Senate Senate Chamber Room E3-262 Engineering Building WEDNESDAY, October 4, 2017 1:30 p.m.

AGENDA

<u>/ () </u>	,	-		
I			ES FOR DEGREES, AND CERTIFICATES - OCTOBER 2017	Page 4
		•	vill be available at the Senate meeting. A copy of the list of gont table for examination by members of Senate.	raduands will be
II			N MEDALS AND PRIZES REPORT OF THE OCTOBER CONVOCATION	
			vill be available at the front table in the Senate Chamber for Senate.	examination by
Ш	MAT	TERS T	O BE CONSIDERED IN CLOSED SESSION - none	
IV	MAT	TERS F	RECOMMENDED FOR CONCURRENCE WITHOUT DEBA	<u>TE</u>
	1.		fication of the Certificate in Adult and Continuing cation (CACE), Division of Extended Education	Page 5
	2.		sion to the Academic Schedule for 2017-2018, <u>ipational Therapy</u>	Page 38
	3.	on C Busi Scie Assis	ort of the Executive Committee of Graduate Studies ourse and Curriculum Changes RE: Asper School of ness, Departments of Dental Diagnostic and Surgical nees and Human Anatomy and Cell Science, Physician stant Studies Program, Université de Saint-Boniface, e 28, 2017]	Page 39
V	MAT	TERS F	ORWARDED FOR INFORMATION	
	1.	Repo	orts of the Senate Committee on Awards	
		a)	Part A - [June 26, 2017]	Page 43
		b)	August 24, 2017	Page 66
	2.	Repo	orts of the Senate Committee on Academic Review	
		a)	RE: Undergraduate and Graduate Program Reviews	Page 84

	b)	RE: Annual Report on the Status of Academic Program Reviews and Accredited Programs, May 1, 2016 – May 15, 2017	Page 133			
3.	<u>In Me</u>	moriam: Dr. Cynthia F. Cameron-Whalen	Page 143			
4.	-	rt on Research Contract Funds Received, ary 1 – June 30, 2017	Page 145			
5.	Corre	spondence from the President and Vice-Chancellor:				
	a)	RE: Extension of Suspension of Admissions to Undergraduate (B.Sc. in Textile Sciences, P.B.Dip. in Agrology) and Graduate Programs (Ph.D. in Cancer Control, M.Sc. in Family Social Sciences, M.A. in Icelandic, M.Sc. in Textile Sciences)	Page 149			
	b)	RE: Temporary Increases to Admission Targets for the 2017/2018 Academic Year				
		i) <u>I.H. Asper School of Business</u>	Page 150			
		ii) Bachelor of Kinesiology, Faculty of Kinesiology and Recreation Management	Page 152			
6.	Corre	spondence from the Provost and Vice-President (Academic)	1			
	a)	RE: Closure of the Bachelor of Human Ecology (General)	Page 157			
	b)	RE: Temporary Suspension of Admissions to Integrated Bachelor of Music / Bachelor of Education Degree	Page 159			
	c)	RE: Implementation of the Master of Science in <u>Prosthodontics</u>	Page 161			
7.	<u>Items</u>	Approved by the Board of Governors				
	a)	May 17, 2017	Page 163			
	b)	<u>June 27, 2017</u>	Page 164			
8.		Approved by the Board of Governors Executive nittee on August 29, 2017	Page 165			
REPO	REPORT OF THE PRESIDENT Page 166					
OUES	TION F	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.

VI

VII

VIII CONSIDERATION OF THE MINUTES OF THE MEETING OF JUNE 21, 2017

IX BUSINESS ARISING FROM THE MINUTES - none

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

1. Report of the Senate Executive Committee

Page 180

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.

XI REPORTS OF OTHER COMMITTEES OF SENATE, FACULTY AND SCHOOL COUNCILS

Report of the Senate Committee on Awards – Part B [June 26, 2017]	Page 182
Proposal to Revise the Name of the Department of Anesthesia, Rady Faculty of Health Sciences	Page 197
Report of the Senate Committee on Nominations	Page 200
	[June 26, 2017] Proposal to Revise the Name of the Department of Anesthesia, Rady Faculty of Health Sciences

XII ADDITIONAL BUSINESS

1. Request from President for Senate to Nominate Page 207

<u>Dr. Mary-Jo Romaniuk to Public Library Advisory Board</u>

XIII 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.

<u>Deans and Directors</u> 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. <u>List of Graduands</u>

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 6, 2017.



Extended Education

Office of the Dean Winnipeg, Manitoba Canada R3T 2N2 Telephone: 204-474-8010 Fax 204-474-7660 dean_extended@umanitoba.ca

Memo

To:

University Secretary

From: Gary Hepburn, Dean, Extended Education

Date:

September 6, 2017

Re:

Certificate in Program Development for Adult Learners

I am pleased to advise that Extended Education's Council approved the proposal for a major revision to our program, Certificate in Adult and Continuing Education on August 8, 2017. The revisions include renaming the program to, Certificate in Program Development for Adult Learners.

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



UNDERGRADUATE PROGRAM MODIFICATION

See the Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes.

SECTION A

Faculty/College/School: Extended Education

Department:

Choose one

Program:

Certificate in Adult and Continuing Education (CACE)

Changes Take Effect:

Request different term

SECTION B - DESCRIPTION OF PROGRAM MODIFICATION

Provide a brief description of the proposed program modification, in prose. Limit - 200 words.

The Certificate in Adult and Continuing Education ("CACE") program requires 250 contact hours comprised of 4 core courses and a range of elective courses. The last formal review of the program took place in 2005, and the program's core courses have been in place since the early 1990s.

The revised certificate (Program Development for Adult Learners or "PDAL") will consist of 210 contact hours of extension credit courses comprised of 8 short, focused core courses and elective courses that are directly relevant to the areas of workplace learning, community development, and higher education.

Proposed changes will take effect in January 2018. CACE courses will continue to be offered as required by current students.

SECTION C - RATIONALE

Provide a brief rationale for the program modification below:

Responds to a program review: Yes

A review of the CACE program including comprehensive interviews was conducted with various adult education stakeholders including former and current instructors and administrators of CACE; experts in the adult education field; HR professionals representing companies that have sponsored students; government officials in literacy and adult training; and industry leaders in workplace learning. This exercise revealed that major revisions were necessary to remain relevant in the field of adult learning and workplace development and to address a steady decline in enrollment numbers. In particular, three areas for revision were identified:

- I. Incorporate an applied learning component throughout core courses;
- II. Provide focus areas in workplace learning, community development, and higher education; and
- III. Provide flexible formats to enable adult learners to enroll in the program.

SECTION D - ACADEMIC CALENDAR CONTENT

Attach a description of the program modification as it would appear in the Academic Calendar, including any program charts, in particular. Beginning with the program description as it appears in the current Academic Calendar, clearly indicate proposed changes using strikethrough font (e.g. strikethrough) to indicate content that is to be deleted and **bold font** to indicate content that is to be added.

SECTION E - STATEMENT OF ADDITIONAL COSTS, WORKLOAD, AND/OR SUPPLIES

As a revised program, PDAL will not require additional academic or support staff internally or through other units to implement and deliver. Academic faculty workload will not be affected, as instructors are hired on an as-needed, contractual basis.

There will be development costs in the first year to create new courses which are projected to be recovered within the first five years. No additional space will be required.

SECTION F - CONSULTATION WITH OTHER UNITS THAT MIGHT BE AFFECTED BY CHANGES

See the Guidelines for instructions on how to complete this section of the form.

Yes

This program modification leads to changes in programs in other units. If "yes", a Request for Statement of Support Form(s) is required.

List programs that are affected, including programs in other faculties/colleges/schools/departments.

Faculty of Arts
Faculty of Education

SECTION G – SUPPORTING DOCUMENTATION ATTACHED	
See the Guidelines for information on required supporting documentation.	

Attached Executive summary

Choose one Transition plan

Attached Current and revised program charts and descriptions (required)

Choose one SPPC Program Proposal Budget Form

Attached Request for Statement of Support Form(s) and statements of support

SECTION H - SIGNATURES

Department Approval:			
	Type Name	Signature	Date
		•	
Faculty/College/School	Approval:	M	
	Gary Hepburn	91/1-0	13-Sep-2017
	Type Name	Signature	Date

Section D - Academic Calendar Content

Within the unit, 'objectives' are used to describe programs.

CACE Objectives (program description)

With the emphasis on lifelong learning in a global economy, there is a demand for adult educators and trainers who can facilitate the educational process and take a leadership role in the field of adult education.

Develop and enrich your knowledge and skills in the practice of adult education through:

- A comprehensive and practical foundation for excellence in adult education and training.
- Interactive learning
- Broad and varied perspectives on adult education and training
- Classmates with a diversity of experience
- Knowledgeable and respected instructors who excite your learning potential.

PDAL Objectives (program description)

The revised program is designed to create excellence in performance and learning development practice. There are three key objectives that will enable this to occur:

- Provide both a broad and focused understanding of performance and learning development through applied learning opportunities and diverse elective choices.
- Provide students with the ability to apply theory and learning through an applied project component.
- Offer the program online and/or in a compressed format to enable working professionals the opportunity to complete the program at their convenience.

Section G - Supporting Documentation

Executive Summary

Proposed Name

Program Development for Adult Learners (PDAL)

Submitter

Office of the Dean, Extended Education

Purpose of Program Revision

- 1) Regular review for quality assurance;
- 2) To incorporate contemporary practices and approaches in adult learning and workplace development.

Objectives

- 1) To address the need of a diverse range of adult learning and performance development professionals (workplace learning; community development; higher education);
- 2) Provide students with the ability to apply theory through an applied project in every core course.

Program Overview

The program is designed to create excellence in practice through an applied, practical approach to teaching and training adults in a diverse range of settings. This will be achieved through an applied, practical approach and a responsive curriculum that addresses key competencies in program development and delivery, and integrates both learner and organizational perspectives as well as learner diversity.

Contact Hours

Core: 138 and Elective: 72

Core Courses

Adult Learners (18 hours) Program Evaluation (18 hours)

Needs Assessment (18 hours) Technology in Learning (18 hours)

Program Design (18 hours) Diversity & Accommodation (18 hours)

Facilitation & Instruction (18 Applied Project (12 hours)

hours)

Program Completion

This program will take a minimum of 12 months to complete. Students will have up to five years from the initial start date (first date of enrolment) to complete the program.

Will at Least 50% of instructional contact hours be delivered by the University of Manitoba?

Yes

Has Libraries been consulted?

Yes, see Appendix 1of Formal Proposal for letter of support.

Summary of Participants and Constituents consulted

The core courses in the current CACE program are cross-listed with the Faculty of Education, and the current program is accepted by the Faculty of Arts for entry into the Bachelor of Integrated Arts (BAIS) program. Letters of Support from both faculties are attached. Courses will continue to be offered as required by current students.

Comprehensive interviews were conducted in 2016 and 2017 with various stakeholders including former and current instructors and administrators of CACE; experts in the adult education field; HR professionals representing companies that have sponsored students in the CACE program; government officials in literacy and adult training; and industry leaders in workplace learning.

Will this program operate on a cost recovery basis?

Yes, see Budget in Section 8.1 of Formal Proposal

Date of Extended Education Council Approval

August 8, 2017

Current and Revised Program Charts and Descriptions

Core Courses

CACE	Contact Hours	PDAL	Contact Hours
ADED 0160 Adult Learning and Development	36	PDAL 01XX Adult Learners	18*
ADED 0170 Foundations of Adult Education	36	PDAL 01XX Needs Assessment	18*
ADED 0180 Program Planning in Adult Education	36	PDAL 01XX Program Design	18*
ADED 0190 Facilitating Adult Learning	36	PDAL 01XX Facilitation and Instruction	18*
		PDAL 01XX Program Evaluation	18*
		PDAL 01XX Technology in Learning	18*
		PDAL 01XX Diversity and Accommodation	18*
		PDAL 01XX Applied Project	12
Total	144	Total	138

^{*}Includes 6 hours of applied practice

Electives

CACE	PDAL	Contact Hours
ADED 0250 Adult Literacy: Fro	m Theory to Practice	36
ADED 0230 Coaching and Counselling Skills: Enh	ancing Adult Learning and Performance	36
EDTC 0550 Foundations of Teaching Online		
EDTC 0530 Instructional Design for E-Learning		
EDTC 0540 Instructional Systems and Learning Technologies		
MGMT 0202 Staff Training and Development		
EDTC 0560 Using Technology for Teaching and Training		
PDAL 01XX Special Topics in Adult Education		

		CUCA 0102 Mission, Culture, and Governance in Higher Education	25
		CUCA 0106 The Role of the Student and Student Needs	25
		CHRD 0110 Advising Essentials	25
		CUCA 0116 Leadership in Higher Education	25
		MGMT 0520 Excellence in Communication	36
		HRM 0130 Employee Communication and Coaching	18
		LDRS 0510 Learning for Leaders in the 21st	
		Century: Developing Personal Leadership	36
		MGMT 0500 Project Management Essentials	36
		LDRS 0530 Leading Organizational Change	40
Total Elective Contact Hours (minimum)	100	Total Elective Contact Hours (minimum)	72

Course Descriptions (Core)

PDAL 01XX Adult Learners 18 Contact Hours

This course provides an introduction to adult learning theory and the competencies required to design and deliver adult education or training. It will also offer an introduction to the program's applied learning component. No prerequisite requirement.

PDAL 01XX Needs Assessment 18 Contact Hours

This course focuses on needs assessment as a powerful tool for planning programs and accomplishing the desired outcomes. Course includes a 6-hour applied project component. No prerequisite requirement but it is strongly recommended that students complete *Adult Learners* prior to enrolling.

PDAL 01XX Program Design 18 Contact Hours

This course introduces aspects of program design such as design analysis, learning outcomes, and development of materials. Course includes a 6-hour applied project component. No prerequisite requirement but it is strongly recommended that students complete *Adult Learners* prior to enrolling.

PDAL 01XX Facilitation and Instruction 18 Contact Hours

This course prepares students to facilitate learning by creating engaging learning environments, fostering learning, and assessing learning objectives. Course includes a 6-

hour applied project component. No prerequisite requirement but it is strongly recommended that students complete *Adult Learners* prior to enrolling.

PDAL 01XX Program Evaluation 18 Contact Hours

This course provides students with the tools to assess the learning experience and determine whether learning objectives have been achieved. Course includes a 6-hour applied project component. No prerequisite requirement but it is strongly recommended that students complete *Adult Learners* prior to enrolling.

PDAL 01XX Technology in Learning 18 Contact Hours

This course explores different educational technologies and examines their potential impact on formal and informal learning. Course activities will include in-depth engagement with learning technologies and development of one or more artifacts that may serve as foundational applied project components. Course includes a 6-hour applied project component. No prerequisite requirement but it is strongly recommended that students complete *Adult Learners* prior to enrolling.

PDAL 01XX Diversity and Accommodation 18 Contact Hours

This course raises awareness and provides students with practical skills required to create maximally inclusive learning environments, and deepen understanding of responsibilities surrounding learner accommodation. Course activities will contribute to development of tools (e.g., practical strategies, policy) to effectively teach diverse learners, which may be incorporated into the applied project. Course includes a 6-hour applied project component. No prerequisite requirement but it is strongly recommended that students complete *Adult Learners* prior to enrolling.

PDAL 01XX Applied Project 12 Contact Hours

This course enables students to apply theoretical and applied learning components in an individualized integrative project. Prerequisite: All core courses must be completed prior to enrolling.

Course Descriptions (Electives)

ADED 0250 Adult Literacy: From Theory to Practice 36 Contact Hours

This course provides adult literacy instructors with an introduction to the principles of adult education, focusing on the process of literacy teaching and learning. The course will provide information about the practices of adult literacy in Manitoba. Assessment in adult literacy, lesson planning and overall evaluation will also be discussed.

ADED 0230 Coaching and Counselling Skills: Enhancing Adult Learning and Performance 36 Contact Hours

Adults often learn and develop skills and knowledge through the use of mentors, coaches

and counselors. Today, more adults seek out individual assistance with their learning and performance, and coaching has become an essential role of leaders within the workplace. If you are an educator, coach, counsellor, mentor, or leader, chances are you will be called upon to provide one-on-one assistance with another person's learning and performance.

EDTC 0550 Foundations of Teaching Online 36 Contact Hours

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.

EDTC 0530 Instructional Design for E-Learning 36 Contact Hours

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.

EDTC 0540 Instructional Systems and Learning Technologies 36 Contact Hours

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.

LDRS 0510 Learning for Leaders in the 21st Century: Developing Personal Leadership 36 Contact Hours

This course will focus on the personal qualities and abilities that are critical for the practice and modeling of effective leadership. 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. It 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.

PDAL 01XX Special Topics in Adult Education 36 Contact Hours

Topics may vary from year to year.

MGMT 0500 Project Management Essentials 36 Contact Hours

This course will assist students in preparation for the Project Management Professional

(PMP) exam. Students will learn the terminology, tools, and techniques required to take a project through all process phases from initiating to planning, executing, monitoring and controlling through closing. In addition to providing students with an overview of key concepts from the Project Management Institute's A Guide to the Project Management Body of Knowledge (PMBOK Guide), Fifth Edition, this course is designed to build confidence and raise the students' chances of passing the PMP Exam, PMI and PMBOK are registered trademarks of the Project Management Institute, Inc.

MGMT 0202 Staff Training and Development 30 Contact Hours

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.

EDTC 0560 Using Technology for Teaching and Training 36 Contact Hours

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.

CUCA 0102 Mission, Culture, and Governance 25 Contact Hours

This course will provide students with an overview of the development of Canadian colleges and universities. Specifically the course will examine the factors that have led to their current level of development and how they are governed. The modern mission of the university and its relationship with government and society at large will be explored. Finally the roles of the faculty and administration and the resultant tension between these cultures will be examined.

CUCA 0106 The Role of the Student and Student Needs 25 Contact Hours

This course will serve as a primer in viewing students and student success from a wider perspective, which includes student development and understanding the needs of a diverse group of students. The course will also review the relationships between students and post-secondary institutions as well as approaches to contemporary student issues (e.g. use of technology). Having knowledge about students and their needs can inform our work with students and thereby guide our interactions, the provision of services, and implementation of programs to foster student success.

CHRD 0110 Advising Essentials 25 Contact Hours

This course allows advisors to examine how academic advising is one key to student

academic success and retention at our colleges and universities. Current literature and research on academic advising will be reviewed.

CUCA 0116 Leadership in Higher Education 25 Contact Hours

This course is intended to give the participants an understanding of the different types of leaders and how they relate to and influence their followers. Students will examine different cases in Leadership and analyze effective Leadership behavioral patterns.

MGMT 0520 Excellence in Communication 36 Contact Hours

Successful leadership is closely linked to 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.

HRM 0130 Employee Communication and Coaching 18 Contact Hours

This course 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, negotiable instruments, and forms of ownership. On successfully completing this course, students will understand the various types of contracts, their use and special requirements.

LDRS 0530 Leading Organizational Change 40 Contact Hours

This course will explore organizations as open systems with a focus on the nature, dynamics, and challenges of leadership in the 21st century. Learners will understand what it means to view organizations as systems and to build high performance cultures that are founded on candor and trust. Learners will also be exposed to frameworks (e.g. political, structural, symbolic and human) for leading change in a turbulent and complex environment. At an applied level, learners will be offered systems thinking and change leadership tools to enable them to effectively transform differences into opportunities.



Faculty of Arts

Jason Leboe-McGowan
Associate Dean (Undergraduate)
Faculty of Arts
Room 308, Fletcher Argue Building
University of Manitoba
Winnipeg, Manitoba, Canada R3T 5V5
Telephone (204) 474-8403
Fax (204) 474-7590
Email Jason.Leboe-McGowan@umanirtoba..ca

DATE: August 31, 2017

TO: Dr. Gary Hepburn, Dean, Faculty of Extended Education

FROM: J. Leboe-McGowan, Associate Dean (Undergraduate Studies), Faculty of Arts

SUBJECT: Program Development and Adult Learning (PDAL) Certificate

Dear Dr. Hepburn,

Please accept this letter of support for your proposed revisions to Extended Education's Program Development and Adult Learning (PDAL) certificate program. Under its current name, the Certificate in Adult Continuing Education (CACE), students who have completed this program of study frequently use this certificate to obtain transfer credits when they gain admission to our Bachelor of Arts, Integrated Studies degree program. The proposed revisions to this program will further enhance the relevant skills that these students possess when they begin their efforts to complete a degree in our Faculty.

We have reviewed the implications of the proposed changes to the certificate program and are confident that they will have no substantive impact on our courses or on any of our degree programs.

Sincerely

Jason Leboe-McGowan

Associate Dean (Undergraduate Studies), Faculty of Arts

Professor, Brain & Cognitive Sciences

Department of Psychology University of Manitoba

Winnipeg, Manitoba, Canada

R3P 2G1



STATEMENT OF SUPPORT: PART B - RESPONSE

Section F is to be completed by the unit requesting a statement of support. Sections G through J are to be completed by the unit responding to the request. See the *Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes*. The completed form (Part B) is to be returned to the unit requesting support.

SECTION F -UNIT REQUESTING SUPPORT

Faculty/College/School: Extended Education

Department:

Choose one

SECTION G - UNIT RESPONDING TO REQUEST

Faculty/College/School: Education

Department:

Educational Administration, Foundations and Psychology (129)

SECTION H - RESPONSE TO REQUEST

The Faculty of Education supports the requested program revision in Extended Education. As discussed in the meeting between these units in June 2017, the delivery model and course offerings for Extended Education's proposed program, Program Development for Adult Learners, no longer use the existing 3-credit hour CACE courses that have been cross-listed with degree courses in Education.

With a focus on a applied, practical approach to teaching and training adults in diverse settings, the proposed program will be beneficial to learners by providing them with opportunities to explore course content in an applied project in each course. This certificate program will serve individuals who develop and deliver adult learning programs in settings where a Bachelor of Education or other educational degree is not a requirement.

SECTION I - IMPACT ON COURSE(S)/PROGRAM(S) IN UNIT RESPONDING AND NEXT STEPS

List course(s)/programs(s) in your unit that would be impacted by the course/curriculum changes being proposed, and indicate when your unit will submit corresponding changes to the SCCCC for Senate approval (e.g. Fall 2017 or Spring 2018).

EDUA 1560 Adult Learning and Development

EDUA 1570 Foundations of Adult Education

EDUA 1580 Program Planning in Adult Education

EDUA 1590 Facilitating Adult Education

The Faculty of Education will continue to offer Adult and Post Secondary Education courses as electives in the Bachelor of Education (B.Ed.) program, requirements in the Bachelor of Arts Integrated Studies (BAIS). There is also the potential to service other faculties who have expressed interest in using these courses as electives in their programs.

SECTION J – SIGNAT	URES		
Department Approval:	Dr Robert Renaud	12/+ PM	Ave 31 2017
	Type Name	Signature	Date
Faculty/College/School	Approval: Dr David Mandzuk	Drange	k 31-Aug-2017
	Type Name	Signature (Date



Proposal for a Major Revision

Certificate in Program Development for Adult Learners (PDAL)

(Formerly: Certificate in Adult and Continuing Education)

Continuing and Professional Studies

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1. PROGRAM DESCRIPTION

1.1 Title

Program Development for Adult Learners (PDAL)

1.2 Rationale

The last formal review of the Certificate in Adult and Continuing Education (CACE) program took place in 2005, and the program's core courses have been in place since the early 1990s. A recent review indicated major revisions were necessary to remain relevant in the field of adult learning and workplace development and to address a steady decline in enrolment numbers.

The revised certificate will be a structured program of studies consisting of 210 contact hours of extension credit courses comprised of core courses and elective courses with relevancy to the areas of *workplace learning, community development,* and *higher education*. It is a stand-alone program that requires students to meet University of Manitoba (UM) entrance requirements.

1.3 Status

This proposal describes a major modification to an existing program that was approved by Senate in 1981. Revisions are proposed for program name, structure, and curriculum.

1.4 Purpose

Adult learning and workplace development practitioners are employed in a variety of environments including education, corporations, government agencies and non-profit organizations in the role of instructor, instructional designer, program planner, curriculum developer or evaluator. While the range of professional activities is diverse, common learning principles and competencies are relevant to all practitioners in the performance and learning development profession. Therefore, students may choose applied project topics and electives that enable them to explore the relationship between adult learning principles and their application in practice.

1.5 Area Units/Partners

The proposal was developed by Program Development and Assessment (PDA) in Extended Education (EE), in consultation with Continuing and Professional Studies (CAPS). The core courses in the current CACE program are cross-listed with the Faculty of Education, and the current program is accepted by the Faculty of Arts for entry into the Bachelor of Integrated Arts (BAIS) program. Meetings to ensure successful transitions, as well as to explore future laddering or partnership opportunities are successfully underway with both faculties. Existing courses will continue to be offered as required by current students.

1.6 Duration

The program is expected to be ongoing as long as market demand and enrolment levels justify its continuation.

1.7 Alignment with Strategic Direction

1.7.1 UM Strategic Plan 2015 – 2020

EE is supporting the fifth priority of *Taking Our Place: University of Manitoba Strategic Plan 2015-2020* by developing programming that will increase engagement with the communities we serve. Consultations with local adult education and training development professionals indicated that the proposed major revisions to the CACE Certificate would further increase this engagement by developing focused knowledge and skills in a professional field; assisting with career development of Manitobans; and promoting interaction with alumni.

1.7.2 Creating Pathways to Indigenous Achievement

One of the priorities for EE is to consider the incorporation of Indigenous perspectives and worldviews, and Indigenous pedagogies for all new programming initiatives. To this end, the revised program includes core content that will prompt learners to deepen their awareness of cultural diversity and develop greater understanding of how to adapt to changing demographics in their teaching and training contexts.

2. NEEDS ASSESSMENT

2.1 Need

Demand for adult learning and workplace development programming is strong. The multitude of programs available in Canada speaks to both the relevance of programming and to the competitiveness within the market. In the educational sector, many employees benefit from training in adult learning. In the private and public sectors, areas that fulfill a human resource management function are typically dedicated to employee training and professional development.

What became clear from the consultations is that programming must be responsive to contemporary workplace realities. Graduates need to have an understanding of the principles and theories of various andragogical perspectives and experience applying them in their practice. Relevant programs must respond to new or emerging trends such as the use of technological processes and resources in education, and workplace learning and development.

2.2 Audience Characteristics

Benchmarking and stakeholder consultations helped to identify the characteristics of the intended audience; employment factors related to the audience; and potential supports for and barriers to participation:

- 1) There are three distinct audiences for an adult learning program:
 - Workplace learning. Increasingly relevant in today's environment.
 - Community development. Divided into two audiences: public sector with a community
 - development mandate and non-profit sector with a social justice mandate.
 - *Education*. Teaching and learning development may appeal to college and other instructors
 - who may not have access to the teaching and learning development opportunities available in universities.
- 2) Workplace performance and learning development practitioners would benefit from a curriculum that integrates applied practice and theoretical components.
- 3) Flexible delivery would appeal to both students and employers supporting professional development, and thereby remove barriers for participation.

2.3 Process

Program benchmarking and comprehensive interviews were conducted in 2016 and 2017 with various stakeholders who were sent a brief program overview of CACE and the interview questions beforehand. Stakeholders included:

- Former and current instructors and administrators of CACE
- Experts in the adult education field
- HR professionals representing companies that have sponsored students in the CACE program
 - (e.g., MPI, Manitoba Hydro, and Great-West Life)
- Government officials in literacy, adult training
- Industry leaders in workplace learning

Key outcomes from the consultations:

- 1) The pre-existing CACE program is not perceived as relevant to current industry needs (too theoretical);
- 2) The UM credential is often preferred but not always required;

- 3) Proposed program revisions have improved alignment with core competencies required for effective workplace learning;
- 4) There are similarities in performance competencies across the spectrum;
- 5) The proposed applied learning focus will enhance relevance of the learning for participants and their employers; and
- 6) The revised program needs to be better marketed than the existing program.

2.4 Benchmarking

There are numerous adult learning programs offered at Canadian universities and colleges. Some of the programs offer highly specialized credentials, while others are more generalized. A sampling includes:

Institution	Credential	Format
Red River College	Certificate in Adult Education	Face-to-face, video streaming and online
University of Calgary	Adult and Community Education Certificate Career and Academic Advising Certificate e-Learning Certificate Workplace Learning Certificate Certificate in Adult Learning specializing in Adult and Community Education Certificate in Adult Learning specializing in Career and Academic Advising Certificate in Adult Learning specializing in e-Learning Certificate in Adult Learning specializing in Workplace Learning	Online
University of Victoria	Certificate in Adult and Continuing Education	Online and face-to-face
St Francis Xavier University	Diploma in Adult Education	Face-to-face delivered in house and in major cities across Canada
Seneca College	Adult Education/Staff Training Certificate	Online
University of New Brunswick	Certificate in Adult Education	Online

3. DESIGN & DELIVERY

3.1 Structure

3.1.2 Objectives

The revised program is designed to create excellence in performance and learning development practice. There are three key objectives that will enable this to occur:

- Provide both a broad and focused understanding of performance and learning development through applied learning opportunities and diverse elective choices.
- Provide students with the ability to apply theory and learning through an applied project component.
- Offer the program online and/or in a compressed format to enable working professionals the opportunity to complete the program at their convenience.

3.1.2 Program Structure

Core Courses	Hours	Elective Courses	Hours
PDAL 01XX* Adult Learners ¹	18	ADED 0250 Adult Literacy: From Theory to Practice	36
PDAL 01XX* Needs Assessment	18	ADED 0230 Coaching and Counselling Skills: Enhancing Adult Learning and Performance	36
PDAL 01XX* Program Design	18	EDTC 0550 Foundations of Teaching Online	36
PDAL 01XX* Facilitation & Instruction	18	EDTC 0530 Instructional Design for E-Learning	36
PDAL 01XX* Program Evaluation	18	EDTC 0540 Instructional Systems and Learning Technologies	36
PDAL 01XX* Technology in Learning	18	LDRS 0510 Learning for Leaders in the 21 st Century: Developing Personal Leadership	36
PDAL 01XX* Diversity & Accommodation	18	PDAL 01XX* Special Topics in Adult Education	36
PDAL 01XX* Applied Project ²	12	MGMT 0500 Project Management Essentials	36
		MGMT 0202 Staff Training and Development	30
		EDTC 0560 Using Technology for Teaching and Training	36
		CUCA 0102 Mission, Culture, and Governance in Higher Education	25

Total Contact Hours			210
Total Core Contact Hours (minimum)	138	Total Elective Contact Hours (minimum)	72
		LDRS 0530 Leading Organizational Change	40
		HRM 0130 Employee Communication and Coaching	18
		MGMT 0520 Excellence in Communication	36
*Recommended subject code and level		CUCA 0116 Leadership in Higher Education	25
² All core courses must be completed prior to enrolment in Applied Project.		CHRD 0110 Advising Essentials	25
1 It is strongly recommended <i>Adult Learners</i> becompleted prior to other core courses.	ре	CUCA 0106 The Role of the Student and Student Needs	25

3.2 Frequency of Course Offerings

Core and Elective courses will be offered on an ongoing, rotational basis.

3.3 Completion Times

This program will take a minimum of 12 months to complete. Students will have up to five years from the initial start date (first date of enrolment) to complete the program.

3.4 Laddering Opportunities

The CACE program ladders into UM's BAIS and one course (Adult Learning and Development) is a requirement for degree completion. While admission to the existing CACE program will be suspended upon approval of this proposal, relevant courses will continue to be offered to accommodate current students and until the Faculty of Arts determines how the revised program will align with the BAIS.

3.5 Delivery Format(s)

The current CACE program is offered in an online format. The revised program may be delivered in online, classroom, and/or blended modes. All courses will be developed for complete online 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 to address the needs of students or cohorts being served. The relative efficacy of the various delivery modes will be monitored to ensure that they produce comparable accessibility, experiences, and results for learners.

3.6 Location

Decisions regarding the physical location of any offering of the program and courses will be based primarily on the location that is most appropriate and effective to address the needs of students or cohorts being served and will consider factors such as the preferences and requisite skills and tools of the students; location of the students; and/or most advantageous business arrangement for the University. Because the program will be developed for online delivery, the factors listed above will also be applicable to decisions with respect to blended or online delivery.

4. ADMISSION CRITERIA

4.1 Selection Process

Applicants must meet the requirements for entry into the University of Manitoba. Conditional admission to the program is available to students who do not meet the English Language Proficiency Requirements via UM's Intensive English Program.

4.2 Transfer Credit Arrangements

Conversations are underway to establish transfer opportunities for the BAIS and other programs.

5. STUDENT EVALUATION

5.1 Student Assessment

Students seeking the credential must achieve a minimum grade of C in all core courses and a minimum grade of D in the required number of elective courses to meet the program completion requirements. Students who do not achieve the minimum required grade in any course may retake the course in a subsequent offering.

5.2 Grading Scale

Final grades in most courses are expressed as letters, ranging from F to A+. Each letter grade has an assigned numerical value which is used to calculate grade point averages. While D is considered a passing grade, a C is required in each core course to progress through the program.

Some courses are graded on a pass/fail basis and because no numerical value is assigned to these courses, they do not affect grade point averages. Courses graded in this way are clearly identified in course descriptions and program outlines.

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
В	70-76	Good	3.0
C+	67-69	Satisfactory	2.5
С	60-66	Adequate	2.0
D	50-59	Marginal	1.0
F	Under 50	Failure	0.0

6. RESOURCES

6.1 Teaching Personnel

All instructors will have a relevant combination of education and expertise, and as much as possible, will bring diverse perspectives in their content area. Academic and staff from UM are considered a potential primary instructional resource.

6.2 Training

EE is the primary provider for program orientation and professional development for instructors. Additional learning (UM Learn and other courses, workshops and seminars) may also be available to instructors through UM's Centre for the Advancement of Teaching and Learning (CATL).

6.3 Library Resources

A Letter of Support from library resources is attached in Appendix 1.

6.4 Instructional Media

Instructors and students will require access to UM Learn and its support network. The need for additional online resources (e.g., Adobe Connect or others) may be required and will be determined in the course development process.

6.5 Laboratory/Field Placement

Not applicable.

6.6 Counseling and Advising

The program does not require unique counselling and student advisory services.

6.7 Additional Resources

The program does not require additional or unique resources to support the program.

7. ONGOING MANAGEMENT AND EVALUATION

7.1 Advisory Program Committee

Extensive consultation took place with industry experts who informed the development of the revised program by identifying audiences, competencies, and the importance of applied learning. In consultation with EE's PDA, program consultants will assist in developing the program curriculum which will be guided by the division's Program Review Committee (PRC).

Should there be a need for additional input an advisory committee of external and internal constituents will be struck.

7.2 Program Review and Evaluation

7.2.1 Program Review (Academic and Content Review)

The program will be reviewed on a regular basis by EE's PRC. The longest cycle of duration without review would be 5 years; however, PRC will be consulted to determine specifics.

7.2.2 Program Evaluation (Operational Durability)

The program will be evaluated by the Area on a regular basis with some sample performance indicators including enrolment rate, graduation rate, graduate and student satisfaction, and overall sustainability.

7.3 Instructor and Course Evaluation

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

8. OPERATIONAL SUPPORT

8.1 Financial Support

Program name:						
	%	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue						
See Delivery Detail Sheet						
TOTAL REVENUE		46,010	35,558	43,407	43,407	77,462
Expenses						
Direct						
Instructor Salaries (F2F)						
Instructor Salaries (Online)	- P	9,871	7,628	9,142	9,142	16,02
Benefits and Pay Levy	15%	1,480.62	1,144.25	1,371,37	1.371.37	2,403.4
		,,,,,,,,,,	, <u>.</u>	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	2,
Miscellaneous Expenses		-	-	-	-	-
Marketing		11,290	10,000	8,000	8,000	8,00
Total Direct Expenses		22,641	18,773	18,514	18,514	26,42
	\neg	,_,	,	,		
Indirect						
Delivery Area Salaries		8,350	7,900	7,900	7,900	7,90
Delivery Area Overhead		1,547	1,380.00	1,610.00	1,610.00	1,610.0
Division Overhead	20%					
Total Indirect Expenses		9,897	9,280	9,510	9,510	9,51
Development Area						
Development Expenses (non-salary)		1,033	500	500	500	500
Development Overhead (PDA salaries and ICAs)		66,485	1,528			
Total Development Costs	\neg	67,518	2,028	500	500	50
Assessment Area						
Assessment Expenses (non-salary)						
Assessment Overhead (PDA salaries and ICAs)		1,613	TBA	TBA	TBA	TBA
Total Assessment Costs		1,613	-	-	-	-
TOTAL EXPENSES	\dashv	101 070	30,081	20 524	20 524	20.42
IUIAL EAPENSES	\dashv	101,670	30,081	28,524	28,524	36,43
NET REVENUE		(55,660)	5,477	14,883	14,883	41,02

Expected enrolment in the revised program will vary by course. The average program enrolment over the five-year period is projected to be:

Year 1: 12

Year 2: 15

Year 3: 19

Year 4: 19

Year 5: 23

8.2 Marketing Plan

8.2.1 Strategy

The market for the Certificate in Adult Continuing Education (CACE) program represents groups of potential students that can be differentiated based on a particular motivation to obtain formalized education to advance their training careers:

- People who are currently in internal training roles within organizations and are looking for additional professional development to capitalize on opportunities for advancement.
- Older students without an undergraduate degree who have worked in an industry or organization for a significant amount of time and want to transition their industry knowledge and expertise into a training role.
- Instructional designers and program developers who want a greater understanding of adult learning principles and methodologies.

Positioning of the redesigned CACE program can be achieved by highlighting the changes made to the program:

- Shorter courses
- More focused core courses
- Emphasis on applied learning
- Convenience and flexibility of taking courses offered completely online

The main competitors offering similar programs in Canada include St. Francis Xavier (St. FX) and University of Victoria. E.g., St. FX conducts workshops in an intensive/condensed format in Winnipeg.

There is national market potential because of the online delivery format and relatively few competitors now that University of Alberta and University of Regina no longer offer a similar program as they have in the past.

8.2.2 Sample Tactics and Marketing

ACTIVITY	PROPOSED TIMELINE
Revised webpage intended to highlight the program revisions and serve as a landing page to promote the program and facilitate detailed analysis of webpage traffic patterns and sources	Revised in June 2017 to pre-promote the proposed revisions to the program with the addition of the ability to collect contact information from visitors to the page so that we can keep them informed and interested as the revised program is approved and registration is open.
Google AdWords paid search campaign	Launch in June 2017 to pre-promote the proposed revisions to the program and to identify the sources and location of potential interest in the program.
Advertising in appropriate print and digital publications – HR Matters (CPHR) and Institute of Performance & Learning (IPL).	Ads developed in June 2017 with ad insertions in appropriate publication issues leading up to registration for January enrolment.
Tear sheet/information piece – confirmation of Senate approval of the revised program	October 2017



University of Manitoba Libraries Statement for Undergraduate Curriculum Change

Faculty

Extended Education

Programme Name

Program Development for Adult Learners

Statement

The Libraries' collection can support onsite library access for this programme, as it was described in the documents provided.

The Libraries' collections in education will support students in this programme. Given that education holdings support graduate studies, I'm confident that students in Program Development for Adult Learners will be well served should they require on site access to library resources. In addition, the Education librarian should be an invaluable resource, and is available for appointments. The Education subject guide is always available to students at

http://libguides.lib.umanitoba.ca/education. Students will have access to other reference service via Ask A Librarian and by dropping in to Elizabeth Dafoe Library.

Lyle Ford Librarian Nicole Michaud-Oystryk Head, Elizabeth Dafoe Library

Kristen Kruse

Acting Coordinator, Collections Management

Mary-Jo Romaniuk University Librarian

September 6, 2017

Date

APPENDIX 2 – LETTERS OF SUPPORT: INDUSTRY

Marie Antaya, CTDP Manitoba Chapter Chair The Institute for Performance and Learning

May 3, 2017

Dear Senate Committee:

As the Manitoba Chapter Chair for The Institute for Performance and Learning, I am writing this letter in support of the revised Certificate in Adult and Continuing Education through the University of Manitoba Extended Education.

The Institute for Performance and Learning is Canada's only not-for-profit, member-based organization representing workforce learning professionals. The organization exists to elevate the performance and learning profession by setting the standards for excellence in professional practice through a competency framework, code of ethics, and sought-after professional designations.

The Institute's Competencies for Performance and Learning Professionals is the body of knowledge and competency framework for the learning and development professional, and the syllabus for the CTDP and CTP. It encompasses the major aspects of effective workplace learning that enables meaningful business outcomes. The seven competencies are partnering with clients, assessing performance needs, designing curricula, designing learning experiences, facilitating learning, supporting transfer of learning, and evaluating learning.

I participated in two review meetings with Stephanie Olson in which I offered advice on the areas where the program offerings could better align with the Institute's Competency Framework. The proposed program revisions have addressed the gaps and have created a better alignment.

If you require any additional information, please contact me at 204-221-0584.

Regards,

Marie Antaya, CTDP Manitoba Chapter Chair

The Institute for Performance and Learning

Margerit Roger, M.Ed. Eupraxia Training Program Development and Evaluation



Margerit Roger, M.Ed. 133 Arlington Street

Winnipeg, Manitoba R3G 1Y3 mroger@eupraxiatraining.com

Marcia McKenzie Director, Continuing and Professional Studies 166 Extended Education, University of Manitoba

May 6, 2017

Hello, Marcia.

I'd like to submit this Letter of Support for the revised Certificate in Adult and Continuing Education Program.

Having heard feedback from learners over the years, it's very positive that your department has found a way to explicitly address the needs of new target audiences through the program's proposed structure and approach. Specifically, workplace trainers and community developers mentioned that they wanted more flexibility in the certificate, and it appears that this is now possible. The applied learning components will also make it much easier for participants to work on issues of particular relevance to them. As well, the idea of a "capstone project" makes it easier for workplaces, who might be funding their employees' attendance, to see how the learning in the certificate program is being applied to their own setting. This brings together theory and practice in a very effective and visible way.

Overall, the core courses reflect the fundamental cornerstones of program planning and the elective courses offer a fair of diversity. I can imagine that individual courses like "Adult Literacy", "Project Management" and "Staff Training and Development" will be strong draws. The focus on technology will also be very helpful, and leadership principles are of broad value in any of the target markets. Presumably, cutting edge topics in program planning could be added as electives as they arise to keep the program pushing the boundaries in adult education.

All the best with the upcoming implementation of the new program.

Regards,

Margerit Roger, M.Ed. Eupraxia Training Alison Crozier Assistant Vice President, Human Resources Business Partner Great West Life

RE: Revised CACE Letter of Support

Dear Marcia,

I support the proposed revisions to the University of Manitoba's Certificate of Adult and Continuing Education because I believe¹ that the revised program will contribute increased value for students, employers and the University of Manitoba. Students and employers will benefit from three key design features:

- 1. **Practical application through an applied project**. The core courses cover the essential elements of instructional design required for an individual contributor within the field. Through applied projects the revised program will allow students the opportunity to apply these instructional design elements. This approach benefits both students and employers as it is often difficult for employers to provide employees with this experience in a succinct, timely and robust fashion due to the size of their departments and/or nature of their business.
- 2. **Flexible delivery**. The ability to complete the CACE asynchronously at one's own pace will appeal to both students and employers, as the program can be taken around availability and it doesn't require a commitment of work hours.
- 3. **Context through three streams of focus**. The three streams of focus capture a sizeable number of individual contributor roles within the performance and learning field in Winnipeg. Weaving this context throughout the CACE will improve the students' understanding of application within their field and benefit their employers through the creation of an informal network of colleagues within the focus areas.

The design features above will increase the value that students and employers will derive from the CACE. These features will strengthen the business case for employers to sponsor their employees to attend.

Kind regards,

Alison Crozier

Assistant Vice President, Human Resources Business Partner, Great West Life
Director of Membership + Certification (2014-16), Institute for Performance + Learning (formerly CSTD)

1 The opinions expressed in this letter are mine and are not intended to represent those of my employer, Great West Life, or the Institute for Performance and Learning.

MEMO

REGISTRAR'S OFFICE Room 400 University Centre

PH: 474-9425



Date: September 6, 2017

Memo To: Senate

From: Neil Marnoch, Registrar

Re: Revision to the Academic Schedule for 2017-2018 – Occupational Therapy

Hal Hancel

Please consider the changes below that have been submitted by the Department of Occupational Therapy. I support these revisions to the 2017-2018 Occupational Therapy Academic Schedule.

Winter Term

Current Dates

Year 2

Winter Term Classes Mar. 12 to June 29, 2018

Advanced Fieldwork flexible start and end dates between

July 3 to Sept. 14, 2018

Proposed Dates

Year 2

Winter Term Classes Mar. 12 to June 22, 2018

Advanced Fieldwork flexible start and end dates between

June 25 to Sept. 14, 2018

Note: OT 7800, Advanced Fieldwork, is a fieldwork/practicum that occurs within the occupational therapy community. It has flexible dates to accommodate holidays and preceptor preference.

Reason/rationale for change:

OT 7800 is scheduled to start immediately after the academic block (which includes OT 7740, OT 7750, OT 7760, and OT 7770). The scheduling of this academic block next year will be modified, the result is that the academic courses will now end on June 22nd, 2017 rather than June 29th.

By allowing OT 7800 to start as early as June 25th there will be increased flexibility for fieldwork dates, thus improving our fieldwork site recruitment.

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

Report of the Executive Committee of the Faculty of Graduate Studies on Course and Curriculum Changes

Preamble

- 1. The Faculty of Graduate Studies has responsibility for all matters relating to the submission of graduate course, curriculum and program changes. Recommendations for new programs or changes are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
- 2. In October 2007, the Faculty of Graduate Studies approved a process of *Streamlining Course Introductions, Modifications, & Deletions* which allows the Executive Committee to approve these changes in lieu of Faculty Council when the courses are not associated with a new program or program changes.
- 3. The Faculty of Graduate Studies Executive Committee met on the above date to consider proposals from the Dept. of Dental Diagnostic & Surgical Sciences, Université de Saint-Boniface (Education), Physician Assistant Studies, Asper School of Business, and Dept. of Human Anatomy & Cell Science.

Observations

1. The <u>Dept. of Dental Diagnostic & Surgical Sciences</u> proposes two course introductions, DDSS 7030 and DDSS 7160, and one course deletion, DDSS 7150. DDSS 7030 *Advanced Oral Radiology* is a seminar-based graduate course which will be delivered to all graduate dental students (Orthodontic, Periodontic, Oral & Maxillofacial Surgery and Pediatric) in alternating years and was identified as a need in the graduate dental curriculum during a review by the Commission on Dental Accreditation of Canada in 2015. Course introduction DDSS 7160 serves as a change in course name and credit hour value to more accurately match the current course content and lecture contact hours.

In addition, the Dept. of Dental Diagnostic & Surgical Sciences proposes that ORLB 7110 *Infectious Diseases and the Oral Cavity* be removed from its course offerings as the content has been redistributed to DDSS 7010 *Biology and Pathology of the Periodontium*.

Course Introductions

DDSS 7030 Advanced Oral Radiology

+1

This course is a series of seminars that will introduce dental residents to elementary principles of dental radiology; radiation physics; biology and protection; imaging techniques; advanced imaging modalities; and radiographic interpretation.

DDSS 7160 Basic Clinical Periodontics

+2

This course is given at the onset of the program to provide an opportunity to review the basic aspects of Periodontics. The lab component will review scaling and root planning techniques,

instrumentation and oral hygiene aids to familiarize residents with North American armamentarium.

Course Deletion

DDSS 7150 Review of Periodontal Literature

-6

NET CREDIT HOUR CHANGE

-3

2. The <u>Université de Saint-Boniface (Education)</u> proposes one course introduction, EDUA 7113, to introduce a course in the growing area of education for sustainable development and therefore expand course offerings in the M.Éd. program. The course is proposed to be offered every three years, which is consistent with the frequency of other course offerings in the unit. Offering most courses on a three-year rotation is congruent with available resources and the small number of students in the program.

Course Introduction

EDUA 7113 Éducation pour un avenir viable

+3

Exploration en profondeur de la pédagogie et de l'apprentissage dans le domaine de l'éducation pour un avenir viable. Étude de la théorie et des pratiques reliées à ce domaine. Expérimentation de stratégies innovatrices qui ont pour but d'intégrer l'éducation à l'environnement dans les contextes éducatifs et communautaires.

NET CREDIT HOUR CHANGE

+3

3. The Physician Assistant Studies program proposes two course modifications, PAEP 7270 and PAEP 7220, and one course deletion, PAEP 7230. The course modifications clarify the course description, align with current course content, and increase the clinical rotations from four to six weeks. The increase in rotation length is a response to the Master's program 2016 Canadian Medical Association Conjoint Accreditation Services review. The Faculty of Graduate Studies confirmed that despite an increase in clinical rotation length, the number of clinical hours per 13-week term correctly falls in line with that of a 3-credit hour course. The course deletion, PAEP 7270 Clinical Orthopaedic and Sports Medicine, reallocates time to the increase in clinical rotation length of the two other courses, PAEP 7270 and PAEP 7220, and frees up placement spots presently taken by medical learners at current teaching sites.

Course Modifications

PAEP 7270 Clinical Emergency Medicine for Physician Assistants

3

The Physician Assistant must have the knowledge and skills to manage life-threatening emergent medical or surgical issues. The competencies acquired during the Emergency Medicine clinical rotation build upon material taught during the academic year of the program. PAEP 7270 is a six-week rotation at designated Emergency Departments in Manitoba.

PAEP 7220 Clinical Surgery for Physician Assistants

3

The 6-week General Surgery service rotation provides the Physician Assistant-Student with clinical experience in a surgical learning environment. The PA-Student competencies addressed relate to the generalist role a PA requires to support surgery services and the skills required in surgical practice.

Course Deletion

PAEP 7230 Clinical Orthopaedic and Sports Medicine

-3

NET CREDIT HOUR CHANGE

-3

4. The <u>Asper School of Business</u> proposes two course modifications, ACT 7300 and ACT 7540, to update the course descriptions and thereby better reflect the course content, and two course deletions, ACT 7100 and ACT 7200, to remove two courses that are no longer offered in the Master of Science (Actuarial Mathematics).

Course Modifications

ACT 7300 Seminars in Actuarial Science

3

The course consists of several topic presentations on current trends and issues in actuarial practice. Such issues may include but are not limited to: pension; universal life; critical illness; group benefits; individual retirement savings; capital guarantees under variable products; Canadian life & health insurers; micro-insurance; agricultural insurance; reinsurance; property insurance; catastrophe risk; and code of professional conduct. Pre-requisite: ACT 3230 or consent of instructor.

ACT 7540 Advanced Topics in Actuarial Science

3

A variety of mathematical methods and statistical models from quantitative risk management, including financial time series, multivariate models, aggregate risk, credit risk and operational risk. Pre-requisites: STAT 3600 or equivalent, or consent of instructor.

Course Deletions

ACT 7100 Actuarial Practice I

-3

NET CREDIT HOUR CHANGE

-6

5. The <u>Dept. of Human Anatomy & Cell Science</u> proposes one course deletion, ANAT 7390, as the course has not been offered in over 15 years.

Course Deletion

ANAT 7390 Structural Organization in Human Anatomy

-3

NET CREDIT HOUR CHANGE

-3

Recommendations

The Executive Committee recommends THAT: the course changes from the units listed below be approved by Senate:

Dept. of Dental Diagnostic & Surgical Sciences
Université de Saint-Boniface (Education)
Physician Assistant Studies
Asper School of Business
Dept. of Human Anatomy & Cell Science

Respectfully submitted,

Dr. Todd A. Mondor, Chair Faculty of Graduate Studies Executive Committee

/ak

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

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 26, 2017 the Senate Committee on Awards approved 16 new offers, 21 amended offers, and the withdrawal of 9 awards, as set out in Appendix A of the *Report of the Senate Committee* on Awards – Part A (dated June 26, 2017).

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve 16 new offers, 21 amended offers, and the withdrawal of 9 awards as set out in Appendix A (dated June 26, 2017). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,

Dr. Phil Hultin Chair, Senate Committee on Awards

SENATE COMMITTEE ON AWARDS Appendix A June 26, 2017

1. NEW OFFERS

Ad-In Advertising Scholarship

Ad –In Advertising has established an annually funded athletic scholarship, for a three-year term, to reward students in the Bison Men's Basketball team at the University of Manitoba. Beginning in 2017-2018 and ending in 2019-2020, one scholarship of \$3,000 will be offered to an undergraduate student who:

- (1) is a Canadian citizen or Permanent Resident;
- (2) is eligible to compete in U Sports and is a member of the Bison Men's Basketball team;
- (3) is enrolled full-time, as defined by U Sports, in any faculty, college, or school at the University of Manitoba;
- (4) is enrolled in a minimum of 9 credit hours in each of the terms of competition;
- (5) 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. a minimum degree grade point average of 2.0.

Additionally, the Manitoba Scholarship and Bursary Initiative and Ad-In Advertising will each contribute \$3,000, for a total of \$6,000, to offer scholarships to Bison Athletes for a three-year term. Beginning in 2017-2018 and ending in 2019-2020, one or more scholarships will be awarded to undergraduate students who:

- (1) are Canadian citizens or Permanent Residents;
- (2) are eligible to compete in U Sports and are members of a Bison team;
- (3) are enrolled full-time, as defined by U Sports, in any faculty, college, or school at the University of Manitoba;
- (4) are enrolled in a minimum of 9 credit hours in each of the terms of competition;
- (5) 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. a minimum degree grade point average of 2.0.

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

The Director of Athletics and Recreation (or designate) will name the selection committees for this award.

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

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

Art Worth Railway Engineering Conference Award

In memory of Arthur (Art) Willmott Worth, his sister Barbara Karthein has established an annually funded award at the University of Manitoba. The purpose of the award is to provide travel support to students interested in pursuing a career in the railway industry who wish to attend annual railway engineering conferences. Each year, beginning in 2017-2018 academic year and ending in 2020-2021, \$10,000 will be provided to offer the conference awards. In 2021-2022, the fund will be reviewed, and should any funds remain, the committee will offer the remainder as additional awards to ensure that all contributions have been depleted.

Each year, at least two awards will be offered to students who:

- (1) are enrolled as either:
 - a. full-time (minimum 80% course load) in the Civil, Mechanical, or Electrical and Computer Engineering degree program at the University of Manitoba; or
 - full-time in the Faculty of Graduate Studies in a Master's or doctoral program in Civil, Mechanical, or Electrical and Computer Engineering at the University of Manitoba;
- (2) if an undergraduate student, has completed a minimum of thirty-six (36) credit hours;
- (3) have achieved:
 - a. if an undergraduate student, a minimum degree grade point average of 3.0;
 - b. if a graduate student, a minimum grade point average of 3.5 based on the previous 60 credit hours (or equivalent) of study;
- (4) have demonstrated participation or involvement/interest in the railway industry; and
- (5) have shown evidence of leadership and extracurricular involvement.

Preference will be given to members of the University of Manitoba American Railway Engineering and Maintenance-of-Way Association (AREMA) Student Chapter.

Students will be required to provide: (i) a written statement (maximum 500 words) to demonstrate how they have met criteria (4) and (5), and (ii) a brief outline of expenses for the duration of the conference. If there are no suitable candidates who meet all of the selection criteria, the award will not be offered during that academic year.

The selection committee will have the discretion to determine the number and value of awards (based on travel expenses per student and available funding). Following the conference, recipients must submit receipts for travel, conference registration, food, and hotel. Expenses will be reimbursed up to the value of the award offered.

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) and the Dean of the Faculty of Engineering (or designate) will ask the Scholarships, Bursaries and Awards Committee of the Faculty of Engineering to be the selection committee for this award. Any student named to receive the award under (1)(b) will be reported through the Faculty of Graduate Studies.

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.

Brice Wightman Entrance Scholarship in Engineering

In 2014, Dr. Brice Wightman established an endowment fund at the University of Manitoba available to students entering the Faculty of Engineering directly from high school. The Manitoba Scholarship and

Bursary Initiative has made a contribution to the fund. The intention of the scholarship is to make it possible for a deserving student, with aspirations to become an Engineer, to begin their career. Each year, beginning in 2017-2018, the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:

- (1) is entering the Faculty of Engineering at the University of Manitoba directly from high school;
- (2) will be enrolled full-time (minimum 80% course load) in the first year of study;
- (3) has achieved the highest standing (minimum 85% average) in the courses used for admission to the Faculty, currently Pre-Calculus 40S, Physics 40S, and Chemistry 40S (or their equivalents).

The Brice Wightman Entrance Scholarship in Engineering is not to be held concurrently with any other entrance scholarship in the Faculty of Engineering, and is not renewable.

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

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

Dr. Natalia Aponiuk Travel Award for Research and Study Abroad

In honour of Dr. Natalia Aponiuk's retirement, colleagues, friends, and family have established an endowment fund at the University of Manitoba in 2011, with the initial gift of \$10,000. The purpose of the fund is to reward the academic achievements of students pursuing language studies and/or research in Ukraine and/or Russia. Beginning in the 2017-2018 academic year, the available annual income from the fund will be used to offer one scholarship to a student who:

- (1) is enrolled:
 - a) as a graduate student, full-time in any Master's or doctoral program in the Faculty of Graduate Studies at the University of Manitoba; or
 - b) as an undergraduate student, full-time (minimum 80% course load) in at least the second year of study in any faculty, college, or school at the University of Manitoba;
- (2) has achieved:
 - a) as a graduate student, a minimum grade point average of 3.5 based on the previous 60 credit hours (or equivalent) of study;
 - b) as an undergraduate student, a minimum degree grade point average of 3.0;
- (3) is either:
 - a) writing a thesis or conducting a research project in an area of Ukrainian or Ukrainian Canadian Studies; or
 - b) registering in a University of Manitoba-accredited Ukrainian language program in a university in Ukraine (with preference given to students participating in the Ukrainian language program at Kyiv Mohyla Academy University).

In any given year, if there are no eligible candidates, the award will be offered to a student who meets criteria (1) and (2) and are either:

a) writing a thesis or conducting a research project in the area of Russian studies; or

b) registering in a University of Manitoba-accredited Russian language program in a university in Russia.

If there are still no eligible applicants, the unspent revenue will be re-capitalized.

In order to be considered for the award, students must submit an application that includes a statement (maximum 500 words) detailing their planned study/research project, including why the particular program/research location had been selected.

The award is not automatically renewable, but previous recipients may apply.

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 Head of the Department of German and Slavic Studies (or designate) to name the selection committee for this award. Any student named to receive the award under (1)(a) will be reported through the Faculty of Graduate Studies.

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

Dr. Weston Price "Mouth-Body Connection" Scholarship

Dr. Chris Geradts has established an annually funded scholarship in honour of Dr. Weston A. Price. The purpose of this scholarship is to promote student interest in the "mouth-body connection" in the field of Dentistry. Beginning in the 2017–2018 and ending in the 2022–2023 academic year, one scholarship valued at \$1,500 will be offered each year to a student who:

- (1) is enrolled full-time (minimum 80% course load) in the third year of study in the College of Dentistry in the Rady Faculty of Health Sciences at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 2.5;
- (3) has an interest in how the chronic condition of the mouth can adversely affect the state of health of the body

In order to demonstrate how they meet criteria (3), candidates will be required to submit a 2-3 page essay on how the state of the mouth can positively and negatively influence a persons' general health over time. The essay requires reference citations.

The donor will notify the Financial Awards Office by March 31 in any year the award will not be offered.

The selection committee will be named by the Dean of the College of Dentistry (or designate), and will include the donor (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 establishing the award.

Eznet Women's Soccer Scholarship

Tom & Lynne Stewart of Eznet, Inc. have established a fund with a gift of \$10,000 at the University of Manitoba in 2016. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund. Beginning in the 2018 - 2019 academic year, the fund will be used to offer one or more scholarships to undergraduate students who:

- (1) are Canadian citizens or Permanent Residents;
- (2) are eligible to compete in U Sports and are members of the Bison Women's Soccer team;
- (3) are enrolled full-time, as defined by U Sports, in any faculty, college, or school at the University of Manitoba;
- (4) are enrolled in a minimum of 9 credit hours in each of the terms of competition;
- (5) 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.

The selection committee will have the discretion to determine the number and value of awards offered each year based on the available funds, until the fund is exhausted. Athletics and Recreation will be responsible for contacting the Financial Aid and Awards office by no later than March 31 of each year to confirm the available funds.

The Director of Athletics and Recreation (or designate) will name the selection committee for this award, which will include the Coach of the Bison Women's Soccer team (or designate).

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

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

German Studies Prize

The Department of German and Slavic Studies has established an endowment fund at the University of Manitoba in 2017 to reward high-achieving students studying German. When the available annual interest of the endowment fund reaches a minimum of \$400, one or more prizes will be offered to students who:

- (1) were enrolled full-time (minimum 60% course load) in the Faculty of Arts in the previous academic year;
- (2) have a declared Major in German;
- (3) have completed a minimum of three credit hours in German in the previous academic year;
- (4) have achieved a minimum degree grade point average of 3.0.

If there are no eligible students who meet the above criteria, awards may be offered to students who:

- (1) were enrolled part-time or full-time in the Faculty of Graduate Studies in the Pre-Master's or Master's program in German in any year of study at the University of Manitoba in the previous academic year;
- (2) have achieved a minimum degree grade point average of 3.0 in their graduate program.

If there are no eligible students who meet the above criteria, awards may be offered to students who:

- (1) were enrolled full-time (minimum 60% course load) in the Faculty of Arts in the previous academic year;
- (2) have a declared Minor in German;

- (3) have completed a minimum of three credit hours in German in the previous academic year;
- (4) have achieved a minimum degree grade point average of 3.0.

If there are no eligible students who meet the above criteria, awards may be offered to students who:

- (1) were enrolled in any German classes at the University of Manitoba in the previous academic year;
- (2) have achieved a minimum degree point average of 3.0.

If there are no eligible students who meet the above criteria, the Head of the Department of German and Slavic Studies may use the funds for other uses related the advancement of German at the University of Manitoba.

Students who participated in an official exchange between the University of Manitoba and a Germanspeaking country are eligible for this 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 Head of the Department of German and Slavic Studies (or designate) will name the selection committee for this award. Any graduate student named to receive the award will be reported through the Faculty of Graduate Studies.

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

Law Class of 1971 Bursary

In honour of their 45th Anniversary, the Law Class of 1971 established an endowment fund at the University of Manitoba with a gift of \$30,000 in 2016. The purpose of the bursary is to support undergraduate students in the Faculty of Law. Each year, beginning in 2017-2018, the available annual income from the fund will be used to offer one bursary to an undergraduate student who:

- (1) is enrolled full-time in the Faculty of Law 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.

The Dean of the Faculty of Law (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.

Nettie Thiessen Scholarships

Nettie Thiessen (Annette) will make an annual contribution of \$40,000 to the University of Manitoba, to support four university entrance scholarships valued at \$10,000 each. The purpose of these scholarships is to encourage students from the areas of Lowe Farm, Kane, and Altona, Manitoba to attend the University of Manitoba. In years when funds are available, the Manitoba Scholarship and Bursary Initiative will make contributions to provide two additional scholarships of \$10,000 each.

Beginning in the 2017-2018 academic year, at least one scholarship will be offered to residents of each of the following areas of Lowe Farm, Kane, and Altona, Manitoba who:

- (1) are admitted to the University of Manitoba, directly from high school;
- (2) will be enrolled full-time (minimum 80% course load) in the first year of study in University 1 or any faculty, college, or school with a Direct Entry option at the University of Manitoba;
- (3) have achieved a minimum 85% average on the best five courses appearing on the list of acceptable courses for the University of Manitoba General Entrance Scholarship Program.

In any given year:

- (a) if there are no qualifying students from one of the above areas, the scholarships may be offered to eligible candidates from one of the other areas;
- (b) if there are still not enough qualifying students from one of the above areas, the scholarships may be offered to students who graduated from a high school in the Red River Valley School Division.

The donor will contact the Financial Aid and Awards office by no later than March 31 in any year this award is not to be offered. Each year by March 31, a representative from Donor Relations will report the available funding, in writing, in any year the Manitoba Scholarship and Bursary Initiative provides additional funds.

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

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

Rick and Merril MacKay Business Bursary

Rick MacKay (B.A./77, CA/81, FCPA, FCA) and Merril MacKay (B.Comm.[Hons.]/78) have established an annually funded bursary, for a five-year term, to support students from rural areas pursuing studies in the I. H. Asper School of Business. Each year, beginning in 2018-2019 and ending in 2022-2023, one bursary of \$2,000 will be offered to an undergraduate student who:

- (1) has graduated from a high school in Manitoba, outside of the census metropolitan areas of the province of Manitoba (as defined by Statistics Canada);
- (2) is enrolled full-time (minimum 60% course load) in the Bachelor of Commerce (Honours) program in the I.H. Asper School of Business;
- (3) has achieved either:
 - (a) as an entering student, the minimum entrance average based on those courses used for admission to the I.H. Asper School of Business; or
 - (b) as a continuing student, a minimum degree grade point average of 2.0 in their previous year of study;
- (4) has demonstrated financial need on the standard University of Manitoba bursary application form. 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 as scheduled.

The Dean of the I.H. Asper School of Business (or designate) will name the selection committee for this award.

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

Scotiabank Scholarship in Data Analytics

Scotiabank will establish an endowment fund at the University of Manitoba to recognize and support exceptional students with an interest in data analytics. Beginning in 2018, Scotiabank will contribute \$25,000 to the fund each year for 10 years, with gifts totaling \$250,000 by 2027. Each year, from 2018-2019 until 2027-2028, \$7,500 of the gift will be set aside to offer a merit-based scholarship. By 2027-2028, the available annual income will be used to support the award.

Beginning in 2017-2018, one scholarship of \$7,500 will be offered to an undergraduate student in the I.H. Asper School of Business who:

- (1) is enrolled full-time (minimum 60% course load) in the Bachelor of Commerce (Honours) program;
- (2) has a declared Major in Management Information Systems;
- (3) has achieved a minimum degree grade point average of 3.3;
- (4) has demonstrated interest and promise in the field of data analytics. This includes but is not limited to success in related courses at the university, participation in extra-curricular groups, independent projects and employment experience.

Candidates will be required to provide information indicating how they meet criterion (4) by completing the I.H. Asper School of Business General Award Online Application.

This is a non-renewable award, past recipients are not eligible candidates.

The Dean of the I.H. Asper School of Business (or designate) will name the selection committee for this award.

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

The Canadian Medical Association's 150th Anniversary Award

The Canadian Medical Association Foundation will make an annual contribution valued at \$15,000 to the University of Manitoba for a five-year term to offer The Canadian Medical Association's 150th Anniversary Award. The purpose of the award is to support undergraduate medical students pursuing studies in the Max Rady College of Medicine at the University of Manitoba. Beginning in the 2017-2018 and ending in the 2021-2022 academic year, one award will be offered each year to an undergraduate student who:

- (1) is enrolled full-time in the Undergraduate Medical Education program in the Max Rady College of Medicine at the University of Manitoba, and are in good standing;
- (2) is a Canadian citizen, a permanent resident or a person with the protected/refugee status;
- (3) is a member of the Canadian Medical Association (CMA);
- (4) has demonstrated ability to exemplify the values of professionalism. Some examples include honesty and integrity, respect, responsibility and accountability, commitment to self-improvement, collaboration, etc.

To support criteria (4), candidates will be required to submit an application which includes the following information: (i) a current transcript(s), (ii) a curriculum vitae, (iii) two academic letters of reference from professors or advisors at a post-secondary institution, and (iv) a personal statement regarding the applicant's commitment to fulfil the ideals of the Canadian Medical Association (maximum 500 words). Candidates may be required to participate in a panel interview, if necessary.

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

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

The Canadian Medical Association's 150th Anniversary Bursary

The Canadian Medical Association Foundation will make an annual contribution valued at \$8,500 to the University of Manitoba for a five-year term to offer The Canadian Medical Association's Anniversary Bursary. The purpose of the bursary is to support undergraduate medical students pursuing studies in the Max Rady College of Medicine at the University of Manitoba. Beginning in the 2017-2018 and ending in the 2021-2022 academic year, one bursary will be offered each year to an undergraduate student who:

- (1) is enrolled full-time in the Undergraduate Medical Education program in the Max Rady College of Medicine at the University of Manitoba, and is in good standing;
- (2) is a Canadian citizen, a permanent resident or a person with the protected/refugee status;
- (3) is a member of the Canadian Medical Association (CMA);
- (4) has demonstrated financial need on the standard University of Manitoba bursary application form.

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

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

Tony T.K. Lau Prize

Tony T.K. Lau (B.A./71) has generously established an endowment fund with the initial gift of \$12,500 at the University of Manitoba in 2017. The purpose of the fund is to promote student interest in China and the history of China. Tony T.K. Lau has made an additional gift of \$500 to offer the first prize in the 2017-2018 academic year.

Beginning in the 2018-2019 academic year, the available annual interest will be used to offer one prize valued at \$500 to an undergraduate student who:

- (1) was enrolled part-time or full-time in any faculty, college, or school at the University of Manitoba in the year in which the award was tenable;
- (2) has achieved the highest standing in any of the following courses: HIST 2650, HIST 2654, or one of the following courses when the topic is on Asia with significant coverage of China: HIST 3090, HIST 3990*, or HIST 3110.

*For students enrolled in HIST 3990, the final research paper must deal significantly with material related to Chinese History to be considered for the prize.

In the event of a tie, the prize shall go to the student who has received the highest grade on the major research paper for the course.

The Head of Department of History (or designate) will name the selection committee for this award and will include the donor.

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

UMSU International Student Bursary

The University of Manitoba Students' Union (UMSU) and Graduate Students' Association (GSA) jointly established the UMSU and GSA Graduate Student Student Bursary Fund in 1991 and the GSA/UMSU Graduate Bursary in 2003 at the University of Manitoba. In 2017, these two awards were combined to create the UMSU International Student Bursary to provide financial support to deserving UMSU students. Each year, beginning in 2017-2018, the available annual interest will be used to offer bursaries to one or more undergraduate students who:

- (1) are International Students;
- (2) are enrolled full-time (minimum 60% course load) in any faculty, college, or school at the University of Manitoba;
- (3) have either
 - a. as an entering student, achieved a high school average of at least 60% on those courses considered for admission to the University of Manitoba;
 - b. as a continuing student, achieved a minimum degree grade point average of 2.0;
- (4) have demonstrated financial need on the standard University of Manitoba bursary application form

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

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

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

UMSU Undergraduate Research Awards

The University of Manitoba Students' Union will offer \$5,100,000 over a twelve-year term, to be utilized for 16-week undergraduate research awards. Each year, \$425,000 will be available to offer the awards. The awards will each have a minimum value of \$6,000, and will match the values of the University of Manitoba Undergraduate Research Awards. Faculties, colleges, and schools will also make contributions for each of the successful undergraduate research award placements. Beginning in 2017-2018 and ending in 2028-2029, the research awards will be offered to undergraduate students who:

- (1) have completed a minimum of 24 credit hours of undergraduate courses at the University of Manitoba;
- (2) are enrolled full-time (minimum 80% course load) in any faculty, college, or school at the University of Manitoba;
- (3) have achieved a minimum degree grade point average of 3.0;
- (4) have demonstrated an interest in research through their application for this award and have provided a strong rationale for completing summer research supervised by a University of Manitoba faculty member;
- (5) are being mentored in research, scholarly work, or other creative activity during the tenure of the award;
- (6) are ranked as one of the top candidates in their faculty/college/school pool for the research awards.

Students who will be graduating in the spring in which this award is tenable will not be considered or eligible for this award.

In order to demonstrate how they meet criterion (4), candidates will be required to submit an application that includes:

- (a) two written summaries (150 words each) of interviews that they have conducted with two faculty members at the university to find out more about their areas of research, scholarly work, or creative activity;
- (b) a written rationale (250 words) indicating which of the two faculty members they wish to work with, including a discussion of how the faculty member's research, scholarly work, or creative activity fits with their own long-term career aspirations;
- (c) a current copy of their transcript (unofficial, printed from Aurora Student);
- (d) a completed application form for the Undergraduate Research Awards, available through the Vice-President (Research and International) Office.

This award cannot be held more than twice by any recipient during their undergraduate program(s) at the University of Manitoba.

Recipients will be strongly encouraged to present the results of their research at the annual Undergraduate Student Research Poster Competition.

The UMSU Undergraduate Research Awards may not be held with the University of Manitoba Undergraduate Research Awards, Natural Sciences and Engineering Research Council of Canada Undergraduate Summer Research Award (NSERC USRA), or other similar awards. In the event that no qualified applications are received, the award may not be offered.

The selection committee will be named by the Vice-President (Research and International), who will also serve as Chair.

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

2. AMENDMENTS

Betty Morton Christian Scholarship and Bursary in Human Ecology

The following amendments were made to the terms of reference for the **Betty Morton Christian** Scholarship and Bursary in Human Ecology:

- The name of the award has been changed to: Betty Morton Christian Scholarship and Bursary.
- 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 part of the terms to be considered for approval.
- The opening paragraph was revised to:
 - Ms. Betty Morton Christian, a graduate in 1942 of the former School of Home Economics at the University of Manitoba in 1942, has established an endowment fund at the University to provide support to today's Family Social Sciences students. The Manitoba Scholarship and Bursary Initiative also made a contribution to this fund. Each year, 40 percent of the available annual income from the fund will be used to offer a scholarship to an undergraduate student who:
- The scholarship's numbered eligibility criteria were revised to:
 - (1) has completed at least one year of full-time study (minimum 80% course load) in the Bachelor of Human Ecology: Family Social Sciences Undergraduate Degree Program in the Max Ready College of Medicine;
 - (2) has declared a major in the Child and Youth Developmental Health Option (or equivalent);
 - (3) has achieved the highest standing, with a minimum grade point average of 3.5 among all students with a declared major in this program in a given year;
 - (4) continues as a full-time student in Family Social Sciences (Child and Youth Developmental Health Option (or equivalent)).
- The bursary's numbered eligibility criteria (1) and (2) were revised to:
 - (1) are enrolled full-time (minimum 60% course load) in the Bachelor of Human Ecology: Family Social Sciences Undergraduate Degree Program in the Max Rady College of Medicine:
 - (2) Have achieved a minimum degree grade point average of 2.5;

- The selection committee statement was revised to:
 - The Dean of the Max Rady College of Medicine (or designate), will name the selection committee for these awards.
- The standard Board of Governors statement was added.

College of Nursing Bursaries

The following amendments were made to the terms of reference for the College of Nursing Bursary (BN-BPRN Program), College of Nursing Bursary (BN Year 2), College of Nursing Bursary (BN Year 3), and College of Nursing Bursary (BN Year 4):

- The bursaries were changed from endowment funded awards to annually funded awards; the wording was changed to reflect this.
- The following sentence was added to each award:
 - 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 standard Board of Governors statement was updated.

The following amendments were made to the terms of reference for the College of Nursing Bursary (MN), and College of Nursing Bursary (MN Nurse Practitioner):

- The bursaries were changed from endowment funded awards to annually funded awards; the wording was changed to reflect this.
- Criterion (2) was revised to the following in both awards:
 - (2) has achieved a minimum grade point average of 3.0 based on the previous 60 credit hours (or equivalent) of study;
- The following sentence was added to each award:
 - 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 standard Board of Governors statement was updated.

Doris Irene Wilton Memorial Scholarship

The following amendments were made to the terms of reference for the Doris Irene Wilton Memorial Scholarship:

- Criteria (3) and (4) were revised to:
 - (3) has a minimum GPA of 3.0 on the courses completed as part of their current Master's degree program;
 - (4) has demonstrated a high standard of competent care of patients/clients as well as a commitment to community health nursing;
- The application sentence was revised to:
 - Eligible students will apply for this scholarship on or before the designated deadline date. Applicants will be required to submit a letter of application (max 500 words) outlining how they meet criterion (4), and one letter of reference from their academic advisor.
- The selection committee paragraph was revised to:

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Associate Dean, Graduate Programs in the College of Nursing to convene the selection committee, which will also include a member (or designate) of Mrs. Wilton's family.

• The standard Board of Governors Statement was updated.

Dr. G.E. Laliberte Scholarship

The following amendments were made to the terms of reference for the Dr. G.E. Laliberte Scholarship:

- The purpose of the fund was included in the preamble:

 The purpose of the fund is to offer scholarships to students entering the Biosystems Engineering program.
- The number of awards was increased from two to four, using 50% of the available annual income from the fund. (The remaining 50% is used to offer the Dr. N.R. Bulley Scholarship.)
- The definition of full-time status to hold the award was included (minimum 80% course load).
- The minimum degree grade point average was increased from 3.25 to 3.5.
- A fourth eligibility criterion was added:
 - (4) have achieved the highest averages in the courses from the preliminary first year Engineering programme.
- The following statements were added:
 - In the event of any ties, the scholarships will be offered to the students who completed a higher number of the preliminary courses.
 - The Dr. G.E. Laliberte Scholarship cannot be held with the Dr. N.R. Bulley Scholarship.
- The standard Board of Governors statement was updated.

Dr. N.R. Bulley Scholarship

The following amendments were made to the terms of reference for the Dr. N.R. Bulley Scholarship:

- The purpose of the fund was included in the preamble:

 The purpose of the fund is to offer scholarships to students entering.
 - The purpose of the fund is to offer scholarships to students entering the Biosystems Engineering program.
- The number of awards was increased from two to four, using 50% of the available annual income from the fund. (The remaining 50% is used to offer the Dr. G.E. Laliberte Scholarship.)
- The definition of full-time status to hold the award was included (minimum 80% course load).
- The minimum degree grade point average was increased from 3.25 to 3.5.
- A fourth eligibility criterion was added:
 - (5) have achieved the highest averages in the courses from the preliminary first year Engineering programme.
- The following statements were added:
 - In the event of any ties, the scholarships will be offered to the students who completed a higher number of the preliminary courses.
 - The Dr. N.R. Bulley Scholarship cannot be held with the Dr. G.E. Laliberte Scholarship.

The standard Board of Governors statement was added.

Dr. Murray Gordon Bell Graduate Student Award

The following amendments were made to the terms of reference for the Dr. Murray Gordon Bell Graduate Student Award:

- The name of the award was changed to: Dr. Murray Gordon Bell Graduate Scholarship.
- The numbered eligibility criteria were revised to:
 - (1) will be enrolled full-time in the Faculty of Graduate Studies, in a Master's or Ph.D. program delivered by the Department of Mathematics at the University of Manitoba;
 - (2) has achieved:
 - a. as a Master's student, a minimum grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study; or
 - b. as a Ph.D. student, a minimum grade point average of 3.75 based on the last 60 credit hours (or equivalent) of study;
 - (3) is pursuing studies in the area of pure mathematics.

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 Mathematics to name the selection committee for this award.

The following statements were added:

- For the purpose of this award, the calendar year will be used (January 1 and continue through December 31). Students admitted to the program at any point that falls within the calendar year will be considered for the scholarship.
- Selections for this award are based on grade point average, publications, and conference presentations.
- In the event that there are no eligible applicants, the scholarship will be offered to a student who meets criteria (1) and (2). If an award is not offered in a given year, the available interest will be re-capitalized.
- The standard Board of Governors statement was added.

Dr. Narain D. Gupta Scholarship in Mathematics

The following amendments were made to the terms of reference for the Dr. Narain D. Gupta Scholarship in Mathematics:

- The numbered eligibility criteria were revised to:
 - (1) has completed an undergraduate degree at the University of Manitoba with a minimum degree grade point average of 3.5;
 - (2) in the third and fourth years of their undergraduate program, has completed at least 24 credit hours of mathematics courses, with a minimum grade point average of 3.5;
 - (3) will be enrolled full-time in the Faculty of Graduate Studies in the first year of either the M.Sc. in Mathematics or the Ph.D. in Mathematics.
- 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 Mathematics to name the selection committee for this award.

• The following statements were added:

For the purpose of this award, the calendar year will be used (January 1 and continue through December 31). Students admitted to the program at any point that falls within the calendar year will be considered for the scholarship.

Selections for this award are based on grade point average, publications, and conference presentations.

• The standard Board of Governors statement.

Leader of Tomorrow Entrance Scholarships

The following amendments were made to the terms of reference for the Leader of Tomorrow Entrance Scholarships:

- Criterion (1) was revised to:
 - (1) are entering University 1 or any faculty, college, or school at the University of Manitoba with a direct entry option, directly from:
- The renewal portion of the award was removed, and next statement updated the name of the award:

These scholarships are renewable as the BMO Financial Group Leader of Tomorrow Scholarships.

• The following statements were revised to:

The Leader of Tomorrow Entrance Scholarships can be held concurrently with the University of Manitoba General Entrance Scholarships. The Scholarships may be held in name only with the Isabel Auld Entrance Scholarship, the Chancellors' Entrance Scholarship, and the President's Laureate Entrance Scholarship.

The Leader of Tomorrow Entrance Scholarships may not be held with the Indigenous Leader of Tomorrow Entrance Scholarship.

• The Board of Governors statement was updated.

Margaret I. Morton Prize

The following amendments were made to the terms of reference for the Margaret I. Morton Prize:

- The word "former" was added in the first sentence before Faculty of Human Ecology in the first sentence.
- The numbered eligibility criteria were revised to:
 - (1) is enrolled full-time (minimum 80 % course load) in the Bachelor of Science degree program in the Department of Biosystems Engineering;
 - (2) has achieved a minimum degree grade point average of 3.5;
 - (3) has received the highest average score for their submitted written thesis in the course Graduation Project (currently BIOE 4240), with the conditions that the thesis must be completed independently and must have a focus on Textile Science;

- The application and selection criteria paragraph was revised to:
 - Written documents will be graded, using a standard rubric, by a panel of three professors from the Department of Biosystems Engineering including (a) the course instructor, (b) the student's advisor (or alternate in the case that the student's advisor is also the course instructor), and (c) another professor selected by the course instructor. In the event of a tie, the student with the highest grade point average in their program will get the award.
- The selection committee paragraph was revised to:
 - The Head of the Department of Biosystems Engineering (or designate) will name the selection committee for this award.
- The standard Board of Governors of statement was added.

Mindel and Tom Olenick Research Award in Immunology (Entrance Scholarship)

The following amendments were made to the terms of reference for the Mindel and Tom Olenick Research Award in Immunology (Entrance Scholarship):

- The name of the Max Rady College of Medicine was updated throughout the terms of reference.
- The following sentence was removed from the opening paragraph:
 - "...and matching funds from the Edward Eric Hildebrand and Anne Palmer Hildebrand Memorial Scholarship Fund"
- The number of scholarships were changed from three to two
- The value of the scholarships increased from \$3,000 to \$5,000 for each student
- The numbered eligibility criteria were revised to:
 - (1) are enrolled full-time in either:
 - (a) the first year of study in the Faculty of Graduate Studies, in a program delivered by the Department of Immunology; or
 - (b) the first year of study in the Postgraduate Medical Education (PGME) program as a resident or fellow:
 - (2) have achieved an excellent academic record:
 - (a) as a graduate student, a minimum grade point average of 3.5 (or equivalent) based on the last 60 credit hours of post-secondary study; or
 - (b) as a resident or fellow, in good standing in the PGME program, and;
 - (3) have proposed to conduct research in any area of Immunology.
- The following sentence was added after the numbered criteria:

 Applications for this award will consist of a letter (maximum 500 words) outlining the proposed research project.
- The standard Board of Governors statement was added.

Mindel and Tom Olenick Research Studentships in Medicine

The following amendments were made to the terms of reference for the Mindel and Tom Olenick Research Studentships in Medicine:

- The name of the Max Rady College of Medicine was updated throughout the terms of reference.
- The numbered eligibility criteria were revised to:
 - (1) are enrolled in either:
 - (a) the Faculty of Graduate Studies, in an M.Sc. or Ph.D. program delivered by the Max Rady College of Medicine; or
 - (b) the Postgraduate Medical Education (PGME) program as a resident or fellow;
 - (2) have achieved:
 - (a) as a graduate student, a minimum grade point average of 3.0 (or equivalent) based on the last 60 credit hours of post-secondary study; or
 - (b) as a resident or fellow, in good standing in the PGME program, and;
 - (3) will conduct research into renal or gastrointestinal diseases and related disorders; and
 - (4) have been recommended by the Selection Committee in the Max Rady College of Medicine.
- The application paragraph was revised to:

Application for this award will normally consist of a letter to the Dean of the Max Rady College of Medicine (or designate) together with a research proposal and a supporting letter from the proposed supervisor. The deadline for application is April 1 each year. Recipients are expected to conduct research for a twelve-month period. Recipients of the award may re-apply once for the continuation of the award.

• The Board of Governors statement was updated.

Neil Burgess Memorial Scholarship

The following amendments were made to the terms of reference for the Neil Burgess Memorial Scholarship:

- The terms were broken out of their block paragraph format and updated to current formatting standards with numbered criteria.
- The funding arrangement and eligibility criteria now read:
 - Each year, the available annual income will be used to offer one scholarship to a graduate student who:
 - (1) is enrolled full-time in a Master's or Ph.D. program offered through the Department of Civil Engineering in the Faculty of Engineering 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;
 - (3) has geotechnical engineering as a principal field of research and study.
- The following statements were added:
 - In order to be considered for the scholarship, students will need to submit an application that includes (i) official transcript(s), (ii) a curriculum vitae, and (iii) a one –page research abstract.
 - The scholarship is renewable in the following year, provided that the student continues to meet the above criteria. Only one student may hold the scholarship in any given year.
- The selection committee statement was revised to:

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies will ask the Head of the Department of Civil Engineering (or designate) to name the selection committee for this award. The committee will include the Chair of the Manitoba Section of the Canadian Geotechnical Society and the senior Professor in geotechnical engineering in the Department of Civil Engineering (or their designates).

• The standard Board of Governors statement was added.

Peter B. E. McVetty Plant Breeding Scholarship in the Department of Plant Science

The following amendments were made to the terms of reference for the Peter B. E. McVetty Plant Breeding Scholarship in the Department of Plant Science:

- Criteria (1) and (2) were revised to:
 - (1) are enrolled full-time in the Faculty of Graduate Studies, in their second year of a Master's program, or in their second or third year of a Ph.D. program in plant breeding in the Department of Plant Science at the University of Manitoba;
 - (2) have achieved a minimum grade point average of 3.5 (or equivalent) based on the last 60 credit hours of study;
- The following sentence was removed:
 - If the scholarship is not awarded in any given year, the unspent revenue will be recapitalized for future awards.
- The following sentence was added:
 - Any unspent revenue may be used at the discretion of the selection committee to offer additional scholarships.
- The selection committee was changed to:
 - The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Head of the Department of Plant Science to name the selection committee.
- The standard Board of Governors statement was updated.

Special Scholarships in Textile Sciences

The following amendments were made to the terms of reference for the Special Scholarships in Textile Sciences:

- The name was changed to: Margaret I. Morton Scholarships in Human Nutritional Sciences
- The preamble was revised to:
 - The full available annual income from the endowment fund will be used to support four scholarships, first offered in 1977 and now funded in trust. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund.
- The numbered eligibility criteria were amended to:
 - One scholarship will be awarded to a student who:
 - (1) is enrolled full-time (minimum 80% course load) in in the Faculty of Agricultural and Food Sciences, in their first year of study in the Bachelor of Science (Human Nutritional Sciences) degree program;

- (2) has achieved a minimum degree grade point average of 3.5, or, if entering directly from high school, a minimum average of 85% on those courses used for admission;
- (3) proceeds in the next ensuing academic year to the second year in the Bachelor of Science (Human Nutritional Sciences) degree program.

One scholarship will be awarded to a student who:

- (1) is enrolled full-time (minimum 80% course load) in the Faculty of Agricultural and Food Sciences, in their second year of study in the Bachelor of Science (Human Nutritional Sciences) degree program;
- (2) has achieved a minimum degree grade point average of 3.5;
- (3) proceeds in the next ensuing academic year to their third year in the Bachelor of Science (Human Nutritional Sciences) degree program.

One scholarship will be awarded to a student who:

- (1) is enrolled full-time (minimum 80% course load) in the Faculty of Agricultural and Food Sciences, in their third year of study in the Bachelor of Science (Human Nutritional Sciences) degree program;
- (2) has achieved a minimum degree grade point average of 3.5;
- (3) proceeds in the next ensuing academic year to their fourth year in the Bachelor of Science (Human Nutritional Sciences) degree program.

One scholarship will be awarded to a graduate student who:

- (1) is enrolled full-time (minimum 80% course load) in the Faculty of Graduate Studies in their first year of the Master of Science (Human Nutritional Sciences) degree program, offered by the Faculty of Agricultural and Food Sciences;
- (2) has achieved a minimum grade point average of 3.5 based on the previous 60 credit hours of study;
- (3) proceeds in the next ensuing academic year to their second year in the Master of Science (Human Nutritional Sciences) degree program.
- The selection committee paragraph was revised to:
 - The selection committee will be the Faculty of Agricultural and Food Sciences Awards Committee.
- The standard Board of Governors statement was added.

Syngenta Achievement Award

The following amendments were made to the terms of reference for the Syngenta Achievement Award:

- The preamble was revised to:
 - The Syngenta Achievement Award was initially established in 1993. In 2016 Syngenta Canada Inc. established an endowment fund at the University of Manitoba with a gift of \$25,000. Beginning in the 2017/2018 academic year, the available annual interest will be used to offer one prize to a graduating student in the Bachelor of Science in Agriculture Program in the Faculty of Agricultural and Food Sciences. The award will be offered to a student who:
- The criteria were revised to:
 - (1) has successfully completed the program requirements for the Bachelor of Science in Agriculture degree; and,

- (2) has achieved the highest grade point average over the last four years (120 credit hours) in the program.
- The selection committee paragraph was revised to:

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

The standard Board of Governors statement was added.

UMSU Summer Session Bursary

The following amendments were made to the terms of reference for the UMSU Summer Session Bursary:

- The funding statement now reads:
 - The available annual interest on the fund will be used to offer bursaries to undergraduate students who:
- The numbered eligibility criteria were revised to:
 - (1) are enrolled full or part-time in any undergraduate degree or diploma program during the Summer Session at the University of Manitoba;
 - (2) have completed at least 24 credit hours in the previous academic session at the University of Manitoba;
 - (3) have achieved a minimum degree grade point average of 2.0;
 - (4) have demonstrated financial need on the standard University of Manitoba bursary application.
- The following statements were removed:

There will be two separate competitions, one for intersession and summer evening and one for summery day, the deadline dates for which will be published in the summer session calendar each year.

The selection committee shall consist of one representative each from the Financial Aid and Awards office, the University of Manitoba Students Union and the Summer Session office of the Continuing Education Division.

• The following statements were added:

The selection committee will have the discretion to determine the number and value of individual awards.

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

• The standard Board of Governors statement.

3. WITHDRAWALS

Ann Lugsdin Fund

This award is being withdrawn, as the award terms have been revised.

Archie Micay, Q.C., LL.B. Award in Law

This award is being withdrawn, as the fund has been depleted.

Archie Micay, Q.C. Prize for Second Highest Standing in First Year This award is being withdrawn, as the fund has been depleted.

Archie Micay, Q.C. Prize for Second Highest Standing in Second Year
This award is being withdrawn, as the fund has been depleted.

Archie Micay, Q.C. Prize for Third Highest Standing in First Year
This award is being withdrawn, as the fund has been depleted.

Archie Micay, Q.C. Prize for Third Highest Standing in Second Year
This award is being withdrawn, as the fund has been depleted.

Cadorath Aerospace Award For Engineering Excellence

This award is being withdrawn at the request of the donor.

Rana-Medical Scholarship

This award is being withdrawn at the request of the donor.

Summer Session Prize

This award is being withdrawn at the request of Extended Education.

REPORT OF THE SENATE COMMITTEE ON AWARDS

Preamble

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

On behalf of Senate, to approve and inform Senate of all new offers and revised offers of awards that meet the published guidelines presented to Senate on November 3, 1999, and as thereafter revised by Senate. Where, in the opinion of the Committee, acceptance is recommended for new offers and revised 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 24, 2017 the Senate Committee on Awards approved 9 new offers, 16 revised offers, and the withdrawal of 2 awards, as set out in Appendix A of the *Report of the Senate Committee on Awards* (dated August 24, 2017).

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve 9 new offers, 16 revised offers, and the withdrawal of 2 awards as set out in Appendix A (dated August 24, 2017). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,

Dr. Phil Hultin Chair, Senate Committee on Awards

SENATE COMMITTEE ON AWARDS Appendix A August 24, 2017

1. NEW OFFERS

Barbara Humphreys Memorial Graduate Scholarship in Architecture

In memory of Barbara Humphreys (B.Arch./41), Douglas Humphreys and his daughter, Gwyneth, have established an endowment fund with the initial gift of \$250,000 at the University of Manitoba in 2017. The purpose of the fund is to reward the academic achievements of graduate students pursuing studies in the Master of Architecture program in the Faculty of Graduate Studies. Beginning in the 2019–2020 academic 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 first or second year of study in the Faculty of Graduate Studies in the Master of Architecture program at the University of Manitoba;
- (2) has graduated with a Bachelor of Environmental Design offered through the Faculty of Architecture at the University of Manitoba;
- (3) has achieved a minimum grade point average of 3.5 based on previous 60 credit hours (or equivalent) of university level study;
- (4) submits a concise statement (maximum 250 words) describing their research area of interest.

Preference will be given to students with an interest in Canada's architectural heritage and the impact architecture has on the built and natural environments.

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

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.

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

BUGS Scholarship

The Biology Undergraduates Students' Association will make an annual contribution of \$250 for a five-year term to offer the BUGS Scholarship. The purpose of the award is to support undergraduate students interested in Biological Sciences, Microbiology, or Genetics in the Faculty of Science. Beginning in 2017-2018 and ending in 2021-2022, one scholarship will be offered to an undergraduate student who:

- (1) is enrolled full-time (minimum 80% course load) in any year of study in the Faculty of Science at the University of Manitoba;
- (2) has completed at least one 2000 level course in Biological Sciences, Microbiology, or Genetics;
- (3) has achieved a minimum degree grade point average of 3.5;
- (4) has, in the opinion of the selection committee, submitted the best essay*.

*In consultation with the Departments of Biological Sciences and Microbiology, essay topics will change on an annual basis and will be advertised by BUGS. Essay topics to be considered may include the following:

- How will your study of biological sciences/microbiology contribute to your immediate or long range career plans?
- Describe a special attribute or accomplishment that sets you apart in the field of biological sciences/microbiology?
- In your opinion, what was an interesting/novel/impactful scientific discovery that was made this year?

Essays (maximum 500 words, including references) are to be submitted to the Department of Biological Sciences.

Preference will be given to members of the Biology Undergraduate Students' Association (BUGS).

BUGS executives are not eligible to receive this scholarship.

The donor will contact the Financial Aid and Awards office by no later than March 31 in any year this award is not to be offered.

The selection committee will be jointly named by the Department Heads of Biological Sciences and Microbiology (or their designates) and include an executive member of BUGS.

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

Harvey & Merle Boyd Bursary

Merle Boyd (neé: Pringle) Cert.Nurs. (P.H.)/46 bequeathed \$201,199.36 to the University of Manitoba in 2015 to establish an endowment fund. The purpose of the fund is to support undergraduate students pursuing studies in the College of Nursing in the Baccalaureate Nursing Program. Beginning in 2017-2018, the available annual income from the fund will be used to offer bursaries to undergraduate students who:

- (1) are enrolled full-time (minimum 60% course load) in any year of study in the Baccalaureate Nursing Program in the College of Nursing 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 selection committee will have the discretion to determine the number and value of scholarships offered each year. In any year when there is excess annual income, the revenue from the fund will be recapitalized as per the donor's wishes.

The selection committee shall be the Student Awards Committee of the College of Nursing.

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

John H. McEown and A. Lewis Watt Bursary

Mr. John McEown (B.Comm./48) has established an endowment fund at the University of Manitoba, with a bequest of \$100,000 in 2016. The purpose of the fund is to provide bursaries for students in the I.H. Asper School of Business. The available annual interest from the fund will be used to offer one or more bursaries to undergraduate students who:

- (1) are enrolled full-time in the I.H. Asper School of Business, in the Bachelor of Commerce (Honours) degree;
- (2) have achieved a minimum degree grade point average of 3.0;
- (3) have demonstrated community service through participation in student government and/or professional, charitable, or cultural organizations;
- (4) have demonstrated financial need on the standard University of Manitoba bursary application form.

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

Candidates must submit the online University of Manitoba General Bursary Application and Supplemental Bursary Application. Candidates must demonstrate their involvement in community service in the online University of Manitoba Supplemental Bursary Application.

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

The Board of Governors of the University of Manitoba has the right to modify the terms of this award if, because of changed conditions, it becomes necessary to do so. Such modification shall conform as closely as possible to the expressed intention of the donor in establishing the award.

Katz Family Scholarship

The Katz Family has generously established an endowment fund with an initial gift of \$20,000 at the University of Manitoba in 2017. The purpose of the fund is to reward the academic achievements of undergraduate students pursuing studies in the Undergraduate Medical Education Program in the Max Rady College of Medicine. One award will be given to a student who has completed Med I and a second award will be given to a student who has completed Med II. The Katz family has made an additional gift of \$800 to offer the first prize in the 2017-2018 academic year. Beginning in the 2018-2019 academic year, the available annual interest will be used to offer two prizes, equal in value, to undergraduate students who:

- (1) were enrolled full-time (minimum 80% course load) in either:
 - (a) the first year of study in the Undergraduate Medical Education program offered by the Max Rady College of Medicine; or
 - (b) the second year of study in the Undergraduate Medical Education program offered by the Max Rady College of Medicine
- (2) in the next ensuing academic year continue to be enrolled full-time in the Undergraduate Medical Education program offered by the Max Rady College of Medicine
- (3) are in good standing in the program;
- (4) have achieved the highest standing in the Endocrine and Metabolism course.

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

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

Murray J. Taylor Actuarial Community Involvement Scholarship

Mr. Murray Taylor B.Sc. (Hons)/76 and his wife Mrs. Charlotte Taylor have together established an endowment fund at the University of Manitoba. The purpose of the fund is to reward community involvement and academic achievements of undergraduate students pursuing studies in Actuarial Mathematics in the Faculty of Science or the I. H. Asper School of Business. Beginning in the 2018-2019 academic year, the available annual income from the fund will be used to offer one scholarship of \$4,000 to an undergraduate student who:

- (1) is enrolled full-time (minimum 80% course load) in either:
 - (i) the Faculty of Science in a Bachelor of Science (Honours) degree with a declared major in Actuarial Mathematics or the Actuarial Mathematics and Statistics Joint Program at the University of Manitoba; or
 - (ii)the I.H. Asper School of Business in a Bachelor of Commerce (Honours) degree with a declared major in Actuarial Mathematics;
- (2) has achieved a minimum degree grade point average of 3.0;
- (3) has successfully completed at least one professional examination set by the Society of Actuaries/Casualty Actuarial Society;
- (4) has demonstrated leadership through volunteer activities in the community or at the University of Manitoba (volunteer activities may include, but are not limited to, involvement with student-run organizations (clubs, student councils, etc.), faith-based organizations, not-for-profit organizations, and commitments to coaching or organizing sporting teams or events).

In order to demonstrate criterion (4), candidates must submit a letter of application (maximum 250 words) outlining how they meet the leadership and/or volunteer requirements in the most recent year and previous years.

Previous recipients are encouraged to apply if they continue to meet the eligibility criteria as outlined above.

The selection committee shall be named by Dean of the Faculty of Science (or designate) and the Dean of the I.H. Asper School of Business (or designate) and will include the Director of the Warren Centre for Actuarial Studies and Research (or designate), and donors (or their designates).

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

Rosemary Armstrong Memorial Bursary

The Rosemary Armstrong Memorial Bursary Fund was established as a permanent endowment through The Winnipeg Foundation in December 2016. This bursary is intended to support nursing students with an interest in pediatrics and children's health who can further the work that Rosemary would have loved to continue. Each year, The Winnipeg Foundation will report the available earnings from the fund to Financial Aid and Awards at the University of Manitoba to offer one bursary which will be offered to an undergraduate student who:

- (1) is enrolled full-time (minimum 60% course load) in the fourth year of the Bachelor of Nursing Program in the College of Nursing at the University of Manitoba;
- (2) is enrolled in Family/Child Health course (currently NURS 4510);
- (3) has achieved a minimum degree grade point average of 2.5;
- (4) has demonstrated financial need on the standard University of Manitoba bursary application form.

The selection committee will be the Student Awards Committee of the College of Nursing.

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. Any future modifications that may be necessary due to changed conditions will require complete consultation with The Winnipeg Foundation.

Sharpe Memorial Prize

In memory of William Joseph Sharpe, an endowment fund was established at the University of Manitoba. The purpose of the fund is to recognize the academic excellence of a student who has completed the course Avian Production Systems. Each year, beginning in 2017-2018, the available annual income 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 Agricultural and Food Sciences in the year the prize is tenable;
- (2) has achieved a minimum degree grade point average of 3.0;
- (3) achieved the highest standing in the course Avian Production Systems (currently numbered ANSC 4550).

In the event of a tie, the prize will be awarded to the student with the highest degree grade point average.

Students in their final term of study are eligible to receive the prize, provided that they have declared graduation and were registered full-time (minimum 80% course load) in the term the prize is tenable.

If the course Avian Production Systems is no longer offered, a scholarship can be offered to a full-time undergraduate student (minimum 80% of a full-course load) who has declared a Major in Animal Systems, and achieved a minimum degree grade point average of 3.5.

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

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

William A. Gray Memorial Scholarship

In memory of her husband, William A. Gray (B.S.A./74), Karen Gray and their children Madison and Laurel, together with Bill's friends and colleagues from the Royal Bank of Canada, have established an endowment fund at the University of Manitoba. The purpose of the fund is to encourage students to pursue studies in the Department of Agribusiness and Agricultural Economics, in the Faculty of

Agricultural and Food Sciences. Beginning in the 2017-2018 academic year, the available annual income 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 Faculty of Agricultural and Food Sciences,
- (2) is in the third year of the Bachelor of Science in Agribusiness program;
- (3) has achieved the highest degree grade point average with a minimum of 3.5.

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

Alice Meredith Jones Memorial Bursary

The following amendments were made to the terms of reference for the Alice Meredith Jones Memorial Bursary:

- The numbered criteria were revised to:
 - (1) are enrolled full-time (minimum 60% course load) in the Bachelor of Nursing Program in the College of Nursing at the University of Manitoba;
 - (2) have achieved a minimum degree grade point average of 2.5;
 - (3) have demonstrated financial need on the standard University of Manitoba bursary application form.
- The following paragraphs were removed:
 - *Applicants will be required to submit a brief letter outlining why he/she feels that he/she has the potential for becoming a successful, contributing member of the nursing profession.
 - The bursary may be renewed for an additional year provided the recipient maintains a 3.00 grade point average in the first year of the program.
 - Applications for this award will be available from the Financial Aid and Awards Office at the university. The application deadline each year shall be October 1st.
- The selection committee paragraph was revised to:
 - The selection committee for this bursary will be the Student Awards Committee of the College of Nursing.
- The standard Board of Governors statement was added.

Bruce D. Campbell Bursaries

The following amendments were made to the terms of reference for the Bruce D. Campbell Bursaries:

- Criterion (3) was revised to:
 - (3) (i) as degree students, have achieved the required minimum entrance average based on those courses used for admission to the University of Manitoba or are being admitted via Advanced Entry with a minimum grade point average of 2.0;

(ii) as diploma students, have achieved the required minimum entrance average of 60% based on their Grade 12 high school courses (or equivalent);

Catherine E. Reimer Memorial Scholarship

The following amendments were made to the terms of reference for the Catherine E. Reimer Memorial Scholarship:

- Criterion (3) in both scholarships were revised to:
 - (3) has achieved a minimum degree grade point average of 3.5;
- The standard Board of Governors statement was updated.

George Weston Scholarship

The following amendments were made to the terms of reference for the George Weston Scholarship:

- The name of the scholarship was revised to: Weston Family Scholarship
- The opening paragraph was revised to:

The W. Garfield Weston Foundation has established a fund at the University of Manitoba to support exceptional undergraduate students. This fund will support undergraduate scholarships which will be given on an annual basis until the fund has been exhausted. Two scholarships valued at \$6,000 each will be offered to students enrolled in the Faculty of Agricultural and Food Sciences, two scholarships valued at \$6,000 each will be offered to students enrolled in the Faculty of Arts, and one scholarship valued at \$6,000 will be offered to a student enrolled in the Desautels Faculty of Music. Each of these scholarships will be offered to students who:

- The numbered criteria were revised to:
 - (1) have completed at least 24 credit hours of full-time study (80 % course load);
 - (2) have achieved a minimum degree grade point average of 3.5;
 - (3) have registered for 24 credit hours (80 % course load) of full-time study for the subsequent year of undergraduate study;
 - (4) is a Canadian citizen; and
 - (5) demonstrates exceptional community involvement, excellent communication skills (both verbal and written), and have outstanding abilities and achievements.
- The following paragraph was revised:

As part of the application process, the applicants will be required to submit a brief biographical essay that both demonstrates their excellent communication skills and outlines the scope of their community involvement, abilities and achievements. The short-listed candidates will, if necessary, be interviewed by members of the selection committees.

• A renewal paragraph was added:

The scholarship is renewable for a maximum of three years, providing the recipient continues to meet the above criteria. If the student is in their final year (declared graduating year) of their undergraduate degree program, they will not have to meet criterion (3) for it to be renewable for that year.

• The following sentence was added:

The number and value of the scholarships may be adjusted in the final year to ensure the fund is exhausted.

• The selection committee paragraph was revised to:

The selection committee for the Faculty of Agriculture and Food Science scholarship will be the Agricultural and Food Sciences Awards Committee. The selection committee for the Faculty of Arts scholarships will be named by the Dean of the Faculty of Arts (or designate). The selection committee for the Desautels Faculty of Music scholarships will be named by the Dean of the Desautels Faculty of Music (or designate).

• The standard Board of Governors statement was updated.

Graduate Nursing Students Association Scholarship

The following amendments were made to the terms of reference for the Graduate Nursing Students Association Scholarship:

• The opening paragraph was revised to:

The Graduate Nursing Students Association (GNSA) offers five scholarships to graduate nursing students at the University of Manitoba, when funds are available. The awards will be valued at \$2500 at the Master's level and \$3,000 at the PhD level, for a total of \$13,000 as approved by the endowment fund. The purpose of the scholarships is to promote excellence in academic and clinical settings by acknowledging and encouraging academic excellence and strong leadership abilities, including leadership in student governance.

• The numbered criteria in the following scholarships were revised to:

One scholarship will be offered to a graduate student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies, in the Master of Nursing, Nurse Practitioner stream:
 - (a) if there are no full-time applicants who fulfill the terms of reference then a part-time applicant from the Nurse Practitioner stream may be considered for this award at the discretion of the selection committee.
- (2) has achieved a minimum grade point average of 3.5 in the previous 60 credit hours (or equivalent) of study;
- (3) has demonstrated nursing leadership in the graduate program, in previous and/or current employment positions, and/or in the community at large.

One scholarship will be offered to a graduate student who:

- (1) is enrolled part-time in the Faculty of Graduate Studies, in the Master of Nursing, Nurse Practitioner stream;
 - (a) if there are no part-time applicants who fulfill the terms of reference then a full-time applicant from the Nurse Practitioner stream may be considered for this award, at the discretion of the selection committee.
- (2) has achieved a minimum grade point average of 3.5 in the previous 60 credit hours (or equivalent) of study;
- (3) has demonstrated nursing leadership in the graduate program, in previous and/or current employment positions, and/or in the community at large.

One scholarship will be offered to a graduate student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies, in the Master of Nursing, in any stream (not Nurse Practitioner);
 - (a) if there are no full-time applicants who fulfill the terms of reference, then a part-time applicant from the Master's streams, except the Nurse Practitioner stream, may be considered for this award, at the discretion of the selection committee.
- (2) has achieved a minimum grade point average of 3.5 in the previous 60 credit hours (or equivalent) of study;
- (3) has demonstrated nursing leadership in the graduate program, in previous and/or current employment positions, and /or in the community at large.

One scholarship will be offered to a graduate student who:

- (1) is enrolled part-time in the Faculty of Graduate Studies, in the Master of Nursing, in any stream (not Nurse Practitioner);
 - (a) if there are no part-time applicants who fulfill the terms of reference then a full-time applicant from the Master's stream, except the Nurse Practitioner stream, may be considered for this award at the discretion of the selection committee.
- (2) has achieved a minimum grade point average of 3.5 (or equivalent) in the previous 60 credit hours of study;
- (3) has demonstrated nursing leadership in the graduate program, in previous and/or current employment positions, and/or in the community at large.

One scholarship will be offered to a graduate student who:

- (1) is enrolled full- or part-time in the Faculty of Graduate Studies, in the PhD of Nursing program;
- (2) has achieved a minimum grade point average of 3.5 in the previous 60 credit hours (or equivalent) of study;
- (3) has demonstrated nursing leadership in the graduate program, in previous and/or current employment positions, and/or in the community at large.
- The tie breaking sentences were revised to:
 - Where two or more candidates are otherwise considered to be equal, the scholarship will be offered to the candidate who has achieved the highest degree grade point average based on the last 60 credit hours (or equivalent) of study. In the event that two or more of these candidates are also tied with respect to degree grade point average, the scholarship will be divided equally among these candidates.
- The selection committee paragraph was revised to:
 - The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Chair of the Graduate Studies Committee of the College of Nursing to convene the selection committee for this award.
- The standard Board of Governors statement was added.

James Walker Wood, M.D. Convocation Prize in Family Medicine

The following amendments were made to the terms of reference for the James Walker Wood, M.D. Convocation Prize in Family Medicine:

- The prize was renewed for an additional 5 year term starting in 2018-2019 after the current 4 year term expires.
- The standard Board of Governors statement was added.

Jenny Fraser Memorial Award

The following amendments were made to the terms of reference for the Jenny Fraser Memorial Award:

- Criteria (1) and (3) were revised to:
 - (1) is enrolled full-time in the Faculty of Graduate Studies, in the second year of the Master of Science in the Department of Community Health Sciences (As of July 1, 2015 the Department of Family Social Sciences, Faculty of Human Ecology merged with the Department of Community Health Sciences, Max Rady College of Medicine, Rady Faculty of Health Sciences);
 - (3) has achieved a minimum grade point average of 3.5 (or equivalent) based on the last 60 credit hours (or equivalent); and
- The selection committee paragraph was revised to:
 - The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Head, Department of Community Health Sciences (or designate) to name the selection committee.
- The standard Board of Governors statement was updated.

Manitoba Association of Home Economists Bursary

The following amendments were made to the terms of reference for the Manitoba Association of Home Economists Bursary:

• The preamble was revised to:

The Manitoba Association of Home Economists (MAHE) offers two annual bursaries to support students who are pursuing studies in areas of health and education which would assist people in improving their quality of life. MAHE represents home economists throughout the province. Members work in all areas of the public, non-profit and private sectors to assist people in improving their quality of life. MAHE is governed by a 12 member Board of Directors that sets the strategic direction of the association and administers The Professional Home Economists Act. The Act, passed in 1990, recognizes the right of qualified members to use the Professional Home Economist (PHEc) designation. This registered status provides for self-regulation via an established code of professional conduct.

Each year one bursary valued at half of the available annual interest, along with a one year membership to the Manitoba Association of Home Economists, will be offered to an undergraduate who:

- Criteria (1) and (2) were revised to:
 - (1) is enrolled full-time (minimum 60% course load) in a Bachelor of Education degree program (e.g., After-Degree Bachelor of Education program) in the Faculty of Education, and in any year of the program, with a declared major in Home Economics;

- (2) has a minimum degree grade point average of 2.0, or has met admission requirements for the Bachelor of Education degree program (e.g., After-Degree Bachelor of Education program) in the Faculty of Education;
- A second bursary was added within the terms of reference:

Each year one bursary valued at half of the available annual interest, along with a one year membership to the Manitoba Association of Home Economists, will be offered to an undergraduate student who:

- (1) is enrolled full-time (minimum 60% course load) in the Rady Faculty of Health Sciences in either the Bachelor of Health Sciences or Bachelor of Health Studies program;
- (2) has a minimum degree grade point average of 2.0;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.
- The following sentence was removed:

This bursary may be held with other bursaries and scholarships.

• The following paragraph was added:

If there are no eligible students who meet the criteria for the Faculty of Education bursary, a second bursary will be offered to a student in the Rady Faculty of Health Sciences who meets the above criteria in that Faculty. If there are no eligible students who meet the criteria in the Rady Faculty of Health Sciences who meets the above criteria, then a second bursary will be offered to a student in the Faculty of Education who meet the above criteria in that Faculty.

• The selection paragraph was revised to:

The selection committee for the Faculty of Education will be named by the Dean, Faculty of Education (or designate). The selection committee for the Rady Faculty of Health Sciences will be named by the Dean, Rady Faculty of Health Sciences (or designate).

The standard Board of Governors statement was added.

Manitoba Public Insurance Occupational Therapy and Physical Therapy Tuition Scholarships

The following amendments were made to the terms of reference for the Manitoba Public Insurance Occupational Therapy and Physical Therapy Tuition Scholarships:

- Criteria (1) and (3) were revised to the following for both the Master of Occupational Therapy (MOT) and the Master of Physical Therapy (MPT) scholarship sections:
 - (1) be residents of Manitoba, who have graduated from a Manitoba high school and have received a recognized degree from a Manitoba post-secondary institute;
 - (3) have maintained a minimum grade point average of 3.75 based on the previous 60 credit hours (or equivalent) of study, with no grade lower than C+, throughout the MOT program;
- The advertisement sentence was revised to:

The College of Rehabilitation Sciences Awards Committee will advertise the application deadline each year.

- The title of the Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies was updated.
- The standard Board of Governors statement was added.

MARRT Professional Award

The following amendments were made to the terms of reference for the MARRT Professional Award:

- The name of the award has been changed to: *Manitoba Association of Registered Respiratory Therapists Future Leader Prize*
- The opening paragraph was revised to:

The Manitoba Association of Registered Respiratory Therapists (MARRT) is the professional association and licensing body for the discipline of respiratory therapy in Manitoba. Each year, the association offers a prize valued at \$500.00 to a student graduating from the Bachelor of Respiratory Therapy program who demonstrates the potential for future growth as a leader within the profession.

• The numbered criteria were revised to:

The prize will be offered to a student who:

- (1) has completed the third year of study in the Respiratory Therapy Program in the University of Manitoba's College of Rehabilitation Sciences;
- (2) has achieved a minimum degree grade point average of 3.0;
- (3) has demonstrated characteristics and behaviours of a leader (ie. has good communication skills, demonstrates initiative, networks with others, is a self-manager, and actively seeks new opportunities and challenges);
- (4) has demonstrated leadership qualities within the Department of Respiratory Therapy through their interactions with students and faculty;
- (5) promotes the delivery of services and care for individuals with respiratory disease.
- (6) demonstrates advocacy for the profession through participation in at least three of the following:
 - i. Student council.
 - *ii.* Committees within the Respiratory Therapy Department or the College of Rehabilitation Sciences.
 - iii. Campus representative for the Canadian Society of Respiratory Therapists.
 - iv. Involvement in planning and implementing Canadian Society of Respiratory Therapists student activities.
 - v. Involvement in planning and implementing Respiratory Therapy Week events at the university or within the community.
 - vi. Involvement in planning and implementing other department or College events which promote the profession of respiratory therapy.
 - vii. Involvement in planning and implementing student Interprofessional Education Activities within the College of Rehabilitation Sciences or the Rady Faculty of Health Sciences.
 - viii. Participation in professional education conferences (presentation, poster, conference planning etc.)
 - ix. Volunteered or worked for a community organization for one or more years in a leadership role.

• The following was added:

Applicants must submit the following:

- 1) A completed application form.
- 2) Resumé or curriculum vitae.
- 3) One letter of recommendation from a Respiratory Therapist (faculty member or a clinical practitioner).
- 4) A letter of intent (500 words minimum) that describes:
 - a. Their involvement in service and leadership activities as listed in the criteria.
 - b. The challenges that they see in the future for the profession.
 - c. How they see the profession evolving to meet the challenges.
 - d. What their professional goals are in promoting respiratory therapy.
- The standard Board of Governors Statement was added.

Oakes-Riewe Aboriginal Environmental Studies Research Award

The following amendments were made to the terms of reference for Oakes-Riewe Aboriginal Environmental Studies Research Award:

- The name of the award has been changed to: Oakes-Riewe Environmental Studies Research Award
- The following was removed from the opening paragraph:
 - ...which includes Aboriginal peoples' perspectives.
- The numbered criteria were revised to:
 - (1) are enrolled full-time in the Faculty of Graduate Studies at the University of Manitoba, either in a Master's or a Ph.D. program; and
 - (2) have achieved a minimum grade point average of 3.0 based on the previous 60 credit hours (or equivalent) of study;
 - (3) are conducting or have proposed to conduct environmental research.
- The preference list was revised to:
 - (1) students conducting interdisciplinary environmental (integration of physical, biological, and human processes) research within a Canadian Indigenous context;
 - (2) students conducting interdisciplinary environmental (integration of physical, biological, and human processes) research within a Circumpolar context;
 - (3) students in a Master's program;
 - (4) students with financial support which is inadequate to cover the proposed field work expenses.
- The following was revised to:

Applicants will be required to submit the following in order to be considered for this award:

a) a two-page research proposal including the purpose, objectives, and methods of the project;

- b) a statement signed by the student's thesis advisor which states that the research proposal has been approved by the Thesis Advisory Committee;
- c) proof of approval by the Research Ethics Board of the University of Manitoba;
- d) letters of approval and/or copies of research licenses signed by the appropriate authority from the Community or Research Authority which will participate in, be influenced by, or benefit from the research;
- e) a statement from the applicant indicating how they plan to familiarize themselves with the protocols practiced by the community in which the research will be conducted;
- f) a budget detailing how the outlined costs relate to particular aspects of the project;
- g) a statement that the applicant, if successful, will present his/her research findings at an interdisciplinary seminar with an environmental focus such as the Faculty of Environment Seminar at the University of Manitoba upon completion of the project and will submit the findings for publication in a refereed publication).
- The following paragraph was removed:
 - These awards will be presented to the recipients in accordance with the guidelines and procedures used by the Northern Scientific Training Program (NSTP) at the University of Manitoba. Recipients may receive this award only once.
- The selection committee paragraph was revised to:
 - The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Clayton H. Riddell Faculty of Environment, Earth, and Resources to designate a Chair for the Committee. Committee membership shall include academic representatives with expertise conducting environmental research, the Associate Dean of the Faculty of Graduate Studies Interdisciplinary Programs (or designate), and a representative from the Office of Research and Contract Services.
- The standard Board of Governors Statement was added.

Schwartz/Reisman Scholars Program

The following amendments were made to the terms of reference for the Schwartz/Reisman Scholars Program:

- Criterion (2) in the first scholarship to an undergraduate student was revised to:
 - (2) have achieved either:
 - (i) as an I.H. Asper School of Business student, a minimum degree grade point average of 3.75; or, if entering directly from high school, a minimum average of 85% on those courses used for admission;
 - (ii) as a First Year Faculty of Law student, a cumulative grade point average of 3.5 in course work completed prior to entrance into the Faculty of Law;
 - (iii) as a Second or Third Year Faculty of Law student, a minimum 3.5 degree grade point average;
- Criterion (3) in the first scholarship to an undergraduate student and in the second scholarship to a graduate student was revised to:
 - (3) have demonstrated recent community involvement and/or leadership.

The O. Bjornson Prize in English

The following amendments were made to the terms of reference for the The O. Bjornson Prize in English:

• The preamble was revised to:

In memory of the late Dr. Oafur Bjornson and his contributions to the University during his tenure as a member of the teaching staff in the Faculty of Medicine, his daughters have established an endowment fund at the University of Manitoba.

• The numbered criteria was revised to:

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

- (1) was enrolled full-time (minimum 60% course load) in any undergraduate program at the University of Manitoba in the year in which the award was tenable;
- (2) has, in the opinion of the selection committee, written an outstanding essay on Shakespeare in any class offered by the Department of English, Film, and Theatre out of all applicants;
- (3) has achieved a minimum degree grade point average of 3.5.
- The following statements were added:

Preference will be given to students who have written an essay on Shakespeare in a course beyond the 1000-level on Shakespeare's works that is offered by the Department of English, Film, and Theatre.

In order to be considered for this prize, candidates will be required to submit a piece of work for consideration to the Associate Head of the Department of English, Film, and Theatre.

In a year when no worthy candidate is identified, no prize will be offered and any unspent interest shall be capitalized with the capital of the fund.

The standard Board of Governors statement was added.

The Skuli Johnson Gold Medal in Classics

The following amendments were made to the terms of reference for The Skuli Johnson Gold Medal in Classics:

• The preamble has been revised to:

In memory of Skuli Johnson, his son, Harold A. C. Johnson, has established an endowment fund to create a gold medal award for high-achieving students in the Department of Classics in the Faculty of Arts. The first medal was awarded in 1956. The recipient will receive a gold medal and well as a monetary gift. A portion of the endowment fund will be set aside to cover the costs associated with the medal. The Department of Classics is responsible for ordering the medal on an annual basis.

• The numbered criteria has been revised to:

Each year, the annual available income from the fund will be used to award one undergraduate student who:

- (1) has successfully completed at least one full-time year of study (minimum 80% course load) majoring in the Department of Classics in the Faculty of Arts at the University of Manitoba;
- (2) has completed at least two courses in the Department of Classics with a grade of B or better, one of which must be a Latin or Greek language course;

- (3) has achieved a minimum degree grade point average of 3.5.
- The following statements have been added:

In the event of a tie, a duplicate medal shall be awarded.

A student may not receive the gold medal more than once.

In any year that there is no eligible candidate, the medal will not be awarded and the unspent interest will be reinvested into the fund.

• The selection committee paragraph has been revised to:

The Head of the Department of Classics (or designate) will name the selection committee for this award.

• The standard Board of Governors statement was added.

UMSU – Bison Athletes Award for Outstanding Contribution in Athletics

The following amendments were made to the terms of reference for the UMSU – Bison Athletes Award for Outstanding Contribution in Athletics:

- The numbered criteria were revised to:
 - (1) is eligible to compete in U Sports and is a member of one of the above named Bison varsity teams;
 - (2) is enrolled full-time, as defined by U Sports regulations, in any undergraduate degree or diploma program in any faculty, college, 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 a minimum degree grade point average of 3.0 and completed a minimum of 18 credit hours in the previous academic year as a Bison student athlete;
 - (5) has made an outstanding extracurricular contribution to the quality of student life and has exhibited special leadership in athletics on campus.
- The selection committee paragraph was revised to:

The selection committee will include the Director of Athletics and Recreation (or designate) who will serve as Chair, and the coach(es) of the team(s).

• The following paragraph was removed:

(The terms of this award will be reviewed annually against the criteria of Canadian Interuniversity Sport Governing Athletic award - alumni, private, booster club and corporate funded, currently numbered 50.10.5.6 in the C.I.S. Manual).

• The following paragraph was added:

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

The standard Board of Governors statement was added.

Women's Health Research Foundation of Canada Graduate Scholarship

The following amendments were made to the terms of reference for the Women's Health Research Foundation of Canada Graduate Scholarship:

• There will now be two scholarships offered annually.

- The numbered criteria were revised to:
 - (1) are enrolled full-time in the Faculty of Graduate Studies, in any Master's or Doctoral program;
 - (2) have achieved a minimum grade point average of 3.5 (or equivalent) based on the last 60 credit hours of study;
 - (3) have demonstrated superior intellectual ability and academic accomplishment;
 - (4) are undertaking or has proposed to undertake research in any area of women's health for his/her thesis or practicum.
- The selection committee paragraph was revised to:
 - The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will name the selection committee.
- The following paragraph was revised to:
 - * The Women's Health Research Foundation of Canada will provide an annual contribution of \$3,000 in addition to the available annual interest to fully support the Scholarships until such time that the endowment fund generates enough interest to offer two awards of \$3,000 each, for a total of \$6,000 per year.
- The standard Board of Governors statement was updated.

3. WITHDRAWALS

Animal Nutrition Association of Canada (Manitoba Division) Scholarship

This award is being withdrawn at the request of the donor.

Animal Nutrition Association of Canada Scholarship

This award is being withdrawn at the request of the donor.

Report of the Senate Committee on Academic Review RE: Undergraduate and Graduate Program Reviews

Preamble:

- 1. The Terms of Reference for the Senate Committee on Academic Review (SCAR) are found on the web at:

 http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/489.htm
- 2. At its meeting on May 29, 2017, the committee considered summaries of two undergraduate program reviews and six graduate program reviews.

Observations:

- 1. The Committee considered summaries of two undergraduate program reviews, for Environment and Geography and Political Studies (Attachment I).
- 2. The Committee considered summaries of six graduate program reviews, including Education, Université de Saint-Boniface, Geological Sciences, Peace and Conflict Studies (Ph.D.), Orthodontic program, Pediatric Dentistry, and Periodontics (Attachment II).

Respectfully submitted,

Dr. David Collins, Chair Senate Committee on Academic Review

Attachment I



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

Date:

May 26, 2017

To:

Members of the Senate Committee on Academic Review (SCAR)

From:

David Collins, Vice-Provost (Integrated Planning and Academic Programs)

Subject:

Report on the Undergraduate Program Review, Environment & Geography

1. Preamble

In May 2000, the Senate of the University of Manitoba endorsed a process for the periodic review of undergraduate programs to assess the quality of undergraduate programming presently provided at the University of Manitoba, and to stimulate strategic planning and actions for future enhancements. The purpose of this report is to summarize the highlights of the undergraduate program review team's evaluation of the Environment and Geography Program, the responses to the report, recommendations, actions taken to date, and a disposition of the process from the perspective of the Provost.

2. Chronology

This was the first review of the undergraduate programs in the Department of Environment and Geography (DEG); it was initiated in early 2014 with a Self-Evaluation Report (SER) completed for May 2015. An external review team (the reviewers), comprising of two external members (Dr. Leslie Evans from the University of Guelph and Dr. Iain Wallace from Carlton University) and one internal member (Dr. Jocelyn Thorpe, Women's and Gender Studies), undertook a site visit over April 19-20, 2016. The reviewers met with relevant academic and administrative staff, and students in the department, the Clayton H. Riddell, Faculty of Environment, Earth and Resources, and the Office of the Provost and Vice-President (Academic). The report of the reviewers (the review report) was subsequently submitted in June 2016. The Department's response to the review report was received in December 2016. The response from Dean Norman Halden was also received in December 2016. All of the above documents are attached to this report.

On behalf of the Provost, I would like to thank everyone who worked so diligently on this review.

3. Program Overview

The DEG was formed through the merging of the Environmental Sciences program (Faculty of Science) and the Department of Geography programs (Faculty of Arts) in 2004, following the formation of the Clayton H. Riddell Faculty of Environment, Earth and Resources. DEG currently offers undergraduate degrees and programming in four broad areas of study – Human Geography, Physical Geography, Environmental Studies, and Environmental Science. Enrolments across the programs have steadily increased from approximately 370 to 450 students in the five-years leading up to the review, with the largest number of students enrolled in Environmental Studies, followed by Environmental Science, Geography, and Physical Geography, respectively. The department has over 20 full-time teaching faculty supported by three full-time support staff. Research activities and course offerings span a suitably wide range of activities representing the four core areas and the department notably collaborates closely with the Centre for Earth Observation Science (CEOS) and a number of other local, national, and international external partners.

Over the past twelve years, DEG has grappled with identifying their role as a cohesive unit and discussions have been ongoing on various options for restructuring; as noted in the SER the "unification of the units in a new faculty did not result in the collaborative engagement in curricular development that was originally anticipated and individual programs remained largely silo'd within the single department." Feedback from this review will assist in identifying an appropriate course moving forward.

The Department of Environment & Geography offers the following undergraduate programs:

- Geography B.A.Geog., B.A.Geog. (Adv.), B.A.Geog. (Hons.)
- Environmental Science B.Env.Sc., B.Env.Sc. (Maj.), B.Env.Sc. (Hons.)
- Environmental Studies B.Env.St., B.Env.St. (Maj.), B.Env.St. (Hons.)
- Physical Geography B.Sc.PhG. (Maj.), B.Sc.PhG. (Hons.)
- Minor programs in all four areas.

The department also offers graduate programs at both the Master's and Doctoral levels.

4. Academic Program Review

The reviewers provide a frank assessment of the issues that the Department faces moving forward. While a number of recommendations are provided in terms of program delivery, the primary focus of the review report is on the framework within which the programs are currently administered and function. Providing historical context to their findings, the reviewers outline how efforts to integrate the human and social sciences with the physical and natural sciences within Geography units elsewhere have been found to be challenging and demanding, often resulting in failure—they note that it takes significant work and effort to be a successful and cohesive unit. Environmental Science/Studies (ESS) face additional challenges, as the interdisciplinary nature of these programs necessitates a significant reliance on courses from outside the unit, which requires strong, collaborative relationships not only internally, but also with other units in the

institution. In bringing both disciplines together under one department, the institution has created a set of complex relationships within which the DEG has to be committed to work diligently to succeed.

As a whole, the reviewers concurred that the DEG undergraduate programs align with the university's strategic priorities and that students can benefit significantly from being situated in both a department and Faculty with such a "vibrant research culture". The students interviewed spoke highly of faculty and staff and concerns raised were primarily around understanding the structural complexities of programs. While teaching staff were identified as high caliber, the reviewers did raise concerns over the heavy reliance on permanent instructors for much of the course delivery and noted that instructor teaching loads were so high in some cases that it was not unknown for students to take a majority of courses with the same individual.

Complexity and variability of degree program structures were raised as major concerns, specifically in relation to the number of specialised focus areas (or concentrations) and the large number of underenrolled course offerings. The reviewers recommend that DEG look at achieving a balance in terms of these specializations—offering sufficient selection to provide students with a clear path of progression through programs, without adding unnecessary complexity or proliferation of course offerings. Concerns were also raised with the fragmentation across campus of facilities and space, as well as some identified inadequacies in undergraduate teaching labs and other student spaces.

The reviewers observe that the conclusion to the SER notes that 'the collaborative engagement in curricular development' anticipated when the DEG formed, has not been realized. Further, while the conclusion identifies some trends in the development of DEG programs, including the possibility of moving ESS programs under the direct governance of the Faculty, it does not address the resultant impact on the Geography programs. As part of the site visit, the reviewers were provided with three draft documents on restructuring from various sub-groups within DEG; proposals include the aforementioned moving of the ESS programs out of the Department and under the direct administration of the Faculty, the creation of a new department that would expand on Arctic sciences within physical geography and incorporation of parts of CEOS, and consolidation of the human geography programs with NRI (currently responsible for delivering the Master of Natural Resources Management). From an external perspective, the reviewers raised concerns over the latter two proposals given current enrolment numbers and demand in the existing programs. The reviewers suggest that should the ESS programs be moved under the Faculty (which makes sense in terms of administration of interdisciplinary programs), that the other areas consider merging into a single new department that includes a focus on Arctic systems—they also note that this would not solve the existing problems of disconnect between disciplinary cultures and that these would still need to be addressed.

The reviewers categorized the programs as 'Adequate', in terms of academic quality of programs, stressing that any changes to strengthen the programs would only be effective once an appropriate administrative structure has been determined. The reviewers hope that the recommendations laid out in the review report will add to the ongoing debate within the Department and the Faculty.

5. Responses and Recommendations

The reviewer's incorporated their recommendations within the general narrative of their report; these have been extracted below, together with summary responses from both the perspective of the Department and the Faculty.

 <u>Undergraduate Student Advising</u>: DEG could improve on student advising through a combination of program simplification (see below), a more pro-active stance on sharing information, and restoration of DEG support staff positions previously lost through attrition.

DEG has indicated that they agree with the recommendation, but have not indicated any actions moving forward. It is expected that the implementation of the institution's degree audit system, as well as future changes to programs structures will alleviate concerns raised around advising and program complexity.

ii. <u>Academic Staff</u>: DEG should review how teaching loads are distributed among professorial faculty and encourage tenured and tenure-tracked faculty to contribute to first-year courses, exposing students to front-line researchers earlier in their studies.

While DEG concurs with the observations of the reviewers on teaching loads, they also indicate that there are legitimate reasons behind the existing workload distribution—including teaching releases to boost the department's research profile, instructors voluntarily teaching above-load course sections, and natural course selection by students. The reviewers also noted that the 'limited exposure of students to professorial faculty does undermine claims made by the Department, and in similar situations elsewhere in Canada, that the student experience is enriched by contact with front-line researchers.' This was not addressed by the Department. DEG has indicated that they are reviewing course offerings as part of a broader curriculum review (see below) and that this may impact on teaching load and course distribution.

iii. Academic Programs and Curricula – Streams and Focus Areas: DEG should review the number of focus areas and consider offering three or four core areas of specialization within each program. At the same time, DEG should review all course offerings to eliminate any elective courses that have historically low enrolments so that resources can be redirected elsewhere.

DEG notes that they have already begun review of the curriculum structure of their programs. The curriculum planning document for Geography introduces three streams to help focus student pathways, and the Physical Geography offerings are being reviewed to update content to match current expertise and a focus on ocean and atmospheric sciences. DEG agrees with the concern over the current proliferation of focus areas within the ESS programs and the Curriculum Committee has recently agreed to reduce the number of areas. DEG also indicates that they are looking at ameliorating course proliferation across programs and optimizing course offerings.

iv. <u>Future of DEG and its Undergraduate Programs</u>: consider moving administration of the ESS programs under the Dean's Office and creating a new department tentatively titled, "Department of Geography, Resources and Arctic Systems".

While agreeing with the recommendation to move the ESS programs, DEG strongly disagrees with the recommendation to create a new department that encompasses the existing Geography programs plus CEOS and NRI. DEG feels that that over the past ten years there has been a disciplinary shift away from foundational physical geography and that this shift has happened at the expense of human geography. DEG feels that a new department would not solve any of the current problems and that a full restructuring is required for all programs to remain successful. DEG also notes that any future reorganization on a larger scale would address concerns raised over fragmentation of the unit across campus. By way of example they note that some members have already moved into Sinnott resulting in greater interactions between the human geographers and their colleagues in NRI. The resulting reorganization would also expect to result in closer alignment of the programs to strategic goals of the province and the institution.

The Dean's Office agrees with the Department in terms of the level of restructuring that is required and notes that combining human geography with resource management makes sense in today's culture and society. It is felt that while the proposed restructuring by DEG results in the break-up of the unit as it now stands, it will still address many of the points raised in the review, especially in regard to curriculum development.

6. Perspective of the Office of the Provost

I would like to thank everyone who has participated in this review, including the reviewers, members of the Department of Environment & Geography, and the Dean's Office. It is clear that this review has come at a defining point in the department's evolution and the external perspective provided by through the reviewers insights are appreciated by all involved. As the reviewers have pointed out, the situation confronting DEG, in terms of the difficulties of merging two academic cultures, is not unique and their recommendation to maintain some semblance of the current structure based on existing resources and demand is commendable. However, as they rightly point out, this would not solve any existing issues around collaboration and cooperation and pursuing this path would require buy-in and diligence from departmental members. From the responses of both DEG and the Dean's Office, it is clear that there is limited support for the new department as proposed by the reviewers; as such I would advise that DEG continue to work with the Dean's Office to identify a structure that will work.

In the interim, I would stress that DEG continue its review of existing program offerings and not lose sight of the need to deliver strong undergraduate programs and high quality courses during this time of evaluation and transition; it is not sufficient that our students just continue to graduate through our programs, program quality and student experience are primary considerations. It is also essential that recommendations from this review—including the review of focus areas and simplification of program structures, the exposure of students to multiple instructors and high-profile researchers, and the ongoing

review of course offerings—are fully evaluated. It should also be noted that while the optimization of research and teaching strengths is worth exploring, decisions about the allocation of course loads supporting any new curricula also requires due consideration. In this regard, the reviewer's admonition that that limited exposure by students to professorial faculty undermines any claims by the Department that the student experience is enriched by contact with front-line researchers deserves serious consideration; it is worth considering whether the current situation detracts from the overall student experience.

Once again, congratulations to everyone involved with this review, and I look forward to receiving the follow-up outlined below.

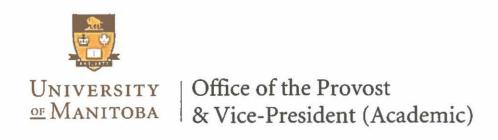
7. Recommendation for Follow-up

I would request that the Department of Environment & Geography and the Clayton H. Riddell Faculty of Environment, Earth, and Resources follow-up on the below:

- i. An update from the DEG on proposed changes to undergraduate program structures, including the redesign of focus areas/specializations for each of the degree programs; specifically relating to plans associated with:
 - the development of new focus areas in Geography;
 - the reduction of the number of focus areas in ESS programs; and
 - the planned focus areas in Physical Geography and/or any new associated programs.
- ii. An update on the review of existing course offerings and any proposed changes, including changes that may impact teaching loads and exposure of students to multiple instructors.
- iii. An update from the Faculty on a final plan for administrative restructuring and the timeline for implementation.

Please forward comments addressing these issues to the Chair of SCAR no later than May 1, 2018

Cc: Janice Ristock, Provost and Vice-President (Academic)
Norman Halden, Dean, Clayton H. Riddell, Faculty of Earth, Environment, & Resources
Michael Campbell, Acting Head, Department of Environment and Geography
Jeff Leclerc, University Secretary
Cassandra Davidson, Academic Programs Specialist, Office of the Provost



Date:

May 15, 2017

To:

Members of the Senate Committee on Academic Review (SCAR)

From:

David Collins, Vice-Provost (Integrated Planning and Academic Programs),

Subject: Report on the Undergraduate Program Review, Political Studies

1. Preamble

In May 2000, the Senate of the University of Manitoba endorsed a process for the periodic review of undergraduate programs to assess the quality of undergraduate programming presently provided at the University, and to stimulate strategic planning and actions for future enhancements. The purpose of this report is to summarize the highlights of the undergraduate program review team's evaluation of the programs in the Department of Political Studies, the responses to the report, recommendations, actions taken to date, and a disposition of the process from the perspective of the Provost.

2. Chronology

This was the first review of the undergraduate programs in Political Studies under the Senate approved policies and processes of May 2000; the last review of these programs was reported to be in the 1980's. The current review was initiated in October 2012, but was delayed and ultimately rescheduled. The Self-Evaluation Report (SER) was subsequently completed in March 2016, and an external review team (the reviewers) comprising of two external members (Dr. Loleen Berdahl, University of Saskatchewan and Dr. Lydia Miljan, University of Windsor) and one internal member (Dr. Derek Johnson, Anthropology, University of Manitoba) undertook a site visit over September 29-30, 2016. The reviewers met with relevant academic and administrative staff and students in the Department of Political Studies, the Faculty of Arts, and the Office of the Provost. The report of the reviewers (the review report) was submitted in October 2016. The response from the department head, Dr. Royce Koop, and the response from the Associate Dean (Undergraduate Studies), Faculty of Arts, Dr. Jason Leboe-McGowan, were received in January 2017. All of the above documents accompany this report, and I would strongly encourage you to read these documents.

On behalf of the Provost, I would like to thank everyone who worked so diligently on this review.

3. Program/Unit Overview

The SER describes the discipline of Political Studies as, "the dynamics of human interaction in which individuals and groups compete to achieve their goals." This includes interactions between "the

individual, the state, government, public affairs and public policy." One of the goals of the department is that all students, whether they major in the subject or take a course as an elective, leave with a broader understanding of how political systems operate within a society and how these systems influence the daily lives of people. The Department of Political Studies specializes in five subdisciplines—political theory, Canadian politics, international relations, comparative politics and public administration. Courses often focus on topics of current relevance, such as democratic and electoral processes, foreign policy, human rights, and Indigenous politics and governance.

The Department, once the largest unit in the Faculty of Arts, is now more moderate in size, with ten tenure-track faculty members at time of this review, most if not all of whom are actively engaged in community outreach, administration, and research. Currently, programs enrol approximately 150 declared majors annually and courses serve as electives to a large number of non-majors. There has been a small but steady increase in enrolments in both areas over the past five years. The combination of limited teaching resources, and wide-spread enrolment through service-teaching has resulted in the need to rely heavily on sessional instructors for delivery of undergraduate courses and the unit, through the SER, has highlighted the need to review existing curriculum structures and resource requirements to maintain a sustainable program moving forward.

The academic offerings in Political Studies include the following undergraduate programs:

- B.A. (Hons.)
- B.A. (Adv.)
- B.A. (Gen.)
- Minor / B.A.I.S. Concentration
- Participating unit in the interdisciplinary, Global Political Economy program.

The department also offers an M.A. in Political Studies and jointly administers the M.P.A. with the University of Winnipeg.

4. Academic Program Review

The review report identifies an established department and program that is currently at a crossroads. The faculty and staff associated with the program are described as committed and enthusiastic. Faculty members are identified as having established research records, high success in obtaining research grants, strong publication records, and an expressed dedication to the major programs and associated service teaching. Sessional instructors, many of whom indicated that they would like to be more engaged with the program, often have direct experience with government providing a unique opportunity for students. Overall, classes tend to remain small, a positive from the perspective of the students interviewed. However, due to slow attrition of faculty positions over time and the service commitments of the existing faculty, the reviewers express serious concerns over the limited amount of undergraduate teaching by tenure-tracked faculty and the sustainability of the program in the long term.

The reviewers go on to express concerns on how elements of the overall structure of the program are outdated and out of alignment with other comparable programs across the country. The reviewers offer a number of suggestions on how the curriculum could be modernized, including the elimination of 6-credit hour courses, reducing the current five sub-discipline model to two or three sub-disciplines, and a review and overhaul of introductory course offerings. While the emphasis on service teaching was lauded, the reviewers warn that under current conditions, this could threaten the success of the major programs, and

that any curricular changes take both of these roles into account. Finally, the reviewers suggest that the department work to highlight areas of the program that align to strategic priorities of the institution and that thought be given to how the department might develop a better sense of community, including opportunities through shared spaces and other forums.

Because of the potential threats to the undergraduate programs—specifically in terms of limited teaching resources and a curriculum structure in need of modernization—the reviewers have categorized the programs as, *Inadequate*, requiring major revisions or restructuring.

Note that the reviewers also took time to provide feedback on the review process itself, and their comments have been taken into consideration by the Provost's Office in the review of the existing policy and procedures.

5. Recommendations and Responses

The review report divides final recommendation into two categories—those specific to the Department and those specific to the Faculty. These recommendations, and a summary of the responses from the Faculty and Department, are listed below.

Recommendations for the Department of Political Studies

- Update curriculum to align Political Studies program with other similar-sized programs in Canada.
- 2. Focus teaching on two to three main streams where the department has shown effectiveness.
- 3. Streamline the first year courses to two or three to ensure that there is a clear path for students to take the main sub-disciplines.
- 4. Update course offerings.
 - a. Eliminate 6-credit courses. Separate content into more flexible 3-credit courses.
 - b. Remove courses that haven't been taught for several years from the calendar.
 - c. Update and modernize the course titles and descriptions.
 - d. Ensure there are clear and consistent learning outcomes for core courses.
 - e. Use pre-requisites to create a clear pathway for students to complete the degree in a timely manner. Use the introduction courses to help students see the progression of the main streams.
 - Consider working with cognate disciplines to augment the offerings in Political Studies themes.
- 5. Ensure that emphasis is placed on disciplinary majors over service teaching.
- 6. Utilize support staff more effectively to take the burden off undergraduate and pre-tenured faculty.

The response from the Department acknowledges the program rating of 'needing major revisions/restructuring' and has committed to reviewing and considering all recommendations. In the fall of 2016, the Department Head distributed a draft "roadmap" of changes to members, who then met to discuss and agree upon on how best to respond. As a result, the decision was made to (i) reduce the five stream structure into three, (ii) streamline first-year course offerings, (iii) eliminate 6-credit hour courses, and (iv) develop pre-requisite requirements at the 3000-level. As well, the department will review course offerings in the calendar, updating titles and descriptions where appropriate, ensure outcomes of core courses are clear, and recommend the deletion of courses that have not been offered

for several years. It is believed that the resulting new structure will provide an appropriate balance between the major programs and service teaching, and address those concerns highlighted by the reviewers.

In its response, the Faculty of Arts fully supports all of the above actions and commends the department for their efforts in initiating the curricular changes stemming from the review process. The Dean's Office suggests that the unit ensure that there are resources available before attempting to offer any newly identified pre-requisite courses at the 2000-level on a regular basis, prior to making changes at the 3000-level. The Faculty of Arts has indicated that they will provide support and facilitate the process in these ongoing efforts wherever they are able.

Recommendations for the Faculty of Arts

- 1. Provide the Department resources to hire more permanent instructional support. This could be through instructor only positions, or preferably tenure-track faculty positions.
- 2. Provide the department with dedicated space for student-faculty engagement.
- 3. Provide the department with additional office space for sessional instructors.
- 4. Actively work with the department to identify ways in which the department's strengths (e.g. Indigenous focus; human rights) tie to Faculty and University strategic priorities, and opportunities for the department to use engagement in strategic priorities to build faculty complement.

In response to the above, the Faculty of Arts has indicated that they will work with the Department to supplement existing resources and to ensure that long-term instructional support requirements are addressed. In the short-term, it is hoped that some of the stress will be alleviated by a number of faculty returning from leave. They have also indicated that they will work with the Department to find appropriate solutions to the concerns on space and have already started discussions on leveraging priorities of the unit within the framework of the university's strategic plan.

Overall, both the Faculty and the Department share the concerns of the reviewers and will continue to work together to ensure the program is strengthened and sustainable moving forward.

6. Perspective of the Office of the Provost

The Provost's Office would like to thank everyone who participated in this review, including the reviewers, representatives from the department, and the Dean's Office. While there were delays in starting this review (partially for reasons that are raised as concerns in the review itself), the result is a thoughtful and comprehensive review report. The category of 'Inadequate, requiring major revisions or restructuring' is never ideal and generally never welcomed by a unit; however, in this instance, it can be argued that the category has been utilized by the reviewers to flag a program that is currently at a crossroads. I am pleased to note that the Department has taken the reviewers recommendations seriously and look forward to seeing the changes under consideration begin moving through the Senate approval process. I am equally pleased to see the Faculty support these endeavors and facilitate the process where possible. Both units are encouraged to continue their discussions and to move forward with implementation of the identified changes. Congratulations to everyone involved.

More broadly, this is not the first review where concerns have been raised of an undergraduate program being overextended in terms of teaching resources. Recognition of this is also highlighted in the

response from Dr. Leboe-McGowan. The Provost's Office would welcome discussions with the Faculty of Arts on strategies and actions that can be taken to help alleviate some of these pressures during this current period of fiscal restraint; this could include such strategies as cross-appointment of faculty positions, cross listing of courses, and/or review of program and curriculum structures.

7. Recommendations for Follow-up

I would request that the Department of Political Studies and the Faculty of Arts follow-up on the below:

- i. An update from the Department on all changes to courses and curriculum arising from the review.
- ii. An update from the Department and the Faculty on how undergraduate teaching deficiencies will be addressed in the short-term and long-term.
- iii. A summary report from the Faculty of Arts on broader strategies to address teaching shortages across undergraduate programs.

Please forward comments addressing these issues to the Chair of SCAR no later than May 1, 2018

Cc: Janice Ristock, Provost and Vice-President (Academic)
Rob Hoppa, Acting Dean, Faculty of Arts
Jason Leboe-McGowan, Associate Dean for Undergraduate Studies, Faculty of Arts
Heidi Marx, Associate Dean for Undergraduate Studies, Faculty of Arts
Royce Koop, Head, Department of Political Studies
Jeff Leclerc, University Secretary
Cassandra Davidson, Academic Programs Specialist, Office of the Provost
Jennifer Chappellaz, Confidential Assistant to the Associate Deans, Faculty of Arts

Attachment II

Dr. Brooke Milne 500 University Centre Winnipeg, Manitoba Canada R3T 2N2 Telephone: (204) 480-1000

Fax: (204) 474-7553

University
of Manitoba

Faculty of Graduate Studies

March 27, 2017 8 7

To: Dr. David Collins, Vice-Provost (Integrated Planning and Academic Programs)

From: Dr. Brooke Milne, Associate Dean, Faculty of Graduate Studies

Re: Faculty of Graduate Studies Response to the Graduate Program Review of the Master of

Education, Université de Saint-Boniface (USB)

Xc: Dr. Todd Mondor, Acting Vice-Provost (Graduate Education) and Dean (Graduate Studies)

Dr. John (Jay) Doering, Associate Vice-President (Partnerships)

Dr. Stéfan Delaquis, Dean, Faculty of Education and Professional Studies USB

Ms Cassandra Davidson, Academic Programs Specialist

PREAMBLE

In May 2000, the Senate of the University of Manitoba endorsed a process for the periodic review of graduate programs. The primary purpose of these comprehensive program-specific evaluations is to assess the overall quality of graduate education presently provided, and to stimulate strategic planning and actions for future enhancements. The first-cycle reviews have concluded and the second cycle is presently underway.

A graduate program review is an important exercise that aims to identify those components that are working well for faculty, staff, students, and administrators within the academic unit, and those that might be improved upon. Such a review is time and energy intensive, and requires the active participation of many individuals to successfully complete. The collective goal of a program review is to enhance the quality of graduate education at the University of Manitoba. On behalf of the Faculty of Graduate Studies, I thank all of those individuals who made the effort to thoughtfully and constructively contribute to this undertaking.

The review team, which included Dr. Enrique Correa-Molina (Université de Sherbrooke), Dr. Diane Gérin-Lajoie (University of Toronto), and Dr. Lise Gaboury-Diallo (Université de Saint Boniface), spent two days – September 27 and 28, 2016 – at the Université de Saint Boniface campus in Winnipeg. The English translations of the reviewers' assessment report and the home unit's responses were received in the Faculty of Graduate Studies (FGS) on March 2, 2017. I discussed the review, its recommendations,

and the unit's response and plans with Dr. Stéfan Delaquis, Dean, Faculty of Education and Professional Studies, Université de Saint-Boniface (USB) on March 22, 2017.

Overall Evaluation

The review team evaluated the Master of Education program at USB as a Category II – "minor revisions, with the goal of reaching excellence." The review team noted in their report that the program fulfills an important need within the Franco-Manitoban Community in that it enables students to pursue graduate studies in French in "a linguistic minority context." Moreover, students, many of whom are already working in the Franco-Manitoban school system, described their positive experiences and gratitude for the close working relationships they have with USB faculty members. This creates an important and "privileged" connection between the program, its faculty, and the local French education community. The reviewers were inspired by the level of enthusiasm expressed towards the development of an Academic Plan at USB that will enhance course content and delivery, and build research capacity for Faculty and students alike. These positive steps forward will further enhance the strengths of the program, contribute to its growth (which has nearly tripled within the last decade), and see its positive contributions to the Franco-Manitoban community continue into the future. The reviewers made 12 recommendations in total. Those within the purview of FGS are addressed in this response.

Main Review Recommendations

1. Offering a full-time Master's of Education Program

The review team encouraged USB to consider offering a full-time Master's of Education (M.Ed.) program as a means to bolster student enrolment in the program and to diversify the student population to include more international students. The reviewers also suggested a larger student population would benefit Faculty members looking to hire research assistants, which, in turn, would help meet the institutional goal of developing a "genuine" research culture.

Department/Faculty Response: While a full-time M.Ed. program might be considered, there is not presently demand for one given the majority of students currently enrolled, and likely to enroll in the future, are full-time teachers, guidance counselors, resource teachers, and administrators. These working professionals prefer the part-time format of the program since they can concurrently work on their degrees while working fulltime. While a greater pool of prospective research assistants would be desirable for Faculty members with active research programs or seeking to establish them, the demand among students for full time studies is simply not strong enough to warrant the establishment of a full time option. The Faculty notes clearly that recruitment of international students beyond their present numbers is not relevant to the overall mandate of the program, which is to "serve French Language and French Immersion students." The Faculty considers admission of any student that meets the requirements whether they are domestic or international.

2. That the UofM and USB work to facilitate administrative duties of USB personnel including appointing a position within FGS that is bilingual; that USB and UofM offer students the ability to complete registration online and select courses in French

The review team commented on what they viewed as a redundancy of administrative services between UofM and USB. The situation stems largely from the fact that there is no fully bilingual staff member in either FGS or the Registrar's Office, which can and has led to the "doubling" of USB administrative staff

workloads as documents regularly need to be translated from French into English. This situation is compounded by what is described as a lack of flexibility in the system to accommodate bilingual needs on both campuses. Further, concerns were expressed about the computer systems students are required to use for registration among other program related matters. For example, the fact that students cannot register on line in French is seen as a "fundamental contradiction since USB is a Francophone entity and should be able to offer service in French" from a student's first registration through to their graduation.

Department/Faculty Response: The working relationship between Faculty and staff on both campuses is positive and collaborative with a shared goal of meeting the needs of students in the M.Ed. program at USB. If it were possible, USB would welcome the opportunity to discuss appointing at least one fully bilingual staff position within FGS to work directly with Faculty, staff, and students at USB. Students can register and select courses online, and the process of translating admission forms is in process. Both UofM and USB are exploring the possibility of using Banner to register online.

3. Assigning faculty advisors to students at the start their programs

The reviewers met with students during their onsite visit and were also provided student survey data to gauge student satisfaction with their program, among other things. From these meetings and data, the reviewers noted that while students are generally very satisfied with the level of instruction and support they receive from Faculty members, many would like to be assigned an advisor at the start of their program. This would provide support sooner in their studies, especially for those students contemplating the thesis option. Current practice is to assign an advisor towards the end of a student's program to help them prepare for writing a thesis or comprehensive exam. The reviewers feel students require closer guidance sooner and that an advisor should, therefore, be assigned when students start in their program. This concern does not detract from the high levels of satisfaction that students have with the advising they receive and the expertise of their advisors; rather, it is a recommendation to initiate the advisor/advisee working relationship sooner so that students can reach their fullest potential in their respective programs.

Department/Faculty Response: While there is agreement that assigning students an advisor at the start of their program would provide more guidance sooner for those who need it, the academic advisor for the M.Ed. program works with students at the start of their programs providing guidance and support in selecting courses, and understanding program and certification requirements. Given the smaller scale of the program compared to larger post-secondary institutions, the process of course selection is straightforward and thus easier to navigate. As course offerings expand, more guidance may be needed for future students. Students choosing the thesis or comprehensive exam route would likely benefit most from the earlier assignment of a Faculty advisor; however, discussions among Faculty members have resulted in a novel way to meet the need for guidance sooner but without overextending Faculty resources. It is to introduce online tutorials that provide students with preparatory information for the thesis and comprehensive exam routes within the programs. Included with this initiative are plans to establish an online student discussion forum, which would create a "community of learners" and provide students opportunities to discuss amongst themselves issues and/or experiences they've encountered. The plan is to implement these online resources within the next academic year.

4. <u>Classroom work, expanding the selection of online course offerings, varying modes of delivery for distance courses</u>

The reviewers felt USB should provide students with the option to take the mandatory research course (EDUA 5801) in a physical classroom setting rather than exclusively online. They also suggested Faculty members should explore the possibility of expanding the selection of courses offered exclusively online through the development of new courses, particularly in the areas of Inclusive Education, and Language, Literacy, and Curriculum. Lastly, Faculty members were encouraged to consider exploring how they might deliver distance courses using more varied methods.

Department/Faculty Response: The Associate Dean and Dean in the Faculty of Education and Professional Studies at USB have already implemented the recommendation that the mandatory research course be offered both online and on site at USB starting in the 2017-2018 academic year. The development of new course offerings is well underway. Six new courses in the area of Inclusive Education will be available by December 2018, and efforts are ongoing to develop courses in other specializations including Student Mental Health, High School Counseling, among others. While the reviewers suggested the Faculty undertake course development for the Language, Literacy, and Curriculum specialization, the Dean noted that there has been comparatively little interest in this area; however, the Faculty proposed to initiate consultations with the education community to gauge interest and potential demand for this specialization, which would inform future planning including course development. Many of the students enrolled in the M.Ed. program at USB live out of province; therefore, online distance courses must necessarily "operate asynchronously." That said, the Faculty is open to the idea of integrating a "real-time" element to some of its distance courses, as it does already for its Summer Institute, where onsite and online courses could coordinate some instructional components like lectures, discussion groups, etc. Efforts to improve accessibility of courses is supported Faculty-wide and exploration of how existing course delivery could be modified to meet the needs of "all types of learners" is well underway.

5. <u>Offering courses to immersion students enrolled in UofM M.Ed. in Education who intend to teach</u> French

The reviewers encouraged the Faculty to explore how they might facilitate enrolment of M.Ed. students at UofM in USB courses, particularly for those students aspiring to teach French upon graduation.

Department/Faculty Response: Given the affiliation of both institutions – UofM and USB – both graduate and undergraduate students have the flexibility to enroll in courses offered on either campus. The only note of caution is that UofM students must be aware of the language proficiency requirement for the USB courses so as to ensure they are sufficiently prepared to successfully complete the courses they register for. The need to improve promotion of this cross-registration between programs and campuses is acknowledged.

Faculty of Graduate Studies Perspective

The M.Ed. program at USB is in good standing with a collegial Faculty that has established, positive working relationships with both staff and students. Faculty and staff are to be commended for working together to successfully meet the needs of the growing Franco-Manitoban community, which has seen increasing demand for highly qualified French Immersion teachers, guidance counselors, and administrators – a trend by all accounts that will continue for the foreseeable future.

Through an innovative combination of onsite and online distance education offerings, USB has created a program where students can successfully complete their degree requirements while working fulltime as

educators. The fact students are able to do this underscores the positive support and guidance that they receive from Faculty members, staff, and academic advisors.

FGS is pleased to learn that the USB Faculty of Education and Professional Studies has already completed work on a number of the reviewers' recommendations, and have clear plans for tackling the more involved elements of the report like those dealing with course development, greater promotion of the thesis and comprehensive exam options, and access to student services in French. FGS will continue to work with USB to make student resources available in French including, for example, program application forms, course registration, and tutorials including the required GRAD 7500 Academic Integrity Tutorial, which was available in Fall 2016. Addressing the review recommendations will enhance an already strong program.

Timeline for Action on Relevant Issues

	Action	Status
1.	Offering a full-time M.Ed. Program	Completed. While the Faculty understands why the review team made the recommendation, it does not plan to move forward on this recommendation given there is not presently a demand for a full-time M.Ed. program.
2.	Facilitation of administrative duties between UofM and USB; ensuring USB students have access to services in French throughout their programs	In progress. Efforts to increase access to French services to meet student needs remain ongoing. The Faculty will follow up with FGS to report on the progress made with this item in September 2017.
3.	Assigning faculty advisors to students sooner in their programs	In progress. The information tutorial for M.Ed. students aiming to take the thesis or comprehensive exam option should be available online within the next academic year. The Faculty will follow up with FGS to report on the progress made with this item in September 2017.
4.	Offering onsite classroom work, expanding course offerings, varying modes of course delivery	In progress. The Faculty is already working towards addressing all of these recommendations. The Faculty will follow up with FGS to report on the progress made with these items in September 2017 .
5.	Offering UofM M.Ed. students opportunity to take USB courses in French	Completed . UofM students are already able to cross-register to take courses at USB given the affiliation between the two institutions.



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February 17, 2017

To: Dr. David Collins, Vice-Provost (Academic Planning & Programs), Office of the Vice-President (Academic) & Provost

From: Dr. Xikui Wang, Associate Dean, Faculty of Graduate Studies

Re: Faculty of Graduate Studies Response to the Graduate Program Review of the Department of Geological Sciences

Xc: Dr. Todd A. Mondor, Acting Vice-Provost (Graduate Education) and Dean (Faculty of Graduate Studies)

Dr. Jay Doering, Associate Vice-President (Partnerships), Office of the Vice-President (Research & International)

Dr. Norman M. Halden, Dean, Clayton H. Riddell Faculty of Environment, Earth, and Resources

Dr. Mostafa Fayek, Head, Department of Geological Sciences

Dr. Robert J. Elias, Graduate Chair, Department of Geological Sciences

Ms. Cassandra Davidson, Academic Programs Specialist, Office of the Provost & Vice-President (Academic)

PREAMBLE

In May 2000, the Senate of the University of Manitoba endorsed a process for the periodic review of graduate programs. The primary purpose of these comprehensive program-specific evaluations is to assess the overall quality of graduate education presently provided, and to stimulate strategic planning and actions for future enhancements. The first-cycle reviews have concluded and the second cycle is presently underway.

A graduate program review requires an investment of time and energy on the part of many people including support staff, students, faculty, and administrators. Nonetheless it is a critical process that can be instrumental in enhancing the quality of graduate education at the University of Manitoba by identifying those program elements that are working well and those that might be improved. On behalf of the Faculty of Graduate Studies, I would like to thank all those who contributed so thoughtfully and conscientiously to this important undertaking.

On February 22 and 23, 2016, a review team comprised of Dr. Kurt Kyser (Queen's University), Dr. Karlis Muehlenbachs (University of Alberta), and Dr. Georg Schreckenbach (University of Manitoba) convened on campus to review the graduate program in the Department of Geological Sciences. Their assessment report was received by the Faculty of Graduate Studies (FGS) on April 6, 2016. The Department of Geological Sciences submitted its written response on November 23, 2016 (which was approved by Geological Sciences Department Council on October 20, 2016) and Dr. Norman Halden provided his perspective on December 13, 2016, as Dean of the Clayton H. Riddell Faculty of Environment, Earth, and Resources. I met with Dr. Mostafa Fayek, Department Head of Geological Sciences, and Dr. Robert Elias, Graduate Chair of Geological Sciences, on February 14, 2017 to discuss the review, its recommendations, and the Department's response and plan.

HIGHLIGHTS OF THE REVIEW AND RESPONSES

Overall Evaluation

The review team evaluated the graduate program in the Department of Geological Sciences as falling in Category II, requiring minor revision or restructuring to enhance effectiveness or appeal. The assessment of the graduate program in Geological Sciences was largely positive. The review team focused on the current state of the program but did not comment on whether the recommendations from the previous assessments had been addressed.

The review team assessed that the Department of Geological Sciences is strategic in the Faculty goals through research on the origin and distribution of metal and energy resources and their effective extraction and the resulting impacts on the environment. The Department has many well-recognized researchers including a CERC (to expire in 2018) in Arctic geomicrobiology (Dr. Rysgaard), a CRC-I (currently expired) in mineralogy and crystallography (Dr. Hawthorne, one of the most cited Earth scientists globally), a CRC-II (currently expired) in isotope and environmental geochemistry (Dr. Fayek, the Department Head, who installed the first fully operational SIMS lab with diverse capabilities in Canada), and a junior chair in watershed systems (Dr. Ali). The Department is quite successful in securing funding from CFI and NSERC, and houses novel research laboratories with analytic equipment in excess of \$11 million. The Department is also part of the Manitoba Institute of Materials. Most of the research and the researchers in the Department are active to achieve the Faculty goals. The technical support in the Department is superb and uncommon in Canada.

The graduate program in Geological Sciences is strategically important in relation to the strategic directions of the budget faculty, competitive in Canada, and provides a unique experience in the province of Manitoba. The range of graduate research projects encompasses a diversity of topics, commensurate with the expertise of the faculty. These projects encompass mineralogy and crystallography; environmental geochemistry; sedimentology and quaternary geology; invertebrate paleontology; pure and applied geophysics; petrology and tectonics; mineral deposits; Arctic, marine, and freshwater systems.

The design of the graduate programs in the Department is consistent with the Faculty goals, however revisions in both the design and execution would result in a graduate program that better fit the goals. The review team particularly suggested revising the evaluation metrics, course offered, locations of the graduate students, enhancing graduate supports and inter-units collaboration.

The committee's main recommendations and suggestions for improvement to the graduate programs are summarized below along with the relevant Department and Faculty responses.

Main Review Recommendations and Suggestions

1. The compliment of technical and administrative staff in the Department must be maintained by the University at all costs to ensure the stellar reputation of the facilities is not diminished. Furthermore, subscription to GSW (GeoScienceWorld) by the library must continue at all costs.

Department/Faculty Response. The Department supports these recommendations. The Faculty agrees that technical and administrative staff will be retained to the extent possible allowed by the budget. However in recent budget cuts technical staff have been laid off from Geological Sciences, which is a reversal of the recent past where considerable focus was placed on supporting the unique suite of instrumentation in Geological Sciences. It is not clear GSW is under threat of being cut. The Faculty believes there is a case to raise endowment funds to support GSW if this becomes necessary.

2. Lack of funding for graduate student support is the bottleneck for accepting students into the Department of Geological Sciences, both in terms of support and for recruiting. Distribution of UMGFs by the Faculty of Graduate Studies should be reexamined and more weight should be given to smaller departments that have potential to expand, such as the Department of Geological Sciences.

Department/Faculty Response. The Department supports the recommendation. In the budget Faculty, considerable philanthropic effort has been put into raising graduate students support. A new geophysics scholarship, and named teaching assistantships were recently funded in Geological Sciences. Several faculty in Geological Sciences

have also succeeded in obtaining NSERC-CRD funds in support of research involving graduate students. There is some merit to the view that UMGF funding could be directed to programs with growth potential. A purely algorithmic approach will embed existing patterns of distribution making them structural rather than strategic. The Faculty suggests that it might also be worthwhile considering some emphasis being placed on support for new Faculty.

3. Co-supervision of graduate students within the Department and with others from other units should be encouraged; co-supervisors on graduate committees count as two separate members for all administrative matters.

Department/Faculty Response. The Department supports the recommendation and suggests that the Faculty of Graduate Studies consider changing its regulations so that the primary advisor and the co-advisor of the same student can serve as individual members of the student's advisory and examining committees. The Faculty agrees that co-supervision has no budgetary implications beyond monitoring and being aware of workload. If co-supervisors in other units are members of FGS, there continues to be administrative confusion as to the necessity of using adjunct appointments between departments within the University.

4. Courses that are listed in the catalogue that have not been taught within the past few years should be eliminated.

Department/Faculty Response. These courses are historically related to faculty retiring or long-since retired. The Department supports the recommendation and will delete the following courses:

GEOL 7260 Geophysical Information

GEOL 7440 Principles of Paleoclimatic Reconstruction

GEOL 7520 Advanced X-Ray Crystallography

GEOL 7530 Structural Crystallography

GEOL 7570 Advanced Mineralogy 1

GEOL 7580 Advanced Mineralogy 2

GEOL 7610 Advanced Igneous Petrology

GEOL 7620 Advanced Metamorphic Petrology

GEOL 7630 Ductile Strain in Geologic Minerals

GEOL 7640 Folding of Rocks

GEOL 7650 Fracturing of Rocks

GROL 7680 Physical Volcanology

GEOL 7690 Precambrian Geology

GEOL 7770 Distribution of Ores: Metallogeny

GEOL 7800 Evaporite Sedimentology

5. A graduate guide that summarizes the do's and don'ts and includes all courses in the various units should be developed; a graduate school orientation and welcoming event with graduate students and faculty should occur at the beginning of the school year.

Department/Faculty Response. The Department supports this recommendation and suggests that the Clayton H. Riddell Faculty of Environment, Earth, and Resources consider developing such a guide and organizing such an event. When course changes resulting from this review have been implemented, the Department will update its graduate brochure and include a list of courses. The brochure is available online at

http://umanitoba.ca/faculties/environment/departments/geo_sciences/media/Br ochure_Nov2012.pdf

The first meeting of GEOL 7760 Seminar in Geological Sciences in the Fall term will become a departmental orientation and welcoming event.

At the Faculty level, there are no budgetary implications for a guide. However, the Dean would be supportive of graduate student events.

6. The Department must develop 2 or 3 "core courses" that are offered each year. These courses can be team-taught and be lecture format rather than assigned readings; a minimum of 30 contact hours between students and faculty is required. Revamping of teaching credit hours is also recommended so that graduate courses taught, especially the "core courses", are credited to the instructors as part of their duties.

Department/Faculty Response. The Department supports the recommendation and will develop a "core course" for geology students and a "core course" for geophysics students, or a single "core course" for all geological sciences graduate students. The Faculty believes this is an excellent and timely idea, and presumably these will be developed around where the department has critical mass and expertise. The Dean will be supportive when formal proposals come forward. The Department Head will take graduate teaching into account when assigning duties to faculty members. The Dean supports this practice.

7. Improve the offering of graduate courses through more 4^{th} year/graduate combination courses, co-instruction within the Department and other units.

Department/Faculty Response. The Department supports the recommendation. Combination of senior undergraduate and graduate courses will be done when feasible, provided there are distinct graduate-level workload and performance expectations, and recognizing that such a course is not appropriate if the graduate student has previously taken the undergraduate course. Co-instruction within the department and other units is being done in GEOL 7790 Advanced Instrumental Techniques in Geology, and will be considered where appropriate in other courses. Where appropriate and approved by FGS the budget Dean supports this.

8. Decrease the 12 credit hours currently required for the MSc to 6 credit hours plus 3 credit hours for the mandatory seminar course required of all graduate students.

Department/Faculty Response. The Department supports the recommendation and will submit its proposal to the Faculty of Graduate Studies for its approval: "A minimum of 6 credit hours at the 7000 level (3 credit hours must be a "core course"), plus GEOL 7760 Seminar in Geological Sciences; depending on the student's background and

needs, the Advisory Committee may assign more than the minimum of 6 credit hours of courses at the 3000 level or above; students who have completed GEOL 7760 must give a departmental seminar annually and attend the majority of departmental seminars during the sessions in which they are either full- or part-time resident students." The Dean supports this move. Given the typical incorporation of field seasons and laboratory analytical work this will significantly improve the ability to attract NSREC-CRD funding connected with student research and it will improve the time to completion.

9. A written thesis proposal passed by the thesis committee should replace the metric for the comprehensive exam.

Department/Faculty Response. The Department believes this is a misunderstanding. The department does not have a "comprehensive exam" at the M.Sc. or Ph.D. level, and the existing thesis proposal and its evaluation do not constitute a "comprehensive exam". The thesis proposal is a short written document (5-10 pages for M.Sc., 10-20 pages for Ph.D.) demonstrating the student's understanding of the research area and defining the research objective including demonstrating that it is a distinct contribution to the field of study. It is evaluated by the student's Advisory Committee during a short meeting in which the student gives a brief oral summary, questions are asked, and, if necessary, required revisions are identified. The meeting is chaired by the Graduate Chair to ensure consistency among proposals and evaluations. The department recommends that this procedure be maintained. The budget Dean agrees that what is currently described as the thesis proposal process matches what occurs elsewhere within the University and is consistent with what is done in other units of the Faculty.

10. An oral exam of 2-3 hours that addresses topics related to the thesis research should replace the candidacy exam.

Department/Faculty Response. The Ph.D. candidacy exam is an absolute requirement of the Faculty of Graduate Studies. The Department considers that this exam should ensure that the student has both the depth and breadth of knowledge required for completion of the program. It is currently a written examination: three hours in the morning on topics in the area of the research program, a break of two hours, and three hours in the afternoon on topics defining the breadth of the student's knowledge in the geological sciences. The Department recognizes that a written component is necessary, as stated in its Graduate Program Procedures: "It is essential that there is full documentation in place to support the decisions that are made. Such documentation must be available if required should the student appeal a negative decision. All original examination material, questions, booklets, and responses should be returned to the Graduate Chair and retained by the Department for the normal length of time required by the University for examination materials." With that background in mind, and considering the reviewers' recommendation, the Department will change the format of its Ph.D. candidacy exam to the following: a three-hour written examination in the morning on topics in the area of the research

program, a break of two hours, and a two-hour oral examination in the afternoon on topics defining the breadth of the student's knowledge in the geological sciences. The Dean supports the proposed structure of the Candidacy Exam.

11. All graduate students must do a cost analysis of their thesis and include this as an appendix in their thesis.

Department/Faculty Response. The Department will require a proposed budget as an appendix in the thesis proposal, rather than a cost analysis in the thesis itself. The Dean believes that development of a budget is appropriate for any proposed work or research, and is a useful tool in helping students understand the costs of research as well as frame their own budgets in the future. Developing a budget as part of a proposal should ensure some equity in the scope of projects being proposed. The Dean trusts that costs of research will not unnecessarily constrain or limit the kinds of research being proposed.

12. Graduate students should no longer be required to take at least two courses through Geological Sciences.

Department/Faculty Response. The Department believes this is a misunderstanding. It is not currently mandatory that students take at least two courses through Geological Sciences. The Department states that "the majority of the required courses taken by the student should normally be from the Department of Geological Sciences." However, GEOL 7760 Seminar in Geological Sciences is and will continue to be mandatory, and with the addition of a mandatory "core course" in response to another recommendation in this review, students will be required to take at least two courses through Geological Sciences. The budget Dean points out that the professional designation P.Geo. is obtained using an honours or major degree in geology or geophysics. As such this means graduate programs can be broader in scope encompassing a boarder range of Earth and other sciences. With seminar and core courses being consistently available, setting a minimum of two courses from Geological Sciences is appropriate. More courses can be taken if needed or appropriate.

13. More graduate students should be actively recruited in Geological Sciences to make the number of students in each unit in the Faculty more equal.

Department/Faculty Response. The Department supports the recommendation. As indicated in another recommendation in this review, the Department will require a focused increase in funding for graduate students in this Department. The budget Dean agrees that graduate student funding is one facet of support for recruitment initiatives and at an institutional level a considerable amount has been done. Other key aspects include the visibility and general activity level of the faculty in giving research presentations at meetings and institutions across the country. The Dean is willing to support a program of recruitment involving faculty giving talks at other institutions.

14. Graduate and faculty offices in all units of the faculty, especially those in CEOS and the Department should be more spatially related, i.e. mixed.

Department/Faculty Response. The Department supports the recommendation. However, the Wallace Building was originally designed and constructed for the needs of the Department of Geological Sciences alone. Subsequently, the needs of other administrative and academic units in the Clayton H. Riddell Faculty of Environment, Earth, and Resources have been accommodated by constructing specific additions to the building. Therefore, given the resulting configuration of the building, it is not possible for the offices of all graduate students and faculty members to be located together. The Department recommends that, for reasons of logistics and collegiality, its faculty members and the graduate students in its programs remain in their office areas as originally designed, and not dispersed throughout the Wallace Building. The budget Dean understands the sentiment behind the idea to see greater integration and interaction between various units in the Riddell Faculty. To date some integration has been achieved but it is not clear that without a bottom-up desire to see this happen that it can be achieved by topdown fiat without major disruption to on-going research programs. Ground preparation continues.

15. Co-supervision as a mechanism for cross-fertilization between the units and with other departments must be facilitated - the existing animosity must be eliminated for the benefit of all graduate programs.

Department/Faculty Response. As stated for another recommendation in this review, the Department supports co-supervision and requests that the Faculty of Graduate Studies change its regulations so that the primary advisor and the co-advisor of the same student can serve as individual members of the student's advisory and examining committees. The budget Dean agrees the concept of co-supervision is a good one in general. However, there remains confusion as to who can and cannot serve as co-supervisors on a committee and who can serve as advisors particularly if they are from disparate departments. The allusion to animosity in the recommendation is unclear. A better understanding of who can and who cannot serve (and the reasons why) could facilitate a more open acceptance of supervision from other disciplines and or departments.

Finally, the Department recommends that, for reasons of practicality and efficient use of resources, the Faculty of Graduate Studies reduce the required minimum number of advisory committee members for the M.Sc. program (thesis/practicum route) from three to two committee members. This additional recommendation was approved by Geological Sciences Department Council on October 20, 2016. The budget Dean points out that the creation of M.Sc. advisory committees in Geological Sciences is a relatively recent phenomenon. There is no doubt this has added to an increase in supervisory and advisory committee work. The Deans thinks it is not clear that having an M.Sc. advisory committee consisting of a supervisor plus a minimum of three advisers is actually a helpful use of people's time, and

supports the reduction of advisers from a minimum of three to two. This serves to further distinguish the M.Sc. advisory committee from the Ph.D. advisory committee.

FACULTY OF GRADUATE STUDIES PERSPECTIVE

The graduate program in the Department of Geological Sciences is running relatively well. The following list of actions should be taken in response to the review in order to further strengthen the graduate program and better enhance the experience of the graduate students.

Timeline for Action on Relevant Issues

	Action	Timeline
1.	Officially eliminate the courses that are listed in the catalogue but have not been taught within the past few years. These courses are listed in item 4.	This may require submission to the Faculty of Graduate Studies for approval, and should be completed by the end of 2017 calendar year.
2.	Update its graduate brochure to include a list of courses, after completing necessary changes of graduate courses. Use the first meeting of GEOL 7760 as a departmental orientation and welcoming event.	Changes should be completed, approved and implemented for the 2018-19 academic year.
3.	Develop a "core course" for geology students and a "core course" for geophysics students, or a single "core course" for all geological sciences graduate students.	This will require approval from the Department Council and Faculty of Graduate Studies. The new course(s) should start in the 2018-19 academic year.
4.	Formally submit a proposal to the Faculty of Graduate Studies to decrease the 12 credit hours currently required for M.Sc. to 6 credit hours, plus 3 credit hours for the mandatory seminar course.	The proposal should be completed, approved and implemented for the 2018-19 academic year.



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March 21, 2017

To: Dr. David Collins, Vice-Provost (Integrated Planning & Academic Programs), Office of the Vice-President (Academic) & Provost

From: Dr. Todd A. Mondor, Acting Vice-Provost (Graduate Education) and Dean (Faculty of Graduate Studies)

Regarding: Faculty of Graduate Studies Response to the Graduate Program Review of the PhD Program in Peace and Conflict Studies

Xc: Dr. Jay Doering, Associate Vice-President (Partnerships), Office of the Vice-President (Research & International)

Dr. Zana Lutfiyya, Director, Peace & Conflict Studies

Ms Cassandra Davidson, Academic Programs Analyst, Office of the Provost and Vice-President (Academic)

PREAMBLE

In May 2000, the Senate of the University of Manitoba endorsed a process for the periodic review of graduate programs. The primary purpose of these comprehensive program-specific evaluations is to assess the overall quality of graduate education presently provided, and to stimulate strategic planning and actions for future enhancements. The first-cycle reviews have concluded and the second cycle is presently underway.

A graduate program review requires an investment of time and energy on the part of many people including support staff, students, faculty, and administrators. Nonetheless it is a critical process that can be instrumental in enhancing the quality of graduate education at the University of Manitoba by identifying those program elements that are working well and those that might be improved. On behalf of the Faculty of Graduate Studies, I would like to

thank all those who contributed so thoughtfully and conscientiously to this important undertaking.

On November 17 & 18, 2015, a review team comprised of Dr. Nancy Doubleday (McMaster University), Dr. Kenneth Christie (Royal Roads University), and Dr. Karen Busby (University of Manitoba) convened on campus to review the graduate program in Peace & Conflict Studies. Their assessment report was received by the Faculty of Graduate Studies (FGS) on January 15, 2016. Peace and Conflict Studies submitted its written response on October 11, 2016. I met with the program Director, Dr. Zana Lutfiyya, on March 17, 2017 to discuss the review and recommendations. On behalf of the Faculty of Graduate Studies I would like to apologize for the length of time it has taken to provide this report.

HIGHLIGHTS OF THE REVIEW

The review committee categorized the program as as requiring 'minor revision or restructuring to enhance effectiveness or appeal' (Category 2). The reviewers raised a number of important issues which the program director and its members have considered in great detail. The broader issues raised pertain to governance, with more specific comments directed toward teaching, supervision, time to completion, and the program's web site.

With regard to governance, there is clearly a need to put in place a firm and clear structure for PACS and for other inter-disciplinary programs (including the Master of Human Rights program currently being considered at the University). A resolution to this long-standing issue is clearly required. As an administrative unit charged with supporting graduate programs across the University, the Faculty of Graduate Studies is well-positioned to provide an administrative home to interdisciplinary programs. FGS will work the office of the Provost to establish a clear administrative framework for interdisciplinary programs. Until such a framework is in place FGS will continue to work with PACS to ensure appropriate and approved administrative procedures are in place. Finally, although the reviewers and PACS may feel that additional faculty members and support staff may be beneficial, at this time FGS does not have the resources to consider these suggestions.

In its response to the review, the Unit has expressed its commitment to fostering and maintaining a collegial environment, examining workload consistency across courses, the importance of research, providing students with information on program milestones and expected completion times, and improving its website. In my view, the strategies expressed for doing so are appropriate and likely to lead to an improvement in all areas.

Finally, it is important to note that the PACS program has benefitted greatly from the work of its Director, Dr. Lutfiyya. She has worked with faculty members and other interested parties to improve the program in all areas, including collegiality and administrative procedures. I am confident that under her leadership the program will continue to develop and improve.

TIMELINE FOR ACTION ON RELEVANT ISSUES

Revie	wer Recommendation	Timeline	
1.	Work on improving governance procedures and policies	Ongoing	
2.	Develop policies on summer courses, and on creating a conceptual organizer to help guide students through their program of study	To be completed by December 2017	
3.	Complete the PhD program supplemental regulations	To be completed by Fall 2017	
4.	Update the PACS web site	To be completed by December 2017	



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April 28, 2017

To: Dr. David Collins, Vice-Provost (Integrated Planning and Academic Programs), Office of the Vice President (Academic) & Provost

From: Dr. Hope Anderson, Acting Associate Dean, Faculty of Graduate Studies

Re: Faculty of Graduate Studies Response to the Graduate Program Review of the Orthodontic Program

Xc: Dr. Todd Mondor, Acting Vice Provost (Graduate Education) & Dean, Faculty of Graduate Studies Dr. John (Jay) Doering, Associate Vice President (Partnerships), Office of the Vice President (Research & International)

Dr. Anthony Iacopino, Dean, College of Dentistry

Dr. William Wiltshire, Graduate Chair and Head, Department of Preventive Dental Science

Preamble

In May 2000, the Senate of the University of Manitoba endorsed a process for the periodic review of graduate programs. The primary purpose of these comprehensive program-specific evaluations is to assess the overall quality of graduate education presently provided, and to stimulate strategic planning and actions for future enhancements. The first cycle reviews have concluded and the second cycle is presently underway.

Important Considerations

My appointment as Acting Associate Dean, Faculty of Graduate Studies, began on February 1, 2017. At this point, the review process for the Orthodontic program was well underway; in fact, a number of milestones outlined within the review process timeline (http://umanitoba.ca/faculties/graduate_studies/admin/120.html) were realized under the guidance of Dr. Archie McNicol. These include, but are not limited to, the following:

- review team site visit (including meetings with Dr. McNicol);
- receipt and consideration of (a) reports from the review team, (b) response from the unit (i.e. Orthodontics), (c) response from the home unit dean;
- a meeting with the unit head subsequent to the receipt of the unit's response and home unit dean's response to the review, and prior to the *FGS commentary* on the report and the response.

Dr. McNicol gained insight from his role in each of these aforementioned milestones and accordingly, had drafted an *FGS commentary*. I since reviewed all documentation and subsequently met with Dr. Wiltshire on April 11, 2017. I generally concur with Dr. McNicol's commentary.

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As such, we decided that, rather than recapitulate the content, we would instead submit for your consideration the *FGS commentary*, as drafted by Dr. McNicol *circa* November, 2016 – with minor edits and updates by myself (enclosed).

Faculty of Graduate Studies Perspective

The Graduate Orthodontic Program was classified by reviewers as Category I (i.e. continue as is), with suggestions to improve this already successful program. The Faculty of Graduate Studies remains interested in the faculty complement required to carry the academic workload associated with, for example, biomechanics teaching and research activities.

Timeline for Action on Relevant Issues¹

Action		Timeline
Discus	sion between Dr. Wiltshire and FGS to update	September, 2017
the:		
a.	status of third full-time, tenure-track	
	academic with regard to RCDC status;	
b.	status of "grow your own" biomechanics	
	teaching by second full-time, tenure-track	
	academic;	
c.	implications of other full-time, tenure-track	
	academics on student advising.	

¹amended from November 2016 FGS commentary



Graduate Studies

Dr. Archibald McNicol 500 University Centre Winnipeg, Manitoba Canada R3T 2N2

Telephone: (204) 474-9573 Fax: (204) 474-7553

[circa Nov. 2016]1

To: Dr. David Collins, Vice-Provost (Integrated Planning & Academic Programs), Office of

the Vice-President (Academic) & Provost

From: Dr. Archibald McNicol, Associate Dean, Faculty of Graduate

Re: Response to the Graduate Program Review of the Orthodontic Program

Xc: Dr. Todd Mondor, Acting Vice Provost (Grad Ed.) & Dean, Faculty of Graduate Studies

Dr. John (Jay) Doering, Associate Vice President (Partnerships), Office of the Vice

President (Research & International)

Dr. Anthony Iacopino, Dean, College of Dentistry

Dr. William Wiltshire, Graduate Chair and Head, Department of Preventive Dental

Science

Preamble

In May 2000, the Senate of the University of Manitoba endorsed a process for the periodic review of graduate programs. The primary purpose of these comprehensive program-specific evaluations is to assess the overall quality of graduate education presently provided, and to stimulate strategic planning and actions for future enhancements. The first cycle reviews have concluded and the second cycle is presently underway.

On June 2, 2016, the process was initiated in the Orthodontic program with a site visit by the external Review Team, which was comprised of Drs. Kathy Russell (Dalhouse), Emile Rossouw (Rochester) and Brian Blakley (Manitoba). Their assessment report was received by the Faculty of Graduate Studies (FGS) on [July 4, 2016]¹.

I received the unit level response to the reviewers' report from Dr. Wiltshire on [August 21, 2016]¹ and the [home unit]¹ Dean's comments from Dr. Anthony Iacopino on [October 28, 2016]¹.

met Dr. Wiltshire to discuss the outcome of the review on November 16, 2016.

Obvious in this chronology is the labor and time intensive nature of this process, yet one that is imperative to maintaining quality post-graduate education at our institution. On behalf of FGS, I would like to acknowledge and express thanks and appreciation to everyone who has so thoughtfully contributed to this important undertaking.

The purpose of my report is to summarize highlights of the review team's report, responses to the report, recommendations, actions taken to date, a disposition of the process from the perspective of FGS, and a timeline for further actions.

Highlights of the Review and Responses

<u>Issues</u>

The reviewers responded to the questions posed to them, which included identifying program strengths and weaknesses, along with recommendations for improvement of the program.

- 1. <u>Strategic importance to the [Home Unit]</u> Faculty/College: The program matches well with strategic directions of the Department of Preventive Dental Science, the College of Dentistry and the University of Manitoba. This is shown by the research and education undertaken, leading to graduates well-equipped to undertake their clinical responsibilities. The program is also creative in its revenue-generating capacity.
- 2. <u>Concerns of the first cycle review:</u> There remain concerns regarding the adequacy of space allocation for private consultations *etc*. The provision of a dedicated seminar room was also raised in the first cycle review. The first cycle review noted that the minimum complement of full time academic for the program was four. At the moment there are three, two of whom have not yet successfully completed their RCDC examinations.
- 3. <u>Comparison with related programs:</u> The reviewers noted that the program is at least equivalent, or surpasses, similar programs in North America.
- 4. <u>Quality of graduate student supervision:</u> The reviewers were extremely complimentary of the range of expertise brought by full-time and part-time faculty, as well as external clinicians to the educational experience of the students.
- 5. <u>Quality of students:</u> The reviewers indicated that the students were of an extremely high quality with a high success rate in RCDC examinations.
- 6. <u>Critical mass and mix of students:</u> This is a Master's level program. There are a limited number of international students accepted (1 every 1-2 year; 2-3 students at any one time) which provides cultural and educational diversity.
- 7. <u>Time to completion:</u> No problems were identified as all students completed [within]¹ the 36 months allotted for the program.

- 8. <u>Academic faculty:</u> The reviewers were highly complimentary about the quality and background of the three tenure/tenure-track faculty members and one term faculty/ Dental Specialty Assessment and Training Program (DSATP) trainee. However, they raised significant concerns that, as 3 of the 4 faculty members are in educational streams themselves, the stability of the program rests almost exclusively with one individual, the program director.
- 9. <u>Impact:</u> The research was good, with students presenting, and indeed receiving recognition, at national and international conferences. A concern is that this work does not reach the wider audience that comes with publication in peer-reviewed journals. Collaborative research could be undertaken which would diversify the research and broaden the impact.
- 10. <u>Facilities:</u> The program still requires appropriate facilities for confidential discussions with patients, student presentations and clinic storage. Sterilisation facilities are inadequate.

11. Strengths:

- a. Strong support for the program/director from Dean of the College of Dentistry and the University Administration;
- b. Acknowledged as the strongest graduate program the College by the Dean of the College of Dentistry;
- c. Student presentations at national and international conferences;
- d. Diverse education experience, including preparation for RCDC examinations;
- e. Excellent clinical patient care;
- f. Internal orthodontic technicians' laboratory;
- g. Self-learning students;
- h. Well-coordinated Monday morning didactic schedules;
- i. Dedicated academic in didactic courses;
- j. Extensive and customised library support.

Weaknesses:

- a. Recruit more advisors, from both within and outside the College of Dentistry (e.g. Faculty of Engineering (including Biomedical Engineering), Max Rady College of Medicine), to advise and diversify research and relieve workload of program director who has carried much of this load for several years;
- b. Faculty and students should be encouraged to publish in peer reviewed journals;
- c. Add teaching in the area of biomechanics;
- d. Teach embryology annually;
- e. Inadequate support staff and assistants in the clinic;
- f. There is a large workload on the program director. The two tenure track faculty have not obtained their RCDC qualifications, while a third completes GAP training

prior to studying for RCDC examinations. These individuals [should]¹ be supported in the successful completion of their examinations and enticed to stay as academic in the program. Failure to do so would jeopardise the program at its current level.

- 12. Extent to which program objectives are met: The reviewers considered that the program has, and continues, to meet itsobjectives.
- 13. <u>Advertising to prospective students:</u> Advertising is through "normal" mechanisms and is seen as sufficient.
- 14. Recommendations: The reviewers had four specific suggestions:
 - The College of Dentistry to provide adequate, improved space which will ensure the clinical care and education that presently occurs and to address information privacy issues;
 - b. Upgrade the sterilisation process;
 - c. Maintain adequate support staff to support high quality clinical needs;
 - d. Ensure that the program has four full time faculty members. This will facilitate the assignment of courses such as Biomechanics to a dedicated coordinator.
- 15. The reviewers also suggested that the Associate Dean (Research) assume a liaison position and report to the Associate Dean of FGS to ensure that the orthodontic program and FGS work collaboratively to address issues, and enhance and develop the program, within University regulations and policies.

Orthodontics Responses

Dr. Wiltshire agreed with most of points above. He was proud that the reviewers recognized the quality of the program, its faculty, staff and students. This is a revenue positive program which has subsidized other endeavours of the College of Dentistry. However, Dr. Wiltshire did note that, for a variety of reasons, this is going to be less feasible in coming years without seriously negatively impacting the quality of the program. Some of the space issues have been alleviated since the cycle 1 review, and the Dean of the College of Dentistry has identified additional space for orthodontics. Dr. Wiltshire was clear that there is a need for four full time academics for the continued success of the program. He did indicate that the first of the tenure-track faculty had successfully completed his RCDC examination and was now fully qualified, with the other two (one tenure track, one term) expected to be completed by June 2017.

Dr. Wiltshire noted that submission of a manuscript is an absolute requirement for completion of the program. Although these manuscripts are submitted, a significant proportion are never published as there is no incentive for the students to complete revisions after graduations and advisors are generally too busy. The students have 3.5 days per month reserved for research; consequently it would be impractical to engage other units in research for the orthodontic program.

Dr. Wiltshire was proud that the reviewers acknowledged the successful interdisciplinary Monday morning didactic courses. The issue of the biomechanics teaching is somewhat complex. A part time instructor is currently teaching the course, however Dr. Wiltshire has agreed with one of his tenure track staff to undertake biomechanics training in a "build your own" strategy. Similarly, the issue of embryology is complex. Changes have been made to the content of ANAT 7060 to increase embryology content. Students are expected to have learned basic embryology as undergraduates and this is applied in either the first or second year of the program in PDSD 7040.

Dr. Wiltshire disagreed with the reviewers as he felt that the number of support staff were appropriate.

Dr. Wiltshire provided a litany of examples of disconnect between the College of Dentistry (note, not specifically the orthodontics program) and FGS. These included understanding of program administration, jurisdiction and authority, specifically over clinical aspects, progress report forms, research advisor qualification and appointments of external program reviewers. He supported the appointment of the Associate Dean (Research) in the College of Dentistry as a liaison.

[Home Unit]¹ Dean's Response

With respect to the orthodontic program review, Dr. lacopino indicated that the space requirements for patient consultations, sterilisation and storage some of which had been identified in both this and the cycle 1 review (and in 2 accreditation reports) was available and that fiscal resources for appropriate renovations are available in the Department of Preventive Dental Science. The reviewers concerns regarding rooms for seminars *etc.* have been addressed within the College of Dentistry, and upgrades are underway. Dr. lacopino believes that three full-time faculty are appropriate for the program, and that the fourth individual was anomalous due to the DSATP obligations. Finally, Dr. lacopino indicates that Dr. Wiltshire is in the process of addressing issues pertaining to biomechanics and embryologyteaching.

Faculty of Graduate Studies Perspective

This was the second review of a clinically highly successful program; reported by the Dean as the strongest graduate program in the College of Dentistry. However, the reviewers identified a number of weaknesses which could/should be addressed and made four recommendations for the improvement of the program.

The reviewers suggested that more advisors, from both within and outside the College of Dentistry, be sought to advise students and diversify research. Dr. Wiltshire was loathed to take this approach for two reasons. Firstly, the complement of full-time, tenure-track academics who have completed their RCDC examinations will, hopefully, increase from one to three in the near future, which will permit them to undertake a more active role as advisors. This seems like a

reasonable assumption. Secondly, the students have 3.5 [days]¹ per month for research projects, and, from previous experience, engaging other units/advisors in conversations regarding projects for such a small time was fruitless. This again seems reasonable, however it does raise the issue of whether, at 3.5 [days for]¹ research per month, these students should be considered as research-based, or whether it would be more appropriate that the research be considered a capstone project.

The reviewers indicated that Faculty and students should be encouraged to publish in peer reviewed journals. The students must submit papers as part of their program, however this does not translate to actual publication. Much of this is due both to a lack of incentive for the students to publish and the burden on a limited number of advisers. The first line of the Mission of the University is "To create, preserve, **communicate** and apply knowledge" (my emphasis added). Therefore, FGS would certainly endorse all efforts to further the dissemination of the, by all accounts impressive, research carried out by this program. Again this issue may be mitigated when the number of full-time, tenure-track academics is increased from one to three.

The embryology and biomechanics teaching, along with the support staff, issues have all been, or are in the process of being, dealt with.

Some of the issues of the disengagement between orthodontics and FGS raised by Dr. Wiltshire are well-taken, although some were surprising from an experienced academic who has sat on FGS Faculty Council for numerous years. As both the reviewers and Dr. Wiltshire indicated, some of these may be improved by the Associate Dean (Research) in the College of Dentistry assuming additional responsibilities for Graduate Studies. This occurs in several other units across the Institution and would be an internal change made by the Dean of the College of Dentistry. However, it should be noted that, in addition to Dr. Wiltshire's membership on FGS Faculty Council, the incumbent Associate Dean (Research) is currently a member of both the FGS Executive Committee and the FGS Graduate Student Experience Committee. [Thus, the framework to facilitate improved communication is in place and might be built upon. Dr. Anderson met with Dr. Wiltshire on April 11th, and he reiterated this as an ongoing issue that warrants attention.]¹

The FGS has no role in financial arrangements, space allocation or faculty hiring in graduate programs. However, there is a clear disconnect between the Dean of the College of Dentistry and the orthodontics program director regarding these issues which may, in the future, have a significant negative impact on the educational quality of the program. In particular, Dr. Wiltshire expressed deep concern over both fiscal redistributions from the orthodontic program and the <code>[jeopardizing]^1</code> impact that not hiring a fourth full-time, tenure-track academic would have on the integrity of the program.

<u>Summary</u>

Overall the reviewers placed this in category 1 and made some suggestions regarding improvements to this clinically successful program.

Time-line

- 1. June 2017 [September, 2017]¹ Discussion between Dr. Wiltshire and FGS to update the:
 - a. status of third full-time, tenure-track academic with regard to RCDC status;
 - b. status of "grow your own" biomechanics teaching by second full-time, tenure-track academic;
 - c. implications of other full-time, tenure-track academics on student advising.



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April 26, 2017

To: Dr. David Collins, Vice-Provost (Integrated Planning and Academic Programs), Office of the Vice President (Academic) & Provost

From: Dr. Hope Anderson, Acting Associate Dean, Faculty of Graduate Studies

Re: Faculty of Graduate Studies Response to the Graduate Program Review of the Pediatric Dentistry Program

Xc: Dr. Todd Mondor, Acting Vice Provost (Graduate Education) & Dean, Faculty of Graduate Studies Dr. John (Jay) Doering, Associate Vice President (Partnerships), Office of the Vice President (Research & International)

Dr. Anthony Iacopino, Dean, College of Dentistry

Dr. William Wiltshire, Graduate Chair and Head, Department of Preventive Dental Science Dr. Bradley Klus, Acting Program Director, Pediatric Dentistry, Department of Preventive Dental Sciences

Preamble

In May 2000, the Senate of the University of Manitoba endorsed a process for the periodic review of graduate programs. The primary purpose of these comprehensive program-specific evaluations is to assess the overall quality of graduate education presently provided, and to stimulate strategic planning and actions for future enhancements. The first cycle reviews have concluded and the second cycle is presently underway. However, as the Pediatric Dentistry program, which is located in the Department of Preventive Dental Science, was only introduced in July, 2011, this should be considered a first cycle review.

Important Considerations

My appointment as Acting Associate Dean, Faculty of Graduate Studies, began on February 1, 2017. At this point, the review process for the Pediatric Dentistry program was well underway; in fact, a number of milestones outlined within the review process timeline (http://umanitoba.ca/faculties/graduate_studies/admin/120.html) were realized under the guidance of Dr. Archie McNicol. These include, but are not limited to, the following:

- review team site visit (including meetings with Dr. McNicol);
- receipt and consideration of (a) reports from the review team, (b) response from the unit (i.e. Pediatric Dentistry), (c) response from the home unit Dean;
- a meeting with the unit head subsequent to the receipt of the unit's response and home unit Dean's response to the review, and prior to the *FGS commentary* on the report and the response.

Dr. McNicol gained insight from his role in each of these aforementioned milestones and accordingly, had drafted an *FGS commentary*. I since reviewed all documentation and subsequently met with Drs. Klus and Wiltshire on April 11, 2017, and I generally concur with Dr. McNicol's commentary.

As such, we decided that, rather than recapitulate the content, we would instead submit for your consideration the *FGS commentary*, as drafted by Dr. McNicol *circa* November, 2016 – with minor edits and updates by myself (enclosed).

Faculty of Graduate Studies Summary

The Graduate Pediatric Dentistry Program was classified by reviewers as Category I (i.e. continue as is), with suggestions to further enhance quality particularly as pertains to research activities. There is agreement that recruitment of two additional full-time faculty members, which may include a program director, is key to maintaining the high quality of the program.

Timeline for Action on Relevant Issues¹

	Action	Timeline
1	Report to FGS on possible collaborative units for	June, 2017
	graduate research projects.	
2	Submission to FGS of a list of collaborative projects	September, 2017
	available for graduate students.	

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¹amended from November 2016 FGS commentary



Graduate Studies

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Telephone: (204) 474-9573 Fax: (204) 474-7553

[circa Nov. 2016]¹

To: Dr. David Collins, Vice-Provost (Integrated Planning & Academic Programs), Office of

the Vice-President (Academic) & Provost

From: Dr. Archibald McNicol, Associate Dean, Faculty of Graduate

Re: Response to the Graduate Program Review of Pediatric Dentistry Program

Xc: Dr. Gary Glavin, Associate Vice President (Research), Office of the Vice President

(Research & International)

Dr. John (Jay) Doering, Associate Vice President (Partnerships), Office of the Vice

President (Research & International)

Dr. Todd Mondor, Acting Vice Provost (Grad Ed.) & Dean, Faculty of Graduate Studies

Dr. William Wiltshire, Graduate Chair and Head, Department of Preventive Dental Science

Dr. Anthony Iacopino, Dean, College of Dentistry

Dr. Bradley Klus, Acting Program Director, Pediatric Dentistry, Department of Preventive Dental Sciences

Preamble

In May 2000, the Senate of the University of Manitoba endorsed a process for the periodic review of graduate programs. The primary purpose of these comprehensive program-specific evaluations is to assess the overall quality of graduate education presently provided, and to stimulate strategic planning and actions for future enhancements. The first cycle reviews have concluded and the second cycle is presently underway. However, as the Pediatric Dentistry program, which is located in the Department of Preventive Dental Science, was only introduced in [July, 2011]¹, this should be considered a first cycle review.

On June 12, 2016, the process was initiated in the Pediatric Dentistry program with a site visit by

the external Review Team, which was comprised of Drs. Pamela Den Besten (University of California, San Francisco), Huw Thomas (Tufts) and Adnan Shah (Manitoba). Their assessment report was received by the Faculty of Graduate Studies (FGS) on [July 27, 2016]¹.

I received the unit level response to the reviewers' report from Drs. Klus and Wiltshire on [September 8, 2016]¹and the [home unit]¹ Dean's comments from Dr. Anthony Iacopino on [October 28, 2016]¹. I met with Drs. Klus and Wiltshire to discuss the outcome of the review on November 16, 2016.

Obvious in this chronology is the labor and time intensive nature of this process, yet one that is imperative to maintaining quality post-graduate education at our institution. On behalf of FGS, I would like to acknowledge and express thanks and appreciation to everyone who has so thoughtfully contributed to this important undertaking.

The purpose of my report is to summarize highlights of the review team's report, responses to the report, recommendations, actions taken to date, a disposition of the process from the perspective of FGS, and a timeline for further actions.

Highlights of the Review and Responses

The reviewers responded to the questions posed to them, which included identifying program strengths and weaknesses, along with recommendations for improvement of the program.

- Strategic importance to the [home unit]¹ Faculty/College: The program educates students
 in oral health prevention and treatment of children notably in First Nation, underserved
 and vulnerable populations. As such it is critical to the strategic direction of the College
 of Dentistry. Further, it is seen as a source of significant revenue for the College of
 Dentistry.
- 2. Concerns of the first cycle review: This was not relevant.
- 3. <u>Comparison with related programs:</u> The reviewers noted that the program compares favourably with similar programs in North America.
- 4. <u>Quality of graduate student supervision:</u> The reviewers felt that the supervision of the students was very good, although engaging more part-time, clinical faculty would enhance the breadth of clinical teaching.
- 5. Quality of students: The reviewers were impressed by the studentcohort.
- 6. <u>Critical mass and mix of students:</u> This is a Master's level program, and the reviewers indicated that the international mix was "OK".
- 7. Time to completion: No problems identified; students completed in allotted time.
- 8. <u>Academic faculty:</u> The reviewers were highly complimentary about the quality of the faculty but raised concerns about the stability of the program during the transition to a new program director.

- 9. <u>Impact:</u> In general, the quality of the research was good, although other fields should be investigated, notably those related to understanding pediatric oral health needs in First Nation, underserved and vulnerable children.
- 10. <u>Facilities</u>: Core facilities were noted as excellent, although additional space for sedation and orthodontics would be ideal in affiliated clinics.

11. Strengths:

- a. Excellent patient pool, with diverse needs;
- b. Excellent clinic facilities;
- c. Dedicated craniofacial anomalies program for the province;
- d. Enhanced exposure to clinical/societal needs of First Nation, underserved and vulnerable communities;
- e. PGME/WRHA funding;
- f. Close physical proximity to Children's Hospital and University of Manitoba, Department of Pediatrics;
- g. Faculty support and enthusiasm;
- h. Alumni support and enthusiasm;
- i. Camaraderie between faculty, staff and students.

Weaknesses:

- a. Need for broader based part-time clinical teaching faculty from local community;
- Perception that clinic margins directed to College at the expense of program needs;
- c. Pressure to increase clinic margins;
- d. Tensions between program faculty and staff and FGS over communication and transparency.
- 12. Extent to which program objectives are met: The reviewers considered that the program has done well considering its new status. They expect that this will continue, assuming the recruitment of a new program director.
- 13. Advertising to prospective students: Not applicable.
- 14. Recommendations: The reviewers had three specific recommendations:
 - a. To charge the Associate Dean (Research) to assume additional responsibilities to represent the M.Dent. programs to FGS;
 - b. To continue annual meetings of students, faculty and staff to review the program;
 - c. To recommend a transparent process for the recruitment of the next program director and the subsequent leadership transition.

Pediatric Dentistry Responses

Drs. Klus and Wiltshire agreed with most of points above. They are acutely aware of the importance of the program and are proud of oral health education and treatment provided to children, in particular those in First Nation, underserved and vulnerable sectors. In addition, they expressed pride in the 100% record of their graduates in the RCDC examinations. However, they expressed deep concern both that there is increasing pressure being applied to increase revenue, at the likely expense of pedagogy. Furthermore, in order to maintain these standards, Drs. Klus and Wiltshire believe that two additional faculty are required, including, as indicated by the reviewers, a program director. The monies raised in the pediatric dentistry program are not being retained for the benefit of the program, or indeed within the Department of Preventive Dental Science. They believe that this could seriously compromise recruitment of the new faculty members, which in turn could have a catastrophic effect on the program.

Dr. Klus accepted the point that there was a need for more part-time, clinical faculty to enhance the breadth of clinical teaching. He has already responded to this recommendation and has all but 4 pediatric dentists in Manitoba instructing in the program. In addition, he has arranged for a pediatric dentist from Calgary to come and instruct on specialised topics once every second month.

Drs. Klus and Wiltshire were gratified to hear that the quality of the research in the program was considered good, but agreed that other avenues should be investigated. Dr. Klus will work on making additional contacts to enhance the possibilities for collaborative research projects for the students.

Drs. Klus and Wiltshire could not recall specific issues of tension between the pediatric dentistry program and FGS, although they generally felt that there is always room for improved understanding and communication.

[Home Unit]¹ Dean's Response

With respect to the pediatric dentistry program review, Dr. Iacopino briefly noted that the recruitment of two full-time senior academics (potentially an experienced program director) is the priority, and that one of the new program director's tasks will be to elicit more part-time instructors.

Faculty of Graduate Studies Perspective

This was a first review of a relatively new program. The reviewers were impressed by the program's mission, leadership, students, patient pool and core facilities.

Woven throughout the report were some weaknesses/recommendations for the program to consider.

Dr. Klus should be congratulated in already taking the initiative to engage more community parttime clinicians and arrange for the specialist from Calgary to teach on a semi-regular basis.

The program should consider expanding academic collaborators/partnerships which would enhance the research profile. In particular, the area of understanding pediatric oral health needs in First Nation, underserved and vulnerable children, which is closely allied to the Mission of the program, [warrants consideration]¹.

Drs. Klus and Wiltshire will continue annual meetings of students, faculty and staff to review the program.

The issue of communication between the program and FGS seem somewhat nebulous, even to Drs. Klus and Wiltshire. These may be improved by the Associate Dean (Research) in the College of Dentistry assuming additional responsibilities for Graduate Studies. This occurs in several other units across the Institution and would be an internal change made by the Dean of the College of Dentistry. However it should be noted, and this is no criticism, that the incumbent Associate Dean (Research) is currently a member of both the FGS Executive Committee and the FGS Graduate Student Experience Committee. [Thus, the framework to facilitate improved communication is in place and might be built upon. Dr. Anderson met with Drs. Klus and Wiltshire on April 11th, and this was reiterated as an important, ongoing concern that requires attention.]¹

Although outside the strict mandate of this review, the potential impact of a subtle refocusing of this program is a concern. The reviewers perceived that this program was now seen as primarily a source of revenue for the College of Dentistry. These sentiments were shared by the acting program director and the department head, who both felt that this is having a significant negative impact on the educational quality of the program. Were this to continue, allied with a delay in appointing two full time academics, the viability of the program would be jeopardised.

Summary

Overall the reviewers placed this in category 1 and made some suggestions regarding improvements to this fledgling program. The appointment of the new clinical director, and at least one other qualified faculty member, would seem to be critical for the continued success of this program. [Update – As of April 11th, this recruitment may be in its final stages, according to Drs. Klus and Wiltshire, after which the Program Director appointment would occur.]¹

Time-line

- 1. March 2017-[June, 2017]¹ Report to FGS of possible collaborative units for graduate research projects.
- 2. June 2017 [September, 2017]¹ Submission to FGS of a list of collaborative projects available for graduate students.



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April 28, 2017

To: Dr. David Collins, Vice-Provost (Integrated Planning and Academic Programs), Office of the Vice

President (Academic) & Provost

From: Dr. Hope Anderson, Acting Associate Dean, Faculty of Graduate Studies

Re: Faculty of Graduate Studies Response to the Graduate Program Review of the Graduate Periodontics

Program

Xc: Dr. Todd Mondor, Acting Vice Provost (Graduate Education) & Dean, Faculty of Graduate Studies

Dr. John (Jay) Doering, Associate Vice President (Partnerships), Office of the Vice President (Research

& International)

Dr. Anthony Iacopino, Dean, College of Dentistry

Dr. Adnan Shah, Head, Department of Dental Diagnostic and Surgical Sciences

Dr. Anastasia Kelekis-Cholakis, Program Director, Graduate Periodontics

Preamble

In May 2000, the Senate of the University of Manitoba endorsed a process for the periodic review of graduate programs. The primary purpose of these comprehensive program-specific evaluations is to assess the overall quality of graduate education presently provided, and to stimulate strategic planning and actions for future enhancements. The first cycle reviews have concluded and the second cycle is presently underway.

On June 21-22, 2016, the process was initiated in the Graduate Periodontics program with a site visit by the external Review Team, which was comprised of Drs. Hannu Larjava (University of British Columbia), Howard Tenenbaum (University of Toronto) and Raj Bhullar (Manitoba). Their assessment report was received by the Faculty of Graduate Studies (FGS) on June 23, 2016.

The unit level response to the reviewers' report from Dr. Kelekis-Cholakis was received on October 31, 2016 and the home unit Dean's comments from Dr. Anthony Iacopino on October 28, 2016. I met with Dr. Kelekis-Cholakis to discuss the outcome of the review on April 18, 2017.

Important Considerations

My appointment as Acting Associate Dean, Faculty of Graduate Studies, began on February 1, 2017. At this point, the review process for the Periodontics program was well underway; in fact, a number of milestones outlined within the review process timeline (http://umanitoba.ca/faculties/graduate_studies/admin/120.html) were realized under the guidance of Dr. Archie McNicol. These include, but are not limited to, the following:

- review team site visit (including meetings with Dr. McNicol);
- receipt and consideration of (a) reports from the review team, (b) response from the unit (i.e. Periodontics), (c) response from the home unit dean.

I stepped into the process on April 18, 2017 when I met with Dr. Kelekis-Cholakis (i.e. a meeting with the unit head subsequent to the receipt of the unit's response and home unit dean's response to the review, and prior to the FGS commentary on the report and the response).

On behalf of FGS, I would like to express our gratitude to the reviewers for their proficient, comprehensive, and insightful assessment of the Graduate Periodontics program. We also extend our thanks to all members of the program, including support staff, students, faculty, and administrators who diligently contributed to the review documentation and process.

The purpose of my report is to summarize highlights of the review team's report, responses to the report, recommendations, actions taken to date, a disposition of the process from the perspective of FGS, and a timeline for further actions.

Highlights of the Review and Responses

The reviewers responded to the questions posed to them, which included identifying program strengths and weaknesses, along with recommendations for improvement of the program.

- 1. <u>Strategic importance to the budget Faculty/College:</u> This is an important program for the College of Dentistry. It produces graduates who will contribute to high-level oral healthcare to Manitobans and Canadians, including at risk and vulnerable populations. This program also meets research requirements set forth by the Canadian Dental Accreditation program.
- 2. <u>Concerns of the first cycle review:</u> The concerns raised in the first cycle review have been adequately addressed:
 - a. Program Director in place;
 - b. development of funding support mechanisms for graduate students' research projects;
 - c. appropriate FTE and support cohort.
- 3. <u>Comparison with related programs:</u> The reviewers noted that the program compares very favorably with similar programs in Canada and North America.
- 4. <u>Quality of graduate student supervision:</u> The reviewers felt that the students were supervised at a high level. Should the program expand, the reviewers noted that maintaining this quality may require engaging additional staff (to supervise clinical staff) and faculty (to serve on advisory committees).
- 5. Quality of students: The reviewers indicate that students were highly qualified.
- 6. <u>Critical mass and mix of students:</u> This is a Master's level program so Masters vs. PhD was N/A; the reviewers indicated that the international mix was also N/A.
- 7. <u>Time to completion:</u> No problems identified as per accreditation requirements.
- 8. <u>Academic faculty:</u> The reviewers were highly complimentary about the faculty, staff, and director of the program, Dr. Kelekis-Cholakis.
- 9. <u>Impact:</u> Quality of the research is good, giving rise to strong collaborative ties in the field and national/international visibility.
- 10. <u>Facilities</u>: Renovation (underway) of the current clinical facilities will allow the program to accept 2 students annually, which should have a positive impact on the program as well as clinical revenue.

11. Strengths:

- a. faculty and graduate students
- b. new facilities with appropriate staffing will further enhance strengths
- c. high level of rigor within the training program
- 12. Extent to which program objectives are met: The reviewers indicated that the program meets all program objectives.
- 13. Advertising to prospective students: adequate
- 14. <u>Recommendations:</u> The reviewers had four specific recommendations:
 - a. clarification on program structure (i.e. advisory committee composition);
 - b. harmonization of all graduate specialty programs at the College of Dentistry, as pertains to supervision, evaluation, and reporting;
 - c. that the program director have the authority to develop program-specific supplementary regulations;
 - d. that clarity on process be improved and information regarding support programs be provided for residents.

Periodontics Responses

Dr. Kelekis-Cholakis agreed with most of the points above. She was proud that the reviewers recognized the program is operating at an exemplary level and fulfils the research requirements of the Canadian Dental Accreditation program. However, Dr. Kelekis-Cholakis did note that while the first-cycle concern regarding funding support for graduate students' research projects was addressed by the creation of a Teaching and Research Fund (Trust), to her knowledge this fund is no longer extant; therefore, internally-dedicated funds would help to maintain research quality.

Regarding the reviewers' recommendation that program directors should "develop Program-specific supplementary regulations," Dr. Kelekis-Cholakis felt that the current Periodontics Program supplemental regulations are sufficiently specific. Nonetheless, accreditation-driven changes to courses within the program will necessitate revision.

Dr. Kelekis-Cholakis also agreed that, should the program expand following renovation of the current clinical facilities, there will likely be a need for both additional clinical staff supervision and faculty member participation in advisory committees.

The reviewers highlighted the need for improved orientation regarding student supports. Information is provided to the students; Dr. Kelekis-Cholakis will institute a clearer process by which this is achieved.

Dr. Kelekis-Cholakis feels that the increased number of Dentistry graduate programs and the administrative complexity therein warrants a dedicated college administrator to act as a liaison with the Faculty of Graduate Studies. She offers harmonizing student evaluations, advisory committee memberships and progress reporting as examples of procedures that might then be improved.

Home Unit Dean's Response

With respect to the periodontics program review, Dr. Iacopino highlighted the strengths of the program which include a strong national and international research presence, collaborative interactions with other Dentistry graduate and undergraduate programs, and very high pass rates for Royal College of Dentists of Canada (RCDC)

fellowship examinations. He also believes that recent renovations to the clinical facilities will improve student (resident) experience and provide modern equipment/surgical suites. Finally, Dr. Iacopino indicated that successful fundraising campaigns and generous reserve funds can be used for further program enhancements.

Faculty of Graduate Studies Perspective

The reviewers identified the Periodontics graduate program as strong. The issues raised by the cycle one reviewers have been addressed; indeed, the reviewers were highly complimentary of the efforts of Dr. Kelekis-Cholakis in this regard. It should be noted, however, that Dr. Kelekis-Cholakis expressed concern regarding financial support for student research as the fund intended to address this issue after the first cycle review is no longer in place. This concern might be alleviated by funds alluded to by Dr. Iacopino (see above). The reviewers identified a number of opportunities for improvement including better provision of information regarding student supports, development of program-specific supplemental regulations, and harmonized graduate program administration (i.e. student evaluations, advisory committee memberships and progress reporting). With respect to the latter, this may be improved by the Associate Dean (Research) in the College of Dentistry assuming additional responsibilities for Graduate Studies. This occurs in several other units across the Institution and would be an internal change made by the Dean of the College of Dentistry. However, it should be noted that the incumbent Associate Dean (Research) is currently a member of both the FGS Executive Committee and the FGS Graduate Student Experience Committee. Thus, the framework to facilitate improved communication is in place and might be built upon. Finally, accreditation-driven changes to courses within the program will eventually necessitate revision to the supplemental regulations.

Summary

Overall, the reviewers placed this program in category 1 and made some suggestions regarding fine-tuning to this clinically successful program.

Timeline for Action on Relevant Issues

	Action	Timeline
1	Report to FGS on the institution of a periodontics-	June, 2017
	specific orientation mechanism(s) regarding student	
	supports.	
2	Submission to FGS of revised supplemental	October, 2017
	regulations (pending course revisions).	

Report of the Senate Committee on Academic Review RE: Annual Report on the Status of Academic Program Reviews and Accredited Programs, May 1, 2016 – May 15, 2017

Preamble:

- The Terms of Reference for the Senate Committee on Academic Review are found on the web at: http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committee_s/489.htm
- 2. At its meeting on May 29, 2017, the Committee received the *Annual Report on the Status of Academic Program Reviews and Accredited Programs, May 1, 2016 May 15, 2017*, for information.

Observations:

- 1. The Committee received the *Annual Report on the Status of Academic Program Reviews and Accredited Programs, May 1, 2016 May 15, 2017*, for information. The *Annual Report* (attached) will also be provided to Senate and to the Board of Governors, in October 2017, for information.
- 2. Production of the *Annual Report* responds to a request from the Board, which had asked to receive information on the outcomes of the academic program review process.

Respectfully submitted,

David Collins, Chair Senate Committee on Academic Review



Office of the Provost & Vice-President (Academic)

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

Date: May 29, 2017

To: Members of the Senate Committee on Academic Review (SCAR)

From: Cassandra Davidson, Academic Program Specialist

Subject: Annual Report on the Status of Academic Program Reviews and Accredited Programs:

May 1, 2016-May 15, 2017 (revised from May 17, 2017)

In May 2000, the Senate of the University of Manitoba endorsed a process for the periodic review of academic programs to assess the quality of undergraduate and graduate programming presently provided at the University, and to stimulate strategic planning and actions for future enhancements. The purpose of this report is to summarize the current status of program reviews at the university. Details around individual reviews can be found in the reports to Senate by the Senate Committee on Academic Reviews (SCAR).

1. Status of Undergraduate Program Reviews

The university is currently approaching the end of the first-cycle of reviews at the undergraduate level. The second-cycle of reviews, originally scheduled to begin in the 2017-2018 academic year, has been delayed to the 2018-2019 academic year to accommodate the completion of a number of the remaining first-cycle reviews and to allow for a review of the current Academic Program Reviews policy and procedures (http://umanitoba.ca/admin/governance/governing_documents/academic/364.html).

In the last year, six undergraduate reviews were initiated (the last of the first-cycle reviews), five site visits took place, and four reviews were presented to SCAR. In addition, five reviews are currently in the follow-up period, during which changes resulting from the review begin moving through the approval and implementation processes. Five units have submitted their final follow-up reports to the Provost, completing the review process. Two site visits, including one of the reviews piloting a combined evaluation of both graduate and undergraduate programs, were delayed due to the labour action in the fall of 2016. These site visits have since taken place.

Based on feedback received from the external review teams participating in the undergraduate program reviews, the Provost's Office has identified a number of emerging trends. Reviewers often comment on the complexity of the various program offerings and streams, and highlight the need to provide students with clearer curricular pathways towards program completion—both in terms of simplifying course selection, providing regular scheduling of required courses, and/or modifying programs.

Concerns are also raised over the availability of teaching resources required to successfully deliver existing programs and required coursework; this is often exacerbated by small class enrolments in comparison to other programs with which reviewers are familiar. More generally, it is often noted that there is a misunderstanding (or miscommunication) of the various roles and responsibilities of the different levels of administrative and governance bodies, and that the institution as a whole could do better in providing clarity on these structures. Discussions in this regard have in some instances raised debate about the potential/requirement for broader unit reviews, at the Department and/or Faculty level. Finally, units continue to report difficulties in finding the resources required to complete the reviews in a timely and thoughtful manner.

2. Status of Graduate Program Reviews

Graduate program reviews are currently approaching the end of the second-cycle of reviews. Plans to commence the third-cycle in 2017 have been postponed to 2018 to accommodate any remaining second-cycle reviews and to allow for a formal review of current policy and procedures. In the last year, five graduate reviews were initiated, eleven site visits took place, and eleven reviews were presented to SCAR. Eight reviews are currently in the follow-up stage, during which changes resulting from the review begin moving through the approval and implementation processes. Twelve programs have submitted final follow-up reports to FGS, completing the review process. Three site visits, including a combined pilot review, were delayed due to the labour action in the fall of 2016. These site visits have since taken place.

Based on feedback received from the external review teams participating in the graduate program reviews, the Provost's Office has identified a number of emerging trends. Review teams continue to raise concerns over levels of graduate student funding, time-to-completion, and, in some units, the practice of pairing graduate courses with undergraduate courses. Reviewers often recommend units evaluate the number of required courses within degree programs and this has led to Senate considering a number of proposals to reduce course requirements at both the masters and doctoral levels. Similarly to the undergraduate reviews, there is often confusion over the roles of different offices, and the institution could do better at communicating and providing clarity on administrative functions and responsibilities. As well, units continue to raise concerns over the time and resources required to complete the reviews.

3. Pilot Project: Combined Program Reviews

In 2015, in response to observations raised by both academic units and external review teams about the lack of integration between undergraduate and graduate program reviews, SCAR authorized the Provost's Office to commence a pilot project combining undergraduate and graduate reviews into a single review process. The intent of the project is to determine whether a combined review process provides a more comprehensive, integrated evaluation of the University's programs, while at the same time saving on the time and resources required to complete reviews at the unit level.

The Departments of History and Biological Sciences agreed to participate in the pilot and, to date, both have completed the review process up to, and including the site visits that took place in February 2017. Reports from the external review teams have been received for both reviews and these are now with the respective units who are preparing their formal responses.

While the review team for Biological Sciences found the site visit somewhat intensive, they were overwhelmingly positive about the experience. However, the review team for History advised that there may have been too much content to be addressed in a single review and raised concerns over the difficulty of providing the same level of attention and consideration to all programs. In this regard, the concerns may have been warranted by the additional complexity inherent in the joint master's program with UW that required the review team to spend a full-day on the UW campus. Given the equivocal nature of feedback from the two pilot reviews, a third combined review has been initiated in the Department of Statistics. This pilot review will be the second-cycle review for both the undergraduate and graduate programs in Statistics. The site visit is expected to take place in the winter 2018 term.

Throughout the pilot exercise, the Departments concerned, their respective Dean's Offices, and other units involved in the pilot continue to be encouraged to provide feedback on all stages of the review process—including self-evaluation, external review and site visit, responses, and follow-up with SCAR. The outcomes and feedback garnered will be used to inform the review of the existing policies and procedures pertaining to academic program review. It is expected that a more formal review of the existing policy and procedures will begin over the upcoming months and that any resulting changes will be brought forward to Senate for consideration through the usual mechanisms. In the meantime, the Provost's Office will continue to provide status updates and inform SCAR of any concerns arising from the project as the pilot's move forward.

4. Current Status of Academic Program Reviews

The following is a list of programs currently undergoing an academic program review; the list has been sorted by where in the process the review stands as of May 15, 2017. Reviews marked with an (†) indicate instances where are a review has been rescheduled from previous reporting.

STAGE 1: SELF-EVALUATION

Program	Level	Round	Self-Evaluation Report Due	
1. Agriculture (Diploma)	Undergrad.	1	Postponed (revisit in Fall 2018)	
2. Applied Health Sciences	Graduate	1	SER due Summer 2017	
3. Art (M.F.A.)	Graduate	2	SER due Spring 2017	
4. Asian Studies	Undergrad.	1	SER due Fall 2018	
5. Canadian Studies	Undergrad.	1	SER due Winter 2018†	
6. Design & Planning (Ph.D.)	Graduate	2	Postpone until 3 rd cycle	
7. General Science (B.Sc.)	Undergrad.	1	SER due Winter 2018	
8. Genetics	Undergrad.	1	SER due Winter 2018	
9. Global Political Economy	Undergrad.	1	SER due Fall 2017†	
10. Icelandic	Undergrad.	1	SER due Winter 2017	
11. Ind. Interdisciplinary Studies (IIS)	Graduate	1	TBD†	
12. Integrated Studies (B.A.I.S.)	Undergrad.	1	SER due Fall 2017	
13. Interdisc. Health (BHSc/BHSt)	Undergrad.	1	SER due Winter 2018	
14. Linguistics	Undergrad.	1	SER due Fall 2017†	
15. Natural Resources (MNRM, PhD)	Graduate	2	SER due Summer 2017	
16. Philosophy	Undergrad.	1	SER due Fall 2018	
17. Political Studies	Graduate	2	SER due Winter 2017 (overdue)	
18. Public Administration (MPA)	Graduate	2	SER due Fall 2018	

19. Statistics	Combined	2	SER due Winter 2018
20. Ukrainian Canadian Heritage	Undergrad.	1	SER due Fall 2018†
Studies			

STAGE 2: EXTERNAL REVIEW

Program	Level	Round	Date of Site Visit
1. Mgmt. Information Systems (MIS)	Undergrad.	1	TBD
(B.Comm. Hons.)			
2. Anthropology	Undergrad.	1	May 2017
3. Community Health Sciences	Graduate	2	March 2017
4. Native Studies	Graduate	2	May 2017

STAGE 3: PROGRAM AND DEAN/DIRECTOR RESPONSES

Program	Level	Round	Program Category ¹
1. Agribusiness & Agricultural Econ.	Undergrad.	1	Not provided.
2. Agriculture	Undergrad.	1	Minor revisions (2)
3. Agroecology	Undergrad.	1	Minor revisions (2)
4. Biological Sciences	Combined	1-2	Minor revisions (2)
5. Canadian Studies	Graduate	2	Minor revisions (2)
6. Food Science	Undergrad.	1	Minor revisions (2)
7. History	Combined	1-2	Minor revisions (2)
8. Linguistics	Graduate	2	Minor revisions (2)
8. Native Studies	Undergrad.	1	Major revisions (3)
9. Oral & Maxofacial Surgery (DDSS)	Graduate	2	Minor revisions (2)

STAGE 4: PROVOST OR FGS RESPONSE

Program	Level	Round	Program Category
1. Art (B.FA.)	Undergrad.	1	Minor revisions (2)

STAGE 5: REVIEW BY SCAR (MEETING OF MAY 29, 2017)

Program	Level	Round	Program Category
1. Education (USB)	Graduate	2	Minor revisions (2)
2. Environment & Geography	Undergrad.	1	Not provided.
3. Geological Sciences	Graduate	1	Not provided.
4. Peace & Conflict Studies (Ph.D.)	Graduate	1	Minor revisions (2)
5. Political Studies	Undergrad.	1	Major revisions (3)
6. Orthodontics (PDS)	Graduate	2	Continue as is (1)
7. Pediatric Dentistry (PDS)	Graduate	2	Continue as is (1)
8. Periodontics (DDSS)	Graduate	2	Continue as is (1)

¹ As per the Senate-approved procedures on Academic Program Reviews, review teams are asked to categorize programs into the following:

⁽a) "Adequate" and should continue as is (1);

⁽b) "Adequate" but requiring minor revision or restructuring (2); or

⁽c) "Inadequate" and requiring major revision or restructuring (3).

STAGE 6: REVIEW FOLLOW-UP

Program	Level	Round	Category	Follow-up
1. Environmental Design	Undergrad.	1	Major revisions (3)	2 nd Interim report received Fall
				2016
2. Civil Engineering	Graduate	2	Minor revisions (2)	Due Fall 2017
3. Electrical & Computer Eng.	Graduate	2	Minor revisions (2)	Due Fall 2016
4. French, Spanish, and Italian	Undergrad.	1	Not provided	Due Winter 2018
5. German & Slavic Studies	Graduate	2	Continue as is (1)	Due Fall 2017
6. Human Nutritional Sciences	Graduate	2	Minor revisions (2)	Due Winter 2018
7. Interior Design	Graduate	2	Continue as is (1)	Due Summer 2017
8. Labour Studies	Undergrad.	1	Minor revisions (2)	Due Fall 2017
9. Law	Undergrad.	1	Continue as is (1)	Due Summer 2017
10. Mechanical Engineering	Graduate	2	Minor revisions (2)	Due Fall 2017
11. Music	Undergrad.	1	Not provided	Due Fall 2017
12. Psychology	Graduate	2	Continue as is (1)	Due Fall 2017
13. Sociology	Graduate	2	Minor revisions (2)	Due Fall 2017

STAGE 7: COMPLETED (FOLLOW-UP PRESENTED TO SCAR)

Program	Level	Round	Program Category
1. Animal Science	Graduate	2	Minor revisions (2)
2. Architecture	Graduate	1	Minor revisions (2) (SCAR – May 29, 2017)
3. Biochemistry & Medical Genetics	Graduate	2	Continue as is (1)
4. Biosystems Engineering	Graduate	2	Minor revisions (2)
5. Computer Science	Graduate	2	Minor revisions (2)
6. Economics	Undergrad.	1	Minor revisions (2) (SCAR – May 29, 2017)
7. Geological Sciences	Undergrad.	1	Continue as is (1)
8. Human Anatomy & Cell Science	Graduate	2	Major revisions (3)
9. Immunology	Graduate	2	Continue as is (1)
10. Kinesiology & Recreation Mgmt.	Graduate	2	Minor revisions (2)
11. Mathematics	Graduate	2	Continue as is (1) (SCAR – May 29, 2017)
12. Medical Rehabilitation	Graduate	2	Minor revisions (2)
13. Pharmacology & Therapeutics	Graduate	2	Minor revisions (2)
14. Physics & Astronomy	Undergrad.	1	Minor revisions (2) (SCAR – May 29, 2017)
15. Religion (PhD)	Graduate	2	Minor revisions (2)
16. Sociology	Undergrad.	1	Continue as is (1)
17. Women's & Gender Studies	Undergrad.	1	Minor revisions (2)

5. Accredited Programs

The current Senate policy on academic program reviews, allows for academic programs that are required to undergo reviews by external accreditation bodies to use these reviews in lieu of a formal program review, unless otherwise determined by the Provost. In considering whether an accreditation review will be considered equivalent to an academic program review, the Provost considers all elements of the accreditation process, including the mandatory nature of the accreditation, and the appropriateness of the information provided to, and commented on, by an external review team.

Currently, there are 36 external bodies accrediting and/or certifying over 45 academic programs at the university. Five programs were reviewed and renewed in the 2016-2017 academic year and seventeen reviews are scheduled for the 2017-2018 academic year. A list of all accredited programs can be found below. Those programs where an accreditation review has been used in lieu of an academic program review are marked with an asterisk (*).

List of Accredited Programs, 2016-2017

Faculty of Agricultural and Food Sciences B Sc. (Food Science) Science Ontion

B.Sc. (Food Science), Science Option	
Institute for Food Technologists (IFT)	2014-2019
B.Sc. (Human Nutritional Sciences) *	
Partnership for Dietetic Education and Practice (PDEP)	2010-2018
Faculty of Architecture	
Master of Architecture (M.Arch.)	
Canadian Architectural Certification Board (CACB)	2015-2018
Master of City Planning (M.C.P.)*	
Canadian Institute of Planners (CIP); Manitoba	2015-2020
Professional Planners Institute (MPPI)	
Master of Interior Design (M.I.D.)	
Council for Interior Design Accreditation (CIDA)	2012-2018
Master of Landscape Architecture (M.L.A.)*	
Canadian Society of Landscape Architects (CSLA)	2015-2021
Faculty of Arts	
Ph.D., Psychology (Clinical Stream)	
Canadian Psychological Association (CPA)	2014-2018
I.H. Asper School of Business, Faculty of Management	
B. Comm. (Hons.)*	
	2014-2019
Association to Advance Collegiate Schools of Business (AACSB)	2014-2019
Canadian Association of Co-operative Education (CAFCE)	2012-2018
Co-operative Option Chartered Professional in Human Resources (CRUR)	2017 2010
Chartered Professional in Human Resources (CPHR)	2017-2019
Major in Human Resources M.B.A.	
	2014-2019
Association to Advance Collegiate Schools of Business (AACSB)	2014-2019
M.Sc., Ph.D., Management	2014 2010
Association to Advance Collegiate Schools of Business (AACSB)	2014-2019
B.Sc. (Hons.), Actuarial Mathematics (joint program with Faculty of Science)	2015 2020
Canadian Institute of Actuaries (CIA)	2015-2020
Centre of Excellence (CEA), Society of Actuaries (SOA)	2014-2019

Faculty of Engineering	
B.Sc. (Biosystems Engineering)*	
Canadian Engineering Accreditation Board (CEAB)	2013-2019
B.Sc. (Civil Engineering)*	
Canadian Engineering Accreditation Board (CEAB)	2013-2019
B.Sc. (Computer Engineering)*	
Canadian Engineering Accreditation Board (CEAB)	2013-2019
B.Sc. (Electrical Engineering)*	
Canadian Engineering Accreditation Board (CEAB)	2013-2019
B.Sc. (Manufacturing Engineering)*	2012 2012
Canadian Engineering Accreditation Board (CEAB)	2013-2019
Clayton H. Riddell Faculty of Environment, Earth, and Resources	\$
Bachelor of Environmental Science (B.Env.Sc.)	
Canadian Environmental Accreditation Commission and	2011-2018
ECO Canada	2011 2010
Rady Faculty of Health Sciences	
COLLEGE OF DENTISTRY	
Doctor of Dental Medicine (D.M.D.)*	
Commission on Dental Accreditation of Canada (CDAC)	2015-2022
M.Dent., Dental Diagnostic & Surgical Sciences (Oral & Maxillofacial Surgery	
Commission on Dental Accreditation of Canada (CDAC)	2015-2022
M.Dent., Dental Diagnostic & Surgical Sciences (Periodontics)	
Commission on Dental Accreditation of Canada (CDAC)	2015-2022
M.Dent., Preventive Dental Science (Pediatric Dentistry)	
Commission on Dental Accreditation of Canada (CDAC)	2014-2017
M.Sc., Preventive Dental Science (Orthodontics)	
Commission on Dental Accreditation of Canada (CDAC)	2015-2022
Diploma, Dental Hygiene*	
Commission on Dental Accreditation of Canada (CDAC)	2015-2022
B.Sc., Dental Hygiene*	
Commission on Dental Accreditation of Canada (CDAC)	2015-2022
MAX RADY COLLEGE OF MEDICINE	
Undergraduate Medical Education – UGME (M.D.)*	
Committee on Accreditation of Canadian Medical Schools	2016-2024
(CACMS)	
Post-graduate Medical Education - PGME*	
Canadian Residency Accreditation Consortium (CanRAC)	2014-2021
Canadian College of Microbiologists (FCCM) NEW	T.B.D.
Clinical Microbiology Training Program	
Canadian Psychological Association (CPA)	2011-2018
Clinical Psychology Training Program	

Post-graduate Medical Education - PGME* (continued)	
Canadian College of Medical Geneticists	2013-2018
Molecular Genetics and Cytogenetics	
Physician Assistant Studies (M.P.A.S.)*	
Canadian Medical Association (CMA)	2016-2022
Commission on Dental Accreditation of Canada (CDAC)	2015-2022
Continuing Professional Development (C.P.D.)*	
Committee on Accreditation of Continuing Medical Education	2016-2024
(CACME)	
COLLEGE OF NURSING	
Bachelor of Nursing (B.N.)*	
College of Registered Nurses of Manitoba (CRNM)	2014-2018
Master of Nursing (M.N.) – Nurse Practitioner Stream*	
College of Registered Nurses of Manitoba (CRNM)	2015-2018
COLLEGE OF PHARMACY	
B.Sc., Pharmacy*	2012 2010
Canadian Council for Accreditation of Pharmacy Programs	2013-2019
(CCAPP)	
COLLEGE OF REHABILITATION SCIENCES	
Bachelor of Respiratory Therapy (B.R.T.)*	
Council on Accreditation for Respiratory Therapy Education	2013-2019
(CoARTE)	
Master of Occupational Therapy (M.O.T.)*	
Canadian Association of Occupational Therapists (CAOT)	2012-2019
Master of Physical Therapy (M.P.T.)*	
Physiotherapy Education Accreditation Canada (PEAC)	2014-2020
Faculty of Kinesiology and Recreation Management	
Bachelor of Kinesiology (B.Kin.)	
Canadian Council of Physical Education & Kinesiology	2011-2018
Administrators (CCUPEKA)	
Bachelor of Kinesiology (B.Kin.), Athletic Therapy	2016 2020
Canadian Atheletic Therapists Association (CATA)	2016-2020
Bachelor of Physical Education (B.P.E.) Canadian Council of Physical Education & Kinesiology	2011-2018
Administrators (CCUPEKA)	2011-2018
Administrators (CCOT LIVY)	
Faculty of Law	
Juris Doctor (J.D.), Common Law	
Federation of Canadian Law Societies	2016-2017
2.	

Faculty of Science

B.Sc. (Hons.), Actuarial Mathematics (joint program with Faculty of Man	agement)
Canadian Institute of Actuaries (CIA)	2015-2020
Centre of Excellence (CEA), Society of Actuaries (SOA)	2014-2019
B.Sc. (Maj.), B.Sc. (Hons.), Biochemistry	
Canadian Society for Chemistry (CSC)	2015-2020
B.Sc. (Maj.), B.Sc. (Hons.), Chemistry*	
Canadian Society for Chemistry (CSC)	2015-2020
B.Sc.(Maj.), B.Sc.(Hons.), B.C.Sc.(Hons), Computer Science*	
Canadian Information Processing Society (CIPS)	2012-2018
With additional accreditation for Software Engineering Specialization	
B.Sc. (Maj.), B.Sc. (Hons.), Statistics – 3000 and 4000 level courses	
Statistical Society of Canada	2012-2017
M.Sc., Ph.D. – Physics (Medical Physics)	
Commission on Accreditation of Medical Physics Education	2012-2017
Programs, Inc. (CAMPEP)	
Faculty of Social Work	
Bachelor of Social Work (B.S.W.)*	
Canadian Association for Social Work Education (CASWE)	2014-2022
Master of Social Work (M.S.W.)	
Canadian Association for Social Work Education (CASWE)	2014-2022

Cc: David Collins, Vice-Provost (Integrated Planning and Academic Programs)

Jeff Leclerc, University Secretary

In Memoriam: Dr. Cynthia F. Cameron-Whalen

Our dear colleague, Dr. Cynthia F. Cameron-Whalen died peacefully on August 3, 2017 at the age of 77 after a brief illness. Cynthia was an Associate Professor in the Faculty of Nursing, retiring to Carleton Place, Ontario in 2001. She leaves to mourn her loss, her loving husband, Marv Whalen, as well as her mother, sister, brother, and many nieces and nephews.

Cynthia was a life-long learner, beginning her nursing career as a Registered Nurse, graduating from Toronto Western Hospital. Subsequently, she completed a Bachelor of Arts degree at Queen's University, a Master of Science, Boston University, and a PhD at Wayne State University, Detroit Michigan. Her passion was caring for elderly people; she was a specialist in Aging.

Cynthia began her academic career at the University of Manitoba in 1975, following several years in leadership positions at Vanier (later known as Algonquin) College, Ottawa, Ontario. During her tenure in the Faculty of Nursing, Cynthia served for 3 years as Associate Dean, Graduate Programs and 1 year as Acting Dean. She was Chair of the Task Force, Faculty Status, which moved the then School of Nursing to the Faculty of Nursing in 1988. Cynthia contributed to the broader university community through her participation on the Board of Graduate Studies; Option on Aging Management Committee; and in the University of Manitoba Senate as a Senator, and member of the Senate Curriculum and Course Change Committee, Senate Appeals Committee, and Senate Planning and Priorities Committee. As Chair of the Ad Hoc Committee on Day Care, she led the establishment of the Day Care at the University of Manitoba. Within the nursing community, she was a member of committees at the Manitoba Association of Registered Nurses, Sigma Theta Tau Nursing Honor Society, and Canadian Nurses Foundation. She was President of the Western Region Canadian Association of University Schools of Nursing.

Her research in gerontology focused on elderly caregivers, the impact of caregiving on spouses and families, and the role of nurses in supporting this client population. As an advocate for the aged population, Cynthia was a tireless volunteer with community organizations such as the Alzheimer's Society of Manitoba, Age and Opportunity, the Manitoba Association on Gerontology, and the Manitoba Association of Registered Nurses Task Force for Elderly Health Care Reform. She was a mentor and well respected advisor to many Master of Nursing students whose theses focused on elder care.

Cynthia led two international projects, funded by the Canadian International Development Agency (CIDA), at West China University of Medical Sciences (WCUMS), Chengdu, China to develop undergraduate and distance nursing education. These two projects laid the foundation that enabled the School of Nursing at WCUMS to become a leader in nursing education and research in southwest China. Ever passionate about nursing education in the developing world, in her retirement, Cynthia was an active participant in a joint project between the University of Manitoba and the University of Medical Sciences – Havana that transformed Cuban nursing

practice through the development of a doctoral program and establishment of research programs embedded in the local context.

Cynthia's colleagues will remember her for her kindness and generosity to others. As a friend and colleague, she was admired and respected for her compassion and consideration for all whom she knew and loved.



OFFICE OF THE VICE-PRESIDENT (RESEARCH AND INTERNATIONAL)

207 Administration Building Winnipeg, MB R3T 2N2 Telephone: (204) 474-6915 Fax: (204) 474-7568 www.umanitoba.ca/research

MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

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

DATE: September 7, 2017

SUBJECT: Report on Research Contract Funds Received

COPIES: Dr Jay Doering, Associate Vice President (Partnerships)

Dr. Gary Glavin, Associate Vice-President (Research)

Attached is the Report on Research Contracts Received for the period January 1, 2017 to June 30, 2017. Please include the report for information on the next Senate agenda.

Thank you.

DSJ/nis

Attach.

New Research Contract Funds Awarded (over \$20,000) ORS Processed Date: January 1, 2017 to June 30, 2017

Faculty	PI Name	Dept	Sponsor	Awarded Amount	Project Title
College of Medicine	Afifi, Tracie Avery, Lisa	Community Health Sciences Centre for Global Public Health (CGPH)	University of Regina Grand Challenges Canada		First responders prevalence survey Integrated innovation to improve maternal, newborn and child health (MNCH): The graphless partograph
	Bernstein, Charles	Internal Medicine	Research Manitoba	1,250,000	SPOR Network - Inflammation, microbiome and alimentation: Gastro-intestinal and neuropsychiatric effects (The IMAGINE Project)
	Botting, Ingrid	Community Health Sciences	University of Ottawa	23,000	Principles of partnering with researchers to inform whole health system change
	Burgener, Adam	Medical Microbiology	Magee-Womens Research Institute and Foundation	117,867	Laboratory center (LC): Microbicide trials network
	Burgener, Adam	Medical Microbiology	Magee-Womens Research Institute and Foundation	388,036	Leadership and operations center (LOC): Microbicide Trials Network
	Dart, Allison	Pediatrics and Child Health	University of British Columbia	301,293	Improving renal complications in adolescents with type 2 diabetes through REsearch cohort study (National iCARE study) (iCARE)
	El-Gabalawy, Renee	Anesthesia	McMaster University	250,000	SPOR Networks in chronic pain
	El-Gabalawy, Renee	Anesthesia	McMaster University	20,000	SPOR Networks in chronic pain - population based investigations of chronic pain and chronic pain conditioning among those with anxiety and trauma disorders
	Halayko, Andrew	Physiology & Pathophysiology	Ottawa Hospital Research Institute	31,300	Understanding the role of oxidized lipids in the pathogenesis of asthma: A multi-scale approach
	Katz, Alan	Manitoba Centre for Health Policy (MCHP)	Manitoba Health, Seniors and Active Living	500,000	MCHP Rady faculty research support fund
	Moses, Stephen	Community Health Sciences	United States Fund for UNICEF	337,827	Countdown to 2030
	Mzengeza, Shadreck	Radiology	University of Alberta		Pharmacokinetics and radiation dosimetry evaluations of IAZA and it's translation in molecular thermanostic management of solid tumors
	Qiu, Xiangguo	Medical Microbiology	University of Oxford	634,756	Pan-filovirus t-cell vaccine designed as bi-valent conserved region epigraphs
	Singh, Harminder	Internal Medicine	Children's Hospital of Eastern Ontario (CHEO)	144,000	The Canadian Gastro-Intestinal Epidemiology Consortium (CanGIEC): Inflammatory bowel disease in Canada
			Faculty Total:	4,144,039	
Faculty of Agricultural and Food Sciences	Aliani, Michel	Human Nutritional Sciences	Canadian International Grains Institute	42,550	Evaluation of pulse ingredients for flavour profile
	Costamagna, Alejandro	Entomology	Manitoba Pulse and Soybean Growers Association (MPSG)	107,839	Determining the role of crop and non-crop habitats to provide sustainable aphid suppression in soybeans

Faculty of Agricultural and Food Sciences, cont'd.	Daayf, Fouad	Plant Science	Manitoba Pulse and Soybean Growers Association (MPSG)	800,400 Agronomist in residence
	Flaten, Donald	Soil Science	Manitoba Pulse and Soybean Growers Association (MPSG)	85,226 Soybean response to potassium fertility and fertilizer in Manitoba
	Flaten, Donald	Soil Science	Western Grains Research Foundation	85,227 Soybean response to potassium fertility and fertilizer in Manitoba
	Gulden, Robert	Plant Science	Western Grains Research Foundation	57,500 Defining and refining the end of the critical period of weed control in soybean for Manitoba
	House, James	Human Nutritional Sciences	Manitoba Agri-Health Research Network (MAHRN)	20,000 Dairy as a carrier for CCAD ingredients
	Jones, Peter	Food Science	Manitoba Agri-Health Research Network (MAHRN)	20,975 Canadian climate advantage diet-investigation of CCAD food consumption patterns of intake and effect on glucose metabolism and immune function
	Jones, Peter	Food Science	PepsiCo, Inc.	161,324 Glycemic and insulinemic impact of oats plus dried fruit, nuts and seeds soaked overnight in milk versus cream of rice plus fruits, nuts and seeds in subjects
	Jones, Peter	Food Science	Pulse Canada	77,161 A comparison of roasted pulse snacks, pulse chips and commercial snacks on post-prandial food intake, appetite and glycemic response in healthy young adults
	Khafipour, Ehsan	Animal Science	Manitoba Livestock Manure Management Initiative Inc.	42,550 PEDv survivability in soil - lab optimization and surface application
	Lawley, Yvonne	Plant Science	Manitoba Pulse and Soybean Growers Association (MPSG)	195,444 Cover crop strategies for dry bean and soybean crops in Manitoba
	Lawley, Yvonne	Plant Science	Manitoba Pulse and Soybean Growers Association (MPSG)	73,600 Predicting soybean phenology in Manitoba
	Scanlon, Martin	Food Science	Western Grains Research Foundation	390,000 Field crop research technician support agreement
	Tenuta, Mario	Soil Science	Manitoba Pulse and Soybean Growers Association (MPSG)	121,612 Manitoba survey and molecular quantification of soybean cyst nematode
	Tenuta, Mario	Soil Science	Western Grains Research Foundation	121,613 Manitoba survey and molecular quantification of soybean cyst nematode
			Faculty Total:	2,403,021
Faculty of Arts	Currie, Raymond	Sociology	Government of Canada	45,000 Circles for reconciliation
	Wilkinson, Lori	Sociology	Alberta Association of Immigrant Serving Agencies (AAISA)	39,570 Resettling in the Canadian Prairies: A longitudinal survey of Syrian refugees in Canadian Prairies
_		0	Faculty Total:	84,570
Faculty of Engineering		Civil Engineering	Government of Northwest Territories	243,220 Structural stability of highway embankments along the ITH corridor - Phase 2
	Bibeau, Eric	Mechanical and Manufacturing Engineering	Natural Resources Canada (NRCAN)	43,000 Hydrokinetic turbines monitoring and interactions

Faculty of Engineering,	Shalahy Ahmad	Civil Engineering	Government of Yukon	46 000	Design parameters and specifications of unbound
cont'd.	Shalaby, Allined	Civil Engineering	Government of Tukon	40,000	granular materials for the Yukon Department of Highways and Public Works
	Svecova, Dagmar	Civil Engineering	Vector Construction Ltd.	90,000	Durability of ultra-high performance concrete as joint-fill material for precast bridge deck panels
			Faculty Total:	422,220	
Faculty of Environment, Earth	Stern, Gary	Centre for Earth Observation Science			Impact of increased ship traffic in the Kivalliq region of Hudson Bay - oil spill emergency preparedness
			Faculty Total:	31,900	
Faculty of Science	Oresnik, Ivan	Microbiology	Manitoba Pulse and Soybean Growers Association (MPSG)	68,700	Frequency of soybean in rotation and persistence of rhizobia in Manitoba soils
	Whyard, Steven	Biological Sciences	Western Grains Research Foundation	161,685	Control of Sclerotinia using RNA interference technologies
			Faculty Total:	230,385	
I. H. Asper School of Business	Benarroch, Michael	I. H. Asper School of Business	SCOR Corporate Foundation for Science	200,000	Assessing the feasibility and development of an innovative satellite-based forage insurance scheme in Canada
	Porth, Lysa	Warren Centre for Actuarial Studies and Research	Alberta Beef Producers	749,240	Assessing the feasibility and development of an innovative forage insurance plan using satellite-derived biophysical parameters with a focus on Alberta
	Porth, Lysa	Warren Centre for Actuarial Studies and Research	Saskatchewan Cattlemen's Association	741,740	Assessing the feasibility and development of an innovative forage insurance plan using satellite derived biophysical parameters with a focus on Saskatchewan
			Faculty Total:	1,690,980	
Vice-President's Office (Research & International)	Jones, Peter	Richardson Centre for Functional Foods and Nutraceuticals	Almond Board of California		Benefits of almond consumption in modulation of intestinal microbiome and novel disease risk biomarkers: A randomized controlled dietary intervention trial
	Moran, Ry	National Centre for Truth and Reconciliation (NCTR)	Government of Canada	869,262	The Basement Revue: Canada 150 National Program
	Ursel, Jane	RESOLVE (Research & Education for Solutions to	Manitoba Justice	49,700	Manitoba Justice wellness program evaluation
			Faculty Total:	1,307,519	
			Total New Contracts over \$20,000 awarded:	10,314,634	



Office of the President

202 Administration Building Winnipeg, MB Canada R3T 2N2 Telephone: 204-474-9345

Fax: 204-261-1318

DATE:

August 31, 2017

TO:

Jeff Leclerc

University Secretary

FROM:

David T. Barnard, Ph.D.

President and Vice-Chancellor

Dana 9. Demand

RE:

Extension - Suspension of Admissions to Programs

The recommendations that the current suspension of admissions for the following programs be extended to May 2018 were brought forward for consultation at the Senate meeting of May 17, 2017 and Board meeting of June 27, 2017, with little concern expressed. Under the Admission Targets 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 and the Board. As a result, admissions to the following programs should remain suspended and I would ask that you proceed accordingly.

Undergraduate Programs

- Textile Sciences, [B.Sc. (T.S.) Product Development and B.Sc. (T.S.) Textile Development]
- Internationally Education Agrologists Post-Baccalaureate Diploma Program (IEAP)

Graduate Programs

- Cancer Control, Ph.D.
- Family Social Sciences, M.Sc.
- Icelandic, M.A.
- Textile Sciences, M.Sc.

Cc:

- Dr. Janice Ristock, Provost and Vice-President (Academic)
- Dr. David Collins, Vice-Provost (Integrated Planning and Academic Programs)
- Dr. Jeff Taylor, Dean, Faculty of Arts
- Dr. Todd Mondor, Vice-Provost (Graduate Education) & Dean, Faculty of Graduate Studies
- Dr. Beverly O'Connell, Dean, College of Nursing, Rady Faculty of Health Sciences
- Dr. Brian Postl, Dean, Max Rady College of Medicine, Dean, Rady Faculty of Health Sciences, & Vice-Provost (Health Sciences)
- Dr. Karin Wittenberg, Dean, Faculty of Agricultural and Food Sciences
- Mr. Jeff Adams, Executive Director, Enrolment Services
- Ms. Cassandra Davidson, Academic Programs Specialist
- Mr. Neil Marnoch, Registrar
- Mr. Randy Roller, Executive Director, Office of Institutional Analysis



Office of the President

202 Administration Building Winnipeg, MB Canada R3T 2N2

Telephone: 204-474-9345

Fax: 204-261-1318

Date: June 19, 2017

To: Jeff Leclerc

University Secretary

From: Dr. David Barnard

President and Vice-Chancellor

Re: Temporary Admission Target Increases, RRC Articulation - Asper School of Business

2017-2018

I approve the attached recommendation from Dr. David Collins that the Asper School of Business be permitted to use unfilled quota seats from its articulations with UCN, USB, and ACC to accept additional students from RRC for up to a maximum of 30 students for 2017-2018 only.

Under the Admissions Target 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 prevent advising Senate in advance as a decision had to be made after the agenda was finalized and distributed for the last meeting of Senate on June 21, 2017.

Please place this item on the agendas for the September 20th Senate Executive meeting and the October 4th Senate Committee meeting.

Cc: Dr. Janice Ristock, Provost and Vice-President (Academic)

Dr. David Collins, Vice-Provost (Integrated Planning and Academic Programs)

Ms. Susan Gottheil, Vice-Provost (Students)

Dr. Michael Benarroch, Dean, I.H. Asper School of Business, Faculty of Management

Mr. Neil Marnoch, Registrar

Mr. Jeff Adams, Executive Director, Enrolment Services

Ms. Cassandra Davidson, Undergraduate Program Analyst

Mr. Randy Roller, Active Executive Director, Office of Institutional Analysis



Office of the Provost & Vice-President (Academic)

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

June 13, 2017

To:

Dr. David T, Barnard, President and Vice-Chancellor

From:

Dr. David Collins, Vice-Provost (Integrated Planning & Academic Programs)

Re:

Recommendations for temporary Admission Target Increases, Asper School of Business 2017-2018

Under the Admissions Target Policy, and at the request of Dr. Michael Benarroch, Dean, Asper School of Business, I am requesting that you consider temporarily increasing admissions targets for the Asper-RRC Articulation Agreement for the 2017-2018 academic year.

The Asper School of Business requests that it be permitted to use unfilled quota seats from its articulations with UCN, USB, and ACC to accept additional students from RRC, up to a maximum of 30 students. All students accepted from RRC would be required to meet or exceed the Tier 1 GPA of 3.3 and 20 spaces would be reserved for students from the RRC University Stream as outlined in the current articulation agreement between the institutions.

Note that Senate has approved a new articulation agreement between Asper and RRC that allows for the reallocation of unfilled seats on a go forward basis starting in September 2018.

Given the Senate approval of the new articulation agreement and past precedent, I would endorse this recommendation.

Cc:

Dr. Janice Ristock, Provost and Vice-President (Academic)

Ms. Susan Gottheil, Vice-Provost (Students)

Dr. Michael Benarroch, Dean, I.H. Asper School of Business, Faculty of Management

Mr. Jeff Leclerc, University Secretary

Mr. Neil Marnoch, Registrar

Mr. Jeff Adams, Executive Director, Enrolment Services

Ms. Cassandra Davidson, Undergraduate Program Analyst

Mr. Randy Roller, Active Executive Director, Office of Institutional Analysis



UNIVERSITY OF MANITOBA

Office of the President

202 Administration Building Winnipeg, Manitoba Canada R3T 2N2 Fax (204) 261-1318

August 21, 2017

To:

Jeff Leclerc, University Secretary

From:

David T. Barnard, President and Vice-Chancellor

Re:

Quota increase for the Faculty of Kinesiology and Recreation Management

Iapprove the attached recommendations from Dr. Janice Ristock regarding a one-time quota increase of three students for the Fall 2017 intake into the Advanced Entry Bachelor of Kinesiology program in the Faculty of Kinesiology and Recreation Management. 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 21, 2017.

Please place this item on the Agendas for the September 20th, 2017 Senate Executive Committee meeting and the October 04th, 2017 Senate Committee meeting.

Cc:

Dr. Janice Ristock, Provost and Vice-President (Academic)

Dr. David Collins, Vice-Provost (IPAP)

Ms. Susan Gottheil, Vice-Provost (Students)

Dr. Douglas Brown, Dean, FKRM

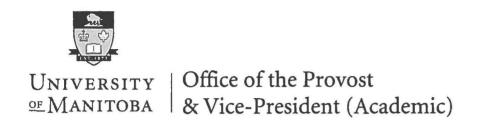
Mr. Jeff Leclerc, University Secretary

Mr. Neil Marnoch, Registrar

Mr. Jeff Adams, Executive Director, Enrolment Services

Ms. Cassandra Davidson, Undergraduate Program Analyst

Mr. Randy Roller, Active Executive Director, Office of Institutional Analysis



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

August 15, 2017

To:

Dr. David T. Barnard, President and Vice-Chancellor

From:

Dr. David Collins, Vice-Provost (Integrated Planning & Academic Programs)

Subject:

Quota increase for the Faculty of Kinesiology and Recreation Management

Under the Admissions Target Policy, and at the request of Dr. Douglas Brown, Dean, Faculty of Kinesiology and Recreation Management (FKRM), I am requesting that you consider a one-time quota increase of three students for the Fall 2017 intake into the Advanced Entry Bachelor of Kinesiology program.

As noted in the attached, the FKRM is implementing a new curriculum in Fall 2017, and his year's Advance Entry intake will be the last admitted under the current program admissions requirements. This request is to allow for three waitlisted applicants to be admitted to the second year of the current program so that they are not required to complete additional coursework under new program requirements being implemented for Fall 2018.

Also as noted in the attached, there are no negative resource implications that would affect the Faculty by admitting three additional students to the 3Km program in Year 2.

CC:

Dr. Janice Ristock, Provost and Vice-President (Academic)

Ms. Susan Gottheil, Vice-Provost (Students)

Dr. Douglas Brown, Dean, FKRM

Mr. Jeff Leclerc, University Secretary

Mr. Neil Marnoch, Registrar

Mr. Jeff Adams, Executive Director, Enrolment Services

Ms. Cassandra Davidson, Undergraduate Program Analyst

Mr. Randy Roller, Executive Director, Office of Institutional Analysis



UNIVERSITY | Faculty of Kinesiology of Manitoba | and Recreation Management

MEMORANDUM

TO:

Dr. David Collins, Vice-Provost (Integrated Planning & Academic Programs)

FROM:

Dr. Douglas Brown, Dean,

Faculty of Kinesiology and Recreation Management

DATE:

August 15, 2017

RE:

FKRM One Time Increase in Admissions Target-Fall 2017

This is a written request for a temporary admissions target increase of three additional spaces for the Fall 2017 admissions intake in the Faculty of Kinesiology and Recreation Management for Advanced Entry Bachelor of Kinesiology. The Director of Admissions has been consulted and is supportive of this request.

The Faculty of Kinesiology and Recreation Management will be implementing new curriculum in Fall 2017. This year's Advance Entry intake will be the last cohort of students admitted under the previous curriculum and admissions requirements. This request is to allow for three waitlisted applicants to be admitted so that they are not required to complete additional coursework under the revised curriculum and revised admission requirements for Fall 2018 admission.

There are no negative resource implications that would affect the Faculty by admitting three additional students to the BKin program in Year 2.

cc. E. Stone, Director of Admission K. Nowak-Bailey, Undergraduate Program Administrator, FKRM



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

August 15, 2017

To:

Dr. David T. Barnard, President and Vice-Chancellor

From:

Dr. David Collins, Vice-Provost (Integrated Planning & Academic Programs)

Subject:

Quota increase for the Faculty of Kinesiology and Recreation Management

Under the Admissions Target Policy, and at the request of Dr. Douglas Brown, Dean, Faculty of Kinesiology and Recreation Management (FKRM), I am requesting that you consider a one-time quota increase of three students for the Fall 2017 intake into the Advanced Entry Bachelor of Kinesiology program.

As noted in the attached, the FKRM is implementing a new curriculum in Fall 2017, and his year's Advance Entry intake will be the last admitted under the current program admissions requirements. This request is to allow for three waitlisted applicants to be admitted to the second year of the current program so that they are not required to complete additional coursework under new program requirements being implemented for Fall 2018.

Also as noted in the attached, there are no negative resource implications that would affect the Faculty by admitting three additional students to the BKin program in Year 2.

Cc:

Dr. Janice Ristock, Provost and Vice-President (Academic)

Ms. Susan Gottheil, Vice-Provost (Students)

Dr. Douglas Brown, Dean, FKRM

Mr. Jeff Leclerc, University Secretary

Mr. Neil Marnoch, Registrar

Mr. Jeff Adams, Executive Director, Enrolment Services

Ms. Cassandra Davidson, Undergraduate Program Analyst

Mr. Randy Roller, Executive Director, Office of Institutional Analysis



MEMORANDUM

TO:

Dr. David Collins, Vice-Provost (Integrated Planning & Academic Programs)

FROM:

Dr. Douglas Brown, Dean,

Faculty of Kinesiology and Recreation Management

DATE:

August 15, 2017

RE:

FKRM One Time Increase in Admissions Target-Fall 2017

This is a written request for a temporary admissions target increase of three additional spaces for the Fall 2017 admissions intake in the Faculty of Kinesiology and Recreation Management for Advanced Entry Bachelor of Kinesiology. The Director of Admissions has been consulted and is supportive of this request.

The Faculty of Kinesiology and Recreation Management will be implementing new curriculum in Fall 2017. This year's Advance Entry intake will be the last cohort of students admitted under the previous curriculum and admissions requirements. This request is to allow for three waitlisted applicants to be admitted so that they are not required to complete additional coursework under the revised curriculum and revised admission requirements for Fall 2018 admission.

There are no negative resource implications that would affect the Faculty by admitting three additional students to the BKin program in Year 2.

cc. E. Stone, Director of Admission

K. Nowak-Bailey, Undergraduate Program Administrator, FKRM



Office of the Provost & Vice-President (Academic)

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

REVISED

Date: July 10, 2017

To: Dr. Brian Postl, Dean, Rady Faculty of Health Sciences and Vice-Provost (Health Sciences)

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

Re: Notification – Closure of the General Human Ecology Program

Please find attached Manitoba Education and Training's approval of the UM proposal to permanently close the General Human Ecology Program (*B.H.Ecol. - General*). This decision follows Senate's recommendation on March 1, 2017 and the Board of Governor's approval on March 21, 2017 to close the program.

Historically, the General Human Ecology program has acted as a pathway for students looking to pursue positions of home economists or human ecologists in the province and elsewhere. However, in 2012, the then Faculty of Human Ecology raised concerns over low student demand and lack of positions in the field and moved forward with a recommendation to suspend admissions to the program. With this move to permanently close the program, I understand that the Rady Faculty of Health Sciences will continue to work with the Faculty of Education to ensure that individuals who wish to pursue a teachable in Home Economics continue to have alternative pathways for this purpose.

As there are currently no students enrolled in the program, the closure of the program is effective July 1, 2017.

Thank-you to everyone involved in this process.

Cc.: Dr. David Barnard, President and Vice-Chancellor

Dr. David Collins, Vice-President (Academic) and Provost

Mr. Jeff Leclerc, University Secretary

Mr. Jeff Adams, Director, Enrolment Services

Mr. Neil Marnoch, Registrar

Mr. Randy Roller, Executive Director, OIA

Ms. Cassandra Davidson, Academic Programs Specialist



Education and Training

Post-Secondary Education and Workforce Development Division 405 – 800 Portage Avenue, Winnipeg, Manitoba, Canada R3G 0N4 T 204-945-3990 F 204-945-1557 www.manitoba.ca

June 28, 2017

Dr. David Barnard President and Vice-Chancellor University of Manitoba Room 202 Administration Building Winnipeg MB R3T 2N2

Dear Dr. Barnard:

I am pleased to inform you that Manitoba Education and Training has approved the University of Manitoba's proposal to permanently cease the General Human Ecology program, as submitted.

As the Assistant Deputy Minister, Post-Secondary Education and Workforce Development, I understand that the cessation of this program is intended to improve the efficiency of program operation at the University of Manitoba and the alignment of educational programming with labour market demands. I appreciate the University's ongoing efforts to ensure that programs meet the evolving needs of the province.

Should you have any questions regarding this program, please contact Ms Colleen Kachulak, Executive Director, Post-Secondary Education and Labour Market Outcomes, at 204-945-7584 or at <Colleen.Kachulak@gov.mb.ca>.

Sincerely,

Jan Forster

c. Dr. David Collins Ms Colleen Kachulak



Office of the Provost & Vice-President (Academic)

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

Date: July 6, 2017

To:

Dr. Edmund Dawe, Dean, Desautels Faculty of Music

Dr. David Mandzuk, Dean, Faculty of Education

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

Re:

Suspension of Admissions to the Integrated Bachelor of Music/Bachelor of Education Program

Please find attached Manitoba Education and Training's approval of the UM proposal to temporary cease the Integrated Music Education program for one year. This follows Dr. Barnard's decision of March 31, 2017 to approve the request to suspend admissions to the program, following consultation with Senate and the Board.

Accordingly, suspension of admissions to this program is effective as of July, 2017 and will be in place until July, 2018. The decision to suspend admissions to this program should be raised for review no later than February 1, 2018. It is my understanding that during this time, a proposal to replace the integrated program will be developed and submitted to the Office of the University Secretary for consideration by Senate and the Board.

Cc.:

Dr. David Barnard, President and Vice-Chancellor

Dr. David Collins, Vice-President (Academic) and Provost

Dr. Edmund Dawe, Dean, Faculty of Music

Dr. David Mandzuk, Dean, Faculty of Education

Mr. Jeff Leclerc, University Secretary

Mr. Jeff Adams, Director, Enrolment Services

Mr. Neil Marnoch, Registrar

Mr. Randy Roller, Executive Director, OIA

Ms. Cassandra Davidson, Academic Programs Specialist



Education and Training

Post-Secondary Education and Workforce Development Division 405 – 800 Portage Avenue, Winnipeg, Manitoba, Canada R3G 0N4 T 204-945-3990 F 204-945-1557 www.manitoba.ca

June 28, 2017

Dr. David Barnard President and Vice-Chancellor University of Manitoba Room 202 Administration Building Winnipeg MB R3T 2N2

Dear Dr. Barnard:

I am pleased to inform you that Manitoba Education and Training has approved the University of Manitoba's proposal to temporary cease the Integrated Music Education program for one year in 2017 - 2018, as submitted.

As the Assistant Deputy Minister, Post-Secondary Education and Workforce Development, I understand the University of Manitoba will bring forward a proposal to establish an alternate programming structure for music education in 2018 - 2019. I trust that the University will develop ways to improve the coherence of music education programming at the institution. I look forward to the future proposal.

Should you have any questions regarding this program please contact Ms Colleen Kachulak, Executive Director, Post-Secondary Education and Labour Market Outcomes at 204-945-7584 or at <Colleen.Kachulak@gov.mb.ca>.

Sincerely,

Jan Forster

c. Dr. David Collins Ms Colleen Kachulak



August 23, 2017

To: Todd Mondor, Dean, Faculty of Graduate Studies and Vice-Provost (Graduate Education)

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

Subject: Master of Science in Prosthodontics

On July 26, 2017, the University received formal notification from Manitoba Education and Training (MET) that the proposal to establish a new Master of Science program in Prosthodontics has been approved.

I understand that the College of Dentistry has the necessary infrastructure, human resources, and equipment required to sustain this program as well as the other existing programs in the College. Further, as no ongoing funding request accompanied the program proposal, no additional funding or other resource requests associated with this program will be provided by government.

For your information, accompanying this memorandum are details, provided by the Dean of the College of Dentistry, addressing tuition and other course related fees, additional revenue, and other resources that will be associated with this program. On this basis I am approving implementation of the Master of Science in Prosthodontics commencing September 2017.

Please note that as per Section 9.7(1) of The Advanced Education Administration Act, if your wish to make any significant modifications to, or cease to provide the M.Dent.(Prosth.) program in the future, it is required that you seek and receive prior approval from the MET. In this respect, the program is and will be subject to any regulations prescribed under section 9.7(1) of The Advanced Education Administration Act.

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

cc. David Collins, Vice-Provost (IPAP)
Brian Postl, Dean, Rady Faculty of Health Sciences
Anthony Iacopino, Dean, College of Dentistry
Jeff Leclerc, University Secretary
Neil Marnoch, Registrar
Randy Roller, Executive Director, Institutional Analysis
Kathleen Sobie, Executive Director, Financial Planning
Cassandra Davidson, Chair, TFCC



Education and Training

Post-Secondary Education and Workforce Development Division 405 – 800 Portage Avenue, Winnipeg, Manitoba, Canada R3G 0N4 T 204-945-3990 F 204-945-1557 www.manitoba.ca

Dr. David Barnard
President and Vice-Chancellor
The University of Manitoba
<david.barnard@umanitoba.ca>

Dear Dr. Barnard:

I am pleased to advise that Manitoba Education and Training has approved the University of Manitoba's proposal to establish the Graduate Prosthodontics Program, as submitted. Please note that the approval of this program proposal does not obligate the University of Manitoba to implement the program.

I understand from the proposal that the College of Dentistry at the University of Manitoba has the infrastructure, human resources, and equipment required to sustain the program as well as the other existing dentistry programs at the College. Also, the University has committed internal funds to support the operation of the program. As such, there will be no funding or other resource requests associated with this program to the government.

I trust that this program will provide great educational opportunities for future prosthodontists, and will contribute to enhancing Manitobans' access to quality dental care in the specialty area. I wish the University and students success with this program.

Should you have any questions regarding this program approval, please contact Ms Colleen Kachulak, Executive Director, Post-Secondary Education and Labour Market Outcomes, at 204-945-7584 or at <Colleen.Kachulak@gov.mb.ca>.

Sincerely,

Jan Forster

 Dr. David Collins, Vice-Provost, University of Manitoba Ms Colleen Kachulak, Manitoba Education and Training



Office of the University Secretary

312 Administration Building Winnipeg, Manitoba Canada R3T 2N2 Telephone (204) 474-9593 Fax (204) 474-7511

MEMORANDUM

DATE:

May 24, 2017

TO:

David Barnard, Chair of Senate

FROM:

Jeff M. Leclerc, University Secretary

SUBJECT:

APPROVAL OF MOTION, Board of Governor's MEETING -

May 23, 2017

At its meeting on May 23, 2017, the Board of Governors approved the following motion:

THAT the Board of Governors approve a proposal for a Doctor of Pharmacy (Pharm.D) degree, College of Pharmacy, Rady Faculty of Health Sciences [as recommended by Senate, May 17, 2017].

Copy: Janice Ristock

Digvir Jayas

Shannon Coyston

JML/sf



312 Administration Building Winnipeg, Manitoba Canada R3T 2N2 Telephone: (204) 474-9593

Fax: (204) 474-7511

Office of the University Secretary

MEMORANDUM

DATE:

June 28, 2017

TO:

David Barnard, Chair of Senate

FROM:

Jeff M. Leclerc, University Secretary

SUBJECT:

APPROVAL OF MOTION, Board of Governors MEETING -

June 27, 2017

At its meeting on June 27, 2017, the Board of Governors approved the following motion:

THAT the Board of Governors approve thirteen new offers, eighteen amended offers, and the withdrawal of three offers, as set out in Appendix A of the Report of the Senate Committee on Awards – Part A [dated April 4, 2017].

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 April 4, 2017].

Copy: Janice Ristock

Digvir Jayas

Shannon Coyston

JML/sf



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Office of the University Secretary

MEMORANDUM

DATE:

August 30, 2017

TO:

David T. Barnard, Chair of Senate

FROM:

Jeff M. Leclerc, University Secretary

SUBJECT:

APPROVAL OF MOTION, Board of Governors EXECUTIVE COMMITTEE

On August 29, 2017, the Executive Committee, on behalf of the Board of Governors, approved the following motions:

THAT the Board of Governors approve revisions to the *Accessibility* policy, as recommended by Senate, effective September 1, 2017.

THAT the Board of Governors approve six new offers, ten 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 2, 2017].

THAT the Board of Governors approve four new offers and four amended offers, as set out in Appendix A of the Report of the Senate Committee on Awards – Part B [dated May 2, 2017].

THAT the Board of Governors approve sixteen new offers, twenty-one amended offers, and the withdrawal of nine offers, as set out in Appendix A of the Report of the Senate Committee on Awards – Part A [dated June 26, 2017].

Copy: Shannon Coyston

Janice Ristock Digvir Jayas

PRESIDENT'S REPORT: October 4, 2017

GENERAL

The University of Manitoba celebrated Homecoming 2017 from September 11 – 17, with over 20 events held throughout the week. In addition to the faculty and college events, the University celebrated the grand opening of the new addition to the Taché Arts Complex, a state-of-the-artl learning and creative space for students in music, theatre and fine arts. The event featured performances by Desautels Faculty of Music students, faculty and alumni and the announcement of Dr. Bonnie Buhler's \$1 million contribution to support graduate students in music. Also at Homecoming, for the first time the University hosted a Brown & Gold Brunch, which replaced the Homecoming Dinner and brought together nearly 150 alumni and students to share stories and for students in disciplines as diverse as law, theatre and computer science to demonstrate their incredible talents.

The University of Manitoba and the University of Manitoba Faculty Association (UMFA) have finalized a four-year collective agreement, which was ratified by UMFA on September 9, that includes general salary increases for the first three years of 0%, 0.75% and 1%. The fourth year wages will be negotiated at a later date. The bargaining teams both are to be congratulated for their dedication on behalf of the University of Manitoba.

This summer, the University became a founding member of The Conversation Canada, which affords our academics the opportunity to share their research and its impact with a global audience. The newest of six global Conversation affiliates, The Conversation Canada is a new, daily, independent news and analysis online publication that exclusively features articles written by academics and researchers. They call it explanatory journalism: academics illuminating current events by writing articles that hinge on their own scholarship. Once published on The Conversation, media outlets from around the world are allowed to reprint the article in full, without alteration. The Conversation is a not-for-profit collaboration that allows researchers to pitch their ideas and then work with its professional editors to craft an article highlighting their work.

The University's exposure to litigation or financial claims has increased due to a Federal Court of Canada case between Access Copyright and York University. While the court decision favoured Access Copyright, the result deviated from previous Supreme Court decisions and York University has filed an appeal. The University is consulting with a Canadian copyright coalition and with its Copyright Advisory Committee to review copying practices. To improve copyright compliance, the University developed a short, animated Copyright Tutorial for faculty and instructors. The tutorial is accessible through UM Learn. The Copyright Office is working with the Marketing Communications Office to promote the tutorial and encourage participation.

Nominations are now open for the 2017 Distinguished Alumni Awards. We encourage everyone to consider nominating an exceptional University of Manitoba graduate in one of our five categories: Lifetime Achievement, Professional Achievement, Community Service, Service to the University of Manitoba and Outstanding Young Alumni. Nominations will close on October 30, 2017 and the Distinguished Alumni Awards Selection Panel, chaired by Chancellor Harvey Secter, will meet in November to determine the 2018 recipients.

ACADEMIC MATTERS

- Miyoung Suh, food and human nutritional sciences, was named Scientist of the Year by the Korean Federation of Science and Technology Societies. Dr. Suh's research in lipids and retina photoreceptors is specifically being recognized. She is the first woman to receive the award.
- Rob Duncan, plant science, was awarded the Early Career Scientist Award from the National
 Association of Plant Breeders (NAPB). This award recognizes a scientist in the early stages of their
 plant-breeding career who exhibits the ability to establish strong research foundations, to interact
 with multi-disciplinary teams, and to participate in relevant professional societies.
- Ranjan Sri Ranjan and Ying Chen, biosystems engineering, are recipients of the 2017 Fellow Award of
 the Canadian Society for Bioengineering (CSBE). Awards and Fellow status are given for outstanding
 and extraordinary qualifications and experience in the field of agricultural, food or biological
 engineering.

Qiang Zhang, biosystems engineering, was presented with the Maple Leaf Award, the highest award made by the Society in recognition of leadership.

Jitendra Paliwal, biosystems engineering, was presented with the John Clark Award, given to a member who has produced outstanding work in industry, teaching, research or extension in one or more of the fields of electric power and processing, energy or food engineering.

Don Petkau, biosystems engineering, was presented with the Canadian Society for Bioengineering/La Société Canadienne de Génie Agroalimentaire et de Bioingénierie (CSBE/SCGAB) Prix Glenn Downing Award for outstanding work in industry, teaching, research or extension in the area of power and machinery.

- Mark Lawall, classics, was elected Chair, Managing Committee of the American School of Classical Studies at Athens, for a four-year term. Mark's election marks the first time a scholar at a Canadian university will serve as Chair. Founded in 1881, the School is the foremost research institution of Classical Studies in Greece. The School is operated and supported by more than 190 universities in the United States and Canada and their 400+ members of the Managing Committee.
- David Williams (retired), english, film, and theatre, was awarded the Francis Ethelbert Louis (F.E.L)
 Priestley Prize by the Association of Canadian College and University Teachers of English (ACCUTE) at
 Congress 2017 for the best essay in English Studies in Canada. This was the last article produced in
 David's final year of service (2015) to the University.
- Harold Wallbridge, psychological service centre, received the Award for Excellence in Professional Training from the Canadian Council of Professional Psychology Programs. This award is intended to recognize outstanding contributions to professional training in psychology to graduate students or interns.
- Two Asper MBA students ranked sixth and nineteenth in the Exchange Trade Fund (ETF) Global
 Portfolio Challenge, a web-based simulated investment challenge, surpassing competitors from

Harvard, Wharton, University of California, Los Angeles (UCLA), Berkeley, Rotman, McGill, London Business School (LBS) and London School of Economics and Political Science (LSE).

- Kiera Ladner, political studies, launched a book entitled *Surviving Canada: Indigenous Peoples Celebrate 150 Years of Betrayal*. The book is a collection of reflections about Indigenous Peoples' complicated, and often frustrating, relationship with Canada, and how—even 150 years after Confederation—the fight for recognition of their treaty and Aboriginal rights continues. Through essays, art, and literature, *Surviving Canada* examines the struggle for Indigenous Peoples to celebrate their cultures and exercise their right to control their own economic development, lands, water, and lives. The Indian Act, Idle No More, and the legacy of residential schools are just a few of the topics covered by a wide range of elders, scholars, artists, and activists. Contributors include Mary Eberts, Buffy Sainte-Marie and Leroy Little Bear. Kiera co-edited the book with Myra Tait.
- June 2 was a landmark day as the Rady Faculty of Health Sciences launched its Indigenous Institute of Health and Healing (Ongomiizwin). Ongomiizwin ("Clearing a path for generations to come") is the largest Indigenous education and health unit in Canada in terms of scope and mandate. It affirms the University of Manitoba's commitment to building respectful relationships and creating pathways to Indigenous health, healing and achievement. Ongomiizwin will work in collaboration with First Nations, Métis and Inuit communities under the guidance of Knowledge Keepers and Elders. It will lead the implementation of the Rady Faculty's Reconciliation Action Plan, developed in response to the health-related calls to action made by the Truth and Reconciliation Commission of Canada.
- From July 17-21, 120 students in Grades 5 to 12 took part in the Rady Faculty of Health Sciences' annual Biomedical Youth Program (BYP) Summer Camp. The free camp introduces students to health-care careers and the university environment. Fifteen students from northern Manitoba communities such as Nisichawayasihk Cree Nation attended the camp through the Health Careers Access Program, a University of Manitoba program for Indigenous residents of Manitoba who have a strong interest in becoming health professionals.

RESEARCH MATTERS

On June 16, the University of Manitoba announced more than \$8.4 million in new research funding provided by the Canadian Institutes of Health Research (CIHR), Research Manitoba and the Children's Hospital Foundation of Manitoba in partnership with other institutions across Canada. Led by Dr. Terry Klassen (Pediatrics and Child Health, Children's Hospital Research Institute of Manitoba), the SPOR Network – Innovation in Pediatric Clinical Trials (IPCT) Project will use real patients under carefully controlled situations to measure how well a medication works and how safe it is. Knowledge gained from trials will help doctors choose which medicines to prescribe.

The project is funded as part of the Strategy for Patient-Oriented Research (SPOR). SPOR is a national initiative led by CIHR. It is about ensuring that the right patient receives the right intervention at the right time. It is a pan-Canadian coalition of partners from the public and private sector, all dedicated to the integration of research into care.

The estimated total budget for Dr. Klassen's project is \$8.4 million, from nine funding partners: CIHR (\$3M), Research Manitoba (\$600,000), Children's Hospital Research Institute of Manitoba (\$600,000), Women and Children's Health Research Institute (\$800,000), Alberta Children's Hospital Research Institute (\$600,000), Children's Hospital of Eastern Ontario Research Institute Inc. (\$600,000), Hospital for Sick Children (\$800,000), Department of Paediatrics, Western University (\$804,000) and CHU Sainte-Justine (\$600,000).

• Dr. John (Jay) Doering, Associate Vice-President (Partnerships), has been elected as a new Fellow of the Canadian Academy of Engineering (CAE). Doering graduated from civil engineering with a focus on fluid mechanics from Queen's University in 1984. He received a rare and prestigious NSERC 1967 Centennial Scholarship that allowed him to pursue studies in physical oceanography at Dalhousie University, graduating with his doctorate in 1988. He completed his postdoctoral studies at Environment Canada's Centre for Inland Waters in Burlington, ON. In 1993, Doering was drawn to civil engineering at the University of Manitoba where he successfully completed a project to refurbish an ailing hydraulics lab. He was appointed head of Civil Engineering in 2001, Dean of Graduate Studies in 2005 and became Vice-Provost (Graduate Education) in 2012.

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.

 On August 15, \$480,000 in funding provided through the Canada Foundation for Innovation's John R. Evans Leaders Fund (JELF) was awarded to three University of Manitoba professors: Drs. Karen Dow (Civil Engineering), Ji Hyun Ko (Human Anatomy and Cell Science) and Viktor Nemykin (Chemistry).

Dow received \$160,000 for a 3-D Tomographic Particle Image Velocimetry system to understand water flow beneath ice jams. This will help the Canadian government to predict and manage ice-related flooding and will help hydroelectric utilities to optimize their operations.

Ko received \$160,000 for a cutting-edge brain imaging and brain stimulation-related infrastructure that will allow the discovery of innovative treatment and diagnostic strategies for aging-related neurodegenerative disorders such as Alzheimer's disease and Parkinson's disease.

Nemykin received \$160,000 to aid the development of porphyrins, natural compounds that could be used in liquid crystals and semiconductors, reducing energy requirements and being more environmentally friendly than typical electronic components.

Digvir S. Jayas, PEng, ASABE Fellow, Vice-President (Research and International) and Distinguished
Professor was named the 2017 recipient of the Sukup Global Food Security Award for his
exceptional research and teaching career that has led to enhanced grain preservation throughout
the world.

The Sukup Global Food Security Award is awarded annually to an individual, group, or organization with an outstanding record of activities related to the enhancement of food security.

Jayas' research and teaching career has focused on grain preservation spanning more than 30 years. Through international visits and collaborations with engineers and scientists in India and China, he established training centres where growers and grain processors are trained in the proper conditions for drying and storing grain, leading to an estimated reduction of 130-180 million bushels/year of grain loss due to spoilage.

His research has made and continues to make vital scientific and humanitarian contributions to increase and improve international food security stocks to reduce world hunger. His findings have been used to preserve the quality of stored grains around the world.

- Six delegations of international visitors were hosted in May-June 2017.
- Sixteen Memoranda of Understanding (MOU) and/or agreements were signed with international partners in May-June 2017:

Date/Reporting	Activity/Project	Who (students, partners,	Participation
Period		faculties)	and/or Awards
Aug. 29-31, 2017	International student	New international	250 registered
	orientation	students	
May 1-Aug. 15, 2017	International student	New international	159 registered
	mentorship program	student mentees and	
		experienced	
		international student	
		mentors	
July 2017	Erasmus+	Ghent University,	\$36,650
	International Credit	Belgium and Central	
	Mobility Funding	European University,	
	(awarded to UM)	Hungary	

• One hundred and forty-seven projects were awarded funding from various external sponsors totaling \$10,207,432. Those receiving more than \$25,000 per project are:

PI	Sponsor	Title	Awarded
Aliani, Michel (Human	Mitacs Inc.	Phase11: Genomics and	\$45,000
Nutritional Sciences)		lipid studies for flavour	
		selection in pork	
Becker, Allan	Children's Hospital	Manitoba CHILD study	\$50,000
(Pediatrics and Child	Foundation of		
Health)	Manitoba Inc.		
Becker, Allan	Province of Manitoba	Manitoba child study	\$39,000
(Pediatrics and Child			
Health)			

Becker, Allan (Pediatrics and Child Health)	McMaster University	Development of a mobile application for food allergic children and teens	\$45,000
Brownell, Marni (Community Health Sciences)	Research Manitoba	Examining the association between the developmental health of children and youth and participation in out-of-school programs	\$36,750
Brownell, Marni (Community Health Sciences)	Children's Hospital Foundation of Manitoba Inc.	Examining the association between the developmental health of children and youth and participation in out-of-school programs	\$36,750
Cenkowski, Stefan (Biosystems Engineering)	NSERC Engage	Tackiness of a biodegradable binder for erosion control mulch	\$25,000
Cha, Young Jin (Civil Engineering)	City of Winnipeg	Monitoring crack damage in steel girders at the Arlington Street bridge over the CPR yards in Winnipeg using computer vision	\$47,600
Cicek, Nazim (Biosystems Engineering)	Mitacs Inc.	Effectiveness of recycled glass as a wastewater effluent filtration media: A pilot-scale study	\$90,000
Coombs, Kevin (Medical Microbiology)	Children's Hospital Foundation of Manitoba Inc.	Cellular perturbations induced by Zika virus	\$40,000
Dakshinamurti, Shyamala (Pediatrics and Child Health)	Children's Hospital Foundation of Manitoba Inc.	Gene expression profile of smooth muscle contraction and relaxation pathways in hypoxic persistent pulmonary hypertension of the newborn	\$40,000

Dart, Allison	Children's Hospital	Can SOLVE CKD	\$125,000
(Pediatrics and Child	Foundation of	Call SULVE CRD	\$125,000
,	Manitoba Inc.		
Health)		Can SOLVE CVD	¢200.000
Dart, Allison	Research Manitoba	Can SOLVE CKD	\$200,000
(Pediatrics and Child			
Health)			400.000
El-Salakawy, Ehab	Mitacs Inc.	Performance based	\$90,000
(Civil Engineering)		seismic design guidelines	
		for sprayed-FRP	
		retrofitted circular	
		reinforced concrete	
		bridge columns	
Garland, Allan	Queen's University	BABEL (Better targeting,	\$808,555
(Internal Medicine)		better outcomes for frail	
		elderly patients)	
Herbert, David	NSERC Engage	Evaluating the structure	\$25,000
(Chemistry)		and size of epoxy	
		oligomers and acrylate	
		polymers for use in	
		functional coatings	
Hossain, Ekram	NSERC Engage	Development of a	\$25,000
(Electrical and		learning-based	
Computer		framework for traffic	
Engineering)		estimation and admission	
		control in two-way radio	
		communication systems	
Kazem Moussavi,	Toronto	Brain fitness APP for	\$44,250
Zahra	Rehabilitation	aging with a healthy	
(Electrical and	Institute - University	brain and detecting	
Computer	Health Network	cognitive declines	
Engineering)	(UHN)		
Levin, David	NSERC Engage	Optimization of Dispersin	\$25,000
(Biosystems		B production in	
Engineering)		Escherichia coli	
Lim, Lily	Childhood Arthritis	Identifying trajectories of	\$26,086
(Pediatrics and Child	and Rheumatology	disease activity states in	
Health)	Research Alliance	Juvenile Idiopathic	
	(CARRA), Inc.	Arthritis (JIA) early after	
	, ,,	treatment: Shortening	
		time to decision to	

Mahmud, Salaheddin	London Health	Individual and provider	\$40,000
(Community Health	Sciences Centre	factors associated with	
Sciences)		differential uptake of the	
,		influenza vaccine among	
		pregnant women in	
		Manitoba, Canada	
Marshall, Aaron	Research Manitoba	Regulation of B	\$73,500
(Immunology)		lymphocyte metabolism	, ,
(by the PI3K pathway	
McGavock, Jonathan	Canadian Diabetes	Aboriginal Youth	\$30,000
(Pediatrics and Child	Association	Mentorship Program -	, ,
Health)		Improving mental health	
,		and stigma through	
		resilience training	
Mundy, Christopher	Dalhousie University	Southampton Island	\$163,810
(Centre for Earth	,	Marine Ecosystem	,,.
Observation Science)		Project (SIMEP)	
Murooka, Thomas	Research Manitoba	Dynamic characterization	\$73,500
(Immunology)		of dendritic cell-T cell	, ,
077		trans-infection	
O'Connell, Beverly	Children's Hospital	The changing face of	\$140,000
(Nursing)	Foundation of	maternity care: Informing	, ,
. 5.	Manitoba Inc.	primary care reform	
		initiatives to improve	
		perinatal and system	
		level outcomes	
Soliman, Hassan	NSERC Engage	Numerical modelling of	\$25,000
(Mechanical and		fluid flows in a	·
Manufacturing		recirculating aquaculture	
Engineering)		system	
Sparling, Richard	Mitacs Inc.	Characterization of plant	\$50,000
(Microbiology)		growth promoting	
		capabilities of	
		Pseudomonas spp.	
		strains. KGS-2 and KGS-8	
		for commercial value in	
		greenhouse and field	
		studies	

Stadnyk, Tricia (Civil Engineering)	Mitacs Inc.	Operational hydrological forecasting in the Nelson-	\$30,000
		Churchill watershed	
		using gridded climate	
		data	
Tangri, Navdeep	Research Manitoba	Integrating risk-based	\$200,000
(Internal Medicine)		care for patients with	
		CKD in the community	
Tangri, Navdeep	Seven Oaks Chronic	Integrating risk-based	\$50,000
(Internal Medicine)	Disease Innovation	care for patients with	
	Centre	CKD in the community	
Tangri, Navdeep	Manitoba Renal	Integrating risk-based	\$133,350
(Internal Medicine)	Program (MRP)	care for patients with	
		CKD in the community	
Tomy, Gregg	NSERC Engage	Two dimensional gas	\$25,000
(Chemistry)		chromatographic analysis	
		of alkylated polycyclic	
		hydrocarbons	
Unger, Bertram	Advanced Bionics LLC	Printed temporal bone	\$136,000
(Internal Medicine)		simulation for surgical	
		training and pre-	
		operative rehearsal	
Wang, Feiyue	NSERC Engage	Preparation of NSERC	\$25,000
(Centre for Earth		strategic partnership	
Observation Science)		network proposal on oil	
		spills in ice-covered arctic	
		waters (NSERC OSICA	
		Network)	
Woodbury, Allan (Civil	NSERC Engage	Real-time soil moisture	\$25,000
Engineering)		prediction to optimize	
		seeding, irrigation and	
		fertilization scheduling	
Yang, Chengbo	NSERC Engage	Nutrition regulation of	\$25,000
(Animal Science)		skeletal muscle	
		development and breast	
		muscle myopathies in	
		broiler chickens	

Yuan, Qiuyan	Mitacs Inc.	Development of high	\$90,000
(Civil Engineering)		value-added products:	
		From crushed glass to	
		zeolite and active	
		filtration media	

ADMINISTRATIVE MATTERS

- The Office of Fair Practice and Legal Affairs (OFPLA) has initiated a review of the Respectful Work and Learning Environment (RWLE) Policy, the Sexual Assault Policy, and the RWLE and Sexual Assault Procedure, in order to address the recently passed provisions of The Advanced Education Administration Act relating to sexual violence policies.
- Human Rights & Conflict Management The Confidential Intake Officer was nominated for and selected as a recipient of the Awards of Excellence, Service Award at the University of Manitoba.
- Budget Model Redesign Initiative The software implementation (UM Plan) remains on track todate despite some daily challenges which we are confident can be overcome in time for the cutover to production before the end of September. Priority training for business managers and other financial staff began in August and will continue throughout the months of September and October. Two model orientation sessions have been held for financial staff at Bannatyne and Fort Garry campuses.

A draft 2018/19 budget development timeline has been created and is currently in the vetting stage with members of the Finance Working Group. A tracking document has been created for all the policies and processes impacted by the change to the new budget model. These policies and processes have been categorized into two phases: Phase 1 – those that can be implemented for the 2018/19 budget cycle, and Phase 2 – those that can be implemented for the 2019/20 budget cycle. The reporting capabilities within UM Plan are being reviewed in detail to ensure "reporting and analysis" needs are met as well as any gaps identified.

- HR Labour Board Hearings concluded regarding UMFA's unfair labour practice complaint related to bad-faith bargaining during the 2016 negotiation. A decision is unlikely before late Fall 2017.
- HR Sexual Misconduct Sexual assault, sexual harassment, sexual violence, and other forms of sexual misconduct remain issues getting significant attention in the post-secondary sector.
 University employees need to be trained on the issues along with the policies and processes in order to fully support and assist students with issues stemming from incidents with other students or staff. The University has been very active on this subject; both in developing prevention strategies and victim supports. Last year, the University's first sexual assault policy was passed, and a sexual violence support and education website created (http://umanitoba.ca/sexual-violence/), which helps connect victims with resources.

- Building on the results of the Campus Commuter Survey and extensive engagement with the University community, the Office of Sustainability has completed the first University of Manitoba Sustainable Transportation Strategy. The Strategy outlines objectives, actions and targets in relation to pedestrian and cycling improvements, transit advocacy, carpooling, parking management and fleet management and business travel. The Strategy builds on *Taking Our Place*, Visionary (re)Generation and the Sustainability Strategy. Initiatives in all categories identified in the Strategy are underway including; improved cycling and pedestrian infrastructure at key access points to campus such as at King's Drive and Freedman Crescent and from Southwood Lands trails to Dysart Road, and a staff bike fleet pilot to displace in-campus commuting by vehicle.
- In support of the University of Manitoba's Sustainable Transportation Strategy, the University has partnered with several institutions to launch an online rideshare platform. This new program offers a free, convenient online forum for students and staff to find people interested in carpooling to the University of Manitoba. GoManitoba matches drivers and/or riders who are looking for someone to share their daily commute, and supports active transportation by linking mentors with fellow staff and students who wish to try biking and walking alternatives. An extensive multi-media advertising campaign has been launched to provide information on GoManitoba to staff and students.
- The University of Manitoba participated in the national Commuter Challenge from June 4-10, 2017. This annual, friendly week-long competition challenges participants to walk, cycle, carpool or take transit to school or work to reduce their environmental footprint and lead a healthy lifestyle. Over 650 University of Manitoba staff, faculty and students signed on to log 60,000 kilometers by foot, bike, bus or carpool, and avoided over 10 tonnes of CO₂ emissions in just one week. The Office of Sustainability supported department champions and co-hosted Commuter Challenge events throughout the week at Fort Garry and Bannatyne campuses to encourage participation. For the first time the University of Manitoba received Gold (first place) in its size category for Manitoba. This year, 19,000 Canadians took part in the Commuter Challenge, collectively avoiding 245 tonnes of CO₂ emissions by choosing sustainable transportation options.
- The newly completed Bike Kiosk is located at the intersection of the Curry Place Pedway and Sidney Smith Street on the Fort Garry campus. The UMCycle Bike Kiosk and Cycle Plaza serve as unique campus landmarks and a hub for active transportation and the University of Manitoba link to The Great Trail (formerly the Trans Canada Trail). The refurbished shipping container Bike Kiosk is a full-service bike shop specializing in convenient and affordable bike accessory sales, installations, repairs and bicycle overhauls for students and the greater campus community and operated by UMSU. The Cycle Plaza features a community-use tool kit, a pergola offering a shaded area for bike repairs, an outdoor repair stand, bicycle lockers, bike racks and plenty of space to meet up with other cyclists. The UMCycle Bike Kiosk is the first project at the University which incorporates Indigenous Planning and Design Principles. The Kiosk formally opened on September 14, 2017 with a celebratory event attended by funding partners from the federal and municipal governments.
- On May 6th, the University of Manitoba hosted the third annual Jane's Walk with the theme "There to Now," which looked at the history of the University's Fort Garry campus and its relationship to the community through its buildings and campus design. On June 14th, the Office of Sustainability led a 'LiveWell@Work' Nature Walk on Fort Garry campus which highlighted the riparian forest area, the Avenue of Elms, and the Migizii Agamik Bald Eagle Lodge.

- The Office of Sustainability has been working with the University of Manitoba Sustainability Committee and the International Institute for Sustainable Development (IISD) to complete a comprehensive Greenhouse Gas (GHG) Emissions Inventory. As part of this project, IISD has also developed a GHG reporting and analyzing tool for the University of Manitoba. The tool calculates emissions from natural gas, fuel oil, electricity, chilled water, steam consumption, livestock, hydrofluorocarbon leaks, waste sent to landfill and purchased paper products, and converts all of the data to a value in the standard unit, tonnes of carbon dioxide equivalent. With this information, the University's GHG emissions can be analyzed comparatively to a 1990/1991 and a 2014 baseline and to net emissions of other similar U15 institutions. The inventory data and the emissions tool provide the basis for the next stage; development of a climate action plan targeting a reduction in University of Manitoba emissions by 5% from the 2014 baseline year.
- The Office of Sustainability has been working in partnership with Residence Life and Caretaking Services to improve waste management in residence buildings. An electronic waste (e-waste) collection pilot was held from April 24th to May 1st during residence move out to educate students on e-waste disposal and raise awareness of the option to recycle e-waste. Items collected ranged from a new electric guitar to heaters and batteries. A summer move out pilot at University College saw a successful collection of reusable items donated to the Diabetes Foundation. Collection bags with instructions were placed in each residence room and collected by caretaking staff. The Office of Sustainability has engaged Residence Advisors (RAs) as sustainability ambassadors and have provided them with a Green Residence Handbook to help them educate and guide students to incorporate green practices into day-to-day life on campus.
- A comprehensive waste audit of both the Bannatyne and Fort Garry campus, has been completed.
 The audit was funded in part by the provincial Waste Reduction and Pollution Prevention grant
 program. Information from the audit is being used by the Office of Sustainability and Physical Plant
 to identify opportunities to improve campus waste diversion rates. Information on organics will
 provide baseline data for future studies assessing composting opportunities for the University.
- Along with Physical Plant and involvement from the Faculty of Engineering, have partnered with Manitoba Hydro's Power Smart Building Optimization Program to review the building performance of Max Bell and the Engineering Information and Technology Complex (EITC). This partnership builds on the successful energy efficiency work done by Physical Plant and provides the basis to explore opportunities for retro-commissioning or controls upgrades with potentially short (under 2 year) payback periods and provides go-forward utility savings. Phase I of this review has been completed with identified improvements being implemented in EITC with upgrades to controls being extended to other buildings. Savings are projected to be in excess of \$100K per year.
- On July 24, 2017 at 9:30 AM University Centre suffered a power outage to the entire building. An investigation determined the transformer feeding the majority of the building loads had failed and was unserviceable, a major failure of the building system with estimated repairs taking four to six months. Short term fixes were made and initial life safety power was restored on July 24 around 7:00 PM. Additional work restored building power on July 25 and the building was returned to modified operations at 5:00 AM on July 26. A temporary transformer was operational by the week of August 28, which restored full power to the building. A replacement transformer has been ordered with installation expected before winter.

- Cyber Insurance is now in place through CFC Insurance August 30, 2017. Policy highlights include: \$100,000 retention (deductible), 10,000,000 annual aggregate coverage limit, no retroactive date, annual premium \$90,000.
- Two-factor authentication, also known as 2FA, has been approved. 2FA is a method of confirming a
 user's claimed identity by utilizing a combination of two different components. A typical example is
 the use of bank card and a PIN number, that would be two different factors, to gain access to an
 individual's banking system. IST is currently determining how to use this method to reduce the
 University's information security risk profile for accounts with higher privileges, which are often
 targeted by external hackers.

EXTERNAL MATTERS

- For the period of April 1, 2017 to September 1, 2017, the University has raised \$6,245,308.98 towards the 2017/2018 fiscal year.
- As of September 1, 2017, we have raised \$287,384,065.81 in philanthropic gifts towards our cumulative campaign goal for 2017/2018 of \$305 million. We are continuing discussions with the provincial government regarding a \$150 million commitment towards our \$500 million goal for the Front and Centre campaign.
- Significant gifts in the last reporting period include:
 - o Members of the Department of Internal Medicine made a generous gift of \$1,000,000 to the Dr. Lyonel G. Israels Chair in Hematology.
 - Mr. Douglas Humphreys made a gift of \$250,289 to establish a scholarship in Architecture in memory of his late wife, Barbara Humphreys [BArch/1941].
 - Mr. Charles P. Degutis [LLB/1989] left his entire estate, valued at more than \$250,000 to the Faculty of Law.
 - The Winnipeg Foundation has supported the Alexander Gibson Professorship with a further \$133,710.
 - The Western Grains Research Foundation continued its support of a Graduate Scholarship with an additional gift of \$100,000.
- The University of Manitoba participated in the 30th Annual Pride Winnipeg Festival and Parade as a
 Gold Level sponsor. This year's Pride Winnipeg theme is Resurgence Taking Back Space. More than
 215 students, staff and friends of the University of Manitoba volunteered throughout the duration
 of the festival.
- The Canada Summer Games provided an opportunity to showcase the University to student athletes, their parents and the broader community. The Fort Garry campus was a key location for the 2017 Canada Games, serving as the Athletes' Village, the main venue for volleyball and track and field and the location of the closing ceremonies. This opportunity was maximized in the following ways:
 - A Canada Games map layer was created for our mobile app., helping student athletes navigate their way around campus. The app. was downloaded over 3,000 times during the Games.

- A University of Manitoba Bison recruitment piece was created and distributed in all athlete packages.
- Social media strategy was developed to create excitement as well as build engagement and affinity among the athletes – social media street team ran contests, gave away Bison branded merchandise, and offered athletes a chance to share their experience with #umanitoba for chances to win.
- O Dedicated sponsor booth at the Forks Festival site August 10-12 afforded an opportunity to engage with the local community as well as visitors both national and international:
 - digital slides and informational materials showcasing variety of programs of interest to the community
 - faculties such as Engineering, Architecture and Agriculture running family-oriented, interactive programs
 - Billy the Bison appearances
 - University of Manitoba trivia question contests for a chance to win prizes
 - Photo booth and social media sharing
- On July 29, 2017, Prime Minister Trudeau visited the Athletes' Village during the Canada Games and was met by Dr. David Barnard, President and Vice-Chancellor and Mr. John Kearsey, Vice-President (External).
- The Seniors' Alumni Learning for Life Program will begin its Fall session on September 14, 2017 and runs until November 2, 2017. The program features seven consecutive sessions of lecture and discussion for University of Manitoba alumni and friends age 60-plus. The Fall session is sold out but spots are still open for the Spring session which begins April 4, 2017.
- The project to redesign the umanitoba.ca website will get underway this fall, with the goal of improving and modernizing the user experience for both consumers and content creators. The RFP process to source and select an external firm to support this project was completed over the summer with submissions received from firms across Canada and the United States. The redesigned website will reflect a responsive design framework and be viewable on a number of platforms and wide range of devices; feature user-centric navigation and improved functionality; reflect a universally accessible experience as required by upcoming provincial accessibility legislation; provide greater flexibility in representing content; feature improved capabilities around analytics; and reflect a new visual design and common look and feel framework that aligns with the university's brand direction.

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 John Anderson will be the Speaker for the Executive Committee for the October meeting of Senate.

2. Revised Terms of Reference, Cooper Commission Implementation Working Group

The Implementation Working Group for the Cooper Commission Report was established by the Senate Executive Committee on May 2, 2012, with terms of reference, as set out in the attachment to this Report. At the meeting on September 20th, the Senate Executive Committee approved revised terms of reference for the Working Group. In particular, the following responsibility was given to the Working Group:

6. To review and comment on draft BFAR statements from units prior to their entering the approval process, effective September 20 through June 30, 2017.

3. Comments of the Executive Committee of Senate

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

Respectfully submitted,

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

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/477.htm



Implementation Working Group for the Cooper Commission Report

Terms of reference:

- 1. To establish a detailed plan for the implementation of the Cooper Commission recommendations;
- 2. To delegate tasks and establish groups to develop the necessary policies, processes and activities to meet the recommendations:
- 3. To research and encourage the incorporation of work done at other similar institutions in the areas identified in the recommendations;
- 4. To provide bi-monthly reports to Senate Executive and Senate on the progress of implementation;
- 5. To propose timelines for the implementation of Cooper Commission recommendations.
- 6. To review and comment on draft BFAR statements from units prior to their entering the approval process, effective September 20 through June 30, 2017.

Current Composition:

- Ms. Brandy Usick, Director, Student Advocacy and Accessibility, and Mr. Jeff Leclerc, University Secretary (co-Chairs)
- Dr. Archie Cooper, Chair of the Cooper Commission (as an advisor)
- Two members of the Senate Executive Committee
 - Dean Jeff Taylor, Faculty of Arts
 - Vacancy
- Such other members as the working group feels necessary to complete their work.
 - Ms. Carolyn Christie, Coordinator, Student Accessibility Services
 - Mr. Greg Juliano, Associate Vice-President (Human Resources) and past member of the Cooper Commission
 - Mr. Joel Lebois, Human Rights Counsel, Office of Fair Practices and Legal Affairs
 - Dr. Mark Torchia, Director, Centre for Advancement of Teaching and Learning
 - Ms. Maria Versace, Legal Counsel, Office of Legal Counsel

Revised, Senate Executive, September 20, 2017

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 21, 2017, the Senate Committee on Awards reviewed seven new offers and five amended 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 26, 2017).

Recommendation

The Senate Committee on Awards recommends that Senate and the Board of Governors approve seven new offers and five amended offers, as set out in Appendix A of the *Report of the Senate Committee on Awards - Part B* (dated June 26, 2017). 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

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

SENATE COMMITTEE ON AWARDS Appendix A June 26, 2017

BUSINESS ARISING

1. NEW

Harland Family Award

In honour of her family, Kathleen Hughes has established an endowment fund with an initial gift of \$25,000 at the University of Manitoba in 2017. The purpose of the fund is to reward the academic achievements of female undergraduate or graduate students who participate in rugby in the Province of Manitoba. Beginning in the 2018–2019 academic year, the available annual income from the fund will be used to offer a scholarship to one or more students who:

- (1) are enrolled full-time (for undergraduate students, minimum 80% course load) in any faculty, college, or school at the University of Manitoba;
- (2) have achieved either:
 - a. as an entering student, a minimum average of 85% on those high school courses used for admission to the University;
 - b. as an undergraduate student, a minimum degree grade point average of 3.0;
 - c. as a graduate student, has achieved a minimum grade point average of 3.0 based on the previous 60 credit hours (or equivalent) of study;
- (3) have been involved in the sport of rugby in Manitoba within the last three years in one or more of the following ways:
 - a. have played rugby, either with the University of Manitoba club team or on a team in the Manitoba Rugby Union;
 - b. have played on the provincial or national rugby team;
 - c. have a background of community service to the sport through volunteer refereeing, coaching, running clinics, or volunteering as an athletic therapist;
 - d. have contributed to the sport as an administrator, organizer, or developer.

Candidates will be required to submit: i) a statement (maximum 250 words) describing the nature of their involvement with the sport of rugby, and ii) a letter of reference from a person who can speak directly to the candidate's participation.

In any year that there are no suitable candidates, the scholarship will not be awarded and the interest will be reinvested into the endowment fund.

The selection committee will have the discretion to determine the number and value of the scholarships based on the available income from the fund.

The selection committee will be named by the Director of Financial Aid and Awards (or designate). If the successful candidate is a graduate student, the award will be vetted by the Faculty of Graduate Studies.

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

(Attachment I)

Henry Linklater - Vale Canada Scholarship

In honour of Henry Linklater, a long-time employee of Inco (now Vale Manitoba Operations), Vale Canada established an endowment fund at the University of Manitoba. The purpose of the fund is to reward the academic achievements of Canadian Indigenous students pursuing studies in the areas of Engineering and Geological Sciences. Beginning in the 2017-2018 academic year, the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:

- (1) is Canadian Indigenous (First Nations, Métis, Inuit);
- (2) graduated from a high school in northern Manitoba (for this award, defined as north of and including Grand Rapids);
- (3) is enrolled full-time (minimum 80% course load) in at least the second year of study in either:
 - (a) any degree program offered by the Faculty of Engineering;
 - (b) the Geological Sciences program offered by the Clayton H. Riddell Faculty of Environment, Earth, and Resources;
- (4) has achieved the highest degree grade point average (minimum of 3.0).

The scholarship will rotate each year between a student of the Faculty of Engineering (odd-numbered years) and a student from the Clayton H. Riddell Faculty of Environment, Earth, and Resources (even-numbered years). If, in any given year there is no eligible recipient in the designated faculty, the award will be offered to a student from the other faculty and the rotation will reset.

In the event that there are no students who meet all of the above criteria, the funds may be directed in the following order:

- (i) to a student enrolled full-time (minimum 80% course load) in at least the second year of study in the Bachelor of Commerce (Honours) with a declared major in Accounting, Generalist, or Human Resource Management/Industrial Relations who otherwise meets criteria (1), (2), and (4);
- (ii) to a student enrolled full-time (minimum 80% course load) in at least the second year of study in any faculty, college, or school at the University of Manitoba who otherwise meets criteria (1), (2), and (4).

Each year, Vale Canada will consider the scholarship recipient for a summer work placement in Thompson, Manitoba.

The Director of Financial Aid and Awards (or designate) will name the selection committee for this award. In the event the award is to be offered to a student under the options (i) or (ii), the selection committee will include a representative from Vale Manitoba Operations.

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

(Attachment II)

Indigenous Master's Excellence Award

Available funds contributed by the Manitoba Scholarship and Bursary Initiative and the Faculty of Graduate Studies will be used to offer the Indigenous Master's Excellence Award. The funds will be used to provide merit-based awards to Canadian Indigenous graduate students enrolled full-time in a Master's program at the University of Manitoba. Awards will be offered to meritorious graduate students who

demonstrate significant research ability and scholarly potential. Not all applicants who meet the minimum eligibility requirements are guaranteed to receive an award. The Faculty of Graduate Studies will confirm the availability of funds for this award annually.

In years when funds are available, awards with a maximum value of \$10,000 will be offered to graduate students who:

- (1) are Canadian Indigenous (First Nations, Métis, Inuit);
- (2) are enrolled full-time in the Faculty of Graduate Studies within the first two years of any Master's program;
- (3) have achieved a minimum grade point average of 3.75 based on the last 60 credit hours (or equivalent) of study; and
- (4) if continuing students, are in good standing with the Faculty of Graduate Studies.

Preference will be given to students who graduated from a high school in Manitoba, but all eligible applicants are encouraged to apply.

In years when funds are available, one competition will be held for both incoming and continuing Master's students. The Faculty of Graduate Studies will set the deadline each year. The award is not automatically renewable; therefore, continuing students are required to submit a subsequent application, which will be reviewed in competition with all other applicants. Completed applications must be submitted directly to the Faculty of Graduate Studies by the application deadline.

The selection committee will determine the number and value of awards offered based on the funds available. No awards will be offered in years when no funding is available.

Recipients may hold this award concurrently with any other awards consistent with policies in the Faculty of Graduate Studies.

The selection committee will be named by the Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) and will include the Vice-Provost (Indigenous Engagement) (or designate).

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

(Attachment III)

UMSU Award for Indigenous Community Leaders

The University of Manitoba Students' Union will make an annual contribution valued at \$25,000 per year for a twelve-year term to offer the UMSU Award for Indigenous Community Leaders. The purpose of the award is to recognize Canadian Indigenous students who are leaders in their communities. Beginning in 2017-2018, and ending in the 2028-2029 academic year, up to 25 awards will be offered to undergraduate students who:

- (1) are Canadian Indigenous (First Nations, Métis, Inuit);
- (2) are enrolled full or part-time in any year of study at the University of Manitoba in the year in which the award is tenable;
- (3) have either:
 - (a) as entering students, met the minimum admission requirements for University 1 or any faculty, college, or school at the University of Manitoba with a direct-entry option; or

- (b) as continuing students, achieved a minimum degree grade point average of 2.0;
- (4) are leaders in their communities.

Nominations for this award will be invited from students, faculty, and staff of the University of Manitoba and members of the community. Nominations must be accompanied by a description and explanation of the candidate's community service activities and demonstrated leadership qualities (maximum one page).

Students may receive the UMSU Award for Indigenous Community Leaders more than once, provided that they continue to be nominated and meet the above criteria.

The Indigenous Student Awards Committee will act as the selection committee for this award.

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

(Attachment IV)

UMSU Bursaries for Indigenous Single Parents

The University of Manitoba Students' Union will make an annual contribution valued at \$50,000 per year for a twelve-year term to offer the UMSU Bursaries for Indigenous Single Parents. The purpose of the bursaries is to provide financial support for single parents as they pursue their education at the University of Manitoba. Beginning in 2017-2018, and ending in the 2028-2029 academic year, 10 bursaries of \$5,000 each will be offered to undergraduate students who:

- (1) are Canadian Indigenous (First Nations, Métis, Inuit);
- (2) are custodial single parents;
- (3) are or will be enrolled full or part-time in any undergraduate degree or diploma program at the University of Manitoba;
- (4) have either:
 - (a) as entering students, met the minimum admission requirements for University 1 or any faculty, college, or school that offers a direct-entry option; or
 - (b) as continuing students, achieved a minimum degree grade point average of 2.0;
- (5) have demonstrated financial need on the standard University of Manitoba bursary application.

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

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

(Attachment IV)

UMSU Bursaries for Indigenous Students

The University of Manitoba Students' Union will make an annual contribution valued at \$325,000 per year for a twelve-year term to offer the UMSU Bursaries for Indigenous Students. The purpose of the bursaries is to provide financial support for students as they pursue their education at the University of

Manitoba. Beginning in 2017-2018, and ending in the 2028-2029 academic year, bursaries will be offered to undergraduate students who:

- (1) are Canadian Indigenous (First Nations, Métis, Inuit);
- (2) are or will be enrolled full or part-time in any undergraduate degree or diploma program at the University of Manitoba;
- (3) have either:
 - (a) as entering students, met the minimum admission requirements for University 1 or any faculty, college, or school at the University of Manitoba that offers a direct-entry option;
 - (b) as continuing students, achieved a minimum degree grade point average of 2.0;
- (4) have demonstrated financial need on the standard University of Manitoba bursary application.

The selection committee will have the discretion to determine the number and value of bursaries offered each year.

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

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

(Attachment IV)

UMSU Education Grants for Youth in Care

The University of Manitoba Students' Union will make an annual contribution valued at \$25,000 per year for a twelve-year term to offer the UMSU Education Grants for Youth in Care. The purpose of the grants is to provide the opportunity for Canadian Indigenous students who are or who have been in the care of Child and Family Services in Canada to attend post-secondary studies. Beginning in 2017-2018, and ending in the 2028-2029 academic year, 10 grants of \$2,500 each will be offered to undergraduate students who:

- (1) are Canadian Indigenous (First Nations, Métis, Inuit);
- (2) are or will be enrolled full-time or part-time in any undergraduate degree or diploma program at the University of Manitoba;
- (3) have either:
 - (a) as entering students, met the minimum admission requirements for University 1 or any faculty, college, or school at the University of Manitoba that offers a direct-entry option; or
 - (b) as continuing students, achieved a minimum degree grade point average of 2.0;
- (4) are currently or formerly a youth in care of the child welfare system in Canada;
- (5) have demonstrated financial need on the Youth in Care Tuition Grant application.

In the event there are not enough eligible students who meet all of the criteria, the grants will be offered to students who meet criteria (2) through (5).

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

This agreement may be amended by the mutual consent of the donor (or designate) and the University of Manitoba. All such amendments shall be in writing. In the absence of the donor (or designate), and

providing all reasonable efforts have been made to consult, the Board of Governors of the University of Manitoba has the right to modify the terms of this award if, because of changed conditions, it becomes necessary to do so. Such modification shall conform as closely as possible to the expressed intention of the donor in establishing the award.

(Attachment IV)

2. AMENDMENTS

College of Nursing Bursaries

The following amendments were made to the terms of reference for the College of Nursing Bursary (Indigenous), College of Nursing Bursary (Indigenous Year 2), College of Nursing Bursary (Indigenous Year 3), and College of Nursing Bursary (Indigenous Year 4):

- The bursaries were changed from endowment funded awards to annually funded awards; the wording was changed to reflect this.
- Criteron (3) was revised to:
 - (3) are Canadian Indigenous (First Nations, Métis, Inuit);
- The following sentence was added to each award:
 - 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 standard Board of Governors statement was updated.

(Attachment V)

Indigenous Leader of Tomorrow Entrance Scholarships

The following amendments were made to the terms of reference for the Indigenous Leader of Tomorrow Entrance Scholarships:

- Criteria (1) and (2) were amended to:
 - (1) are Canadian Indigenous students (First Nations, Métis, Inuit);
 - (2) are entering University 1 or any faculty, college, or school at the University of Manitoba with a direct entry option, directly from high school;
- The Indigenous Student Awards Committee will review the candidate pool.
- The renewal portion of the award was removed, and replaced with the statement:

 These scholarships are renewable as the BMO Financial Group Indigenous Leader of Tomorrow Scholarships.
- The following statements were revised to:

The Indigenous Leader of Tomorrow Entrance Scholarship can be held concurrently with the University of Manitoba General Entrance Scholarships. The Scholarships may be held in name only with the Isabel Auld Entrance Scholarship, the Chancellors' Entrance Scholarship, and the President's Laureate Entrance Scholarship.

The Indigenous Leader of Tomorrow Entrance Scholarship may not be held with the Leader of Tomorrow Entrance Scholarship.

The selection committee will be chaired by the Director of Financial Aid and Awards (or designate) and will include the Chancellor (or designate), the Chair of the Senate Committee on Awards (or designate), the Executive Director of Enrolment Services (or designate), the Director of the Indigenous Student Centre (or designate), an Associate Dean, and one rotating member.

• The Board of Governors statement was updated.

(Attachment VI)



June 20, 2017

Dr. Philip Hultin Chair, Senate Committee on Awards c/o Mabelle Magsino, Awards Establishment Coordinator 424E University Centre University of Manitoba

RE: Harland Family Award

Dear Dr. Hultin,

Athletics and Recreation supports the establishment of the Harland Family Award, as female rugby players are underrepresented in the sport of rugby at the University of Manitoba. Female student data for the past five years is provided for context in the table below.

Year	Number of rugby participants in Manitoba	Number of female rugby participants in Manitoba	% of female rugby participants in Manitoba	Number of students in U of M Rugby Club	Number of female students in U of M Rugby Club	% of female students in U of M Rugby Club
2016	3000	1200	40%	9	2	22%
2015	2100	750	36%	23	2	9%
2014	2000	700	35%	14	1	7%
2013	2000	700	35%	16	2	13%
2012	n/a	n/a	n/a	18	4	22%

We are intent on supporting female students who play rugby or who are associated with the sport. Increasing the number of scholarships, bursaries, and awards for females in this area contributes to this endeavor.

Sincerely.

Director Athletics and Recreation



UNIVERSITY OF MANITOBA June 6, 2017

Enrolment Services

Financial Aid & Awards 422 University Centre Winnipeg, Manitoba Canada R3T 2N2 Telephone (204) 474-9531 Fax (204) 474-7543 awards@umanitoba.ca

Dr. Philip Hultin Chair, Senate Committee on Awards c/o Adrienne Domingo, Awards Establishment Coordinator 422 University Centre University of Manitoba

RE: Henry Linklater - Vale Canada Scholarship

Dear Dr. Hultin,

Financial Aid and Awards supports the establishment of the **Henry Linklater – Vale Canada Scholarship**.

In the Fall Term of 2016, the University of Manitoba's Indigenous undergraduate student population was 8.5% 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 (undergraduate)	Total Students	% Indigenous Students
2016	2,170	25,611	8.5
2015	1,974	25,460	7.8
2014	1,997	25,298	7.9
2013	1,973	25,363	7.8
2012	1,933	24,996	7.7

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,

Ms. Jane Lastra

Director, Financial Aid and Awards

University of Manitoba

¹ Statistics Canada. Aboriginal Peoples in Canada: First Nations People, Metis and Inuit, National Household Survey, 2011, Catalogue no. 99-011-X2011001, http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-011-x/2011001/tbl/tbl/2-eng.cfm.



Faculty of Graduate Studies

500 University Centre Winnipeg, Manitoba Canada R3T 2N2 Telephone (204) 474-9377 Fax (204) 474-7553

June 9, 2017

Dr. Philip Hultin
Chair, Senate Committee on Awards
c/o Adrienne Domingo, Awards Establishment Coordinator
422 University Centre
University of Manitoba

RE: Indigenous Master's Excellence Award

Dear Dr. Hultin,

The Faculty Graduate Studies supports the establishment of the **Indigenous Master's Excellence Award**. In the Fall Term of 2016, the self-declared Indigenous graduate student population was 5.6% of graduate enrolment, compared to Manitoba's Indigenous population of 16.7%. The Indigenous student enrolment data for the past five years at the graduate level is provided for context in the table below.

Year (Fall Term)	Number of Graduate Indigenous Students at the U of M2	Total Graduate Student Population at the U of M	% Indigenous Students
2016	208	3700	5.6%
2015	183	3800	4.8%
2014	158	3719	4.2%
2013	158	3748	4.2%
2012	147	3580	4.1%

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 award will provide the Faculty of Graduate Studies 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,

Dr. Todd A. Mondor

A Mode

Acting Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies

¹ Statistics Canada. Number and distribution of the population reporting an Aboriginal identity and percentage of Aboriginal people in the population, Canada, provinces and territories, 2011, Catalogue no. 99-011-X2011001 [cited November 18, 2016 on Statistics Canada website: https://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-011-x/2011001/tbl/tbl02-eng.cfm].

² The University of Manitoba's Office of Institutional Analysis. Cited December 13, 2016



Enrolment Services

Attachment IV

Financial Aid & Awards 422 University Centre Winnipeg, Manitoba Canada R3T 2N2 Telephone (204) 474-9531 Fax (204) 474-7543 awards@umanitoba.ca

June 20, 2017

Dr. Philip Hultin Chair, Senate Committee on Awards c/o Adrienne Domingo, Awards Establishment Coordinator 422 University Centre University of Manitoba

RE: UMSU Awards

Dear Dr. Hultin,

Financial Aid and Awards supports the establishment of the UMSU Award for Indigenous Community Leaders, UMSU Bursaries for Indigenous Single Parents, UMSU Education Grants for Youth in Care, and the UMSU Indigenous Student Bursaries.

In the Fall Term of 2016, the University of Manitoba's Indigenous undergraduate student population was 8.5% 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	Total Students	% Indigenous
, ×	Students (undergraduate)		Students
2016	2,170	25,611	8.5
2015	1,974	25,460	7.8
2014	1,997	25,298	7.9
2013	1,973	25,363	7.8
2012	1,933	24,996	7.7

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

¹ Statistics Canada. Aboriginal Peoples in Canada: First Nations People, Metis and Inuit, National Household Survey, 2011, Catalogue no. 99-011-X2011001, http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-011-x/2011001/tbl/tbl02-eng.cfm.

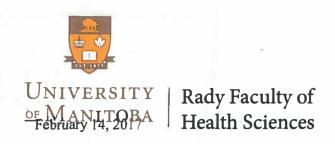
commitment. This scholarship will provide the opportunity to recruit, support and retain Indigenous students at the University of Manitoba and, in doing so; will also contribute to the success of individual Indigenous students.

Sincerely,

Ms. Jane Lastra

Director, Financial Aid and Awards

University of Manitoba



Dr. Philip Hultin Chair, Senate Committee on Awards c/o Pamela Gareau, Awards Establishment Coordinator 420 University Centre University of Manitoba Helen Glass Centre for Nursing 89 Curry Place Winning Manitoba

Winnipeg, Manitoba Canada R3T 2N2

College of Nursing

Telephone: 204-474-7452

Fax: 204-474-7682

RE: College of Nursing Bursary (Indigenous), College of Nursing (Indigenous Year 2), College of Nursing (Indigenous Year 3), and College of Nursing (Indigenous Year 4)

Dear Dr. Hultin,

The College of Nursing supports the establishment of the College of Nursing Bursary (Indigenous), College of Nursing (Indigenous Year 2), College of Nursing (Indigenous Year 3), and College of Nursing (Indigenous Year 4).

In the Fall Term of 2016, the University of Manitoba's Indigenous undergraduate student population was 7.8% of total enrolment, compared to Manitoba's Indigenous population of 16.7% Indigenous student enrolment data for the past five years in the College of Nursing is provided for context in the table below.

Year (Fall Term)	Number of Indigenous Students	Total Students	% Indigenous
2016	100	717	4.2%
2015	97	718	4.4%
2014	82	807	3.8%
2013	52	674	7.7%
2012	58	674	8.6%

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 College of Nursing 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,

Dr. Beverly O'Connell Dean, College of Nursing

Donnell

¹ Statistics Canada. Indigenous Peoples in Canada: First Nations People, Metis and Inuit, National Household Survey, 2011, Catalogue no. 99-01 l-X2011001 [cited July 18, 2013 pg Employment and Social Development Canada website: http://well-being.esdc.gc.ca/misme-iowb/.3ndic.lt4r@ensisp2iid=36].



Enrolment Services

Financial Aid & Awards 422 University Centre Winnipeg, Manitoba Canada R3T 2N2 Telephone (204) 474-9531 Fax (204) 474-7543 awards@umanitoba.ca

June 19, 2017

Dr. Philip Hultin Chair, Senate Committee on Awards c/o Adrienne Domingo, Awards Establishment Coordinator 422 University Centre University of Manitoba

RE: Indigenous Leader of Tomorrow Entrance Scholarships

Dear Dr. Hultin,

Financial Aid and Awards supports the establishment of the Indigenous Leader of Tomorrow Entrance Scholarships.

In the Fall Term of 2016, the University of Manitoba's Indigenous undergraduate student population was 8.5% 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 (undergraduate)	Total Students	% Indigenous Students
2016	2,170	25,611	8.5
2015	1,974	25,460	7.8
2014	1,997	25,298	7.9
2013	1,973	25,363	7.8
2012	1,933	24,996	7.7

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,

Ms. Jane Lastra

Director, Financial Aid and Awards

University of Manitoba

¹ Statistics Canada. Aboriginal Peoples in Canada: First Nations People, Metis and Inuit, National Household Survey, 2011, Catalogue no. 99-011-X2011001, http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-011-x/2011001/tbl/tbl02-eng.cfm.



Max Rady College of Medicine

Office of the Dean 230 Basic Medical Sciences Building 745 Bannatyne Avenue Winnipeg, Manitoba

Canada R3E 0J9 Phone: 204-789-3485 Fax: 204-789-3661

MEMORANDUM

Date: June 14, 2017

To: Mr. Jeff Leclerc

University Secretary

From: Dr. Brian Postl

Dean, Faculty of Health Sciences

Re: Proposed Department of Anesthesia Name Change

The Department of Anesthesia Council voted unanimously in favour of changing the name of the department to "Department of Anesthesiology, Perioperative and Pain Medicine" as per attached proposal.

The proposal was reviewed at Faculty of Health Sciences Executive Council on June 13, 3017 and approved. It is being forward for final Senate approval.

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

Thank you.

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



Rady Faculty of Health Sciences

Max Rady College of Medicine Department of Anesthesia AE200 - 671 William Avenue Winnipeg, MB R3E 0Z2

Phone: 204-787-1125 Fax: 204-787-4291

May 10, 2017

Dr. Brian Postl
Dean, Rady Faculty of Health Sciences & Vice-Provost (Health Sciences)
230 Basic Medical Sciences Building
745 Bannatyne Avenue.
Winnipeg, MB
R3E 0J9

Dear Brian,

RE: Department of Anesthesia Name Change

As discussed at our recent meeting, I would like to proceed with renaming our department from the Department of Anesthesia to the *Department of Anesthesiology*, *Perioperative* and *Pain Medicine*. A formal Faculty vote was held in support of the name change.

The reasons for the name change include:

- 1. The adoption of the word Anesthesiology by our national organization, the Canadian Anesthesiologists' Society.
- 2. The expansion of Perioperative Medicine within our specialty the past decade to facilitate the creation of knowledge and clinical excellence in this very important and developing area. Anesthesiologists are involved in multiple Perioperative Medicine activities including Pre-Anesthesia Clinics, Surgical Special Care Unit (Health Sciences Centre), Acute and Chronic Pain Clinics and in addition provide consultation to numerous specialties for diagnostic and therapeutic services. The Department has a formal Fellowship training program in Perioperative Medicine that has trained numerous local and national graduates. Examples of recent Perioperative Medicine initiatives include the development of guidelines with multiple stakeholder inputs to enhance appropriate preoperative testing (Choosing Wisely Canada campaign) as well as the regional implementation of Enhanced Recovery after Surgery (ERAS) programs. The Perioperative Anesthesia Clinical Trials (PACT) group, which is relocating to our Department from Dalhousie University in the fall of 2017, will provide many opportunities to further expand our knowledge creation capacity in this exciting and evolving area of our specialty.
- 3. Pain Medicine: The Royal College of Physicians and Surgeons has formally recognized Pain Medicine as a subspecialty as of 2013. Pain Medicine is a medical subspecialty concerned with the prevention, evaluation, diagnosis, treatment, and

rehabilitation of patients with acute and chronic cancer and non-cancer pain. The Department has a formal Fellowship training program in Acute and Chronic Pain Medicine that has trained numerous local and national graduates. The growing opioid crisis in Canada has resulted in local and national strategies aimed at curbing the escalating morbidity and mortality associated with addiction. Pain Medicine leadership at the clinical, academic and research levels will be instrumental in the coming years in advocating for policies and management strategies centered on opioid prescription, management and safety.

Please do not hesitate to contact me if you have any additional questions or require additional supporting documentation. Thank you for supporting this important name change of the department.

Best Wishes.

Chris

Chris Christodoulou, MBChB, Cum Laude DA (UK), FRCPC

Head, Department of Anesthesia

Max Rady College of Medicine, Rady Faculty of Health Sciences

Medical Director, Winnipeg Regional Health Authority Anesthesia Program

Winnipeg, Canada

Preamble

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, 2017 to consider nominations to fill vacancies on the standing committees of Senate.

Observation

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 of those committees, including the names of the nominees, which have been highlighted.

Recommendations

The Committee recommends to Senate the following list of faculty nominees:

COMMITTEE	NOMINEE(S)	FACULTY/ SCHOOL	TERM END DATE
Senate Committee on Admission Appeals	Ms Lynette Phyfe	Education	2018.06.30
Senate Committee on Curriculum and Course Changes	Prof. Heidi Marx	Arts	2018.12.31
Senate Committee on Honorary Degrees	Dean Jonathan Beddoes	Architecture and Engineering	2018.05.31
Senate Committee on Instruction and Evaluation	Ms Lynette Phyfe	Education	2018.01.01
Senate Committee on University Research	Dean Jeffery Taylor (S)(R)	Arts	2020.05.31
Olliversity Nesearch	Prof. Clea Schmidt (S)	Education	2018.05.31

The Committee also recommends to Senate the following list of student nominees:

COMMITTEE	NOMINEE(S)	FACULTY/ SCHOOL	TERM END DATE
Senate Committee on Instruction and Evaluation	Ms Allison Kilgour	Arts	2018.05.31

^{* (}S) indicates a member of Senate** (R) indicates re-appointment

Respectfully submitted,

Professor M. Edwards, Chair Senate Committee on Nominations

SENATE COMMITTEE ON ADMISSION APPEALS

last updated September 13, 2017

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	
	Prof. Ryan Cardwell	Agricultural and Food Sciences	2018.05.31	
	Prof. Lorna Guse	Health Sciences	2018.05.31	
Eight members with broad	Prof. Lucas Tromly	Arts	2018.05.31	
representation across	Prof. Mike Domaratzki	Science	2019.05.31	
Faculties/Schools/Colleges holding academic appointments in the University	Ms Lynette Phyfe (leave replacement for Prof. Jennifer Schulz)	Education (Law)	2018.06.30 (2019.05.31)	
	Prof. Jitendra Paliwal (S)	Engineering	2020.05.31	
	Prof. Kumar Sharma	Science	2020.05.31	
	Prof. Subbu Sivaramakrishnan	Management	2020.05.31	
Two students	Ms Nina Lam	Arts	2018.05.31	
Two students	Mr. Jaseer Ahmed	Graduate Studies	2018.05.31	
President of UMSU (or designate)	Ms Tanjit Nagra		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 CURRICULUM AND COURSE CHANGES

last updated June 27, 2017

Composition	Incumbents	Faculty/School	Term
	Prof. Dean McNeill, Vice-Chair	Engineering	2018.05.31
	Ms Joanne Hamilton	Health Sciences	2019.05.31
	Prof. Heidi Marx (leave replacement for Prof. Sarah Teetzel)	Arts (Kinesiology and Rec Mgt)	2017.12.31 (2019.05.31)
Seven members of the academic staff	Prof. Heidi Marx (as of Jan. 1/18) (leave replacement for Prof. Greg Smith from Jan. 1/18 to Dec. 31/18)	Arts (Arts)	2018.12.31 (2019.05.31)
	Prof. Ben Li	Science	2020.05.31
	Prof. Jared Carlberg	Agricultural and Food Sciences	2020.05.31
	Prof. Fang Wan	Management	2020.05.31
	Ms Allison Kilgour	Arts	2018.05.31
Three students	Ms Mira Villegas	Science	2018.05.31
	Mr. Dhruba Ghosh	Graduate Studies	2018.05.31
One representative from the Université de Saint-Boniface named by the Recteur	Dr. Peter Dorrington		Ex-officio
One librarian named by the University Librarian	Ms Donna Breyfogle		Ex-officio
Vice-Provost (Integrated Planning and Academic Programs)(and/or delegate)	Dr. David Collins and Ms Cassandra Davidson, designate		Ex-officio (non-voting)
Registrar (or delegate)	Mr. Neil Marnoch		Ex-officio (non-voting)

Resource:

Shannon Coyston 474-6892 three-year terms; students = one-year terms Terms of Office:

SENATE COMMITTEE ON HONORARY DEGREES

June 5, 2017

Composition	Incumbents	Faculty/School	Term
Chancellor, Chair	Mr. Harvey Secter		Ex-officio
President, Vice-Chair	Dr. David Barnard		Ex-officio
President, UMSU	Ms Tanjit Nagra		Ex-officio
President, Alumni Association	Ms Dawn Nedohin-Macek		Ex-officio
	Dean Jonathan Beddoes (S)	Architecture and Engineering	2018.05.31
Four foculty more born from Consta	Prof. Brenda Austin-Smith (S)	Arts	2019.05.31
Four faculty members from Senate	Dean Edmund Dawe (S)	Music	2019.05.31
	Prof. Annemieke Farenhorst (S)	Agricultural and Food Sciences	2019.05.31
One representative of the community- at-large to be appointed by the Chancellor	Dr. William Pope		2018.05.31
Resource: Shelley Foster Terms of Office: three-year terms	474-6165		

SENATE COMMITTEE ON INSTRUCTION AND EVALUATION

last updated July 4, 2017

Composition	Incumbents	Faculty/School	Term
Provost and Vice-President (Academic) (or designate), Chair	Dr. Diane Hiebert-Murphy, designate		Ex-officio
Seven members of the academic	Prof. Annemieke Farenhorst (S)	Agricultural and Food Sciences	2018.05.31
staff, at least one of whom shall be a Senator and at least one should	Prof. Brenda Elias (S)	Health Sciences	2018.05.31
be teaching courses in University	Dean David Mandzuk (S)	Education	2018.05.31
The seven shall include one Dean or Director, at least one from each of Arts and Science, and at	Ms Lynette Phyfe (leave replacement for Prof. Lukas Neville)	Education (Management)	2018.01.01 (2019.05.31)
least two from other	Ms Krystyna Koczanski	Science	2019.05.31
faculties/schools (one shall be from	Prof. Vanessa Warne	Arts	2019.05.31
the Bannatyne Campus)	Prof. Pamela Wener (S)	Health Sciences	2019.05.31
	Ms Serena Gawryluk	Arts	2018.05.31
Four students, at least one	Ms Naomi Armah	Graduate Studies	2018.05.31
graduate student	Mr. Mohammad Emrul Hasan	Graduate Studies	2018.05.31
	Ms Allison Kilgour	Arts	2018.05.31
UMSU President or Vice-President	Ms Tanjit Nagra	UMSU President	Ex-officio (non-voting)
Dean or Associate Dean, Graduate Studies	Dr. Hope Anderson, Associate Dean		Ex-officio (non-voting)
Executive Director, Centre for the Advancement of Teaching and Learning (or designate)	Dr. Mark Torchia, designate Erica Jung		Ex-officio (non-voting)
Registrar or Associate Registrar (or designate)	Mr. Neil Marnoch, designate Gayle Gordon		Ex-officio (non-voting)
Director, Student Advocacy (or designate)	Ms Brandy Usick, designate Heather Morris		Ex-officio (non-voting)

Resource: Marcia Yoshida 474-6166

Terms of Office: three-year terms; students = one-year terms

SENATE COMMITTEE ON UNIVERSITY RESEARCH

As of June 1, 2017

Composition	Incumbents	Faculty/School	Term
Vice-President (Research and International), Chair	Dr. Digvir Jayas		Ex-officio
President	Dr. David Barnard		Ex-officio
Provost and Vice-President (Academic)	Dr. Diane Hiebert-Murphy, designate		Ex-officio
Associate Vice-President (Research) Associate Vice-President (Partnerships)	Dr. Gary Glavin Dr. Jay Doering		Ex-officio
Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies	Dr. Todd Mondor		Ex-officio
Research Grants Officer	Ms Kerrie Hayes, Director of Research Contracts		Ex-officio (non-voting)
Four Deans or Directors representing a range of research activities	Dean Stefi Baum	Science	2018.05.31
	Dean Jonathan Beddoes	Engineering	2018.05.31
	Dean Anthony Iacopino	Health Sciences	2019.05.31
	Dean Jeffery Taylor	Arts	2020.05.31
Eight faculty members actively engaged in research and representing a range of	Prof. Clea Schmidt	Education	2018.05.31
	Prof. Liqun Wang	Science	2018.05.31
	Prof. Andrew Halayko	Health Sciences	2019.05.31
	Dr. Peter Jones	Agricultural and Food Sciences	2019.05.31
	Prof. Jason Leboe-McGowan	Arts	2019.05.31
receased activities at least two of whom			
research activities, at least two of whom are from the Bannatyne Campus	Prof. Anita Brûlé-Babel	Agricultural and Food Sciences	2020.05.31
	Prof. Anita Brûlé-Babel Prof. Peter Nickerson		2020.05.31
		Food Sciences	
	Prof. Peter Nickerson	Food Sciences Health Sciences Kinesiology and Recreation	2020.05.31

Resource: Lindsey Troschuk 474-7952

Terms of Office: three-year terms; students = two-year terms

202 Administration Building Winnipeg, Manitoba Canada R3T 2N2 Fax (204) 261-1318

July 28, 2017

Mr. Jeff Leclerc University Secretary University of Manitoba 312 Administration Building Winnipeg, MB R3T 2N2

Dear Mr. Leclerc,

Under *The Public Libraries Act* (the Act), one of the six members of the Public Library Advisory Board (PLAB) is to be appointed from among persons nominated by the Senate of the University of Manitoba for a three year term.

My recommendation to Senate would be for Dr. Mary-Jo Romaniuk, the University Librarian, to fill this role. As you can see from the attached biography, Dr. Romaniuk was appointed as University Librarian in 2014, and has extensive experience and expertise in the field.

I would like to express my appreciation to the Senate of the University of Manitoba for its consideration of this request.

Sincerely,

David T. Barnard, Ph.D.

President and Vice-Chancellor

/su

enc.

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

Mary-Jo Romaniuk (PhD., MLIS, B. Comm.)

Mary-Jo Romaniuk was appointed as the University of Manitoba University Librarian in 2014.

She has a Bachelor of Commerce (B. Comm.) from the University of Saskatchewan, a Master of Library and Information Science (MLIS) from San Jose State University; and, a Doctor of Philosophy (PhD) from the Queensland University of Technology in Australia. Her research has been primarily focused on leadership and leadership development and secondarily on evaluation and assessment, and library management and administration.

Her career was first in the accounting profession from which she then moved to the Government of Alberta where she held senior positions responsible for capital funding, tourism and community economic development programs and related information services. After a successful career, she moved to the University of Alberta (U of A), holding increasingly senior library positions.

In 2010 she was recognized internationally by *Library Journal* (for 'EPLGo—see below) as a "Mover and Shaker," She is a Fellow of the **Frye Leadership Institute**, was participant at the **Harvard Graduate School of Education-Leadership Institute for Academic Librarians**, and she is **Co-Executive Director and Program Coordinator** of the acclaimed **Northern Exposure to Leadership Institute**.

She has engaged in collaborative, multitype library initiatives where interaction with public libraries was considerable. Of note was the 'The Alberta Library' —a cross-sectoral library initiative comprised largely of public and academic libraries —in which she was instrumental in the development of the 'Lois Hole Campus Alberta Digital Library', which was an initiative to bring cost-effective digital resources to all libraries in the province. She also led the fundraising and was instrumental in the 'First Nation Information Connection', a public-private initiative to enhance library services and bring digital resources to Tribal Colleges in Alberta. Finally, she was the University sponsor of 'EPLGo', a branch of the Edmonton Public Library housed within the U of A Libraries for students and staff.

She is also an educator. She developed new programs in the Master of Management and Library and Information Science program at the University of Southern California in the Marshall School of Business. She has been an Adjunct Assistant Professor at the U of A in the School of Library and Information Studies where she taught courses in marketing and financial management.

She holds membership in a variety of associations, including the Manitoba Library Association, and has presented at numerous library conferences. Because of her interest and engagement in leadership development and research, she is the Canadian representative on the International Federation of Library Associations (IFLA) Section on Continuing Professional Development and Workplace Learning. She has also serves on the Canadian Association of Research Libraries Assessment Committee, the Association of Research Libraries Assessment Committee and as an elected member on the IFLA Standing Committee for Statistics and Evaluation. She is also the current elected Chair of the Consortium of Prairie and Pacific University Libraries.