

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

## AGENDA

## **CANDIDATES FOR DEGREES, DIPLOMAS AND CERTIFICATES – FEBRUARY 2017**

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

**II MATTERS TO BE CONSIDERED IN CLOSED SESSION - none**

**III MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE - none**

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

- |    |  |         |
|----|--|---------|
| 1. | <b>Report of the Senate Committee on Awards – Part A<br/><u>[December 20, 2016]</u></b>  | Page 4  |
| 2. | <b><u>In Memoriam: Dr. Archie McNico</u></b>   | Page 19 |
| 3. | <b><u>Report of the Senate Committee on Appeals [January 4, 2017]</u></b>  | Page 20 |
| 4. | <b>Report of the Senate Committee on Academic Review<br/>RE: Undergraduate and Graduate Program Reviews<br/><u>[December 12, 2016]</u></b> | Page 22 |
| 5. | <b>Request to Suspend Admissions to the Integrated<br/>Bachelor of Music/Bachelor of Education Program</b>                                 | Page 23 |

## V REPORT OF THE PRESIDENT Page 42

## VI QUESTION PERIOD

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

## VII CONSIDERATION OF THE MINUTES OF THE MEETING OF JANUARY 4, 2017

**VIII BUSINESS ARISING FROM THE MINUTES - none**

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

- 1.      Report of the Senate Executive Committee      Page 54**

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

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

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

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

- 1.      Report of the Senate Committee on Awards – Part B  
[December 20, 2016]      Page 58**

- 2.      Proposal from the Université de Saint-Boniface to  
Revise the baccalauréat en service social  
(Bachelor of Social Work)**

- a)      Report of the Senate Committee on Curriculum  
and Course Changes      Page 68**

- b)      Report of the Senate Committee on Admissions      Page 70**

- 3.      Reports of the Senate Committee on Admissions  
RE: Revised Admission Requirements for the  
Doctor of Medicine Program, Max Rady College of Medicine**

- a)      RE: Modification to the Prerequisites for  
Admission      Page 85**

- b)      RE: Modification to Calculation of the Adjusted  
Grade Point Average, Elimination of Grades from  
Prior Program of Study      Page 87**

- c)      RE: Equivalency of “Manitoba Resident” for  
Residents of the Territories      Page 88**

- 4.      Report of the Senate Committee on Academic Review  
RE: Proposal for Institute for Leadership Development      Page 100**

- 5.      Reports of the Senate Committee on University Research**

- a)      RE: Proposal for Chair in Leadership Education      Page 132**

- b)      RE: Proposal for Chair in Leadership Research      Page 139**

XI     **ADDITIONAL BUSINESS** - none

XII    **ADJOURNMENT**

*Please call regrets to 204-474-6892 or send to [shannon.coyston@umanitoba.ca](mailto:shannon.coyston@umanitoba.ca).*

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

### **Preamble**

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

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

### **Observations**

At its meeting of December 20, 2016 the Senate Committee on Awards approved eight new offers, fifteen amended offers, and the withdrawal of four awards as set out in Appendix A of the *Report of the Senate Committee on Awards – Part A* (dated December 20, 2016).

### **Recommendations**

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve eight new offers, fifteen amended offers, and the withdrawal of four awards as set out in Appendix A (dated December 20, 2016). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,

Dr. Phil Hultin  
Chair, Senate Committee on Awards



## **SENATE COMMITTEE ON AWARDS**

### **Appendix A December 20, 2016**

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

##### **BDO Canada Professional Experience Scholarship**

BDO Canada has established an endowment fund at the University of Manitoba with the initial gift of \$25,000 in 2016. The fund will be used to support students at the I.H. Asper School of Business who wish to pursue a career in Accounting. BDO Canada has also made a five-year commitment to annually fund the scholarship while the endowment grows. Beginning in 2018-2019 and ending in 2022-2023, BDO Canada will make an annual contribution of \$5,000 each year to offer two scholarships, with the right to renew the commitment at the end of the term.

In addition to the scholarship, recipients of the BDO Canada Professional Experience Scholarship will participate in a summer internship at the BDO Canada Winnipeg office. Recipients will be paid at standard rates for the work placement.

Beginning in the 2018 – 2019 academic year, two scholarships valued at \$2,500\* each will be offered to undergraduate students who:

- (1) have been admitted to the I.H. Asper School of Business via the Direct Entry Option and are enrolled full-time (minimum 80% course load) in their first year of study at the University of Manitoba;
- (2) have an interest in pursuing a career in Accounting;
- (3) are committed to participating in a summer work placement with BDO Canada after the term in which the award recipient is selected.

Candidates will be required to submit a statement addressing criteria (2) and (3) by completing the I.H. Asper School of Business General Award Online Application. Candidates must also submit a current résumé.

\*If BDO Canada chooses to renew their funding of the scholarship in 2023-2024, the \$5,000 will be added to the available annual income from the initial \$25,000 donation and will be used to offer two scholarships of equal value to undergraduate students based on the criteria outline below. If BDO Canada chooses not to renew their funding, only the annual available income will be utilized.

A representative from Donor Relations will report, in writing, to Financial Aid and Awards at the University of Manitoba no later than March 31, 2023 whether or not BDO Canada chooses to renew their funding of the scholarship.

The Dean of the I.H. Asper School of Business (or designate) will name the selection committee for this award. After the selection, BDO Canada will contact the award recipients directly to arrange the summer internships.

