

- VI CONSIDERATION OF THE MINUTES
OF THE MEETING OF DECEMBER 6, 2023**
- 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 64
- Comments of the Senate Executive Committee will accompany the report on which they are made.
2. **Report of the Senate
Planning and Priorities Committee**
- The Chair will make an oral report of the Committee's activities.
- IX REPORTS OF OTHER COMMITTEES OF SENATE,
FACULTY AND SCHOOL COUNCILS**
1. **Report of the Senate Committee on University Research
RE: Strategic Research Plan 2024-2029, University of Manitoba:
Change through Research** Page 65
2. **Reports of the Senate Committee on Instruction and Evaluation**
- a) **RE: Revised Entrance and Continuation Requirements,
Bachelor of Arts (Single Honours) and Bachelor of
Arts (Double Honours) in Psychology, Faculty of Arts** Page 81
- b) **RE: Revised Entrance and Continuation Requirements,
Bachelor of Science (Honours) in Psychology,
Faculty of Science** Page 87
- X ADDITIONAL BUSINESS**
1. **Report of the Senate Committee and Process Review
Working Group RE: Senate Committee on Appeals** Page 94
- XI ADJOURNMENT**

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



**University
of Manitoba**

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TO: Jeff Leclerc, University Secretary

FROM: Jeff Adams, University Registrar and Executive Director, Enrolment Services

DATE: November 30, 2023

SUBJECT: Revisions to the 2024-25 Academic Schedule

The 2024-25 Academic Schedule was approved by Senate in November 2023; however, several dates were listed as TBD as the required information was not yet available. This version contains the vast majority of the dates that were omitted from the November 2023 submission. Most of the updates were to the following sections of the schedule: 1.2, 1.3, 1.6, 1.7, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.16

We will return the Academic Schedule to Senate in due course to finalize the outstanding dates.

CC:

Laurie Schnarr, Vice-Provost (Students)

Shannon Coyston, Associate University Secretary (Senate)

2024-2025 Academic Schedule (updated December 11, 2023)

Admission application deadlines are found online at umanitoba.ca/student/admissions. Additional important date information for Faculty of Graduate Studies students is available at <https://umanitoba.ca/graduate-studies/student-experience/thesis-and-practicum/submit-your-thesis-or-practicum#thesis-submission-deadlines-and-requirements>

Faculties, schools, colleges and/or programs may have other important dates and deadlines that are not included in the Academic Schedule.

Section 1: Dates for Fall/Winter Term	2
1.1 Dates applicable to all U of M students	2
1.2 Dates applicable to most U of M students	2
1.2.1 Orientation	2
1.2.2 Start and End Dates	3
1.2.3 Registration and Withdrawal Dates	3
1.2.4 Fee Deadlines	4
1.2.5 Term Breaks	4
1.2.6 Examination and Test Dates	4
1.2.7 Challenge for Credit	4
1.2.8 Final Grade Appeal Deadlines	5
1.2.9 Graduation and University Convocation	5
1.3 Dates applicable to Agriculture (Diploma)	6
1.4 Dates applicable to Applied Human Nutrition	7
1.5 Dates applicable to Art(School of)	8
1.6 Dates applicable to Dental Hygiene	8
1.7 Dates applicable to Dentistry (including International Dentist Degree Program)	9
1.8 Dates applicable to Education (B.Ed. only)	11
1.9 Dates applicable to Management	11
1.10 Dates applicable to Medicine (excludes Family Social Sciences)	12
1.11 Dates applicable to Nursing	14
1.12 Dates applicable to Occupational Therapy	14
1.13 Dates applicable to Pharmacy	16
1.14 Dates applicable to Physical Therapy	17
1.15 Dates applicable to Physician Assistant Studies	18
1.16 Dates applicable to Respiratory Therapy	19
1.17 Dates applicable to Social Work	21
Section 2: Dates for Summer Term	21

Section 1: Dates for Fall/Winter Term

This section contains information for Fall and Winter Terms, including distance and online courses. See section 2 for Summer Term information, including information for distance and online courses offered over Summer Term.

1.1 Dates applicable to all U of M students:

1.1.1 University Closure

When the University is closed no classes/examinations will be held.

Canada Day	July 1, 2024
Terry Fox Day (Civic Holiday).....	Aug 5, 2024
Labour Day.....	Sept 2, 2024
National Day for Truth and Reconciliation.....	Sept 30, 2024
Thanksgiving Day.....	Oct 14, 2024
Remembrance Day.....	Nov 11, 2024
Winter Holiday.....	Dec 21, 2024 to Jan 1, 2025
Louis Riel Day.....	Feb 17, 2025
Good Friday.....	Apr 18, 2025
Victoria Day.....	May 19, 2025
Canada Day.....	July 1, 2025
Terry Fox Day (Civic Holiday).....	Aug 4, 2025

1.2 Dates applicable to most U of M students:

*Some additional or differing date information is included in separate sections for: **Agriculture Diploma, Applied Human Nutrition, Architecture, Art (School of), Dental Hygiene, Dentistry (includes IDDP), Education (B.Ed. only), Management, Medicine (excludes Family Social Sciences), Nursing, Occupational Therapy, Pharmacy, Physical Therapy, Physician Assistant Studies, Respiratory Therapy, and Social Work.** Students in these programs should also see their respective section of the Academic Schedule.*

1.2.1 Orientation

*Additional or differing dates exist for: **Agriculture Diploma, Applied Human Nutrition, Dental Hygiene, Education (B.Ed. only), Management, Medicine, Nursing, Occupational Therapy, Physical Therapy, Physician Assistant Studies, Respiratory Therapy, and Social Work.** Students in these programs should also see their respective section of the Academic Schedule.*

Welcome Day Fall Term	Sept 3, 2024
Welcome Day Winter Term.....	Jan 3, 2025
Faculty of Architecture.....	Aug 23, 2024
Faculty of Kinesiology and Recreation Management.....	July 4 & 9, 2024

1.2.2 Start and End Dates

Additional or differing dates exist for: Agriculture Diploma, Applied Human Nutrition, Dental Hygiene, Dentistry, Education, Management, Medicine, Nursing, Occupational Therapy, Pharmacy, Physical Therapy, Physician Assistant Studies, Respiratory Therapy, and Social Work. Students in these programs should also see their respective section of the Academic Schedule.

Fall Term..... Sept 4 to Dec 9, 2024
Winter Term.....Jan 6 to Apr 9, 2025
Winter/Summer Term spanning distance and online courses.....Jan 6 to July 3, 2025

1.2.3 Registration and Withdrawal Dates

Additional or differing dates exist for: Agriculture Diploma and other faculties, colleges and/or schools offering irregularly scheduled courses. Agriculture Diploma students should also see their respective section of the Academic Schedule; all others should also refer to the Class Schedule.

Regular Registration Period

Fall Term and Fall/Winter Term classes... ..Ends Sept 3, 2024
Winter Term classes and
Winter/Summer term spanning distance and online courses... .. Ends Jan 5, 2025

Registration Revision Period

Students may use this period of time to make changes to their selected courses or class schedule. Last day to drop is 1 business day prior to the end of the Registration Revision Period.

Fall Term and Fall/Winter Term classes... ..Sept 4 to 18, 2024
Winter Term classes and
Winter/Summer term spanning distance and online courses... ..Jan 6 to 20, 2025

Last Date to Drop without Penalty

Last date to drop and have course excluded from transcripts; VWs will be recorded on transcripts for courses dropped after this date. There will be no refunds for courses dropped after this date. Additional or differing dates exist for Agriculture Diploma; students in this program should also see their respective section of the Academic Schedule.

Fall Term.....Sept 17, 2024
Fall/Winter Term classes Part A... ..Sept 17, 2024
Fall/Winter Term classes Part B (VW recorded if dropped after Sept. 17, 2024).....Jan 17, 2025
Winter Term classes and
Winter/Summer term spanning distance and online courses... .. Jan 17, 2025

Last Date to Register/Registration Revision Deadline

Fall Term and Fall/Winter Term classes... ..Sept 18, 2024
Winter Term classes and
Winter/Summer term spanning distance and online courses... .. Jan 20, 2025

Voluntary Withdrawal (VW) deadline

Last date to withdraw and not receive a final grade; students cannot withdraw from courses after this date.

Fall Term classes.....	Nov 19, 2024
Fall/Winter Term spanning classes... ..	Jan 17, 2025
Winter Term classes.....	Mar 19, 2025
Winter/Summer Term spanning distance and online courses.....	May 15, 2025

1.2.4 Fee Deadlines

Fee Payment Deadline

A financial penalty will be assessed on accounts with an outstanding balance after this date.

Fall Term.....	October 2, 2024
Winter Term.....	February 5, 2025

***See Section 1.2.3 for the Last Day to Drop without Penalty**

1.2.5 Term Breaks

*Academic and administrative offices will be open during this period; no classes, tests or assignment due dates occur during this time. Additional or differing dates exist for: **Applied Human Nutrition, Dental Hygiene, Dentistry, Education (B.Ed. only), Medicine, Occupational Therapy, Pharmacy, Physical Therapy, Physician Assistant Studies, and Respiratory Therapy.** Students in these programs should also see their respective section of the Academic Schedule.*

Fall Term Break The U of M will be closed Monday, Nov. 11 for Remembrance Day (see 1.1.1).....Nov 12 to 15, 2024

Winter Term Break The U of M will be closed Monday Feb. 17 for Louis Riel Day (see 1.1.1).....Feb 18 to 21, 2025

1.2.6 Examination and Test Dates

*Students are reminded that they must remain available until all examination and test obligations have been fulfilled. Additional or differing dates exist for: **Agriculture Diploma, Applied Human Nutrition, Dental Hygiene, Dentistry, Education, Medicine, and Pharmacy.** Students in these programs should also see their respective section of the Academic Schedule. Students in faculties, colleges, schools or programs offering irregularly scheduled courses should also see the exam timetable available through their program office.*

Fall Term (includes tests and midterm exams for Fall/WinterTerm classes) Dec 10 to 20, 2024

Winter Term (includes final exams for Fall/WinterTerm classes).....Apr 11 to 25, 2025

(No examinations or tests will be held Apr.18, 2025)

1.2.7 Challenge for Credit

Challenge for Credit application deadline:

For classes offered Fall Term 2024
and spanning Fall/Winter 2024-2025.....Sept 18, 2024

For classes offered Winter Term 2025.....Jan 20, 2025

1.2.8 Final Grade Appeal Deadlines

For final grades received for Fall Term 2024 classes.....Jan 23, 2025
For final grades received for Winter Term 2025
and Fall 2024/Winter 2025 classes... June 9, 2025

1.2.9 Graduation and University Convocation

*Degrees, Diplomas and Certificates will be awarded at Convocation. Graduation date may differ from Convocation Ceremony date. Additional or differing dates exist for **Dental Hygiene, Dentistry, Medicine, Occupational Therapy, Pharmacy, Physical Therapy, and Respiratory Therapy**; students in these programs should also see their respective section of the Academic Schedule.*

For students graduating Fall 2024:

Deadline to apply online to graduate for most Undergraduate students...July 25, 2024
Faculty of Graduate Studies Submission Deadline* August 27, 2024
Convocation Ceremony (Fort Garry Campus)... Oct 22 to 23, 2024
Convocation Ceremony (Bannatyne Campus) October 31, 2024

For students graduating February 2025:

Deadline to apply online to graduate for most Undergraduate students....September 17, 2024
Faculty of Graduate Studies Submission Deadline* January 2, 2025
Graduation date for students graduating in February... Feb 5, 2025
Convocation Ceremony (Fort Garry Campus)... June 4 to 6, 2025

For students graduating Spring 2025:

Deadline to apply online to graduate for most Undergraduate students...January 17, 2025
Faculty of Graduate Studies Submission Deadline* March 27, 2025
Convocation Ceremony –Bannatyne Campus... May 15, 2025
Convocation Ceremony – Fort Garry Campus...June 4 to 6, 2025
Convocation Ceremony – Université de Saint-Boniface..... June 16, 2025
Graduate Studies Submission Deadline for students graduating Fall 2025 August 21, 2025*
Annual Traditional Graduation Pow Wow in honour of Indigenous graduates...May 3, 2025

** Last date for receipt by Graduate Studies of Theses/Practica and reports on Theses/Practica, comprehensive examinations, and project reports from students, and lists of potential graduands from departments.*

1.3 Dates applicable to Agriculture (Diploma):

1.3.1 Orientation Sept 6, 2024

1.3.2 Start and End Dates

Fall Term Sept 9 to Dec 6, 2024
Experiential Learning.....Oct 15 to Oct 18 2024
(Subject to change)
Winter Term..... Jan 6 to Apr 4, 2025
Experiential Learning.....Jan 23, 27 to 29, 2025
(Subject to change)

1.3.3 Registration and Withdrawal Dates

Regular Registration Period

Fall Term classes..... ends Sept 8, 2024
Winter Term classes..... ends Jan 5, 2025

Late Registration/Registration Revision Period

A financial penalty may be assessed on late registrations. Students may use this period of time to make changes to their selected courses or class schedule.

Fall Term classes Sept 9 to Sept 20, 2024
Winter Term classes..... Jan 6 to Jan 17, 2025

Last Day to Drop without Penalty

Last date to drop and have class excluded from transcripts; VWs will be recorded on transcripts for classes dropped after this date.

Fall Term classes..... Sept 19, 2024
Winter Term classes.....Jan 16, 2025

Last Date to Register/Registration Revision Deadline

Fall Term classes..... Sept 20, 2024
Winter Term classes..... Jan 17, 2025

Voluntary (VW) Withdrawal deadline

Last date to withdraw and not receive a final grade; students cannot withdraw from classes after this date.

Fall Term classes..... Nov 19, 2024
Winter Term classes..... Mar 17, 2025

1.3.4 Examination and Test Dates

Fall Term Dec 9 to 19, 2024
Winter TermApr 7 to 17, 2025

1.4 Dates applicable to Applied Human Nutrition:

1.4.1 Orientation

Program Orientation. Sep 3 to 6, 2024

1.4.2 Start and End Dates

Fall Term. Sep 16 to Dec 20, 2024

Fall Fieldwork..... Begins Sep 9, 2024

Winter Term.Jan 3 to Apr 9, 2025

Winter Fieldwork..... Begins Jan 6, 2025

1.4.3 Term Breaks

Fall Term. N/A

Winter Term. See section 1.2.5

(Some students may need to complete fieldwork during the winter term break)

1.4.4 Examination and Test Dates

Fall Term. N/A

Winter Term. N/A

1.5 Dates applicable to Art (School of):

1.5.1 Important Dates

First Year Field Trip Oct 16 to 20, 2024

1.6 Dates applicable to Dental Hygiene:

1.6.1 Start and End Dates

Year 2

Fall Term Classes Aug 19 to Nov 29, 2024
Fall Term Clinics Sep 3 to Dec 6, 2024
Winter Term Classes Jan 6 to Apr 4, 2025
Winter Term Clinics Jan 6 to Apr 4, 2025

Year 3

Fall Term Classes Aug 12 to Nov 29, 2024
Fall term Clinics Aug 28 to Dec 8, 2024
Winter Term Classes Jan 6 to Apr 4, 2025
Winter Term Clinics Jan 6 to Apr 11, 2025

1.6.2 Registration and Withdrawal Dates

Last Date to drop without Penalty

Year 2

Fall Term and Fall/Winter Term classes Sept 3, 2024
Winter Term Jan 20, 2025

Year 3

Fall Term and Fall/Winter Term classes Aug 26, 2024
Winter Term Jan 20, 2025

Voluntary Withdrawal Deadline

Year 2

Fall Term Nov 4, 2024
Winter Term and Fall/Winter Term classes Mar 17, 2025

Year 3

Fall Term	Nov 4, 2024
Winter Term and Fall/Winter Term classes.....	Mar 24, 2025

1.6.3 Term Breaks

The academic and administrative offices will be open during this period, but there will be no classes/examinations held for students.

Fall Term Break N/A

Winter Term Break..... See section 1.2.5

1.6.4 Examination and Test Dates

Year 2

Fall Term (includes tests and midterm exams for Fall/Winter Term classes)....	Dec 2 to 13, 2024
Winter Term.....	Apr 6 to 11, 2025

Year 3

Fall Term (includes tests and midterm exams for Fall/Winter Term classes).....	Dec 9 to 13, 2024
Winter Term.....	Apr 14 to 18, 2025

1.6.5 Convocation Ceremony – Bannatyne Campus

May 15, 2025

1.7 Dates applicable to Dentistry (including International Dentist Degree Program):

1.7.1 Start and End Dates

Years 1 and 2

Fall Term Classes	Aug 12 to Nov 29, 2024
Fall Term Clinics	Sep 3 to Nov 29, 2024
Winter Term Classes and Clinics... ..	Jan 6 to May 2, 2025

Year 3/IDDP 1 Classes and Clinics

Fall Term Classes.	Aug 6 to Nov 29, 2024
Fall Term Clinics	Sep 3 to Dec 6, 2024
Winter Term.....	Jan 6 to May 2, 2025

Year 4/IDDP 2 Classes and Clinics

Fall Term Classes.	Aug 6 to Nov 29, 2024
Fall Term Clinics	Sep 3 to Dec 6, 2024
Winter Term.....	Jan 6 to Apr 25, 2025

1.7.2 Term Breaks

The academic and administrative offices will be open during this period, but there will be no classes/examinations held for students.

Fall Term Break N/A

Winter Term Break..... See section 1.2.5

1.7.3 Registration and Withdrawal Dates

Last Date to drop without Penalty

Years 1 and 2

Fall Term and Fall/Winter Term classes..... Aug 26, 2024
Winter Term..... Jan 20, 2025

Years 3 and 4

Fall Term and Fall/Winter Term classes..... Aug 27, 2024
Winter Term..... Jan 20, 2025

Voluntary Withdrawal Deadline

Years 1 and 2

Fall Term Nov 4, 2024
Winter Term and Fall/Winter Term classes..... Apr 7, 2025

Year 3

Fall Term Nov 5, 2024
Winter Term and Fall/Winter Term classes..... Apr 7, 2025

Year 4

Fall Term Nov 5, 2024
Winter Term and Fall/Winter Term classes..... Mar 31, 2025

1.7.4 Examination and Test Dates

Years 1, 2 and 3/IDDP 1

Fall Term (includes tests and midterm exams for Fall/Winter Term classes).....Dec 2 to 13, 2024
Winter Term May 5 to 16, 2025

Year 4/IDDP 2 (No examinations in winter term)

Fall Term (includes tests and midterm exams for Fall/Winter Term classes).....Dec 2 to 13, 2024

1.7.5 Convocation Ceremony – Bannatyne Campus

May 15, 2025

1.8 Dates applicable to Education (B.Ed.only*):

Note: Unless registered in a B.Ed. course, PBDE students follow the dates listed in Section 1.2: Dates applicable to most U of M students.

1.8.1 Orientation

August 30, 2024

1.8.2 Start and End Dates *Note: Practicum dates may vary by practicum placement.*

Fall Term

Practicum Block.....	Sep 3 to 6, 2024
Practicum Mondays.....	Sep 9, 16, 23, Oct 21, 28, 2024
Day Classes.....	Sep 10 to Nov 8, 2024
MTS PD Day	Oct 18, 2024
Program Day	Nov 4, 2024
Practicum Block.....	Nov 18 to Dec 16, 2024
Practicum Make-up Days (if required and assigned by faculty)	Dec 17 to 20, 2024

Winter Term

Program Day	Feb 3, 2025
Practicum Mondays.....	Jan 6, 13, 20, 27 Feb 10, 24, Mar 3, 10, 2025
Day Classes.....	Jan 7 to Mar 14, 2025
Practicum Block.....	Mar 17 to 21; Mar 31 to Apr 24, 2025
Practicum Make-up Days (if required and assigned by faculty)	Apr 25 to 30, 2025

1.8.3 Term Breaks

The academic and administrative offices will be open during this period, but there will be no classes/examinations held for students.

Fall Term Break *Note: Dates may vary by practicum placement* See section 1.2.5

Winter Term Break See section 1.2.5

Winter Practicum Break *Note: Dates may vary by school division and/or practicum placement.* Mar 24 to 28, 2025

1.8.4 Examination and Test Dates

Fall Term (as required) Nov 16, 2024

Winter Term (as required) Mar 15, 2025

1.9 Dates applicable to Management (Graduate Level):

1.9.1 Orientation

(M.B.A., M.Fin., and M.S.C.M.) Fall Term.....End of Aug/Early Sept 2024

(M.B.A.) Winter Term.....Early Jan 2025

1.9.2 Start and End Dates (M.B.A., M.Fin., and M.S.C.M.)

Fall Term Aug 1 to Dec 20, 2024

Winter Term Jan 3 to Spr 9, 2025

1.10 Dates applicable to Medicine (excludes Family Social Sciences and Interdisciplinary Health Programs):

Note: Family Social Sciences and Interdisciplinary Health Programs students follow the dates listed in Section 1.2: Dates applicable to most U of M students.

1.10.1 Orientation

Year 1 Aug 20 to 23, 2024

1.10.2 Start and End Dates

Year 1

Fall Term Aug 26 to Dec 20, 2024
Winter Term.....Jan 6 to May 23, 2025
Rural Week May 26 to June 6, 2025

Year 2

Fall Term Aug 26 to Dec 20, 2024
Winter Term.....Jan 6 to June 6, 2025

Year 3

Fall Term..... TBD
Winter Term..... TBD

Year 4

Fall Term..... TBD
Winter Term..... TBD

1.10.3 Term Breaks

The academic and administrative offices will be open during this period, but there will be no classes/ examinations held for students.

Year 1 & 2

Fall Term Break..... N/A
Winter Term Break..... Mar 17 to 21, 2025

Year 3 & 4

Fall & Winter Term Break TBD

1.10.4 Registration and Withdrawal Dates

Last Date to drop without Penalty

Year 1 & 2

Fall Term... Sept 16, 2024

Winter Term.....Jan 27, 2025

Voluntary Withdrawal Deadline

Year 1

Fall Term... Nov 25, 2024

Winter Term.....Apr 21, 2025

Year 2

Fall Term... Nov 25, 2024

Winter Term..... May 5, 2025

1.10.5 Convocation Ceremony – Bannatyne Campus

May 15, 2025

1.11 Dates applicable to Nursing:

1.11.1 Orientation

Fall Term	Aug 28, 2024
Winter Term	Dec 12, 2024
Summer Term.....	Apr 23, 2025
Midwifery	Sept 3, 2024

1.11.2 Registration and Withdrawal Dates

Last Date to drop without Penalty

Fall Term.	Sept 4, 2024
Winter Term.....	Jan 6, 2025

Voluntary Withdrawal Deadline (Nursing Practice 1 - 7)

Fall Term.	Nov 18, 2024
Winter Term.....	March 17, 2025

1.12 Dates applicable to Occupational Therapy:

1.12.1 Orientation

Year 1	Aug 26 to 27, 2024
Year 2	Aug 26, 2024

1.12.2 Start and End Dates

Year 1

Fall Term Classes	Aug 26 to Nov 15, 2024
Basic Fieldwork	Nov 18 to Dec 13, 2024
Winter Term Classes	Jan 6 to May 2, 2025

Year 2

Fall Term Classes	Aug 26 to Dec 13, 2024
Intermediate Fieldwork 2.....	Jan 6 to Feb 28, 2025
Winter Term Classes	Mar 10 to June 27, 2025

1.12.3 Term Breaks

The academic and administrative offices will be open during this period, but there will be no classes/examinations held for students.

Fall Term BreakN/A

Winter Term Break* Mar 3 to 7, 2025

**Note: Some students may need to complete fieldwork during the mid-term break depending on availability of fieldwork sites.*

1.12.4 Registration and Withdrawal Dates

Last Date to drop without Penalty

Year 1

Fall Term and Fall/Winter Term classes.....Sept 9, 2024
Winter Term.....Jan 20, 2025

Year 2

Fall Term and Fall/Winter Term classes..... Sept 9, 2024
Winter Term.....Mar 24, 2025

Voluntary Withdrawal Deadline

Year 1

Fall Term...Oct 28, 2024
Winter Term and Fall/Winter Term classes.....Apr 7, 2025

Year 2

Fall Term...Nov 18, 2024
Winter Term and Fall/Winter Term classes.....June 2, 2025

1.12.5 Convocation Ceremony – Bannatyne Campus

October 31, 2024

1.13 Dates applicable to Pharmacy:

1.13.1 Orientation

Year 1 Aug 26, 2024

1.13.2 Start and End Dates

Year 1

PHMD 1000 in person full days Aug. 27 - 30, 2024
Fall Term Classes Sept 3 to Dec 9, 2024
Winter Term Classes Jan 6 to Apr 9, 2025

Year 2

Fall Term Classes Aug 26 to Dec 2, 2024
IPPE Community Rotation Jan 6 to 31, 2025
Winter Term Classes Feb 3 to May 9, 2025

Year 3

Fall Term Classes Sept 3 to Dec 9, 2024
Winter Term Classes Jan 6 to Apr 9, 2025

Year 4

Block 3 APPE Rotations	Aug 26 to Oct 18, 2024
Block 3 Research Project	Aug 26 to Dec 13, 2024
Block 4 APPE Rotations	Oct 21 to Dec 13, 2024
Block 4 Research Project	Jan 2 to Apr 17, 2025
Block 5 APPE Rotations	Jan 2 to Feb 21, 2025
Block 6 APPE Rotations	Feb 24 to Apr 17, 2025

1.13.3 Registration and Withdrawal Dates**Last Date to drop without Penalty****Year 1**

Fall Term and Fall/Winter Term classes	Sept 17, 2024
Winter Term	Jan 17, 2025

Year 2

Fall Term and Fall/Winter Term classes	Sept 9, 2024
Winter Term	Feb 14, 2025

Year 3

Fall Term and Fall/Winter Term classes	Sept 17, 2024
Winter Term	Jan 17, 2025

Year 4 see course schedule

Voluntary Withdrawal Deadline**Year 1**

Fall Term	Nov 19, 2024
Winter Term and Fall/Winter Term classes.....	Mar 24, 2025

Year 2

Fall Term	Nov 4, 2024
Winter Term and Fall/Winter Term classes.....	Apr 21, 2025

Year 3

Fall Term	Nov 19, 2024
Winter Term and Fall/Winter Term classes.....	Mar 24, 2025

Year 4 see course schedule

1.13.4 Term Breaks

The academic and administrative offices will be open during this period, but there will be no classes/examinations held for students.

Year 1 & 3	See section 1.2.5
Year 2	
Fall	See section 1.2.5
Winter.....	Mar 17 to 21, 2025
Year 4	N/A

1.13.5 Examination and Test Dates

Year 1	
Fall Term Exams	Dec 10 to 20, 2024
Winter Term Exams.....	Apr 10 to 23, 2025
Year 2	
Fall Term Exams	Dec 3 to 16, 2024
Winter Term Exams.....	May 12 to 23, 2025
Year 3	
Fall Term Exams	Dec 10 to 20, 2024
Winter Term Exams.....	Apr 10 to 23, 2025

1.13.6 Convocation Ceremony – Bannatyne Campus	May 16, 2024
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1.14 Dates applicable to Physical Therapy:

1.14.1 Orientation	N/A
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1.14.2 Start and End Dates

Year 1	
Fall Term Classes	Aug 6 to Dec 20, 2024
Winter Term Classes	Jan 6 to Apr 4, 2025
	1x6 week placement block and 1x6 week academic block between
Clinical Education	Apr 7 to Aug 1, 2025
Year 2	
Fall Term Classes	Aug 6 to Sep 27, 2024
	2x6 week placements blocks between
Clinical Education	Sep 30 to Dec 20, 2024

Winter Term Classes	Jan 6 to Mar 28, 2025
	2x6 week placement blocks between
Clinical Education	Apr 7 to Aug 8, 2025

1.14.3 Registration and Withdrawal Dates

Last Date to drop without Penalty

Year 1

Fall Term and Fall/Winter Term classes	Aug 27, 2024
Winter Term.....	Jan 20, 2025

Year 2

Fall Term and Fall/Winter Term classes.....	Aug 13, 2024
Winter Term.....	Jan 20, 2025

Voluntary Withdrawal Deadline

Year 1

Fall Term	Nov 19, 2024
Winter Term and Fall/Winter Term classes.....	Mar 17, 2025

Year 2

Fall Term	Sept 17, 2024
Winter Term and Fall/Winter Term classes	Mar 10, 2025

1.14.4 Term Breaks

The academic and administrative offices will be open during this period, but there will be no classes/examinations held for students.

Fall Term Break.....	N/A
Winter Term Break (Year 2 only).....	Mar 31 to Apr 4, 2025

1.14.5 Convocation Ceremony – Bannatyne Campus

Oct 31, 2024

1.15 Dates applicable to Physician Assistant Studies

1.15.1 Orientation

Clinical Year	Aug 19 to 23, 2024
Academic Year.....	Aug 26 to Sept 3, 2024

1.15.2 Start and End Dates

Fall Term Academic Year.....	Sep 4 to Dec 6, 2024
Winter Term	Jan 6 to Apr 4, 2025
Fall Term Clinical Rotations	Aug 26 to Dec 20, 2024
Winter Term Clinical Year 2 Rotations	Jan 6 to Apr 25, 2025

1.15.3 Term Breaks

The academic and administrative offices will be open during this period, but there will be no classes/examinations held for students.

Fall Term Break	N/A
Winter Term Break.....	N/A

18

1.15.4 Examination and Test Dates

Fall Term	Dec 9 to 20, 2024
Winter Term.....	Apr 7 to 17, 2024

1.15.5 Convocation Ceremony – Bannatyne Campus

Oct 31, 2024

1.16 Dates applicable to Respiratory Therapy:

1.16.1 Orientation

Year 1	Aug 29 to 30, 2024
Year 3	Aug 23, 2024

1.16.2 Start and End Dates

(Includes clinical placement and classes)

Year 1

Fall Term	Sept 3 to Dec 20, 2024
Winter Term.....	Jan 6 to May 9, 2025

Year 2

Fall Term	Sept 3 to Dec 20, 2024
Winter Term.....	Jan 6 to May 30, 2025
Winter Term Clinical Placement.	June 2 to 30, 2025

Year 3

Fall Term	Aug 26 to Dec 20, 2024
Fall Term Clinical Placement.....	Starts Aug 26, 2024
Winter Term.....	Jan 6 to May 30, 2025
Clinical Placement	Jan 3 to May 30, 2025
<i>Note: Year 3 is mostly Clinical Placement. The month of May involves academic activities such as simulation and exams.</i>	

1.16.3 Term Breaks

The academic and administrative offices will be open during this period, but there will be no classes/examinations held for students.

Fall Term Break.....	N/A
----------------------	-----

Winter Term Break

Year 1 & 2	See section 1.2.5
Year 3	N/A

1.16.4 Registration and Withdrawal Dates

Last Date to drop without Penalty

Year 1

Fall Term and Fall/Winter Term classes Sept 17, 2024

Winter Term... Jan 27, 2025

Year 2

Fall Term and Fall/Winter Term classes Sept 17, 2024

Winter Term... Jan 27, 2025

Year 3

Fall Term and Fall/Winter Term classes Sept 16, 2024

Winter Term... Jan 27, 2025

Voluntary Withdrawal Deadline

Year 1

Fall Term Nov 26, 2024

Winter Term and Fall/Winter Term classes Apr 14, 2025

Year 2

Fall Term Nov 26, 2024

Winter Term and Fall/Winter Term classes Apr 28, 2025

Year 3

Fall Term Nov 25, 2024

Winter Term and Fall/Winter Term classes Apr 28, 2025

1.16.5 Convocation Ceremony – Bannatyne Campus

Oct 31, 2024

1.17 Dates applicable to Social Work:

1.17.1 Orientation

Fort Garry, Inner City

Field Instruction OrientationSept 3, 2024

1.17.2 Start and End Dates

Field Instruction

Fall Term Sept 3 to Dec 13, 2024

Winter Term.....Jan 6 to Apr 18, 2025

Section 2: Dates for Summer Term

2.1.1 Start and End Dates (generally Monday to Thursday classes)

Classes on Monday, May 19th will be made up on Friday, May 23th

Classes on Tuesday, July 1st will be made up on Friday, July 4th

Classes on Monday, August 4th will be made up on Friday, August 8th

May – August courses will have no classes scheduled Monday, June 16th to Friday, June 27th.

May – June.....	May 5 to June 13, 2025	6 hours instruction/week
July – August.....	June 30 to August 8, 2025	6 hours instruction/week
May – August 3 credits.....	May 5 to August 8, 2025	3 hours instruction/week
May – August 6 credits.....	May 5 to August 8, 2025	6 hours instruction/week

2.1.2 Registration and Withdrawal Dates

Regular Registration Period

Registration start dates are to be determined by the Registrar's Office.

May – June... ..Ends May 4, 2025

July – August.....Ends June 29, 2025

May – August 3 credits.....Ends May 4, 2025

May – August 6 credits.....Ends May 4, 2025

Late Registration/Registration Revision Period

Students may use this period of time to make changes to their selected courses or class schedule.

May – June.....	May 5 to May 8, 2025
July – August.....	June 30 to July 4, 2025
May – August 3 credits.....	May 5 to May 15, 2025
May – August 6 credits.....	May 5 to May 8, 2025

Last Date to Drop without Penalty

Last date to drop and have course excluded from transcripts; VWs will be recorded on transcripts for courses dropped after this date. There will be no refunds for courses dropped after this date.

May – June.....	May 8, 2025
July – August.....	July 4, 2025
May – August 3 credits.....	May 15, 2025
May – August 6 credits.....	May 8, 2025

Voluntary Withdrawal (VW) deadline

Last date to withdraw and not receive a final grade; students cannot withdraw from courses after this date.

May – June.....	June 3, 2025
July – August.....	July 29, 2025
May – August 3 credits.....	July 17, 2025
May – August 6 credits.....	July 17, 2025

2.1.3 Fee Deadlines**Fee Payment Deadlines**

May – June.....	May 21, 2025
May – August 3 credits.....	May 21, 2025
May – August 6 credits.....	May 21, 2025
July – August.....	July 16, 2025

*A financial penalty will be assessed on accounts with an outstanding balance after this date.
(determined by Financial Services)*

2.1.4 Examination and Test Dates

Students are reminded that they must remain available until all examination and test obligations have been fulfilled.

May – June.....	June 16 to 21, 2025
July – August.....	Aug 11 to 16, 2025
May – August 3 credits.....	Aug 11 to 16, 2025
May – August 6 credits.....	Aug 11 to 16, 2025

2.1.5 Challenge for Credit

Challenge for Credit application deadline

For classes offered Summer Term 2025... Apr 25, 2025

2.1.6 Other Summer Term Start and End Dates

Applied Human Nutrition

Summer Term Apr 15 to July 18, 2025

Dentistry

IDDP Intersession May 5 to June 27, 2025

Music

2-week courses are offered in July and August (Dates TBD)

Nursing

Last day to add or drop classes without penalty. May 5, 2025

Voluntary withdrawal deadline for Nursing Practice 1-7..... July 14, 2025

Summer Break..... June 16 to 21, 2025

Occupational Therapy

Year 1 Intermediate Fieldwork 1..... May 5 to June 27, 2025

Flexible start and end dates between

Year 2 Advanced Fieldwork..... June 30 to Sept 19, 2025

Pharmacy

Year 2 IPPE Hospital Rotation (1 block per student)

Block 1..... June 2 to 27, 2025

Block 2..... June 30 to Jul 25, 2025

Block 3..... July 21 to Aug 15, 2025

Year 4

Block 1 APPE Rotations May 6 to June 28, 2024*

May 5 to June 27, 2025**

Block 1 Research Project May 6 to Aug 23, 2024*

Block 2 APPE Rotations Jul 2 to Aug 23, 2024*

June 30 to Aug 22, 2025**

Block 2 Research Project Jul 2 to Oct 18, 2024*

*For Year 4 students graduating in May 2025

**For Year 4 students graduating in May 2026

Physician Assistant Studies (Mandatory Term)

Academic Year... Apr 28 to July 18, 2025

Exams..... July 21 to 18, 2025

Clinical Year Apr 28 to Aug 22, 2025

Science

May offer fieldtrip courses that have different dates

Social Work

Summer Field Work. May 5 to Aug 15, 2025




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

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

DATE: November 27, 2023

TO: Jeff Leclerc, University Secretary

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

RE: Request to Extend Suspension of Intake to Program

I attach a recommendation from Dr. Greg Smith, Vice-Provost (Academic Planning and Programs) to further extend the suspension of intake to the following program:

- Internationally Educated Agrologists Post-Baccalaureate Diploma (IEAP)

Under the Admission Targets Policy, the President may suspend admissions to a program 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 Board Executive Committee Meeting on December 19, 2023 and the Senate Meeting on January 10, 2024.

Cc: Diane Hiebert-Murphy, Provost and Vice-President (Academic)
Greg Smith, Vice-Provost (Academic Planning and Programs)
Laurie Schnarr, Vice-Provost (Students)
Martin Scanlon, Dean, Faculty of Agricultural and Food Sciences
Randy Roller, Executive Director OIA
Jeff Adams, Registrar and Executive Director, Enrolment Services
Jennifer Marchant, Academic Program Specialist

Date: November 24, 2023

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

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



Re: Request to Extend Suspension of Intake, Internationally Educated Agrologists Program (IEAP)

Under the Admission Targets Policy and at the request of Dr. Martin Scanlon, Dean of the Faculty of Agricultural and Food Sciences, please find attached a proposal to extend the suspension of intake into the Internationally Educated Agrologists Post-Baccalaureate Diploma (IEAP) for an additional 2 years.

Intake to the program has been suspended since September 2015, during which time the Faculty has consulted with industry partners and stakeholders on the long-term viability of the IEAP and alternative programming opportunities for internationally trained agrologists. The Faculty is asking for another two years to investigate the options available and decide whether to close the program permanently, revise the program, or propose a new pathway/program to replace the suspended one. There are currently no students enrolled in the program.

Consistent with the Admission Targets Policy and Procedure, the President may suspend admissions to a program following consultation with the Dean/Director, Senate, and the Board of Governors. If considered favorable, the proposal will be forwarded to the province for their review and approval under the provincial program of Study Regulation.

Please provide your advice concerning this matter to the Office of University Secretary by, December 8th, 2023, so that, if supported, the request may receive timely consideration by Senate and the Board of Governors.

Cc: Diane Hiebert-Murphy, Provost and Vice-President (Academic)
Laurie Schnarr, Vice-Provost (Students)
Martin Scanlon, Dean, Faculty of Agricultural and Food Sciences
Jeff Leclerc, University Secretary
Jeff Adams, Registrar and Executive Director, Enrolment Services
Randy Roller, Executive Director, OIA
Jennifer Marchant, Academic Program Specialist



MEMORANDUM

DATE: November 20, 2023

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

FROM: Dr. Martin Scanlon, Dean of the Faculty of Agricultural and Food Sciences

RE: **Temporary Cessation of the Internationally Educated Agrologists Post-Baccalaureate Diploma (IEAP)**

The request to extend the temporary cessation of the IEAP program was presented for information to Faculty Council on October 26, 2023. There were no concerns raised by committee members. Attached is the formal request form.

TEMPORARY CESSATION OF A PROGRAM OF STUDY

Under The Advanced Education Administration Act

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

UM INTERNAL REQUIREMENTS

1. Please refer to the Senate Policy and Procedures on Admission Targets (available online at: http://umanitoba.ca/admin/governance/governing_documents/academic/admission_targets.html).
2. Please complete the application below and submit with it the following supplemental documentation, to the Vice-Provost (Academic Planning and Programs):
 - a. A cover letter justifying and summarizing the rationale behind the request for suspension of admissions (as outlined in section 2.3 on the Admission Targets Procedures) and indicating the meeting date in which the proposal was reviewed by the Faculty/College/School Council.
 - b. Letters of support from internal stakeholders that were consulted as part of this proposal.
 - c. Enrolment and graduation trends for the past five years and forecasted trends for the next three to five years.
3. Please direct questions to Cassandra Davidson, Academic Programs Specialist, at Cassandra.Davidson@umanitoba.ca in the Office of the Provost & Vice-President (Academic).

Updated April 2023

SECTION A – PROPOSAL DETAILS

Institution: **University of Manitoba**

Applicable faculties/department with responsibility for the program: **Faculty of Agricultural and Food Sciences**

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

N/A

Program name: **Internationally Educated Agrolologists Post-Baccalaureate Diploma (IEAP)**

Credential awarded: **Post-Baccalaureate Diploma**

Proposed start date for temporary cessation: **Fall 2024**

Office Use Only

One-time funding: _____

On-going funding: _____

SECTION B – PROGRAM DESCRIPTION AND DELIVERY

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

The IEAP program facilitates the integration of foreign-trained Agrologists into the Canadian agriculture sector, through a one-year program of coursework and industry work experience. The program stresses the importance of essential skills and professional branding by helping foreign-trained applicants transition their skills to the Canadian agriculture sector. The objective of the program is to assist new Manitobans who hold a degree in agriculture from outside of Canada to become readily employable in Canada and achieve meaningful work in their field.

B-2 Length of Program: *(Define the length of the proposed program using measures appropriate to the schedule and delivery format. This will include total course credits and weeks/months, and, where relevant, hours and semesters of instruction)*
1-year, 25 credit hours.

B-3 Describe the mode of delivery for this program:

Classroom style degree level courses and hands-on work experience.

SECTION C – INFORMATION REGARDING TEMPORARY CESSATION DEVELOPMENT PHASE

C-1 Identify and provide a detailed description of the rationale for the temporary cessation of this program of study: *(Such as changes in applications, enrolment, employer demand.)*

This program has had a suspended intake since Fall 2015. The enrollment in the program at the time had dropped to a level that it was not sustainable for the Faculty to continue offering it.

However, there is a need in the province for a bridging program for internationally educated agrologists in order for them to gain Canadian work experience and become academically qualified to register as Professional Agrologist (P. Ag.) with MB Agrologists. The Faculty is currently in discussions with MB Agrologists and MB Agriculture to determine if there is a new pathway to move forward. The University has more options available now, such as micro-credentials. We are investigating if it's best to revise the current IEAP program or replace it with a brand-new program.

C-2 Describe the expected outcome of the temporary cessation of this program and the timeframe of the temporary cessation process:

The expected outcome is that this will give the Faculty time to investigate the options available and decide whether to:

1. Close the program permanently.
2. Revise the program.
3. Propose a new pathway/program to replace the suspended one.

2 years is the timeframe we are requesting for temporary cessation.

C-3 Outline the internal approval process (i.e. committees, governing bodies) for approving the temporary cessation of this program of study within your institution and indicate any dates of decision. *(Governing Council, Board of Governors, Board of Regents, Senate, other)*

UM INTERNAL REQUIREMENTS: dates will be inserted by the Provost's Office prior to submission to government. Please note the date in which the proposal was reviewed by the Faculty/College/School Council in the cover memo accompanying the proposal.

UNIVERSITY OF MANITOBA:

Approval by President

Date _____

Consultation with Senate: _____

Consultation with Board of Governors: _____

Additional Consultation (*as needed*): _____

Details:

Final Decision: Y ☐ N ☐

C-4 Responsibility to consult

C-4.1 What agencies, groups, or institutions have been consulted regarding the temporary cessation of this program?

UM Internal Note: the unit is required to consult with other academic units that offer courses used in the program, to confirm impact on the courses (e.g., regularly scheduled, capacity limitations, program restrictions, etc.) and identify how any change might affect quality of, access to, and resources associated with the courses and programs offered by those other units. Outline the consultation process with other academic and administrative units and append letters of support, as appropriate.

The Faculty has met with MB Agrologists and will continue to include them in the process of investigating a new program/revised pathway. MB Agrologists is an important partner in this initiative as the Faculty would like to ensure that the graduates of the IEAP program qualify to register with them to gain the P.Ag. status. We have also engaged the provincial government in our conversations to address the issue of labour shortages faced by the agriculture sector.

C-4-2 How have students and faculty been informed of the intent to temporarily cease this program?

Since the Fall term of 2015, the suspension to the intake in the IEAP has been published in the University of Manitoba's Academic Calendar. All active (registered) students were informed of the suspension at that time. Communications were made to the Faculty regarding the suspension to the program at the Faculty Council and Faculty Executive meetings in 2015, and updates are sent each year. The IEAP website had a notice for prospective students indicating the program's suspension until 2017. However, the entire IEAP site was removed from our Faculty's website in November 2017.

C-5 Describe the impact that the temporary cessation of this program may have on the labour market in Manitoba:

Considering the program has been suspended since 2015, there is no immediate disruption this 2-year extension to the temporary cessation will have on Manitoba's labour market. The Faculty, however, recognizes the importance of the program to Manitoba's agricultural economy in the long term and hence, would like to create a pathway for foreign-trained professionals. The requested extension on the cessation will provide us time to consult with all stakeholders and to assess various factors such as the demand for the program and whether we should revitalize the existing program or create a new pathway forward.

SECTION D – SYSTEM IMPACTS

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

No laddering or articulation agreements are in place with this program.

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

Internationally-trained agricultural professionals looking to register as P.Ag. can apply to MB Agrologists to assess their credentials and experience. If they are required to take courses in our Faculty, they can register through the Faculty of Extended Education.

SECTION E– STUDENT IMPACTS

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

N/A - There are no students enrolled in the program.

Year 1

Year 2

Year 3

Year 4

E-2 Will previous graduates of this temporarily ceased program be negatively affected by the temporary cessation of this program?

No

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

Admission cap is 15 students per year

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

UM Requirement: include a table of enrolment and graduation trends for the past five years and any forecasted trends for the next three to five years.

N/A – the program was suspended.

Enrolment:

Fall	Registered
2013	13
2014	10
2015	0
2016	1
2017	0

Graduation:

Year	February	May/June	October	Total
2013	0	0	13	13
2014	0	1	8	9
2015	1	1	9	11
2016	0	0	0	0
2017	0	0	2	2

SECTION F – FINANCIAL REALLOCATION

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

There is currently no funding being allocated to this program.

F-2 Please provide a detailed description of how these funds will be reallocated during the temporary cessation of this program:

N/A

SECTION G – FINANCIAL REALLOCATION

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

SUBMITTED BY:

President:

Name:

Signature:

Date:

Vice-President/Academic:

Name:

Signature:

Date:

For use by joint programs only:

President:

Name:

Signature:

Date:

Vice-President/Academic:

Name:

Signature:

Date:

SUBMIT COMPLETED FORM

PROVOST'S OFFICE ONLY Once completed and signed, please submit this application form to the Post-Secondary Institutions Branch at psi@gov.mb.ca with the following attachments (double-click to engage check box):

☐

Cover letter

☐

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

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

Post-Secondary Institutions Branch
Advanced Education and Training
400-800 Portage Avenue Winnipeg MB R3C 0C4
(204) 945-1835
psi@gov.mb.ca

Dr. Robert Charles Barber joined the University of Manitoba as an Assistant Professor in 1965, and retired as Professor in 2003. He was Head of the Department of Physics and Astronomy from 1987 until 1996. He passed away on September 17, 2023.

Dr. Bob Barber's research contributions to the design of mass spectrometers and their applications were manifold. He was a pioneer in precision atomic mass measurements: His body of work forms a foundational part of nuclear data on which many advances were built. Science aside, Bob was a wonderful colleague, leader, and mentor in the Department of Physics and Astronomy. His colleagues and students felt that it was an honour to work with him. He navigated his way through the inevitable ups and downs of leading a department with unflappable optimism, gentle humour, and great integrity.

From one close colleague: "I was fortunate to work with Dr. Barber (or the Red Fox as he sometimes liked to call himself) as an undergraduate, a graduate, and finally as a colleague. Through his example, I formed my impressions of how to manage a research group and treat the members of my group with respect and openness. It would not be an exaggeration to say that we were a "research family"... He will be missed.

And another writes: "I remember Bob Barber as a colleague who cared passionately about physics and the well-being of the Physics Department. While he was Department Head, the ambiance in the department was collegial and optimistic - it was a happy time for me... He encouraged all of us, and we encouraged each other, to work together to make the department the best possible place in which to excel in teaching and research... This atmosphere encouraged notable achievements by faculty and staff members alike."

To summarize: Indeed, Bob Barber will be missed.

REPORT OF THE SENATE COMMITTEE ON AWARDS

Preamble

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

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 November 14, 2023, the Senate Committee on Awards approved 5 new offers, 5 revised offers and 1 withdrawal as set out in the *Report of the Senate Committee on Awards (November 14, 2023)*.

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve 5 new offers, 5 revised offers and 1 withdrawal as set out in the *Report of the Senate Committee on Awards (November 14, 2023)*. These award decisions comply with the Student Awards Policy.

Respectfully submitted,

Dr Jared Carlberg

Chair, Senate Committee on Awards

SENATE COMMITTEE ON AWARDS

November 14, 2023

1. NEW OFFERS

Brendan Mahatoo Scholarship

In memory of Brendan Mahatoo (J.D./ '17), his family established an endowment fund at the University of Manitoba in 2023. The purpose of this fund is to reward the academic achievements of a student entering any year of law school at the Faculty of Law, aspiring to any area of legal practice.

Each year, beginning in 2024-2025, the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:

- (1) is enrolled full-time (minimum 80% course load) in any year of study;
- (2) has achieved a minimum degree grade point average of 3.0 in any undergraduate degree recognized by the University of Manitoba; and
- (3) has demonstrated remarkable resilience and leadership while navigating challenging circumstances.

Preference will be given to a student who is entering their first year of study at the Faculty of Law.

In order to demonstrate how they meet criterion (3), applicants must submit an essay on “how adversities and extraordinary life challenges have strengthened their resolve and determination to further their studies in law school” (maximum 1000 words). It should explain:

- (a) how they have faced extraordinary circumstances (i.e., medical, physical, emotional, psychological, or a culmination of multiple factors) in their life;
- (b) how those circumstances shaped the person they are today; and
- (c) how those circumstances helped the individual develop a passion for the law.

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

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

David & Sherrill Levene Bursary in Law

In honour of David Levene (B.A./'68, LL.B./'71) and Sherrill Levene (B.A./'69, LL. B/'73), their family has established an annually funded bursary at the University of Manitoba in 2022. This award is created in honour of David's 75th birthday and to celebrate their decades-long legal careers. The purpose of the award is to support students who choose to pursue their J.D. degree in the Faculty of Law at the University of Manitoba and aspire to practice corporate/commercial law. Each year, beginning in 2023-2024, one bursary valued at \$2,500 will be offered to an undergraduate student who:

- (1) is enrolled full-time (minimum 60% course load) in the second or third year of study in the Juris Doctor degree program in the Faculty of Law;
- (2) has achieved a minimum degree grade point average of 2.5;
- (3) is participating or has participated in the L. Kerry Vickar Business Law Clinic; and

(4) has demonstrated financial need on the standard University of Manitoba bursary application form. In the event that there are no students who meet all of the numbered criteria, the scholarship will be offered to a student who meets criteria (1), (2) and (4).

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

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

J. S. Lightcap Scholarship

J. S. Lightcap established an annual scholarship for a ten-year term at the University of Manitoba in 2022. The purpose of this scholarship is to acknowledge the research achievements of undergraduate students enrolled at the University of Manitoba. Each year, beginning in 2024-2025 and ending in 2033-2034, one scholarship valued at \$1,000 will be awarded to an undergraduate student who:

- (1) is enrolled full-time (minimum 80% course load) in the second year of study or higher in any faculty, college, or school at the University of Manitoba;
- (2) has submitted a poster for the Undergraduate Research Poster Competition; and
- (3) of those who have met criteria (1) and (2), holds the highest degree grade point average.

Ties are to be broken using the following criteria, in priority sequence: (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 Vice President (Research and International) (or designate) will name the selection committee for this award.

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

The Max Rady College of Medicine 140th Anniversary Bursary

In celebration of the 140th anniversary of teaching at the Max Rady College of Medicine, the University of Manitoba is establishing an endowment fund using contributions made from fundraising efforts during the 140th Anniversary celebrations. This includes individual donations as well as funds raised during a gala celebration on Saturday, November 18, 2023. The available annual spending allocation from the fund will be split evenly to offer bursary support to two students in the Max Rady College of Medicine:

Each year, one half the available annual income will be used to offer one bursary to an undergraduate student who:

- (1) has been admitted to their first year of Undergraduate Medical Education;
- (2) is enrolled full-time in their first year of study in the Undergraduate Medical Education program in the Max Rady College of Medicine at the University of Manitoba;

- (3) is in good academic standing; and
- (4) has demonstrated financial need on the standard University of Manitoba general bursary application form.

Each year, the other half of the available annual income will be used to offer one bursary to a graduate student who:

- (1) has been admitted to their first year of the Faculty of Graduate Studies;
- (2) is enrolled full-time in the Faculty of Graduate Studies in a master's or doctoral program offered by the Max Rady College of Medicine at the University of Manitoba; and
- (3) has demonstrated financial need on the standard University of Manitoba general bursary application form.

The Dean of the Faculty of Graduate Studies (or designate) and the Dean of the College of Medicine (or designate) will name the selection committee for this award.

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

Molly Weinberg Soudack Scholarship for Women in Science

In memory of Molly Weinberg, Sigmund Soudack (B.Sc. C.E./'59) established a fund at the University of Manitoba valued at \$100,000 in 2023. The purpose of the fund is to promote the outstanding academic achievement of a graduate student who identifies as a woman in the Faculty of Science whose family has been affected by the devastating legacy of the Holocaust or the deeply traumatic legacy of Residential Schools. Each year, beginning in 2024-2025 one scholarship valued at \$10,000 will be offered to a graduate student who:

- (1) identifies as a woman;
- (2) is enrolled full-time in the Faculty of Graduate Studies in any year of any master's program offered by the Faculty of Science;
- (3) has achieved a minimum grade point average of 3.5 on the last 60 credit hours (or equivalent) of study.
- (4) has ancestral links to a Holocaust survivor or Residential School survivor.

Candidates must submit a statement to self-declare that they meet criteria (1) and (4).

The value of the award may be adjusted in the final year to ensure that the fund is exhausted.

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

2. AMENDMENTS

CBS Bio Platforms Inc. Graduate Scholarship in Nutritional Biochemistry

The following amendments were made to the terms of reference for CBS Bio Platforms Inc. Graduate Scholarship (title updated to the above title):

- The preamble was revised to:
CBS Bio Platforms Inc. established an annually funded scholarship at the University of Manitoba in 2023. The purpose of the scholarship is to recognize the academic achievements of graduate students studying Nutritional Biochemistry in the Department of Animal Science. Each year, beginning in 2024-2025 and ending in 2026-2027 one scholarship at a value of \$2,500 will be offered to a graduate student who:
- The numbered criteria were revised to:
 - (1) *is enrolled full-time in the Faculty of Graduate Studies in any graduate program offered by the Department of Animal Sciences;*
 - (2) *has achieved a minimum grade point average of 3.5 in the last 60 credit hours (or equivalent) of study; and*
 - (3) *has demonstrated outstanding interest in or commitment to research in the area of Nutritional Biochemistry.*
- The paragraphs following the numbered criteria were revised to:
In order to demonstrate how candidates meet criterion (3), they must submit a statement of their proposed research describing its practical applicability and relevance to Nutritional Biochemistry (maximum 500 words), their curriculum vitae, and one letter of reference from their thesis supervisor or from a faculty member familiar with the candidate's research.
A candidate may only hold this award once within their degree program.
If in the opinion of the selection committee, there are no suitable applicants, the committee has the choice to give the award to a student in the Faculty of Agricultural and Food Sciences with a similar scope of research or hold over any unspent revenue to offer the award the following year.
- The selection committee paragraph was revised to:
The Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Faculty of Agricultural and Food Sciences to name the selection committee for this award and will include a representative from CBS Bio Platforms Inc.
- The standard Board of Governors statement was added.

Doris Benson Scholarship in Theatre

The following amendments were made to the terms of reference for the Doris Benson Scholarship in Theatre:

- The preamble was revised to:
Doris Benson established a fund at The Winnipeg Foundation in 2010 to provide scholarships for students in the Theatre Program in the Department of English, Theatre, Film & Media at the University of Manitoba. The Winnipeg Foundation will report the value of this award annually. Each year, one or more scholarships will be offered to undergraduate students who:
- The numbered criteria were revised to:

- (1) *are enrolled full-time (minimum 80% course load) in the second year of study or higher in the Faculty of Arts;*
- (2) *have either:*
 - (a) *declared an advanced major, general major, or minor in the Bachelor of Arts in Theatre;*
or
 - (b) *completed "Introduction to Theatre" (currently numbered THTR 1220); and*
- (3) *have achieved a minimum degree grade point average of 3.5.*
- The paragraph following the numbered criteria was revised to:
In determining the priority of the award winners, preference will be given to students who have demonstrated significant potential in theatre, based on the volume and quality of work, in at least one of the following four areas: (i) dramaturgy, playwriting, or critical/scholarly work; (ii) direction of one or more dramatic productions; (iii) onstage performance work as an actor; or (iv) backstage production work (e.g. as a stage manager, set, costume, lighting, or sound designer, or as a props coordinator) or 'front-of-house' production work.
Faculty and instructors of the Department of English, Theatre, Film & Media will nominate candidates for consideration for this scholarship.
The selection committee has the discretion to determine the number and value of awards offered each year based on the available funds, as outlined in the criteria above.
- The selection committee paragraph was revised to:
The Head of the Department of English, Theatre, Film & Media (or designate) will name the selection committee for this award, which will normally include the Coordinator of the Theatre Program (or designate).
- The standard Board of Governors statement was added.

E.B. Kernaghan Scholarship

The following amendments were made to the terms of reference for the E.B. Kernaghan Scholarship:

- The preamble was revised to:
Edward Benson Kernaghan (B.Sc. Electrical Engineering/'26), established a trust fund at the University of Manitoba in 1951. The purpose of the fund is to reward the academic achievements of students who graduate from the Price Faculty of Engineering and who go on to undertake a Master of Business Administration (MBA). Each year, the available annual income from the fund and the unspent revenue will be used to offer one or more scholarships to graduate students who:
- The numbered criteria were revised to:
 - (1) *are enrolled full-time in the Faculty of Graduate Studies in the first or second year of the Master of Business Administration (MBA) program;*
 - (2) *have graduated with a Bachelor of Science in Engineering degree in any Engineering discipline from the Price Faculty of Engineering at the University of Manitoba prior to beginning their Master of Business Administration (MBA);*
 - (3) *have achieved a minimum grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study; and*
 - (4) *have demonstrated outstanding academic achievement and the ability to excel in the MBA program.*
- The paragraphs following the numbered criteria were revised to:

In order to demonstrate how they meet criterion (4), applicants will be required to submit a written statement (maximum 1000 words) to the Faculty of Graduate Studies at the University of Manitoba which must include the following:

- (a) a description of their previous academic achievements, how they intend to excel in the MBA program, and how the MBA program will help further their career; and*
- (b) a curriculum vitae.*

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

In the event that there are no candidates who meet the criteria for this award, the available annual income from the fund may be offered as a scholarship to the previous year's recipient, provided they continue to be enrolled full-time in the MBA program.

- The selection committee paragraph was revised to:

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

- The standard Board of Governors statement was added.

Ian R. Seddon Memorial Awards

The following amendments were made to the terms of reference for the Ian R. Seddon Memorial Awards:

- The preamble was revised to:

In memory of Dr. Ian R. Seddon, Business Development Specialist of Swine for Manitoba Agriculture, Food and Rural Initiatives (MAFRI) and co-chair of the Manitoba Swine Seminar for the Manitoba Swine Seminar Committee, an endowment fund was established at the University of Manitoba in 2009. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The purpose of the fund is to offer two convocation prizes, with a minimum value of \$1,000 each, one to a student in the diploma program and one to a student in a degree program in the Faculty of Agricultural and Food Sciences.

- The numbered criteria were revised to:

Ian R. Seddon Memorial Award - Diploma

Each year, one prize at a minimum value of \$1,000, will be offered to a diploma student who:

- (1) has achieved a minimum degree grade point average of 3.0; and*
- (2) has achieved the highest grade in Swine Production and Management (currently numbered ANSC 0690).*

In the case of a tie, the degree grade point average will be used as the tiebreaker. The prize will be awarded at the spring Diploma in Agriculture graduation banquet.

Ian R. Seddon Memorial Award - Degree

Each year, one prize at a minimum value of \$1,000, will be offered to an undergraduate student who:

- (1) was enrolled full-time (minimum 60% course load) in the Faculty of Agricultural and Food Sciences in each of their last four academic terms;*
- (2) has achieved a minimum degree grade point average of 3.0; and*
- (3) has achieved the highest grade in Monogastric Production Systems (currently numbered*

ANSC 4640).

In the case of a tie, preference will be given to a student who, in the opinion of the ANSC 4640 instructor, has shown a demonstrated interest in swine production.

- The selection committee paragraph was revised to:
The selection committee will be the Awards Committee of the Faculty of Agricultural and Food Sciences.
- The standard Board of Governors statement was added.

Len Shebeski Bursary in Agricultural and Food Sciences

The following amendments were made to the terms of reference for the Len Shebeski Bursary in Agricultural and Food Sciences:

- The preamble was revised to:
Dr. Len Shebeski O.C., a Dean Emeritus in the Faculty of Agricultural and Food Sciences at the University of Manitoba, and his wife Laura established an endowment fund at the University of Manitoba in 2000. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund. The purpose of the fund is to provide financial support to a student(s) in the Faculty of Agricultural and Food Sciences. Each year, beginning in 2001-2002, the available annual income from the fund will be used to offer one or more bursaries to undergraduate students who:
- The numbered criteria were revised to:
 - (1) are enrolled full-time (minimum 60% course load) in the final year of their program in the Faculty of Agricultural and Food Sciences;*
 - (2) have achieved a minimum degree grade point average of 3.0; and*
 - (3) have demonstrated financial need on the standard University of Manitoba general bursary application form.*
- The paragraph following the numbered criteria 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 annual income from the fund and the level of financial need demonstrated by candidates for this bursary.
- The selection committee paragraph was revised to:
The selection committee will be the Faculty of Agricultural and Food Sciences Awards Committee.
- The standard Board of Governors statement was added.

3. WITHDRAWALS

CBS Bio Platforms Inc. Graduate Scholarship

(donor request)

November 27, 2023

**Report of the Senate Committee on Academic Review RE: Undergraduate,
Graduate, and Combined Program Reviews (*for information*)**

Preamble:

1. The [terms of reference](#) for the Senate Committee on Academic Review (SCAR) are found on the University Governance website.
2. At its meeting on November 27, 2023, the Committee considered summaries of two graduate program reviews. The committee also received follow-up reports on four undergraduate program reviews, one graduate program review, and one combined program review.

Observations:

1. The Committee considered summaries of two graduate program reviews concerning (a) the Faculty of Education (Master of Education, Doctorate in Education, Post-baccalaureate Diploma in Education) and (b) Political Studies (Master of Public Administration) (Attachments 1.a and 1.b, respectively).
2. The Committee received follow-up reports on five undergraduate program reviews, for Agricultural and Food Sciences (Agribusiness, Agriculture, Agroecology, Food Science), Environment and Geography, Philosophy, Science (General Science), and Ukrainian Canadian Heritage Studies; and one combined program review for History.

Respectfully submitted,

Dr. Greg Smith, Chair
Senate Committee on Academic Review

DATE: 5 October, 2023

TO: Dr. Jan Stewart, Dean, Faculty of Education and Members of the Senate Committee on Academic Review (SCAR)

FROM: Greg Smith, Vice-Provost (Academic Planning & Programs)



RE: **Report on the Graduate Program Review, Faculty of Education**

1. Preamble

The Senate of the University of Manitoba endorsed a revised process for the periodic review of all academic programs in May 2020. The reviews provide the university community the opportunity to engage in a qualitative assessment of its academic programming in support of the University's mission to offer high quality programming at both the undergraduate and graduate level. Reviews focus attention on the integrated place of unit programs within the University and should stimulate strategic planning and actions to drive future enhancements. The purpose of this report is to summarize the key findings of the review team's evaluation of the graduate programs in the Faculty of Education, the responses to the report, any recommendations or actions taken, and a reflection on the process from the perspective of the Office of the Provost.

2. Chronology

At the behest of the previous Dean, a review of the Master of Education (M.Ed.) and the Doctor of Philosophy (Ph.D.) programs in the Faculty of Education was initiated in November 2021 with a Self-Evaluation Report (SER) submission in June 2022. The process was delayed in part by a change in senior leadership but continued under the Acting Dean with the view to providing the incoming Dean a substantive review of the faculty's graduate programming.

The site visit by the external reviewers, comprising two external and one internal member (Dr. Ruth Kane, University of Ottawa; Dr. Engida Gebre, Simon Fraser University; Professor Leisha Strachan, Faculty of Kinesiology and Recreation Management) occurred

on Feb 2nd – Feb 3rd, 2023. The reviewers met with relevant administrative and academic staff and students in the faculty, its two Departments, the Dean's Office, the Faculty of Graduate Studies, the Vice-President (Research), and the Office of the Vice-President (Academic) and Provost. The final External Review Report was received by our office on March 7, 2023.

On June 7th, 2023, our office received a response to the external reviewer's report from the Associate Dean Graduate Programs and Research, the Acting Department Head, Curriculum, Teaching, and Learning (CTL), and the Acting Department Head, Education, Administration, Foundations and Psychology (EAFP). The Acting Dean, Faculty of Education response was received on July 7th, 2023, and on July 28th, 2023, we received the final response from the Dean, Faculty of Graduate Studies.

On behalf of the Provost, I extend my sincere thanks to everyone for their diligence and engagement in the review process.

3. Program Overview

Graduate programming in the Faculty of Education has been offered since the 1930s at the master's level and since the 1960s at the Doctoral level. The PhD Program in Education was established in 1980 at the faculty level. The faculty has two departments: Curriculum, Teaching and Learning (CTL) and Educational Administration, Foundations and Psychology (EAFP) and graduate programming is offered at both the master's and Doctoral level in both departments.

At the time of the initiation of the review, the M.Ed. offered by the Department of Curriculum Teaching and Learning (CTL) had three concentrations: Second Language Education; Language and Literacy; and Studies in CTL. The latter concentration had created 12 distinct specializations over time. These included: Teach Professional Learning and Development; First Nations/Metis/Inuit Education; Contemplative Studies in Education; Curriculum Studies; Arts Education (Visual Art, Drama and Music); Educational Technology; Language and Literacy Curriculum; Mathematics Education; Physical Education/Health; Science Education; Second Language Education; Social Studies Education. The Department of Educational Administration Foundations and Psychology (EAFP) offered five concentrations: Educational administration; Inclusive Education; Counselling and psychology; Adult & post-secondary education; Cross-cultural sociological and philosophical foundations in education.

The Ph.D. program admits students into an individualized program or a cohort program where students in the cohort all complete the same courses with one specialization. Regardless of individualized or cohort, all Ph.D. programs require students to complete

21 credit hours of coursework and a candidacy exam. The exam may take the form of a closed-book exam, a take home exam, or two comprehensive papers intended to assess the student's preparedness in their program area, support area, and suitable methodologies.

The UM is the only institution offering post-graduate training in Education in Manitoba and there is a clear commitment to continue to offer rigorous, high-quality programming that meets the individual needs of learners. The SER highlighted the faculty's commitment to equity, diversity and inclusivity in its recent hiring and approach to graduate training. In addition, it drew special attention to the advances being made in the Faculty toward Indigenization and de-colonization in line with University's strategic commitment to reconciliation work.

4. Academic Program Review

The review of the graduate programs in the Faculty of Education occurred at a moment of flux and transition for the faculty, including emergence from the most severe restrictions imposed by the COVID-19 pandemic as well as a search for and transition to new senior leadership. The SER and the review team's report both reflected on the desire for fresh directions and stable leadership to guide the recommendations that emerged from the process.

The University of Manitoba review process does not employ a ranking category; rather, it offers a number of qualitative assessments.

As a summative assessment, the Provost's Office notes the reviewers found the graduate programs to be producing quality graduates with no serious shortcomings with the departments or the graduate programming. A number of recommendations were made to improve the student experience and enhance programming.

5. Recommendations and Responses

The review team made a total of 10 key recommendations along with a number of targeted suggestions and critical comments on program elements. These, and the responses from the unit have been summarized below under the following categories: Governance and Strategic Integration; Academic; Community and Communities.

Governance and Strategic Integration

- RECOMMENDATION: Admissions

The Reviewers noted an “unnecessarily complicated” admissions, course selection, and progression process for M. Ed. students that takes “an exorbitant amount of staff time that could be otherwise committed to ensuring a positive and supported graduate student experience.” They suggested that this process could be simplified and that significant inefficiencies would be addressed if parallel changes are made to the M.Ed. requirements around research intent and program planning. Administrative staff commented on the workload that comes from the current “multi-layered” process that involves more touchpoints than are needed.

The Faculty response did not address this issue directly, but did indicate that it is moving forward with program changes in the M.Ed. which may begin to address the challenges. Further work on streamlining admissions procedures may follow the actions the Faculty decides to follow in developing its strategic enrollment management strategies.

- **RECOMMENDATION:** Doctoral Studies Committee

The Faculty agrees that the suggestion to shift the responsibility of the Doctoral Studies Committee to the Graduate Programs and Research Committee is straightforward and can be quickly implemented.

Academic

- **RECOMMENDATION:** Concentrations

The reviewers heard that the large number of specializations that had emerged over time had contributed to a fractionalization of resources and a siloing of students and possibly faculty members within the programs. There were limited examples of cross-faculty course planning and sharing of courses in the curriculum. The ad hoc nature of program planning and development over time, in the name of flexibility, led to a highly individualized program culture where collaboration on teaching resources was rare. Some specializations had in fact withered over time as faculty teaching resources altered. This led to a focus of workload on the still active specializations.

While the long-standing consequences of these program challenges were noted by both the Faculty in their SER and through the consultations during the site visit, the Faculty has suggested that the review team may not have fully appreciated the collective desire for change. Draft plans for formal concentrations to replace the specializations were shared with the review team. The Faculty did not concur with the reviewers that a pause on this particular program modification was warranted and moved ahead with the formalization of a reduced number of formal concentrations, in line with Senate guidelines.

Thus, despite recommendations to the contrary, the Faculty did move forward with a proposal to eliminate the specializations and facilitate the creation of formal concentrations as a strategy to better share teaching resource capacity and provide clear and more fixed program structure for students. They also moved to increasing the

portability of 5000- and 7000-level courses across the new concentrations, and across both departments. These new concentrations are aligned with contemporary teaching needs and interest and so offer a refreshed curriculum for incoming M. Ed students. The formal concentrations further provide clear program expectations for both prospective and admitted students so they can proceed quickly in their course work with a clear, complete program discernable from the point of admission.

It is expected that the faculty will ensure some flexibility for students to complete the formal concentration requirement in a timely manner.

The Faculty of Graduate Studies encouraged the Faculty of Education to monitor the student demand for the new concentrations and consider whether the workload and scheduling needed to ensure student progression can be supported for a still high number of distinct pathways is an optimal use of precious teaching resources.

- **RECOMMENDATION:** Changing M.Ed. from Course, Comprehensive and Exam format to Coursework only.

Demand is high for master's training by Canadian Faculties of Education. The University of Manitoba's master's program sees evidence of this demand annually, but the program itself has not altered much since the previous review cycle.

Reviewers noted that many M.Ed. candidates are completing their studies while they continue their full-time employment. This suggests student needs that may be different from those able to devote their time fully to graduate studies. Course-based masters curricula are popular in other provinces as they are more easily parsed out over time to dovetail with fixed work schedules. Replacing the research requirement of a master's thesis with additional coursework also tends to impose more predictable guidelines on time to completion while still achieving key learning goals. As noted above, a non-research M.Ed. program may be more efficient to administer, especially if this becomes the program of choice for most learners.

Revising the M.Ed. degree to a course-only program and using another master's degree option as the research-based pathway would allow the faculty to tailor two distinct graduate offerings to meet the needs of a range of professional learners. A course-based master's would remove the requirements for comprehensive examinations which many felt served an ambiguous purpose, and which taxed the teaching resources of the faculty inconsistently and inequitably.

A revised M.Ed. program that built out the option for a fully online experience is another option that could expand the reach of the Faculty of Education to learners within the province who are unable to come regularly to Winnipeg but could also become an option for an international network of learners. The Faculty has developed strength in a set of areas relating to diversity and inclusion in education and Indigenous education. There is demand well beyond Winnipeg for skill and capacity building among educators

and UM could become a leading graduate-level educator in these areas with resources allocated to flexible, online M.Ed. programming.

The Dean notes that the faculty has applied to the faculty Development Initiative fund to facilitate two faculty-wide retreats to explore the options for a course-based masters, and to consult with Manitoba Education about the appropriate and necessary learning goals to be embedded in such a program.

The Dean of the Faculty of Graduate Studies echoes the Education faculty's acknowledgement of the consequences of dispensing with the comprehensive exams but cautions against adopting any one alternative without further discussion of the needs of the future learners.

- RECOMMENDATION: Mandatory PhD course(s)
- RECOMMENATION: Candidacy Exams PhD
- RECOMMENDATION: Improved Research Experience for PhD students

The reviewers appreciated that doctoral candidates felt supported in their individual programs and that they appreciated their attentive supervision. Their suggestions spoke more to the opportunities for better collaboration, more cohort development and better use of shared or shareable resources.

In order to build a stronger cohort of doctoral candidates, it was suggested that a common course or set of courses become the mandatory core to all PhD program students. The Faculty indicates it will move immediately to offer two 3CH PhD courses regularly for the next three years as a pilot to assess whether these courses could work as new mandatory course requirements for future doctoral students. With the reduction of doctoral coursework requirements to 21CH there is capacity for some mandatory and common programming. If, as the Dean of FGS suggests, future reductions to doctoral coursework requirements are contemplated to bring the Faculty of Education more into alignment with its peer programs by reducing the required doctoral coursework down to 12CH, any ongoing core courses could be contemplated, and content modified as necessary.

The reviewers noted that the PhD candidacy exams should be reviewed for clarity and alignment with purpose. The Dean of FGS questions the need to delay a robust discussion of the role of the doctoral exams until the Summer of 2024, as the Faculty Dean has stated. Their role in the training of a Ph.D. candidate is distinct from their role for a master's student, which suggests the discussions should be independent but could also begin immediately.

Research experiences for doctoral students were noted as being ad hoc and related to financial support coming from faculty-led grants. These were advertised or allocated in an inconsistent manner. With the appointment of a faculty Research Facilitator and the

allocation of funding from the Dean's Office to graduate support, there are opportunities to redress some of these challenges.

Community and Communities

The reviewers heard the desire for a more robust community of scholars to re-emerge around the revised programming and the new cohort of talented and diverse junior colleagues. They noted a desire for the new Faculty administration to engage with them directly and to ascertain their needs for mentorship, pre-tenure development and professional growth. New faculty were eager to bring their expertise to the graduate programming and as members of FGS, they are able to take on graduate supervision.

- **RECOMMENDATION:** New faculty onboarding

New faculty members expressed an eagerness to become involved in graduate teaching and supervision early in their appointments. They also wanted to better understand the necessary balance in workload to best support their career progression through tenure and promotion. The reviewers offered suggestions for mentoring of new faculty, at both the Department and Decanal level.

The Dean notes that a new mentoring document will be implemented starting in September 2023 and actions stemming from the new process it describes will follow.

The Provost's Office notes that all new faculty now have access to the services of the office of the Vice-Proost (Academic Affairs) including faculty development supports, a family resources coordinator, and EDI workforce initiatives.

- **RECOMMENDATION:** Improve Enrolment of Indigenous Students.

The Faculty has made significant progress on its plans to encourage and promote Indigenous students and has a Reconciliation Action Plan to guide future steps. Growing the number of Indigenous graduate students as a proportion of the graduate student body will rely on multiple strategies, including programming, funding, recruitment of both students and faculty members, and building a welcoming, inclusive learning environment.

A Faculty Strategic Enrollment Management plan could be leveraged to gain a better understanding of the future student trends, especially regarding future Indigenous students. Strategies for Indigenous student retention and recruitment could be a main outcome of a faculty SEM project.

The Faculty acknowledges that targeted graduate funding is one strategy to recruit and retain students. The Dean's response reiterates the need for a SEM plan and indicates that the Faculty retreat in the coming year will begin to address these issues.

- **RECOMMENDATION: Visibility of Faculty and Programs**

The Faculty agrees with the recommendation to direct resources to the marketing of the Faculty of Education's graduate programs, and the expertise of its faculty members. It will also work to build up the reputation of the Faculty to make the UM a first-choice option for future graduate students in Education.

6. Perspective of the Office of the Provost

The UM policy on Academic Program Reviews states that regular program reviews are conducted "to ensure that academic programs maintain academic excellence." They are designed to allow the unit under review to engage in fulsome and thoughtful reflection on the data relating to programming, student success and alignment with institutional priorities. In the case of this review of the graduate programs in the Faculty of Education, the exercise has stimulated several fundamental conversations about the nature and modalities of graduate education and has already contributed to some immediate action. The Provost's Office sees no serious concerns in need of immediate redress and encourages the Faculty to continue its planned work to explore the recommendations of the review.

On behalf of the University of Manitoba, I would like to thank the reviewers and acknowledge their work and contributions to meeting our objectives in the academic program review process. I also acknowledge with appreciation the efforts and commitment of students, staff, and faculty in the Faculty of Education to the process. As the Faculty transitions to new leadership and as the opportunities for new approaches to postgraduate education come together at this moment, there are many elements to this review which will inform the planning and programming for the faculty in the coming years.

Among the chief opportunities for the Faculty are those relating to the post-pandemic realization of the options for online course and program delivery. The research and teaching specializations of the Faculty are a strength which could be shared more widely with new approaches to program delivery. Online programming is one of the ways to grow this programming and it is worth noting that other competitor institutions are already well along this path. UM should identify its unique strengths and consider ways to bring that graduate programming to the world.

7. Recommendations for Follow-up

In response to the review, I would request that the Faculty of Education follow up on the following:

- A summary of the revised admissions process for M.Ed. students, especially if the faculty plans to follow the reviewer's recommendations on M.A. (research) versus M.Ed. (course-based) degree options.
- A summary of the results of the introduction of the formal concentrations in the M.Ed. including a comment on the increased sharing of specific courses across concentrations.
- An update on discussions or proposals to revise the M.Ed. degree to remove the comprehensive examinations and introduce a coursework-only M.Ed. option, and to improved teaching resource allocation through scheduling and sequencing of courses.
- An update on any progress on the development of online delivery of graduate courses or M.Ed. programming entirely.
- A report on any changes to the doctoral program, including feedback on the regular PhD courses' role in building community among students, any revisions to the comprehensive exam process, any moves toward common, mandatory courses for all doctoral students, and any revisions or enhancements to the research opportunities or research funding for students.
- An update on recruitment and retention of Indigenous students in graduate programs.

Please forward comments addressing these issues to my office no later than October 10, 2024.

Cc: Diane Hiebert-Murphy, Provost and Vice-President (Academic)
Kelley Main, Dean, Faculty of Graduate Studies
Jeff Leclerc, University Secretary
Randy Roller, Executive Director, OIA
Cary Miller, Associate Vice-President (Indigenous) Scholarship, Research and Curriculum
Mark Torchia, Vice Provost (Teaching and Learning)
Jeff Adams, University Registrar and Executive Director of Enrolment Services
Jenn Marchant, Academic Programs Specialist



**University
of Manitoba**

**Faculty of Arts
Department of Political Studies**

21 February 2023

To: Dr. Diane Hiebert-Murphy, Provost and Vice-President (Academic), University of Manitoba

Dr. Jino Distasio, Interim Provost and Vice-President, Academic, University of Winnipeg

From: Dr. Royce Koop, Chair of the Joint Senate Committee on Joint Master's Programs

Re: Review of the Master of Public Administration Program

In December 2020, Dr. Hugh Grant, former chair of the Joint Senate Committee (JSC) on Master's Programs, forwarded the Committee's recommendations and proposed plan for the Master in Public Administration (MPA) program following the external review completed in 2019. Following this, two additional responses were submitted by the deans of Graduate Studies at the University of Manitoba and the University of Winnipeg. In October 2022, Dr. Greg Smith, Vice-Provost (Academic Planning and Programs) requested an updated review summary from the JSC, including action items for follow up. The JSC then met on December 9, 2022 to develop this review summary. In doing so, the JSC reviewed all relevant documents including the external review and the numerous responses. The JSC also invited Dr. Susan Prentice, Chair of the MPA program, to give her views to the Committee at the December 2022 meeting.

Members of the JSC reaffirmed the value of the MPA program and noted that the outcomes of the program for students are strong. They also noted that the program faces numerous challenges and that circumstances beyond anyone's control—especially the pandemic—had made it difficult to follow through on action items developed immediately following the external review in 2019.

Members of the JSC emphasized the following:

First, the JSC again endorses the external reviewers' recommendation that an external chair be appointed. The committee noted that the appointment of Dr. Susan Prentice as chair partially meets this recommendation, given her positions in both the departments of Political Studies and Sociology. The JSC also endorsed the view that the JDC must look outward in other ways, including by, for example, expanding course offerings from departments other than Political Studies and using the Western Dean's Agreement to expand offerings from other universities. Dr. Prentice is already acting on this recommendation and exploring other ways to make better use of resources and opportunities outside of the two politics departments.

Second, the JSC again endorses the external reviewers' recommendation that the joint institutional agreement be reviewed in order to update the MPA program's governance structure. The JSC suggests

that this process begin with a discussion between the two Deans of Graduate Faculties, and that those involved in the current and recent administration of the MPA program be consulted on any challenges associated with the MPA program's governance structure.

Third, members of the JSC again emphasize the importance of maintaining the competitiveness of the MPA program given the arrival of several new direct competitors in recent years. In particular, the JSC maintains that fresh resources could be used to improve the program's marketing and communications efforts, which have fallen behind those of its competitor programs.

Fourth, the JSC again advocates the investigation of a new funding model for the MPA program. JSC members believe the cost of an MPA degree is significantly undervalued, and that a clear assessment of whether a course-based versus program-based fee structure is needed.

Finally, the JSC noted some inconsistencies in the various documents about how many faculty members both teach in and help administer the MPA program. The JSC feels this needs to be clarified at the very least so there is a clear picture about whether the program is sufficiently resourced. If it is not, then ways to remedy this must be investigated.

At its December 2022 meeting, JSC members invited Dr. Prentice to return in six months' time (June 2023) to provide an update on her work as chair of the MPA program and in particular on each of these five points:

1. Explore ways to make better use of resources and opportunities outside the two politics departments;
2. Initial review of the Joint Institutional Agreement and provide recommendations to the JSC for review;
3. Investigation of sources of funding to support an updated marketing and communications plan;
4. Initial review and assessment of the different funding models, and a recommendation for JSC; and,
5. Clarification of the number of faculty members teaching in and administering the MPA program and, if this number is not sufficient, present recommendations on how this might be addressed.

We expect to receive a report on all five action items in June 2023.

November 16, 2023

Report of the Senate Committee on Instruction and Evaluation RE: Evaluation of Teaching Review Sub-Committee Terms of Reference

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.html.
2. At its meeting on November 16, 2023 SCIE approved the attached terms of reference for the Evaluation of Teaching Review Sub-Committee.

Observations:

1. The Policy on Teaching Evaluation has not been reviewed since 1984. Recent discussions regarding the SRI procedure have provided an opportunity for a review of current practices and needs regarding the evaluation of teaching.
2. The sub-committee will provide strategic and operational recommendations to SCIE, as well as recommendations for revisions to the Policy on Teaching Evaluation.
3. The Terms of Reference for the sub-committee include:
 - a) methods to compile evidence on current and best practices for the assessment of teaching;
 - b) areas that the sub-committee could consider and address;
 - c) composition of the sub-committee; and
 - d) a timeline for the work of the sub-committee.
4. The sub-committee will meet monthly and provide interim reports to SCIE every six months. It is anticipated that the work of the sub-committee will take approximately 12 months to complete.
5. Recommendations from SCIE were incorporated into the attached TOR, including:
 - a) broadening the scope of the environmental scan to include universities beyond the U15; and
 - b) considering administrative workload as a possible area for the sub-committee to consider and address.

Respectfully submitted,

Dr. Mark Torchia, Chair
Senate Committee on Instruction and Evaluation

Evaluation of Teaching at UM – Review Sub-Committee

The Evaluation of Teaching Review Sub-Committee is accountable to the Senate Committee on Instruction and Evaluation (SCIE).

Definition and Background

Teaching and course evaluations are currently provided by the SRI instrument that was recognized and approved by Senate in 2020. Extant literature about the theory, applicability, and instruments relating to evaluation of teaching and courses continues to expand, as has the local knowledge about the application, management, and reporting of the SRI.

Except for minor changes related to the replacement of the SEEQ instrument with the current SRI instrument, the Policy on Teaching Evaluation has not been reviewed since 1984. The recent development of a Procedure for SRI, and the reflection of SCIE about SRI in the overall context of the UM Evaluation of Teaching Policy has provided an opportunity for a holistic review of current practices and needs regarding overall teaching evaluation, as well as the determination of new or improved methods and utilization is timely.

Terms of Reference

The sub-committee will provide strategic and operational recommendations to SCIE regarding the overall teaching and course evaluations at the University of Manitoba. In addition, it will provide recommendations to SCIE for revisions to the Teaching Evaluation policy, based on findings of the sub-committee.

The focus of the sub-committee is to consider methods other than Student Rating of Instruction and Courses (SRI) that should be used campus-wide alongside SRI in a multi-method approach to teaching evaluation.

It is envisioned that the sub-committee will use a number of methods to compile evidence on current and best practices for the assessment of teaching, including:

- A literature review of definitions of effective teaching and methods for the assessment of teaching in higher education.

- An environmental scan of current and best practices of assessing teaching at universities including evidence from internal reports and pilot studies. This should include a broad ranges of universities both within and outside of Canada and North America.
- Consultation with the UM community using online surveys and/or in-person consultation session

Possible areas to consider and address:

- Purpose of the evaluation of teaching and courses
- Who within the UM community is best to complete these evaluations and through what method(s)?
- What existing evidence-based methods might meet the needs of UM?
- What policies, procedures, or collective agreement considerations are required to support the evaluation of teaching and courses?
- What administrative and technical processes or tools are required to support the collection and reporting of teaching and course evaluations?
- How can administrative workload for all those involved by minimized/optimized ?

Other areas of consideration may be added following the first meeting of the Sub-Committee.

Proposed Membership

- Vice-Provost (Teaching and Learning)
- Executive Director, Centre for the Advancement of Teaching and Learning
- Four faculty members appointed by SCIE (broad representation across, campuses, Faculties and faculty rank including instructors)
- Two Deans appointed by the Provost
- Lead - Strategic Planning and Teaching Excellence, CATL
- One undergraduate students appointed by UMSU
- One graduate student appointed by the GSA
- (If required, a project manager could be assigned to assist with coordination of activities)

The Provost Office will provide administrative and research assistant support to the committee.

Timeline and Reporting

It is expected that the Sub-Committee will meet monthly and provide interim reports to SCIE every six months. It is anticipated that the work of the Sub-Committee will require approximately 12 months to complete, with a series of recommendations provided at that time.




UM

Office of the University Secretary

312 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
T: 204-474-9593
F: 204-474-7511

MEMORANDUM

DATE: December 6, 2023
TO: Michael Benarroch, Chair of Senate
FROM: Jeff M. Leclerc, University Secretary 
SUBJECT: ***APPROVAL OF MOTIONS***
Board of Governors – December 5, 2023

On December 5, 2023 the Board of Governors approved the following motion:

THAT, the Board of Governors approve, as recommended by Senate:

- Reports of the Senate Committee on Awards (dated September 19 and October 24, 2023)

Copy: N. Andrew
C. Cook
V. Koldingnes
D. Hiebert-Murphy
M. Pinto
S. Coyston

JL/mw




UM

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MEMORANDUM

DATE: December 6, 2023
TO: Michael Benarroch, Chair of Senate
FROM: Jeff M. Leclerc, University Secretary 
SUBJECT: ***APPROVAL OF MOTION***
Board of Governors – December 5, 2023

On December 5, 2023 the Board of Governors approved the following motion:

THAT, the Board of Governors approve, as recommended by Senate:

- Research Chair in Potato Sustainability, Faculty of Agricultural and Food Sciences

Copy: M. Scanlon
M. Pinto
S. Coyston

JL/mw




UM

Office of the University Secretary

312 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
T: 204-474-9593
F: 204-474-7511

MEMORANDUM

DATE: December 6, 2023
TO: Michael Benarroch, Chair of Senate
FROM: Jeff M. Leclerc, University Secretary 
SUBJECT: ***APPROVAL OF MOTION***
Board of Governors – December 5, 2023

On December 5, 2023 the Board of Governors approved the following motion:

THAT, the Board of Governors approve, as recommended by Senate:

- Graduate Micro-Diploma in Applied Health Services Research, Department of Community Health Sciences

Copy: M. Driedger
D. Hiebert-Murphy
P. Nickerson
S. Coyston

JL/mw

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 Jieying Chen will be the Speaker for the Executive Committee for the January 10, 2024, meeting of Senate.

2. Comments of the Executive Committee of Senate

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

Respectfully submitted,

Dr. Diane Hiebert-Murphy, Acting Chair
Senate Executive Committee

[Terms of Reference](#)

Report of the Senate Committee on University Research on the proposal for the UM Strategic Research Plan 2024-2029

Preamble:

1. The [terms of reference](#) for the Senate Committee on University Research (SCUR) are available on the University Governance website. The SCUR is “to provide advice and recommendations to Senate and the University Administration on all matters related to research at the University including strategies for enhancing research performance and competitiveness.”
2. In January 2023, the UM Strategic Research Planning Committee convened to begin work on a new UM Strategic Research Plan for 2024-2029, as part of the ongoing process to create a broader University Strategic Plan. Led by Co-Chairs Mario Pinto, Annemieke Farenhorst, and Karen Schwartz, eighteen (18) committee members were recruited from across disciplines and Faculties at UM.
3. At its meeting on October 16, 2023, SCUR considered the proposal for a UM Strategic Research Plan 2024-2029.

Observations:

1. The purpose of the Strategic Research Planning Committee (SRPC) was to engage with the University of Manitoba (UM) community in an open discussion to develop the UM's Strategic Research Plan (2024-2029).
2. The Strategic Research Planning aimed to build on existing disciplinary strengths to solve problems in new and distinct ways, raising the profile and impact of UM locally, nationally, and internationally.
3. Committee members organized and conducted a series of five hybrid, iterative engagement sessions involving the entire UM community, including faculty, staff, and students, from February through July.
4. The consultation sessions received strong attendance, with active participation both in-person and online. The committee members attentively considered the feedback and integrated it into the development of the Strategic Research Plan between July and October.
5. The Strategic Research Plan has outlined six (6) research themes. The thematic areas are: Origins, Social Justice and Human Rights; Research by, with, and for Indigenous Peoples; Water and Food Security; Health and Well-being; Climate Action, Sustainability, and Central and Arctic Accessibility.

Recommendation:

The Senate Committee on University Research recommends **THAT: the Strategic Research Plan 2024-2029 be approved by Senate.**

Respectfully submitted,



B. Mario Pinto
Vice-President (Research and International)
Chair, Senate Committee on University Research

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



University
of Manitoba

CHANGE THROUGH RESEARCH

University of Manitoba
Draft Strategic Research Plan, 2024-2029

December 2023

Contents

2	Preamble
3	Introduction
	Our vision
	Our research mission
	Our research values
5	Moving forward
6	Research-teaching nexus
7	Thematic areas
	1. Origins
	2. Social justice and human rights
	3. Research by, for, and with Indigenous Peoples
	4. Water and food security
	5. Health and well-being
	6. Climate action, sustainability, and central and arctic accessibility
13	Supporting research through the 4 Ps
14	Conclusion

Preamble

In January 2023, Drs. Annemieke Farenhorst, Mario Pinto, and Karen Schwartz began leading a committee consisting of 18 faculty researchers representing diverse disciplines in the strategic research planning process. Committee members planned and facilitated five hybrid, iterative engagement sessions with University of Manitoba (UM) faculty, staff, and students from February through June. The initial session introduced the vision for the strategic research plan, focusing on opportunities, needs, and potential thematic areas of impact. The theme of the second session was Indigenous research. In the third session, attendees had more targeted discussions to narrow thematic areas. A session to measure research impact and frame UM's research vision, mission, and values rounded out the consultation process. Attendance at each consultation session was robust, with between 60 and 100 participating in-person and on-line. An additional option to provide comments on-line generated approximately 40 responses. During the final stages in July, committee members discussed and provided feedback on the Plan's thematic areas. Other members of UM community contributed additional insights to the draft plan throughout the Fall.

Introduction

Interpretations of ᐃᓄᐅᓄᐅ (an inuksuk) are diverse. One traditional meaning is “to act in the capacity of a human”, another is “you are on the right path”.¹ As UM starts a new chapter in its research mission, it is helpful to reflect on our influence as researchers, the paths we have taken, and the effect of time, place, and global events on the new paths we will forge. UM will celebrate its location on the Prairies, embrace Indigenous roots and Peoples, expand on its commitment to advancing human rights and social justice, and position itself as the leader in making the North more accessible and connected. The time is right for UM to build on its rich history and relationships to support a diverse body of researchers as they discover, make impacts, and drive creative solutions.

Purposeful, fruitful, cross sector collaborations between academic researchers and industry, clinical, and community partners are a central component of UM’s commitment to innovation. These collaborative partnerships will help to ensure a pathway from discovery to impact and solutions for society. Co-located living laboratories will actively facilitate co-development to support the beneficial collaboration spaces for ideas and multi-disciplinary innovation. Bridging programs that tie emerging talent to industry, government, and clinical placement settings will support the next generation of highly skilled researchers and workforce talent, equipping them to transform ideas into invention and innovation. Such bridging will also establish connections for post-graduation engagement, employment, contract services, and enterprise partnerships. Delivering proof-of-concept programs and nurturing successful start-ups and scale-ups through incubators and accelerators will yield future innovation dividends. Such innovation programs enable high-value employment and increased productivity across industries and beyond. Yet the traditional pathway of moving academic research ideas into invention and innovation is being disrupted by industry-led innovation dictated by market needs, where critical decision-making and measures of success are based on standards of the business world. Responding to the commercial imperatives of agile industry leaders enables nimble translation, while clustering key R&D within interdisciplinary programs can speed the delivery of medical interventions, modern manufacturing, and transformative digital technologies for economic and societal benefit.

Strong collaborative relationships will not develop spontaneously. The expectations, backgrounds, and even the languages among sectors are different and productive partnerships can be frustrated. It is critical to nurture the nexus between multiple sectors. The natural tension between individuals working on discovery research and those involved with commercial research is expected because of the different reward and value systems. Yet these activities are part of one ecosystem of Research & Development & Delivery (for societal and economic impact).² Upon this model, we impose bidirectional flow between the R, D, and D elements to better represent reality in the research-innovation ecosystem. Such an ecosystem is sometimes driven by a cutting-edge discovery and at other times by a market or environmental need. Opportunities for future growth in both directions will be enhanced through open communication and a culture of mutual respect. UM has an opportunity to act as a champion to expand alternative models of knowledge translation through entrepreneurship and social entrepreneurship. Diverse programs and collaborative spaces for student and faculty researchers provide opportunities to expand the culture of research and innovation that has become an integral part of universities worldwide.

¹ [First-Nations.info](https://www.first-nations.info/); [Canadian Museum of History](https://www.canadianmuseumofhistory.ca/); and [Ruhl, J](#) ² Dyne, R. [Catch the Next Big Wave](#). UC San Diego Technology Transfer Symposium (June 2014)

Our vision

Research Grounded in Relationships, Committed to Change

Our research mission

To transform research culture, to advance understanding, and create societal impact

Our research values

The incorporation of seven research values signifies the importance of the seven sacred teachings or laws³ in Indigenous culture and the Haudenosaunee (Iroquois) philosophy's Seventh Generation Principle⁴ that any decisions made today must take into account their impact seven generations into the future.



Moving forward

UM's research impact has been far reaching. UM researchers contributed to the development of the first canola variety which spawned an industry that now generates \$30 billion a year for the Canadian economy and accounts for almost one-third of global vegetable oil consumption. UM is home to the originator of modern implant dentistry, the discovery of an Rh immune vaccine to prevent hemolytic disease in newborns, contributions to the development of Time-of-Flight mass spectrometry and research in combinatorics, early advancement in environmental education and conservation, and global leadership in public health programs including maternal and child health.

UM researchers are also publishing foundational research and policy work in Indigenous governance and Indigenous Studies; ensuring critical commentary on Indigenous issues; partnering in activist scholarship; providing advice and evidence-based analyses to governments and boards which have impacted community and government decisions; contributing groundbreaking studies to deepen local, national, and global understandings of and responses to intimate partner violence; wrestling with ethical issues and artificial intelligence; influencing commissions proposing far-reaching policy changes; unearthing, recording, and examining radical histories of marginalized social justice movements; playing an instrumental role in the legal protection of Indigenous languages; making significant contributions to law reform; and acting as strong advocates in ensuring a more equitable and diverse research landscape. UM is also proud to support Indigenous scholars and non-Indigenous scholars, whose research and creative works will continue this tradition of innovation on new and critical issues such as the design of environmental governance in the Arctic and working toward reconciliation and social justice.

While universities have at times resisted reform and reinforced a problematic status quo, they have also been beacons of progressive thought and societal change, as represented in the UM's Strategic Research Plan (2024-2029). Moving forward, we will coalesce diverse efforts in six research themes. The thematic areas are: Origins; Social Justice and Human Rights; Research by, with, and for Indigenous Peoples; Water and Food Security; Health and Well-being; Climate Action, Sustainability, and Central and Arctic Accessibility.

These themes are meant to interconnect and promote the Mi'kmaq concept of Etuaptmumk ("two-eyed seeing"), coined by First Nations Elder Albert Marshall, in which each eye brings either an Indigenous or Western perspective. Using those two views dynamically in parallel leads to a productive way forward. Marshall further elaborated that it is when these views differ markedly, at the frustrated interface, that innovation occurs. The thematic areas are already strong and present, but a clearer focus will serve to elevate UM research, resulting in greater external recognition and profile. For example, coalescing diverse efforts in the Arctic, sustainability, infectious diseases, global health, food and water security, social justice, and culture and society will give UM a unique perspective. We aspire to be in the top 200 in the world and in the top 10 in Canada in the Center for World University Rankings⁵ (currently 282 and 11, respectively), in the top 251-300 in the Times Higher Education Rankings⁶ and top 13 in Canada (currently 351-400 and 15, respectively), and in the global top 100 in 10 subject areas in the Shanghai Global Ranking of Academic Subjects Rankings⁷ (currently ranked 201-300 globally; 101-150 in Oceanography,

Telecommunication Engineering, Food Sciences & Technology, and Dentistry & Oral Sciences; and 151-200 in Transportation Science & Technology and Pharmacy & Pharmaceutical Sciences). With respect to the Times Higher Education Impact Rankings, which assess the performance of universities against the 17 United Nations Sustainable Development Goals (SDGs),⁸ we aspire to be ranked in the top 100.

Research-teaching nexus

The strategies outlined above will require broad education of our students, the next generation of decision makers. Students must be trained differently to prepare them for the many careers they will have in an extended lifetime. At the core of this mission is teaching the art of creative, critical, and adaptive thought so that individuals and teams will be able to perform at different depths in areas that may be completely foreign, engaging in dialogue in diverse platforms. Through diversification of our student population, UM will ensure that it educates global citizens, ambassadors of the future, who will be skilled in the art of creative, critical, and adaptive thought and who are equipped to improve life in an ever-changing, complex world, in terms of wealth creation and economic prosperity but also in ensuring social equity and global citizenship.

The research-teaching nexus is highlighted to provide students with a research experience as an integral part of their learning experience. Inclusion of the undergraduate research experience through university research assistantships (URAs) will enrich UM research and prepare students to apply their knowledge and generate new knowledge in future careers; some will become the next generation of researchers. A dedicated allocation of URAs to Indigenous students will encourage and build pathways to future opportunities. Work-integrated learning opportunities in the external workplace through co-op and internship opportunities will prepare students for the future workforce. In each of these scenarios, students will build essential communication, leadership, and team-building skills, (time) management skills, and critical-thinking and problem-solving skills. More intense efforts at the graduate level through academic supervision in higher-degree programs and external internships will generate the thought leaders and decision makers of tomorrow. Significantly, in higher-level graduate education, we will better promote, at least notionally, the concept of a Ph.D. as Doctor of *Philosophy*, inspiring critical, creative, and analytical thought, adaptable to new situations and able to respond to cultural, economic, and societal challenges—the unanticipated.

Thematic areas

We propose the following six interdisciplinary themes as part of the research fabric of the University of Manitoba. All themes are fluid and interweave with one another.

1. Origins

Origins matter. From the fundamentals of religious philosophy to the origins of the universe and the primordial world, to probing fundamental mathematical, physical, and biological principles, the pursuit of fundamental knowledge is the cornerstone of research at UM. Our trajectory will be defined by being bold, taking calculated risks, pushing the frontiers, being a first-mover, and daring to experiment.

In a rapidly evolving geopolitical context, a deep understanding of history will be paramount to informing present and future strategies. Through the contributions of Indigenous Studies, as we move forward on our path to reconciliation we recognize and seek to address the ways in which the historical roots of the Doctrine of Discovery have violated Indigenous human rights. Research in Philosophy and the Classics continues to shape modern thought. The human experience is enriched through the creative arts' reimagining of ideas and ability to evoke emotional responses to the world around us. Indeed, research in the humanities forms an essential part of the fabric of inquiry at UM, illustrated by efforts in the Centre for Creative Writing and Oral Culture, the University of Manitoba Institute for the Humanities, Desautels Faculty of Music, School of Art, and Faculty of Architecture.

Fundamental research in the sciences, engineering, and social and health sciences are celebrated at UM; such exploration underlies all advances of scientific, economic, and societal value. These fundamental threads will yield a rich tapestry and a foundation upon which UM will build its inter- and multi- disciplinary themes. Harmony between fundamental and applied research will also lead to reciprocal systems of development. Significant efforts are underway in centres and institutes such as the Manitoba Quantum Institute and Winnipeg Institute for Theoretical Physics.

Through promoting cultural change, we propose to counter the *Tall Poppy Syndrome*⁹ by encouraging mentorship and rewarding the accomplishments of early career and mid career researchers.

Notable outcomes include embracing the principles of equity, diversity, inclusion, and accessibility and understanding the spectrum of gender, race, ethnicity, sexual orientation, ability, and other identities and their intersections. We will move from singularity of thought to a pluralistic view of the world. Inclusion as the unquestioned norm is the goal.

2. Social justice and human rights

Social justice is about the fair distribution of wealth, opportunities, and privileges in society, and aims to rectify social inequities and disparities. Social justice can only be achieved by addressing systemic injustices including racism, colonialism, sexism, ableism, and ageism. To this end, the United Nations has proposed a strategic framework based on 17 Sustainable Development Goals (SDGs), which are anchored in the Universal Declaration of Human Rights and other international policies on human rights.

UM researchers are well-positioned to support the advancement of these SDGs through centres and institutes such as the Centre for Human Rights Research, Arthur V. Mauro Institute for Peace & Justice, Centre for Defence and Security Studies, Manitoba Centre for Health Policy, Ongomiizwin—Indigenous Institute of Health and Healing, Institute for Global Public Health, National Collaborating Centre for Infectious Diseases, Centre on Aging, and Research and Education for Solutions to Violence and Abuse (RESOLVE).

Working in the contexts of people-centred, grass-roots, inter-sectional and inter-disciplinary approaches, UM researchers drive solutions to challenges such as: mass violence and genocides; human rights abuses and political repression; climate change; refugees, migration futures, and refugee law; peace and conflict resolution; water and food rights; health equity including advancing physical and mental wellness; economic and environmental justice for vulnerable populations; income insecurity; Indigenous self-determination; reconciliation; discrimination and racism; and inequality and disempowerment for women and girls.

3. Research by, for, and with Indigenous Peoples

The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) recognizes and protects the individual and collective rights of Indigenous Peoples including the right to self-determination, self-government and full enjoyment of all human rights and fundamental freedoms recognized in international law. These include the right to education, freedom from discrimination, and the right to maintain political, legal, economic, social, and cultural institutions. The Truth and Reconciliation Commission of Canada (TRC) gathered archival documents and testimonies of survivors of residential schools and has insisted that reconciliation among Indigenous Peoples and all other residents should follow certain principles for Canada to flourish in the future. It is noteworthy that UM hosts the National Centre for Truth and Reconciliation. The Centre's guidance involves taking action to: address colonial legacies; close social, health, and economic gaps between Indigenous Peoples and all other residents; establish and maintain mutually respectful relationships; value the knowledge that Indigenous Elders and Knowledge-Keepers bring; support cultural revitalization; and sustain education and dialogue on the residential schools legacy, treaties, Indigenous rights, and the contributions of Indigenous Peoples to Canada.

Both UNDRIP and the TRC offer helpful starting points when considering research by, for, and with Indigenous Peoples. Such research is seen as a pathway to reconciliation and must be central in all efforts undertaken by UM researchers. Research by, for, and with Indigenous Peoples means, first and foremost, all research engages in partnership involving Indigenous researchers and/or communities. First Nations, Inuit, Métis Peoples and communities are diverse and context-dependent, and we are committed to honouring their distinctions. For this reason, it is also essential to empower, build trusting, meaningful, and genuine relationships, and work in equal partnership on issues that bring value and benefit to the people and communities involved. Successful relationships with Indigenous communities include reciprocity in representation, relevance and commitment to the community, and a responsibility to take direction and learn from Indigenous communities while giving back to those communities through research.

Research by, for, and with Indigenous Peoples at UM explores a vast and fascinating array of topics across multiple fields and disciplines. It is integral to our vision, mission, and values. Areas of transformative and impactful research include: Indigenous history; Indigenous languages; Aboriginal law and treaty rights; Indigenous governance and rights; health and socio-economic equity for Indigenous Peoples; food and water security and sovereignty; gender-linked Indigenous cultures and practices; co-creating places and spaces with Indigenous communities; artistic and cultural resurgence; Indigenous land-based practices; and reimagining education including Indigenizing curricula, applying Indigenous knowledge and culture to Western concepts, and enhancing educational opportunities for children and youth.

Research by, for, and with Indigenous Peoples reframes perspectives about, and approaches to, research, because it incorporates Indigenous perspectives, knowledges, paradigms, and tools at its core. Part of this reframing involves shifting the research lens from a deficit-based focus that seeks to fix problems for Indigenous Peoples, and instead acknowledges the historical and ongoing impact colonialism has created in sustaining the underlying structures and conditions that adversely impact the lives of First Nations, Inuit and Métis Peoples in Canada. Indigenous Elders, Knowledge-Keepers, individuals, and communities hold a significant amount of knowledge about solutions, which can be applied in regional, national, and international spheres.

When considering the other thematic areas in this Strategic Research Plan, we note that each theme is enriched by Indigenous knowledge and research undertaken by, with, and for Indigenous Peoples and communities. We aspire to embed Indigenous holistic approaches and views in a good way in all of UM research as a pathway to reconciliation.

4. Water and food security

Water and food are inextricably linked to each other and to the economic, social, and environmental well-being of the planet. Canada holds 20% of the Earth's freshwater resources and Manitoba is known as the province with 100,000 lakes. Food and nutrition security is embedded in SDG 2 and reflects a central pillar of sustainable food systems. However, threats to water and food resources are increasing and are often linked to deforestation and urbanization on a global scale. Climate change exacerbates these threats by altering weather patterns, causing shifts in precipitation, salinity, and temperature of oceans, and increasing the frequency and intensity of extreme weather events. Such threats impact food and water security on local, national, and global scales.

Anishinaabe Nibi Inaakonigewin (water law) recognizes that human beings do not own water and that we must respect water because it has a spirit, it can heal, and it can also suffer. Such respect requires the protection of water resources to ensure the sustainability of all life in ecosystems. Water security requires access to safe and clean water for domestic, agricultural, industrial, and environmental purposes, while also addressing issues of water scarcity, quality, and equity.

Notwithstanding plentiful freshwater, many First Nations and Inuit families in Canada continue to be among the billions of people in the world lacking safe drinking water. UM research leads the way in the following: water policy, conservation, management, and governance; community-based water monitoring; Indigenous water sovereignty; prairie land use and management, including approaches involving remote sensing and artificial intelligence; hydrology, landscape ecology, wetland ecology, and watershed

processes modeling; and clean energy and circular economies. These approaches include appreciation of Indigenous cultural and spiritual meanings of water. As the United Nations Academic Impact Hub for Clean Water and Sanitation (SDG 6), UM researchers, in collaboration with Indigenous partners, continue to lead in interdisciplinary research on water systems, conservation, and protection; management of water quantity and quality; the impact of climate change on systems and security; and wastewater treatment.

Food and nutrition security is embedded in SDG 2 and reflects a central pillar of sustainable food systems. This security is achieved when all people across the lifespan continuum have guaranteed access to foods that are safe, affordable, culturally appropriate, and healthy. Ongoing challenges to food and nutrition security include geopolitical, social, and environmental factors. UM researchers are uniquely positioned to address ongoing and future challenges through centres and institutes such as the Canadian Centre for Agrifood Research in Health and Medicine, the Richardson Centre for Food Technology and Research, the National Centre for Livestock and the Environment, and the Canadian Wheat Board Centre for Grain Storage Research.

UM has strengths in fundamental and applied research for the recycling of on-farm resources and biodiversity conservation. UM researchers are leaders in food science and nutrition, excelling in: pre-commercial development and testing of food quality and nutrition through food-processing techniques and state-of-the-art analyses; integrated crop and livestock systems; greenhouse gas mitigation; water resource protection; promoting carbon sequestration and climate resilience; and adopting dietary patterns that reduce nutrition-related chronic diseases. UM researchers are driving the fourth agricultural revolution through cellular communication and data algorithms and processing, data storage and security, precision agriculture, and artificial intelligence.

5. Health and well-being

The World Health Organization (WHO) shows the interconnectedness between health and well-being, and other SDG goals. Progress in other areas cannot happen without ending poverty and hunger, having access to clean and safe water, educating children and youth, achieving gender equality, reducing inequities, dismantling racist and colonial structures, enhancing climate action, addressing conflicts of interest from commercial entities, and reducing violence, exploitation, and abuse. Similarly, health and well-being are integral to, and entwined with, the other thematic areas identified in this document: social justice and human rights; climate action, sustainability, and North and Arctic accessibility; water and food security; and research by, for, and with Indigenous communities.

Recognizing the highest attainable standard of health as a fundamental right of all human beings, the WHO describes it as “a state of complete physical, mental and social well-being.”¹⁰ SDG 3 highlights the importance of good health and well-being and includes targets in the areas of maternal, newborn, and child health, communicable and non-communicable diseases, sexual and reproductive health, healthy aging, and equitable access to health care. UM leads in these and other areas within the province of Manitoba, in partnership with First Nations, Inuit, and Métis communities, and globally in countries such as Burkina Faso, India, Kenya, Nigeria, Pakistan, Peru, South Africa, Tanzania, Thailand, and Ukraine. Focusing broadly on the diversity of all

human beings, UM health researchers partner with individuals, communities, organizations, health care facilities, and populations of all kinds, including those relegated to the margins of society, as they actively work to advance health and wellness.

UM researchers are driving innovation through centres, institutes, and colleges such as the Institute for Global Public Health, the Manitoba Centre for Health Policy, Ongomiizwin—Indigenous Institute of Health and Healing, Cancer Care Manitoba, Children's Hospital Research Institute of Manitoba, George & Fay Yee Centre for Healthcare Innovation, the Institute of Cardiovascular Sciences, Health Sciences Centre, Centre on Aging, Dr. Gerald Niznick College of Dentistry, and College of Nursing. Notably, UM is the global leader in maternal, newborn, and child health *at scale*. Other expertise includes: optimizing population-level health through the Program Science¹¹ approach; composition and value of human breast milk and connections to the microbiome; prevention of child maltreatment; infectious diseases; understanding the interplay between the immune system and inflammation during infectious and non-communicable diseases; developing new therapies and vaccine strategies; advancing research in aging, diabetes, neurobiology, inflammatory bowel diseases, rheumatoid arthritis, transplantation immunology, and cancer; health economics; and developing medical instrumentation and sensors.

UM leads in health data management for the Province of Manitoba by exploring the rich and unique trove of interconnected health and social data in Manitoba and advising government on public health policy. Community-led health and wellness initiatives that advance equitable access to better health care for vulnerable populations, including Northern and rural Indigenous communities in Manitoba and Nunavut, are also providing solutions for society.

6. Climate action, sustainability, and central and arctic accessibility

Climate action builds on the needs of the communities who are and will be impacted by climate change. For example, the Arctic region is experiencing an alarming rate of warming, surpassing three times the global average. The Antarctic is witnessing a dramatic reduction in the rate of ice growth, and the rate of melting icebergs has increased markedly. These rapid changes are leading to extensive transformations with far-reaching global consequences. Such changes have profound impacts on sea levels, temperature and salinity of oceans, ocean currents and their effect on climate, communities, marine and military routes, resource extraction, and coastal infrastructures. In response, UM researchers, through the Centre for Earth Observation Science, Centre for Defence and Security Studies, National Centre for Livestock and the Environment, and Natural Resources Institute, are working with partners at local, national, and global scales on responses that build sustainable futures. They have made advances in understanding climate change and predictions of consequences, adaptation practices, community-based responses, and education.

Oceans play a vital role in regulating climate and weather patterns and are a crucial carbon sink. Canada is among more than 100 countries supporting the United Nations goal of protecting 30% of marine and coastal areas by 2030, to halt and reverse biodiversity loss while bolstering resilience to climate change. Given that two-thirds of Canada's coastal regions are in the Arctic, the preservation of ecosystems in Hudson Bay and James Bay will be central to meeting this challenge. UM researchers are

national and international leaders in understanding and communicating the ocean's role in climate change and developing research and monitoring programs, in partnership with Indigenous rights-holders.

The COVID-19 pandemic and climate change have revealed the vulnerability of supply chains and workforce and highlighted the pressing need to create more resilient and sustainable supply chains, personnel, and infrastructure to ensure a reliable way of transporting resources across the globe. Researchers in the Asper School of Business and the affiliated UM Transport Institute are working toward improving transportation and logistics, including the role of cargo airships as an economical way to transport goods to and from remote Northern communities.

Climate action demands that Architecture research and practice focus on environmental responsibility including how we design our buildings, spaces, and landscapes to improving construction techniques, enhancing energy efficiency, fostering community engagement, and incorporating Indigenous design.

Researchers across Engineering fields including computer engineering, transport engineering, construction management, geotechnical engineering, and water resources are developing analytical and modeling tools and probing augmented reality methods and use of digital twins in systems design, all of which are critical to advancing central and Arctic accessibility.

Through centres and institutes such as the Manitoba Institute for Materials, UM is developing new materials, processes, and technologies that advance sustainability and reduce environmental impacts. New technologies for power generation and distribution, innovative local grids, and new transportation modes are being developed in partnership with Northern communities. Remote sensing, satellite, antennae, and drone technology development are also areas of strength at UM.

A major thrust will be providing access to and from Northern Manitoba and beyond via Churchill as the deep-water port. The possibility of a maritime trade route through Canada's North coast, coupled with the desire of Northern communities and central/western provinces to realize their own socioeconomic potential, has led to renewed interest in developing central and Arctic corridors. This strategy is driven by the vast resources (energy, potash, minerals, and agricultural products), the expanding shipping season across Hudson Bay due to climate change, and the ever-growing pressure on the capacity and geopolitical stability of the global supply chain. The corridors will provide shorter and geopolitically more stable trade routes connecting central/western Canada to Europe/ Africa and Central/ South America, which will fundamentally change the global supply chain in a new era of climate change and geopolitics. The use of AI methods will be critical in pattern recognition and financial planning.

These efforts will be co-developed with the full leadership and engagement of partners from the Hudson Bay Regional Roundtable (including four Manitoba communities of Churchill, Gillam, the Sayisi Dene First Nation and the Fox Lake Cree Nation, and seven Nunavut communities of Arviat, Baker Lake, Chesterfield Inlet, Coral Harbour, Nauyasat, Rankin Inlet and Whale Cove), Indigenous organizations (e.g. Inuit, Cree, Dene, Métis), industries (e.g., resource development, transportation, services), and government and non-government organizations across Canada and other countries (e.g. Denmark, France, Germany, Greenland, Iceland, U.K., U.S.).

Supporting research through the 4 Ps— People, Platforms, Processes, and Partnerships

We recognize that to embrace our research mission, we must:

- Attract and retain talented **people**, including graduate students, postdoctoral fellows, and faculty. This includes creating and maintaining learning and working environments that are respectful and inclusive, and providing mentoring and social opportunities for early career researchers who are establishing their research programs;
- Enhance **platforms** for research by updating physical and digital infrastructure; improving access to infrastructure funding opportunities for mid-career researchers; enhancing tools for the UM community and external users to enable easier identification of research opportunities; facilitating two-way flow of people and ideas between the UM and external communities; and growing opportunities for cultivating social innovation and commercialization;
- Provide more efficient **processes** for research-related administration including proposal submissions to Research Services, changes to the Research Administration System for Research Ethics Board protocol submissions and approvals, and enhanced support for developing large-scale, institutional-level funding proposals through the Major Projects Office;
- Foster **partnerships** and collaborative relationships with communities, industry, government, and NGOs within Manitoba and beyond through initiatives such as the University Indigenous Research Connect Program, Lab2Market for graduate students and postdoctoral fellows, and UM's new entrepreneurship hub IdeaStart.

Conclusion

The very fabric of research at UM is about discovery and advancing knowledges. The threads weave meaningful impact into that fabric and show that the research we do matters. Some threads intertwine to embrace community-based research, working for and with communities, while others lead to knowledge translation and commercialization. Ultimately, providing solutions for society is integral to what UM research is all about.

November 16, 2023

Report of the Senate Committee on Instruction and Evaluation RE: Revised Entrance and Continuation Requirements, Bachelor of Arts Single and Double Honours in Psychology, Faculty of Arts

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 November 16, 2023 SCIE considered a proposal from the Faculty of Arts regarding the entrance and continuation requirements of the Bachelor Arts Single and Double Honours in Psychology.
3. The proposal was endorsed by the Faculty of Arts Faculty Council on October 12, 2023.

Observations:

1. The Faculty is proposing to increase the entrance and continuation requirements of the Bachelor of Arts Single and Double Honours in Psychology from a Degree Grade Point Average of 3.5 to 3.75.
2. The proposed increase in entrance and continuation requirements would apply to students admitted in the Fall 2024 term and onwards.
3. Currently there are not enough faculty in the Department of Psychology to supervise all the Honours students. As a result, faculty outside the department supervise 20% of students in the program, which is not ideal. The ability to provide one on one supervision by a Psychology faculty member is essential to high quality, comprehensive training in psychological research methods and research dissemination activities. Increasing the entrance and continuation Degree grade Point Average would enable the department to provide the required training to all students who are admitted to the program.
4. The current entry and continuation requirements have been in place since 2015 and are no longer considered competitive for admission to Psychology graduate programs across Canada.
5. Students who do not meet the entrance requirements for the Bachelor of Arts Single or Double Honours in Psychology would have the option of pursuing a major in Psychology through Bachelor of Arts General, the Bachelor of Arts Single Advanced Major, the Bachelor of Arts Single Advanced Major Co-op, Bachelor of Science Major or the Bachelor of Science Major Co-op degree programs.
6. The proposed increase to the entrance and continuation Degree Grade Point Average would result in a 20% reduction in enrollment, which would help to manage

oversubscription to the program, optimize the quality of experiential learning and increase the preparedness to be successful in their subsequent graduate career.

7. The proposed increase to the entrance and continuation requirements would result in modifications of the following regulations in the Psychology, Bachelor of Arts Single and Double Honours, Faculty Requirements:
 - a) Entrance to the B.A. Honours Degree Program
 - b) Requirements for Continuing in the B.A. Honours Degree Program

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the revised entrance and continuation requirements of the Bachelor Arts Single and Double Honours in Psychology, Faculty of Arts, effective for students admitted to the University in Fall 2024 and onward.

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.

University of Manitoba

Faculty of Arts

Academic Regulations Policy Committee

**Proposal to Modify the Entry and Continuation Requirements for the
Bachelor of Arts Psychology Honours Degrees (Single and Double)**

Background:

The purpose of the B.A. Psychology Single Honours, B.A. Psychology Double Honours, and B.Sc. Psychology Honours degree programs is to prepare students for graduate school. Currently the entry and continuation requirements for these three degree programs is a 3.50 degree grade point average (DGPA).

Observations and Rationale:

The Psychology Honours program requires students to complete an Honours thesis under the supervision of a Psychology faculty member. There are currently not enough Psychology faculty members to supervise all Honours students. As a result, 20% of students are advised by faculty members outside of Psychology and it is a difficult annual challenge to find supervisors for all the students seeking to complete their honours degree programs. The Department of Psychology is grateful for the support that many Psychology honours students have received from faculty members in other units, but relying on those external to Psychology to supervise and guide honours students through their thesis project is not ideal and does not ensure adequate preparation for conducting research in psychological science at the graduate level.

Moreover, the current entry and continuation requirements have been in place since 2015. This DGPA is no longer competitive for admission to Psychology graduate programs across Canada. The department of Psychology proposes modifying the current entry DGPA from 3.5 to 3.75 for the B.A. Honours (incl Double Honours) in Psychology and modifying the continuation DGPA from 3.5 to 3.75. The Faculty of Science is considering the same proposal for entry to the B.Sc. Psychology Honours.

Our primary reason for this proposal is pedagogical, motivated by the insufficient number of faculty members in Psychology to provide supervision for all the students who annually seek to complete their honours thesis. We view one-on-one supervision by a Psychology faculty member for all students completing their honours thesis to be essential to allow the students to receive the high-quality, comprehensive training in psychological research methods and

research dissemination activities. These are essential and foundational skills that the students require to thrive in a psychology graduate program after completing their degree.

It is also noteworthy that Psychology graduate programs require an Honours degree for admission and the average admission GPA for the University of Manitoba Clinical Psychology program has been 4.09 or higher since 2015. In 2023 the average admission GPA for our various psychology graduate programs was 4.22. The current entry and continuation requirements for the Psychology Honours program is a 3.50 DGPA which falls below qualifications for admission to psychology graduate programs across Canada. We would like to focus the limited faculty resources that we have on Honours graduates who will be competitive candidates for admission to psychology graduate programs. Increasing the entry and continuation DGPA's to 3.75 will enable us to provide comparably exceptional training for all the students who gain entry to the program.

Importantly, students with a DGPA of 3.74 or lower will still have the option to pursue a major in Psychology through the B.A. General, B.A. Single Advanced Major, B.A. Single Advanced Major Co-op, B.Sc. Major, or B.Sc. Major Co-op degree programs.

An examination of enrollment data for the past 3 years indicates that this proposed increase in entry DGPA would result in a 20% reduction in students enrolled in these degree programs. For example, over the past 3 years, 167/770 or 21% of students entered the BA Honours program with a DGPA of 3.5 to 3.74. 77/404 or 19% of students entered the BSc Honours program with DGPA of 3.5 to 3.74 during this timeframe. We anticipate that students who are unable to achieve the 3.75 DGPA requirement will opt for one of the Psychology degree options outlined above.

This modification will help to manage this oversubscribed program, optimize the quality of the experiential learning in psychological research methods that students receive, and increase the preparedness for Psychology Honours graduates to be successful in their subsequent graduate career.

Transition Plan

We would like the modified entry and continuation requirements to be in place for new students admitted to the University of Manitoba in 2024 and later. Students admitted to the U of M prior to 2024 would use the current Psychology Honours entry and continuation requirements (DGPA of 3.5). Students admitted to the U of M in 2024 and later would use the new entry and continuation requirements (DGPA of 3.75). This ensures that the entry and continuation requirements will not change for current U of M students who are intending to apply to the Honours program.

The following pages contain highlighted Academic Calendar revisions the B.A. Psychology Single Honours, B.A. Psychology Double Honours programs.

Academic Calendar - Psychology, B.A. Single and Double Honours, Faculty Requirements

HONOURS DEGREE PROGRAM

Its General Purpose

This program is designed to provide a high degree of specialization in a subject field. The entrance requirements and evaluation of performance are at a higher level than the General or Advanced Degree programs. The Honours Degree program is the preferred program for students seeking entrance to graduate study.

Entrance to the B.A. Honours Degree Program

To enter one of the Bachelor of Arts Honours Degree programs, a student must:

- a) Complete an application form, available in the Faculty of Arts Student Services Office (134 Fletcher Avenue) and on the [Faculty of Arts website](#); and,
- b) Have successfully completed a minimum of 24 credit hours (including at least three credit hours of coursework required by the selected Honours program); and,
- c) Have attained a minimum DGPA of 3.00 or higher (minimum ~~3.50~~ 3.75 for Psychology Honours); and,
- d) Have attained a minimum "B" average ("B+" for Psychology) or better in all course(s) completed in the intended Honours subject field(s) including failed and repeated courses.

Other program specific Honours entry requirements:

Students applying for Honours Psychology must also have a minimum grade of "B" in [PSYC 2260](#).

Students applying for Honours History must also have a grade of "B" or higher in any completed 3000 and 4000 level History courses.

Requirements for Continuing in the B.A. Honours Degree Program

1. Prior to each registration, Honours students must have their courses approved by the department in person, and then by the Faculty of Arts Student Services Office, and cannot make any subsequent changes without receiving prior permission from their department and the Faculty of Arts.
2. Students admitted to the Faculty of Arts, must by the time they have completed 60 credit hours have successfully completed or be registered for at least three credit

hours in a course with significant content in written English and at least three credit hours in a course in mathematics. (Please refer to the General Academic Regulations; Approved Written English and Mathematics courses)

3. To continue in an Honours Degree program, the student must maintain a degree grade point average of 3.0 (~~3.5~~ 3.75 for Psychology) at each point of assessment (as well as meet any additional departmental requirements there may be). In order to continue in Honours History students must also maintain a "B" grade or higher in each History course at the 3000 and 4000 level.

Students who fail to maintain the required minimum degree grade point average are required to withdraw from the Honours Degree program. They will be automatically placed in the General Degree Program and will have the following academic assessment permanently recorded on their transcript: "Required to Withdraw from the Honours Program." These students may be eligible to apply to the Advanced Degree Program.

Four Faculty Requirements for Graduating with a B.A. Honours Degree

It should be noted that not every department has an Honours Degree program. For specific information on available Honours programs, please consult the specific listing for the relevant department.

Note: Students in an Honours Degree program who satisfy the requirements for a Minor (in accordance with the Minor requirements listed under the B.A. General Degree, may request to have the Minor recorded on their transcript. These students must come to the Faculty of Arts General Office to formally declare their intention to have their Minor recorded on their transcript.

1. The minimum number of credit hours which a student must successfully complete in order to receive an Honours Degree is 120. Information on the specific course requirements are found under each department.
2. In order to graduate, a student in the B.A. Honours Degree program must satisfy the University of Manitoba residency requirements and attain a minimum degree grade point average of 3.0.
3. Included among the courses presented for graduation there must be at least six credit hours completed in each of five different subject fields.
4. Among the courses presented for graduation there must be at least six credit hours from subject fields designated Humanities, at least six credit hours from subject fields designated Social Science, at least six credit hours from the list of courses that satisfy the Bachelor of Arts Science requirement, and at least three credit hours from the list of courses that satisfy the Indigenous Content requirement.

November 16, 2023

Report of the Senate Committee on Instruction and Evaluation RE: Revised Entrance and Continuation Requirements, Bachelor of Science (Honours) in Psychology, and Revised Faculty Academic Regulations for Bachelor of Science (Honours) and Bachelor of Computer Science (Honours), Faculty of Science

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 meetings on October 12 and November 16, 2023 SCIE considered a proposal from the Faculty of Science regarding the entrance and continuation requirements of the Bachelor of Science (Honours) in Psychology, as well as changes to the Faculty Academic Regulations for the Bachelor of Science (Honours) and Bachelor of Computer Science (Honours) Academic Regulations.
3. The proposal was endorsed by the Faculty of Science Faculty Council on August 31, 2023.

Observations:

B.Sc. Psychology Honours Entrance, Continuation and Graduation Requirements.

1. The Faculty is proposing to increase the entrance and continuation requirements of the Bachelor of Science (Honours) in Psychology from a Degree Grade Point Average of 3.5 to 3.75.
2. The proposed increase in entrance and continuation requirements would apply to students admitted to the University in the Fall 2024 term and onwards.
3. Currently there are not enough faculty in the Department of Psychology to supervise all the Honours students. As a result, faculty outside the department supervise 20% of students in the program, which is not ideal. The ability to provide one on one supervision by a Psychology faculty member is essential to high quality, comprehensive training in psychological research methods and research dissemination activities. Increasing the entrance and continuation Degree Grade Point Average would enable the department to provide the required training to all students who are admitted to the program.
4. The current entry and continuation requirements have been in place since 2015 and are no longer considered competitive for admission to Psychology graduate programs across Canada.
5. Students who do not meet the entrance requirements for the Bachelor of Science (Honours) in Psychology would have the option of pursuing a major in Psychology through the Bachelor of Arts General, the Bachelor of Arts Single Advanced Major, the

Bachelor of Arts Single Advanced Major Co-op, the Bachelor of Science Major or the Bachelor of Science Major Co-op degree programs.

B.Sc. and B.C.Sc. (Honours) Academic Regulations

1. The Honours Entrance Requirements regulations and the Honours Continuation Requirements regulations would be updated to reflect the proposed increase to the Bachelor of Science (Honours) in Psychology entrance and continuation Degree Grade Point Average.
2. As an editorial change, the Honours Graduation Requirements would be updated by adding reference to the Bachelor of Computer Science (Honours), as these requirements also apply to this program.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the revised Bachelor of Science Psychology Honours Entrance, Continuation and Graduation Requirements and the corresponding revision of the Bachelor of Science (Honours) Graduation Requirements, Faculty of Science, effective for students admitted to the University in Fall 2024 and onward.

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.

SECTION G - Executive Summary

Proposal to Modify the Entry and Continuation DGPA for B.Sc. Psychology Honours Degree

Background:

The purpose of the B.A. Psychology Single Honours, B.A. Psychology Double Honours, and B.Sc. Psychology Honours degree programs is to prepare students for graduate school. Currently the entry and continuation requirements for these three degree programs is a 3.50 degree grade point average (DGPA).

Observations and Rationale:

The Psychology Honours program requires students to complete an Honours thesis under the supervision of a Psychology faculty member. There are currently not enough Psychology faculty members to supervise all Honours students. As a result, 20% of students are advised by faculty members outside of Psychology and it is a difficult annual challenge to find supervisors for all the students seeking to complete their honours. The Department of Psychology is grateful for the support that many Psychology honours students have received from faculty members in other units, but relying on those external to Psychology to supervise and guide honours students through their thesis project is not ideal and does not ensure adequate preparation for conducting research in psychological science at the graduate level.

Moreover, the current entry and continuation requirements have been in place since 2015. This DGPA is no longer competitive for admission to Psychology graduate programs across Canada. The department of Psychology proposes modifying the current entry DGPA from 3.5 to 3.75 for entry to the B.Sc. Honours in Psychology and modifying the continuation DGPA from 3.5 to 3.75. The Faculty of Arts is considering the same proposal for entry to the B.A. Psychology Single Honours, and B.A. Psychology Double Honours.

Our primary reason for this proposal is pedagogical, motivated by the insufficient number of faculty members in Psychology to provide supervision for all the students who annually seek to complete their honours thesis. We view one-on-one supervision by a Psychology faculty member for all students completing their honours thesis to be essential to allow the students to receive the high-quality, comprehensive training in psychological research methods and research dissemination activities. These are essential and foundational skills that the students require to thrive in a psychology graduate program after completing their degree.

It is also noteworthy that Psychology graduate programs require an Honours degree for admission and the average admission GPA for the University of Manitoba Clinical Psychology program has been 4.09 or higher since 2015. In 2023 the average admission GPA for our various psychology graduate programs was 4.22. The current entry and continuation requirements for the Psychology Honours program is a 3.50 DGPA which falls below qualifications for admission

into psychology graduate programs across Canada. We would like to focus the limited faculty resources that we have on Honours graduates who will be competitive candidates for admission to psychology graduate programs. Increasing the entry and continuation DGPA to 3.75 will enable us to provide comparably exceptional training for all the students who gain admission to the program.

Importantly, students with a DGPA of 3.74 or lower will still have the option to pursue a major in Psychology through the B.A. General, B.A. Single Advanced Major, B.A. Single Advanced Major Co-op, B.Sc. Major, or B.Sc. Major Co-op degree programs.

An examination of enrollment data for the past 3 years indicates that this proposed increase in entry DGPA would result in a 20% reduction in students enrolled in these degree programs. For example, over the past 3 years, 167/770 or 21% of students entered the BA Honours program with a DGPA of 3.5 to 3.74. 77/404 or 19% of students entered the BSc Honours program with DGPA of 3.5 to 3.74 during this timeframe. We anticipate that students who are unable to achieve the 3.75 DGPA requirement will opt for one of the Psychology degree options outlined above.

This modification will help to manage this oversubscribed program, optimize the quality of the experiential learning in psychological research methods that students receive, and increase the preparedness for Psychology Honours graduates to be successful in their subsequent graduate career.

Transition Plan

We would like these modified entry and continuation requirements to be in place for new students admitted to the University of Manitoba in 2024 and later. Students who have been admitted to the U of M prior to 2024 would use the current Psychology Honours entry and continuation requirements (DGPA of 3.5). Students who have been admitted to the U of M in 2024 and later would use the new entry and continuation requirements (DGPA of 3.75). This ensures that the entry and continuation requirements will not change for current U of M students who are intending to apply to the Honours program.

Academic Calendar - B.Sc. Psychology Honours Entrance, Continuation, and Graduation Requirements

To enter the Honours program, students must have obtained a grade of “B” or better in PSYC 2260 and a grade of “B” in six credit hours in courses offered by the Faculty of Science. In addition, students admitted to the University of Manitoba Fall 2024 and onwards must have obtained a degree grade point average of 3.50-3.75. Students admitted to the University of Manitoba prior to Fall 2024 will require a degree grade point average of 3.50. Introductory courses in Biological Sciences, Chemistry, Computer Science, Mathematics or Statistics are highly recommended.

Students will normally take PSYC 2260 in Year 2 and enter Honours in Year 3. Students who qualify for entry to the Four Year Major in Psychology after Year 1 should choose that option. See the Four Year Major entry requirements for details.

To continue in the Honours program, a student must register in a minimum of 9 credit hours in each Fall and Winter Term and must meet all of the continuation criteria of the Faculty of Science. In addition, students must maintain a minimum degree grade point average of 3.50-3.75 based on all courses in the program. Students who do not meet the minimum continuation requirement will be required to withdraw from the Honours program.

To graduate, a student must obtain 120 credit hours of courses with grades of “C” or better in each course and with a minimum degree grade point average of 3.00. In addition, students must complete the program of study in the grid.

Note: Psychology courses **cannot** be used to fulfill either the introductory or advanced level Science requirements in the Three Year B.Sc. General Degree.

Faculty Academic Regulations

B.Sc. and B.C.Sc. (Honours) Academic Regulations

The Honours programs in the Faculty of Science are study in specific disciplines and the most heavily concentrated programs offered in the faculty. These programs lead most directly to graduate study and are in most cases prescribed extensively by the departments. A student is required to pursue this degree full-time and may be required to achieve higher grade standards than in other degree programs. The programs are regarded as professional training.

Students graduating from the Honours program in Computer Science receive the degree designation Bachelor of Computer Science (Honours), also noted as B.C.Sc. (Honours).

A student electing an Honours program will normally begin Honours work in second year and must meet the entrance requirements set out below. Honours work will consist of three years of study in prescribed courses beyond the first year and will lead to the B.Sc. (Honours) or the B.C.Sc. (Honours).

Students must complete the university written English and Mathematics requirements as described in the General Academic Regulations.

Students admitted to Honours programs must complete six credit hours from the Faculty of Arts. Because many Honours programs in the Faculty of Science do not have room for electives in Years 2, 3 and 4, these six credit hours, including the three credit hours of written English, should be completed in Year 1.

HONOURS ENTRANCE REQUIREMENTS

To enter an Honours degree program, a student must have completed at least 24 credit hours, have a minimum DGPA of 3.00 (~~3.5~~ **3.75** for entry to Psychology), and a grade of “B” or better in at least one course designated by the department(s). Please refer to each department for specific information on entrance requirements.

Another way to gain entry to the Faculty of Science Honours programs is through the **Second Year Entry Route**. If a student finds himself/herself ineligible to enter a desired Honours program following the completion of 24 or more credit hours, eligibility to enter Honours via the second year entry route can be established by taking a minimum of 18 credit hours over consecutive Fall and Winter Terms with a minimum of 9 credit hours in each term. The 18 credit hours chosen must be applicable to the program the student wishes to enter, and the student must achieve at least a “B” average on those 18 credit hours. If a student chooses to attempt more than 18 credit hours over the consecutive Fall and Winter terms, the best applicable 18 credit hours will be used to calculate whether or not the “B” average has been achieved for the purpose of assessing eligibility for entrance to the Honours program of choice. Note:

Students wishing to enter an Honours program using the Second Year Entry Route must also have an overall DGPA of at least 3.00 (a ~~3.5~~ **3.75** for Psychology).

HONOURS CONTINUATION REQUIREMENTS

To continue in an Honours degree a minimum Degree Grade Point Average of 3.00 (a minimum ~~3.5~~ **3.75** is required for Psychology) is required at each point of assessment.

Students must complete a minimum of 9 credit hours in each Fall and Winter Term (or equivalent for students in the Co-operative option).

Students who do not meet the above minimum requirement will be required to withdraw from the Honours program and may be eligible to pursue the B.Sc. Major program or the B.Sc. General degree program.

Students who accumulate more than 15 credit hours of failed courses after entering the Honours degree program (regardless of the origin of the grade or if the course has been repeated) will be required to withdraw from the program. Students required to withdraw from the Honours program may be eligible to pursue the B.Sc. Major program or the B.Sc. General degree program. **Students are also subject to the academic assessment policy, Regulations Applicable to all Programs.**

HONOURS GRADUATION REQUIREMENTS

To qualify for the degrees, Bachelor of Science (Honours) **and the Bachelor of Computer Science (Honours)** a student must complete a minimum of 120 credit hours or more with a minimum grade of C on all courses contributing to the credit hours that satisfy the program requirements. The Actuarial Mathematics, the Joint Honours in Statistics and Actuarial Mathematics, and the Joint Honours in Mathematics and Physics & Astronomy have more rigorous requirements; please refer to specific unit for more details.

Additionally, students must have a minimum degree grade point average of 3.00.

Report of the Senate Committee and Process Review Working Group

Preamble:

1. The Senate Committee and Process Review Working Group – Appeals Subcommittee (the Subcommittee) has been tasked with considering recommendation 3 of the *Senate Committee and Process Review Discussion Paper*.

Recommendation 3: Consolidate the Senate Committee on Appeals, the Senate Committee on Academic Accommodation Appeals and the Senate Committee on Admission Appeals under one unified Senate Committee on Appeals, with an expanded membership pool.

2. The Subcommittee includes Tina Chen, Vice-Provost (Equity); Christine Cyr, Associate Vice-President (Indigenous); Emily Kalo, student member; Kelley Main, Dean of Graduate Studies; Heather Morris, Director, Student Advocacy and Case Management; Derek Oliver, Chair of the Senate Committee on Appeals and of the Senate Committee on Admission Appeals; and Marcia Yoshida, Student Appeals and Academic Governance Officer (resource person).
3. The Subcommittee met on January 1, January 30, March 6, April 21, May 10, September 20 and October 20, 2023.
4. At its meeting on April 5, 2023, Senate considered and approved a report from the Senate Committee and Process Review Working Group regarding Appeals Committees and Processes, approving in principle that the various Senate appeals committees be consolidated into one committee.
5. Student Accessibility Services was provided with an opportunity to review and provide comments on the proposed TOR, policy and procedures.
6. The Office of Legal Counsel was provided with an opportunity to review and provide comments on the proposed TOR, policy and procedures.

Observations:

1. The Subcommittee noted that appropriate training would be critical to the work of the consolidated appeals committee. Planned training would include a committee member manual and an orientation meeting for new committee members. A Fair Appeal Hearing workshop is offered on an annual basis by Student Advocacy and Case Management, Office of Legal Counsel and the Office of the University Secretary and would be available to members of the proposed consolidated Senate Committee on Appeals (the Committee). The Committee would also benefit from education on Indigenous cultures, knowledges, and histories; Equity, Diversity, Inclusion, Anti-Oppression, and Anti-Racism; and trauma informed approaches. The Office of the University Secretary will endeavor to arrange for training and/or resources to meet the needs of the Committee. This may include sharing information with the Committee about existing training opportunities such as the Summer Institute on Literacy in Indigenous Content.

2. Throughout the TOR, Policy and Procedure, language has been critically examined and revised with the guiding principles of equity, anti-oppression, diversity, and inclusion as a lens. Language in the Policy and Procedure should be reviewed regularly with these principles in mind.
3. Throughout the TOR, Policy and Procedure, the Subcommittee tried to simplify the language used.
4. Upon approval of the TOR, Policy and Procedure, the Committee training material and the appeal form will be updated to reflect these new processes.
5. The Senate Committee and Process Review Working Group suggested that in the future, it would be useful to review the appeal structure, including at the Faculty level, through the lens of reconciliation.
6. The Senate Committee and Process Review Working Group supported the recommendations of the Subcommittee.

Senate Committee on Appeals Terms of Reference

1. The proposed terms of reference would be formatted to be consistent with other Senate Standing Committees.
2. The mandate and role of the Committee would include definitions for Academic Decisions, Admission Decisions and Academic Accommodation Decisions. These definitions would also be reflected in the policy.
3. The areas of responsibility would include establishing panels to hear appeals, make decisions on appealable matters, and review the Policy and Procedures periodically, and recommend changes as required.
4. The Committee would have one chair and two vice-chairs, which would accommodate the workload of receiving three different types of appeals.

Senate Committee on Appeals Policy

1. As reflected in the terms of reference, Academic Decisions, Admission Decisions and Academic Accommodation Decisions would be defined.
2. Currently, the Senate Committee on Appeals Policy does indicate that tuition, disciplinary matters and human rights issues would not be considered by the Senate Committee on Appeals. In the policy for the consolidated appeals committee, this would be elaborated on, by referring to the processes that do consider these matters.
3. The definitions of Appellant and Respondent would reflect the different types of decisions that would be considered.
4. A definition of Natural Justice would be included. The Subcommittee felt this was important, as it is the underlying principle of making fair decisions.

5. Section 2.3 would outline the different appeal paths for Academic Decisions, Admission Decisions and Academic Accommodation Decisions, prior to appealing to the Committee.
6. The Subcommittee contemplated whether to use one set of common grounds for all three appeal types but determined that it was appropriate to retain distinct grounds for the three appeal types. The proposed grounds of appeal reflect the types of appeals the appeal committees currently consider.
 - a) The grounds for an appeal of an Academic Decision would include failure to follow procedures or the rules of natural justice, failure to reasonably consider all factors relevant to the decision being appealed and that a Faculty/School/Senate has become inapplicable through lapse of time or was unfairly applied. Currently, Academic Decisions can also be appealed on the grounds that there is an apparent conflict between a Senate governing document and a Faculty/School governing document and failure to comply with applicable legislation. These two grounds would be removed because they are rarely selected by Appellants or if selected, are used incorrectly.
 - b) Currently the grounds of appeal are not clearly outlined in the Senate Committee on Admission Appeals Policy or Procedure, but instead refer to the types of decisions that could be appealed. The proposed grounds for admission appeals would be more clearly stated and would include a failure to follow published procedures or a failure to follow the rules of natural justice. This would reflect the way admission appeals are currently considered, as the Senate Committee on Admission Appeals should not substitute their judgement for that of those who make such decisions and would not make a decision on subjective matters.
 - c) Currently, the Student Accessibility Appeal Procedure allows a student to appeal if there is a failure of judgement, a failure of process or a failure of information. The proposed grounds for appealing an Academic Accommodation Decision would include a failure of judgement and failure of process. A failure of information could be corrected by allowing a student to provide updated or corrected information and would not necessitate an appeal.
7. It should be noted that the Senate Committee on Academic Accommodation Appeals has only considered one student appeal since the procedure's effective date of January 1, 2015. Normally, any issues related to academic accommodations are resolved by discussing the matter with the Director of Student Accessibility Services at the point of requesting reconsideration.
8. Currently, Academic Staff Members can appeal an academic accommodation through the Student Accessibility Appeals Procedure, where they believe that Bona Fide Academic Requirements or any essential skills document developed for programs that are subject to external accreditation would be undermined. To date, the Senate Committee on Academic Accommodation Appeals has never considered an appeal from an Academic Staff Member. The Subcommittee made the following observations:
 - a) The Report of the ad hoc Committee of Senate Executive to Examine Accommodation of Students with Disabilities and Governance Procedures Related to Academic Requirements states that, "The process of arriving at a reasonable accommodation must allow for considering the views of academic staff, especially their thoughts on the impact of a proposed accommodation on the academic integrity of the particular

program as approved by Senate.”

- b) Academic Staff Members have the right to challenge an Accommodation by working with Student Accessibility Services and/or with any Accommodation Team or Liaison.
 - c) Each Faculty/School has an Accessibility Advisory Committee that reviews the impact of Accommodations on academic standards.
 - d) Each Faculty/School has an Accommodation Team that considers Non-Standard Accommodation recommendations made by Student Accessibility Services.
 - e) Academic Staff Members have access to the above processes (8b – 8d) in order to review any Accommodation(s) that impacts their teaching. This appeal process is the only avenue available for students. Additionally, Section 2.4 of the draft Policy (a statement inherited from the current policy) guides the appeal panel to focus on procedural matters and to “... be careful not to substitute its own academic judgment or standards for those in the discipline concerned.” Providing Academic Staff Members the opportunity to appeal to this committee not only asks the hearing panel to engage directly with academic judgements in the discipline, but the lack of alternative processes would represent and accentuate a substantive power imbalance that negatively impacts students.
 - f) The Chair of the ad hoc Committee on Senate Executive to Examine Accommodation of Students with Disabilities and Governance Procedures Related to Academic Requirements was consulted on the recommendation to remove the ability of Academic Staff Members to appeal a student’s Academic Accommodations and was supportive of this recommendation.
9. Given the number of points of contact and safeguards in place to protect the academic standards of programs and acknowledging the power imbalance between students and Academic Staff Members, the Subcommittee recommends removing the ability of Academic Staff Members to participate in the same appeal process a student would be afforded.
10. The composition of the Committee would be updated to reflect the revised TOR.

Senate Committee on Appeals Procedure

- 1. Currently, the different appeal processes have inconsistent timelines. The Subcommittee determined that ten working days would be sufficient time for a student to file an appeal, as it is possible to request an extension if additional time is required. The Subcommittee discussed the willingness of a Chair to grant extensions and determined that it would be useful to provide some guidance in the Procedure and proposed including the wording “Such requests will be granted within reason.”
- 2. Currently, the Senate Committee on Appeals Procedure includes a statement about the conditions under which an appeal would be considered “abandoned”. The Senate Committee on Admission Appeals Procedure and the Student Accessibility Appeal Procedure have no similar statement. The Subcommittee discussed removing this statement, but instead decided to include a new statement that would allow an abandoned

appeal file to be re-opened. The Subcommittee observed that there could be valid reasons for a student's lack of contact, and the Chair should have the ability to re-open a file when appropriate.

3. The Subcommittee proposed broadening the language currently used to describe a spokesperson, to acknowledge that diverse support systems exist, and the procedure should not limit who can provide supports.
4. A statement would be included to ensure that accommodations would be provided to the Appellant for the appeal process and providing the Chair with the discretion to modify the hearing process to allow for any accommodations required.
5. The wording used to describe the circumstances under which a panel member would be disqualified from sitting on a panel would be simplified. The proposed wording is similar to that used in the Student Discipline Appeal Procedure. The Subcommittee did not feel that outlining all the various instances when a panel member would be in conflict was useful or practical.
6. Currently, the Deputy Registrar and Director of Admissions sits on the Senate Committee on Admission Appeals as an Ex-Officio non-voting member. They serve as a resource to the committee. Rather than having this role serve as an Ex-Officio member to the Committee, the Subcommittee proposed more general wording indicating that a resource person could be invited to attend a meeting to clarify policy, procedural or operational matters, as provided in section 2.22, which would serve the same purpose. If the appeal is regarding an Admission Decision, the Deputy Registrar and Director of Admissions would be invited to attend the meeting or hearing.
7. Language would be included to clarify who the Respondent is, depending on the type of decision being appealed.
8. An Appellant would be permitted to have a support person accompany them, in addition to a spokesperson, during a hearing without moving to an open session. This reflects the current practice in appeal hearings.
9. A statement would be included in section 2.43, to reflect how electronic appeal material would be handled.
10. Section 2.44 would be added to allow the committee to provide feedback to units and/or Senate as a result of an appeal.

Recommendation

THAT Senate approve the proposed TOR, Policy and Procedure for a consolidated Senate Committee on Appeals, effective September 1, 2024

Respectfully submitted,

Senate Committee and Process Review Working Group

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



SENATE COMMITTEE ON APPEALS

Terms of Reference

1) Mandate and Role of the Committee

The Senate Committee on Appeals Policy (the “Policy”) and related Procedures (the “Procedures”) provide guidance to those individuals charged with determining appeals of academic, admission, and academic accommodation decisions:

- a) **Academic Decisions:** Decisions of Faculty/School Councils or their Appeal Bodies, of Professional Unsuitability Committees, of Faculty/School Award Selection Committees and of the Comité d'appels de l'Université de Saint-Boniface upon application by Appellants.
- b) **Admission Decisions:** Decisions of Faculty/School/College admission selection committees, and these only when the Appellant has sought reconsideration by the admission selection committee as set out in the Procedures:
 - i) Administrative decisions which affect the admission process
 - ii) Decisions of Faculties/Schools/Colleges or Admissions Office personnel regarding eligibility requirements
 - iii) Decisions of Faculties/Schools/Colleges regarding granting transfer of credit at the point of admission and possible granting of advanced standing
- c) **Academic Accommodation Decisions:** Decisions of the Director of Student Accessibility Services (SAS) regarding a request for reconsideration of a proposed accommodation.

2) Authority

- a) The Committee is created by and is accountable to the Senate, under the powers provided to the Senate by *The University of Manitoba Act*.
- b) The Committee's actions are also governed by university governing documents, including:
 - i) Senate Committee on Appeals Policy and Procedure

3) Areas of Responsibility

- a) Establish panels to hear appeals as set out in the Procedures
- b) Make decisions on appealable matters that shall be final and binding

- c) Review the Policy and Procedures periodically and, if necessary, recommend changes

4) Composition of Committee

- a) ***Ex Officio* voting members**

- i) The President of the University of Manitoba Students' Union or designate
- ii) The President of the University of Manitoba Graduate Student Association or designate

- b) **Voting members appointed by the Senate**

- i) Five academic members of the Senate
- ii) Six academic members
- iii) Six students (four undergraduate students from different Faculties or Schools and two graduate students)
- iv) One academic member of Université de Saint Boniface
- v) One student of Université de Saint Boniface

- c) **Voting members appointed by the President**

- i) Three members from among Deans of Faculties or Colleges and Directors of Schools

- d) **Resource Persons**

- i) The University Secretary (and/or designate) shall serve as the administrative resource and recorder to the Committee.

5) Chair and Vice-Chair

- a) One (1) member holding academic appointment in the University appointed Chair for a three (3) year term by the Senate Executive Committee
- b) Two (2) members of the Committee, from those academic members appointed by Senate, to be appointed as Vice-Chairs by the Senate Executive Committee for a three (3) year term. The Vice-Chairs shall not be from the same Faculty or School as either the Chair or each other

6) Frequency of Meetings and Annual Work Plans

- a) Panels of the committee shall meet as required to hear appeals.
- b) Additional meetings may be called by the Chair as required.



UNIVERSITY OF MANITOBA POLICY

Policy:	SENATE COMMITTEE ON APPEALS
Effective Date:	July 1, 2012
Revised Date:	February 3, 2016
Review Date:	July 1, 2022
Approving Body:	Senate
Authority:	<i>The University of Manitoba Act, Section 34(1)(d)</i>
Responsible Executive Officer:	University Secretary
Delegate:	
Contact:	Student Appeals Officer, Office of the University Secretary
Application:	Faculty/School Councils; Students

Part I Reason for Policy

- 1.1 The Senate Committee on Appeals Policy (the “Policy”) and related Procedures (the “Procedures”) provide guidance to those individuals charged with determining appeals of academic, admission and academic accommodation decisions.
- a) **Academic Decisions:** Decisions of Faculty/School Councils or their Appeal Bodies, of Professional Unsuitability Committees, of Faculty/School Award Selection Committees and of the Comité d'appels de l'Université de Saint-Boniface upon application by Appellants.
 - b) **Admission Decisions:** Decisions of Faculty/School/College admission selection committees, and these only when the Appellant has sought reconsideration by the admission selection committee as set out below:
 - i) Administrative decisions which affect the admission process
 - ii) Decisions of Faculties/Schools/Colleges or Admissions Office personnel regarding eligibility requirements

- iii) Decisions of Faculties/Schools/Colleges regarding granting transfer of credit at the point of admission and possible granting of advanced standing
 - c) **Academic Accommodation Decisions:** Decisions of the Director of Student Accessibility Services (SAS) regarding a request for reconsideration of a proposed accommodation.
- 1.2 Tuition, disciplinary matters, and human rights issues cannot be considered by the Senate Committee on Appeals, but would be considered by the following processes:
- a) Students wishing to appeal tuition decisions would apply for a tuition appeal through the Office of the Registrar and Enrolment Services.
 - b) Students wishing to appeal a disciplinary decision should refer to the Student Discipline Bylaw and related procedures.
 - c) Human rights issues are dealt with under the Respectful Work and Learning Environment Policy and Disclosure and Complaints Procedure.
- 1.3 The Policy, and related Procedures, also provide guidance to Appellants and their right of appeal to the Senate Committee on Appeals (the “Committee”).

Part II Policy Content

- 2.1 The terms below have the following defined meanings for the purpose of this Policy and its Procedures:
- (a) **Appellant** - the student appealing an Academic Decision, an Admission Decision or an Academic Accommodation Decision.
 - (b) **Chair** - the Chair of the Senate Committee on Appeals or the Chair of a Panel of the Senate Committee on Appeals.
 - (c) **Committee** - the Senate Committee on Appeals.
 - (d) **Natural Justice** - fair play in action. The principles of Natural Justice include:
 - (i) the right to know the case being made and an opportunity to answer it,
 - (ii) a decision-maker free from bias or reasonable apprehension of bias,
 - (iii) the decision must be made based on evidence, not speculation, and

- (iv) the decision must be communicated in a way that makes clear what evidence was used to make the decision.

Reasonableness, equity, and equality are also aspects of Natural Justice.

- (e) **Panel** – members of the Committee convened for the purpose of:
 - (i) determining its jurisdiction;
 - (ii) determining the Appellant's standing and whether there are grounds of appeal; or
 - (iii) hearing appeals.
- (f) **Respondent** – one or more representatives of the Faculty/School designated by the Dean or Director to represent the Faculty/School in relation to an appeal. If the appeal is in relation to an academic accommodation, the representative may be from SAS or other units as applicable.
- (g) **Faculty/School** – the Faculty/School Council or appeal body whose decision is being appealed. For the purpose of this Policy, and related Procedures, the Extended Education Division and University 1 shall be considered as though they were faculties, as shall College Councils where the Faculty/School Council has delegated authority for hearing and determining appeals to the College Council.

2.2 There shall be a Senate Committee on Appeals:

- (a) from which Panels shall be established to hear appeals as set out in the related Senate Committee on Appeals Procedures;
- (b) that shall make decisions on appealable matters that shall be final and binding;
- (c) that shall review the Senate Committee on Appeals Policy and related Procedures periodically and, if necessary, recommend changes.

2.3 The Committee shall hear an appeal by an Appellant against an Academic Decision, an Admission Decision or an Academic Accommodation Decision only after all reasonable avenues of appeal have been exhausted.

- a) For appeals of Academic Decisions, an appeal would be considered only after the appellant has sought to appeal to the Faculty/School appeal committee.
- b) For appeals of Admission Decisions, an appeal would be considered only after the Appellant has sought reconsideration by the admission committee.

- c) For appeals of Academic Accommodation decisions, an appeal would be considered only after the Appellant has sought reconsideration by the Director of SAS.
- 2.4 To ensure that decisions are made by those within the University who have the academic or professional expertise in the discipline concerned, the Committee should be careful not to substitute its own academic judgment or standards for those in the discipline concerned.
- 2.5 The grounds for an appeal of an Academic Decision to be heard by the Committee shall include:
 - (a) failure to follow procedures or the rules of Natural Justice;
 - (b) failure to reasonably consider all factors relevant to the decision being appealed;
 - (c) that a Faculty/School/Senate governing document has become inapplicable through lapse of time or was unfairly applied;
- 2.6 The grounds for an appeal of an Admission Decision to be heard by the committee shall include a failure to follow procedures or the rules of Natural Justice.
- 2.7 The grounds for an appeal of an Academic Accommodation Decision to be heard by the Committee shall include:
 - a) failure of judgement: that a decision made by the Director of SAS was incorrect in the Director's judgement regarding the need for, application of, or implementation of an Academic Accommodation.
 - b) failure of process: that a decision made by the Director of SAS was incorrect due to a failure to fully perform the process of determining eligibility or determining a reasonable Accommodation.
- 2.8 The Committee shall hear an appeal from the same Appellant against the same decision only once.
- 2.9 In cases where jurisdiction to hear a particular Appellant's appeal cannot be determined, the appeal shall be directed through the Office of the University Secretary to the Committee which:
 - (a) shall determine the appropriate Faculty or School to hear the appeal and shall normally refer the appeal back to that Faculty or School; or
 - (b) may hear the appeal.

In the event that a decision cannot be reached regarding the appropriate avenue of appeal, the President shall decide where jurisdiction lies.

2.10 The composition of the Committee shall be:

(a) *Ex Officio* voting members

- i) The President of the University of Manitoba Students' Union or designate
- ii) The President of the University of Manitoba's Graduate Student Association or designate

(b) Voting members appointed by the Senate

- i) Five academic members of the Senate
- iii) Six academic members
- iv) Six students (four undergraduate students from different Faculties or Schools and two graduate students)
- v) One academic member of Université de Saint Boniface
- vi) One student of Université de Saint Boniface

(c) Voting members appointed by the President

- i) Three members from among Deans of Faculties or Colleges and Directors of Schools

(d) Chair and Vice-Chair

- i) One (1) member holding academic appointment in the University appointed Chair for a three (3) year term by the Senate Executive Committee
- ii) Two (2) members of the Committee, from those academic members appointed by Senate, to be appointed as Vice-Chairs by the Senate Executive Committee for a three (3) year term. The Vice-Chairs shall not be from the same Faculty or School as either the Chair or each other

(e) Resource Persons

- i) The University Secretary (and/or designate) shall serve as the administrative resource and recorder to the Committee.

2.11 A quorum for a meeting of the Committee shall be one-third (1/3) of its membership including the Chair. The quorum shall consist of a minimum of fifty (50%) percent academics and at least one (1) student.

2.12 If the Chair of the Committee is unable to sit for any reason, a Vice-Chair shall assume the Chair's duties. Should a Vice-Chair be unable to sit, another member of the Committee shall be appointed by the Chair as an Acting Chair.

2.13 Vacancies on the Committee shall be filled by the original bodies that made the appointment or conducted the election.

Part III Accountability

- 3.1 The Office of Legal Counsel is responsible for advising the University Secretary that a formal review of this Policy is required.
- 3.2 The University Secretary is responsible for the implementation, administration and review of this Policy.
- 3.3 Faculty/School Councils and students are responsible for complying with this Policy.

Part IV Authority to Approve Procedures

- 4.1 Senate may approve Procedures, if applicable, which are secondary to and comply with this Policy.

Part V Review

- 5.1 Governing Document reviews shall be conducted every ten (10) years. The next scheduled review date for this Policy is July 1, 2022.
- 5.2 In the interim, this Policy may be revised or repealed if:
 - (a) the University Secretary or Approving Body deems it necessary or desirable to do so;
 - (b) the Policy is no longer legislatively or statutorily compliant; and/or
 - (c) the Policy is now in conflict with another Governing Document.
- 5.3 If this Policy is revised or repealed, all Secondary Documents will be reviewed as soon as reasonably possible in order to ensure that they:
 - (a) comply with the revised Policy; or
 - (b) are in turn repealed.

Part VI Effect on Previous Statements

- 6.1 This Policy supersedes all of the following:

- (d) all previous Faculty/School Council Procedures stemming from the Faculty/School Council Bylaw and academic and admission Regulations and any resolutions on the subject matter contained herein;
- (e) the Academic Appeals Procedures and Guidelines Policy revised February 1, 1989 and April 5, 2000;
- (f) all previous Board of Governors/Senate Governing Documents on the subject matter contained herein; and
- (g) all previous Administration Governing Documents on the subject matter contained herein.

Part VII

Cross References

- 7.1 This Policy should be cross referenced to the following relevant Governing Documents, legislation and/or forms:
- (a) [Senate Committee on Appeals Procedure](#)
 - (b) Student Accessibility Procedure
 - (c) Accessibility Policy



UNIVERSITY OF MANITOBA PROCEDURE

Procedure:	SENATE COMMITTEE ON APPEALS
Parent Policy:	Senate Committee on Appeals Policy
Effective Date:	July 1, 2012
Revised Date:	November 5, 2014
Review Date:	July 1, 2022
Approving Body:	Senate
Authority:	
Responsible Executive Officer:	University Secretary
Delegate:	
Contact:	Student Appeals Officer, Office of the University Secretary
Application:	Faculty/School Councils; Students

Part I Reason for Procedure

- 1.1 To set out Procedures secondary to the Policy entitled “Senate Committee on Appeals” in order to establish a process for appeals to be heard, and to provide guidance to the members of Panels of the Senate Committee on Appeals, and to the student and Faculty/School representatives in relation to appeal hearings.

Part II Procedural Content

General

- 2.1 The Senate, in approving the Procedures outlined herein, wishes to impress upon the parties appearing before the Committee that the appeal hearing is intended to be a review of the facts which bear on the issues before the Committee. Questions by the Committee members to the Appellant and to the Respondent during the

course of the appeal hearing should be expected. Nothing in these Procedures should be taken, however, as relieving the Appellant of the responsibility of making a submission and presenting evidence in support of the Appellant's appeal.

- 2.2 Prior to submitting an appeal to the Committee, the Appellant must have exhausted all available procedures and appeal processes.
- 2.3 Academic Appeals involving a specific course should be formally initiated through the Department/Faculty/School giving the course, while appeals relating to a program should be initiated through the Faculty/School responsible for the program.

Filing an Appeal

- 2.4 An appeal along with all relevant documentation must be filed in the Office of the University Secretary within ten (10) working days from the date on the letter of decision from the Faculty/School or until such time as the Chair may allow if a written request for an extension is made prior to the deadline.
- 2.5 If an Appellant files an appeal beyond the ten (10) working days period, the Appellant must provide written reasons for the delay. The Chair shall have the discretion to extend the deadline for filing the appeal if it is determined that there are circumstances which justify the delay. Such requests will be granted within reason. The Chair's decision is final and not appealable.
- 2.6 The Appellant must submit all documentation that will be relied on for the appeal and must include the following:
 - (a) a completed and signed Senate Committee on Appeals - Appeal Form. The form is developed by the University Secretary with the advice of the Committee and is available at the Student Advocacy Office, the Office of the University Secretary and on the University of Manitoba website;
 - (b) a letter to the Chair clearly explaining the grounds for the appeal, with specific reference to section 2.5, 2.6 or 2.7 of the Senate Committee on Appeals Policy, as appropriate;
 - (c) a copy of the letter of decision from the last appeal or reconsideration level;
 - (d) a copy of all the documentation submitted to the last appeal or reconsideration level (no new documentation can be submitted at this time);
 - (e) the names of any witnesses, recognizing that calling them is at the discretion of the Chair (see subsection 2.38(b) of these Procedures); and
 - (f) if the Appellant intends to have a lawyer present at the appeal hearing, the name and address of the lawyer shall be provided at the time of filing the appeal.

- (g) if the Appellant requires an accommodation for the appeal process, including a description of the accommodation.

All submitted documents are considered confidential and will be subject to the provisions of *The Freedom of Information and Protection of Privacy Act* and *The Personal Health Information Act*.

- 2.7 The remedy sought by the Appellant shall not differ from that requested of the last appeal level unless extraordinary circumstances are presented.
- 2.8 It is the Appellant's responsibility to inform the Office of the University Secretary immediately of any change to the Appellant's contact information. During the appeal process, the Office of the University Secretary may be required to contact the Appellant by letter, phone or email. If reasonable attempts at contact are unsuccessful, notice will be given by registered mail at the last known address of the Appellant or to the Appellant's spokesperson that, unless contact is made within thirty (30) days of the date of the notice, the appeal may be deemed to be abandoned and the file closed.
- 2.9 If an Appellant wishes to re-open an abandoned file, the Appellant must provide reasons for the lack of contact. The Chair shall have the discretion to re-open the file if it has been determined that there were sufficient reasons for the lack of contact. The Chair's decision is final and not appealable.
- 2.10 The Appellant shall have the right to be accompanied by both a support person and a spokesperson:
 - (a) the support person may be anyone that the Appellant wishes to accompany them in the hearing. However, there is no expectation that the support person will participate in the hearing (subsection 2.34 of these Procedures).
 - (b) the spokesperson may be an advocate from the Student Advocacy Office, a representative from the University of Manitoba Students' Union, a representative from the Graduate Students' Association, a member of the university community not receiving payment for appearing, a member of the Appellant's family, a lawyer or other person of the Appellant's choosing. It is the Appellant's sole responsibility to ensure:
 - (i) that the spokesperson is familiar with the Senate Committee on Appeals Policy and Procedures;
 - (ii) the adequacy of the representation, if any; and
 - (iii) to pay for their own lawyer's fees, if any.
 - (b) the Appellant shall, by completing an Authorization Form, have the right to waive the Appellant's appearance at the hearing and be represented by a spokesperson. The Authorization Form is developed by the University

Secretary with the advice of the Committee and is available at the Student Advocacy Office, at the Office of the University Secretary and on the University of Manitoba website.

- 2.11 If the Appellant requires accommodations for the appeal process, the Office of the University Secretary will consult with Student Accessibility Services for guidance on providing these accommodations. The Chair will be informed of these accommodations and have the discretion to modify the hearing process as required.

Panels

- 2.12 The Chair shall convene a Panel to determine whether the Panel has jurisdiction, whether the Appellant has standing, whether there are sufficient grounds of appeal and to hear the appeal.
- 2.13 The Panel shall be prepared to convene as quickly as possible.
- 2.14 A Panel shall consist of at least four (4) members, including the Chair, one (1) student and one (1) academic member.
- 2.15 A quorum of the Panel shall be a minimum of four (4) members, including the Chair, ensuring at least one (1) student and one (1) academic member are present.
- 2.16 If a member of the Panel informs the Chair that the member is unable to sit on an appeal for any reason and quorum is compromised, a replacement will be sought from the remaining members of the Committee:
- (a) if this is an urgent matter and the Chair is unable to secure a replacement, then the Chair shall request the University Secretary to take appropriate action to fill the vacancy;
 - (b) if quorum is compromised on the day of the appeal hearing, the Chair will offer both the Appellant and the Respondent the opportunity either to waive quorum and continue with the appeal hearing, or to have the hearing rescheduled as soon as possible. The appeal hearing will be rescheduled if either party so requests.
- 2.17 The evidence before the Panel will be weighed on a balance of probabilities.
- 2.18 The determination of all matters before the Panel will be decided by a simple majority.
- 2.19 The Chair will vote only in the event of a tie.
- 2.20 A member of the Panel shall be disqualified who has a conflict of interest in a particular case or who was involved in an earlier stage of decision making respecting the appeal.

- 2.21 Where a member of a Panel is challenged by the Appellant or the Respondent on grounds such as conflict of interest, bias or malice, the remaining members of the Panel shall consider the merits of the challenge and determine whether the member is disqualified from hearing the appeal. Should a challenge result in a loss of quorum, the Panel shall adjourn and a subsequent hearing shall be scheduled.
- 2.22 The Panel may invite an individual to serve as a non-voting resource person to attend a meeting or hearing to clarify any policy, procedural or operational matters. This person will not address or respond to questions related to the substance of the appeal. If the appeal is regarding an Admission Decision, the Deputy Registrar and Director of Admissions will be invited to attend the meeting or hearing to serve as a non-voting resource person.
- 2.23 A staff member from the Office of the University Secretary will serve as an administrative resource person and recorder for the meetings and appeal hearings. The staff member shall not have a vote.

Process

- 2.24 A Panel shall be convened and will review, in private, the Appellant's submission to determine whether the Committee has jurisdiction to hear the appeal, whether the Appellant has standing, and whether there are grounds for the appeal. The Chair, at the Chair's discretion, may invite the parties to make submissions on the question of jurisdiction or standing. The Chair shall direct the Panel that, in its consideration, the benefit of the doubt will always be given to the Appellant:
- (a) if the Panel determines that there is no jurisdiction to hear the appeal, and/or the Appellant has no standing, and/or there are insufficient grounds to consider an appeal, the file shall be closed, the appeal will be deemed dismissed and the Appellant and the Respondent will be informed by letter (subsection 2.42(a) of these Procedures);
 - (b) if the Panel determines that there is jurisdiction to hear the appeal, the Appellant has standing, and there are sufficient grounds, the process shall continue.
- 2.25 The Office of the University Secretary shall inform the Respondent in writing of the appeal, provide the Appellant's documentation, and request a written response within ten (10) working days, or until such time as the Chair may allow if a written request for an extension is made prior to the deadline:
- (a) where the appeal is of an Academic or Admission Decision, the Respondent is the Dean or Director;
 - (b) where the appeal is of an Academic Accommodations Decision, the Respondent is the Director of SAS.

- 2.26 If the Respondent files an appeal beyond the ten (10) working days period, the Respondent must provide written reasons for the delay. The Chair shall have the discretion to extend the deadline for filing the response if it is determined that there are circumstances which justify the delay. Such requests will be granted within reason. The Chair's decision is final and not appealable.
- 2.27 If the deadline is not met, the appeal will proceed without the Respondent's written submission.
- 2.28 The Respondent must submit all documentation that the Respondent will rely on for the appeal hearing and must include the following:
- (a) a letter to the Chair clearly outlining the response to the appeal;
 - (b) a copy of the appeal documentation submitted by the Appellant to the last appeal level, unless already submitted by the Appellant;
 - (c) a copy of the documentation the Respondent relied upon to make the Respondent's decision at the last appeal level (no new documentation can be submitted at this time);
 - (d) a recommendation on the preference of holding those parts of the appeal hearing, receiving statements from the Appellant and others in closed or open session;
 - (e) a list of the names and responsibilities of those individuals representing the Respondent at the appeal hearing;
 - (f) the names of any witnesses, recognizing that calling them is at the discretion of the Chair (see subsection 2.38(b) of these Procedures); and
 - (g) if the Respondent intends to have a lawyer present at the appeal hearing, the name and address of the lawyer shall be provided at the time of filing the response.

All submitted documents are considered confidential and will be subject to the provisions of *The Freedom of Information and Protection of Privacy Act* and *The Personal Health Information Act*.

- 2.29 The Appellant, the Appellant's spokesperson, if any, the Respondent and Panel members will be provided with a written notice of the appeal hearing date, place and time.
- 2.30 The Office of the University Secretary shall distribute the Appellant's submission and the Respondent's submission to the Appellant, the Respondent and the Panel members.

- 2.31 An Appellant may withdraw the appeal by completing a signed Withdrawal of Appeal Form. The form is developed by the University Secretary with the advice of the Committee and is available at the Student Advocacy Office, at the Office of the University Secretary and on the University of Manitoba website.

At the Appeal hearing

- 2.32 An Appellant who fails to attend a scheduled appeal hearing may have the appeal considered based on the Appellant's written submission, the presentation of the Appellant's designated spokesperson, if any, and the verbal and written submissions made by the Respondent.
- 2.33 The Panel, in private, shall decide whether to hear the appeal in open or closed session considering the preferences of both the Appellant and the Respondent. If there is any disagreement between the Appellant and the Respondent on this point, the Panel may ask both parties to present submissions or to answer questions. The Panel may, at the request of either party, or on its own initiative, decide to move from open to closed session or vice-versa at any stage in the appeal hearing.
- 2.34 If the appeal hearing is in closed session, no observers may be present in the room, other than the Appellant's support person. The support person would not be allowed to contribute in any way to the proceedings. If the appeal hearing is in open session, any observers present will not be allowed to contribute in any way to the proceedings. Regardless of open or closed status, no electronic or other recording devices will be permitted.
- 2.35 All Panel members, the Appellant and/or the Appellant's spokesperson, if any, and the Respondent and/or the Respondent's spokesperson, if any, will have standing to speak during the appeal hearing.
- 2.36 The Chair will invite both parties to enter the hearing room and announce whether the appeal hearing is to be in closed or open session or request to hear from the parties if there is a disagreement (section 2.33 of these Procedures).
- 2.37 The Chair shall introduce all parties and outline the appeal hearing process, including the identification of all individuals with standing. The Chair shall ask both parties if they have any questions about the process involved in the appeal hearing and/or the guidelines under which the Panel operates.
- 2.38 During the appeal hearing, the Chair:
- (a) may limit oral evidence or oral submissions based on relevance, repetition or privacy;
 - (b) will not normally permit evidence from witnesses;

- (c) determines all questions on admissibility of evidence and the appeal hearing process;
 - (d) may allow the submission of new information by the Appellant or the Respondent only with the consent of the opposing party;
 - (e) may seek legal advice. However, the Panel will consider all matters relating to the interpretation of Senate, Faculty/School or Department governing documents.
- 2.39 The appeal hearing must recess if any Panel member or individual with standing leaves the room temporarily. Either party may request a recess at any point in the appeal hearing. Such a request shall not be unreasonably denied.
- 2.40 The Panel may, on its own initiative, decide to call, during the appeal hearing, additional resource individuals for further clarification on any issue raised in the appeal.
- 2.41 The appeal hearing shall proceed as follows:
- (a) the Chair shall ask the Appellant, or the Appellant's spokesperson, if any, to make an oral statement to the Panel. If the Appellant wishes to make such a statement it may be used to summarize, elaborate upon, or explain the Appellant's written submission;
 - (b) the Chair shall invite members of the Panel to ask questions arising from the Appellant's oral statement and submitted documentation. Cross examination will not be permitted. The Respondent is allowed to ask questions for clarification pertaining to the statement through the Chair;
 - (c) the Chair shall ask the Respondent, or the Respondent's spokesperson, if any, to make an oral statement summarizing or elaborating the response;
 - (d) the Chair shall invite members of the Panel to ask questions arising from the Respondent's oral statement and submitted documentation. Cross examination will not be permitted. The Appellant is allowed to ask questions for clarification pertaining to the statement through the Chair;
 - (e) after both parties have presented their statements, Panel members may ask further questions of either party seeking clarification or additional information;
 - (f) when the Panel is satisfied that it has acquired all of the necessary information, the Chair shall ask each party to make a closing statement;
 - (g) after both parties have presented their closing statements, the Chair shall temporarily dismiss both parties, and the Panel shall commence its deliberations, in private;

- (h) once the Panel enters its deliberations, it shall be polled by the Chair to determine if the Panel has sufficient information to arrive at a decision or if additional information is required;
 - (i) if the Panel determines that it has received all of the necessary information to come to a decision, the Chair shall release both parties;
 - (j) if the Panel determines that more information is required, the Chair will recall the parties into the hearing room. Normally, the Panel will receive the additional information through further questions posed to either the Appellant or the Respondent. However, if more detailed information is required, the Panel may reconvene at a later date at which time both parties have the right to be present;
 - (k) the Panel shall complete its deliberations and voting in private.
- 2.42 The Chair of the Panel shall, after a decision has been made, report the results of that decision in writing to the Appellant and the Respondent, and/or their spokespersons, if any. The letter shall include either:
- (a) that there is no jurisdiction to hear the appeal, the Appellant has no standing, and/or that there are insufficient grounds to proceed to an appeal hearing; or
 - (b) a brief summary of the following:
 - (i) the facts of the appeal;
 - (ii) the issues of the appeal; and
 - (iii) brief reasons for the decision of the Committee with specific reference to section 2.5, 2.6, or 2.7 of the Senate Committee on Appeals Policy.
- 2.43 All members of the Panel will keep all materials and information used for the appeal in strict confidence and, following the appeal hearing, surrender materials to the recording secretary who will arrange to have the materials destroyed in a confidential manner. If the material was distributed electronically, the material should be removed from all devices following the appeal hearing.
- 2.44 The Committee may report and recommend on any changes in policies and procedures which should be considered as a result of the appeal.
- 2.45 Files on completed cases shall be retained by the University Secretary and shall remain confidential.

Appeal Decisions Requiring Subsequent Senate Approval

- 2.46 If the Panel, upon hearing an appeal regarding “graduation notwithstanding a deficiency”, wishes to recommend that Senate award a degree, the Appellant shall be informed of the decision but with the explicit warning: "It is Senate's prerogative to agree or disagree with the adequacy of the reasons given by the Committee for such action. You must, therefore, await the final decision by Senate to award or not award your degree."
- 2.47 If the Panel, upon hearing an appeal regarding the selection of awards requiring Senate approval, wishes to recommend that Senate confer the award, the Appellant shall be informed of the decision but with the explicit warning: "It is Senate's prerogative to agree or disagree with the adequacy of the reasons given by the Committee for such action. You must, therefore, await the final decision by Senate."
- 2.48 In time-sensitive circumstances where the presentation of the award would occur at a convocation before the next scheduled Senate meeting, a special meeting of Senate may be convened to consider the recommendation of the Committee.

Periodic Reports to Senate

- 2.49 The Chair shall report the action taken, if any, on each appeal to Senate in such a manner as to preserve confidentiality.

Part III Accountability

- 3.1 The Office of Legal Counsel is responsible for advising the University Secretary that a formal review of this Procedure is required.
- 3.2 The University Secretary is responsible for the implementation, administration and review of this Procedure.
- 3.3 Faculty/School Councils and Students are responsible for complying with this Procedure.

Part IV Review

- 4.1 Governing Document reviews shall be conducted every ten (10) years. The next scheduled review date for this Procedure is July 1, 2022.
- 4.2 In the interim, this Procedure may be revised or repealed if:
- (a) the University Secretary or Approving Body deems it necessary or desirable to do so;

- (b) the Procedure is no longer legislatively or statutorily compliant; and/or
- (c) the Procedure is now in conflict with another Governing Document.
- (d) the Parent Policy is revised or repealed.

Part V

Effect on Previous Statements

- 5.1 This Procedure supersedes all of the following:
- (a) academic and admission regulations and any resolutions on the subject matter contained herein;
 - (b) Academic Appeals Procedures and Guidelines Policy (revised February 1, 1989 and April 5, 2000);
 - (c) all previous Board of Governors/Senate Governing Documents on the subject matter contained herein; and
 - (d) all previous Administration Governing Documents on the subject matter contained herein.

Part VI

Cross References

- 6.1 This Procedure should be cross referenced to the following relevant Governing Documents, legislation and/or forms:
- (a) [Senate Committee on Appeals Policy](#)
 - (b) [Student Accessibility Procedure](#)
 - (c) [Accessibility Policy](#)