicine
Faculty of Health Sciences, University of Manitoba

AC/ds

Douglas A. Brownridge, PhD
Professor
Departments of Community Health Sciences & Family Social Sciences
College of Medicine, Faculty of Health Sciences
University of Manitoba
35 Chancellor's Circle
Winnipeg MB, Canada, R3T 2N2
Ph: (204) 474-8050; Fax: (204) 474-7592
Email: Douglas.Brownridge@umanitoba.ca

March 4, 2015

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

RE:. Support for formal creation of the Violence and Injury Prevention Research Group (VIPrg)

Dear Vice-President Jayas,

It is my pleasure to write in support of the formal creation of the Violence and Injury Prevention Research Group. I believe that the University of Manitoba has a sufficient number of scholars with interests that fall within the rubric of this group to make it highly successful. Membership in the VIPrg will facilitate multidisciplinary collaborations, including research grant applications, that likely would otherwise not happen. Clearly, there is a need for such a group and I think that it would be timely to have the VIPrg formally established at the University of Manitoba.

Sincerely,

Douglas A. Brownridge, Ph.D.
Professor

Tracie O. Afifi, BSc, MSc, PhD
Associate Professor of Epidemiology
Departments of Community Health Science & Psychiatry
College of Medicine, Faculty of Health Sciences
S113-750 Bannatyne Avenue
Winnipeg MB, Canada, R3E 0W3
Ph: (204) 272-3138; Fax: (204) 789-3905
Email: Tracie.Afifi@umanitoba.ca

UNIVERSITY
OF MANITOBA

April 30, 2015

Dr. Digvir Jayas, Vice President (Research & International)
207 Administration Building
University of Manitoba
Winnipeg MB
R3T 2N2

Dear Dr. Jayas,

Re: Letter of support for the establishment of a Violence and Injury Prevention Research Group (VIPrg) at the University of Manitoba.

I am very pleased to write a letter of support for the establishment of a Violence and Injury Prevention Research Group (VIPrg) at the University of Manitoba. I am a violence researcher with a focus of child maltreatment and health. My program of research uses a public health approach for violence prevention and health promotion for families who are exposed to violence in the home. The university and community would greatly benefit from the establishment of a violence and injury prevention research group.

Through Dr. Piotrowski's leadership, I have been involved with many discussions on the importance of bringing together University scholars with an interest in violence and injury prevention. We have meet several times over the past several months to discuss common interests and potential for future research. We have determined that there are a number of individuals from a variety of departments at the University of Manitoba who would be interested in being involved and who would benefit from the establishment of a violence and injury prevention research group. This group would facilitate multidisciplinary collaborations at the University and also at the national and international level. I look forward to being involved with this endeavor and I strongly support the establishment of this research group at the University of Manitoba.

Sincerely,

Tracie O Afifi, PhD
Associate Professor

UNIVERSITY OF MANITOBA | **Faculty of Social Work**
Office of the Dean

521 Tier Building
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 474-9869
Fax (204) 474-7594
James.Mulvale@umanitoba.ca

28 May 2015

Dr. Digvir Jayas, Vice President (Research & International)
207 Administration Building
University of Manitoba
Winnipeg MB
R3T 2N2

Dear Digvir,

The purpose of this letter is to express my support as Dean for the establishment of a Violence and Injury Prevention Research Group (VIPrg) at the University of Manitoba. Over the past several months, an interdisciplinary group of researchers from diverse units across the University have held several meetings and informal discussions. Our Faculty made a modest financial contribution to the Violence and Injury Prevention Meeting that was held in Winnipeg on 9 October 9 2014, that was one step in this process. It appears that there is a critical mass of University scholars who share research interests in violence and injury prevention, and who are either currently engaged in or are actively seeking to engage in collaborative research activities.

It is my understanding that the establishment of the VIPrg would support research networking and development by:

- o   stimulating innovative inter- and transdisciplinary research initiatives,
- o   enhancing cross-discipline undergraduate and graduate student training, and
- o   facilitating knowledge translation activities with community collaborators and stakeholders.

These objectives are laudable and important, and are consistent with research interests of various faculty members in our academic unit. I am pleased that our Social Work colleague Dr. Diane Hiebert-Murphy will be our Faculty's initial and primary link with the VIPrg. I am hopeful that other colleagues in our unit can also establish ties as the work of the VIPrg moves forward.

Sincerely,

James Mulvale
Dean

UNIVERSITY | Faculty of Kinesiology
OF MANITOBA | and Recreation Management

May 1, 2015

Re: Violence and Injury Prevention Research Group

I would like to take this opportunity to express my support for the formation of the Violence and Injury Prevention Research Group at University of Manitoba. A number of scholars in the Faculty of Kinesiology and Recreation Management will benefit from the existence of this research group. These researchers' curiosity hinges on questions related to physical injuries incurred during physical activity or due to the lack of physical activity. They are especially interested in the science of prevention and rehabilitation. Our strong social science cohort engages with questions related to social justices in the areas of sport, leisure and recreation, and physical activity. They also consider the social determinants of health including environmental barriers that often include violence and marginalization. I am convinced that formation of this trans-disciplinary research group will stimulate, enhance and facilitate research in this important field and, in this way, improve the creation and dissemination of knowledge.

Sincerely,

Douglas A. Brown, PhD
Dean, Faculty of Kinesiology and Recreation Management
The University of Manitoba
Winnipeg, MB
R3T 2N2

Tel: 204 474 8764
Cel: 204 894 2780
email: douglas.brown@umanitoba.ca

UNIVERSITY
OF MANITOBA | Faculty of
Health Sciences

June 15, 2015

Dr. Digvir Jayas, Vice President (Research & International)
207 Administration Building
University of Manitoba
Winnipeg, MB
R3T 2N2

Dear Digvir,

I'm writing this letter to express support for the establishment of a Violence and Injury Prevention Research Group (VIPrg) at the University of Manitoba. The interdisciplinary nature of the work being completed by this group is important and consistent with the research interests of various members in the University including the Faculty of Health Sciences. These concepts fit in directly with the research currently being conducted at the affiliated institutes in the Faculty and presents many possibilities for future collaboration. I would be happy to meet and discuss further if required.

Sincerely,

Brian Postl, MD
Dean & Vice Provost Faculty of Health Sciences

cc: Caroline Piotrowski
/rd

UNIVERSITY | Faculty of
OF MANITOBA | Health Sciences

June 15, 2015

Dr. Digvir Jayas, Vice President (Research & International)
207 Administration Building
University of Manitoba
Winnipeg, MB
R3T 2N2

Dear Digvir,

I'm writing this letter to express support for the establishment of a Violence and Injury Prevention Research Group (VIPrg) at the University of Manitoba. The interdisciplinary nature of the work being completed by this group is important and consistent with the research interests of various members in the University including the Faculty of Health Sciences. These concepts fit in directly with the research currently being conducted at the affiliated institutes in the Faculty and presents many possibilities for future collaboration. I would be happy to meet and discuss further if required.

Sincerely,

Brian Postl, MD
Dean & Vice Provost Faculty of Health Sciences

cc: Caroline Piotrowski
/rd

UNIVERSITY
OF MANITOBA | Office of the University Secretary

MEMORANDUM

DATE: June 24, 2015

TO: David Barnard, Chair of Senate

FROM: Jeff M. Leclerc, University Secretary

SUBJECT: *APPROVAL OF MOTION, Board of Governors MEETING –*
              June 23, 2015

At its meeting on June 23, 2015, the Board of Governors approved the following motions:

THAT the Board of Governors approve a proposal to establish a Master of Science in Genetic Counselling [subject to Senate approval, June 24, 2015].

THAT the Board of Governors approve a recommendation from the Acting Dean to close the Faculty of Human Ecology, effective July 1, 2015.

THAT the Board of Governors approve the conversion of the Professorship in Agricultural and Risk Management and Insurance to a Chair, as recommended by Senate on November 5, 2014.

THAT the Board of Governors approve the establishment of an endowed research Chair in Multiple Sclerosis [as recommended by Senate, November 5, 2014].

THAT the Board of Governors approve eleven new offers, twenty-seven amended offers, and the withdrawal of four offers, as set out in Appendix A of the Report of the Senate Committee on Awards – Part A [dated March 31, 2015].

THAT the Board of Governors approve five new offers, as set out in Appendix A of the Report of the Senate Committee on Awards – Part B [dated March 31, 2015].

THAT the Board of Governors approve sixteen new offers, nineteen amended offers, and the withdrawal of one offer, as set out in Appendix A of the Report of the Senate Committee on Awards – Part A [dated May 12, 2015].

THAT the Board of Governors approve three new offers, as set out in Appendix A of the Report of the Senate Committee on Awards – Part B [dated May 12, 2015].

Copy: S. Coyston
        D. Jayas
        J. Keselman

JML/sf

PRESIDENT'S REPORT: October 7, 2015

GENERAL

The first day of the 2015/16 fall term saw the University of Manitoba welcome 29,691 students, the highest number ever in the University's history. Graduate student enrolment rose 7.3 percent over the previous year, and undergraduate enrolment rose by 1.6 per cent. Also at an all-time high is enrolment by international students, which rose by 10.8 percent for graduate students and 12.4 per cent for undergraduate students.

The University of Manitoba is honoured to welcome Assembly of First Nations (AFN) National Chief Perry Bellegarde to campus on September 22, 2015. The National Chief will be delivering a public lecture to the University community entitled "First Nations' Priorities are Canada's Priorities" as part of the AFN's Closing the Gap lecture series.

The University of Manitoba's homecoming festivities will occur September 28 – October 4, and will include the October 3 public launch of the University's $500 million philanthropic campaign during half time at the Winnipeg Blue Bombers game. The investments in the campaign's areas of focus – graduate student support, outstanding student experience, research excellence, places and spaces, and Indigenous achievement - will have a transformative impact on the University and on the long-term economic, social and cultural viability of our province.

Three University of Manitoba professors have been elected to the Royal Society of Canada, the highest honour an academic can achieve in the arts, humanities and sciences. Fikret Berkes, Canada Research Chair in Community-Based Resource Management (National Resources Institute); James Davie (Biochemistry, Medical Genetics, Cell Biology; Children's Hospital Research Institute of Manitoba; Research Institute of Oncology and Hematology); and Estelle Simons (Pediatrics and Child Health; Children's Hospital Research Institute of Manitoba) are among 87 new fellows elected for 2015 and will be inducted and honoured on November 27 in Victoria, British Columbia.

ACADEMIC MATTERS

- Digvir Jayas, biosystems engineering and Vice-President (Research and International), was named President of Engineers Canada, a national organization comprising 12 engineering regulators that license the country's 280,000 profession members.

- David Lobb, soil science, is the 2015 inductee to the Canadian Conservation Hall of Fame. He will be officially inducted at a ceremony to be held this December at the Soil Conservation Council of Canada (SCCC)-sponsored Summit on the State of Canada's Soils.

- Kim Ominski, animal science, along with fellow researchers in the Taking Research to the Ranch – Beef Feed Efficiency outreach project, will receive an Alberta Agriculture Teamwork Recognition Award for their leadership and collaborative efforts involving government, the University of Alberta and industry groups.

- Members of the Department of Biosystems Engineering were recognized at the 2015 Canadian Society for Bioengineering (CSBE) Conference held in Edmonton in July. Qiang Zhang was awarded the designation of Canadian Society for Bioengineering (CSBE) Fellow for outstanding and extraordinary qualifications and experience in the field of agricultural, food or biological engineering. Also, Stefan Cenkowski was awarded the Maple Leaf Award, which is the highest award made by the Society in recognition of leadership in the profession.

- Jorge Nállim, history, has been elected Acting President of the Canadian Association for Latin American and Caribbean Studies (CALACS). This association was founded in 1969 to facilitate networking and information exchange among persons engaged in teaching and research on Latin America and the Caribbean, to foster the expansion of information on and interest in Latin America and the Caribbean, and to represent the academic and professional interests of Canadian Latin Americanists.