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

##### **George P. Wollner Bursary**

In memory of Dr. George P. Wollner (M.D. /75, M.Sc. /71, B.Sc/70), Margaret Wollner has established an endowment fund with the initial gift of \$25,000 at the University of Manitoba in 2016. The purpose of the fund is to support undergraduate students pursuing studies in the Department of Chemistry in the

Faculty of Science. Beginning in the 2018– 2019 academic year, the available annual interest from the fund will be used to offer one bursary to an undergraduate student who:

- (1) is enrolled full-time (minimum 60% course load) in the second year of study in the Faculty of Science with a declared major in Chemistry;
- (2) has achieved a minimum degree grade point average of 2.0;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

The George P. Wollner Bursary is renewable in the third or fourth year of study provided the recipient continues to maintain the criteria outlined above.

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

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

#### **Gerald W. Schwartz Gold Medal in Business Law**

In honour of Dr. Gerald W. Schwartz, O.C.; B.Comm.; LL.B.; LL.D. (Man.); MBA (Harv.); Ph.D. (Hon.) (Tel Aviv); LL.D. (St.FX.), the University of Manitoba has established a gold medal for students in the Faculty of Law. Dr. Schwartz holds three honorary doctorates, is a member of the Canadian Business Hall of Fame, and was appointed an Officer of the Order of Canada, the country's highest civilian award. Each year, one Gold Medal in Business Law will be awarded to the undergraduate student who:

- (1) has successfully completed the degree requirements for the Juris Doctor program in the Faculty of Law at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 3.5;
- (3) has achieved highest standing out of all students who have completed the course *Commercial Law* (currently numbered LAW 3050) and participated in at least one of the following: *Advising Startup Ventures*, *Business Law Clinical Internship*, and *Startup Ventures Clinic*.

#### **Tie Breaking Mechanism**

Only one winner is to be named each year. Ties are to be broken using the following criteria in priority order:

- (1) calculate the degree grade point average to the fourth decimal place;
- (2) total credit hours of "A+"s counting toward the degree grade point average;
- (3) total credit hours of "A"s counting toward the degree grade point average.

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

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

#### **Gerald W. Schwartz Gold Medal in Entrepreneurship**

In honour of Dr. Gerald W. Schwartz, O.C.; B.Comm.; LL.B.; LL.D. (Man.); MBA (Harv.); Ph.D. (Hon.) (Tel Aviv); LL.D. (St.FX.), the University of Manitoba has established a gold medal for students in the I.H. Asper School of Business graduating with a major in Entrepreneurship/Small Business. Dr. Schwartz holds three honorary doctorates, is a member of the Canadian Business Hall of Fame, and was appointed an Officer of the Order of Canada, the country's highest civilian award.

Each year, one Gold Medal in Entrepreneurship will be awarded at the spring convocation to a student who has graduated in the preceding October or February, or is eligible to graduate in the spring of the applicable academic year and who:

- (1) has successfully completed the degree requirements for the Bachelor of Commerce (Hons.) or the Bachelor of Commerce (Hons.) [Co-operative Education Option] program in the I.H. Asper School of Business at the University of Manitoba;
- (2) has achieved the highest degree grade point average (with a minimum degree grade point average of 3.5) while majoring in Entrepreneurship/Small Business;
- (3) has completed a minimum of 48 credit hours of coursework over the last 24 months from the student's last term of registration. All courses taken on a Letter of Permission, repeats, substitutions, and courses taken in addition to the B.Comm.(Hons.) degree are to be used to determine the credit hour total requirement.

### **Tie Breaking Mechanism**

Only one winner is to be named each year. Ties are to be broken using the following criteria in priority order:

- (1) calculate the degree grade point average to the fourth decimal place;
- (2) total credit hours of "A+"s counting toward the degree grade point average;
- (3) total credit hours of "A"s counting toward the degree grade point average.

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

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

### **IEEQ Academic Excellence Prize**

The Filipino Members Chapter, the Chinese Members Chapter, and the India Members Chapter of Engineers Geoscientists Manitoba will make an annual combined contribution of \$500 to the University of Manitoba for a five-year term to offer the IEEQ Academic Excellence Prize. The purpose of the prize is to recognize and reward students graduating from the Internationally-Educated Engineers Qualification (IEEQ) program. The prize is not restricted by gender, credit hours, country of origin, or other qualifiers. Beginning in 2016-2017 and ending in 2020-2021, one prize will be awarded at the spring convocation to a student who has graduated in the preceding October or February, or is eligible to graduate in the spring of the applicable academic year and who:

- (1) has successfully completed the requirements for the Post-Baccalaureate Diploma in Engineering through the IEEQ program offered by the Faculty of Engineering;
- (2) has achieved the highest diploma grade point average (minimum 3.5) in the IEEQ program.

The first prize will be awarded in the 2017 spring convocation session.

In the event of a tie, the prize will be offered to the student with the higher number of credit hours completed at the University of Manitoba.

The selection committee will be the Scholarships, Bursaries, and Awards Committee of the Faculty of Engineering and will also include the IEEQ Program Director (or designate).

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

### **Kent and Karen Fowler Scholarship in Anthropology**

Dr. Kent Fowler and Ms. Karen Fowler will make an annual contribution to recognize outstanding academic achievement in the Department of Anthropology at the University of Manitoba. The purpose of the scholarship is to recognize the student with the highest academic standing entering their fourth year of study in the Bachelor of Arts (Honours) program in the Department of Anthropology. Each year, beginning in 2017-2018, one scholarship of \$1,000 will be offered to an undergraduate student who:

- (1) is enrolled full-time (minimum 80% course load) in their fourth year of study in the Bachelor of Arts (Honours) program in the Department of Anthropology at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 3.5;
- (3) of the students that meet criteria (1) and (2), has achieved the highest degree grade point average.

In the event of a tie, the scholarship shall be awarded to the student with the highest standing calculated based on the courses the tied students have in common.

The Dean of the Faculty of Arts (or designate) will ask the Head of the Department of Anthropology (or designate) to name the selection committee for this award, which will include the Chair of the Undergraduate Program Committee of the Department of Anthropology.

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

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

### **MZTRA Soil Conservation Fellowship**

The Manitoba Zero Tillage Research Association (MZTRA) established a trust fund at the University of Manitoba with a gift of \$120,000 in 2016. The Manitoba Scholarship and Bursary Initiative has made a matching contribution to the fund. The purpose of the fellowship is to encourage research pertaining to soil conservation with reduced tillage techniques. Each year, beginning in 2016-2017 and until the fund is exhausted, one fellowship of \$25,000 will be offered to a graduate student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies in a research-based program delivered by the Faculty of Agricultural and Food Sciences;
- (2) has achieved a minimum grade point average of 3.5 based on the previous 60 credit hours (or equivalent) of study;
- (3) is conducting research in western Manitoba in collaboration with Agriculture and Agri-Food Canada (AAFC) Brandon Research Centre, or with any other suitable (as determined by the selection committee) individual producer, private research, government or industry group in the region.
- (4) is conducting a research project examining one of the following topics:
  - (i) the benefits of reduced tillage practices and crop rotations (including but not limited to yield, disease and pest management, nutrient use and losses, soil organic matter, soil moisture, biological diversity),
  - (ii) practices to improve soil health, agroecosystem resiliency, and adaptation to climate change,
  - (iii) reduced farm energy use (fuel, fertilizer, pesticides),
  - (iv) benefits of perennials, cover crops/relay crops in rotation in relation to any of the above,
  - (v) pulse agronomy in relation to any of the above.

Preference in selection will be given to students conducting research projects involving reduced tillage techniques.

For the purposes of this award, “western Manitoba” is defined as west of the Red River Valley (Manitoba escarpment and Carberry Sandhills delimiting boundary).

Candidates will be required to submit an application that will consist of: (a) a description of their proposed or current research project (maximum 500 words), (b) a current curriculum vitae, (c) a current academic transcript(s), and (d) two academic letters of reference from professors at a post-secondary institution.

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

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Faculty of Agricultural and Food Sciences (or designate) to convene the selection committee for this award.

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

### **Sonja I. Bata Material Culture Scholarships**

Dr. Sonja I. Bata, O.C. is a leader in the fields of business, education, culture and the environment. Dr. Bata is Chairman of the Bata Shoe Foundation, Founder of the Bata Shoe Museum, former Chairman of the National Design Council and Honorary Chairman of the World Wildlife Fund and Honourary Captain of the Canadian Navy.

Dr. Bata has a particular interest in the material culture of the Circumpolar region. In view of this interest, Dr. Bata has established an endowment fund at the University of Manitoba with an initial gift of \$150,000 in 2016. The purpose of the fund and Scholarships is to stimulate Arctic research related to material culture, with “material culture research” defined as documenting the meaning, traditions, and values revealed in the making, interpreting, preservation, or history (including that in the distant past), of the physical evidence (objects and architecture) of a culture’s heritage; and with “Arctic” defined as including and north of the continuous Permafrost, in Canada and throughout the Circumpolar region.

Beginning in the 2018-2019 academic year, the available annual income from the fund will be used to offer one or more scholarships to graduate students who:

- (1) are enrolled full-time in any Master’s or Ph.D. program offered through the Faculty of Graduate Studies at the University of Manitoba or any other accredited Canadian university, pursuing studies related to material culture;
- (2) have achieved a minimum grade point average of 3.5 based on the previous 60 credit hours (or equivalent) of study;
- (3) demonstrate innovative thinking;
- (4) demonstrate a sense of community responsibility.

Students may be studying in any field, including but not limited to: Anthropology, Environmental Studies, History, Native Studies, Fine Arts, Archival Studies, Engineering, or any of the natural sciences as they relate to artifact preservation (including geochemical characterization and DNA analysis).

Applicants will be required to submit (i) a description of the proposed/ongoing research and a statement of its applicability and relevance to material culture, (ii) a *curriculum vitae*, and (iii) two letters of reference, one from the graduate advisor and one from either a representative from an organization (such as a museum, gallery, preservation society) or a community leader, who can speak to the applicant’s character, integrity, and the importance of the research to their culture, community, or collection.

The selection committee will have the discretion to determine the number and value of the scholarships based on the available income from the fund.

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will organize the naming of the selection committee for this award.

## **2. AMENDMENTS**

### **A.N. Campbell Scholarship**

The following amendments were made to the terms of reference for the A.N. Campbell Scholarship:

- The following sentence was added to the end of the first paragraph:  
*Each year, 70% of the annual interest will be used to offer one or more scholarships of equal value to students who:*
- The following sentence was deleted from the second paragraph:  
*There will be as many awards of \$200 each as 70 percent of the interest generated each year will allow. Scholarships will be offered to students who:*
- The numbered eligibility criteria were revised to:
  - (1) *are entering third or fourth year in the Honours Chemistry program;*
  - (2) *have completed a course-load of 24 credit hours in the previous regular academic session, 12 of which must have been in the Department of Chemistry;*
  - (3) *are currently registered in at least 24 credit hours, 12 of which must be in the Department of Chemistry.*
- The following sentence was added to the selection committee paragraph:  
*and will have the discretion to determine the number and value of scholarships.*
- The standard Board of Governors statement was added.

### **ACI Manitoba Chapter University of Manitoba Scholarship**

The following amendments were made to the terms of reference for the ACI Manitoba Chapter University of Manitoba Scholarship:

- The scholarship is now funded out of an endowment at the University of Manitoba. The Manitoba Scholarship and Bursary made a contribution to the fund.
- The preamble now reads:  
*Beginning in the 2017-2018 academic year, the scholarship will be valued at \$1,000. In years when the available annual income does not reach \$1,000 the Manitoba Chapter will provide for the balance of the award. Each year, one scholarship will be awarded to an undergraduate student who:*
- The standard Board of Governors statement was added.

### **College of Rehabilitation Sciences Endowment Fund Bursaries**

The following amendments were made to the terms of reference for the College of Rehabilitation Sciences Endowment Fund Bursaries:

- The second paragraph was changed to:

*Beginning in the 2013-2014 academic year, fifty percent (50%) of the available annual income from the fund will be used to offer bursaries of equal value to students in each year of the Master of Occupational Therapy program, the Master of Physical Therapy program, , and the Bachelor of Respiratory Therapy program.*

### **CSRT/CAREstream Student Excellence Convocation Prize**

The following amendments were made to the terms of reference for the CSRT/CAREstream Student Excellence Convocation Prize:

- The name of the award has been changed to: ***CSRT Prize for Student Excellence.***
- The second paragraph was changed to:  
*Recipients of the CSRT Prize for Student Excellence will receive a CSRT pin and a complimentary membership in the CSRT for one year.*
- The selection committee was changed to:  
*The selection committee will be the College of Rehabilitation Sciences Awards Committee.*
- The standard Board of Governors statement was added.

### **Faculty of Graduate Studies Travel Award**

The following amendments were made to the terms of reference for the Faculty of Graduate Studies Travel Award:

- The number of awards offered each year has been removed from the terms.
- Criterion (2) now reads:  
*have achieved a minimum degree grade point average of 3.5 in each of the last two years of study (or equivalent) and are in good standing;*
- The application statement was revised to:  
*Candidates must submit an application that includes (a) confirmation that their paper, poster, or other creative work has been accepted by organizers of the conference, festival, or artistic event; and (b) an abstract of their paper or poster, or description of performance or creative work (one page maximum).*
- The selection committee statement was updated to:  
*The Vice-Provost (Graduate Education) and 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.

### **Gwen Rue Memorial Award**

The following amendments were made to the terms of reference for the Gwen Rue Memorial Award:

- The name of the award has been changed to: ***Gwen Rue Memorial Scholarship.***
- The preamble was changed to:  
*In memory of Gwen Rue, a fund has been established at The University of Manitoba by her family and friends to support an annual scholarship to a graduate student in the Department of Plant*

*Science. Each year, a scholarship valued at the available annual interest will be offered to one graduate student who:*

- The numbered eligibility criteria were changed to:
  - (1) *is enrolled full-time in the Faculty of Graduate Studies in Master's or Ph.D. program delivered by the Department of Plant Sciences with a focus on: (a) crop and food production; or (b) climate change. Preference will be given to a student focusing on both (a) and (b);*
  - (2) *has achieved a minimum grade point average of 3.0 over the last 60 credit hours of completed university level study (or equivalent);*
  - (3) *has received a nomination from a graduate student, academic or support staff member of the Department of Plant Science.*

- The following application items were added:

*Nominations are to consist of a letter outlining the reasons why the nominee should be considered for the award and be submitted to the Head of the Department of Plant Science. Nominees for the award must have made notable contributions to the Department of Plant Science, particularly in areas directly benefiting graduate students. This may include:*

- (i) *involvement in the Graduate Student Association (GSA);*
- (ii) *participating on Department, Faculty, or University committees;*
- (iii) *providing encouragement or advice to other students;*
- (iv) *serving as a spokesperson for graduate students;*
- (v) *organizing special events;*
- (vi) *taking part in any other activity that serves the interests of graduate students and/or the Department of Plant Science.*

- The following sentence was added:

*A student may only receive this award once.*

- The following paragraph was changed to:

*The name of the award recipient(s) will be added to a plaque to be permanently displayed in the Department of Plant Science.*

- The following paragraphs were removed:

*This award will be offered annually to a deserving student enrolled in an M.Sc. or Ph.D. program in the Department of Plant Science at The University of Manitoba. Nominees for the award must have made notable contributions to the Department of Plant Science, particularly in areas directly benefiting graduate students. This may include involvement in the Graduate Student Association (GSA); participating on Department, Faculty or University committees; providing encouragement or advice to other students; serving as a spokesperson for graduate students; organizing special events; or taking part in any other activity that serves the interests of graduate students and/or the Department of Plant Science.*

*Nominations are to consist of a letter outlining the reasons why the nominee should be considered for the award. The letter is to be signed by at least three persons from among the graduate students, academic and support staff of the Department. At least one of the signatories must be a graduate student. A student may receive the award only once.*

*When sufficient interest in excess of the value of the prize is available, the Chair of the Plant Science Graduate Studies Committee may recommend to the Head of the Department of Plant Science that these funds be used to purchase books for the William R. Newman Library,*



*University of Manitoba, and/or for the purchase of items directly benefitting graduate students. An inscription will be included in the books and on the items (whenever possible) indicating that they have been donated in memory of Gwen Rue.*

- The following sentence was changed to:

*The selection committee has the discretion to request any unspent revenue be used to offer the scholarship.*

- The selection committee paragraph was changed to:

*The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Chair of the Department of Plant Science Graduate Studies Committee to name the selection committee. The selection committee will include the graduate student representative on Departmental Council, and a graduate student named by the GSA. If a graduate student serving on the selection committee is nominated for the award, a replacement will be asked to serve on the committee.*

- The standard Board of Governors statement was added.

### **Holmfridur Kristjansson Graduate Award in Nutrition**

The following amendments were made to the terms of reference for the Holmfridur Kristjansson Graduate Award in Nutrition:

- The preamble was changed to:

*A fund of about \$55,000 has been established from the bequest of Adalsteinn Kristjansson in memory of Holmfridur (Frida) Josefsdottir Kristjansson to provide encouragement and recognition to a graduate student with outstanding potential in nutrition research.*

- The second paragraph was changed to:

*Each year, the available annual interest will be used to offer one scholarship to a graduate student who:*

- The numbered eligibility criteria was changed to:

*(1) is enrolled as a full-time graduate student in the Faculty of Graduate Studies and who is being supervised by a member of the Department of Human Nutritional Sciences in any of the following programs:*

*(a) the M.Sc. program;*

*(b) the Ph.D. program;*

*(c) the Individual Interdisciplinary Program.*

*(2) has a minimum grade point average of 3.5 (or equivalent) based on the most recent 60 credit hours (or equivalent).*

*(3) has demonstrated personal and professional qualities in the area of human nutritional sciences.*

- The following paragraph was added:

*The applicant will be required to submit a letter (250 word maximum) to demonstrate how they have met criteria (3). If two students are deemed equal in the selection process, preference will be given to a student in the first year of their program that does not hold a major award valued at \$5,000 or greater.*

- The selection committee paragraph was changed to:  
*The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Faculty of Agricultural and Food Sciences to name the committee for this award.*
- The standard Board of Governors statement was added.

### **Manitoba Pork Council Bursary**

The following amendments were made to the terms of reference for the Manitoba Pork Council Bursary:

- The value of the bursary was increased from \$1,000 to \$1,500.
- Criterion (1) “has completed at least 24 credit hours in University 1” was deleted and now reads:  
*(1) has registered as a full-time student in the Animal Systems Program in the Faculty of Agricultural and Food Sciences;*
- The minimum cumulative grade point average was changed to 2.5.
- The following sentence was added:  
*The donor will contact Financial Aid and Awards by March 31 in any year that this award will not be offered.*
- The standard Board of Governors statement was added.

### **Manitoba Pork Council Prize – Human Ecology**

The following amendments were made to the terms of reference for the Manitoba Pork Council Prize – Human Ecology:

- The name was changed to: ***Manitoba Pork Council Prize – Human Nutritional Sciences.***
- The Faculty of Human Ecology was changed to the Faculty of Agricultural and Food Sciences throughout the terms of reference;
- The value of the prize was increased from \$500 to \$1,000;
- The numbered eligibility criteria were changed to:  
*(1) is enrolled in the Human Nutritional Sciences program;*  
*(2) has completed the following courses, with the highest combined grade point average:*
  - (a) Nutrition Through the Lifecycle;*
  - (b) Composition, Functional and Nutritional Perspectives of Food; and*
  - (c) Food Preparation and Preservation.*
- The selection committee was changed to:  
*The selection committee for this award will be the Agricultural and Food Sciences Awards Committee;*
- The following sentence was added:  
*The donor will contact Financial Aid and Awards by March 31 in any year that this award will not be offered;*
- The standard Board of Governors statement was added.

### **Marjorie Spence Physical Therapy Achievement Prize**

The following amendments were made to the terms of reference for the Marjorie Spence Physical Therapy Achievement Prize:

- The apostrophe was removed from 1960s in the first paragraph;
- Criterion (2) was changed to:  
*has achieved a minimum degree grade point average of 3.75 (or equivalent) in his or her undergraduate degree program;*
- The Vice-Provost (Graduate Education) was added to the selection committee paragraph.

### **Ph.D. Studies for Aboriginal Scholars (PSAS) Fund**

The following amendments were made to the terms of reference for the Ph.D. Studies for Aboriginal Scholars (PSAS) Fund:

- The name of the award was changed to: ***Indigenous Doctoral Excellence Award (IDEA)***.
- The preamble was revised to reflect initial and additional gifts to the fund, new award values, and an updated preference statement. The preamble now reads:

*An anonymous donor contributed an initial gift of \$250,000 to establish a trust fund at the University of Manitoba. The Manitoba Scholarship and Bursary Initiative, the President's Fund, the Faculty of Graduate Studies, and a number of other donors have made contributions to the fund. The fund will be used to provide merit-based awards to students enrolled full-time in a Ph.D. program at the University of Manitoba. Each year, awards with a maximum value of \$10,000 will be offered to students. Preference will be given to students who graduated from a high school in Manitoba, but all eligible applicants are encouraged to apply. Not all applicants who meet the minimum eligibility requirements are guaranteed to receive an award. The awards will be offered until the capital and income have been exhausted.*

- The numbered eligibility criteria were revised to:  
*The awards will be offered to meritorious graduate students who demonstrate significant research ability and scholarly potential, and who meet the minimum eligibility requirements below:*
  - (1) are Canadian Indigenous students (First Nations, Métis, Inuit);*
  - (2) are enrolled full-time in the Faculty of Graduate Studies, and within the first four years of any doctoral program;*
  - (3) have achieved a minimum grade point average of 3.0 based on the last 60 credit hours (or equivalent) of study; and*
  - (4) if they are a continuing student, are in good standing with the Faculty of Graduate Studies.*
- The application items were revised to:
  - (a) two letters of support, one of which must be from the student's Ph.D. advisor, or for incoming students, prospective advisor;*
  - (b) a detailed statement (maximum two pages) of the proposed research outlining project objectives and progress that has been made towards stated objectives, methods, interpretive frameworks, anticipated outcomes, etc.;*
  - (c) copies of university transcripts;*
  - (d) a curriculum vitae;*
  - (e) a copy of the most recent progress report (if available).*

- The following paragraph was removed:

*Candidates will be required to submit an application that will consist of a description of their proposed or ongoing research (maximum 500 words). Continuing students must submit a complete Annual Progress Report (APR) form (available from the Faculty of Graduate Studies). In addition, candidates must provide a statement of how the award will enhance their graduate studies experience. Candidates will be assessed as follows: record of academic achievement (including APR) (60%), statement of how the award will enhance their graduate experience (40%). The award is not automatically renewable but previous recipients may reapply. Subsequent Fellowships may not be offered at the value of the initial award but may be pro-rated based on a recipient's demonstrated progress in his/her degree program.*

- The following statements were added:

*One competition will be held each year for incoming and continuing students, and the deadline will be set annually by the Faculty of Graduate Studies. The award is not automatically renewable; therefore, continuing students are required to submit an application annually to be considered for an award. Completed applications must be submitted directly to the Faculty of Graduate Studies by the application deadline.*

- The selection committee statement was revised to:

*The selection committee will be named by the Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) and will include the Executive Lead, Indigenous Achievement (or designate).*

- The standard Board of Governors statement was added.

### **Philanthropy and the Law Essay Prize**

The following amendments were made to the terms of reference for the Philanthropy and the Law Essay Prize:

- The course *Philanthropy and the Law* was changed from LAW 3120 to LAW 3980.
- The term of the funding agreement was updated to:

*The Foundation has agreed to fund the prize and the grant beginning in the 2008-2009 academic year, and ending in the 2016-2017 academic year.*

### **Sydney L. Morantz Fund for Research in Poultry Science**

The following amendments were made to the terms of reference for the Sydney L. Morantz Fund for Research in Poultry Science:

- The name of the award was changed to: ***Sydney L. Morantz Scholarship for Research in Poultry Science.***
- The preamble was changed to:  
*A fund has been established at The University of Manitoba from a bequest by Mr. S.L. Morantz. The annual interest generated by this fund will be used to provide one or more scholarships each year for students pursuing graduate studies in Poultry Science. The scholarship(s) will be offered to one or more graduate student(s) who:*
- The numbered eligibility criteria were changed to:  
*(1) are enrolled full-time in the Faculty of Graduate Studies as a Master's or Ph.D. student in a program delivered by the Department of Animal Science;*

(2) have achieved a minimum grade point average of 3.5 (or equivalent) on the last 60 credit hours (or equivalent);

(3) are conducting research in the area of poultry science.

- The paragraph after the criteria was changed to:

*If there are no eligible students who meet criteria (3), the selection committee may select a candidate studying another topic within the field of Animal Science. Students will be required to submit a statement (500 word maximum) on their research, as well as a current curriculum vitae. No student may receive this scholarship more than twice while enrolled in the M.Sc. program or more than four times while enrolled as a Ph.D. student.*

- The selection committee paragraphs were changed to:

*The selection committee will have the discretion to determine the number and value of scholarships offered each year. The Dean of the Faculty of Agricultural and Food Sciences will have the discretion to approve any spending not related to the criteria listed above from the annual interest and any unspent allocated interest, made on the recommendation of the selection committee.*

*The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies will ask the Dean of the Faculty of Agricultural and Food Sciences to name the selection committee.*

- The standard Board of Governors statement was added.

### **University of Manitoba Graduate Fellowships**

The following amendment was made to the terms of reference for the University of Manitoba Graduate Fellowships:

- The values of the fellowships were increased: \$18,000 at the Ph.D. level and \$14,000 at the Master's level.

- The numbered eligibility criteria were updated to:

*(1) are enrolled in or plan to enroll in the Faculty of Graduate Studies at the University of Manitoba in either the Master's or Ph.D. program as full-time students (not including pre-Master's or Occasional students);*

*(2) have achieved a minimum grade point average of 3.75 in each of the last two full years of study;*

*(3) show great promise as researchers and as graduate students;*

*(4) are admitted to, or registered in, a program that is eligible for tri-council graduate student awards.*

- The statement regarding tenability was revised to:

*The UMGF is not tenable with any other scholarship that is of equal or greater monetary value than the awarded UMGF.*

- The following statements were removed:

*Normally, the starting date of the award is September. The fellowship may be deferred for one term only (four months). The fellowship is paid in three instalments (end of August, beginning of January, and beginning of May). The May installment and further renewal is contingent upon continued eligibility as outlined in the regulating governing UMGFs and approval of a completed renewal form.*

*The selection committee shall be recommended each year by the Dean of the Faculty of Graduate Studies and approved by the Faculty of Graduate Studies Executive and the Faculty Council.*

- The following statements were added:

*The above define minimum conditions of eligibility. Individual faculties are responsible for selecting recipients from amongst the students admitted to, or enrolled in, a program offered by a department or unit within that Faculty.*

- The standard Board of Governors statement was added.

### **3. WITHDRAWALS**

#### **George A. Schultz Bursary in North American Native History**

This award is being withdrawn as the end of the funding agreement has been reached.

#### **Marion Swanson IODE Bursary in Education**

This award is being withdrawn as the end of the funding agreement has been reached.

#### **Simplot Canada Ltd. Scholarships**

This award is being withdrawn as the company no longer exists.

#### **Sports Physiotherapy Centre Book Prize**

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

### **In Memoriam: Dr. Archie McNicol**

The university community was saddened to learn of the sudden passing of Dr. Archibald (Archie) McNicol, Associate Dean of the Faculty of Graduate Studies and Professor in the College of Pharmacy on December 8, 2016.

Dr. McNicol earned a BSc (hons) and a PhD in Pharmacology from the University of Glasgow and had been with the University of Manitoba since 1993 when he joined the Department of Oral Biology in what was then the Faculty of Dentistry.

He did postgraduate work at the Manitoba Institute of Cell Biology studying intracellular signaling mechanisms in platelets in patients with bleeding tendencies.

Dr. McNicol's globally-recognized research, which focused on bleeding disorders, blood-clotting mechanisms, and the function and dysfunction of human platelets, had been continuously funded by local and national agencies for 20 years. He served on local and national grant review committees and was an associate editor of the *Canadian Journal of Physiology and Pharmacology*.

Dr. McNicol held cross appointments in the Departments of Dental Diagnostics and Surgical Sciences, and in Pharmacology and Therapeutics. He taught in the College of Dentistry, the School of Dental Hygiene, College of Pharmacy and the College of Rehabilitation Sciences within the Rady Faculty of Health Sciences.

Dr. McNicol was involved with the Three-Minute Thesis (3MT) competitions and was an enthusiastic supporter of graduate student. He revamped the Graduate Studies Academic Guide, was an active member of the FGS Academic Programs Committee, Faculty Executive and Council, and worked diligently on new program proposals, program revisions and graduate program reviews. Archie had a special connection with the FGS staff and always set out to strengthen relations with individual units.

Nationally, Dr. McNicol had been involved in dental education as a member of both the Association of Canadian Faculties of Dentistry Faculty Chairs Committee and the Canadian Dental Association Council on Education.

Dr. McNicol made significant contributions to service within the College of Dentistry, the Faculty of Graduate Studies and the University at large. He served two terms on Senate, one term on the Senate Executive, and had been on the Senate Planning and Priorities Committee, the President's Budget Advisory Committee, and served as the Chair of the Senate Committee on Appeals.

His teaching was recognized with several teaching awards, most notably the W.W. Wood Award for Excellence in Dental Education. A well-loved teacher, in 2007 Dr. McNicol was presented with the Dean's Award for Excellence in Classroom Teaching to Dental Hygiene Students.

**Preamble:**

1. The terms of reference for the Senate Committee on Appeals (SCAP) are found on the web at:  
[http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committ ees/493.html](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committ ees/493.html)
2. The Committee is charged to hear and determine appeals from:
  - a) decisions made by academic administrators involving Senate regulations in which Faculty or School Councils have no jurisdiction; and
  - b) appeals against decisions taken by Awards Selection Committees of Faculties and Schools.
3. The Committee is to report to Senate on the determination of all appeals submitted to it; and advise the Executive Committee of any Senate regulations affecting students which appear to be creating particular difficulties.

**Observations:**

1. We would like to acknowledge the 10+ years of service of Dr. Archie McNicol as Chair of the Senate Committee on Appeals. Dr. McNicol was known for his caring nature, hard work, commitment to fairness for all parties in the appeal process, and his leadership to the Committee. Dr. McNicol was instrumental in the revision of the Senate Committee on Appeals Policy and Procedure. Dr. McNicol's contributions were many and his loss is greatly felt by the Committee and by the University community.
2. The Committee has received 5 appeals since the last report to Senate in October 2016. These cases are summarized without compromising the confidentiality of the Appellant.
  - An appeal was received against a decision by the Faculty of Engineering. The grounds were failure of the Faculty/School or Dean/Director to reasonably consider all factors relevant to the decision being appealed; and failure of Senate, the Faculty/School, or Dean/Director to comply with applicable legislation. The appeal was granted.
  - An appeal was received against a decision by the Faculty of Science. The grounds were failure of the Faculty/School or Dean/Director to reasonably consider all factors relevant to the decision being appealed. The Committee determined there were no grounds to proceed to a hearing.
  - An appeal was received against a decision by the Faculty of Arts. The grounds were failure of the Faculty/School or Dean/Director to reasonably consider all factors relevant to the decision being appealed. The Committee determined there were grounds to proceed to a hearing. The appeal was withdrawn before proceeding to a hearing.
  - An appeal was received against a decision by the Faculty of Science. The grounds were failure of the Faculty/School or Dean/Director to reasonably consider all factors relevant to the decision being appealed. The Committee determined there were no grounds to proceed to a hearing.



- An appeal was received against a decision by the Faculty of Graduate Studies. The grounds were failure of the Faculty/School or Dean/Director to follow procedures; and failure of the Faculty/School or Dean/Director to reasonably consider all factors relevant to the decision being appealed. The Committee determined there were no grounds to proceed to a hearing.

Currently the Committee has 0 open files.

Respectfully submitted,

Professor Sharon Alward and Dr. Charlotte Enns, Vice-Chairs  
Senate Committee on Appeals

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

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### **Preamble:**

1. The Terms of Reference for the Senate Committee on Academic Review are found on the web at:  
[http://www.umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/489.htm](http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/489.htm)
2. At its meeting on December 12, 2016, the Committee considered summaries of two undergraduate program reviews and six graduate program reviews. The committee also received follow-up reports on three undergraduate and ten graduate program reviews.

### **Observations:**

1. The Committee considered summaries of two undergraduate program reviews for Labour Studies and Music.
2. The Committee received follow-up reports on three undergraduate program reviews, including Geological Sciences, Sociology, and Women's and Gender Studies.
3. The Committee received an update from the Interim Dean, Faculty of Architecture, on progress made toward addressing recommendations to renew governance, academic and program structures for the Bachelor of Environmental Design program.
4. The Committee considered summaries of six graduate program reviews, including Biosystems Engineering, Civil Engineering, German and Slavic Studies, Interior Design, Mechanical Engineering, and Sociology.
5. The Committee received follow-up reports on ten graduate program reviews, including Animal Science; Biochemistry and Medical Genetics; Biosystems Engineering, Computer Science; Human Anatomy and Cell Sciences; Immunology; Kinesiology and Recreation Management; Medical Rehabilitation; Pharmacology and Therapeutics; and Religion (M.A., JMP).

Respectfully submitted,

Dr. David Collins, Chair  
Senate Committee on Academic Review



UNIVERSITY  
OF MANITOBA

Office of the President

202 Administration Building  
Winnipeg, MB  
Canada R3T 2N2  
Telephone: 204-474-9345  
Fax: 204-261-1318

**Date:** January 3, 2017

**To:** Jeff Leclerc  
University Secretary

**From:** David T. Barnard, Ph.D.  
President and Vice-Chancellor

**Re:** Suspension of Admissions to the Integrated Bachelor of Music/Bachelor of Education Program

---

I attach a recommendation from Dr. David Collins, Vice-Provost (Integrated Planning and Academic Programs) to temporarily suspend admissions to the Integrated Bachelor of Music/Bachelor of Education program for the Fall 2018 intake.

Under the Enrolment Limitations Policy, it is the President who approves changes to, or the introduction of, enrolment limits following consultation and discussion with the dean or director and with Senate.

Please place this item on the Agendas for the January 18, 2017 Senate Executive Committee meeting and the February 1, 2017 Senate Committee meeting.

cc. Dr. Janice Ristock, Provost and Vice-President (Academic)  
Dr. Edmund Dawe, Dean, Faculty of Music  
Dr. David Mandzuk, Dean, Faculty of Education  
Mr. Jeff Leclerc, University Secretary  
Mr. Jeff Adams, Director, Enrolment Services  
Mr. Neil Marnoch, Registrar  
Mr. Randy Roller, Executive Director, OIA  
Ms. Cassandra Davidson, Academic Programs Specialist



UNIVERSITY  
OF MANITOBA

Office of the Provost & Vice-President (Academic)

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

**Date:** December 19, 2016

**To:** Dr. David Barnard, President and Vice-Chancellor

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

**Re:** Suspension of Admissions to the Integrated Bachelor of Music/Bachelor of Education Program

---

Under the Admissions Targets Policy and at the request of the Faculty of Education and the Faculty of Music, please find attached a proposal to temporarily suspend admissions to the Integrated Bachelor of Music/Bachelor of Education program for the Fall 2018 intake.

As noted in the attached correspondence, this request was triggered by an identified need to review how teacher training in music education is offered at the UM. The Faculty of Music and the Faculty of Education are currently developing a new academic structure that is not only more conducive to student success but also provides credential parity at a level comparable to similar programs across the province. Once developed, the proposed new program will be brought forward to the appropriate governance bodies for approval.

Given the above circumstances, as well as the overwhelming support expressed for this initiative, I would strongly endorse this recommendation. If considered favorably, the proposal will be forwarded to the province for their review and approval under the provincial Program of Study Regulations.

**Cc.:** Dr. Janice Ristock, Vice-President (Academic) and Provost  
Dr. Edmund Dawe, Dean, Faculty of Music  
Dr. David Mandzuk, Dean, Faculty of Education  
Mr. Jeff Leclerc, University Secretary  
Mr. Jeff Adams, Director, