

A G E N D A

I MATTERS TO BE CONSIDERED IN CLOSED SESSION - none

II MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE

1. **Report of the Faculty Council of the Faculty of Kinesiology and Recreation Management RE: Modification of the Certificate in Sport, Physical Activity and Recreation in the Community** Page 6
2. **Reports of the Division of Extended Education Council**
 - a) **RE: Proposal for a Micro-Certificate in Facilitating Older Adult Learning** Page 14
 - b) **RE: Modification of Certificate in Applied Counselling** Page 29
3. **Reports of the Faculty Executive Committee of the Faculty of Graduate Studies on Course and Curriculum Changes**
 - a) **RE: Department of History** Page 34
 - b) **RE: College of Nursing** Page 35
 - c) **RE: Department of Medical Microbiology and Infectious Diseases** Page 36
 - d) **RE: Department of Restorative Dentistry** Page 37
4. **Reports of the Faculty Council of the Faculty of Graduate Studies on Course, Program, and Regulation Changes**
 - a) **RE: Faculty of Kinesiology and Recreation Management** Page 39
 - b) **RE: Department of Food and Human Nutritional Sciences** Page 42
 - c) **RE: Department of Linguistics** Page 45
 - d) **RE: Department of Plant Science** Page 51
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5. **Report of the Senate Committee on Academic Dress RE: Hood for Doctor of Pharmacy** Page 61

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| 6. | Report of the Senate Committee on Admissions RE: Revised Admission Requirements, Bachelor of Nursing, <u>College of Nursing</u> | Page 62 |
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| III | <u>MATTERS FORWARDED FOR INFORMATION</u> | |
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| 2. | <u>Correspondence from President and Vice-Chancellor</u> | |
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| 4. | Report of the Division of Extended Education Council RE: Establishment of a Letter of Accomplishment in Media <u>Literacy, Critical Thinking and Investigative Journalism</u> | Page 129 |
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| IV | <u>REPORT OF THE PRESIDENT</u> | |
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V QUESTION PERIOD

Senators are reminded that questions related to matters not on the agenda shall normally be submitted in writing to the University Secretary no later than 10:00 a.m. of the Monday preceding the meeting.

Senators are reminded that questions pertaining to items on the agenda can be asked during the Senate meeting and do not require submission in advance.

VI CONSIDERATION OF THE MINUTES OF THE MEETING OF MAY 18, 2022

VII BUSINESS ARISING FROM THE MINUTES - none

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

1. Report of the Senate Executive Committee Page 158
 - a) Senate Statement Page 161
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The Chair will make an oral report of the Committee's activities.

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

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3. Reports of the Senate Committee on Academic Review RE: Periodic Review of Academic Institutes

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| 6. | <u>Reports of the Senate Committee on University Research</u> | |
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| b) | <u>RE: Proposal for a Chair in Natural Systems Agriculture for Climate Solutions, Faculty of Agricultural and Food Sciences</u> | Page 413 |

c) **RE: Proposal for a Professorship in Global Infectious Diseases Research, Max Rady College of Medicine**

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7. **Report of the Senate Committee on Nominations**

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X **ADDITIONAL BUSINESS** - none

XI **ADJOURNMENT**

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



MEMORANDUM

TO: Jeff Leclerc, University Secretary
Office of the University Secretary

CC: Shannon Coyston
Office of the University Secretary

FROM: Dr. Douglas Brown, Dean 
Faculty of Kinesiology and Recreation Management (FKRM)

DATE: May 19, 2022

RE: FKRM Faculty Council Approval – Certificate Program Changes

On March 24, 2022, by electronic vote, FKRM's Faculty Council approved the following motion submitted by the Undergraduate Curriculum Committee:

THAT the Faculty of Kinesiology and Recreation Management council approve the reduction of instructional contact hours for non-degree credit hours in the SPARC certificate from 283 contact hours to 120 contact hours.

With this approved Faculty Council change we are deleting the following non-credit courses for the SPARC certificate program:

PHED 0100 Safety in the Community
PHED 0150 Activity and Program Planning
PHED 0200 Living Mino-Pimatisiwin

Furthermore, we are adding the following non-credit courses to the SPARC certificate program:

PHED 0110 Safety in the Community
Course Description: A blend of professional safety, health and wellness certifications, including but not limited to CPR/First Aid; Applied Suicide Intervention Skills training (ASIST); Hunting Safety; Water Safety; Aboriginal Sport Coaching Certificate. Evaluated Pass/Fail.

PHED 0120 Activity and Program Planning
Course Description: An introduction to equity-based program planning principles and strategies. Adult education and Indigenous education theories and models will address



the complexity and challenges of planning for public well-being. In the course, students will learn to plan, develop, implement and evaluate community-driven physical activity, recreation and sport programs for marginalized populations, with a specific focus on Indigenous and racialized minority groups.

PHED 0130 Living Mino-Pimatisiwin

Course Description: An introduction to Indigenous-informed, culturally relevant approaches to health and wellness set within a sport, physical activity and recreational context. Elders, Knowledge Keepers and Cultural Teachers will share their perspectives (e.g., knowledge, skills and values) related to “living Mino- Pimatisiwin” – the good life, including a deeper understanding of Medicine Wheel teachings of wholism, interdependence, sharing and respect. Students will apply these teachings to their own university experience and will be guided by Elders and community teachers to reflect on how they can apply these teachings in their work as educators. Evaluation Pass/Fail.

Rationale:

SPARC was designed to address historical and ongoing educational inequities experienced by Indigenous communities and populations. Drs. Halas and McRae selected the maximum hours for Professional Development courses to embed enhanced educational supports for SPARC students and address a general lack of afterschool programming in northern First Nations communities. After the 2019 iteration of the SPARC certificate program, we recognized that community practicum hours had the opposite impact as SPARC students worked multiple jobs, lived in overcrowded homes with multiple generations and limited / no access to high-speed internet and technology resources. Rather than helping SPARC students achieve their educational goals, the community practicum hours became a new barrier for students.

Changing (i.e., decreasing) the new Professional Development course hours will enhance the long-term sustainability of SPARC as it shifts to a 5-week on-campus summer program. SPARC partner, Manitoba First Nations Education Resource Centre (MFNERC), benefits from these changes as it reduces the transportation costs (by approximately 66%) and eliminates the substitute teacher costs for schools. In addition, by moving SPARC to a summer model, northern students get to experience campus life by living in dorms and participating in on-campus activities including a student membership with the ALC.

The removal of community-based practicum hours represents the most significant modification to the non-credit courses; however, the revised SPARC model now includes practicum hours in Winnipeg for PHED 0120 (the former PHED 0150) (18 hrs) and PHED 0130 (the former PHED 0200) (17 hrs).

Overall, our faculty sees the need to delete the old courses and add the new ones, with the modification to hours of the Professional Development courses, to help maintain the long-term viability of the SPARC certificate program and to ensure as many students as feasible can take the certificate program.

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



UNDERGRADUATE PROGRAM MODIFICATION
SCCCC Fall 2022/Spring 2023

See the [Guidelines for Completion of Undergraduate/Certificate Course and Curriculum Changes](#).

SECTION A

Faculty/College/School: Kinesiology and Recreation Management

Department or Program: Kinesiology and Recreation Management, Faculty of (22)

Program (i. credential and discipline): SPARC - Sport, Physical Activity and Recreation in the Community Certificate

Changes Take Effect: Request different term

SECTION B – DESCRIPTION OF PROGRAM MODIFICATION

Provide a brief description of the proposed program modification. Limit – 200 words.

We are requesting this change to apply this summer 2022.

Delete course PHED 0100 Safety in the Community 5 Cr. Hrs.

Delete course PHED 0150 Activity and Program Planning 8 Cr. Hrs.

Delete course PHED 0200 Living Mino-Pimatisiwin 8 Cr. Hrs.

Add course PHED 0110 Safety in the Community

Add course PHED 0120 Activity and Program Planning

Add course PHED 0130 Living Mino-Pimatisiwin

SECTION C – RATIONALE

Responds to a recommendation in an external undergraduate program review.

Provide a brief rationale for the program modification in the space provided.

SPARC was designed to address historical and ongoing educational inequities experienced by Indigenous communities and populations. Drs. Halas and McRae selected the maximum hours for PD courses to embed enhanced educational supports for SPARC students and address a general lack of afterschool programming in northern First Nations communities. After the 2019, we recognized that community practicum hours had the opposite impact as SPARC students worked multiple jobs, lived in overcrowded homes with multiple generations and limited / no access to high-speed internet and technology resources. Rather than helping SPARC students achieve their educational goals, the community practicum hours became a new barrier for students.

SECTION D – ACADEMIC CALENDAR CONTENT

Attach a revised program description, including program charts and any other Academic Calendar content that would require updates to reflect course and curriculum changes. 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

See the *Guidelines* for instructions on how to complete this section of the form. Indicate where not applicable.

N/A

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.

This program modification leads to changes in programs in other units. *Consultation Forms are required.*

In the space provided, list all programs that are affected, including those in other departments, faculties, colleges, or schools. Be as specific as possible.

N/A

SECTION G – SUPPORTING DOCUMENTATION ATTACHED

See the *Guidelines* for information on required supporting documentation. *Attach documents in the following order.*

- Executive summary (required only for significant program modifications)
- Transition plan (required for significant program modifications)
- Current and revised Academic Calendar content, including program descriptions and charts (required)
- SPPC Statement on Resource Implications
- Consultation Forms – including requests for dialogue and responses received

SECTION H – SIGNATURES

| | | | | |
|----------------------|------------------------|-------------------------------|---|---------------------|
| Department Approval: | Stephen Cornish | Stephen M. Cornish | <small>Digitally signed by Stephen M. Cornish Date: 2022.05.17 09:05:50 -05'00'</small> | May 17, 2022 |
| | Type Name | Signature | | Date |

| | | | | |
|----------------------------------|----------------------|--------------------------|--|---------------------|
| Faculty/College/School Approval: | Douglas Brown | Douglas Brown | <small>Digitally signed by Douglas Brown Date: 2022.05.25 09:27:17 -05'00'</small> | May 25, 2022 |
| | Type Name | Signature | | Date |

SECTION D – Academic Calendar Content

Program Chart: Non-Credit Professional Development and University Credit

The SPARC Cohort consists of the following Professional Development and University Courses: the PD courses are required, and two of three university courses make up the core, with an elective chosen from a list of introductory and/or experiential learning courses.

| Non-credit Professional Development Courses -Required (120 hours) | FKRM University Credit Courses (117 hours) |
|---|---|
| PHED 0100 Safety in the Community (63 hours) PHED 0110 Safety in the Community (40 hours) | PHED 3770 Indigenous Games and Activities (39 hours) |
| PHED 0150 Activity and Program Planning (110 hours) PHED 0120 Activity and Program Planning (40 hours) | REC 3770 Indigenous Perspectives on Land-based Education (39 hours) |
| PHED 0200 Living Mino-Pimatisiwin (110 hours) PHED 0130 Living Mino-Pimatisiwin (40 hours) | FKRM Elective - see list below* (39 hours) |

FKRM Electives

| Experiential Learning (ELC) Courses | Theory (TH) and On-line (OL) Courses |
|--|---|
| PHED 2710 Human Movement Principles | KPER 1200 Physical Activity, Health and Wellness |
| PHED 3122 Developmental Games and Activities | REC 4770 Indigenous Recreation and Well-being |
| PHED 3760 Diverse Populations Mentorship | KPER 2200 Planning Principles |
| PHED 2742 Group Fitness and Leadership | |
| REC 2130 Introduction to Outdoor and Land-Based Education | |
| PHED 3722 Coaching Theory and Practice | |

SPARC Transition Plan for Returning Students

Student Enrollment for SPARC:

- Specialized intake process by FKRM undergraduate administrator and registration office
- Manual intake process that occurs AFTER summer registration deadline
- SPARC 2022 deadline: Friday, June 17, 2022

TRANSITION PLAN FOR 5 RETURNING STUDENTS FROM 2020 COHORT

In 2020, the SPARC Certificate was cancelled after the first learning module was delivered in February 2020. Public health restrictions came into effect shortly after 2020 students returned to their communities. As a result, no students started their fieldwork hours for PHED 0100, PHED 0150, and PHED 0200.

Note: In 2022, the Faculty received approval from Faculty Council and Senate to remove the community-based fieldwork hours for the above courses (now PHED 0110, PHED 0120, PHED 0130).

| 2020 SPARC Learning Modules | | 2022 SPARC Summer Session | |
|---|----------------------|---------------------------|---|
| Course Number and Title | Hrs completed | 2022 Course Number | Transition Plan |
| PHED 3770 Indigenous Games & Activities (IGA) | 39/39 hrs -completed | PHED 3770 IGA | All course hours completed. Students have option to participate in course as guests |
| PHED 2710 Human Movement Principles (HMP) | 12/39 hrs | PHED 2710 HMP | Re-take 12 hrs of previously delivered content |
| REC 3770 Indigenous Land-based Education (ILBE) | 0/39 hrs | REC 3770 ILBE | N/A |
| PHED 0100 Safety in the Community (SIC) | 8/63 hrs | PHED 0110 SIC (40hrs) | Retake 8 hrs of previously delivered content |
| PHED 0150 Applied Program Planning (APP) | 2/110 hrs | PHED 0120 APP (40hrs) | Retake 2 hrs of previously delivered content |
| PHED 0200 Living Mino Pimatisiwin (LMP) | 2/110 hrs | PHED 0130 LMP (40hrs) | Retake 2 hrs of previously delivered content |

Pandemic Planning Conversations

The Faculty of Kinesiology and Recreation Management partnered with the Manitoba First Nations Education Resource Centre (MFNERC) to deliver the SPARC program in 2019, 2020, and in 2022. Once the decision was made to cancel the 2020 SPARC program, the SPARC planning team composed of Dr. Heather McRae, Norbert Mercredi (MFNERC) and Lee Spence (MFNERC) began to discuss the impact of the COVID19 pandemic on First Nations schools, teachers, and students. The planning team noted that pre-existing educational disparities experienced by First Nations communities were exacerbated by the

COVID19 pandemic. These educational disparities extended to First Nations educators and para-professionals enrolled in the 2020 SPARC program, some of whom were laid off during the pandemic or who were unable to teach students due to technological and internet service disparities in rural and remote First Nations communities. During these discussions, MFNERC staff expressed a strong desire for 2020 SPARC students to repeat all SPARC courses, except the completed PHED 3770 Indigenous Games and Activities course.

Memo

Date: May 11, 2022

To: Shannon Coyston, Associate University Secretary, Office of the University Secretary

From: Rod Lastra, Acting Dean, Extended Education



Re: Micro-Certificate in Facilitating Older Adult Learning

I am pleased to advise that at a meeting held today, May 11, 2022, Extended Education's Council approved a proposal for a new program, a Micro-Certificate in Facilitating Older Adult Learning. The proposal document is attached for your review. We are submitting this with a request that it may be recommended as a Matter for Concurrence without Debate at the June 22, 2022 meeting of Senate. We are anticipating our initial offering of the programming in the Fall 2022 term.

Thank you very much.

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



Proposal for New Certificate/Micro-Certificate Program

Please complete the form below and append supporting documents, as appropriate. Electronic copies of the completed proposals are to be submitted to the Office of the University Secretary and the Deputy Provost (Academic Planning and Programs) following endorsement of the proposal by the appropriate Faculty/College/School/Division Council.

It is advised that the unit initially discuss the proposed new program with the Deputy Provost (Academic Planning and Programs) prior to completion and submission of the proposal form. Please refer to the [UM Certificate and Diploma Framework](#) detailing the requirements for certificate and micro-certificate programming.

Section A: Proposing Unit

Faculty/School/College/Division: Extended Education

Department (where applicable):

Contact, Name and Title: Office of the Dean, Extended Education

Contact Email: Marion.DeJong@umanitoba.ca

Section B: Program Overview

- 1. Program Type:** Micro-certificate Certificate
- 2. Program Name:** Micro-Certificate in Facilitating Older Adult Learning
- 3. Credential Awarded:** Micro-Certificate
- 4. Program Length (contact hours):** 36 contact hours
- 5. Proposed Start Date:** Fall Term 2022

Section C: Program Description and Delivery

6. Description of Program

(Provide a general overview of the program, its objectives, and the intended purpose of the program.)

The proposed Micro-Certificate in Facilitating Older Adult Learning reflects the commitment of the University of Manitoba (UM) as an Age-Friendly University.¹ The UM's Centre on Aging's Age-Friendly University Initiative Fund has provided funds to develop this program, which will respond to several of the Ten Principles of an Age-Friendly University.² These principles are to:

- encourage the participation of older adults in all the core activities of the university, including educational and research programs;
- promote personal and career development in the second half of life and to support those who wish to pursue "second careers";
- recognize the range of educational needs of older adults; and to
- widen access to online educational opportunities for older adults to ensure a diversity of routes to participation.

The program will serve as a foundational program, providing students with an understanding of the process of aging and its effects on learning, approaches that can be taken when designing for, and/or facilitating learning, and how to integrate technology to support learning in older adults.³ Upon completion of this program, participants will have an enhanced understanding of how learning can be affected by aging, and how to design and facilitate enriched learning experiences for older adults.

7. Intended Outcomes

(Outline the expected outcomes of the program and how it will benefit students.)

Following completion of this program, students will be able to:

- articulate the developmental lifespan of older adults and its influence on learning;
- explain Universal Design for Learning (UDL), and identify its intersection with other movements including equity, diversity, and inclusion (EDI); decolonization; Indigenization; reconciliation; anti-racist and anti-oppressive pedagogies, and its application to older adult learning;
- evaluate and select appropriate learning technologies for supporting effective older adult learning; and,
- articulate the key components to older adult learning and apply these principles in their own professional contexts.

8. Program Structure

a) Coursework

(Provide a list of courses, including elective courses, required to complete the program. Outline how students are to progress through the program. Indicate whether proposed coursework is

¹ <https://umanitoba.ca/centre-on-aging/age-friendly-university>

² <https://umanitoba.ca/centre-on-aging/age-friendly-university/age-friendly-university-initiatives-fund>

³ Definitions of the term 'older adult' varies, but can generally be understood to be from 55+ or 65+ years of age. For example, the University of Manitoba recognizes senior students as individuals who are 65+ years of age.

currently offered or new, noting any pre-requisite details where applicable. Append course details, including a list of all course descriptions for existing and proposed courses, and course introduction forms for proposed new courses.)

The Micro-Certificate in Facilitating Older Adult Learning consists of 3 new courses:

| Course Name | Subject Code / Course no. | Contact Hours |
|--|---------------------------|---------------|
| Older Adult Development and Long Life | PDAL 0192 | 12 |
| UDL (Universal Design for Learning) to Facilitate Older Adult Learning | PDAL 0194 | 12 |
| Using Technology for Teaching and Learning with Older Adults | PDAL 0196 | 12 |
| Total | | 36 |

There are no course pre-requisites. Students may choose to apply to the program, where upon successful completion of the three courses they would be awarded the micro-certificate. Students will have up to three years to complete the program from the initial start date (first date of enrolment).

See Appendix (i) for course list and descriptions.

b) Experiential Learning or Work-Integrated Learning Opportunities

(Where applicable, briefly describe any experiential learning or work-integrated-learning opportunities within the program.)

N/A

c) Other

(Detail any other component of the proposed program, including any contributions to contact instructional hours by industry or community partners. Refer to the [Certificate and Diploma Framework](#) for requirements around UM Delivered Content.)

N/A

9. Academic Regulations

(Detail any new academic regulations for the program that are not addressed in existing Faculty/School/College/Division regulations.)

Does the program allow part-time study: Yes No

10. Entrance Requirements

(Detail program specific entrance requirements for the program that are in addition to the minimum university entrance requirements. Minimum entrance requirements are (i) the unit's direct entry or advance entry requirements for applicants not enrolled in a degree program at UM; or (ii) for students currently enrolled in a degree program, to be in good academic standing within their current program.)

Minimum UM entrance requirements.

11. Recognition for Credit⁴

(Outline how completion of this program may be recognized and used to satisfy requirements in other programs. Describe whether the program is stackable or whether it can be ladderred into other programs⁵. Append letters of support, as appropriate. See *Request for Support* form at <https://umanitoba.ca/governance/forms.>)

This programming does not currently accommodate transfer credit arrangements, though courses can be assessed for transfer and/or elective credit within programs.

12. Mode of Delivery

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

The proposed program may be delivered in online, classroom, and/or blended modes. All courses will be developed for complete online delivery. The online version of the courses can be used to support a technology infused classroom-based delivery or blended delivery. The development of the courses in online mode will serve to strengthen other modes of delivery.

Decisions regarding actual delivery mode in any offering of the program and courses will be based primarily on the mode that is most appropriate and effective within a particular delivery context and will consider factors such as the:

- preferences and requisite skills and tools of the students; and,
- most advantageous business arrangement for the University.

The relative efficacy of the various delivery modes will be monitored to ensure that they produce comparable accessibility, experiences, and results for learners.

Section D: Program Development and Demand

13. Alignment with Strategic Direction and Priorities

(Comment on how the program fits within unit level and institutional strategic priorities and plans.)

This proposed program aligns with the UM strategic priority *Forging Connections to Foster High Impact Community Engagement*. The program will advance the UM's commitment as an Age-Friendly University, by creating an opportunity for the community served by the UM to develop the knowledge necessary for facilitating older adult learning.

14. Student Demand for Program

a. Outline expected student demand and interest in the program.

With the aging population increasing, a program that focuses on educating individuals that are directly involved in working with this older adult population in a teaching or learning environment is timely. It is expected that this proposed program will be applicable to a broad community including, but not limited to, teachers/educators, support/healthcare workers, therapists, and individuals involved in facilitating learning for older adults including at the numerous senior centres and organizations in Manitoba. Discussions on how this program's courses could serve other EE programs as new electives are ongoing.

⁴ Credit recognition of a micro-credential in another program is subject to Senate approved program regulations. Units are encouraged to review degree requirements and regulations and submit any necessary revisions concurrent with the program proposal.

⁵ Stackable credentials are credentials that are modular in nature, and when combined with others, result in the awarding of a larger credential; laddering of credentials is when one credential articulates into another resulting in students receiving established credit within the program, shortening the path to program completion.

b. What is the expected enrolment in the program?

EE anticipates moderate enrolment in this program, with one section of each course offered each time the program is delivered, and with course enrolment at or above the minimum needed to deliver the program (approximately 13 students).

c. What is the maximum capacity, if applicable? (Defined as first-year enrolment capacity.)

The maximum capacity for each course section will be determined by the course section cap for that delivery mode. For example, in 2022, the normal cap for Extended Education course sections (both face-to-face and online) is 25 and that would also be the maximum capacity of the program overall.

15. Community and Industry Need

(Describe the current community and/or industry need for the program. Identify any community and/or industry partners involved in course delivery or program development, where applicable.)

Facilitators, teachers, volunteers, therapists, and support/healthcare workers are actively involved in facilitating learning for older adults in the community. The Manitoba Association for Senior Centres (MASC) supports this proposed program and believes it will offer individuals who connect with older adults with a better understanding of the aging process and the learning styles and needs of an older adult learner (see Appendix iv for MASC letter of support).

A market scan was conducted and there are currently no such programs offered in Manitoba that focus on the foundational knowledge necessary for effectively facilitating older adult learning, and no micro-certificates offered in this area from any other institution in Canada.

16. Internal Consultation

(Outline the results of internal consultations, including (i) relevant departments/faculties/colleges/school in respect to use of courses and/or recognition of credit; (ii) the libraries to determine resource needs; (iii) the Office of the Registrar and Enrolment Services to determine system needs; and (iv) other units in relation to resource needs, as appropriate. Append letters of support, as appropriate. See *Request for Support* form at <https://umanitoba.ca/governance/forms>)

How have faculty, staff and students within the unit been consulted as part of the process?

- Bill Kops, Senior Scholar (Extended Education) submitted a funding proposal for the UM's Centre on Aging's Age-Friendly University Initiatives Fund², which was approved with funding awarded for the 2021-22 fiscal year.
- Centre on Aging, University of Manitoba
- Centre for the Advancement of Teaching and Learning, University of Manitoba
- UM Libraries
- UM Information Services and Technology (IST)

17. External Consultation

(Outline any consultations with community and industry partners, and other external stakeholders in the development of this program. Append letters of support, as appropriate.)

- [The Manitoba Association for Senior Centres](#) (MASC); see Appendix iv for letter of support
- [Creative Retirement Manitoba](#)
- Select Canadian universities with targeted programs for older adults (E.g., Simon Fraser University, University of Regina)

18. On-going Review and Quality Assurance

(Outline unit level plans for on-going review of program. Plans will include incorporating feedback from students, instructors, community and faculty partners, and other stakeholders.)

The program will be evaluated on a regular basis with some sample performance indicators including enrolment rate, success rate, participant satisfaction, and overall sustainability.

Section E: Resource Requirements

19. Projected costs and revenues.

(For each of the sections below, outline the resource requirements for the program. Note that some units may require completion of a program budget/financial form. If required, please append details to the proposal.)

a. Staffing Requirements

(Comment on the staffing requirements to deliver the program, including instructional, administrative, or advising requirements. Indicate whether any new staffing resources are required to deliver the program.)

- Commitments of existing staff time towards this program will be required, including a Program Coordinator, ongoing technology support, Student Services, and Marketing & Communications;
- Instructor(s) with a relevant combination of education and expertise will be recruited and hired; and,
- Counselling and advising resources provided by Extended Education will be available to participants of this program.

b. Infrastructure/Equipment/IT Requirements

(Comment on how the proposed program will impact on the use of current infrastructure, equipment, and IT resources, including student systems.)

The proposed program is not expected to require any additional IST resourcing, infrastructure, planning or additional services above and beyond what EE is currently utilizing from IST. See Appendix iii for the letter of support from UM Information Services and Technology (IST).

c. Library Resources

(If the program requires new courses or courses that are not offered on a regular basis, comment on the adequacy of existing library resources. Append a letter of support from the Libraries.

The Libraries' collection can support this new program. See Appendix iii for the letter of support from UM Libraries.

d. Other Resources

(Outline any other resources required for on-going delivery of the program. This could include, but is not limited to, costs associated with supplies and administrative costs, travel costs, and/or marketing costs.)

N/A

e. Program Funding

(Direct costs incurred in the delivery of non-degree certificate-level programming are normally recovered through a cost-recovery model. Outline below the primary sources of funding for the proposed program.)

i. Course Fees

(Detail proposed course fees associated with the program and provide a rationale for the proposed fee rates.)

| | |
|-------------------------|-------|
| Program application fee | \$100 |
| 12 contact hour course | \$215 |
| 12 contact hour course | \$215 |
| 12 contact hour course | \$215 |
| Total | \$745 |

The non-degree tuition/fees are consistent with the planning parameters for undergraduate students. The total fee outlined includes a program application fee, which is required for students who wish to seek the credential.

ii. Other Funding Sources

(Outline any other funding sources in support of program delivery.)

Program design was partially funded by UM’s Centre on Aging’s Age-Friendly University Initiatives Fund (2021-22). [Error! Bookmark not defined.](#)

Section F: Approvals

(Certificates and micro-certificates require Senate approval under concurrence without debate following endorsement by the Faculty/School/Division Council. Please list committee/governing body approvals and dates below, as applicable.)

Unit Level Approvals

Committee/Governing Body
Extended Education Council

Approval Date
May 11, 2022

Institutional Approvals

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

Approval Date:

Section G: Appendices

As appropriate, please append the following:

- i) List of courses with course calendar descriptions, highlighting new courses.
- ii) Course introduction forms for proposed new courses.
- iii) Internal letters of support (See *Request for Support* form at <https://umanitoba.ca/governance/forms>), including letter of support from Libraries.
- iv) External letters of support.
- v) Program budget form, if applicable.
- vi) Projected Budget for Micro-Certificate in Facilitating Older Adult Learning (for internal consideration only).

Appendix i) Courses

| PDAL 0192 Older Adult Development and Long Life 12 contact hrs | |
|--|---|
| Description | This course will focus on the developmental lifespan of older adults. Relevant concerns of the aged will be discussed with the goal to develop an understanding of the factors affecting the lives of older adults from a multidisciplinary perspective. The course will cover topics such as physiological changes, psychological considerations (cognitive stages, sensory processes, adaptation and coping, memory) and sociological perspectives (health, well-being and long life). |
| Learning Outcomes | <ul style="list-style-type: none"> • Discuss the predominant psychological, social and biological theories of aging and its effects on basic processes; • Examine the developmental concepts that interact with aging; • Describe biological, psychological and social changes that occur with advancing age; • Examine the implications of aging for individuals, institutions, and societies; • Discuss the interaction between older people and the rest of society; • Interpret how various age related processes influence learning in older adults; and, • Integrate theories, concepts and ideas discussed in the course with your personal experiences and observations. |
| PDAL 0194 UDL (Universal Design for Learning) to Facilitate Older Adult Learning 12 contact hrs | |
| Description | This course outlines the principles and practices of Universal Design for Learning (UDL), an approach to teaching and learning that focuses on removing barriers to learning for all. You will learn principles of UDL in general before exploring applications to older adult learners in the design and/or delivery of a course or service, as well as the intersections between UDL and other movements focused on expanding access to education, such as equity, diversity and inclusion (EDI); decolonization, Indigenization, and reconciliation; and anti-racist pedagogies. In this course you will also apply UDL principles and practices to your own specific teaching or service delivery setting, exploring site-specific barriers and developing strategies for overcoming them so that older adult learning and service provision is as equitable and inclusive as possible. |
| Learning Outcomes | <ul style="list-style-type: none"> • Define the theory of Universal Design for Learning (UDL) and its application in both formal and informal learning contexts for older adults; |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Explain how UDL is connected to other movements focused on expanding access to education, such as equity, diversity and inclusion (EDI); decolonization, Indigenization, and reconciliation; anti-racist and anti-oppressive pedagogies; • Apply strategies for each UDL principle that reduce barriers for older adults in a variety of learning environments; and, • Apply UDL principles to your own work environment to enhance access and equity for older adult learners. |
| PDAL 0196 Using Technology for Teaching and Learning with Older Adults 12 contact hrs | |
| Description | This course explores how technology can be used to support the effective teaching of older adults and how to select and implement appropriate learning technologies given how older adults learn, use, and experience technology is discussed. |
| Learning Outcomes | <ul style="list-style-type: none"> • Identify and challenge common myths associated with older adult learning and the adoption and use of technology by older adults; • Describe the barriers faced by older adults in adopting and using technology; • Evaluate and select appropriate learning technologies for supporting effective teaching of older adult learners; • Design a plan for effectively facilitating a learning experience for older adults using selected learning technologies; and, • Reflect on how your experiences with technology, as well as your perceptions about older adult learners and their ability to learn and use technology, can impact the learning environment and experiences of older adult learners. |

Appendix ii) Course introduction forms for proposed new courses.

N/A

Appendix iii) Internal letters of support (See *Request for Support* form at <https://umanitoba.ca/governance/forms>), including letter of support from Libraries.



125 Extended Education Complex
Winnipeg, Manitoba
Canada R3T 2N2

March 21, 2022

To: Extended Education Program Review Committee

I am pleased to offer this letter of support for the proposed *Micro-Certificate in Facilitating Older Adult Learning*.

There are several reasons why I support the program:

1. It will align Extended Education with the University of Manitoba Age-friendly University (AFU) initiative.
2. It was awarded \$15,000 from the AFU Initiatives Fund, which indicates the commitment of the Centre on Aging to the program.
3. It will place Extended Education in front of the curve to meet a growing interest of older adults for quality education and training.
4. It will make Extended Education a leader in this kind of programming in Canada.

From a broader perspective, there are good reasons to support the program. The number of older adults in Canada is growing and is increasing the proportion of older people in the population. In Canada in 2021, there were just over seven million people 65 years of age or older (about 19% of the population), and by 2025 about one in five Canadians is expected to be over the age of 65 (Statistics Canada, 2021).

Along with older age comes retirement; often with a search for new challenges, intellectual stimulation, and interesting ways to contribute to communities. Also, older adults are dealing with life changes resulting from increased leisure time, changing housing requirements, deaths of spouses/partners, and reduced finances. These multiple factors can motivate them to participate in educational activities to support these transitional processes, contribute to a good quality of life for themselves and others, and increase their chances of successful aging.

The proposed *Micro-Certificate in Facilitating Older Adult Learning* will support education and training focused on older adults in multiple settings, including universities, colleges, senior centres, care facilities, and the like, by boosting the quality of instruction. Importantly, the micro-certificate offers a concentrated university-level educational experience that fits the busy lives of working professionals. With the program developed for online delivery, it can potentially attract not only a local audience, but a national and international audience as well. I urge you to approve the proposed *Micro-Certificate in Facilitating Older Adult Learning*.

Sincerely,

Bill Kops

Bill Kops, Senior Scholar
Extended Education



Centre on Aging
338 Lablaster Building
185 Dufferin Road
Winnipeg, Manitoba
Canada R3T 2N2
T. 204 474 8754
cosman@umanitoba.ca

February 23, 2022

Chair, Program Review Committee
Extended Education
University of Manitoba

Dear Chair:

I am pleased to offer this letter of support for approval of the proposed Micro-Certificate in Facilitating Older Adult Learning.

Lifelong learning is recognized globally as important for the growing population of older adults. As such lifelong learning is part of the Sustainable Development Goals of the World Health Organization. Older adults are looking for meaningful outlets for their life, and learning is often part of that. In addition, there are many settings whereby learning is needed in order to facilitate the adoption of new behaviours or treatments (e.g., rehabilitation). Hence the need for an increase in education and training focused on older adults in educational institutions, including the UM, and other settings such as senior centres, hospitals, and the like.

The proposed Micro-Certificate in Facilitating Older Adult Learning meets the needs of a range of people working with older adults from classroom teachers and trainers to therapists and care workers. Importantly, the micro-certificate offers a concentrated university-level educational experience that better fits with the busy lives of working professionals. Assuming the program is developed to be delivered online, it should attract both a local, provincial, national or even international audience.

As you may know, the proposal was awarded \$15,000 from the Age-friendly University Initiative Fund, which indicates the commitment of the Centre on Aging to the program. We are pleased to offer our support to the proposal and its contribution to making Manitoba more age-friendly and the University of Manitoba an Age-Friendly University.

Sincerely,

Michelle M. Porter, PhD
Director

umanitoba.ca/aging

University of Manitoba Libraries
Statement for New Program



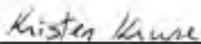
Faculty Extended Education
Program Micro Certificate in Facilitating Older Adult Learning

The Libraries' collection can support this new program, as it was described in the documents provided.

It is not expected that this proposed change will affect the Libraries' ability to continue to provide services such as research and teaching support, reference assistance, document delivery, and the technical infrastructure which allows the discovery and delivery of the Libraries' resources and services.

Cody Fullerton
Data & Social Science Librarian

Afra Bolefski
Head, Social Science Division



Kristen Kruse
Coordinator, Collections Management



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

April 8, 2022

Date



Information Services And Technology

Mario Lebar, CIO
Tel: (204) 474-8668
Mario.Lebar@umanitoba.ca

April 28, 2022

The University of Manitoba Information Services and Technology
Statement of Support

Faculty: Extended Education

Micro-Certificate in Facilitating Older Adult Learning

Extended Education is proposing a Micro-Certificate in Facilitating Older Adult Learning, which includes 3 new courses:

| Course Name | Contact Hours |
|--|---------------|
| Older Adult Development and Long Life | 12 |
| UDL to Facilitate Older Adult Learning | 12 |
| Using Technology for Teaching and Learning with Older Adults | 12 |
| Total | 36 |

Information Services and Technology can support this new program, as it was described in the documents provided and as described by the requesting area.

It is not expected that this proposed new program will affect Information Services and Technology's ability to continue to provide services such as:

- Service Desk first point of contact for request fulfillment and incident resolution for faculty and students,
- Endpoint Service & Support for the faculty's computers and devices,
- classroom audio visual support for faculty,
- access to university wide applications,
- application maintenance and,
- core infrastructure services such as email, communications infrastructure and network services,

Continued support of these services by Information Service and Technology is not expected to cause unusual or intolerable stress on IST's technical infrastructure or resources as a result of the new programs.

Mario Lebar
Chief Information Officer

Date:

Mario Lebar
Digitally signed by Mario Lebar
Date: 2022.04.28 10:31:14
-05'00'

Appendix iv) External letters of support

Manitoba Association of Senior Centres



February 18, 2022

Centre on Aging, University of MB
Age-Friendly University Initiatives Fund (2021 – 2022)

To whom it may concern,

Re: Application from B. Kops, Extended Education

The Manitoba Association of Senior Centres (MASC) is pleased to support the application submitted by Bill Kops entitled **Micro-Certificate in Facilitating Older Adult Learning**.

MASC is a provincial focal point to facilitate communication, networking, and planning among our 62 member centers across Manitoba. Our association assists in the development of Senior Centres, and we work with other groups who have an interest in older adults. MASC also connects with 90+ communities in Manitoba through our Age Friendly Manitoba Initiative.

Pre-covid, our Centres provided opportunities to their local community/members to learn a new skill, exercise in groups, meet and enjoy a meal in a congregate setting and stay healthy through educational sessions.

COVID has forced many into on line connections. Many of our member centres have moved to on line programming. The uptake by older adults has been exponential. Post-covid times will see Centres providing both on site and on line programming. The need for appropriately trained facilitators will increase across many sectors of professionals.

The development of a micro certificate program will provide training to those much needed Professionals. The program itself will be multi-generational providing opportunities to many ages to enroll in the micro certificate program. The facilitators, who would then connect with older adults through our member centres, would have with a better understanding of the aging process and the learning styles/needs of an older adult learner.

We strongly support this application. Should you require any further information, please connect with me.

Sincerely,

A handwritten signature in black ink, appearing to read "Connie Newman".

Connie Newman, Executive Director

Cc: David Scott, President



Phone: 204-792.5838

Email: info@manitobaseniorcentres.com

www.manitobaseniorcentres.com

Appendix v) Program budget form, if applicable.

N/A

Memo

Date: May 18, 2022

To: Shannon Coyston, Associate University Secretary, Office of the University Secretary

From: Rod Lastra, Acting Dean, Extended Education



Re: Applied Counselling Certificate – Minor Amendment, new Elective Course

I am pleased to advise that at a meeting held on May 11, 2022, Extended Education's Council approved a proposal for a minor amendment to our Applied Counselling Certificate program to include a new 30-contact hour elective course, Resiliency and Indigenous Youth: Working in Respect and Reciprocity (COUN XXXX). The supporting document is attached. We are submitting it with a request that it be included for information in a report to Senate at its June 22, 2022 meeting. We are anticipating our initial offering of the course in the Fall 2022 term.

Thank you very much.

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



Faculty/School/College/Division: Extended Education

Contact, Name and Title: Office of the Dean, Extended Education

Contact email: Marion.DeJong@umanitoba.ca

Program Name: Applied Counselling Certificate

MINOR CHANGE IN THE APPLIED COUNSELLING CERTIFICATE (ACC)

Background/intent:

A new 30 contact-hour elective course, **Resiliency and Indigenous Youth: Working in Respect and Reciprocity**, COUN 0260, will be added to the ACC program. Because the course is being added to the program curriculum as an elective offering this is regarded by the UM as a minor change. This new elective course was originally developed and offered as a Special Topics course under the subject code/course number and title: COUN 0900, Special Topics in Counselling 1: Working with Indigenous Youth in a Counselling Relationship (please see below, p. 4, for further details).

Adding this elective as a permanent curricular option in the ACC program is part of the University of Manitoba and Extended Education's commitment to incorporating Indigenous content and perspectives throughout all courses and programs where appropriate. It represents a concrete response to the TRC's calls to action and recommendations in education, which are highlighted as being vital to the multi-generational journey towards reconciliation. We want to un-partition our learning environments. We want non-Indigenous learners to learn about and from Indigenous issues, perspectives and modes of thought.

The ACC program is well suited to this broad project as the incorporation of Indigenous content and perspectives aligns very neatly with both the learning outcomes of the program, and the needs of ACC students and the professional counselling community.

ACC Program Requirements:

The ACC program consists of seven core courses (210 contact hours) and 100 contact hours of elective courses. This program has two streams: (1) the General Counselling stream, or (2) a Specialization in Addiction Studies stream. Students can mix and match elective courses to suit their interests. However, they are only eligible to state a Specialization in Addiction Studies if they have completed the required 100 hours of Addiction Studies electives.

ACC Program Structure:

| APPLIED COUNSELLING CERTIFICATE PROGRAM STRUCTURE | | | |
|---|---|--|---|
| GENERAL PROGRAM STREAM | | <u>REVISED</u> GENERAL PROGRAM STREAM | |
| Core Courses | | Core Courses | |
| 1 | COUN 0100: Counselling Skills Level 1 (30 hours) | 1 | COUN 0100: Counselling Skills Level 1 (30 hours) |
| 2 | COUN 0200: Counselling Skills Level 2 (30 hours) | 2 | COUN 0200: Counselling Skills Level 2 (30 hours) |
| 3 | COUN 0300: Counselling Skills Level 3 (30 hours) | 3 | COUN 0300: Counselling Skills Level 3 (30 hours) |
| 4 | COUN 0202: Counselling Theories (30 hours) | 4 | COUN 0202: Counselling Theories (30 hours) |
| 5 | COUN 0240: Working with Families (30 hours) | 5 | COUN 0240: Working with Families (30 hours) |
| 6 | COUN 0242: Working with Groups (30 hours) | 6 | COUN 0242: Working with Groups (30 hours) |
| 7 | COUN 0400: Capstone (30 hours) | 7 | COUN 0400: Capstone (30 hours) |
| General Electives (100 Contact Hours Required) | | <u>REVISED</u> General Electives (100 Contact Hours Required) | |
| 1 | COUN 0110: Foundations of Case Management (20 hours) | 1 | COUN 0110: Foundations of Case Management (20 hours) |
| 2 | COUN 0250: Crisis Counselling (20 hours) | 2 | COUN 0250: Crisis Counselling (20 hours) |
| 3 | COUN 0252: Understanding Family Violence (30 hours) | 3 | COUN 0252: Understanding Family Violence (30 hours) |
| 4 | COUN 0254: Caring for the Caregiver (20 hours) | 4 | COUN 0254: Caring for the Caregiver (20 hours) |
| 5 | COUN 0256: Mental Health Issues and Co-Occurring Addictions in Human Services Delivery (30 hours) | 5 | COUN 0256: Mental Health Issues and Co-Occurring Addictions in Human Services Delivery (30 hours) |
| 6 | COUN 0258: Anger Management (20 hours) | 6 | COUN 0258: Anger Management (20 hours) |

| | | | |
|--|---|----------|---|
| 7 | COUN 0900: Special Topics in Counselling 1 (20 hours) | 7 | COUN 0900: Special Topics in Counselling 1 (20 hours) |
| 8 | COUN 0902: Special Topics in Counselling 2 (30 hours) | 8 | COUN 0902: Special Topics in Counselling 2 (30 hours) |
| | | 9 | COUN 0260: Resiliency and Indigenous Youth: Working in Respect and Reciprocity |
| ADDICTION STUDIES SPECIALIZATION | | | |
| Offered by the Addictions Foundation of Manitoba (AFM) | | | |
| Core Courses | | | |
| 1 | The Fundamentals of Addictions (20 hours) | | |
| 2 | Pharmacology and Mood-Altering Drugs (formerly Pharmacology) (10 hours) | | |
| 3 | Continuum of Recovery (formerly Relapse Management) (10 hours) | | |
| Elective Courses | | | |
| (Students Choose 6 from the following Options) | | | |
| 1 | Aging and Addictions (10 hours) | | |
| 2 | Families and Addictions (10 hours) | | |
| 3 | Family Violence and Addictions (10 hours) | | |
| 4 | Indigenous Peoples: Substance Use and Gambling (10 hours) | | |
| 5 | Understanding Gambling and Gambling Behaviour (10 hours) | | |
| 6 | Women and Substance Use (10 hours) | | |
| 7 | Women and Substance Use (10 hours) | | |

New Elective: COUN 0260, Resiliency and Indigenous Youth: Working in Respect and Reciprocity

Course Description

This course will focus on supporting youth from a holistic perspective that looks at their physical, emotional, mental and spiritual needs. An emphasis will be placed on understanding the impact of colonialism on their personal development, family and community and how this continues today. We will study their interaction with the systems that surround them and explore what they may need to assist them on their journey to a healthy lifestyle. The Circle of Courage will be explored with special emphasis being placed on the importance of creating a sense of belonging

as the foundation required for them to the systemic barriers that often lead to destructive behaviors. Most importantly, we will look at the gifts and strengths they possess and how these can be enhanced through the counselling relationship.

Contact hours: 30

Learning Outcomes

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

1. Develop a deeper understanding of the impact of colonization on Indigenous youth;
2. Recognize the impact of intergenerational trauma and how this continues to be manifested in the many systems that may be involved in their lives;
3. Develop a deeper understanding of the Circle of Courage in working with Indigenous youth;
4. Develop a basic understanding of the Medicine Wheel in the Sacred Tree teachings;
5. Explain what youth may need in order to live a safe and healthy lifestyle; as well as what the outcome can be if their needs are not met by their support systems;
6. Identify the gifts of courage and resiliency that Indigenous youth carry in their journey

This course was originally developed and offered in the Fall 2020, as a 20-contact hour Special Topics course under the subject code/course number and title: COUN 0900, Special Topics in Counselling 1: Working with Indigenous Youth in a Counselling Relationship. Given the importance and relevance of the course content in contemporary society as well as very positive feedback and recommendations on the course evaluations, there is a demand/need to develop this course into a 30-contact hour elective that will be offered on a regular basis in the program. Based on student feedback, the need to increase the contact hours is to allow for more opportunity for dialogue given the intensity of the content. It will also allow more opportunity and space to process the emotions and transformation that arises from an increased awareness of the impact of colonization in Canada.

The proposed minor revision is designed to enhance the Special Topics: Working with Indigenous Youth in a Counselling Relationship course. It is intended to increase the contact hours from 20 to 30 and include it as a permanent elective within the Applied Counselling Certificate Program. The intent is to have it offered on a consistent basis so all students in the program will be able to access it prior to graduation. This will begin to fill a significant gap with the ACC program and further align our programming with the strategic priorities within Extended Education and the broader University of Manitoba community.

Approved by Extended Education Council: May 11, 2022

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

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, program and regulation changes. Recommendations for such 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 proposal.
3. The Faculty of Graduate Studies Executive Committee met on the above date to consider a proposal from the Dept. of History.

Observations

1. The **Dept. of History** proposes (2) Course Modifications: HIST 7290, HIST 7330. The title and description of HIST 7290 were modified to reflect new developments in scholarship and approach. The new title, "Reading Seminar in Canadian History" is not restricted in terms of time period. The description was updated to refer to topics like Indigenous peoples and colonization, gender and sexuality, and environmental history. The description of HIST 7330 History of Western Canada was modified to include reference to doing archival and primary research, and to remove the statement that course content would vary according to the interests of the students.

Course Modifications

HIST 7290 Reading Seminar in Canadian History 6

This course explores the rich and changing historiography of Canada. The specific focus will vary year to year and may include Indigenous people and colonization, migration and immigration, gender and sexuality, the history of the environment, or histories of health and medicine. Students can earn multiple credits for this course only when the topic subtitle is different.

HIST 7330 History of Western Canada 6

A research course in the history of Western Canadian. The course will explore recent historical approaches to western Canada and introduce students to archival and primary research.

NET CREDIT HOUR CHANGE +0

Recommendations

The Executive Committee recommends THAT: the course change(s) from the unit listed below be approved by Senate:

Dept. of History

Respectfully submitted,

Dr. Kelley Main, Chair
Faculty of Graduate Studies Executive Committee

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

/ak

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

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, program and regulation changes. Recommendations for such 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 proposal.
3. The Faculty of Graduate Studies Executive Committee met on the above date to consider a proposal from the College of Nursing.

Observations

1. The **College of Nursing** proposes (1) Course Modification: NURS 7412. The pre or co-requisite for NURS 7412 needs to be deleted to align with the current course sequence of the Nurse Practitioner Program. NURS 7412 was introduced in 2018 as part of the revisions to the Nurse Practitioner program. Since that time, the course sequencing of the program has been modified to better meet the learning needs of the students. As such, it is recommended that the pre or co-requisite of NURS 7402 Advanced Pathophysiology and Therapeutics in Nurse Practitioner Practice be deleted. NURS 7412 is scheduled in the first term and NURS 7402 is scheduled in the second term.

Course Modification

NURS 7412 Advanced Health Assessment

3

The student will perform advanced health assessments to create differential diagnoses for well clients of all ages in the context of primary care. Emphasis is on diagnostic reasoning and clinical judgment within the Nurse Practitioner scope of practice. Not to be held with NURS 7410 and NURS 7420.

NET CREDIT HOUR CHANGE

+0

Recommendations

The Executive Committee recommends THAT: the course change(s) from the unit listed below be approved by Senate:

College of Nursing

Respectfully submitted,

Dr. Kelley Main, Chair
Faculty of Graduate Studies Executive Committee

/ak

Comments of the Senate Executive Committee:
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 (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, program and regulation changes. Recommendations for such 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 proposal.
3. The Faculty of Graduate Studies Executive Committee met on the above date to consider a proposal from the Dept. of Medical Microbiology & Infectious Diseases.

Observations

1. The **Dept. of Medical Microbiology & Infectious Diseases** proposes (1) Course Modification: MMIC 7160 to change the course title and description. The rationale is that the teachings and learnings in MMIC 7160 encompass both infection and antimicrobial action. In order to teach the molecular basis of antimicrobial action and resistance, detailed learning and discussion of both the pathogen and the infectious process is required. Thus, the changes will better reflect the actual teachings and learnings in the course and are supported both by students and faculty. The objectives of the course will not change.

Course Modification

MMIC 7160 Molecular Basis of Infection and Antibiotic Action

3

Historical development, mechanism of action, principles of antimicrobial susceptibility testing and molecular and genetic basis for antibiotic resistance transfer as well as pathogenesis of infectious diseases. Prerequisite courses include Microbial Physiology or Biochemistry and at least an introductory course in Genetics and the consent of instructor.

NET CREDIT HOUR CHANGE

+0

Recommendations

The Executive Committee recommends THAT: the course change(s) from the unit listed below be approved by Senate:

Dept. of Medical Microbiology & Infectious Diseases

Respectfully submitted,

Dr. Kelley Main, Chair
Faculty of Graduate Studies Executive Committee

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

/ak

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

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, program and regulation changes. Recommendations for such 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 proposal.
3. The Faculty of Graduate Studies Executive Committee met on the above date to consider a proposal from the Dept. of Restorative Dentistry.

Observations

1. The **Dept. of Restorative Dentistry** proposes (3) Course Modifications: RSTD 7028, RSTD 7038, RSTD 7124. RSTD 7028 and RSTD 7038 involve the removal of prerequisite requirements. The reason for this change is that the courses are offered on a 3-year rotational cycle and so they will often have to be taken out of sequential order. This will prevent the unit from having to enter registration overrides. The modification of RSTD 7124 consists of a name change to the course title and a brief edit to the course description to be clearer about the content covered within the course. The course content itself isn't changing and this modification will reflect the content in the ways that the other Classic Literature Review program courses already do.

Course Modifications

RSTD 7028 Current Prosthodontic Literature Review 3 **1**

This course will consider the concepts underlying the current practice of prosthodontics by reviewing assigned readings from the current scientific literature. Students will be expected to apply principles of critical evaluation in order to identify and appreciate the limitations of these studies and thus the limitations of the current concepts derived from them.

RSTD 7038 Current Prosthodontic Literature Review 5 **1**

This course will consider the concepts underlying the current practice of prosthodontics by reviewing assigned readings from the current scientific literature. Students will be expected to apply principles of critical evaluation in order to identify and appreciate the limitations of these studies and thus the limitations of the current concepts derived from them.

RSTD 7124 Classic Articulator and Maxillofacial Literature Review **1**

This course will consider classic concepts underlying the current practice of articulators and maxillofacial prosthodontics by reviewing assigned readings from the scientific literature. Students will be expected to apply principles of critical evaluation in order to identify and appreciate the limitations of these studies and thus the limitations of the current concepts derived from them.

NET CREDIT HOUR CHANGE **+0**

Recommendations

The Executive Committee recommends THAT: the course change(s) from the unit listed below be approved by Senate:

Dept. of Restorative Dentistry

Respectfully submitted,

Dr. Kelley Main, Chair
Faculty of Graduate Studies Executive Committee

/ak

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

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

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, program, supplementary regulation, and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the Faculty of Kinesiology & Recreation Management.

Observations

1. The **Faculty of Kinesiology & Recreation Management** proposes M.A. & M.Sc. Supplementary Regulation Changes. The unit has adjusted the requirements of the Examining Committee (section 4.7.1.2) to match that of the Advisory Committee (section 4.5.2). This step was missed and should have been included when submitting the initial changes to the Advisory committee requirements.

Recommendations

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

Faculty of Kinesiology & Recreation Management

Respectfully submitted,

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

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

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| <p>in cases of recent (within the last 5 years) collaboration among committee members, which may result in the perception of a lack of fairness or impartiality. These examples are not intended to be comprehensive, and are provided solely for illustration. The University of Manitoba Conflict of Interest Policy and Conflict of Interest Procedures as well as the Conflict of Interest Between Evaluators and Students due to Close Personal Relationships should also be consulted.</p> <p>In addition to following the processes outlined in the above policies, COIs that exist within advisory and examining committees should be declared in writing to the Faculty of Graduate Studies to provide transparency to all relevant parties (including the student, committee members, unit leadership, and the Faculty of Graduate Studies). All reported conflicts will be reviewed by the Dean of the Faculty of Graduate Studies (or designate). If the conflict is deemed sufficiently significant and cannot be mitigated, a new committee may need to be struck.</p> | |
| <p>4.5.2 Thesis/Practicum Route</p> <p>Advisory committees are selected by the advisor/co-advisor in consultation with the student and should consist of individuals whose expertise is consistent with that necessary to provide additional advice and guidance to the student during their research program.</p> <p>The advisory committee must consist of a minimum of three (3) voting members (the advisor/co-advisor have a single vote), at least two (2) of whom must be members of the Faculty of Graduate Studies.</p> <p>All examiners must be deemed qualified by the department/unit Head and be willing to serve.</p> <p>Individuals who are not a member of the Faculty of Graduate Studies, but who possess specific and extensive expertise and experience, such as professionals, artists, Knowledge Keepers or Elders, may serve on the advisory committee as a full voting member. No more than one such knowledge expert may serve on any individual advisory committee, and must be nominated by the unit Head or Graduate Chair and approved by the Dean of the Faculty of Graduate Studies or designate.</p> <p>Advisory committees may alternatively include one (1) non-voting invited member who has expertise in a related discipline but is not a member of the Faculty of Graduate Studies.</p> <p>Under no circumstances are graduate students, Post-Doctoral fellows, and Research Assistants or Associates to serve on graduate student examining committees, regardless if they hold a rank of Adjunct Professor.</p> <p>The composition of, and any changes to, the advisory committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies. The advisor/co-advisor is the Chair of the advisory committee.</p> <p>It is expected that advisory committee members will have a Master's degree or equivalent. Equivalency will be determined by the Dean of the Faculty of Graduate Studies or designate. Knowledge experts are exempted from this requirement.</p> <p>Additional specifications, if any, regarding the advisory committee are found in the department/unit supplementary regulations and students should consult these regulations for specific requirements.</p> | <p>An Advisory Committee will be established for each Master's student within nine months of the student starting their program of study and prior to the development of the student's thesis proposal. The Advisory Committee will consist of a minimum of three (3) persons: the advisor (with co-advisor if applicable), at least one other member of the graduate faculty of the Faculty of Kinesiology and Recreation Management, and either another Faculty of Kinesiology and Recreation Management graduate faculty or a member with no appointment in the Faculty of Kinesiology and Recreation Management. another member of the Faculty of Graduate Studies.</p> |
| <p>4.5.3 Course-based, Major Research Paper, or Comprehensive Examination Route</p> <p>Normally, advisory committees are not required in these routes; however, any appropriate specifications regarding an advisory committee can be found in the department/unit's supplementary regulations and students should consult these regulations for specific requirements.</p> | |
| <p>4.5.4 Accredited professional programs</p> | |

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| | <p>specifically and previously arranged with the Associate Dean (Research & Graduate Studies). It is the student's responsibility to inform the Associate Dean (Research & Graduate Studies) if one or more of the Thesis Advisory Committee will not be present at the oral presentation and to request approval to utilize an alternate approach to include the member from a distance.</p> <p>3. The student will make a presentation of his/her thesis proposal to the Thesis Advisory Committee (usually a 20-30 minute presentation) followed by a question period, to a maximum of 90 minutes.</p> <p>Following the oral proposal, the student must submit a proposal for ethics approval (if applicable) before proceeding with the collection of data. The advisor directs the student's collection and analysis of data, and the writing of the thesis, to ensure that the research is progressing as planned. Any major changes in the actual conduct of the research should be implemented only after consultation with all members of the student's Thesis Advisory Committee.</p> |
| <p>4.7.1.2 Examining Committee</p> <p>The advisor/co-advisor will recommend an examining committee to the department/unit Head for approval, which shall then be reported to the Faculty of Graduate Studies on the "Master's Thesis/Practicum Title and Appointment of Examiners" form. This form must be approved by the Dean of the Faculty of Graduate Studies at least two (2) weeks prior to the distribution of the thesis.</p> <p>Under normal circumstances, the examining committee will be the same as the advisory committee unless otherwise stipulated in the department/unit's supplementary regulations. The examining committee must consist of a minimum of three (3) members (including the advisor/co-advisor), at least two (2) of whom must be members of the Faculty of Graduate Studies. All examiners must be deemed qualified by the department/unit Head and be willing to serve. It is expected that, under normal circumstances, examination committee members will have a Master's degree or equivalent. The composition of, and any changes to, the examining committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies. Individual department/units establish specific requirements for examination and students should consult department/unit supplementary regulations for specific requirements.</p> <p>Under no circumstances are graduate students, Post-Doctoral fellows, and Research Assistants or Associates to serve on graduate student examining committees, regardless if they hold a rank of Adjunct Professor.</p> <p>The Head of the department/unit arranges for the distribution of the thesis/practicum to the examiners. It is the duty of all examiners to read the thesis/practicum and report on its merits according to the following categories:</p> <ul style="list-style-type: none"> • Acceptable, without modification or with minor revision(s); or • Acceptable, subject to modification and/or revision(s); or • Not acceptable. <p>If two or more examiners do not approve the thesis, then the student is deemed to have failed the distribution.</p> | <p>Examining Committee:</p> <p>The Thesis Examining Committee <u>will consist of a minimum of three (3) persons: the advisor (with co-advisor if applicable), at least one other member of the graduate faculty of the Faculty of Kinesiology and Recreation Management, and another member of the Faculty of Graduate Studies.</u> will consist of a minimum of 3 persons: the advisor (and co-advisor if applicable), at least one other member of the graduate faculty of the Faculty of Kinesiology and Recreation Management, and at least one member with no appointment in Faculty of Kinesiology and Recreation Management.</p> <p>Normally, the Examining Committee will be the same as the Advisory Committee.</p> <p>Adjunct and cross appointments (internal and external to the University of Manitoba) to the Faculty of Kinesiology and Recreation Management will require a co-advisor whose primary appointment is from within the Faculty of Kinesiology and Recreation Management in order to supervise graduate students.</p> |

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

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, program, supplementary regulation, and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the Dept. of Food & Human Nutritional Sciences.

Observations

1. The **Dept. of Food & Human Nutritional Sciences** proposes M.Sc. & Ph.D. Supplementary Regulation Changes. The unit has adjusted the requirements of the M.Sc. and Ph.D. advisor (sections 4.5.2 and 5.2.4) to require that “if the primary appointment of a student’s advisor or co-advisor is not in the Dept. of Food & Human Nutritional Sciences, the student’s advisory committee must include an additional department member”. This will ensure appropriate representation from FHNS faculty members on graduate student advisory committees.

Recommendations

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

Dept. of Food & Human Nutritional Sciences

Respectfully submitted,

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

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

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| <p>in advisor/co-advisor or when a co-advisor is added mid-way through the student's program.</p> <p>Should, during the student's program, the relationship between the student and advisor/co-advisor significantly deteriorate, the matter should be referred sequentially to the department/unit Graduate Chair, the Head of the department/unit, then to the Dean of the Faculty of Graduate Studies (or designate). It is the responsibility of the department/unit offering the program in which the student is studying to arrange an alternate advisor if this is appropriate and necessary. All students should consult department/unit supplementary regulations for specific details regarding advisor/co-advisor requirements.</p> | |
| <p>4.5 Advisory Committee</p> <p>4.5.1 Conflict of Interest</p> <p>There are several circumstances that might lead to a real, perceived or potential Conflict of Interest (COI) in advisory and examining committees. A real COI could be present due to the existence of a (past or present) personal relationship that is romantic, sexual, marital, personal or familial. There is a potential for a perceived COI in cases of recent (within the last 5 years) collaboration among committee members, which may result in the perception of a lack of fairness or impartiality. These examples are not intended to be comprehensive, and are provided solely for illustration. The University of Manitoba Conflict of Interest Policy and Conflict of Interest Procedures as well as the Conflict of Interest Between Evaluators and Students due to Close Personal Relationships should also be consulted.</p> <p>In addition to following the processes outlined in the above policies, COIs that exist within advisory and examining committees should be declared in writing to the Faculty of Graduate Studies to provide transparency to all relevant parties (including the student, committee members, unit leadership, and the Faculty of Graduate Studies). All reported conflicts will be reviewed by the Dean of the Faculty of Graduate Studies (or designate). If the conflict is deemed sufficiently significant and cannot be mitigated, a new committee may need to be struck.</p> | |
| <p>4.5.2 Thesis/Practicum Route</p> <p>Advisory committees are selected by the advisor/co-advisor in consultation with the student and should consist of individuals whose expertise is consistent with that necessary to provide additional advice and guidance to the student during their research program.</p> <p>The advisory committee must consist of a minimum of three (3) voting members (the advisor/co-advisor have a single vote), at least two (2) of whom must be members of the Faculty of Graduate Studies.</p> <p>All examiners must be deemed qualified by the department/unit Head and be willing to serve.</p> <p>Individuals who are not a member of the Faculty of Graduate Studies, but who possess specific and extensive expertise and experience, such as professionals, artists, Knowledge Keepers or Elders, may serve on the advisory committee as a full voting member. No more than one such knowledge expert may serve on any individual advisory committee, and must be nominated by the unit Head or Graduate Chair and approved by the Dean of the Faculty of Graduate Studies or designate.</p> <p>Advisory committees may alternatively include one (1) non-voting invited member who has expertise in a related discipline but is not a member of the Faculty of Graduate Studies.</p> <p>Under no circumstances are graduate students, Post-Doctoral fellows, and Research Assistants or Associates to serve on graduate student examining committees, regardless if they hold a rank of Adjunct Professor.</p> | <p>At least one of the committee members must not be a co-applicant on the research grant that is funding the student's project.</p> <p>If the primary appointment of a student's advisor or co-advisor is not in the department, the student's advisory committee must include an additional department member.</p> <p>For Adjunct Professors, the Department of Food and Human Nutritional Sciences limits graduate training to a Co-Advisory role. Two Adjunct Professors cannot be Co-Advisors on a student's committee. In order to avoid issues with respect to conflict of interest, Adjunct Professors will not be able to serve on the advisory/examination committees (program or candidacy examination) for any student whose primary advisor is also the Adjunct's direct supervisor.</p> <p>The advisory committee must be formed within 9 months after commencement of the program.</p> |

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| <p>again if there is a change in advisor/co-advisor or when a co-advisor is added midway through the student's program.</p> <p>Should, during the student's program, the relationship between the student and advisor/co-advisor significantly deteriorate, the matter should be referred sequentially to the department/unit Graduate Chair, the Head of the department/unit, then to the Dean of the Faculty of Graduate Studies. It is the responsibility of the department/unit offering the program in which the student is studying to arrange an alternate advisor/co-advisor if this is appropriate and necessary.</p> <p>All students should consult department/unit supplementary regulations for specific details regarding advisor/co-advisor requirements.</p> | |
| <p>5.2.4 Advisory Committee</p> <p>The Head of the department/unit is responsible for the establishment of an advisory committee for each Ph.D. student. Advisory committees are selected by the advisor/co-advisor in consultation with the student and should consist of individuals whose expertise is consistent with that necessary to provide additional advice and guidance to the student during their program.</p> <p>The advisory committee must consist of a minimum of three (3) voting members (the advisor/co-advisor have a single vote), all of whom must be <u>members of the Faculty of Graduate Studies</u>.</p> <p>In addition, individuals who are not a member of the Faculty of Graduate Studies, but who possess specific and extensive expertise and experience, such as professionals, artists, Knowledge Keepers or Elders, may serve on the advisory committee as a full voting member. No more than one such knowledge expert may serve on any individual advisory committee, and must be nominated by the unit Head or Graduate Chair and approved by the Dean of the Faculty of Graduate Studies or designate. Advisory committees may alternatively include one (1) non-voting invited member who has expertise in a related discipline but is not a member of the Faculty of Graduate Studies.</p> <p>It is expected that advisory committee members will have a Ph.D. degree or equivalent. Equivalency will be determined by the Dean of the Faculty of Graduate Studies or designate. Knowledge experts are exempted from this requirement.</p> <p>Under no circumstances should graduate students, Post-Doctoral Fellows, and Research Assistants or Associates serve on graduate student advisory committees, regardless if they hold a rank of Adjunct Professor.</p> <p>A student who also holds an appointment at the University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same department/unit.</p> <p>The composition of, and any changes to, the advisory committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies on the "<u>Program of Study and Appointment of Advisory Committee</u>" form.</p> <p>The advisor/co-advisor is the Chair of the advisory committee.</p> <p>Advisory committee meetings must be held at least annually, and are not intended to take the place of meetings between the student and advisor/co-advisor which should occur with much greater frequency than the advisory committee meetings.</p> | <p>At least one of the committee members must not be a co-applicant on the research grant that is funding the student's project.</p> <p><u>If the primary appointment of a student's advisor or co-advisor is not in the department, the student's advisory committee must include an additional department member.</u></p> <p>For Adjunct Professors, the Department of Food and Human Nutritional Sciences limits graduate training to a Co-Advisory role. Two Adjunct Professors cannot be Co-Advisors on a student's committee. In order to avoid issues with respect to conflict of interest, Adjunct Professors will not be able to serve on the advisory/examination committees (program or candidacy examination) for any student whose primary advisor is also the Adjunct's direct supervisor.</p> <p>The advisory committee and thesis proposal must be formed within 12 months of commencing the program.</p> |

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

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, program, supplementary regulation, and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the Dept. of Linguistics.

Observations

1. The **Dept. of Linguistics** proposes M.A. & Ph.D. Supplementary Regulation Changes. The changes are of a housekeeping nature, intended to bring the supplementary regulations in line with current practice in the department. M.A. thesis proposals have always been longer than the one page originally stipulated in the supplementary regulations, so the department has changed the length requirement to “approximately two pages, excluding references” (section 4.7.1.1). For the Ph.D. candidacy examination (section 5.8), the unit has changed the length of the presentation from 15-20 minutes to 20-25 minutes, since in practice the presentations are normally of this length. Regarding the approval of Ph.D. thesis proposals (section 5.9), the unit has added that the student “will give a brief oral presentation of their thesis proposal” to the advisory committee, again to reflect what has become standard practice in the department. There are also minor updates to the word choice regarding the establishment of committees (sections 5.2 and 5.2.4).

Recommendations

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

Dept. of Linguistics

Respectfully submitted,

Dr. Kelley J. Main, Chair

Faculty Council of Graduate Studies

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

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| <ul style="list-style-type: none"> • maintain a minimum degree grade point average (DGPA) of 3.0 with no grade below C+; • complete <u>GRAD 7500</u> • complete <u>GRAD 7300</u> • meet the minimum and not exceed the maximum course requirements; and • meet the minimum and not exceed the maximum time requirements (in terms of time in program and lapse or expiration of credit of courses). <p>Individual department/units may have additional specific requirements for graduation and students should consult department/unit supplementary regulations for these specific requirements.</p> | |
| <p>4.7.1 Thesis/Practicum Route</p> <p>4.7.1.1 Thesis vs. Practicum</p> <p>Students must demonstrate their mastery of the field and that they are fully conversant with the relevant literature through their thesis/practicum. The thesis or practicum will normally be written in English unless the student is studying in a program at the Université de Saint-Boniface, or departmental/unit supplementary regulations allow a different language to be used.</p> <p>A practicum differs from the thesis in its emphasis on the application of theory, it is however similar in scope, span, and rigour. The practicum takes the form of an exercise in the practical application of knowledge and skill. It usually involves the careful definition of a problem, the application of appropriate knowledge and skills to the problem, and a report of the results in a manner suitable for evaluation by an examining committee. Individual department/units have specific requirements for graduation and students should consult department/unit supplementary regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the practicum.</p> <p>The thesis is developed under the mentorship of the advisor/co-advisor. Individual department/units may have specific guidelines regarding the thesis proposal and its acceptance by the student's advisory committee and department/unit Head; students should consult department/unit supplementary regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the thesis research.</p> | <p>A thesis proposal (approximately a one page abstract<u>two pages, excluding references</u>) of the thesis topic, developed by the student under the guidance of the advisor, must be forwarded to the Committee for approval.</p> |
| <p>4.7.1.2 Examining Committee</p> <p>The advisor/co-advisor will recommend an examining committee to the department/unit Head for approval, which shall then be reported to the Faculty of Graduate Studies on the "<u>Master's Thesis/Practicum Title and Appointment of Examiners</u>" form. This form must be approved by the Dean of the Faculty of Graduate Studies at least two (2) weeks prior to the distribution of the thesis.</p> <p>Under normal circumstances, the examining committee will be the same as the advisory committee unless otherwise stipulated in the department/unit's supplementary regulations. The examining committee must consist of a minimum of three (3) members (including the advisor/co-advisor), at least two (2) of whom must be members of the Faculty of Graduate Studies. All examiners must be deemed qualified by the department/unit Head and be willing to serve. It is expected that, under normal circumstances, examination committee members will have a Master's degree or equivalent. The composition of, and any changes to, the examining committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies. Individual department/units establish specific requirements for</p> | <p>When a final draft of the Master's thesis is near completion to the satisfaction of the advisor, the advisor will recommend an examining committee to the Head or designate (often the Graduate Chair), who will appoint an examining committee congruent with FGS standards and schedule the defence.</p> |

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| <p>will be admitted to a 2-year Ph.D. program and will pay a total of two years of program fees, including program fees paid in the Master's at the time of transfer.</p> | |
| <p>5.1.4 Provisional Admission to the Ph.D.</p> <p>Students nearing the completion of the Master's degree may be accepted provisionally to the Ph.D. program for a 12 month period (commencing with the first registration in the Ph.D. program). Further registration in the Ph.D. program is contingent upon completion of all requirements of the Master's degree within the 12 months. Students must maintain continuous registration in their Master's program until its completion. Students will require assistance from the department/unit and the Faculty of Graduate Studies to complete dual registration on the "<u>Concurrent Curriculum Permission</u>" form in the Master's and Ph.D. program simultaneously.</p> | |
| <p>5.2 Student's Advisor, Co-advisor and Advisory Committee</p> <p>5.2.1 Student's Advisor</p> <p>Every Ph.D. student must have an advisor throughout their program, appointed by the Head of the department/unit. The advisor is responsible for supervising the student's graduate program. The advisor is the student's first point of contact at the University of Manitoba, and therefore should be familiar with the general policies and regulations of the Faculty of Graduate Studies as well as the specific supplementary regulations of their academic department/unit. In this capacity, the advisor assists the student in planning the graduate program, and ensures that the student is aware of all graduate program requirements, degree regulations, and general regulations of the academic department/unit, the Faculty of Graduate Studies, the university, and external funding agencies. The advisor provides counsel for all aspects of the graduate program, and stays informed of the student's scholarly activities and progress. The student's advisor also acts as a channel of communication to the student's advisory committee, the department/unit and the Faculty of Graduate Studies.</p> <p>The advisor must:</p> <ul style="list-style-type: none"> • hold an appointment in the student's department/unit. • be a member of the Faculty of Graduate Studies¹; • hold a Ph.D. or equivalent²; • be active in research; and • have expertise in a discipline related to the student's program. <p>¹ http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html</p> <p>² Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case-by-case basis and assessed by the potential advisor's demonstrated research record and current research activities. Note that M.D., D.M.D., Pharm.D. and J.D. are undergraduate degrees and are not equivalent to a Ph.D.</p> <p>Usually the student and the advisor choose to work together by mutual agreement. In department/units where the choice of thesis topic advisor is postponed for some time after entry into the program, the Head of the department/unit or the selection committee shall appoint a faculty member to advise the student as to the rules and regulations and on program and course requirements. This interim period must not exceed eighteen (18) months after entry into the program before a permanent advisor is chosen.</p> | <p>Upon admission, an advisor will be assigned by the Committee. Changes made at the request of the student, the advisor, or the Committee, must be approved by the Committee. Advisory committees are not seated <u>established</u> until the thesis proposal stage (see section 5.9).</p> |
| <p>5.2.2 Student's Co-advisor</p> | |

In special circumstances, upon approval of the Head of the department/unit, an advisor and a maximum of one (1) co-advisor may advise a student. The co-advisor must:

- be a member of the Faculty of Graduate Studies¹;
- hold a Ph.D. or equivalent²;
- be active in research; and
- have expertise in a discipline related to the student’s program.

¹ http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html

² Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case-by-case basis and assessed by the potential co-advisor’s demonstrated research record and current research activities. Note that M.D., D.M.D. and J.D. are undergraduate degrees and are not equivalent to a Ph.D.

The co-advisor may be identified either at the beginning of, or midway through a student’s program. In all instances, the Faculty of Graduate Studies must be informed of, and approve, the co-advisor arrangement. If a co-advisor is added midway through the student’s program, a new Advisor Student Guidelines must be completed. When an advisor and co-advisor are assigned, together they shall fulfill the role of the advisor (that is, neither shall fulfill any other advisory or examining committee membership requirements for that student). One (1) advisor must be identified as the primary advisor; the advisor/co-advisor have a single vote. Both the advisor and co-advisor’s signatures are required on all documents where the advisor’s signature is required.

5.2.3 Student's Advisor/Co-advisor

A student who also holds an appointment at the University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same department/unit.

The advisor, co-advisor (if applicable) and student must discuss, and complete, the Faculty of Graduate Studies Advisor Student Guidelines prior to the commencement of any research and no later than the submission of the first Progress Report for the student. If a student does not have an advisor/co-advisor, the interim advisor will be required to complete the Advisor Student Guidelines. If the parties cannot agree on any component(s) of the Advisor Student Guidelines, the matter should be referred to the department/unit Graduate Chair, the Head of the department/unit, or the Dean of the Faculty of Graduate Studies. The Advisor Student Guidelines is to be completed again if there is a change in advisor/co-advisor or when a co-advisor is added midway through the student’s program.

Should, during the student’s program, the relationship between the student and advisor/co-advisor significantly deteriorate, the matter should be referred sequentially to the department/unit Graduate Chair, the Head of the department/unit, then to the Dean of the Faculty of Graduate Studies. It is the responsibility of the department/unit offering the program in which the student is studying to arrange an alternate advisor/co-advisor if this is appropriate and necessary.

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

5.2.4 Advisory Committee

The Head of the department/unit is responsible for the establishment of an advisory committee for each Ph.D. student. Advisory committees are selected by the advisor/co-advisor in consultation with the student and should consist of individuals

The Department of Linguistics does not ~~establish~~ Ph.D. advisory committees until the thesis proposal stage, leaving advising principally to the advisor (for coursework and research issues) and the Graduate Chair (for program issues).

- complete [GRAD 7500](#)
- complete [GRAD 7300](#)
- meet the minimum and not exceed the maximum course requirements; and
- meet the minimum and not exceed the maximum time requirements (in terms of time in program and lapse or expiration of credit of courses).

Individual department/units may have additional specific requirements for graduation and students should consult department/unit supplementary regulations for these specific requirements. A cumulative degree grade point average of 3.0 or greater is required in those courses that constitute the program of study for graduation in the Faculty of Graduate Studies.

5.8 Candidacy Examination

The candidacy examination is an absolute requirement of the Faculty of Graduate Studies and, as such, cannot be waived under any circumstances. However, the format and content of the candidacy exam varies from unit to unit. The purpose of the candidacy exam in doctoral programs is to determine the student's competence in the discipline with respect to understanding and absorbing a broad spectrum of material, and then researching, identifying, analyzing, synthesizing, and communicating ideas about that material in depth.

At the time specified by the advisory committee, normally within the first year after the completion of the Ph.D. program coursework, but in no case later than one year prior to expected graduation, the student must successfully complete the formal candidacy examination.

The examination is conducted according to a procedure established by the department/unit which is approved and documented in departmental/unit supplementary regulations. The department/unit supplementary regulations state the format and composition of the examination committee for the candidacy examination. The candidacy examination must be held at either The University of Manitoba Fort Garry or Bannatyne campus, or the St. Boniface Hospital Albrechtsen Research Centre normally during regular business hours.

This examination, which must be independent from the thesis proposal, may be oral, written, or both and may cover subjects relevant to the general area of the student's research. The structure of the exam must be made known to the student well in advance of the exam. In the case where there is a required oral component, the student must be physically present.

A "pass" decision of the examiners must be unanimous. Students must be provided with feedback on their performance and access to the reasons for the pass/fail.

The Dean of the Faculty of Graduate Studies must be informed whether the candidate has "passed" or "failed" the candidacy examination on the "[Report on Ph.D. Candidacy Examination](#)" form.

Any student who fails the candidacy examination twice will be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".

On successful completion of this examination, the student will be considered a candidate for the Ph.D. degree.

Candidacy examinations are referred to as Generals Papers. Ph.D. students must successfully write and defend two original research papers of publishable quality in two different sub-disciplines of linguistics.

The topic and scope of the Generals Papers are negotiated by the student and a supervisor for each paper who may or may not be the advisor. A one-to two-page proposal must approved by the Committee. The student writes each paper under the guidance of a supervisor, and when the supervisor is satisfied the paper is nearing completion, the supervisor asks the Graduate Chair to schedule a public defence. The paper itself is approximately the length of a journal article (normally about 50 manuscript pages).

Generals Paper defences are public events, and consist of a At the defence, a 20-25-15-20 minute oral presentation based on the paper, followed by examination by is made by the student, examined by the supervisor and at least one other member of the Committee or their designate, and questions from the audience (time permitting).

Upon successful defence and submission of final revisions to the supervisor, the supervisor advises the Graduate Chair who updates the student's file indicating completion of the paper. At any time following the approval of the first Generals Paper proposal, the student may propose and write the second. Procedures for the second paper then proceed as for the first.

The student has at most two attempts to successfully defend a Generals Paper, and then at most two attempts at an acceptable revised written paper following the defence. Failure to successfully defend or revise a paper results in a Failed Generals Paper which must be reported to FGS. If the student fails either the first or second Generals Paper, they can proceed to a third and final paper following the same procedure as for the first two. Passing the third Paper will satisfy the candidacy examination requirement, while failing

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| | two Papers will result in the student being required to withdraw from the program. |
| <p>5.9 Thesis Proposal</p> <p>Some departments/units have specific procedures in place for approval of thesis proposals and students are advised to refer to the specific department/unit supplementary regulations. If departments/units require thesis proposal approval, this exercise must be independent from the candidacy examination. Regardless, the proposed thesis research must be approved by the advisory committee and, if necessary, by the Human Research Ethics Board or Animal Care Committee before the work has begun on the thesis research or project.</p> | <p>A thesis proposal is written by the student under the guidance of the advisor and any others recommended by the advisor to the student. The topic, scope, and format of the written proposal depend on the details of the proposal itself, but typically would be half the length of a journal article (normally about 25 manuscript pages). The proposal should make clear the problem/question to be addressed, the plan for doing so, review the relevant literature, and suggest probable outcomes and what they mean to the field. When the proposal is nearing completion and following the second General Paper, the Committee will seat the advisor in consultation with the student will recommend an advisory committee. The advisory committee will consist who will meet with the student and approve the proposal on behalf of the Committee. The advisory committee will consist of no fewer than three members who will typically be nominated to the examination committee, along with the university-external member. <u>The advisory committee will meet with the student, who will give a brief oral presentation of their thesis proposal, and approve the proposal.</u></p> |
| <p>5.10 Thesis</p> <p>An essential feature of Ph.D. study is the candidate's demonstration of competence to complete a research project and present the findings. The thesis must constitute a distinct contribution to knowledge in the major field of study, and the research must be of sufficient merit to be, in the judgement of the examiners, acceptable for publication. The thesis must be written in English unless otherwise approved by the department/unit and Faculty of Graduate Studies.</p> <p>The thesis must be written according to a standard style acknowledged within the candidate's particular field of study and recommended by the department/unit, be lucid and well-written, and be reasonably free from errors of style and grammar (including typographical errors).</p> <p>The final version of the thesis must be submitted by the candidate to the Faculty of Graduate Studies following the guidelines found on the <u>website</u>.</p> | |
| <p>5.11 Thesis Examination Procedures</p> <p>The final examination for the Ph.D. degree proceeds in two (2) stages:</p> <ol style="list-style-type: none"> 1. Examination of the candidate's thesis by the examining committee; 2. Oral examination of the candidate by all examiners on the subject of the thesis and any matters relating thereto. | |
| <p>5.11.1 Formation of the Examining Committee - University of Manitoba (Internal Examiners)</p> <p>The candidate's advisor/co-advisor is considered to be a single voting member of the examining committee. All voting members of the advisory committee are expected to serve on the examining committee; any exceptions must be approved in advance by the Dean of the Faculty of Graduate Studies. All examiners must be members of the <u>Faculty of Graduate Studies</u>. It is expected that examining committee members will</p> | |

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

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, program, supplementary regulation, and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the Dept. of Plant Science.

Observations

1. The **Dept. of Plant Science** proposes Ph.D. Supplementary Regulation Changes. The unit has adjusted the requirements of the Ph.D. advisor (section 5.2.1) to require that “the first time a faculty member supervises a Ph.D. student, that student must be co-supervised by a Plant Science faculty member (regular, non-adjunct) who has previously supervised a Ph.D. student. Exceptions must be approved by the Head, Department of Plant Science”. In order to facilitate good supervision of Ph.D. students, the unit asks that academics who have never supervised a Ph.D. student be accompanied by a co-advisor who has previously supervised a Ph.D. student on the student’s advisory committee. This will benefit both the student and the advisor.

Recommendations

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

Dept. of Plant Science

Respectfully submitted,

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

/ak

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

| FGS Academic Guide Regulation 2021/22 | Supplementary Regulation |
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| <p>These students must be outstanding in their academic background (GPA well above 3.0 in the last two full years of undergraduate study).</p> <p>Note: This is the minimum requirement of the Faculty of Graduate Studies and department/units may have higher standards and additional criteria. Once admitted, these students must complete at least 24 credit hours of coursework, unless the individual department/unit's approved supplementary regulations specify otherwise, and will be assessed Ph.D. fees for three (3) years. A minimum of 18 credit hours at the 7000-level or higher is required. Any further coursework beyond the minimum 18 credit hours at the 7000-level must be at the 3000-level or above. A maximum of 48 credit hours of coursework is allowed toward the Ph.D. program.</p> | |
| <p>5.1.3 Transfer from the Master's to the Ph.D. Program</p> <p>Students who have not completed a Master's program may transfer to the Ph.D. program within the same department/unit upon the recommendation by the Head of the department/unit to the Faculty of Graduate Studies. The recommendation should be made within four (4) terms (including Summer term) from the start of the Master's program. Fees paid, coursework completed and time spent in the Master's program will normally be credited towards the Ph.D. program. Students must complete at least 24 credit hours of coursework, unless the individual department/unit's approved supplementary regulations specify otherwise. A minimum of 18 credit hours at the 7000-level or higher is required. Any further coursework beyond the minimum 18 credit hours at the 7000-level must be at the 3000-level or above. A maximum of 48 credit hours of coursework is allowed toward the Ph.D. program.</p> <p>The request to transfer from a Master's to the Ph.D. program must be submitted to the Faculty of Graduate Studies at least one (1) month prior to the term for which the student intends to start the Ph.D. program. The applicant must indicate a request for transfer on the online admissions application.</p> <p>The student will be admitted to a 3-year Ph.D. program and will pay a total of three years of program fees, including program fees paid in the Master's at the time of transfer. Students are cautioned that such transfers may impact on the duration of The University of Manitoba Graduate Fellowship.</p> <p>Students who have previously completed a recognized Master's degree and are initially admitted and registered in a Master's program may transfer to the Ph.D. program within the same department/unit on the recommendation of the student's advisor/co-advisor and Head of the department/unit. Where a student holds a Master's degree that would be sufficient for admission to the Ph.D. program, students must complete at least 12 credit hours of coursework, unless the individual department/unit's approved supplementary regulations specify otherwise. The student will be admitted to a 2-year Ph.D. program and will pay a total of two years of program fees, including program fees paid in the Master's at the time of transfer.</p> | |
| <p>5.1.4 Provisional Admission to the Ph.D.</p> <p>Students nearing the completion of the Master's degree may be accepted provisionally to the Ph.D. program for a 12 month period (commencing with the first registration in the Ph.D. program). Further registration in the Ph.D. program is contingent upon completion of all requirements of the Master's degree within the 12 months. Students must maintain continuous registration in their Master's program until its completion. Students will require assistance from the department/unit and the Faculty of Graduate Studies to complete dual registration on the "Concurrent Curriculum Permission" form in the Master's and Ph.D. program simultaneously.</p> | |
| <p>5.2 Student's Advisor, Co-advisor and Advisory Committee</p> <p>5.2.1 Student's Advisor</p> <p>Every Ph.D. student must have an advisor throughout their program, appointed by the Head of the department/unit. The advisor is responsible for supervising the student's graduate program. The advisor is the student's first point of contact at the University of Manitoba, and therefore should be familiar with the general policies and regulations</p> | <p>An advisor must be in place prior to admission.</p> <p>The first time a faculty member supervises a Ph.D. student, that student must be co-supervised by a Plant Science faculty member (regular, non-adjunct) who has previously supervised a Ph.D.</p> |

of the Faculty of Graduate Studies as well as the specific supplementary regulations of their academic department/unit. In this capacity, the advisor assists the student in planning the graduate program, and ensures that the student is aware of all graduate program requirements, degree regulations, and general regulations of the academic department/unit, the Faculty of Graduate Studies, the university, and external funding agencies. The advisor provides counsel for all aspects of the graduate program, and stays informed of the student's scholarly activities and progress. The student's advisor also acts as a channel of communication to the student's advisory committee, the department/unit and the Faculty of Graduate Studies.

The advisor must:

- hold an appointment in the student's department/unit.
- be a member of the Faculty of Graduate Studies¹;
- hold a Ph.D. or equivalent²;
- be active in research; and
- have expertise in a discipline related to the student's program.

¹ http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html

² Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case-by-case basis and assessed by the potential advisor's demonstrated research record and current research activities. Note that M.D., D.M.D., Pharm.D. and J.D. are undergraduate degrees and are not equivalent to a Ph.D.

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

[student. Exceptions must be approved by the Head, Department of Plant Science.](#)

Adjunct Professors must successfully mentor a Ph.D. student to completion as a co-advisor at the University of Manitoba before being permitted to serve as an advisor for a Ph.D. student. Exceptions must be approved by the Head, Department of Plant Science.

5.2.2 Student's Co-advisor

In special circumstances, upon approval of the Head of the department/unit, an advisor and a maximum of one (1) co-advisor may advise a student. The co-advisor must:

- be a member of the Faculty of Graduate Studies¹;
- hold a Ph.D. or equivalent²;
- be active in research; and
- have expertise in a discipline related to the student's program.

¹ http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html

² Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case-by-case basis and assessed by the potential co-advisor's demonstrated research record and current research activities. Note that M.D., D.M.D. and J.D. are undergraduate degrees and are not equivalent to a Ph.D.

The co-advisor may be identified either at the beginning of, or midway through a student's program. In all instances, the Faculty of Graduate Studies must be informed

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

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, program, supplementary regulation, and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the Dept. of Preventive Dental Science.

Observations

1. The **Dept. of Preventive Dental Science** proposes changes to its M.Sc. in Orthodontics and M.Dent. in Pediatric Dentistry supplementary regulations. The change is to section 4.5.2 Thesis/Practicum Route and involves the removal of the requirement for an external committee member to align with FGS regulations.

Recommendations

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

Dept. of Preventive Dental Science

Respectfully submitted,

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

/ak

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

to the department/unit Graduate Chair, the Head of the department/unit, then to the Dean of the Faculty of Graduate Studies (or designate). It is the responsibility of the department/unit offering the program in which the student is studying to arrange an alternate advisor if this is appropriate and necessary. All students should consult department/unit supplementary regulations for specific details regarding advisor/co-advisor requirements.

4.5 Advisory Committee

4.5.1 Conflict of Interest

There are several circumstances that might lead to a real, perceived or potential Conflict of Interest (COI) in advisory and examining committees. A real COI could be present due to the existence of a (past or present) personal relationship that is romantic, sexual, marital, personal or familial. There is a potential for a perceived COI in cases of recent (within the last 5 years) collaboration among committee members, which may result in the perception of a lack of fairness or impartiality. These examples are not intended to be comprehensive, and are provided solely for illustration. The University of Manitoba [Conflict of Interest Policy](#) and [Conflict of Interest Procedures](#) as well as the [Conflict of Interest Between Evaluators and Students due to Close Personal Relationships](#) should also be consulted.

In addition to following the processes outlined in the above policies, COIs that exist within advisory and examining committees should be declared in writing to the Faculty of Graduate Studies to provide transparency to all relevant parties (including the student, committee members, unit leadership, and the Faculty of Graduate Studies). All reported conflicts will be reviewed by the Dean of the Faculty of Graduate Studies (or designate). If the conflict is deemed sufficiently significant and cannot be mitigated, a new committee may need to be struck.

4.5.2 Thesis/Practicum Route

Advisory committees are selected by the advisor/co-advisor in consultation with the student and should consist of individuals whose expertise is consistent with that necessary to provide additional advice and guidance to the student during their research program.

The advisory committee must consist of a minimum of three (3) voting members (the advisor/co-advisor have a single vote), at least two (2) of whom must be members of the [Faculty of Graduate Studies](#).

All examiners must be deemed qualified by the department/unit Head and be willing to serve.

Individuals who are not a member of the Faculty of Graduate Studies, but who possess specific and extensive expertise and experience, such as professionals, artists, Knowledge Keepers or Elders, may serve on the advisory committee as a full voting member. No more than one such knowledge expert may serve on any individual advisory committee, and must be nominated by the unit Head or Graduate Chair and approved by the Dean of the Faculty of Graduate Studies or designate.

Advisory committees may alternatively include one (1) non-voting invited member who has expertise in a related discipline but is not a member of the Faculty of Graduate Studies.

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

The composition of, and any changes to, the advisory committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies. The advisor/co-advisor is the Chair of the advisory committee.

The advisory committee is normally established within the first 9-12 months of the program. Its structure is overseen by the Department Head in consultation with the Program Director (Orthodontics or Pediatric Dentistry). ~~It consists of an Advisor, a member whose primary appointment is the Department of Preventive Dental Science and one member without an appointment in the Department of Preventive Dental Science.~~ At least one member must have a full time appointment in the Department of Preventive Dental Science. At least one member of the committee must be a specialist in the respective specialty.

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

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, program, supplementary regulation, and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the Dept. of Soil Science.

Observations

1. The **Dept. of Soil Science** proposes MSc. & Ph.D. Supplementary Regulation Changes. Appointing an advisory committee to M.Sc. and Ph.D. student programs was becoming difficult because of the requirement of the department to have an external department member on the committee. A few external members were repeatedly being called upon to serve and their time was limited. The FGS Academic Guide Regulation does not have the requirement for an external member. The department will thus default to the FGS Academic Guide regulation for advisory committee makeup.

Recommendations

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

Dept. of Soil Science

Respectfully submitted,

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

/ak

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

A student who also holds an appointment at The University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same department/unit.

The advisor, co-advisor (if applicable) and student must discuss, and complete, the Faculty of Graduate Studies Advisor Student Guidelines prior to the commencement of any research and no later than the submission of the first Progress Report for the student. If a student does not have an advisor/co-advisor, then the interim advisor will be required to complete the Advisor Student Guidelines. The advisor/co-advisor and the student are required to approve the agreement. If the parties cannot agree on any component(s) of the Advisor Student Guidelines, the matter should be referred to the department/unit Head, Graduate Chair, or the Dean of the Faculty of Graduate Studies. The Advisor Student Guidelines is to be completed again if there is a change in advisor/co-advisor or when a co-advisor is added mid-way through the student's program.

Should, during the student's program, the relationship between the student and advisor/co-advisor significantly deteriorate, the matter should be referred sequentially to the department/unit Graduate Chair, the Head of the department/unit, then to the Dean of the Faculty of Graduate Studies (or designate). It is the responsibility of the department/unit offering the program in which the student is studying to arrange an alternate advisor if this is appropriate and necessary. All students should consult department/unit supplementary regulations for specific details regarding advisor/co-advisor requirements.

4.5 Advisory Committee

4.5.1 Conflict of Interest

There are several circumstances that might lead to a real, perceived or potential Conflict of Interest (COI) in advisory and examining committees. A real COI could be present due to the existence of a (past or present) personal relationship that is romantic, sexual, marital, personal or familial. There is a potential for a perceived COI in cases of recent (within the last 5 years) collaboration among committee members, which may result in the perception of a lack of fairness or impartiality. These examples are not intended to be comprehensive, and are provided solely for illustration. The University of Manitoba [Conflict of Interest Policy](#) and [Conflict of Interest Procedures](#) as well as the [Conflict of Interest Between Evaluators and Students due to Close Personal Relationships](#) should also be consulted.

In addition to following the processes outlined in the above policies, COIs that exist within advisory and examining committees should be declared in writing to the Faculty of Graduate Studies to provide transparency to all relevant parties (including the student, committee members, unit leadership, and the Faculty of Graduate Studies). All reported conflicts will be reviewed by the Dean of the Faculty of Graduate Studies (or designate). If the conflict is deemed sufficiently significant and cannot be mitigated, a new committee may need to be struck.

4.5.2 Thesis/Practicum Route

Advisory committees are selected by the advisor/co-advisor in consultation with the student and should consist of individuals whose expertise is consistent with that necessary to provide additional advice and guidance to the student during their research program.

The advisory committee must consist of a minimum of three (3) voting members (the advisor/co-advisor have a single vote), at least two (2) of whom must be members of the [Faculty of Graduate Studies](#).

All examiners must be deemed qualified by the department/unit Head and be willing to serve.

Individuals who are not a member of the Faculty of Graduate Studies, but who possess specific and extensive expertise and experience, such as professionals, artists, Knowledge Keepers or Elders, may serve on the advisory committee as a full

Within two months of commencement of the program, the student's supervisor will appoint an Advisory Committee in consultation with the Department Head, in consultation with the Department Head, will appoint an Advisory Committee. The Advisory Committee form is used for this purpose. This committee—The student's advisor chairs the committee, and if there is a co-advisor then the advisor and co-advisor jointly chair the committee. consists of the student's advisor as Chairperson, one other member of academic staff from the Department of Soil Science, and at least one other suitable advisor from another department.

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| <p>voting member. No more than one such knowledge expert may serve on any individual advisory committee, and must be nominated by the unit Head or Graduate Chair and approved by the Dean of the Faculty of Graduate Studies or designate.</p> <p>Advisory committees may alternatively include one (1) non-voting invited member who has expertise in a related discipline but is not a member of the Faculty of Graduate Studies.</p> <p>Under no circumstances are graduate students, Post-Doctoral fellows, and Research Assistants or Associates to serve on graduate student examining committees, regardless if they hold a rank of Adjunct Professor.</p> <p>The composition of, and any changes to, the advisory committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies. The advisor/co-advisor is the Chair of the advisory committee.</p> <p>It is expected that advisory committee members will have a Master's degree or equivalent. Equivalency will be determined by the Dean of the Faculty of Graduate Studies or designate. Knowledge experts are exempted from this requirement.</p> <p>Additional specifications, if any, regarding the advisory committee are found in the department/unit supplementary regulations and students should consult these regulations for specific requirements.</p> | <p>The Advisory Committee plays an important role in guiding the student, and in planning, conducting, and reporting on the research portion of the program. The committee is responsible for making recommendations regarding the student's course program and thesis project to the Faculty of Graduate Studies.</p> <p>The committee will meet within three months of the commencement of the program to complete the program of study form. The committee will meet at least once a year to review the student's progress and report this progress to the Faculty of Graduate Studies through the Department Head. At these meetings the committee will consider any changes in the student's program. The student's advisor is responsible for guiding the student in the selection selecting of the research project upon which the thesis is to be based. The committee will also ascertain the student's proficiency in English and recommend any remedial measures required.</p> <p>Although the committee is usually appointed for the duration of the student's program, the Department Head, may replace or add members to the committee after consultation with the student and his/her advisor after consultation with the student and his/her advisor, may replace or add members to the committee.</p> |
| <p>4.5.3 Course-based, Major Research Paper, or Comprehensive Examination Route</p> <p>Normally, advisory committees are not required in these routes; however, any appropriate specifications regarding an advisory committee can be found in the department/unit's supplementary regulations and students should consult these regulations for specific requirements.</p> | |
| <p>4.5.4 Accredited professional programs</p> <p>Normally, advisory committees are not required in these routes; however, any appropriate specifications regarding an advisory committee can be found in the department/unit's supplementary regulations and students should consult these regulations for specific requirements.</p> | |
| <p>4.6 Courses and Performance</p> <p>4.6.1 Course or Program Changes</p> <p>Students are not permitted to change their program of study, including withdrawal from individual courses, without the approval of their advisor/co-advisor (and/or advisory committee) and department/unit Head. Withdrawal from courses or changes of course category without such approval may result in the student being required to withdraw from the Faculty of Graduate Studies.</p> | <p>At the first committee meeting, a Program of Study and Appointment of Advisory Committee form will be completed.</p> |
| <p>4.6.2 Lapse or Expiration of Credit of Courses</p> <p>Courses completed more than seven (7) years prior to the date of awarding of a degree may not normally be used for credit toward that degree. A department/unit may request an exception to this limit on behalf of the student. Such requests, which will be evaluated on a case-by-case basis, must be accompanied by supporting information including a detailed summary of the content of the course as taken initially</p> | |

A student who also holds an appointment at the University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same department/unit.

The advisor, co-advisor (if applicable) and student must discuss, and complete, the Faculty of Graduate Studies Advisor Student Guidelines prior to the commencement of any research and no later than the submission of the first Progress Report for the student. If a student does not have an advisor/co-advisor, the interim advisor will be required to complete the Advisor Student Guidelines. If the parties cannot agree on any component(s) of the Advisor Student Guidelines, the matter should be referred to the department/unit Graduate Chair, the Head of the department/unit, or the Dean of the Faculty of Graduate Studies. The Advisor Student Guidelines is to be completed again if there is a change in advisor/co-advisor or when a co-advisor is added midway through the student's program.

Should, during the student's program, the relationship between the student and advisor/co-advisor significantly deteriorate, the matter should be referred sequentially to the department/unit Graduate Chair, the Head of the department/unit, then to the Dean of the Faculty of Graduate Studies. It is the responsibility of the department/unit offering the program in which the student is studying to arrange an alternate advisor/co-advisor if this is appropriate and necessary.

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

5.2.4 Advisory Committee

The Head of the department/unit is responsible for the establishment of an advisory committee for each Ph.D. student. Advisory committees are selected by the advisor/co-advisor in consultation with the student and should consist of individuals whose expertise is consistent with that necessary to provide additional advice and guidance to the student during their program.

The advisory committee must consist of a minimum of three (3) voting members (the advisor/co-advisor have a single vote), all of whom must be members of the Faculty of Graduate Studies.

In addition, individuals who are not a member of the Faculty of Graduate Studies, but who possess specific and extensive expertise and experience, such as professionals, artists, Knowledge Keepers or Elders, may serve on the advisory committee as a full voting member. No more than one such knowledge expert may serve on any individual advisory committee, and must be nominated by the unit Head or Graduate Chair and approved by the Dean of the Faculty of Graduate Studies or designate. Advisory committees may alternatively include one (1) non-voting invited member who has expertise in a related discipline but is not a member of the Faculty of Graduate Studies.

It is expected that advisory committee members will have a Ph.D. degree or equivalent. Equivalency will be determined by the Dean of the Faculty of Graduate Studies or designate. Knowledge experts are exempted from this requirement.

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

A student who also holds an appointment at the University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same department/unit.

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

The advisor/co-advisor is the Chair of the advisory committee.

Within two months of commencement of the program, the student's advisor or co-advisor will appoint an Advisory Committee in consultation with the Department Head, ~~in consultation with the Department Head, will appoint an Advisory Committee~~. The Advisory Committee form is used for this purpose. ~~This committee consists of t~~The student's advisor chairs the committee, and if there is a co-advisor then the advisor and co-advisor jointly chair the committee as Chairperson, ~~at least one other member of academic staff from the Department of Soil Science, and at least one other suitable advisor from a different department. If a Co-Advisor is present, they with the Advisor shall be the Chairperson.~~

The Advisory Committee plays an important role in guiding the student, and in planning, conducting, and reporting on the research portion of the program. The committee is responsible for making recommendations regarding the student's course program and thesis project to the Faculty of Graduate Studies. The committee will meet within three months of the commencement of the program to complete the program of study form. The committee will meet at least once a year to review the student's progress and report this progress to the Faculty of Graduate Studies through the Department Head. At these meetings the committee will consider any changes in the student's program. The student's advisor is responsible for guiding the student in the selection of the research project upon which the thesis is to be based. The committee will also ascertain the student's proficiency in English and recommend any remedial measures required.

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| <p>Advisory committee meetings must be held at least annually, and are not intended to take the place of meetings between the student and advisor/co-advisor which should occur with much greater frequency than the advisory committee meetings.</p> | <p>Although the committee is usually appointed for the duration of the student's program, the Department Head, <u>may replace or add members to the committee after consultation with the student and his/her advisor</u>, after consultation with the student and his/her advisor, may replace or add members to the committee. <u>Is</u></p> |
| <p>5.2.5 Conflict of Interest</p> <p>There are several circumstances that might lead to a real, perceived or potential Conflict of Interest (COI) in advisory and examining committees. A real COI could be present due to the existence of a (past or present) personal relationship that is romantic, sexual, marital, personal or familial. There is a potential for a perceived COI in cases of recent (within the last 5 years) collaboration among committee members, which may result in the perception of a lack of fairness or impartiality. These examples are not intended to be comprehensive, and are provided solely for illustration. The University of Manitoba <u>Conflict of Interest Policy</u> and <u>Conflict of Interest Procedures</u> as well as the <u>Conflict of Interest Between Evaluators and Students due to Close Personal Relationships</u> should also be consulted.</p> <p>In addition to following the processes outlined in the above policies, COIs that exist within advisory and examining committees should be declared in writing to the Faculty of Graduate Studies to provide transparency to all relevant parties (including the student, committee members, unit leadership, and the Faculty of Graduate Studies). All reported conflicts will be reviewed by the Dean of the Faculty of Graduate Studies (or designate). If the conflict is deemed sufficiently significant and cannot be mitigated, a new committee may need to be struck.</p> | |
| <p>5.3 Program of Study</p> <p>As soon as possible, but no later than 24 months after a student has commenced their program, the student's program of study should be registered with the Faculty of Graduate Studies on the "<u>Program of Study and Appointment of Advisory Committee</u>" form and should include:</p> <ul style="list-style-type: none"> • information about the minimum or expected time for completion of the degree; • coursework to be taken along with course classification ("S", "X", "A" or "O"); • any foreign language requirement; • the research area in which the thesis will be written. <p>The approval of the student's advisor/co-advisor and the Head of the department/unit are sufficient for registration. The program of study, including withdrawal from individual courses and any subsequent changes, must be approved by the student's advisor/co-advisor, the advisory committee, and the Head of the department/unit. Withdrawal from courses or changes of course category without such approval may result in the student being required to withdraw from the Faculty of Graduate Studies.</p> | |
| <p>5.4 Program Requirements</p> <p>All students must complete one of the following programs of study for the Ph.D. degree, unless otherwise specified in the approved department/unit supplementary regulations:</p> <ul style="list-style-type: none"> • Where admission to the Ph.D. is directly from a Master's degree, a minimum of 12 credit hours at the 7000- level or higher plus a thesis is required. Any further coursework beyond the minimum 12 credit hours at the 7000-level | <p>Course Work:</p> <p>Each student's program is individually tailored, but still must satisfy those requirements prescribed by the Department. Where admission to the Ph.D. is from a M.Sc. degree, the credit-hours required are less than that indicated by the Faculty of Graduate Studies. The course work will be a minimum of 6 credit hours at the 7000 level or higher of which at</p> |

Report of the Senate Committee on Academic Dress

Preamble

The terms of reference for the Senate Committee on Academic Dress can be found on the University Governance website at:

[https://umanitoba.ca/governance/sites/governance/files/2021-09/Senate Committee on Academic Dress Terms of Reference.pdf](https://umanitoba.ca/governance/sites/governance/files/2021-09/Senate_Committee_on_Academic_Dress_Terms_of_Reference.pdf)

wherein the Committee is charged with the responsibility to recommend to Senate on the colours of the linings of hoods for new degrees, and to approve each type of dress supplied to graduands with respect to quality of materials and colours.

The Committee met on May 2, 2022, and considered a hood design for the Doctor of Pharmacy.

Observations

1. In May 2017, Senate recommended, and the Board of Governors approved the establishment of a Doctor of Pharmacy (Pharm.D.) in the College of Pharmacy to replace the Bachelor of Science in Pharmacy (B.Sc.Pharm).
2. The Program Coordinator indicated that the first graduands of the Doctor of Pharmacy would complete their programs in Spring 2023 and as such, hoods should be approved and procured as soon as reasonably possible.
3. The hood was approved by the College of Pharmacy College Executive Council on December 17, 2021.

Recommendations

The Senate Committee on Academic Dress recommends:

THAT Senate approve a hood for the Doctor of Pharmacy which is lined with olive green satin and has a 1.5” trim of khaki velvet.

Respectfully submitted,

Dean Edward Jurkowski, Chair
Senate Committee on Academic Dress

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

Report of the Senate Committee on Admissions concerning a proposal from the College of Nursing to modify the admission requirements for the Bachelor of Nursing degree program (2022.05.17)

Preamble:

1. The terms of reference for this committee can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm.
2. The College of Nursing is proposing a modification to the admission requirements for the Bachelor of Nursing degree program. The proposal will permit students who complete BIOL 2410 and BIOL 2420 in lieu of BIOL 1412 to use the additional 3 credit hours toward the 9 credit hours Science elective requirement or toward the 12 credit hours of electives requirement.
3. The proposal was endorsed by SCADM on May 17th, 2022.

Observations:

1. The proposed change will be beneficial to students as those who take BIOL 2410 and 2420 will not have to take an additional 3 credit hours to fulfill elective requirements.
2. This modification was recommended by the Senate Committee on Curriculum and Course Changes.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to modify the admission requirements for the Bachelor of Nursing degree program be approved effective for the fall 2023 intake.

Respectfully submitted
Laurie Schnarr, Chair, Senate Committee on Admissions

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



MEMORANDUM

Date: April 14, 2022

To: Laurie Schnarr, Chair, Senate Committee on Admissions
cc. Olga Kuznetsova

From: Dr. Netha Dyck, Dean, College of Nursing, University of Manitoba

Re: Addition of New Note Regarding Use of Extra 3 Credit Hours for Electives for Year 1 if BIOL 2410 and BIOL 2420 are Completed in Lieu of BIOL 1412 for Admission to the Bachelor of Nursing Program

Attached please find a submission to the Senate Committee on Admissions outlining a proposed change resulting from a recommendation made by the Senate Committee on Curriculum and Course Changes.

In updating our Bachelor of Nursing Program chart, the SCCCC recommended that students who have completed BIOL 2410 Human Physiology 1 and BIOL 2420 Human Physiology 2 in lieu of BIOL 1412 Physiology of the Human Body as part of the program be permitted to use the additional 3 credit hours toward the requirement for 9 credit hours of Science Electives or the requirement for 12 credit hours of Electives, as appropriate. As a result, we are proposing adding a note in the Academic Calendar to the section on Course Requirements for Admission to reflect this change. We are proposing that the change becomes effective for Fall Term 2022.

Please contact me if you have any questions regarding this submission.

Sincerely,

Dr. Netha Dyck
Dean, College of Nursing



University of Manitoba | Rady Faculty of Health Sciences

College of Nursing
 Helen Glass Centre for Nursing
 89 Curry Place
 Winnipeg, Manitoba
 Canada R3T 2N2
 Telephone 204-474-7452

Submission to the Senate Committee on Admissions (SCADM)

Date: April 14, 2022

From: Dr. Netha Dyck, Dean, College of Nursing, Rady Faculty of Health Sciences

Section I – Description of the Change

A recent submission from the College of Nursing to the Senate Committee on Curriculum and Course Changes (SCCCC) to update the Bachelor of Nursing Program chart based on changes previously approved by the Senate Committee on Admissions and Senate led to a recommendation from the SCCC regarding students who take BIOL 2410 Human Physiology 1 and BIOL 2420 Human Physiology 2 in lieu of BIOL 1412 Physiology of the Human Body as part of their Year 1 course requirements.

The SCCC recommended that students who have completed BIOL 2410 and BIOL 2420 as part of the program be permitted to use the additional 3 credit hours toward the requirement for 9 credit hours of Science Electives or the requirement for 12 credit hours of Electives, as appropriate. As a result, we are proposing adding a note in the Academic Calendar to the section on **Course Requirements for Admission** to reflect this change.

Current Wording in the Academic Calendar

Select one of the following: 3-6

BIOL 1412 Physiology of the Human Body

BIOL 2410
& BIOL 2420 Human Physiology 1
and Human Physiology 2

Proposed New Note in the Academic Calendar

Select one of the following: 3-6

BIOL 1412 Physiology of the Human Body

BIOL 2410
& BIOL 2420 Human Physiology 1
and Human Physiology 2 ¹

- 1 For students admitted with BIOL 2410 and BIOL 2420, the additional 3 credit hours could be used toward the requirement for 9 credit hours of Science Electives or the requirement for 12 credit hours of Electives, as appropriate.**

Effective Date:

We are proposing that this change be implemented once approved by Senate (for Fall 2022).

Section II – Consultation with other faculties

There are no anticipated implications for other faculties. The Faculty of Science was consulted when the original change of accepting BIOL 2410 and BIOL 2420 in lieu of BIOL 1412 was made.

Section III - Recommendation**Recommendation:**

That SCADM endorse the proposed change to enable students taking BIOL 2410 and BIOL 2420 in lieu of BIOL 1412 as part of their admission requirements to use the extra 3 credit hours toward the requirement for 9 credit hours of Science Electives or the requirement for 12 credit hours of Electives, as appropriate. The effective term is Fall 2022.

We have included this section of the Academic Calendar below to illustrate the change.

Excerpt from the Academic Calendar

Course Requirements for Admission

All applicants must complete a minimum of 30 credit hours in the following identified courses (or their equivalent) with a minimum grade of “C” in each course. All of the following pre-requisite courses used to meet the admission requirements for the Bachelor of Nursing program must be transferrable for credit into the Bachelor of Nursing program. Non-nursing courses must be completed within 10 years and Nursing courses must be completed within 5 years of admission to the College of Nursing in order to be eligible for admission and advanced standing (transfer credit).

| Course | Title | Hours |
|--|---|--------------|
| Required Courses | | |
| <u>BIOL 1410</u> | Anatomy of the Human Body | 3 |
| Select one of the following: | | 3-6 |
| <u>BIOL 1412</u> | Physiology of the Human Body | |
| <u>BIOL 2410</u> & <u>BIOL 2420</u> | Human Physiology 1 and Human Physiology 2 ¹ | |
| <u>MBIO 1220</u> | Essentials of Microbiology | 3 |
| or <u>MBIO 3010</u> | Mechanisms of Microbial Disease | |
| Science Electives | | |
| Select 9 credit hours | | 9 |
| Electives | | |
| Select 12 credit hours | | 12 |
| Total Hours | | 30-33 |

Course List

Electives

Any combination of the following courses/subjects for a total of 12 credits may be taken.

| Course | Title | Hours |
|----------------------|-------|--------------|
| Social Sciences | | |
| Humanities | | |
| NURS 1280 | | 3 |

| Course | Title | Hours |
|----------------------|--|-------|
| <u>NURS 1500</u> | Preparing for Professional Nursing Education | 3 |
| <u>NURS/KIN 2610</u> | Health and Physical Aspects of Aging | 3 |
| <u>FMLY 2650</u> | The Social Aspects of Aging | 3 |
| or <u>REC 2650</u> | The Social Aspects of Aging | |
| or <u>SWRK 2650</u> | The Social Aspects of Aging | |

Note:

- 1 For students admitted with BIOL 2410 and BIOL 2420, the additional 3 credit hours could be used toward the requirement for 9 credit hours of Science Electives or the requirement for 12 credit hours of Electives, as appropriate.**

Applicants require a minimum of "C" in Math and Written English course requirements prior to admission.

All applicants to nursing must meet the University Written English and University Math requirements at a 1000 level or higher, a grade of "C" and completed within the last ten years.

The AGPA will be calculated on the most recent 45 credit hours (including repeated courses) of university level course work. If an applicant has less than 45 credit hours, the AGPA will reflect all credit hours completed (i.e. a minimum of 30 credit hours to a maximum of 45 credit hours). The AGPA is limited to course work taken within the 10 years prior to admission.

The minimum Adjusted GPA for admission to the College of Nursing is 2.5.

An AGPA higher than the minimum is recommended as admission may be competitive.

For more information see [College of Nursing Applicant Information Bulletin](#).

REPORT OF THE SENATE COMMITTEE ON AWARDS

Preamble

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

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

Observations

At its meeting of May 12, 2022, the Senate Committee on Awards approved 8 new offers, 6 revised offers and 2 withdrawals as set out in the *Report of the Senate Committee on Awards (May 12, 2022)*.

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve 8 new offers, 6 revised offers and 2 withdrawals as set out in the *Report of the Senate Committee on Awards (May 12, 2022)*. These award decisions comply with the Student Awards Policy.

Respectfully submitted,

Dr Jared Carlberg

Chair, Senate Committee on Awards

SENATE COMMITTEE ON AWARDS

May 12, 2022

1. NEW OFFERS

Dana Schroeder Memorial Scholarship

A trust fund was established at the University of Manitoba in honour of Dana Schroeder, an Associate Professor of Genetics in the Faculty of Science, with initial gifts of \$8,684 in 2021. The purpose of the fund is to reward the academic achievements of students in the Faculty of Science.

Each year, beginning in 2022-2023, two scholarships valued at \$1,250 each will be offered to graduate students who:

- (1) are enrolled full-time in the Faculty of Graduate Studies, in a Master's or Ph.D. program offered through the Department of Biological Sciences;
- (2) has achieved a minimum grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study; and
- (3) conduct research with a focus on genetics.

The value of the award may be adjusted in the final year to spend out the fund fully.

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Head of the Department of Biological Sciences (or designate) to name the selection committee for this award.

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

Helmut Krueger Entrance Scholarship in Engineering

Mr. Helmut Krueger established an endowment fund at the University of Manitoba with an initial gift of \$50,000 in 2016. When funds are available, the Manitoba Scholarship and Bursary Initiative may make a contribution to the award. The purpose of the fund is to provide entrance scholarships for high-achieving students entering their first year of studies in the Price Faculty of Engineering, via the direct-entry option or advanced entry option.

Each year, beginning in 2022-2023, the available annual income from the fund will be used to offer two scholarships of equal value to undergraduate students who:

- (1) are enrolled full-time (minimum 80% course load) in their first year in the Price Faculty of Engineering at the University of Manitoba via the direct entry option or advanced entry option; and
- (2) have achieved a minimum average of 85% or a grade point average of 3.0 on those courses considered for admission to the Price Faculty of Engineering.

This award may not be held with any other entrance scholarships from the University of Manitoba with an individual value greater than \$1,000.

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

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.

Michaleski Family Bursary

Robert Michaleski (B.Comm.[Hons.]/'75) will make an annual minimum contribution valued at \$100,000 to the University of Manitoba to offer the Michaleski Family Bursary for a period of 10 years. The purpose of the bursary is to financially support undergraduate students pursuing studies at the University of Manitoba with their tuition and purchase of a laptop or books and supplies.

Each year, beginning in 2022-2023, one or more bursaries valued at \$5,500 each will be offered to undergraduate students who:

- (1) are enrolled full-time (minimum 60% course load) in their first year of study in University 1 or any faculty, college, or school with a Direct Entry option; and
- (2) have demonstrated financial need on the standard University of Manitoba bursary application form.

Each year, beginning in 2022-2023, one or more bursaries valued at \$5,000 each will be offered to undergraduate students who:

- (1) are enrolled full-time (minimum 60% course load) in the second year of study or higher in any faculty, college, or school with a Direct Entry option;
- (2) have achieved a minimum degree grade point average of 2.5; and
- (3) have demonstrated financial need on the standard University of Manitoba bursary application form.

Preference in selection will be given to students who have received the award previously. The selection committee will have the discretion to determine the number of awards offered each year based on the available funds, as outlined in the criteria above.

The Associate Registrar & 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.

Tansi Bursary/Scholarship

An anonymous donation of \$10,000 has been made to support students studying at the University of Manitoba. "Tansi" is a friendly greeting in Cree. Many years ago, through the kindness of strangers, whose gifts provided bursaries and scholarships, the donor was able to continue their university studies, eventually graduating with a Ph.D. It is the hope of the donor that at some point in the future, recipients can continue to say "Tansi" by gifting a future generation of scholars. The purpose of the fund will be to support both a Scholarship and a Bursary in alternating years for a total period of four years.

In 2021-2022 and again in 2023-2024 one bursary valued at \$2,500 will be offered to an undergraduate student who:

- (1) has self-declared as Métis;
- (2) is enrolled full-time (minimum 60% course load) in any year of study in University 1 or any faculty, college, or school with a Direct Entry option;
- (3) has achieved either:
 - a. if a current entering student, the minimum entrance requirements for admission to the University of Manitoba; or
 - b. if a current continuing student, a minimum degree grade point average of 2.0; and
- (4) has demonstrated high financial need on the standard University of Manitoba bursary application form.

In 2022-2023 and again in 2024-2025 one scholarship valued at \$2,500 will be offered to an undergraduate student who:

- (1) has self-declared as Métis;
- (2) is enrolled full-time (minimum 80% course load) in any year of study in University 1 or any faculty, college, or school with a Direct Entry option; and
- (3) has achieved either:
 - (a) if a current entering student, the minimum entrance requirements for admission to the University of Manitoba;
 - (b) if a current continuing student, a minimum degree grade point average of 3.0.

The Associate Registrar & 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.

Tracy and Brian Bowman Bison Swimming Scholarship

Tracy and Brian Bowman established an annual award for a five-year term at the University of Manitoba in 2023. The purpose of the fund is to reward the achievements of members of the Bison Swim team at the University of Manitoba. In 2023-2024, two awards valued at \$500 each will be offered to two eligible undergraduate students who meet the criteria outlined below. Beginning in 2024-2025 and ending in 2027-2028, two awards valued at \$750 each will be offered to two undergraduate students who:

- (1) are eligible to compete in U SPORTS;
- (2) are members of the Bison Swim team;
- (3) are enrolled full-time, as defined by U SPORTS, in the second year of study or higher in any faculty, college, or school at the University of Manitoba; and
- (4) have achieved a minimum degree grade point average of 2.0.

In the event that there are no candidates who meet all of the criteria outlined above, the scholarship may be awarded to students who meet criteria (1), (3), and (4).

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

Undergraduate Prize for Interdisciplinary Physics

From donations received from Dr. David Fraser, an endowment fund was established at the University of Manitoba with an initial gift of \$52,885 in 2020. The purpose of the fund is to reward the academic achievements of students in the Faculty of Science pursuing interdisciplinary studies in the Department of Physics and Astronomy. Each year, beginning in the 2021-2022 academic year, the available annual income from the fund will be used to offer one or more prizes of equal value to undergraduate students who:

- (1) are enrolled full-time (minimum 80% course load) in the second year of study or higher in any Department of Physics and Astronomy program in the Faculty of Science in the year in which the award was tenable;
- (2) have achieved a minimum degree grade point average of 3.0;
- (3) have completed an original research experience or project on a topic with a clear and substantial interdisciplinary component; and
- (4) have demonstrated an interest in, or commitment to research in interdisciplinary studies involving the Department of Physics and Astronomy, as determined by the selection committee.

In order to demonstrate how they meet criteria (3) and (4), candidates must submit:

- (i) a written statement (maximum 500 words) indicating relevant experience and achievement, and a description of their individual contributions and how their work qualifies as interdisciplinary physics;
- (ii) a written project report from original research activity in an area of interdisciplinary physics;*and
- (iii) a letter(s) of recommendation from the project supervisor(s).

* Examples may include: a summer undergraduate research experience, an honours project, an equivalent supervised project involving training, a published, or submitted manuscript, or presentation.

Preference will be given to students who identify as female and/ or systemically excluded groups (Indigenous Peoples, women, racialized persons, persons with disabilities and those who identify as 2SLGBTQIA+).

A student may only hold this award once in an undergraduate career.

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

The Dean of the Faculty of Science (or designate) will ask the Head of the Department of Physics and Astronomy (or designate) to name the selection committee for this prize.

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.

Vision Quest – Kim Bullard Memorial Bursary

Vision Quest Conferences Inc. established a fund at the University of Manitoba to provide a bursary to financially support Indigenous students in the Asper School of Business. Each year, one bursary valued at \$1,000 will be offered to an undergraduate student who:

- (1) is a member of the Indigenous Business Education Partners (IBEP) program;
- (2) is enrolled full-time (minimum 60% course load) in the Asper School of Business at the University of Manitoba;
- (3) has completed a minimum of 24 credit hours of university course work;
- (4) has achieved a minimum degree grade point average of 2.5;
- (5) has demonstrated involvement in the Indigenous community; and
- (6) has demonstrated financial need on the Indigenous Business Education Partners (IBEP) bursary application form as approved by the Financial Aid & Awards office at the University of Manitoba.

In addition to completing the bursary application form, applicants will be required to submit a statement (maximum 250 words) outlining how they meet criterion (5).

The Dean of the Asper School of Business (or designate) will name the selection committee, which will include at least one representative of Vision Quest Conferences Inc.

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.

William and Ruth Barker Science Scholarship

Through a bequest, William and Ruth Barker established an endowment fund at the University of Manitoba with a gift of over \$900,000. The purpose of the fund is to support Indigenous undergraduate

students who are enrolled in the Wawatay Program. Each year, beginning in 2022-2023, the available annual income from the fund will be used to offer one or more scholarships to undergraduate students who:

- (1) have self-declared as First Nations, Métis or Inuit people from Canada;
- (2) are enrolled full-time (minimum 80% course load) in either Extended Education, University 1, or in any year of study in any undergraduate degree program in the Faculty of Science;
- (3) have either:
 - (a) if current entering students, met the minimum admission requirements for University 1 or the Faculty of Science; or
 - (b) if current continuing students, achieved a minimum degree grade point average of 2.5; and
- (4) are enrolled in the Wawatay Program as Wawatay Scholars.

In the event that there are no students who meet all of the numbered criteria above, the scholarship will be offered to one or more students who:

- (1) have self-declared as First Nations, Métis or Inuit people from Canada;
- (2) are enrolled full-time (minimum 80% course load) in any undergraduate degree program in the Faculty of Science; and
- (3) have either:
 - (a) if current entering students, met the minimum admission requirements for the Faculty of Science; or
 - (b) if current continuing students, achieved a minimum degree grade point average of 2.5.

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

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

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

2. AMENDMENTS

Class of '72 Scholarship in Management

The following amendments were made to the terms of reference for the Class of '72 Scholarship in Management:

- The preamble was revised to:
The Bachelor of Commerce (Honours) Class of '72 established a fund at the University of Manitoba to provide annual scholarships to undergraduate students in the Asper School of Business. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund.

Each year, the available annual income from the fund will be used to offer one or more scholarships to undergraduate students who:

- The numbered criteria were revised to:
 - (1) are a Canadian citizen or permanent residents;*
 - (2) are enrolled full-time (minimum 80% course load) in the first, second or third year of study in the Asper School of Business;*
 - (3) have either:*
 - (a) if current entering students, achieved a minimum average (80%) on the courses considered for admission; or*
 - (b) if current continuing students, achieved a minimum degree grade point average of 3.0; and*
 - (4) have demonstrated initiative and accomplishments in the areas of social engagement and extracurricular activities either through the Asper School of Business, other school events, community events, youth organized groups, organized sports, etc.*
- The following paragraph was revised to:

In order to demonstrate how they meet criterion (4), applicants will need to submit a completed application form before the designated deadline. The application form will be available online at the Asper School Student Support website.
- The selection committee paragraph was revised to:

The Dean of the Asper School of Business (or designate) will name the selection committee for this award, which will include one or two representatives of the Class of '72 Alumni (or delegate).
- The standard Board of Governors statement was added.

David M. Collins Scholarship

The following amendments were made to the terms of reference for the David M. Collins Scholarship:

- The preamble was revised to:

In honour of Dean David M. Collins, an endowment fund has been established at the University of Manitoba. The fund will be used to provide scholarships for undergraduate students in the College of Pharmacy who demonstrate academic excellence and social responsibility. Dr. Collins served as Dean of the College of Pharmacy from 1999-2010 during which time he was instrumental in the development of the Apotex Centre at the Bannatyne Campus; including the development of a successful College with exceptional professors, scientists, staff and students along with a successful undergraduate program. Each year, the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:
- The numbered criteria were revised to:
 - (1) is enrolled full-time (minimum 80% course load) in the fourth year of the PharmD program in the College of Pharmacy;*
 - (2) has achieved a minimum degree grade point average of 3.5; and*

(3) *has, through the course of their pharmacy studies, demonstrated a strong record of community service within the broader community, the College of Pharmacy and/or the University of Manitoba.*

- The preference statement was revised to:

Preference will be given to students who have self-declared as a First Nations, Métis or Inuit person from Canada.

- The selection committee paragraph was revised to:

The selection committee will be the College of Pharmacy Professional Program Awards Committee.

- The standard Board of Governors statement was updated.

Dr. Ronald Kristjanson Memorial Scholarship

The following amendments were made to the terms of reference for the Dr. Ronald Kristjanson Memorial Scholarship:

- The preamble was revised to:

In memory of Dr. Ronald Kristjanson, a professor in the Continuing Education Division until his death in July of 1991, a fund was established to acknowledge his dedication and commitment to adult learners. The Manitoba Scholarship and Bursary Initiative made a contribution to this fund. The purpose of this scholarship is to recognize the academic merit and community service of adult students enrolled in a certificate program in Extended Education at the University of Manitoba. Each year, the available annual income from the fund will be used to offer two scholarships of equal value to students who:

- The numbered criteria were revised to:

- *are enrolled in a certificate program in Extended Education;*
- *achieved a minimum certificate grade point average of 3.5; and*
- *demonstrate active and long-term commitment to community service.*

- The following paragraph was revised to:

Students must submit an application consisting of: (a) a statement (approximately 250–500 words) outlining their community service involvement, and (b) a letter of recommendation from a community representative.

- The selection committee paragraph was revised to:

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

Engineering Academic Excellence Scholarships

The following amendments were made to the terms of reference for the Engineering Academic Excellence Scholarships:

- The preamble was revised to:

A former Stick of Engineering established an endowment fund to recognize five outstanding undergraduate students in the Departments of Electrical, Computer, and Civil Engineering in the Price Faculty of Engineering. The Manitoba Scholarship and Bursary Initiative has made a

contribution to this fund. Each year, the available annual income from the fund will be used to offer five scholarships of equal value to undergraduate students who:

- The numbered criteria were revised to:
 - (1) *are enrolled full-time (minimum 80% course load) in the third year of study in either the Department of Electrical and Computer Engineering or the Department of Civil Engineering in the Price Faculty of Engineering;*
 - (2) *have achieved a minimum degree grade point average of 3.8; and*
 - (3) *have achieved the highest and second-highest degree grade point average in the Departments of Electrical and Computer Engineering (two for Computer majors and two for Electrical majors) and the highest academic standing in the Department of Civil Engineering among students who meet the above criteria.*
- The following paragraph was added:

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

MMCF – Medical Student Travel Awards

The following amendments were made to the terms of reference for the MMCF – Medical Student Travel Awards:

- The numbered criteria were revised to:
 - (1) *are enrolled full-time in any year of study in the Undergraduate Medical Education Program in the Max Rady College of Medicine at the University of Manitoba and are in good standing; and*
 - (2) *will present at an academic conference within North America.*
- The preference paragraph was revised to:

The selection committee will have the discretion to determine the number and value of awards offered each year based on the available funding and student need. The first preference will be given to students who require funds for Travel Conferences, the second preference will be given to students who require funds for Virtual Conferences, and the third preference will be given to students who require funds for Local Professional Development.
- The selection committee paragraph was revised to:

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

Vision Quest – Steve Prince Memorial Bursary

The following amendments were made to the terms of reference for the Vision Quest – Steve Prince Memorial Bursary:

- The numbered criteria were revised to:
 - (1) *is a member of the Indigenous Business Education Partners (IBEP) program;*
 - (2) *is enrolled full-time (minimum 60% course load) in the Asper School of Business at the University of Manitoba;*
 - (3) *has completed at least 24 credit hours of university course work;*
 - (4) *has achieved a minimum degree grade point average of 2.5;*
 - (5) *has demonstrated involvement in the Indigenous community; and*
 - (6) *has demonstrated financial need on the Indigenous Business Education Partners (IBEP) bursary application form as approved by the Financial Aid & Awards office at the University of Manitoba.*
- The following paragraph was revised to:

In addition to completing the bursary application form, applicants will be required to submit a statement (maximum 250 words) outlining how they meet criterion (5).
- The Board of Governors statement was added.

3. WITHDRAWALS

Betty Butler Scholarship for Women in Sport

At the request of the donor

Playing 4 a Purpose Scholarship

At the request of the donor



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

Office of the President
Room 202 Administration Bldg.
University of Manitoba
Winnipeg, MB
Canada R3T 2N2
T: 204-474-9345
F: 204-261-1318
president@umanitoba.ca

DATE: May 30, 2022

TO: Jeff Leclerc, University Secretary

FROM: **Michael Benarroch, Ph.D.**
President and Vice-Chancellor 

RE: Increase to Admission Targets, Bachelor of Respiratory Therapy (B.R.T.) and Bachelor of Midwifery (B.Mid.) programs

I attach a recommendation from Dr. Greg Smith, Vice-Provost (Academic Planning and Programs) for an increase to the admission targets for the following:

- Bachelor of Respiratory Therapy program, effective the 2022-23 academic year;
- Bachelor of Midwifery program, effective the 2023-24 academic year.

Under the Admission Targets Policy, the President may approve changes to Admission Targets following consultation and discussion with the applicable unit's dean or director, with Senate and with the Board of Governors, subject to the provisions of the provincial Programs of Study Regulation.

Accordingly, please place this item on the agenda for the June 10th, 2022, Senate Executive meeting and the June 22nd, 2022, Senate Meeting.

Cc: Diane Hiebert-Murphy, Provost and Vice-President (Academic)
Greg Smith, Vice-Provost (Academic Planning and Programs)
Laurie Schnarr, Vice-Provost (Students)
Brian Postl, Dean, Rady Faculty of Health Sciences and Vice-Provost (Health Sciences)
Netha Dyck, Dean, College of Nursing
Reg Urbanowski, Dean, College of Rehabilitation Sciences
Jeff Adams, Registrar and Executive Director, Enrolment Services
Randy Roller, Executive Director, OIA
Cassandra Davidson, Academic Program Specialist



Office of Provost and Vice-President (Academic)

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

**University
of Manitoba**

Date: May 26, 2022

To: Dr. Michael Benarroch, President and Vice-Chancellor

From: Dr. Greg Smith, Vice-Provost (Academic Planning and Programs)

Re: Request for Increase to Admission Targets, Bachelor of Respiratory Therapy Program

Under the Admission Targets Policy and at the request of Dr. Reg Urbanowski, Dean, College of Rehabilitation Sciences, please find attached a proposal for an admission target increase to the Bachelor of Respiratory Therapy (B.R.T.) program.

In response to an identified need for more respiratory therapists in the province, the College is requesting an increase to their admission target from 16 seats to 20 seats, effective the Fall Term 2022, subject to approval, and receipt of new resources from the province to accommodate the growth. If approved and funding is secured, the proposed four additional seats will be drawn from a waitlist of qualified applicants for the Fall Term. My office has consulted with the province in respect to the increase, and they are aware of the request, the need for additional financial support, and the associated timelines.

Note that this proposal is the first step to addressing the need for additional respiratory therapists. The College is committed to continuing the consultation process with both internal and external stakeholders, including with UM academic and administrative units that support the program, to identify opportunities for a larger increase; any resulting proposals will be brought forward through the requisite approval processes.

Consistent with the Admission Targets Policy and Procedure, the President may approve changes to Admission Targets following consultation with the Dean/Director, Senate, and the Board of Governors, subject to the provincial Programs of Study Regulation.

Please provide your advice concerning this matter to the Office of University Secretary by Monday, May 30th, 2022, so that, if supported, the request may receive timely consideration by Senate and the Board of Governors in June 2022.

Cc: Diane Hiebert-Murphy, Provost and Vice-President (Academic)
Laurie Schnarr, Vice-Provost (Students)
Brian Postl, Vice-Provost (Health Sciences) and Dean, Rady Faculty of Health Sciences
Reg Urbanowski, Dean, College of Rehabilitation Sciences
Jeff Leclerc, University Secretary
Jeff Adams, Registrar and Executive Director, Enrolment Services
Randy Roller, Executive Director, OIA
Cassandra Davidson, Academic Program Specialist

/cd

MEMORANDUM

DATE: May 26, 2022

TO: Greg Smith, Vice-Provost (Academic Planning and Programs) and Jeff Leclerc, University Secretary

FROM: Dr. Reg Urbanowski, Dean at the College of Rehabilitation Sciences

SUBJECT: Bachelor of Respiratory Therapy Program Expansion

The province has identified a high need for respiratory therapists (RT) in the province. To help meet the demand for RT they have approached the University of Manitoba to consider possible increases to the seats in the respiratory therapy program. The enclosed proposal represents an immediate response to meeting that need. The capacity increase starting in September 2022 is four seats bringing the total seat count in the first year of the program to twenty. When fully implemented the total seat count will rise from 16 per year for a total of 48 seats to 20 per year for a total of 60 seats. This increase is achievable for September given the small number of seats requested, the existence of a waitlist for seats in the program, and the modest additional resource requirements for this first semester.

Even when fully matured to a full seat count of 60 seats in three years this is only the first step in meeting the anticipated human resource needs for RTs in the province. There is ongoing consultation with the province to determine the optimum seats required to effectively meet those needs. Any subsequent proposal will be discussed at department council and college executive council meetings, as well as with all affected academic and administrative units at the University before being sent to the President for consideration for consultation with Senate and the Board of Governors.

The current proposal includes letters of support from Dean Postl, the department of pharmacology, the department of anatomy and the accreditation agency for respiratory therapy. A meeting was held with all RT faculty present on May 19th.

The proposal was approved without any revisions. An all staff and faculty meeting was held on May 20th with 27 in attendance where the proposal was discussed. There were no objections or changes to the proposal. The attached proposal was developed in a collaboration with the RT department head, RFHS Finance, umanitoba.ca/rehabsciences and Academic Programs and Planning.

Please feel free to contact me with any questions or concerns.

Sincerely,
Reg Urbanowski,
Dean, College of Rehabilitation Sciences

SIGNIFICANT MODIFICATION TO A PROGRAM OF STUDY

Under The Advanced Education Administration Act

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

UM INTERNAL REQUIREMENTS
**University
of Manitoba**

1. Please complete the application below and submit one (1) electronic copy (.pdf format) each to the Vice-Provost (Integrated Planning & Academic Programs) and the Office of the University Secretary, (where indicated) along with the following supplemental documentation:
 - a. A cover letter justifying and summarizing the rationale behind the request for a significant modification.
 - b. Letters of support from internal and/or external stakeholders that were consulted as part of this proposal, if applicable.
2. Note that internal approval of the proposed modification will vary depending on the type of modification (see SECTION C). Please work with the Provost's Office and the Office of the University Secretary in advance, in identifying the appropriate procedures and approval processes. In general, please note the following for each type of modification:
 - a. **CHANGE OF SITE** – may require Senate approval if the site requires modifications to admission and/or program requirements (e.g. new admission category).
 - b. **CHANGE TO SEAT CAPACITY** – please refer to the Admission Targets Policy and Procedures (http://umanitoba.ca/admin/governance/governing_documents/academic/admission_targets.html). Changes may also require Senate approval if there are modifications to admission and/or program requirements.
 - c. **CHANGE TO TIME-TO-COMPLETION** – any addition to or reduction of hours to program requirements, requires Senate approval. For undergraduate programs, please refer to SCCC Guidelines found at - <http://umanitoba.ca/admin/governance/forms/index.html>. For graduate programs, please contact FGS for approval process.
 - d. **CHANGE TO APPROVED DELIVERY MODEL** – please notify the Provost's Office of any significant changes to course or program delivery method.
 - e. **CHANGE TO STATUS OF JOINT PROGRAM** – depending on the significance of the changes resulting from the proposal, this will either require Senate approval as a program modification or will require the introduction of a new program. Please contact the Provost's Office with more details on how becoming a joint program or ceasing a joint program will impact the program.
 - f. **CHANGE TO CREDENTIAL**
 - g. **CHANGES TO CAPITAL OR OPERATING RESOURCES REQUIRED -**
3. Please direct questions to Cassandra Davidson, Academic Programs Specialist, Office of the Provost and Vice-President (Academic) at Cassandra.Davidson@umanitoba.ca or 204.474.7847.

SECTION A – PROPOSAL DETAILS

Institution: **University of Manitoba**

Applicable faculties/department with responsibility for the program: **Rady Faculty of Health Sciences / College Rehabilitation Sciences/ Respiratory Therapy**

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

Program name: **Bachelor of Respiratory Therapy Program**

Credential awarded: **Bachelor of Respiratory Therapy**

Office Use Only

Funding request:

The University is requesting funding of \$482,819 in year 1, \$724,834 in year 2 and \$565,457 in year 3, and on-going funding after year 3 of 565,457 indefinitely.

| |
|-------------------------|
| One-time funding: _____ |
| On-going funding: _____ |

Proposed start date: **2022-09-01 (Fall 2022)**

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

There are critical issues pertaining to the tight timelines for approval and receipt of the requisite funding. Not having these issues resolved soon may mean delaying the admission of students for the final four seats in September 2022 until September 2023 as there is no January intake. Furthermore, if the students are admitted time is needed to recruit staff and procure equipment to ensure that the curriculum framework and course designs are not jeopardized.

The department is a small unit that is organized to teach sixteen students, and the addition of four students is a 25% increase in all courses in the first year.

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

SECTION B – PROGRAM DESCRIPTION AND DELIVERY

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

Purpose of the RT Program: To educate and prepare future respiratory therapists for entry to practice in Canada. The University of Manitoba is the only English-speaking, entry-to-practice Bachelor of Respiratory Degree program in Canada. This leaves the University of Manitoba uniquely positioned to lead and change academic developments in the field of Respiratory Therapy. The proposed changes will strengthen the University of Manitoba's academic RT program through both its educational leadership by allowing the University to expand its research and innovation work in Respiratory Therapy policy, scope and practice.

Respiratory therapy is a specialized field of allied health that assesses, treats and supports people of all ages with breathing problems and other cardio-pulmonary-related illnesses and conditions. They work in intensive care units, operating rooms, medical transportation, primary care, long-term care, and home care. The need for respiratory therapists was deemed high in Manitoba by the provincial officials and this proposal is an attempt to BEGIN to address that high need.

The RT education program began in 1960 at the Winnipeg General Hospital and moved to the University in 2001. The current sixteen-seat capacity has remained the same for over fifty-five years. The purpose of the program is to help meet current and pressing human resource needs for respiratory therapists in the province and to conduct applied research of benefit to Manitoba, Canada and beyond. The program at the University of Manitoba is Canada's only English-speaking RT program among U15 universities. The program consistently turns away qualified applicants due to its limited seat capacity.

The current program is a Bachelor of Respiratory Therapy. Applicants must take 24 credit hours consisting of prerequisite courses plus electives of the student's choice to be considered for admission. Once admitted they complete three years of respiratory therapy education. To practice, therapists must be licensed. One of the criteria for licensing is graduation from an accredited education program. The program is accredited through a national accreditation agency and was fully re-accredited in 2020 for seven years.

The Bachelor of Respiratory Therapy program is seeking to grow its undergraduate admission target from 16 to 20 seats, beginning Fall 2022.

Overview of the impact of modifications on the number of graduates: will increase graduates to 20 students per year by 2025

B-2 Describe how this program serves and advances the academic, cultural, social and economic needs and interests of students and the province:

The UM RT Program is the only Respiratory Therapy program in Manitoba, contributing significantly to meeting the human resource crisis in Manitoba. Statistics Canada has identified a labour SHORTAGE for Respiratory therapists, clinical perfusionists and cardiopulmonary technologists (NOC 3214) in Canada over the next 10 years (2019-2028). <https://www.jobbank.gc.ca/marketreport/outlook-occupation/22779/ca>

Shared Health has also determined that the labour market need for respiratory therapists in Manitoba is high and the current supply is well under the ability to meet that need.

As part of its strategy to expand capacity, the College of Rehabilitation Sciences (CORS) is committed to addressing the under-representation of Indigenous healthcare providers in Manitoba. Two seats are reserved each year for a Canadian Indigenous applicant. This number will be increased to three with the increase in enrollment.

There is an estimated 20%-25% vacancy rate in respiratory therapy positions in Manitoba. This has placed a strain on acute care services, emergency transportation, and care of chronic conditions in the community across the lifespan. Current graduates are hired before they graduate. In 2020 and 2021, there were special initiatives with the regulatory body to complete the requirements for graduation earlier and hire UM students earlier to enable them to work sooner because of the COVID crisis. Furthermore, the current healthcare transformation plans will place an increased emphasis on respiratory therapy needs across the province.

This program expansion is the first step taken by the university to respond to the high need for graduates from this program. While helping to mitigate the demand for RT professionals, the proposed expansion of 4 seats will not fully meet the needs of the province. The College and the UM will continue their consultations with internal academic and administrative units and external partners, as well as with government to identify the possibility for a larger expansion and bring forward additional proposals, as identified.

B-3 Describe the existing and anticipated post-secondary learning needs of students in Manitoba that this program addresses and responds to:

This is an existing program. An increase in enrolment responds to the need for respiratory therapists during the ongoing pandemic and the increasing retirements in the profession. See also B-2.

B-4 Will the program be available for part-time study?

No, all enrollment is full-time. There is only one intake per year in Fall semester.

B-5 Is there a cooperative education, work placement, internship or practicum component?

Yes. Students in years 2,3 & 4 of the Bachelor of Respiratory Therapy program must perform hours of clinical fieldwork experience.

Clinical placements mainly occur in Manitoba (Winnipeg) and other urban (Brandon) and rural settings (Steinbach, Thompson) across Manitoba. The resources required to support students going to rural areas will be acquired through the student initiatives fund and the RFHS fund, as has been the practice all along.

C-2 Change to seat capacity

C-2.1 - List originally approved or currently offered seat capacity and proposed seat capacity.

UM Internal Note: seat capacity as defined by your admission target. If you are not aware of the target, please contact Enrolment Services.

One intake each Fall academic year:

Currently offered seat capacity of **16 students**

Fall 2022 and onward Proposed seat capacity of **20 students**

C-2.2 - Provide rationale for this change. (Examples include changes in applications, enrolment and employer demand or alignment with the institution's strategic direction and priorities.)

UM Internal Note: please ensure to address the following in your response:

- Student demand for places – identify how the current admission levels and the proposed changes compare to the number of qualified applicants to the program.
- Demand for graduates – identify how the current admission levels and the proposed changes reflect market demand for graduates.
- Outline any economic, demographic and/or geographical shifts in the student population that may impact on, or be impacted by, the proposed change.
- Student success – comment on success of current students (progression, time-to-completion, etc.) and graduates of the program (where known).

The added seats reflect an ongoing need for added respiratory therapy graduates across Manitoba sectors and industries and ongoing demand by students for entry into UM Respiratory Therapy degree program. It is now public knowledge there are critical shortages of Respiratory Therapists in Manitoba and across Canada.

Demand for graduates is very high in Manitoba and Canada with many students receiving employment letters of offer before they graduate. This year we have had several questions from the clinical community about enrollment increases due to the current and ongoing demand presented by the COVID-19 pandemic. The Government of Manitoba declared the need for respiratory therapists to be very high and training an increased number of these healthcare professionals aligns with the province's 'Skills, Talent and Knowledge Strategy' by addressing a current and future shortage in the workforce.

The clinical transformation plan in the province will place an even higher burden of need on the health system.

Below is a table indicating total number of applicants, number of eligible applicants and average AGPA since 2014. This is based on an intake of 16 per year. There is a waitlist each year of an additional 10-15 qualified RT applicants.

| | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|--|------|------|------|-------|-------|------|-------|-------|-------------|
| Total number of applicants | 67 | 62 | 67 | 63 | 59 | 59 | 56 | 56 | 53 |
| Number of eligible applicants | 51 | 41 | 47 * | 37 | 45 | 37 | 37 | 44 | in progress |
| Average AGPA for a student offered admission | | 3.9 | 3.9 | 3.775 | 3.924 | 3.89 | 4.042 | 3.933 | x |

*1 applicant withdrew and is not included in totals

C-2.3 - Intake Information

C-2.3 (a) - What is the projected enrolment for the first intake?

20 students for Fall 2022.

C-2.3 (b) - What is the maximum seat capacity (defined as first-year enrolment capacity)?

20 students

C-2.3 (c) - What is the anticipated date of maturity?

Fall 2022. See Appendix A for details.

C-2.4 UM Requirement: Address the impact of the proposed change on access to post-secondary education of under-represented groups. Identify any particular demographic experiencing special difficulties either in gaining admission to, or completing the requirements of, the program.

The College of Rehabilitation Sciences (CORS) is committed to addressing the under-representation of Indigenous health-care providers in Manitoba. Two seats are reserved each year for a Canadian Indigenous applicant. This number will be increased to three seats per year in enrollment. See B-2.

D-1 Describe how this significant modification aligns with the strategic plans of your institution:

This modification aligns with the university’s strategic priorities as follows:

Support and sustain a post-COVID teaching, learning, research, and work environment. This includes our commitment, as one of Canada’s top 15 research universities, to remain a leader in research excellence.

As Canada’s only English-speaking university-based RT program we are fully engaged in the province by helping to educate tomorrow’s respiratory therapists in Manitoba. We are also committed to research that creates, discovers, and translates new knowledge in and about the field. Lastly, we will engage in inter-collaborative research that supports new knowledge and enhances the practice of respiratory therapy. This modification will enable us to train additional practitioners to engage in practice and research that furthers the mission of the department and meets the demands of this initiative.

Enhance and expand opportunities for learning, including research opportunities for students.

This modification will enable the department to engage further in learning opportunities for RT students and will also enable students to engage in faculty members’ research initiatives. The expansion will enable additional cohorts to be engaged in the community and expand the current offerings. When fully implemented, the expansion will add twelve students. With these new numbers a greater range of internships and community projects are possible. Also, the addition of new faculty will increase the span of knowledge and expertise available to students.

Deliver on our commitment to Indigenous achievement and engagement.

There are very few Indigenous RTs and few students. This initiative, together with other College initiatives, will seek to increase the number of students recruited into the program and will provide support in retaining them in the program.

This modification will also enable more faculty and students to participate in outreach programs serving urban Indigenous populations and First Nations communities by creating resources for research and action under the College’s “We walk together in health and wellness” project.

Create a more accessible, equitable, diverse, and inclusive university.

We are committed to the EDI initiatives in RFHS and actively participate in them. This modification will enable us to continue to hone our curriculum to ensure that knowledge and experience is accessible and equitable for a diverse audience of learners. The expansion will provide an opportunity to support more student spaces from designated groups.

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

Decision-Making body: *Senate (consultation only)*

Decision:

Date:

Decision-Making body: Board of Governors (consultation only)

Decision:

Date:

Decision-Making body: President

Decision:

Date:

D-3 Responsibility to consult

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

We have consulted with Accreditation Canada which oversees the accreditation of the RT program. They have determined that given the nature of this modification that: *“the program will not be required to provide additional documentation for this change and its status will remain as Accredited until September 30, 2027.”*

A copy of the email indicating this is attached.

D-3.2 What agencies, groups, or institutions have been consulted regarding the significant modification of this program?

UM Internal Note: the unit is to consult with other academic units to identify how the proposed changes might affect quality, access to, and resources associated with the programs offered by that unit, as well as impact on service teaching by supporting faculties/schools. Outline the consultation process with other units and append letters of support, as appropriate.

Consultation with the Registrar’s Office regarding the addition of four seats for the fall of 2022. Given that the RT department has a waitlist of 15 people drawing on another 4 people from that list will not be difficult.

Shared Health, Manitoba Health, and Manitoba Advanced Education, Skills and Immigration have all been informed. Winnipeg Regional Health Authority has been informed.

Letters of support from the Departments of Pharmacology, Department of Human Anatomy and Cell Science, Rady Faculty of Health Sciences, Faculty of Arts, and Faculty of Science indicate support for this program seat expansion (see Appendix B).

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

An all staff and faculty meeting in the College was scheduled for Friday, May 20th. There were 27 people in attendance which represents 100% of the total faculty. A meeting was held on May 19th with the members of the Respiratory Therapy Council. Although not a formal council meeting, it did represent 100% of the members of the council.

Respiratory therapy students were informed via email on May 20th.

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

There are no other programs in Manitoba.

D-4.1 Describe any specific laddering, articulation and/or credit transfer options for Manitoban students that are anticipated to change as a result of the significant modification of this program:

There are no changes.

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

University of Manitoba is unique amongst Canadian educational institutions, delivering the only English speaking, entry-to-practice Bachelor of Respiratory Therapy degree program in the country.

TABLE 1: Canadian respiratory therapy programs

| Location | Educational institution | Program(s) | Program duration |
|------------------|---|---|------------------|
| British Columbia | Thompson Rivers University tru.ca | • Fast-track stream (for those who already have a Bachelor of Science) | 2 years |
| | | • Respiratory Therapy Diploma | 3 years |
| | | • Dual-credential: Respiratory Therapy Diploma and Bachelor of Health Science | 4 years |
| Alberta | Northern Alberta Institute of Technology nait.ca | • Respiratory Therapy Diploma | 3 years |
| | Southern Alberta Institute of Technology sait.ca | • Respiratory Therapy Diploma | 3 years |
| Manitoba | University of Manitoba umanitoba.ca | • Bachelor of Respiratory Therapy | 4 years |
| Ontario | Michener Institute of Education at UHN michener.ca | • Respiratory Therapy Program – Advanced Diploma | 3 years |
| | St. Clair College of Applied Arts and Technology stclaircollege.ca | • Respiratory Therapy Program – Advanced Diploma | 3 years |
| | Algonquin College of Applied Arts and Technology algonquincollege.com | • Advanced Diploma in Respiratory Therapy | 3 years |
| | Canadore College of Applied Arts and Technology canadorecollege.ca | • Advanced Diploma in Respiratory Therapy | 3 years |
| | La Cité collégiale – Collège d’arts appliqués et de technologie collegelacite.ca | • Thérapie respiratoire | 3 years |
| | Fanshawe College of Applied Arts and Technology fanshawec.ca | • Advanced Diploma in Respiratory Therapy | 100 weeks |
| | Conestoga College Institute of Technology and Advanced Learning conestogac.on.ca | • Advanced Diploma in Respiratory Therapy | 3 years |

TABLE 1: Canadian respiratory therapy programs

| | | | |
|---------------------------|---|---|-----------|
| Quebec | Vanier College vaniercollege.qc.ca | • Diploma in Respiratory & Anaesthesia Technology | 3 years |
| | CEGEP de Ste-Foy cegep-ste-foy.qc.ca | • Techniques d'inhalothérapie | 3 years |
| | CEGEP de Sherbrooke cegepsherbrooke.qc.ca | • Techniques d'inhalothérapie | 3 years |
| | Collège de Rosemont crosemont.qc.ca | • Techniques d'inhalothérapie | 3 years |
| | CEGEP de Chicoutimi cchic.ca | • Techniques d'inhalothérapie | 3 years |
| | Collège Ellis – Campus de Trois-Rivières ellis.qc.ca | • Techniques d'inhalothérapie et anesthésie | 3 years |
| | Collège Ellis – Campus de Longueuil ellis.qc.ca | • Techniques d'inhalothérapie et anesthésie | 3 years |
| | CEGEP de l'Outaouais cegepoutaouais.qc.ca | • Techniques d'inhalothérapie | 3 years |
| | Collège de Valleyfield colval.qc.ca | • Techniques d'inhalothérapie | 3 years |
| New Brunswick | New Brunswick Community College – Saint John nbcc.ca | • Respiratory Therapy Diploma | 3 years |
| | Collège communautaire du Nouveau-Brunswick ccnb.ca | • Thérapie respiratoire | 120 weeks |
| Nova Scotia | QEII/Dalhousie University dal.ca | • Diploma in Respiratory Therapy | 3 years |
| | | • Bachelor of Health Science with a specialization in Respiratory Therapy | 4 years |
| Newfoundland and Labrador | College of the North Atlantic cna.nl.ca | • Respiratory Therapy Diploma | 3 years |
| International | College of the North Atlantic (Qatar) cna-qatar.com | • Respiratory Therapy Diploma | 3 years |

D-5.1 Describe any specific laddering, articulation and/or credit transfer options for Manitoban students that are anticipated to change as a result of the significant modification of this program.

There are no changes.

D-6 Describe any changes in labour market demands in Manitoba for graduates of this Program as a result of this significant modification:

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

There will continue to be a high labour market demand for respiratory therapists in Manitoba even with this four-seat expansion.

This profession was identified as a high concern by government because of its high vacancy rate. At the current rate of graduation, we are not able to meet the demand side of the workforce. The addition of four seats represents an immediate response to this high need, but it clearly will not meet the full demand that is current, and that will only increase given the chronicity of the Manitoba population and the health care transformation that is planned. The College of Rehabilitation Sciences will be continuing the consultation process on a potential larger expansion for future years and will bring forward proposals, as appropriate.

Statistics Canada has identified a labour SHORTAGE for Respiratory therapists, clinical perfusionists and cardiopulmonary technologists (NOC 3214) in Canada over the next 10 years (2019-2028).

<https://www.jobbank.gc.ca/marketreport/outlook-occupation/22779/ca>

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

No evaluation was conducted as this was a relatively small change to the program seats.

D-8 Does this significant modification entail an increase to tuition, or the establishment of or increase to fees that apply to students in this program of study?

UM Internal Note: Comment on potential impact on student access to and affordability of education that may result from the change.

NO change. Students will be assessed tuition and fees at rates approved by the UM Board of Governors and the Province.

SECTION E – REQUIRED RESOURCES AND FINANCIAL IMPLICATIONS

E-1 If one-time or pilot funding is being requested to support the significant modification of this program of study, please identify the amount of funding being requested:

One-time funding of \$262,500 in Year 1 and \$176,000 in Year 2 is requested. One-time funding is requested to cover the necessary capital and recruitment costs. See Appendix C for details.

E-2 If ongoing funding is being requested to support the significant modification of this program of study, please identify the amount of funding being requested:

Ongoing funding of \$565,457 is requested. See Appendix C for details.

E-3 If new funding is not being requested, how will the significant modifications to the program be funded? (Include such information as: where reallocated funding will come from, and the implications of reallocating that funding on other programs/activities of the institution.)

New funding is being requested

E-4 What are the resource implications to the institution in delivering the significantly modified program of study?

(Include such information as; budget, IT, library, laboratory, computer, space, practicum liability insurance, student services, etc)

UM Internal Note: Identify how the proposed changes will impact on the *quality of operations* at both the unit level and institutional level (including impact on other affected units), where applicable. Comment on how units delivering service teaching in the program will be impacted by the proposed change.

The resource implications when capacity of 12 students is reached in year 3 would be as follows:

Academic and Support Staff Salaries (4.0 FTE) - \$ 457K

Non-Salary Operating Expenses - \$59k (includes impacts on Accreditation Unit, Office of Interprofessional Collaboration, Northern Placements and Lab (CLSF))

University-wide Overhead* - \$117K

*University-wide Overhead represents administrative costs associated with supporting academic programming that exist outside of an academic unit such as student supports, access to libraries and other administrative services like HR, IT and Finance.

There will be no impact on the service teaching provided by Pharmacology and Anatomy as indicated in the attached letters of support.

E-5 Please describe new and existing staffing resources needed to provide this significantly modified program of stud:.*(Include reallocation of existing faculty, hiring of new faculty, administrative and support services and any other considerations.)*

UM Internal Note: Identify how the proposed changes will impact on the *quality of instruction* at both the unit level and institutional level (including impact on other affected units), where applicable. Comment on how units delivering service teaching in the program will be impacted by the proposed change.

Current staffing: 4 Full Time (FT) permanent instructors, 1 Part Time (PT) term instructor 0.6 FTE, 2 tenure track assistant professors at 40% teaching, 1 admin support for all clinical, research and department head support. In addition, outside sources (contracted) sessional instructors are used to fill gaps and 1 of the 1.0 FT instructors is also the sole clinical coordinator for all 3 years (approx. 48 students), and teaching time is reduced to one, 6 credit hour course.

Proposed staffing: FTEs (4.0) will support teaching, research, clinical site development and clinical coordination, noting that 16 +4 added students = 25% increases in enrollment

- 1.0 FTE instructor – would take approx. 12 credit hours, offload clinical coordinator teaching and fill in gaps of courses, help with student recruitment and interdisciplinary teaching
- 1.0 FTE tenure track academic (of which 40% is teaching)- would take approximately 6 credit hours of teaching and would offload Department Head who teaches a 6-credit hour course, expand RT lead research, supervise MSc Program for RT
- 1.0 FTE sessional/ clinical coordinator - Can aid in coordinating BRT (Bachelor of Respiratory Therapy) 1 & BRT 2 clinical, exploring new placements and affiliations, assist with admin work until admin hired, member of committees (curriculum), fill in service gaps. Or could offload teaching of senior faculty who could then be dedicated to curriculum reform.
- 1.0 FTE for admin - support payroll processes, clinical coordinator, or research. Could support committees, or the Department Head, who currently does much of their own admin work

The BRT program is supported by the Department of Human Anatomy and Cell Science and the Department of Pharmacology in delivery of coursework within the program, and the Faculty of Arts and Faculty of Science deliver required courses for entry to the program. Letters of support from the units indicate support for this program seat expansion (see Appendix B).

E-6 Please describe the effect of the significant modification of this program on existing capital infrastructure and equipment:

UM Internal Note: Identify how the proposed changes will impact on the *quality of operations* at both the unit level and institutional level (including impact on other affected units), where applicable. Comment on how units delivering service teaching in the program will be impacted by the proposed change.

Expansion of the program to 12 additional students and 4.0 additional FTE's will require capital investment of 257.5k in year 1 and 15k in year 2. Investment will be required for major equipment purchases (i.e. ventilators), retrofitting of space, and furniture / fixtures.

Major Equipment Purchases include the following:

- 2 new ventilators (approximately \$37,500 each)
- 2 new positive airway pressure machines (CPAP/ Bilevel Positive Airway Pressure (BiPAP machines) (approximately \$10,000 each)
- 1 new high flow oxygen machine (approximately \$5,00 each)

See Appendix C for a more detailed capital listing.

Space renovations include expanded office space, lab space and equipment storage. Respiratory therapy utilizes large bulky equipment that takes specialized storage along with storage for gases.

SECTION F – SIGNATURES

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

SUBMITTED BY:

President:

Name:

Signature:

Date: Click here to enter a date.

Vice-President/Academic:

Name:

Signature:

Date: Click here to enter a date.

For use by joint programs only:

President:

Name:

Signature:

Date: Click here to enter a date.

Vice-President/Academic:

Name:

Signature:

Date: Click here to enter a date.

SUBMIT COMPLETED FORM

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

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

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

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

Appendix A – Current and Proposed Projections on Student Progression and Graduation

Current intake the Current Academic Schedule of the BRT Program

| Term of Academic year | Fall 2022 | Fall 2023 | Fall 2024 | Fall 2025 | Fall 2026 | Fall 2027 |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| BRT1 | 16 | 16 | 16 | 16 | 16 | 16 |
| BRT2 | 16 | 16 | 16 | 16 | 16 | 16 |
| BRT3 | 16 | 16 | 16 | 16 | 16 | 16 |
| Student Totals Enrolled in BRT Program Each Year (BRT 1+2+3) | 48 | 48 | 48 | 48 | 48 | 48 |

16 students projected for graduation by end of the Winter 2025 term of the RT Program for students accepted in the 2022 – 2023 academic year.

Proposed increased enrollment in the academic schedule of the RT Program

| Term of Academic year | Fall 2022 +4 students | Fall 2023 + 4 students | Fall 2024 +4 students | Fall 2025 +0 students | Fall 2026 | Fall 2027 |
|--|-----------------------|------------------------|-----------------------|-----------------------|-----------|-----------|
| BRT1 | 20 | 20 | 20 | 20 | 20 | 20 |
| BRT2 | 16 | 20 | 20 | 20 | 20 | 20 |
| BRT3 | 16 | 16 | 20 | 20 | 20 | 20 |
| Student Totals Enrolled in BRT Program Each Year (BRT 1+2+3) | 52 | 56 | 60 | 60 | 60 | 60 |

Projected graduates from the Proposed academic schedule of the RT Program and progression of students from Fall 2022 through Winter 2026

| Term of Academic year | Winter 2022 | Fall 2022 | Winter 2023 | Fall 2023 | Winter 2024 | Fall 2024 | Winter 2025 | Fall 2025 | Winter 2026 | Fall 2026 | Winter 2027 | Fall 2027 | Winter 2028 |
|----------------------------------|---|------------|---|------------|---|-------------------|--|-------------------|--|-------------------|--|-------------------|--|
| Fall Intake (2022) – 20 students | x | BRT 1 (20) | BRT 1 (20) | BRT 2 (20) | BRT 2 (20) | BRT 3 (20) | ~20 students graduate at the end of the term | | | | | | |
| Fall Intake (2023) – 20 students | x | x | x | BRT 1 (20) | BRT 1 (20) | BRT 2 (20) | BRT 2 (20) | BRT 3 (20) | ~20 students graduate at the end of the term | | | | |
| Fall Intake (2024) – 20 students | x | x | x | x | x | BRT 1 (20) | BRT 1 (20) | BRT 2 (20) | BRT 2 (20) | BRT 3 (20) | ~20 students graduate at the end of the term | | |
| Fall Intake (2025) – 20 students | x | x | x | x | x | x | x | BRT 1 (20) | BRT 2 (20) | BRT 2 (20) | BRT 2 (20) | BRT 3 (20) | ~20 students graduate at the end of the term |
| Graduates from earlier intakes | ~16 students graduate from Fall 2019 intake | | ~15 students graduate from Fall 2020 intake | x | ~15 students graduate from Fall 2021 intake | x | x | x | x | x | x | x | x |

Intake year and term is color coded with corresponding graduation.

From present until Winter 2028, 202 RT students are projected to graduate from the University of Manitoba, Bachelors of Respiratory Therapy Program.

- 20 students graduating per year when project meets maturity in Fall 2024 (20 students in each cohort, 60 enrolled in entire program [BRT1+2+3])

Appendix B - Letters of Support

From: [Nikolina Petranovic](#)
To: [Reg Urbanowski](#)
Cc: [Kaitlin King](#); [Liane Allen](#)
Subject: RE: EQual: University of Manitoba Physician Assistant off-site review report
Date: Tuesday, May 17, 2022 11:47:29 AM
Attachments: [image002.png](#)

Caution: This message was sent from outside the University of Manitoba.

Hi Reg,

Thank you for providing an update on the program's next steps. Given the program will be increasing its intake by four students and will not be making changes to curriculum, delivery or workload, there is no foreseen impact on the program's accreditation status. Hence, the program will not be required to provide additional documentation for this change and its status will remain as *Accredited* until September 30, 2027.

I hope email confirmation of this will suffice, if not, please do let me know.

Please do let me know when you're ready to discuss the second proposal and we can certainly find time to chat.

Kind regards,
Nikolina



Nikolina Petranovic - [@Accreditation Canada](#)
Accreditation Specialist, EQual
Connect with us on LinkedIn!



From: Reg Urbanowski <Reg.Urbanowski@umanitoba.ca>
Sent: Tuesday, May 17, 2022 9:44 AM
To: Nikolina Petranovic <Nikolina.Petranovic@healthstandards.org>
Cc: Kaitlin King <Kaitlin.King@umanitoba.ca>; Liane Allen <Liane.Allen@umanitoba.ca>
Subject: RE: EQual: University of Manitoba Physician Assistant off-site review report

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good day Nikolina

We will be putting through (2) proposals, one of which is imminent. That proposal will be for a (4) seat increase. We do not anticipate a change in curriculum, design or workload in this proposal. I would appreciate a letter stating that we will not need to apply for re-accreditation as soon as

possible. This proposal must be in by Thursday. Is it possible to have a letter by then?

The second proposal will be for a more substantial increase in seats which we hope to have done by mid-June. We will be consulting with you to discuss accreditation requirements when we are closer to completing the proposal.

Thank you for all your assistance thus far, and looking forward to working with you to get this exciting initiative underway.

Best regards

Reg

|



May 16, 2022

Reg Urbanowski
Dean & Professor
College of Rehabilitation Sciences
Rady Faculty of Health Sciences
R122 – 771 McDermot Avenue
Winnipeg, MB R3E 0T6

Dear Dr. Urbanowski,

Re: Respiratory Therapy program expansion

I support the increase of four seats per year for a total of twelve seats over three years for the Bachelor of Respiratory Therapy program. I understand that this increase is based on approval by Senate, the Board of Governors and is subject to approval of funding by the Government of Manitoba.

Yours sincerely,

Brian Postl, CM, OM, MD, FRCP(C), FCAHS
Dean, Max Rady College of Medicine
Dean and Vice-Provost, Rady Faculty of Health Sciences



Department of Pharmacology &
Therapeutics
Chown Bldg A205
753 McDermot Avenue
Winnipeg, Manitoba
Canada R3E 0T6
T: 204 789 3553
chris.anderson@umanitoba.ca

Dr. Reg Urbanowski
Professor and Dean
College of Rehabilitation Sciences
Rady Faculty of Health Sciences
R122-771 Bannatyne Avenue
Winnipeg, MB R3E 0T6

May 17, 2022

Re: Support for increased enrolment in the Bachelor of Respiratory Therapy program

Dear Dr. Urbanowski,

Thank you for describing the intent of the College of Rehabilitation Sciences to expand enrollment in the Bachelor of Respiratory Therapy program by twelve seats over three years. Our department is aware that this action will require increased student numbers in RESP 1440, which is a course to which we provide all teaching resources. I would like to give my assurance that the Department of Pharmacology and Therapeutics is supportive of this expansion and is committed to delivering the current course content to twelve additional students enrolled in a single course section.

Please contact me if you would like to discuss this in more details.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Chris M. Anderson'.

Chris M. Anderson, PhD
Professor and Head
Department of Pharmacology and Therapeutics
Max Rady College of Medicine
Rady Faculty of Health Sciences



**University
of Manitoba**

Rady Faculty of Health Sciences
Max Rady College of Medicine
Dept. of Human Anatomy & Cell Science

Dr. Sabine Hombach-Klonisch,
Professor & Head
Dept. of Human Anatomy & Cell Science
130-745 Bannatyne Avenue
Winnipeg, Manitoba
Canada R3E 0J9
Fax: (204) 789-3920
Tel: (204) 789-3982
Sabine.Hombach-Klonisch@umanitoba.ca

To
Reg Urbanowski, MScOT, EdD
Dean, College of Rehabilitation Sciences
RE: Respiratory therapy program expansion

May 18, 2022

Letter of Support

Dear Dr. Urbanowski,

The Department of Human Anatomy and Cell Science are aware of the request to increase admissions by 4 students for the 2022/2023 academic year for the Bachelor of Respiratory Therapy program as well as the potential for this increase to be in effect for an additional 2 years.

Our department welcomes these changes. The department provides a required course that all respiratory therapy students participate in during their first year in the program. For the upcoming academic year, no additional faculty resources or learning material will be necessary and there is plenty of space in both the lecture and laboratory settings to accommodate the additional students. Beyond the first year we will need to discuss the potential for restructuring the course to appropriately provide support for the additional students with respect to facilitating learning material and providing specimen and personnel resources.

Altogether, the Department of Human Anatomy and Cell Science fully supports the upcoming changes.

Please let us know if there is any other support the Department of Human Anatomy and Cell Science can provide.

Sincerely,

Sabine Hombach-Klonisch, MD, PhD
Professor & Head
Dept. of Human Anatomy and Cell Science

May 25, 2022

Dr. R. Urbanowski, Dean
College of Rehabilitation Sciences
R106 - 771 McDermot Avenue
University of Manitoba
Winnipeg, MB R3E 0T6 Canada

Dear Dr. Urbanowski,

Thank you for your email on Wednesday, May 25th to present the planned expansion in the Bachelor of Respiratory Therapy program by 4 students annually, with the first increased cohort taking place in September 2022.

The Bachelor of Respiratory Therapy program requires three (of six potential) courses delivered in the Faculty of Science; [BIOL 1020 and BIOL 1030] or [BIOL 1000 and BIOL 1010] and [STAT 1000 or STAT 1150]. The Faculty of Science supports the proposed expansion to the program and is confident that we have capacity to satisfy the modest increase proposed for the Bachelor of Respiratory Therapy program.

Sincerely,



Dr. Brian Mark
Dean, Faculty of Science
Professor, Department of Microbiology &
Department of Biochemistry and Medical Genetics



University
of Manitoba

Faculty of Arts

Associate Dean, Undergraduate Studies
Faculty of Arts
306 Fletcher Argue Building
University of Manitoba
Winnipeg, Manitoba
Canada R3T 5V5
Telephone (204) 474-8117
Fax (204) 474-7590
Email Heidi.Marx-Wolf@umanitoba.ca

Dear Professor Urbanowski,

I am writing on behalf of Dean Jeff Taylor in the Faculty of Arts to signal our support for your proposal to increase seats in the Respiratory Therapy program by four starting in September 2022. The courses in our faculty affected by this increase, namely PSYC 1200 OR SOC 1200, will be able to accommodate this change. Thank you for being in touch about these changes.

Sincerely,

Heidi Marx



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

Form Instructions:

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

| Overview | |
|-----------------------------|---|
| Institution: | College of Rehabilitation Sciences, Rady Faculty of Health Sciences, University of Manitoba |
| Program Name: | Respiratory Therapy |
| Contact Information: | Reg Urbanowski, Dean; Nathan Dueck, Director of Finance; Sam Vagianos, Senior Financial Officer |
| Date: | May-22 |

| | Current Fiscal Year | Fiscal Year 1 | Increment | Fiscal Year 2 | Increment | Fiscal Year 3 | Increment | Ongoing Program Funding |
|--|----------------------------|-------------------|--------------------------------------|---------------------|--------------------------------|---------------------|--------------------------------|-------------------------|
| | (Enter 0's if new program) | Budget Yr. 1 | (change from current year to year 1) | Budget Yr. 2 | (change from year 1 to year 2) | Budget Yr. 3 | (change from year 2 to year 3) | |
| REVENUE INFORMATON | | | | | | | | |
| Tuition (expansion) | | \$ 20,457 | \$ 20,457 | \$ 42,447 | \$ 21,991 | \$ 66,059 | \$ 23,611 | \$ 66,059 |
| Student Fees (expansion) | | \$ 800 | \$ 800 | \$ 1,616 | \$ 816 | \$ 2,448 | \$ 832 | \$ 2,448 |
| Other | | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| Tuition (base) | \$ 236,599 | \$ 245,479 | \$ 8,880 | \$ 254,684 | \$ 9,205 | \$ 264,235 | \$ 9,551 | \$ 264,235 |
| Student Fees (base) | \$ 9,600 | \$ 9,600 | \$ - | \$ 9,696 | \$ 96 | \$ 9,793 | \$ 97 | \$ 9,793 |
| Contribution from Institution/Unit (Existing Res.) | \$ 705,961 | \$ 697,081 | \$ (8,880) | \$ 718,868 | \$ 21,787 | \$ 741,397 | \$ 22,529 | \$ 741,397 |
| | | | \$ - | | \$ - | | \$ - | |
| | | | \$ - | | \$ - | | \$ - | |
| Total Revenue (A) | \$ 952,160 | \$ 973,417 | \$ 21,257 | \$ 1,027,312 | \$ 53,895 | \$ 1,083,932 | \$ 56,620 | \$ 1,083,932 |

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Appendix C - Financials: Program Financial Form

MEDT Form

| | |
|-----------------------------|---|
| Institution: | College of Rehabilitation Sciences, Rady Faculty of Health Sciences, University of Manitoba |
| Program Name: | Respiratory Therapy |
| Contact Information: | Reg Urbanowski, Dean; Nathan Dueck, Director of Finance; Sam Vagianos, Senior Financial Officer |
| Date: | May-22 |

| | Current Fiscal Year (Enter 0's if new program) | Fiscal Year 1 Budget Yr. 1 | Increment (change from current year to year 1) | Fiscal Year 2 Budget Yr. 2 | Increment (change from year 1 to year 2) | Fiscal Year 3 Budget Yr. 3 | Increment (change from year 2 to year 3) | Ongoing Program Funding |
|---|---|-------------------------------|---|-------------------------------|---|-------------------------------|---|-------------------------|
| EXPENDITURE INFORMATION | | | | | | | | |
| New Academic Salaries - Direct | | \$ 108,900 | \$ 108,900 | \$ 365,612 | \$ 256,712 | \$ 379,308 | \$ 13,696 | \$ 379,308 |
| New Professional/Support Salaries - Direct | | \$ - | \$ - | \$ 66,000 | \$ 66,000 | \$ 68,310 | \$ 2,310 | \$ 68,310 |
| New Operating Expenses | | \$ 40,208 | \$ 40,208 | \$ 210,517 | \$ 170,308 | \$ 59,525 | \$ (150,992) | \$ 59,525 |
| Student Support | | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Indirect Salary Expenses | | \$ 3,060 | \$ 3,060 | \$ 6,287 | \$ 3,227 | \$ 9,567 | \$ 3,280 | \$ 9,567 |
| Administrative Overhead | | \$ 94,407 | \$ 94,407 | \$ 105,482 | \$ 11,075 | \$ 117,254 | \$ 11,773 | \$ 117,254 |
| Existing Academic Salaries - Direct | \$ 832,440 | \$ 832,440 | \$ - | \$ 861,575 | \$ 29,135 | \$ 891,731 | \$ 30,155 | \$ 891,731 |
| Existing Professional/Support Salaries - Direct | \$ 55,800 | \$ 55,800 | \$ - | \$ 57,753 | \$ 1,953 | \$ 59,774 | \$ 2,021 | \$ 59,774 |
| Existing Operating Expenses | \$ 63,920 | \$ 63,920 | \$ - | \$ 63,920 | \$ - | \$ 63,920 | \$ - | \$ 63,920 |
| | | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total Expenditures (B) | \$ 952,160 | \$ 1,198,735 | \$ 246,575 | \$ 1,737,145 | \$ 538,410 | \$ 1,649,389 | \$ (87,756) | \$ 1,649,389 |

Appendix C- Financials: Capital and Equipment Costs

CAPITAL COSTS

| Capital Item | Year 1 | | | Year 2 | | |
|---------------------------|--------|-----------|-----------------------|--------|-----------|----------------------|
| | QTY | Unit Cost | Total | QTY | Unit Cost | Total |
| Ventilators | 2.00 | \$ 37,500 | \$ 75,000 | | | \$ - |
| Bipaps | 2.00 | \$ 10,000 | \$ 20,000 | | | \$ - |
| Hiflow | 1.00 | \$ 5,000 | \$ 5,000 | | | \$ - |
| Misc equipm | 1.00 | \$ 50,000 | \$ 50,000 | | | \$ - |
| Furn, Comp & Misc | 1.50 | \$ 5,000 | \$ 7,500 | 3.00 | \$ 5,000 | \$ 15,000 |
| Space Reno | 1.00 | 100,000 | 100,000 | | | - |
| ... | | | | | | |
| Subtotal Operating | | | \$ 257,500 | | | \$ 15,000 |

DETAILED EQUIPMENT COSTS

| 2022 Inventory List (n=16) proposed number of students/16 = conv factor | Column1 | Column2 | 2022-2023 (+4 students, n=20) conv factor 1.25 | Column3 |
|---|---------------|------------|--|-----------------------------|
| Misc Equipment | Current stock | Unit Cost | Increase in need | total cost for 25% increase |
| Filters (Vent, Spiro, Etc) | 700 | \$3.00 | 175 | \$ 525.00 |
| Portable Diagnostic Spirometer | 1 | \$2,500.00 | 1 | \$ 2,500.00 |
| Mips/Meps Gauges | 5 | \$300.00 | 1 | \$ 300.00 |
| Wright Respirometer | 2 | \$250.00 | 1 | \$ 250.00 |
| Saturation Monitor And Probes | 1 | \$3,000.00 | 1 | \$ 3,000.00 |
| Abg Kits | 100 | \$2.00 | 25 | \$ 50.00 |
| Cuff Pressure Manometer | 5 | \$50.00 | 1.25 | \$ 62.50 |
| Arterial Catheters & Central Lines | 7 | \$75.00 | 1.75 | \$ 131.25 |
| Sutures, Alcohol Pads, Gauze | 25 | \$5.00 | 6.25 | \$ 31.25 |
| Blood Management System & Pressure Monitoring Kit | 3 | \$75.00 | 0.75 | \$ 56.25 |
| Incentive Spirometry, PEP Devices, Peak Flowmeters | 5 | \$100.00 | 2 | \$ 200.00 |
| Vital Signs Monitor (BP, Temp, Etc) | 0 | \$1,500.00 | 1 | \$ 1,500.00 |
| Bubble Humidifier | 26 | \$11.00 | 6.5 | \$ 71.50 |
| Nebulizer | 5 | \$7.00 | 1.25 | \$ 8.75 |
| Portable Suction & Regulator Setup Kit | 1 | \$1,000.00 | 1 | \$ 1,000.00 |

| | | | | |
|--|-----|------------|------|--------------|
| Aeroneb Prox Solo Nebulizer Unit & Consumables | 1 | \$2,800.00 | 1 | \$ 2,800.00 |
| Surgical Instruments | 7 | \$10.00 | 1.75 | \$ 17.50 |
| Syringes (1ml, 3ml, 5ml, 10ml) | 10 | \$10.00 | 30 | \$ 300.00 |
| Suction Catheters (Various FR Sizes) | 20 | \$8.00 | 5 | \$ 40.00 |
| Resp Medications Various Manufacturers | 20 | \$100.00 | 5 | \$ 500.00 |
| Portable CO2 Monitor & Consumables | 1 | \$3,500.00 | 0.25 | \$ 875.00 |
| Oxygen Accessories (Trees, Keys) | 20 | \$5.00 | 5 | \$ 25.00 |
| Oxygen Regulators - Tapered & 50psi | 2 | \$250.00 | 2 | \$ 500.00 |
| Oxygen Flowmeters | 5 | \$25.00 | 2 | \$ 50.00 |
| Bourdon O2 & Air Regulators | 1 | \$300.00 | 1 | \$ 300.00 |
| Oxygen Conserving Device | 1 | \$400.00 | 1 | \$ 400.00 |
| Oxygen Double Connector/Splitter | 4 | \$50.00 | 2 | \$ 100.00 |
| Air/O2 Blender | 0 | \$1,200.00 | 2 | \$ 2,400.00 |
| Various O2 Masks, Prongs, Etc | 100 | \$50.00 | 20 | \$ 1,000.00 |
| Humidity (Bottles, HME, Etc) | 25 | \$10.00 | 6.25 | \$ 62.50 |
| Hand Ventilation Bags | 7 | \$150.00 | 2 | \$ 300.00 |
| Airway Pressure Manometers | 2 | \$50.00 | 0.5 | \$ 25.00 |
| Laryngectomy Kit | 1 | \$200.00 | 1 | \$ 200.00 |
| Cricothyrotomy Kit | 1 | \$150.00 | 1 | \$ 150.00 |
| Endotracheal Tubes (Mult Sizes) | 12 | \$6.00 | 3 | \$ 18.00 |
| Laryngoscope Blades (Mult Sizes) | 6 | \$50.00 | 2 | \$ 100.00 |
| Ventilator Circuits (Box Neo, Adult) | 2 | \$100.00 | 2 | \$ 200.00 |
| Trach Supplies (Mult Sizes) | 15 | \$200.00 | 3.75 | \$ 750.00 |
| LMA Masks (Mult Sizes) | 4 | \$30.00 | 1 | \$ 30.00 |
| Optiflow Cannula (Mult Sizes) Kit | 1 | \$3,880.00 | 2 | \$ 7,760.00 |
| Vent Flow Sensors (Adult And Neo) | 10 | \$50.00 | 3 | \$ 150.00 |
| CPAP/BIPAP Masks Adult | 8 | \$100.00 | 2 | \$ 200.00 |
| Intubation Kits | 5 | \$100.00 | 2 | \$ 200.00 |
| Video Laryngoscope & Blades Kit | 0 | \$5,500.00 | 1 | \$ 5,500.00 |
| Vent Humidifiers | 4 | \$500.00 | 1 | \$ 500.00 |
| Trach Mannequin | 1 | \$2,000.00 | 1 | \$ 2,000.00 |
| Adult Intubation Model | 1 | \$2,500.00 | 2 | \$ 5,000.00 |
| Neonate Intubation Model | 0 | \$1,500.00 | 2 | \$ 3,000.00 |
| Cardionics Student Auscultation Mannequinn (Sam) | 1 | \$3,000.00 | 0 | \$ - |
| ASL 5000 Torso | 1 | \$7,000.00 | 0 | \$ - |
| Test Lungs & Quicklungs | 9 | \$1,000.00 | 2 | \$ 2,000.00 |
| Quicklung Breather | 2 | \$2,000.00 | 1 | \$ 2,000.00 |
| | | | | |
| | | | | \$ 49,139.50 |



Office of Provost and Vice-President (Academic)

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

**University
of Manitoba**

Date: May 26, 2022

To: Dr. Michael Benarroch, President and Vice-Chancellor

From: Dr. Greg Smith, Vice-Provost (Academic Planning and Programs)

Re: Request for Increase to Admission Target, Bachelor of Midwifery Program

Under the Admission Targets Policy and at the request of Dr. Netha Dyck, Dean, College of Nursing, please find attached a proposal for an admission target increase to the Bachelor of Midwifery program.

The College is requesting a two-seat increase, from six seats to eight seats, on an ongoing basis to help mitigate the expected attrition rate found in midwifery programs across Canada. Given the small size of the program, it is important to maintain cohorts at levels that ensure graduation rates meet the needs of the province, including those of Northern Manitoba. The College has shown that demand for the program is high enough to accommodate the small increase and that a full cohort of eight students can be managed within existing resources should attrition rates be lower than planned.

Consistent with the Admission Targets Policy and Procedure, the President may approve changes to Admission Targets following consultation with the Dean/Director, Senate, and the Board of Governors, subject to the Provincial Program of Study Regulations.

Please provide your advice concerning this matter to the Office of University Secretary by Monday, May 30th, 2022, so that, if supported, the request may receive timely consideration by Senate and the Board of Governors in June 2022.

Cc: Diane Hiebert-Murphy, Provost and Vice-President (Academic)
Laurie Schnarr, Vice-Provost (Students)
Brian Postl, Vice-Provost (Health Sciences) and Dean, Rady Faculty of Health Sciences
Netha Dyck, Dean, College of Nursing
Jeff Leclerc, University Secretary
Jeff Adams, Registrar and Executive Director, Enrolment Services
Randy Roller, Executive Director, OIA
Cassandra Davidson, Academic Program Specialist

Date: May 11, 2022

To: Dr. Greg Smith, Vice-Provost (Academic Planning and Programs), University of Manitoba
cc. Dr. Brian Postl, Dean and Vice-Provost (Health Sciences), University of Manitoba
cc. Cassandra Davidson, Academic Program Specialist, Office of the Provost and Vice-
President (Academic), University of Manitoba

From: Dr. Netha Dyck, Dean, College of Nursing, Rady Faculty of Health Sciences

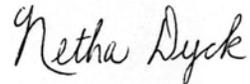
Topic: Increase in Seat Capacity in the Bachelor of Midwifery Program

The College of Nursing is seeking approval to increase the seat capacity in the Bachelor of Midwifery program.

The College of Nursing is proposing a 2 seat increase to the Bachelor of Midwifery program, starting in Fall 2023. See Significant Modification to a Program of Study document attached.

The proposed increase in seat capacity was approved unanimously by the College of Nursing Council on April 28, 2022.

Sincerely,



Dr. Netha Dyck
Dean, College of Nursing

SIGNIFICANT MODIFICATION TO A PROGRAM OF STUDY

Under The Advanced Education Administration Act

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

UM INTERNAL REQUIREMENTS
**University
of Manitoba**

1. Please complete the application below and submit one (1) electronic copy (.pdf format) each to the Vice-Provost (Integrated Planning & Academic Programs) and the Office of the University Secretary, (where indicated) along with the following supplemental documentation:
 - a. A cover letter justifying and summarizing the rationale behind the request for a significant modification.
 - b. Letters of support from internal and/or external stakeholders that were consulted as part of this proposal, if applicable.
2. Note that internal approval of the proposed modification will vary depending on the type of modification (see SECTION C). Please work with the Provost's Office and the Office of the University Secretary in advance, in identifying the appropriate procedures and approval processes. In general, please note the following for each type of modification:
 - a. **CHANGE OF SITE** – may require Senate approval if the site requires modifications to admission and/or program requirements (e.g. new admission category).
 - b. **CHANGE TO SEAT CAPACITY** – please refer to the Admission Targets Policy and Procedures (http://umanitoba.ca/admin/governance/governing_documents/academic/admission_targets.html). Changes may also require Senate approval if there are modifications to admission and/or program requirements.
 - c. **CHANGE TO TIME-TO-COMPLETION** – any addition to or reduction of hours to program requirements, requires Senate approval. For undergraduate programs, please refer to SCCC Guidelines found at - <http://umanitoba.ca/admin/governance/forms/index.html>. For graduate programs, please contact FGS for approval process.
 - d. **CHANGE TO APPROVED DELIVERY MODEL** – please notify the Provost's Office of any significant changes to course or program delivery method.
 - e. **CHANGE TO STATUS OF JOINT PROGRAM** – depending on the significance of the changes resulting from the proposal, this will either require Senate approval as a program modification or will require the introduction of a new program. Please contact the Provost's Office with more details on how becoming a joint program or ceasing a joint program will impact the program.
 - f. **CHANGE TO CREDENTIAL**
 - g. **CHANGES TO CAPITAL OR OPERATING RESOURCES REQUIRED** -
3. Please direct questions to Cassandra Davidson, Academic Programs Specialist, Office of the Provost and Vice-President (Academic) at Cassandra.Davidson@umanitoba.ca or 204.474.7847.

SECTION A – PROPOSAL DETAILS

Institution: **University of Manitoba**

Applicable faculties/department with responsibility for the program: **Rady Faculty of Health Sciences / College of Nursing**

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

The Bachelor of Midwifery Program (B.Mid. Program) is not a joint program; it is a University of Manitoba (UM) program delivered in Winnipeg to an intake of six students per academic year. Three seats are allocated to Indigenous students. This proposal will focus on an expansion of seat capacity of two seats.

Program name: **Bachelor of Midwifery Program**

Credential awarded: **Bachelor of Midwifery**

Office Use Only

Funding request:

No additional funding requested.

Proposed start date:

Fall 2023

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

There are no identified issues that will impact the increase of two seats for Fall 2023.

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

SECTION B – PROGRAM DESCRIPTION AND DELIVERY

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

Overview of Significant Modification:

The original seat capacity for the Program was set at six seats per annum. At the time, this aligned with clinical placement capacity. The allocated number of seats did not take into consideration attrition rates and was also pre-COVID-19 pandemic which has had an impact on attrition. There is evidence to suggest that on average there is a 30% attrition rate in Midwifery Education Programs in Canada. We project a drop of up to two students in each cohort based on these statistics. In addition, the restrictions and vaccine mandates related to COVID-19 have already impacted the retention of students in the current cohort of the Bachelor of Midwifery Program. Therefore, we are proposing to increase the seat capacity to eight students per year.

It is important to maintain cohorts of eight throughout the program for the following reasons:

1. To support the learning environment of these students.
2. Increase Indigenous student seat capacity for Northern students.
3. Maintain an established presence of the Program in the University and the community clinical sites.
4. Off-set small graduating classes.
5. Maximize the resources allocated to the Program.

The proposed changes will begin in the 2023 – 2024 academic year.

Interim modification:

Overview of impact of modifications on number of graduates:

The overall program goal would be to maintain a consistent group of six to eight students graduating on an annual basis.

The first cohort has dropped from six to four students. With this increase in seat capacity, we anticipate an annual graduation of six to eight students starting with the first graduating class in 2024.

When the program is running all three years, we will maintain up to 24 students in the Program. We have expanded our clinical placement sites and can accommodate up to 24 students.

Intended Purpose

The Bachelor of Midwifery Program provides the educational foundation for a career in midwifery. Graduates of the program will be eligible to apply for registration with the College of Midwives of Manitoba and to write the Canadian Midwifery Registration Exam.

Curriculum Design

The Bachelor of Midwifery Program consists of 130 credit hours of coursework. Thirty (30) credit hours are completed in University 1, the pre-midwifery year. Thereafter, students can apply for admission to the Program, which consists of 100 credit hours taken over three years, for a total of four years (10 terms).

Content related to traditional Indigenous midwifery practices is woven throughout the curriculum and will remain an integral part of every course in the Program.

The intake has been set at six students per annum. This seat capacity aligned with the clinical resource capacity at the time. Up to one-half of the seats are offered under a Special Consideration Category to Indigenous students. The majority of the Special Consideration seats are reserved for Indigenous students residing in Northern Manitoba.

The first intake of students to the Bachelor of Midwifery Program occurred in the Fall of 2021. In Spring 2022, four students will commence their first 12-week clinical course in the community.

Distinctive Attributes

Midwifery was established as a regulated profession in Manitoba in 2000. In the 1990s, extensive consultations regarding the legislative policies, educational requirements and practice standards required to implement professional midwifery practice in Manitoba were carried out by the Manitoba Working Group on Midwifery and, subsequently, the Midwifery Implementation Council. As part of their mandate, the Midwifery Implementation Council held extensive consultations with Indigenous women and organizations across the province. These organizations called for the development of an educational program that would incorporate the traditional knowledge of Indigenous people, the participation of Elders, and the blending of western and Indigenous knowledge about midwifery practice. In particular, Northern Indigenous communities sought a culturally appropriate strategy that would address their concerns regarding the lack of midwifery/ obstetrical services in or near their communities and the subsequent need to have pregnant women travel far from their communities to deliver their infants.

For a variety of reasons, it has been difficult for midwifery education to be sustainable in Manitoba. The Bachelor of Midwifery Program capitalizes on the unique Interprofessional (IP) resources (IP curriculum and IP Northern Placement) within the UM for rural and Northern health to support the students in the program and enhance their clinical experiences. Furthermore, the Bachelor of Midwifery Program utilizes the UM Access Program to support Indigenous students to successfully complete the program, thus supporting future Indigenous midwives to practice across the Province.

B-2 Describe how this program serves and advances the academic, cultural, social and economic needs and interests of students and the province:

Historically, there has not been a Midwifery Education Program that has had annual graduates to support the demand in the health workforce. Persons desiring midwifery education have had to relocate for this type of education. The regulated practice of midwifery has existed in Manitoba for 18 years.

The University College of the North Midwifery program was discontinued in 2016, and the University of Manitoba partnered with McMaster University to offer admission to those current students who had successfully completed the first year of Manitoba's midwifery program, thus allowing them to finish their education. This McMaster/Manitoba cohort was the last graduating class of midwifery students in Manitoba (2019).

The Bachelor of Midwifery Program targets all individuals interested in a career in midwifery. However, because of the unique nature of this program and the need to address the demand for Indigenous midwives to work in Northern Manitoba, Indigenous persons who are members of a Northern community in Manitoba are specifically recruited as potential students.

This program allows for Manitoba students in urban, rural and remote regions to remain in Manitoba to complete their didactic, as well as their clinical requirements for the Bachelor of Midwifery degree. Ultimately, this degree will support a person to achieve a job in midwifery either in Manitoba or other provinces due to the reciprocity for midwifery licenses across the country.

B-3 Describe the existing and anticipated post-secondary learning needs of students in Manitoba that this program addresses and responds to:

The anticipated learning needs of students in Bachelor of Midwifery Program will be addressed in the overall educational objectives and learning outcomes of the Bachelor of Midwifery Program, which are as follows:

- Practice competently as entry-level Midwives in any Manitoba care setting.
- Practice as primary maternity care providers in collaboration with the interprofessional maternity care team.
- Practice in diverse settings recognizing the unique features of the childbearing population in Manitoba, particularly as they relate to Indigenous and multicultural communities.
- Participate in research that contributes to the midwifery profession and maternal and newborn care.
- Demonstrate a capacity of lifelong learning.
- Pursue professional development opportunities as educators and leaders in supporting normal birth and advances in maternal and newborn care.

B-4 Will the program be available for part-time study?

This program is structured as a fulltime program and ideally all students will progress through the program in a full-time capacity.

B-5 Is there a cooperative education, work placement, internship or practicum component?

In the Bachelor of Midwifery Program, there are four terms of didactic course work. In Year 2, term 3, the students commence their clinical experiential component of the program: MDFY 2090: Normal Childbearing Clinical Practice and Tutorial. In Years 3 and 4, the students continue in clinical courses: MDFY 3020: Midwifery Clinical Practice and Interprofessional Roles; MDFY 3030/3032: Interprofessional Practice I & II; MDFY 3090/4090: Complex Care I & II; and MDFY 4100: Clerkship and Tutorial. In all these clinical placements, each student will be placed in a variety of urban, rural and northern health care settings where they will have preceptors such as, Registered Midwives, Registered Nurses and other healthcare providers based on the setting. In some instances, physician preceptors will be used.

SECTION C – MODIFICATION TYP

C-2 Change to seat capacity

C-2.1 - List originally approved or currently offered seat capacity and proposed seat capacity.

UM Internal Note: seat capacity as defined by your admission target. If you are not aware of the target, please contact Enrolment Services.

Originally approved seat capacity includes six students per academic year:

- six students are admitted into the Fall intake per annum.

Proposed seat capacity includes admission of eight students per academic year:

- eight students admitted into the Fall intake per annum.

C-2.2 - Provide rationale for this change. (Examples include changes in applications, enrolment and employer demand or alignment with the institution's strategic direction and priorities.)

UM Internal Note: please ensure to address the following in your response:

- Student demand for places – identify how the current admission levels and the proposed changes compare to the number of qualified applicants to the program.
- Demand for graduates – identify how the current admission levels and the proposed changes reflect market demand for graduates.
- Outline any economic, demographic and/or geographical shifts in the student population that may impact on, or be impacted by, the proposed change.
- Student success – comment on success of current students (progression, time-to-completion, etc.) and graduates of the program (where known).

Student demand for places – In the first intake for the Bachelor of Midwifery Program, the University of Manitoba received twice as many qualified applications for every seat in the Bachelor of Midwifery Program. This seat capacity expansion will allow us to decrease delays in student admission to and completion of the Bachelor of Midwifery Program and their future career in midwifery. It further allows us to increase seat capacity for Indigenous students.

Demand for graduates – The Clinical Preventative Services Plan of the Province, outlines the commitment and need to provide maternity services closer to home, particularly birth. It will be critical that the UM produce more midwives to support expansion of the midwifery health workforce. The proposed seat expansion will provide additional graduates to address the significant vacancies within the healthcare system.

Student Success – We do not have this data as we have not had any graduates from the program to date.

C-2.3 - Intake Information

Proposed seat capacity includes admission of eight students per academic year:

- eight students are admitted into the Fall intake.

C-2.3 (a) - What is the projected enrolment for the first intake?

The projected enrolment was six for the first intake in Fall 2021 of the new Bachelor of Midwifery program.

C-2.3 (b) - What is the maximum seat capacity (defined as first-year enrolment capacity)?

The maximum seat capacity is proposed to increase to eight students per year. The total enrolment across Years 2-4 will be 24.

C-2.3 (c) - What is the anticipated date of maturity?

The proposed changes will begin in the 2023 – 2024 academic year.

C-2.4 UM Requirement: Address the impact of the proposed change on access to post-secondary education of under-represented groups. Identify any particular demographic experiencing special difficulties either in gaining admission to, or completing the requirements of, the program.

The increase in seat capacity will allow for more persons to have opportunity to apply to a highly sought out education program in Manitoba and across Canada. Furthermore, it will increase seat capacity for Indigenous students in the province, particularly in Northern remote regions. Up to 50% of the seats in the program are allocated to the Canadian Indigenous category.

SECTION D – MODIFICATION INFORMATION

D-1 Describe how this significant modification aligns with the strategic plans of your institution:

This significant modification achieves our mission of educating current and future midwives. It also serves to advance our vision of preparing exceptional midwifery professionals for exemplary service, inspired leadership and the advancement of health and well-being. In addition, this significant modification aligns well with our strategic priority to strengthen our learning environment and educational program excellence. And finally, it aligns with our priorities to support Indigenous students with a culturally appropriate curriculum.

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

This proposal is provisional based on approvals of the proposed changes through internal UM governance structures. There are no additional financial implications related to increasing the admission of eight students per annum.

Institutional approval for increases to seat capacity are informed by the [UM Admission Targets Policy and Procedure](#). As outlined in the policy, the President has the authority to approve changes to Admission Targets following consultation and discussion with the applicable Unit's dean or director, with Senate, and with the Board of Governors. This proposal was approved by the College of Nursing Council on April 28, 2022.

Decision-Making body: [Senate \(consultation only\)](#)

Decision: TBD

Date: TBD

Decision-Making body: [Board of Governors \(consultation only\)](#)

Decision: TBD

Date: TBD

Decision-Making body: [President](#)

Decision: TBD

Date: TBD

An increase of two seats in the Bachelor of Midwifery Program does not impact any other changes to the academic regulations and to the academic schedule.

D-3 Responsibility to consult

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

The College of Midwives of Manitoba has been consulted. We will advise the Canadian Association for Midwifery Education and Shared Health of the approved changes to program enrollment.

D-3.2 What agencies, groups, or institutions have been consulted regarding the significant modification of this program?

UM Internal Note: the unit is to consult with other academic units to identify how the proposed changes might affect quality, access to, and resources associated with the programs offered by that unit, as well as impact on service teaching by supporting faculties/schools. Outline the consultation process with other units and append letters of support, as appropriate.

In Year 2, Term 1 the midwifery students take two nursing courses: NURS 2522: Human Diversity and NURS 3550: Evidence-Informed Practice in the Health Sciences. This should have minimal impact on the course cohorts as the maximum increase will be two additional students each year. The Dean of the College of Nursing has expressed support for this initiative.

Our students participate in simulation learning at Bannatyne Campus. Our course leaders have confirmed the addition of two students will not impact capacity to run any required lab.

The Office of Interprofessional Collaboration (OIPC) at the Rady Faculty of Health Sciences provides a two-year experience in Interprofessional education for all students in entry level practice-based programs in the faculty, including the Bachelor of Midwifery Program students. The OIPC has been consulted regarding two additional students each year and supports this initiative.

The Bachelor of Midwifery Program has a collaborative relationship with the UM Access program. The Indigenous midwifery students can come through the UM Access program. The Director of Access is aware of the proposed changes and is supportive of the initiative. See Appendix A for the letter of support from the Director of UM Access Program.

In addition, both Deans in the Faculty of Science and Faculty of Arts have documented their support via email that this addition of two students to our admissions would not create any burden on their programs, as it relates to the U1 requirements. See Appendix B for Letter of Support from the Faculty of Arts.

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

The College of Nursing faculty approved the significant modification at College Executive on April 12th, 2022 and at College Council on April 28th, 2022. The Bachelor of Midwifery students will be informed through written communication and virtual sessions upon approval of the proposed modification to the program delivery.

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

The Bachelor of Midwifery Program is unique to Manitoba and there is no other institution in Manitoba that delivers midwifery education.

D-4.1 Describe any specific laddering, articulation and/or credit transfer options for Manitoban students that are anticipated to change as a result of the significant modification of this program:

No changes are anticipated related to laddering, articulation and/or credit transfer options.

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

Université du Québec à Trois Rivières, QC

- Baccalauréat en pratique sage-femme

McMaster University, Hamilton, ON

- Bachelor of Health Sciences (B.H.Sc.) in Midwifery

Ryerson University, Toronto, ON

- Bachelor of Health Sciences in Midwifery (B.H.Sc.)

Mount Royal University, Calgary, AB

- Bachelor of Midwifery (B.Mid.)

University of British Columbia, BC

- Bachelor of Midwifery (BMW)

D-6 Describe any changes in labour market demands in Manitoba for graduates of this Program as a result of this significant modification:

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

Currently the healthcare system in Manitoba is faced with a significant increase in demand for midwives as position vacancies across the healthcare system increase due to pandemic burnout, retirements and other factors. In addition, Northern communities are mobilizing to support midwifery education and have inquired regarding increasing the seats allocated to Indigenous students. Seat capacity expansion will support addressing this demand and projected attrition rates.

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

Not applicable to the proposed modification.

D-8 Does this significant modification entail an increase to tuition, or the establishment of or increase to fees that apply to students in this program of study?

UM Internal Note: Comment on potential impact on student access to and affordability of education that may result from the change.

This significant modification does not entail an increase in tuition or fees. Tuition in the program will continue to be assessed at the approved per credit hour course rate.

SECTION E – REQUIRED RESOURCES AND FINANCIAL IMPLICATIONS

E-1 If one-time or pilot funding is being requested to support the significant modification of this program of study, please identify the amount of funding being requested:

No one-time funding is being requested.

E-2 If ongoing funding is being requested to support the significant modification of this program of study, please identify the amount of funding being requested:

No funding is being requested with this significant modification to the program.

E-3 If new funding is not being requested, how will the significant modifications to the program be funded? *(Include such information as; where reallocated funding will come from, and the implications of reallocating that funding on other programs / activities of the institution.)*

No additional resources are required to increase the seat capacity by two students.

E-4 What are the resource implications to the institution in delivering the significantly modified program of study?

(Include such information as; budget, IT, library, laboratory, computer, space, practicum liability insurance, student services, etc)

UM Internal Note: Identify how the proposed changes will impact on the *quality of operations* at both the unit level and institutional level (including impact on other affected units), where applicable. Comment on how units delivering service teaching in the program will be impacted by the proposed change.

As described above, the increase of two students per year will have no major impact on the College of Nursing. Based on our current assessment of clinical placement capacity across the province (including rural, remote, and urban placement sites) there will be no issue finding placements for students.

E-5 Please describe new and existing staffing resources needed to provide this significantly modified program of study. *(Include reallocation of existing faculty, hiring of new faculty, administrative and support services and any other considerations.)*

UM Internal Note: Identify how the proposed changes will impact on the *quality of instruction* at both the unit level and institutional level (including impact on other affected units), where applicable. Comment on how units delivering service teaching in the program will be impacted by the proposed change.

No new staffing resources are required. The following are the existing staffing resources:

- 1.0 FTE Director
 - 1.0 FTE Tenure Track
 - 2.0 FTE Instructors (Level 2)
 - 0.5 FTE Clinical Placement Coordinator
 - 1.0 FTE Office Assistant (OA4 Level)
 - FTE Student Services/Policy Admin (OA4 Level)
-

E-6 Please describe the effect of the significant modification of this program on existing capital infrastructure and equipment:

UM Internal Note: Identify how the proposed changes will impact on the *quality of operations* at both the unit level and institutional level (including impact on other affected units), where applicable. Comment on how units delivering service teaching in the program will be impacted by the proposed change.

There is no effect on existing capital infrastructure and equipment.

SECTION F – SIGNATURES

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

SUBMITTED BY:

President:

Name:

Signature:

Date:

Vice-President/Academic:

Name:

Signature:

Date:

For use by joint programs only:

President:

Name:

Signature:

Date:

Vice-President/Academic:

Name:

Signature:

Date:

SUBMIT COMPLETED FORM

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

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

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

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

**Appendix A: Letter of Support
UM Access Program**

Access and Aboriginal Focus Programs
Rm. 220 Migizii Agamik
114 Sidney Smith Street
University of Manitoba
Winnipeg, Manitoba Canada R3T 2N2
T: 204-474-8000
TF: 1-800-432-1980 ext. 8000
Fax: 204-275-6489
accessafp@umanitoba.ca



March 9, 2022

To Whom It May Concern:

This letter is in support of the changes proposed by the College of Nursing, Midwifery Program. The Access and Aboriginal Focus Programs partnered with the Midwifery Program due to the ongoing and urgent need to increase the number of qualified health professionals for our communities. The proposed changes seek to increase the numbers of students accepted each year and importantly to increase the Indigenous student seat capacity.

The remote and rural regions of Manitoba lack obstetric and prenatal care and services meaning that women must travel from their home communities to birth their children. This is an unchanged fact that has plagued many Indigenous communities for years. This program has the potential to change this reality for many women.

I understand that these changes will allow the Midwifery Program greater capacity to maximize the resources secured for the program and provide a more robust learning experience for student cohorts. An increased Indigenous student presence will also enhance the breadth of knowledge shared in the post secondary learning environment.

Sincerely,



Diedre A. Desmarais, Ph.D.
Area Director
Access and Aboriginal Focus Programs
Extended Education, University of Manitoba

Appendix B: Letter of Support
Faculty of Arts



University
of Manitoba | Faculty of Arts

Dean of Arts
310 Fletcher Argue Bldg.
Winnipeg, Manitoba
Canada R3T 5V5
Tel. (204) 474-9271
Fax (204) 474-7590
Email jeff_taylor@umanitoba.ca

DATE: 6 May 2022
TO: Dr. Kellie Thiessen, College of Nursing
FROM: Jeff Taylor, Dean, Faculty of Arts 
SUBJECT: Bachelor of Midwifery program

I support the proposal from the College of Nursing to increase its intake in the Bachelor of Midwifery program from six to eight seats per year.



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

Office of the President
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Winnipeg, MB
Canada R3T 2N2
T: 204-474-9345
F: 204-261-1318
president@umanitoba.ca

DATE: June 1, 2022

TO: Jeff Leclerc, University Secretary

FROM: Michael Benarroch, Ph.D.
President and Vice-Chancellor

RE: Increase to Admission Target, Bachelor of Nursing Program

The College of Nursing has requested an increase to the undergraduate admission target for the Bachelor of Nursing program in response to a provincial initiative to expand nursing education in Manitoba and to address the identified shortage of nurses in the province. The proposal was forwarded for consultation to Senate on May 18, 2022, and the Board of Governors on May 24, 2022. The proposal to expand was supported, recognizing that the increase may have an impact on units who provide service-teaching in support of the program.

Under the Admission Targets Policy, the President approves changes to, and the introduction of, admission targets following consultation and discussion with the applicable dean or director, with Senate, and with the Board of Governors, subject to the provisions of the provincial Programs of Study Regulation.

To ensure the university would have the appropriate funding to resource the increase, the proposal was reviewed and approved by the Province in December 2021, subject to institutional approval. In March 2022, UM received confirmation of the requested new funding commitment, including the resources required to implement in 2022-23 and the on-going steady-state funding required for subsequent years.

Accordingly, I approve an increase to the undergraduate admission target to the Bachelor of Nursing program by 120 seats from 280 to 400 seats effective the 2022-23 academic year, with the first expanded summer intake of 120 seats planned for the Summer Term 2023.

Given the impact that the proposed change may have on the university community, I would encourage the College to continue their ongoing consultation efforts to ensure a smooth implementation.

Cc: Diane Hiebert-Murphy, Provost and Vice-President (Academic)
Greg Smith, Vice-Provost (Academic Planning and Programs)
Laurie Schnarr, Vice-Provost (Students)
Brian Postl, Dean, Rady Faculty of Health Sciences and Vice-Provost (Health Sciences)
Netha Dyck, Dean, College of Nursing
Jeff Adams, Registrar and Executive Director, Enrolment Services
Shelley Hopkins, Executive Director, Financial Planning
Randy Roller, Executive Director, OIA
Cassandra Davidson, Academic Program Specialist



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

Office of the President
Room 202 Administration Bldg.
University of Manitoba
Winnipeg, MB
Canada R3T 2N2
T: 204-474-9345
F: 204-261-1318
president@umanitoba.ca

DATE: June 1, 2022

TO: Jeff Leclerc, University Secretary

FROM: Michael Benarroch, Ph.D.
President and Vice-Chancellor 

RE: One-Time Increase to Admission Target, Bachelor of Midwifery Program

The recommendation for a temporary, one-time increase to the admission target for the Bachelor of Midwifery program was brought forward for consultation with Senate on May 18, 2022, and the Board of Governors on May 24, 2022. The College has requested the increase to offset a decrease in enrolment due to challenges associated with the COVID-19 pandemic.

Under the Admission Targets Policy, the President approves changes to, and the introduction of, admission targets following consultation and discussion with the applicable dean or director, with Senate and with the Board of Governors.

As no significant concerns have been raised, I approve a one-time increase to the admission target of the Bachelor of Midwifery program from six seats to eight seats for the Fall Term 2022. As outlined in the proposal, current course capacity will be sufficient to accommodate the one-time expansion and no new resources are required.

Please proceed accordingly.

Cc: Diane Hiebert-Murphy, Provost and Vice-President (Academic)
Greg Smith, Vice-Provost (Academic Planning and Programs)
Laurie Schnarr, Vice-Provost (Students)
Brian Postl, Dean, Rady Faculty of Health Sciences and Vice-Provost (Health Sciences)
Netha Dyck, Dean, College of Nursing
Jeff Adams, Registrar and Executive Director, Enrolment Services
Shelley Hopkins, Executive Director, Financial Planning
Randy Roller, Executive Director, OIA
Cassandra Davidson, Academic Program Specialist

Report of the Senate Committee on Curriculum and Course Changes RE: Corrections to Report of May 2, 2022 (for information)

Preamble:

1. The [terms of reference](#) for the Senate Committee on Curriculum and Course Changes (SCCCC) are available on the University Governance website. The SCCC is “to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses”.
2. The current report is provided as a record of typographical and other editorial corrections to the Report of the SCCC Submitted to Senate for Concurrence Without Debate [dated May 2, 2022]. The corrections have been made on the page numbers indicated and are highlighted in the May 18, 2022, Senate agenda.

Corrections:

Faculty of Management

(Page 78)

In the modifications to program requirements and descriptions for the 2022 – 2023 Academic Calendar, in the notes that follow the program chart with Core Requirements for Direct Entry, Track 1 and Track 2 Students, the third sentence in note 12 was revised to read: “Course prerequisites will be waived for Asper students in the following courses: **NATV INDG 3120**, **NATV INDG 4220**, **NATV INDG 4320**, and POLS 3270.”

(Page 91)

In the modifications to program requirements and descriptions for the 2022 – 2023 Academic Calendar, in the calendar entry the Asper School of Business / Red River College Polytechnic Articulation Agreement, the following statement was revised to read: “September ~~2021~~ **2022** ~~was~~ **will be** the last intake **under** ~~from~~ **the** articulation agreements ~~with Manitoba Colleges.~~”

Respectfully submitted,
Professor Dean McNeill, Interim Chair
Senate Committee on Curriculum and Course Changes

Memo

Date: May 12, 2022

To: Shannon Coyston, Associate University Secretary, Office of the University Secretary

cc: Greg Smith, Vice-Provost (Academic Planning & Programs)
Cassandra Davidson, Academic Programs Specialist, Office of the Provost and Vice-President
(Academic)

From: Rod Lastra, Acting Dean, Extended Education



Re: Letter of Accomplishment in Media Literacy, Critical Thinking and Investigative Journalism

I am pleased to advise that at a meeting held on May 11, 2022, Extended Education's Council approved a proposal for a new program, a Letter of Accomplishment in Media Literacy, Critical Thinking and Investigative Journalism. This is the first Letter of Accomplishment coming forward from Extended Education since the implementation of the new Certificate and Diploma Framework. The proposal document is attached. We are submitting it with a request that it be included for information in a report to Senate at its June 22, 2022 meeting. We are anticipating our initial offering of the programming in the Fall 2022 term.

Thank you very much.



**University
of Manitoba**
Extended Education

Proposal for New Letter of Accomplishment Program

The University of Manitoba's [Certificate and Diploma Framework for non-degree level programs](#) defines a Letter of Accomplishment program to be “short courses/programs focused on professional skills or community enhancement, through educational experiences such as workshops and seminars.”

Please complete the form below and append supporting documents, as appropriate. Approval of the programming is designated to each Faculty/School/College/Division, and electronic copies of the completed proposals are to be submitted to Senate for information.

Section A: Proposing Unit

Faculty/School/College/Division: Extended Education

Department (where applicable):

Contact, Name and Title: Office of the Dean, Extended Education

Contact Email: Marion.DeJong@umanitoba.ca

Section B: Program Overview

- 1. Program Name:** Letter of Accomplishment in Media Literacy, Critical Thinking and Investigative Journalism
- 2. Credential Awarded:** Letter of Accomplishment
- 3. UM Delivered Content:** 100%
- 4. Program Length (contact hours):** 36
- 5. Proposed Start Date:** Fall 2022

Section C: Program Description and Delivery

6. Program Opportunity

(Provide information on how this program concept emerged and developed, a brief overview of the program, its objectives, audience, and the intended purpose of the program.)

This LOA program in Media Literacy, Critical Thinking and Investigative Journalism was brought forward to Extended Education by Cecil Rosner. Mr. Rosner is a highly accomplished professional journalist, writer, and executive producer, and is currently an adjunct professor with the University of Winnipeg where he instructs a course on Investigative Journalism in the Department of Rhetoric, Writing, and Communications. Mr. Rosner has worked for the Canadian Broadcasting Company (CBC) for over 30 years, most recently as the Executive Producer for CBC News: The Fifth Estate, which serves as CBC's flagship program on investigative journalism. Mr. Rosner is also an author of *Behind the Headlines: A History of Investigative Journalism in Canada*, an active board member for the Canadian Association of Journalists, and an alumni of UM.

This program will teach participants how to think critically about all sources of media, how to spot disinformation and fake news, and how to assess the validity of news and social media reports. It will go further in teaching participants the tools and techniques of investigative journalism, empowering them to find their own information without having to rely on others. This program provides the skills to do it. It will be of interest to consumers, researchers, students, activists, politicians, teachers, HR recruiters, business people and anyone who wants to know how to dig beneath the surface and find information that's important to their jobs and lives.

7. Intended Outcomes

(Outline the expected outcomes of the program and how it will benefit participants)

This program will introduce participants to media literacy concepts, investigative journalism techniques, and will enhance participants' critical thinking skills that are required to objectively assess the truth and credibility of media reports, and to spot fake news.

Upon completion of this program, participants will have enhanced capacity to draw logical conclusions from media messaging, and will be able to articulate some of the common cognitive biases and how these contribute to the spread of misinformation and disinformation.

Participants will be able to identify and locate public records of interest to them, file Access to Information requests, will gain enhanced knowledge of search engine useage, will be able to verify the authenticity of documents found online, and will be able to utilize social media and searchable databases to find background information on people, companies, and organizations.

These skills will benefit participants in making informed decisions and choices in their personal and professional lives everyday - on who to vote for, what company they would like to do business with, to what to believe on social media.

8. Program Structure

a) Framework

(Provide a list of modules/workshops/seminars required to complete the program. Outline how participants are to progress through the program. Indicate whether proposed offerings are currently offered or new, noting any pre-requisite details where applicable. Append program details, including a list of all module/workshop/seminar descriptions for existing and proposed programming.)

This program consists of 3 new modules:

| Module Name | Contact Hrs |
|--|-------------|
| Media Literacy and Critical Thinking | 12 |
| Public Records and the Right to Information | 12 |
| Advanced Investigative Journalism Techniques | 12 |

(see Appendix i for detailed module descriptions)

b) Experiential Learning or Work-Integrated Learning Opportunities

(Where applicable, briefly describe any experiential learning or work-integrated-learning opportunities within the program.)

N/A

c) Other

(Detail any other component of the proposed program, including any contributions to contact instructional hours by industry or community partners.)

N/A

d) Student Evaluation

(If letter grading, include grading scale.)

Formal Evaluation: Yes No

Student evaluations in this program will be: Pass/Fail Letter Grades

e) Pre-requisites

(Detail any required pre-requisites for the proposed program or modules within the program.)

No pre-requisites required for any modules

9. Entrance Requirements

(Detail program specific entrance requirements for the program that are in addition to the minimum university entrance requirements. Minimum entrance requirements are (i) the unit's direct entry or advance entry requirements for applicants not enrolled in a degree program at UM; or (ii) for students currently enrolled in a degree program, to be in good academic standing within their current program.)

No entrance requirements

10. Mode of Delivery

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

Section D: Program Development and Demand

11. Alignment with Strategic Direction and Priorities

(Comment on how the program fits within unit level and institutional strategic priorities and plans.)

- Community engagement and responsiveness
- Inspiring minds through innovative and quality teaching
- Driving discovery and insight
- Creating pathways to Indigenous achievement
- Building a community that creates an outstanding learning and working environment

To summarize the nature of these alignments, the proposed program:

- ❖ Is responsive to the needs of UM's extended community by offering this unique program created and delivered by a renowned professional journalist, and UM Alumni.

12. Student Demand for Program

a. Outline expected student demand and interest in the program.

The program will be of interest to consumers, researchers, students, activists, politicians, teachers, HR recruiters, business people and anyone who wants to know how to dig beneath the surface and find information that's important to their jobs and lives.

b. What is the expected enrolment in the program?

The enrolment goal for this program is 12 participants per program offering.

c. What is the maximum capacity, if applicable?

N/A

13. Community and Industry Need

(Describe the current community and/or industry need for the program. Identify any community and/or industry partners involved in the program development or delivery, where applicable.)

The proposed program would be unique to Manitoba, with Cecil Rosner uniquely qualified to develop and instruct it. At a time when conventional news outlets are struggling financially and shrinking, and when so many are accusing media outlets of "fake news," these modules will empower learners to make sense of the barrage of information all around them and take information gathering into their own hands. By demystifying the process used by investigative journalists, the program would put real power in the hands of practitioners by teaching them these techniques and critical thinking skills.

14. Internal Consultation

(Outline the results of internal consultations, including (i) relevant departments/faculties/colleges/school in respect to use of modules and/or recognition of credit; (ii) the libraries to determine resource needs; (iii) the Office of the Registrar and Enrolment Services to determine system needs; and (iv) other units in relation to resource needs, as appropriate. Append letters of support, as appropriate. See *Request for Support* form at <https://umanitoba.ca/governance/forms>)

How have faculty, staff and students within the unit been consulted as part of the process?

UM Libraries have been consulted and they are supportive of the program.

Discussions are on-going regarding how Extended Education will provide resources to support the design of the modules.

15. External Consultation

(Outline any consultations with community and industry partners, and other external stakeholders in the development of this program. Append letters of support, as appropriate.)

N/A

16. On-going Review and Quality Assurance

(Outline unit level plans for on-going review of program. Plans will include incorporating feedback from participants, instructor(s), community and faculty partners, and other stakeholders.)

16.1 Program Evaluation (Operational Durability)

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

16.2 Program Review (Academic and Content Review)

Extended Education's Program Review Committee will be consulted to determine the specifics, if any, for reviewing this provider-led content.

Section E: Resource Requirements

17. Projected costs and revenues.

(For each of the sections below, outline the resource requirements for the program. Note that some units may require completion of a program budget/financial form. If required, please append details to the proposal.)

a. Staffing Requirements

(Comment on the staffing requirements to deliver the program, including instructional, administrative, or advising requirements. Indicate whether any new staffing resources are required to deliver the program.)

- i) Teaching Personnel**
Instructor(s) will have a relevant combination of education and expertise.
- ii) Training**
The Division is the primary provider for the program orientation and professional development for instructors. Additional learning (UM Learn and other modules, workshops and seminars) may also be available to instructors through the UM Centre for the Advancement of Teaching and Learning (The Centre).
- iii) Instructional Media**
Instructors and participants will require access to UM Learn and its support network. The need for additional online resources, may be required and will be supported by Extended Education's Design & Production unit as needed.
- iv) Counselling and Advising**
Counselling and advising resources provided by Extended Education will be available to participants of this program.
- v) Additional Resources**
Delivery of this program will require no additional resources.

b. Infrastructure/Equipment/IT Requirements

(Comment on how the proposed program will impact on the use of current infrastructure, equipment, and IT resources, including student systems.)

The new proposed program is not expected to require any additional IST resourcing, infrastructure, planning or additional services above and beyond what we are currently utilizing from IST.

c. Library Resources

(If the program requires new programming, consult with Libraries on the adequacy of existing library resources. Append a letter of support from the Libraries.)

The Libraries' collection can support this new program. There is content available through UM Library journal and monograph packages that may be relevant to the proposed program, including 48 of the 50 top-ranked (by SCOPUS) journals in journalism. The Libraries also provides access to many current major newspapers and government documents that may be of use to students in the program. A letter of support is attached (see Appendix iii).

d. Other Resources

(Outline any other resources required for on-going delivery of the program. This could include, but is not limited to, costs associated with supplies and administrative costs, travel costs, and/or marketing costs.)

Delivery of this program will require no additional resources.

e. Program Funding

(Outline below the primary sources of funding for the proposed program.)

i. Fees

(Detail proposed fees associated with the program and provide a rationale for the proposed fee rates.)

| | |
|-------------------------|----------|
| Program application fee | \$100.00 |
| 12 contact hour module | \$213.33 |
| 12 contact hour module | \$213.33 |
| 12 contact hour module | \$213.33 |
| Total | \$740 |

See program budget (Appendix ii) for more details. The non-degree tuition/fees are consistent with the planning parameters for undergraduate students.

ii. Other Funding Sources

(Outline any other funding sources in support of program delivery.)

N/A

Section F: Approvals

(Letter of Accomplishment programs require Faculty/School/College/Division approvals. Please list committee/governing body approvals and dates below, as applicable.)

Unit Level Approvals

| Committee/Governing Body | Approval Date |
|---------------------------------|----------------------|
| Extended Education Council | May 11, 2022 |

Section G: Appendices

As appropriate, please append the following:

- i) List of modules with descriptions, highlighting new modules.
- ii) Module introduction forms for proposed new program.
- iii) Internal letters of support (See *Request for Support* form at <https://umanitoba.ca/governance/forms>), including letter of support from Libraries.
- iv) External letters of support.
- v) Program budget

Appendix (i) Program Structure

| Media Literacy and Critical Thinking 12 contact hrs | |
|--|--|
| Description | In modern society, people depend on the media for information on what is happening in their city, their country and the world. But we are bombarded with information like never before, through conventional news outlets, social media and the Internet. Citizens need the skills to read carefully, to assess sources, to look for reliable evidence, and to spot disinformation. This module will teach participants the basics of detecting spin and disinformation, of assessing the validity of news and social media reports, of sorting out the difference between truth and fiction. This will be an introduction to media literacy and a primer on how to identify fake news. It will also discuss the three key ways journalists find out information, and show how these can be employed by ordinary citizens. |
| Learning Outcomes | Upon completion of this module, participants will be able to: <ul style="list-style-type: none"> • Use objective criteria to assess the truth and credibility of media reports, and fake news; • Draw logical conclusions from media messaging; and, • Articulate some of the common cognitive biases and how these contribute to the spread of misinformation and disinformation. |
| Understanding Public Records 12 contact hrs | |
| Description | Citizens need to go beyond just being able to think critically about what they read. They need to be empowered to find sources of information on their own. This module is an introduction to public records and open source intelligence. It will show in detail how to locate information that we all need. Everyone has the right to access key pieces of information, from land titles and corporation records to discipline histories of your doctor, lawyer or investment broker. This teaches you how to find and assess public records. It will demonstrate how to background people, companies, politicians and more. |

| | |
|--|---|
| Learning Outcomes | <p>Upon completion of this module, participants will be able to:</p> <ul style="list-style-type: none"> • Identify relevant public records that will help them find background facts about people and companies; • File an Access to Information request and find information related to past access requests; and, • Locate background information on how politicians are financed, and how regulated professionals are disciplined. |
| Advanced Investigative Journalism Techniques 12 contact hrs | |
| Description | <p>Investigative journalists have advanced skills at finding information. This module teaches these specialized techniques. Included will be strategies for locating information online that go far beyond basic Google searching. It will delve into how to locate and make use of searchable databases and data analysis. Does the average person know how to uncover insider trading, or how to file an Access to Information request? Can everyone check the metadata in a Word or pdf document? Can you restore a deleted webpage or Twitter post? This will teach you how. It will also focus on the art of the interview, a tool journalists use but one which can also benefit the average citizen. It will allow the average person to have insight into how the best journalists find and verify their information.</p> |
| Learning Outcomes | <p>Upon completion of this module, participants will be able to:</p> <ul style="list-style-type: none"> • Use search engines more efficiently; • Verify the authenticity of pictures and documents found online; and, • Use social media and searchable databases to find pertinent information about people, companies and organizations. |

Appendix (ii) Program Budget

| | |
|---|---------|
| Development/design remuneration | \$4,800 |
| Instructor remuneration | \$3,800 |
| Total revenue per program completion | \$740 |
| Number of participants required to break-even | 12 |
| Revenue per 12 participants | \$8,880 |

Assume 100% of participants will pay the program fee.

The development and design estimated expenses will be incurred in the first year/offering, while the estimated instructor remuneration will be an ongoing delivery expense.

Given the estimated development and delivery expenses, the number of participants required to break-even for this program in its first offering, is twelve participants.

Appendix (iii) Internal Letters of Support

University of Manitoba Libraries



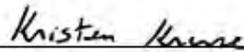
Statement for New Program

| | |
|----------------|--|
| Faculty | Extended Education |
| Program | Letter of Accomplishment in Media Literacy, Critical Thinking and Investigative Journalism |

The Libraries' collection can support this new program, as it was described in the documents provided.

It is not expected that this proposed change will affect the Libraries' ability to continue to provide services such as research and teaching support, reference assistance, document delivery, and the technical infrastructure which allows the discovery and delivery of the Libraries' resources and services.

As there is no journalism program at the University of Manitoba, the Libraries does not actively collect in this area. However, there is content available through our journal and monograph packages that may be relevant to the proposed program, including 48 of the 50 top-ranked (by SCOPUS) journals in journalism. Note that most of the monographs in the collection take a historical, political, or philosophical perspective to journalism, and are not focused on practice. The Libraries also provides access to many current major newspapers and government documents that may be of use to students in the program.



Kristen Kruse
Coordinator, Collections Management



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

February 23, 2022

Date

In Memoriam: Dr. Harley Cohen

Distinguished Professor Emeritus Dr. Harley Cohen passed away April 24, 2022, at the age of 88. He was predeceased by his beloved wife of 60 years, Estelle Cohen, on December 8, 2016. They leave behind three children Brent, Murray and Carla.

Harley Cohen had an exemplary career at the University of Manitoba, where he ultimately served as the Dean of Science from 1989 – 1994 prior to his retirement in 1998. He was born in Winnipeg on May 12, 1933 and received a Bachelor of Science (Honors) degree in Mathematics & Physics from the University of Manitoba in 1956. In his youth, Harley was involved in many athletic pursuits including Junior League football for the Winnipeg Rods and Junior League basketball for the Winnipeg YMHA. After completing his undergraduate degree, Harley obtained an M.Sc. in Applied Mathematics from Brown University in 1958. Upon completion of his Masters, he worked as Research Engineer with Boeing. He then joined Honeywell in Minneapolis from 1960-1963, starting as a Senior Development Engineer and then as a Senior Scientist. While at Honeywell he patented a gyroscope design that was used in the first lunar landing mission in 1969 while also working toward his PhD degree at the University of Minnesota. Harley completed his PhD in Mechanics & Materials in 1964 from the University of Minnesota and worked briefly at the university before returning to Winnipeg in 1966. Upon his return to Winnipeg, Harley took up an Associate Professorship in Civil Engineering at the University of Manitoba, where he enhanced the mathematics curriculum the faculty of Engineering and was promoted to full professor in 1968. He pursued his engineering credentials and became a P. Eng in Manitoba. Harley was named a Distinguished Professor in Applied Mathematics in 1983 and became head of the Department of Civil Engineering from 1984-1989. He was then appointed to a five-year term as the Dean of Science from 1989 -1994 and continued to teach at the university until his retirement in 1998.

MEMORANDUM

DATE: April 27, 2022

TO: Michael Benarroch, Chair of Senate

FROM: Jeff M. Leclerc, University Secretary



SUBJECT: ***APPROVAL OF MOTION***
Board of Governors E-Vote – April 26, 2022

On April 26, 2022, by e-vote, the Board of Governors approved the following:

THAT the Board of Governors approve, as recommended by Senate:

- A. Report of the Senate Committee on Awards (dated February 24, 2022)**
- B. Proposal for a Master of Applied Human Nutrition, Department of Food and Human Nutritional Sciences**

JL/mw

Copy: D. Hiebert-Murphy

N. Andrew

C. Cook

D. Jayas

V. Koldingnes

S. Coyston



MEMORANDUM

DATE: May 25 2022
TO: Michael Benarroch, Chair of Senate
FROM: Jeff M. Leclerc, University Secretary
SUBJECT: ***APPROVAL OF MOTION***
Board of Governors – May 24, 2022

On May 24, 2022 the Board of Governors, approved the following:

THAT the Board of Governors approve, as recommended by Senate:

- A. Report of the Senate Committee on Awards (dated April 7, 2022)
- B. Closure of the Bachelor of Commerce (Honours) in Operational Research / Operations Management, I.H. Asper School of Business
- C. Proposal for a Professorship in Anesthesiology, Max Rady College of Medicine
- D. Proposal for the Manitoba Strategic Research Chair in Sustainable Protein, Faculty of Agricultural and Food Sciences

JL/mw

Copy: D. Hiebert-Murphy
N. Andrew
C. Cook
D. Jayas
V. Koldingnes
B. Postl
M. Scanlon
C. Basha
N. McMillan
S. Coyston

PRESIDENT'S REPORT TO SENATE
June 22, 2022

REPORT OF THE VICE-PRESIDENT (ACADEMIC) AND PROVOST

Awards

- Rotimi Aluko (Food and Human Nutritional Sciences), was elected a Fellow of the International Academy of Food Science and Technology, an internationally recognized group of elected distinguished food scientists and technologists who collectively form a pool of scientific expertise in food science and technology from which the International Union of Food Science and Technology (IUFoST) may draw non-aligned expert advice on scientific matters. The formal induction ceremony will take place during the IUFoST conference in Singapore, Oct. 31 – November 3, 2022. He was also named the recipient of the 2022 Protein and Co-Products Division Lifetime Achievement Award, an award presented by the American Oil Chemists' Society (AOCS) that recognizes significant contributions to the advancement of protein and co-products through research and applications. Dr. Aluko will travel to the 2022 AOCS Annual Meeting & Expo, held May 1-4 in Atlanta, Georgia, and will present the Award Lecture on "Protein gelation enhances resistance to proteolysis and in vivo cholesterol-lowering ability of the indigestible proteins" on May 3.
- Michael Eskin (Food and Human Nutritional Sciences), will be the 2022 recipient of the Institute of Food Technologists (IFT) Lifetime Achievement Award in honor of Nicolas Appert, one of the most prestigious awards presented by IFT. This award is given to honour an individual for consistent lifetime achievements and contributions to the field of food technology and will be presented at the IFT annual conference in July in Chicago.
- Natalie Riediger (Food and Human Nutritional Sciences), recently had her article "Examining differences in diet quality between Canadian Indigenous and non-Indigenous adults: results from the 2004 and 2015 Canadian Community Health Survey Nutrition Surveys", published in the Canadian Journal of Public Health Issue #3, June 2022, where it was selected as one the Editor's Choice picks. <https://www.springer.com/journal/41997/updates/17236418>.
- Selma Osmanovic (student, German & Slavic Studies and in Political Studies), received one of the prestigious DAAD (German Academic Exchange Service) University Summer Course Grants for September 2022. This international competition is a highly competitive grant program facilitated by the University of Manitoba's German program. It provides scholarships (approximately €1800) for students to attend one of 3-4-week summer courses at a German university which focuses mainly on German language and literary, cultural, political and economic aspects of modern and contemporary Germany.
- Avery Hallberg (student, Sociology and Criminology), received an Indspire Scholarship, an externally funded award that Avery has received three times. Since 2004, Indspire has provided over \$153 million in financial support to more than 49,000 First Nations, Inuit and Métis students.
- Kayla Joyce (student, Psychology), received a Vanier Canada Graduate Scholarship.

- Örjan Sandred (Music), received the Guggenheim Fellowships from the Board of Trustees of the John Guggenheim Memorial Foundation. Over 180 exceptional individuals from a diverse group received this prestigious fellowship recognition.
- Roh Amromanoh (student, Asper MBA), and the Difinity Solutions team made it to the top 16 teams out of 700 applications at the Rice Business Plan Competition hosted and organized by the Rice Alliance for Technology and Entrepreneurship. The intercollegiate startup competition gives away \$2M in prizes and Difinity was the only Canadian team that qualified for the semi-finals. The team received coaching and travel support from the Stu Clark Centre for Entrepreneurship and Asper Associate Dean of Research, Zhenyu Wu. Team Difinity also placed second at the Ivey Business Plan competition this year.
- More than 30 graduate students in the Rady Faculty of Health Sciences have been awarded graduate studentships. These new scholarships are offered to Rady Faculty graduate students in their first or second year of a thesis-based master's or doctoral program. They provide support to students who have displayed excellent academic achievement and are pursuing vital research. Studentships for master's students are valued at \$14,000 per year, while studentships at the PhD level are valued at \$18,000 per year. Recipients featured by UM Today include:
 - Ariyan Alaei, a master's student in oral biology at the [Dr. Gerald Niznick College of Dentistry](#) whose research focuses on compounds derived from natural sources to potentially treat infectious diseases;
 - Meher Kantoo, a master's student in the [College of Pharmacy](#) who is studying the functions of astrocytes, a type of brain cell, in mice;
 - Julie-Anne McCarthy, a PhD student in community health sciences at [the Max Rady College of Medicine](#) whose research focuses on factors that contribute to child and youth mental health and well-being;
 - Carly Proctor, a master's student in the [College of Rehabilitation Sciences](#) who is studying physical activity programs for diabetes management.
- Pranav Mishra, (student, Pharmacology and Therapeutics), won the Dr. Archie McNicol Prize for first place in the UM Three Minute Thesis (3MT) competition. The annual contest challenges graduate students to explain their research to a non-expert audience in three minutes. Seven of the 12 finalists were from the Rady Faculty of Health Sciences. Mishra's research involves working with the hormone estrogen to see how it can decrease inflammation and increase mitochondrial function in the brain, improving the survival of brain cells. He explained his thesis on the prevention of Alzheimer's disease to a panel of judges and an online audience. The audience chose Chioma Victoria Nwachukwu, a master's student in physiology and pathophysiology, as the winner of the People's Choice Award for her presentation about using electrical stimulation to allow walking after spinal cord injury. Mishra will go on to represent UM at the Western Regional Competition hosted by the University of Winnipeg on May 6.
- Joe Ackerman (staff, Biosystems Engineering), was presented with the Staff Sustainability Award, presented as part of the UM Sustainability Awards. This award recognizes an individual staff member's effort to educate, advocate and advance one or more SDGs within their department and/or unit. This person shows a keen interest in campus-related activities and sustainability as a whole.

Initiatives

- As part of the launch of the Asper Master's Co-op Program, 20 students have recently been admitted. Additionally, ten MBA and nine Master of Finance students are scheduled to participate in the fall 2022 co-op term.
- The College of Nursing is offering a new course for the summer term that will explore health care and research from Indigenous worldviews and experiences. The course is open to all UM graduate students. Titled Indigenous People, Health and Research: Doing Research in a Good Way, it is offered in relationship with Dr. Wanda Phillips-Beck, an adjunct professor with the College of Nursing who was named Manitoba's first Indigenous Research Chair in Nursing in 2020. It will integrate Indigenous ceremony, land-based learning opportunities, talking circles and knowledge from Indigenous Knowledge Keepers and scholars. Amanda Fowler-Woods, a PhD candidate in community health sciences at the Max Rady College of Medicine, and nursing professor Dr. Annette Schultz will co-lead the course with Phillips-Beck.

Events

- Alison Calder (English, Theatre, Film & Media), recently launched a poetry collection called Synaptic (University of Regina Press) at McNally Robinson Booksellers. The collection of poetry is evocative and deceptively complex, ruminating on the inner workings of the brain, language, and the state of human curiosity in the age of information. Vanessa Warne (English, Theatre, Film & Media), hosted the event and also interviewed Alison.
- Neil McArthur (Philosophy), was featured in the CBC documentary series The Big Sex Talk. He was also featured in the May issue of Harper's Magazine as its cover story where it profiled his sexual ethics research.
- The Associates of the Asper School of Business invited UM students to connect with Indra Nooyi, one of the world's most admired and influential business leaders, on May 3. Nooyi is the recipient of the 2022 International Distinguished Entrepreneur Award (IDEA). With more than a decade as CEO of PepsiCo, Nooyi became the first woman of colour and immigrant to lead a Fortune 50 company and represents the importance of diversity and inclusion at all levels of leadership. The IDEA student presentation at the Drake Centre included a Q&A facilitated by the 2022/2023 CSA President Kyla Mae Dacanay. Students had the opportunity to ask questions and connect with Nooyi as she shared stories and the lessons learned throughout her distinguished career.
- The Stu Clark New Venture Championships: High School Edition will be taking place on May 24 and 25 at the Drake Centre. This competition is for high school students across the province of Manitoba, with more than \$5,000 in prizes to be won. This competition exposes students to skills such as public speaking, writing and creative thinking.
- The University of Manitoba Transport Institute is hosting the Airships to the Arctic Conference on May 26 and May 27. This conference focusing on climate change and northern transport celebrates its 20th anniversary this year and will be the first airship conference held in Canada. There will be a free public webinar discussing the demand for cargo airships in the north and the supply of cargo airships around the world.

- The Faculty Conversation Series featured Rob Duncan (Plant Science), Maneka Malalgoda (Food and Human Nutritional Sciences), and Curt McCartney (Plant Science) on the topic “Crops of the Future: Breeding for value-added products” on April 20 - <https://youtu.be/m99cvsZ4tCg>.
- The Department of Food and Human Nutritional Sciences hosted the “Manitoba Nutrition & Dietetics Research Day” on Friday, May 6, 2022 from 8:00am-3:30pm in Marshall McLuhan Hall, University Centre, University of Manitoba. The theme of this event was, “The Impact of COVID-19 on Nutrition and Dietetics: Opportunities and Challenges”.
- Tracy Dahl, Monica Huisman, Elroy Friesen (Music), and Desautels Faculty of Music alumni Kyle Briscoe, Dan Taylor and Jean-Philippe Lazure collaborated live on stage at the Centennial Concert Hall for an incredible concert called, Handel’s Solomon’ with the Winnipeg Symphony Orchestra last March 25, 2022

REPORT OF THE VICE-PRESIDENT (RESEARCH AND INTERNATIONAL)

- Dr. B. Mario Pinto is appointed as the University of Manitoba’s next Vice-President (Research and International), to commence on October 1, 2022. With a demonstrated commitment to diversity and cross-disciplinary research, Dr. Pinto will continue the legacy of exemplary leadership for the Vice-President (Research and International) portfolio. The current VPRI, Dr. Digvir Jayas will extend his term through September 30, 2022.
- UM master’s student Chenée Merchant is recognized as a national Top 25 Finalist in the SSHRC Storytellers Challenge, with a forensic research study exploring new methods for identifying key features of the skull linked to ancestry.
- Eighty-Six (86) projects led by Seventy-Six (76) PIs received a total of \$16,264,485 in grant funding from a variety of sponsors. Those projects receiving more than \$25,000 are:

| PI | Sponsor | Title | Awarded Amount |
|---|---------------------|--|----------------|
| Alfaro, Marolo (Civil Engineering) | NSERC ¹ | Adaptive Design for Climate Resilient Northern Transportation Infrastructure | \$215,000 |
| Amarakoon Mudiyansele, Inoka (Soil Science) | NSERC ¹ | Characterizing the fate of antimicrobials in manure and agricultural soils | \$130,000 |
| Archibald, Mandy (Nursing) | SickKids Foundation | Design of Living lab platform and participant registry for youth onset type 2 diabetes | \$300,000 |
| Armstrong, Heather (Internal Medicine) | NSERC ¹ | Defining the structural and functional properties of select agricultural fibers | \$140,000 |

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| | | underlying their immunomodulatory actions | |
| Ballard, Myrle (Chemistry) | NSERC ¹ | Using Anishinaabe mowin for aquatics management: 3-voices and 3-eyed seeing | \$500,000 |
| Bandara, Nandika (Food and Human Nutritional Sciences) | CFI ² | Infrastructure to Advance Food Protein Processing and Bioproducts Applications | \$160,000 |
| Bandara, Nandika (Food and Human Nutritional Sciences) | Research Manitoba | Infrastructure to Advance Food Protein Processing and Bioproducts Applications | \$80,000 |
| Beattie, Robert (Biochemistry and Medical Genetics) | NSERC ¹ | Principles of Tissue-wide and Cell-Autonomous Gene Function in Neocortex Formation | \$185,000 |
| Brosowsky, Nicholas (Psychology) | NSERC ¹ | Adaptive cognitive control, mind wandering, and the benefits of attentional disengagement | \$145,000 |
| Brownlie, Robin (History) | SSHRC ³ | Achimotan: Storying the gendered impacts of hydro in Manitoba Indigenous communities | \$392,824 |
| Brueckner, Stefanie (Earth Sciences) | NSERC ¹ | Impact of metamorphism and deformation on metal mobility at the micro-scale to nano-scale in orogenic gold systems | \$130,000 |
| Camacho, Alfredo (Earth Sciences) | NSERC ¹ | Solid state laser to investigate argon mobility in porous and non porous media | \$63,947 |
| Cardona, Silvia (Microbiology) | NSERC ¹ | Synthetic Biology Tools to unleash the Biotechnological Potential of the genus Burkholderia | \$240,000 |
| Cha, Young Jin (Civil Engineering) | NSERC ¹ | Deep learning based structural health monitoring with | \$180,000 |

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| | | autonomous Unmanned Aerial Vehicles | |
| Cicek, Nazim (Biosystems Engineering) | NSERC ¹ | Evaluating microbial and molecular mechanisms that affect changes in antibiotic resistance during anaerobic digestion of manure | \$215,000 |
| Clouatre, Raphael (Mathematics) | NSERC ¹ | New horizons in operator algebras: finite-dimensional approximations and quantized function theory | \$135,000 |
| Collins, Eric (Centre for Earth Observation Science) | NSERC ¹ | Ecology and evolution of arctic marine microbial communities | \$140,000 |
| Davis, Rebecca (Chemistry) | NSERC ¹ | Mechanistic Studies and Method Development in Asymmetric Organocatalysis | \$145,000 |
| Drogemoller, Britt (Biochemistry and Medical Genetics) | NSERC ¹ | Genomic investigations of the auditory system | \$185,000 |
| Dyck, Bruno (Business Administration) | SSHRC ³ | Enhancing social and ecological sustainability by placing people and planet before profits: Developing business theory and practice | \$113,929 |
| El-Salakawy, Ehab (Civil Engineering) | NSERC ¹ | Connection of hollow-core slabs to masonry walls | \$67,824 |
| Eltosy, Sherif (Pharmacy) | Research Manitoba | Canadian Mother-Child Cohort Active Surveillance Initiative (CAMCCO) | \$198,000 |
| Falkenberg, Thomas (Curriculum, Teaching and Learning) | SSHRC ³ | Understanding and Addressing Loneliness and Belonging in Canadian Schools | \$29,595 |
| Field, Russell (Kinesiology and Recreation Management) | SSHRC ³ | A people's history of sport in Canada | \$180,413 |
| Gamble, Julia and Rosenoff Gauvin, Lara (Anthropology) | SSHRC ³ | A long walk: Repatriation, decolonization, and reconciliation | \$242,860 |

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| Gao, Xiaopeng (Soil Science) | NSERC ¹ | Agronomic Practices to Improve the Nutritional Quality of Crops under a Changing Climate | \$175,000 |
| Garcia Holguera, Maria (Architecture) | SSHRC ³ | Development of biomaterials for resource use optimization in northern climate architectures | \$211,875 |
| Gericke, Michael (Physics and Astronomy) | NSERC ¹ | High precision tests of the running of the weak mixing angle with the MOLLER and P2 experiments | \$1,140,000 |
| Ghia, Jean-Eric (Immunology) | NSERC ¹ | Impact of chromogranin: A on gut smooth muscle contraction | \$165,000 |
| Gwinner, Gerald (Physics and Astronomy) | NSERC ¹ | Fundamental symmetry tests with the francium laser trap facility at ISAC | \$663,900 |
| Herbert, David (Chemistry) | NSERC ¹ | Ligand designs for sustainable chemistry and materials | \$310,000 |
| Ho, Ngai Man (Carl) (Electrical and Computer Engineering) | NSERC ¹ | Powering a community-scale dc grid to achieve zero emissions in remote areas | \$195,000 |
| Hollaender, Hartmut (Civil Engineering) | NSERC ¹ | Low-enthalpy geothermal systems in the Western Canadian Sedimentary Basin | \$215,000 |
| Janzen, Melanie (Curriculum, Teaching and Learning) | SSHRC ³ | The Neoliberal Creep in Canadian Education: Dismantling Discourses of Inequity | \$143,730 |
| Jian, Fuji (Biosystems Engineering) | CFI ² | Characterizing thin layer and deep bed drying to optimize grain drying | \$149,945 |

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| Jian, Fuji (Biosystems Engineering) | NSERC ¹ | Three dimensional models of porosity and airflow resistance in stored grain bulk | \$160,000 |
| Jian, Fuji (Biosystems Engineering) | Research Manitoba | Characterizing thin layer and deep bed drying to optimize grain drying | \$80,000 |
| Jiang, Depeng (Community Health Sciences) | NSERC ¹ | Advancing Statistical Models for Multilevel Research | \$90,000 |
| Jones, Meaghan (Biochemistry and Medical Genetics) | NSERC ¹ | Epigenetic regulation of dioxin response elements during mammalian development | \$155,000 |
| King, Meagan (Animal Science) | NSERC ¹ | Assessing the affective states of dairy cows with health disorders | \$145,000 |
| Klonisch, Thomas (Human Anatomy and Cell Science) | SSHRC ³ | Optogenetic electronics meets chemoresistant glioblastoma | \$250,000 |
| Klymiuk, Ashley (Biological Sciences) | NSERC ¹ | Investigating wetland plant mycobiomes to develop appropriate analogues for paleomycological inquiry | \$145,000 |
| Krokhine, Oleg (Internal Medicine) | NSERC ¹ | Peptide chromatography: Comprehensive coverage of separation mechanisms for advanced proteomic applications | \$120,000 |
| Kung, Sam (Immunology) | NSERC ¹ | Delineating novel functions of Semaphorin 3E in regulating natural killer cell biology | \$160,000 |
| Labouta, Hagar ((Pharmacy) | SickKids Foundation | Nanotherapies to treat pregnancy-associated breast cancer | \$300,000 |
| Lakowski, Theodore (Pharmacy) | SSHRC ³ | Targeted inhibition of DNA methyltransferase | \$250,000 |

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| Liao, Chi (Accounting and Finance) | SSHRC ³ | Race-based violence and financial decision-making | \$97,477 |
| Lui, Shaun (Mathematics) | NSERC ¹ | Space-time spectral methods | \$135,000 |
| Malalgoda, Maneka (Food and Human Nutritional Sciences) | NSERC ¹ | Oat protein as a sustainable protein source: Structure-function characterization and utilization in novel applications | \$130,000 |
| Marcus, Jeffrey (Biological Sciences) | NSERC ¹ | Phylogenomics and the developmental genetics and evolution of butterfly colour patterns | \$200,000 |
| Marzban, Hassan (Human Anatomy and Cell Science) | Ataxia Canada – Claude St-Jean foundation | Evaluating the relative contribution of different cerebellar nuclei neurons to the pathogenesis of Friedreich's ataxia | \$50,000 |
| McCartney, Curt (Plant Science) | NSERC ¹ | Elucidating the genetics and biology of disease and insect resistance in wheat | \$195,000 |
| Mohammed, Noman (Computer Science) | NSERC ¹ | Private distributed analytics platform for health data | \$120,000 |
| Mojabi, Puyan (Electrical and Computer Engineering) | Mitacs Inc. | A deep learning guided end-to-end electromagnetic metasurface design framework | \$120,000 |
| O'Dea, Christopher (Physics and Astronomy) | NSERC ¹ | The origin and evolution of extragalactic radio sources and their impact on galaxy formation and evolution | \$140,000 |
| O'Neil, Liam (Internal Medicine) | NSERC ¹ | Post-translational modifications of proteins in neutrophil immune responses | \$140,000 |

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| Page, John (Physics and Astronomy) | NSERC ¹ | Mesoscopic wave physics of heterogeneous complex materials | \$305,000 |
| Pascoe, Chris (Physiology & Pathophysiology) | SSHRC ³ | Amniotic fluid as a mediator between maternal smoking and fetal lung health | \$250,000 |
| Pelka, Peter (Microbiology) | NSERC ¹ | Sensitive detection of protein-protein and nucleic acid-protein interactions using a digital imaging system | \$62,664 |
| Qian, Yiming (Computer Science) | NSERC ¹ | Computer vision systems for perceiving complex materials | \$145,000 |
| Rajapakse, Athula (Electrical and Computer Engineering) | Mitacs Inc. | Reinforcement learning approach for improving the dynamic response of frequency in low-inertia islanded active grids | \$90,000 |
| Ripstein, Zev (Chemistry) | NSERC ¹ | CryoEM studies of dynamic bacterial proteases | \$195,000 |
| Saleem, Ayesha (Kinesiology and Recreation Management) | NSERC ¹ | Effect of exercise on skeletal muscle-derived extracellular vesicles and regulation of mitochondrial biogenesis | \$155,000 |
| Salimi, Elham (Electrical and Computer Engineering) | CFI ² | Electrical Lab-on-a-chip Devices for Medical and Biopharmaceutical Applications | \$159,731 |
| Salimi, Elham (Electrical and Computer Engineering) | Research Manitoba | Electrical Lab-on-a-chip Devices for Medical and Biopharmaceutical Applications | \$79,895 |
| Santer, Deanna (Immunology) | CFI ² | Infrastructure to study the cellular and molecular | \$344,376 |

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| | | mechanisms of antiviral immunity | |
| Santer, Deanna (Immunology) | NSERC ¹ | Defining the cellular and molecular mechanisms regulating type III interferon responses | \$140,000 |
| Santer, Deanna (Immunology) | Research Manitoba | Infrastructure to study the cellular and molecular mechanisms of antiviral immunity | \$172,500 |
| Scanlon, Martin (Food and Human Nutritional Sciences) | Mitacs Inc. | Develop sustainable oil extraction methods from canola seeds and functional evaluation of meal protein, antioxidants and oil compared to current commercial meal and oil quality | \$180,000 |
| Shafai, Cyrus (Electrical and Computer Engineering) | NSERC ¹ | Low voltage micro-electro-mechanical systems (MEMS) for actuators and optical devices | \$195,000 |
| Shalchi Toussi, Andreas (Physics and Astronomy) | NSERC ¹ | Turbulence and Energetic Particles in Interplanetary and Interstellar Spaces | \$140,000 |
| Siddiqui, Tabrez (Physiology & Pathophysiology) | NSERC ¹ | Discovering the Fundamental Synaptic Principles of Brain Organization and Function | \$280,000 |
| Soderstrom, Melanie (Psychology) | SSHRC ³ | Infants' everyday language experiences: Exploring similarities and differences within and across cultural contexts | \$358,000 |
| Sri Ranjan, Ramanathan (Biosystems Engineering) | NSERC ¹ | Optimizing water management for increasing production while conserving water | \$130,000 |

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| | | and nutrients within agricultural lands | |
| Uyaguari, Miguel (Microbiology) | NSERC ¹ | Protecting water quality through wastewater management | \$155,000 |
| Van Wijngaarden, Jennifer (Chemistry) | NSERC ¹ | Detecting the chemical limits of the Universe with microwave and synchrotron infrared spectroscopy | \$460,000 |
| Wang, Feiyue (Centre for Earth Observation Science) | NSERC ¹ | Cryoreactions and Arctic marine cryospheric chemistry | \$91,000 |
| Wang, Feiyue (Centre for Earth Observation Science) | NSERC ¹ | Cryoreactions and Arctic marine cryospheric chemistry | \$460,000 |
| Wright, Galen (Pharmacology and Therapeutics) | NSERC ¹ | Genomics of DNA repair in the brain | \$140,000 |
| Xie, Jiuyong (Physiology & Pathophysiology) | NSERC ¹ | Molecular basis of splicing regulation by a special group of RNA elements at the intron ends | \$160,000 |
| Zeiler, Frederick (Surgery) | NSERC ¹ | Development of novel and entirely non-invasive high-spatial and high-temporal resolution cerebrovascular monitoring/imaging systems | \$165,000 |
| Zhang, Yong (Mathematics) | NSERC ¹ | Amenability properties of semitopological semigroups and related Banach algebras | \$90,000 |
| Zhou, Zhiyang (Statistics) | NSERC ¹ | Novel Methods for Dynamic Risk Prediction | \$95,000 |

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REPORT OF THE VICE-PRESIDENT (INDIGENOUS)

- The annual Graduation Powwow was held in person on May 7, 2022. Indigenous (self-declared) 2022 Graduates – 415.
- Indigenous Identity Engagement Working Group:
 - Webpage is active and engagement sessions are being completed in May
 - <https://umanitoba.ca/indigenous/supporting-indigenous-consultation-working-group>
- Dr. Miller, Associate Vice-President (Indigenous), presented on the meaning and importance of Land Acknowledgements at the Western Canadian Deans of Arts and Sciences Conference April 20, 2022.
- Repatriation project committees met this month (Elders, working group, Anthropology, inter-institutional cooperation); Elders committee developed a nine-point list of guiding thoughts and policy development is on schedule for fall 2022.
- The Director of Cultural Integration has been hired.
- The Indigenous Awards of Excellence will be held on June 20, honouring the 10 winners from 2022, as well as the 10 winners from 2021.
- The Summer Institute for Literacy in Indigenous Content is scheduled for May 18-July 27 on Wednesday mornings. 63 people have registered so far.

NCTR

- National Monument Steering Committee, Department of Canadian Heritage: Met with the Steering Committee on May 2 and May 3rd.
- Na-mi-quai-ni-mak Community Support Fund - 11 projects approved of 36 applications from community organizations across Canada.
- Imagine a Canada program youth gathered April 3-4, to listen and learn from guest speakers about Indigenous cultures, residential schools, reconciliation, entrepreneurship, and project management.
- From March 1st to April 30th the education unit participated in 2 conferences: GETCA Alberta Conference, and MFIS Educators Conference; had 25 presentations (9 in-person and 16 virtual); 1 Decolonizing Lens screening; 1 table at Working in Support of Equality (Manitoba) Inc.; and 1 tour at the Centre.
- Based on the number of attendees we estimate to have engaged with just under 1000 persons from various schools and organizations, including but not limited to: Catholic Social Services; Foreign Service Onboarding Program; Great Plains College; Halmyre; Katimavik; Plattsburgh University; Red Rock Indian Band; and Winnipeg Boys and Girls Club.
- June 10th, 2022, NCTR's Imagine a Canada National Celebration - honouring 10 projects from K-G5 and 15 projects from G6-12 that had submitted artworks and reconciliation projects that envision a reconciled Canada.

- UM Master of Human Rights student, Michael Campbell is pursuing a practicum placement at the NCTR. UM Law student, Justin Vermette, will be undertaking a service learning project to review legal documents related to the Indian Residential School Settlement Agreement (IRSSA), Residential School history, and other relevant legal materials; to be stored in the NCTR archives.
- Brenda Gunn hosted a Spring Virtual Workshop Toward Building a Truth and Reconciliation Research Network: May 13th with researchers from the NCTR's partner institutions

REPORT OF THE VICE-PRESIDENT (ADMINISTRATION)

Information Services and Technology (IST)

- MFA (Multi-Factor Authentication) will be mandatory for students on May 4, 2022, and for faculty and staff on June 1, 2022 for Microsoft365 (Outlook, Teams, OneDrive etc.), VPN, UM Zoom, UM Intranet, Epic, Concur and Clockwork. Communications are being sent out to encourage early adoption prior to the mandatory dates. Workshops are also being scheduled in May to assist users with adoption to MFA. As of April 22, 2022, 22% (8,467) of students and 25% (2,830) of faculty and staff were enrolled in MFA.

Office of Risk and Compliance

- The Government of Canada announced a commitment to copyright changes in the Federal Budget that will impact the post-secondary sector. The proposed changes include extending the term of copyright from 50 to 70 years after the life of the creator, and to ensure a sustainable educational publishing industry through fair remuneration and an innovative marketplace to serve copyright users. While the precise legislative changes are currently unknown, they will likely impact on the University of Manitoba's copyright practices respecting use of Public Domain and Fair Dealing materials.

REPORT OF THE VICE-PRESIDENT (EXTERNAL)

Fundraising Highlights

- To date, UM has achieved \$2.26 million in philanthropic funds raised against a target of \$56.4 million for the 2022/23 fiscal year.
- UM continues to raise funds to help support students affected by the war in Ukraine. For the calendar year to date, 137 donors have contributed \$26,633 to the Student Food Bank and the Emergency Bursary Fund. Additional funds are being solicited to help students and researchers in Ukraine for whom work has been disrupted due to the conflict to continue their studies and work at UM. To date, we have a \$25,000 commitment to support this program.

Activities/Events:

- Dr. Michael Benarroch will be formally installed as the 12th President and Vice-Chancellor of the University of Manitoba on June 7 at the Fort Garry campus. This in-person event, which includes an Indigenous pipe ceremony, is planned for the morning of the first day of Spring Convocation and will be live-streamed to our global community.

- UM will conduct a survey of prospective students and their parents on university brand and positioning, perceptions of post-secondary education and learner experiences. These will circulate in May with follow up surveys to faculty and staff in June.
- The Alumni Association will host its AGM in mid-June using a hybrid in-person/virtual model.
- The Distinguished Alumni Awards Celebration of Excellence Gala will be held on Thursday, September 22 during Homecoming Week 2022.

Other Significant Activities:

- A \$675,000 gift from the Schwartz Reisman Foundation was received to renew the Arni Thorsteinson International Student Travel program in the Asper School of Business. The funding will support an exchange program for Asper Students and Hebrew University in Israel.
- A \$100,000 grant from the Catherine Donnelly Foundation was provided to support the work of the NCTR. This is a first-time gift from this Toronto-based foundation.
- A \$1,000,000 gift received from Gerry and Barb Price will establish a new annually funded scholarship in the Price Faculty of Engineering.
- \$87M USD (\$110M CAD) in funding from the Bill & Melinda Gates Foundation was announced on April 26. The funds will support the UM Institute of Public Health's partnership with the Government of Uttar Pradesh, India to improve Reproductive, Maternal, Newborn, Child Health and Nutrition outcomes.
- On Earth Day, April 22, the Honorable Jeff Wharton, Minister of Environment, Climate and Parks, announced UM would receive \$69,000 from the Conservation and Climate Fund to install and upgrade electric vehicle charging stations.
- From March 25, 2022, to April 25, 2022, UM engaged with reporters through 38 interactions to help them develop stories. During this time, there were 4,347 news stories in media mentioning UM, up from 3,792 for the same period in 2021. Numerous UM faculty were highlighted in media during this period including Distinguished Professor Emeritus Vaclav Smil in a Q&A on climate activism and global sustainability with the New York Times Magazine. Coverage of UM's partnership with the Mastercard Foundation to establish the EleV program was picked up by CTV News Winnipeg, the Winnipeg Free Press and Yahoo Canada.

Report of the Senate Executive Committee

Preamble

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

Observations

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

Professor Peter Blunden will be the Speaker for the Executive Committee for the June 2022 meeting of Senate.

2. **Appointment of Chair and Vice-Chair, Senate Committee on Appeals**

Professor Derek Oliver's and Professor Peter Blunden's terms as Vice-Chairs of the Senate Committee on Appeals ended on May 31, 2022. At its meeting on May 4th, the Senate Executive Committee re-appointed Professor Blunden as a Vice-Chair, for a three-year term. At the meeting on June 10th, the Committee appointed Professor Melanie Soderstrom, Faculty of Arts, as a Vice-Chair, for a three-year term ending on May 31, 2025.

3. **Vacancies on the Senate Committee on Nominations**

The report of the University Secretary on the Senate Committee on Nominations (SCN) is attached (Appendix A). Members of the SCN are nominated by the Senate Executive Committee and elected by Senate. Senate Executive has made recommendations on nominations for two vacancies for academic staff and one vacancy for a student member (see below).

One vacancy for a student member (one-year term) remains.

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

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

Recommendation

The Senate Executive Committee recommends:

THAT Senate approve the following nominations to the Senate Committee on Nominations:

- **Professor Silvia Alessi-Severini (Senator, Health Sciences), for a three-year term ending on May 31, 2025;**
- **Professor Ute Köthe (Science), for a two -year term ending May 31, 2024;**
- **Mr. Oluwafolahanmi Ige (student member), for a one-year term ending on May 31, 2023.**

Respectfully submitted,

Dr. Michael Benarroch, Chair
Senate Executive Committee

[Terms of Reference](#)

June 7, 2022

Vacancies on the Senate Committee on Nominations

At the July 1977 meeting of Senate, Senate approved, without debate, area representations for the Senate Committee on Nominations. The representation was amended in July 1991 to include the Libraries, in June 2005 to include the Clayton H. Riddell Faculty of Environment, Earth and Resources, and in October 2014 to take into account the Rady Faculty of Health Sciences.

Members of the Senate Committee on Nominations are nominated by the Senate Executive Committee, and elected by Senate.

The current membership is as follows:

| | | |
|---|--------------------------|------|
| Agricultural and Food Sciences & Environment, Earth and Resources | Jitendra Paliwal* | 2024 |
| Architecture & Engineering | Philip Ferguson | 2025 |
| Arts | Pam Perkins | 2023 |
| Education, Kinesiology and Recreation Management & Extended Education | Steven Passmore* | 2024 |
| Health Sciences (2) | Marie Edwards | 2022 |
| | Reg Urbanowski* | 2023 |
| Libraries & Student Affairs | Lori Giles-Smith | 2025 |
| Management, Law & Social Work | Robert Biscontri* | 2023 |
| Music & School of Art | Colette Simonot-Maiello* | 2024 |
| Science | Jennifer van Wijngaarden | 2024 |
| Students (2) | Kimberly Nicolasora | 2022 |
| | Stefan Urbano | 2022 |

* denotes member of Senate presently or at time of appointment

The term for Marie Edwards, will end on May 31, 2022. Consequently, a replacement is required for the following area for the term of June 1, 2022 to May 31, 2025:

Health Sciences

Marie Edwards will be retiring in July of 2022. As such, she should not be recommended for re-appointment.

The following Senators from the Rady Faculty of Health Sciences have expressed their willingness to be appointed to the Senate Committee on Nominations:

- **Silvia Alessi-Severini**
- **Eftekhar Eftekharpour**
- **Jean-Eric Ghia**
- **Laura MacDonald**
- **Jason Peeler**

Additionally, Jennifer van Wijngaarden has informed the Committee of her resignation, effective July 1, 2022. As such, a replacement is required for the following area for the term of July 1, 2022 to May 31, 2024:

Science

The Faculty of Science has recommended Professor **Ute Köthe** to replace Jennifer van Wijngaarden. Professor Köthe has expressed her willingness to be appointed.

The composition of the Senate Committee on Nominations calls for ten members of the academic staff, the majority of whom are to be members of Senate. Since five of the remaining academic members currently on the Committee are Senators, or were Senators at the time of appointment, at least one of the replacements must be a member of Senate at the time of election to the Senate Committee on Nominations.

The terms of Kimberly Nicolasora and Stefan Urbano as student members will end on May 31, 2022. Mr. Oluwafolahanmi Ige has been recommended as a student representative by the UMGSA and has expressed his interest in service on the Committee for a one year term, from June 1, 2022 – May 31, 2023. One student vacancy remains at this time.

Proposed statement for Senate – June 22, 2022

At the University of Manitoba's Senate meeting on March 4, 2020, Senate passed a statement¹ specifying the UM's role in advancing the cultural, social, economic, and environmental well-being of the people of Manitoba, Canada, and the world through education, research and community service. The statement enumerated the activities that underlie our service to the common good, and the specific dimensions of that service. The statement specifies the core principles of autonomy, academic freedom, and collegial governance. Together, these principles enable this institution to do "much more than simply train students for today's labour market". Indeed, through its diverse offerings, the University of Manitoba educates students to be leaders in diverse fields of endeavour, attracting and retaining highly skilled individuals to Manitoba.

Today, the University of Manitoba Senate, in reaffirming its March 2020 statement, expresses its urgent concern that the past pattern of provincial government intervention in matters of UM governance, and its intended policy of intervention in academic matters through Bill 33 (the Advanced Education Administration Amendment Act), critically jeopardizes the ability of UM to live up to its public responsibilities in serving the long-range best interests of the public good.

¹ *The mandate of the University of Manitoba is to create, preserve, communicate, and apply knowledge. In doing so, the University contributes to the cultural, social and economic well-being of the people of Manitoba, Canada, and the world. The university serves the common good, through searching for, and disseminating, knowledge and understanding, and through fostering independent thinking and expression. We undertake basic, applied, and inquiry-based research and teaching. We are organized by core principles of autonomy, academic freedom and collegial governance.*

The University of Manitoba believes that education has a transformative power for students, their families and communities. We are committed to inspiring minds through innovative and quality teaching. We drive discovery and insight through excellence in research, scholarly work and other creative activities. We create pathways to Indigenous achievement. We promote equity, inclusion, and excellence. We forge connections to foster high impact community engagement that build on the advantages of a diverse and inclusive workplace.

The University of Manitoba is the province's only research-intensive university, and all assessments of our contributions to the dynamic social and economic life of our province must recognize our broad mandate and inclusive mission, which has short-term, mid-term, and long-term effects and implications. Our 30,000-plus full and part-time undergraduate and graduate students and our 5,000-plus faculty members undertaking teaching and research are part of a complex institution, one that does much more than simply train students for today's labour market. Higher education generates social, as well as individual, benefits. We provide a public good that helps to promote wisdom and to build a just, inclusive, and prosperous province for all people.

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

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

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, program, supplementary regulation, and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the Dept. of Biosystems Engineering.

Observations

1. The **Dept. of Biosystems Engineering** proposes M.Sc., M.Eng. & Ph.D. Supplementary Regulation Changes. The changes are addressed in the cover memo provided by the unit and refer to the Master's to Ph.D. transfer, M.Sc. thesis proposal, Ph.D. thesis proposal and candidacy exam, and committee of examiners for the M.Eng. Project and Report.

Recommendations

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

Dept. of Biosystems Engineering

Respectfully submitted,

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

/ak

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



DATE February 10, 2022

TO Dr. Stephen Kirkland, Associate Dean, Faculty of Graduate Studies

FROM Dr. Danny Mann, Professor & Head, Department of Biosystems Engineering

SUBJECT Explanation of Proposed Changes to Supplemental Regulations for Biosystems Engineering

At the February 8, 2022 meeting of Biosystems Engineering Department Council, four topics related to our three graduate programs were discussed and approved. The explanation of and justification for the changes are described below.

Master's to PhD Transfer: The Department of Biosystems Engineering has allowed students to transfer from the MSc to PhD program and we have been satisfied with the processes that have been used to facilitate such transfers. However, we discovered that a written policy document (dated June 15, 2011) which has been used to guide such transfers had different wording than what appeared in the authoritative Supplemental Regulations. The members of the Department's Graduate Committee reviewed the June 2011 document and recommended to Department Council that the current wording in the Supplemental Regulations (see text below that has been marked with a strikethrough) be replaced with the wording shown in red print. The five-step process clearly outlines the tasks and responsibilities associated with consideration of a request for transfer. Furthermore, the final paragraph clearly states the number of credit hours our coursework that will be required which includes courses completed in the Master's program at the time of transfer. The existing wording gave authority to the student's advisory committee to recommend the program credit hours. There was a desire to ensure consistency in the number of credit hours required for all students being granted this transfer.

~~Students making exceptional progress while enrolled in the M.Sc. program may request to transfer to the Ph.D. program upon the consent of the Department Head and based on a recommendation from the student's advisory committee and the Biosystems Engineering Graduate Studies Committee which investigates the student's qualifications and suitability for Ph.D. study. In such cases, the program credit hour requirements shall be recommended at the time of transfer by the student's advisory committee.~~

The following process should be followed if a student not holding a Master's degree wishes to transfer from a Master's program to a Doctoral program in the Department of Biosystems Engineering.

1. The student should initiate the process by speaking to his/her advisor. The student must have completed a minimum of 2 courses with a minimum GPA of 3.75 to be eligible.
2. If the advisor is of the opinion that the student is capable of doing doctoral-level work, the student would be asked to prepare a research proposal describing the proposed topic.
3. The student orally presents the research proposal to his/her Advisory Committee.
4. The student's Advisory Committee sends a written recommendation to the Department's Graduate Committee.
5. The Department's Graduate Committee makes a final decision regarding transfer to the Doctoral program.

In cases where a transfer is approved, the student will be required to complete a total of 24 credit hours (which includes any courses completed in the Master's program prior to the time of transfer), of which at least 18 must be at the 7000 level. All other requirements of the Ph.D. program must be met.

MSc thesis proposal: The current wording in the Supplemental Regulations had one discrepancy with respect to the role of the advisory committee in the approval of the thesis proposal. It was decided that consistency was desired and that the wording currently being used for the PhD thesis proposal was preferred over the wording currently being used for the MSc thesis proposal. Thus, the current wording (shown with strikethrough) is to be replaced with the wording shown in red. We value the input of the members of the advisory committee in guiding the direction of the research and feel it is beneficial to the student to receive this input in a collegial manner.

~~Unanimous approval by the advisory committee is required. If unanimous approval is not received, the thesis proposal can be revised and resubmitted.~~

The advisory committee may ask questions of clarification or offer suggestions for modification of the research objectives and/or proposed methodology. The thesis proposal presentation should not be viewed as an oral examination that must be passed. The purpose is to set the direction of the student's research with input from the advisory committee. The "Thesis Proposal" form is to be signed by the members of the advisory committee when all are satisfied with the proposal.

PhD thesis proposal & candidacy exam: These are just a couple of minor wording changes. With respect to the PhD thesis proposal, the target page number was increased from 10 to 20 to be consistent with the MSc thesis proposal. There was also a minor change in the wording of the sections to be included in the PhD thesis proposal. With respect to the Candidacy Exam, a statement was added to indicate that "**The Candidacy examination will normally be completed within the first 36 months of the PhD program.**" There was a minor change to indicate that the Candidacy Examination Committee will be chaired by the Associate Head (Graduate). Finally, there was a minor change in wording of the sections to be included in the written document prepared by the PhD candidate; this wording was chosen to recognize that we now have PhD students conducting qualitative research as part of the Graduate Specialization in Engineering Education. The revised wording is more generic to apply to both quantitative and qualitative research programs.

Committee of Examiners for GRAD 7050 MEng Project & Report: A question was posed by a staff member in the Faculty of Graduate Studies relating to the composition of the Examining Committee for M.Eng. students choosing to complete GRAD 7050 MEng Project & Report as this was not specified in the Supplemental Regulations. The following wording was developed to explain the composition of the Examining Committee, with recognition that such a committee is only required to those M.Eng. students choosing to register for GRAD 7050.

Examining committee for M.Eng. students choosing to complete GRAD 7050 M.Eng. Project and Report: The professor supervising the project will invite two additional academic members from the University of Manitoba community (typically from the Department of Biosystems Engineering) to serve as the Committee of Examiners.

Related to the composition of the Examining Committee, text was added in Section 4.7.2 to describe the process that the Department has developed to administer and evaluate project work completed under GRAD 7050.

Students registered in the course-based M.Eng. program may choose to complete *GRAD 7050 M.Eng. Project and Report* in place of 6 credit hours of 7000-level coursework in the M.Eng. program. M.Eng. students choosing this option will be assigned a professor from the Department of Biosystems Engineering to supervise the project. The M.Eng. student will be required to prepare a written report and make an oral presentation summarizing the project work. A Committee of Examiners (composition is described in Section 4.7.1.2) will evaluate the course deliverables in a closed session. Students are required to score a minimum of 65% to earn a grade of Pass in GRAD 7050.

4.7 Academic Requirements for Graduation

All students must:

- maintain a minimum degree grade point average (DGPA) of 3.0 with no grade below C+;
- complete [GRAD 7500](#)
- complete [GRAD 7300](#)
- meet the minimum and not exceed the maximum course requirements; and
- meet the minimum and not exceed the maximum time requirements (in terms of time in program and lapse or expiration of credit of courses).

Individual department/units may have additional specific requirements for graduation and students should consult department/unit supplementary regulations for these specific requirements.

4.7.1 Thesis/Practicum Route

4.7.1.1 Thesis vs. Practicum

Students must demonstrate their mastery of the field and that they are fully conversant with the relevant literature through their thesis/practicum. The thesis or practicum will normally be written in English unless the student is studying in a program at the Université de Saint-Boniface, or departmental/unit supplementary regulations allow a different language to be used.

A practicum differs from the thesis in its emphasis on the application of theory, it is however similar in scope, span, and rigour. The practicum takes the form of an exercise in the practical application of knowledge and skill. It usually involves the careful definition of a problem, the application of appropriate knowledge and skills to the problem, and a report of the results in a manner suitable for evaluation by an examining committee. Individual department/units have specific requirements for graduation and students should consult department/unit supplementary regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the practicum.

The thesis is developed under the mentorship of the advisor/co-advisor. Individual department/units may have specific guidelines regarding the thesis proposal and its acceptance by the student's advisory committee and department/unit Head; students should consult department/unit supplementary regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the thesis research.

Master of Science (M.Sc.)

A thesis proposal (approximately 20 pages) is to be prepared by the M.Sc. student in consultation with the advisor/co-advisor, usually within 12 months of registration. The thesis proposal should include a statement of the thesis topic, a review of the relevant literature, the hypotheses to be tested, the proposed research methodology, and anticipated significance of the research.

The thesis proposal should be circulated to the advisory committee prior to being presented orally to the student's advisory committee in a closed session. ~~Unanimous approval by the advisory committee is required. If unanimous approval is not received, the thesis proposal can be revised and resubmitted.~~

The advisory committee may ask questions of clarification or offer suggestions for modification of the research objectives and/or proposed methodology. The thesis proposal presentation should not be viewed as an oral examination that must be passed. The purpose is to set the direction of the student's research with input from the advisory committee. The "Thesis Proposal" form is to be signed by the members of the advisory committee when all are satisfied with the proposal.

4.7.1.2 Examining Committee

The advisor/co-advisor will recommend an examining committee to the department/unit Head for approval, which shall then be reported to the Faculty of Graduate Studies on the "Master's Thesis/Practicum Title and Appointment of Examiners" form. This form must be approved by the Dean of the Faculty of Graduate Studies at least two (2) weeks prior to the distribution of the thesis.

Under normal circumstances, the examining committee will be the same as the advisory committee unless otherwise stipulated in the department/unit's supplementary regulations. The examining committee must consist of a minimum of

Examining committee for M.Sc. students: The examining committee is normally the same as the advisory committee for M.Sc. students.

Examining committee for M.Eng. students choosing to complete GRAD 7050 M.Eng. Project and Report: The professor supervising the project will invite two additional academic members from

three (3) members (including the advisor/co-advisor), at least two (2) of whom must be members of the Faculty of Graduate Studies. All examiners must be deemed qualified by the department/unit Head and be willing to serve. It is expected that, under normal circumstances, examination committee members will have a Master's degree or equivalent. The composition of, and any changes to, the examining committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies. Individual department/units establish specific requirements for examination and students should consult department/unit supplementary regulations for specific requirements.

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

The Head of the department/unit arranges for the distribution of the thesis/practicum to the examiners. It is the duty of all examiners to read the thesis/practicum and report on its merits according to the following categories:

- Acceptable, without modification or with minor revision(s); or
- Acceptable, subject to modification and/or revision(s); or
- Not acceptable.

If two or more examiners do not approve the thesis, then the student is deemed to have failed the distribution.

Note that in the case of an advisor and co-advisor, both together have a single vote on the examining committee.

[the University of Manitoba community \(typically from the Department of Biosystems Engineering\) to serve on the Committee of Examiners.](#)

4.7.1.3 Oral Examination

For department/units requiring students to pass an oral examination on the subject of the thesis/practicum and matters relating thereto, the format of the oral examination is described in the supplementary regulations of the department/unit. Students should consult these supplementary regulations for specific requirements. A student has the right to an examination of the thesis/practicum if they believe it is ready for examination. It is the department/unit's responsibility to advise the student of any risk involved should they decide to proceed against the department/unit's recommendation.

The examining process should be completed within one (1) month of distribution of the thesis/practicum to the examining committee.

Normally, all members of the examining committee should be present in-person at the examination. Under exceptional circumstances, and with the prior approval of the Dean of the Faculty of Graduate Studies, one (1) member may participate electronically. Only under very exceptional circumstances can the student or the Advisor/Co-advisor participate electronically. No recording devices will be permitted. The oral examination must be held at either The University of Manitoba Fort Garry or Bannatyne campus, Université de Saint-Boniface, or the St. Boniface Hospital Albrechtsen Research Centre normally during regular business hours. The oral examination shall be open to all members of The University of Manitoba community except in exceptional cases. The oral examination may be closed, for example, when the results of the thesis/practicum research must be kept confidential for a period of time. In such cases, the examining committee and department/unit Head shall recommend such action to the Dean of the Faculty of Graduate Studies who shall then decide whether to grant that the final examination be closed to all but the examining committee and the Dean of the Faculty of Graduate Studies (or delegate).

The oral examination will normally be held in English unless the student is studying in a program at the Université de Saint-Boniface, or departmental/unit supplementary regulations allow a different language to be used.

Master of Science (M.Sc.)

The oral examination will be scheduled by the advisor/co-advisor and chaired by an academic member of the department not part of the examining committee. Students are expected to present the work in 20-30 minutes. Examining committee members are allowed two rounds of questions (not exceeding 15 minutes each). In the first round, questions are to be of a general nature related to information presented orally. Members of the audience are then given an opportunity to ask questions. Finally, examining committee members are given a chance to ask detailed questions related to the written thesis. The entire examination should not exceed 2 hours.

Master of Engineering (M.Eng.)

~~There is no oral examination for the course-based M.Eng. program~~ An oral examination for the course-based M.Eng. program is not required, however, see 4.7.2 regarding the GRAD 7050 option.

| FGS Academic Guide Regulation 2021/22 | Supplementary Regulation |
|--|--|
| <p>Following completion of the examination of the thesis/practicum, examiners will consider the oral examination and the written thesis/practicum.</p> <p>The examiners will also determine the nature of and procedures for approval of any revisions that will be required prior to submission of the thesis/practicum to the Faculty of Graduate Studies. The advisor/co-advisor is normally responsible for ensuring that revisions are completed according to the instructions from the examining committee.</p> <p>The judgment of the examiners shall be reported to the Faculty of Graduate Studies in the qualitative terms "approved" or "not approved" on the "Thesis/Practicum Final Report" form. Each examiner must indicate their opinion by their signature. If two (2) or more examiners do not approve the thesis/practicum, the student is deemed to have failed the examination.</p> | |
| <p>4.7.1.4 Failure</p> <p>In the case of a failure of the thesis/practicum at the Master's level, the candidate may, on support of their home department/unit, be allowed to defend the thesis a second time. In this case, a detailed written report will be prepared by the Chair of the examination committee and submitted to the Faculty of Graduate Studies, who will make the report available to the student, the student's advisor/co-advisor and the Department/Unit Head. The Department/Unit Head shall convene a meeting of the members of the examining committee and the student's advisor/co-advisor to decide how to bring the thesis to an acceptable scholarly standard and/or prepare for the second defence.</p> <p>A student will be required to withdraw when the thesis/practicum has been rejected twice at the stage where:</p> <ul style="list-style-type: none"> • The examining committee reports on the merits of the written thesis/practicum; • The oral examination; or • A combination of both stages. | |
| <p>4.7.2 Course-based, Major Research Paper, or Comprehensive Examination Route</p> <p>Students must demonstrate their mastery of their field. The specific procedures for evaluation of this mastery are stated in individual department/unit supplementary regulations.</p> <p>In those department/units where comprehensive examinations are required, students should consult the department/unit's supplementary regulations for specific requirements.</p> <p>The results of the comprehensive examinations shall be submitted to the Faculty of Graduate Studies on the "Report on Comprehensive Examination" form in the terms "pass" or "fail." No student may sit comprehensive examinations more than twice. Any student who receives a "fail" on the comprehensive examination twice will be required to withdraw from the Faculty of Graduate Studies.</p> | <p><u>Students registered in the course-based M.Eng. program may choose to complete GRAD 7050 M.Eng. Project and Report in place of 6 credit hours of 7000-level coursework in the M.Eng. program. M.Eng. students choosing this option will be assigned a professor from the Department of Biosystems Engineering to supervise the project. The M.Eng. student will be required to prepare a written report and make an oral presentation summarizing the project work. A Committee of Examiners (composition is described in Section 4.7.1.2) will evaluate the course deliverables in a closed session. Students are required to score a minimum of 65% (combined grade of all course deliverables) to earn a grade of Pass in GRAD 7050.</u></p> |
| <p>4.8 Style and Format</p> <p>The thesis/practicum must be written according to a standard style acknowledged by a particular field of study (please refer to Thesis/Practicum Types).</p> | |
| <p>4.9 Details for Submission of the Final Copy</p> <p>Following the approval of the thesis/practicum by the examining committee and the completion of any revisions required by that committee, the thesis/practicum, must be submitted to the Faculty of Graduate Studies as follows:</p> | |

| | |
|--|--|
| <p>field. The Ph.D. is a research degree and is not conferred by The University of Manitoba solely as a result of coursework study.</p> <p>Although general regulations apply to all students, individual department/units may have additional regulations that supplement these general regulations. All such supplementary regulations must be approved (as specified by the By-Laws of the Faculty of Graduate Studies), be published and available to students (please refer to the website), and be kept on record in the Faculty of Graduate Studies. All students should consult department/unit supplementary regulations for specific details regarding admission, program requirements, progression, and completion.</p> | |
| <p>5.1 Admission</p> <p>5.1.1 General criteria</p> <p>Normally, the completion of a Master's degree or equivalent from a recognized university and a cumulative GPA of 3.0 or equivalent in the last two (2) years of full time university study (60 credit hours) is the minimum requirement for admission to the Ph.D. program.</p> <p>Note: This is the minimum requirement of the Faculty of Graduate Studies and department/units may have higher standards and additional criteria. However, the criteria for admissions into the Ph.D. program are more stringent than for Master's programs; therefore, the completion of a Master's program does not guarantee admission into the Ph.D. program. Some department/units require completion of a thesis-based Master's program prior to admission to a Ph.D. program.</p> | <p>For admission into the Ph.D. program, applicants are normally required to hold a M.Sc. degree in Biosystems Engineering or equivalent from a recognized university. Applicants with degrees in related areas may be recommended for admission by the Department Head. Ultimately, acceptance must be approved by the Faculty of Graduate Studies.</p> <p>The Department of Biosystems Engineering has a standing Graduate Studies Committee consisting of three academic members of the department that fills the role of selection committee.</p> |
| <p>5.1.2 Direct Admission from the Bachelor's Honours or Equivalent</p> <p>With special recommendation of the department/unit concerned, applicants with an honours Bachelor's degree or equivalent may be considered for entry to Ph.D. study. These students must be outstanding in their academic background (GPA well above 3.0 in the last two full years of undergraduate study).</p> <p>Note: This is the minimum requirement of the Faculty of Graduate Studies and department/units may have higher standards and additional criteria. Once admitted, these students must complete at least 24 credit hours of coursework, unless the individual department/unit's approved supplementary regulations specify otherwise, and will be assessed Ph.D. fees for three (3) years. A minimum of 18 credit hours at the 7000-level or higher is required. Any further coursework beyond the minimum 18 credit hours at the 7000-level must be at the 3000-level or above. A maximum of 48 credit hours of coursework is allowed toward the Ph.D. program.</p> | |
| <p>5.1.3 Transfer from the Master's to the Ph.D. Program</p> <p>Students who have not completed a Master's program may transfer to the Ph.D. program within the same department/unit upon the recommendation by the Head of the department/unit to the Faculty of Graduate Studies. The recommendation should be made within four (4) terms (including Summer term) from the start of the Master's program. Fees paid, coursework completed and time spent in the Master's program will normally be credited towards the Ph.D. program. Students must complete at least 24 credit hours of coursework, unless the individual department/unit's approved supplementary regulations specify otherwise. A minimum of 18 credit hours at the 7000-level or higher is required. Any further coursework beyond the minimum 18 credit hours at the 7000-level must be at the 3000-level or above. A maximum of 48 credit hours of coursework is allowed toward the Ph.D. program.</p> <p>The request to transfer from a Master's to the Ph.D. program must be submitted to the Faculty of Graduate Studies at least one (1) month prior to the term for which the student intends to start the Ph.D. program. The applicant must indicate a request for transfer on the online admissions application.</p> <p>The student will be admitted to a 3-year Ph.D. program and will pay a total of three years of program fees, including program fees paid in the Master's at the time of</p> | <p>Students making exceptional progress while enrolled in the M.Sc. program may request to transfer to the Ph.D. program upon the consent of the Department Head and based on a recommendation from the student's advisory committee and the Biosystems Engineering Graduate Studies Committee which investigates the student's qualifications and suitability for Ph.D. study. In such cases, the program credit hour requirements shall be recommended at the time of transfer by the student's advisory committee.</p> <p><u>The following process should be followed if a student not holding a Master's degree wishes to transfer from a Master's program to a Doctoral program in the Department of Biosystems Engineering.</u></p> |

transfer. Students are cautioned that such transfers may impact on the duration of The University of Manitoba Graduate Fellowship.

Students who have previously completed a recognized Master's degree and are initially admitted and registered in a Master's program may transfer to the Ph.D. program within the same department/unit on the recommendation of the student's advisor/co-advisor and Head of the department/unit. Where a student holds a Master's degree that would be sufficient for admission to the Ph.D. program, students must complete at least 12 credit hours of coursework, unless the individual department/unit's approved supplementary regulations specify otherwise. The student will be admitted to a 2-year Ph.D. program and will pay a total of two years of program fees, including program fees paid in the Master's at the time of transfer.

1. The student should initiate the process by speaking to his/her advisor. The student must have completed a minimum of 2 courses with a minimum GPA of 3.75 to be eligible.
2. If the advisor is of the opinion that the student is capable of doing doctoral-level work, the student would be asked to prepare a research proposal describing the proposed topic.
3. The student orally presents the research proposal to his/her Advisory Committee.
4. The student's Advisory Committee sends a written recommendation to the Department's Graduate Committee.
5. The Department's Graduate Committee makes a final decision regarding transfer to the Doctoral program.

In cases where a transfer is approved, the student will be required to complete a total of 24 credit hours (which includes any courses completed in the Master's program prior to the time of transfer), of which at least 18 must be at the 7000 level. All other requirements of the Ph.D. program must be met.

5.1.4 Provisional Admission to the Ph.D.

Students nearing the completion of the Master's degree may be accepted provisionally to the Ph.D. program for a 12 month period (commencing with the first registration in the Ph.D. program). Further registration in the Ph.D. program is contingent upon completion of all requirements of the Master's degree within the 12 months. Students must maintain continuous registration in their Master's program until its completion. Students will require assistance from the department/unit and the Faculty of Graduate Studies to complete dual registration on the "Concurrent Curriculum Permission" form in the Master's and Ph.D. program simultaneously.

5.2 Student's Advisor, Co-advisor and Advisory Committee

5.2.1 Student's Advisor

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

The advisor must:

- hold an appointment in the student's department/unit.
- be a member of the Faculty of Graduate Studies¹;
- hold a Ph.D. or equivalent²;

Applicants are assigned an advisor at the time of admission.

Students may be required to withdraw from their Ph.D. program for reasons of unsatisfactory performance other than those related to failing grades. These include, but are not restricted to, unsatisfactory attendance and lack of progress in research and/or thesis preparation. Unsatisfactory performance must be reported to the Faculty of Graduate Studies on the “Progress Report” form. Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the department/unit Head to the Dean of the Faculty of Graduate Studies.

Students are normally expected to complete remedial action by the end of the subsequent term.

Students are expected to demonstrate independence and professionalism during their graduate studies. Students are expected to be present on campus for scheduled classes, regular meetings with the advisor, and research work (unless the research work is being done at a site off-campus). It is understood that progress on research may be limited when the student is taking classes, however, substantial progress is expected during periods when classes are not being taken. Research progress includes tasks such as reviewing scientific literature, collecting experimental data, analyzing experimental data, and paper/thesis writing. Ph.D. students are expected to display increasing independence as they proceed through the doctoral program. The advisory committee will judge whether the academic performance has been satisfactory based on the plans outlined in the previous “Progress Report” form.

5.7 Academic Requirement for Graduation

All students must:

- maintain a minimum degree grade point average (DGPA) of 3.0 with no grade below C+;
- complete GRAD 7500
- complete GRAD 7300
- meet the minimum and not exceed the maximum course requirements; and
- meet the minimum and not exceed the maximum time requirements (in terms of time in program and lapse or expiration of credit of courses).

Individual department/units may have additional specific requirements for graduation and students should consult department/unit supplementary regulations for these specific requirements. A cumulative degree grade point average of 3.0 or greater is required in those courses that constitute the program of study for graduation in the Faculty of Graduate Studies.

5.8 Candidacy Examination

The candidacy examination is an absolute requirement of the Faculty of Graduate Studies and, as such, cannot be waived under any circumstances. However, the format and content of the candidacy exam varies from unit to unit. The purpose of the candidacy exam in doctoral programs is to determine the student’s competence in the discipline with respect to understanding and absorbing a broad spectrum of material, and then researching, identifying, analyzing, synthesizing, and communicating ideas about that material in depth.

At the time specified by the advisory committee, normally within the first year after the completion of the Ph.D. program coursework, but in no case later than one year prior to expected graduation, the student must successfully complete the formal candidacy examination.

The examination is conducted according to a procedure established by the department/unit which is approved and documented in departmental/unit supplementary regulations. The department/unit supplementary regulations state the format and composition of the examination committee for the candidacy examination. The candidacy examination must be held at either The University of Manitoba Fort

The Candidacy examination will normally be completed within the first 36 months of the PhD program.

Candidacy Examination Committee: The Candidacy Examination Committee will consist of the student’s Advisory Committee ~~along with any people that the committee wishes to add for the examination. The candidacy examination and~~ is to be chaired by the Associate Head (Graduate) Chair or Department Head.

Written Report: The PhD student is to submit to the Chair of the Candidacy Examination Committee, a written document that includes an introduction, a literature review comprehensive review of literature related to the topic of the thesis, the research methodology, preliminary

Garry or Bannatyne campus, or the St. Boniface Hospital Albrechtsen Research Centre normally during regular business hours.

This examination, which must be independent from the thesis proposal, may be oral, written, or both and may cover subjects relevant to the general area of the student's research. The structure of the exam must be made known to the student well in advance of the exam. In the case where there is a required oral component, the student must be physically present.

A "pass" decision of the examiners must be unanimous. Students must be provided with feedback on their performance and access to the reasons for the pass/fail.

The Dean of the Faculty of Graduate Studies must be informed whether the candidate has "passed" or "failed" the candidacy examination on the "Report on Ph.D. Candidacy Examination" form.

Any student who fails the candidacy examination twice will be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".

On successful completion of this examination, the student will be considered a candidate for the Ph.D. degree.

~~findings/results, and discussion of preliminary findings/results~~~~preliminary data, preliminary data analysis, and discussion of the results in the context of the literature.~~ The report should not exceed 50 pages (double spaced). The Chair will forward the report to the members of the Candidacy Examination Committee.

Written Examination: After reading the literature review, each member of the Candidacy Examination Committee will submit to the Chair of the Candidacy Examination Committee one or more questions to be answered by the student in an open-book, take-home examination. The PhD student will return the written answers to the Chair of the Candidacy Examination Committee within 10 working days. The Chair of the Candidacy Examination Committee will provide each member of the Candidacy Examination Committee with the answers to ~~his/her~~the submitted questions.

Oral Examination: The oral examination is to be scheduled within 14 working days after the answers are received by the Candidacy Examination Committee. The PhD student will give a 20-25 minute presentation summarizing the written report. The Candidacy Examination Committee may (i) seek further clarification of answers that were provided in the written portion of the examination or (ii) ask additional questions intended to gauge the student's knowledge in the area of intended research.

Reaching a Decision: The candidacy examination consists of two parts (i.e., a written portion and an oral portion) that together comprise the candidacy examination. Upon completion of both the written and oral portions, the Candidacy Examination Committee will decide whether the student has passed or failed the candidacy examination. Each examiner is responsible for assigning a grade of pass or fail based on the combined responses from the written and oral portions of the examination.

The student will be informed of the decision of the Candidacy Examination Committee immediately following the Candidacy Examination Committee's deliberations. If the student fails the candidacy examination in the first attempt, a second attempt will be allowed. The entire exam will be repeated; individual members of the Candidacy Examination Committee can decide whether to ask the same questions or provide the student with new questions. The repeat attempt would normally be scheduled within 1 month and would include both the written and oral portions of the candidacy examination.

5.9 Thesis Proposal

Some departments/units have specific procedures in place for approval of thesis proposals and students are advised to refer to the specific department/unit supplementary regulations. If departments/units require thesis proposal approval, this exercise must be independent from the candidacy examination. Regardless, the proposed thesis research must be approved by the advisory committee and, if necessary, by the Human Research Ethics Board or Animal Care Committee before the work has begun on the thesis research or project.

The thesis proposal will normally be reviewed and approved by the advisory committee within the first 12 months of the PhD program. It will consist of a ~~maximum 10-20~~ page (double spaced) proposal including: i) Background and Problem Definition, ii) Objectives, iii) Review of Literature, iv) Proposed Methodology, v) Timeline and vi) Significance of Proposed Research. ~~sections on objectives & sub-objectives, brief review of relevant literature, proposed methodology, and impact/significance of the proposed research.~~

The PhD student will give a 20-25 minute presentation on the thesis proposal. The advisory committee may ask questions of clarification or offer suggestions for modification of the research objectives and/or proposed methodology. The thesis proposal presentation should not be viewed as an oral examination that must be passed. The purpose is to set the direction of the students' research with input from the advisory committee. The "Thesis Proposal" form is to be signed by the members of the advisory committee when all are satisfied with the proposal.

5.10 Thesis

An essential feature of Ph.D. study is the candidate's demonstration of competence to complete a research project and present the findings. The thesis must constitute a distinct contribution to knowledge in the major field of study, and the research must be of sufficient merit to be, in the judgement of the examiners, acceptable for publication. The thesis must be written in English unless otherwise approved by the department/unit and Faculty of Graduate Studies.

The thesis must be written according to a standard style acknowledged within the candidate's particular field of study and recommended by the department/unit, be lucid and well-written, and be reasonably free from errors of style and grammar (including typographical errors).

The final version of the thesis must be submitted by the candidate to the Faculty of Graduate Studies following the guidelines found on the [website](#).

5.11 Thesis Examination Procedures

The final examination for the Ph.D. degree proceeds in two (2) stages:

1. Examination of the candidate's thesis by the examining committee;
2. Oral examination of the candidate by all examiners on the subject of the thesis and any matters relating thereto.

5.11.1 Formation of the Examining Committee - University of Manitoba (Internal) Examiners

The candidate's advisor/co-advisor is considered to be a single voting member of the examining committee. All voting members of the advisory committee are expected to serve on the examining committee; any exceptions must be approved in advance by the Dean of the Faculty of Graduate Studies. All examiners must be members of the [Faculty of Graduate Studies](#). It is expected that examining committee members will have a Ph.D. degree or equivalent. Equivalency will be determined by the Dean of the Faculty of Graduate Studies.

5.11.2 Formation of the Examining Committee - External Examiner

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

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, program, supplementary regulation, and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the Dept. of Community Health Sciences.

Observations

1. The **Dept. of Community Health Sciences** proposes changes related to the admissions review process for the M.Sc., MPH, and Ph.D. programs and are aimed at providing greater transparency regarding the application and review process. There are four main changes found in sections 1.1.7, 1.1.9, 1.1.11, and 4.2. In addition, the department proposes changes to the advisory committee structure of the M.Sc. and Ph.D. programs, which is found in sections 4.5.2 and 5.2.4. See cover letter provided by unit.

Recommendations

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

Dept. of Community Health Sciences

Respectfully submitted,

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

/ak

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

To: FGS Programs and Guidelines Committee
Date: April 22, 2022
RE: Changes to Supplemental Regulations for CHS

Below describes the process that contributed to the changes proposed in the attached modified CHS sup regs. These changes relate specifically to the admissions review process for our MSc, MPH, and PhD programs and are aimed at providing greater transparency regarding the application and review process. There are four main changes:

1. **1.1.7 English language proficiency:** Given the extensive writing requirements within CHS coursework, we want to implement a higher minimum English language proficiency score in the writing component as well as raise the minimum expectations for overall scores. Further, as we are aware that FGS is in the process of changing their sup regs in the Academic Calendar, we wanted to be sure that our revised changes were in harmony. However, as our admissions assessment looks at the whole student file, and not only quantitative metrics, we also make provisions that in exceptional circumstances, students not meeting our revised minimums may be required to complete the Intensive English Academic Program as a condition of admission, in the term prior to starting their graduate program.
2. **1.1.9 Letters of Recommendation:** The number and types of letters we desired from our application form were not properly reflected in our sup regs. What is listed in the sup regs now matches this need.
3. **1.1.11 Entrance Requirements:** Our aim here is to formalize a process that has developed more organically over the years around equity, diversity and inclusion. We are not making changes to the minimum GPA requirements. Rather, we are providing students the opportunity to self-declare as an Indigenous person, a person with disabilities, 2SLGBTQIA+ or a racialized person. We also describe why we collect and how we use this information as part of our consideration in the review process.
4. **4.2 Admission:** We want to formalize a requirement for the Masters of Public Health Program to require a previous professional health degree (e.g. medicine, nursing, dentistry, etc) in addition to their paid work experience.

The Dept. of Community Health Sciences proposal one additional change to the MSc and PhD advisory committee:

4.5.2 and 5.2.4 MSc and PhD Committee structure: Our MSc and PhD committee structures have as a regulation that a student's committee include at least two members from CHS, where at least one of those is a full-time member of the Department. We are looking to add a statement to allow for exceptional circumstances to accommodate a situation for when a student's committee structure might need to only have a Full-Time member. We have seen some recent situations where a student's committee has required up to 5 people (e.g., 3 academic members, one Indigenous community representative and one Indigenous elder). Due to the nature of interdisciplinary funded research projects, sometimes the 3 primary academics for the committee only includes 1 full time member from CHS. Hence, we are seeking to allow, in exceptional circumstances and with the

approval of the unit director for the graduate program, to permit a deviation from the typical requirement of 2 members being from within CHS. Revised language is listed in the associated sup regs in the relevant sections.

The process of development and approval for this has been extensive within the department. The CHS admissions committee (in the 2022/23 intake review consisted of 7 faculty members, the Dept Head, and a graduate student representative) identified a series of issues arising with different applications, and where there was a desire to have greater transparency in how files are reviewed. These were discussed during a CHS Department Council meeting March 4. A general motion was passed at Council delegating the responsibility to the Graduate Program Committee under the leadership of the Director to develop language for the sup regs to submit in time for the next FGS Programs and Guidelines Committee review. This motion included obtaining Department Head approval over the final submission.

In developing our revised sup regs, a series of existing FGS sup regs within the RFHS were reviewed (Nursing, Occupational therapy, Physical therapy) as well as other programs where Indigenous applicants may be given special consideration (Indigenous Studies, Social Work, etc.). As Nursing, Occupational Therapy and Physical therapy all required proof of indigenous identity because of a reserved quota system, we followed the spirit of the language in the sup regs of Social work. It should be noted that I sit on the Office of Vice-President Indigenous (OVPI) working group looking at University policies around Proof of Indigenous Identity and I was careful not to use language that required proof of identity because I want to wait for that work to be complete before assessing what may need doing with CHS in the future. Relatedly, for the English language proficiency scores, we followed some of the language from the existing sup regs of Physical Therapy.

On March 8, the CHS Graduate Program Committee reviewed the draft language developed, and raised some comments and questions that necessitated a broader consultation process.

Between March 7 to 13 a series of consultation meetings /email discussions took place with the following individuals to ensure that the language developed in the sup regs either was consistent with RFHS policy, FGS policy, the Office of the Vice President Indigenous, a University of Manitoba Immigration Consultant and the International Centre. I set up meetings specifically with:

- Gayle Roncin, FGS, who provided specific guidance around Letters of Recommendation as well as where self-identification for an EDI policy would need to be positioned in the sup regs for CHS to be able to have these reflected in the application for graduate admissions to our programs. She agreed to delay opening our Fall 2023 Applications until these changes could be reviewed for implementation through appropriate chains.
- Valerie Williams, Director of the RFHS Equity, Diversity and Inclusion Office for specific feedback around the language used in our EDI categories. We wanted to ensure we were capturing current language, while also ensuring that our needs from an admission review process could be managed.
- Darya Omelchenko, Immigration Consultant UM, and Rebecca Irving, International Centre, for aspects that might relate to international students who would require study permits, visas, particularly as these relate to a possible requirement to do an IEAP term.
- Cary Miller, Associate VP (Indigenous) Scholarship, Research and Curriculum, for the language we proposed to use specific to Canadian Indigenous Persons.

- Jennifer Guay and Andrea Kailer around English language proficiency scores and to ensure proposed CHS changes would be in harmony with language in the process of being changed within FGS.

On March 14, I met with Dr. Sharon Bruce, Head of CHS where any final decisions about language that needed to be made was approved by her. I then provided the Graduate Program Committee members an opportunity to provide feedback. As an additional layer of governance, we have also circulated the revised sup regs language to the CHS Executive Council as the appropriate body to provide oversight when there is not a scheduled Departmental Council meeting in the near future. A deadline of 4pm March 16 was requested for any comments, changes, concerns, and so forth. As of mid-day, March 17, I heard back from the Graduate Program Committee members as well as from Executive Council members. Aside from some minor corrections or points of clarification, the attached revisions have been approved through different layers of departmental governance. Should you require any additional information about our review or development process, please do not hesitate to contact me.

Sincerely,

S. Michelle Driedger

Professor and Graduate Program Director, Community Health Sciences

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| <p>1.1.6 Transcripts: University of Manitoba</p> <p>University of Manitoba students are not required to submit University of Manitoba transcripts.</p> | |
| <p>1.1.7 Proficiency in English</p> <p>A successfully completed English Language Proficiency Test from the approved list is required of all applicants unless they have received a secondary school diploma and/or university degree from Canada or one of the countries listed on the English Language Proficiency Test Exemption List (see 1.1.8). The Faculty of Graduate Studies requires a passing, acceptable English Language Test score in order to offer admission. Please note: In all cases, test scores older than two (2) years (from the time of completing the test) are invalid.</p> <p>Thresholds required for successful completion are indicated in parentheses.</p> <ul style="list-style-type: none"> • Test of English as a Foreign Language (TOEFL) Internet based -iBT® (86; minimum score of 20 in each of reading, writing, listening and speaking categories). The “best score” will not be considered for admission. Only individual test scores will be used to meet the minimum requirements. • Canadian Test of English for Scholars and Teachers (CanTEST®) (band 4.5 in listening and reading and band 4.0 in writing and oral interview) • International English Language Testing System (IELTS™) (6.5 in the Academic Module) • Academic English Program for University and College Entrance (AEPUCE) (65%) • PTE Academic (61% overall) <p>Note:</p> <p>In addition, foreign language students may be asked by the department/unit to complete the CanTEST prior to or following registration in the Faculty of Graduate Studies and, if need be, the department/unit may recommend remedial measures in language skills based on the results of the CanTEST. Some units may require a specific test or test scores greater than those indicated above. Students should check department/unit supplementary regulations for details.</p> | <p>The graduate programs in Community Health Sciences involves a lot of academic-level writing. Higher English language test scores are normally required to be competitive in the admissions review process, particularly for the writing band of these specific English language test.</p> <ol style="list-style-type: none"> 1. Test of English as Foreign Language (TOEFL), internet-based (iTOEFL): a minimum total score of 92 is required, with a writing score no lower than 21. <hr/> <ol style="list-style-type: none"> 4. Academic International English Language Testing System (IELTS): An overall score of at least 7, must include all components of the test (i.e., listening, reading, writing and speaking), where the writing band is not lower than a score of 7. <hr/> <ol style="list-style-type: none"> 3. If an applicant does not meet these writing score requirements, the Intensive Academic English Program (IAEP) is accepted if completed prior to starting the program. <p>Please note: In all cases, test scores older than two (2) years (from the time of completing the test) are invalid.</p> |
| <p>1.1.8 English Language Proficiency Test Exemption List</p> <p>Applicants holding secondary school diplomas and/or recognized university degrees from countries on the Faculty of Graduate Studies English Language exemption list are not required to submit an English Language Proficiency score. For more information please see our website.</p> | |
| <p>1.1.9 Letters of Recommendation</p> <p>Letters of Recommendation are to be completed via the online application. Recommendation letters submitted via post or email are not accepted. Applicants are required to add their ‘Recommendation Provider(s)’ contact information so that each recommender is sent an automated email notification.</p> <p>Generally, two (2) Letters of Recommendation must be submitted to the Faculty of Graduate Studies. For the number of recommendation letters necessary, applicants should review their specific Graduate programs of study website.</p> | <p>MPH Program: Three (3) Letters of Recommendation, where at least one (1) of these Letters should speak to the applicant’s experience in public health, must be submitted to the Faculty of Graduate Studies.</p> <p>MSc Program: Named Advisors are not required at the time of application for the MSc Program, however, applicants with named Advisors are often more competitive in the Admissions review process. If a named Advisor has been secured, one (1) Letter of Recommendation from the named Advisor along with two (2) additional Letters of Recommendation must be submitted to the Faculty of Graduate Studies. If a named Advisor has not been secured, three (3) Letters of</p> |

[Recommendation must be submitted to the Faculty of Graduate Studies. Applicants should be aware that the program will try to identify appropriate advisors either prior to the start of the program or shortly thereafter.](#)

[PhD Program: For Applicants who have completed an MSc in Community Health Sciences and are keeping the same named Advisor for their PhD Program, one \(1\) Letter of Recommendation from the current Masters Advisor -\(where said Advisor makes an explicit statement regarding intention to continue Advising the student for the PhD program\), plus two \(2\) additional Letters of Recommendation, for a total of three \(3\) letters, must be submitted to the Faculty of Graduate Studies. For Applicants who have completed a Masters degree from another unit/institution or where their MSc Advisor in CHS will change for their PhD program in CHS, four \(4\) Letters of Recommendation must be submitted to the Faculty of Graduate Studies, where one \(1\) of these letters will ideally be from the student's Masters thesis Advisor \(although a letter from a Committee Member is an acceptable alternative\), plus two \(2\) other Letters of Recommendation from individuals familiar with the applicant, and one \(1\) from the named Community Health Sciences Advisor for the PhD program.](#)

[In the cases where a co-Advisor is known at the time of application for either our MSc or PhD Programs, applicants will have an opportunity to have Letters of Recommendation submitted to the Faculty of Graduate Studies from both the Advisor and Co-Advisor.](#)

[NOTE: While Advisors are not required to provide funding support, prospective named Advisors must indicate on the recommender form if any financial support \(contingent on availability\) will be provided, and if not, to indicate if there has been an explicit conversation about this with the student.](#)

1.1.10 Admission Tests

Some departments/units require admissions tests, such as the Graduate Record Examination (GRE®) or the Graduate Management Aptitude Test (GMAT™). These requirements are listed in the supplementary regulations of the particular department/unit, and if required, the scores must be submitted at the time of application.