- Adele Perry, history, has been elected Vice-President of the Canadian Historical Association.

- Dr. Bruce D. Campbell (B.S.A./58, LL.D./07) was recently appointed to the Order of Canada. Bruce is recognized for his entrepreneurship in agribusiness and for his generous support of innovation and education in Canada's agriculture industry.

- David Churchill, history, co-curated the art project, *Lost Space and its Remnants: The Hole in the Wall Gallery – a Retrospective*. The project displays the works of twenty-five different artists in a small hole in the back exterior wall of a grocery store in Winnipeg's West End. Each Sunday afternoon a different artist installs their work in this modest opening facing out into a back alley. The project grew out of everyday experiences, following routes that were taken by the artists regularly. Winnipeg is filled with gaps, empty spaces, cracked surfaces, and crumbling buildings that illustrate its economic realities and the abandonment and decay of its infrastructure. The artists' motivation was to reconfigure these neglected spaces and to help facilitate something whimsical, unexpected, and unintentional, providing an opportunity to think about art and also the urban condition. Shawn Jordan, arts communication coordinator, was also a participating artist.

- Brayden Harper, business student, while working with the Winnipeg Blue Bombers as summer intern convinced team management to incorporate a statement into every home game acknowledging the stadium as traditional Indigenous territory. The Bombers are the first Canadian Football League team to make such an acknowledgment.

- Evan Curtis, psychology student, won the 2015 Teaching Assistant Award of Excellence given by the Canadian Council of Departments of Psychology.

- Luke McKim and Eben Rawluk, business students, received the Ignacy "Iggy" Domagalski Award for their leadership of Asper's JDC (Jeux du Commerce) West competition team. This year, Asper was named JDC West "School of the Year" for the first time ever.

- Law students, Andrew Slough and Shimon Leible placed first, and Heather Wadsworth and Andrew Torbiak placed fifth at the 2015 International Negotiation Competition hosted by the Law Society of Ireland in Dublin in July 2015. No other Canadian law school has ever won both the international and U.S. National negotiation championships. The objectives of the competition are to develop

practical legal skills such as negotiation skills and professional legal language in the context of international transactions and disputes. The countries competing were: Australia, Canada, England, France, Germany, India, Indonesia, Ireland, Japan, New Zealand, Northern Ireland, Norway, Poland, Qatar, Russia, Scotland, Singapore, Slovakia, South Korea, Switzerland, Ukraine, and USA.

- The Stu Clark Centre for Entrepreneurship partnered with Mini U to present a new *Business Tycoons* day camp for 8 to 11 year-olds. Under the guidance of a senior Asper student, campers experienced real-life business situations and explored marketing, customer service, sales, teamwork, finance, budgeting, and human resources. They created business plans and pitched their ideas to judges in a Dragons' Den-style.

RESEARCH MATTERS

- On June 9, 2015 three Faculty of Engineering professors were inducted as new Fellows of the Canadian Academy of Engineering (CAE): Zahra Moussavi (Biomedical Engineering), Nariman Sepehri (Mechanical Engineering), and Abraham (Quan) Wang (Mechanical Engineering). The CAE is an independent, self-governing and non-profit organization established in 1987. Members of the CAE are nominated and elected by their peers to honorary Fellowships, in view of their distinguished achievements and career-long service to the engineering profession. Fellows are committed to ensuring that Canada's engineering expertise is applied to the benefit of all Canadians.

- BIOTECanada—the biotech industry's 200 member national association—awarded graduate student Rebecca (DeLong) Dielschneider with the prestigious Gold Leaf Award as a Young Leader in Biotechnology Research in June 2015. Dielschneider's doctoral research is in the Department of Immunology at the Faculty of Health Sciences and focuses on lysosomes as targets in leukemia. She is working under the supervision of Spencer Gibson (Immunology/Biochemistry/Medical Genetics & Cell Biology) and senior scientist at the Research Institute of Oncology and Hematology, a joint institute of the University of Manitoba and CancerCare Manitoba. Dielschneider was the winner of the University's 3MT competition in 2015 and took 2nd place at the National 3MT competition in June.

- Researchers at the University of Manitoba were awarded $11,822,807 in new funding for grants and scholarships from the Natural Sciences and Engineering Research Council of Canada (NSERC) over the next five years. The money will support 71 professors and 13 students at the graduate, doctoral, or post-doctoral levels in their research that will further discoveries in a full range of fields in science, technology, engineering and mathematics. The award was announced on June 22 by the Honourable Ed Holder, Minister of State (Science and Technology).

- On June 26, 2015 the Canada Council for the Arts announced the John G. Diefenbaker Award to fund German scholar Dr. Reinhard Pekrun, Professor of Psychology, Ludwig-Maximilians Universität in Munich to visit the University of Manitoba to collaborate with Canadian scholars to advance research on the role emotions play in learning, memory processes and cognitive performance. He will be primarily located at the University of Manitoba from September 2015 to August 2016. Pekrun is currently Research Chair in Personality and Educational Psychology at the University of Munich. Pekrun is studying ways to motivate more young people to consider post-secondary education. Pekrun's research will strengthen the existing collaborations with Canadian universities as part of an international network of studies.

- On July 6, 2015, Shelly Glover, Minister of Canadian Heritage and Official Languages, and Manitoba Premier Greg Selinger, visited Churchill to announce an investment of $22.1 million to build the Churchill Marine Observatory (CMO), a multi-disciplinary research facility where researchers will study the impact of oil spills in sea ice as well as investigate issues facing arctic marine transportation.

  The project leader is Distinguished Professor David Barber, Associate Dean (Research), Clayton H. Riddell Faculty of Environment, Earth, and Resources and Canada Research Chair in Arctic-System Science. The research infrastructure funding is provided through the Canada Foundation for Innovation's (CFI's) Innovation Fund and Aboriginal Affairs and Northern Development which will invest $12.4 million, and the Province of Manitoba, which has committed almost $9.7 million over four years. The Universities of Calgary and Victoria are also collaborators on the CMO.

  The Churchill Marine Observatory will be a unique, highly innovative research facility located in Churchill, Canada's only Arctic deep-water port. The observatory will position Canada as a global leader of research into the detection, impact and mitigation of oil spills in sea ice. The research will help address technological, scientific and economic issues pertaining to Arctic marine transportation, oil and gas exploration, and development throughout the Arctic

- On July 28, 2015 the Government of Canada announced an award of $249,306 from the Canada Foundation for Innovation (CFI) John E. Evans Leaders Fund (JELF) to Dr. Qiang Zhang (Biosystems Engineering) and his team. Their research will use innovative greenhouses to provide a sustainable solution for food production in northern communities. They will be built from natural and recycled materials and the power required to operate them will come from a combination of solar and biomass energy.

- On July 28, 2015 the Canadian Space Agency announced the selection of the University of Manitoba as one of five Canadian universities to receive a total of $1.4 million to participate in the scientific validation of NASA's Soil Moisture Active Passive (SMAP) mission. Dr. Paul Bullock, Head and Professor, Soil Science in the Faculty of Agricultural and Food Sciences is heading the UM project titled: Manitoba Validation of Satellite-derived Soil Moisture Products for Operational Use. The UM project will receive $161,584. The project will use ground measurements to validate the data produced by the SMAP satellite. Bullock will undertake a field campaign in southeastern Manitoba in 2016 (SMAPVEX16) to collect soil moisture observations by hand as well as readings from nine permanent soil sites in the Elm Creek-Carmen area of Manitoba.

- On July 29, 2015 the Honourable Michelle Rempel, Minister of State for Western Economic Diversification announced $2.3 million in support to two University of Manitoba led projects that will advance research and innovation in western Canada. Dr. Eric Bibeau (Mechanical Engineering) received $500,000 for his research project that will test hydrokinetic turbines for global marine renewable energy markets. Through the purchase of new instrumentation and collaborating with western Canadian turbine businesses, this project will help increase the technology readiness of hydrokinetic turbines and quantify power produced by prototype turbines.

- Dr. Darren Fast, Director of the University's Technology Transfer Office received $1,801,749 in funding on behalf of the Western Canadian Innovation Offices Consortium (WCIO). WCIO is a group of Western Canadian innovation offices that includes universities, colleges, and polytechnics. Their mandate is to work collaboratively together and with industry to carry out research in the energy sector that addresses industry needs. This will build a more entrepreneurial culture, commercialize technologies and ultimately create jobs and improve economic performance in Western Canada.

- On August 18, 2015 Research Manitoba, Minister Kevin Chief and the Alzheimer's Society of Manitoba announced Dr. Benedict Albensi (Pharmacology & Therapeutics; St-Boniface Hospital Research) as the first recipient of the Manitoba Dementia Research Chair. Albensi will receive $500,000 over the next five years. Albensi leads the Synaptic Plasticity and Cellular Memory Dysfunction Lab in the Division of Neurodegenerative Disorders. Albensi's research will focus on differentiating between and better diagnosing the two most common forms of dementia: Alzheimer's disease and vascular dementia.

- On August 24-26, 2015 Distinguished Professor Digvir Jayas hosted 18 high-level researchers from five industry, government and academic organizations in China to discuss research collaborations related to grain drying, handling, storing and quality monitoring, among University of Manitoba and Chinese researchers.

- On July 30, 2015 three University of Manitoba researchers received $3,732,853 from the newly awarded health research Foundation Grants from the Canadian Institutes of Health Research (CIHR). Another 13 received $5,723,972 million in funding from the Open Operating Grants competition. The projects cover the spectrum of research impacting our health: from post-traumatic stress disorders to childhood maltreatment to aging. Fifteen of the 16 researchers are professors in the Faculty of Health Sciences.

- The Foundation Grants awarded are:

PI	Sponsor	Title	Awarded
Afifi, Tracie (Community Health Sciences)	CIHR	Preventing child maltreatment: Changing a child's trajectory, improving health, and strengthening families	$883,855
Lix, Lisa (Community Health Sciences/George & Fay Yee, Centre for Healthcare Innovation/Manitoba Centre for Health Policy)	CIHR	Advancing the science of data quality for electronic health databases: Applications to chronic disease research and surveillance	$962,920
Sareen, Jitender (Psychiatry)	CIHR	Defining the longitudinal course, outcomes, and treatment needs of vulnerable Canadians with posttraumatic stress disorder	$1,886,078

- The Open Operating Grant recipients are:

PI	Sponsor	Title	Awarded
Brownell, Marni (Community Health Sciences/Manitoba Centre for Health Policy/Children's Hospital Research Institute of Manitoba)	CIHR	Neonatal and childhood neurodevelopmental, health and educational outcomes of children exposed to antidepressants and maternal depression during pregnancy	$116,250
Coombs, Kevin (Medical Microbiology/Children's Hospital Research Institute of Manitoba)	CIHR	Signaling perturbations during influenza virus replication and pathogenesis	$657,715
Dart, Allison (Pediatrics & Child Health/Children's Hospital Research Institute of Manitoba)	CIHR	An assessment of psychological factors, inflammatory biomarkers and kidney complications; the improving renal Complications in Adolescents with type 2 diabetes through REsearch (iCARE) cohort study	$881,609
Dhingra, Sanjiv (Physiology/St-Boniface Hospital Research)	CIHR	Preserving the immunoprivilege of transplanted allogeneic mesenchymal stem cells in the ischemic heart	$521,185
Fowke, Keith (Medical Microbiology)	CIHR	Understanding HIV-mediated innate immune dysregulation: The role of the immune inhibitory protein LAG-3	$100,000
Gardiner, Phillip (Faculty of Kinesiology & Recreation Management)	CIHR	Aging effects on components of locomotion, and the impact of increased regular physical activity beginning in late adulthood	$735,312
Ghia, Jean-Eric (Immunology/Children's Hospital Research Institute of Manitoba)	CIHR	Semaphorin 3E and Gut Inflammation	$100,000
Kirshenbaum, Lorrie (Physiology/St-Boniface Hospital Research)	CIHR	Targeting cell death signaling pathways in the heart	$569,850
Martin, Donna (Nursing)	CIHR	The micro- and macro-construction of induced displacement: Experiences, health outcomes and future plans of Little Saskatchewan First Nation	$617,855

PI	Sponsor	Title	Awarded
Murphy, Leigh (Biochemistry/Medical Genetics/Cell Biology/CancerCare Manitoba)	CIHR	Beyond the estrogen receptor: Involvement of kinases in estrogen signaling in normal and malignant human breast epithelial cells	$100,000
Siddiqui, Tabrez (Physiology)	CIHR	Regulation of a neuronal synaptic pathway in neurodevelopmental and psychiatric disorders	$795,210
Snider, Carolyn (Emergency Medicine/Children's Hospital Research Institute of Manitoba)	CIHR	Wraparound care for youth injured by violence: A randomized control trial	$100,000
Woodgate, Roberta (Nursing/St-Boniface Hospital Research/Children's Hospital Research Institute of Manitoba)	CIHR	The journey for survivors of childhood brain tumours: From post-treatment into adolescence and adulthood	$428,986

- One hundred and forty-nine researchers received funding for 154 projects from various sources totaling $17,327,890.42. The projects receiving more than $25,000 are:

PI	Sponsor	Title	Awarded
Albensi, Benedict (Pharmacology and Therapeutics)	Research Manitoba	Mitochondrial dysfunction in Alzheimer's disease: Does NFkB-Nrf2 crosstalk play a role?	$73,500
Albensi, Benedict (Pharmacology and Therapeutics)	Research Manitoba	Basic and patient-oriented dementia research: Linking novel methods for early stage detection with understanding pathological mechanisms in dementia	$500,000
Alfaro, Marolo (Civil Engineering)	NSERC	Predicting the axial capacity of helical steel piles from installation torque	$24,990
Aluko, Rotimi (Human Nutritional Sciences)	International Development Research Centre (IDRC)	Synergizing fertilizer micro-dose and under-utilized indigenous vegetables innovations to enhance food and economic security of farmers in West African sub-region	$425,050
Anderson, Christopher (Pharmacology and Therapeutics)	Brain Canada Foundation	Manitoba Neuroimaging Platform (MNP)	$277,500
Azad, Meghan (Pediatrics and Child Health)	McMaster University	Developmental origins of asthma: Role of breastfeeding, milk composition and maternal factors	$36,000

Ball, Terry (Blake) (Medical Microbiology)	University of Washington	Novel studies of the effect of progestin-containing contraception on HIV risk	$44,842
Barber, David (Centre for Earth Observation Science)	NSERC	BaySys - contributions of climate change and hydroelectric regulation to the variability and change of freshwater-marine coupling in the Hudson Bay system	$4,540,000
Barber, David (Centre for Earth Observation Science)	Laval University	ArcticNet IRIS-3 coordinator	$210,000
Barber, David (Centre for Earth Observation Science)	Laval University	Oceanic and atmospheric forcing of sea ice dynamic and thermodynamic processes (Oil and gas industry partnership - StatOil)	$105,764
Bassuoni, Mohamed (Civil Engineering)	City of Winnipeg	Effect of Portland limestone cement on the properties of concrete-current challenges	$90,000
Bassuoni, Mohamed (Civil Engineering)	City of Winnipeg	Investigation into enhancing and evaluating curing efficiency of concrete pavements	$42,000
Belmonte, Mark (Biological Sciences)	NSERC	Molecular action of seed treatments under cold stress conditions	$25,000
Bibeau, Eric (Mechanical and Manufacturing Engineering)	NSERC	Vertical microstructure profiler: Validation of sheer sensors in supercritical angle of attack and pressure sensor to measure mean velocity and stream-wise	$25,000
Bibeau, Eric (Mechanical and Manufacturing Engineering)	NSERC	Modeling and validation of mooring loads for a surface mounted hydrokinetic turbine tested at the Canadian Hydrokinetic Turbine Testing Centre using system dynamic analysis	$25,000
Cai, Jun (Electrical and Computer Engineering)	NSERC	Reliable medical data transmission over beyond-WBAN communications in eHealth systems	$25,000
Charron, Andrea (Political Studies)	Government of Canada	NORAD's maritime early warning mission: Implications for North American security	$25,000

Dhingra, Sanjiv (Physiology & Pathophysiology)	Research Manitoba	Molecular mechanisms of MHC-II regulation and loss of immunoprivilege of transplanted allogeneic mesenchymal stem cells in the heart	$225,000
Duhamel, Todd (Kinesiology and Recreation Management)	CIHR	The PREHAB study – Pre-habilitation for reduction of hospitalization after elective coronary artery bypass and valvular surgery	$105,000
Eaton, John (E.K. Williams Law Library)	Manitoba Law Foundation	E. K. Williams Law Library Grant	$82,000
Filizadeh, Shaahin (Electrical and Computer Engineering)	Mitacs Inc.	Parallel electromagnetic transients simulation using extended-frequency dynamic phasors	$30,000
Forsyth, Janice (Kinesiology and Recreation Management)	SSHRC	Changing the face of Canadian sport: Understanding the experiences of Tom Longboat Award recipients, 1951-1998	$91,553
Friel, James (Human Nutritional Sciences)	Mitacs Inc.	Assessment of safety and efficacy of probiotics use in the premature infants	$30,000
Garland, Allan (Internal Medicine)	Heart and Stroke Foundation of Canada	Changes in work and earnings after heart attack and stroke	$245,000
Gole, Aniruddha (Electrical and Computer Engineering)	Manitoba Hydro	Probabilistic evaluation of power system transient stability	$48,875
Gorczyca, Beata (Civil Engineering)	NSERC	Effects of the membrane filter properties on the fouling mechanism in potable water treatment	$25,000
Ho, Juliet (Internal Medicine)	University Medical Group	A pilot prospective interventional study evaluating the utility and feasibility of urinary CXCL10 as a biomarker for subclinical cellular rejection in adult renal transplant patients	$150,000
Hombach-Klonisch, Sabine (Human Anatomy and Cell Science)	Research Manitoba	The stem cell factor HMGA2 determines treatment response to TMZ in glioblastoma	$150,000

Irani, Pourang (Computer Science)	NSERC	3D user interfaces for industrial augmented reality applications on modern head-mounted displays	$25,000
Irani, Pourang (Computer Science)	NSERC	A software development kit for a spatial layout on head-worn displays	$97,600
Jiang, Depeng (Community Health Sciences)	Research Manitoba	The PAX program in Manitoba: A positive approach to promoting mental health and well-being	$199,500
Jones, Peter (Food Science)	Research Manitoba	The Manitoba Personalized Lifestyle Research (TMPLR) Program	$954,390
Keijzer, Richard (Surgery)	Children's Hospital Foundation of Manitoba Inc.	Partnering with microRNA miR-200b: Why babies born with a hole in diaphragm have abnormal lungs	$40,000
Khafipour, Ehsan (Animal Science)	Dairy Farmers of Manitoba	Enhancing gut health in dairy cows and economic and environmental sustainability of Manitoba dairy producers	$250,000
Leslie, William (Internal Medicine)	Diagnostic Services of Manitoba Inc. (DSM Inc.)	Utility of the FRAX tool in predicting the risk of fracture in patients with chronic kidney disease	$60,000
Marriott, James (Internal Medicine)	Multiple Sclerosis Society of Canada	Impact of disease-modifying therapy on relapse rates and health care resource utilization	$69,014
McGavock, Jonathan (Pediatrics and Child Health)	Research Manitoba	The Manitoba Development Origins of Chronic Diseases in Children Network (DEVOTION)	$2,500,000
McLeod, Robert D. (Electrical and Computer Engineering)	NSERC	Vehicular traffic counts from wireless network protocols	$24,832
Mishra, Suresh (Internal Medicine)	Health Sciences Centre	Obesity and prostate cancer	$30,000
Mojabi, Puyan (Electrical and Computer Engineering)	NSERC	Phaseless inversion of planar magnetic near-field antenna measurements	$25,000
Mookherjee, Neeloffer (Internal Medicine)	University of British Columbia	A novel approach to characterizing the human airway responses to complex environmental exposures	$45,000

Okhmatovski, Vladimir (Electrical and Computer Engineering)	NSERC	Novel methodologies for electromagnetic characterization of complex power cable systems situated in realistic environment	$51,955
Paliwal, Jitendra (Biosystems Engineering)	CFI	Post-Harvest Grain Handling for a Safe and Sustainable Food Supply	$638,298
Porth, Lysa (Warren Centre for Actuarial Studies and Research)	SSHRC	Reducing basis risk for agricultural index-based insurance in Canada	$182,000
Rafay, Mubeen (Pediatrics and Child Health)	Children's Hospital Foundation of Manitoba Inc.	The spectrum of cerebral arteriopathies and their comparative characteristics in an international cohort of children with arterial ischemic stroke	$25,200
Roulin, Nicolas (Business Administration)	SSHRC	Differentiating hones from deceptive impression management tactics in employment interviews: Antecedents, mechanisms, and impacts	$159,360
Roulin, Nicolas (Business Administration)	SSHRC	Training for impression management detection	$40,400
Sampson, Christopher (Classics)	SSHRC	Byzantine-era papyri in the University of Michigan collection	$70,713
Singh, Harminder (Internal Medicine)	American College of Gastroenterology	Epidemiology and outcomes of clostridium difficile infections in IBD: A population-based study	$43,803
Sisler, Jeffrey (Family Medicine)	University of Toronto	Canadian team to improve community based cancer care along the continuum (CanIMPACT)	$50,400
Sorensen, John (Chemistry)	Research Manitoba	Effects of forskolin derivatives on adenylyl cyclase activity in persistent pulmonary hypertension of the newborn	$36,750
't Jong, Geert (Pediatrics and Child Health)	Children's Hospital Foundation of Manitoba Inc.	Research outline for an experimental program in clinical pharmacology research in paediatrics with focus on diabetes and obesity	$25,000

Tenuta, Mario (Soil Science)	Almost Urban Vegetables	Converting waste/low-value organic streams to a high quality compost for use in small scale intensive vegetable production	$39,700
Thompson, Shirley (Natural Resources Institute)	Tides Canada	Island Lake Wabung Fisheries Producers Co-op Ltd.	$34,500
Torabi, Mahmoud (Community Health Sciences)	Children's Hospital Foundation of Manitoba Inc.	Geographical variation and related risk factors with childhood leukemia in Manitoba	$40,000
Wallin, Dawn (Educational Administration, Foundations and Psychology)	SSHRC	The role and leadership practices of teaching principals in rural, remote and Northern contexts	$213,732
Wilkins, John (Biochemistry & Medical Genetics)	CFI	Next Generation Proteomics in Human Biology and Medicine	$1,008,708
Yuan, Qiuyan (Civil Engineering)	NSERC	Characterization of tire derived aggregate for septic field applications	$25,000

ADMINISTRATIVE MATTERS

- **Copyright Office -** Change Management has completed the project roadmap for the University's new Copyright Strategy. Implementation is well underway and ongoing. Negotiations with the UMSU Digital Copy Centre have been completed successfully and the infrastructure to produce copyright-compliant course packs has been established. Course pack creation should be fully copyright-compliant from here forward.

- **RWLE Policy, Student Discipline Bylaw, Inappropriate or Disruptive Student Behaviour Policy, Violent or Threatening Behaviour Policy, Sexual Assault Policy (UPDATE)** - In May 2015, the Legal Office arranged for ongoing review and consultation meetings regarding these policies with a number of university administrators over the summer months, including the Vice-Provost (Students), the Vice-Provost (Graduate Education), the University Secretary, the Associate Vice-President (Human Resources), the Chief Risk Officer, the Director of Student Advocacy and the Human Rights and Conflict Management Officer. The policies have been revised based on those consultations and will be submitted to the Vice-President (Administration) for review in September 2015. Once finalized, we will be working with the University Secretary's Office and MCO to coordinate review and consultations by other stakeholders in the University Community. We expect such consultation to begin in October 2015.

- The **Truth and Reconciliation derivative database** has been transferred from their data center in Alberta to university infrastructure.

- Patrick McCarthy, in the new role of **Director of Information Security & Compliance**, started on August 17th. Patrick will further develop the information security practice across the University of Manitoba

- **Office 365 Pro Plus** was implemented on August 6, 2015. Office 365 for Students is an Office 365 plan that is available **for free** to University of Manitoba students. This plan allows students to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher and Access on up to 5 PCs or Macs and Office aps on other mobile devices including Android, iPad®, and Windows tablets. The plan also includes 1TB of OneDrive storage. As of September 1st, 2015, 2217 students have subscribed.

- **Active Living Centre (ALC).** On August 22, 2015 shortly after a severe storm went through Winnipeg, the Active Living Centre (ALC) sustained water damage to the basement area and elevators. One of the two 10" water leaders that run from the roof to the storm sewer failed. The failure occurred at a portion of the pipe that ran through the mechanical room in the basement of the building. The mechanical room houses all of the main electrical and mechanical systems for the building. The voice data room is also located in the mechanical room.

  It is unknown exactly when the pipe failed, but the failure was discovered at 5:45 PM when an elevator was summoned to the second floor. The elevator had been at the basement level and when the doors opened on the second level a large amount of water poured out of the elevator doors. Subsequent investigation would reveal there was approximately 17 inches of water in the basement area.

  The ALC was closed to the public pending completion of the clean-up and required numerous emergency repairs before it could be opened. The ALC is currently open but does not have full elevator access.

  Many of the motors and pumps that control heating and cooling have failed and will have to be replaced. Numerous other pumps, sump pumps and electrical equipment and wiring that were submerged in water will also have to be replaced.

  This is an insured loss that will easily exceed CURIE's $250,000 property deducible. Risk Management is working with the University's insurers as well as various other contractor insurers to repair the damaged equipment. Restoration activities will continue for some time. The activities are being undertaken to ensure as little disruption as possible to ALC customers. Most, if not all, of the impacted area is in the mechanical room in the basement, not in any generally accessible areas.

EXTERNAL MATTERS

- For the period of April 1, 2014 to September 3, 2015, the University has raised $16,721,700 for the 2015/2016 fiscal year. As of this date, we have raised $11 million more in our current fiscal year, as compared to last fiscal year. To date, we have raised $141,002,318 towards our $500 million goal for the Front and Centre campaign.

- Significant gifts in the last reporting period include:
  - Stanley Pauley committed a gift of $5,000,000 to support the Stanley Pauley Engineering Building. Mr. Pauley's total giving to Front and Centre is $9,540,700.

  - Esther Suen made a $1,000,000 commitment to establish the Simatalex Charitable Foundation International Study Program

  - John T. Lee made a $100,000 commitment to establish the John T. K. Lee International Study Scholarship

- At the AGM on June 8 the Alumni Association Board of Directors welcomed five new members: Rene Chu, Jerome Knysh, Michael Puchniak, Laura Rempel and Michael Silicz. The board also elected Kim Metcalfe as President for the 2015/2016 year.

- Upcoming events and activities include the following:
  - Homecoming 2015 will be taking place September 28 – October 4 with over 15 classes gathering together for reunions during that week.

  - On October 3, the university will publicly launch Front and Centre, our $500-million philanthropic campaign during halftime at the Winnipeg Blue Bombers game. All alumni in attendance are asked to show their UM pride by wearing brown and gold. We encourage you to join us for this exciting announcement and to share in the transformational legacy this campaign will create.

  - The annual Homecoming Dinner will be held at Fort Garry Campus on Saturday, October 3 and will feature unique food stations showcasing the best of local Manitoba fare.

  - The Seniors' Alumni Learning for Life program will launch on October 1 with seven consecutive sessions running until November 19. It offers exclusive learning opportunities for guests to hear from professors, researchers and fellow alumni who are innovators in their field. This program is open to seniors 60-plus and to alumni and friends of the University of Manitoba.

  - Nominations for the 2016 Distinguished Alumni Awards opened on August 18 and will close on October 26. The Distinguished Alumni Awards Celebration of Excellence will be held on May 5, 2015 at the Winnipeg Art Gallery.

- On June 3 and 4, the Office of Government and Community Engagement (GCE) organized a series of meetings for Dr. David T. Barnard, President and Vice-Chancellor, in Ottawa prior to The House of Commons summer break. Dr. Barnard met with members of the Manitoba Conservative caucus for a breakfast meeting to discuss the National Centre for Truth and Reconciliation (NCTR), UM's role in the province, and the University's fiscal situation while Dr. Jayas, Vice-President (Research and International) talked about the Transformational Partnerships Program and how research at the UM drives the economy.

- On July 23, John Kearsey, Vice-President (External) met with Minister Irvin-Ross to engage the Minister on the Front and Centre Campaign and to inform her of the proposal for provincial support that has been presented to the Department of Education and Advanced Learning.

- On August 20, Mr. Kearsey met with The Honourable James Allum, Minister of Education and Advanced Learning, to provide the Minister with an update on the Front and Centre campaign and to ensure he is equipped to effectively champion the campaign in the September Cabinet discussion, as well as the September 2 meeting between the Premier and members of the President's Campaign Team.

September 23, 2015

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 Judy Anderson will be the Speaker for the Executive Committee for the October meeting of Senate.

2.   **Vacancies on the Senate Committee on Nominations**

     The report of the University Secretary on the Senate Committee on Nominations is attached (Appendix A). Members of the Senate Committee of Nominations are nominated by the Senate Executive Committee and elected by Senate (See recommendation below). Senate Executive has made recommendations on nominations for two vacancies for academic staff.

     Senate Executive was advised that the Graduate Students' Association has identified Ms. Bronte Charette as willing to serve.

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

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

Recommendation

The Senate Executive Committee recommends that the following nominations to the Senate Committee on Nominations be approved by Senate:

   a) Dean Karin Wittenberg (new appointment), for a three-year term ending May 31, 2018;
   b) Ms. Vera Keown (new appointment), for the balance of a one-year term ending May 31, 2016.

Respectfully submitted,

Dr. Joanne Keselman, Acting Chair
Senate Executive Committee
Terms of Reference:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/477.htm

Vacancies on the Senate Committee on Nominations

At the July 1977 meeting of Senate, Senate approved without debate area representations for the Senate Committee on Nominations. The representation was amended in July 1991 to include the Libraries, in June 2005 to include the Clayton H. Riddell Faculty of Environment, Earth and Resources, and in October 2014 to take into account the Faculty of Health Sciences.

The current membership is as follows:

Agricultural and Food Sciences and Environment, Earth and Resources	vacant	2018
Architecture and Engineering	Dr. Jay Doering*	2016
Arts	Prof. Pam Perkins	2017
Education, Kinesiology and Recreation Management and Extended Education	Prof. Sandra Kouritzin	2018
Health Sciences (2)	Prof. Marie Edwards*	2016
	Prof. Archie McNicol*	2017
Libraries and Student Affairs	vacant	2016
Management, Law and Social Work	Prof. Robert Biscontri*	2017
Music and School of Art	Prof. Gordon Fitzell*	2018
Science	Prof. Helen Cameron	2018
Students (2)	vacant	2016
	vacant	2016

* denotes member of Senate at time of appointment

One representative is required for Agricultural and Food Sciences and Environment, Earth and Resources for a three year term ending May 31, 2018. One representative is required for Libraries and Student Affairs for the balance of a term ending May 31, 2016.

The composition of the Senate Committee on Nominations calls for ten members of the academic staff, the majority of whom are to be members of Senate. Since five of the academic members currently on the Committee were Senators at the time of appointment, at least one of the replacements must be a member of Senate at the time of election to the Senate Committee on Nominations.

Two student representatives are required for terms ending May 31, 2016. The University of Manitoba Students' Union has identified Mr. Aser Hailu (University 1) as willing to serve.

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 June 23, 2015, the Senate Committee on Awards reviewed four new offers that appear 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 June 23, 2015).

Recommendation

The Senate Committee on Awards recommends that Senate and the Board of Governors approve four new offers, as set out in Appendix A of the *Report of the Senate Committee on Awards- Part B* (dated June 23, 2015). 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

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

1. NEW OFFERS

Couture Indigenous Achievement Scholarship

Ms. Christabelle O. Couture [B.Comm.(Hons.)/1983] and Mr. Gerald H. Couture [B.E.S./1981, M.C.P./1986] have established an endowment fund at the University of Manitoba with an initial gift of $10,000 in 2015, and a commitment to a total gift of $50,000 by 2019. The purpose of the fund is to recognize outstanding academic achievement by Indigenous undergraduate students in the I.H. Asper School of Business and the Faculty of Architecture. Each year, the scholarship will rotate between the I.H. Asper School of Business and the Faculty of Architecture, beginning with the I.H. Asper School of Business in 2017-2018. Each year, the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:

(1) is Indigenous (Status, Non-Status, Metis, Inuit);

(2) is enrolled full-time (minimum 80% course load) in the applicable faculty in either:

    (i) the Bachelor of Commerce (Honours) program, or

    (ii) the Bachelor of Environmental Design program;

(3) has completed a minimum of 50 credit hours of study in the respective program;

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

(5) has demonstrated community involvement with an emphasis on the Indigenous community.

Candidates will be required to submit an application that includes: a statement (maximum 500 words) describing their community involvement and one letter of reference regarding their community involvement.

The Director of the Aboriginal Business Education Partners (ABEP) program (or designate) from the I.H. Asper School of Business, or the Dean of the Faculty of Architecture (or designate), will name the selection committee for this award in the applicable years.

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.

(Attachment I)

Esther G. Castanera Scholarship

Esther G. Castanera earned a Bachelor of Science in Human Ecology from the University of Manitoba in 1942. During her studies, she developed a love of Chemistry. She continued her education at University of California at Berkeley and then Washington University in St. Louis, Missouri, earning her Ph.D. Through a testamentary gift, Dr. Castanera established an endowment fund to encourage female graduates from Steinbach Regional Secondary School, her *alma mater*, to pursue studies in Science at the University of Manitoba. Each year, beginning in 2015-2016, the available annual income from the fund will be used to offer one or more scholarships to undergraduate students who:

(1) are female;

(2) are graduates of Steinbach Regional Secondary School in Steinbach, Manitoba;

(3) are enrolled full-time (minimum 80% course load) in the B.Sc. program in the Faculty of Science with a declared major in Chemistry, Physics and Astronomy, Mathematics, or Biochemistry;

(4) have achieved a minimum degree grade point average of 3.5.

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

In the event that there are no qualified candidates that meet the criteria, the award will not be offered for that year and the income will be returned to the fund.

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

The Board of Governors of the University of Manitoba may seek to modify the terms of this award if, because of changed conditions, it becomes necessary to do so. Such modification, if required, shall conform as closely as possible to the expressed intention of the donor in establishing the award and shall be made in accordance with The Trustee Act (Manitoba).

<div align="right">(Attachment II)</div>

Wawanesa Insurance ABEP Bursary

Wawanesa Insurance provides $2,500 annually to offer bursaries for students in the Aboriginal Business Education Partners program at the University of Manitoba. The donor has agreed to fund the bursaries for a term of four years, ending in the 2018-2019 academic year. Beginning in the 2015-2016 academic year, one or more bursaries totaling up to $2,500 will be offered to undergraduate students who:

    (1) are members of the Aboriginal Business Education Partners (ABEP) program;

    (2) are enrolled full-time (minimum 60% course load) in the I.H. Asper School of Business at the University of Manitoba;

    (3) have a record of satisfactory academic achievement, defined as:

        (a) for entering students, the minimum admission requirements for the I.H. Asper School of Business;

        (b) for continuing students, a minimum degree grade point average of 2.0;

    (4) have demonstrated financial need on the ABEP bursary application form, approved by the Financial Aid and Awards office at the University of Manitoba.

The selection committee will be named by the Director of the Aboriginal Business Education Partners program (or designate) and may include the Director of Financial Aid and Awards (or designate).

<div align="right">(Attachment III)</div>

Ruby Samlalsingh Scholarship

Ruby Samlalsingh (B.A./45) has established an endowment fund at the University of Manitoba with a gift of $25,000 in 2015. The purpose of the fund is to recognize Indigenous students studying at the University of Manitoba. Each year, beginning in 2017-2018, the available annual interest from the fund will be used to offer one scholarship to an undergraduate student who:

    (1) is Indigenous (Status, Non-Status, Métis, Inuit);

    (2) is enrolled full-time (minimum 80% course load) in a degree program in any faculty or school at the University of Manitoba;

    (3) has achieved either:

        (a) if entering directly from high school, a minimum average of 85% on those courses considered for admission, or

        (b) a minimum degree grade point average of 3.0.

The scholarship is renewable in each year of a three or four year undergraduate degree, provided that the recipient continues to meet criteria (2) and (3)(b) above. Only one recipient may hold the Ruby Samlalsingh Scholarship at any time. In the case that the recipient does not qualify for the renewal, or has completed their undergraduate degree, a new recipient will be selected based on the initial criteria.

Senate, October 7, 2015

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

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.

(Attachment IV)

UNIVERSITY **of MANITOBA** | **Faculty of Architecture**

Architecture
City Planning
Environmental Design
Interior Design
Landscape Architecture

Office of the Dean
Winnipeg, Manitoba R3T 2N2
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Telephone (204) 474-6433
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June 11, 2015

Dr. Philip Hultin
Chair, Senate Committee on Awards
c/o Mandy Laing,
Awards Establishment/Selection Coordinator
424E University Centre
University of Manitoba

RE: Couture Indigenous Achievement Scholarship

Dear Dr. Hultin,

The Faculty of Architecture supports the establishment of the Couture Indigenous Achievement Scholarship.

In the Fall Term of 2014, the Faculty's self-declared Aboriginal student population was 5.3% of total enrolment, compared to the University of Manitoba Aboriginal student population average of 7.3%.

Aboriginal student enrolment data for the past five years in Faculty of Architecture is provided for context in the table below.

Year (Fall Term)	Number of Aboriginal Students	Total Students	% Aboriginal Students
2014	15	283	5.3
2013	14	303	4.6
2012	14	308	4.5
2011	14	306	4.6
2010	13	307	4.2

As an institution, our commitment is to increase the number of Aboriginal students on our campuses. Increasing the number of bursaries, scholarships and awards for Aboriginal students contributes to this commitment. This bursary and scholarship will provide the Faculty of Architecture the opportunity to recruit, support and retain Aboriginal students at the University of Manitoba and, in doing so, will also contribute to the success of individual Aboriginal students.

Sincerely,

Mr. Ralph Stern, RA, AIA, MAA, MRAIC
Dean, Faculty of Architecture
Faculty of Architecture

Michael Benarroch, PhD
Dean and CA Manitoba Chair in Business Leadership
314 Drake Centre
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UNIVERSITY ᴏꜰ MANITOBA | Asper School of Business

May 19, 2015

Dr. Philip Hultin
Chair, Senate Committee on Awards
c/o Mandy Laing,
Awards Establishment/Selection Coordinator
424E University Centre
University of Manitoba

RE: Couture Indigenous Achievement Scholarship

Dear Dr. Hultin,

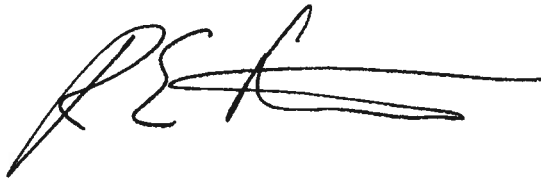The I.H. Asper School of Business supports the establishment of the Couture Indigenous Achievement Scholarship.

In the Fall Term of 2014, the School's self-declared Aboriginal student population was 3.6% of total enrolment, compared to the University of Manitoba Aboriginal student population average of 7.3%

Aboriginal student enrolment data for the past five years in the I.H. Asper School of Business is provided for context in the table below.

Year (Fall Term)	Number of Aboriginal Students	Total Students	% Aboriginal Students
2014	63	1753	3.6
2013	55	1752	3.1
2012	59	1742	3.4
2011	62	1698	3.7
2010	62	1604	3.9

As an institution, our commitment is to increase the number of Aboriginal students on our campuses. Increasing the number of bursaries, scholarships and awards for Aboriginal students contributes to this commitment. This bursary and scholarship will provide the I.H. Asper School of Business the opportunity to recruit, support and retain Aboriginal students at the University of Manitoba and, in doing so, will also contribute to the success of individual Aboriginal students.

Sincerely,

Michael Benarroch

umanitoba.ca/asper

UNIVERSITY OF MANITOBA | Office of Legal Counsel

MEMORANDUM

TO: Senate Committee on Awards
        c/o Dr. Philip Hultin, Chair

        cc: Jane Lastra, Director, Financial Aid & Awards

FROM: Maria Versace, Legal Counsel

DATE: September 15, 2015   *M Versace*

Re: **Esther G. Castanera Scholarship Fund**

On February 23, 2015, Mr. Justice Dewar of the Manitoba Court of Queen's Bench approved the University of Manitoba's application to allow the Esther G. Castanera Scholarship Fund to be established "for needy and qualified women graduates of Steinbach Regional Secondary School who will study for a Bachelor of Science degree with a major in one of the basic sciences of chemistry, physics, mathematics, biochemistry or molecular biology". A copy of Mr. Justice Dewar's decision is available online at:

http://www.canlii.org/en/mb/mbqb/doc/2015/2015mbqb28/2015mbqb28.pdf

The University of Manitoba had sought to vary the terms of the trust for the Esther G. Castanera Scholarship Fund, which was given to the University by bequest through Dr. Castanera's estate in 1997 to benefit "women graduates of Steinbach Collegiate Institute who will study for a Bachelor of Science degree with a major in one of the basic sciences of chemistry, physics, mathematics, biochemistry or molecular biology". The Award had not been approved by the Senate Committee on Awards because of the gender-specific nature of the award. In addition, "Steinbach Collegiate Institute" no longer existed, having been replaced in 1972 by the "Steinbach Regional Secondary School" as the city's only public high school.

With respect to the name of the school, Mr. Justice Dewar agreed that the wording in the will relating to "Steinbach Collegiate Institute" should be varied to "Steinbach Regional Secondary School". He found that the evidence established that "the intention of Dr. Castanera was to benefit graduates of the public high school in Steinbach" and inferred that "this information simply did not get to the solicitor who drafted the will".

With respect to the gift to women graduates, Mr. Justice Dewar held that the restrictions contained in the Esther G. Castanera Scholarship Fund were not motivated by superiority, but by a desire to

promote women in a field which is historically male-dominated. To the extent that such award is discriminatory under s.13 of the Human Rights Code, Mr. Justice Dewar held that such discrimination is bona fide and reasonable as it stemmed from a desire to promote women in a field in which historically there has been underrepresentation. He further held that "a university policy which focuses on the numerical fact of the discrimination without considering qualitative factors such as the background of a testator/testatrix and the origin of the gift does not adequately respect the wishes of the person who made the gift available in the first place", and that "an overreliance upon numbers to conclude discrimination not only lacks an appreciation of history, it does not treat the testator or testatrix with the respect and gratitude to which he or she is entitled."

Mr. Justice Dewar held that where a gift can be articulated as promoting a cause or belief with specific reference to a past inequality, there will be nothing discriminatory about such a gift (even if there is equal representation in a program) unless societal values have changed so significantly that the condition has become offensive generally to members of society. He concluded that the Esther G. Castanera Scholarship Fund was intended to address a past inequality, and was therefore not offensive and did not violate the Human Rights Code or public policy.

On this basis, the Esther G. Castanera Scholarship Fund should be approved for needy and qualified women graduates of Steinbach Regional Secondary School who will study for a Bachelor of Science degree with a major in one of the basic sciences of chemistry, physics, mathematics, biochemistry or molecular biology.

End memo.

S:\Legal\Donor Relations (Philanthropy)\2012\0390 - Esther Castanera Scholarship\Memorandum to Senate Committee.docx

UNIVERSITY of MANITOBA | Asper School of Business

Michael Benarroch, PhD
Dean and CA Manitoba Chair in Business Leadership
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181 Freedman Crescent
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June 10, 2015

Dr. Philip Hultin
Chair, Senate Committee on Awards
c/o Adrienne Domingo, Awards Establishment Coordinator
424 University Centre
University of Manitoba

RE: Wawanesa Insurance ABEP Bursary

Dear Dr. Hultin,

The I.H. Asper School of Business supports the establishment of the Wawanesa Insurance ABEP Bursary.
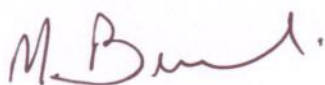
In the Fall Term of 2014, the School's self-declared Aboriginal student population was 3.6% of total enrolment, compared to the University of Manitoba Aboriginal student population average of 7.2%.

Aboriginal student enrolment data for the past five years in the I.H. Asper School of Business is provided for context in the table below.

Year (Fall Term)	Number of Aboriginal Students	Total Students	% Aboriginal Students
2014	63	1753	3.6
2013	55	1752	3.1
2012	59	1742	3.4
2011	62	1698	3.7
2010	62	1604	3.9

As an institution, our commitment is to increase the number of Aboriginal students on our campuses. Increasing the number of bursaries, scholarships and awards for Aboriginal students contributes to this commitment. This bursary will provide the I.H. Asper School of Business the opportunity to recruit, support and retain Aboriginal students at the University of Manitoba and, in doing so, will also contribute to the success of individual Aboriginal students.

Sincerely,

Dr. Michael Benarroch

UNIVERSITY
OF MANITOBA | Enrolment Services

June 18, 2015

Dr. Philip Hultin
Chair, Senate Committee on Awards
c/o Mandy Laing,
Awards Establishment/Selection Coordinator
424E University Centre
University of Manitoba

RE: Ruby Samlalsingh Scholarship

Dear Dr. Hultin,

Financial Aid and Awards supports the establishment of the Ruby Samlalsingh Scholarship.

In the Fall Term of 2014, the University of Manitoba's Indigenous undergraduate student population was 7.9% of total enrolment, compared to Manitoba's Indigenous population of 16.7%[1].

Indigenous student enrolment data for the past five years at the University of Manitoba is provided for context in the table below.

Year (Fall Term)	Number of Indigenous Students	Total Students	% Indigenous Students
2014	1,997	25,298	7.9
2013	1,973	25,363	7.8
2012	1,933	24,996	7.7
2011	1,876	24,374	7.7
2010	1,771	23,929	7.4

---

[1] Statistics Canada. *Aboriginal Peoples in Canada: First Nations People, Metis and Inuit, National Household Survey, 2011,* Catalogue no. 99-011-X2011001 [cited July 18, 2013 on Employment and Social Development Canada website: http://well-being.esdc.gc.ca/misme-iowb/.3ndic.1t.4r@-eng.jsp?iid=36].

STUDENT
AFFAIRS
creating opportunities for student success

As an institution, our commitment is to increase the number of Indigenous students on our campuses. Increasing the number of bursaries, scholarships and awards for Indigenous students contributes to this commitment. This scholarship will provide the opportunity to recruit, support and retain Indigenous students at the University of Manitoba and, in doing so, will also contribute to the success of individual Indigenous students.

Sincerely,

Jane Lastra
Director
Financial Aid and Awards

Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Education to add a subject area as a teachable minor for admission to the Bachelor of Education program (2015.08.24)

Preamble:
1. The terms of reference for this committee can be found at: *http://umanitoba.ca/admin/ governance/governing_documents/governance/sen_committees/490.htm.*

2. The Faculty of Education is proposing the addition of Religious Studies as a teachable minor for admission to the Early Years and Middle Years Bachelor of Education programs.

3. The proposal was approved by the Faculty of Education Council on June 15, 2015 and was endorsed by SCADM on August 24th, 2015.

Observations:
1. The proposal outlines the history of courses that had previously been added as teachable subject areas.

2. On June 24, 2014, the Minister of Education authorized the addition of Religious Studies to the list of subject areas acceptable as a teachable subject area.

Recommendation:
The Senate Committee on Admissions recommends that the proposal to add Religious Studies as a teachable minor for admission to the Early Years and Middle Years Bachelor of Education programs be approved effective September, 2016.

Respectfully submitted
Susan Gottheil, Chair, Senate Committee on Admissions

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

UNIVERSITY OF MANITOBA | Faculty of Education
Office of the Dean

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www.umanitoba.ca/education

DATE: June 29, 2015

TO: Mr. Jeff Leclerc, University Secretary

FROM: Dr. David Mandzuk, Chair, Faculty of Education Council

RE: Motion for Senate

CC: Drs. Richard Hechter and Thomas Falkenberg, Senators
Dr. Francine Morin, Head, Department of Curriculum, Teaching and Learning
Dr. Jon Young, Acting Head, Department of Educational Administration, Foundations and Psychology
Dr. Jerome Cranston, Chair, CITEP
Ms Tara Baxter, Committee Secretary, CITEP
Ms Louise Graham, Coordinator (Graduate & PBDE Student Services)
Ms Desiree Kennedy, Coordinator (Admissions, Registration & Course Scheduling)

The following motion was passed by the CITEP (Committee on Initial Teacher Education Programs) [on June 1, 2015] and subsequently by Faculty of Education Council [on June 15, 2015]. Please forward this motion to the Senate Committee on Admissions for consideration at their next meeting.

MOTION: *That Faculty of Education Council recommends the addition of the following subject area as a teachable minor for admission to the Early Years and Middle Years Bachelor of Education programs effective September, 2016:*
• Religious Studies

Rationale:
On May 3, 2004, the Minister of Education, Citizenship and Youth sent a letter to the Faculties of Education stated that a number of new areas would be recognized as teachable minors. In response to that notification, on June 8, 2006 CITEP forwarded to Faculty Council (and in turn to Senate) a motion to accept these subject areas for Early and Middle Years only.

The choice of Early and Middle Years was based on the fact that these programs are geared to Generalists and do not require a specific C & I for the subject.

The subject areas added and included in the Senate package were: Anthropology, Classics, Dance, Developmental Studies (Family Studies/Child Development), Earth Science (Geological

Science), Environmental Science (Environmental Studies), Law, Philosophy, Political Science (Political Studies), Psychology, Sociology.

The Motion passed at October 4, 2006 Senate states:

> *It was MOVED by Dr. Morphy, on behalf of the Committee: THAT Senate approve the report the of the Senate Committee on Admissions concerning a proposal from the Faculty of Education to add a number of teachable minors for admission to the Early Years and Middle Years programs, effective for 2007-2008 intake [dated August 31, 2006].*

A further motion dated from CITEP to Faculty Council (dated October 30, 2006) added Economics, which was inadvertently missed in the initial list of subject areas. It read:

> *That Faculty of Education Council recommends the addition of the following subject area e minor for admission to the Early Years and Middle Years Bachelor of Education programs effective February 1, 2007:*
>
> • *Economics*

It was approved at Senate on April 4, 2007.

On June 24, 2014, the Minister of Education authorized the addition of Religious Studies to the list of subject areas acceptable as a teachable subject area. Further to his recommendation, we are proposing that a motion be submitted:

> *That Faculty Council approve the addition of Religious Studies as an acceptable teachable area for admission to Early Years and Middle Years.*
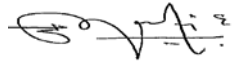
In addition to those courses offered under the Department of Religious Studies, the Minister has acknowledged in a further letter that for their purposes, Catholic Studies will be considered part of a Religious Studies minor.

OFFICE OF THE
VICE-PRESIDENT (RESEARCH
AND INTERNATIONAL)

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MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

FROM: Digvir Jayas, Vice-President (Research and International)
             and Chair, Senate Committee on University Research

DATE: June 12, 2015

SUBJECT: Periodic Review of Research Centres and Institutes: Legal Research Institute
             (LRI)

Attached is the report on the Legal Research Institute (LRI)conducted by the Senate Committee on University Research (SCUR), 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: Dean Lorna Turnbull
      Debra Parkes

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

THE SENATE COMMITTEE ON UNIVERSITY RESEARCH
ON THE REVIEW OF THE
Legal Research Institute - LRI

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 sections 2.6 to 2.13 of the Procedures, and involved a review of annual reports of the Centre/Institute as well as **a report prepared by the Research Centre/Institute Director** which (as per section 2.8 of the Procedures) contained:

    a) 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;
    b) a five-year plan which identifies future research directions and development strategies;
    c) letters indicating continued support for the research/centre institute from appropriate department heads and faculty/school deans/directors; and
    d) the names of individuals who could provide external assessments of the research centre/institute.

2.   The membership of this sub-committee was as follows:

    CHAIR: Dr. Lea Stirling
    MEMBER: Dr. Janice Ristock
    MEMBER: Dr. Jeff Taylor

3.   The assessment of the sub-committee was as follows:

    (a)   The extent to which the research centre/institute has fulfilled:
        (i)   The general objectives of research centres/institutes as stipulated under the Policy;

Goals and Objectives are clearly defined. The Institute was founded in 1968 and has operated steadily since then.   The Institute hosts conferences, bringing together scholars from a range of disciplines. Many scholars who receive grants from the LRI collaborate with other scholars and institutions. Collaboration with the Canadian Museum of Human Rights, the Manitoba Institute for Policy Research (UM) and the Asper Review of International Business and Trade are particularly noted.

Grantees are successful at parlaying modest grants from the LRI into publications. Most of the funds supplied in grants by the LRI are used for hiring research assistants and "student editors" for journals published by the LRI. These students get experience at research, writing, editing, and professional interaction.

The LRI-funded *Canadian Journal for Human Rights* has a partnership with the Canadian Museum for Human Rights. The *Manitoba Law Journal* cooperates with the Manitoba Institute for Policy Research and the *Asper Review of International Business and Trade* in terms of resources and personnel. Individual research projects supported by the institute involve partnerships within the Faculty of Law, within the University of Manitoba, and external to it.

        (ii)   Its specific objectives, as indicated on its establishment;

Supporting legal research by academic staff at the University of Manitoba, primarily in the Faculty of Law;
The LRI awards a half dozen research grants every year to allow faculty members to hire student research assistants. It is clear that the faculty members have parlayed this support into many journal articles, chapters in books, and sections of at least three single-authored books. Indeed, the system of awarding numerous small grants that principally support student researchers means that the budget of the institute is able to generate a large volume of research. The fact that any given project can only receive LRI funding once also ensure a wide distribution of scholarship. In several instances, these seed grants have led to successful applications for funding from SSHRC.

Promoting the development of legal research skills among students;
Working as research assistants hones the research and writing skills of students. One student researcher writes in his letter of support that he learned to "write on complex legal matters in a way that is simple, succinct, and accurate." The editorial positions likewise hone writing and professional skills.

Supporting conferences, workshops, or seminars on legal topics of significance to Manitoba and/or featuring Manitoba-based research;
During the past three years, the LRI has organized three conferences (on assisted human reproduction, refugee research and community outreach, and factors in territorial

sovereignty). The conferences bring together academics, practicing lawyers, policy makers, and other community members.

Supporting scholarly publications associated with the Faculty of Law;
The Faculty of Law publishes the *Manitoba Law Journal* (*MLJ*) and the recently established *Canadian Journal for Human Rights*, using support from the LRI to hire student editors who chores including management of peer review, editing manuscripts, and checking citations. During the review period, the LRI also held a four-year position editing the *Canadian Journal of Women and the Law* (the editorship rotates). Thus, the institute is very active in publication and the LRI provides essential support.

Note that the *MLJ* has also received a 3-year grant from SSHRC totaling close to $90,000. The MLJ has kept a punctual publication schedule. MLJ has a special annual issue on legislation and public policy, *Underneath the Golden Boy*. Subscription levels for the MLJ have remained steady even though many law journals are seeing their subscriptions decline.

Publicizing research activity funded by the LRI
The special issue of the MLJ, *Underneath the Golden Boy*, is distributed to all elected MLAs and MPs in Manitoba, as well as Ministers and Deputy Ministers. Research supported by the LRI plays a role in policy development in Manitoba, Canada, and internationally. The conferences and workshops organized by the LRI also publicize research supported by the institute.

    (b)   Highlight past research training and funding of the centre. Discuss the appropriateness of its proposed five-year plan for future research directions and development strategies and;

The Legal Research Institute (LRI), which was established by the Senate and Board of Governors of the University of Manitoba in 1968, has been funded in recent years by an annual $80,000 grant from the Manitoba Law Foundation. Furthermore, the LRI has employed 37 law students as research assistants or student journal editors from 2011 to 2014. All received training, mentorship, and experience in legal research, analysis, writing and editing.

During the next five years the LRI will devote most of its funding and efforts to the continuation of its Research Assistant Program. In addition, it will provide support to the *Manitoba Law Journal* and the *Canadian Journal of Human Rights* through its Journal Publication Program and to relevant conferences and workshops in which Robson Hall faculty and students are active participants. These activities are appropriate given the LRI's mandate, are consistent with its past activities, and are viable within its anticipated annual budgets.

    (c)   Its current and projected financial viability.

The LRI receives an annual grant of $80,000 from the Law Foundation of Manitoba. The grant supports the activities of the Centre including the awarding of small grants for legal research, the funding the salaries of student research assistants and student editors, supporting conferences and workshops hosted at the University of Manitoba as well as supporting some scholarly publications.

The Law Foundation of Manitoba is continuing their strong support of the LRI despite low interest rates affecting the Foundation's funds. The Director of the LRI (with the support of the Dean) is also approaching donors to fund legal research and is exploring other income generating opportunities for disseminating legal research from the faculty. In sum, the report indicates that the LRI's budget for the next five years will remain at or exceed $80,000 per year allowing them to continue with their mandate and remain a viable centre.

Recommendation:

THAT the *Legal Research Institute (LRI)* be renewed for a term of *5 years from June 01, 2015 through May 31, 2020.*

MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

FROM: Digvir Jayas, Vice-President (Research and International)
and Chair, Senate Committee on University Research

DATE: June 12, 2015

SUBJECT: Periodic Review of Research Centres and Institutes: University Of Manitoba
Transport Institute (UMTI)

Attached is the report on the University Of Manitoba Transport Institute (UMTI) conducted by
the Senate Committee on University Research (SCUR), 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: Dean Michael Benarroch
    David Duval

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

THE SENATE COMMITTEE ON UNIVERSITY RESEARCH
ON THE REVIEW OF THE
(University of Manitoba) Transport Institute - UMTI

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 sections 2.6 to 2.13 of the Procedures, and involved a review of annual reports of the Centre/Institute as well as **a report prepared by the Research Centre/Institute Director** which (as per section 2.8 of the Procedures) contained:

   a) 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;

   The University of Manitoba Transport Institute (UMTI) has a notable history of research activities at the University dating back to its original creation in 1984. Although it has been very active in past periods conducting research in the area of transport policy and particularly supply chain management (since 2005), the activity has dwindled in recent years due to a number of leadership changes. There has been a high turn-over at the Director level and within the active membership. Funding to the institute was also significantly impacted in 2010 when the Province of Manitoba ended its ongoing operating funding commitment.

   The report provides sufficient documentation regarding its original objectives and proposed revision to include the "business of transport" as well as a listing of research and training accomplishments. The list of the accomplishments highlights external funding received (and associated research reporting), conference support and research collaborations.

b) a five-year plan which identifies future research directions and development strategies;

Pages 13-15 provide a very high level five year plan, but there is limited detail of how the active academic membership in the UMTI will contribute to the activities noted to implement the plan.   The descriptions of what research funding sources UMTI be applying for or how they will engage with the agencies and organizations indicated to conduct research is not specifically laid out although some potential partners are indicated. A statement indicates that UM base funding does not require full cost recovery for research which is not a sustainable plan given the indications that research should be done, at minimum, on a cost recovery basis at the U of MB that includes appropriate institutional costs.

Further information obtained by the review committee included Specific key performance indicators for external contracts, agency funding, training, outreach, governance, reports, and publications. These provide criteria for the future direction of the Institute.

c) letters indicating continued support for the research/centre institute from appropriate department heads and faculty/school deans/directors; and

There is a letter from the Dean of the Faculty and from the Department Head of supply chain management supporting the application and indicating that past budget contributions will continue as per the budget presented by UMTI. There are no specific indications of how UMTI partners or links to other units in the Faculty or University will be strengthened and used to leverage the resources of the institute.

d) the names of individuals who could provide external assessments of the research centre/institute.

This has been provided but it should be noted that the proposed industry advisory board has not been contacted and as such have not committed to serving on the advisory board. Given the stature of the individuals named it would be premature to accept that they would all agree to serve in the capacity noted although clearly all have a direct interest in the activities of the Institute. In addition the names presented would bring industry perspective but not necessarily a detailed research perspective that the Institute would also benefit from. The potential for an industry advisory board and technical advisory board should be explored.

2. The membership of this sub-committee was as follows:

CHAIR: Dr. James Blatz
MEMBER: Dr. Martin Scanlon
MEMBER: Dr. Jonathan Beddoes

3.   The assessment of the sub-committee was as follows:

(a)   The extent to which the research centre/institute has fulfilled:
       (i)   The general objectives of research centres/institutes as stipulated under the
              Policy; and

              *The academics within the UMTI have been actively seeking new research
              grants and contracts for the Institute and a plan has been presented on how
              they will bring in new activities to the institute to build on its reputation. The
              alteration to the mission and objectives are centered on the "business of
              transport" offers new opportunities but lacks specifics in the reports on how
              this research direction will establish renewed activity in the institute. The
              director has indicated pathways to increase these efforts, but has not had the
              opportunity to demonstrate progress to date.*

              *The training elements undertaken through the Certificate of Logistics
              program that are primarily education and training focused and the support
              of numerous conferences that are research directed is the strongest
              accomplishments of the Institute. The overall focus of the Institute has been
              predominantly on the academic elements as opposed to the research
              activities, albeit the academic activities do provide some ties to research
              interests.*

       (ii)   Its specific objectives, as indicated on its establishment;
              The Institute

              *The specific objectives of being an independent research and policy institute
              examining the movement of goods and people is still at the core of the
              institute. The delivery of these activities appears to be more through
              conferences and courses at this time which are valuable endeavors but are
              not heavily centered on research activities at this point in comparison to its
              past activities. Two of the primary goals identified in the proposed five year
              plan are related to training opportunities including potential Certificate or
              Diploma programs which will enhance the academic outcomes and should
              serve to support research interest in the Institute.*

(b)   Highlight past research training and funding of the centre. Discuss the
       appropriateness of its proposed five-year plan for future research directions and
       development strategies and;

              *A plan which outlines short-term and long-term objectives and activities that
              would be required to establish progress towards defined goals that align
              with the core expectations of a research institute was included. A number of
              new Associates have been appointed and there will be increased activity*

with graduate students as a result. The need to serve a broader mandate to include faculty members from a wider set of disciplines outside of the limited existing membership which is critical to sustainability, was identified.

Funding for UMTI research has declined in recent years at the levels to the point where in the last year of the report there were no new activities funded. In the last three years Appendix I of the report lists three commercial projects undertaken by the Institute, presumably each project generated a report, and corresponding funding totaling less than $100,000 however there are currently five new projects that have been initiated.

(c)   Its current and projected financial viability.

The current viability of the institute is based solely on funding from the faculty, training revenues and research grant and contract revenue. The report indicates that the Province is no longer providing base funding as of 2010 and there is no indication that it will renew that funding in the near future. This is a concern as there does not seem to be any plan as to how to re-build the financial resources required to properly resource the institute to achieve its stated objectives. Given the financial reality faced by all post-secondary institutions this gives some cause for concern. A sound business plan for the long term sustainability needs to be a focus for the Director as the Institute moves forward in re-building its critical mass of research activity.

Recommendation:

THAT the *(University of Manitoba) Transport Institute – UMTI***, be renewed for a 2-year period** *from January 01, 2016 through to December 31, 2017***, to address the issues noted for consideration with any renewal application that follows.**

Report of the Senate Committee on Nominations

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

The terms of reference for the Senate Committee on Nominations may be found on the University Governance website at:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/507.html

The Committee met on September 22, 2015 (electronically) to consider nominations to fill vacancies on the standing committees of Senate.

<u>**Observation**</u>

Listed below are Senate committees with vacancies to be filled, along with the names of the nominees being proposed, their faculty/school, and the expiry date of their terms. Following the list is the membership list for each committee with a vacancy, including the names of the nominees, which have been highlighted.

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

The Senate Committee on Nominations recommends to Senate the following list of faculty nominees:

COMMITTEE	NOMINEE(S)	FACULTY/ SCHOOL	TERM END DATE
Senate Committee on Admissions	Prof. Robert Biscontri (S)	Management	2017.05.31
Senate Committee on Instruction and Evaluation	Prof. Brenda Elias (S)	Health Sciences	2018.05.31

The Senate Committee on Nominations also recommends to Senate the following list of student nominees:

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

COMMITTEE	NOMINEE(S)	FACULTY/ SCHOOL	TERM END DATE
Senate Committee on Academic Accommodation Appeals	Ms Helen Teklemariam (S)	Science	2016.05.31
	Mr. Jordan Sangalang	Graduate Studies	2016.05.31
Senate Committee on Academic Dress	Ms Oyindamola Alaka	University 1	2016.05.31
Senate Committee on Academic Freedom	Ms Sohni Tappia (S)	Management	2016.05.31
	Ms Laurie Anne Vermette	Graduate Studies	2016.05.31
Senate Committee on Academic Review	Ms Pamela Bachewich (S)	Health Sciences	2016.05.31
Senate Committee on Admissions	Mr. Joseph Bernshine	Science	2016.05.31
	Ms Victoria Krahn	Graduate Studies	2016.05.31
	Mr. Ifeanyi Nwachukwu	Graduate Studies	2016.05.31
Senate Committee on Admission Appeals	Ms Tanjit Nagra	Arts	2016.05.31
	Mr. Dmitri Krassioukov-Enns (R)	Graduate Studies	2016.05.31
Senate Committee on Appeals	Ms Alanna Roscoe (S)	Music	2016.05.31
	Ms Kailee Grimolfson	Graduate Studies	2016.05.31
	Mr. Abdul-Manan Sadick	Graduate Studies	2016.05.31
Senate Committee on Awards	Mr. Christian Okwudiwa	Arts	2016.05.31
	Mr. Gustavo Mejicanos (R)	Graduate Studies	2016.05.31
Senate Committee on Curriculum and Course Changes	Ms Hunter Loewen (S)	Engineering	2016.05.31
	Mr. David Sytnik	Health Sciences	2016.05.31
	Ms Alexandra Ciapala	Graduate Studies	2016.05.31

Senate Committee on Instruction and Evaluation	Ms Pamela Bachewich (S)	Health Sciences	2016.05.31
	Ms Helen Teklemariam (S)	Science	2016.05.31
	Mr. Mahdi Rahimian	Graduate Studies	2016.05.31
	Ms Laurie Anne Vermette	Graduate Studies	2016.05.31
Joint Senates Committee on Master's Programs	Ms Christina Reinke	Graduate Studies	2016.05.31

*   (S) indicates a member of Senate
**   (R) indicates re-appointment

Respectfully submitted,

Professor M. Edwards, Chair
Senate Committee on Nominations

SENATE COMMITTEE ON ACADEMIC ACCOMMODATION APPEALS

Last updated September 21, 2015

Composition	Incumbents	Faculty/School	Term
Chair, appointed by the President	TBD		2018.05.31
Five members of the academic staff appointed by Senate	Dr. Terri Ashcroft	Health Sciences	2018.05.31
	Prof. Nancy Hansen	Graduate Studies	2018.05.31
	Prof. Robert Hoppa	Arts	2018.05.31
	Prof. Zana Lutfiyya	Education	2018.05.31
	Prof. Cathy Rocke	Social Work	2018.05.31
Two students appointed by Senate	Ms Helen Teklemariam	Science	2016.05.31
	Mr. Jordan Sangalang	Graduate Studies	2016.05.31
Resource: Marcia Yoshida 474-6166 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON ACADEMIC DRESS

Last updated August 10, 2015

Composition	Incumbents	Faculty/School	Term
Director, School of Art, Chair	Prof. Paul Hess	School of Art	*Ex-officio*
Head, Department of Interior Design	Prof. Kelley Beaverford	Architecture	*Ex-officio*
Registrar	Mr. Neil Marnoch		*Ex-officio*
One member of academic staff from Textile Sciences	Prof. Song Liu	Agricultural and Food Sciences	2018.05.31
Two students [SCN]	Ms Oyindamola Alaka	University 1	2016.05.31
	TBD		2016.05.31
Resource: Sandi Utsunomiya 474-8174 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON ACADEMIC FREEDOM

Last updated September 16, 2015

Composition	Incumbents	Faculty/School	Term
Five members of academic staff, at least three of whom shall be Senators. At least one of the five shall be from among those excluded from collective bargaining units.	Prof. Joanne Embree (S)	Health Sciences	2016.05.31
	Prof. Ryan Cardwell	Agricultural & Food Sciences	2017.05.31
	Prof. Richard Hechter (S)	Education	2017.05.31
	Prof. Cam Morrill	Management	2018.05.31
	Dean Jeffery Taylor (S)	Arts	2018.05.31
Two students, at least one of whom shall be a student Senator	Ms Sohni Tappia (S)	Management	2016.05.31
	Ms Laurie Anne Vermette	Graduate Studies	2016.05.31
Resource: Shannon Coyston 474-6892 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON ACADEMIC REVIEW

Last updated August 10, 2015

Composition	Incumbents	Faculty/School	Term
Vice-President (Academic) & Provost (or designate), Chair	Dr. David Collins, designate		*Ex-officio*
Vice-Provost (Integrated Planning & Academic Programs)	Dr. David Collins		*Ex-officio*
Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies (or designate)	Dr. Jay Doering		*Ex-officio*
Two members of Senate holding the rank of Dean of a Faculty or College, Director of a School or Head of a Department*	Prof. John Anderson (S)	Science	2016.05.31
	Dean Douglas Brown (S)	Kinesiology and Recreation Management	2018.05.31
Two students who are members of Senate	Ms Pamela Bachewich (S)	Health Sciences	2016.05.31
	TBD (S)		2016.05.31
Three members of the academic staff, at least one of whom shall be a member of Senate*	Prof. Janet Morrill	Management	2016.05.31
	Prof. Liqun Wang (S)	Science	2016.05.31
	Prof. Hope Anderson	Health Sciences	2018.05.31
Resource: Shannon Coyston 474-6892 Terms of Office: three-year terms; students = one-year terms			

* Of the committee members elected from these two categories, at least one shall be from the Bannatyne campus

SENATE COMMITTEE ON ADMISSIONS

Last updated September 22, 2015

Composition	Incumbents	Faculty/School	Term
Vice-President (Academic) (or designate), Chair	Ms Susan Gottheil, designate		*Ex-officio*
Vice-Provost (Students) (or designate)	Ms Erin Stone, designate		*Ex-officio*
Executive Director, Enrolment Services	Mr. Jeff Adams		*Ex-officio*
Dean, Faculty of Arts (or designate)	Prof. Steve Lecce, designate		*Ex-officio*
Dean, Faculty of Science (or designate)	Prof. Ben Li, designate Prof. Peter Loewen (alternate)		*Ex-officio*
Dean, Faculty of Health Sciences (or designate)	Prof. John Perry, designate		*Ex-officio*
Two Deans of Faculties or Directors of Schools from faculties or schools other than the Faculties of Arts, Science or Health Sciences	Dean David Mandzuk	Education	2017.05.31
	Dean Lorna Turnbull	Law	2018.05.31
Six members of the academic staff, at least three shall be Senators, with no two from the same faculty or school	Prof. Gary Anderson (S)	Science	2016.05.31
	Prof. Robert Biscontri (S)	Management	2017.05.31
	Prof. Nariman Sepehri *(on leave)*	Engineering	2017.05.31
	Prof. Derek Brewin (S) *(on leave)*	Agricultural and Food Sciences	2017.05.31
	Dr. Jerome Cranston	Student Academic Success	2018.05.31
	Prof. Sarah Teetzel	Kinesiology & Rec. Mgmt	2018.05.31
Three students	Mr. Joseph Bernshine	Science	2016.05.31
	Ms Victoria Krahn	Graduate Studies	2016.05.31
	Mr. Ifeanyi Nwachukwu	Graduate Studies	2016.05.31
Deputy Minister of Education and Advanced Learning (or designate)	DECLINED		*Ex-officio*
One Counsellor from a High School to be nominated by the Manitoba School Counsellors' Association	Mr. Peter Brass	St. John's-Ravenscourt School	2018.05.31

Resource: Amanda Ward   474-8820
Terms of Office: three-year terms; students = one-year terms

SENATE COMMITTEE ON ADMISSION APPEALS
Last updated September 16, 2015

Composition	Incumbents	Faculty/School	Term
One member holding academic appointment in the University appointed as Chair of the Committee for a three year term by the Senate Executive Committee*	Dean David Mandzuk, Chair	Education	2018.05.31
One member holding academic appointment in the University appointed as Vice-Chair of the Committee for a three year term by the Senate Executive Committee.* The Vice-Chair shall not be from the same Faculty/School/College as the Chair	Prof. Brenda Hann, Vice-Chair	Science	2018.05.31
Eight members with broad representation across Faculties/Schools/Colleges holding academic appointments in the University	Prof. Mike Domaratzki	Science	2016.05.31
	Prof. Joan Linklater	Music	2017.05.31
	Prof. Kumar Sharma	Science	2017.05.31
	Prof. Lucas Tromly *(on leave)*	Arts	2018.05.31
	Prof. Catherine Casey	Education	2016.05.31
	Prof. Subbu Sivaramakrishnan	Management	2017.05.31
	Prof. Ryan Cardwell	Agricultural and Food Sciences	2018.05.31
	Prof. Lorna Guse	Health Sciences	2018.05.31
Two students	Ms Tanjit Nagra	Arts	2016.05.31
	Mr. Dmitri Krassioukov-Enns	Graduate Studies	2016.05.31
President of UMSU (or designate)	Mr. Jeremiah Kopp		*Ex-officio*
Director (Admissions), Enrolment Services (non-voting)	Ms Erin Stone		*Ex-officio*
Resource: Marcia Yoshida 474-6166 Terms of Office: three-year terms; students = one-year terms			

* the Chair and Vice-Chair shall not be members of a Faculty/School/College admission selection committee

SENATE COMMITTEE ON APPEALS
Last updated September 22, 2015

Composition	Incumbents	Faculty/School	Term
One academic member appointed as Chair by the Senate Executive Committee	Prof. Archie McNicol	Health Sciences	2018.05.31
One member from the elected academic members to be appointed as Vice-Chair by the Senate Executive Committee (shall not be from the same faculty or school as the Chair)	Prof. Sharon Alward	School of Art	2018.05.31
Three members from among Deans of Faculties or Colleges and Directors of Schools appointed by the President	Dean Edmund Dawe	Music	2016.05.31
	Dean Beverly O'Connell	Health Sciences	2016.05.31
	Dean Douglas Brown	Kinesiology and Recreation Management	2017.05.31
Three academic members of Senate	Prof. Sharon Alward (S)	School of Art	2016.05.31
	Prof. Diana McMillan (S)	Health Sciences	2017.05.31
	Prof. Peter Blunden (S)	Science	2018.05.31
Four academic members	Prof. Lisa Fainstein	Law	2016.05.31
	Prof. Martin Scanlon	Agricultural & Food Sciences	2017.05.31
	Prof. Charlotte Enns	Education	2018.05.31
	Prof. Vanessa Swain	Health Sciences	2018.05.31
President of UMSU (or designate)	Ms Rebecca Kunzman, designate		*Ex-officio*
Four students	TBD		2016.05.31
	Ms Alanna Roscoe	Music	2016.05.31
	Ms Kailee Grimolfson	Graduate Studies	2016.05.31
	Mr. Abdul-Manan Sadick	Graduate Studies	2016.05.31
One member appointed by Université de Saint-Boniface	Mr. Roland Saurette		2016.05.31
One student appointed by Université de Saint-Boniface	TBD		2015.05.31
Resource: Marcia Yoshida 474-6166 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON AWARDS
Last updated September 16, 2015

Composition	Incumbents	Faculty/School	Term
Six members of the academic staff (at least one shall be a Senator) These six shall include at least two from professional faculties/schools, at least one from Arts and one from Science.	Prof. Jared Carlberg (S)	Agricultural and Food Sciences	2016.05.31
	Prof. Wanda Chernomas	Health Sciences	2016.05.31
	Prof. Laura Loewen	Music	2016.05.31
	Prof. Greg Smith	Arts	2016.05.31
	Prof. Philip Hultin (S), Chair	Science	2017.05.31
	Prof. Darcy MacPherson (S)	Law	2017.05.31
Two students	Mr. Christian Okwudiwa	Arts	2016.05.31
	Mr. Gustavo Mejicanos	Graduate Studies	2016.05.31
Director, Financial Aid and Awards Office	Ms Jane Lastra		*Ex-officio*
Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies (or designate)	Dr. Jay Doering, designate Rowena Krentz		*Ex-officio*
Resource: Adrienne Domingo 474-7257 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON CURRICULUM AND COURSE CHANGES
Last updated September 24, 2015

Composition	Incumbents	Faculty/School	Term
Seven members of the academic staff	Ms Joanne Hamilton	Health Sciences	2016.05.31
	Prof. Michele Piercey-Normore	Science	2016.05.31
	Prof. Greg Smith, Acting Chair	Arts	2016.05.31
	Prof. Jared Carlberg	Agricultural and Food Sciences	2017.05.31
	Prof. Jerome Cranston	Education	2017.05.31
	Prof. Bev Temple	Health Sciences	2017.05.31
	Prof. Dean McNeill	Engineering	2018.05.31
Three students	Ms Hunter Loewen	Engineering	2016.05.31
	Mr. David Sytnik	Health Sciences	2016.05.31
	Ms Alexandra Ciapala	Graduate Studies	2016.05.31
One lay member of the Board of Governors	DECLINED		
Representative from the Libraries	Ms Jan Horner		*Ex-officio*
Representative from Université de Saint-Boniface	Dr. Peter Dorrington		*Ex-officio*
Vice-Provost (Integrated Planning and Academic Programs)	Dr. David Collins		*Ex-officio (non-voting)*
Registrar	Mr. Neil Marnoch		*Ex-officio (non-voting)*
Resource: Shannon Coyston 474-6892 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON INSTRUCTION AND EVALUATION

Last updated September 22, 2015

Composition	Incumbents	Faculty/School	Term
Vice-President (Academic) and Provost (or designate), Chair	Dr. Janice Ristock, designate		*Ex-officio*
Seven members of the academic staff, at least one of whom shall be a Senator and at least one should be teaching courses in University 1. The seven shall include one Dean or Director, at least one from each of Arts and Science, and at least two from other faculties/schools (one shall be from the Bannatyne Campus)	Prof. Emily Etcheverry (S)	Health Sciences	2015.12.31
	Prof. Diane Hiebert-Murphy	Social Work	2016.05.31
	Prof. Mark Lawall	Arts	2016.05.31
	Prof. Zana Lutfiyya	Education	2016.05.31
	Dr. Elena Smirnova	Science	2016.05.31
	Prof. Annemieke Farenhorst	Agricultural and Food Sciences	2018.05.31
	Prof. Brenda Elias	Health Sciences	2018.05.31
Four students, at least one graduate student	Ms Pamela Bachewich (S)	Health Sciences	2016.05.31
	Ms Helen Teklemariam	Science	2016.05.31
	Mr. Mahdi Rahimian	Graduate Studies	2016.05.31
	Ms Laurie Anne Vermette	Graduate Studies	2016.05.31
UMSU President or Vice-President	Ms Rebecca Kunzman	Vice-President Advocacy	*Ex-officio (non-voting)*
Dean or Associate Dean, Graduate Studies	Dr. Todd Mondor, Associate Dean		*Ex-officio (non-voting)*
Director, Centre for the Advancement of Teaching and Learning (or designate)	Dr. Mark Torchia		*Ex-officio (non-voting)*
Registrar or Associate Registrar (or designate)	Mr. Neil Marnoch, designate Sharon Bannatyne		*Ex-officio (non-voting)*
Director, Student Advocacy (or designate)	Ms Brandy Usick, designate Ali Wood-Warren		*Ex-officio (non-voting)*
Resource:　　　　Shannon Coyston　　　474-6892 Terms of Office:　　　three-year terms; students = one-year terms			

JOINT SENATE COMMITTEE ON MASTER'S PROGRAMS

Last updated September 16, 2015

Composition	Incumbents	Faculty/School	Term
Three members of the academic staff, of whom one shall be from outside the departments or disciplines participating in JMP's and the Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies as voting member [University of Manitoba]	Dr. Diane Hiebert-Murphy, designate	Graduate Studies	*Ex-officio*
	Prof. Sean Byrne	Mauro Centre for Peace and Justice	2016.05.31
	Prof. Mark Libin	Arts	2016.05.31
	Prof. Andrea Rounce	Arts	2017.05.31
Three members of the academic staff, of whom one shall be from outside the departments or disciplines participating in JMP's and the Vice-President (Research, Graduate Studies and International) as voting member [University of Winnipeg]	Dean Mavis Reimer	Graduate Studies	*Ex-officio*
	Dr. Anne Caudano	History	2016.06.30
	TBD		2018.06.30
	TBD		2018.06.30
Chair to be named by the Presidents of the U of M and U of W with a tie casting vote only	TBD		2018.05.31
One graduate student enrolled in a JMP to be proposed by the GSA [U of M]	Ms Christina Reinke	Graduate Studies	2016.05.31
One graduate student enrolled in a JMP to be proposed by the Chairs of the Joint Master Programs [U of W]	TBD		2016.05.31
Resource: Deanna England U of W 786-9093 Andrea Kailer U of M 474-7298 Terms of Office: three-year terms; students = one-year terms			