1.1.11 Entrance Requirements

The minimum standard for acceptance into any category in the Faculty of Graduate Studies is a 3.0 Grade Point Average (GPA) or equivalent in the last two (2) previous years of full time university study (60 credit hours).

Note: This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.

[Community Health Sciences has an explicit strategy with respect to Equity, Diversity and Inclusion \(EDI\) and our Admissions review process is in line with the Rady Faculty of Health Sciences Equity, Diversity & Inclusion Policy. While we do not allocate a certain percentage of available spots for EDI priority groups as we do not have pre-defined quotas, we do provide consideration for Applicants self-identifying as part of one or more of these EDI Priority Groups, in addition to other criteria. Community Health Sciences is committed to EDI in an effort to promote and support a community that embraces EDI, provides for equality of opportunity, and recognizes the dignity of all people.](#)

[Our EDI strategy is aimed to address gaps in graduate studies so that no person shall be denied educational opportunities or benefits for reasons unrelated to ability and that our graduate student community is reflective of the population in Manitoba. In fulfillment of this goal, the aim is to correct the conditions of disadvantage in graduate studies education by historically and currently systemically excluded groups that include Indigenous Peoples, persons with disabilities, 2SLGBTQIA+, and racialized persons in Canada.](#)

[To be considered, applicants must identify themselves at the point of application using the definitions below.](#)

[Indigenous Peoples:](#)

[Indigenous peoples are descendants of the original inhabitants of Turtle Island/North America. Preference will be given to all Indigenous Peoples of Canada which includes First Nations, Inuit and Metis, as well as those Indigenous communities whose original boundaries straddle an imposed international border between Canada and the United States.](#)

[Racialized Persons](#)

[Racialized persons is a term used to describe the identities of those who may have experienced the social effects of marginalization based on notions of race, ethnicity, or "origin". We use "racialized persons" instead of "race" to acknowledge the social impact of racialization in Canada. In this question, we are asking about non-Indigenous racialized persons.](#)

[Persons with Disabilities](#)

[A person with a disability includes someone who has a physical, intellectual or learning disability, a sensory impairment, and/or a mental/emotional health issue, which in interaction with various barriers, may hinder their full and effective](#)

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| | <p>participation in society on an equal basis with others.</p> <p>2SLGBTQIA+ 2SLGBTQIA+ are persons who self-identify as two-spirited, lesbian, gay, bisexual, trans, queer, intersex, asexual/agender, plus.</p> <p>Being a member of a historically and currently systemically excluded group as described above does not guarantee admission to the program, but it does factor into the overall admissions review criteria.</p> |
| <p>1.1.12 Eligibility of University of Manitoba Staff Members</p> <p>A staff member at The University of Manitoba at the rank of Assistant Professor or above is not eligible to apply for admission to a graduate program in the department/unit in which the appointment is held.</p> | |
| <p>1.2 Registration Procedures</p> <p>1.2.1 Registration</p> <p>Pre-Master's students are not normally allowed to register in 7000-level courses or above, with the exception of GRAD 7500, unless prior permission is granted by the Dean of the Faculty of Graduate Studies or designate. See General Regulations - Pre-Master's for additional information.</p> <p>Undergraduate students may be permitted to register in 7000-level courses or above on recommendation of the department/unit offering the graduate course, subject to the conditions listed below.</p> <ul style="list-style-type: none"> • Undergraduate students must obtain permission from the department/unit head and course instructor before registering for a graduate course. • Only undergraduate students completing an undergraduate degree at the University of Manitoba are eligible to enroll in a graduate course. • Undergraduate students are not eligible for admission to any graduate course that is cross-listed with an undergraduate course, or that is scheduled to be taught at the same time and location as an undergraduate class. • Undergraduate students will only be eligible to receive graduate-level credit for a course designated as 7000-level or above if at least 75% of the students registered in the course are graduate students. • Undergraduate students who complete a graduate course are not guaranteed admission to a graduate program. <p>On admission to a graduate program at the University of Manitoba, application may be made to the Faculty of Graduate Studies to apply any previously completed graduate courses toward meeting program requirements, subject to the restrictions listed below.</p> <ul style="list-style-type: none"> • No more than 50% of the coursework required in a graduate program may be imported. • Only courses in which a C+ grade or higher, or the minimum grade required by the program to which the course would be applied, are eligible to be considered towards meeting the requirements of any graduate program. • Any graduate course completed by an undergraduate student may subsequently be applied to a graduate program only if it has not been used toward completion of any other degree program. | |

| FGS Academic Guide Regulation 2021/22 | Supplementary Regulation |
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| <p>A student may be permitted to remove deficiencies in grades by writing a supplemental examination or repeating courses only one (1) time for each course to a maximum of nine (9) credit hours of coursework.</p> <p>If a course is repeated or a supplemental examination is written, the highest grade obtained in that course will be used in the determination of the degree GPA.</p> <p>The degree GPA is cumulative in a Pre-Master's program if more than one (1) year is required to complete the course requirements.</p> <p>A summary of all action taken administratively is to be reported to the Faculty of Graduate Studies Executive Committee.</p> | |
| <p>SECTION 4: General Regulations: Master's</p> <p>4.1 General</p> <p>Although general regulations apply to all students, individual departments/units may have additional regulations that supplement these general regulations. All such supplementary regulations must be approved (as specified by the By-Laws of the Faculty of Graduate Studies), be published and available to students (please refer to the following link), and be kept on record in the Faculty of Graduate Studies. All students should consult department/unit supplementary regulations for specific details regarding admission, program requirements, progression, and completion. Individual departments/units may offer Master's programs by one or more of the following:</p> <ul style="list-style-type: none"> • Thesis/practicum-based; • Course-based; • Comprehensive Exam; • Project; • Accredited Professional; • Major research paper. | <p>CHS offers two degree programs at the Master's level:</p> <ul style="list-style-type: none"> • Master of Public Health (M.P.H.) • Master of Science (M.Sc.) <p>Different Supplementary Regulations govern these two programs, which are reflected in this document.</p> |
| <p>4.2 Admission</p> <p>Students who are eligible to be considered for direct admission to a program of study leading to the Master's degree include:</p> <ul style="list-style-type: none"> • Graduates of four (4)-year undergraduate degree programs (or equivalent as deemed by the Faculty of Graduate Studies) from: <ul style="list-style-type: none"> ○ Canadian institutions empowered by law to grant degrees; or ○ Colleges and universities outside Canada which are officially recognized by the Faculty of Graduate Studies. • Graduates from first-cycle Bologna compliant degrees. • Students who have completed a Pre-Master's program from: <ul style="list-style-type: none"> ○ The University of Manitoba (see General Regulations - Pre-Master's); or ○ Canadian institutions empowered by law to grant degrees; or ○ Colleges and universities outside Canada which are officially recognized by The Faculty of Graduate Studies. <p>All students applying for a Master's degree program must have attained a minimum GPA of 3.0 in the last two (2) full years (60 credit hours) of study. This includes those applying for direct admission and those entering from a Pre-Master's program. Students who meet the minimum requirements for admission to the Faculty of Graduate Studies are not guaranteed admission.</p> | <p>We attract applicants from a variety of undergraduate degrees and experiences, including the Interdisciplinary Health Program's Bachelor of Health Sciences and Bachelor of Health Studies.</p> <p><u>Eligibility for the M.P.H. Program</u> Eligible candidates for admission to the program will include University of Manitoba Public Health and Preventive Medicine, Residents and other experienced health professionals. <u>A prior professional health degree is required.</u> Recommendation for admission to the Faculty of Graduate Studies will be based on an assessment of a student's academic record, <u>the degree of fit between the applicant's career plans/aspirations and the range of training options offered by CHS, as well as other merit-based criteria such as relevance, depth and duration (minimum 3 years) of work experience in the health sector, and related work experience.</u> There will be an Admissions selection process, conducted by the Departmental Graduate Studies Committee, involving the review of a completed application form, personal letter of interest, reference letters, and possibly an interview. Selection criteria will include The</p> |

Note: This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.

department recognizes that a number of prospective students may have taken their undergraduate work some years earlier and their work experience will be considered along with their academic record.

Eligibility for the M.Sc. Program

Recommendation for admission to the Faculty of Graduate Studies will be based on an assessment of a student's academic record and related work experience. Based on the academic background of the individual student, the department may require that certain courses be completed prior to admission to the program. Completion of this additional coursework does not guarantee admission to the M.Sc. program.

Eligibility for transfer option from the M.P.H. to the M.Sc. Program

Eligible M.P.H. students, already admitted to the Faculty of Graduate Studies and undertaking their degree program in CHS may seek to transfer from the M.P.H. to the M.Sc. program in CHS under certain circumstances, pending approval from the CHS Graduate Program and agreement by the Faculty of Graduate Studies. Any M.P.H. student seeking transfer into the M.Sc. program will require the following: 1) a cover letter making the request for a transfer, complete with a personal statement for why the transfer is needed to meet the student's academic and career goals, the identification of an Advisor who has agreed to supervise the student, and a description of a well-defined research topic that will be pursued, including a self-assessment as to the feasibility of completing M.Sc. program requirements within the maximum time limits; 2) a letter of support from the named Advisor, acknowledging where the student is relative to time to completion in their current program, and the feasibility in completing M.Sc. program requirements within the maximum time limits; and 3) three letters of recommendation from CHS graduate course instructors that provide specific assessment of the student's capacity to undertake advanced research. Recommendation for the transfer request will be based on an assessment of all documents provided. The deadline to submit these transfer requests will be: August 1, December 1 and May 1 to ensure sufficient time for review and allow for the appropriate registration revision period relevant for each term.

Any M.P.H. students approved to transfer into the M.Sc. program will need to meet all M.Sc. program requirements. Students also need to be aware of time to completion limitations when making a decision to transfer from the M.P.H. to M.Sc. degree program.

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| <p>(or designate). If the conflict is deemed sufficiently significant and cannot be mitigated, a new committee may need to be struck.</p> | |
| <p>4.5.2 Thesis/Practicum Route</p> <p>Advisory committees are selected by the advisor/co-advisor in consultation with the student and should consist of individuals whose expertise is consistent with that necessary to provide additional advice and guidance to the student during their research program.</p> <p>The advisory committee must consist of a minimum of three (3) voting members (the advisor/co-advisor have a single vote), at least two (2) of whom must be members of the <u>Faculty of Graduate Studies</u>.</p> <p>All examiners must be deemed qualified by the department/unit Head and be willing to serve.</p> <p>Individuals who are not a member of the Faculty of Graduate Studies, but who possess specific and extensive expertise and experience, such as professionals, artists, Knowledge Keepers or Elders, may serve on the advisory committee as a full voting member. No more than one such knowledge expert may serve on any individual advisory committee, and must be nominated by the unit Head or Graduate Chair and approved by the Dean of the Faculty of Graduate Studies or designate.</p> <p>Advisory committees may alternatively include one (1) non-voting invited member who has expertise in a related discipline but is not a member of the Faculty of Graduate Studies.</p> <p>Under no circumstances are graduate students, Post-Doctoral fellows, and Research Assistants or Associates to serve on graduate student examining committees, regardless if they hold a rank of Adjunct Professor.</p> <p>The composition of, and any changes to, the advisory committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies. The advisor/co-advisor is the Chair of the advisory committee.</p> <p>It is expected that advisory committee members will have a Master's degree or equivalent. Equivalency will be determined by the Dean of the Faculty of Graduate Studies or designate. Knowledge experts are exempted from this requirement.</p> <p>Additional specifications, if any, regarding the advisory committee are found in the department/unit supplementary regulations and students should consult these regulations for specific requirements.</p> | <p>The <u>M.P.H. program</u> is course-based with a supervised practicum consisting of either a field placement or capstone research project. While doing coursework, the Director of the Graduate Program, or designate, will serve as Academic Advisor to advise the student as to coursework options and coursework planning. A full MPH Advisory Committee might not be fully constituted until a supervised practicum option (field placement or research capstone project) is determined. It is expected that the person designated as the Local Advisor (i.e. the supervisor for either the field placement or the research capstone project) will become a member of this Committee. Generally speaking, the M.P.H. Advisory Committee consists of a minimum of three people, including the Advisor, who acts as chairperson. One member must be a full time faculty member in CHS, and one member must be actively involved in Public Health.</p> <p><u>The M.Sc. program</u> is course-based with a thesis. The Thesis Advisor shall form an Advisory Committee to consist of a minimum of three members, including the Advisor, who acts as chairperson. At least two members of the Advisory Committee shall be from CHS, of which one shall be a full time member of the Department. In exceptional cases, and with the approval of the Graduate Program Director, an M.Sc. thesis committee could include a single full-time member from CHS.</p> |
| <p>4.5.3 Course-based, Major Research Paper, or Comprehensive Examination Route</p> <p>Normally, advisory committees are not required in these routes; however, any appropriate specifications regarding an advisory committee can be found in the department/unit's supplementary regulations and students should consult these regulations for specific requirements.</p> | |
| <p>4.5.4 Accredited professional programs</p> <p>Normally, advisory committees are not required in these routes; however, any appropriate specifications regarding an advisory committee can be found in the department/unit's supplementary regulations and students should consult these regulations for specific requirements.</p> | |
| <p>4.6 Courses and Performance</p> <p>4.6.1 Course or Program Changes</p> <p>Students are not permitted to change their program of study, including withdrawal from individual courses, without the approval of their advisor/co-advisor (and/or advisory committee) and department/unit Head. Withdrawal from courses or changes of course</p> | |

5.2.4 Advisory Committee

The Head of the department/unit is responsible for the establishment of an advisory committee for each Ph.D. student. Advisory committees are selected by the advisor/co-advisor in consultation with the student and should consist of individuals whose expertise is consistent with that necessary to provide additional advice and guidance to the student during their program.

The advisory committee must consist of a minimum of three (3) voting members (the advisor/co-advisor have a single vote), all of whom must be members of the Faculty of Graduate Studies.

In addition, individuals who are not a member of the Faculty of Graduate Studies, but who possess specific and extensive expertise and experience, such as professionals, artists, Knowledge Keepers or Elders, may serve on the advisory committee as a full voting member. No more than one such knowledge expert may serve on any individual advisory committee, and must be nominated by the unit Head or Graduate Chair and approved by the Dean of the Faculty of Graduate Studies or designate. Advisory committees may alternatively include one (1) non-voting invited member who has expertise in a related discipline but is not a member of the Faculty of Graduate Studies.

It is expected that advisory committee members will have a Ph.D. degree or equivalent. Equivalency will be determined by the Dean of the Faculty of Graduate Studies or designate. Knowledge experts are exempted from this requirement.

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

A student who also holds an appointment at the University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same department/unit.

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

The advisor/co-advisor is the Chair of the advisory committee.

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

The Ph.D. Advisor shall form an Advisory Committee. At least two members of the Advisory Committee shall be from CHS, of which one shall be a full time member of the Department. [In exceptional cases, and with the approval of the Graduate Program Director, a Ph.D. thesis committee could include a single full-time member from CHS.](#)

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

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, program, supplementary regulation, and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the Dept. of Computer Science.

Observations

1. The **Dept. of Computer Science** proposes the deletion of its M.Sc. Coursework Route; M.Sc. & Ph.D. Supplementary Regulation Changes. The changes are addressed in the cover memo provided by the unit. In addition to the deletion of the M.Sc. coursework route, the supplementary regulation changes refer to the M.Sc. thesis proposal and Ph.D. admission.

Recommendations

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

Dept. of Computer Science

Respectfully submitted,

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

/ak

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



February 24, 2022

Dear Dean,

The Department of Computer Science is proposing to eliminate the existing Course-Based program in its current form, Section 4.3.2 (Course-Based or Comprehensive Examination Route) of its Supplemental Regulations. The Department of Computer Science is also proposing to modify the supplemental regulations of Section 4.7.1.1 of the current MSc thesis proposal process and Section 5.1.1 of the current PhD admission process. The changes to course work program and the proposal process were passed unanimously by the Department of Computer Science Council, January 20, 2022, and the PhD admission process on February 24, 2022.

Course Work Program

The core reason for eliminating the program is that the program is poorly designed, and in its current form it does not serve the students well. The existing program is designed so that coursework students simply take a selection of our regular research-intensive graduate classes, alongside research students. However, these coursework students do not have research support (e.g., a supervisor) and are generally not interested in research, resulting in disengagement in the class. Further, as the coursework students are mixed with thesis-based graduate students (MSc and PhD), the quality of teaching is being sacrificed in order to accommodate the differing curricula and types of student engagement with the hybrid class structure. However, we do not have the resources to tailor course materials according to industry-oriented applications rather than research-oriented education. This results in additional workload for faculty, poor course work student fit to the class, and poor performance.

In addition, there are pragmatic resource reasons for closing the program at this time:

- Application processing workload: The program receives 600 to 800 applications per year. The filtering and fair consideration of these applications is an extremely time-consuming process conducted by the Department support staff and Graduate Studies Chair, in contrast to the small number of students accepted (4-5 per year). We currently have 20 students in the program.

- Faculty shortage: Coursework students fill much-needed spots in our graduate program, resulting in growing class sizes that are now much larger than they should be (some up to 30 students). This is due to the shortage of faculty members available to teach graduate courses, as the majority of our faculty are overwhelmed accommodating the even larger undergraduate student pool.

In the medium term, the Department of Computer Science intends to kickstart a new set of Course-Based MSc programs, designed from the ground up with resourcing and coursework student needs in mind. For example, professional coursework programs with pre-defined courses for professional audiences, with a resource plan in place.

It is for the above reasons that after thoughtful discussions, the Department has decided to eliminate the Course-Based program. We cannot fairly accept Course-Based students who pay an application fee and are either denied admission due to our resource limitations or are accepted but not successful in the program. With this renewed focus, we can increase the quality of education for our existing Thesis-Based graduate students, mitigate practical workload concerns, and set the stage for re-envisioning a new coursework program.

As we are eliminating the Course-Based program, we also require changes to the existing MSc thesis program Section 4.3.1 (Thesis/Practicum Route) of its Supplemental Regulations, as we can no longer allow MSc Thesis-Based students switch to the Course-Based program.

Please find on the following page the deletion to the Course-Based program in Section 4.3.2, and deletion of statements referring to switch from MSc thesis to Course-Based program in Section 4.3.1.

I trust this provides enough rationale for eliminating the program.

MSc Thesis Proposal

Currently, every thesis-based MSc student must, in consultation with their advisor, write and submit a formal thesis proposal during their first twelve months in the M.Sc. program. The document is first reviewed by the student's advisory committee and then meta-reviewed by the Department of Computer Science GSC to assess the likelihood that the proposed topic has the potential to be developed into an appropriate MSc thesis.

In some research areas such as theoretical computer science, it is preferable to submit the proposed research work to the committee members as a written document. However, in other interdisciplinary research areas such as human computer interaction, it is more common to present the proposed research work to committee members. One of the proposed changes to the proposal submission and approval process is to provide these two options to the students and advisors. In either of the two options, the thesis proposal must include a preliminary review of pertinent previous work related to the student's proposed research area, a specification of the research topic, a broad formulation of possible research questions, a description of planned steps to complete the proposed research including a rough timeline (to the degree it is possible at this stage), and a bibliography.

The second change is to eliminate the meta-review process. As the committee members are in the same research area as the student's research area, they are qualified to review the proposal. It is therefore unnecessary to provide further feedback from a GSC member who will probably not be in the same research area. Furthermore, the proposals submitted to the GSC have never been rejected after obtaining approval from advisory committee indicating that the meta-review process is redundant. This is also extra workload for the GSC committee member who is already overwhelmed with many other GSc duties.

Please find on the following page the deletion to the changes to the MSc thesis proposal in Section 4.7.1.1.

I trust this document provides enough rationale for the proposed changes.

PhD admission

One of the required documents for admission to the PhD program is the support letter from the advisor. Although we have informally requested this letter, we propose to add the requirement of such a support letter in the supplemental regulations.

Please find on the following page the addition to the PhD admission requirement in Section 5.1.1.

I trust this document provides enough rationale for the proposed changes.

Yours sincerely,



Dr. Parimala Thulasiramam: Parimala.Thulasiraman@umanitoba.ca

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| <p>Note: This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.</p> | <p>In both cases, the undergraduate degree will have normally been completed in the last five years. For both streams, the advertised minimum GPA does not guarantee admission.</p> |
| <p>4.3 Program Requirements</p> <p>In general, students must complete one of the programs of study described below for the Master's degree. However, the program of study is determined by the department/unit and may follow the department/unit's supplementary regulations. Any single course cannot be used for credit toward more than one program.</p> | |
| <p>4.3.1 Thesis/Practicum Route</p> <p>A minimum of twelve (12) credit hours of coursework, unless otherwise stated in the department/unit's supplementary regulations, plus a thesis or practicum is required. The minimum must include at least six (6) credit hours at the 7000-level or above, with the balance of the coursework at the 3000-level or above. A maximum of twenty-four (24) credit hours of coursework is allowed unless the department/unit's supplementary regulations indicate otherwise. The student must complete the thesis/practicum at The University of Manitoba.</p> | <p>Thesis Route: A minimum of 15 credit hours of course work is required at the 7000 level, typically corresponding to at least five graduate courses taken during the M.Sc. program. Of these five courses, one must be Research Methodologies (COMP 7210) to be completed at the earliest possible opportunity, and at least three more must be graduate courses in Computer Science, including courses in at least two of the three areas (Theory, Applications, and Systems). The fifth course can be any graduate course in Computer Science or any graduate course from another department included on the list of approved graduate courses maintained by the GSC. Upon receiving approval from his or her advisory committee (or advisor only if the advisory committee has not yet been formed) and by the Graduate Associate Head, a student may request to have a course added to the list of approved courses. If the recommendation is approved by the advisory committee but not by the Graduate Associate Head, then the decision goes to the GSC. Email approval is sufficient. Once approved, the course is added to the list of approved courses. The GSC will be responsible for maintaining the currency of the list of approved courses and removing courses over time. The student is expected to complete the course requirements during the first 16 months of the M.Sc. program. At any time, a student in the thesis option can apply to the department to transfer into the coursework option, and must then satisfy all requirements of that option.</p> |
| <p>4.3.2 Course-based or Comprehensive Examination Route</p> <p>A minimum of twenty-four (24) credit hours of coursework and comprehensive examination(s) is required. The minimum must include at least eighteen (18) credit hours at the 7000-level or above with the balance of the coursework at the 3000-level or above. A maximum of forty-eight (48) credit hours of coursework is allowed unless a department/unit's supplementary regulations indicate otherwise. A comprehensive examination is required for some course-based programs.</p> | <p>A total of 24 credit hours of course work is required at the 7000 or 4000 level. At least 18 credit hours of this total must be at the 7000 level with at least 6 credit hours from each Major area (as described in the Department of Computer Science Graduate Student Handbook). In addition, a co-op option exists within the coursework program which requires a minimum of two and a maximum of three work terms deemed by the department to be of value in terms of experience in Computer Science at the Master's level. Students adding this option must take, in addition to the requirements above, a pass/fail zero credit hour course at the 7000 level corresponding to each work term (COMP</p> |

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| | <p>7600/7800/7900). Each of these work term courses is graded by the Graduate Associate Head with input from the Co-op director, following submission of a formal written work term report completed by the student and employer and possibly follow-up interviews with both parties. Students who do not obtain the necessary work term placements will be removed from the Co-op option.</p> <p>Students in the coursework route may apply for departmental permission to take and hold credit for the department's Research Methodologies course (COMP 7210) as part of their 7000 level credits. Students may be permitted to take approved courses from outside the department with the permission of the GSC. Full-time students should normally complete the Coursework Option program within two years, while part-time students are expected to make appropriate progress. Graduates of the coursework option would not normally be considered for admission into the Ph.D. program. Students in the coursework option may apply to transfer to the thesis option, should a suitable advisor (obeying the regulations of Section 4.4.1) and thesis topic be found, normally within the first twelve months after entry, and are then responsible for meeting all the requirements of the thesis option.</p> <p>The Department of Computer Science does not offer a Master's program via a course-based or comprehensive examination route.</p> |
| <p>4.3.3 Accredited Professional Route</p> <p>The credit hours and course requirements shall reflect the requirements of the department/unit's external accrediting body. Students should check department/unit supplementary regulations regarding this requirement.</p> | |
| <p>4.3.4 Language Requirements</p> <p>Some department/units specify a language requirement for the Master's degree. Students should check department/unit supplementary regulations regarding this requirement.</p> | <p>Not required.</p> |
| <p>4.3.5 Advanced Credit</p> <p>Advance credit for courses completed prior to admission to a Master's program will be considered on a case-by-case basis. The student's department/unit must make a request to the Faculty of Graduate Studies by completing the "Recommendation for Advance Credit-Transfer of Courses" form.</p> <ul style="list-style-type: none"> • Application for advance credit must be made within the first year of the program (see Lapse or Expiration of Credit of Courses). • No more than 50% of the required coursework for the program can be achieved using advance credit. • A course may not be used for credit toward more than one (1) degree, diploma, or certificate. | <p>Advance credit for courses taken elsewhere toward a degree at this university will be given consideration on an individual basis by the GSC, who will make a recommendation to the Faculty of Graduate Studies. Students wishing to have courses considered by the GSC for advance credit should supply the Graduate Associate Head with documentation regarding their previous courses: official course descriptions and course syllabi, for example.</p> |

- maintain a minimum degree grade point average (DGPA) of 3.0 with no grade below C+;
- complete GRAD 7500
- complete GRAD 7300
- meet the minimum and not exceed the maximum course requirements; and
- meet the minimum and not exceed the maximum time requirements (in terms of time in program and lapse or expiration of credit of courses).

Individual department/units may have additional specific requirements for graduation and students should consult department/unit supplementary regulations for these specific requirements.

4.7.1 Thesis/Practicum Route

4.7.1.1 Thesis vs. Practicum

Students must demonstrate their mastery of the field and that they are fully conversant with the relevant literature through their thesis/practicum. The thesis or practicum will normally be written in English unless the student is studying in a program at the Université de Saint-Boniface, or departmental/unit supplementary regulations allow a different language to be used.

A practicum differs from the thesis in its emphasis on the application of theory, it is however similar in scope, span, and rigour. The practicum takes the form of an exercise in the practical application of knowledge and skill. It usually involves the careful definition of a problem, the application of appropriate knowledge and skills to the problem, and a report of the results in a manner suitable for evaluation by an examining committee. Individual department/units have specific requirements for graduation and students should consult department/unit supplementary regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the practicum.

The thesis is developed under the mentorship of the advisor/co-advisor. Individual department/units may have specific guidelines regarding the thesis proposal and its acceptance by the student's advisory committee and department/unit Head; students should consult department/unit supplementary regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the thesis research.

Every thesis M.Sc. student must, in consultation with his or her advisor, choose one of two options to get their thesis proposal approved within the first twelve months in the MSc. Program. They can either (i) write and submit a formal thesis proposal to their advisory committee members; or (ii) present their proposal to their advisory committee members in a formal, scheduled meeting. Either form of thesis proposal. Every thesis M.Sc. student must, in consultation with his or her advisor, write and submit a formal thesis proposal during the student's first twelve months in the M.Sc. program. A thesis proposal is a written document that must include a preliminary review of pertinent previous work related to the student's proposed research area, a specification of the research topic, a broad formulation of possible research question(s), a description of planned steps to complete the proposed research, including a rough timeline (to the degree to which this is possible at this stage), and a bibliography. The proposal process document is intended to allow the student's advisory committee and the Department of Computer Science GSC to assess the likelihood that the proposed topic has the potential to be developed into an appropriate M.Sc. thesis. If the written proposal option is chosen, the thesis proposal. A thesis proposal is expected to be from five to eight double-spaced pages in length, not including the bibliography, and no more than fifteen pages plus the bibliography. If the presentation option is chosen, the presentation will begin with a 20 minute presentation by the student on their proposed research. All committee members should be present at the presentation, online or in-person. The presentation will be followed by questions from the committee and conclude with feedback on the research by the committee members. Questioning may be extended if necessary but only under exceptional circumstances should the total time for questions be allowed to exceed 60 minutes. Exceptions on the length are possible if necessary with permission from the Graduate Associate Head or Department Head.

~~The student's advisory committee will review the proposal, using a standard review form provided by the Department. The advisor's (and co-advisor's, if any) reviews may be considered optional, since due to his or her mentorship in the proposal development process, his or her views may already have been incorporated into the document.~~

~~The student's advisory committee will review the proposal (written or presentation), and deem it acceptable or not acceptable by filling out the MSc thesis approval form provided by the Department. The approval form and the proposal (written document or presentation) are to be submitted to the Graduate Associate Head for approval. A submission form (available on the department's website) will then be completed by the advisor, indicating that he or she approves the proposal's submission, that it meets the guidelines of an appropriate M.Sc. thesis proposal, and that the proposal has been reviewed and approved by the advisory committee. This form, the proposal, and the advisory committee's reviews are to be submitted to the Graduate Associate Head for approval by the departmental GSC. If any member of the advisory committee outside of the advisor /co-advisor is for any reason unable to perform a review, the proposal may still be submitted without the respective supporting review, and the Graduate Associate Head will appoint a member of the GSC to act as substitute reviewer. If the proposal is beyond the stated page limit, or is considered unreadable due to poor English, it may be rejected at the discretion of the Graduate Associate Head.~~

~~The student's thesis proposal (written or oral) must be deemed acceptable by the GSC during the student's first twelve months in the M.Sc. program. The GSC will examine the proposal and reviews. The GSC will then either accept the proposal as it stands, request revisions to be subsequently verified by the Graduate Associate Head, or reject the proposal, requiring revisions and resubmission to the GSC. In the latter two cases, specific feedback indicating what must be done to make the proposal acceptable will be provided by the GSC. The student's thesis proposal must be deemed acceptable by the GSC during the student's first twelve months in the M.Sc. program. In the case where the GSC rejects a proposal or requests formal revisions to be verified by the Graduate Associate Head, the revised proposal must be resubmitted within two months.~~

~~The thesis is a written document obeying the thesis guidelines as specified by the Faculty of Graduate Studies.~~

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| <p>delineated and the importance of copyright and/or patents fully understood and appreciated.</p> <p>Publication in the above manner does not preclude further publication of the thesis or practicum report or any part of it in a journal or in a book. In such cases, an acknowledgement that the work was originally part of a thesis/practicum at The University of Manitoba should be included.</p> <p>Notes:</p> <p>Patents –Refer to “Policy of Withholding Theses Pending Patent Applications” in this Guide.</p> <p>Restriction of Thesis/Practicum for Publication – In exceptional cases, not covered by the regulation concerning patents, where adequate cause can be shown to delay publication, the student and advisor/co-advisor may request in writing that the Dean of the Faculty of Graduate Studies restrict access for a period up to one (1) year after submission of the digital version of a thesis or practicum to The University of Manitoba. The Dean shall determine for what period, if any, access will be restricted.</p> <p>Library and Archives Canada – Library and Archives Canada obtains a copy of the thesis via the University’s MSpace repository.</p> | |
| <p>4.11 Final Requirements and Deadlines for Graduation</p> <p>The final requirements of the degree, in the form of the final report on the thesis/practicum (and the corrected copy of the thesis/practicum and Copyright Licence Declaration uploaded into MSpace); comprehensive examination; M. Eng. project; or Design thesis, must be submitted to the Faculty of Graduate Studies by the appropriate deadline. For those programs that do not have a GRAD course associated with their culminating exercise, the department/unit must forward a list of potential graduate names to the Faculty of Graduate Studies by the deadline. The deadline for each of the graduation dates is published on the Faculty of Graduate Studies website.</p> | |
| <p>SECTION 5: Doctor of Philosophy General Regulations</p> <p>The degree of Doctor of Philosophy (Ph.D.) is granted only upon evidence of general proficiency and of distinctive attainment in a special field. In particular, the candidate must demonstrate an ability for independent investigation, original research or creative scholarship. This is expected to be presented in a thesis with a degree of literary skill and by an oral examination wherein the candidate exhibits mastery of their field. The Ph.D. is a research degree and is not conferred by The University of Manitoba solely as a result of coursework study.</p> <p>Although general regulations apply to all students, individual department/units may have additional regulations that supplement these general regulations. All such supplementary regulations must be approved (as specified by the By-Laws of the Faculty of Graduate Studies), be published and available to students (please refer to the website), and be kept on record in the Faculty of Graduate Studies. All students should consult department/unit supplementary regulations for specific details regarding admission, program requirements, progression, and completion.</p> | |
| <p>5.1 Admission</p> <p>5.1.1 General criteria</p> <p>Normally, the completion of a Master’s degree or equivalent from a recognized university and a cumulative GPA of 3.0 or equivalent in the last two (2) years of full time university study (60 credit hours) is the minimum requirement for admission to the Ph.D. program.</p> <p>Note: This is the minimum requirement of the Faculty of Graduate Studies and department/units may have higher standards and additional criteria. However, the criteria for admissions into the Ph.D. program are more stringent than for Master’s programs; therefore, the completion of a Master’s program does not guarantee</p> | <p>Eligibility for Admission: The candidate must have completed an M.Sc. degree or equivalent, normally in computer science, and normally having included the writing of an M.Sc. thesis. A letter of support from a prospective advisor is required.</p> <p>Upon receipt of an application, the GSC shall investigate the student’s qualifications and report on suitability for Ph.D. study. In making admission decisions, the GSC may also consider the availability of a suitable advisor given the student’s research interests, and whether appropriate funding is available for the student. If acceptance</p> |

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

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, program, supplementary regulation, and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the Dept. of Occupational Therapy.

Observations

1. The **Dept. of Occupational Therapy** proposes the introduction of a 3-credit hour Indigenous Content course requirement for admission to the MOT that will be phased in between 2023-2025. During this period, either a minimum 3-credit hours in Indigenous Content *OR* 3-credit hours in Social Sciences will be accepted as a pre-requisite course. For admission to the MOT program beginning in 2026, a minimum 3-credit hours Indigenous Content prerequisite course will be required.

Recommendations

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

Dept. of Occupational Therapy

Respectfully submitted,

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

/ak

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



MEMO

Date: March 14, 2022

To: Dr. Kelley Main, Acting Dean, Faculty of Graduate Studies

From: Dr. Leanne Leclair, Head, Department of Occupational Therapy

Subject: Proposed changes to Master of Occupational Therapy prerequisite courses

The proposed changes to the Master of Occupational Therapy (MOT) program prerequisite course requirements were approved by the Admissions Committee on February 11, 2022 and the Department of Occupational Therapy Council on March 14, 2022. The MOT program is proposing the introduction of a 3-credit hour Indigenous Content course that will be phased in between 2023-2025. During this period, either a minimum 3-credit hours in Indigenous Content *OR* 3-credit hours in Social Sciences will be accepted as a pre-requisite course. For admission to the MOT program beginning in 2026, a minimum 3-credit hours Indigenous Content pre-requisite course will be required.

Changes to the MOT Supplementary Regulations Box 4.2 Admission (in Red)

For 2023-2025, completion of the following prerequisite courses or equivalents*, with no grade below a B (3.0):

- Anatomy of the Human Body
- Physiology of the Human Body
- Minimum 3 credit hours in Psychology
- Minimum 3 credit hours in Social Sciences **OR Indigenous Content**

For 2026, completion of the following prerequisites courses or equivalents*, with no grade below a B (3.0):

- Anatomy of the Human Body
- Physiology of the Human Body
- Minimum 3 credit hours in Psychology
- Minimum 3 credit hours in Indigenous Content

A list of prerequisite courses and equivalents is available from the Department of Occupational Therapy website.

Please see a separate attachment of the supplementary regulations with track changes.

Rationale for Changes:

The MOT Program is committed to supporting and implementing the TRC Calls to Action. The requirement of a pre-requisite course that focuses on Indigenous Content would assist in addressing the TRC Call to Action #24 focused on health,

“We call upon medical and nursing schools¹ in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.”

In addition, the University of Manitoba Strategic Plan identified the need for all students to learn about Indigenous perspectives as the first priority to creating pathways to Indigenous achievement. All occupational therapists need to have knowledge of the history of Canadian Indigenous peoples including the history and legacy of colonialism. Taking steps towards ensuring that all students entering the MOT program have a basis in the Canadian and Manitoban history of Indigenous peoples in Canada will provide a foundation for additional teaching and learning in the MOT program that supports the development of an anti-racist health practitioner.

Minimum 3 Credit Hours Indigenous Content Pre-Requisite Courses and Course Equivalencies

Over the years, the MOT admissions committee has developed a list of course equivalencies at other Canadian institutions for all pre-requisite courses. This list continues to evolve as new courses are submitted for equivalency requests; course equivalency requests are considered at every admission intake. The same process would be used for Indigenous Content courses.

Dr. Cary Miller (Department Head, Indigenous Studies and Chair of the Faculty of Arts Indigenous Content Requirement Committee) also provided a letter of support approving and recommending the revision that all applicants to the Master of Occupational Therapy will have completed a 3-credit hour Indigenous content course at the time of application to the program (see letter attached).

The MOT Program is requiring an Indigenous Content course that can be taught in any academic unit but must address the historical, political, social, and/or economic context and contemporary issues of Canadian Indigenous Peoples. The MOT Admissions committee, which includes Indigenous and non-Indigenous faculty members and a representative from Ongomiizwin Education, developed a list of pre-requisite Indigenous Content courses that meet the MOT program pre-requisite requirements (see Appendix A) and will also accept equivalencies to the University of Manitoba (UM) courses in this list that are listed in the UM transfer credit database.

¹ This TRC Call to Action is relevant to all health care educational programs, including occupational therapy

Prerequisite equivalencies from post-secondary institutions for students applying from out of province or internationally and not on the developed list of equivalencies, nor listed in the UM course equivalency database will be reviewed based on the following criteria:

- 1) Course must be a minimum of 3 credit hours
- 2) Addresses the historical, political, social, and/or economic context and contemporary issues of Canadian Indigenous Peoples.

All students applying for admission to the MOT program will require the Indigenous Content pre-requisite course, including students in the Canadian Indigenous Peoples admissions category. As outlined in Appendix A, Indigenous Content courses are available online and in-person across the country, making them accessible to all potential applicants, including International applicants. Like for other pre-requisite courses, all applicants can also submit other courses that they would like reviewed for equivalency.

Appendix A
Master of Occupational Therapy
Indigenous Content Pre-Requisite Courses and Course Equivalencies

Students may complete any of the courses listed below to satisfy the 3-credit hour Indigenous Content Requirement. We will also honour any courses listed as equivalent to these courses in the University of Manitoba course equivalency database. Courses can also be submitted for review for equivalency.

Manitoba

UNIVERSITY OF MANITOBA

| Faculty of Arts (Effective Fall 2022) | | |
|--|--|--------------|
| Course Number | Course Title | Credit hours |
| INDG* 1200 | INDIGENOUS PEOPLES IN CANADA | 6cr |
| INDG* 1220 | INDIGENOUS PEOPLES IN CANADA PART 1 | 3cr |
| INDG* 1240 | INDIGENOUS PEOPLES IN CANADA PART 2 | 3cr |
| INDG* /HIST 2010 | INDIGENOUS HISTORY IN CANADA | 3cr |
| INDG* /HIST 2020 | METIS PEOPLE IN CANADA | 3cr |
| INDG* 2080 | INUIT SOCIETY AND CULTURE | 3cr |
| HIST 4120 | HISTORY OF ABORIGINAL RIGHTS | 3cr |
| POLS 2802 | INTRODUCTION TO INDIGENOUS POLITICS | 3cr |
| POLS 3870 | POLITICS OF INDIGENOUS-SETTLER RELATIONS | 3cr |
| SOC 3762 | LAW, JUSTICE, AND INDIGENOUS PEOPLES | 3cr |
| WOMN 2630 | INDIGENOUS FEMINISMS | 3cr |
| For course titles and descriptions see the relevant faculty entries in this <i>Calendar</i> . https://aurora.umanitoba.ca/banprod/twbkwbis.P_GenMenu?name=homepage | | |

* Formerly NATV 1200, NATV 1220, NATV 1240, NATV/HIST 2010, NATV/HIST 2020, and NATV 2080

UNIVERSITY OF WINNIPEG

IS-1015(6) INTRODUCTION TO INDIGENOUS STUDIES This course will provide a background on the development of the field of Indigenous Studies. It will be a survey consisting of three primary themes: the diversity of Indigenous cultures; historic and contemporary interactions between the nation-states and indigenous peoples; and representations of Indigenous peoples in literature and other artistic forms. We will explore varied meanings and definitions of indigenism in the milieus of the personal, social, political, legal, academic, and economic. Identity, power, ownership of knowledge, and tensions surrounding authenticity all serve to complicate this topic. While the topic is global, there will be a particular focus on Canada.

IS-2020(3) COLONIZATION AND ABORIGINAL PEOPLES (Le3)

This course examines the Aboriginal colonial experience, particularly in Western Canada, and the impact colonization has had and continues to have on the relationship between Aboriginal peoples and Canadian governments. This course emphasizes the contemporary effects of colonization, particularly as regards identity issues and how they play out in the urban and inner-city environment, and also processes and strategies for decolonization.

CROSS-LISTED: POL-2020(3) AND UIC-2020(3)

IS-2040(3) INDIGENOUS WOMEN AND RESILIENCE (Le3)

The contributions and resilience of Indigenous (First Nations, Métis, Inuit) women have become increasingly well known in the North American and international political, economic, and cultural arenas. Contrary to historical representations and stereotypes, Indigenous women have been leading advocates, actors, and activists in Indigenous struggles for centuries, making significant contributions to their families, communities, and nations. Of importance are the policies that reflect changing perceptions and approaches to the “Indian problem,” with particular focus on gender. Students develop critical thinking skills as we consider stereotypes and the impact they have on law and Indigenous rights in Canada and internationally.

IS-3101(3) INTERNATIONAL RIGHTS OF INDIGENOUS PEOPLES (Le3)

This course examines the current developments at the international level with respect to the rights of Indigenous peoples, particularly the right to self-determination. The course also examines issues of decolonization as the concept is used in reference to Indigenous peoples. It includes a review of the Draft Declaration of Indigenous peoples and the Organization of American States (OAS) Draft Declaration. In addition, the course reviews the United Nations bodies that deal with Indigenous issues, including issues dealing with cultural rights. Various international reports on Indigenous people’s rights to land and treaty interpretation are considered and compared to Canada’s current policy in maintaining a colonial relationship. Moreover, developments and issues of concern to the Indigenous Peoples Permanent Forum are covered in the course.

IS-4020(6) INDIGENOUS SELF DETERMINATION (Le3)

This course brings to the academy a pivotal concept for the present and future of Indigenous peoples. How Indigenous peoples face and deal with colonization, imperialism, and globalization will depend upon the critical understanding and realizations of self-determination. The legal, political, social, and cultural connotations around self-determination for Indigenous peoples are considered. The course is focused not only on theoretical considerations but is designed to bring issues of self-determination into the collective and individuals lives of those who identify themselves with the concerns of Indigenous peoples

IS-4021(6) PATHWAYS TO INDIGENOUS KNOWLEDGE (Le3)

This course provides theoretical and practical grounding in Indigenous perspectives of governance based on the teachings and philosophies of Indigenous peoples in the central area of Turtle Island (North America). The course will be taught by an Elder who is expert in indigenous governance systems.

IS-4022(6) INDIGENOUS RESEARCH METHODS (Le3)

This course provides review of the movement towards the decolonization of the western model

of research and the revitalization of Aboriginal research frameworks and methodologies. The unique issues and principals involving ethical research in Indigenous communities are explored. The course also includes an overview of the governance by Indigenous communities of their own research and ethical review process.

BRANDON UNIVERSITY

68:151 INTRODUCTION TO NATIVE STUDIES I (3) Prerequisite: Nil. A basic course designed to acquaint the student with the area of Native Studies. Native Studies I covers the relationship between Aboriginal peoples and the Canadian Government, including Treaties, the Indian Act, Reserve systems, political and constitutional questions, family issues, education, health care, economic development, the justice system and land claims. 3 lecture hours per week, one term.

68:275 THE MÉTIS (3) Prerequisite: 68:151 or permission of Instructor. An analysis of the development of the Métis as a group, their culture and life styles. Emphasis on the historical significance of the Métis in the development of Western Canada though the course will evaluate the national role of Métis people. Cross-registered with (Anthropology) 12:275 and (History) 54:275. 3 lecture hours per week, one term

68:279 HISTORY OF NATIVE PEOPLES IN CANADA (3) Prerequisite: 68:151 or 12:153 or (54:155 and 54:156). A history of Canadian Native peoples from European contact to the present time, examining Native society as it existed in precontact times, and as it continued on its own terms through the development of the fur trade, governmental Native policies, the development of the Department of Indian Affairs and the Indian Act, and the resurgence of Native identity and political activity since World War II. Cross-registered with (Anthropology) 12:153 and (History) 54:279. 3 lecture hours per week, one term.

36:347 INDIGENOUS FEMINISM (3) Prerequisite: 36:162 or 68:151. The famous quote “To be or not to be, that is the question” has long impacted many Indigenous women when first confronted with a feminist movement. There is a growing interest in feminism by Indigenous women but this movement has also led to much more suspicion, fear, and rejection. This course will address both rejection and growing interest. The course will investigate ways in which Aboriginal women can participate in a rich dialogue with mainstream feminism and post-colonial discussions while strengthening awareness of the social/political concerns of Indigenous peoples. Indigenous feminist scholars will be introduced from varying disciplines paving the way for voices not often heard in academia. Cross-registered with (Native Studies) 68:347. 3 lecture hours per week, one term.

UNIVERSITE DE ST. BONIFACE

CDSB 7061: Indigenous Peoples of Canada: Native Americans, Inuit and Metis (3)

This online course will provide an understanding of the diversity of Indigenous peoples in Canada, understand the challenges they face, and analyze their relationships with other parts of Canadian society and the rest of the world. The focus will be on their aspirations, their perspectives, their demands, their successes and their contribution to the formation of Canadian identity.

ANTH 2041: The Native North American: A Socio-Cultural Study (3)

Previously-076.204) An ethnographic overview of the cultures of the Native North American. You cannot be credited with ANTH 2041 and ANTH 2040 (076.204) or the old 076.345 or 076.358. Prerequisite: a minimum grade of C in one of ANTH 1221, ANTH 1220 (076.122), ANTH 1520 (076.152), 076.109, 076.120, 076.102 or the written permission of the professor.

ANTH 2071: Native Americans and Inuit Religions (3)

Previously-076.207) A comparative and interpretative study of the values, beliefs and religious practices specific to Aboriginal traditions. Special attention given to traditional religions, to the impact of Christianity on these religions, and to the emergence of contemporary Indigenous spirituality with an emphasis on the experience and structures, functions and meanings of the myths, stories and rituals that make up Indigenous religious ideology.

ANTH 3461: Ethnology of the Native North American (3)

(Previously-076.346) Ethnographic and ethnological studies of some Native American societies in North America. We will also study the changes that have occurred since the first contacts. The student cannot be credited with both the ANTH 3461 (or 076.346) and the ANTH 3460 (or 076.346). Prerequisite: a minimum grade of C in one of the following courses: ANTH 1220 (or 076.122), ANTH 1221 (or 076.122), ANTH 1520 (or 076.152), old 076.109, 076.120, or written authorization from the professor

EDUA 3313: Indigenous Perspectives in a School Context (3)

Introduction to Aboriginal and Metis cultural perspectives in a school context: historical, anthropological, ethical and educational dimensions. Development of professional skills related to teaching in an Aboriginal and Metis environment

SWRK 4221: Indigenous Peoples and Social Work (6)

Analysis of social work practice and welfare policy from an Indigenous perspective. Study of historical and contemporary themes that have influenced the relationship between Indigenous peoples and the Canadian state. The exploration of various change approaches and practices (client system and service system) that will support the survival, self-determination, socio-cultural well-being and resilience of the Aboriginal community.

CANADIAN MENNONITE UNIVERSITY

INDS-1010 Native Peoples of Canada I: (3) This course introduces students to the Aboriginal Peoples of Canada by providing a survey of their political, social, economic and cultural contexts and situations. Beginning with pre-contact times and cultural frameworks spanning Indigenous communities across North America, it will outline the history of colonization and the long-term effects of this process on First Nations, Métis and Inuit. This course will also explore de-colonization, resistance movements and manifestation. Given the interdisciplinary nature of Native Studies, this course approaches the various topics from a variety of disciplinary perspectives. It will place emphasis on Aboriginal culture and spirituality, history, politics, economics, education, ethnography, and more. *Students may not hold credit in both INDS-1010/1020 and INDS-1050.*

INDS-1020 Native Peoples of Canada II: (3) Continuation of INDS-1010. *Students may not hold credit in both INDS-1010/1020 and INDS-1050.*

INDS-1050 Indigenous Peoples of Canada: (3) An overview of aboriginal societies in Manitoba and Canada, linking processes of the past with contemporary aboriginal life and issues. The course covers topics such as stages of colonization, pre- and post-contact periods, aboriginal kinship systems, the fur trade, the treaties, the Indian Act, residential schools, Metis nationhood and land issues, the Federal White Paper Policy (1969), Bill C-31 (1985), aboriginal rights, aboriginal land claims, aboriginal economic development, aboriginal urbanization and aboriginal gender issues. *Students may not hold credit in both INDS-1010/1020 and INDS-1050.*

Indigenous Institutions

FIRST NATIONS UNIVERSITY OF CANADA (specializes in Indigenous knowledge at post-secondary level for Indigenous and non-Indigenous students).

INDG 100 Introduction to Indigenous Studies: This course is subject of Indigenous Studies with a survey of Indigenous peoples in Canada from their origins, through European influence and to the present. *Note: INDG 100 and INDG 101 can be taken concurrently with permission of the Department Head.

INDG 260 History of Residential Schools in Canada: A historical look at the rationale, ideology, operations and deficiencies of the Indian Residential School system of Canada including underfunding, physical and spiritual abuse, and student mortality. *Prerequisite: INDG 100 or permission of Department Head.

INDG 262 Reconciliation and Indigenous Resurgence in Canada: This course explores different perspectives and policies towards renewing the relationship between Indigenous People and Settler Canada. Students will consider how the implementation of the Truth and Reconciliation calls to action may guide reconciliation and Indigenous resurgence in Canada.

Online Options for National and International Students

ATHABASCA UNIVERSITY (flexible start and end dates that promotes accessibility):

INST 201 Indigenous Studies I: (3) This course introduces the historical, anthropological, sociological, and political science perspectives on the origins and implications of major federal and provincial government policies bearing on Aboriginal peoples. The course analyses, in broad terms, the history of Aboriginal-European relations from the beginning of contact between the two groups to the current time. The course introduces the principle legal and statutory documents, such as treaties, the Indian Act, the British North America Act of 1867, and the Constitution Act of 1982, that form the basis of Canadian state policies towards Indigenous peoples.

INST 205 Indigenous Studies: (3) In this survey course, we introduce the concepts of internal colonialism, decolonization, and Indigenous self-government. We also explore the impact of Canadian economic policies, with special emphasis on how resource exploitation and the extension of social services have affected northern Indigenous peoples socially, culturally,

politically, and economically. Finally, we discuss Aboriginal land claims, using case studies of claims that have been or are being settled, either through the courts or by negotiations. This survey includes an examination of the significance of a land-based economy to the establishment of effective and sustainable Indigenous government.

INST 358 Aboriginal Women in Canada: (3) This course examines the roles of women in traditional, pre-contact Aboriginal societies, the changes facing this group of women as a consequence of colonization, and contemporary issues of concern for Aboriginal women in Canada. While the course deals with Aboriginal women in Canada, particular emphasis will be on Western and Northern Canadian contexts and experiences and the women of those territories wherever the existing resources and materials permit. The course has been designed thematically and chronologically in order for patterns of experience to emerge and become evident. Throughout this course, the terms 'Indian', Inuit and 'Metis' will be used as they are the terms used in the Constitution Act (1982) to identify Aboriginal peoples of Canada and because these terms reflect historical usage. In the context of this course they are applied exclusive of the derogatory context which has sometimes arisen as a result of cultural misconceptions.

INST 369 Indigenous Peoples in Canada Since 1830: (3) INST 369 introduces major themes in the political, social, and economic history of Canada's first peoples from 1830 to the modern era. Throughout the course we see the conflicts between government and First Nations objectives and worldviews. Among topics approached are the conflicting views of governments and Native peoples regarding the meaning of treaties, the conflict between European-Canadian goals of economic development and First Nations efforts to maintain control over their traditional lands, and political and cultural efforts of Native peoples over time to assert their rights within Canada.

INST 370 The Métis: (3) HIST 370/INST 370 traces the historical development of Canada's Métis from the period of the fur trade to the present. It includes discussion and debates about the origins of Métis nationalism, the validity of Métis land claims, and the character of Métis struggles for social justice from the Seven Oaks rebellion of 1816 through the two Northwest rebellions to the present. It also examines the changes in the lives of Métis women that occurred as a result of the impact of churches, education, and racism. Throughout there is an attempt to examine the evolving character of Métis societies and the impact of Euro-Canadian government policies on these societies.

ANTH 362 First Peoples of Canada: (3) This course provides an introduction to the diversity of cultures in Canadian First Peoples, including those people who identify as First Nations, Inuit, and Métis. Students will be exposed to ethnographic content through textbooks, ethnographic texts, and film. This course is divided into geographical linguistic and culture areas, providing students with a wide breadth of precolonization, colonization, and current perspectives, including truth and reconciliation, from case studies across the country. An introductory course in cultural or social anthropology is a recommended prerequisite for this course.

Pre-requisite ANTH 275 or HIST 224 or INST 203, or INST 205

3.2.1. The department/unit Head is responsible for assigning the courses and monitoring the progress of each student.

3.2.2. A minimum degree grade point average of 3.0 with no grade below C+ must be maintained to continue in a Pre-Master's program. Students who fail to maintain this standing will be required to withdraw unless remedial action recommended by the department/unit (as described below) is approved by the Dean of the Faculty of Graduate Studies.

3.2.3. Students deficient in six (6) hours of credit or less may be permitted to write a supplemental examination (when offered in the department/unit's supplementary regulations) in courses in which a grade of C or less was obtained.

3.2.4. Students deficient in six (6) hours of credit or less with a grade of C, D, or F in a course or courses may be permitted, if the overall average is C or better, to write one (1) supplemental examination in each course (when permitted by the department/unit's supplementary regulations), to repeat the courses, or to take equivalent substitute courses.

A student may be permitted to remove deficiencies in grades by writing a supplemental examination or repeating courses only one (1) time for each course to a maximum of nine (9) credit hours of coursework.

If a course is repeated or a supplemental examination is written, the highest grade obtained in that course will be used in the determination of the degree GPA.

The degree GPA is cumulative in a Pre-Master's program if more than one (1) year is required to complete the course requirements.

A summary of all action taken administratively is to be reported to the Faculty of Graduate Studies Executive Committee.

SECTION 4: General Regulations: Master's

4.1 General

Although general regulations apply to all students, individual departments/units may have additional regulations that supplement these general regulations. All such supplementary regulations must be approved (as specified by the By-Laws of the Faculty of Graduate Studies), be published and available to students (please refer to the following [link](#)), and be kept on record in the Faculty of Graduate Studies. All students should consult department/unit supplementary regulations for specific details regarding admission, program requirements, progression, and completion. Individual departments/units may offer Master's programs by one or more of the following:

- Thesis/practicum-based;
- Course-based;
- Comprehensive Exam;
- Project;
- Accredited Professional;
- Major research paper.

4.2 Admission

Students who are eligible to be considered for direct admission to a program of study leading to the Master's degree include:

- Graduates of four (4)-year undergraduate degree programs (or equivalent as deemed by the Faculty of Graduate Studies) from:
 - Canadian institutions empowered by law to grant degrees; or

The Admissions and Selection Committees will review all applicants and select an annual quota of up to 50 students. Students are selected on a competitive basis using the entry requirements and ranking criteria indicated below. In addition, Canadian Indigenous people who meet all entry requirements will be given priority for up to 20% of the seats available; proof of ancestry is required.

- o Colleges and universities outside Canada which are officially recognized by the Faculty of Graduate Studies.
- Graduates from first-cycle Bologna compliant degrees.
- Students who have completed a Pre-Master's program from:
 - o The University of Manitoba (see [General Regulations - Pre-Master's](#)); or
 - o Canadian institutions empowered by law to grant degrees; or
 - o Colleges and universities outside Canada which are officially recognized by The Faculty of Graduate Studies.

All students applying for a Master's degree program must have attained a minimum GPA of 3.0 in the last two (2) full years (60 credit hours) of study. This includes those applying for direct admission and those entering from a Pre-Master's program. Students who meet the minimum requirements for admission to the Faculty of Graduate Studies are not guaranteed admission.

Note: This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.

Eligible applicants will be considered in the following order of priority:

- 1) Manitoban
- 2) Other Canadian
- 3) International

Regular Program Entry Requirements

- completion of a 3 or 4 year undergraduate degree;
- minimum B (3.0) average in last 60 credit hours of study;
- proof of Indigenous ancestry (copy of Treaty card, Manitoba Métis membership card, or letter from Band Council; copy of Nunavut Trust Certificate card), if applicable;
- [For 2023-2025](#), completion of the following prerequisite courses or equivalents*, with no grade below a B (3.0):
 - Anatomy of the Human Body
 - Physiology of the Human Body
 - Minimum 3 credit hours in Psychology
 - Minimum 3 credit hours in Social Sciences OR Indigenous Content

- [For 2026](#), completion of the following prerequisites courses or equivalents*, with no grade below a B (3.0):

- [Anatomy of the Human Body](#)
- [Physiology of the Human Body](#)
- [Minimum 3 credit hours in Psychology](#)
- [Minimum 3 credit hours in Indigenous Content](#)

*A list of prerequisite courses and equivalents is available from the Department of Occupational Therapy website.

Eligible applicants are ranked for an interview within their priority category as listed above using a weighting of:

- 1) CASPer Test Z-Score weighted at 30%
- 2) Last 60 credit hour GPA Z-Score weighted at 70%

Selected eligible applicants are interviewed and are ranked within their priority group as listed above, using an equal weighting of:

- 1) GPA of the last 60 credit hours
- 2) interview score

Successful applicants who accept an offer of admission to the Master of Occupational Therapy program must submit the following documentation by the deadlines published yearly and provided to successful applicants with the offer of admission.

- completed Health Questionnaire, Immunization Status/Record and MIMS Release of Information;



UNIVERSITY
OF MANITOBA

Department of Native Studies

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July 22, 2021

To Whom It May Concern:

I write to give my support as Head of the Department of Native Studies, Chair of the Indigenous Content Requirement Committee, and Indigenous Lead for the Faculty of Arts to approve and recommend FGS accept the revision that all applicants to the Master of Occupational Therapy will have completed a 3-credit hour Indigenous content course at the time of application to their program. The department of Native Studies will have the capacity to support this change. We look forward to collaboration with Occupational Therapy on delivery of this pre-requisite.

Sincerely,

Cary Miller, Head of the Department of Native Studies
Indigenous Lead for the Faculty of Arts
Associate Professor
University of Manitoba

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

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, program, supplementary regulation, and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider a proposal from the Asper School of Business.

Observations

1. The **Asper School of Business** proposes the introduction of a Supply Chain Management concentration in the Ph.D. program; (4) Course Introductions: SCM 7016, SCM 7018, SCM 7020, SCM 7030; and M.Sc. & Ph.D. supplementary regulation changes.

The Asper School of Business has offered a successful Supply Chain Management concentration in the M.Sc. since 2004 and a Master of Supply Chain Management & Logistics program since 2021. The Dept. of Supply Chain Management is a rapidly growing department and thus proposes the introduction of a Supply Chain Management concentration in the Ph.D.

The concentration will require a total of 12 CH of core courses at the 7000 level and at least 18 CH of electives. Please refer to the supplementary regulations. The proposal includes four course introductions (listed below) which were historically offered as regular topics courses under OPM 7300 Topics in Advanced Production and Operations.

One of the course introductions, SCM 7020 Seminar in Supply Chain Management, leads to a change in the M.Sc. Supply Chain Management concentration. This course will replace OPM 7300.

Details included in the cover letter and attachments following this report.

Course Introductions

SCM 7016 Simulation Models for Operations Management

+3

Simulation is a powerful tool to analyze complex systems. Simulation is a method to mimic the behavior of real systems. This course introduces computer-based simulation and modeling with applications to supply chain and operations management where decision making can be enhanced through the modeling and analysis of complex systems. The course assumes a previous knowledge of probability and statistics.

SCM 7018 Seminar in Production & Operations Management

+3

The course emphasises empirical/conceptual research and aims to provide an opportunity for graduate students to gain a deeper understanding and an academic appreciation of the Production and Operations Management's literature. This course is a research-based seminar that is designed to be the driver for the graduate students' foundational research knowledge in Production and Operations Management.

SCM 7020 Seminar in Supply Chain Management**+3**

This seminar course is designed to expose graduate students to cutting-edge research in supply chain management. It aims to develop an academic appreciation of the area literature by emphasizing empirical and conceptual papers and by assisting students in conducting independent research, critiquing articles, developing novel research ideas, and writing research papers that are both relevant and academically rigorous.

SCM 7030 Doctoral Seminar in Supply Chain Sustainability**+3**

This course adopts a broad view of supply chain sustainability. From a functional perspective, SCM includes logistics, purchasing, and a few aspects of marketing. Sustainability is also a multi-dimensional concept, spanning environmental, cultural, social and economic elements. The course has a special focus on sustainable transportation. Various research methods, from content analysis to analytical modeling to survey research are discussed. Delivery happens via a variety of interactive lectures, individual and small group exercises, discussions, and writing/presenting a supply chain sustainability term paper.

NET CREDIT HOUR CHANGE**+12****Recommendations**

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

Asper School of Business

Respectfully submitted,

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

/ak

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

Report of the Senate Planning and Priorities Committee RE: Graduate Course Changes Beyond Nine Credit Hours, Asper School of Business

Preamble:

1. The Senate Planning and Priorities Committee (SPPC) has the responsibility to report to Senate on curriculum changes with significant resource implications, including additions to departmental curricula of more than nine (9) credit hours.
2. At its meeting on May 30, 2022, the SPPC considered graduate course and curriculum changes proposed by the Asper School of Business.

Observations:

1. The Asper School of Business is proposing to introduce four graduate courses, effective for the next available term: SCM 7016 Simulation Models for Operations Management, SCM 7018 Seminar in Production and Operations Management, SCM 7020 Seminar in Supply Chain Management, and SCM 7030 Doctoral Seminar in Supply Chain Sustainability. The overall number of credit hours offered by the faculty would increase by twelve (12) credit hours.
2. The Asper School has indicated it would not require additional resources, including teaching resources, to offer the new courses, which have been regularly offered as course sections under the topics course OPM 7300 Topics in Advanced Production and Operations. The Department of Supply Chain Management indicated there would be capacity in the courses to accommodate students in both the Master of Science in Supply Chain Management and the Ph.D. in Management who elect to complete the courses.
3. The University Library has indicated that it can support the course introductions.
4. Following from the proposed course introductions, the Asper School is proposing to modify the requirements for the M.Sc. in Supply Chain Management, to replace a requirement for OPM 7300 with a requirement for SCM 7020, effective for the next available term.
5. The Asper School is proposing to modify the Ph.D. in Management, to introduce a concentration in Supply Chain Management. The Supply Chain Management Core would require that students complete four courses from a specified list of courses, as set out in the supplementary regulations included with the proposal, in addition to other requirements for the degree. The four courses proposed for introduction (SCM 7016, SCM 7018, SCM 7020, SCM 7030) would be included on the list of eligible courses. Introduction of the concentration would take effect for the 2023 Fall Term.

Recommendation:

The Senate Planning and Priorities Committee recommends:

THAT Senate approve the Report of the Senate Planning and Priorities Committee concerning graduate course changes beyond nine credit hours for the Asper School of Business, with course changes and modifications to the Master of Science in Supply

Chain Management effective for the next available term and the introduction of the Supply Chain Management Core, in the Ph.D. in Management, effective for the 2023 Fall Term.

Respectfully submitted,
Professor David Watt, Chair
Senate Planning and Priorities Committee



Date: November 2, 2021

To: Kelley Main, Acting Dean, Faculty of Graduate Studies

From: Zhenyu Wu, Associate Dean Research and Graduate Research Programs, Asper School of Business

Re: New PhD program stream in Supply Chain Management; new Supply Chain Management courses; change to MSc (Supply Chain Management) course requirements

We are excited to introduce a **new stream in our PhD program – Supply Chain Management**. The Department of Supply Chain Management is a rapidly growing department, having recently introduced a new professional Master of Supply Chain and Logistics Management program welcoming its first cohort in September 2021. In addition to this new professional graduate program, the Department of Supply Chain Management has been successfully supervising MSc students undertaking the supply chain management specialization since 2004. Since introducing the MSc program in Supply Chain Management, the department has graduated 33 students, including multiple graduates who have gone on to pursue PhD studies at other institutions around the world.

Although the Department of Supply Chain Management has a long-established and successful MSc program, currently the Department does not offer a concentration in the Asper PhD program. The success of our past graduate students and the research output of our faculty indicate that we are well prepared to effectively support PhD students and develop successful supply chain management scholars.

Compared to many other business schools in Canada, Asper has unique focus and competence in supply chain management, rather than the more general field of operations management. Asper is the only one of the four business schools in Canada offering a thesis-based MSc in supply chain management or logistics that presently does not offer a PhD in supply chain management (i.e., there are only three PhD programs in supply chain management or logistics across Canada). As intakes for PhD programs can often only accommodate a small number of students per year at each institution, we believe there is sufficient demand for this PhD program to sustain regular intakes of 2 students at maturity. In the first years, we plan to recruit one student per year, increasing that number as resources become available.

Introducing a supply chain management concentration to the Asper PhD will help to elevate the school's profile as a leading source of supply chain management research in Canada. Our faculty members have diverse expertise that will appeal to a broad range of students. Our department has expertise in both empirical and analytical methodologies, and

researches a breadth of topics including transportation policy, optimization, and supply chain sustainability. Our faculty members are also highly active in research, publishing a combined total of 105 peer-reviewed journal publications since 2017, 30 of which are published in journals rated AJG 3 or higher, in addition to numerous presentations at academic conferences. Recruiting PhD students would not only increase the publishing capacity of the Department, but also provide students an opportunity to learn from faculty members who are recognized as leaders in their field.

FACULTY EXPERTISE

- Srimantoorao S. Appadoo, Professor
Expertise: Management science & operations research; fuzzy systems; possibility theory; decision analysis; multi-criteria decision making; inventory models
- Yuvraj Gajpal, Associate Professor
Expertise: Heuristics & meta-heuristics; transportation & logistics management; vehicle routing and dispatching problems; combinatorial optimization; machine scheduling; project management
- Changmin Jiang, Associate Professor
Expertise: Transportation economics & policy; logistics and supply chain management; revenue management
- Paul Larson, Professor
Expertise: Supplier diversity; supply chain sustainability; supply chain risk management
- Barry Prentice, Professor
Expertise: Transportation economics; logistics; urban transport; trade policy
- Bruno Silvestre, Professor & Acting Dean, Asper School of Business
Expertise: Sustainable supply chain management; supply chain collaboration; supply chain learning, supply chain innovation
- Kelsey Taylor, Assistant Professor
Expertise: Social impact supply chain management; circular economy; social entrepreneurship; behavioural operations

We are in the process of hiring more faculty members to complement our existing areas of expertise. This hiring process will increase our capacity for student supervision.

PROPOSED PROGRAM OUTLINE

In line with the expectations of the existing concentrations in the Asper's PhD program in Management, the required courses for the proposed PhD in Supply Chain Management are included below and found in section 5.4 of the supplementary regulations. This outline replicates the course structure currently in place in the Business Administration, Marketing and Finance PhD concentrations.

The remaining discipline-specific courses required for PhD students enrolled in the supply chain management concentration leverage existing course offerings taken by our current MSc supply chain management students (e.g., SCM 7018). Thus, the addition of a PhD concentration in supply chain management will not pose any additional burden on the teaching capacity of the department and will instead increase enrollment in courses already offered by the department.

Course work (Hours) 12 credit hours within discipline + at least 18 optional credit hours

Required disciplinary courses (12 credit hours)

Four of the following (offerings will vary each term depending on demand):

- SCM 7016 Simulation Models for Operations Management (3 ch)
- SCM 7018 Seminar in Production and Operations Management (3 ch)
- SCM 7020 Seminar in Supply Chain Management (3 ch)
- SCM 7030 Doctoral Seminar in Supply Chain Sustainability (3 ch)
- MSCI 7550 Readings in Management Science (3 ch)
- MSCI 7560 Doctoral Seminar in Management Science (3 ch)
- MSCI 7680 Mathematical Optimization Models (3 ch)
- OPM 7300 Topics Course (3 ch)

Other Requirements (18 credit hours): may have been satisfied through previous coursework:

- 1 course in Philosophy of Science in Management
- 3 additional courses in research methods/statistics or area related to students' research (subject to approval by their committee)
- 2 minor/cognate courses (at least one of which must be completed outside the Asper School of Business)
- Additional zero credit hour courses:
 - PHDM 7140 Management Research Project 1 (zero credit hours)
 - PHDM 7150 Management Research Project 2 (zero credit hours)

Finally, students who do not hold an MBA or a B.Comm. (or equivalent) degree will be required to audit 1-3 business courses outside their core area in order to gain a breadth of knowledge in management, in keeping with our other streams in the PhD program.

The Department of Supply Chain Management proposes the following course introductions at the graduate level:

- 1) SCM 7016 Simulation Models for Operations Management
- 2) SCM 7018 Seminar in Production and Operations Management
- 3) SCM 7020 Seminar in Supply Chain Management
- 4) SCM 7030 Doctoral Seminar in Supply Chain Sustainability

The course introductions above aim to create stand-alone course numbers for topics that have until now been offered regularly under the topics course number OPM 7300. These are established, current and relevant topics for our research graduate students and warrant their

own course numbers.

The course introductions above lead to one required update to the **MSc in Supply Chain Management** program course requirements which can be found in section 4.3.1 of the supplementary regulations:

- a. from the current:
 - i. OPM 7300 Topics in Advanced Production and Operations (Seminar in Supply Chain Management)
 - ii. OPM 7120 Operations and Supply Chain Management (recommended) - or other graduate level course in Supply Chain Management
 - iii. MKT 7080 Topics in Marketing: Research Design and Methods (recommended) - or equivalent graduate level course
 - iv. Optional courses (9 credit hours) - at least three courses relevant to the student's area of specialization at the 7000 level or higher, from inside or outside the Asper School of Business, subject to the approval of the Curriculum Advisory Committee.
- b. to the new:
 - i. SCM 7020 Seminar in Supply Chain Management
 - ii. OPM 7120 Operations and Supply Chain Management (recommended) - or other graduate level course in Supply Chain Management
 - iii. MKT 7080 Topics in Marketing: Research Design and Methods (recommended) - or equivalent graduate level course
 - iv. Optional courses (9 credit hours) - at least three courses relevant to the student's area of specialization at the 7000 level or higher, from inside or outside the Asper School of Business, subject to the approval of the Curriculum Advisory Committee.

Please find attached:

- 1) all new course outlines
- 2) all library support statements for new courses
- 3) all new course introduction forms
- 4) supplementary regulations with all changes tracked

We now seek the approval of this new PhD stream, the course introductions and MSc requirement changes from Faculty of Graduate Studies and Senate.

Thank you for your consideration and we look forward to these changes progressing smoothly through the approval stages.

Truly yours,



Zhenyu Wu, Ph.D.
Associate Dean Research & Graduate Research Programs
Canada Research Chair in Entrepreneurship & Innovation
IG Wealth Management Chair in Leadership
Professor of Entrepreneurship and Finance
I.H. Asper School of Business
University of Manitoba
318 Drake Centre
Winnipeg MB Canada R3T 5V4
zhenyu.wu@umanitoba.ca



Office of the Provost and Vice-President (Academic)

PROPOSAL FOR NEW ACADEMIC MINOR OR CONCENTRATION

Please enter the requested information below and submit both hardcopies and electronic copies to the Office of the University Secretary and the Deputy Provost (Academic Planning and Programs). If you have any questions, please contact Cassandra Davidson, Academic Program Specialist, at cassandra.davidson@umanitoba.ca.

It is advised that the unit initially discuss the proposed new minor/concentration with the Deputy Provost (Academic Planning and Programs) prior to completion of and submission of this form.

Date: 12 November 2021

Faculty: Asper School of Business

Department: Supply Chain Management

Contact Details: S.S. Appadoo, Department Head - ss.appadoo@umanitoba.ca ; 204-474-6870

Section 1: Program Overview

1. Program type: Minor: Concentration:

2. Proposed program name: PhD in Management, Supply Chain Management Concentration

3. Length of program: *Indicate the required number of credit hours including associated pre-requisite requirements.*

12 credit hours within discipline plus 18 additional credit hours. There are no specific course pre-requisites students are expected to have upon admission.

4. Proposed start of program:

September 2023

Section 2: Program Details

5. Description of program: *Provide a brief outline of the program, its objectives and how it will benefit student.*
The Department of Supply Chain Management is a rapidly growing department, having recently introduced a new professional Master of Supply Chain and Logistics Management program welcoming its first cohort in September 2021. In addition to this new professional graduate program, the Department of Supply Chain Management has been successfully supervising MSc students undertaking the supply chain management specialization since 2004. Since introducing the MSc program in Supply Chain

Management, the department has graduated 33 students, including multiple graduates who have gone on to pursue PhD studies at other institutions around the world.

Although the Department of Supply Chain Management has a long-established and successful MSc program, currently the Department does not offer a concentration in the Asper PhD program. The success of our past graduate students and the research output of our faculty indicate that we are well prepared to effectively support PhD students and develop successful supply chain management scholars.

Our PhD concentration in Supply Chain Management will expose students to empirical and analytical methodologies and a range of research areas within the field of supply chain management including operations management, management science and sustainability. Additionally, the concentration requires students complete at least 9 credit hours in methodology-related courses, which will provide graduates with the technical skills to conduct cutting edge research in supply chain management.

6. Course requirements: *Provide a list of courses (include course codes) and breakdown of course requirements by level (e.g. 6 hours at the 1000 level, 3 hours at the 2000 level, etc.). Indicate whether proposed coursework is currently offered or new. Note any pre-requisite details where applicable.*

In line with the expectations of the existing concentrations in the Asper's PhD program in Management, the required courses for the proposed PhD concentration in Supply Chain Management are included below. This outline replicates the course structure currently in place in the Business Administration, Marketing and Finance PhD concentrations. All PhD students are required to complete a thesis in addition to coursework.

The remaining discipline-specific courses required for PhD students enrolled in the supply chain management concentration leverage existing course offerings taken by our current MSc supply chain management students (e.g., SCM 7018). Thus, the addition of a PhD concentration in supply chain management will not pose any additional burden on the teaching capacity of the department and will instead increase enrollment in courses already offered by the department.

Four of: (Offerings will vary each term depending on demand)

- SCM 7016 Simulation Models for Operations Management (3 ch)
- SCM 7018 Seminar in Production and Operations Management (3 ch)
- SCM 7020 Seminar in Supply Chain Management (3 ch)
- SCM 7030 Doctoral Seminar in Supply Chain Sustainability (3 ch)
- MSCI 7550 Readings in Management Science (3 ch)
- MSCI 7560 Doctoral Seminar in Management Science (3 ch)
- MSCI 7680 Mathematical Optimization Models (3 ch)
- OPM 7300 Topics Course (3 ch)

18 credit hours: may have been satisfied through previous coursework:

- 1 course in Philosophy of Science in Management
- 3 additional courses in research methods/statistics or area related to students' research (subject to approval by their committee)
- 2 minor/cognate courses (at least one of which must be completed outside the Asper School of Business)
- PHDM 7140 Management Research Project 1 (0 ch)
- PHDM 7150 Management Research Project 2 (0 ch)

Per the supplementary regulations, students are required to shadow an Asper professor for entire graduate, MBA or MSc course or complete at least 20 hours of courses/workshops at The Centre.

Finally, students who do not hold an MBA or a B.Comm. (or equivalent) degree will be required to audit 1-3 business courses outside their core area in order to gain a breadth of knowledge in management.

7. Program availability: *Will this program be offered to all students eligible to declare a minor/concentration or will it be restricted to a subset of students. If the latter, provide a brief explanation as to why the program will be restricted.*

This concentration will be restricted to students pursuing a PhD in Management as there is insufficient flexibility in the program for a student pursuing a PhD in another discipline to complete the required 12 within-discipline credit hours and the 18 credit hours of related electives.

8. Admission requirements: *If applicable, outline any admission requirements to the program.*

Admission to this concentration will be aligned with admission requirements for the PhD in Management. Those admission requirements are included below.

Those applying to the Asper PhD in management program should possess:

1. *An earned Master's degree from a recognized institution in a management or business discipline, or in a cognate or foundational disciplinary area (e.g. psychology, sociology, economics, mathematics), with minimum 3.0 G.P.A.;*
2. *A minimum 600 GMAT score (or GRE equivalent);*
3. *English Language Test score, where applicable*
4. *Three letters of reference*
5. *Appropriate research interest and capability as evidenced by a statement of purpose; and,*
6. *In addition to the Faculty of Graduate Studies minimum requirements, the following may be submitted:*
 1. *A thesis from a recognized institution;*
 2. *A major research paper from a recognized institution;*
 3. *An independently completed research article published in a refereed journal;*

4. *An independently completed research working paper presented at a conference; and/or*
5. *Other evidence of an appropriate nature, such as written class research projects and term papers.*

Section 3: Program Demand

9. Strategic priorities: *Comment on how the program fits within the university's strategic priorities.* Introducing a supply chain management concentration to the Asper PhD will help to elevate the school's profile as a leading source of supply chain management research in Canada. Our faculty members have diverse expertise that will appeal to a broad range of students. Our department has expertise in both empirical and analytical methodologies, and researches a breadth of topics including transportation policy, management science, supply Chain Management and supply chain sustainability. Our faculty members are also highly active in research, publishing a combined total of 105 peer-reviewed journal publications since 2017, 30 of which are published in journals rated AJG 3 or higher, in addition to numerous presentations at academic conferences. Recruiting PhD students would not only increase the publishing capacity of the Department, but also provide students an opportunity to learn from faculty members who are recognized as leaders in their field.

The University of Manitoba continued to achieve meaningful results across all five priorities described in the strategic plan: inspiring minds, driving discovery, creating pathways, building community, and forging connections. We have a growing body of scholars recognized both nationally and internationally for their quality of research outputs. Given our research strengths in supply chain management, transportation, logistics, and operation management and distinctive geographic location, the SCM department's vibrant research community will lead to meaningful research in supply chain management. We advance the University of Manitoba's values, vision, and mission while delivering on our commitment to reconciliation with our indigenous peoples. Since the department's creation, we have intended to be known as a place where we stimulate creativity, collaboration, and inventive spirit. We always try to connect our research and scholarship to the needs of the communities we serve. We will reach out and recruit students with great potential from diverse social backgrounds and ensure that they flourish through academic and financial support. We will incorporate the three critical facets of sustainability in the new program—environmental, economic, and social responsibility and communicate these efforts to our benefit. We will continue our effort to empower our staff to take responsibility, work together with our faculty members from across the university, and create an environment of high-quality delivery. This new program's success rests on a solid foundation by attracting, developing, and empowering a diverse and inclusive workforce.

10. Student demand: *Provide evidence of student demand and interest in the program.* Compared to many other business schools in Canada, Asper has unique focus and competence in supply chain management, rather than the more general field of operations management. Asper is the only one of the four business schools in Canada offering a thesis-based MSc in supply chain management or logistics

that presently does not offer a PhD in supply chain management (i.e., there are only three PhD programs in supply chain management or logistics across Canada).

Faculty in the Department of Supply Chain Management regularly receive solicitation from supervision from interested graduate students already holding MSc degrees or similar graduate degrees in management from institutions around the world.

11. Projected enrolment: *Based on the evidence of demand, provide projected enrolment numbers in the program.*

As intakes for PhD programs can often only accommodate a small number of students per year at each institution, we believe there is sufficient demand for this PhD program to sustain regular intakes of 2 students at maturity. In the first years, we plan to recruit one or two students per year, increasing that number as resources become available.

12. Effects on other programs: *Comment on the potential effect of the program on other existing programs. Attach letters of support for any programs/units impacted by the proposed program.*

Introducing a PhD concentration in supply chain management will allow the department to increase enrollment in existing graduate level supply chain management courses offered by the department. For MSc students enrolled in these courses, they will be able to benefit from the perspective and experience of PhD students and may feel better prepared to pursue PhD studies themselves upon completion of the MSc.

The introduction of PhD program will also increase the amount of research conducted within the department and may create additional research assistantship or collaboration opportunities for MSc students.

13. Similar programs: *If known, describe similar programs within Manitoba, outlining any similarities or differences with the proposed program.*

There are currently no PhD programs in supply chain management offered in Manitoba.

14. External consultation: *Where appropriate, outline any consultations with industry, business and/or any third-party groups in development of the proposed program.*

NA

Section 4: Resource Requirements

15. Projected costs and revenues: *Provide a general overview of the projected costs and revenues of the program.*

Addition of this new PhD program is revenue neutral. The only source of revenue will be tuition fees.

16. Coursework: *Comment on whether the proposed program will require the offering of additional courses.*

All required courses for the proposed PhD program are already courses offered by the department, though the addition of a PhD concentration in supply chain management may increase the frequency at which they are offered.

17. Staffing: *Comment on whether the proposed program will require additional academic or administrative staff.*

This program will not require any additional staff.

The SCM department already has a full-time administrative person who manages all the department's administrative duties. We have recently hired another part-time staff to assist us with some of the administrative tasks. As such, we do not feel the need for additional staff members. I firmly believe that this new program will not add extra workload on our existing staff members.

At the Asper School of Business, we also have the Graduate Program Office responsible for managing all aspects of the graduate programs and advising students on academic matters. That office will also be responsible for all the administrative duties related to our new Ph.D. program in SCM. The graduate program office is strongly committed to all graduate education and devotes the necessary time and resources to ensure the graduate program's smooth day-to-day functioning and overall academic quality. The team in the graduate program office guides all graduate students through all stages of their studies, from application to graduation.

18. Infrastructure / equipment: *Comment on how the proposed program will impact the use of current infrastructure and equipment.*

Ph.D. students in SCM will have access to a sizeable state-of-the-art computer facility housed in the Drake Center. They have access to a wide range of software, and the Computer Lab Advisors are available seven days a week to assist those students in need.

Asper school is home to the state-of-the-art CIBC Business Intelligence Centre called the Bloomberg Lab. The Bloomberg terminals are equipped with one of the world's leading knowledge tools and add to the School's competitive edge. The Centre gives students access to the latest data and complete projects that focus on real-life business decisions, helping to bridge business theory with practice. This existing facility is an excellent resource for our graduate students.

Soon, the Asper School of business will facilitate world-class behavioral research by providing state-of-the-art researchers at our School. This Behavioural Lab will be for Teaching and Research. Our vision is to be a global leader in facilitating world-class behavioral research and teaching and act as a cornerstone of an interdisciplinary community in behavioral science. This Behavioural Lab will be an excellent facility for our future students.

19. Library resources: *If the program involves new courses, or coursework that has not been offered on a regular basis in recent years, comment on the adequacy of existing library resources.*

All courses required for this program have already been offered by the department. We do not anticipate any new library resources are needed.

20. Additional Funds: *Provide information on whether new funds are required for this program. If so, provide details.*
Our funding commitment at the Asper School of Business is that all national and international students admitted in the PhD program will be provided with a funding package of \$30,000 for each of the first four years in the PhD program. Funding is conditional upon meeting the progression requirements set by the Faculty of Graduate Studies. We also offer our graduate students grant money to present their research or serve as discussants at eligible conferences.

Section 5: Approvals

Faculty Approvals:

Department/Program Head: _____ Enter date.

Dean/Director: _____ Enter date.

Faculty/School Council: _____ Enter date.

Institutional Approvals:

Senate Committee on Curriculum & Course Changes: _____ Enter date.

Senate Planning & Priorities Committee (*if required*): _____ Enter date.

Senate Approval: _____ Enter date.

Provost Approval: _____ Enter date.

| | |
|---|---|
| | <p>outside of the Asper School of Business. Selection of these courses will be subject to approval by the student's advisory committee.</p> <p>Supply Chain Management:</p> <p>Nine (9) credit hours as follows:</p> <ul style="list-style-type: none"> • SCM 7020 OPM 7300 Topics in Advanced Production and Operations (Seminar in Supply Chain Management) • OPM 7120 Operations and Supply Chain Management (recommended) - or other graduate level course in Supply Chain Management • MKT 7080 Topics in Marketing: Research Design and Methods (recommended) - or equivalent graduate level course • Optional courses (9 credit hours) - at least three courses relevant to the student's area of specialization at the 7000 level or higher, from inside or outside the Asper School of Business, subject to the approval of the Curriculum Advisory Committee. Graduate level courses are recommended." |
| <p>4.3.2 Course-based or Comprehensive Examination Route</p> <p>A minimum of twenty-four (24) credit hours of coursework and comprehensive examination(s) is required. The minimum must include at least eighteen (18) credit hours at the 7000-level or above with the balance of the coursework at the 3000-level or above. A maximum of forty-eight (48) credit hours of coursework is allowed unless a department/unit's supplementary regulations indicate otherwise. A comprehensive examination is required for some course-based programs.</p> | <p>Asper School of Business does not offer the Comprehensive Examination Route for the M.Sc.</p> |
| <p>4.3.3 Accredited Professional Route</p> <p>The credit hours and course requirements shall reflect the requirements of the department/unit's external accrediting body. Students should check department/unit supplementary regulations regarding this requirement.</p> | |
| <p>4.3.4 Language Requirements</p> <p>Some department/units specify a language requirement for the Master's degree. Students should check department/unit supplementary regulations regarding this requirement.</p> | <p>Asper School of Business does not have a language reading requirement.</p> |
| <p>4.3.5 Advanced Credit</p> <p>Advance credit for courses completed prior to admission to a Master's program will be considered on a case-by-case basis. The student's department/unit must make a request to the Faculty of Graduate Studies by completing the "Recommendation for Advance Credit-Transfer of Courses" form.</p> <ul style="list-style-type: none"> • Application for advance credit must be made within the first year of the program (see Lapse or Expiration of Credit of Courses). • No more than 50% of the required coursework for the program can be achieved using advance credit. | |

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

- Where admission to the Ph.D. is directly from a Master's degree, a minimum of 12 credit hours at the 7000- level or higher plus a thesis is required. Any further coursework beyond the minimum 12 credit hours at the 7000-level must be at the 3000-level or above. A maximum of 24 credit hours of coursework is allowed toward the Ph.D. program.¹
- Where admission to the Ph.D. is directly from an Honours Bachelor degree or equivalent, a minimum of 24 credit hours plus a thesis is required. The coursework must include a minimum of 18 credit hours at the 7000-level or higher with the balance of the coursework at the 3000-level or above. A maximum of 48 credit hours of coursework is allowed toward the Ph.D. program.¹

¹ Unless professional accreditation requirements and/or the department/unit's supplementary regulations indicate otherwise.

requirements must be completed regardless of previous professional and/or academic background. All Ph.D. students must complete PHDM 7140 Management Research Project 1 and PHDM 7150 Management Research Project 2, both of which are zero credit-hour, pass/fail courses. The Curriculum Advisory Committee must ensure that at least one of these courses (i.e. PHDM 7140 or PHDM 7150) is completed prior to the candidacy examination.

Core Course Requirements (at least 12 credit hours):

The four required core courses are dependent on the student's departmental concentration area and are listed as follows:

Business Administration Core

- One (1) three (3) credit hour course from:
 - GMGT 7410 Organizational Behaviour;
 - GMGT 7440 Organizational Theory; or,
 - GMGT 7530 Strategy.
- Three (3) additional three (3) credit hour courses from:
 - GMGT 7440 Organizational Theory;
 - GMGT 7410 Organizational Behavior;
 - GMGT 7530 Strategy; or
 - Topics courses in the area of organizational behavior, organization theory, strategy, entrepreneurship, international business, industrial relations and human resource management.

Finance Core

- FIN ~~7700400~~ Financial Economics (3 ch);
- FIN ~~77410~~ Empirical Asset Pricing (3 ch);
- FIN ~~7712520~~ Finance II: Seminar in Corporate Finance (3 ch); and,
- FIN ~~7714530~~ Advanced Financial Theory Topics in Finance (3 ch).

Marketing Core

- MKT 7110 Doctoral Seminar in Marketing (3 ch);
- MKT 7120 Doctoral Seminar in Buyer Behaviour (3 ch);
- MKT 7080 Research Design and Methods (3 ch); and,
- MKT 7100 Selected Topics in Marketing (3 ch).

Supply Chain Management Core

Four 3 ch courses from the following:

- SCM 7016 Simulation Models for Operations Management (3 ch)
- SCM 7018 Seminar in Production and Operations Management (3 ch)

- [SCM 7020 Seminar in Supply Chain Management \(3 ch\)](#)
- [SCM 7030 Doctoral Seminar in Supply Chain Management \(3 ch\)](#)
- [MSCI 7550 Readings in Management Science \(3 ch\)](#)
- [MSCI 7560 Doctoral Seminar in Management Science \(3 ch\)](#)
- [MSCI 7680 Mathematical Optimization Models \(3 ch\)](#)
- [OPM 7300 Topics Course \(3 ch\)](#)

Other course requirements:

Additional course-work may be required and could include:

- 1 Philosophy of Science in Management; [PHDM 7110 Doctoral Seminar in Management \(Ph.D.\) \(3 credit hours\)](#) (Note: Finance students are exempt from this requirement) ~~(3 credit hours)~~;
- 3 Methods or Statistics courses [at the 7000 level or higher](#) (9 credit hours; or up to 6 courses [18 credit hours] for Finance);
- 2 minor/cognate courses (at least one of which is outside the Asper School of Business; 6 credit hours or up to 3 courses [9 credit hours] for Finance students);
- Since students completing an Asper School of Business Ph.D. will be conducting research and teaching in topics related to management, they will be required to have a basic breadth of knowledge in management. Students with a previous business degree will not be required to complete this requirement; and
- Students without a business degree will be required to audit at least one (1) and up to three (3) courses, preferably at the 7000 level, outside their core area in business as deemed necessary by the student's Curriculum Advisory Committee.

The student's Curriculum Advisor will develop the proposed course program in consultation with the student, and will ensure that the Advisory Committee is satisfied with the program. The Curriculum Advisor will then send the proposed program, including the stated breadth requirements, to the Graduate Program Manager. A list of a student's required course-work must be completed in the first term of registration within the Ph.D. program.

Evaluation Procedures

Students will be evaluated in each course on the basis of criteria stated in course outlines (i.e.: examinations, term papers, term projects, etc.).

A statement on resource implications is required from the Dean / Director for proposals submitted to:

- Faculty of Graduate Studies (FGS)/Senate Committee on Curriculum and Course Changes (SCCCC), for graduate/undergraduate course changes beyond 9 credit hours that will require review by the Senate Planning and Priorities Committee;
- FGS/SCCCC for significant graduate/undergraduate program modifications that have resource implications for the department/faculty/college/school.

Please address the following items in the space provided. The statement on resource implications must be signed by the Dean/Director or by both the Faculty and College Deans, as appropriate. The SPPC will use the information provided to understand whether the unit has fully considered the resource implications of the proposal and is in a position to support the course and/or program changes on an ongoing basis.

A. Resource requirements / costs

Section A-1 – Net change in credit hours

The introduction of a PhD concentration in Supply Chain Management would not require any net change in credit hours. All courses required for this concentration are already available in the faculty's existing course offerings, through the MSc in Supply Chain Management.

Four of the courses that will be available to PhD students as part of their program of study (*SCM 7016*; *SCM 7018*; *SCM 7020*; and *SCM 7030*) have previously been offered each year as different sections of the course *OPM 7300*, each covering a different operations or supply chain management topic. Given the success of each of the individual topics courses, the department will now offer each as a standalone course. This modification to *OPM 7300* is in name only, and will not affect the number of sections of graduate courses offered each year within the department.

Section A-2 – Existing Staffing Resources

The Department of Supply Chain Management currently has seven tenured or tenure-track faculty. An eighth tenure-track faculty member will be joining the department in July 2022, and the department has been approved to hire three additional tenured/tenure-track faculty for which searches are already underway (expected start date of January 2023). In Fall 2023, the Department of Supply Chain Management is expected to have 11 tenured or tenure-track faculty. There is one additional vacancy in the department that remains to be filled due to the introduction of the professional Master in Supply Chain Management and Logistics, in addition to the three positions for which searches are currently underway. The Department of Supply Chain Management is currently supported by two administrative staff; one departmental administrator who is jointly appointed between the Department of Supply Chain Management and the Warren Centre for Actuarial Studies and Research, as well as one Office Assistant.

Section A-3 – New Staffing and Other Resource Requirements

No new academic or support staff would be needed to support the proposed PhD concentration in Supply Chain Management. The proposed PhD concentration does not require the development of any new courses. Instead, this program is likely to increase enrolment levels in our existing graduate courses, particularly those offered in our existing MSc in Supply Chain Management. As the MSc concentration in Supply Chain Management only admits a small number of students each year, the addition of PhD students is not expected to create a need for additional sections of any of our courses. Increasing enrolment in these classes allow us to more efficiently utilize our capacity and the expertise of our faculty to train a larger number of students within our existing course offerings.

Furthermore, the blending of PhD and MSc students within the same classes is likely to enhance the learning of MSc students, who will benefit from the perspective and insight of more experienced graduate students.

Incremental administrative costs will be incurred to process applications for the PhD program and on-boarding of successful applicants but as we anticipate admitting fewer than three PhD students per year, this is unlikely to be a considerable administrative load. The most substantial requirement of this program would be additional workspace for PhD students. However, this requirement is aligned with on-going renovation activities within the Drake Centre, which already includes repurposing space in the supply chain management office space to add cubicles for graduate students.

Introducing this new concentration to the existing PhD program will facilitate the recruitment of additional PhD students, who will require financial support from the Asper School during their studies. The faculty's most recent strategic plan, *Pursuing our Aspirations*, indicates a commitment to further develop research capacity by "supporting faculty collaboration with PhD students", and "enhance research excellence in graduate students and improve graduate student (PhD) training" (p. 11). As providing funding to support new PhD students is evidently aligned with the faculty's strategic priorities, we anticipate no difficulty in providing newly admitted students with funding in line with what is currently offered to existing Asper PhD students in other concentrations.

Beyond financial support, PhD students admitted into this concentration will require mentorship from supply chain management faculty members. All but one faculty members in the department have experience supervising graduate students. With the additional capacity provided by the incoming hires and approved positions, we anticipate that the department will have ample capacity to effectively supervise the admitted PhD students.

B. Revenue / resources

No additional revenue will be generated by this program.

C. Signatures

Dean of Faculty / Director of School:

Signature:



Date: 11/05/2022

Dean of College:

Signature:

Date: [Click or tap to enter a date.](#)

Report of the Joint Senate Committee on Joint Master's Course, Curriculum and Regulation Changes

Preamble

1. The Joint Senate Committee (JSC) has responsibility for all matters relating to the submission of graduate course, curriculum, program, supplementary regulation, and general regulation changes affecting the Joint Masters Programs between the Universities of Manitoba and Winnipeg. There are presently four (4) such programs: the Master of Arts in History, Master of Arts in Peace & Conflict Studies, Master of Arts in Religion, and Master of Public Administration. Recommendations for such changes are submitted by the Joint Senate Committee for the approval of each University's Senate.
2. The Joint Senate Committee vote via email on the above date to consider a proposal from the Master of Arts in History, Dept. of History.

Observations

1. The **Dept. of History** proposes Joint M.A. Supplementary Regulation Changes (Archival Stream); (1) Course Deletion: HIST 7390; (1) Course Introduction: HIST 7394. The changes are addressed in the cover memo provided by the unit. The M.A. in Archival Studies will no longer require a thesis and will be replaced by a Major Research Paper. The Major Research Paper is a Senate-approved option that already exists in the regular-stream M.A. in History. Students in the Archival stream will also be required to complete HIST 7110 Advanced Historical Methodologies (6). The mandatory internship course in the Archival stream (HIST 7390) must be deleted and reintroduced under a new course number (HIST 7394) as it will now consist of zero (0) credit hours and be graded pass/fail.

Course Deletion

HIST 7390 Internship in Archival Studies -3

Course Introduction

HIST 7394 Internship in Archival Studies +0

The internship provides a work experience in a working archive in government, non-profit, business, industry, or similar professional setting to students admitted to the JMP Archival Studies Stream who have successfully completed HIST 7372 and HIST 7382. Required submission of a written report covering the work completed during the internship. This course is evaluated on a pass/fail basis.

NET CREDIT HOUR CHANGE -3

Recommendations

The Joint Senate Committee of the University of Manitoba and University of Winnipeg recommends THAT the program changes from the unit listed below be approved by Senate:

Master of Arts in History, Dept. of History

Respectfully submitted,

Dr. Royce Koop, Chair
Joint Senate Committee

/ak

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

Dr. Randy Jamieson
Associate Dean
Faculty of Graduate Studies
University of Manitoba
500 University Centre
Winnipeg, MB R3T 2N2

28 February 2022

Dear Dr. Jamieson,

I am writing this memo to explain the rationale for the proposed program changes to our Joint Masters Program's (JMP) Archival Studies Stream. **These changes reflect the recommendations of two consecutive external reviews of our program and the overwhelmingly and repeatedly expressed will of both departments involved in our JMP. These changes are also supported by the Faculty of Arts.** The most important of these changes to our program is to eliminate the thesis requirement for the Archival Stream students in favour of a Major Research Paper (MRP), to change the required internship (Current HIST 7390) from a 3 CH course with a letter grade to one that is a 0 CH pass/fail requirement (the Proposed HIST 7394), and to require a new historical methods course (HIST 7110) for graduate students in all streams. These changes will significantly improve time-to-completion for students in the archival stream, and the overall experience and quality of the education that all students in the program receive. The changes were recommended by multiple external reviews of our program, and have been carefully vetted and studied for nearly five years. The proposals were examined by a sub-committee of members from both history departments in the JMP. Then the University of Manitoba's Office of Change Management held meetings of focus groups with stakeholders and those findings were reported to the Joint Discipline Committee for the JMP. The Joint Discipline Committee, the Department of History at the University of Winnipeg, and the Department of the History Department at the University of Manitoba approved these changes in October of 2020. In February of 2022 the History Department Council at the University of Manitoba, the Joint Disciplinary Committee, and the History Department at the University of Winnipeg all approved the Proposal for Course Deletion for HIST 7390: Internship in Archival Studies (3 CH) and the Proposal for Course Introduction for HIST 7394: Internship in Archival Studies (0 CH). The Faculty of Arts supports these program changes. These changes have also been approved by CPAC.

The proposed changes to the Archival stream will address some challenges facing it and bring its requirements into line with the other streams in the JMP. As it currently stands, the students in the archival stream complete 21 CH coursework, a thesis, and an internship (which currently is allotted as an additional 3 CH). We currently advertise the archival studies program as a two-year program, but **in the period from 2010-2017, a period when 46 archives students graduated, only one completed the program in 24 months, and two completed in 36 months.** When the department receives reminders from the Faculty of Graduate Studies regarding students who are running up against degree completion deadlines, the lists tend to be dominated by students in the archival stream. **It is unethical for us to continue to promote our program as one that can be realistically completed within two years when, without the changes recommended by two consecutive external reviews and approved by both**

departments of our JMP, students in one stream spend three to five years in order to get a Master's degree. This must change.

The model for the MRP is a publishable, article-length piece of writing. To successfully complete an MRP, students would still have to conduct primary research, to engage with extensive secondary literature, and to have a central research question. This change would make the requirements at the Masters' level more equitable across the different streams of our program. This was the recommendation of the reviewers for the last two program reviews, and has been supported at the level of the Faculty of Arts. Across Canada, history departments have moved away from the thesis at the Masters' level in favour of a shorter piece of writing that is graded without requiring a formal oral defense. In our own department, we have developed an MRP stream of the JMP to enable students to engage with primary research while still taking coursework and completing their degrees in a reasonable timeframe. It is not clear how the archival thesis makes our students more attractive to potential employers when in the majority of cases, students have begun full-time employment before completing the degree, and in many cases before they have even begun work on the thesis. The students would be better served by having a publishable article than by drawing out the completion process. An article in a journal also has the potential to reach a much wider audience than a Masters thesis. These changes will make the Archives Stream more consistent with the requirements of the other streams in our JMP and with Masters degrees across Canada.

By eliminating the thesis requirement and introducing the MRP, we will be able to help students complete their degrees in a timely manner, with less stress and bureaucratic delay. The MRP would not require submission of a thesis proposal for approval. We have had instances where students delayed submission of the proposal extensively, and only submitted it after completing a large portion of their thesis. This would seem to allow for very little of the dialogue that a proposal is supposed to encourage, and offers no incentive for students to revise a thesis already well under way. As it currently stands, we have faced many challenges in scheduling the thesis defense for students in the Archives Stream, particularly for those who are running out of time in their program and must complete during the summer session of their final year. Our Program Assistant routinely faces huge timetabling crunches in locating committee members and finding time for the defense to take place before FGS deadlines expire. A glut of exams in August also means that meaningful revisions of the thesis are not possible as students scramble to meet the deadline. There have been a number of instances where members of the committee have expressed concern to the graduate chair about the quality of a thesis, but felt pressure to sign off on it because a student was at the end of his or her allotted time in the graduate program. An MRP has the potential to be a much tighter, more controlled piece of writing. It would be graded by two faculty members without a formal oral defense. **This would allow more flexibility for students in completing and possibly revising their work.**

The rationale for changing the Internship in Archival Studies from a 3 CH course for which students receive a letter grade to one which is a 0 CH requirement marked pass/fail are to make the internship more consistent with other internships and work study opportunities in the university, and out of concern for equity and consistency among 3 CH 7000-level history courses that receive letter grades. We were told that correct way to implement this change was to have both Departments and the Joint Disciplinary Committee approve a Course Deletion Form for History 7390: Internship in Archival Studies (3 CH) and a Proposal for Course Introduction form for History 7394: Internship in Archival Studies (0 CH). This has now been done. **The most important thing to stress is that the content of the Internship has not changed. It will still**

be a 2-4 month work experience in a working archive in government, non-profit, business, industry or similar professional setting after which students will be required to write a 10-12 page report about their experience. The only difference is that to make the Internship more consistent with other internships and more equitable with other 7000 level History courses, we are making it a 0 CH pass/fail requirement rather than a 3 CH course for which students receives a letter grade.

This change will reduce the formal number of credit hours completed in the Archives Stream of the JMP to 21 instead of 24. **However, the actual requirements of the Archives Stream of the JMP will not have changed: It will still require 21 CH of course work, completion of an 2-4 month internship in a working archive, and the production of an original work of scholarly research.**

The introduction of the History 7110 requirement for students in the JMP was adopted because external reviewers noted that students in the various streams had few common experiences. Because students in the archival stream are required to take courses unique to that program, there has been little contact between those students and the rest of the JMP. **A common course will help to break down this isolation and benefit the culture of the graduate program.** It will allow us to finally have a methodology seminar aimed at the graduate level, without cross-listing the course at the undergraduate level. In order for this common course to succeed, all students in all of the streams of the MA should be required to take it. We have also in recent years made the decision to admit students to the archival stream with little history background. This essential methodological grounding available through History 7110 would benefit students who will leave the program with an MA in History. Students who would prefer to have additional content in a particular historical field would still be able to take additional courses.

We have also recommended that students in the Joint Masters' Program at University of Manitoba can take elective courses at either institution so that students can have the benefit of opportunities, instruction and expertise at both institutions as is befitting of a Joint program.

The History Departments at the University of Manitoba and the University of Winnipeg have been slow and deliberative in making these changes, which are based upon the advice of two consecutive external reviews of our program. We have consulted with all stakeholders and members of the wider community that might be impacted by these changes. These proposed changes are supported overwhelmingly by both History Departments of the JMP and the Faculty of Arts at the University of Manitoba because they will significantly improve the completion rates and the overall quality of all streams of the JMP.

Sincerely,

Chris Frank

Dr. Christopher Frank
Graduate Chair
Department of History
University of Manitoba
456 Fletcher Argue Building
Winnipeg, MB R3T 5V5
Chris.frank@umanitoba.ca

| FGS Academic Guide Regulation 2021/22 | Supplementary Regulation |
|---|--|
| <ul style="list-style-type: none"> o The University of Manitoba (see <u>General Regulations - Pre-Master's</u>); or o Canadian institutions empowered by law to grant degrees; or o Colleges and universities outside Canada which are officially recognized by The Faculty of Graduate Studies. <p>All students applying for a Master's degree program must have attained a minimum GPA of 3.0 in the last two (2) full years (60 credit hours) of study. This includes those applying for direct admission and those entering from a Pre-Master's program. Students who meet the minimum requirements for admission to the Faculty of Graduate Studies are not guaranteed admission.</p> <p>Note: This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.</p> | |
| <p>4.3 Program Requirements</p> <p>In general, students must complete one of the programs of study described below for the Master's degree. However, the program of study is determined by the department/unit and may follow the department/unit's supplementary regulations. Any single course cannot be used for credit toward more than one program.</p> | |
| <p>4.3.1 Thesis/Practicum Route</p> <p>A minimum of twelve (12) credit hours of coursework, unless otherwise stated in the department/unit's supplementary regulations, plus a thesis or practicum is required. The minimum must include at least six (6) credit hours at the 7000-level or above, with the balance of the coursework at the 3000-level or above. A maximum of twenty-four (24) credit hours of coursework is allowed unless the department/unit's supplementary regulations indicate otherwise. The student must complete the thesis/practicum at The University of Manitoba.</p> | <p><u>Thesis stream:</u> Students who pursue the thesis M.A. must take 12 credit hours of course work at the 7000 level, 6 of which will be HIST 7110, with the remaining 6 credit hours chosen by the student. In exceptional cases candidates may be permitted to take 6 extra departmental credit hours at the 7000 level.</p> <p>A student is not permitted to take a Selected Topics (HIST 7770) reading course in a topic closely related to that of her/his thesis field.</p> <p>Normally students enrolled in the M.A. program are not permitted to submit a thesis unless they achieve a GPA of 3.0 in their course work. See 4.7.4 for remediation options.</p> <p>Archival Studies stream: Students must also complete a thesis on a topic relevant to archival studies. Students who pursue the Archival Studies stream must complete HIST 7372, HIST 7382, an internship (HIST 7390) plus 6 credit hours at the 7000 level in History, plus 3 credit hours of elective coursework (normally outside of History).</p> <p>Elective courses may only be taken at the University of Manitoba. Courses may be in one of either public administration, management studies, media studies, computer science or other subject which reinforces thesis research.</p> <p>See below (section 4.3.2) for the <u>Archival Studies</u>, Coursework/Comprehensive stream and Major Research Paper (MRP) stream program requirements.</p> |
| <p>4.3.2 Course-based or Comprehensive Examination Route</p> | <p><u>Archival Studies stream:</u></p> |

A minimum of twenty-four (24) credit hours of coursework and comprehensive examination(s) is required. The minimum must include at least eighteen (18) credit hours at the 7000-level or above with the balance of the coursework at the 3000-level or above. A maximum of forty-eight (48) credit hours of coursework is allowed unless a department/unit's supplementary regulations indicate otherwise. A comprehensive examination is required for some course-based programs.

Students who pursue the Archival Studies stream must complete 21 credit hours of course work at the 7000 level, which shall include: HIST 7372 (6), HIST 7382 (6), and HIST 7110 (6); and 3 credit hours normally in History at the 7000-level, (except with permission of the JDC chair for the 3CR to be outside of History), normally completed in the Fall term of Year 2. They must also complete an Internship (HIST 7394) 0 credit hours. This is a work experience in an archive of at least 2 months (or 8 weeks) that will be arranged in consultation with the Director of the Archives program.

In addition, students will be required to complete a Major Research Paper and Register in HIST 7776 (0 CR). The student will meet with their MRP Advisor and develop a topic for the paper. The MRP itself will be a piece of original writing based on research that includes primary sources. It will be roughly 8,000-10,000 words in length. The MRP will be distributed to the Advisor and a Second Reader selected by the Chair of the JMP for grading. Students must achieve a minimum grade of B from both the Advisor and Second Reader to pass the MRP. Students who fail to achieve the minimum grade of B will be permitted to submit the MRP a second time. Those who do not achieve a minimum grade of B on the second submission of the MRP will be required to withdraw from the program.

Elective courses will normally be taken at the Universities of Manitoba or Winnipeg, or by arrangement at a university affiliated with the Western Dean's Agreement, and should be in a subject which reinforces MRP research.

Coursework/Comprehensive stream:

Students who pursue the comprehensive M.A. must take 21 credit hours of course work, including HIST 7110 plus 15 credit hours, of which at least 12 credit hours must be at the 7000 level in History in two areas. 3 credit hours may be taken at the 4000 level if the course is outside of History.

Students pursuing the comprehensive M.A. must complete course work in at least 3 areas of historical study, a major field and two minor fields. Normally 12 credit hours are in the major field.

In addition, comprehensive M.A. students will sit both a written and oral examination in their major field.

Major Research Paper (MRP) stream:

Students who pursue the MRP stream must take 21 credit hours of course work, including, HIST 7110, plus 15 credit hours, of which at least 12 credit hours must be at the 7000 level in History in two

| FGS Academic Guide Regulation 2021/22 | Supplementary Regulation |
|---|---|
| <p> </p> <p> </p> | <p>areas. 3 credit hours may be taken at the 4000 level if the course is outside of History.</p> <p>In addition, students will be required to complete a Major Research Paper and register in HIST 7776 (0 CR). The student will meet with their MRP Advisor and develop a topic for the paper. The MRP itself will be a piece of original writing based on research that includes primary sources. It will be roughly 8,000-10,000 words in length. The MRP will be distributed to the Advisor and a Second Reader selected by the Chair of the JMP for grading. Students must achieve a minimum grade of B from both the Advisor and Second Reader to pass the MRP. Students who fail to achieve the <u>minimum</u> grade of B will be permitted to submit the MRP a second time. Those who do not achieve a <u>minimum</u> grade of B on the second submission of the MRP will be required to withdraw from the program.</p> |
| <p>4.3.3 Accredited Professional Route</p> <p>The credit hours and course requirements shall reflect the requirements of the department/unit's external accrediting body. Students should check department/unit supplementary regulations regarding this requirement.</p> | |
| <p>4.3.4 Language Requirements</p> <p>Some department/units specify a language requirement for the Master's degree. Students should check department/unit supplementary regulations regarding this requirement.</p> | <p>All M.A. students in History are required to demonstrate a reading knowledge of a second language. Candidates who major in Canadian history normally must demonstrate a reading knowledge of French.</p> <p>Students may satisfy the language requirement in one of three ways:</p> <ol style="list-style-type: none"> 1. by providing proof of successful completion of undergraduate coursework in the appropriate language; 2. by successful completion (B grade or better) of an appropriate language course offered by the University of Manitoba during the student's program of study; 3. by passing a translation exam administered by the appropriate language department at the University of Manitoba. |
| <p>4.3.5 Advanced Credit</p> <p>Advance credit for courses completed prior to admission to a Master's program will be considered on a case-by-case basis. The student's department/unit must make a request to the Faculty of Graduate Studies by completing the "<u>Recommendation for Advance Credit-Transfer of Courses</u>" form.</p> <ul style="list-style-type: none"> • Application for advance credit must be made within the first year of the program (see <u>Lapse or Expiration of Credit of Courses</u>). • No more than 50% of the required coursework for the program can be achieved using advance credit. | |

4.7 Academic Requirements for Graduation

All students must:

- maintain a minimum degree grade point average (DGPA) of 3.0 with no grade below C+;
- complete [GRAD 7500](#)
- complete [GRAD 7300](#)
- meet the minimum and not exceed the maximum course requirements; and
- meet the minimum and not exceed the maximum time requirements (in terms of time in program and lapse or expiration of credit of courses).

Individual department/units may have additional specific requirements for graduation and students should consult department/unit supplementary regulations for these specific requirements.

4.7.1 Thesis/Practicum Route

4.7.1.1 Thesis vs. Practicum

Students must demonstrate their mastery of the field and that they are fully conversant with the relevant literature through their thesis/practicum. The thesis or practicum will normally be written in English unless the student is studying in a program at the Université de Saint-Boniface, or departmental/unit supplementary regulations allow a different language to be used.

A practicum differs from the thesis in its emphasis on the application of theory, it is however similar in scope, span, and rigour. The practicum takes the form of an exercise in the practical application of knowledge and skill. It usually involves the careful definition of a problem, the application of appropriate knowledge and skills to the problem, and a report of the results in a manner suitable for evaluation by an examining committee. Individual department/units have specific requirements for graduation and students should consult department/unit supplementary regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the practicum.

The thesis is developed under the mentorship of the advisor/co-advisor. Individual department/units may have specific guidelines regarding the thesis proposal and its acceptance by the student's advisory committee and department/unit Head; students should consult department/unit supplementary regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the thesis research.

4.7.1.2 Examining Committee

The advisor/co-advisor will recommend an examining committee to the department/unit Head for approval, which shall then be reported to the Faculty of Graduate Studies on the "[Master's Thesis/Practicum Title and Appointment of Examiners](#)" form. This form must be approved by the Dean of the Faculty of Graduate Studies at least two (2) weeks prior to the distribution of the thesis.

Under normal circumstances, the examining committee will be the same as the advisory committee unless otherwise stipulated in the department/unit's supplementary regulations. The examining committee must consist of a minimum of three (3) members (including the advisor/co-advisor), at least two (2) of whom must be members of the Faculty of Graduate Studies. All examiners must be deemed qualified by the department/unit Head and be willing to serve. It is expected that, under normal circumstances, examination committee members will have a Master's degree or equivalent. The composition of, and any changes to, the examining

The thesis proposal is normally submitted 9 months from the student's start date in the JMP. Once approved by the student's advisor, the proposal is circulated by the JMP Chair to two members of the Joint Master's Program in History for review and approval.

The thesis proposal form, available on the department website, offers clear guidelines for the content and format of the proposal.

In general, the proposal should present a clear research problem, a preliminary discussion of the current historiography around the topic, a discussion of potential primary sources to be researched, the methodology to be used to examine and analyze the primary and secondary material, and a working outline of potential chapters.

The Examining Committee is appointed by the Chair of the JDC in consultation with the student's advisor and includes the Advisor (who is a non-voting member), two other members of the History Graduate Program, and one examiner, normally from another department within the University of Manitoba or the University of Winnipeg.

Occasionally, a qualified external examiner from outside of the JMP institutions may be invited to serve.

Members of the Examining Committee are requested to submit [written appraisals](#) to the Chair of the JDC within four weeks of receipt of the thesis. These appraisals will place the thesis in one of the

Report of the Senate Committee on Academic Review RE: Periodic Review of Ongomiizwin, Indigenous Institute of Health and Healing

Preamble:

1. The [terms of reference](#) for the Senate Committee on Academic Review (SCAR) are found on the University Governance website.
2. The University's procedure on *Academic Centres and Institutes* specifies in section 3.0 that:

In order to ensure that all academic activities are consistent with the goals of the University and that academic centres/institutes reflect positively on the general reputation of the University, all academic centres/institutes shall be reviewed by SCAR on a periodic basis but not less often than every five years.
3. At its meeting on May 9, 2022, SCAR considered the inaugural *Periodic Report on Ongomiizwin, the Indigenous Institute for Health and Healing*, in the Rady Faculty of Health Sciences, including the Institute's justification for renewal.
4. Ongomiizwin was established by the Board of Governors, for an initial term of five-years, ending on April 17, 2022. The Institute was formed through the amalgamation of three units that were formerly part of the Max Rady College of Medicine, including the Manitoba first Nations Centre for Aboriginal Health Research, the Centre for Aboriginal Health Education, and the J.A. Hildes Northern Medical Unit. Within the Institute, these units continue to exist as Ongomiizwin - Research, Ongomiizwin - Education, and Ongomiizwin - Health Services, respectively.
5. The mandate for the Institute is to provide leadership and advance excellence in research, education, and health systems innovation, to achieve the full potential of health and wellness for First Nations, Metis, and Inuit Peoples, with guidance from communities, knowledge keepers, elders and ancestors and in alignment with the University's strategic priority for Indigenous achievement and the Faculty's priority focus on Indigenous health.
6. The objectives of Ongomiizwin, as set out in the *Periodic Report*, are the same as those identified at the establishment of the Institute and include actions that are reflective of the *Truth and Reconciliation Commission of Canada: Calls to Action* (2015). The role of each unit within Ongomiizwin, with respect to supporting the Institute's objectives are:
 - Ongomiizwin - Education - to provide cultural and academic resources for Indigenous students enrolled in the health professional degree programs in the Rady Faculty of Health Sciences
 - Ongomiizwin - Health Services - to provide health care to many communities in northern Manitoba and eight Inuit Hamlets in Nunavut
 - Ongomiizwin - Research - to be a centre of research excellence, committed to building and maintaining productive and respectful partnership-based relationships with First Nations, Metis, Inuit and Indigenous communities.

Observations:

1. The Senate Committee on Academic Review remarked on the successful evolution of the academic institute, Ongomiizwin, since its establishment in 2017, to merge what had been three separate administrative /student affairs units, with distinct mandates, into one entity with a shared vision, mission, mandate, and objectives, while continuing to accomplish the distinct roles for each of Ongomiizwin - Education, Ongomiizwin - Health Services, and Ongomiizwin - Research.
2. The major accomplishments and activities carried out by each unit that contributed to Ongomiizwin meeting its objectives over the previous five years are detailed in sections C (ii) and (iii) of the *Periodic Report*. The activities of Ongomiizwin - Education are consistent with its role to support and recruit Indigenous students and mentors and with the Rady Faculty of Health Sciences' Truth and Reconciliation Plan. They include the Medical Students Entrance Interviews Workshop, Pimose Ta: Let's Walk Together – Inter-professional Mentorship Days, and supporting the development of the Longitudinal Indigenous Health Course required in the Doctor of Medicine degree (Undergraduate Medical Education Program). The activities of Ongomiizwin - Health Services are consistent with the unit's goal to provide health care to communities in northern Manitoba and Nunavut. The unit was an integral partner in the COVID-19 Rapid Response Teams, immunization teams, the development of virtual care modalities developed with psychiatry and pediatric teams, and, in collaboration with the College of Nursing, the deployment of midwives to maintain birthing services in Nunavut. Activities of Ongomiizwin - Research supported its objective to build and maintain productive, respectful partnership-based relationships with First Nations, Metis, and Inuit communities and its role to support researchers to accomplish this. Activities and accomplishments include the establishment of the Prairie Indigenous Knowledge Exchange Network and an annual Indigenous Health Research Symposium.
3. Based on a recommendation from SCAR, section C (ii) of the *Periodic Report* was revised to highlight the contributions that Ongomiizwin - Research and Ongomiizwin - Health Services have made to the development of public health policy in the province, particularly during the COVID-19 pandemic; work that has been recognized nationally and internationally.
4. The five-year plan for Ongomiizwin includes the five strategic goals listed below, with key actions to support those goals, as set out in section D of the *Periodic Report*.
 - Indigenous learners and patients experience significantly less racism in the learning and health care environments.
 - Facilitate massive organizational cultural shift across the Rady Faculty of Health Sciences, to rights-based reconciliation and substantive equity.
 - Deliver quality health care to contribute to Indigenous health equity.
 - Strengthened relationships across First Nations, Metis, and Inuit Communities built on a foundation of respect, reciprocity, responsibility and rights.
 - Honouring Indigenous knowledges.
5. With respect to the five-year plan, SCAR recommended that Ongomiizwin consider how it might incorporate anti-ableism within the strategic goals and /or key actions, given the disproportionate effects of ableism on Indigenous communities.
6. Membership of Ongomiizwin includes three categories: members by position, regular members, and external stakeholder and community leader members. When the Institute was established, SCAR was concerned that it should be a University Institute, with

members of the broader University invited and encouraged to become members. The work of growing the membership was interrupted by pandemic, which required that time and resources be directed to other activities and priorities. At the May 9th meeting, Melanie MacKinnon, Head, Ongomiizwin, acknowledged the need to expand the Institute's membership, including by formalizing the membership status of some researchers and community partners who currently have informal affiliations. The Institute will review the Ongomiizwin – Members' Council and Members' Executive Council Terms of Reference and develop a plan to increase the membership, at a strategic planning session planned for June 2022.

7. At the SCAR meeting, representatives of Ongomiizwin noted that, while work is yet to be done to increase membership, the Institute has created and strengthened connections across the Bannatyne and Fort Garry Campuses, including at the senior leadership level through the Office of the Vice-President (Indigenous), through long standing connections to the ACCESS Program and increasing connections with Migizii Agamik, and through the participation of its members in University-wide initiatives such as the Anti-Racism Task Force and Indigenous identity engagement sessions, that provide opportunities to build relationships with non-health related researchers across the campus.
8. The committee is recommending that the Institute be renewed for a period of five years on the basis that (i) in the previous five years, the Institute has successfully carried out its mandate through the activities and strong work of the three units within Ongomiizwin; (ii) the mission, objectives, and activities of the Institute continue to support the five strategic priorities identified in *Taking Our Place: University of Manitoba Strategic Plan 2015 – 2020*; (iii) the *Periodic Report* includes a clear five-year plan, with key actions to meet five strategic goals identified in a strategic planning session carried out in 2019; (iv) Ongomiizwin has made significant contributions to the Rady Faculty of Health Sciences, the University, and to Indigenous communities, through both its educational activities and health care services.

Recommendation:

The Senate Committee on Academic Research recommends:

THAT Senate approve the renewal of Ongomiizwin, Indigenous Institute of Health and Healing, for a period of five years, from April 18, 2022, to April 17, 2027.

Respectfully submitted,

Dr. Greg Smith, Chair
Senate Committee on Academic Review

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



March 22, 2022

Dr. Diane Hiebert-Murphy
Provost and Vice-President (Academic)
Professor, Faculty of Social Work and Psychological Service Centre
208 Administration Building
University of Manitoba
Winnipeg, MB R3T 2N2
Telephone: (204) 474-9444

RE: Five-Year Review of the Indigenous Institute for Health and Healing

Please accept this submission of the five-year report from the Indigenous Institute of Health and Healing (Ongomiizwin).

The committee will note the tireless efforts of the entirety of the Indigenous Institute of Health and Healing to address safe learning experiences, health career promotion, health equity, cultural safety and institutional racism. Their shared work has garnished national and international attention as a 'best in class' practice to be replicated by global Indigenous and academic networks.

In addition to their academic roles and responsibilities, Ongomiizwin's commitment to Indigenous communities has been unwavering, courageous and innovative throughout the pandemic. Through evidenced based advocacy, they collectively bridged provincial and federal health systems to ensure Indigenous peoples in Manitoba and Nunavut were protected against severe health outcomes as much as possible.

Their work has positioned the Rady Faculty of Health Sciences and the University of Manitoba as academic and clinical leaders in Indigenous Health across the country.

If you require any additional information, please do not hesitate to inquire. We look forward to a positive review from the Senate Committee on Academic Review (SCAR).

Best regards,

Dr. Brian Postl
Dean and Vice-Provost Rady Faculty of Health Sciences
Rady Faculty of Health Sciences
University of Manitoba

Cc. Melanie Mackinnon, head, Indigenous Institute Health and Healing (Ongomiizwin)
Dr. Marcia Anderson, Vice Dean Indigenous, Social Justice and Anti-Racism RFHS



Revised April 2022

Name of Academic Centre/Institute:

Ongomiizwin – Indigenous Institute of Health and Healing

Name of Faculty/School: Rady Faculty of Health Sciences

Name of Director and Contact Information

Name: Melanie MacKinnon

Email: Melanie.MacKinnon@umanitoba.ca

Phone: 204-272-3167/204-898-6323

Location of Academic Centre/Institute

Room, building, campus: 665 BMSB, 715 Brodie, P122

Website: <https://umanitoba.ca/ongomiizwin/>

In order to ensure that all academic activities are consistent with the goals of the University and that academic centres/institutes reflect positively on the general reputation of the University, all academic centres/institutes shall be reviewed by SCAR on a periodic basis but not less often than every five years. See the [procedure on Academic Centres and Institutes](#) (section 3.1) for the reporting requirements.

See also Addendum A – Instructions for Completing the Periodic Report at the end of this document.

A – Background and Overview – History, Mission, Objectives

In the space below, provide a brief history of the Academic Centre/Institute, including:

(i) the date on which it was established by the Board of Governors

Ongomiizwin – Indigenous Institute of Health and Healing was established by the Board of Governors on April 18, 2017.

(ii) a concise statement on the original mission and objectives for the Academic Centre/Institute and their relationship to the University's strategic plan

Ongomiizwin has been established as an institute pursuant to University of Manitoba Policy: Academic Centres and Institutes. As such, it is a formally structured organizational unit of the University of Manitoba.

Its mandate is to provide leadership and advance excellence in research, education and health services in collaboration with First Nations, Metis and Inuit communities. Its work is guided by Knowledge Keepers and Elders and helps to achieve health and wellness of Indigenous peoples. Ongomiizwin provides leadership in Indigenous health across the five colleges of the Rady

Faculty of Health Sciences (Dentistry, Medicine, Nursing, Pharmacy and Rehabilitation Sciences) in the areas of education, research and health services.

Ongomiizwin assumes responsibility for the administration, financial management, leadership and management structure, supporting inter-professional education, supporting inter-disciplinary policy electives, supporting international Indigenous exchange programs, and coordinating the activities of the specific units and streams of activity in Ongomiizwin.

Ongomiizwin 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. The Action Plan addresses themes such as honouring traditional knowledge and healing practices; providing safe learning environments and professionalism; improving support and retention of Indigenous students; educating all students and faculty in cultural safety and anti-racism; and removing barriers to health professional education.

The vision, mission and mandate for the proposed Institute are aligned with the collective expertise of the three centres that are amalgamated to form the Institute. They are focused on the activities and strategies that can support the Faculty (RFHS) and the University in advocating for those aspects of Indigenous self-determination and community engagement that will enhance collaboration and support the University goal for Indigenous achievement and success.

Vision:

A world where First Nations, Metis and Inuit communities hold the power to create opportunity for themselves and others

Mission:

To honor relationships, inspire minds, and contribute to the health and well-being of First Nations, Metis and Inuit children, families and communities.

Mandate:

To provide leadership and advance excellence in: research, education and health systems innovation to achieve the full potential of health and wellness for First Nations, Metis and Inuit Peoples. *We do this with continual guidance from our communities, knowledge keepers, elders and our ancestors; and in alignment with the university's strategic plan and its goal of Indigenous achievement and the Rady Faculty of Health Sciences priority focus on Indigenous Health.*

Objectives / Principles:

The creation of an Indigenous Institute of Health and Healing will build on the planning and development for objectives and principles of the Section of First Nations, Metis and Inuit Health in the Department of Community Health Sciences. We have expanded our initial objectives to include actions that are reflective of the recommendations of the *Truth and Reconciliation Commission (2015)*.

Organizational Principles:

Organizational principles are designed to help guide structures/businesses/organizations to meet the needs of the people they serve or service. The primary purpose of the proposed Indigenous Institute of Health and Healing is to provide service that meets the health needs of a diverse Indigenous community and culture in Manitoba and Nunavut and to support the University in Indigenous Achievement and Success. We will build and support the organizational culture of the Institute by

incorporating Indigenous values, in partnership with the Executive Lead and other Faculties, to build capacity within the academic environment that will increase the potential for Indigenous Achievement.

Objectives:

1. To promote the continued development of nationally and internationally recognized programs of clinical service, education and training, and research excellence at the University of Manitoba, in all four pillars (biomedical; clinical; health services; and social, cultural, environmental and population health).
2. To advise the University of Manitoba, Rady Faculty of Health Sciences and affiliated Colleges on issues of relevance for First Nations, Metis and Inuit communities and priorities in health service delivery, in education and training, and in research.
3. To provide support for Indigenous Achievement through leadership within the Rady Faculty of Health Sciences.
4. To take a leadership role in developing, supporting and assisting in the development of comprehensive, high-quality models of health service delivery for First Nations, Metis and Inuit communities.
5. To provide mentorship opportunities to support First Nation, Métis, and Inuit students, community and university-based researchers and service providers in achieving their goals in health professional studies, clinical service, academic service, and research.
6. To promote and support research that addresses the needs of First Nations, Métis, Inuit, and Indigenous¹ communities.
7. To support and advise First Nations, Métis, Inuit, and Indigenous governments and organizations on health policy issues based on the best available knowledge, experience, and research evidence as required.
8. To facilitate skill development in: First Nations, Métis, Inuit, and Indigenous communities and organizations in the use of health information for policy and program development.
9. To facilitate communication and knowledge sharing concerning: Indigenous health and Indigenous health education development nationally and internationally.
10. To facilitate skill development in the Rady Faculty of Health Sciences in engaging with First Nations, Metis and Inuit communities, bi-directional knowledge exchange, and provision of high quality, culturally safe health professional education and clinical service delivery.

(iii) a brief description of the scope of activities and the benefits and opportunities envisioned in the original proposal and/or the previous Periodic Report

Ongomiizwin brings together, at the Rady Faculty of Health Sciences level, three units that were formerly part of the Max Rady College of Medicine: the Manitoba First Nations Centre for Aboriginal Health Research, the Centre for Aboriginal Health Education and the J.A. Hildes Northern Medical Unit. These units have been renamed Ongomiizwin – Research, Ongomiizwin – Education, and Ongomiizwin – Health Services

The TRC Action Plan has been developed in the Rady Faculty of Health Sciences in conjunction with participating faculty and staff. The key themes include 1) Honoring Traditional Knowledge Systems and Practices, 2) Safe Learning Environments and Professionalism, 3) Student Support, Mentorship and Retention, 4) Education across the spectrum, and 5) Closing the Gap in Admissions.

The Terms of Reference for Operating Committees including the Implementation Committee for the TRC Action Plan have been approved, and the team will continue to work toward achieving the deliverables identified in the Action Plan.

Each of the respective units with Ongomiizwin play an instrumental role in achieving the Institute's goals.

Ongomiizwin Education provides cultural and academic resources for Indigenous students enrolled in the health professional degree programs in the Rady Faculty of Health Sciences.

Ongomiizwin Health Services is a provider of health care to many communities in northern Manitoba and eight Inuit Hamlets in Nunavut.

Ongomiizwin Research a centre of research excellence, committed to building and maintaining productive and respectful partnership-based relationships with First Nations, Metis, Inuit and Indigenous communities

(iv) a description of the advisory body/board, including its role and participants/members

I. Members by Position

(a) **Criteria: Members by their position are members of Ongomiizwin by virtue of holding a leadership or management position within Ongomiizwin. These members are:**

- Vice Dean, Indigenous, Rady Faculty of Health Sciences (RFHS)
- Head, Ongomiizwin and Executive Director, Ongomiizwin Health Services, RFHS
- All Elders-in-Residence, Ongomiizwin
- The Executive Director, Indigenous Academic Affairs, Ongomiizwin
- The Director, Research, Ongomiizwin
- The Director, Education, Ongomiizwin
- The Director, Indigenous Health Innovation, Ongomiizwin
- The Operations Manager, Ongomiizwin
- The Human Resources Officer assigned to Ongomiizwin
- The Director, Nursing Programs, Ongomiizwin

Individuals become a member of Ongomiizwin within this category by entering into one of the positions noted above. The member will no longer be considered a Member by Position of Ongomiizwin should they no longer hold the noted position.

II. Regular Members

(a) **Criteria: Regular Members of Ongomiizwin should hold an appointment in an academic department within the University of Manitoba however, in certain circumstances, may have an equivalent combination of education and experience. Regular members are required to have expertise and interest in the realm of Indigenous Health or Healing.**

Current approved members of the Ongomiizwin – Research, Ongomiizwin – Education, and the clinical leadership groups of Ongomiizwin – Health Services (“Members of a Unit”) are considered Regular Members of Ongomiizwin, by virtue of being Members of a Unit within Ongomiizwin. The member will no longer be considered a Regular Member of Ongomiizwin should the individual no longer be a Member of a Unit, unless they apply to be, and is approved as, a Regular Member in accordance with this Membership section.

III. External Stakeholder and Community Leader Members

Criteria: External Stakeholder and Community Leader Members of Ongomiizwin may be appointed as a Member by the Head of Ongomiizwin, based on functional expertise and interest in the realm of Indigenous Health or Healing.

An individual from any stakeholder group or any community leader may also apply to be a Regular Member should he or she meet the criteria.

B – Constitution of the Academic Centre/Institute

In the space below, provide a current membership list including the names of members, their affiliation (department, faculty, name of outside organization), and membership category.

Please see Appendix 1 for detailed membership, publications and awards. Also included are Membership Terms of Reference, Ongomiizwin Research and Ongomiizwin Medical Staff Lists.

Unfortunately the Covid 19 pandemic stalled the full enactment of formal membership onboarding as such the lists provided are affiliations at this time. The Terms of Reference will be reviewed in June 2022 at the strategic planning session with a formal membership onboarding plan and implementation process to follow suite.

C – Justification for Renewal

In the space below, provide justification for renewal of the Centre/Institute, for a period of five years (normally).

(i) Describe how the mission and objectives (current) for the Centre/Institute relate to the University's Strategic Plan.

The objectives of Ongomiizwin directly support the strategic priority areas identified in the latest University of Manitoba Strategic Plan as follows:

Inspiring Minds: The creation of an Indigenous Institute of Health and Healing

- **The advancement of Indigenous perspectives, scholarly work, and other creative activities are fundamental to Ongomiizwin's aim to support and develop productive partnerships in the development of health care models and community-based health research with First Nations, Metis, Inuit, and/or Indigenous communities. All planning, development, and current activities, including the governance structure of 'the Institute' are guided by; the communities, the knowledge keepers and the elders. This allows the assurance that we have support from our community and are confident in our ability to achieve the goals of the above statement.**
- **The Institute encourages, supports, and actively pursues the recruitment of First Nations, Metis, Inuit and/or Indigenous students, researchers, and faculty members**

Driving Discovery: Enhanced opportunities for community-based research navigation and development

- **Given our team's expertise in partnership-based research, education and training, and clinical health service delivery with First Nations, Metis, Inuit, and/or Indigenous communities students, learners and new faculty members will gain valuable understanding regarding key issues facing Indigenous communities as well as the importance and contributions of Indigenous peoples in Manitoba, Canada, and the world.**

Creating Pathways: Developing a full range of resources in Indigenous Health and for Indigenous students for all Colleges within the Rady Faculty of Health Sciences

- The Institute operates an extensive student mentorship program in all areas of research, student support and physician leadership and this helps to foster the development of interest and expertise in First Nations, Metis and Inuit health research, education and service delivery.
- The proposed Institute leadership and directors maintain relationships with Indigenous communities and with a cadre of faculty mentors who are committed to support First Nations, Métis, Inuit students interested in graduate and clinical work, and in all students interested in collaborative First Nations, Métis and Inuit health research, education and health service delivery.

Forging Connections:

- The Institute offers international linkages through our International Indigenous Academic Health Network jointly funded by the Office of International Affairs and the Rady Faculty of Health Sciences, Max Rady College of Medicine that offers student and faculty exchange programs with a focus on Indigenous Health. MFN CAHR recently acquired a scholarship program funded by the Canadian Queen Elizabeth II Diamond Jubilee Scholarships offers Canadian students the

2 Office of the President. 2015. "Taking Our Place: University of Manitoba Strategic Plan 2015-2020". Winnipeg, University of Manitoba. <http://umanitoba.ca/admin/president/strategic-plan-index.html>.

opportunity to undertake clinical training and research in commonwealth countries for a minimum period of 3 months. We will grant 75 such scholarships over the next 4 years.

- The Institute encourages our members to continue international collaborations and publications in high quality peer-reviewed journals and conferences, raising the profile of partnership-based First Nations, Metis, Inuit and/or Indigenous health research in general and MFN CAHR and the University of Manitoba in particular.
- The collective efforts of the Faculty and Institute members and our Indigenous community partners have resulted in the document 'A Framework Agreement for Research Engagement with First Nations, Metis and Inuit Communities' to facilitate collaborative relationships with Indigenous communities
- The Institute remains committed to Knowledge Translation and to the integration of First Nations, Metis, Inuit and/or Indigenous knowledge into models of health service delivery and health research practices. To this end, we encourage our members to continue to publish their work nationally and internationally in addition to presenting research at national and international conferences.

Building Community: The development of an Indigenous Traditional Medicine Garden will benefit all staff and students of all Colleges at the Bannatyne Campus.

Through all of our activities, the Institute remains centrally committed to building and maintaining productive and respectful partnership-based relationships with First Nations, Metis, Inuit and/or Indigenous communities, to recruiting Indigenous students and scholars, to providing effective support and mentorship, and to sharing and building knowledge internationally. As such, the Institute is uniquely suited to foster and promote the aims of the University of Manitoba as outlined in the Strategic Plan (2015-2020).

(ii) Describe how and why the Centre/Institute has achieved or revised its original objectives. Identify any new/changed objectives and provide reasons for the changes.

Ongomiizwin Education:

Located at S206 Medical Services Building at the Bannatyne Campus, Ongomiizwin Education offers a large student space with computers for use by the members, a small kitchen for those on-call beyond regular hours, a conference room for meetings and private tutoring and study. The space was designed to facilitate traditional teachings and ceremony, including smudging.

A full time administrative assistant provides direct support for the students and facilitates regular mentorship gatherings with senior indigenous health care practitioners. The unique feature to the supportive environment is the availability and support from two elders who provide cultural teachings and guidance.

Our Elder in Residence, Margaret Lavalley and Knowledge Keeper, Leslie Spillett, in Ongomiizwin Education are key contributors to the health and well-being of our students and staff. They provide cultural and traditional teachings for students and staff within the Ongomiizwin Institute in addition to RFHS. They also provide cultural and traditional teachings at formal and informal events on and off Campus. They work to support research teams and projects, open conferences, and provide guidance and support around community engagement

The Senior Lead, Indigenous Health Student Affairs, works with self-identified Indigenous students within the Rady Faculty of Health Sciences in the areas of mentorship, retention, student support, and program completion. As a first point of contact, the Senior Lead connects students to the most relevant academic and personal support resources, when necessary, to promote strong academic achievement and wellness. The Senior Lead also encourages future prospective students to consider a health career through pipeline and recruitment activities. All of these activity areas revolve around providing an inclusive and welcoming environment at the Bannatyne Campus and creating a sense of community amongst future learners, current learners, staff and faculty.

Our key role in Ongomiizwin Education is supporting and recruiting our Indigenous students and this also includes recruiting and supporting mentors. We welcome health career professionals who are interested in mentoring students and supporting the vision for Indigenous achievement in our health career professional programs.

Activities at the Ongomiizwin Education are consistent with our Truth and Reconciliation Action Plan and can be grouped as Honoring traditional knowledge systems and practices, safe learning environments and professionalism, student support, mentorship and retention and closing the gap.

Medical Students Entrance Interviews Workshop (MSEI Workshop):

The goal of the MSEI Workshop was developed to support prospective Indigenous students through a series of activities designed to prepare them for the challenging medical school interviews. In addition to the practice MMI and Panel interviews, the enhanced MSEI Workshop provided participants with opportunities to explore Indigenous ceremony, identity, and strategies to compete and succeed in the mainstream health and educational systems.

Pimose Ta: Lets Walk Together – Inter-professional Mentorship Days:

This event was to help with developing a network of support for Indigenous faculty and staff from the 5 colleges with the Rady Faculty of Health Sciences. It is also to strengthen our culture and

our ceremony and to allow us to return to land-based teaching while building relationships, making connections and initiate mentorship opportunities.

Longitudinal Indigenous Health Course

The Rady School of Medicine is the only institution in Canada delivering this unique course across the four years of undergraduate education. The development of this course rests upon learners developing a critical awareness of their social positioning in the context of the impact of ongoing colonization of indigenous communities in Manitoba and Canada. While the epidemiology and other features of illness patterns, diseases, mental un-wellness and a reliance on the social determinant of health frame a standard approach to understand Indigenous health, this course is underpinned by critical thinking. Learners are required to employ non-traditional analytical frames with words like race, racism, oppression and other forms of power disparities. The course examines the role of varying levels of indigenous specific racism and connects this phenomena to health, economic, social and political challenges indigenous communities face. The link to health outcomes is vital.

Community Engagement:

- Physician Director representative on the Indigenous Physicians Association of Canada Board of Directors, August 2018
- Indigenous representative for the College of Physicians and Surgeons on MB, Manitoba Buprenorphine/naloxone recommended practice manual working group, April 2019
- Physician Director Representative on the Indigenous Physicians Association of Canada Board of Directors, August 2018 and lead of the planning subcommittee: Culture & Protocol PRIDoC conference hosted in September 2020, Vancouver.
- Attending Two-Spirit gatherings and events to ensure inclusivity and safety of our community within academia and to increase knowledge and gain further teachings/ceremonies.
- Red River College, future meeting planned for Feb/March to have further discussions around connecting OE with School of Indigenous Education.

Ongomiizwin Health Services

Since July 1970 the J.A. Hildes Northern Medical Unit, and now Ongomiizwin Health Services (OHS), has been the principal provider of health care to many communities in northern Manitoba and eight Inuit Hamlets in Nunavut. The goal is to provide dependable high quality medical care, promote and facilitate research that responds to the needs and wishes of the communities served, develop and foster educational programs within the communities and at the Faculty of Health Sciences, and increase awareness of health concerns of indigenous people. Clinical services include family practice and medical specialties, physician assistants and clinical assistants, expanded practice nursing, renal health, diabetes foot program, diabetes retinal screening program, medical social work, and rehabilitation therapy.

The Manitoba First Nations COVID19 Rapid Response Teams was born out of a collaboration between the Assembly of Manitoba Chiefs (AMC), Manitoba Keewatinowi Okimakinak (MKO), Southern Chiefs Organization (SCO), and First Nations Health and Social Secretariat of Manitoba (FNHSSM).

Since the beginning of the COVID-19 Pandemic, OHS has been an integral partner in The Manitoba First Nation COVID 19 Rapid Response Teams (RRT). The RRT was created to ensure that First Nation communities in Manitoba were able to access appropriate assistance in an efficient and timely manner from multidisciplinary teams familiar with the unique challenges and demographics of First Nation communities. The Manitoba First Nation COVID 19 Rapid Response Teams are a

collaborative and regional response that fits within the existing continuum of care, while bridging jurisdictions and integrating standards of care.

Our clinicians strive to achieve eight service commitments:

1. **Safety** - We commit to providing culturally and clinically safe- care & wellness of clients and communities.
2. **Listening** - We commit to listening openly and without judgment to our clients/families/communities and all members of the health care team.
3. **Compassion** - We commit to compassionate and caring service delivery and providing a welcoming environment to our clients.
4. **Respect** - We commit to reducing barriers (physical, language, cultural, etc.) that may limit the use of our services.
5. **Humility** - We commit to supporting and responding to our client needs in a non-judgmental manner.
6. **Transparency** - We commit to being transparent and accountable to our clients, staff, partners, and funders.
7. **Accountability** - We commit to preserving ethical behaviour, providing safe and competent care and upholding quality assurance requirements to maintain facility, professional, and practice standards.
8. **Learning and innovation** - We commit to innovation, creativity, and being open to explore approaches and evidenced best practices.

Ongomiizwin Health Services continues to work with Ongomiizwin Research to inform public health policy, patient advocacy and access to equitable, safe, timely and quality health care.

Ongomiizwin Research

Ongomiizwin Research is a centre of research excellence, committed to building and maintaining productive and respectful partnership-based relationships with First Nations, Metis, Inuit and Indigenous communities, to recruiting Indigenous students and scholars, to providing effective support and mentorship, and to sharing and building knowledge internationally.

A key role for Ongomiizwin Research is to support new and established researchers in including research questions of relevance to First Nations, Métis and Inuit in their programs of research; in developing relationships and partnerships; with research navigation, etc. Ongomiizwin Research welcomes researchers who are interested and involved in research aimed at improving the health of First Nations, Métis, Inuit, and Indigenous populations to become members of Ongomiizwin Research.

Ongomiizwin Research is bolstered by the strength of over 60 academic members from the University of Manitoba and beyond who engage in partnership-based Indigenous health research. We have seen over the last year 10 new members join the membership.

One of the main functions of the Ongomiizwin Research is the Support Unit. Although membership is free, Research Navigation Services are offered to all participating members, on a fee for service basis. These services may include assistance with relationship building, ethics submissions, research assistant time, office space, IT services, and/or grant administration. Through this service we have administered over \$2.5 million in grants and were awarded over \$5.4 million in grants that we helped submit and will be administered from Ongomiizwin Research in the next fiscal year.

The Prairie Indigenous Knowledge Exchange Network (PIKE-Net) is intended to improve the recruitment and retention of Indigenous university students; increase and improve the quality of training opportunities for those students; increase networking opportunities (including international networks); increase the number of Indigenous students who are awarded outside

funding (i.e. provincial or national funding); improve the quality and quantity of knowledge products; and continue to identify individual/systemic barriers for Indigenous students.

In the first year of funding, PIKE-Net funded 3 PhD fellowships and 3 master fellowships all from the U of M. There was an open competition for undergraduate students where there were 11 students who applied to be a part of the summer internship program. We have reached out to approximately 200 students and have done over 8 presentations about the program and Indigenous health research across Manitoba.

The PIKE-Net program offers a variety of supports and opportunities for undergraduate and graduate students who are interested in Indigenous health including: paid Summer research internships; graduate fellowships; workshops to help develop students' research skills; mentor matching; cultural supports, opportunities to present and network at PIKE-Net research institutes; and more.

Canadian Queen Elizabeth II Diamond Jubilee Scholarships (QES)

The Canadian Queen Elizabeth II Diamond Jubilee Scholarships (QES) is managed through a unique partnership of Universities Canada, the Rideau Hall Foundation (RHF), Community Foundations of Canada (CFC) and Canadian universities (scholarship sun-set in 2021)

This program is made possible with financial support from the Government of Canada, provincial governments and the private sector. This prestigious scholarship program was led by Dr. Natalie Riediger, Assistant Professor, Department of Community Health Sciences and Ongomiizwin Research, Centre for Global Public Health, and the Department of Medical Microbiology. The program, "Promoting international community-university partnerships in global and Indigenous health", is one of thirty-four Canadian universities to manage a QES program, the University of Manitoba having the largest. We have received additional funding in 2018 (\$300,000) to expand our program beyond the commonwealth and extend the program to 2021.

The contributions of the three UofM project partners are supported by program partners in Australia, Belize, Colombia, India, New Zealand, and Kenya as well as our Indigenous partners in Manitoba – Nanaandawewigamig First Nations Health and Social Secretariat of Manitoba, Manitoba Metis Federation, and the Manitoba Inuit Association.

The Canadian Queen Elizabeth II Diamond Jubilee Scholarships continues to develop the next generation of innovative leaders and community builders, both locally and globally. Canadian students at the undergraduate and graduate levels participate in internships or academic study for periods of at least three months in another country. Scholarships are also available to students from our partner institutions to visit the University of Manitoba for a semester.

All QES-funded students participate in the online short- or for-credit course CHSC 7610 Community Engagement and Program Science taught by Dr. Natalie Riediger, now taught by Dr. Josee Lavoie as a series of self-directed modules (8-12 requests/year). This innovative online course allows students to engage with each other to learn about the value of engagement in research and the many forms of engagement in global and Indigenous settings. Students are challenged to reflect on their position as they embark on their own research and internship placements abroad. Forty-one awards have been distributed to date.

Ongomiizwin Research holds an annual Indigenous Health Research Symposium that offers Indigenous community members, youth, students and researchers the opportunity to share ideas about Indigenous health research. Every year we gather on Treaty 1 territory to discuss how we can centre Indigenous voices in health research and the critical role of disrupting colonial narratives. We have over 300 attendees, 50 concurrent sessions, 10 workshops and two keynotes during our two-day symposium.

(iii) Describe the major contributions of the Centre/Institute to the Faculty/School and the University and to the broader community, if appropriate, for the period covered by the Periodic Report (see Notice of Review). Include a detailed listing of the educational and education-related accomplishments of the Centre/Institute.

**Strategic Initiatives and Accomplishments for “Creating Pathways to Indigenous Achievement”
Strategic priority aligning with The Rady Faculty of Health Science’s Reconciliation Action Plan
five theme areas:**

1. HONOURING TRADITIONAL KNOWLEDGE SYSTEMS AND PRACTICES

- **Medicine Garden Project (Ta Minogin Kii Mashkiki Minaan):** further development of our Medicine Garden led by Dr. Melinda Fowler in partnership with Kathy Bird, Margaret Lavallee and Leslie Spillett including harvesting and storing of traditional medicines in Ongomiizwin Education.

2. SAFE LEARNING ENVIRONMENTS AND PROFESSIONALISM

- **Anti-racism:** addressing the safety of the learning environment by recruiting and hiring an Anti-Racism Practice Lead who will lead the development of an anti-racism strategy that includes an anti-racism policy and procedures; providing faculty development including a workshop and Grand Rounds by respected physician Dr. Ron Wyatt on "Addressing Institutional Racism to Achieve Health Equity."
- **Pimose Ta (let’s walk together) mentorship event:** One day of land base teaching.
- **Ongomiizwin’s support for the development of the University of Manitoba Indigenous Senior Leadership: Report and Recommendations to the Provost and Vice President.**

3. STUDENT SUPPORT, MENTORSHIP AND RETENTION

- **Medical Student Entrance Interviews (MSEI) workshop** increased admission this year, 15 Indigenous Med students.
- **The Prairie Indigenous Knowledge Exchange Network** counts 51 active mentors, over 200 students connected to the program, 32 funded Indigenous graduate students and 23 undergraduate Indigenous student research internships.

4. EDUCATION ACROSS THE SPECTRUM

- **Indigenous health research:** engagement with urban Indigenous people to develop a report on urban Indigenous health research pathways that will be incorporated into an upcoming revision of the Framework for Indigenous Health Research Engagement.
- **K-12 recruitment:** partnership with Manitoba Inuit Association on the Inuit Connections Program, providing culture based programming and mentorship from current Inuit university students to urban Inuit students in secondary school.
- **The number of Indigenous health research proposals submitted by UM researchers** jumped from an average of 1.8/year from 2008-13, to 6.7/year from 2014-18. Our success rate also jumped from 30% to 60%. Finally, the funding secured through these proposals jumped from an average of \$0.5M/year (2008-13) to \$1.7M/year (2014-18). Noteworthy, these changes preceded the new CIHR investments in Indigenous health research. Ongomiizwin counts 60+ members (from 4 in January 2014).

- **Physician program expansion into five new First Nation communities in Manitoba and Rehabilitation Sciences expansion into the Department of Education throughout Nunavut. Enhanced inter-disciplinary experiential learning opportunities across all five colleges.**

5. CLOSING THE GAP IN ADMISSIONS

- **Ongomiizwin Education award: Canadian Association of Occupational Therapist citation award.**
- **Partnership with Rehab Sciences to support Community engagement**

In addition to successful achievement in several strategic directions, Ongomiizwin clinical health leadership also played a significant role in ‘closing the gap’ in access to equitable health care for Indigenous communities in Manitoba and Nunavut. Some of this work was through the deployment of health human resources for rapid response teams and immunization teams that included regulated professionals, learners and faculty; more than 350 signed up to support Indigenous communities. In collaboration with the College of Nursing, Ongomiizwin also supported the emergent deployment of midwives from the college in an effort to keep birthing services open in Nunavut. Additional virtual care modalities were also constructed with our psychiatry and pediatric department teams to ensure access at a time when travel was limited.

D – Five-Year Plan

In the space below, provide a five-year plan for the Centre/Institute, including but not limited to, future directions and development strategies and revised mission or objectives (if appropriate). Describe how the future directions and revised mission or objectives relate to the University’s Strategic Plan.

In June 2019 Ongomiizwin: Indigenous Institute of Health and Healing held a Strategic Planning Session. The purpose of the planning session was to provide time to reflect on the connection of Ongomiizwin’s day to day work and practice with their Mission and Vision, review the Ways of Being and develop Strategic Goals to guide the next few years of the Institute’s work. Session participants included Ongomiizwin staff and community and institutional partners. This work will be renewed at our next strategic planning session scheduled for June 2022.

Strategic Goals

Through the planning process, five Strategic Goals were identified.

- 1. Indigenous learners and patients experience significantly less racism in the learning and health care environments.**
- 2. The faculty has made a massive organizational cultural shift to rights-based reconciliation and substantive equity.**
- 3. Deliver quality health care to contribute to Indigenous health equity.**
- 4. Strengthened relationships across First Nations, Metis and Inuit Communities are built on a foundation of respect, reciprocity, responsibility and rights.**
- 5. Honouring Indigenous knowledges.**

Key Actions

For each Strategic Goal, Key Actions were identified. The Key Actions describe the tangible actions that will be made throughout the next five years that support the successful achievement of the Strategic Goals. In some places the Key Actions may need more explanation or description before finalizing.

1. Indigenous learners and patients experience significantly less racism in the learning and health care environments

Key Actions

- a. Draft a Rady Faculty of Health Sciences anti-racism policy, aligning with CLMC, SDOs and regulatory bodies
- b. Build accountability mechanisms in:
 - annual performance reviews, promotion and tenure
 - human resource policies
 - codes of conduct
 - meaningful remediation and restorative justice practices
 - transparent cumulative reporting
- c. Develop a robust faculty, staff and community mentors anti-racism education and training plan
- d. Create an anti-racism communication campaign (zero tolerance)
- e. Prioritize and resource scholarly activity on anti-racism

NOTE: We will need to think Faculty wide as well as within each college and exchange learnings across colleges

2. Facilitate massive organizational cultural shift across faculty to rights-based reconciliation and substantive equity

Key Actions

- a. Active recruitment and hiring of Indigenous faculty, staff and students, including senior administration
- b. Secure Indigenous representation on all committees including BOG, Senate and internal policy and procedure committees
- c. Support Rady Faculty of Health Sciences in the development of inclusive practice and policy for First Nations, Inuit and Metis (including admissions and interviews)
- d. Identify racist policies and replace with Indigenous inclusive policy
- e. Engage Rady Faculty of Health Sciences in implementation of TRC Action Plan

3. Deliver quality health care to contribute to Indigenous health equity

Key Actions

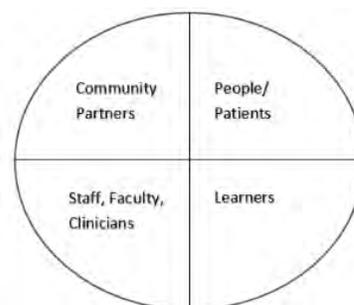
- a. Needs based service planning and delivery.
- b. Develop and implement a health care quality measurement system
- c. Develop, lead and participate in mandatory critical incident investigations and reviews
- d. Using relationship building, negotiation and conflict resolution, create the mandate to focus on QI and patient safety
- e. Obtain funding to properly resource QI and patient safety

4. Strengthened relationships across First Nations, Metis and Inuit Communities built on a foundation of respect, reciprocity, responsibility and rights.

Key Actions

People/Patients

- a. Patient Safety and critical incident reviews
- b. Health Equity
- c. Challenge government barriers to access and quality care
- d. Honouring Indigenous patient autonomy “patients as partners”



Learners

- e. Health Career Promotion
- f. Pipeline programs/outreach “Pathways”
- g. Student placements
- h. Indigenous Health curriculum renewal
- i. Mentorship

Staff/Faculty/Clinicians

- j. Cultural safety
- k. Anti-racism approaches
- l. Increase in staffing appointment
- m. Graduate program pathways
- n. Ways of Being Charter

Community Partners

- o. Advocacy for self-determination
- p. Presence at decision making tables
- q. Leverage our influence to make space
- r. Community led research
- s. Meaningful community engagement

5. Honouring Indigenous knowledges

Key Actions

- a. Longitudinal Indigenous Health course in all colleges (example College of Medicine)
- b. Mandatory pre-requisite course in Native Studies or Indigenous Spirituality
- c. University of Manitoba offer Indigenous language courses
- d. Outdoor classroom in Medicine Garden used for teaching traditional medicine and healing and for traditional teachings
- e. Develop curriculum
- f. Opportunity to do land-based teachings like Sweat Lodge, Sun Dance, Pow Wow.
- g. Revive the traditional Medicine Garden
- h. Create a traditional medicine room to hold medicines at Ongomiizwin
- i. Spread awareness of Traditional Wellness Clinic and Support for clinic
- j. Opportunity for medicine picking
- k. Traditional knowledge centre where Indigenous culture and traditions are shared globally

With recent lessons learned from the provincial covid response. Ongomiizwin will also be including public policy advocacy/development, anti-racism and anti-ableism work in the strategic plan.

E – Detailed Financial Statement

Provide a detailed financial statement for the period covered by the Period Report (see Notice of Review). The financial statement may be provided in the space below or as an appendix attached to this form.

See Appendix II

F – Letters of Support

Provide letters indicating continued support for the Centre/Institute from appropriate department heads and faculty/school dean/director. Attach letters of support in an appendix to this form.

Enc. Dr. Jitender Sareen, Professor and Head, Department of Psychiatry, University of Manitoba
Dr. Patricia Birk, Professor and Head, Department of Pediatrics, University of Manitoba
Dr. Sharon Bruce, Professor and Head, Department of Community Health Sciences, University of Manitoba

G – External Reviewers

In the space below, provide the names and contact information of individuals who could provide external assessments of the Centre/Institute. External reviewers should be educators, with no affiliation with the Centre/Institute, who are knowledgeable in the field of the Centre's/Institute's educational activity.

External reviewer 1

Name: Dr. Sharron McDonald

Email: davshar@mymts.net

Phone:

Mailing address:

External reviewer 2

Name: Dr. Carey Miller

Email: cary.miller@umanitoba.ca

Phone:

Mailing address:

External reviewer 3

Name: Dr. Niigaanwewidam Sinclair

Email: niigaan.sinclair@umanitoba.ca

Phone:

Mailing address:

External reviewer 4

Name: Dr. Lisa Richardson

Email: lisa.richardson@utoronto.ca

Phone:

Mailing address:

External reviewer 5

Name:

Email:

Phone:

Mailing address:

APPENDIX 1

Ongomiizwin Membership, Publications and Awards

2017-2018

Dr. Catherine Cook, Head Ongomiizwin Indigenous Institute of Health and Healing

Grants

- 2017-2019: University of Manitoba; University Indigenous Research Program: \$24,375
Title: Cancer Incidence, Diagnosis and Outcomes among Manitoba Status First Nations Peoples
Principal Applicant: Dr. Annette Schultz Co-Applicants: Dr. Genevieve Thompson, Dr. Randy Fransoo, **Dr. Catherine Cook**, Janice Linton, Esther Sanderson, Tara Horrill
- 2014-2018: CIHR Aboriginal People's Health Institute: \$709,987
Title: Diversifying our Ways of Understanding Heart Health among First Nations People in Manitoba: A Mixed Methods Study Governed by a Two-Eyed Seeing Approach PI: Dr ASH Schultz Co-Applicants: Ms. K Thronson; Drs. R Brownlie, **C Cook**, R Fransoo, F Hussain, A Katz, E McGibbon, T Nguyen, and J Sawatzky

List of Publications

- Schultz, A., Dahl, L., McGibbon, E., Brownlie, RJ, **Cook, C**, Elbarouni, B, Katz, A, Nguyen, T, Sawatzky, J, Sinclair, M, Thronson, K, Fransoo, R (2018). Index coronary angiogram utilization in Manitoba, Canada: A population-level descriptive analysis of First Nations and non-First Nations recipients BMJ Open, Mar 25;8(3):e020856. doi: 10.1136/bmjopen-2017-020856
- Creating Conditions for Canadian aboriginal health equity: The promise of healthy public policy. Richmond, CA; **Cook, CL**. Public Health Reviews (2016) 37:2
- Anderson (DeCoteau) M., Woods A., Lavallee B., **Cook C**. Race and racism: Unsafe learning environments; Indigenous medical students' experiences of racism. LIME Good Practice Case Studies. 2017; 4: 18 – 25.

Abstracts Published

- European Journal of Public Health. Volume 28, Supplement 1, Impacting clinical and cultural competencies through cross-cultural connections: the development of an international Indigenous Academic Health Network. pp10 – 11. May, 2018.
- Anderson M., **Cook C.**, MacKinnon M., and Whetter I. Structures Last Longer than Intentions: Creation of the Ongomiizwin Indigenous Institute of Health and Healing at the University of Manitoba. Northern Rural and Remote Health 2017 Scientific Program.

2018-2019

Grants

- 2017-2019: University of Manitoba; University Indigenous Research Program: \$24,375
Title: Cancer Incidence, Diagnosis and Outcomes among Manitoba Status First Nations Peoples
Principal Applicant: Dr. Annette Schultz Co-Applicants: Dr. Genevieve Thompson, Dr. Randy Fransoo, **Dr. Catherine Cook**, Janice Linton, Esther Sanderson, Tara Horrill
- 2014-2018: CIHR Aboriginal People's Health Institute: \$709,987
Title: Diversifying our Ways of Understanding Heart Health among First Nations People in Manitoba: A Mixed Methods Study Governed by a Two-Eyed Seeing Approach PI: Dr ASH Schultz Co-Applicants: Ms. K Thronson; Drs. R Brownlie, **C Cook**, R Fransoo, F Hussain, A Katz, E McGibbon, T Nguyen, and J Sawatzky

List of Publications

- Schultz, A., Dahl, L., McGibbon, E., Brownlie, RJ, Cook, C, Elbarouni, B, Katz, A, Nguyen, T, Sawatzky, J, Sinclair, M, Thronson, K, Fransoo, R (2018). Index coronary angiogram utilization in Manitoba, Canada: A population-level descriptive analysis of First Nations and non-First Nations recipients *BMJ Open*, Mar 25;8(3):e020856. doi:10.1136/bmjopen-2017-020856
- Creating Conditions for Canadian aboriginal health equity: The promise of healthy public policy. Richmond, CA; Cook, CL. *Public Health Reviews* (2016)37:2
- Anderson (DeCoteau) M., Woods A., Lavalley B., Cook C. Race and racism: Unsafe learning environments; Indigenous medical students' experiences of racism. *LIME Good Practice Case Studies*. 2017; 4: 18 – 25

Abstracts Published

- European Journal of Public Health. Volume 28, Supplement 1, Impacting clinical and cultural competencies through cross-cultural connections: the development of an international Indigenous Academic Health Network. pp10 – 11. May, 2018.
- Anderson M., **Cook C.**, MacKinnon M., and Whetter I. Structures Last Longer than Intentions: Creation of the Ongomiizwin Indigenous Institute of Health and Healing at the University of Manitoba. Northern Rural and Remote Health 2017 Scientific Program

2019-2020

Grants

List of Publications

1. Horrill T*, Schultz Annette, Lavoie JG, Linton J, 2019. Access to Cancer Care among Indigenous Peoples in Canada: A Scoping Review, *Social Science and Medicine*, [Volume 238](#), October 2019, 112495, <https://doi.org/10.1016/j.socscimed.2019.112495>.
2. Kyoon-Achan G, Philips-Beck W, Lavoie JG, Eni R, Sinclair S, Avery Kinew K, Ibrahim N, Katz A. (2019) What Changes would Manitoba First Nations like to see in the Primary Healthcare they receive? A qualitative investigation, *Healthcare Policy*, Vol 15 (2): 85-99. doi:10.12927/hcpol.2019.26069.
3. Philips-Beck W*, Kyoon-Achan G, **Lavoie JG**, Krueger N*, Avery Kinew K, Sinclair S*, Ibrahim N, Katz A, **2019**. Negotiation, Reciprocity and Reality: The experience of collaboration in a *Community-based Primary Health Care (CBPHC)* program of research with 8 Manitoba First Nations, *International Journal of Indigenous Policy*, 10(4): <https://10.18584/ijipi.2019.10.4.8334>
4. Cooper E, Driedger M, **Lavoie JG**, 2019. Building on Strengths: Collaborative Intergenerational Health Research with Urban First Nations and Métis Women and Girls, *International Journal of Indigenous Health*, 14(1): 107-25 DOI:10.32799/ijih.v14i1.31932.
5. **Lavoie, JG**, Ward A, Wong S, Ibrahim N, 2019. Underutilized and undertheorized: The use of hospitalization for Ambulatory Care Sensitive conditions for assessing the performance of primary healthcare in rural environments, *BMC Health Services Research*, 19(50). <https://doi.org/10.1186/s12913-018-3850-y>
6. Kyoon-Achan G*, Philips-Beck W*, **Lavoie JG**, Eni R, Sinclair S*, Avery Kinew K, Ibrahim N*, Katz A, 2019. Looking Back, Moving Forward: A First Nations Framework for Mental Wellness, *International Journal of Culture and Mental Health*, Dec 18, 2018. DOI: [10.1080/17542863.2018.1556714](https://doi.org/10.1080/17542863.2018.1556714)
7. McDonnell L*, **Lavoie JG**, Wong Sabrina T, Healey Gwen, Goulet Sara, Clark Wayne, 2019, Medevac patterns in Nunavut and the Northwest Territories: perspectives from health service providers, *Int J Circ Health* (full citation not yet available) doi.org/10.1080/22423982.2019.1571384
8. **Lavoie JG**, Zacharias J, Kaufert J, Krueger N*, Kinew KA, McLeod L, Chartrand C. 2019, Is peritoneal dialysis a solution for northern Manitoba? *Healthcare Policy*, 14(4):52-65. DOI: [10.12927/hcpol.2019.25856](https://doi.org/10.12927/hcpol.2019.25856).

Peer reviewed reports or report chapters

Katz A, Avery Kinew K, Star L, Taylor C, Koseva I, Lavoie JG, Burchill C, Urquia ML, Basham A, Rajotte L, Ramayanam V, Jarmasz J, Burchill J, 2019, The Health Status of and Access to Healthcare by Registered First Nation Peoples in Manitoba, Winnipeg: Manitoba Centre for Health Policy.
http://umanitoba.ca/faculties/health_sciences/medicine/units/chs/departamental_units/mchp/Landing-FNAtlas.html

Conference Presentations with Published Abstracts

1. **Lavoie JG**, Is Assisted Peritoneal dialysis a solution for northern Manitoba? Health Services Research Association of Australia and New Zealand, Auckland New Zealand, Dec 3-5, 2019.
2. **Lavoie JG**, *Underutilized and undertheorized: The use of hospitalization for Ambulatory Care Sensitive conditions for assessing the extent to which primary healthcare services are meeting needs in BC First Nation communities*, Health Services Research Association of Australia and New Zealand, Auckland New Zealand, Dec 3-5, 2019.
3. **Lavoie JG**, Historical foundations and contemporary expressions of a right to health care in Circumpolar Indigenous contexts: a cross-national analysis, McGill University Health Rights: Individual, Collective, and 'National', Montreal, November 7, 2019.
4. Cueva K, Guistini S, Healey Akearok G, Kanayurak N, Larsen CVL, **Lavoie JG**, Rink E, Stoor JP, From Resilient to Thriving: supporting health and well-being in Arctic communities, Wilson Centre, Washington DC, October 31, 2019.
5. Zimmer AN, Robinson N, Wells G, Fields L, Johannsdottir L, Nysten-Haarala S, **Lavoie JG**, Cueva K, Heley Akearok G, Larsen CVL, Fulbright in the Arctic – Meet the Scientists, Arctic Circle, Iceland, October 10-13, 2019.
6. Reimer GA, Nymand J, Stoor JP, Healey G, **Lavoie JG**, Cueva K, Rink E, Research ethics in Greenland – Moving towards a common framework for ethical guidelines across disciplines in Greenland? Nunamed, Nuuk, Greenland, October 5-7, 2019.
7. **Lavoie JG**, Stoor JP, Rink E, Cueva K, Gladun E, Larsen CVL, Healey Akearok G, Kanayurak N, Cultural competence and safety in Circumpolar countries: an analysis of discourses in healthcare, Nunamed, Nuuk, Greenland, October 5-7, 2019.
8. Cueva K, Healey Akearok G, Larsen, CVL, Lavoie, JG. Stoor, JP, Rink E, Guistini S, Kanayurak N. Diving Below the Surface: A Framework for Health and Wellness Research in the Circumpolar North, Nunamed, Nuuk, Greenland, October 5-7, 2019.
9. *Kyoon-Achan G, Avery Kinew K, Lavoie JG, Phillips-Beck W, Sinclair S, Ibrahim N, Katz A. Integrating Indigenous Traditional Health Knowledge in the Health System: Issues, Opportunities and Recommendations of Manitoba First Nations. Canadian Association of Health Services and Policy Research, Halifax, May 29-31, 2019, Halifax.*
10. *Kyoon-Achan G; Phillips-Beck W; Avery Kinew K; Sinclair S; Lavoie JG; Katz A. Our People, Our Health: Envisioning Improved Primary Healthcare in Manitoba First Nation communities. Canadian Association of Health Services and Policy Research, Halifax, May 29-31, 2019, Halifax.*
11. *Kyoon-Achan G; Phillips-Beck W; Avery Kinew K; Lavoie JG; Sinclair S, Katz A. Elevating First Nation Voices to Transform Primary Healthcare in First Nation communities in Manitoba. Canadian Association of Health Services and Policy Research, Halifax, May 29-31, 2019, Halifax.*
12. **Lavoie JG**, Phillips-Beck W, Kyoon-Achan G, Avery Kinew K, Sinclair S, Katz A, First Nations' readmissions ending in death: what do we know? Canadian Association of Health Services and Policy Research, Halifax, May 29-31, 2019, Halifax.
13. *Kyoon-Achan G; Phillips-Beck W; Avery Kinew K; Lavoie JG; Sinclair S; Katz A. Elevating First Nation Voices to Transform Primary Healthcare in First Nation communities in Manitoba. Canadian Association of Health Services and Policy Research, Halifax, May 29-31, 2019, Halifax.*

Lavoie JG, Circumpolar Indigenous health policy: Lessons from a cross-national analysis. Fulbright Arctic Research in Action: International Collaboration to Address Shared Challenges, University of Oulu, Finland, February 28, 2019

Conferences

- International Invited Workshop: Impacting Clinical and Cultural Competencies through Cross-Cultural Connections: The development of an International Indigenous Academic Health Network First World Congress on Migration, Ethnicity, Race and Health Edinburgh, Scotland May, 2018

- October 7, 2017: Oral Workshop: “Structures Last Longer than Intentions: Creation of the Ongomiizwin Indigenous Institute of Health and Healing at the University of Manitoba” at the Northern and Remote Health 2017 Scientific Forum, Happy Valley Goose Bay, NFLD/Labrador

Presentations

- 2018 International Invited Workshop: Impacting Clinical and Cultural Competencies through Cross-Cultural Connections: The development of an International Indigenous Academic Health Network, First World Congress on Migration, Ethnicity, Race and Health, Edinburgh, Scotland, May, 2018
- Invited Witness: “Reconciliation in Action at the Rady Faculty of Health Sciences” to the Standing Senate Committee on Aboriginal Peoples Forum, Winnipeg, Manitoba. March 23, 2018.
- Bold Ideas: Department of Community Health Sciences. Structures Last Longer than Intentions: Creation of the Ongomiizwin - Indigenous Institute of Health & Healing. March 2, 2018.
- 2017 Invited Seminar: American – Austrian Foundation – Open Medical Institute Seminars: Creating Conditions for Canadian aboriginal health equity: The promise of healthy public policy. Richmond, CA; Cook, CL., Salzburg, Austria.
- Anderson M., Cook C., MacKinnon M., and Whetter I. Structures Last Longer than Intentions: Creation of the Ongomiizwin Indigenous Institute of Health and Healing at the University of Manitoba. Northern Rural and Remote Health Conference, 2017. October 2017; Goose Bay, Labrador, Canada.
- 2017 Provincial: Schultz, ASH, Dhal, L, McGibbon, E, Brownlie, RJ, Cook, C, Elbarouni, B, Katz, A, Nguyen, T, Sawatzky, JV, Sinclair, M, Thronsdon, K, Fransso, R. (2017). What we’ve learned so far by studying angiograms trends among status First Nations people and all other Manitobans. 5th Annual Indigenous Health Symposium, Winnipeg, MB.
- 2017 National: Schultz, ASH, Dhal, L, McGibbon, E, Brownlie, RJ, Cook, C, Elbarouni, B, Katz, A, Nguyen, T, Sawatzky, JV, Sinclair, M, Thronsdon, K, Fransso, R. (2018). Exploring First Nation people’s cardiac health disparities by investigating health and treatment outcomes among Manitoba index coronary angiogram recipients. CPHA, Montreal, QB.
- Schultz, ASH, Dhal, L, McGibbon, E, Brownlie, RJ, Cook, C, Elbarouni, B, Katz, A, Nguyen, T, Sawatzky, JV, Sinclair, M, Thronsdon, K, Fransso, R. (2017). ‘Index Angiogram’ recipient trends among status First Nations people and all other Manitobans. CAHSPR, Toronto ON.

Students

Suzanne Lennon, College of Nursing, PhD Advisory Committee - 2014 – present

Dr. Marcia Anderson, Executive Director, Indigenous Academic Affairs

Funding

- Indigenous Initiatives Fund: \$35,000
Title: Talking with Knowledge Keepers about Honouring Traditional Systems in the Rady Faculty of Health Sciences: Dr. Marcia Anderson, Mary and Robert Maytwayashing Ojibway, Philip and Florence Paynter, Ojibway/Cree Marlyn Cook, Knowledge Keeper, Cree David and Cheryl Blacksmith, Cree/Ojibway, Katherine Whitecloud, Dakota, Margaret Lavallee, Ojibway George Muswagon, Cree Mary Wilson, Cree, Sharon Kaiulani Odom, Native Hawaiian

Publications

- Anderson M. and Champagne M. Crystal Meth is a colonial crisis and its root causes must be addressed. CBC Opinion. April 29, 2018. Available at: <https://www.cbc.ca/news/canada/manitoba/crystal-meth>

[colonial-crisis-opinion-1.4639133](#)

- Anderson M., Cook C., MacKinnon M., and Whetter I. Structures Last Longer than Intentions: Creation of the Ongomiizwin Indigenous Institute of Health and Healing at the University of Manitoba. Northern Rural and Remote Health 2017 Scientific Program.
- Anderson (DeCoteau) M., Woods A., Lavallee B., Cook C. Race and racism: Unsafe learning environments; Indigenous medical students' experiences of racism. *LIME Good Practice Case Studies*. 2017; 4: 18-25.

Research and Invited Presentations

- April 7, 2018: Keynote speaker: "The Next 150: Reconciliation and Health" at the Upstream Closing the Gap Conference, Ottawa, Ontario.
- April 5, 2018: Keynote speaker: "The Heart Health of Indigenous Women" at the Canadian Women's Heart Health Summit, Ottawa, Ontario.
- March 23, 2018: Keynote speaker: "Grounding Public Health Practice in the Colonial Context" in the Decolonizing Public Health: Indigenous Cultural Safety as Public Health Practice Workshop at the Ontario Public Health Convention, Toronto, Ontario.
- March 21, 2018: Plenary panelist: "Reconciliation in Public Health" at the Ontario Public Health Convention, Toronto, Ontario.
- March 16, 2018: Invited lecture: "Structures Last Longer Than Intentions: Institutional Change for Advancing Indigenous Health" in Indigenous Health Elective Course, Michael G. DeGroot School of Medicine, McMaster University.
- February 27, 2018: Keynote speaker: "Indigenous Youth, Harm Reduction, and Crystal Meth" at the Manitoba Harm Reduction Network Conference, Brokenhead Ojibway Nation, Manitoba.
- February 21, 2018: Invited workshop: "Racism/ Anti-racism in the Learning Environment" at the Health & Medical Education Scholarship Symposium, Cumming School of Medicine, University of Calgary.
- February 20, 2018: Keynote speaker: "Reconciliation in Medical Education" Jones Lecture at the Health & Medical Education Scholarship Symposium, Cumming School of Medicine, University of Calgary.
- January 13, 2018: Keynote speaker: "The Impacts of Multi-level Racism on Indigenous Peoples Health" at the McMaster Indigenous Health Conference, Hamilton, Ontario.
- December 15, 2017: Webinar: "Reconciliation and Public Health Practice" for the National Collaborating Centres for Public Health, from Winnipeg, Manitoba.
- November 9, 2017: Invited speaker: "Reconciliation in Research" at the Building Reconciliation Forum, University of Manitoba.
- October 11, 2017: Keynote speaker: "Racism in Health Care: Undertreatment of Pain in Racialized Kids" at the PICH2Go Indigenous Conference, Halifax, Nova Scotia.
- September 25-26: Visiting Scholar: "Hunger was Never Absent" Journal Club, "Reconciliation in Practice" lecture, "Systems Approach to Understanding Indigenous Health" lecture at the Wilson Centre, Faculty of Medicine, University of Toronto.
- June 22, 2017: Invited lecture: "Indigenous Health Overview" in the International Medical Graduates Orientation, Max Rady College of Medicine, University of Manitoba.

- June 7, 2017: Keynote speaker: “Truth and Reconciliation: Calls to Action for Health” at the Association of Ontario Health Centres Annual Conference, Toronto, Ontario.

Students

- Christa Jonathon, McMaster University –July 2017
- Mary Koziol, McGill University – September 2017
- Amanda Sauve, University of Western Ontario – October 2017
- Paul Foster – November 2017
- Stephanie Oophey, UM Student – December 2017
- Frankie Eleanor, New Zealand Student – April 2018

Melanie MacKinnon, Executive Director, Ongomiizwin Health Services

Abstracts Published

- Anderson M., Cook C., MacKinnon M., and Whetter I. Structures Last Longer than Intentions: Creation of the Ongomiizwin Indigenous Institute of Health and Healing at the University of Manitoba. Northern Rural and Remote Health 2017 Scientific Program.
- European Journal of Public Health. Volume 28, Supplement 1. Impacting clinical and cultural competencies through cross-cultural connections: the development of an international Indigenous Academic Health Network. pp10 – 11. May, 2018.

Conferences

- October 7, 2017: Oral Workshop: “Structures Last Longer than Intentions: Creation of the Ongomiizwin Indigenous Institute of Health and Healing at the University of Manitoba” at the Northern and Remote Health 2017 Scientific Forum, Happy Valley Goose Bay, NFLD/Labrador

Presentations

- May 8, 2017: Invited Panelist: “Moving Forward: Calls to Action – What needs to happen now?” at the 2017 Distinguished Visitor Nursing Event, College of Nursing, University of Manitoba, Winnipeg, Manitoba
- May 17, 2017: Invited Speaker: “Ongomiizwin Health Services: The Physician Program and Charter” at the Keewatin Tribal Council Chiefs Assembly, Brokenhead Ojibway Nation.
- October 17 & 19, 2017: Invited Lecture: “What does Resiliency in Nursing Mean?” at the College of Nursing, University of Manitoba, Winnipeg, Manitoba
- October 24, 2017: Invited Panelist: “Building Bridging for Bridging Gaps” at the Northern Regional Health Authority Annual Northern Health Summit, Thompson, Manitoba
- November 1, 2017: Keynote Speaker: “What can Palliative Nursing Services Look Like in Remote Communities?” at the Regional Home and Community Care Forum, Victoria Inn, Winnipeg, Manitoba
- November 23, 2017: Invited Panelist: “Indigenous Institute of Health and Healing Director Discussion” at the 5th Annual Indigenous Health Symposium, Rady Faculty of Health Sciences, University of Manitoba, Winnipeg, Manitoba
- January 30, 2018: Invited Speaker: “Ongomiizwin Health Services: The Physician Program and Charter” at the MKO Health Directors Forum, Thompson, Manitoba
- February 6 & 8, 2018: Invited Lecture: “What does Reconciliation in Nursing Mean?” at the College of Nursing, University of Manitoba, Winnipeg, Manitoba
- March 16, 2018: Invited Lecture: “Ongomiizwin Health Services: The Physician Program and Charter” at the CHS Bold Ideas Forum, University of Manitoba, Winnipeg, Manitoba
- March 23, 2018: Invited Witness: “Reconciliation in Action at the Rady Faculty of Health Sciences” at the Standing Senate Committee on Aboriginal Peoples forum, Winnipeg, Manitoba

Debra Beach-Ducharme, Indigenous Health Integration

Key Events:

- Indigenous Graduation celebration, Medicine - May 26, 2017
- Ongomiizwin Launch - June 2, 2017
- Indigenous Accord at the Forks - June 20, 2017 and February 9, 2018
- Medical Student Entrance Interviews Workshop - January 18-20, 2018

Presentations

- Math Science workshop presentation - June 2, 2017
- Blanket Exercise workshop for Medicine research (Allan Katz and 50 participant) - June 15, 2017
- Blanket exercise for students, Nursing - January 8 & 18, 2018
- Indigenous Knowledge workshop – Pharmacy - June 7, 2017

Community Engagement Projects:

- Community engagement with First Nations communities: Lake Manitoba, Pinaymootang, Bloodvien, Brokenhead, Grand Rapids First Nations.
- Attended many visits to First Nations communities and hosted two community gatherings to map out

community priorities on December 19, 2017 and March 19, 2018 in Winnipeg

- Indigenous Fund Community engagement Family Center - October 19, 2017

Conferences

- Indigenous Elder/Knowledge Keepers Gathering, Grand Rapids, Manitoba - *September 4-6, 2017*
- Indigenous Women's gathering - *September 7-10, 2017*
- Elders Gathering-Edmonton - *September 10-12, 2017*

College Specific Events and Activities:

- Weekly sharing circles - Nursing
- Sweat Lodge Ceremony- April 22, 2017, Nursing
- Nursing interviews - *May 24 & 25, 2017*

Amanda Fowler-Woods, Research Associate

Presentations

- Urban Indigenous Health Research Guidelines. Presented at the Ongomiizwin Institute Launch. June 2, 2017.
- Connecting Through Drum and Song: Drum Workshop. Presented at the 5th Annual Ongomiizwin Health Research Symposium. November 22, 2017
- Please don't make any assumptions. Keynote at the Ongomiizwin Health Services Physician Wellness Retreat. January 26, 2018
- Teaching is Ceremony. Presented at the Aboriginal Health Research Conference. May 14, 2018.
- Baseline Evaluation of the Implementation of a Team Based Care Model in Norway House Cree Nation Clinic. Presented to the MPAN team in Norway House. June 28, 2017.
- Interim Report for Phase 3 and 4 of Manito Ikwe Kagiikwe Evaluation. Presented to the Mothering Project Management. January 16, 2018.
- Indigenous Graduate Student Experience, Grad Talks, CJUM-FM 101.5, Broadcast Interview Hosted by Michael Elves.

Conferences

- 5th Annual Indigenous Health Research Symposium – Looking Forward, Pushing Back: Research, Resistance, Resurgence. Winnipeg, November 2017.
- Canadian Professional Association of Transgendered Health (CPATH) 2017 - Transforming the Landscape of Transgender Health and Wellness. Vancouver, October 2017.
- Executive Links - Drug Use in Pregnancy. Winnipeg. April 2018.
- Resuscitation in Motion (RIM) 2018- From Research to Real World Resuscitation, Dissemination and Knowledge Exchange for Best Practice. Toronto, May 2018.
- Aboriginal Education Research Forum - Health and Education research as interconnected paradigms for Indigenous Wellness: Cultural safety, relevancy and bridging for reconciliation. Winnipeg, May 2018.

Dr. Melinda Fowler-Woods, Director, Ongomiizwin Education

Presentations

- Aboriginal health research conference 'teaching is ceremony', University of Manitoba, April 2018
- RIM (Research In Motion) conference brokered dialogue presentation on 'the role of rescue breathing with overdose' University of Toronto, St. Michael's hospital, May 2018, I was also a special delegate and

provocateur at this conference

- Indigenous health research symposium. Study protocol for Bariatric surgery and Type Two Diabetes and the urban, Indigenous patients (poster presentation) November 2017
- Indigenous health research symposium. Qanuinnngitsiarutiksait; Inuit in Manitoba Project (poster) November 2017
- Physician wellness retreat 'please don't make any assumptions' Ongomiizwin Health Services, January 2018
- CPATH conference: Vancouver October 2017
 - a) panel on decolonizing gender affirming practice
 - b) sharing circle to gather information about how to make CPATH more inclusive
- CCME MSEI workshop presentation, Manitoba, April 2017

Projects

- Correctional Services of Canada, Department of Justice promoting wellness and independence in the older persons in custody, health care advisory board, policy framework development (ongoing)
- Correctional Services of Canada, Department of Justice pilot project re: traditional meds in prairie province federal institution(s) (ongoing)
- Rick Hansen Institute

Med students

- Japanese exchange student
- McMaster student
- New Zealand student x 2 to Brokenhead
- Indigenous health elective students to Brokenhead

Dr. Josée Lavoie

List of Publications

1. Chatwood S, Paulette F, Baker R, Eriksen A, Lenert Hansen K, Eriksen H, Hiratsuka V, **Lavoie JG**, Lou W, Mauro I, Orbinski J, Pabrum N, Retallack H, Brown A, 2017. Indigenous values and health systems stewardship in circumpolar countries, *International Journal of Environmental Research and Public Health*, 14(12), 1462; doi:10.3390/ijerph14121462
2. **Lavoie JG**, Medicare and the Care of First Nations, Métis and Inuit, to be published in a special edition of *Health Economics, Policy and Law*, focusing on Canadian Medicare 2017: Historical Reflections, Future Directions (accepted Sept 2017).
3. Kyoona-Achan G*, **Lavoie JG**, Avery Kinew K, Philips-Beck W*, Sinclair S*, Ibrahim N*, Katz A, Innovating for Transformation in First Nations Health using Community-based Participatory Research Approaches, *Journal of Community Mental Health* (Accepted Sept 1st 2017).
4. Shimmin C*, Wittmeier K, **Lavoie JG**, Wicklund ED, Sibley K, 2017. Moving Towards a More Inclusive Patient and Public Involvement in Health Research Paradigm: The Incorporation of a Trauma-Informed Intersectional Analysis, *BMC Medical Research Methodology*, 17:539 . doi: 10.1186/s12913-017-2463-1
5. Fyfe Trina*, **Lavoie JG**, Payne Geoffrey, 2017. Prevention of RhD Alloimmunization in Northern British Columbia: An Interpretive Description, *International Journal of Qualitative Methods*, 16(1):
6. Brownridge, D.A., T. Taillieu, T. Afifi, K.L. Chan, C. Emery, **JG. Lavoie**, F. Elgar, 2017. Child maltreatment and intimate partner violence among Indigenous and non-Indigenous Canadians. *Journal of Family Violence*, published on line October 2016, 1-13 DOI: 10.1007/s10896-016-9880-5.
<http://download.springer.com/static/pdf/321/art%253A10.1007%252Fs10896-016-9880-5.pdf?originUrl=http%3A%2F%2Flink.springer.com%2Farticle%2F10.1007%2Fs10896-016-9880-5&token2=exp=1486067028~acl=%2Fstatic%2Fpdf%2F321%2Fart%25253A10.1007%25252Fs10896-016-9880->

Abstracts published

1. Ford-Gilboe M, Wathen CN, Varcoe C, Herbert C, Jackson BE, Pauly B, **Lavoie JG**, Perrin N, Smye V, Wallace B, Wong ST, Browne AJ, How Equity-Oriented Health Care Impacts Health: Key Mechanisms and Implications for Primary Care Practice and Policy (submitted Millbank Quarterly, Dec 2017)
2. Kyoon-Achan G, Philips-Beck W, **Lavoie JG**, Eni R, Sinclair S, Avery Kinew K, Ibrahim N, Katz A, Innovating for Transformation in First Nations Health using Community-based Participatory Research, (Qualitative Health Research, submitted Dec 2017).
3. Kyoon-Achan G, Philips-Beck W, **Lavoie JG**, Eni R, Sinclair S, Avery Kinew K, Ibrahim N, Katz A, Defining Primary Healthcare as a First Step towards Transforming the health of Manitoba First Nations, Healthcare Policy (submitted Dec 2017).
4. Kyoon-Achan G, Philips-Beck W, **Lavoie JG**, Eni R, Sinclair S, Avery Kinew K, Ibrahim N, Katz A, Looking Back, Moving Forward: A First Nations Framework for Mental Wellness (submitted International journal of community psychiatry, Dec 2017).
5. Browne AJ, Varcoe C, Ford-Gilboe M, Wathen N, Smye V, **Lavoie JG**, Wallace B, Pauly B, Herbert C, Wong S, Blanchet Garneau A: Disruption as opportunity: Impacts of an organizational-level health equity intervention in primary care clinics. International Journal for Equity in Health (submitted Nov 2017).

6. **Lavoie, JG** Underutilized and undertheorized: The use of hospitalization for Ambulatory Care Sensitive conditions for assessing the performance of primary healthcare in rural environments, BMC Health Services Research (submitted Nov 2017).
7. **Lavoie, JG** Hospitalization for Mental Health Related Ambulatory Care Sensitive Conditions: What are The Trends for First Nations Peoples Living on-Reserve in British Columbia? targeted journal: International Journal of Health Equity (submitted Dec 2017)
8. Cooper E, Driedger SM, **Lavoie JG**, Employing a harm-reduction approach between women and girls within Indigenous familial relationships. Traumatology (submitted Oct 2017).
9. Cooper E, Driedger SM, **Lavoie JG**, Intergenerational Decolonizing Research with Urban First Nations and Metis Female Family Members: Being Happy, Healthy and Safe, Journal of Family Issues (submitted Oct 2017).

Presentations

1. **Lavoie JG**, Varcoe C, Browne A, Wathen N, *Expanding the space for equity-oriented health care: policy requirements*, Health Services Research Association of Australia and New Zealand, Gold Coast, Australia, Nov 1-3rd, 2017.
2. Kyoon-Achan G*, **Lavoie JG**, Avery Kinew K, Sinclair S*. *Journeys to healthcare transformation: Partnering for change through Community-based Participatory Research with Manitoba First Nations*, Health Services Research Association of Australia and New Zealand, Gold Coast, Australia, Nov 1-3rd, 2017. Winner of the HSRAANZ Best (Highest Ranked) Abstract by an Early Career Researcher.
3. **Lavoie JG**, Katz A, Avery-Kinew K, Kyoon-Achan G*, Ibrahim N, Phillips-Beck W, Sinclair S*, *Prioritizing First Nations community health and healthcare needs as a base to support wellbeing and self-determination*, Health Services Research Association of Australia and New Zealand, Gold Coast, Australia, Nov 1-3rd, 2017.
4. Kyoon-Achan G*, Avery-Kinew K, Katz A, **Lavoie JG**, Phillips-Beck W*, Ibrahim N*, Sinclair S*. *Leveraging community-based resources to transform healthcare in First Nations Communities*. Canadian Association of Health Services & Policy Research (CAHSR). Toronto, ON, May 24th -26th, 2017.
5. Kyoon-Achan G*, Avery-Kinew K, Katz A, **Lavoie JG**, Phillips-Beck W*, Sinclair S*, Ibrahim N*. *Integrating Indigenous Traditional Health Knowledge in the Health System: Issues, Opportunities and Recommendations of Manitoba First Nations*. Canadian Association of Health Services & Policy Research (CAHSR). Toronto, ON, May 24th -26th, 2017.
6. Ibrahim N*, **Lavoie JG**, Phillips-Beck W*, Kyoon-Achan G*, Avery Kinew K*, Sinclair S*, Katz, A. (2017). *Is the North at a Higher Risk! Challenging a Long Held Wrong Assumption in First Nations Health in Manitoba*. Canadian Association of Health Services & Policy Research (CAHSR). Toronto, ON, May 24th - 26th, 2017.

Students

1. Tara Horrill (PhD, Nursing UM; Committee member)
2. Monica Achtemichuk (MSc, Med rehab UM; Committee member)
3. Wanda Philips-Beck (PhD, CHS UM; Principal Supervisor)
4. Stephanie Sinclair (PhD, Native Studies UM; Co-Supervisor)
5. Grace Kyoon-Achan (Postdoc, CHS UM; Principal Supervisor)
2. Naser Ibrahim (Postdoc, Health Sciences UM; Principal Supervisor)
3. Wayne Clark (PhD, Education AthabascaU; Committee member)
4. Darrien Morton (Msc, CHS UM; Principal Supervisor)
5. Elizabeth Cooper (PhD, CHS UM; Committee member)
6. Virginia Russell (PhD, Health Sciences UNBC; Principal Supervisor)
7. Jessie King (PhD, Health Sciences UNBC; Committee member)

8. Trina Fyfe (PhD, Health Sciences UNBC; Co-Supervisor)
9. Meck Chongo (PhD, Health Sciences UNBC; Principal Supervisor)
10. Jamie Reschny (PhD, Health Sciences UNBC; Principal Supervisor)

Dr. Natalie Riediger

List of Publications

1. **Riediger ND**, Bombak AE. Sugar-sweetened beverages as the new tobacco: examining a proposed tax policy through a Canadian social justice lens. *Canadian Medical Association Journal* 2018; 190:E327-330. doi: 10.1503/cmaj.170379
2. **Riediger ND**, Lukianchuk V, Roulette J, Lix LM, Elliott L, Bruce SG. Diabetes-related weight change in a Canadian First Nation cohort. *International Journal of Circumpolar Health* 2017;76(1): <http://dx.doi.org/10.1080/22423982.2017.1340548>.

Abstracts published

1. Mudryj A, Torabi M, **Riediger ND**. Food banks and type 2 diabetes: increasing risk or facilitating prevention? *Canadian Journal of Diabetes* 2017;41:S27(73).
2. **Riediger ND**, Bombak AE, Mudryj A, Jackson T. A systematic review and critical qualitative meta-analysis of randomized controlled trials for lifestyle intervention in diabetes prevention and treatment. *Applied Physiology, Nutrition, and Metabolism* 2017;42(5 Suppl 1):S45.

Presentations

1. **Riediger ND**, Flaming V, Karagi A. Australian Aboriginal and Māori health research experiences: Student insights through the Queen Elizabeth Scholarship Program. Panel presentation at the Indigenous Health Research Symposium, November 22-23, 2017, at the University of Manitoba, Winnipeg, MB.
2. Mudryj A, LaPlante J, **Riediger ND**. Social inequities and obesity among Indigenous and non-Indigenous Canadian children and youth, 2015 vs. 2004. Poster presentation to the DREAM Symposium, November 15-16, 2017 at the University of Manitoba in Winnipeg, MB.
3. Mudryj A, Torabi M, **Riediger ND**. Food banks and type 2 diabetes: increasing risk or facilitating prevention? Poster presentation at the Diabetes Canada Professional Conference & Annual Meeting, November 1-4, 2017 in Edmonton, AB.
4. **Riediger ND**. An Introduction to Indigenous health research: an online module for northern, remote family medicine residents. Teaching and Learning Enhancement Symposium, Winnipeg, MB, October 16, 2017
5. **Riediger ND**, Mudryj A, Spence KA, Farquhar KL. Diversity and equity in dietetics and undergraduate nutrition education. Oral presentation at the 7th International Critical Dietetics Conference, July 26, 2017.
6. Mudryj A, **Riediger ND**, Farquhar KL, Spence KA. Country roads, take me...to a job?: The Migration of Dietitians to Rural Areas in Manitoba. Oral presentation at the 7th International Critical Dietetics Conference, July 26, 2017.
7. **Riediger ND**, Bombak AE, Mudryj A, Bensley JH. A systematic review and critical qualitative meta-analysis of lifestyle interventions for the prevention and management of diabetes. Poster presented at the Canadian Nutrition Society Annual Meeting, May 26-27, 2017 in Montreal, QUE.
8. Dyck C, Maki K, Kingson O, **Riediger ND**. Employment outcomes of graduates of the Human Nutritional Sciences undergraduate program at the University of Manitoba. Poster presented at the Health, Leisure, & Human Performance Research Day, May 10, 2017 at the University of Manitoba..
9. Dyck C, Maki K, Kingson O, **Riediger ND**. Employment outcomes of graduates of the Human Nutritional Sciences undergraduate program at the University of Manitoba. Poster presented at the Health Professions Education Research Day, May 16, 2017 at the University of Manitoba.

10. Dyck C, Maki K, Kingson O, **Riediger ND**. Employment outcomes of graduates of the Human Nutritional Sciences undergraduate program at the University of Manitoba. Poster presented at the Manitoba Nutrition in your Practice Day, May 4, 2017 at the University of Manitoba.

Students

1. Sanjida Newaz (MSc, CHS UM; Principal Supervisor)
2. Dr. Adriana Mudryj (Post-Doc, Nutrition UM; Principal Supervisor)
3. Rajeshwari Biradar (PhD Population Health and Development Tata Institute of Social Sciences; visiting student supervisor)
4. Monica Cyr (MSc, Food and Human Nutritional Sciences UM; Committee member)
5. Hibah Khawar, (MSc, Food and Human Nutritional Sciences UM; Committee member)
6. Vineet Sidhu (undergraduate UM)
7. Helen Tieu (undergraduate UM)
8. Kirsten Berrington (undergraduate HNSC 4120 Senior Thesis)
9. Agape Karagi (undergraduate HMEC 4090 Practicum)
10. Andrew Samuel (undergraduate BIOL 4890 Special Topics).
11. Terence Barthelette (MET school interns, Seven Oaks School Division)
12. Cora Pelly (MET school interns, Seven Oaks School Division)

Dr. Sara Goulet

Research Projects:

1. Qualitative study examining practices around medivacs in the Kivalliq region in Nunavut. We are at point of having a draft paper to submit for publication
2. Qualitative and quantitative study around the needs of Inuit living in Manitoba and travelling to Manitoba for medical services.

Title of this project is: Qanuinnigitsiarutiksait

We are in data analysis and community relationship building for this project.

We presented this project at goose bay conference in October 2017. A team of us spoke around thinking about the impacts of Inuit leaving the north to receive care and the cultural isolation it provides.

Knowledge translation project around colonoscopy with Dr. Singh. This is a quality improvement project. *I presented at SRPC around this project in April 2018. I talked about the ideas around this project and steps we are taking to improve the availability of information around colonoscopy and its importance to our patients in The Kivalliq and Ongomiizwin Health Services communities in Northern Manitoba*

Queen Elizabeth Scholarship Award Winners

| Student name | Program | Country visiting (home country, if not Canada) | Partner Institution(s) |
|------------------------|-----------------|--|--|
| SUMMER 2017 | | | |
| Austina Ribanar | Nutrition (PhD) | Canada (India) | University of Agricultural Sciences, Dharwad |

| | | | |
|--|---------------------------------|---|--|
| Jasmine Grover | Nutrition (PhD) | Canada (India) | Guru Nanak Dev University, India |
| Agape Karagi | Health Sciences (UG) | Australia | South Australia Health & Medical Research Institute (SAHMRI, South Australia) Adelaide |
| Jamie Gilles-Podorecki | Community Health Sciences (MSc) | Belize | Centre for Engaged Learning Abroad, Belize |
| Andrew Samuel | Science (UG) | South Africa | University of Cape Town |
| Achieng Tago | Medicine (BScMed) | Kenya | University of Nairobi |
| Neil Reed | Medicine (BScMed) | Kenya | University of Nairobi |
| Student name | Program | Country visiting (home country, if not Canada) | Partner Institution(s) |
| Valdine Flaming | Disability Studies (MA) | New Zealand | Whakauae Research for Maori Health & Development, Whanganui |
| Kirstin Berrington | Nutrition (UG) | India | University of Agricultural Sciences, Dharwad |
| Helen Tieu | Nutrition (UG) | India | University of Agricultural Sciences Dharwad |
| Vineet Sidhu | Nutrition (UG) | India | University of Agricultural Sciences, Dharwad |
| Rianna Tonn | Nutrition (UG) | Australia | South Australia Health & Medical Research Institute |
| Anuradha Mahapatra | Family Studies (PhD) | Canada (India) | University of Agricultural Sciences, Dharwad |
| Linet Cheron | Med Micro/Immunology (MSc) | Canada (Kenya) | University of Nairobi |
| FALL 2017 | | | |
| Beatrice Kiptoon | Med Micro (PhD) | Canada (Kenya) | University of Nairobi |
| Akkavva Wadakappanavar | Agriculture (PhD) | Canada (India) | University of Agricultural Sciences, Dharwad |
| Rajeshwari Biradar | Social Work (PhD) | Canada (India) | Tata Institute OF Social Sciences |
| Anuprita Kanitkar | Rehabilitation Sciences (PhD) | India | n/a |
| WINTER 2018 | | | |
| Karam Al-Bayati | Pharmacy (UG) | Australia | Baker Heart & Disease Institute |
| SUMMER 2018 (AWARDED, TRAVEL/FUNDING PENDING) | | | |

| Caroline Chebet Simiyu | Med Micro (MSc) | Canada (Kenya) | Institute of Tropical Medicine and Infectious Diseases, Jomo Kenyatta University of Agriculture and Technology |
|-------------------------------|--|--|--|
| Bhanu Pilli | Nutrition (UG) | India | Uttar Pradesh Technical Support Unit |
| Anika Dhalla | Nutrition (UG) | India | University of Agricultural Sciences, Dharwad |
| Maureen Cooper | Nutrition (UG) | India | University of Agricultural Sciences, Dharwad |
| Darren Fife | Education (UG) | Australia | Deakin University |
| Chinyere Njeze | Community Health Sciences (PhD) | Canada | University of Manitoba |
| Kimberley Whetten | Environment (MSc) | Grenada | Saint George's University |
| Student name | Program | Country visiting (home country, if not Canada) | Partner Institution(s) |
| Anderson Assuah | Natural Resources and Environmental Management (PhD) | Canada (Ghana) | University of Manitoba |
| Kenneth Omollo | Med Micro (PhD) | Canada (Kenya) | University of Nairobi |
| Rajeshwari Biradar | Social Work (PhD) | Canada (India) | Tata Institute of Social Sciences |
| Dhiwya Attawar | Community Health Sciences (PhD) | India | Karnataka Health Promotion Trust |

Awards & Recognitions

- Dr. Marcia Anderson
 - Canada's 100 Most Powerful Women in 2018 by Women's Executive Network
 - Royal College of Physicians and Surgeons of Canada's Dr. Thomas Dignan Indigenous Health Award (2021)
- Melanie Mackinnon
 - WXN Top 100 Women in Canada (2021)
 - Circle of Excellence Award, First Nations and Inuit Health Branch (Manitoba Region), Indigenous Services Canada (2021)
 - Co-Game Star 2021 National Hockey League (NHL) Healthcare Heroes Award (Winnipeg Jets)
 - Co- recipient of the Dr. and Mrs. Ralph Campbell Outreach Award
 - Recipient of the 2021 Frontier Achievement Award
- Dr. Catherine Cook - Canada's Most Powerful Women: Top 100 Award (2017)
- Linda Diffey - Indigenous Support Staff Award- Community Builder
- Dr. Barry Lavallee - Indigenous Faculty Award
- Carly McLellan - Indigenous Student-Trailblazer Award

Ongomiizwin- Research Affiliation List

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FNHSSM Partners

*FNHSSM have expressed a wish to be partners but not members. As such we will leave their members off our

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| <u>Full Name / Doctor</u> | <u>Type of Provider</u> |
|----------------------------------|--------------------------------|
| Adair, Shane | Paramedic |
| Adduri, Rao | Specialist |
| Adeyemi, Moyosoluwa | Specialist |
| Afroze, Rumana | Family Phycian |
| Ahmadi, Kambiz | Family Phycian |
| Aiken, Christopher | Family Phycian |
| Ali, Abdalla | Specialist |
| Altman, Alon | Specialist |
| Ambrose, Devon | Specialist |
| Anang, Polina | Specialist |
| Andani, Rafiq | Family Phycian |
| Anderson, Shelley | Specialist |
| Arbuckle, Braden | |
| Arfeen, Syed | Family Phycian |
| Ashrafihabibabadi, Leila | CA/PA |
| Ashton, Sarah | Family Phycian |
| Baker, Dana | CA/PA |
| Barnes, Christopher | CA/PA |
| Beaudette, Joshua | Paramedic |
| Bebawy, Jaclyn | CA/PA |
| Beer, Darcy | Specialist |
| Bender, Justin | Family Phycian |
| Bethge, Chantelle | Paramedic |
| Blakely, Brian | Specialist |
| Bowes, Carla | Specialist |
| Brar, Preeti | CA/PA |
| Brodovsky, Stephen | Specialist |
| Bronson, Maria | Specialist |
| Brown, Alastair | Specialist |
| Bruin, Sonja | Family Phycian |
| Brule, Valerie | Specialist |
| Brunet, Robert | Physican Assistant |
| Burym, Craig in Trust | Specialist |
| Burzynski, Jeff | Specialist |
| Buss, Mandy | Family Phycian |
| Camaclang, Vanessa | Family Phycian |
| Carlson, Kurtis | Family Phycian |
| Chagnon, Jean-Nicolas | Physician Assistant |
| Chan, Laura | Specialist |
| Chan, Ming-Ka | Specialist |
| Charlton, Katharine | Specialist |
| Charman, Erin | Family Phycian |
| Chartrand, Caroline | Immunizer |
| Cheung, Paul | Family Phycian |
| Chew, Darren | Family Phycian |
| Chin Fook, Trevor | Specialist |

| | |
|-------------------------|----------------|
| Cho, Patrick | Specialist |
| Chow, Herman | Family Phycian |
| Choy, Vince | Specialist |
| Clarke, Tara | CA/PA |
| Collison, Maureen | Specialist |
| Cook, Marlyn | Family Phycian |
| Coombs, Jennifer | Specialist |
| Cooney, Megan | Specialist |
| Cudmore, Jessica | Specialist |
| Cung, Yen Minh (Angela) | Family Phycian |
| Czaplinski, Peter | Specialist |
| Davies, Jared | Family Phycian |
| Dawyduk, Brenda | Specialist |
| DeBlonde, Riley | Family Phycian |
| Debreuil, Summer | Family Phycian |
| Delabie, Ludovic | Family Phycian |
| Deleurme, Kristina | Paramedic |
| Diamond, Heather | Specialist |
| Diamond-Barchuk, Rob | Immunizer |
| Diwan, Shafik | Family Phycian |
| Donald, Erika | Family Phycian |
| Drews, Tanya | Specialist |
| Drutz, Jan | CA/PA |
| Ducas, John | Specialist |
| Dunlop, Ross | Family Phycian |
| Dunphy, Derek | Paramedic |
| Durst, Michelle | Specialist |
| DuVal, Lindsay | Specialist |
| Dwilow, Rachel | Specialist |
| Elliott, Jacobi | Family Phycian |
| Engel, Jeff | Specialist |
| Ethans, Karen | Specialist |
| Ewasiuk, Katarina | Paramedic |
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| Foster, Paul | Family Phycian |
| Fowler, Melinda | Family Phycian |
| Fraser-Roberts, Leigh | Specialist |
| Gall, Perry | Family Phycian |
| Gamey, Dean | Paramedic |
| Garber, Lesley | Specialist |
| Gardner, Rachael | Specialist |
| Gergis, Nermin | Family Phycian |
| Gilroy, Nadin | Family Phycian |
| Gindy, Lydia | Family Phycian |
| Girgis, Labib | Family Phycian |
| Goldberg, Jessica | Family Phycian |
| Gould, Lisa | Specialist |

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| Gousseau, Michael | Specialist | |
| Graham, Marina | Paramedic | |
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| Guest, Mitchell | Family Phycian | |
| Habington, Joshua | Family Phycian | |
| Hammell, Jennifer | Family Phycian | |
| Harrington, Michael | Specialist | |
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| Hill, Scott | Specialist | |
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| Hogue, Kaitlin | Specialist | |
| Hoo, Aaron | Family Phycian | |
| Hooper, Wendy | Specialist | |
| Hosseini, Sara | Specialist | |
| Houston, Ryan | Family Phycian | Step increase on March 1 |
| Howatt, Jesse | Family Phycian | |
| Hulsbosch, Hanka | Family Phycian | |
| Husarewycz, Natalie | Specialist | |
| Hyman, Jeff | Specialist | |
| Jamal, Aleem | Family Phycian | |
| Jamal, Shabana | Family Phycian | |
| James, Keleigh | Family Phycian | |
| James, Joann | Specialist | |
| Jansen, Kurt | Family Phycian | |
| Jilkine, Konstantin | Specialist | |
| Ripstein, Jonathan | Specialist | |
| Jose, Joe | Specialist | |
| Manitoba Clinic Medical Corporation | Specialist | |
| Kanji, Avinash | Family Phycian | |
| Kashefiolasl, Faezeh | CA/PA | |
| Kasper, Ken | Specialist | |
| Kassem, Wail | Specialist | |
| Katopodis, Christina | Specialist | |
| Kian, Paria | Family Phycian | |
| Kian, Soroush | Family Phycian | |
| Kim, Diane | Family Phycian | |
| Klepsch, Rony | Family Phycian | |
| Klopp, Annika | Specialist | |
| Komolafe, Ayoola | Family Phycian | |
| Konrad, Geoffrey | Specialist | |
| Kosowski, Noah | Family Phycian | |
| Kremer, Steven | Specialist | |
| Kroeker, Rachel | Family Phycian | |
| Kwan, Judy | Family Phycian | |

| | |
|--------------------------------------|----------------|
| Kyeremateng, Doris | Family Phycian |
| Lam, Samantha | Family Phycian |
| Lam, Allen | Specialist |
| Lander, Matthew | Specialist |
| Lane, Margo | Specialist |
| Leary, Courtney | Family Phycian |
| Leary, Courtney | Family Phycian |
| Leblanc, Craig | Paramedic |
| Lee, Vivian | Specialist |
| Leylek, Melike | Specialist |
| Lim, Chona | Family Phycian |
| Litvinov, Alexey | Specialist |
| Lodge, Andrew | Family Phycian |
| Lovat, Nicole | Family Phycian |
| Lukasiewicz, Jessica | Paramedic |
| Lynch, Joanna | Specialist |
| MacArthur, Campbell | Specialist |
| MacDonald, Maureen | NP |
| MacMahon, Ross | Specialist |
| Malo, Deanna | Paramedic |
| Manning, David | Specialist |
| March, Justin | Specialist |
| Markstrom, Emma | #N/A |
| Martens, Lauren | Family Phycian |
| Martin, Marissa | Specialist |
| Matthews, Nicola | Specialist |
| Manitoba Adolescent Treatment Centre | Specialist |
| McCarthy, Brendan | Specialist |
| McClure, Christopher | Family Phycian |
| McKeown, Iris | Family Phycian |
| McLeod, Malcolm | Family Phycian |
| McNamee, Dave | Family Phycian |
| McNeil, Joanna | Family Phycian |
| McPherson, Meghan | Specialist |
| Mejia, Ana | Family Phycian |
| Mendis, Mary | Family Phycian |
| Menzies, Kathryn | Family Phycian |
| Menzies, Kathryn | Specialist |
| Meradje, Katayoun | Family Phycian |
| Monkman, Lisa | Family Phycian |
| Moore, Lisa | CA/PA |
| Morris, Melanie | Specialist |
| Morrow, Adrienne | Family Phycian |
| Mostafaei, Sara | Family Phycian |
| Munro, Emily | Paramedic |
| Musleh, Abdallah | Family Phycian |
| Nepomuceno, Raphael | Family Phycian |

| | |
|---------------------|---------------------|
| Neufeld, John | Family Phycian |
| Newman, Francis | Specialist |
| Nikkel, Natalie | Family Phycian |
| Norminton, Jill | NP |
| O'Flaherty, Deirdre | Family Phycian |
| Oliver, Thomas | Family Phycian |
| Oxenforth, Kailey | Physician Assistant |
| Page, John | Specialist |
| Paniak, Anita | Family Phycian |
| Parker, Anton | Family Phycian |
| Parsons, Grant | Paramedic |
| Patterson, Kevin | Specialist |
| Pearce, Erika | Family Phycian |
| Penner, Justin | Specialist |
| Percival, Margret | Specialist |
| Perkins, Trent | Paramedic |
| Persad, Vishnu | Physician Assistant |
| Persaud, Andrew | Family Phycian |
| Perveen, Sadia | Family Phycian |
| Peters, Leah | Family Phycian |
| Philip, Tania | Family Phycian |
| Pieterse, Werner | Family Phycian |
| Piljek, Amanda | Family Phycian |
| Pinnick, Suzy | Family Phycian |
| Plenert, Katrina | Paramedic |
| Polimeni, Christine | Family Phycian |
| Poliquin, Guillaume | Specialist |
| Popescu, Diana | Specialist |
| Postl, Brian | Specialist |
| Pukay, Greg | Family Phycian |
| Quinn, Kelsi | Family Phycian |
| Rahimi-Far, Alireza | Family Phycian |
| Ramnauth, Alana | Paramedic |
| Ranji, Hooshang | CA/PA |
| Robinson, David | Specialist |
| Robinson, debbie | Specialist |
| Ruremesha, Delphine | Family Phycian |
| Saksena, Anshuman | Family Phycian |
| Salins, Benoni | CA/PA |
| Sam, Diana | Specialist |
| Sanders, Robert | Specialist |
| Santizo Lepe, Otto | Paramedic |
| Sarpong, Simon | Family Phycian |
| Saxena, Milind | Family Phycian |
| Schantz, Daryl | Specialist |
| Schreider, Sandy | CA/PA |
| Sellers, Elizabeth | Specialist |

| | |
|------------------------|--|
| Shanti, Marwan | Family Phycian |
| Shanti, Mohammad | Family Phycian |
| Sharma, Aditya | Specialist |
| Shuckett, Paul | Specialist |
| Siemens, Jason | Specialist |
| Silvester, Jocelyn | Specialist |
| Sinclair, Katelyn | Family Phycian |
| Singer, Samahra | unknown-checked recuritment and remuneration folders |
| Singh, Satwant | Family Phycian |
| Skinner, James | Specialist |
| Smith, Wendy | Family Phycian |
| Spring, Lawrence | Family Phycian |
| Spring, Lawrence | Family Phycian |
| Stearns, Eric | Specialist |
| Strobel, Stephenson | Family Phycian |
| Suss, Roger | Family Phycian |
| Swain, Joan | Family Phycian |
| t Jong, Geert | Specialist |
| Taylor, Hugh | Specialist |
| Tenenbein, Milton | Specialist |
| Teo, Swee | Specialist |
| Thiessen, Phoebe | Family Phycian |
| Thomas, Brenda | Specialist |
| Thorington, Krystal | Specialist |
| Thornson, David | Paramedic |
| Tolton, Alex | Specialist |
| Vakilitahami, Habib | Family Phycian |
| Van Santen, Julianne | Physician Assistant |
| Vancura, David | Specialist |
| Victor, Samuel | Family Phycian |
| Wanigasekara, Nilupama | Family Phycian |
| Wanjiru, Eunice | CA/PA |
| Ward, Susan | Family Phycian |
| Webb, Aaron | Family Phycian |
| Weekes, Jennifer | Family Phycian |
| Wengel, Tiffany | Specialist |
| Whetter, Ian | Family Phycian |
| Wicklowsky, Brandy | Specialist |
| Wiebe, Jennifer Lee | Specialist |
| Wiebe, Tannis | Specialist |
| Wilkie, Clarke | Specialist |
| Wilson, Andrea | Family Phycian |
| Wittick, Heather | CA/PA |
| Wong, Jas | Family Phycian |
| Wong, Veronica | Specialist |
| Xi, Maya | Family Phycian |

Xi, Zheng
Yameen, Raad
Young, Jade

Specialist
Family Phycian
Family Phycian

Ongomiizwin - Members' Council and Members' Executive Council Terms of Reference

I. Principles

- A. The Indigenous Institute of Health and Healing (“Ongomiizwin”) is an academic Institute of the Faculty of Health Sciences, approved by the University of Manitoba Senate on April 5, 2017 and officially launched on June 2, 2017, pursuant to University of Manitoba Policy: Academic Centres and Institutes. Pursuant to the Academic Centres and Institutes Policy, it is a formally structured organizational unit of the University of Manitoba.
- B. The Head of Ongomiizwin is administratively responsible for Ongomiizwin. The Head of Ongomiizwin reports to the Dean, Rady Faculty of Health Sciences and Vice-Provost (Health Sciences).
- C. Pursuant to subsection 2.2.5 of the Academic Centres and Institutes Policy, Ongomiizwin should have an advisory committee. This members’ council (the “Members’ Council”) shall serve as that advisory committee, providing advice on Ongomiizwin’s activities and programs.
- D. It is the role of all members of the Members’ Council to act honestly, fairly and in the best interests of Ongomiizwin, the Rady Faculty of Health Sciences and the University of Manitoba.

II. Members' Council

A. Membership

1. Members by Position

a) Criteria: Members by their position are members of Ongomiizwin by virtue of holding a leadership or management position within Ongomiizwin. These members are:

- (1) The Head of Ongomiizwin and Vice Dean, Indigenous, Rady Faculty of Health Sciences
- (2) All Elders-in-Residence, Ongomiizwin
- (3) The Executive Director, Indigenous Academic Affairs, Ongomiizwin
- (4) The Executive Director, Indigenous Health Services, Ongomiizwin
- (5) The Director, Research, Ongomiizwin
- (6) The Director, Education, Ongomiizwin
- (7) The Director, Indigenous Health Integration, Ongomiizwin
- (8) The Operations Manager, Ongomiizwin
- (9) The Human Resources Officer assigned to Ongomiizwin
- (10) The Director, Nursing Programs, Ongomiizwin

b) Procedure: an individual becomes a member of Ongomiizwin within this category by entering into one of the positions noted above. The member will no longer be considered a Member by Position of Ongomiizwin should he or she no longer hold the noted position.

c) Approval Process: The approval process is based on the holding of a listed position.

d) Privileges and Responsibilities: Members by Position will serve as the first members of the Members' Council. Members by Position shall be active in the Senior Leadership Council and the Members' Council.

2. Regular Members

a) **Criteria:** Regular Members of Ongomiizwin should hold an appointment in an academic department within the University of Manitoba however, in certain circumstances, may have an equivalent combination of education and experience. Regular members are required to have expertise and interest in the realm of Indigenous Health or Healing.

Current approved members of the Ongomiizwin – Research, Ongomiizwin – Education, and the clinical leadership groups of Ongomiizwin – Health Services (“Members of a Unit”) are considered Regular Members of Ongomiizwin, by virtue of being Members of a Unit within Ongomiizwin. The member will no longer be considered a Regular Member of Ongomiizwin should he or she no longer be a Member of a Unit, unless he or she applies to be, and is approved as, a Regular Member in accordance with this Membership section.

b) **Procedure:** To apply to be a Regular Member, the applicant will be required to complete the application form (attached as Appendix E) which requests degree(s) held, employment experience, professional activities, and academic activities including teaching, research, service and outreach, along with an abbreviated and updated CV. A Member of a Unit is not required to complete the application form, but is automatically considered a Regular Member by being an active Member to the Unit.

c) **Approval Process:** The Head of Ongomiizwin approves Regular Members, on advice of the Members’ Council/Members’ Executive Council.

d) **Privileges and Responsibilities:** In order to maintain membership, Regular Members shall be active in the Members’ Council and in areas of Indigenous Health and Healing. This may include:

- attending Members’ Council meetings;
- participating in teaching relating to Indigenous Health and Healing;
- supporting Indigenous peer, graduate and undergraduate student mentorship;
- conducting, or assisting with, research in support of Indigenous Health and Healing;
- service contributions in Indigenous Health and Healing.

3. External Stakeholder and Community Leader Members

a) Criteria: External Stakeholder and Community Leader Members of Ongomiizwin may be appointed as a Member by the Head of Ongomiizwin, based on functional expertise and interest in the realm of Indigenous Health or Healing. An individual from any stakeholder group or any community leader may also apply to be a Regular Member should he or she meet the criteria.

b) Procedure: The Head of Ongomiizwin will identify potential External Stakeholder and Community Leader Members of Ongomiizwin, based upon the needs of Ongomiizwin and the functional expertise and interest of the individual in the realm of Indigenous Health or Healing.

c) Approval Process: The approval process is the appointment of the External Stakeholder and Community Leader Member by the Head of Ongomiizwin, and the acceptance of the appointment, as an External Stakeholder and Community Leader Member, by that individual.

d) Privileges and Responsibilities: The External Stakeholder and Community Leader Members should be active in the Members' Council and in areas of Indigenous Health or Healing.

B. Meetings

1. The Head of Ongomiizwin shall be the presiding officer and chair at all meetings of the Members' Council, subject to the right of the Dean, Rady Faculty of Health Sciences and Vice-Provost (Health Sciences), to take the chair at such meetings. In the Head's absence, the Head shall designate the presiding officer and chair.
2. The Members' Council shall meet at least one (1) time per year.
3. Meetings shall be called at the discretion of the Head of Ongomiizwin.
4. At least two weeks' notice of any regular Members' Council meeting shall be given and at least 48 hours' notice for any special Members' Council meeting.
5. The quorum necessary for the transaction of business shall be twenty-five (25) members.

C. Powers to Act

The Members' Council, subject to the plenary powers of the Board of Governors and the general charge of all matters of an academic character vested in the Senate, shall have power:

1. To provide for the regulation and conduct of its meetings and proceedings.
2. To periodically review its Terms of Reference and recommend amendments to the Rady Faculty of Health Sciences' Dean's Council, for approval.
3. To establish standing and ad hoc committees of the Members' Council and approve their membership and terms of reference.
4. To determine other matters within its jurisdiction that have not been specifically delegated to subordinate bodies.

D. Powers to Recommend

The Members' Council shall have the power to make such recommendations as it deems advisable to the appropriate persons or bodies and, without restricting the generality of the foregoing, has the following powers to recommend:

1. To recommend, to the Head of Ongomiizwin, applicants to become Regular Members of Ongomiizwin.
2. To identify vehicles to establish collaborative partnership with First Nations, Metis and Inuit communities for the purposes of developing enhanced programming, partnership based research and service delivery models, and inform the education of future health professions.
3. To recommend collaborative research efforts and opportunities with flexible programs for learners, as well as enhanced Indigenous research and scholarly activities.
4. To recommend national and international collaborations, informed by best practices in Indigenous Health, and promote successful collaboration outcomes supporting Indigenous learners and faculty.
5. To recommend, to the Rady Faculty of Health Sciences, Faculty-wide Indigenous Health-specific strategic priorities and goals.
6. To advocate to address health inequities affecting Indigenous communities.
7. To recommend on recruitment and retention of faculty with expertise in Indigenous Health or Indigenous Health Research.
8. To recommend on community clinical service delivery including return of service and residency training strategies in northern First Nations, Metis and Inuit Health communities.
9. To identify, articulate, and recommend for advancement, cultural competency and cultural safety across the spectrum of learning for students and faculty.

III. Members' Executive Council

A. Membership

There shall be an executive council of the Members' Council (the "Members' Executive Council") and shall be composed of:

1. The Members by Position, Ongomiizwin.
2. Five (5) Regular Members elected by and from the Regular Members of Ongomiizwin. The term of office for each elected Regular Member shall be three (3) years.
3. Five (5) External Stakeholder and Community Leader Members elected by and from the External Stakeholder and Community Leader Members of Ongomiizwin. The term of office for each elected External Stakeholder and Community Leader Member shall be three (3) years.

B. Meetings

1. Notwithstanding the Dean and Vice-Provost's right to preside over the Members' Council, the Head of Ongomiizwin or designate shall be the presiding officer at all meetings of the Members' Executive Council. In the Head's absence, he or she shall designate the chair and the presiding officer.
2. The Members' Executive Council shall meet at least three (3) times per year.
3. Meetings shall be called at the discretion of the Head of Ongomiizwin.
4. At least one week's notice of any regular Members' Executive Council meeting shall be given and at least 48 hours' notice for any special Members' Executive Council meeting.
5. The quorum necessary for the transaction of business shall be a majority of the members.

C. Powers to Act and Recommend

The Members' Council hereby delegates to the Members' Executive Council all powers to act and recommend granted to the Members' Council. The Members' Council cannot over rule the decisions of its Members' Executive Council, made on the Members' Council's behalf.

IV. Decision-Making

The preferred model for decision-making is consensus. If consensus cannot be reached, any member may put forward a motion for a vote.

V. Committees or Working Groups

The Members' Council may create committees or working groups as it deems necessary. The Terms of Reference and membership of each Committee or Working Group shall be approved by the Members' Council.

VI. Enactment and Amendments

A. The date of enactment for these Terms of Reference shall be the date on which they receive approval by The Rady Faculty of Health Sciences' Dean's Council.

B. Any amendments to these Terms of Reference shall require the approval of The Rady Faculty of Health Sciences' Dean's Council.

Dean's Council, Rady Faculty of Health Sciences:

Original Approved: December 12, 2017

Review Date: December 12, 2027

Revised/Approved:

Members' Council Contact: Assistant to the Head, Ongomiizwin

**Ongomiizwin Indigenous Institute of Health and Healing
Financial Report**

**Indigenous Initiatives Fund - UofM: Talking with Knowledge
Keepers about Honouring Traditional Knowledge Systems in**

| | <u>2016/17</u> | <u>2017/18</u> |
|---------------------------|------------------|------------------|
| Carry-over/ YE Settlement | | 35,000.00 |
| Revenue | 35,000.00 | |
| Expenses: | | |
| Salary | | |
| Oeprating | | 22,332.24 |
| Balance | <u>35,000.00</u> | <u>12,667.76</u> |

**Indigenous Initiatives Fund; UofM - Inuit Education
Connections Program**

| | <u>2016/17</u> | <u>2017/18</u> |
|---------------------------|----------------|----------------|
| Carry-over/ YE Settlement | | |
| Revenue | | |
| Expenses: | | |
| Salary | | |
| Oeprating | | - |
| Balance | <u>-</u> | <u>-</u> |

**Indigenous Initiatives Fund - UofM: Our Medicines Will
Grow Well**

| | <u>2016/17</u> | <u>2017/18</u> |
|---------------------------|----------------|----------------|
| Carry-over/ YE Settlement | | |
| Revenue | | |
| Expenses: | | |
| Salary | | |
| Oeprating | | - |
| Balance | <u>-</u> | <u>-</u> |

Indigenous Health Overhead - UofM

| | <u>2016/17</u> | <u>2017/18</u> |
|---------------------------|----------------|------------------|
| Carry-over/ YE Settlement | | |
| Revenue | | 200,000.00 |
| Expenses: | | |
| Salary | | 31,943.40 |
| Oeprating | | 97,085.71 |
| Balance | <u>-</u> | <u>70,970.89</u> |

Family Medicine Enhanced Distributed Education Centre - UofM

| | <u>2016/17</u> | <u>2017/18</u> |
|---------------------------|----------------|----------------|
| Carry-over/ YE Settlement | | |
| Revenue | | 65,981.04 |
| Expenses: | | |
| Salary | | 17,456.05 |
| Operating | | 48,524.99 |
| Balance | - | - |

Ongomiizwin Education Operating - UofM

| | <u>2016/17</u> | <u>2017/18</u> |
|---------------------------|----------------|----------------|
| Carry-over/ YE Settlement | | |
| Revenue | 705,513.66 | 764,991.45 |
| Expenses: | | |
| Salary | 550,629.55 | 754,938.99 |
| Operating | 154,884.11 | 10,052.46 |
| Balance | - | - |

Manitoba Health: Manitoba Patient Access Network

| | <u>2016/17</u> | <u>2017/18</u> |
|---------------------------|----------------|----------------|
| Carry-over/ YE Settlement | | 45,362.10 |
| Revenue | 95,125.00 | 4,875.00 |
| Expenses: | | |
| Salary | 21,462.01 | 9,619.39 |
| Operating | 28,300.89 | 40,617.71 |
| Balance | 45,362.10 | - |

Maternal Child Health Pilot - UofM/Rady Foundation: Kitisii Yawin

| | <u>2016/17</u> | <u>2017/18</u> |
|---------------------------|----------------|----------------|
| Carry-over/ YE Settlement | | |
| Revenue | | 200,000.00 |
| Expenses: | | |
| Salary | | |
| Operating | | 1,165.26 |
| Balance | - | 198,834.74 |

IIHH Operating - UofM

| | <u>2016/17</u> | <u>2017/18</u> |
|---------------------------|----------------|----------------|
| Carry-over/ YE Settlement | | |
| Revenue | 705,513.66 | 764,991.45 |

| | | |
|-----------|------------|------------|
| Expenses: | | |
| Salary | 550,629.55 | 754,938.99 |
| Oeprating | 154,884.11 | 10,052.46 |
| Balance | - | - |

General Operating Allocation - UofM

| | <u>2016/17</u> | <u>2017/18</u> |
|---------------------------|----------------|----------------|
| Carry-over/ YE Settlement | | |
| Revenue | | |
| Expenses: | | |
| Salary | | |
| Oeprating | | 1,845.24 |
| Balance | - | (1,845.24) |

Jordan's Principle - Keewatinohk Inniniw Minoayawin Inc

| | <u>2016/17</u> | <u>2017/18</u> |
|---------------------------|----------------|----------------|
| Carry-over/ YE Settlement | | |
| Revenue | | |
| Expenses: | | |
| Salary | | |
| Oeprating | | |
| Balance | - | - |

School Therapy Program - Government of Nunavut

| | <u>2016/17</u> | <u>2017/18</u> |
|---------------------------|----------------|----------------|
| Carry-over/ YE Settlement | | |
| Revenue | | 323,910.04 |
| Expenses: | | |
| Salary | | 171,086.33 |
| Oeprating | | 152,823.71 |
| Balance | - | - |

Inuit Health Program - Government of Nunavut

| | <u>2016/17</u> | <u>2017/18</u> |
|---------------------------|----------------|----------------|
| Carry-over/ YE Settlement | | |
| Revenue | 2,957,919.87 | 2,904,139.88 |
| Expenses: | | |
| Salary | 1,122,662.49 | 1,011,097.05 |
| Oeprating/Stipends | 1,835,257.38 | 1,893,042.83 |
| Balance | - | - |

Primary Care Program - Keewatinohk Inniniw Minoayawin Inc.

| | <u>2016/17</u> | <u>2017/18</u> |
|---------------------------|----------------|----------------|
| Carry-over/ YE Settlement | | |
| Revenue | | |
| Expenses: | | |
| Salary | | |
| Oeprating | | |
| Balance | - | - |

Renal Program - Manitoba Health

| | <u>2016/17</u> | <u>2017/18</u> |
|---------------------------|----------------|----------------|
| Carry-over/ YE Settlement | | 325.98 |
| Revenue | 1,870,972.83 | 1,953,823.57 |
| Expenses: | | |
| Salary | 1,192,392.79 | 1,228,101.70 |
| Oeprating | 678,254.06 | 696,375.88 |
| Balance | 325.98 | 29,671.97 |

Primary Care Program - Manitoba Health

| | <u>2016/17</u> | <u>2017/18</u> |
|---------------------------|----------------|----------------|
| Carry-over/ YE Settlement | | |
| Revenue | 13,184,812.44 | 14,060,640.00 |
| Expenses: | | |
| Salary | 12,540,535.48 | 12,768,018.00 |
| Oeprating | 644,276.96 | 1,292,622.00 |
| Balance | - | - |

Health Canada

| | <u>2016/17</u> | <u>2017/18</u> |
|---------------------------|----------------|----------------|
| Carry-over/ YE Settlement | | (252,455.64) |
| Revenue | 4,832,468.80 | 6,091,212.00 |
| Expenses: | | |
| Salary | 1,416,849.13 | 1,442,409.96 |
| Oeprating | 3,668,075.31 | 4,381,103.01 |
| Balance | (252,455.64) | 15,243.39 |

Ongomiizwin Research Core Support

| | <u>2016/17</u> | <u>2017/18</u> |
|---------------------------|----------------|----------------|
| Carry-over/ YE Settlement | 56,895.92 | 48.18 |
| Revenue | 100,000.00 | 100,000.00 |
| Expenses: | | |
| Salary | 145,791.13 | 84,058.61 |

| | | |
|-----------|-----------|-----------|
| Oeprating | 11,056.61 | 15,997.96 |
| Balance | 48.18 | (8.39) |

Research Navitation Support

| | 2016/17 | 2017/18 |
|---------------------------|------------|------------|
| Carry-over/ YE Settlement | 149,853.00 | 227,028.50 |
| Revenue | 135,802.95 | 128,906.35 |
| Expenses: | | |
| Salary | 57,461.15 | 127,913.96 |
| Oeprating | 1,166.30 | 1,751.09 |
| Balance | 227,028.50 | 226,269.80 |

| 2018/19 | 2019/20 | 2020/21 |
|---------|---------|---------|
| - | - | - |

| 2018/19 | 2019/20 | 2020/21 |
|-----------|-----------|----------|
| 49,858.00 | 47,177.00 | (283.00) |
| 2,681.07 | 47,460.07 | |
| 47,176.93 | (283.07) | (283.00) |

| 2018/19 | 2019/20 | 2020/21 |
|-----------|-----------|-----------|
| 40,000.00 | 40,000.00 | 19,541.00 |
| | 20,458.65 | 12,500.04 |
| 40,000.00 | 19,541.35 | 7,040.96 |

| 2018/19 | 2019/20 | 2020/21 |
|------------|------------|------------|
| 70,971.00 | 243,290.00 | 337,255.00 |
| 200,000.00 | 200,000.00 | 200,000.00 |
| 4,730.00 | 43,561.86 | 99,077.92 |
| 22,950.90 | 62,472.96 | 262,367.48 |
| 243,290.10 | 337,255.18 | 175,809.60 |

| 2018/19 | 2019/20 | 2020/21 |
|------------|------------|-------------|
| 138,429.90 | 104,829.91 | - |
| 19,109.20 | 22,882.75 | 15,541.97 |
| 119,320.70 | 81,947.16 | 11,827.32 |
| - | - | (27,369.29) |

| 2018/19 | 2019/20 | 2020/21 |
|------------|------------|------------|
| 803,698.55 | 824,079.68 | 827,123.00 |
| 696,089.35 | 726,994.47 | 768,343.99 |
| 107,609.20 | 97,085.21 | 35,806.56 |
| - | - | 22,972.45 |

| 2018/19 | 2019/20 | 2020/21 |
|---------|---------|---------|
| - | - | - |

| 2018/19 | 2019/20 | 2020/21 |
|------------|------------|------------|
| 198,835.00 | 191,388.00 | 132,074.00 |
| 7,446.81 | 59,313.88 | 10,714.78 |
| 191,388.19 | 132,074.12 | 121,359.22 |

| 2018/19 | 2019/20 | 2020/21 |
|------------|------------|------------|
| 803,698.55 | 824,079.68 | 827,123.00 |

| | | |
|------------|------------|------------|
| 696,089.35 | 726,994.47 | 768,343.99 |
| 107,609.20 | 97,085.21 | 35,806.56 |
| - | - | 22,972.45 |

| 2018/19 | 2019/20 | 2020/21 |
|----------|------------|------------|
| 700.00 | 101,110.00 | 102,887.69 |
| | 99,876.53 | 100,857.67 |
| 1,036.06 | 3,369.16 | 3,844.70 |
| (336.06) | (2,135.69) | (1,814.68) |

| 2018/19 | 2019/20 | 2020/21 |
|------------|------------|------------|
| | 263,808.00 | 170,636.03 |
| 325,686.50 | 223,251.50 | 486,789.00 |
| 8,125.23 | 120,379.52 | 107,987.43 |
| 53,753.23 | 196,043.95 | 91,600.42 |
| 263,808.04 | 170,636.03 | 457,837.18 |

| 2018/19 | 2019/20 | 2020/21 |
|-------------|--------------|--------------|
| | (14,294.11) | |
| 840,822.25 | 1,076,475.52 | 1,761,818.83 |
| 477,180.40 | 616,751.43 | 702,147.95 |
| 377,935.96 | 445,429.98 | 1,059,670.88 |
| (14,294.11) | - | - |

| 2018/19 | 2019/20 | 2020/21 |
|--------------|--------------|--------------|
| 2,957,356.17 | 2,902,059.97 | 2,335,254.49 |
| 1,016,151.46 | 916,127.14 | 964,392.73 |
| 1,941,204.71 | 1,985,932.83 | 1,370,867.42 |
| - | - | (5.66) |

| 2018/19 | 2019/20 | 2020/21 |
|---------|--------------|--------------|
| | | (110,496.67) |
| | | 2,504,085.81 |
| | 109,125.14 | 1,779,351.49 |
| | 1,371.53 | 205,325.95 |
| - | (110,496.67) | 408,911.70 |

| 2018/19 | 2019/20 | 2020/21 |
|--------------|--------------|--------------|
| 29,671.97 | (25,418.03) | 232,579.73 |
| 1,625,258.79 | 1,887,820.00 | 1,379,953.00 |
| 1,074,679.31 | 1,020,488.77 | 1,026,634.67 |
| 605,669.48 | 609,333.47 | 597,255.28 |
| (25,418.03) | 232,579.73 | (11,357.22) |

| 2018/19 | 2019/20 | 2020/21 |
|---------------|---------------|---------------|
| 14,044,544.37 | 14,176,822.46 | 15,360,522.27 |
| 13,399,339.75 | 13,540,481.42 | 14,765,539.21 |
| 645,204.62 | 636,341.04 | 594,983.06 |
| - | - | - |

| 2018/19 | 2019/20 | 2020/21 |
|--------------|--------------|---------------|
| 15,243.39 | 1,064,666.73 | 1,845,878.56 |
| 6,812,249.99 | 6,503,419.00 | 14,121,145.32 |
| 1,469,581.62 | 1,347,907.58 | 3,517,952.85 |
| 4,293,245.03 | 4,374,299.59 | 5,866,658.48 |
| 1,064,666.73 | 1,845,878.56 | 6,582,412.55 |

| 2018/19 | 2019/20 | 2020/21 |
|------------|------------|------------|
| | (447.40) | |
| 100,000.00 | 100,000.00 | 100,000.00 |
| 90,998.39 | 95,594.76 | 93,472.28 |

| | | |
|----------|----------|------------|
| 9,449.01 | 3,896.08 | 9,232.36 |
| (447.40) | 61.76 | (2,704.64) |

| 2018/19 | 2019/20 | 2020/21 |
|------------|------------|------------|
| 226,269.80 | 247,082.16 | 279,821.90 |
| 91,064.72 | 95,640.00 | 39,000.00 |
| 69,379.88 | 61,872.10 | 67,365.31 |
| 872.48 | 1,028.16 | 870.11 |
| 247,082.16 | 279,821.90 | 250,586.48 |



March 22, 2022

TO: Melanie MacKinnon, Head, Ongomiizwin – Indigenous Institute of Health & Healing
Rady Faculty of Health Sciences

RE: Ongomiizwin – Indigenous Institute of Health & Healing, Five-Year Academic Review

I am pleased to provide a letter in support of the five-year academic review of Ongomiizwin by the Senate Committee on Academic Review. The Department of Community Health Sciences enjoys a close and strong relationship with Ongomiizwin. I am writing to confirm the department's continuing support of Ongomiizwin and our commitment to continue to work in partnership for the advancement of Ongomiizwin activities in the areas of health services, education and research.

CHS will continue to offer an academic home to faculty members within Ongomiizwin, and therefore will continue to provide academic support, tenure and/or promotion mentorship, teaching and learner training opportunities, and opportunities to conduct collaborative research. CHS will continue to provide information technology (IT) support to Ongomiizwin, on an as-needed basis. The Executive Director, Ongomiizwin, will continue to sit on the CHS Executive Committee to sustain the relationship between the CHS and Ongomiizwin, and facilitate collaboration in teaching, research and service activities.

CHS derives many benefits from our relationship with Ongomiizwin especially in relation to their support of CHS undergraduate and graduate teaching programs. In addition, Ongomiizwin supports and facilitates CHS faculty member and student research activities with Indigenous communities.

Ongomiizwin – Indigenous Institute of Health & Healing, is the largest Indigenous education and health unit in Canada. The establishment of Ongomiizwin as an Institute with Rady Faculty of Health Sciences, affirmed UM's commitment to building respectful relationships and creating pathways to Indigenous health, healing, and achievement. CHS is honoured to continue our strong relationship with Ongomiizwin and fully supports their renewal as an Institute.

Sincerely,

Sharon Bruce

Sharon Bruce, PhD
Professor and Head
Community Health Sciences
Sharon.Bruce@umanitoba.ca

March 22, 2022

Melanie MacKinnon
Indigenous Institute of Health and Healing
Rady Faculty of Health Sciences
P122 Bannatyne Avenue
Winnipeg, MB. R3E 0J9

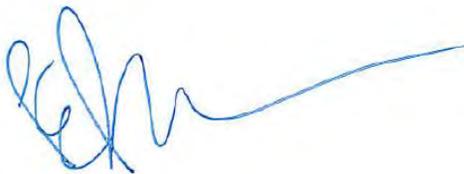
Dear Ms. MacKinnon,

RE: Department of Pediatrics and Child Health Support for Ongomiizwin-Institute of Health and Healing

The Department of Pediatrics and Child Health, College of Medicine, Rady Faculty of Health Sciences has a longstanding history of collaboration with the Ongomiizwin-Institute of Health and Healing, dating back to its predecessor, the J.A. Hildes Northern Medical Unit. These collaborations have enabled pediatric faculty to travel to remote Indigenous communities in Manitoba to provide essential medical care, which has been instrumental in addressing healthcare inequities for Indigenous children in Manitoba. Ongomiizwin leaders, elders, and knowledge keepers also provide key mentorship for faculty development and anti-oppression work in progress by our pediatric faculty and our undergraduate and post-graduate learners.

On February 29, 2020, the Department of Pediatrics and Child Health made a formal commitment to Indigenous reconciliation at our departmental retreat, "Indigenous Reconciliation: How did we get there and where are we going?" On behalf of the pediatric faculty and learners, I fully support ongoing collaboration with the Ongomiizwin-Institute of Health and Healing, which is fundamental to addressing the Truth and Reconciliation Commission's Calls to Action.

Sincerely,



Patricia E. Birk, MD, FRCPC
Professor and Head, Department of Pediatrics and Child Health
Max Rady College of Medicine, University of Manitoba
Provincial Specialty Lead, Pediatrics and Child Health, Shared Health Manitoba
Medical Director, Transplant Manitoba-Pediatric Kidney Program, Shared Health Manitoba
Fellow, Executive Leadership in Academic Medicine (ELAM)

Jitender Sareen MD
Professor and Head,
Department of Psychiatry
University of Manitoba
Specialty Lead,
Mental Health and Addictions,
Shared Health
[email:jsareen@hsc.mb.ca](mailto:jsareen@hsc.mb.ca)
P:204-787-7056
F:204-787-4879

March 22, 2022

Melanie Mackinnon
Head of Ongomiizwin Health Services
Indigenous Institute of Health and Healing
Faculty of Health Sciences

Re: Letter of support for Institute

As Head of the Department of Psychiatry and Shared Health Specialty Lead for Mental Health and Addictions, I strongly support the Ongomiizwin Institute of Health of Healing. Our Department has partnered with Ongomiizwin for more than 3 decades. The partnership crosses all academic missions but has had the strongest influence in Post-graduate education.

Postgraduate Medical Education. Our Department has engaged Faculty and psychiatry residents for over 3 decades in providing services to underserved areas in First Nations communities and Nunavut. This work has led to training of psychiatrists in culturally safe mental health and addiction services. The strong partnership between the Department of Psychiatry and the Ongomiizwin has led to the ability of the Department to recruit outstanding trainees from across the Country. Medical students choose to come to Manitoba to do psychiatry residency training due to the ability to serve Indigenous communities in Manitoba and Nunavut.

Research/Scholarly projects. Ongomiizwin Institute has been strongly supportive of Academic and research projects. Dr. Polina Anang and other Child and Adolescent Psychiatrists in our Department have been engaged in several research projects funded by the Institute to improve mental health and wellbeing of youth in Nunavut communities. This support has led to national Canadian Institutes of Health Research Funding.

Clinical Service Delivery and Innovation. Ongomiizwin Institute has had a major impact on the COVID-response in Manitoba. Our Department has led innovative initiatives with virtual wards and telepsychiatry. Members of Ongomiizwin have provided strong input into the Shared Health Provincial Clinical Team. Innovative cost effective models that cross jurisdictions are highly supported by Ongomiizwin to ensure equitable access to mental health addiction services. Our Department members have won national wards for innovative models of clinical care delivery (Dr. Jennifer Hensel: Canadian Medical Association: Joule Award- Virtual ward).

Please feel free to contact me if you have any questions.

Sincerely



Jitender Sareen

Report of the Senate Committee on Academic Review RE: Periodic Review of James W. Burns Leadership Institute

Preamble:

1. The [terms of reference](#) for the Senate Committee on Academic Review (SCAR) are found on the University Governance website.
2. The University's procedure on *Academic Centres and Institutes* specifies in section 3.0 that:

In order to ensure that all academic activities are consistent with the goals of the University and that academic centres/institutes reflect positively on the general reputation of the University, all academic centres/institutes shall be reviewed by SCAR on a periodic basis but not less often than every five years.
3. At its meetings on March 25 and May 9, 2022, SCAR considered the inaugural *Periodic Report of the James W. Burns Leadership Institute*, including the justification for renewal.
4. The Institute was established by the Board of Governors for an initial term of five-years ending on February 17, 2022. Professor Suzanne Gagnon was appointed as the first Director, in November 2018. The Institute is supported by an endowment fund (the Institute for Leadership Development Fund) established with a gift from a private donor (\$2 million) and a contribution from the province (\$2.5 million). Revenue from the fund supports the activities of the Institute and one support staff position.
5. The mandate for the Institute is to (i) offer undergraduate and graduate students from across the University and province, opportunities to develop leadership knowledge and skills necessary to pursue careers in any field through design and delivery of the President's Student Leadership Program; (ii) provide a knowledge centre for innovative educational programming in leadership, leading social change and related subjects, to serve faculties across disciplines at the University; (iii) become a research hub to serve as a mechanism for faculty to connect and share research and to disseminate research on leadership education to members of the business community and support the work of the Chairs in Leadership Education and Leadership Research.

Observations:

1. The Senate Committee on Academic Research recognizes that, in the relatively short time since the Institute was operationalized, beginning with the appointment of the Director in November 2018, it has made significant contributions to leadership education at the University through many of the activities described in the *Periodic Report*, including service lectures and seminars, the Leadership for our Times: The Critical Issues Series, the support provided to various academic units to integrate leadership content into their courses and curricula, and particularly through the President's Student Leadership Program. The Committee strongly supports and applauds the Institute's attention to ensuring that leadership education activities led by the Institute promote principles of equity, diversity, and inclusion, through leadership content in its programming and through the involvement of diverse participants and presenters.
2. The Leadership Institute has met or made progress toward the five original objectives for the unit, as outlined in section C (ii) of the *Periodic Report*. The Institute has met the

objective to develop the President's Student Leadership Program, which is open to students from across the University and from other postsecondary institutions in the province. Data for the first two cohorts of students to complete the program, in 2019-2020 and 2020-2021, are included in Appendix I to the *Periodic Report*. The objective to develop student-centred leadership seminars and events has been carried out through the speaker series, Leadership for our Times: The Critical Issues Series, and the Leadership Lunch and Learn Series. Progress has been made toward meeting the objective to integrate leadership education into University of Manitoba programs, which is a key objective in the Institute's next five-year plan, including by supporting the development of a Minor in Leadership for Business and Organizations, offered by the Department of Business Administration, Asper School of Business, a Transition to Residency course for graduating medical students, in the Max Rady College of Medicine, and the College of Pharmacy James W. Burns Leadership Workshop Series. Regarding the objective to share leadership education and research to private, public, and non-profit sectors the Institute supported two international research conferences, including, in partnership with the Indigenous Business Education Partners, Asper School, Emerging Themes in Indigenous Business (2021), and the Co-LEAD Net Research Conference (2019). The objective to develop a Leaders in Residence program will be carried out under the next five-year plan.

3. The five-year plan for the Institute includes the five strategic goals listed below, which continue the original objectives, with key actions to support those goals, as set out in section D of the *Periodic Report*.
 - Integrate leadership education into University of Manitoba programs: to support the development of high-quality leadership education programming to be available to every undergraduate student; to become known across the University and to external stakeholders as a critical support to academic units in the development and design of innovative, inclusive and accessible leadership curricula for all students; play a key role in distinguishing University of Manitoba graduates for their leadership competence.
 - Further advance the President's Student Leadership Program: to become known nationally for its excellence and innovation in developing rising leaders as community-focused, widely knowledgeable, interconnected, and able members of their occupation, profession, communities, and society; and as a high quality, unique in Canada learning opportunity for selected student applicants, reflecting Manitoba's diversity and building a community of leaders to serve in their careers in any field
 - Continue to develop and deliver student-centred leadership seminars and events: to offer excellent and timely input into students' education on critical leadership issues facing our society and the role of leadership in societal well-being; continue and expand two major series open to all students at the University.
 - Develop Leaders in Residence program: identify two to three community leaders and engage them as Leaders in Residence.
 - Share leadership education and research to private, public, and non-profit sectors: to become a hub for faculty to connect and share leadership research and to disseminate research related to leadership education and other leadership topics to the business and wider community.
4. The *Periodic Report* incorporates revisions to address SCAR's concerns that the strategic goals and key actions related to development of leadership education and leadership research must fall within the parameters of the mandate for academic centres/institutes, as established in the policy on *Academic Centres and Institutes*,

versus an academic department or research centre/institute. First, in terms of leadership education, language has been amended to reflect that the Institute's role is to support academic units to develop and design leadership education for their programs, rather than to offer, deliver, or administer academic programs, including degree and non-degree programs, either independently or in collaboration with an academic unit. Second, in the five-year plan, in the first key action under the objective to integrate leadership education into UM programs, an adjustment has been made to the approach that would be taken to support curriculum development in leadership in undergraduate programs across the University. Finally, with respect to leadership research, the revised *Periodic Report* communicates that the Institute will serve as a hub for faculty to connect and share research on leadership education, to be clear that the Institute, which was not established as a research institute, does not have a mandate to coordinate or facilitate research activities and provide research training.

5. Membership in the Institute, as established in the original proposal (Senate, February 17, 2017), is open to (i) any faculty member at the University with an interest in: instruction and promotion of leadership education, theoretical and/or applied research focused on leadership, the pedagogy of leadership education, and/ or innovation in methods of leadership education design and delivery; (ii) the Canada Life Chair in Leadership Education, who is the Director, and the IG Wealth Chair in Leadership Research, both of whom hold academic appointments in the Department of Business Administration; (iii) selected members of the private, public, and not-for-profit community invited to become members who demonstrate: distinguished achievement in the area of arts, health, business, public service, or another discipline; peer recognition as a leader in their profession and/or community service; commitment to the promotion of leadership education. Members are appointed by the Dean, Asper School of Business, on the recommendation of the Director, based on advice of the members.

The committee recommends that the Institute expand its membership, to include members from other Faculties, Colleges, and Schools, and that the Institute clarify the process for appointing members, which might expand upon the process already established in the proposal for the Institute. These recommendations may be addressed in the next periodic report or before then in an annual report(s).

6. The committee is recommending that the Institute be renewed for a period of three years. The three-year renewal will allow the Institute time to consider and perhaps make further adjustments to its goals, activities, and future directions, including its objectives for leadership education within the Asper School and the broader University, to ensure these are in alignment with the policy and procedure on *Academic Centre and Institutes* and the governance structures of the University.

Recommendation:

The Senate Committee on Academic Research recommends:

THAT Senate approve the renewal of the James W. Burns Leadership Institute, for a period of three years, from February 17, 2022, to February 16, 2025.

Respectfully submitted,

Dr. Greg Smith, Chair
Senate Committee on Academic Review

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



Name of Academic Centre/Institute: James W Burns Leadership Institute

Name of Faculty/School: Asper School of Business

Name of Director and Contact Information

Name: Suzanne Gagnon

Email: suzanne.gagnon@umanitoba.ca

Phone: 204-227-5332

Location of Academic Centre/Institute

Room, building, campus: 358 Drake Building, Fort Garry Campus

Website: <https://umanitoba.ca/asper/james-w-burns-leadership-institute>

In order to ensure that all academic activities are consistent with the goals of the University and that academic centres/institutes reflect positively on the general reputation of the University, all academic centres/institutes shall be reviewed by SCAR on a periodic basis but not less often than every five years. See the [procedure on Academic Centres and Institutes](#) (section 3.1) for the reporting requirements.

See also Addendum A – Instructions for Completing the Periodic Report at the end of this document.

A – Background and Overview – History, Mission, Objectives

In the space below, provide a brief history of the Academic Centre/Institute, including:

(i) the date on which it was established by the Board of Governors

The Institute for Leadership Development, located in the Asper School of Business at the University of Manitoba was officially established by the Board of Governors in February 2017. The Institute was launched with the hiring of a Director in November 2018 and officially named The James W. Burns Leadership Institute in June 2019. Milestones describing the Institute's creation include:

- February 2017: UM Board of Governors establishes the Institute for Leadership Development
- November 2018: Dr. Suzanne Gagnon appointed Canada Life Chair in Leadership Education and Director of the Institute
- June 2019: James W. Burns Leadership Institute named; first cohort of President's Student Leadership Program (PSLP) begins – Cohort 1, 27 students, 18 disciplines, 4 postsecondary institutions
- June 2020: PSLP Cohort 2, 22 students, 14 disciplines, 4 postsecondary institutions

- July 2020: Dr. Zhenyu Wu appointed IG Wealth Management Chair in Leadership Research
- Fall 2020: Undergraduate Minor in Leadership for Business and Organizations of the Asper School (curriculum development supported by the Institute) is approved by Senate
- June 2021: PSLP Cohort 3, 22 students, 16 disciplines, 4 postsecondary institutions

(ii) a concise statement on the original mission and objectives for the Academic Centre/Institute and their relationship to the University’s strategic plan

The Institute is mandated to:

- Offer undergraduate and graduate students from multiple faculties across the university and province, opportunities to develop leadership knowledge and skills necessary to pursue careers in any field, from technology and trades to healthcare and the fine arts, through design and delivery of the President’s Student Leadership Program;
- Provide a knowledge centre for innovative educational programming in leadership, leading social change and related subjects, to serve faculties across disciplines at the University of Manitoba; and
- Become a hub to serve as a mechanism for UM faculty to disseminate research on leadership and leadership education to members of the business community.

This vision and mandate are strongly aligned with the following goals set out in *Taking Our Place: University of Manitoba Strategic Plan*

- Increase opportunities for experiential learning (Inspiring Minds);
- Expect, recognize, support and reward high quality and innovative research, scholarly work and other creative activities (Driving Discovery and Insight);
- Foster meaningful and sustained collaborative research, scholarly work and other creative activities within the institution and with provincial, Canadian and global partners (Driving Discovery and Insight);
- Enhance our national and international research recognition and the quality and impact of our research, scholarly works and creative activities (Driving Discovery and Insight);
- Develop a culture of leadership and teamwork among our students, staff and faculty through professional development programs (Building Community);
- Enhance and support meaningful connections between faculties and units within the University (Building Community);
- Foster a dynamic relationship between alumni and the University (Forging Connections); and
- Be an internationally engaged university with local relevance and global impact (Forging Connections).

(iii) a brief description of the scope of activities and the benefits and opportunities envisioned in the original proposal and/or the previous Periodic Report

Scope of Activities - As outlined in the Terms of Reference, the scope of the Institute is broad. Five key areas are identified for action and programming as Institute strategic priorities:

1. Work with faculties across the University to integrate leadership education into existing academic and co-curricular programs – the Institute will provide a mechanism to embed leadership education in courses and programs across the University. An essential part of

education for any professional is the development of leadership skills which are relevant to all disciplines of study.

2. Deliver the President's Student Leadership Program - The President's Student Leadership Program gives post-secondary students a broad perspective on leadership, including theoretical foundations, ethical implications, problem-solving, and challenges. Through a multi-day workshop and leadership forums, students tackle contemporary leadership issues and engage with internationally renowned leaders in a wide range of areas such as, but not necessarily limited to business, finance, accounting, politics, sport, public service, education, health, law, and the arts. Admission to the program is based on a combination of the student's academic achievement and leadership potential, while striving for a balance of representation across all fields of study.
3. Facilitate student-centered leadership seminars and events – With input from the Institute's Advisory Board, speakers will be invited to present on contemporary leadership topics to students, staff, and the public.
4. Provide a home for the proposed Leaders-in-Residence program – The Institute will develop a Leaders-in-Residence program to serve an important two-way role between the University and Manitoba's private, public and not-for-profit sectors. Leaders-in-Residence will be available to act as mentors to students, exploring career options and providing advice and guidance. They will also serve an essential link to employers in Manitoba through the recruitment of guest speakers and the promotion of student networking events. Leaders will represent a wide variety of backgrounds, industries and experiences, ensuring an opportunity for all students to make valuable and relevant career connections. All Leaders-in-Residence will be made members of the Institute.
5. Promote leadership education and research dissemination to the private, public and not-for-profit sectors through Executive Education – Provide innovative leadership education and training to senior managers through the Asper School Executive Education Centre.

Benefits and Opportunities

- The main benefit of the Institute is to provide a mechanism to embed leadership education into courses and programs across multiple faculties at the University of Manitoba. At present, many faculties rely on the I.H. Asper School of Business to design customized leadership education to be delivered through existing courses and programs. As the Institute develops its programs, our students will see a significant expansion of experiential learning opportunities that will make them stronger leaders and better prepare them for their future careers, regardless of study discipline. The greatest benefit of the Institute will be its ability to better equip graduates across the University with these leadership skills.
- The Institute, through the President's Student Leadership Program, provides students with richer opportunities for personal and professional development.
- Another benefit of the Institute is to provide opportunities for faculty members to share best practices regarding leadership education across disciplines and academic institutions. Members of the Institute will be provided with opportunities to work together both with one another and with academics at other post-secondary institutions in order to discuss trends in leadership education, share knowledge and ideas, and generate new opportunities for collaborative education.
- The Institute will provide a significant benefit to Manitoba employers, producing a larger and more diverse pool of students who are ready to assume leadership positions.

(iv) a description of the advisory body/board, including its role and participants/members

The Institute governance structure as set in its Terms of Reference includes an Advisory Board made up of multi-sectoral external community leaders. The Advisory Board was constituted early in the Director's mandate. The Director worked with senior university administrators including the Dean of the Asper School and others to identify community and university leaders to serve on the board.

The Advisory Board is comprised of representatives from the University of Manitoba, corporate and non-profit sectors, and the broader community including the Indigenous community. The advisory board supports the Institute in the following ways:

- Providing advice on the strategic plan for the Institute;
- Providing advice on the Institute's success in achieving its desired expected outcomes and need for potential course correction;
- Providing advice on the Institute's annual reporting and five-year review process;
- Recommending members to act as external representatives on the hiring committees for the proposed Chair in Leadership Education and Chair in Leadership Research;
- Providing advice on the selection criteria and program design of the President's Student Leadership Program; and
- Providing advice on the Institute's programming and curriculum design related to leadership development.

Beginning in early Spring 2019, the Advisory Board has met three times per year, in September, February and May. The Director reports on Institute progress and initiatives and seeks input from the members as above. The Advisory Board comprises:

| Name | Professional Roles | Term |
|-------------------------------|---|-------------------------------------|
| Dr. Marcia Anderson | Vice-Dean, Indigenous (Indigenous health, social justice and anti-racism) Rady Faculty of Health Sciences | 2019- Present |
| Todd Asman | Executive VP, Product and Financial Planning, IG Wealth Management | 2019- Present |
| Diane Gray | President and CEO Centre Port Canada | 2019- Present, Advisory Board Chair |
| Charles Henaire | Executive VP, Deputy CFO Chief Accounting and Control Officer Canada Life | 2019- Present |
| Lisa Kassenaar | Senior Writer and Editor, Global Womens Coverage, Voice of America | 2019- Present |
| Vanessa Koldignes | Interim Vice-President (External) , University of Manitoba | 2022- Present |
| Mary Jane Maillet Brownscombe | Indigenous Business Relations Executive-in-Residence, Asper School of Business | 2019- Present |
| Mike Nader | President and Chief Executive Officer, Winnipeg Regional Health Authority | 2021-Present |
| Dawn Nedohin-Macek | Board Member, Engineers Canada, Transmission Services and Compliance Department Manager, Manitoba Hydro | 2019- Present |
| Shreeraj Patel [Bcomm | Vice President, Commercial Financial Services, RBC | 2021-Present |
| Colin Ryan | Executive Vice-President, Senior Portfolio Manager, Director, Wellington-Altus Financial Inc. | 2019- Present |
| Dr. Samar Safi-Harb | Canada Research Chair in Supernova Remnants Astrophysics, Department of Physics and Astronomy, University of Manitoba | 2019- Present |
| Trudy Schroeder | Former Executive Director Winnipeg Symphony Orchestra | 2019- Present |
| Dr. Dan Smith | Vice -President Research and Academic University College of the North | 2019- Present |
| Dr. Leisha Strachan | Associate Dean, Research and Graduate Studies, Faculty of Kinesiology and Recreation | 2021-Present |
| Dr. Mark Torchia | Vice Provost, Teaching and Learning, UofM | 2019- Present |
| Dr. Christine Watson | Vice-President Academic, Red River Polytechnic | 2019- Present |
| Past Members | | |
| Neil Taylor | Former chairman, Investors Group Securities | 2020-2022 |
| Peter Pomart | Director, Indigenous Business Education Partners, Asper School of Business | 2019-2022 |
| John Kearsey | Vice-President (External), University of Manitoba | 2019-2021 |
| Dr. Gady Jacoby | Former Dean, Asper School of Business and Dean of the School of Economics, College of Management Academic Studies | 2019-2021 |

B – Constitution of the Academic Centre/Institute

In the space below, provide a current membership list including the names of members, their affiliation (department, faculty, name of outside organization), and membership category.

Initially listed in the Institute Terms of Reference, the list of Institute members has been expanded to include the following colleagues, set out below. Membership currently manifests as a Community of Practice within the University. The list below is organized into formally invited Members and Community of practice colleagues as described here. We will be inviting all Community of practice attendees, and selected others from additional faculties or who express an interest, to ensure representation in Membership across the university. Members are interested in leadership education and research, and in sharing knowledge and practices across faculties. To date, we have hosted several Community of Practice meetings, either for the entire group, or for a subset often focused on a cluster of disciplines (e.g. the Health Sciences colleges).

Asper School colleagues who are members have also served as advisors on curriculum development and planning including on the President's Student Leadership Program, and on an advisory group for the Minor in Leadership for Business and Organizations for which curriculum development was supported by the Institute.

| Members of the James W Burns Leadership Institute | |
|---|--|
| Members | Roles |
| Leisha Strachan | Associate Dean, Research and Graduate Studies, Faculty of Kinesiology and Recreation Management |
| Mary Benbow | Associate Professor, Department of Environment and Geography, Clayton H. Riddell Faculty of Environment, Earth, and Resources |
| Samar Safi-Harb | Canada Research Chair in Supernova Remnants Astrophysics, Faculty of Science |
| Ming-Ka Chan | Director, Education/Faculty Development, Department of Pediatrics and Child Health, Assistant Director, International Medical Graduate Program, Rady Faculty of Health Sciences |
| Shaundra Lynn Popowich | Assistant Professor, Department of Obstetrics and Gynecology, Rady Faculty of Health Sciences |
| Marcia Anderson | Vice-Dean, Indigenous (Indigenous health, social justice and anti-racism) Rady Faculty of Health Sciences |
| Peng Liu | Assistant Professor, Education Leadership, Faculty of Education |
| Sonia Udod | Assistant Professor, College of Nursing, Max Rady Faculty of Health Sciences |
| Parshotam Dass | Associate Professor, Business Administration, Asper School of Business |
| Nathan Greidanus | Associate Professor, Business Administration, Asper School of Business |
| Lukas Neville | Associate Dean, Strategic Partnerships & Administration and Assistant Professor, Business Administration, Asper School of Business |
| Jieying Chen | Assistant Professor, Business Administration, Asper School of Business |
| Fang Wan | Professor and F. Ross Johnson Fellow, Marketing, Asper School of Business |
| Sean Buchanan | Assistant Professor, Business Administration, Asper School of Business |
| Bruno Dyck | Professor, Sustainability, Business Administration, Asper School of Business |
| Bruno Silvestre | Acting Dean, Asper School of Business |
| Zhenyu Wu | Associate Dean, Research and Graduate Research Programs IG Wealth Management Chair in Leadership Research Professor of Entrepreneurship and Finance, Asper School of Business |
| Jijun Gao | Department Head and Associate Professor Department of Business Administration, Asper School of Business |
| Junyon Im | Assistant Professor, Department Business Administration |
| Chi Liao | Assistant Professor, Department Accounting & Finance |
| Xiumei Li | Assistant Professor, Department Business Administration |
| Rajesh Manchanda | Professor / F. Ross Johnson Professor of Marketing |
| Wenlong Yuan | Associate Professor, Stu Clark Chair in Entrepreneurship and Innovation |
| Peter Pomart | Director (outgoing), Indigenous Business Education Partners, Asper School of Business |
| Community of Practice Attendees - To be invited as members | |
| Todd Duhamel | Professor, Faculty of Kinesiology and Recreation Management |
| Ahmed Shalaby | Professor, Price Faculty of Engineering |
| Cyrus Shafai | Associate Dean (Research/Graduate Programs), Associate Professor, Price Faculty of Engineering |
| Karen Wilson Baptist | Acting Dean, Faculty of Architecture |
| Christopher Adams | Rector, St. Paul's College, Adjunct Professor, Political Studies |
| Edward Jurkowski | Dean, Desautels Faculty of Music |
| Francine Morin | Professor, Faculty of Education |
| Lalitha Raman-Wilms | Dean, College of Pharmacy, Rady Faculty of Health Sciences |
| Cary Miller | Associate Vice-President (Indigenous) Scholarship, Research and Curriculum |
| Mary Jane Maillet Bronscombe | Executive In Residence, Indigenous Business Relations, Asper School of Business |
| Mark Torchia | Vice-Provost, Teaching and Learning |

C – Justification for Renewal

In the space below, provide justification for renewal of the Centre/Institute, for a period of five years (normally).

(i) Describe how the mission and objectives (current) for the Centre/Institute relate to the University's Strategic Plan.

Consistent with and serving UM overarching strategic priorities, the Institute has a commitment to *outstanding and innovative teaching and research, forging and strengthening connections with internal and external community members, creating pathways to reconciliation with Indigenous communities, building community that creates an outstanding learning environment, and forging connections for high-impact community engagement* (from UM strategic plan, as noted in section

1). These five pillars of the University strategic plan are reflected in the Institute's mission, vision, values and the enactment of the priorities that comprise its mandate as an educational and research institute of the University of Manitoba.

Created in consultation with the Advisory Board, the Institute has set its mission, vision and values as follows. Each of these guiding statements ground the work of the Institute and serve as signposts to guide its programming and activities.

Mission of the Institute:

We are a catalyst for innovation and collaboration to develop leaders and create knowledge. We do this through:

- ✓ *Multidisciplinary connections*
- ✓ *Innovative education, and research dissemination*
- ✓ *Community and the power of inclusion*
- ✓ *Reconciliation and embracing Indigenous perspectives*

Vision of the Institute:

To inspire and unlock the potential of passionate leaders and build new knowledge to advance our societies

Values:

Collaboration, Inclusivity, Integrity, Service, Excellence, Community

Pedagogical principles:

- Immersive, inclusive, interdisciplinary.
- Philosophy of discovery.
- Leadership as fundamentally collective and shared.
- Leadership development and education as focused on the person in engagement with the community.

The following section summarizes how the Institute's mission and activities to date help enact the University's strategic plan, organized along the four key elements of the Institute mission, above. Under each element, we provide examples of how the Institute's work reflects these elements and priorities.

Multidisciplinary connections

- The President's Student Leadership Program (PSLP) recruits students from all disciplines and all programs – from diploma to doctoral programs. The Program approaches recruitment

in this way because there is great value and richness for students learning from and sharing with and working with students from disciplines different from their own. They are exposed to multiple ways of approaching challenges and perspectives that may be different from their own and they learn to collaborate across disciplines/occupations, a critical competency for leadership for today's workplaces and society, and distinguishing graduates in the job market.

- A second area in which multidisciplinary connections are forged is the Members of the Institute. Members are brought together at intervals with the aim of sharing new leadership research in any discipline. Members have the opportunity to collaborate with other scholars interested in leadership, leveraging their shared connection as Members of the Institute.

Innovative education, and research dissemination

Innovative education:

- Our programming in the Burns Leadership Institute is centered on leadership through collaboration and fostering bridges across disciplines and individual backgrounds that enable students to practice leadership to address mutual and complex issues for positive change. Under Director Dr. Suzanne Gagnon, the Institute's educational work is guided by principles of immersive learning, innovation, and interdisciplinary focus. We adopt a broad definition of leadership as working for change with others, extending beyond personal development to integrated learning summarized as leading self (building competencies and reflecting on purpose), leading others and with others, and leading change.
- This framework underpins the learning outcomes and instructional strategies of the *President's Student Leadership Program (PSLP)*. See appendix I and subsequent sections of this report.
- The *Minor in Leadership for Business and Organizations* offered by the Department of Business Administration, Asper School and whose development the Institute supported, consists of 18 credits and includes electives from the Faculty of Arts (Aboriginal Organizations, Social Psychology and Aboriginal Economic Leadership) as well as organizational and business leadership courses offered by the Asper School, Department of Business Administration. The Minor is currently open to students of four faculties, Engineering, Arts, Science, and Environment, Energy and Resources.
- Other educational programming to date also reflects a commitment to innovation and experiential learning. For example, the *College of Pharmacy James W. Burns Leadership Seminars* was developed in consultation with the Dean of the College of Pharmacy and comprises four lectures and three experiential workshops. The Workshop Series helps to meet the College's and Dean's goal to provide additional leadership education in the context of a changing profession with focus on transdisciplinary practice teams and the benefits of non-technical knowledge centered in leadership practices to excel in the profession. Students who complete the Series can apply for a Co-Curricular Record and the series is open to all College of Pharmacy students.

Innovative research dissemination:

- Through its creation of the **Leadership Masterclass Research Speaker Series**, the Institute has begun a series of invited research talks for UM students and the broader community, bringing research knowledge to the community. This began in Fall 2021 with a talk from one of the world's leading experts on family business and succession, Dr. James Chrisman of Mississippi State University. Upcoming talks are planned on Advocacy for Leadership Diversity, Women's Entrepreneurship and other areas.
- The Institute supported **Emerging Themes in Indigenous Business**, an international research conference, with the Asper School Indigenous Business Education Partners (IBEP)

in March 2021. This conference brought Indigenous and non-Indigenous scholars together to hear some of the most cutting edge research being conducted in Turtle Island and other parts of the world; scholars and students from across UM and other universities across Canada were invited to attend.

- **Co-LEAD Net International Research Conference:** Dr. Gagnon as Chair in Leadership Education together with a scientific committee hosted this conference in Fall 2019, where scholars from the UM along with other Canadian, American and other universities presented their research and discussed agendas for furthering research on collective and collaborative leadership as a scholarly field.
- **Dr. Gagnon's research agenda** focuses on innovative topics in leadership scholarship. She is currently conducting wide ranging qualitative work on executive leadership and Covid-19 (with research assistants who were alumni of the PSLP), on healthcare leaders' strategies during the pandemic (with UM colleagues in Nursing), and on 'illusionary leadership' for equity and diversity in entrepreneurship ecosystems. Dr. Gagnon serves on several national research advisory boards relating to scholarship in diversity and inclusion, including the Innovative Inclusion Network (SSHRC partnership grant) and the Women Entrepreneurship Knowledge Hub (ISED, Government of Canada).
- **Among Dr. Wu's five most-cited articles**, three are related to strategic leadership and top management teams with a total of 400+ citations. An additional five of his manuscripts generated from his ongoing research programs, are related to strategic leadership and top management teams. Multiple external research grants I hold are also for strategic leadership research. For instance, his second term of the Canada Research Chair program, entitled "Family involvement, top management teams, and entrepreneurial activities: International evidence", integrates three management theories, behavioral agency theory, institutional theory, and upper echelons theory, into one theoretical framework to study effects of characters of top management team on entrepreneurial activities in family firms. Two other SSHRC Insight grants for which he serves as a co-investigator are entitled "Directors' and officers' liability insurance, corporate social performance, and tax avoidance" and "The impact of narcissistic CEOs and the CEO-TMT interface on corporate entrepreneurship strategy and firm performance", respectively, both of which are related to structural leadership, a sub-area of strategic leadership.

Community and the power of inclusion

- The Institute has created a strong strategic focus on equity, diversity and inclusion. These principles are reflected in all aspects of its actions from the recruitment strategy for the President's Student Leadership Program, to identifying and engaging the facilitators and guest leaders for the program, to staff and invited speakers at Institute events and workshops, to the content of workshops and lectures, and the membership of the Institute Advisory Board and cohort of community mentors who work with our students. The message of inclusion and its impact on creating an outstanding learning environment for all students to thrive is reflected in programming which aligns with a view of leadership development as the pursuit of knowledge, capability and passion to address societal issues and needs.
- The Institute creates opportunities for community and inclusion in various ways:
 - a. Burns Leadership Institute Lunch and Learns - are virtual sessions with individual Advisory Board members or several members as part of a panel to discuss leadership and related topics with students from any faculty at the University of Manitoba and participating partner institutions. The Series aims to enrich students' immersive learning experience by connecting them with active and impactful leaders in the community who can help them further develop their own leadership and broaden their network.

- b. Leadership in our Times: The Critical Issues Series - connects students with thought leaders with a societal focus. The Institute works to enrich student immersive learning experience by connecting them with active and impactful leaders in the community who discuss their leadership journeys and bring awareness to societal issues on which thought leadership and action is necessary. Community members and speakers are engaged with the University through these interactions.
- c. The President's Student Leadership Program Mentorship Initiative - connects participants individually with influential leaders from various sectors in Manitoba to support the mentee's leadership development. The initiative contributes to the unique immersive learning experience created by the President's Student Leadership Program through facilitating one on one mentoring relationships for participants in their chosen field or broader areas of interest. Mentors are connected to the University through mentoring relationships.
- d. The Burns Leadership Institute Advisory Board - is a broad-based group of senior leaders from community, postsecondary and business organizations. They provide advice as a sounding board and source of input into strategic planning and programming for the Institute. Members are connected with the University and connected with other senior leaders across Manitoba and across Canada through their participation on the Board and their interactions with participants in the PSLP.

Reconciliation and embracing Indigenous perspectives

The Institute is committed to reconciliation and embracing Indigenous perspectives. This pillar is reflected in ongoing interactions, engagement, consultations with and input from Indigenous members of our community. Some ways in which this mission is pursued include:

- a. Inclusion of Indigenous cultural and spiritual practices as core ceremonial elements. For example, inclusion of opening prayer at the opening and closing ceremony by an elder - Elder Margaret Lavallee
- b. Inclusion of indigenous leadership perspectives as a key theme in the PSLP
 - i. Inviting prominent indigenous leaders in business and in the community to share their leadership journey with participants in the PSLP
 - ii. Inviting Indigenous workshop leaders to discuss identity, leadership and reconciliation.
- c. Seeking counsel from Indigenous colleagues on widely accepted approaches in approaching elders and interacting with respected Indigenous leaders in Indigenous cultures
- d. Targeted recruitment approaches and partnership with Indigenous leaders to ensure that Indigenous students have access to the PSLP.
- e. Engaging Indigenous leaders as mentors to PSLP participants, Indigenous and non-indigenous.
- f. Ensuring ongoing strong Indigenous representation on the Steering committee for PSLP, and on the Institute Advisory Board.

(ii) Describe how and why the Centre/Institute has achieved or revised its original objectives. Identify any new/changed objectives and provide reasons for the changes.

The Institute has adopted the five mandated priorities from the Terms of Reference as its strategic objectives in this period, from its launch in Nov. 2018. As stated in section 1 above (top of p. 3), these five priorities, in summary, are:

1. Integrate leadership education into UM programs.
2. Develop the President's Student Leadership Program.

3. Develop student-centered leadership seminars and events.
4. Develop Leaders in Residence program.
5. Share leadership education and research to private, public and non-profit sectors.

Below, we outline in brief key examples of way in which we have achieved these objectives to date, and what we plan to alter going into the next reporting period.

1. Integrate leadership education into UM programs.

Support of the Asper School of Business in curriculum development of a Minor in Leadership for Business and Organizations - the Minor consists of 18 credits and includes electives from the Faculty of Arts (Aboriginal Organizations, Social Psychology and Aboriginal Economic Leadership) as well as organizational and business leadership courses offered through the Department of Business Administration, Asper School of Business.

2. Support of the Rady College of Medicine in developing their Transition to Residency course for all graduating medical students, as a course focused on leadership skills and abilities for emerging physicians. Served on the curriculum committee with the Rady faculty members developing the curriculum. Develop the President's Student Leadership Program

The Institute Director Dr. Gagnon has designed PSLP around 6 key learning objectives and a leadership learning model centered on integrated (leading self, leading (with) others, and leading for change), and experiential and active learning (workshops, fully autonomous team leadership project, leadership action initiatives). The delivery model and instructional strategies are consistent with a superior quality, experiential learning program which students complete as a co-curricular special program within the UM system. All successful participants receive a Letter of Accomplishment signed by the President and Institute Director, and a co-curricular record.

Development of the program involved several steps taken early in the Director's mandate. A PSLP Steering Committee was formed to provide feedback and guidance on critical steps to success in the design and delivery of this wholly new program. Key among these were selection criteria and process for entry to the program. As a program that would reach out to students in all major Manitoba postsecondary institutions, as well as the UM, the Steering Committee was constituted to comprise the VPs academic of Red River College Polytechnique and University College of the North, the Dean of Graduate Studies of UWinnipeg, the UM Vice Provost for Teaching and Learning, the Director of the Indigenous Business Education Partners (IBEP) of the Asper School, as well as the Institute Director and Program Coordinator.

The mission of the President's Student Leadership Program is *To build unique capacity in rising Manitoba leaders to guide the future.*

We develop passionate and committed leaders in Manitoba through guided knowledge building, experiential learning, community collaboration and applied service. Mentorship and curated learning form a foundation of excellence for emerging leaders to move forward grounded in inclusive leadership practices to leader in their careers in any field.

3. Develop student-centered leadership seminars and events.

Organizing and hosting university-wide seminars designed to build awareness of pressing social issues and provide students an opportunity to hear from and engage with senior inspiring leaders across sectors. Please find below a table of speakers to date.

Leadership for our Times: The Critical Issues Series

JWBLI Speaker Series

| Name | Occupation | Topic | Date |
|--|-------------------------------------|---|-------------------|
| Jeff Carney | President & CEO, IGM Financial | Fireside Chat on Leadership | February 26, 2020 |
| Lisa Kassenaar | Senior Writer and Editor | Who are you in the democracy? | December 2, 2020 |
| Kevin Chief | Chief Partnerships Manitoba | Who are you in the democracy? | December 2, 2020 |
| Israel Idonije | Retired NFL Player | Israel Idonije on leadership - A discussion with the retired NFL player on what makes a good leader | March 30, 2021 |
| Michelle Douglas | Canadian Human Rights Activist | The LGBT Purge In Canada: A Forgotten History | October 20, 2021 |
| Whelan Sutherland (Chief Executive Officer), and Tim Daniels (Chief Development Officer) | Treaty One Development Corporation, | Economic and Business Development at Naawi-Oodena: Canada's Showcase Urban Reserve | March 8, 2022 |

Leadership Lunch and Learn Series

Leadership Lunch & Learn

| Name | Occupation | Topic | Date |
|-----------------------------------|---|--|------------------|
| Shreeraj Patel, [BComm(Hons.)/02] | Vice President Commercial Financial Services at RBC | The New Canadian – stuck in the middle | December 6, 2021 |

4. Develop Leaders in Residence program.

This initiative remains to be achieved and forms part of our five year plan. We have developed a role description for Leaders in Residence. Please see section 5 below.

5. Share leadership education and research to private, public and non-profit sectors.

As above, the Institute has supported two international research conferences since its inception, Emerging Themes in Indigenous Business, in partnership with IBEP of the Asper School of Business in March 2021 (more than 100 participants and 30 presenters representing a wide range of universities), and the Co-LEAD Net Research Conference in October 2019 (50 scholars representing a wide range of universities), through the Chair in Leadership Education.

(iii) Describe the major contributions of the Centre/Institute to the Faculty/School and the University and to the broader community, if appropriate, for the period covered by the Periodic Report (see Notice of Review). Include a detailed listing of the educational and education-related accomplishments of the Centre/Institute.

A. Educational Accomplishments

The Director engaged in extensive consultations with deans, associate deans and others across campus in the first 18 months following her appointment, and with stakeholders external to the University of Manitoba including partners at other Manitoba postsecondary institutes, who are also beneficiaries of the Institute's programming, in particular through the President's Student Leadership Program. These talks and consultations were geared to determine needs and priorities in leadership education. Specifically and in line with the Institute's strategic priorities, the following accomplishments have been achieved to date:

1. **Support of curriculum development for a Minor in Leadership for Business and Organizations** assistance to the Dept of Business Administration/Asper School in development of the Minor through intensive consultations with partners around the university, with Business Administration, assisting in steering the passage of the Minor through the faculty, and University Senate in 2020.

The Minor in Leadership for Business and Organizations consists of 18 credits and includes electives from the Faculty of Arts (Aboriginal Organizations, Social Psychology and Aboriginal Economic Leadership) as well as organizational and business leadership courses offered through the Asper School. The Minor in Leadership for Business and Organizations is a new minor offered by the [Asper School of Business](#) to non-business students interested in developing their leadership knowledge and capabilities to apply in their careers in any field. Leadership involves a well-developed set of cross-functional skills that can serve students' careers as organizations increasingly call for effective leadership in teams, decision-making, conflict resolution, understanding how to lead and contribute to innovation and change, and other areas. At the end of the minor, students work on interdisciplinary leadership projects that are directly transferrable to knowledge needed in the workplace.

2. **Design, development and delivery of the President's Student Leadership Program.**

This was a first of its kind program within the University, designated as a special program, and requiring intensive consultations with other university stakeholder to ensure its distinctive contribution. A letter of accomplishment and co-curricular record were sought and achieved for participants of the program. Led by Dr. Gagnon who designed the learning outcomes and instructional strategies of the program, and coordinated by the Institute Program Coordinator, three cohorts have now completed the program and recruitment is underway for Cohort 4, to begin in June 2022. Our work included developing a selection process, extensive marketing of the program to students and partner postsecondary institutions, working with our PSLP Steering Committee in three meetings per year to ensure high quality content and processes connected to the program. PSLP is a unique-in-Canada immersive learning opportunity that brings together a cohort of students each year together from across faculties, post-secondary institutions, interests, backgrounds and regions of the province to build their leadership potential. PSLP is the flagship program of the [James W. Burns Leadership Institute](#), funded through an endowment to the University of Manitoba beginning in 2019.

Cohort 1: 27 Students, 15 Disciplines, 4 MB post-secondaries

Cohort 2: 22 Students, 14 Disciplines, 4 MB post-secondaries

Cohort 3: 22 Students, 18 Disciplines, 4 MB post-secondaries

PSLP participants engage in written reflections through which we evaluate learning in the program, in a systematic and continuous manner.

We also seek their evaluations of programming at key points each year, following the Core Week, in the Fall, and upon program completion.

3. **Bilateral engagement to design and deliver leadership curricula with units across the university.** For example, the Institute developed and delivered the College of Pharmacy James W. Burns Leadership Workshop Series - The Institute in consultation with the Dean of the College of Pharmacy designed and developed the James W. Burns Leadership Institute Pharmacy Seminar Series. The Series comprises four lectures and three experiential workshops. The Workshop Series was designed to meet the goals of the Dean and College of Pharmacy to provide additional leadership education for a changing profession, with focus on transdisciplinary practice teams and a requirement for

non-technical knowledge centered in leadership practices in order to excel in the profession. Students who complete the Series can apply for a Co-Curricular Record, and is open to all College of Pharmacy students.

A further accomplishment of this character includes support of the development of new leadership curriculum for the Rady College of Medicine, the Transition to Residency course which is required for all graduating medical students. Fall 2020: Dr. Gagnon participated in multiple meetings to support, guide and contribute to an entirely new curriculum for this course, which the College wished to center on leadership abilities for emerging physicians, to be offered to all undergraduates completing their final year of medical school.

4. ***Service Lectures and Seminars by the Institute Director, for different units of the University.*** For example: International Centre – Intercultural Leadership Program - On February 3 and October 13, 2021, Dr. Gagnon facilitated workshops for international students - Leading from any place: Intercultural leadership and collaboration. The workshops hosted by the International Centre, are specifically geared toward the leadership training needs of international students across faculties. Dr. Gagnon’s session is the grounding lecture for the series, setting the conceptual stage for the subsequent workshops.

Other service lectures and seminars on collaborative leadership, led by Dr. Gagnon, Faculty of Graduate Studies GradSteps Workshop Series - Dr. Gagnon facilitated a leadership workshop - The Power of Collaboration for Leadership for graduate students hosted by the Faculty of Graduate Studies in March 2021. The workshop was exclusively for graduate students, the not-for-credit workshop, helps students navigate their programs and prepare them to transfer their skills and knowledge into the workplace.

5. ***Initiatives to share scholarly knowledge and research findings on leadership*** to the business community and greater community. Several accomplishments in this regard have assisted us to further our educational mandate. Students were invited to these events, to deepen their theoretical knowledge of leadership scholarship. For example:

Co-Lead Net International Research Conference: The fourth international Co-LEAD Net Research conference was hosted by Canada Life Chair and JWBLI Director Dr. Suzanne Gagnon in October 2019. Scholars from Canada, the US, South America and Europe attended this bi-annual conference to present new research on understanding leadership as an often collective and social endeavor. It was previously hosted at McGill University and New York University.

B. Education-related Accomplishments

The Institute has fostered connections between students and the business community and employers more broadly through many means. We include several examples here.

1. On February 6, 2020 the Institute hosted a fireside chat with Jeff Carney former President and Chief Executive Officer at IGM Financial Inc. who was accompanied by five senior leaders in the organization who are UM (Asper) alumni. The event was the first event in the JWBLI Speaker Series now entitles ‘Leadership for our time: The critical issues series’, which is marketed widely to all UM students. The Series brings high profile leaders from across Canada to the campuses of the University of Manitoba to discuss their leadership journeys and speak on topical leadership issues in their fields. Since Mr. Carney’s

inaugural talk, we have held three public lectures in this series, for all UM students and alumni.

2. Through PSLP Programming, students receive the opportunity to meet one-on-one with leaders and pose questions to them around leadership and their own journeys. The leaders who are invited to engage directly with the students are known for their community engagement and leadership, as well as excellence in their fields. Their remit in visiting PSLP students is to engage in frank and full discussion of challenges and tough issues for their organizations and sectors, and how they have met these in the past, as well as their concerns and goals for the future. The visits are centered on student questions in any of these areas to probe further. We strive to cover many key sectors for Manitoba, and to ensure representation and role modelling by bringing in leaders of different identity groups and backgrounds. A list of guest leaders to date in PSLP is included below.

James W Burns Presenters

| Name | Occupation | 2019 | 2020 | 2021 |
|-----------------------|---|--|--|--|
| Rob Nickerson | Actor and Writer | Improvisational Theatre and Power Collaboration Workshop | Improvisational Theatre and Power Collaboration Workshop | Improvisational Theatre and Power Collaboration Workshop 2021 |
| Amy Oliver | Founder of Amy Oliver + Co | Project Management Workshop | Project Management Workshop | Project Management Workshop |
| Cate Friesen | Head of the Story Source | Building leadership practice through the power of story | Building leadership practice through the power of story | Building leadership practice through the power of story 2021 Imagine Forward Workshop |
| Paul Soubry | CEO New Flyer | Leadership Q&A | Leadership Q&A | Leadership Q&A |
| Connie Walker | CEO United Way Winnipeg | Leadership Q&A | Leadership Q&A | - |
| Lukas Neville | Acting Associate Dean, Strategic Partnerships and Administration | Becoming a Skilled Negotiator | Negotiation for Leaders | Negotiations for Leaders |
| Keren Taylor Hughes | CEO Winnipeg Harvest | Leadership Q&A | Leadership Q&A | Leadership Q&A |
| Tom Carson | Chairman St Boniface Hospital | Leadership Q&A | - | - |
| Professor Nancy Alder | Professor Emeritus, Organizational Behaviour University of McGill | Leadership through the arts and music in Conflict zones | - | - |
| Stephen Borys | Director Winnipeg Art Gala | Leadership Q&A | - | - |
| Tim Daniels | COO Treat 1 Development Corporation | Site Visit | - | - |
| Whelan Sutherland | CEO Treat 1 Development Corporation | Site Visit | - | - |
| Gerry Price | CEO Price Industries | Site Visit | - | - |
| David Barber | Canada Research Chair - Leadership Opportunities and Challenges for Arctic Research and Climate Change – University of Manitoba | Site Visit | - | - |
| Matt Henderson | Assistant Superintendent Seven Oaks School Div | Leadership Q&A | - | - |
| David Lipinski | Futurepreneur Canada | | | |
| Caroline Ksiazek | Business Development Manager Futurepreneur Canada | | | |
| Ry Moran | Executive Director, National Centre for Truth and Reconciliation | Site Visit 2019 | | |
| Sean Macdonald | Instructor, Asper School of Business | - | Leadership Decision Making Workshop | - |
| Denise Zaporzan | President Denise Zaporzan and Associates | - | Managing Boundaries Workshop 2020 | - |
| Michelle Lam | Professor University of Manitoba | | Refugee Journey 2020 | |
| Marcia Anderson | Vice-Dean, Indigenous, Rady Faculty of Health Sciences | You got this: Leading from Within | - | You got this: Leading from Within |
| Uzoma Asagwara | NDP MLA for Union Station | You got this: Leading from Within | - | You got this: Leading from Within |
| Dianne Roussin | Project Director The Winnipeg Boldness Project | | | Leadership Q&A |
| Martine Bouchard | CEO St. Boniface Hospital | Leadership Q&A | Leadership Q&A | - |
| Prof. Jieying Chen | Professor University of Manitoba | - | - | Mindfulness for rising leaders |
| Fran Schelenberg | Psychological Health Consultant | | Psychological Health and Safety in the Workplace: what it means and where to start | Psychological Health and Safety in the Workplace: what it means and where to start |
| Jaimie Wilson | Principal Partner Jamie Wilson and Associates | - | Panel Indigenous and Economic Resilience | Panel Indigenous and Economic Resilience |
| Ashley Richard | Associate Director, WEKH | - | Panel Indigenous and Economic Resilience | Panel Indigenous and Economic Resilience |
| David Hess | Professor, Director Student Counselling Centre | - | Self Care for Leaders | Self Care for Leaders |
| Anne Mahon | Chancellor UofM | Leadership Discussion | Leadership Discussion | Leadership Discussion |
| Devon Clunis | Former Chief Police - Winnipeg Police Service | Leadership Discussion | Leadership Discussion | - |
| Paul Mahon | President and CEO Great West Life | Leadership Discussion | Leadership Discussion | Leadership Discussion |
| Dr. Brent Roussin | Chief Public Health Officer (Manitoba) | | | Leadership Discussion |

3. Through the PSLP, employers have access to a cohort of well-trained students who have been exposed to leadership education (working in cross-cultural teams, cross-cultural communication, negotiations, ethical decision-making, project management) and who are ready to assume leadership roles at any level in organizations across sectors.
4. As the Minor in Leadership for Business and Organizations of the Asper School, with course offerings also from Arts and Indigenous Studies, also graduates students, this will add to the pool of students with strong leadership training and education for application in careers in any field, assisting employers to have confidence in this side of UM students' education, and distinguishing UM students in the labour market.
5. Forging partnership with the community and community organizations to raise the profile and engagement of the University directly in the community.
 - a. Through the Institute, the University has forged partnerships with other post secondary institutions through their senior leaders who serve as partners for the PSLP, sit on the Advisory Board of the Institute and on the Steering Committee for the PSLP (specifically, vice presidents academic of Red River College Polytechnic and University College of the North, and the dean of Graduate studies, University of Winnipeg).
 - b. Through the PSLP Mentoring Initiative, the University has developed relationships with several community organizations whose senior leaders serve as mentors to PSLP participants.
 - c. Through the PSLP Summer Group Service Projects that participants in the PSLP undertake each summer, the University has created partnerships with community organizations and members of the community by collaboratively developing solutions to a social challenge. In 2020 and 2021 the focus of the projects was around the Covid-19 pandemic.
 - d. Through the broad-based Institute Advisory Board, the Institute regularly consults with and receives guidance from community, non-profit, public and private sector leaders, assisting to ensure that Institute educational initiatives are integrated into the community and help to serve student growth in a way that will contribute to society in their careers in any field.

D – Five-Year Plan

In the space below, provide a five-year plan for the Centre/Institute, including but not limited to, future directions and development strategies and revised mission or objectives (if appropriate). Describe how the future directions and revised mission or objectives relate to the University's Strategic Plan.

In the coming five years, the Institute will continue to build on and enrich our activities and contributions in all five areas of our mandate. We have set strategic objectives in each of the 5 areas, outlined below. Measurement and evaluation will remain important, as well as continuous improvement drawing on these measures and through ongoing consultation with our Advisory Board, Membership, and other stakeholders.

We plan to retain the Mission, Vision and Values of the Institute as stated earlier, advancing our activities in the five areas above to continue to enact these strategic statements. As relayed earlier in this report, the main tenets of the Institute mission align with and help to drive the strategic priorities of the University. As the latter may be renewed and altered in the next reporting period, we will remain cognizant of these changes and review the alignment of our own Institute priorities

and actions. We are confident, however, that we will continue to align well with the mission and vision of the University of Manitoba.

With respect to resources and capacity building, as the Institute grows it will require more staff. In part we will rely on Research Assistants using funds from the two Chairs. We are also in the process of hiring an Office Assistant to undertake and share the workload on existing and priority projects as outlined below in this five-year plan. We will assess capacity and resources on an annual basis.

The section below is organized around our five strategic priorities, with key activities and initiatives planned for the coming five years, as well as evaluation measures that we will apply to assess progress and continual improvement.

1. Integrate leadership education into UM programs.

This is a key objective for the Institute in the coming 5 years. Many initiatives have been taken to start this process, both through bilateral meetings with Deans across the university conducted by the Director in 2019-2020, and through a Community of Practice of interested colleagues from a range of faculties. The undergraduate Minor in Leadership for Business and Organizations, offered by the Asper School with curriculum development supported by the Institute, was another measure to offer integrated leadership education to any undergraduate whose program allows a Minor. Our plan going forward consists of the following major objectives and milestones, which are measurable and against which we will track our progress in the coming five years.

Strategic objective for coming five years:

By the end of the period, extend initiatives to support the development of high-quality leadership education programming to be available to every UM undergraduate. Become known across the university and to external stakeholders as a critical support to academic units in the development of innovative, inclusive and accessible leadership education curricula for every UM student.

As such, the Institute will play a role in distinguishing University of Manitoba graduates for their leadership competence; the university will become associated with the advancement of effective and progressive leadership skills for students due in part to the Institute's actions in support of faculties and colleges to develop top quality leadership curricula and programming, and to the Institute's ongoing activities in hosting seminar series open to all students.

Key Actions:

- a. The Institute will support interested academic units in developing curricula in core leadership skills that transcend disciplines to supplement students' degree programs.

This is consistent with the Institute mandate and strategic objective to distinguish UM grads with respect to leadership, integrated, interdisciplinary and collaborative, and enhance UM students' ability to work collaboratively across sectors on pressing common concerns, pursue change, and thrive in their careers. This support to faculties will further the Institute mission, vision and values around innovative education, community and inclusion, reconciliation and multidisciplinary.

- i. Support for faculty-level curriculum development in leadership, undergraduate programs: The Institute will continue to discuss with interested academic units, as per consultations with Deans in 2019/2020, in finding ways on how the Institute can support academic units in developing leadership curricula should they be interested. In particular, the Institute will support academic units based on their demands and following a case-by-case approach and may propose to interested academic units that leadership curriculum be based on four key areas of leadership knowledge that

transcend disciplines. Should the academic units wish, active and experiential learning might be pursued through instructional strategies and an applied leadership project conducted in interdisciplinary teams, where possible working with an employer or organization in the community. The Institute would recommend that reconciliation, equity, inclusion and diversity would be hallmarks of the curriculum as a fundamental requirement for effective leadership skill development. The four key content areas are:

- Collaborative leadership: Knowledge in how to co-lead with others, set common objectives, lead within a team of diverse peers, be interculturally competent;
- Decision-making, negotiation and conflict resolution;
- Advocacy and influencing upwards;
- Developing self-awareness and effective communication skills for a range of audiences.

ii. Support of curriculum development for a Graduate Micro-Diploma in Integrated Leadership, Asper School of Business. The Asper School has asked the Institute to support curriculum development for a Graduate Micro-Diploma in Integrated Leadership, following the tenets of the UM Certificate and Diploma Framework for this category of credential. The goal of the micro-certificate is to provide high quality leadership education to graduates to assist in their careers and build capacity in Manitoba organizations in any field. Early discussions suggest that the following would be features of the micro-diploma:

- Graduate micro-diploma (9 credit hours)
- Executive style format – evenings, weekends, possible summer intensive;
- Content areas under discussion include the core areas of leadership above, as well as governance, interprofessional leadership, and Indigenous leadership;
- Instructional strategies: mentoring/peer mentoring, applied project (experiential and interdisciplinary);
- Learning objectives would include interdisciplinary working: enabling effective collaboration across occupations to solve common problems and set new initiatives for effectiveness.

iii. Masters in Leadership and Managing Change – Asper School. Beginning in 2023, the Institute will support the Asper School in the curriculum development for a new Masters degree in Leadership and Managing Change, to be available to eligible candidates, offered through the Asper School. The Asper School early consultations suggest a considerable market for such a Masters level qualification, for graduates from multiple disciplines. The Asper School will strike a steering committee of colleagues with representatives from particular faculties at UM including Health Sciences, Science and Engineering as well as others to explore and plan this Masters degree. Consultations with industry and employers would be undertaken.

| Priority action | Key institutional stakeholders | Milestones/Timing | Evaluation |
|--|---|---|---|
| Explore and work with interested faculties to develop leadership curricula as per their interest | Faculty of Science Faculty of Arts Faculty of Engineering | Fall 2022: We will pursue our discussions with interested faculties, with a view to finalizing proposals for approval by summer 2023, for | The number of active consultations/plans on new leadership programming, |

| | | | |
|--|---|--|--|
| <p>DESIGN: Will follow pedagogical principles of the institute:</p> <ul style="list-style-type: none"> - Interdisciplinary relevance and content - Experiential component – expanded in the micro diploma | <p>Others as interested.</p> <p>Secondary stakeholders:</p> <ul style="list-style-type: none"> - Content consultations with sectoral employers; student and graduate populations | <p>potential launch in January 2024.</p> | <p>Number of faculties to develop and successfully implement new micro-certificate auxiliary course.</p> <p>Over time: yearly evaluation and course correction on curriculum, based on student learning and student evaluations.</p> |
| <p>Support the Asper School to develop a graduate micro-diploma in Integrated Leadership, to be offered by the Asper School with curriculum support from the Institute, following the UM Certificate and Diploma Framework.</p> | <p>Asper School Dean, Dept Head and colleagues, Business Administration and Professional Programs staff</p> | <p>Summer-Fall 2022: Continue discussions with interested faculties.</p> <p>Form steering committee in Asper School to structure the micro-diploma.</p> <p>Winter-Summer 2023: Participate in discussions with the Asper School to structure and introduce the micro-diploma, through committee structure, Senate.</p> | <p>As above</p> <p>Development of the micro-diploma.</p> <p>Over time: Enrolment, evaluation of learning and student experience.</p> |
| <p>Support the Asper School in design development of a Masters in Leadership and Managing Change, to build on the above, to be offered through the Asper School with support from the Institute with respect to curriculum design and development.</p> | <p>Asper School Dean, Dept Head and colleagues, Business Administration and Professional Programs staff</p> | <p>Summer 2023: Participate in curriculum development discussions with Asper School colleagues; benchmarking of curricula at other schools through environmental scan.</p> | <p>Number of consultations.</p> <ul style="list-style-type: none"> - Asper School colleagues/experts in leadership and related curricula; - Representatives from among Institute members, faculties cited above; business and employment sector representatives. |
| <p>Support leadership curriculum development in other faculties/schools as requested</p> | <p>Rady Faculty of Health Science, all colleges working together to plan new programming in leadership</p> <p>Others</p> | <p>Ongoing from Winter 2022</p> | <p>Number of consultations with other schools to support leadership curriculum development</p> |

2. **Further advance the President's Student Leadership Program.**

Strategic objective for coming five years:

By the end of the period, the President's Student Leadership program will be known nationally for its excellence and innovation in developing rising leaders as community-focused, widely knowledgeable, interconnected and able members of their occupation, profession, communities and society. We will further advance the PSLP further as a high quality, unique in Canada learning opportunity for selected student applicants, reflecting Manitoba's diversity and building a community of leaders to serve in their careers in any field.

| Priority action | Key partners | Milestones/Timing | Evaluation |
|--|--|---|--|
| Continue to innovate in programming, ensuring community engagement and service, reflection on applied learning | Student participants, community organizations; PSLP steering committee | Conduct annual review of all guests, workshops beyond current evaluation systems | Assessment of content for relevance, timeliness, potential for advocacy on social issues |
| Explore a more formalized nomination system for PSLP selectees, allotting up to 3 places for larger UM faculties, 1 for smaller faculties and 2 places for each partner post-secondary institution in MB (UW, RRC Polytech, U Brandon, UCN, U de Saint-Boniface) | Deans or assigned associate deans of UM faculties and schools; key partners at each participating MB postsecondary | Fall 2022/Winter 2023 for possible implementation for Winter 2023 recruitment drive for applicants | Participation levels from each faculty and institution; quality of applicants in line with PSLP criteria |
| Track all PSLP graduates; keep yearly records of activities and accomplishments – THIS WORK HAS BEGUN for cohorts 1-3. | PSLP Alumni Association of graduates; individual graduates | Begin in Fall 2022, through hiring of new Institute assistant; ongoing each year | Keep records of where alumni are working..... Personal milestones that they wish to share.... Leadership accomplishments... |
| Further develop communications with employers to expand knowledge of the program and abilities of our graduates | UM Careers Services and Asper Career Development Centre | Summer 2022 and ongoing 2023-2024 | Number of employers contacted or expressing interest Number of PSLP alumni placed with interested employers |
| Promote impact of PSLP in broader community; highlight contributions and service engagements of student groups; Branding work to emphasize uniqueness of the program in Canada, contributions to MB | UM MCO, Asper MCO, Media, employers, other stakeholders, community organizations | Fall 2021 - work has already commenced – several consultative meetings have taken pace with UM MCO and Asper MCO. This will be an ongoing project with continuous refinement and improvements planned. Ongoing branding work and communications necessary to the success of the Institute and it's mandate in each of the coming five years. | Media presence in UM Today Media presence in broader media Number of engagements on published communication pieces Feedback from community partners with whom participants collaborated to complete service projects. |

3. Continue to develop and deliver student-centered leadership seminars and events.

Strategic objective for coming five years:

To offer excellent and timely input into students’ education on critical leadership issues facing our society and the role of leadership for societal wellbeing and flourishing. Continue and expand the two major series open to all UM students.

| Priority action | Key partners | Milestones/Timing | Evaluation |
|--|---|---|--|
| <p>Leadership for our times: The critical Issues series – public lectures</p> <p>For the Critical Issues Series, develop follow-up one hour workshops to discuss the content raised. These can be facilitated by PSLP alumni or graduate students affiliated with the Institute. They would provide an opportunity for students to engage more fully on the content.</p> | <p>UM students across faculties; student groups</p> <p>UM Alumni community and other stakeholders</p> <p>Institute Advisory Board</p> <p>PSLP Mentors</p> <p>Faculty Members</p> <p>PSLP Alumni</p> | <p>Three events per year over coming five years.</p> <p>September 2022 event will be with Dr. Brent Roussin, Chief Public Health Officer of Manitoba</p> <p>Winter and Spring 2023 events in the planning stages.</p> | <p>Attendance numbers for each event</p> <p>Audience reach: Attendees - representation from different faculties; other stakeholder attendance, e.g. alumni</p> |
| <p>Leadership Institute Lunch and Learn Panel Discussions:</p> <p>These events are distinguished from the Critical Issues Series in involving a panel of guests who focus further on practical learning for students to take forward immediately into their own leadership.</p> | <p>As above, targeted by subject cluster as appropriate</p> | <p>Two events per term.</p> | <p>As above</p> |

4. Develop Leaders in Residence program.

Strategic objective for coming five years:

Identify 2-3 community leaders and engage them as Leaders in Residence, consistent with role description that has already been prepared.

- Ensure diversity and representative role modelling across the Leaders in Residence.
- Role Description: The Institute will develop a Leaders-in-Residence program to serve an important two-way role between the University and Manitoba’s private, public and not for-profit sectors. Leaders-in-Residence will be available to act as mentors to students, exploring career options and providing advice and guidance. They will also serve an essential link to employers in Manitoba through the recruitment of guest speakers and the promotion of student networking events. Leaders will represent a wide variety of backgrounds, industries and experiences, ensuring an opportunity for all students to make valuable and relevant career connections. All Leaders-in-Residence will be made members of the Institute.

5. Share leadership education and research to private, public and non-profit sectors.

Strategic objective for coming five years:

Become a hub for UM faculty to connect and share leadership research and to disseminate research related to leadership education and other leadership topics to the business and wider community.

Several initiatives have been taken and will be pursued further in the coming five years.

Dissemination of research proceedings to the business and broader community: The Institute will support the Asper School of Business in disseminating research from two major conferences when they next take place (slated for 2023): Emerging Themes in indigenous Business, and the Co-LEAD Network Research Conference.

Burns Leadership Institute Newsletter: Among the other key priority actions outlined in the table below, we will produce a Burns Leadership Institute newsletter every 6 months. This will be widely disseminated to the MB community including for-profit, public and non-profit sectors, consisting of introductions to recent leadership-related publications from the university in lay language. In each newsletter, we will also invite one of the leading scholars for an interview during which they can talk about future directions of leadership research in their specific area. The Institute will engage summer students to assist in the development of the newsletter, overseen by the Chair in Leadership Research and beginning in Summer 2023.

The Institute will host bi-annual roundtables of UM colleagues interested in research in leadership and leadership education (Institute Members and others), to share current topics of interest, and discuss research results.

The Institute will also invite international colleagues to present to this group on a periodic basis, to share leadership education research with interested UM faculty.

| Priority action | Key partners | Milestones/Timing | Evaluation |
|--|--|---|--|
| Support the Asper School in second Emerging Themes in indigenous Business conference, to disseminate the results to the business community as appropriate. | IBEP, Asper School colleagues, Indigenous colleagues in other UM faculties Indigenous leaders in MB partner universities, following successful conference in March 2021 | Assist with planning underway for Spring 2023, two years since inaugural conference | Dissemination plans/publication to the business community: Development of a community-oriented summary of key conference outputs. |
| Share results of the Co-LEAD Network International Research Conference, 2023 (and possible additional conference, 2025). | Scientific committee of colleagues in leadership scholarship Asper colleagues in Business Administration Rady colleagues conducting research in leadership | Provisional date is May 2023. | As above |
| Production of Newsletter on leadership research for dissemination to the wide business community. | Scholars conducting leadership research across the university Students | Published twice per year, in November and April. | Number of publications Readership and reach |

| | | | |
|---|--|---|--|
| | <p>Multiple sectoral audience – for-profit, public and non-profit</p> <p>Manitoba business community leaders</p> | | Interest from MB scholars in submitting content. |
| <p>Masterclass Series on Leadership Research</p> <p>“EDI in Leadership”, “Indigenous Leadership”, “Leadership and Entrepreneurship” “Human Rights and Leadership”</p> | <p>Business community</p> <p>Visiting scholars</p> <p>Research students, wider UM student audience</p> <p>Community of Practice members</p> <p>UM and Asper colleagues</p> | <p>As above, we plan one masterclass per term over the coming years.</p> <p>Topics for Fall 2022- Winter 2023 are</p> <p>“EDI in Leadership”, “Indigenous Leadership”, “Leadership and Entrepreneurship”, and “Human Rights and Leadership”</p> | As above |
| <p>Annual leadership roundtable (webinar style) with both academics and people from business community</p> | <p>Colleagues, members of the institute and community of practice</p> <p>Invited members of the business community</p> | <p>Annual beginning early Spring 2023</p> | <p>Number of roundtable events</p> <p>Attendance and participation</p> |

Detailed Financial Statement

Provide a detailed financial statement for the period covered by the Period Report (see Notice of Review). The financial statement may be provided in the space below or as an appendix attached to this form.

| James W. Burns Leadership Institute Financial Statement For Fiscal Years 2018 - 2022 | | | | | |
|---|-------------------------------------|------------------------|------------------------|------------------------|------------------------|
| | Mar-2022 YTD Actual ¹ | Mar-2021 YTD Actual | Mar-2020 YTD Actual | Mar-2019 YTD Actual | Mar-2018 YTD Actual |
| SALARIES & BENEFITS: | | | | | |
| Leadership Institute Administration: | 306,656 | 271,425 | 259,430 | 104,541 | - |
| Program Delivery & Support: | 11,500 | 5,532 | 2,966 | 490 | - |
| Benefits & Levies: | 53,042 | 45,722 | 44,576 | 18,859 | - |
| TOTAL SALARIES & BENEFITS: | 371,198 | 322,679 | 306,973 | 123,890 | - |
| NON-SALARIED EXPENDITURES: | 34,329 | 11,329 | 67,171 | 35,713 | - |
| NON-SALARIED EXPENDITURES: | 34,329 | 11,329 | 67,171 | 35,713 | - |
| TOTAL EXPENDITURES | 405,527 | 334,007 | 374,144 | 159,603 | - |
| NOTE: | | | | | |
| 1. FY21/22 includes actuals as of December, 2021 and projections for program delivery & support and non-salaried expenditures until March 31st, 2022. | | | | | |

F – Letters of Support

Provide letters indicating continued support for the Centre/Institute from appropriate department heads and faculty/school dean/director. Attach letters of support in an appendix to this form.

- Please see appendix 2

G – External Reviewers

In the space below, provide the names and contact information of individuals who could provide external assessments of the Centre/Institute. External reviewers should be educators, with no affiliation with the Centre/Institute, who are knowledgeable in the field of the Centre's/Institute's educational activity.

External Reviewer 1

Name:

Email:

Phone:

Webpage Precip: President's Student Leadership Program

Open to applicants from all University of Manitoba faculties and Manitoba post-secondary institutions, the President's Student Leadership Program (PSLP) is Manitoba's premier leadership program.

It is a unique-in-Canada immersive learning opportunity that brings together a diverse cohort of students each year from across faculties, post-secondary institutions, interests, backgrounds and regions of the province to build their leadership potential. PSLP is the flagship program of the James W. Burns Leadership Institute, funded through a visionary endowment to the University of Manitoba beginning in 2019.

Learn with and from Peers across Disciplines and Institutions

The power of collaboration for leaders and leadership - collaboration is fundamental to good leadership. Students work with a diverse group of students, each bringing a unique perspective, to examine complex problems and lead each other to creative solutions.

The role of leaders and leadership for economic and social well being - One of the main themes of the President's Student Leadership Program is using leadership to tackle issues and create opportunity in Manitoba and beyond. You'll look at real-world issues and learn first-hand from inspiring leaders about how they address important challenges through leadership. You will gain leadership knowledge to help you excel in your career in any field.

Purpose and ethics in leadership - Leaders must act ethically and with purpose to be effective. You'll learn about why this is so important and what it means to lead others with purpose in different sectors from business and healthcare to technology, the arts and many others.

The challenges of leading in critical sectors of our economy and society - Leadership in certain sectors of our economy and society poses unique challenges that require special attention and strategy. The President's Student Leadership Program will dive into these sectors and learn how some of Manitoba's best leaders have successfully developed their organizations and communities.

Benefits

The President's Student Leadership program provides:

- A unique experience working with peers from diverse backgrounds
- The opportunity to learn in an intensive format from top leaders about key leadership challenges
- Access to mentorship opportunities
- A letter of accomplishment and a certificate to complement your academic record
- Funding for program participation in the form of the President's Student Leader Fellowship
- Ongoing interaction and contribution with future cohorts of the President's Student Leadership Program, helping to form a network of future leaders in the province and build social and economic wellbeing for our communities

Program Details

- The President's Student Leadership Program is a fully funded, selected, non-credit program. Applications are welcome from all disciplines and levels of study. Successful applicants do not need to do any prep work prior to the start of the program.
- Program duration: the President's Student Leadership Program runs for one full week in June, followed by a summer project requiring a weekly commitment of around 4 hours, and continues through the fall and winter terms on bi-monthly Saturdays. You will also have the opportunity to be mentored by a senior leader in the community. The program concludes with a graduation ceremony in early April.
- Tuition and fees: successful applicants are fully funded through a student fellowship that covers all costs of the program, ensuring that the program is fully accessible to all successful applicants.

Admission Requirements

Selection for the President's Student Leadership Program is based on a combination of leadership experience and potential:

Participants' leadership experience might be formal, through a student or community leadership role, or informal, through having an important impact on others' wellbeing or on a significant issue for your community.

Participants should be committed to developing their leadership knowledge and skills to make positive change in their environment and serve in any career field.

To be admitted to the President's Student Leadership Program applicants must meet the following requirements:

- Be enrolled in a post-secondary program at a public university or college in the province of Manitoba.
- Be at least halfway through a program of study but not in the graduating year.
- Students must be enrolled in a program that is minimum two years duration with the exception of 12-month masters programs.
- Students in a two-year program should apply while in the second half of their first year of post-secondary study.
- Students in the process of transferring to a different program or post-secondary institution will also be considered.
- Be available to attend all portions of the program.

Application Criteria

We seek applicants who demonstrate:

Active commitment - a demonstrated ability to develop, reflect on and question your own perspectives through learning from multiple viewpoints.

Social skills - an ability to collaborate with and motivate others, work in a team to achieve common understanding, express yourself in different situations to different audiences.

Initiative and imagination - the potential to recognize where change is needed and work with others to pursue it.

Intellectual curiosity - an ability to collaborate with and motivate others, work effectively in a team to achieve common understanding, express yourself in different situations and to different people, and listen and value others' opinions, experiences and knowledge bases.

Motivation - passion, ability and drive to actively engage in the program, including a plan for how you intend to use what you learn in your career and community after program completion

How to apply

Applications should include the following. Selectees for a second stage will be invited to a group interview.

A 500 word (maximum) personal statement that explains:

- Why you want to participate in the program
 - Your leadership experience to date:
 - Provide specific examples of recent formal or informal leadership you have exercised in your community, workplace or university/college. Comment on:
 - what motivated you to take on the role(s) and actions;
 - what challenges you encountered; and
 - what you see as your key achievements and their impact
 - What you will do with the knowledge that you gain as a participant in the President's Student Leadership Program in your immediate and longer term future.
 - You may also identify in your statement if you are a member of an historically underrepresented group.
-
- A current resume
 - An official transcript indicating proof of continuing successful status in your university/college program, and your year of study (this will not be used to evaluate GPA) *UM students do not require a transcript to apply.
 - **Two letters of testimonial** from people you have worked with (Deans, instructors, supervisors, Elders, mentors, employers or others who can comment, with examples, on your leadership actions and potential). These are submitted separately in the submission system by your testimonial writers.

Webpage Precis: Leadership for Business and Organizations (Minor)

The Minor in Leadership for Business and Organizations is a new minor offered by the James W. Burns Leadership Institute and the Asper School of Business to non-business students interested in developing their leadership knowledge and capabilities to apply in their careers in any field.

Leadership involves a well developed set of cross-functional skills and knowledge. Completing this minor will distinguish you in the labour market, enable you to be effective in organizations large and small, to work and lead with others reaching beyond your technical capabilities to flourish and contribute to your potential. Organizations in all fields, from healthcare to manufacturing to government, increasingly seek employees to lead at all levels, to be effective in team leadership and collaboration, setting a vision and pursuing it with others, decision-making, conflict resolution, and understanding how to lead and contribute to innovation and change.

At the end of the minor, students work on interdisciplinary leadership projects that are directly transferrable to knowledge needed in the workplace.

Preparing you for leadership

A minor in Leadership for Business and Organizations will help prepare you to:

- **Motivate and engage a diverse team**
- **Contribute to leading innovation and change**
- **Negotiate, resolve conflicts, and make decisions effectively**
- **Practice leadership for sustainable, responsible and ethical organizations**

Program details

The Leadership for Business and Organizations minor consists of 18 credit hours of courses offered by the James W. Burns Leadership Institute and the Asper School of Business.

Expected duration: 18 credit hours

To qualify for and declare the Leadership for Business and Organizations minor, you must achieve a grade of “C” or better in:

- GMGT 1010: Business and Society (3 credit hours)
- GMGT 2060: Management and Organizational Theory (3 credit hours)

After entry to the minor, students must complete the following 6 credit hours:

- GMGT 2070: Introduction to Organizational Behaviour (3 credit hours)
- LEAD 4010: Leading Change (3 credit hours)

And, any 6 credit hours from the following courses:

- GMGT 3010: Management Decision-Making (3 credit hours)
- LEAD 3010: Negotiation and Conflict Management (3 credit hours)
- LEAD 3030: Corporate Social and Environmental Responsibility (3 credit hours)
- LEAD 4020: Leadership, Power and Politics in Organizations (3 credit hours)
- PSYC 2540: Social Psychology (3 credit hours) [Prerequisite: PSYC 1200(C) or written consent of department head.]
- NATV 3350: Aboriginal Organizations (3 credit hours) [Prerequisite NATV 1200 (C) or [NATV 1200 (C) and NATV 1240 (C)] or written consent of department head.]
- NATV 4320: Aboriginal Economic Leadership (3 credit hours) [Prerequisite NATV 1200 (C) or [NATV 1200 (C) and NATV 1240 (C)] or written consent of department head



**University
of Manitoba**

Asper School of Business
Faculty of Management

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Telephone (204) 474-6390
www.umanitoba.ca/asper

March 10, 2022

Senate Committee on Academic Review

Re: Letter of Support – James W. Burns Leadership Institute

I write to support the renewal of term of the James W. Burns Leadership Institute to continue its work in support of the University mandate, located at the Asper School of Business. The Asper Business School is proud to be home the Burns Leadership Institute.

Since its inception, the Institute has developed mandates that are aligned with and help to drive the wider UM strategic plan, and contribute to excellence and innovation in leadership education and research. Hallmarks of the Institute's programming and activities are principles of interdisciplinarity, experiential learning, reconciliation, equity and community as reflected in its mission, vision and strategic priorities. Some of the highlights of the Institute's achievement include:

- development and delivery of the flagship President's Student Leadership Program
- development of the Leadership for Business and Organizations Minor for non-business students
- development and delivery of the Pharmacy Leadership Series for College of Pharmacy students
- convening of a Community of Practice in leadership studies, of colleagues across the university
- development and delivery of Leadership in Our Times: The Critical Issues Series speaker series
- development and delivery of a Masterclass Leadership Research Speaker Series
- organizing and hosting the international Co-LEAD Net Research Conference
- formation of an Advisory Board, comprising 18 multisectoral leaders from across Manitoba
- forging partnerships with senior educational leaders at sister postsecondary institutions in Manitoba in support of leadership education.

The two Chairs, Dr. Suzanne Gagnon who is also Institute Director, and Dr. Zhenyu Wu, have been active in their roles, broadening the reach and impact of the Institute and working assiduously at developing its role as synonymous with leadership education in Manitoba. I fully support their five-year plan for the continued work of the Institute, and believe its impact for our students and the community will be continue to be significant and lasting. Several initiatives and new programs are planned that extend the current work and reach of the Institute. This includes working with partners across the university to implement an auxiliary leadership course for UM undergraduates (micro-certificate), and a postgraduate certificate in Integrated Leadership.

Sincerely,

Dr. Bruno Silvestre
Acting Dean, I.H. Asper School of Business
Acting CPA Manitoba Chair in Business Leadership
CN Professor in Supply Chain Management



**University
of Manitoba**



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March 10, 2022

Senate Committee on Academic Review

Re: Letter of Support – James W. Burns Leadership Institute

I write to give my full support of the James W. Burns Leadership Institute to continue operating within the Asper School of Business. Under the leadership of the director, Dr. Suzanne Gagnon, the Burns Leadership Institute in its relatively short period of operation has enhanced leadership education at the University of Manitoba in important ways. The Institute has also furthered research and knowledge dissemination in leadership and related areas under the guidance of Dr. Zhenyu Wu who holds the research chair for the Institute. This work has aligned with the university's strategic plan and I am pleased to give my full support to its continuance.

Through the work of the Institute, we have forged connections with community and business leaders within the communities we serve as a university. The Institute has attracted renowned speakers and researchers to engage with students and the community, and to share on topics of critical importance in the current social climate, all of which reflect positively on the Asper School and the University, and most importantly, create opportunities for learning for UM students.

Specific to Business Administration Department, the Institute has developed the Leadership for Business and Organizations Minor which is now on offer to undergraduate students of four faculties at UM. This minor is unique in that it was designed for non-business students to help develop and prepare them to practice effective leadership at any level, advancing organizational effectiveness across sectors. This minor provides students with a competitive advantage and helps them to distinguish themselves in the marketplace. Business Administration is proud to be able to offer this minor. More generally I know of the success of the President's Student Leadership Program. I also have confidence that future planning for an auxiliary leadership course for all UM undergraduates, and a graduate certificate in Integrated Leadership, will be fruitful and important in contributing to the University's mission.

I look forward to the continued success of the Institute and I give my full support in any way needed.

Sincerely,

Jijun Gao, Ph.D
Head, Department of Business Administration
Associate Professor
I.H. Asper School of Business
University of Manitoba

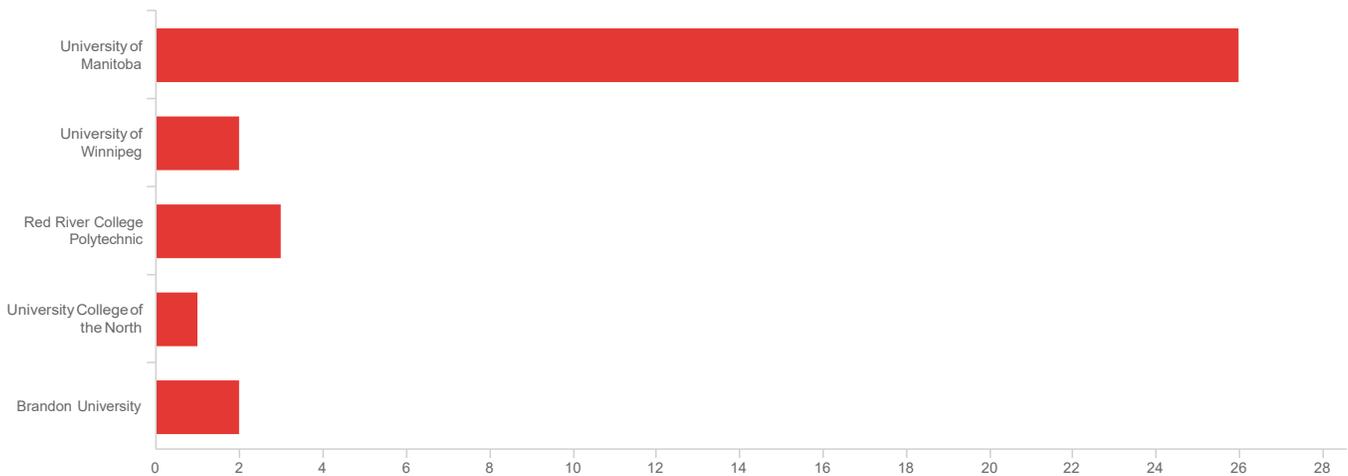
Default Report

President's Student Leadership Program Evaluation - Spring 2022

April 18, 2022 12:47 PM MDT

Institution - At which institution were you enrolled when you were selected for the PSLP?

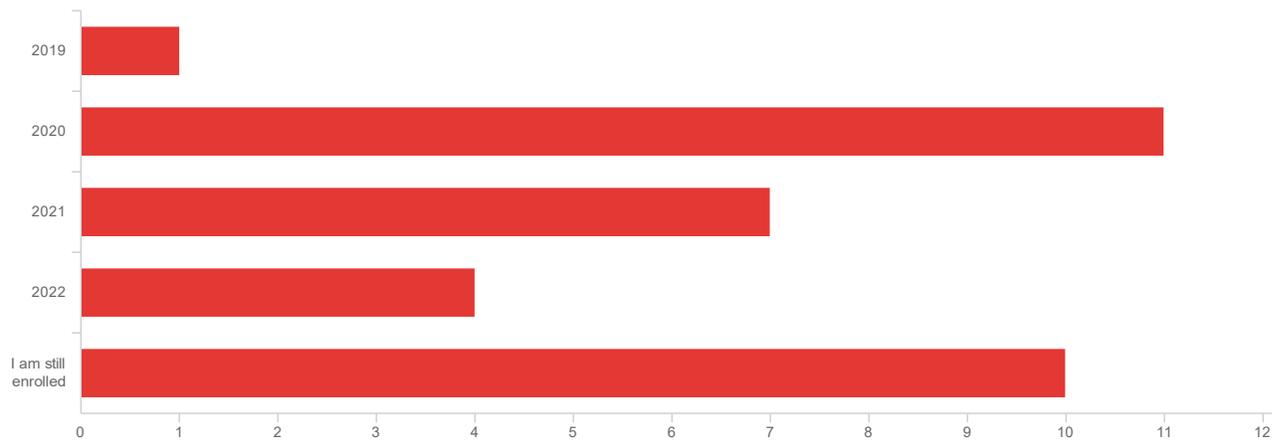
(pls click more than one if you were in a joint program)



| # | Field | Choice Count |
|---|---------------------------------|--------------|
| 1 | University of Manitoba | 76.47% 26 |
| 2 | University of Winnipeg | 5.88% 2 |
| 3 | Red River College Polytechnic | 8.82% 3 |
| 4 | University College of the North | 2.94% 1 |
| 5 | Brandon University | 5.88% 2 |
| | | 34 |

Showing rows 1 - 6 of 6

Graduation Year - When did you graduate from your academic program?

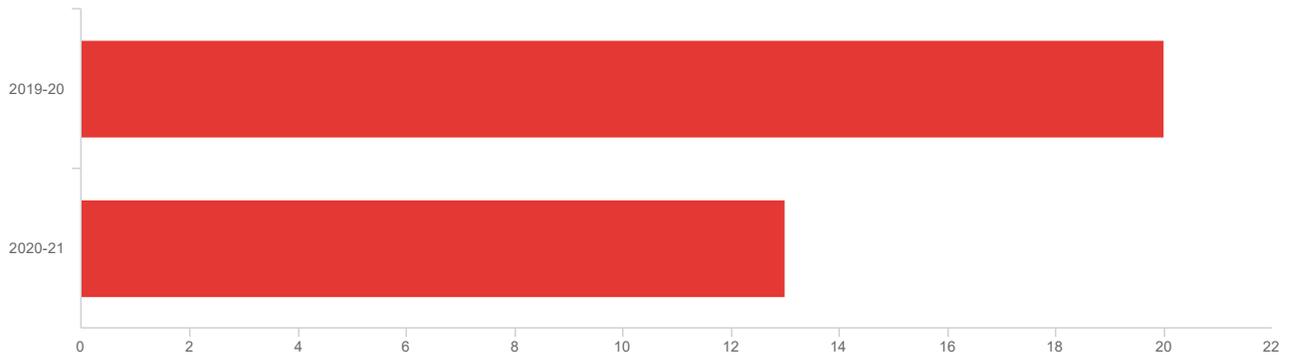


| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|---|---------|---------|------|---------------|----------|-------|
| 1 | When did you graduate from your academic program? | 1.00 | 5.00 | 3.33 | 1.29 | 1.68 | 33 |

| # | Field | Choice Count |
|---|---------------------|--------------|
| 1 | 2019 | 3.03% 1 |
| 2 | 2020 | 33.33% 11 |
| 3 | 2021 | 21.21% 7 |
| 4 | 2022 | 12.12% 4 |
| 5 | I am still enrolled | 30.30% 10 |
| | | 33 |

Showing rows 1 - 6 of 6

PSLP Cohort - To which PSLP Cohort do you belong?



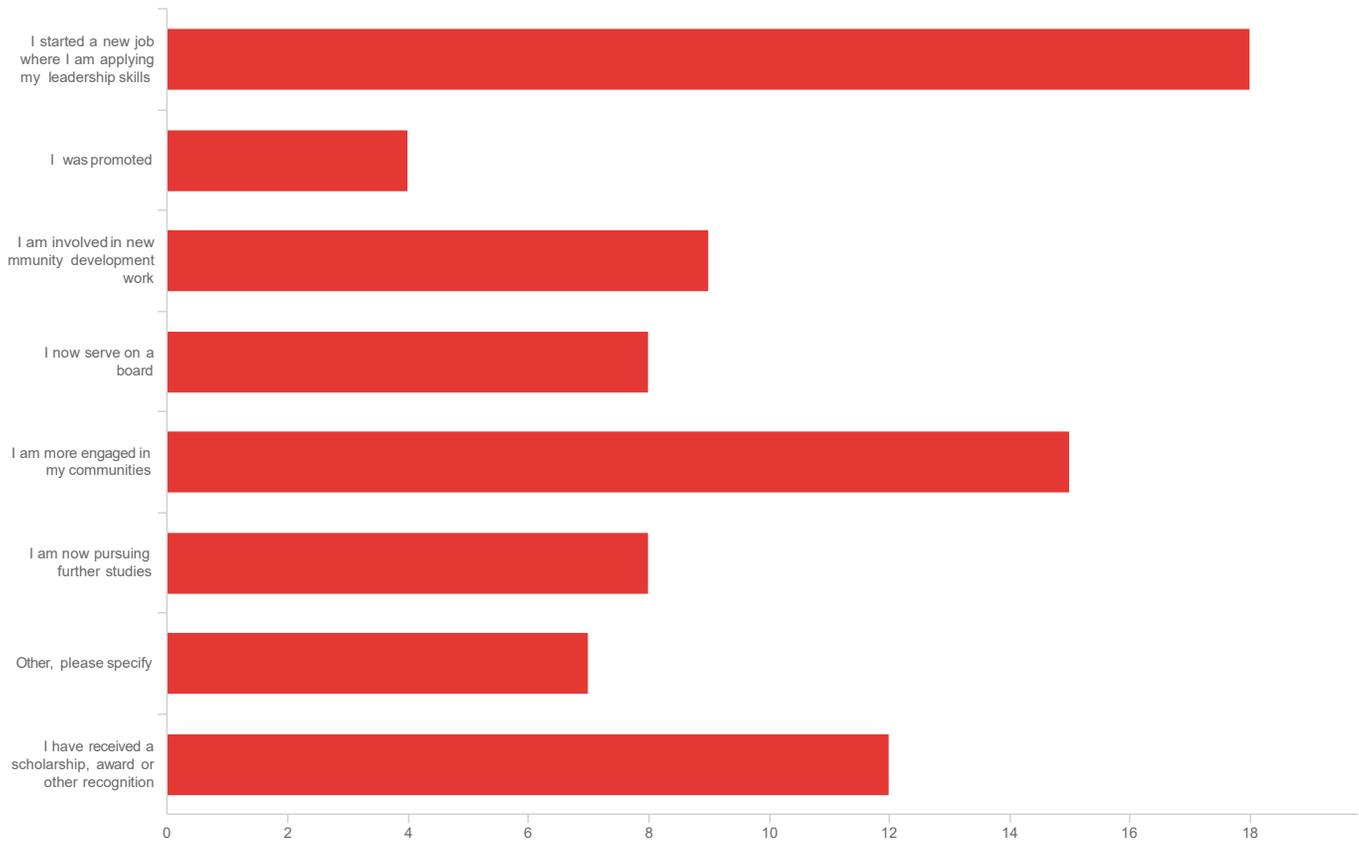
| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|-------------------------------------|---------|---------|------|---------------|----------|-------|
| 1 | To which PSLP Cohort do you belong? | 1.00 | 2.00 | 1.39 | 0.49 | 0.24 | 33 |

| # | Field | Choice Count |
|---|---------|--------------|
| 1 | 2019-20 | 60.61% 20 |
| 2 | 2020-21 | 39.39% 13 |

33

Showing rows 1 - 3 of 3

Development via PSLP - Which of the following may apply to you, that you attribute in part to your development in the PSLP? (please tick as many as relevant and/or use the 'other' category to add items)



| # | Field | Choice Count |
|---|--|--------------|
| 1 | I started a new job where I am applying my leadership skills | 22.22% 18 |
| 2 | I was promoted | 4.94% 4 |
| 3 | I am involved in new community development work | 11.11% 9 |
| 4 | I now serve on a board | 9.88% 8 |
| 5 | I am more engaged in my communities | 18.52% 15 |
| 6 | I am now pursuing further studies | 9.88% 8 |
| 7 | Other, please specify | 8.64% 7 |
| 8 | I have received a scholarship, award or other recognition | 14.81% 12 |

Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Agricultural and Food Sciences to modify the admission requirements for the Diploma in Agriculture program (2022.05.17)

Preamble:

1. The terms of reference for this committee can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm.
2. The Faculty of Agricultural and Food Sciences would like to modify their admission categories for the Diploma in Agriculture program. The proposed changes are to:
 - i. Create an international student admission category
 - ii. Eliminate the Special Student Admission category
3. The proposal was approved by the Faculty Council on April 27th, 2022 and was endorsed by SCADM on May 17th, 2022.

Observations:

1. The number of international students who have applied to the program has increased significantly over the past couple of years. During the pandemic there were a number of occurrences where international students accepted offers but did not register; this resulted in a number of vacant seats in the program.
2. Of the international students that registered there were higher numbers of students who withdrew from the program.
3. The proposal recommends that 10% of the seats be allocated to international applicants; any unused seats in this category would be re-allocated to the general category.
4. The special students category is designated for students who are interested in taking diploma courses for personal or professional reasons. There is currently no specific allocation of seats for this category. The Faculty would prefer that these students enrol in General Studies and access the courses via that route.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to modify the admission requirements for the Diploma in Agriculture program be approved effective for the fall 2023 intake.

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

Respectfully submitted
Laurie Schnarr, Chair, Senate Committee on Admissions

Diploma in Agriculture Admission Modifications

Section 1: Description of Changes

- **Proposed Admission Modifications**

1. Creation of an International Student admission category and adding a maximum limit of 10% of total intake be reserved for International student admission. If there are less than 10% admitted, the unused seats will be reallocated to the General admission category to meet the admission target.

2. In the event that all eligible applicants have been considered under the General admission category and there are still vacant seats, adding the ability to move the unused seats from General category and go over the initial 10% capacities set for the Special Consideration and International admission categories.

3. Removal of the Special Students admission category.

- **Current requirements**

The Diploma in Agriculture program has the following admission categories with defined admission requirements:

- General admission category (Direct Entry and Advanced Entry).
- Special Consideration category, which allows for up to 10% of the seats to be offered to candidates selected in this category.
- Special Student category, which is a category designated for students who have prior post-secondary education and want to take diploma courses for personal or professional reasons.

- **Background information & Rationales:**

The number of international students applying for the Diploma in Agriculture over the past few years has increased substantially. Currently, there is no capacity on international student intake, admission is based on grades only for Direct and Advanced entry including Special Consideration admission category.

The Diploma program is an intense 2-year hands-on cohort that is designed for those who plan to manage farms or pursue careers in the agricultural and food service industry and/or value-added sectors.

The global pandemic and virtual delivery of courses has also played a role in the increased applications we are receiving from international students. Within the increased international student numbers, we have witnessed:

- A high number that accept offers but do not register for courses leaving vacant spaces that other students could have been offered.

- Significant academic struggles and a high number of students placed on academic assessment (academic warning, probation).
- High dropout rates amongst international students that register.

To demonstrate the trend of increasing international student numbers:

| | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 |
|---|-----------|-----------|-----------|-----------|---------------------------|
| International students-Applications | 14 | 15 | 35 | 55 | 47 (as of April 21, 2022) |
| International students-Accepted Offers | 3 | 1 | 7 | 20 | TBD |
| International students-Registered | 3 | 0 | 5 | 9 | TBD |
| International students withdrew from program | 1 | 0 | 4 | 5 | TBD |
| International students assessed (Academic Warning, Probation, etc.) | 1 | 0 | 3 | 5 | TBD |

The Faculty is therefore proposing the creation of an admission category to limit the number of international students to ensure that we can support them in successfully completing the program.

With the limitations on the Special Consideration (up to 10% of seats) and International Admission category (up to 10% of seats), the Faculty is also proposing the ability to move unused seats between applicant categories, should the need arise to fill vacant seats in one category with excess applications from another. It is very important for the Faculty and program to fill all seats on an annual basis to maintain healthy enrolment levels. Allowing seats to remain vacant has impacts on the budget, program, and the industry where there is a demand for graduates.

To summarize the current seats and proposed allocations:

Overall target = 85 seats with

- Up to 10% of the seats allocated to International applicants
- Up to 10% of the seats allocated to Special Consideration applicants

Unused seats within the International and Special Consideration categories will be reallocated to the general category. If after admitting all eligible applicants to the General admission category there are still unfilled seats within the program, these seats will then be reallocated back to the International and Special Consideration categories over and above the initial 10% capacities.

The Faculty is also proposing to remove the Special Students admission category. There is no specific allocation of seats for this category of applicants. The Faculty and School would prefer students not seeking to complete the Diploma program be admitted through General Studies as opposed to a Special Student in Agriculture Diploma. They can obtain special permission to take courses where appropriate (prerequisites) and space permits. This is ultimately what has been happening over the last few years and we are wanting to remove the category as a result.

- **Effective Date of Proposed Modification**

We would like to request that the new admission take effect September 1, 2023.

Section 2: Consultation with Other Faculties

There are no impacts on other Faculties with the proposed admission changes to Diploma in Agriculture.

Section 3: Recommendation

The Faculty of Agricultural and Food Sciences is recommending that the Senate Committee on Admissions endorse the following changes for implementation in Fall 2023:

- Create an International Student admission category reserving up to 10% seats for international applicants under normal circumstances.
- Continue to reserve up to 10% seats for Special Consideration category applicants under normal circumstances
- If there is an excess or shortfall of applicants in any of the admission categories, movement of applications will be allowed in the following preferential order to achieve the target enrollment
 - General admission (Direct and Advanced entry)
 - Special Consideration
 - International Student
- Remove the Special Student admission category.

Report of the Senate Committee on Admissions concerning a proposal from the School of Art to modify the admission requirements for the Bachelor of Fine Arts – Art History degree programs (2022.05.17)

Preamble:

1. The terms of reference for this committee can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm.
2. The School of Art is proposing a modification to the admission requirements for the Bachelor of Fine Arts – Art History, General and Honours, degree programs. The School is proposing the addition of several courses to the existing list of courses that applicants must complete to meet the elective requirements to be eligible for admission.
3. The proposal was approved by the School Council on April 26th, 2019 and was endorsed by SCADM on May 17th, 2022.

Observations:

1. The courses being added to the list are readily available to potential applicants.
2. The proposal would encourage students to take a wider range of electives from different disciplines which should enrich the program experience for the student.
3. The appropriate departments were consulted and are supportive of the proposed changes.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to modify the admission requirements for the Bachelor of Fine Arts – Art History General and Honours degree programs be approved effective for the fall 2023 intake.

Respectfully submitted
Laurie Schnarr, Chair, Senate Committee on Admissions

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



School of Art

313 ARTlab
Winnipeg, Manitoba
Canada R3T 2N2
Ph. (204) 474-9367
Fax (204) 474-7605

Date: May 3, 2022
To: Ms. Laurie Schnarr, Chair
From: Dr. David Foster, Associate Director, School of Art
Re: Proposed Changes to the B.F.A. Art History Admission Requirements

The School of Art is proposing modifications to the admission requirements of both the Bachelor of Fine Arts (B.F.A.) Art History - General and Honours programs.

The proposal passed School Council on April 26, 2019.

If approved, the ideal effective term for these changes would be Fall 2022.

The School of Art requests that SCADM consider the following proposed admission modifications for the B.F.A. Art History - General and Honours programs, as they will provide consistency with the program modification previously approved by SCCCC.

Section I: Description of the Change

Currently, the School of Art requires that applicants complete 6 credit hours of electives from an approved list of the following courses: HIST 1200, PHIL 1200, ASIA 1420, and/or ASIA 1430.

The School of Art proposes the addition of all courses noted in Section III of this document to the list of courses that satisfies this requirement. The School of Art has drawn these courses from the Recommended Introductory Courses List, so these options are readily available to Art History students and have the potential to increase enrollment in courses offered by other departments. The goal of the proposed changes is to encourage students to take a wider range of electives in related disciplines, as the School of Art believes that this will enrich the program experience.

If approved, the ideal effective term for these changes would be Fall 2022.

Letters of support from associated departments follow in Section II of this document, which demonstrate that the courses added to the list of approved electives will not be overburdened by an increase in enrollment of Art History students.

Approval of these changes to the Art History admission requirements will provide consistency with the program modification previously approved by SCCCC.

Section III: Recommendation

The School of Art requests that SCADM consider the proposed admission modifications for the B.F.A. Art History - General and Honours programs.

Currently, the School of Art requires that applicants complete 6 credit hours of electives from an approved list of the following courses: HIST 1200, PHIL 1200, ASIA 1420, and/or ASIA 1430. Proposed changes include the addition of several courses, from a variety of departments, to this list. Some minor typographical adjustments are also needed, as well as the removal of a previous language requirement (6 credit hours). These modifications are outlined in the following updates to page 2 of the Art History program's Applicant Information Bulletin.

Approval of these changes to the Art History admission requirements will provide consistency with the program modifications previously approved by
SCCCC.

B. Course Requirements

Of the minimum 24 required credit hours, at least 12 credit hours must come from the following list of courses:

| | COURSE # | COURSE TITLE |
|-----------------------------|------------------------------------|--|
| One of: | FAAH 1030; or | Introduction to Art 1A (3) |
| | EVDS 1660 | History of Culture, Ideas, and Environment 1 (3) |
| One of: | FAAH 1040; or | Introduction to Art 2A (3) |
| | EVDS 1670 | History of Culture, Ideas, and Environment 2 (3) |
| One of: | ENGL 1200; or | Representative Literary Works (6) |
| | ENGL 1300; or | Literature since 1900 (6) |
| | ENGL 1400 | Thematic Approaches to the Study of Literature (3) |
| 6 credit hours from: | HIST 1200; or | An Introduction to the History of Western Civilization (6) |
| | PHIL 1200; or | Introduction to Philosophy (6) |
| | ASIA 1420 and ASIA 1430 | Asian Civilizations to 1500 (3) and Asian Civilizations from 1500 (3) |
| | CDN 1000 | Introduction to Canadian Studies (6) |
| | CATH 1190 | Introduction to Catholic Studies (3) |
| | CLAS 1270 | Introduction to Ancient Greek Culture (3) |
| | CLAS 1280 | Introduction to Ancient Roman Culture (3) |
| | FILM 1290 | The Art of the Film 1 (3) |
| | FILM 1310 | Film History (3) |
| | GRMN 2120 | Introduction to German Culture from 1918 to the Present (3) |
| | GRMN 2130 | Introduction to German Culture from the Beginnings to 1918 (3) |
| | HIST 1350 | An Introduction to the History of Western Civilization to 1500 (3) |

| | |
|------------------|---|
| HIST 1360 | An Introduction to the History of Western Civilization from 1500 (3) |
| HIST 1370 | Modern World History: 1500-1800 (3) |
| HIST 1380 | Modern World History: 1800-Present (3) |
| HIST 1440 | History of Canada (6) |
| HIST 2390 | Early Modern Europe, 1450-1789 (6) |
| HIST 2420 | The Medieval World (6) |
| MUSC 1930 | Rudiments of Music (3) |
| INDG 1200 | Indigenous Peoples in Canada (6) |
| INDG 1220 | Indigenous Peoples in Canada, Part 1 (3) |
| INDG 1240 | Indigenous Peoples in Canada, Part 2 (3) |
| PHIL 1290 | Critical Thinking (3) |
| RLGN 1322 | Introduction to Eastern Religions (3) |
| RLGN 1324 | Introduction to Western Religions (3) |
| RUSN 2290 | Russian Culture from 1900 to the Present (3) |
| UKRN 2780 | Ukrainian Culture from 1900 to the Present (3) |
| WOMN 1500 | Introduction to Women's and Gender Studies in the Humanities (3) |

University Mathematics Course (3)

~~A language course -- French, German, or Italian recommended (6)~~

Science or Social Science elective (6)

Report of the Senate Committee on Instruction and Evaluation RE: Revised Reinstatement Policy, Diploma in Agriculture, Faculty of Agricultural and Food Sciences

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at:
https://www.umanitoba.ca/governance/sites/governance/files/2021-09/Senate_Committee_on_Instruction_and_Evaluation_Terms_of_Reference.pdf
2. At its meeting on May 12, 2022 SCIE considered a proposal from the Faculty of Agricultural and Food Sciences to revise the Reinstatement Policy for the Diploma in Agriculture Program.

Observations:

1. Currently the Reinstatement Policy for Diploma in Agriculture students does not have any conditions and is subject to the Director's discretionary approval. The Faculty is proposing to better align the Reinstatement Policy with that of the Reinstatement Policy for the Degree program.
2. The Faculty is proposing that after a one term suspension, a student could attempt reinstatement by completing a minimum of 12 credit hours in one term, with no grade less than a "D" and a Term Grade Point Average of at least 2.0. If successful, the student would be permitted to start their program afresh, with previous grades of "C" or better applicable to the program, as well as courses attempted during the reinstatement term.
3. Terminal courses with passing grade of "D" may continue to be used towards the degree, upon request and if the Degree Grade Point Average (DGPA) remains above a 2.0.
4. A student who does not meet these requirements would be required to withdraw from the Diploma in Agriculture program.
5. A student who has been reinstated once would not be permitted to attempt reinstatement again. The student would be required to withdraw from the Diploma in Agriculture program.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the proposal to revise the Reinstatement Policy, Diploma in Agriculture, Faculty of Agricultural and Food Sciences, effective September 1, 2022.

Respectfully submitted,

Dr. Mark Torchia, Chair
Senate Committee on Instruction and Evaluation

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

Reinstatement Policy - Diploma in Agriculture Program

Background/Rationale:

The Diploma program reinstatement policy does not have any conditions and is subjective based on the Director's approval. There is no limit on how many times a student may be granted reinstatement.

This proposal is to align our Degree and Diploma reinstatement policies and conditions. The differences being one term suspension in Diploma and minimum credit hours required – due to difference in length of program and credit hours per term.

12 credit hours is proposed as Diploma students take 23-24 credit hours per term on a full-time, 2 year plan. 14 credit hours is considered full time as per Student Aid. We do see students struggle to get to 14 credits on a part time plan due to the variable 2-4 credit hour courses in Diploma and therefore 12 is proposed.

Current Diploma policy outlining proposed changes (**bolded** = additions, ~~strike out~~ = deletions):

~~Reinstatement requires the approval of the Director. Students should contact the Academic Advisor for further instructions. If reinstatement is granted, all courses from the student's previous attempt will be transferred, except those with a grade of "D" or "F".~~

After remaining out of the School of Agriculture for one academic term (excluding summer term) on suspension, a student can attempt reinstatement by completing a minimum of 12 credit hours in one term with no grade less than D and a term grade point average of at least 2.0. Upon success, the student will start their program afresh, with previous grades of 'C' or better applicable to the program, as well as the courses attempted for reinstatement. Terminal courses with passing grades of D may continue to be used towards the diploma, upon request **to the Associate Dean (Academic) and only under the condition the DGPA remains above a 2.0. A student who does not meet the requirements as listed above will be required to withdraw from the Diploma in Agriculture Program.**

~~A student, who has been reinstated and is then placed on academic suspension for the second time, will not be permitted to attempt reinstatement again; the student will be required to withdraw from the Diploma in Agriculture program.~~

A student who has been reinstated once will not be permitted to attempt reinstatement again; the student will be required to withdraw from the Diploma in Agriculture program.

Proposed clean Diploma Reinstatement Policy:

After remaining out of the School of Agriculture for one academic term (excluding summer term) on suspension, a student can attempt reinstatement by completing a minimum of 12 credit hours in one term with no grade less than D and a term grade point average of at least 2.0. Upon success, the student will start their program afresh, with previous grades of 'C' or better applicable to the program, as well as the courses attempted for reinstatement. Terminal courses with passing grades of D may continue to be used towards the diploma, upon request to the Associate Dean (Academic) and only under the condition the DGPA remains above a 2.0. A student who does not meet the requirements as listed above will be required to withdraw from the Diploma in Agriculture Program.

A student who has been reinstated once will not be permitted to attempt reinstatement again; the student will be required to withdraw from the Diploma in Agriculture program.

Report of the Senate Committee on Instruction and Evaluation RE: Proposed and Revised Academic Regulations, Undergraduate Degree Programs, Faculty of Agricultural and Food Sciences

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at:
https://www.umanitoba.ca/governance/sites/governance/files/2021-09/Senate_Committee_on_Instruction_and_Evaluation_Terms_of_Reference.pdf
2. At its meeting on May 12, 2022 SCIE considered a proposal from the Faculty of Agricultural and Food Sciences to establish a new Supplemental Exam Regulation and to revise its Degree Reinstatement Policy. Both regulations would be applicable to students in an undergraduate degree program in the Faculty.

Observations:

Proposed Supplemental Exam Regulation

1. Students in an undergraduate degree program in the Faculty would be permitted to write a supplemental exam under the following conditions:
 - a) The student must be within three terms of their anticipated graduation date.
 - b) The final exam must have been written and a final grade of F obtained in the course.
 - c) It must be mathematically possible to obtain the passing grade required for the course and graduation.
 - d) It must be mathematically possible for the student to end the term assessed in good standing or eligible to graduate.
 - e) It must be demonstrated that failing the course would impact the student's ability to graduate.
 - f) The student must not have previously written a supplemental exam while registered in a degree program in the Faculty.
 - g) A supplemental exam for a course offered by another faculty would only be permitted if the other Faculty also offers supplemental exam privileges. To be eligible, a student would be required to meet the criteria for both faculties.

2. Students would be required to request the application form within five business days of the term's final grade deadline, or within two business days if grades are posted after the final grade deadline.
3. The supplemental exam grade would replace the original final exam grade and would be used to re-calculate the final grade in the course. The term work grade would not be changed.

Revised Degree Reinstatement Policy

1. The Faculty is proposing to reduce the course load required for students who are being reinstated into their program of study, as the current requirements do not allow students who are facing challenges to improve or be successful.
2. The Faculty is proposing to reduce the reinstatement course load requirement from 12 credit hours per term to nine credit hours per term.
3. Terminal courses with passing grade of "D" may continue to be used towards the degree, upon request and if the Degree Grade Point Average (DGPA) remains above a 2.0.
4. SCIE recommended that the requirement of serving a one-year suspension prior to being required to withdraw be removed, as the committee did not feel that a student should be delayed if they wished to seek other academic opportunities.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the proposal to establish a Supplemental Exam Regulation and revise the Degree Reinstatement Policy, Undergraduate Degree Programs, Faculty of Agricultural and Food Sciences, effective September 1, 2022.

Respectfully submitted,

Dr. Mark Torchia, Chair
Senate Committee on Instruction and Evaluation

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

Proposed Supplemental Exam Policy

A student registered in an undergraduate degree program in the Faculty of Agricultural and Food Sciences may apply to write a supplemental exam for a Faculty of Agricultural and Food Science course under the following conditions:

1. Student must be within 3 terms (summer, fall, winter/ fall, winter, summer / winter, summer, fall) of their anticipated graduation date.
2. Student must have written the final exam and obtained a final grade of F in the course (incomplete grades are not accepted).
3. It must be mathematically possible to obtain the passing grade required for the course and graduation.
4. It must be mathematically possible for a student writing a supplemental exam to end the term assessed in good standing or eligible to graduate (i.e. have a DGPA above 2.0 or is possible to achieve a TGPA above 2.0 to be considered satisfactory, if previously assessed on probation or academic warning).
5. It must be clearly demonstrated that failing the course will impact the student's ability to graduate.
6. No prior supplemental exams have been written while registered in a degree program in Faculty of Agricultural and Food Sciences. A student is only permitted one supplemental exam (if conditions are met) during their degree program in the Faculty. Students may be approved a supplemental exam for a course offered through another Faculty, if that Faculty offers supplemental exam privileges. A student would be required to meet the regulations of both Faculty's to write a supplemental exam.

Note: Supplemental Exams in Faculty of Agricultural and Food Sciences courses that are cross-listed with other Faculties courses will only be permitted under conditions that both Faculties allow supplemental exam privileges.

Students must contact the FAFS Student Services Office to request an application form within 5 business days after the term's final grade deadline (or within 2 business days if grades are posted after the final grade deadline).

Students approved must pay the associated fee to the Registrar's Office before they may write a supplemental exam.

When supplemental exams are written, the new exam grade will replace the original final exam grade and will be used to re-calculate the final grade in the course. The supplemental exam shall be considered as a replacement for the final exam only, not for term work.

A comment on the transcript will appear indicating that a student wrote a supplemental exam.

Reinstatement Policy - Faculty of Agricultural & Food Sciences Degree Programs

Background/Rationale:

- Students who are attempting reinstatement are often taking a course load (12 credit hours in a term) above and beyond what they typically take and/or have been successful taking in previous terms.
- By requiring 12 credit hours in a term we are not setting students up for improvement or success, as these are already struggling students.
- The University of Manitoba considers 9 credit hours as full-time.
- Courses that do not need a C or higher to progress (i.e. are not a prereq for any other courses in the program) should be permitted to continue being used as usual, so long as the DPGA remains above a 2.0.

Data considered for proposed change:

7 students attempted reinstatement over Fall 2020, Winter 2021 or in Summer 2021, after sitting out on suspension for 1 year.

6 were required to withdrawal based on current regulations

- 2 of those 6 were able to continue due to grade exclusions and regulations that * grades do not count towards assessment standards.
- 5 of those 6 (including the 2 with grading exclusions) would have met reinstatement conditions with 3 courses (9 credit hours).

Current Degree Reinstatement Policy outlining proposed changes (**bolded** = additions, ~~strike-out~~ = deletions):

After remaining out of the Faculty for one academic year on suspension, a student can attempt reinstatement by completing a minimum of ~~12~~ **9** credit hours in one term with no grade less than D and a term grade point average of at least 2.0. Upon success, the student will start their program afresh, with previous grades of 'C' or better applicable to the program, as well as the courses attempted for reinstatement. **Terminal courses with passing grades of D may continue to be used towards the degree, upon request to the Associate Dean (Academic) and only under the condition the DPGA remains above a 2.0.** A student who does not meet the requirements as listed above will be required to withdraw from the Faculty.

~~A student who has been reinstated and is then placed on academic suspension for the second time, will not be permitted to attempt reinstatement again. After the one year suspension is served they will be required to withdraw from the Faculty.~~

A student who has been reinstated once will not be permitted to attempt reinstatement again; the student will be required to withdraw from the Diploma in Agriculture program.

Proposed clean Degree Reinstatement Policy:

After remaining out of the Faculty for one academic year on suspension, a student can attempt reinstatement by completing a minimum of 9 credit hours in one term with no grade less than D and a term grade point average of at least 2.0. Upon success, the student will start their program afresh, with

previous grades of 'C' or better applicable to the program, as well as the courses attempted for reinstatement. Terminal courses with passing grades of D may continue to be used towards the degree, upon request to the Associate Dean (Academic) and only under the condition the DGPA remains above a 2.0. A student who does not meet the requirements as listed above will be required to withdraw from the Faculty.

A student who has been reinstated once will not be permitted to attempt reinstatement again; the student will be required to withdraw from the Diploma in Agriculture program.

Report of the Senate Committee on Instruction and Evaluation RE: Revised Academic Regulations, UGME, Max Rady College of Medicine

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at:
https://www.umanitoba.ca/governance/sites/governance/files/2021-09/Senate_Committee_on_Instruction_and_Evaluation_Terms_of_Reference.pdf
2. At its meeting on May 12, 2022 SCIE considered a proposal from the Max Rady College of Medicine regarding revision of several of its UMGE Academic Regulations:
 - Examination Conduct Policy
 - Forward Feeding Policy
 - Invigilation of Examinations Policy
 - Remediation Policy

Observations:

Examination Conduct Policy

1. The definition for National Board of Medical Examiners would be revised to remove an outdated statement.
2. Policy statements would be clarified by including reference to both onsite exams and remote exams.
3. A Pre-Clerkship policy statement would be revised by removing reference to a minimum exam duration.
4. For remote exams, students would be permitted to have their cell phone in the exam room, but out of reach and on silent, to contact the invigilator for emergency communication or to notify of personal breaks as necessary.
5. Editorial changes would be made throughout the policy.

Forward Feeding Policy

1. Currently, Forward Feeding may occur when a student has failed a FITER, has received two or more borderline passes on FITERS or where a significant professionalism or patient safety concern has been identified. This would be revised so that Forward Feeding may only occur respecting a student who has failed a FITER or has received two or more borderline passes on FITERS.

2. A statement would be added to section 3.5, to note that a student would be notified at the time the Forward Feed summative evaluation information is shared.
3. Editorial changes would be made throughout the policy.

Invigilation of Examinations Policy

1. The definition for National Board of Medical Examiners would be revised to remove an outdated statement.
2. Policy statements would be clarified by including reference to both onsite exams and remote exams.
3. A Pre-Clerkship policy statement would be revised by removing reference to a minimum exam duration.
4. For remote exams, students would be permitted to have their cell phone in the exam room, but out of reach and on silent, to contact the invigilator for emergency communication or for a personal break.
5. Editorial changes would be made throughout the policy.

Remediation Policy

1. The definition for Course would be revised by removing reference to modules and by removing reference to the UGME curriculum.
2. The definition for National Board of Medical Examiners would be revised to remove an outdated statement.
3. The definition for Probationary Status would be updated to remove reference to module and one assignment integral to either the professionalism or population health courses in Clerkship.
4. The definition for Monitored Status would be removed from the policy. References to Monitored Status would be removed throughout the policy and procedures.
5. Section 3.1 of the policy would be updated by removing the statement “The terms “Probationary” and “Monitored” are not meant to imply punitive status.”
6. Currently the Remediation Policy applies to the process of student Remediation in situations of failures and borderline pass results. Section 3.3 would be revised to indicate that the Remediation Policy applies to student Remediation in situations of academic failures. Reference to borderline pass results would be removed from section 3.3.
7. A new statement would be added in section 3.4, to note that matters which fall under the Student Discipline Bylaw would not be considered under the Remediation Policy.

8. Section 3.8 would be added, to clarify that Probationary Status would be removed when a student meets the requirements of a Remediation and passes any Supplemental Examination, remedial Rotation or subsequent FITER required.
9. Editorial changes would be made throughout the document.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve revisions to the following UGME Academic Regulations, Max Rady College of Medicine, effective August 1, 2022:

- **Examination Conduct Policy**
- **Forward Feeding Policy**
- **Invigilation of Examinations Policy**
- **Remediation Policy**

Respectfully submitted,

Dr. Mark Torchia, Chair
Senate Committee on Instruction and Evaluation

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



MEMORANDUM

DATE: April 8, 2022

TO: Jeff Leclerc, University Secretary
Senate Committee on Instruction and Evaluation

FROM: Brian Postl, Dean & Vice-Provost, Rady Faculty of Health Sciences

SUBJECT: **UGME Policy Changes**

The Max Rady College of Medicine is requesting initiation of the Senate approval process for the following:

- 1) Examination Conduct Policy
- 2) Forward Feeding Policy
- 3) Invigilation of Examinations Policy
- 4) Remediation Policy

The above-noted updated policies were approved unanimously at the Max Rady College of Medicine College Executive meeting on December 21, 2021. The proposed changes and rationale for the changes are included with this combined pdf document.

Please let me know if you require additional information or clarification.

Copy: Marcia Yoshida, Academic Governance Officer
Nancy Porhownik, Progress Committee Chair, UGME
Dave Fidler, Business Manager, UGME

Date: October 25, 2021

To: College Council

From: Dr. Nancy Porhownik, Progress Committee Chair and Dave Fidler, Business Manager, UGME

Re: Examination Conduct Policy Update

Background: The Undergraduate Medical Education (UGME) program is committed to formalizing core processes through the development and refinement of policy and procedure documents. Regularly, UGME reviews and refines curriculum and associated policies documents to clarify or identify gaps in the administration of student and program affairs. In May 2021, the Progress Committee reviewed and determined that the subject policy with respect to examination conduct requires updating and revision, and submits the proposed policy changes to Council for approval.

Purpose: This policy provides specific process to ensure that all examinations are administered in an organized, fair and equitable manner for UGME students in a manner which complements University of Manitoba Examination Regulations with regards to UGME programs.

Basis: The University of Manitoba Examination Regulations document was originally used as a guide for the creation of the Exam Conduct Policy document. ExamSoft best practices and statements were based on feedback and existing policy in place at the University of British Columbia. UGME and the Progress Committee intends to review its policies within established periods to ensure the validity and applicability of the policies for the intended academic year. This policy aligns with existing Max Rady College of Medicine and University of Manitoba strategic priorities and remains consistent with other policies, applicable regulations, and accreditation standards.

Revision Rational:

The Progress Committee has approved motions to update terminology, improve procedural processes and provide clarification of the examination conduct policy in the following sections:

- 2.0 Definitions
 - o 2.4 – Update wording for clarification.
- 3.0 Policy Statements
 - o 3.3 – Update wording for clarification;
 - o 3.8 – Update wording for clarification;
 - o 3.11 - Update wording for clarification.

- 4.0 Procedures
 - o 4.1 – New procedure added.

Consultation Process: UGME has established a robust process to review policy and procedure documents on a continual basis. Both UGME management and the Progress Committee have vetted and approved the proposed revisions to this document. Please note that both student and faculty membership and participation are an integral part of this committee.

Communication and Implementation Plan:

UGME apprises Max Rady College of Medicine students of a complete listing of existing, new, and revised UGME policy and procedure documents at the beginning of each academic year. All documents also resided on the Rady Faculty of Health Sciences (RFHS) policy website for both students and public view. UGME can also notify students of a policy or procedure change through the Entrada curriculum management system.

UGME informs faculty and staff of new policies or revisions through e-mail communication, participation on committees, the Faculty Guide available each academic year or viewed on the RFHS website. Further, approved copies will be provided to the Max Rady College of Medicine's Department Head Council and Medical Dean's Council for communication.

Proposed Review Date: As part of our continuous improvement, UGME and the Progress Committee intends to review this policy every five (5) years from the last Revised date for implementation in the academic year.

Enclosure: 2

Comparative of Current and Revised Policy Changes:

| Current | Revised |
|---|--|
| <p>2.4 National Board of Medical Examiners (NBME) Exam – A multiple choice examination developed by the NBME that is administered at the end of the Surgery, Internal Medicine, Obstetrics/Gynecology and Reproductive Sciences, Pediatrics, Family Medicine, and Psychiatry clinical rotations at the Clerkship level of the UGME program. For students who write their NBME exam prior to May 19, 2020, attaining a mark at the 11th percentile or higher is considered a pass. For students who write their NBME exams on May 19, 2020 and thereafter, the NBME will recommend a pass mark as an equated percent correct score, and the UGME Program will determine the pass mark every September, based on this recommendation.</p> | <p>2.4 National Board of Medical Examiners (NBME) Exam – A multiple choice examination developed by the NBME that is administered at the end of the Surgery, Internal Medicine, Obstetrics/Gynecology and Reproductive Sciences, Pediatrics, Family Medicine, and Psychiatry clinical rotations at the Clerkship level of the UGME program.</p> <p>The NBME will recommend a pass mark as an equated percent correct score, and the UGME Program will determine the pass mark every September, based on this recommendation.</p> |
| <p>3.3 The following items will not be permitted in the seating area of examination room:</p> <ul style="list-style-type: none"> • Communication devices. • Backpacks, briefcases, luggage, coats, or brimmed hats. • Beverages or food of any type, except for water in a clear covered container. • Reference materials. | <p>3.3 The following items will not be permitted in the seating area of examination room for onsite exams:</p> <ul style="list-style-type: none"> • Communication devices. • Backpacks, briefcases, luggage, coats, or brimmed hats. • Beverages or food of any type, except for water in a clear covered container. • Reference materials. <p>For remote exams, students are permitted to have their cellphone in the room, in order to contact the invigilator as necessary. It should be face down, with the ringer silenced, and the device placed out of reach.</p> |
| <p>3.8 Each student will be escorted, one at a time, on all personal breaks taken during the examination.</p> | <p>3.8 Each student will be escorted, one at a time, on all personal breaks taken during onsite examinations. For remote exams, students will notify the invigilator of all personal breaks.</p> |
| <p>3.11 The time allotted for an examination will be based on the volume of information to be tested, but will be a minimum of one hour in length.</p> | <p>3.11 The time allotted for an examination will be based on the volume of information to be tested.</p> |
| <p>** Current policy has no procedures.</p> | <p>**NEW 4.1 For remote exams, students would be permitted to have their cell phone in the exam room, out of reach and on silent in order to contact the invigilator for emergency communication and personal breaks as necessary.</p> |



Max Rady College of Medicine Undergraduate Medical Education Policy

| | |
|---------------------------|---|
| Policy Name: | Examination Conduct |
| Application/Scope: | Undergraduate Medical Education (UGME) Students |
| Approved (Date): | May 2022 |
| Review Date: | May 2027 |
| Revised (Date): | June 2021 |
| Approved By: | Senate, May 2022 |

1. PURPOSE

To provide a specific process to ensure that all examinations are administered in an organized, fair, and equitable manner for UGME students in accordance with the University of Manitoba Final Examinations and Final Grades Policy and related Procedures.

2. DEFINITIONS

- 2.1 Course/Module – course/module is a course of study or educational unit, which covers a series of interrelated topics and is studied for a given period of time which taken together with other such completed modules or courses counts towards the completion of the M.D degree. The UGME curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period.
- 2.2 Midterm Examination - A summative examination is normally conducted at the approximate midpoint of a course/module. No rounding of scores will take place.
- 2.3 Final Examination – A summative examination at the end of a Pre-Clerkship course/module. No rounding of scores will take place.
- 2.4 National Board of Medical Examiners (NBME) Exam – A multiple-choice examination developed by the NBME that is administered at the end of the Surgery, Internal Medicine, Obstetrics/Gynecology and Reproductive Sciences, Pediatrics, Family Medicine, and Psychiatry clinical rotations at the Clerkship level of the UGME program. ~~For students who write their NBME exam prior to May 19, 2020, attaining a mark at the 11th percentile or higher is considered a pass. For students who write their NBME exams on May 19, 2020 and thereafter, the~~The NBME will recommend a pass mark as an equated percent correct score, and the UGME Program will determine the pass mark every September, based on this recommendation.
- 2.5 Objective Structured Clinical Examination (OSCE-type) – an examination used to assess the clinical skills of students.
 - A pass mark will be set for each individual station using the borderline regression model, which is informed by a comparison of the global rating score to each student’s congregate score for the station. The student’s individual pass or fail status for a case will be decided by their congregate score in each case individually. Students will be required to pass a minimum of eight of twelve OSCE stations to pass the Med I and Med II Clinical Skills Courses.
 - The Remedial Examinations for the Med I and Med II Clinical Skills courses will consist of eight stations. The passing grade will be determined using aggregate data from all

eight OSCE stations, using the borderline regression model. This grade will be the passing grade for each station in the remedial exam. Students will be required to pass a minimum of five of eight OSCE stations to pass their remedial OSCE.

- 2.6 Comprehensive Clinical Exam (CCE) – An objective structured clinical-type examination used to assess the clinical skills of students in Clerkship.
- A pass mark will be set for each individual station using the borderline regression model, which is informed by the comparison of the global rating score to each student's congregate score for the station. The student's individual pass or fail status for a case will be decided by the congregate score in each case individually. Students will be required to pass a minimum of five of eight OSCE stations in order to pass the CCE.
 - The Remedial Examinations for Med IV CCE will consist of eight stations. The passing grade will be determined using aggregate data from all eight OSCE stations, using the borderline regression model. This grade will be the passing grade for each station in the remedial CCE. Students will be required to pass a minimum of five of eight OSCE stations to pass their remedial CCE.
- 2.7 Communication Devices - Electronic devices with memory capability, cell phones, pagers, calculators, laptop computers, watches with alarms, and with computer or memory capability.
- 2.8 Reference Materials – Books, notes, papers.
- 2.9 Track Staff – Individuals who oversee the running of the OSCE-type Examination for a specific group of students.

3. **POLICY STATEMENTS**

GENERAL

- 3.1 All examination content is confidential to UGME Faculty and Administrative Staff. Any transmission of examination information, electronically, in writing, or verbally, is expressly prohibited without the prior consent of the Associate Dean, UGME. When developing, authoring, and editing exam materials and questions, proper precautions and preventative measures should be taken to ensure that the examination materials are always properly labeled and protected.
- 3.2 Students are not permitted to procure, use, attempt to use, or distribute any improper or unauthorized materials related to examinations including exam passwords. Any intentional attempt to disable or tamper with Pre-Clerkship exams security features will be considered a form of academic misconduct as defined in the Academic Calendar
- 3.3 The following items will not be permitted in the seating area of the examination room for onsite exams and remote exams:
- Communication devices, with the exception of cellphones for remote exams.
 - Backpacks, briefcases, luggage, coats, or brimmed hats.
 - Beverages or food of any type, except for water in a clear covered container.
 - Reference materials.
- For remote exams, students are permitted to have their cellphone in the room, in order to contact the invigilator as necessary. It should be face down, with the ringer silenced, and the device placed out of reach.
- 3.4 Students are required to arrive for all examinations at the stated time.

- 3.5 Lateness (up to 30 minutes) will generally be accommodated for Course/Module or clerkship exams. No extra time will be given to students who arrive late.
- 3.6 Lateness will not be accommodated for OSCE-type examinations.
- 3.7 No form of communication among students is permitted during an examination.
- 3.8 Each student will be escorted, one at a time, on all personal breaks taken during on site examinations. For remote exams, students will notify the invigilator of all personal breaks.
- 3.9 A student who does not attend a scheduled examination, in the absence of approved deferral, will receive a mark of 0% for that examination.
- 3.10 Any student with stated accessibility needs will be accommodated in accordance with the University of Manitoba Accessibility Policy and the Student Accessibility Procedures.

PRE-CLERKSHIP

- 3.11 The time allotted for an examination will be based on the volume of information to be tested, but will be a minimum of one hour in length.
- 3.12 All summative examinations will be conducted utilizing the Examination Management System. In order to be eligible to take a computer exam, a student must adhere to the procedures outlined in this policy.

CLERKSHIP

- 3.13 Clerkship exams will be 2.15 to 2.45 hours in length unless there are specifically prescribed accommodations requiring a longer examination period.

4. PROCEDURES

- 4.1 For remote exams, students would be permitted to have their cell phone in the exam room, out of reach, and on silent in order to contact the invigilator for emergency communication and to notify of personal breaks as necessary.

4.5. REFERENCES

- 4.45.1 “Chief Proctor’s Manual, National Board of Medical Examiners Subject Examination Program, Clinical Science Examinations.” United States of America. 2010.
- 4.25.2 University of Manitoba Governing Documents: Academic – Academic Examination Regulations.
- 4.35.3 UGME Policy & Procedures - Invigilation of Examinations.
- 4.45.4 UGME Policy & Procedures - Accommodation for Undergraduate Medical Students with Disabilities.
- 4.55.5 UGME Policy & Procedures - Deferred Examination.
- 4.65.6 UGME Policy & Procedures - Supplemental Examination.
- 4.75.7 UGME Policy & Procedures - Examination Results.
- 4.85.8 UGME Policy & Procedures – Formative Assessment.
- 4.95.9 UGME Policy & Procedures – Promotion and Failure.
- 4.105.10 University of Manitoba - Final Examination and Final Grades Policy.
- 4.115.11 University of Manitoba - Deferred and Supplemental Examinations Procedures.
- 4.125.12 University of Manitoba - Final Examinations Procedures.
- 4.135.13 University of Manitoba - Final Grades Procedures.

5.6. **POLICY CONTACT**

Director, Evaluation

STANDARD WORK

EXAMSOFT EXAMINATION MANAGEMENT SYSTEM

It is the responsibility of the students to familiarize themselves with their equipment, the SofTest software, and instructions provided on the Examsoft website prior to the start of the examination. Ensure sufficient time to become familiar with your personal computer and the application.

Pre-Clerkship students must register with ExamSoft at the UGME ExamSoft portal as follows:

- Log in using your Student ID# and password provided at registration
- Download/Install SofTest.
- Restart SofTest. Once registered, students will receive a confirmation email at their University of Manitoba email address.
- Complete a Trial/Test Exam. On completion of the familiarization training during Orientation Week, all students will complete and submit a trial/test exam to provide computer functionality and outline the capabilities of the SofTest system.

Prior to all scheduled exams, students must ensure the following:

- SofTest is registered and updated prior to all exam(s). SofTest may be installed on multiple devices for use as a backup. Exam files should only be downloaded to the computer you intend to use on exam day.
- Ensure that the computer meets the specifications outlined on the ExamSoft portal to support SofTest.
- Once SofTest is installed and registered, students shall familiarize themselves with the software by utilizing the built-in Practice Exam feature.
- Ensure that the computer's battery is charged.
- Disable the sleep/hibernate mode on your computer during the exam. Some computers go into sleep/hibernate mode during extended periods of nonuse. During an exam, it can be difficult to exit this mode. Refer to the instructions for your operating system to modify these settings.

For days on which an examination is scheduled:

- Students should bring their WIFI-enabled laptop with a fully charged battery, power cord, Bannatyne Campus Login and Password (to access the uofm-WPA wireless network), Student number, and ExamSoft password.
- Immediately before SofTest launches an exam, students will be provided with a warning screen indicating that you should not begin the exam until instructed to do so.
- Technical support will be onsite to assist with troubleshooting as required.
- During the exam, use care when highlighting and deleting.
- Once you are finished your exam, save and exit the exam. Computers will seek to acquire a wireless signal. Do not leave the exam room until you have uploaded your exam and you receive a message stating "Your exam has been successfully uploaded." Failure to upload your exam before leaving the exam room may result in your exam not being graded.
- When writing multiple exams in one sitting they must be completed before you leave. If you exit the exam area before uploading all exams, you cannot re-enter and complete the missing component. Any exams not uploaded before exiting the writing area are scored at 0.

NATIONAL BOARD OF MEDICAL EXAMINERS (NBME) EXAMINATIONS

For all on-site exams

- Students are required to provide their own laptop for online exams. UGME will endeavor to provide a laptop should any issues be encountered by the student on exam day.
- The doors of the examination room will normally be opened at least fifteen (15) minutes before the starting time.
- As students enter the examination room, attendance will be taken.
- The invigilator will announce the start of the examination and record it for all students to see.
- Late-arriving students must enter the room quietly.
- Students are not permitted to leave the examination room until thirty (30) minutes after the examination has begun, and in no case before the attendance has been taken.
- A student who leaves before the examination is over must hand in all completed and attempted work.
- A student needing to speak to the invigilator must do so by raising his or her hand or by approaching the invigilator.
- Questions concerning possible errors, ambiguities, or omissions in the examination must be documented on the feedback form if provided.
- The invigilator(s) will not provide clarification of perceived errors, ambiguities, or omissions in the examination.
- All work must be done in accordance with the examination instructions.
- The invigilator will announce “ten (10) minutes remaining” as appropriate within the examination.
- After the “ten (10) minutes remaining” announcement has been made, students in the examination room must remain seated until the ‘end of examination’ announcement has been made.
- At the end of the examination, students must stop writing and return the required examination materials to the invigilator(s).
- At the completion of each examination, students are urged to complete a feedback sheet. This is done after examination materials are collected. Ten (10) minutes will be given for students to write comments.
- Guidance, direction, and procedures contained within the NBME Chief Proctor’s Manual will supersede any policy and procedures within this or other supporting instruments.

OBJECTIVE STRUCTURED CLINICAL EXAMINATIONS (OSCE) TYPE EXAMINATIONS

- Students must arrive for the orientation session as specified in communication from the Assistant to Administrators, Evaluation.
- All communication devices must be deposited with track staff prior to the start of the examination.
- Students are required to provide their own writing materials, lab coats, nametags, and specified medical equipment as required to support the examination.
- Track staff will inform students where they must place books, notes, and supporting materials prior to the examination.
- Food and drink are not permitted at any time.
- Students who arrive late will not be permitted to conduct the examination.
- Students must proceed from station to station as instructed.
- Students needing to speak to the track staff must do so by raising his or her hand.
- Neither examiner(s) nor track staff will provide clarification of perceived errors, ambiguities, or omissions on examination case scenarios.
- All work must be done in accordance with the examination instructions.

Date: October 25, 2021

To: College Council

From: Dr. Nancy Porhownik, Progress Committee Chair and Dave Fidler, Business Manager, UGME

Re: Forward Feeding Clerkship Summative Evaluation Information Policy Update

Background: The Undergraduate Medical Education (UGME) program is committed to formalizing core processes through the development and refinement of policy and procedure documents. Regularly, UGME reviews and refines curriculum and associated policies documents to clarify or identify gaps in the administration of student and program affairs. In May 2021, the Progress Committee reviewed and determined that the subject policy with respect to Forward Feeding Clerkship Summative Evaluation Information requires updating and revision, and submits the proposed policy changes to Council for approval.

Purpose: This policy sets out a process for student evaluation data to be fed forward to subsequent course directors to facilitate targeted academic assistance.

Basis: UGME's Remediation policy, referenced academic medical material, and a comparison with policies at other Canadian Medical Schools were used as a guide for the creation of the Forward Feeding policy document. UGME and the Progress Committee intends to review its policies within established periods to ensure the validity and applicability of the policies for the intended academic year. This policy aligns with existing Max Rady College of Medicine and University of Manitoba strategic priorities and remains consistent with other policies, applicable regulations, and accreditation standards.

Revision Rational:

The Progress Committee has approved motions to update terminology, improve procedural processes and provide clarification of the Forward Feeding policy in the following sections:

- 3.0 Policy Statements
 - o 3.1 – Update wording for clarification;
 - o 3.5 – Update wording for clarification.

Consultation Process: UGME has established a robust process to review policy and procedure documents on a continual basis. Both UGME management and the Progress Committee have vetted and approved the proposed revisions to this document. Please note that both student and faculty membership and participation are an integral part of this committee.

Communication and Implementation Plan:

UGME appraises Max Rady College of Medicine students of a complete listing of existing, new, and revised UGME policy and procedure documents at the beginning of each academic year. All documents also resided on the Rady Faculty of Health Sciences (RFHS) policy website for both students and public view. UGME can also notify students of a policy or procedure change through the Entrada curriculum management system.

UGME informs faculty and staff of new policies or revisions through e-mail communication, participation on committees, in the Faculty Guide available each academic year or viewed on the RFHS website. Further, approved copies will be provided to the Max Rady College of Medicine's Department Head Council and Medical Dean's Council for communication.

Proposed Review Date: As part of our continuous improvement, UGME and the Progress Committee intends to review this policy every five (5) years from the last Revision date for implementation in the academic year.

Enclosure: 2

Comparative of Current and Revised Policy Changes:

| Current | Revised |
|---|--|
| <p>3.1 Forward Feeding may only occur respecting a student who has failed a FITER, has received two or more borderline passes on FITERs, or about whom significant professionalism or patient safety concerns (not otherwise indicated on the FITER) have been identified.</p> | <p>3.1 Forward Feeding may only occur respecting a student who has failed a FITER, has received two or more borderline passes on FITERs.</p> |
| <p>3.5 Each student, for whom a decision is made to Forward Feed summative evaluation information, will be notified of such a decision. In these instances, students retain the right to view the completed Forward Feeding Reports and any personal information contained therein.</p> | <p>3.5 Each student, for whom a decision is made to Forward Feed summative evaluation information, will be notified of such a decision. In these instances, students retain the right to view the completed Forward Feeding Reports and any personal information contained therein.</p> <p>Each student for whom a decision is made to forward feed will be notified of this action.</p> |



Max Rady College of Medicine Undergraduate Medicine Education Policy

| | |
|---------------------------|---|
| Policy Name: | Forward Feeding Clerkship Summative Evaluation Information |
| Application/Scope: | Year III and Year IV Medical Students; Clinical Preceptors/Clerkship Directors/Designates |
| Approved (Date): | May 2022 |
| Review Date: | May 2027 |
| Revised (Date): | May 2021 |
| Approved By: | Senate, May 2022 |

1. **PURPOSE**

To set out a process for student evaluation data to be fed forward to subsequent course directors to facilitate targeted academic assistance.

2. **DEFINITIONS**

- 2.1 Final In-Training Evaluation Report (FITER) – A comprehensive summary of student performance as a necessary component of their Clerkship training which documents the full range of competencies (knowledge, skills, and attitudes) required of a physician. This is electronically distributed at the start of each rotation and must be completed and submitted electronically at the end of the rotation. This must include a narrative description of medical student performance.
- 2.2 Forward Feeding – Sharing summative evaluation information from a rotation the student has completed with the Clerkship Director for a rotation or rotations to which the student is scheduled in the future.
- 2.3 Clerkship Student Evaluation Committee (CSEC) – Is responsible for the development and approval of assessment policies and rules. Responsible for the overall management, and administration of examination questions. The review and evaluation of results provide a basis for recommendations to be approved by the Progress Committee

3. **POLICY STATEMENTS**

- 3.1 Forward Feeding may only occur respecting a student who has failed a FITER or, has received two or more borderline passes on FITERs, ~~or about whom significant professionalism or patient safety concerns (not otherwise indicated on the FITER) have been identified.~~
- 3.2 CSEC discusses and votes on Forward Feeding and then the Chair, CSEC brings the vote results to Progress Committee for discussion and decision.
- 3.3 Progress Committee makes a final decision on Forward Feeding student summative evaluation information from one rotation to another rotation.
- 3.4 Progress Committee's decisions on Forward Feeding may include:

- The number of rotations for which summative evaluation information will be Forward Fed.
- The areas of concern that will be Forward Fed; and general recommendations for remediation.

Progress Committee makes decisions on Forward Feeding student summative evaluation information on a case-by-case basis.

- 3.5 Each student, for whom a decision is made to Forward Feed summative evaluation information, will be notified of such a decision. In these instances, students retain the right to view the completed Forward Feeding Reports and any personal information contained therein. Each student for whom a decision is made to Forward Feed will be notified at the time of this action.
- 3.6 The Director, Student Assessment or designate is responsible for Forward Feeding the approved summative evaluation information to the Clerkship Director for the next clinical rotation to which the student is assigned.

4. **PROCEDURES**

RESPONSIBILITIES OF THE STUDENT

- 4.1 Complete the Midpoint In-Training Evaluation Report (MITER).
- 4.2 Participate in the midpoint meeting with faculty.
- 4.3 Seek support to improve academic success when presented with evaluation information that indicates there are academic concerns i.e. Student Affairs, Faculty of Medicine; Student Accessibility Services, University of Manitoba.
- 4.4 Participate in the Final In-Training Evaluation Report (FITER) meeting.
- 4.5 Actively engage in addressing identified deficiencies that are Forward Fed.

RESPONSIBILITIES OF CLERKSHIP DIRECTOR

- 4.6 Monitor student progress throughout the rotation, ensuring the Midpoint In-Training Evaluation (MITER) meeting of the preceptor and student takes place.
- 4.7 Complete the Final In-Training Evaluation Report (FITER) identifying all areas of concern.
- 4.8 Inform the Director, Clerkship Curriculum, and Chair, CSEC that Forward Feeding must be considered within 2 working days of finalizing the FITER. In the case of shorter rotations that do not use a FITER for evaluation, this notification must occur within 2 working days of the end of the rotation.
- 4.9 Inform the student in question that a request to Forward Feed summative information has been made.
- 4.10 Participate in discussion and voting at CSEC with respect to Forward Feeding of summative evaluation information on the identified student(s).
- 4.11 Distribute any information that has been Forward Fed from the previous rotation to the relevant faculty.
- 4.12 Review the academic progress reports of students whose summative evaluations have been Forward Fed, and report outcomes of remediation to CSEC.

RESPONSIBILITY OF MEMBERS OF CSEC

- 4.13 Participate in the discussion and vote at CSEC with respect to each situation presented related to Forward Feeding of summative evaluation information.

RESPONSIBILITIES OF CHAIR, CSEC

- 4.14 Ensure that all relevant information is available for CSEC member discussion and voting.
- 4.15 Oversee the CSEC voting process. This may occur electronically.
- 4.16 Bring the decision of CSEC to the attention of the Director, Evaluation/Chair, and Progress Committee within 3 working days after a vote by CSEC.
- 4.17 Participate in the discussion at the Progress Committee with respect to each situation presented and related to Forward Feeding of summative evaluation information

RESPONSIBILITIES OF MEMBERS OF THE PROGRESS COMMITTEE

- 4.18 Participate in the discussion and vote at Progress Committee with respect to each situation presented and related to Forward Feeding of summative evaluation information.
- 4.19 Render a decision on the request to Forward Feed within three working days of receipt of this request.

RESPONSIBILITIES OF DIRECTOR, STUDENT ASSESSMENT/CHAIR, PROGRESS COMMITTEE

- 4.20 Organize a Progress Committee meeting to discuss the CSEC results. This may occur electronically.
- 4.21 Ensure that all relevant summative evaluation information is available for Progress Committee member discussion and voting.
- 4.22 Oversee the Progress Committee voting process.
- 4.23 Forward Feed the summative evaluation information, as indicated by the Progress Committee to the clerkship director of the next scheduled rotation, within three working days of the Progress Committee vote.
- 4.24 Inform the student in question of the decision of the Progress Committee.
- 4.25 Review the FITER from the next scheduled rotation with the Progress Committee, in order to determine if identified deficiencies have been remediated and if further Forward Feeding is required.

RESPONSIBILITIES OF EVALUATION PERSONNEL

- 4.26 Ensure that all FITER information is recorded in a timely manner and in accordance with other UGME policies related to Student Evaluation.
- 4.27 Maintain the database that tracks summative evaluation information.
- 4.28 Inform the Director, and Progress Committee of cases where a student has two borderline passes on FITERS.

- 4.29 Provide support to the Chair, CSEC, and Director, Evaluation/Chair, and Progress Committee in their work of preparing for meetings that involve discussion and voting on student summative evaluation information and preparing and distributing documents when committee decisions are made.

5. **REFERENCES**

- 5.1 UGME Policy & Procedures - Midpoint In-Training Evaluation & Final In-Training Evaluation Preparation, Distribution and Completion and Essential Clinical Presentations Preparation, Distribution, Audit, and Remediation
- 5.2
- 5.3 UGME Policy & Procedures – Remediation
- 5.4 Frellsen SL, Baker EA, Papp KK, Durning SJ. Medical school policies regarding struggling medical students during the internal medicine clerkships: results of a national survey. Acad Med 2008 Sep;83(9):876-81.
- 5.5 Cleary L. "Forward Feeding" about students' progress: the case for longitudinal, progressive, and shared assessment of medical students. Acad Med 2008 Sep;83(9):800.

6. **POLICY CONTACT**

Director, Evaluation

Date: October 25, 2021

To: College Council

From: Dr. Nancy Porhownik, Progress Committee Chair and Dave Fidler, Business Manager, UGME

Re: Invigilation of Examinations Policy Update

Background: The Undergraduate Medical Education (UGME) program is committed to formalizing core processes through the development and refinement of policy and procedure documents. Regularly, UGME reviews and refines curriculum and associated policy documents to clarify or identify gaps in the administration of student and program affairs. In May 2021, the Progress Committee reviewed and determined that the subject policy with respect to Invigilation of Examinations requires updating and revision, and submits the proposed policy changes to Council for approval.

Purpose: This policy provides the Max Rady College of Medicine specific processes that ensure examinations are organized and executed in a timely and effective manner and complement the University of Manitoba Examination regulations.

Basis: The UGME Accommodation for Undergraduate Medical Students with Disabilities policy, University of Manitoba Procedural Guidelines for Academic Staff when Dealing with Matters related to academic Dishonesty as well as a comparison at other Canadian Medical Schools were used as a guide for the creation of the Policy document. UGME and the Progress Committee intends to review its policies within established periods to ensure the validity and applicability of the policies for the intended academic year. This policy aligns with existing Max Rady College of Medicine and University of Manitoba strategic priorities and remains consistent with other policies, applicable regulations, and accreditation standards.

Revision Rational:

The Progress Committee has approved motions to enhance terminology, improve procedural processes and provide clarification of the Invigilation of Examinations policy in the following sections:

- 2.0 Definitions
 - o 2.6 – Update wording for clarification.
- 3.0 Policy Statements
 - o 3.3 – Update wording for clarification;

- 3.6 – Update wording for clarification;
 - 3.8 - Update wording for clarification;
 - 3.13 - Update wording for clarification;
 - 3.16 - Update wording for clarification.
- 4.0 Procedures
- 4.45 – New procedure added.

Consultation Process: UGME has established a robust process to review policy and procedure documents on a continual basis. Both UGME management and the Progress Committee have vetted and approved the proposed revisions to this document. Please note that both student and faculty membership and participation are an integral part of this committee.

Communication and Implementation Plan:

UGME apprises Max Rady College of Medicine students of a complete listing of existing, new, and revised UGME policy and procedure documents at the beginning of each academic year. All documents also resided on the Rady Faculty of Health Sciences (RFHS) policy website for both students and public view. UGME can also notify students of a policy or procedure change through the Entrada curriculum management system.

UGME informs faculty and staff of new policies or revisions through e-mail communication, participation on committees, in the Faculty Guide available each academic year or viewed on the RFHS website. Further, approved copies will be provided to the Max Rady College of Medicine's Department Head Council and Medical Dean's Council for communication.

Proposed Review Date: As part of our continuous improvement, UGME and the Progress Committee intends to review this policy every five (5) years from the last Revision date for implementation in the academic year.

Enclosure: 2

Comparative of Current and Revised Policy Changes:

| Current | Revised |
|---|--|
| <p>2.6 National Board of Medical Examiners (NBME) Exam – A multiple choice examination developed by the NBME that is administered at the end of the Surgery, Internal Medicine, Obstetrics/Gynecology and Reproductive Sciences, Pediatrics, Family Medicine, and Psychiatry clinical rotations at the Clerkship level of the UGME program. For students who write their NBME exam prior to May 19, 2020, attaining a mark at the 11th percentile or higher is considered a pass. For students who write their NBME exams on May 19, 2020 and thereafter, the NBME will recommend a pass mark as an equated percent correct score, and the UGME Program will determine the pass mark every September, based on this recommendation.</p> | <p>2.6 National Board of Medical Examiners (NBME) Exam – A multiple choice examination developed by the NBME that is administered at the end of the Surgery, Internal Medicine, Obstetrics/Gynecology and Reproductive Sciences, Pediatrics, Family Medicine, and Psychiatry clinical rotations at the Clerkship level of the UGME program.</p> <p>The NBME will recommend a pass mark as an equated percent correct score, and the UGME Program will determine the pass mark every September, based on this recommendation.</p> |
| <p>3.3 A Nutrition Break will be provided for each examination that exceeds three hours in length as outlined in the Procedures section of this document. Invigilator(s) will remain with student(s) during the Nutrition Break.</p> | <p>3.3 A Nutrition Break will be provided for each onsite examination that exceeds three hours in length as outlined in the Procedures section of this document. Invigilator(s) will remain with student(s) during the Nutrition Break.</p> |
| <p>3.6 In Pre-Clerkship, the time allotted for an examination will be based on the volume of information to be tested, but will typically be a minimum of one (1) hour in length.</p> | <p>3.6 In Pre-Clerkship, the time allotted for an examination will be based on the volume of information to be tested.</p> |
| <p>3.8 Only the designated clock in the examination room will be used to determine the length of the examination.</p> | <p>3.8 For onsite exams, only the designated clock in the examination room will be used to determine the length of the examination. For remote exams, only the designated clock embedded in the exam software will be used for the timing of the examination.</p> |
| <p>3.13 Communication Devices are stored outside the seating area of the examination room and must be turned off before the examination begins.</p> | <p>3.13 Communication Devices are stored outside the onsite seating area of the examination room and must be turned off before the examination begins.</p> |
| <p>3.16 University of Manitoba Emergency Evacuation protocols will be in place in the event of Emergency Evacuation during an examination.</p> | <p>3.16 University of Manitoba Emergency Evacuation protocols will be in place in the event of Emergency Evacuation during an onsite examination. For remote exams, a student would contact the invigilator to advise them of any such emergency.</p> |
| <p>**No section 4.45 in current policy.</p> | <p>**NEW 4.45 For remote exams, students will be permitted to have their cell phone in the exam room, out of reach and on silent in order to contact the invigilator for emergency communication and personal breaks as necessary.</p> |



Max Rady College of Medicine Undergraduate Medical Education Policy

| | |
|---------------------------|---|
| Policy Name: | Invigilation of Examinations |
| Application/Scope: | Year I through Year IV Undergraduate Medical Education Students |
| Approved (Date): | May 2022 |
| Review Date: | May 2027 |
| Revised (Date): | May 2021 |
| Approved By: | Senate, May 2022 |

1. PURPOSE

To provide the Max Rady College of Medicine with specific processes that ensure examinations are organized and executed in a timely and effective manner and complement the University of Manitoba Final Examination and Final Grades Policy and related procedures.

2. DEFINITIONS

- 2.1 Chief Proctor – The person responsible for the administration of the examination who ensures strict compliance with UGME examination policies and procedures and/or NBME testing regulations. The Chief Proctor is deemed equivalent to the Chief Invigilator as established by the University of Manitoba Registrar’s Office. The term “Chief Proctor” may be used interchangeably with and means “Chief Invigilator” or “Invigilator in Charge”.
- 2.2 Invigilator(s) – Person(s) hired and assigned to assist with distribution and collection of examination materials and supervision of students during an examination and during the review of an Examination.
- 2.3 Midterm Examination – A summative examination is normally conducted at the approximate midpoint of a course/module. No rounding of scores will take place.
- 2.4 Final Examination – A summative examination at the end of a Pre-Clerkship course/module. No rounding will take place.
- 2.5 Course/Module – A course/module is a course of study or educational unit, which covers a series of interrelated topics and is studied for a given period of time which taken together with other such completed modules or courses counts towards the completion of the M.D degree. The UGME curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period.
- 2.6 National Board of Medical Examiners (NBME) Examination – A multiple-choice examination developed by the NBME that is administered at the end of the Surgery, Internal Medicine, Obstetrics/Gynecology and Reproductive Sciences, Pediatrics, Family Medicine, and Psychiatry clinical rotations at the Clerkship level of the UGME program. ~~For students who write their NBME exam prior to May 19, 2020, attaining a mark at the 11th percentile or higher is considered a pass. For students who write their NBME exams on May 19, 2020 and thereafter, the~~ The NBME will recommend a pass mark as an equated percent correct score, and the UGME Program will determine the pass mark every September, based on this recommendation.

2.62.7 Communication Devices - Electronic devices with memory capability such as cell phones, pagers, calculators, laptop computers, watches with alarms, and computer or memory capability.

2.72.8 Reference Materials – Books, notes, papers.

2.82.9 Nutrition Break – A 15-minute break for students to eat a light snack the clock will stop for the duration of the Nutrition Break.

2.92.10 Personal Break – A break to use the restroom or to use the water fountain for a drink of water. The clock does not stop for a Personal Break.

2.102.11 Disruptive Behaviour – Conduct of a student that interferes with the testing conditions of other students participating in the examination.

2.112.12 Irregular Behaviour – Behaviour during an examination that includes, without limitation, the following:

- Copying answers from another student, permitting answers to be copied, or in any way providing or receiving unauthorized information about the content of the examination.
- Possessing notes or making notes on anything other than the answer sheet or test booklet.

2.122.13 Emergency Evacuation – The sounding of a bell or alarm is an indication that occupants are required to vacate a building.

3. **POLICY STATEMENTS**

3.1 This policy and procedures document complements the Undergraduate Medical Education Examination Conduct Policy and Procedures.

3.2 Undergraduate Medical Education is responsible for selecting examination Invigilators for Course/Module and NBME examinations unless there are specific accommodations requiring support from Student Accessibility Services. In such instances, Student Accessibility Services will select examination Invigilators and these Invigilators will invigilate for the entire examination accommodation time and any approved nutrition break time.

3.3 A Nutrition Break will be provided for each [onsite](#) examination that exceeds three hours in length as outlined in the Procedures section of this document. Invigilator(s) will remain with the student(s) during the Nutrition Break.

3.4 The number of Invigilators for an examination will follow a specified student-invigilator ratio and the requisite number of invigilators will be present throughout the examination. (See Appendix 1).

3.5 The Invigilator(s) will not provide clarification of perceived errors, ambiguities, or omissions in the examination.

3.6 In Pre-Clerkship, the time allotted for an examination will be based on the volume of information to be tested, ~~but will typically be a minimum of one (1) hour in length.~~

3.7 In Clerkship, each examination will typically be 2.15 to 2.45 hours in length unless there are specifically prescribed accommodations requiring a longer examination period.

- 3.8 For onsite exams, only the designated clock in the examination room will be used to determine the length of the examination. For remote exams, only the designated clock embedded in the exam software will be used for the timing of the examination.
- 3.9 The Administrator, Pre-Clerkship Evaluation, and OSCE-type Examinations will act as Chief Proctor for Pre-Clerkship examinations.
- 3.10 The Administrator, Clerkship Evaluation will act as Chief Proctor for NBME examinations.
- 3.11 The Chief Proctors are responsible for organizing the training of Invigilators.
- 3.12 The following items will not be permitted in the seating area of the examination room:
- Communication devices;
 - Backpacks, briefcases, luggage, coats, or brimmed hats;
 - Beverages or food of any type, with the exception of water in a clear container
 - Reference Materials
 - Computer equipment other than authorized for examination
- 3.13 Communication devices are stored outside the onsite seating area of the examination room and must be turned off before the examination begins.
- 3.14 Each student will be escorted, one at a time, on all personal breaks taken during the examination.
- 3.15 Disruptive and/or irregular behaviour will be addressed as stated in the Procedures section of this document.
- 3.16 University of Manitoba emergency evacuation protocols will be in place in the event of an emergency evacuation during an onsite examination. For remote examinations, a student would contact the invigilator to advise them of any such emergency.
- 3.17 Chief Proctors and Invigilators are responsible for ensuring that all emergency evacuation procedures are followed and that examination material is secured in the event of an emergency evacuation.
- 3.17.18 During a remote examination, no food or drink is permitted during the writing of the examination.

4. **PROCEDURES**

RESPONSIBILITIES OF STUDENTS

- 4.1 Be familiar with all requirements of this policy and procedures document as they relate to items identified as “not permitted” in the seating area of the examination room, disruptive and irregular behaviour.
- 4.2 Be familiar with the requirements of the related Undergraduate Medical Education Examination Conduct Policy and Procedures document.
- 4.3 Provide proof of personal identification and sign the attendance register prior to the start of the examination.
- 4.4 Identify to an invigilator that a personal break is required and accept that an invigilator will accompany the student on the break.

- 4.5 Ensure all emergency evacuation procedures are followed when informed of such an evacuation by an invigilator.
- 4.6 Please see additional responsibilities for the computer-based examinations in the related computer policy.

RESPONSIBILITIES OF CHIEF INVIGILATOR

- 4.7 Recruit suitable invigilators for each academic year.
- 4.8 Organize the required number of invigilators in accordance with the invigilator-student ratio.
- 4.9 Assign invigilators to specific areas of the examination room.
- 4.10 Organize all examination materials for distribution at each examination.
- 4.11 Train invigilators on their responsibilities as it relates to examination invigilation.
- 4.12 Provide each invigilator with a copy of the Examination Conduct and Invigilation Policy and Procedures documents.
- 4.13 Ensure invigilators and students are familiar with the emergency evacuations procedures in the event there is an emergency evacuation during an examination.
- 4.14 Ensure all examination-related materials are accounted for at the end of each examination.
- 4.15 Ensure any invigilator report of disruptive and/or irregular behaviour is reported to the Director, Evaluation, Associate Dean, UGME, for NBME examinations, and any other individual(s) as required.
- 4.16 Ensure an announcement is made stating that all communication devices must be turned off before the examination begins.
- 4.17 Please see additional responsibilities for the computer-based examinations in the Disaster Recovery Plan Policy

RESPONSIBILITIES OF INVIGILATOR

GENERAL

- 4.18 Participate in invigilator training as organized by the Chief Proctor(s).
- 4.19 Review the Examination Conduct and Invigilation Policy and Procedures documents and seek clarification of responsibilities as required.
- 4.20 Review the University of Manitoba protocols for emergency evacuation.
- 4.21 Meet Chief Proctor at 260 Brodie 30 minutes prior to the examination, unless otherwise notified.
- 4.22 Assist with the examination setup.
- 4.23 Assist with organizing examination attendance which involves checking student IDs and having each student sign the attendance register.

- 4.24 Inform students of the examination start and end times using the designated clock as the time reference.
- 4.25 Continuously observe students in the assigned area to ensure that students are recording answers as required, and are not communicating with one another in any way.
- 4.26 Inform the chief proctor of any computer problems during ExamSoft or NBME examinations.
- 4.27 Assist with the collection of pink sheets, examination booklets, and other examination materials at the end of the examination. This can include organizing components of an examination for distribution to examination markers.
- 4.28 Assist with bringing examination materials to the UGME office.
- 4.29 Complete and sign the timesheet.
- 4.30 Report any irregular incidents to the Chief Proctor.
- 4.31 Organize a 10-minute break for each invigilator. In the event there is only one invigilator, UGME Evaluation personnel will arrange for the invigilator to have a 10-minute break.
- 4.32 Contact the Chief Proctor in the event of an emergency.
- 4.33 Follow stated emergency evacuation procedures in the event of an emergency evacuation during an examination.

DISRUPTIVE BEHAVIOUR

- 4.34 Give the student a warning that he/she is exhibiting such behaviour.
- 4.35 Document that a warning was given.
- 4.36 Collect the examination materials from the student and escort the student from the examination room with the least amount of disturbance to the other students in the event that the student does not respond to a warning.

IRREGULAR BEHAVIOUR

- 4.37 Allow the student to continue writing the examination.
- 4.38 Confirm the observation with at least one other invigilator if possible.
- 4.39 Complete a report of the incident including the following information:
 - Time and duration of the incident.
 - Page and/or item number that involved student(s) were working on at the time of the observation (if possible).
 - Identify all students involved in the incident by name and student number.
 - Identify the seating placement for the student(s) involved.
 - Signatures of the invigilators who made the observations.
 - Signature(s) of student(s) involved in the incident.

EMERGENCY EVACUATION

4.40 In the event of a fire alarm being activated during an examination or other emergency, making the abandonment of the examination necessary, the following steps must be followed:

- See Examination Conduct Policy

EXAMINATIONS EXCEEDING 3 HOURS IN LENGTH

4.41 Inform each student of the time of the designated 15-minute nutrition break prior to the start of the examination.

4.42 Ensure each student is away from the examination table for the duration of the nutrition break.

[4.43](#) Ensure that each student is observed for the duration of the nutrition break.

[4.434.44](#) Inform each student of the examination end time using the designated clock as a reference.

[4.444.45](#) For remote exams, students will be permitted to have their cell phone in the exam room, out of reach, and on silent in order to contact the invigilator for emergency communication and to notify of personal breaks as necessary.

5. **REFERENCES**

- 5.1 Chief Proctor's Manual, National Board of Medical Examiners Subject Examination Program, *Clinical Science Examinations*. The United States of America. 2010.
- 5.2 UGME Policy & Procedures - Accommodation for Undergraduate Medical Students with Disabilities.
- 5.3 UGME Policy & Procedures - Examination Conduct Policy and Procedures.
- 5.4 University of Manitoba - Emergency Evacuation Procedures.
- 5.5 University of Manitoba - Procedural Guidelines for Academic and Student Misconduct.
- 5.6 University of Manitoba - Student Academic Misconduct Procedure.
- 5.7 UGME Policy & Procedures – Deferred Examinations.
- 5.8 UGME Policy & Procedures – Supplemental Examinations.
- 5.9 UGME Policy & Procedures - Examination Results.
- 5.10 UGME Policy & Procedures – Promotion & Failure.
- 5.11 UGME Policy & Procedures - Formative Assessment.
- 5.12 UGME Policy & Procedures - Communicating Methods of Evaluation.
- 5.13 University of Manitoba - Final Examination and Final Grades Policy.
- 5.14 University of Manitoba - Deferred and Supplemental Examinations Procedures.
- 5.15 University of Manitoba - Final Examination Procedures.
- 5.16 University of Manitoba - Final Grades Procedures.

6. **CONTACT**

Administrator, Pre-Clerkship Evaluation, and OSCE-Type Examinations
Administrator, Clerkship Evaluation

APPENDIX 1

STUDENT/INVIGILATOR RATIOS

Student – Invigilator Ratios

| Number of Students Per Examination Room | Number of Invigilators |
|---|------------------------|
| 1 - 20 | 2 |
| 21 - 45 | 2 |
| 46 - 70 | 3 |
| 71 - 95 | 4 |
| 96 - 120 | 5 |

Date: October 25, 2021

To: College Council

From: Dr. Nancy Porhownik, Progress Committee Chair and Dave Fidler, Business Manager, UGME

Re: Remediation Policy Update

Background: The Undergraduate Medical Education (UGME) program is committed to formalizing core processes through the development and refinement of policy and procedure documents. Regularly, UGME reviews and refines curriculum and associated policies documents to clarify or identify gaps in the administration of student and program affairs. In October 2021, the Progress Committee reviewed and determined to update the subject Remediation policy to continually meet the rigour and structure of the UGME curriculum, and submits the proposed policy changes to Council for approval.

Purpose: This policy set out the process for remediating students who are unsuccessful at summative evaluations within the UGME program complementing existing University of Manitoba Regulations.

Basis: UGME's Remediation policy, referenced academic medical material, and a comparison with policies at other Canadian Medical Schools were used as a guide for the creation of the policy document. UGME and the Progress Committee intends to review its policies within established periods to ensure the validity and applicability of the policies for the intended academic year. This policy aligns with existing Max Rady College of Medicine and University of Manitoba strategic priorities and remains consistent with other policies, applicable regulations, and accreditation standards.

Revision Rational:

The Progress Committee has approved motions to enhance terminology, improve procedural processes and provide clarification of the Remediation policy in the following sections:

- 2.0 Definitions
 - o 2.1, 2.3, 2.13 – Update wording for clarification;
 - o 2.14 – Existing definition removed.
- 3.0 Policy Statements
 - o 3.3 – Update wording for clarification;
 - o 3.4 – New policy section added;
 - o 3.4 to 3.7 - Existing policies removed;
 - o 3.9 (now 3.6) - Update wording for clarification;
 - o 3.10 (now 3.7) - Update wording for clarification;



- 3.11 to 3.14 - Existing policies removed;
- 3.15 (now 3.8) - Update wording for clarification.
- 4.0 Procedures
 - 4.1 & 4.2 - Existing policies removed;
 - 4.3 to 4.4 (now 4.1 & 4.2) - Update wording for clarification;
 - 4.3 new added section;
 - 4.5 - Update wording for clarification; existing section split into 4.4 & 4.5;
 - 4.6 to 4.10 – Update wording for clarification;
 - 4.12 - Update wording for clarification;
 - 4.15 – Existing section renumbered to 4.16;
 - 4.15 & 4.18 - new procedure sections added;
 - 4.18 & 4.19 - Existing procedures removed;
 - 4.20 & 4.21 - Update wording for clarification.

Consultation Process: UGME has established a robust process to review policy and procedure documents on a continual basis. Both UGME management and the Progress Committee have vetted and approved the proposed revisions to this document. Please note that both student and faculty membership and participation are an integral part of this committee.

Communication and Implementation Plan:

UGME apprises Max Rady College of Medicine students of a complete listing of existing, new, and revised UGME policy and procedure documents at the beginning of each academic year. All documents also resided on the Rady Faculty of Health Sciences (RFHS) policy website for both students and public view. UGME can also notify students of a policy or procedure change through the Entrada curriculum management system.

UGME informs faculty and staff of new policies or revisions through e-mail communication, participation on committees, in the Faculty Guide available each academic year or viewed on the RFHS website. Further, approved copies will be provided to the Max Rady College of Medicine's Department Head Council and Medical Dean's Council for communication.

Proposed Review Date: As part of our continuous improvement, UGME and the Progress Committee intends to review this policy every two (2) years from the last Revision date for implementation in the academic year.

Enclosure: 2

Comparative of Current and Revised Policy Changes:

| Current | Revised |
|---|---|
| <p>2.1 Course/Module - A Course/Module is a short course of study or educational unit, which covers a single topic or a small section of a broad topic and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D. The UGME Curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period.</p> | <p>2.1 Course - An educational unit which covers a single topic or a small section of a broad topics and is studied for a given period of time which counts towards completion of the M.D.</p> |
| <p>2.3 National Board of Medical Examiners (NBME) Exam – A multiple choice examination developed by the NBME that is administered at the end of the Surgery, Internal Medicine, Obstetrics/Gynecology and Reproductive Sciences, Pediatrics, Family Medicine, and Psychiatry clinical rotations at the Clerkship level of the UGME program. For students who write their NBME exam prior to May 19, 2020, attaining a mark at the 11th percentile or higher is considered a pass. For students who write their NBME exams on May 19, 2020 and thereafter, the NBME will recommend a pass mark as an equated percent correct score, and the UGME Program will determine the pass mark every September, based on this recommendation.</p> | <p>2.3 National Board of Medical Examiners (NBME) Exam – A multiple choice examination developed by the NBME that is administered at the end of the Surgery, Internal Medicine, Obstetrics/Gynecology and Reproductive Sciences, Pediatrics, Family Medicine, and Psychiatry clinical rotations at the Clerkship level of the UGME program.</p> <p>The NBME will recommend a pass mark as an equated percent correct score and the UGME Program will determine the pass mark every September, based on this recommendation.</p> |
| <p>2.13 Probationary Status – Would be applied to a student after a failure of any of the following:</p> <ul style="list-style-type: none"> • One (1) Course/Module • The CCE • Two (2) NBME examinations • One (1) FITER • One (1) assignment integral to either the professionalism or population health courses in Clerkship <p>A student on Probationary Status is required to participate in Remediation.</p> | <p>2.13 Probationary Status – Would be applied to a student after a failure of any of the following:</p> <ul style="list-style-type: none"> • One (1) Course • The CCE • Two (2) NBME examinations • One (1) FITER <p>A student on Probationary Status is required to participate in Remediation.</p> |
| <p>2.14 Monitored Status - A score between 60.0% and 62.9%, with no rounding of scores, on a Course, or Module Examination, a failure on one (1) NBME examination, or a borderline pass on a FITER. A student on Monitored Status is encouraged to participate in Remediation.</p> | <p>***Removed from Policy***</p> |
| <p>3.1 The Remediation policy has been developed and is maintained with the objective of identifying and supporting students within the faculty who are experiencing difficulty. The terms “Probationary” and</p> | <p>3.1 The Remediation policy has been developed and is maintained with the objective of identifying and supporting students within the faculty who are experiencing difficulty.</p> |

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| <p>“Monitored” are not meant to imply punitive status.</p> | |
| <p>3.3 The Remediation policy governs the process of student Remediation in situations of failures and borderline pass results. Additional policies of the UGME program and Undergraduate Academic Calendar are applicable to students during any Remediation period. Where any conflict exists between policies, this document shall have precedence in regard to student Remediation only.</p> | <p>3.3 The Remediation policy governs the process of student Remediation in situations of academic failures. Additional policies of the UGME program and Undergraduate Academic Calendar are applicable to students during any Remediation period. Where any conflict exists between policies, this document shall have precedence in regard to student Remediation only.</p> |
| <p>***Not in current Policy***</p> | <p>3.4 Matters which fall under the University Disciplinary Bylaw are not included in this policy.</p> |
| <p>MONITORED STATUS</p> <p>3.4 A student meeting the criteria for Monitored Status will be notified in writing of such a status as outlined in the Procedures section of this document.</p> <p>3.5 A student meeting the criteria for Monitored Status maintains this status for the remainder of their UGME program unless the student moves to Probationary Status.</p> <p>3.6 A student receiving first written notification of Monitored Status may initiate a meeting with the Director, Remediation and/or the Associate Dean Student Affairs UGME or designate to discuss educational resources and supplemental readings.</p> <p>3.7 A student receiving a second and subsequent notification of Monitored Status is required to initiate a meeting with the Associate Dean Student Affairs UGME or designate.</p> | <p>***Removed from Policy***</p> |
| <p>3.9 A student meeting the criteria for Probationary Status is required to participate in Remediation in order to advance in the UGME curriculum.</p> | <p>3.6 A student meeting the criteria for Probationary Status must participate in Remediation.</p> |
| <p>3.10 A student receiving notification of Probationary Status is required to initiate a meeting with the Director, Remediation for a Remediation Assessment, and to the Associate Dean Student Affairs UGME or designate. The specific Remediation requirements for each student shall be dependent on the student deficiencies identified in the Remediation Assessment.</p> | <p>3.7 A student receiving notification of Probationary Status must initiate a meeting with the Director, Remediation for a Remediation Assessment, and with the Associate Dean Student Affairs UGME or designate. The specific Remediation plan for each student shall be dependent on the student.</p> |

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| <p>3.11 The Director, Remediation shall establish the nature and timeframe of the Remediation with the objective that Remediation will be initiated and completed in a timely manner.</p> <p>3.12 Subject to the discretion of the Director, Remediation, a student on Probationary Status may be required to sign a Remediation Contract prior to commencing a Remediation Rotation.</p> <p>3.13 The Director, Remediation is responsible for monitoring student progress throughout the Remediation period.</p> <p>3.14 A faculty member, who is identified as a remedial tutor for a student partaking in the Remediation program, is required to support the assigned student in accordance with the procedures outlined in this document.</p> | <p>***Removed from Policy***</p> |
| <p>3.15 A student who satisfactorily meets the requirements of a Remediation, and passes any Supplemental Examination, remedial Rotation or subsequent FITER required, moves from Probationary Status to Monitored Status.</p> | <p>3.8 Probationary status is removed when a student satisfactorily meets the requirements of a Remediation, and passes any Supplemental Examination, remedial Rotation or subsequent FITER required.</p> |
| <p>RESPONSIBILITIES OF THE STUDENT – MONITORED STATUS</p> <p>4.1 On the first instance of notification of Monitored Status, the Student may consider initiating a meeting with the Director, Remediation and/or Associate Dean Student Affairs UGME or designate to discuss educational resources and supplemental readings that are available.</p> <p>4.2 On the second and subsequent notification of Monitored Status, the Student shall initiate a meeting with the Associate Dean Student Affairs UGME or designate within ten (10) working days of receiving the notification.</p> | <p>***Removed from Policy***</p> |
| <p>RESPONSIBILITIES OF THE STUDENT – PROBATIONARY STATUS</p> <p>4.3 The Student shall initiate a meeting with the Director, Remediation within ten (10) working days of receiving the notification of Probationary Status.</p> <p>4.4 The Student shall initiate a meeting with the Associate Dean Student Affairs UGME or designate within ten (10) working days of receiving the notification of Probationary Status.</p> <p>4.5 The Student shall complete all Remediation requirements as outlined in any of the Remediation policy, the Remediation Assessment, the Remediation Contract, or by the Director, Remediation, including attendance at</p> | <p>RESPONSIBILITIES OF THE STUDENT – PROBATIONARY STATUS</p> <p>4.1 The Student must initiate a meeting with the Director, Remediation within ten (10) working days of receiving the notification of Probationary Status.</p> <p>4.2 The Student must initiate a meeting with the Associate Dean Student Affairs UGME or designate within ten (10) working days of receiving the notification of Probationary Status.</p> <p>*NEW* 4.3 The Clerkship student must agree to, and sign the Remediation Contact and return it to the</p> |

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|---|---|
| <p>Remediation sessions, planning meetings, and responding to requests for updates on student progress. Failure to meet the requirements of this policy or the requirements of any of the foregoing may result in a suspension of the Remediation process, including the opportunity to complete the Block, Course, Module or Rotation.</p> | <p>Director, Remediation within five (5) working days, prior to commencing a Remediation Rotation.</p> <p>4.4 The Student must complete all Remediation requirements as outlined in any of the Remediation policy, the Remediation Assessment, the Remediation Contract, or by the Director, Remediation, including attendance at Remediation sessions, planning meetings, and responding to requests for updates on student progress.</p> <p>4.5 Failure to meet the requirements of this policy or any other Remediation requirements of any of the foregoing may result in a suspension of the Remediation process, and any opportunity of the student to complete further Courses, Modules or Rotations.</p> |
| <p>RESPONSIBILITIES OF ADMINISTRATORS, EVALUATION</p> <p>4.6 Prepare detailed notification template letters for distribution to each student who meets the criteria for Monitored or Probationary Status.</p> <p>4.7 Ensure that the Director Remediation is informed within one (1) working day of all students meeting the criteria for Monitored or Probationary Status if the Director, Remediation is not available to participate in the decision about such student status.</p> <p>4.8 Ensure each student receives the notification of Monitored or Probationary Status within two (2) working days of the decision that the student meets the requirements for Monitored or Probationary Status.</p> <p>4.10 Place a copy of the Monitored or Probationary Status notification in the appropriate section of the student active file.</p> | <p>RESPONSIBILITIES OF ADMINISTRATORS, EVALUATION</p> <p>4.6 Prepare detailed notification template letters for distribution to each student who meets the criteria for Probationary Status.</p> <p>4.7 Ensure that the Director Remediation is informed in a timely manner of all Clerkship students meeting the criteria for Probationary Status if the Director, Remediation is not available to participate in the decision about such student status.</p> <p>4.8 Ensure each student receives email notification of Probationary Status within two (2) working days of the decision that the student meets the requirements for Probationary Status.</p> <p>4.10 Place a hardcopy of the Probationary Status email notification and letter in the appropriate section of the student active file.</p> |
| <p>RESPONSIBILITIES OF DIRECTOR, REMEDIATION</p> <p>4.12 Meet with each student on Monitored Status who wishes to discuss Remediation.</p> <p>4.15 retained but re-numbered to 4.16</p> | <p>RESPONSIBILITIES OF DIRECTOR, REMEDIATION</p> <p>4.12 Establish the nature and timeframe of the Remediation with the objective that Remediation will be initiated and completed in a timely manner.</p> <p>*NEW* 4.15 Monitor student progress throughout the Remediation period. A faculty member, who is identified as a remedial tutor for a student partaking in the Remediation program, is required to support the assigned student in accordance with the procedures outlined in this document.</p> |

| | |
|---|---|
| | <p>*NEW* 4.18 Provides a copy of remediation contracts to the Associate Dean Student Affairs UGME and to the student.</p> |
| <p>RESPONSIBILITIES OF ASSOCIATE DEAN STUDENT AFFAIRS UGME OR DESIGNATE</p> <p>4.18 Meet with each student on Monitored Status who wishes to discuss educational resources and supplemental readings.</p> <p>4.19 Meet with each student who is identified for Monitored Status a second or subsequent time throughout the Undergraduate Medical Education program.</p> <p>4.20 Meet with each student who meets the criteria of Probationary Status within ten working days of receiving contact from the student.</p> <p>4.21 Provide support and/or counseling to any student who meets the criteria of Monitored or Probationary Status as the need arises.</p> | <p>RESPONSIBILITIES OF ASSOCIATE DEAN STUDENT AFFAIRS UGME OR DESIGNATE</p> <p>4.18 ***Removed from Policy***</p> <p>4.19 ***Removed from Policy***</p> <p>4.20 Meet with each student who meets the criteria of Probationary Status within a timely manner of receiving contact from the student.</p> <p>4.21 Provide support and/or counseling to any student who meets the criteria of Probationary Status as the student's need arises.</p> |



Max Rady College of Medicine UGME Policy

| | |
|---------------------------|--|
| Policy Name: | Remediation |
| Application/Scope: | Year I through Year IV Undergraduate Medical Education (UGME) Students |
| Approved (Date): | January 2017 |
| Review Date: | February 2024 <u>October 2023 – 2 years following the last Revised date</u> |
| Revised (Date): | May 2020 <u>October 2021</u> |
| Approved By: | Progress Committee, College Council, SCIE & Senate |

1. PURPOSE

To set out the process for remediating students who fail summative assessments.

2. DEFINITIONS

~~2.1 Course/Module - A Course/Module is a short course of study or An educational unit, which covers a single topic or a small section of a broad topics and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D. The UGME Curriculum consists of seven (7) modules and six (6) longitudinal courses occurring over a four (4) year period.~~

2.1

2.2 Rotation – A unit of clinical work in the Clerkship component (Year III and Year IV) of the UGME Program.

2.3 National Board of Medical Examiners (NBME) Exam – A multiple choice examination developed by the NBME that is administered at the end of the Surgery, Internal Medicine, Obstetrics/Gynecology and Reproductive Sciences, Pediatrics, Family Medicine, and Psychiatry clinical rotations at the Clerkship level of the UGME program.

~~The For students who write their NBME exam prior to May 19, 2020, attaining a mark at the 11th percentile or higher is considered a pass. For students who write their NBME exams on May 19, 2020 and thereafter, the~~ NBME will recommend a pass mark as an equated percent correct score and the UGME Program will determine the pass mark every September, based on this recommendation.

2.4 Objective Structured Clinical Examination (OSCE) – an examination used to assess the clinical skills of students.

- A pass mark will be set for each individual station using the borderline regression model, which is informed by a comparison of the global rating score to each student's congregate score for the station. The student's individual pass or fail status for a case will be decided by their congregate score in each case individually. Students will be required to pass a minimum of eight of twelve OSCE stations to pass the Med I and Med II clinical skills courses.
- The Remedial Examinations for the Med I and Med II clinical skills courses will consist of eight stations. The passing grade will be determined using aggregate data from all eight OSCE stations, using the borderline regression model. This grade will be the passing grade for each station in the remedial exam. Students will be required to pass a minimum of five of eight OSCE stations to pass their remedial OSCE.

- 2.5 Comprehensive Clinical Exam (CCE) – An objective structured clinical-type examination used to assess the clinical skills of students in Clerkship.
- A pass mark will be set for each individual station using the borderline regression model, which is informed by the comparison of the global rating score to each student's congregate score for the station. The student's individual pass or fail status for a case will be decided by the congregate score in each case individually. Students will be required to pass a minimum of five of eight OSCE stations in order to pass the CCE.
 - The Remedial Examinations for Med IV CCE will consist of eight stations. The passing grade will be determined using aggregate data from all eight OSCE stations, using the borderline regression model. This grade will be the passing grade for each station in the remedial CCE. Students will be required to pass a minimum of five of eight OSCE stations to pass their remedial CCE.
- 2.6 Final Examination – A summative examination at the end of a Pre-Clerkship Course/Module. No rounding of scores will take place.
- 2.7 Midpoint In-Training Evaluation Report (MITER) – Is a formative assessment report completed by the student, and then reviewed by the preceptor. It is electronically distributed at the start of each core Rotation that is of at least four (4) weeks duration and must be completed and submitted electronically. This is electronically distributed at the start of each Rotation and must be completed and submitted electronically at the end of the Rotation.
- 2.8 Final In-Training Evaluation Report (FITER) – Is a comprehensive summary of student performance as a necessary component of their Clerkship training in order to ensure that students acquire the full range of competencies (knowledge, skills and attitudes) required of a physician. This is electronically distributed at the start of each Rotation and must be completed and submitted electronically at the end of the Rotation.
- 2.9 Remediation – The provision to students on Probationary Status by the Undergraduate Medical Education Faculty of reasonable academic supports, educational resources and protected time for studying and review, and additional clinical exposures as may be deemed appropriate following a Remediation Assessment.
- 2.10 Remediation Assessment – Completed by the ~~Director, Remediation~~ [Director of Remediation](#) in conjunction with the student, and taking into account input from such other UGME faculty and staff as may be available or requested. The Remediation Assessment may include a review of:
- a) FITERs or failed examinations resulting in the current Probationary Status;
 - b) Other relevant prior Undergraduate Medical education results;
 - c) Prior or ongoing Remediation efforts;
 - d) Prior or ongoing professionalism issues;
 - e) Prior or ongoing accommodation or access issues including the completion of a meeting with the Associate Dean Student Affairs UGME.
- 2.11 Remediation Contract – A written agreement, signed by the student, the ~~Director, Remediation~~ [Director of Remediation](#), and the relevant Course Leader/Clerkship Director setting out the specific student deficiencies, Remediation Assessment findings, Remediation requirements, additional resources and timeframes for completion of Remediation.
- 2.12 Supplemental Examination – an opportunity to rewrite an examination that was failed.

2.13 Probationary Status – Would be applied to a student after a failure of any of the following:

- One (1) Course/~~Module~~
- The CCE
- Two (2) NBME examinations
- One (1) FITER
- ~~One (1) assignment integral to either the professionalism or population health courses in Clerkship~~

A student on Probationary Status is required to participate in Remediation.

~~2.14 Monitored Status – A score between 60.0% and 62.9%, with no rounding of scores, on a Course, or Module Examination, a failure on one (1) NBME examination, or a borderline pass on a FITER. A student on Monitored Status is encouraged to participate in Remediation.~~

~~2.15~~ 2.14 Working day – A day when the University of Manitoba is open for regular business.

3. **POLICY STATEMENTS**

GENERAL

3.1 The Remediation policy has been developed and is maintained with the objective of identifying and supporting students within the faculty who are experiencing difficulty. ~~The terms “Probationary” and “Monitored” are not meant to imply punitive status.~~

3.2 Student Remediation with respect to Essential Clinical Presentations (ECP) is covered in the Midpoint In-Training Evaluation & Final In-Training Evaluation Preparation, Distribution and Completion and Essential Clinical Presentation Preparation, Distribution, Audit, and Remediation Policy and Procedures document.

3.3 The Remediation policy governs the process of student Remediation in situations of academic failures and borderline pass results. Additional policies of the UGME program and Undergraduate Academic Calendar are applicable to students during any Remediation period. Where any conflict exists between policies, this document shall have precedence in regard to student Remediation only.

~~3.3.4~~ Matters which fall under the University Disciplinary Student Discipline Bylaw are not included in this policy.

~~MONITORED STATUS~~

~~3.4 A student meeting the criteria for Monitored Status will be notified in writing of such a status as outlined in the Procedures section of this document.~~

~~3.5 A student meeting the criteria for Monitored Status maintains this status for the remainder of their UGME program unless the student moves to Probationary Status.~~

~~3.6 A student receiving first written notification of Monitored Status may initiate a meeting with the Director, Remediation and/or the Associate Dean Student Affairs UGME or designate to discuss educational resources and supplemental readings.~~

~~3.7 A student receiving a second and subsequent notification of Monitored Status is required to initiate a meeting with the Associate Dean Student Affairs UGME or designate.~~

PROBATIONARY STATUS

- ~~3.83.5~~ A student meeting the criteria for Probationary Status will be notified in writing of such a status as outlined in the Procedures section of this document.
- ~~3.93.6~~ A student meeting the criteria for Probationary Status ~~is required to~~ must participate in Remediation ~~in order to advance in the UGME curriculum~~.
- ~~3.7~~ A student receiving notification of Probationary Status ~~is required to~~ must initiate a meeting with the ~~Director, Remediation~~ Director of Remediation for a Remediation Assessment, and ~~to with~~ the Associate Dean Student Affairs UGME or designate. The specific Remediation ~~requirements plan~~ for each student shall be dependent on the student deficiencies identified in the Remediation Assessment. ~~deficiencies identified in the Remediation Assessment.~~
- ~~3.8~~ Probationary status is removed when a student satisfactorily meets the requirements of a Remediation, and passes any Supplemental Examination, remedial Rotation or subsequent FITER required.
- ~~3.10~~ The Director, Remediation shall establish the nature and timeframe of the Remediation with the objective that Remediation will be initiated and completed in a timely manner.
- ~~3.11~~ Subject to the discretion of the Director, Remediation, a Clerkship student on Probationary Status may be required to sign a Remediation Contract prior to commencing a Remediation Rotation.
- ~~3.12~~ The Director, Remediation is responsible for monitoring student progress throughout the Remediation period.
- ~~3.13~~ A faculty member, who is identified as a remedial tutor for a student partaking in the Remediation program, is required to support the assigned student in accordance with the procedures outlined in this document.
- ~~3.14~~ Probationary status is removed when a Clerkship student who satisfactorily meets the requirements of a Remediation, and passes any Supplemental Examination, remedial Rotation or subsequent FITER required, moves from Probationary Status to Monitored Status.

4. **PROCEDURES**

~~RESPONSIBILITIES OF THE STUDENT – MONITORED STATUS~~

- ~~4.1~~ On the first instance of notification of Monitored Status, the Student may consider initiating a meeting with the Director, Remediation and/or Associate Dean Student Affairs UGME or designate to discuss educational resources and supplemental readings that are available.
- ~~4.2~~ On the second and subsequent notification of Monitored Status, the Student shall initiate a meeting with the Associate Dean Student Affairs UGME or designate within ten (10) working days of receiving the notification.

RESPONSIBILITIES OF THE STUDENT – PROBATIONARY STATUS

- 4.34.1 The Student ~~shall~~must initiate a meeting with the ~~Director, Remediation~~Director of Remediation within ten (10) working days of receiving the notification of Probationary Status.
- 4.2 The Student ~~shall~~must initiate a meeting with the Associate Dean Student Affairs UGME or designate within ten (10) working days of receiving the notification of Probationary Status.
- 4.4.3 ~~The Clerkship student must agree to, and sign the Remediation Contract and return it to the Director, Remediation~~Director of Remediation within five (5) ~~two (2)~~ working days, prior to commencing a Remediation Rotation.
- 4.4 The Student ~~shall~~must complete all Remediation requirements as outlined in any of the Remediation policy, the Remediation Assessment, the Remediation Contract, or by the ~~Director, Remediation~~Director of Remediation, including attendance at Remediation sessions, planning meetings, and responding to requests for updates on student progress.
- 4.5 Failure to meet the requirements of this policy or any other ~~the Remediation~~ requirements of any of the foregoing may result in a suspension of the Remediation process, and any including the opportunity of the student to complete further ~~the Blocks, Courses, Modules~~ or Rotations.

RESPONSIBILITIES OF ADMINISTRATORS, EVALUATION

- 4.6 Prepare detailed notification template letters for distribution to each student who meets the criteria for ~~Monitored or~~ Probationary Status.
- 4.7 Ensure that the Director Remediation is informed ~~within one (1) working day in a timely manner~~ of all Clerkship students meeting the criteria for ~~Monitored or~~ Probationary Status if the ~~Director, Remediation~~Director of Remediation is not available to participate in the decision about such student status.
- 4.8 Ensure each student receives email notification of ~~Monitored or~~ Probationary Status within two (2) working days of the decision that the student meets the requirements for ~~Monitored or~~ Probationary Status.
- 4.9 Ensure appropriate contact information for the Associate Dean Student Affairs UGME, the ~~Director, Remediation~~Director of Remediation, or other relevant individual is included in each student notification letter.
- 4.10 Place a hard copy of the ~~Monitored or~~ Probationary Status email notification and letter in the appropriate section of the student active file.
- 4.11 Place a copy of any documentation received from the ~~Director, Remediation~~Director of Remediation or other UGME faculty in support of the Remediation, including any Remediation Assessment summary, Remediation Contract, or other correspondence in the appropriate section of the student active file.

RESPONSIBILITIES OF DIRECTOR, REMEDIATION

- ~~4.12 Meet with each student on Monitored Status who wishes to discuss Remediation.~~
- 4.12 Establish the nature and timeframe of the Remediation with the objective that Remediation will be initiated and completed in a timely manner.
- 4.13 Meet with the Course/Clerkship Directors as necessary to gather information and names of remedial tutors, if necessary, for each Probationary Status student requiring Remediation.

4.14 Identify the time and nature of appropriate Remediation in consultation with Course Director(s)/Clerkship Director(s) and/ UGME Evaluation and Clerkship administrators as necessary.

4.15 Monitor student progress throughout the Remediation period. A faculty member, who is identified as a remedial tutor for a student partaking in the Remediation program, is required to support the assigned student in accordance with the procedures outlined in this document.

4.144.16 Respond to requests for initial and ongoing meetings with students in a timely fashion with each student identified as under Probationary Status, perform a Remediation Assessment, monitor progress, and review the completion of Remediation objectives.

4.17 Prepare documentation to support the Remediation in a timely fashion, including a written summary of the Remediation Assessment, or where required, a Remediation Contract.

4.154.18 Provides a copy of remediation contracts to the Associate Dean Student Affairs UGME and to the student.

4.164.19 Ensure the applicable Administrator, Evaluations receives a copy of documentation produced pursuant to this policy for the student active file as follows:

- Administrator, Pre-Clerkship and OSCE-type Examinations – Remediation related to Year I, Year II, OSCE or CCE examinations.
- Administrator, Clerkship - Remediation related to NBME Examinations or Rotation FITER.

RESPONSIBILITIES OF ASSOCIATE DEAN STUDENT AFFAIRS UGME OR DESIGNATE

~~4.17 — Meet with each student on Monitored Status who wishes to discuss educational resources and supplemental readings.~~

~~4.18 — Meet with each student who is identified for Monitored Status a second or subsequent time throughout the Undergraduate Medical Education program.~~

~~4.194.20~~ Meet with each student who meets the criteria of Probationary Status within ~~ten (10)~~ working days timely manner of receiving contact from the student.

~~4.204.21~~ Provide support and/or counseling to any student who meets the criteria of ~~Monitored or~~ Probationary Status as the student's need arises.

RESPONSIBILITIES OF COURSE DIRECTOR/CLERKSHIP DIRECTOR/REMEDIAL TUTOR

~~4.214.22~~ Work with the ~~Director, Remediation~~ Director of Remediation to provide resources, expertise, and/or other information to the Student in the time frame identified by the ~~Director, Remediation~~ Director of Remediation.

~~4.224.23~~ Meet with or otherwise communicate with the Student, and provide such resources, supplemental materials or tutorials to the Student as is deemed appropriate.

5. RESOURCES

5.1 Faculty of Medicine Student Affairs Website

- 5.2 [University of Manitoba Student Accessibility Services](#)
- 5.3 [University of Manitoba Academic Learning Center](#)
- 5.4 [University of Manitoba Student Counseling and Career Center](#)
- 5.5 [Services for Student – Bannatyne Campus](#)

6. **REFERENCES**

- 6.1 UGME Policy & Procedures - Midpoint In-Training Evaluation & Final In-Training Evaluation Preparation, Distribution and Completion and Essential Clinical Presentation Preparation, Distribution, Audit, and Remediation
- 6.2 UGME Policy & Procedures – Promotion & Failure
- 6.3 UGME Policy & Procedures – Supplemental Examinations
- 6.4 UGME Policy & Procedures – Deferred Examinations
- 6.5 UGME Policy & Procedures – Examination Conduct
- 6.6 UGME Policy & Procedures – Invigilation of Examinations
- 6.7 UGME Policy & Procedures – Examination Results
- 6.8 UGME Policy & Procedures - Accommodation for Undergraduate Medical Students with Disabilities

7. **POLICY CONTACT**

~~Director, Remediation~~ [Director of Remediation](#)

May 24, 2022

**Report of the Senate Committee on University Research Re: Proposal to Establish
a Endowed Chair in Technology-Assisted Living**

Preamble:

1. The terms of reference for the Senate Committee on University Research (SCUR) can be found at:

https://umanitoba.ca/governance/sites/governance/files/2021-09/Senate_Committee_on_University_Research_Terms_of_Reference.pdf

2. At its meeting on May 19, 2022, SCUR received for review, a proposal to establish a Endowed Chair in Technology-Assisted Living.

3. The University of Manitoba Policy for Chairs and Professorships specifies (section 2.14) “In the case of proposals for Chairs and Professorships that are primarily intended to enhance the University’s research programs, the Senate Committee on University Research shall recommend to Senate.”

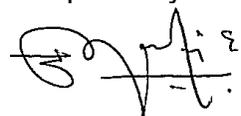
Observations:

1. The College of Rehabilitation Sciences has proposed a Endowed Chair in Technology-Assisted Living.
2. The focus of the Chair is to provide leadership, scholarship, and mentorship in technology assisted living.
3. The Chair will be funded by the annual interest from a \$3,000,000 endowment fund (created from \$1,500,000 from the Health Sciences Centre (HSC) Foundation and \$1,500,000 from the University of Manitoba).

Recommendation:

The Senate Committee on University Research recommends THAT: the Endowed Chair in Technology-Assisted Living be approved by Senate.

Respectfully submitted,



Digvir Jayas, Chair
Senate Committee on University Research

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



Office of the Provost and Vice-President (Academic)

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

Date: April 8, 2022

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

From: Diane Hiebert-Murphy, Provost and Vice-President (Academic) *Diane Hiebert-Murphy*

Re: Proposal to Create a Chair in Technology-Assisted Living

On behalf of the College of Rehabilitation Sciences, Rady Faculty of Health Sciences, Dr. Brian Postl has submitted a proposal to create a Chair in Technology-Assisted Living. This Chair aligns with the priorities of the College, the Faculty, and the University and will support research to enable people with activity limitations or participation restrictions to stay meaningfully engaged in their home and community environment.

The policy on Chairs and Professorships specifies that:

- (1) Chairs are established to advance the University's academic goals and objectives;
- (2) Chairs be funded by way of an endowment or through annual expendable gifts for at least five years, or by a combination of endowment and annual expendable gifts;
- (3) Chairs shall normally be attached to a department, faculty, school, college, centre or institute and the goals of the Chair shall be consistent with that unit;
- (4) The establishment of a Chair normally shall not be tied to the appointment of a particular person;
- (5) Individuals appointed to the Chair shall normally have the academic qualifications commensurate with an appointment at the rank of Assistant Professor, Associate Professor, or Professor; and
- (6) The initial term of the appointment of the Chair shall be 3 to 5 years, and if renewal is permitted, such renewal shall be subject to a successful performance review and the availability of funds.

The proposed Chair satisfies the above requirements. Funding will be derived from an endowment fund created by the Health Sciences Centre Foundation and the University of Manitoba's Donor Relations. The fund has raised \$2.25 million to date with an anticipated value of \$3 million by the end of the fiscal year 2022 to 2023.

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

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

MEMORANDUM

DATE: April 6, 2022

TO: Dr. Diane Hiebert Murphy, Provost and Vice President (Academic)

FROM: Dr. Reg Urbanowski, Dean at the College of Rehabilitation Sciences

SUBJECT: Proposal for an Endowed Chair in Technology-Assisted Living

The College of Rehabilitation Sciences is pleased to propose an Endowed Chair in Technology-Assisted Living. This proposal represents the work and vision of many people within the College, Rady Faculty of Health Sciences, UM Donor Relations, Health Sciences Centre Foundation and the Health Sciences Centre Winnipeg.

I have attached for your consideration:

- The proposal for the Endowed Chair;
- A letter of support from Dr. Brian Postl, Dean, RFHS;
- Minutes of the College of Rehabilitation Sciences Executive Council meeting;
- Copy of an email from Kyla Denisuik attesting to the funds raised and the goal;
- A briefing note that was sent to faculty and staff as a precursor to the discussion at faculty and staff meetings as well as the executive council meeting.

Please do not hesitate to contact me with any questions, concerns or issues that you would like addressed.

Sincerely,
Dr. Reg Urbanowski,
Dean, College of Rehabilitation Sciences

cc Dr. Brian Postl
Dr. Peter Nickerson

**PROPOSAL TO ESTABLISH A
CHAIR IN TECHNOLOGY-ASSISTED LIVING
IN THE COLLEGE OF REHABILITATION SCIENCES, RADY FACULTY OF HEALTH SCIENCES
AT THE UNIVERSITY OF MANITOBA**

EXECUTIVE SUMMARY

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

TYPE OF APPOINTMENT: Chair

AREA/NAME OF CHAIR: CHAIR IN TECHNOLOGY-ASSISTED LIVING (TAL)

PURPOSE AND OBJECTIVE OF THE CHAIR:

The purpose of the TAL Chair is to provide leadership, scholarship, and mentorship in technology-assisted living. Technology-assisted living research will enable people with activity limitations or participation restrictions to stay meaningfully engaged in their home and community environment. The establishment of the Chair will allow the College of Rehabilitation Sciences to:

- Attract or retain a mid-career or senior researcher with demonstrated expertise in an area of technology-assisted living research who will devote at least 50% of their time to research.
- Promote new methods and techniques for assistive technologies and virtual care.
- Establish and sustain intramural and extramural collaborations to promote research at the Health Sciences Centre and the University of Manitoba.
- Enhance the Health Sciences Centre and University of Manitoba's competitiveness in national and international peer-reviewed competitions for funding for research.
- Provide mentorship and opportunities for trainees and new researchers who will pursue careers focused on areas relevant to technology-assisted living.
- Pursue research that will improve outcome and functionality for Individuals living with a health condition while increasing participation in home and community life.

RELATIONSHIP TO THE PROPOSING UNIT

The position will be housed in either the Physical Therapy, Occupational Therapy, or Respiratory Therapy Department of the College of Rehabilitation Sciences Rady Faculty of Health Sciences. Depending on the individual's background and their proposed research trajectory, one of these departments will be selected as the home department for the Chairs and their academic and research activity relating to technology-assisted living.

The Health Science Centre Winnipeg, a Shared Health facility, is the provincial hospital for Manitoba providing all aspects of tertiary care in clinical areas of interest to TAL. As a provincial hospital, it has reached across the province and can provide consultative services to health care providers in many different areas. This is an advantage for the TAL Chair in terms of networking, collaboration, and leadership.



The area of focus in TAL will provide leadership and focus for our researchers within the College of Rehabilitation Sciences and support the following research clusters: mobility and participation, the health of Indigenous persons, and primary care and primary health care.

THE METHOD BY WHICH THE CHAIR WILL BE FUNDED:

The Chair will be funded by the annual interest from a \$3,000,000 endowment fund (created from \$1,500,000 from the Health Sciences Centre (HSC) Foundation and \$1,500,000 from the University of Manitoba). On an annual basis, the HSC Foundation will donate the income generated from the endowment fund held by their organization to donor relations at the University of Manitoba. Together with the income generated from the University of Manitoba endowment, the annual discernment amount will cover an annual stipend of \$20,000 to the Chair, with the remaining funds to cover teaching release time and provide research support to cover research personnel, equipment and supplies. This will be done following the University of Manitoba's current policies on endowment funds and, as stipulated in the Policy and Procedures for establishing Chairs and Professorships.

GENERAL AND SPECIFIC REQUIREMENTS FOR THE CHAIR

Per the policy and procedures for establishing chairs at the University of Manitoba, individuals appointed to the Chair shall have the following qualifications:

- May be a current faculty member in the College of Rehabilitation Sciences in the Rady Faculty of Health Sciences at the University of Manitoba
- Canadian Citizen or permanent resident.
- If a member of a regulated profession, be licensed or eligible for licensure in Manitoba.
- Be a member in good standing of an appropriate professional association.
- Hold, or be eligible to hold, a current academic appointment at the rank of Assistant, Associate, or Professor.
- History of excellence in research as evidenced in high-quality research output, successful and sustained record of research funding, promising research projects and programs, and significant contributions to the academic and clinical community at the local, national, and/or international level.
- History of mentoring students, junior colleagues, and investigators.
- History of effective and productive collaboration with investigators from the University of Manitoba, Health Sciences Centre as investigators from other educational or health institutions in Canada and abroad.

TERM OF APPOINTMENT:

- The term of the appointment will be for five years. The incumbent may re-apply once for renewal.
- The incumbent will provide an annual progress report following the University Policy on Chairs and Professorships. In addition to the reporting requirements stipulated in this policy, the incumbent shall provide an annual report of teaching and research activities to the Associate Dean of Research in the College of Rehabilitation Sciences and the Director of Research, Health Sciences Centre Winnipeg. In turn, the Associate Dean/Director of Research



shall provide a copy of the said report to individuals that have specifically requested this information.

- Consistent with the incumbent's home department policies, the incumbent will participate in an annual research review by the Department Head or designate.

The performance of the appointee will be reviewed in the same manner as other faculty (as per the procedure) with the following criteria:

Program of Research, Scholarly Work and Creative Activities

The Chairholder has an established program either individually and/or as a team. There is evidence of leadership.

Knowledge Generation/Communication

1. Publications – There is evidence of sustained dissemination of new knowledge directed towards the academic and/or healthcare community.

2. Presentations – There is evidence of regularly communicating research findings to the academic, professional, and/or stakeholder community.

Mentorship, supervision and collegiality

1. There is evidence of providing mentorship and opportunities for trainees and new researchers who are pursuing careers focused on areas relevant to technology assisted living.

2. There is evidence of positive relationships with colleagues, students, and staff with whom the Chair interacts.

Funding

1. Operating – There is evidence that the Chair holder plays a leading role in successful applications to competitive funding organizations individually or as a team member.

2. Student Funding – The Chair holder is expected to assist research trainees under their supervision with funding applications.

Student Supervision

The Chairholder is expected to be involved in the successful supervision of research trainees.

OTHER PROVISIONS:

1) The selection and appointment of an individual to the proposed Chair shall be conducted following the University Policy and Procedures on Chairs and Professorships and the UMFA Collective Agreement.

2) The duties and responsibilities of the individual appointed to the proposed Chair will be per the University Policy and Procedures on Chairs and Professorships.

3) The incumbent will acknowledge that she or he holds the Chair at the Health Sciences Centre and the University of Manitoba in all publications, lectures, and any other activity supported by the fund.



April 5, 2022

Dr. Diane Hiebert-Murphy
Provost and Vice-President (Academic)
Room 208 Administration Building
66 Chancellor's Circle
University of Manitoba
Winnipeg, MB R3T 2N2 Canada

Dear Dr. Hiebert-Murphy,

Re: Proposal for an Endowed Chair in Technology-Assisted Living

I am writing this as a letter of support for the proposal for an Endowed Chair in Technology-Assisted Living. The purpose of the Technology for Assisted Living Chair is to provide leadership, scholarship, and mentorship in technology-assisted living research and education in the College of Rehabilitation Sciences. I approved this initiative in 2017 because it was a priority identified by the College. Since that time, the Health Science Centre Foundation and UM Donor Relations have been working together to raise the necessary funds for this Chair. We have raised \$2.25M of the \$3M thus far, and I am confident that we will meet our target by the end of this fiscal year.

My support for this project has been made stronger by the pandemic, which has brought home the importance of Telehealth, Telemonitoring, Assistive technology, and Telepresence as an area of research and education but also as an essential component in providing health care to Manitobans.

Yours sincerely,

Brian Postl, CM, OM, MD, FRCP(C), FCAHS
Dean, Max Rady College of Medicine
Dean and Vice-Provost, Rady Faculty of Health Sciences

May 24, 2022

Report of the Senate Committee on University Research Re: Proposal to Establish a Research Chair in Natural Systems Agriculture for Climate Solutions

Preamble:

1. The terms of reference for the Senate Committee on University Research (SCUR) can be found at:

https://umanitoba.ca/governance/sites/governance/files/2021-09/Senate_Committee_on_University_Research_Terms_of_Reference.pdf

2. At its meeting on May 19, 2022, SCUR received for review, a proposal to establish the Research Chair in Natural Systems Agriculture for Climate Solutions.

3. The University of Manitoba Policy for Chairs and Professorships specifies (section 2.14) “In the case of proposals for Chairs and Professorships that are primarily intended to enhance the University’s research programs, the Senate Committee on University Research shall recommend to Senate.”

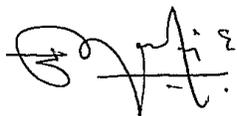
Observations:

1. The Faculty of Agricultural & Food Sciences has proposed a Research Chair in Natural Systems Agriculture for Climate Solutions.
2. The focus of the Chair is to be a leader who delivers excellence in scholarship, innovation, and knowledge translation in the area of climate-smart agriculture and to lead and facilitate original research and partnership efforts.
3. The Chair will be funded from a \$3.7M base capital endowment investment which was created by the Jarislowsky Foundation and the UM.

Recommendation:

The Senate Committee on University Research recommends THAT: the Research Chair in Natural Systems Agriculture for Climate Solutions be approved by Senate.

Respectfully submitted,



Digvir Jayas, Chair
Senate Committee on University Research

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



Office of the Provost and Vice-President (Academic)

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

Date: May 16, 2022

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

From: Diane Hiebert-Murphy, Provost and Vice-President (Academic)

A handwritten signature in black ink, reading "Diane Hiebert-Murphy".

Re: Proposal to Create a Chair in Natural Systems Agriculture for Climate Solutions

On behalf of the Department of Plant Science, Faculty of Agricultural and Food Sciences, Dr. Martin Scanlon has submitted a proposal to create a Chair in Natural Systems Agriculture for Climate Solutions. This Chair aligns with the priorities of the Department, the Faculty, and the University and will support research that innovates agri-climate solutions, mobilizes knowledge for on-farm adoption, transforms agri-food systems for a low-carbon future, and firmly positions the University of Manitoba as a recognized global centre of excellence in Natural Systems Agriculture for Climate Solutions.

The policy on Chairs and Professorships specifies that:

- (1) Chairs are established to advance the University's academic goals and objectives;
- (2) Chairs be funded by way of an endowment or through annual expendable gifts for at least five years, or by a combination of endowment and annual expendable gifts;
- (3) Chairs shall normally be attached to a department, faculty, school, college, centre or institute and the goals of the Chair shall be consistent with that unit;
- (4) The establishment of a Chair normally shall not be tied to the appointment of a particular person;
- (5) Individuals appointed to the Chair shall normally have the academic qualifications commensurate with an appointment at the rank of Assistant Professor, Associate Professor, or Professor; and
- (6) The initial term of the appointment of the Chair shall be 3 to 5 years, and if renewal is permitted, such renewal shall be subject to a successful performance review and the availability of funds.

The proposed Chair satisfies the above requirements. Funding will be derived from a \$3.7 million endowment fund created by the Jarislowsky Foundation and the University of Manitoba.

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

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



UM | Faculty of Agricultural
and Food Sciences

Office of the Dean
256 Agriculture Building
Winnipeg, Manitoba
Canada R3T 2N2
T: 204 474 6026

Date: May 11, 2022
To: **Dr. Diane Hiebert-Murphy, Vice-President (Academic) and Provost**
From: Dr. M. Scanlon, Dean, Faculty of Agricultural and Food Sciences
Subject: **FAFS Research Chair in Natural Systems Agriculture for Climate Solutions**

Enclosed is a proposal outlining the establishment of a Research Chair in “Natural Systems Agriculture for Climate Solutions” in the Department of Plant Science.

On May 9, 2022, UMFA members of the Department of Plant Science participated in an 18.B.2.1 meeting to discuss the establishment of this Research Chair. Members were in support of its establishment.

The Faculty of Agricultural and Food Sciences Executive Committee met Tuesday, May 10, 2022 and approved the proposal.

On May 11, 2022, members of the Faculty of Agricultural and Food Sciences Council voted unanimously in favour of approving the establishment of a Research Chair in “Natural Systems Agriculture for Climate Solutions” in the Department of Plant Science.

On behalf of Faculty Council members, I seek your approval to proceed with forwarding this proposal to the Chair of the Senate Committee on University Research for review by their Committee who meets on May 19, 2022.

PROPOSAL TO ESTABLISH A RESEARCH CHAIR IN NATURAL SYSTEMS AGRICULTURE FOR CLIMATE SOLUTIONS AT THE UNIVERSITY OF MANITOBA

EXECUTIVE SUMMARY

Consistent with the University of Manitoba (UM) Chairs and Professorships Policy/Chairs and Professorships Procedure (effective: Jan 27, 2009; revised: November 25, 2014), the Faculty of Agricultural and Food Sciences (FAFS) is presenting this proposal to seek approval for the establishment of an endowed Research Chair in Natural Systems Agriculture for Climate Solutions in the Department of Plant Science.

TYPE OF APPOINTMENT: Chair

NAME OF THE CHAIR: Chair in Natural Systems Agriculture for Climate Solutions

PURPOSE AND OBJECTIVES OF THE CHAIR

The Chair in Natural Systems Agriculture for Climate Solutions will be a leader who delivers excellence in scholarship, innovation, and knowledge translation in the area of **climate-smart agriculture**. The Chair will lead and facilitate original research and partnership efforts to help achieve the following goals:

- **Foster knowledge translation initiatives that accelerate direct adoption of climate-smart agricultural best practices** by a wide range of producers at a landscape-scale using participatory methods (e.g., on-farm testing). This will have a near-term (within 5 year) impact on the greenhouse gas footprint of Canadian and global agriculture.
- **Design and test more ambitious, transformative “Next generation” climate smart practices**, including those which reduce reliance on fossil-fuel based nitrogen fertilizer by 50% and capture carbon in new and different ways (e.g., legume cover crops, legume-cereal grain intercrops, perennial grains, agroforestry, strip cropping, etc.).
- **Advance plant and soil management practices that result in higher soil carbon use efficiency and superior long-term soil carbon storage**. This includes new breeding objectives for dominant grain crops (wheat, canola, etc.) with an emphasis on improved root function, so that soil organisms and plants mutually build soil health.
- **Enhance carbon sequestration through breeding and utilization of perennials**, which demonstrate excellent potential as a dual-purpose cash food crop and high-quality forage feed source for livestock.
- **Develop and implement a functional, low energy use, circular bioeconomy**, building on FAFS’ significant achievements in recycling and reusing of nutrients, and crop-livestock integration.

It is anticipated that the Chair and their international network of collaborators will innovate agri-climate solutions, mobilize knowledge for on-farm adoption, transform agri-food systems for a low-carbon future, and firmly position the University of Manitoba as a recognized **global centre of excellence in Natural Systems Agriculture for Climate Solutions**.

RELATIONSHIP OF THE GOALS OF THE CHAIR TO THOSE OF THE PROPOSING UNIT

The UM's decades-long research in Natural Systems Agriculture has already developed significant knowledge on climate smart and regenerative agriculture. The Chair will empower the Department of Plant Science and other units in the Faculty of Agricultural and Food Sciences to undertake original research in Natural Systems Agriculture and translate new and current knowledge into action by farmers and policy makers, to transform current agri-food systems using climate-positive practices. The Chair in Natural Systems Agriculture for Climate Solutions will bridge ongoing sustainable agriculture efforts at the UM and across the world to drive transformative change for a more resilient agri-food system.

The Faculty of Agricultural and Food Sciences has invested extensively in research directly aimed at more **sustainable, resilient, and climate-smart agricultural practices** including: 1) pioneering no-till agriculture in Canada for enhanced carbon storage; 2) advancing grain polyculture for climate resilience and reduced GHG emissions; 3) developing nature-based and low-carbon cropping systems through Canada's longest-running organic systems field plots; 4) creating Canada's only perennial grains breeding program to enhance the resilience and diversity of food production systems; 5) designing cutting-edge agronomic systems for GHG mitigation and a sustainable circular nutrient economy; and 6) developing Canada's only agroecology degree program to support curriculum and training based on ecosystem health and sustainability. These efforts were globally recognized through the Rockefeller Foundation Food Systems Vision Prize in 2020, which was formed around supporting high functioning ecosystems, enhancing food sovereignty, respecting Indigenous land rights, and restoring Prairie ecosystems through sustainable and regenerative farming practices. Systems-focused researchers within FAFS, have built a vast network of academic and community collaborators, including leaders from universities in Canada and the United States as well as International NGO partners, for effective knowledge sharing and practical application/implementation.

The Chair will ensure the University remains an international leader in Natural Systems Agriculture, supporting each of the four priorities identified in the Faculty's 2016-2021 Strategic Research Plan: Sustainable Crop and Livestock Production Systems; Land and Water Resources Management; Sustainable and Healthy Bioproducts and Biomaterials; and Safe, Nutritious and Healthy Food. The Faculty's new research plan (2022-2027) will include an even greater focus on agronomic and cropping systems for best performance and long-term sustainability. FAFS's orientation toward whole systems approaches serves as a sound foundation for the proposed Chair program. While many other universities have continued a path of deep specialization, FAFS has invested heavily in integrated approaches to food and nutritional security and environmental sustainability through research and training initiatives. These include significant investments in people (18 new agronomic, food culture, and sustainable systems hires since 2020) and infrastructure (Canada Foundation for Innovation investments in Sustainable Cropping Systems, the National Centre for Livestock and the Environment (NCLE), and the Richardson Centre for Food Technology and Research). FAFS is also home to Canada's first Indigenous Scholar in Agriculture who is leading scholarship and education on sustainable agriculture as a vehicle for reconciliation.

The Chair will have full access to FAFS's extensive research infrastructure and facilities, including the Ian N. Morrison Research Farm, a 406-acre facility located in Carman, MB and the Glenlea Research Station, home to Canada's longest running [regenerative cropping systems study](#) (est. 1992) and to the world's longest continuous monitoring study of N₂O and CO₂ emissions from an agricultural field at the [Trace Gas Manitoba GHG research station](#) (est. 2005). FAFS has numerous initiatives underway to support the sustainable development of agricultural resources and foster an expanded knowledge-driven agricultural economy. For example, fundraising is nearing completion towards a \$18.5M new state-of-the-art Prairie Crops & Soils Research Facility initiative that will allow researchers to evaluate new technology tools that can advance soil health and crop resilience. This includes a \$2.5M 2021 Prairies Canada investment, which

aims to transition UM's agricultural research stations into digital "smart" farms, providing an ideal platform for the Chair's research, training, and knowledge translation efforts. This initiative has already enabled FAFS to acquire field and lab equipment that will support the Chair, including mobile meteorological stations; GHG sensors and monitoring systems; portable data logging stations; tractor-mounted hydraulic samplers; and drone-mounted HySpex hyperspectral imaging systems.

Existing strong collaborations between researchers in Plant Science, Soil Science, Entomology, Animal Science, Agribusiness and Biosystems Engineering at the UM, as well as with Agriculture and Agri-Food Canada (AAFC) scientists, producers, and agronomists and extension specialists within grower groups and the provincial government, will enable broad and timely adoption of innovative low-carbon cropping practices. Knowledge generated through the Chair program will be delivered through diverse means and venues, including the Faculty's MAKE – Manitoba Agriculture and Food Knowledge Exchange – knowledge translation platform (www.MAKEmanitoba.ca), which was launched in 2020 to share how FAFS research is shaping agriculture and food production, through content in lay and social media formats with producers and consumers.

METHOD BY WHICH THE CHAIR WILL BE FUNDED

The Chair's program will be funded from a \$3.7M base capital endowment investment which was created by the The Jarislowsky Foundation and the UM. The endowment will be managed by Jarislowsky Fraser, with the revenues generated supporting the Chair stipend (\$20K/year at Professor rank or \$10K/year at Associate or Assistant Professor rank) and teaching release costs (\$16K/year), and the remainder going towards research and knowledge extension expenses, post-doctoral and student stipends, materials and supplies, and conference, travel and meeting expenses. Opportunities to leverage these funds will be explored through the program offered by the Vice President Research and International Office for recruitment of new faculty to an endowed Chair. The base salary and benefits associated with the Chair's tenured or tenure-track position will be covered by the Faculty of Agricultural and Food Sciences. The Chair will be expected to seek out additional support for their program activities through provincial and national funding programs, and/or from industry stakeholders.

GENERAL AND SPECIFIC REQUIRED ACADEMIC QUALIFICATIONS FOR CHAIR CANDIDATES

The Chair in Natural Systems Agriculture for Climate Solutions shall have the following preferred qualifications:

- Academic qualifications commensurate with an appointment at the rank of Associate Professor or Professor.
- History of excellence in research, as demonstrated through high quality research output; successful and promising research projects and programs; and/or other significant contributions to the academic and professional community at local, national and/or international levels.
- A proven track record to lead an externally-funded research program in natural systems agriculture with a strong knowledge-translation component.
- A proven track record of extensive producer and industry consultation, engagement and knowledge extension.
- Demonstrated ability to collaboratively design and test ambitious, transformative climate smart agricultural practices.
- An ability to train highly qualified personnel, undergraduate and graduate students on subject matters related to natural systems agriculture research and innovation.
- A strong commitment to Equity, Diversity and Inclusion (EDI) as it applies to high quality research output, student training and collegiality.

- A PhD in agronomy, plant science, environmental sciences or related fields.

TERM OF THE APPOINTMENT

The hiring of the chair will be done in accordance with the provisions of Article 18 of the Collective Agreement. The Chair in Natural Systems Agriculture for Climate Solutions will be conferred for a five-year term. This term may be renewed once. If the Chair position is vacated before the five-year term is complete, a new search will be initiated and the position will be refilled.

The Chairholder will provide an annual progress report in accordance with the University Policy on Chairs and Professorships. In addition to the reporting requirements stipulated in this policy, the Chairholder shall provide an annual report of research, teaching and extension activities, including work plan and financial reporting for the current and upcoming year, as well as an Endowment fund report. The Chair's program shall be reviewed and its strategic direction be approved annually by a proposed Advisory Committee consisting of the Faculty's Associate Dean Research, Head of the Department of Plant Science, two external experts in the relevant field of study appointed by the University in consultation with the Donor, and one representative from The Jarislowsky Foundation. The Advisory Committee shall share expectations and make recommendations and provide advice with regards to the objectives, overall strategy and direction of the Chair. Both quantitative and qualitative measurements will be used in evaluating the activities of the Chair's program on an annual basis, for example: the number and impact of research publications and extension activities and communications; the extent to which industry stakeholders directly or indirectly interacted with the Chair program, and their satisfaction in this interaction; the extent to which Chair activities fostered synergies between industry, academia, government, and non-profits through extension activities; the number and diversity of students trained under the Chair, and their employment and career progress following graduation; the value of new research grants and contracts obtained by the Chair as a lead, co-applicant or collaborator; the extent to which the Chair has integrated EDI practices in their program.

The renewal of the appointment for an additional five-year term will occur in the final year of the first term, subject to a successful review of the Chairholder's performance by the Advisory Committee.

OTHER PROVISIONS UNIQUE TO THE CHAIR

- 1) The selection and appointment of an individual to the proposed Chair, and the duties and responsibilities of the Chair, will be in accordance with the University Policy and Procedure on Chairs and Professorships.
- 2) In accordance with University Policy, the annual performance of the appointed Chair will also be reviewed by the Department Head of Plant Science in a similar manner as for other faculty members, but with the distribution of work duties being research (55%), service including community engagement/extension (25%), and teaching (20%).
- 3) The Chair will acknowledge that they hold a Chair in Natural Systems Agriculture for Climate Solutions at the University of Manitoba, sponsored by The Jarislowsky Foundation, in all publications, lectures, and any other activity supported by the fund.
- 4) During the first year of the appointment, the Chair will give a public lecture, which will be coordinated by the Department Head of Plant Science.

May 24, 2022

Report of the Senate Committee on University Research Re: Proposal to Establish a Professorship in Global Infectious Diseases Research

Preamble:

1. The terms of reference for the Senate Committee on University Research (SCUR) can be found at:

https://umanitoba.ca/governance/sites/governance/files/2021-09/Senate_Committee_on_University_Research_Terms_of_Reference.pdf

2. At its meeting on May 19, 2022, SCUR received for review, a proposal to establish a Professorship in Global Infectious Diseases Research.

3. The University of Manitoba Policy for Chairs and Professorships specifies (section 2.14) “In the case of proposals for Chairs and Professorships that are primarily intended to enhance the University’s research programs, the Senate Committee on University Research shall recommend to Senate.”

Observations:

1. The Max Rady College of Medicine, Rady Faculty of Health Sciences has proposed a Professorship in Global Infectious Diseases Research.
2. The purpose of the Professorship is to acknowledge, and build upon, the legacy of the ground-breaking and globally relevant infectious disease research performed Medical Microbiology Infectious Diseases faculty.
3. The Chair will be funded by the Department of Medical Microbiology and Infectious Diseases who established an endowment fund in 2008 for a professorship in Medical Microbiology. The fund currently exceeds the \$1,000,000 mark required for establishment of the formal professorship.

Recommendation:

The Senate Committee on University Research recommends THAT: the Professorship in Global Infectious Diseases Research be approved by Senate.

Respectfully submitted,



Digvir Jayas, Chair
Senate Committee on University Research

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



University
of Manitoba

Office of the Provost and Vice-President (Academic)

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

Date: May 2, 2022

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

From: Diane Hiebert-Murphy, Provost and Vice-President (Academic)

Re: Proposal to Create a Professorship in Global Infectious Diseases Research

On behalf of the Department of Medical Microbiology and Infectious Diseases, Max Rady College of Medicine, Rady Faculty of Health Sciences, Dr. Brian Postl has submitted a proposal to create a Professorship in Global Infectious Diseases Research. This Professorship aligns with the priorities of the College, the Faculty, and the University and will support research in the area of infectious diseases.

The policy on Chairs and Professorships specifies that:

- (1) Professorships are established to advance the University's academic goals and objectives;
- (2) Professorships be funded by way of an endowment or through annual expendable gifts for at least five years, or by a combination of endowment and annual expendable gifts;
- (3) Professorships shall normally be attached to a department, faculty, school, college, centre or institute and the goals of the Professorship shall be consistent with that unit;
- (4) The establishment of a Professorship normally shall not be tied to the appointment of a particular person;
- (5) Individuals appointed to the Professorship shall normally have the academic qualifications commensurate with an appointment at the rank of Assistant Professor, Associate Professor, or Professor; and
- (6) The initial term of the appointment of the Professorship shall be 3 to 5 years, and if renewal is permitted, such renewal shall be subject to a successful performance review and the availability of funds.

The proposed Professorship satisfies the above requirements. Funding will be derived from an endowment fund in the Department of Medical Microbiology and Infectious Diseases, which totals in excess of \$1,000,000.

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

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



**University
of Manitoba** | Rady Faculty of
Health Sciences

Office of the Dean
A103 Chown Bldg.
753 McDermot Ave.
Winnipeg, Manitoba
Canada R3E 0T6
Phone: 204-789-3485

January 26, 2022

Dr. Diane Hiebert-Murphy
Provost and Vice-President (Academic)
210 Administration Building
University of Manitoba
Winnipeg, MB R3T 2N2

Dear Dr. Hiebert-Murphy,

RE: Establishment of a Professorship in Global Infectious Diseases Research

The Max Rady College of Medicine would like to establish a Professorship in Global Infectious Diseases Research. The purpose of the Professorship is to acknowledge, and build upon, the legacy of the ground-breaking and globally relevant infectious disease research performed by the Department of Medical Microbiology and Infectious Diseases faculty. This Professorship will provide leadership in research and training in the area of infectious disease research.

In 2008, the Department of Medical Microbiology and Infectious Diseases established an endowment fund for a professorship in Medical Microbiology. The fund currently exceeds the \$1,000,000 mark required for establishment of the formal professorship.

The Max Rady College of Medicine Executive Council met and approved this Professorship on December 21, 2021.

Enclosed are the Terms of Reference for your approval. I support this proposal enthusiastically and without reservation. I look forward to your response in due course. Please let me know if you require any additional information.

Sincerely,

P. Nickerson for Dean Postl

Brian Postl, CM, OM, MD, FRCP(C), FCAHS
Dean, Max Rady College of Medicine
Dean and Vice-Provost, Rady Faculty of Health Sciences

Attachment

Copy: Dr. Keith Fowke, Head, Medical Microbiology

**PROPOSAL TO ESTABLISH A PROFESSORSHIP
IN GLOBAL INFECTIOUS DISEASE RESEARCH IN THE
DEPARTMENT OF MEDICAL MICROBIOLOGY AND INFECTIOUS DISEASES (MMID),
UNIVERSITY OF MANITOBA
September 16, 2021**

EXECUTIVE SUMMARY/PREAMBLE:

In accordance with the procedures and mechanisms for establishing Chairs and Professorships at the University of Manitoba, the Department of Medical Microbiology and Infectious Diseases (MMID), Max Rady College of medicine requests approval for the establishment of a Professorship in Global Infectious Diseases Research.

TYPE OF APPOINTMENT: Professorship

NAME OF PROFESSORSHIP: Professorship in Global Infectious Diseases Research

PURPOSE AND OBJECTIVES OF PROFESSORSHIP:

The purpose of the Professorship is to acknowledge, and build upon, the legacy of the ground-breaking and globally relevant infectious disease research performed MMID faculty. MMID's work in understanding the HIV epidemic among female sex workers in Nairobi, Kenya led to HIV prevention interventions that were adopted around the world, thereby preventing hundreds of thousands of HIV infections. MMID's research on natural resistance to HIV infection led to new understandings of the immune response to infectious diseases and provided novel approaches for prevention. MMID members provide national leadership, direction and guidance to efforts such as the development of an Ebola vaccine and a strong public health response to SARS-CoV-2, SARS corona virus and H1N1 influenza pandemics.

This Professorship will provide leadership in research and training in the area of infectious disease research. The establishment of this award will allow the Department of Medical Microbiology and Infectious Diseases to:

- promote infectious disease research with a focus on internationally relevant diseases;
- recognize the excellence of the research program of its faculty members;
- provide knowledge translation that will inform key stakeholders and the general public about the importance of infectious disease research;
- enhance the University's competitiveness in infectious disease research through peer-reviewed national grant funding;
- provide a learning environment which will attract top research trainees and mentor them to have success in obtaining scholarship and publish in top journal in the field;
- perform research that will ultimately improve the health of Manitobans, Canadian and global citizens.

RELATIONSHIP TO THE PROPOSING UNIT

The Professorship is housed in the Department of Medical Microbiology and Infectious Diseases. The Department of Medical Microbiology and Infectious Disease has a strong record of research excellence and is especially well known for its international research programs. The goal of the

professorship is to ensure excellence in infectious disease research with a focus on the global implications.

THE METHOD BY WHICH THE Professorship WILL BE FUNDED:

In 2008, the Department of Medical Microbiology and Infectious Diseases established an endowment fund for a professorship in Medical Microbiology. The fund currently exceeds the \$1,000,000 mark required for establishment of the formal professorship.

GENERAL AND SPECIFIC REQUIREMENTS FOR THE PROFESSORSHIP:

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

- Holds an academic appointment at the rank of Assistant Professor, Associate Professor or Professor in the Department of Medical Microbiology and Infectious Diseases;
- Have at least 75% of their time protected for research and conducts MMID-based infectious disease research that is highly relevant to Canada and the world.
- History of excellence in research as evidenced in high quality research output, successful and promising research projects and programs, and significant contributions to the academic and clinical community at the local, national and/or international level;
- History of effective and productive collaboration with intramural and extramural investigators and institutions.
- The research program of the awardee is expected to be supported by nationally or internationally competitive peer-reviewed grants.
- The Professorship will be expected to promote the next generation of trainees by funding at least one high quality research trainee (undergraduate student, graduate student, clinical fellow or postdoctoral fellow).
- The remaining funds can be used for the operation of the recipient's research program and/or a salary supplement for the Professorship holder. Any salary supplement must be consistent with others within the Faculty/College, eg CRC chairs, as well as what is allowable by the awardee's primary appointment (UMFA or GFT).
- Only the interest on the endowment established for the professorship may be utilized, not the principal.

PROCESS OF APPOINTMENT:

The Professorship may be offered to an internal or external candidate who holds an UMFA or a GFT primary appointment. The primary appointment will be made through the appropriate established hiring mechanisms. The Professorship will be adjudicated by a MMID committee, composed of the MMID Head or a delegate, two academic members of the Department with an academic rank of Associate Professor or Professor and one elected representative from MMID graduate students.

TERM OF APPOINTMENT:

The term of the Professorship will be for five years. At the completion of a term, the Department Head may choose to reappoint the incumbent or to appoint a new holder using the

above mechanism. The incumbent is eligible to hold the Professorship for a maximum of two terms following a successful performance review which is initiated in the fourth year of the term.

A successful performance review will provide evidence of the following:

Program of Research, Scholarly Work and Creative Activities

The Professorship holder is developing or has an established program either individually and/or as a team. There is evidence of leadership.

Knowledge Generation/Communication

1. **Publications** – There is evidence of sustained dissemination of new knowledge that is directed towards the academic and/or healthcare community.
2. **Presentations** – There is evidence of communication of research findings to the academic, professional, or stakeholder community on a regular basis.

Funding

1. **Operating** – There is evidence that the Professorship holder plays a leading role in successful applications to competitive funding organizations individually or as a member of a team.
2. **Student Funding** – The Professorship holder is expected to assist research trainees under their supervision with funding applications.

Student Supervision

The Professorship holder is expected to be involved in successful supervision of research trainees.

OTHER PROVISIONS:

- 1) The selection and appointment of an individual to the proposed Professorship shall be conducted in accordance with the University Policy and Procedures on Chairs and Professorships.
- 2) The duties and responsibilities of the individual appointed to the proposed Professorship will be in accordance with the University Policy and Procedures on Chairs and Professorships.
- 3) The incumbent will acknowledge that they hold the Professorship at the University of Manitoba in all publications, lectures, and any other activity supported by the fund.

Preamble

The terms of reference for the Senate Committee on Nominations may be found on the University Governance website at:

https://umanitoba.ca/governance/sites/governance/files/2021-09/Senate_Committee_on_Nominations_Terms_of_Reference.pdf

The Committee met on May 3, 2022 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. Unless otherwise stated, all terms begin on June 1, 2022.

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 and student nominees:

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

| COMMITTEE | NOMINEE(S) | FACULTY/ SCHOOL | TERM END DATE |
|---|--|------------------------------|------------------|
| Senate Committee on Academic Accommodation Appeals | Cléche Kokolo (S) (student) | Arts | 2023.05.31 |
| | Zlata Odribets (S) (student) | Arts | 2023.05.31 |
| Senate Committee on Academic Computing | Kari Kumar (R)* | Extended Education | 2025.05.31 |
| | C. Michael Sampson | Arts | 2025.05.31 |
| | Chase Figley (S) | Health Sciences | 2025.05.31 |
| | Lalitha Raman-Wilms (S) | Health Sciences | 2025.05.31 |
| | Uche Nwankwo (S) (student) | Graduate Studies | 2024.05.31 |
| | Kevin Oliver (student) | Graduate Studies | 2024.05.31 |
| Senate Committee on Academic Dress | Anuruddika Hetti Hewage (student) | Graduate Studies | 2023.05.31 |
| Senate Committee on Academic Freedom | Donna Martin (S) | Health Sciences | 2025.05.31 |
| | Varun Gudral (student) | Graduate Studies | 2023.05.31 |
| Senate Committee on Academic Review | Sean McKenna | Science | 2025.05.31 |
| | Jila Ghomeshi (S) | Arts | 2025.05.31 |
| | Roisin Cossar | Arts | 2025.05.31 |
| | AKM Monsurul Alam (S) (student) | Graduate Studies | 2023.05.31 |
| Senate Committee on Admissions | Dana Medoro (S) | Arts | 2025.05.31 |
| | Rebecca Simpson-Litke <i>(Term begins 2022.07.01)</i> | Music | 2023.05.31 |
| | Uche Nwankwo (S) (student) | Graduate Studies | 2023.05.31 |
| | Paul Jerard Layug (S) (student) | Science | 2023..05.31 |
| | Zlata Odribets (S) (student) | Arts | 2023.05.31 |
| Senate Committee on Admission Appeals | Jim Young (R) <i>(on leave 2022.07.01-2022-12.31)</i> | Science | 2025.05.31 |
| | Melanie Glenwright <i>(Term begins 2022.07.01)</i> | Arts | 2022.12.31 |
| | Patricia Thille | Health Sciences | 2025.05.31 |
| | Sharmin Akhtar (student) | Graduate Studies | 2023.05.31 |
| | Caitlyn Carkener (S) (student) | Agricultural & Food Sciences | 2023.05.31 |

| | | | |
|--|---|--------------------------------|------------|
| Senate Committee on Appeals | Derek Oliver (R) (S)** | Engineering | 2025.05.31 |
| | Jitendra Paliwal (R) (S) | Agricultural & Food Sciences | 2025.05.31 |
| | Michael Campbell (R) (S) | Environment, Earth & Resources | 2025.05.31 |
| | Nicholas Harland (R) | Science | 2025.05.31 |
| | Melanie Soderstrom (R) | Arts | 2025.05.31 |
| | Lisa Landrum (R) | Architecture | 2025.05.31 |
| | Uche Nwankwo (S) (student) | Graduate Studies | 2023.05.31 |
| | Cléche Kokolo (S) (student) | Arts | 2023.05.31 |
| | Michelle Baier (S) (student) | Health Sciences | 2023.05.31 |
| | Caitlyn Carkener (S) (student) | Agricultural & Food Sciences | 2023.05.31 |
| Senate Committee on Awards | Jared Carlberg (R) | Agricultural & Food Sciences | 2025.05.31 |
| | Karen Kampen (R) | Arts | 2025.05.31 |
| | Debra Beach Ducharme (S) | Health Sciences | 2025.05.31 |
| | AKM Monsurul Alam (student) | Graduate Studies | 2023.05.31 |
| Senate Committee on Curriculum and Course Changes | Heidi Marx | Arts | 2025.05.31 |
| | Sean Mckenna | Science | 2025.05.31 |
| | Sarah Teetzel (S) (R) | Kinesiology & Rec. Mgmt. | 2025.05.31 |
| | Joanne Hamilton (R) | Health Sciences | 2025.05.31 |
| | Uche Nwankwo (S) (student) | Graduate Studies | 2023.05.31 |
| Senate Committee on Honorary Degrees | James Blatz (R) (S) | Engineering | 2025.05.31 |
| | Kelley Main (S) | Graduate Studies | 2025.05.31 |
| | Tracey Bone (S) | Social Work | 2025.05.31 |
| Senate Committee on Instruction and Evaluation | Erik Thomson | Arts | 2025.05.31 |
| | Jitendra Paliwal (S) | Agricultural & Food Sciences | 2025.05.31 |
| | Ute Kothe | Science | 2025.05.31 |
| | Erin Keating <i>(on leave 2022.07.01 – 2022.12.31)</i> | Arts | 2025.05.31 |
| | Dean McNeill <i>(Term begins 2022.07.01)</i> | Engineering | 2022.12.31 |

| | | | |
|---|---|------------------------------|------------|
| | Uche Nwankwo (S) (student) | Graduate Studies | 2023.05.31 |
| | Cléche Kokolo (S) (student) | Arts | 2023.05.31 |
| | Nick de Hoop (S) (student) | Health Sciences | 2023.05.31 |
| Joint Senate Committee on Masters Programs | Sean Byrne (R) <i>(On leave 2022.07.01 – 2022.12.31)</i> | Graduate Studies | 2025.05.31 |
| | Jessica Senehi <i>(Term begins 2022.07.01)</i> | Graduate Studies | 2022.12.31 |
| | Richard Jochelson (S) | Law | 2025.05.31 |
| | Leigh Anne Caron (student) | Graduate Studies | 2023.05.31 |
| Senate Committee on Libraries | Pam Perkins (R) | Arts | 2025.05.31 |
| | Maureen Babb (S) | Libraries | 2025.05.31 |
| | Oliver Botar | School of Art | 2025.05.31 |
| | Mira (Mimi) Locher (S) | Architecture | 2025.05.31 |
| | William Dowie (S) (student) | Graduate Studies | 2024.05.31 |
| Senate Committee on Medical Qualifications | Eric Jacobsohn (R) | Health Sciences | 2025.05.31 |
| Senate Planning and Priorities Committee | Derek Oliver (R) (S) | Engineering | 2026.05.31 |
| | Julien Arino (S) | Science | 2026.05.31 |
| | Udaya Annakkage | Engineering | 2026.05.31 |
| | Phoenix Nakagawa (student) | Graduate Studies | 2024.05.31 |
| | Emily Kalo (S) (student) | Science | 2024.05.31 |
| Senate Committee on Rules and Procedures | Jeff Taylor (R) (S) | Arts | 2025.05.31 |
| | Paul Jerard Layug (S) (student) | Science | 2023.05.31 |
| Senate Committee on University Research | Jason Leboe-McGowan (R) | Arts | 2025.05.31 |
| | Andrew Halayko (R) | Health Sciences | 2025.05.31 |
| | Tamra Werbowetski-Ogilvie (R) | Health Sciences | 2025.05.31 |
| | Martin Scanlon (S) (R) | Agricultural & Food Sciences | 2025.05.31 |
| | AKM Monsurul Alam (student) | Graduate Studies | 2024.05.31 |

* (R) indicates re-appointment.

** (S) indicates a member of Senate at time of appointment/re-appointment

Respectfully submitted,

Professor M. Edwards, Outgoing Chair
Professor J. Paliwal, Incoming Chair
Senate Committee on Nominations

SENATE COMMITTEE ON ACADEMIC ACCOMMODATION APPEALS

last updated May 27, 2022

| Composition | Incumbents | Faculty/School | Term |
|---|--------------------|-----------------------------|------------|
| Chair, appointed by the President | Robert Hoppa | Arts | 2024.05.31 |
| Vice-Chair, elected by and from the academic staff members | TBD | | |
| Ten members of the academic staff appointed by Senate | Terri Ashcroft | Health Sciences | 2023.05.31 |
| | Carrie Madden | Science | 2023.05.31 |
| | Virginia Torrie | Law | 2023.05.31 |
| | Elizabeth Troutt | Arts | 2023.05.31 |
| | Vanessa Warne | Arts | 2023.05.31 |
| | Nancy Hansen | Education | 2024.05.31 |
| | Krystyna Koczanski | Science | 2024.05.31 |
| | Christine Kelly | Health Sciences | 2024.05.31 |
| | Trina Arnold | Health Sciences | 2024.05.31 |
| | Cary Miller | Vice-President (Indigenous) | 2024.05.31 |
| Two students appointed by Senate | Cléche Kokolo | Arts | 2023.05.31 |
| | Zlata Odribets | Arts | 2023.05.31 |
| Resource: Marcia Yoshida 474-6166 Terms of Office: three-year terms; students = one-year terms | | | |

SENATE COMMITTEE ON ACADEMIC COMPUTING

last updated June 7, 2022

| Composition | Incumbents | Faculty/School | Term |
|--|---|--------------------------------|-------------------|
| Provost and Vice-President (Academic) (or designate), Chair | Mark Torchia, designate | | <i>Ex-officio</i> |
| Vice-President (Research and International)(or designate) | Jay Doering, designate | | <i>Ex-officio</i> |
| CIO, Information Services and Technology (or designate) | Mario Lebar, designate K-L Holter | | <i>Ex-officio</i> |
| University Librarian (or designate) | Lisa O'Hara, designate Les Moor | | <i>Ex-officio</i> |
| Manager, Learning Management Systems | Sol Chu | | <i>Ex-officio</i> |
| Two Deans of Faculties or Colleges or Directors of Schools | Martin Scanlon | Agricultural and Food Sciences | 2024.05.31 |
| | Lalitha Raman-Wilms | Health Sciences | 2025.05.31 |
| Six members of the academic staff (including at least one from the Bannatyne campus) | Franklin Bristow | Science | 2024.05.31 |
| | James Gilchrist | Health Sciences | 2024.05.31 |
| | Ian Jeffrey | Engineering | 2024.05.31 |
| | Kari Kumar | Extended Education | 2025.05.31 |
| | C. Michael Sampson | Arts | 2025.05.31 |
| | Chase Figley (S) | Health Sciences | 2025.05.31 |
| Four Students (two grads, two undergrads) | Vacant | | 2024.05.31 |
| | Vacant | | 2024.05.31 |
| | Uche Nwankwo | Graduate Studies | 2024.05.31 |
| | Kevin Oliver | Graduate Studies | 2024.05.31 |
| Resource: | Laura Orsak-Williams | 474-8174 | |
| Resource (technical): | Gilbert Detillieux | 474-8161 | |
| Resource: | Lynette Phye | 474-8013 | |
| Terms of Office: | three-year terms; students = two-year terms | | |

SENATE COMMITTEE ON ACADEMIC DRESS

last updated June 7, 2022

| Composition | Incumbents | Faculty/School | Term |
|--|--------------------------------|--------------------------------|-------------------|
| Director, School of Art, Chair | Edward Jurkowski | School of Art | <i>Ex-officio</i> |
| Head, Department of Interior Design | Kelley Beaverford | Architecture | <i>Ex-officio</i> |
| University Registrar and Executive Director of Enrolment Services | Jeff Adams | | <i>Ex-officio</i> |
| One member of academic staff from Textile Sciences | Wen Zhong | Agricultural and Food Sciences | 2024.05.31 |
| Two students | Vacant | | 2023.05.31 |
| | Anuruddika Hetti Hewage | Graduate Studies | 2023.05.31 |
| Resource: Laura Orsak-Williams 474-8174 Terms of Office: three-year terms; students = one-year terms | | | |

SENATE COMMITTEE ON ACADEMIC FREEDOM

last updated June 7, 2022

| Composition | Incumbents | Faculty/School | Term |
|--|-----------------------------|-------------------------|-------------------|
| Five members of academic staff, at least three of whom shall be Senators. At least one of the five shall be from among those excluded from collective bargaining units | Colette Simonot-Maiello (S) | Music | 2023.05.31 |
| | Parimala Thulasiraman | Science | 2023.05.31 |
| | Jeffrey Taylor (S) (Excl) | Arts | 2024.05.31 |
| | Fenton Litwiller | Kinesiology & Rec Mgmt. | 2024.05.31 |
| | Donna Martin (S) | Health Sciences | 2025.05.31 |
| Two students, at least one of whom shall be a student Senator | Vacant | | 2023.05.31 |
| | Varun Gudral | Graduate Studies | 2023.05.31 |
| Resource: Shannon Coyston 474-6892 Terms of Office: three-year terms; students = one-year terms | | | |

SENATE COMMITTEE ON ACADEMIC REVIEW

last updated May 27, 2022

| Composition | Incumbents | Faculty/School | Term |
|---|---|------------------|-------------------|
| Provost and Vice-President (Academic)(or designate), Chair | Greg Smith, Designate | | <i>Ex-officio</i> |
| Vice-Provost (Academic Planning and Programs) | Greg Smith | | <i>Ex-officio</i> |
| Dean, Faculty of Graduate Studies (or designate) | Kelley Main, designate Stephen Kirkland | | <i>Ex-officio</i> |
| Two members of Senate holding the rank of Dean of a Faculty or College, Director of a School or Head of a Department* | Netha Dyck (S) (Dean) | Health Sciences | 2024.05.31 |
| | Jila Ghomeshi (DH) (S) | Arts | 2025.05.31 |
| Two students who are members of Senate | AKM Monsurul Alam | Graduate Studies | 2023.05.31 |
| | Vacant | | 2023.05.31 |
| Three members of the academic staff, at least one of whom shall be a member of Senate* | Shawn Clark (S) | Engineering | 2024.05.31 |
| | Sean Mckenna | Science | 2025.05.31 |
| | Roisin Cossar | Arts | 2025.05.31 |
| Resource: Shannon Coyston 474-6892 Terms of Office: three-year terms; students = one-year terms | | | |

* Of the committee members elected from these two categories, at least one shall be from the Bannatyne campus

SENATE COMMITTEE ON ADMISSIONS

last updated May 31, 2022

| Composition | Incumbents | Faculty/School | Term |
|---|---|--|--|
| Provost and Vice-President (Academic) (or designate), Chair | Laurie Schnarr, designate | | <i>Ex-officio</i> |
| Vice-Provost (Students) (or designate) | Erin Stone, designate | | <i>Ex-officio</i> |
| University Registrar and Executive Director of Enrolment Services | Jeff Adams | | <i>Ex-officio</i> |
| Dean, Faculty of Arts (or designate) | Jason Leboe-McGowan, designate | | <i>Ex-officio</i> |
| Dean, Faculty of Science (or designate) | Sean McKenna, designate Peter Loewen (alternate) | | <i>Ex-officio</i> |
| Dean, Rady Faculty of Health Sciences (or designate) | Brian Postl, designate Sara Goulet | | <i>Ex-officio</i> |
| Two Deans of Faculties or Directors of Schools from faculties or schools other than the Faculties of Arts, Science or Health Sciences | Edward Jurkowski (S) | Music | 2023.05.31 |
| | Mira Locher (S) | Architecture | 2024.05.31 |
| Six members of the academic staff, at least three shall be Senators, with no two from the same faculty or school | Robert Biscontri (S) | Management | 2023.05.31 |
| | Derek Brewin <i>L/R: Rebecca Simpson-Litke</i> | Agricultural & Food Sciences <i>Music</i> | 2023.05.31 <i>2022.07.01 – 2023.05.31</i> |
| | Karen Dow | Engineering | 2023.05.31 |
| | Mojgan Rastegar (S) | Health Sciences | 2024.05.31 |
| | Sarah Teetzel | Kinesiology & Recreation Management | 2024.05.31 |
| | Dana Medoro (S) | Arts | 2025.05.31 |
| Three students | Paul Jerard Layug (S) | Science | 2023.05.31 |
| | Zlata Odribets (S) | Arts | 2023.05.31 |
| | Uche Nwankwo (S) | Graduate Studies | 2023.05.31 |
| Deputy Minister of Economic Development and Training (or designate) | DECLINED | | <i>Ex-officio</i> |
| One Counsellor from a High School to be nominated by the Manitoba School Counsellors' Association | TBA | TBA | 2024.05.31 |
| Resource: Olga Kuznetsova 474-8820 Terms of Office: three-year terms; students = one-year terms | | | |

SENATE COMMITTEE ON ADMISSION APPEALS

last updated May 27, 2022

| 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* | Derek Oliver | Engineering | 2024.05.31 |
| 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 | Vacant | | |
| Eight members with broad representation across Faculties/Schools/Colleges holding academic appointments in the University | Jitendra Paliwal (S) | Agricultural & Food Sciences | 2023.05.31 |
| | Subbu Sivaramakrishnan | Management | 2023.05.31 |
| | Nicole Harder | Health Sciences | 2023.05.31 |
| | Ryan Cardwell | Agricultural & Food Sciences | 2024.05.31 |
| | Leisha Strachan | Kinesiology & Recreation Management | 2024.05.31 |
| | Lucas Tromly | Arts | 2024.05.31 |
| | James Young <i>L/R: Melanie Glenwright</i> | Science Arts | 2025.05.31 2022.07.01- 2022.12.31 |
| | Patricia Thille | Health Sciences | 2025.05.31 |
| Two students | Sharmin Akhtar | Graduate Studies | 2023.05.31 |
| | Caitlyn Carkener (S) | Agricultural & Food Sciences | 2023.05.31 |
| President of UMSU (or designate) | Victoria Romero, designate | | <i>Ex-officio</i> |
| Deputy Registrar and Director of Admissions (non-voting) | Erin Stone | | <i>Ex-officio</i> |
| Resource: Marcia Yoshida 474-6166 Terms of Office: three-year terms; students = one-year terms | | | |

* the Chair and Vice-Chair shall not be members of a Faculty/School/College admission selection committee

SENATE COMMITTEE ON APPEALS

last updated May 27, 2022

| Composition | Incumbents | Faculty/School | Term |
|---|---|--------------------------------|-------------------|
| One academic member appointed as Chair by Senate Executive | Derek Oliver | Engineering | 2025.05.31 |
| Two elected academic members appointed as Vice-Chairs by Senate Executive (not from same faculty/school as Chair or each other) | Peter Blunden | Science | 2025.05.31 |
| | Vacant | | 2025.05.31 |
| Three members from among Deans of Faculties or Colleges and Directors of Schools appointed by the President | Douglas Brown | Kinesiology & Rec. Mgmt. | 2023.05.31 |
| | Lalitha Raman-Wilms | Health Sciences | 2025.05.31 |
| | Martin Scanlon | Agricultural & Food Sciences | 2025.05.31 |
| Five academic members of Senate | Robert Biscontri (S) | Management | 2023.05.31 |
| | Peter Blunden (S) | Science | 2024.05.31 |
| | Michael Campbell (S) | Environment, Earth & Resources | 2025.05.31 |
| | Jitendra Paliwal (S) | Agricultural & Food Sciences | 2025.05.31 |
| | Derek Oliver (S) | Engineering | 2025.05.31 |
| Six academic members | Rod Lastra | Extended Education | 2023.05.31 |
| | Vanessa Swain | Health Sciences | 2024.05.31 |
| | Tracey Bone (S) | Social Work | 2024.05.31 |
| | Nicholas Harland | Science | 2025.05.31 |
| | Melanie Soderstrom | Arts | 2025.05.31 |
| | Lisa Landrum | Architecture | 2025.05.31 |
| President of UMSU (or desig.) | Tracy Karuhogo, designate | Vice-President (Student Life) | <i>Ex-officio</i> |
| Six students (four undergrads from different Faculties or Schools, and two grads) | Cléche Kokolo (S) | Arts | 2023.05.31 |
| | Michelle Baier (S) | Health Sciences | 2023.05.31 |
| | Caitlyn Carkener (S) | Agricultural & Food Sciences | 2023.05.31 |
| | Vacant | | 2023.05.31 |
| | Uche Nwankwo | Graduate Studies | 2023.05.31 |
| | Vacant | Graduate Studies | 2023.05.31 |
| One member of USB | Jules Rocque | | 2023.05.31 |
| One student of USB | Vacant | | 2023.05.31 |
| Resource: | Marcia Yoshida | 474-6166 | |
| Terms of Office: | three-year terms; students = one-year terms | | |

SENATE COMMITTEE ON AWARDS

last updated May 27, 2022

| Composition | Incumbents | Faculty/School | Term |
|---|---|------------------------------|--------------------------------|
| Six members of the academic staff, at least one shall be a Senator; at least one from Arts and one from Science; and at least two from professional faculties/schools | Darcy MacPherson, Vice-Chair | Law | 2023.05.31 |
| | Jennifer McLeese | Science | 2023.05.31 |
| | Glenn Clark (S) | Arts | 2024.05.31 |
| | Jared Carlberg, Chair | Agricultural & Food Sciences | 2025.05.31 |
| | Karen Kampen | Arts | 2025.05.31 |
| | Debra Beach Ducharme (S) | Health Sciences | 2025.05.31 |
| Two students (one graduate and one undergraduate) | Vacant | | 2023.05.31 |
| | AKM Monsurul Alam | Graduate Studies | 2023.05.31 |
| Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies (or designate) | Todd Duhamel, designate | | <i>Ex-officio</i> |
| Associate Registrar and Director of Financial Aid and Awards (or delegate) | Jane Lastra, designate Lesli Lucas-Aseltine | | <i>Ex-officio</i> |
| Associate Vice-President (Alumni & Donor Relations) (or delegate) | Carolyn Basha, designate | | <i>Ex-officio (non-voting)</i> |
| University Registrar and Executive Director of Enrolment Services (or delegate) | Jeff Adams | | <i>Ex-officio (non-voting)</i> |
| Up to three Awards Establishment Coordinators and one Awards Selection Coordinator from Financial Aid and Awards | Pamela Gareau | | <i>Non-voting</i> |
| | Mabelle Magsino | | <i>Non-voting</i> |
| | Regan Sarmatiuk | | <i>Non-voting</i> |
| | Mandy Laing | | <i>Non-voting</i> |
| Resource: | Pamela Gareau | 474-9261 | |
| Terms of Office: | three-year terms; students = one-year terms | | |

SENATE COMMITTEE ON CURRICULUM AND COURSE CHANGES

last updated May 20, 2022

| Composition | Incumbents | Faculty/School | Term |
|---|---|-------------------------|--------------------------------|
| Seven members of the academic staff | Judith Hughes | Social Work | 2023.05.31 |
| | Sean McKenna | Science | 2023.05.31 |
| | Dean McNeill, Vice-Chair | Engineering | 2024.05.31 |
| | Dawn Sutherland | Education | 2024.05.31 |
| | Heidi Marx | Arts | 2025.05.31 |
| | Sarah Teetzel (S) | Kinesiology & Rec Mgmt. | 2025.05.31 |
| | Joanne Hamilton | Health Sciences | 2025.05.31 |
| Three students | Vacant | | |
| | Vacant | | |
| | Uche Nwankwo | Graduate Studies | 2025.05.31 |
| One representative from the Université de Saint-Boniface named by the Recteur | Peter Dorrington | | <i>Ex-officio</i> |
| One librarian named by the University Librarian | Kristen Kruse | | <i>Ex-officio</i> |
| Deputy Provost (Academic Planning and Programs) (and/or delegate) | Cassandra Davidson | | <i>Ex-officio (non-voting)</i> |
| Vice-President (Indigenous) (or delegate) | Catherine Cook, designate Cary Miller | | <i>Ex-officio (non-voting)</i> |
| University Registrar and Executive Director of Enrolment Services (or delegate) | Sharon Bannatyne, designate | | <i>Ex-officio (non-voting)</i> |
| Resource: | Shannon Coyston 474-6892 | | |
| Terms of Office: | three-year terms; students = one-year terms | | |

SENATE COMMITTEE ON HONORARY DEGREES

last updated May 20, 2022

| Composition | Incumbents | Faculty/School | Term |
|--|-----------------------|--------------------|-------------------|
| Chancellor, Chair | Anne Mahon | | <i>Ex-officio</i> |
| President, Vice-Chair | Michael Benarroch | | <i>Ex-officio</i> |
| President, UMSU | Jaron Rykiss | | <i>Ex-officio</i> |
| Chair, Alumni Association | Peter Wheatley | | <i>Ex-officio</i> |
| Four faculty members from Senate | Christopher Adams (S) | St. Paul's College | 2024.05.31 |
| | James Blatz (S) | Engineering | 2025.05.31 |
| | Kelley Main (S) | Management | 2025.05.31 |
| | Tracey Bone (S) | Social Work | 2025.05.31 |
| One representative of the community-at-large to be appointed by the Chancellor | Diane Roussin | | 2024.05.31 |
| Resource: Melissa Watson 474-9593 Terms of Office: three-year terms | | | |

SENATE COMMITTEE ON INSTRUCTION AND EVALUATION

last updated May 27, 2022

| Composition | Incumbents | Faculty/School | Term |
|--|--|------------------------------|---|
| Provost and Vice-President (Academic) (or designate), Chair | Mark Torchia, designate | | <i>Ex-officio</i> |
| Seven members of the academic staff, at least one of whom shall be a Senator and at least one should be teaching courses in University 1. The seven shall include one Dean or Director, at least one from each of Arts and Science, and at least two from other faculties/schools (one shall be from the Bannatyne Campus) | Reg Urbanowski (S) (Dean) | Health Sciences | 2024.05.31 |
| | Trina Arnold | Health Sciences | 2024.05.31 |
| | Elizabeth Troutt | Arts | 2024.05.31 |
| | Erik Thomson | Arts | 2025.05.31 |
| | Jitendra Paliwal (S) | Agricultural & Food Sciences | 2025.05.31 |
| | Ute Kothe | Science | 2025.05.31 |
| | Erin Keating <i>L/R: Dean McNeill</i> | Arts <i>Engineering</i> | 2025.05.31 2022.07.01- 2022.12.31 |
| Four students, at least one graduate student | Cleche Kokolo (S) | Arts | 2023.05.31 |
| | Nick de Hoop (S) | Health Sciences | 2023.05.31 |
| | Vacant | | 2023.05.31 |
| | Uche Nwankwo | Graduate Studies | 2023.05.31 |
| UMSU President or Vice-President | Victoria Romero (Vice-President) | | <i>Ex-officio (non-voting)</i> |
| Dean or Associate Dean, Graduate Studies | Todd Duhamel | | <i>Ex-officio (non-voting)</i> |
| Executive Director, Centre for the Advancement of Teaching and Learning (or designate) | Mark Torchia | | <i>Ex-officio (non-voting)</i> |
| University Registrar or Associate Registrar (or designate) | Jeff Adams, designate Sharon Bannatyne | | <i>Ex-officio (non-voting)</i> |
| Director, Student Advocacy (or designate) | Heather Morris, designate Matthew Carvell | | <i>Ex-officio (non-voting)</i> |
| Resource: Marcia Yoshida 474-6166 Terms of Office: three-year terms; students = one-year terms | | | |

JOINT SENATE COMMITTEE ON MASTER'S PROGRAMS

last updated May 20, 2022

| Composition | Incumbents | Faculty/School | Term |
|--|---|--|--|
| Three members of the academic staff, of whom one shall be from outside the departments or disciplines participating in JMPs, and the Dean of the Faculty of Graduate Studies (or designate) [University of Manitoba] | Randy Jamieson, designate | Graduate Studies | <i>Ex-officio</i> |
| | Andrea Rounce | Arts | 2023.05.31 |
| | Sean Byrne <i>/r Jessica Senehi</i> | Graduate Studies <i>Graduate Studies</i> | 2025.05.31 <i>2022.07.01- 2022.12.31</i> |
| | Richard Jochelson | Law | 2025.05.31 |
| Three members of the academic staff, of whom one shall be from outside the departments or disciplines participating in JMPs, and the Dean of the Faculty of Graduate Studies (or designate) [University of Winnipeg] | Mavis Reimer | Graduate Studies | <i>Ex-officio</i> |
| | Eliakim Sibanda | History | 2022.06.30 |
| | Darlene Abreu-Ferreira | History | 2023.06.30 |
| | Conor Whately | Classics | 2023.06.30 |
| Chair to be named by the Presidents of the UofM and UofW, with a tie-casting vote only | Royce Koop | Arts | 2024.05.31 |
| One graduate student enrolled in the JMP to be proposed by the GSA and approved by U of M Senate | Leigh Anne Caron | Graduate Studies | 2023.05.31 |
| One graduate student enrolled in the JMP to be proposed by the Chairs of the JMP and approved by U of W Senate | Vacant | Graduate Studies | 2022.05.31 |
| Resource: | TBD Andrea Kailer | U of W U of M | 204-786-9797 204-474-7298 |
| Terms of Office: | three-year terms; students = one-year terms | | |

* Normally, each JMP will be represented on the JSC. Should a JMP not be represented on the committee, the Chair of the JMP, or his/her designate, will be invited to attend as a guest member.

** There will normally be a balance of UW and UM faculty members on the JSC.

SENATE COMMITTEE ON LIBRARIES

last updated May 20, 2022

| Composition | Incumbents | Faculty/School | Term |
|---|-----------------------------|------------------|-------------------|
| Provost and Vice-President (Academic) (or designate), Chair | Lisa O'Hara, designate | | <i>Ex-officio</i> |
| Vice-President (Research and International) (or designate) | Jay Doering, designate | | <i>Ex-officio</i> |
| University Librarian (or designate) | Lisa Demczuk, designate | | <i>Ex-officio</i> |
| Dean, Faculty of Graduate Studies (or designate) | Stephen Kirkland, designate | | <i>Ex-officio</i> |
| Two Deans of Faculties or Colleges or Directors of Schools | Michael Yellow Bird | Social Work | 2023.05.31 |
| | Mira (Mimi) Locher | Architecture | 2025.05.31 |
| Six academic members - at least two shall be Senators. Of the six, at least one each shall be from the Faculty of Arts, the Faculty of Science and the Bannatyne Campus | Miroslaw Pawlak | Engineering | 2023.05.31 |
| | James Gilchrist (S) | Health Sciences | 2024.05.31 |
| | Michael Shaw (S) | Science | 2024.05.31 |
| | Pam Perkins | Arts | 2025.05.31 |
| | Maureen Babb (S) | Libraries | 2025.05.31 |
| Four students (two graduate, two undergraduate) | Oliver Botar | School of Art | 2025.05.31 |
| | Vacant | | 2024.05.31 |
| | Vacant | | 2024.05.31 |
| | Vacant | Graduate Studies | 2024.05.31 |
| | William Dowie | Graduate Studies | 2024.05.31 |
| Resource: Marcia Yoshida 474-6166 Terms of Office: three-year terms; students = two-year terms | | | |

SENATE COMMITTEE ON MEDICAL QUALIFICATIONS

Last updated May 20, 2022

| Composition | Incumbents | Faculty/School | Term |
|--|--|--|-------------------|
| Dean, Max Rady College of Medicine (or designate), Chair | Brian Postl, designate Sara Israels | Health Sciences | <i>Ex-officio</i> |
| Provost and Vice-President (Academic) (or designate) | Diane Hiebert-Murphy | | <i>Ex-officio</i> |
| Three academic members from the Max Rady College of Medicine | Rakesh Arora | Health Sciences | 2023.05.31 |
| | Phil St. John | Health Sciences | 2024.05.31 |
| | Eric Jacobsohn | Health Sciences | 2025.05.31 |
| One member appointed by the College of Physicians and Surgeons of Manitoba | Anna Ziomek | Registrar/CEO, College of Physicians and Surgeons | 2024.05.31 |
| Resource: Jasmina Veinot 204-977-5647 Terms of Office: three-year terms | | | |

SENATE PLANNING AND PRIORITIES COMMITTEE

last updated June 7, 2022

| Composition | Incumbents | Faculty/School | Term |
|---|-----------------------------|------------------|-------------------|
| Provost and Vice-President (Academic) (or designate) | Mark Torchia, designate | | <i>Ex-officio</i> |
| Vice-President (Administration) (or designate) | Mario Lebar, designate | | <i>Ex-officio</i> |
| Vice-President (Research and International) (or designate) | Jay Doering, designate | | <i>Ex-officio</i> |
| Ten members of academic staff (excluding Deans, Directors and Associate/Assistant Deans or Directors), three must be members of Senate, and one must be from Bannatyne campus | Mark Gabbert | Arts | 2023.05.31 |
| | Karine Levasseur | Arts | 2023.05.31 |
| | Gary Anderson | Science | 2024.05.31 |
| | Orvie Dingwall | Libraries | 2024.05.31 |
| | Cary Miller | Arts | 2025.05.31 |
| | Mojgan Rastegar (S) | Health Sciences | 2025.05.31 |
| | Colette Simonot-Maiello (S) | Music | 2025.05.31 |
| | Derek Oliver (S) | Engineering | 2026.05.31 |
| | Julien Arino (S) | Science | 2026.05.31 |
| | Udaya Annakkage | Engineering | 2026.05.31 |
| Three students, one graduate, one undergraduate and the President of UMSU or designate | Emily Kalo (S) | Science | 2024.05.31 |
| | Phoenix Nakagawa | Graduate Studies | 2024.05.31 |
| | Victoria Romero, designate | UMSU | 2023.04.30 |
| President | Greg Smith, designate | | <i>Ex-officio</i> |
| Vice-Provost (Students) | Laurie Schnarr | | <i>Ex-officio</i> |
| Resource: Shannon Coyston 474-6892 Terms of Office: four-year terms; students = two-year terms | | | |

SENATE COMMITTEE ON RULES AND PROCEDURES

last updated May 27, 2022

| Composition | Incumbents | Faculty/School | Term |
|---|---------------------------|-----------------|------------|
| Four members of the academic staff who, at time of appointment/re-appointment, are members of Senate | John Anderson (S) | Science | 2023.05.31 |
| | Reg Urbanowski (S) | Health Sciences | 2023.05.31 |
| | Tracey Peter (S) | Arts | 2024.05.31 |
| | Jeffrey Taylor (S), Chair | Arts | 2025.05.31 |
| One student who, at time of appointment/re-appointment, is a member of Senate | Paul Jerard Layug (S) | Science | 2023.05.31 |
| Resource: Laura Orsak-Williams 474-8174 Terms of Office: three-year terms; students = one-year terms | | | |

SENATE COMMITTEE ON UNIVERSITY RESEARCH

last updated May 20, 2022

| Composition | Incumbents | Faculty/School | Term |
|--|--|---|--------------------------------|
| Vice-President (Research and International), Chair | Digvir Jayas | | <i>Ex-officio</i> |
| President | Michael Benarroch | | <i>Ex-officio</i> |
| Provost and Vice-President (Academic) | Tracey Peter, designate | | <i>Ex-officio</i> |
| Associate Vice-President (Research) Associate Vice-President (Partnerships) | Annemieke Farenhorst Jay Doering | | <i>Ex-officio</i> |
| Dean, Faculty of Graduate Studies | Kelley Main | | <i>Ex-officio</i> |
| Research Grants Officer | Kerrie Hayes, Director of Research Contracts | | <i>Ex-officio (non-voting)</i> |
| Four Deans or Directors representing a range of research activities | Jeffery Taylor | Arts | 2023.05.31 |
| | Josée Lavoie (S) | Health Sciences | 2024.05.31 |
| | Stephan Pflugmacher Lima | Environment, Earth & Resources | 2024.05.31 |
| | Martin Scanlon | Agricultural & Food Sciences | 2025.05.31 |
| Eight faculty members actively engaged in research and representing a range of research activities, at least two of whom are from the Bannatyne Campus | Dawn Sutherland | Education | 2023.05.31 |
| | Shawn Clark (S) | Engineering | 2023.05.31 |
| | Michelle Porter | Kinesiology & Recreation Management | 2023.05.31 |
| | Samar Safi-Harb | Science | 2024.05.31 |
| | Warren Cariou | Arts | 2024.05.31 |
| | Jason Leboe-McGowan | Arts | 2025.05.31 |
| | Andrew Halayko | Health Sciences | 2025.05.31 |
| | Tamra Werbowetski-Ogilvie | Health Sciences | 2025.05.31 |
| Two graduate students selected by GSA | AKM Monsurul Alam | Graduate Studies | 2024.05.31 |
| | Vacant | Graduate Studies | 2024.05.31 |

Resource: Lisa Wolfe-Ulrich 474-7952
 Terms of Office: three-year terms; students = two-year terms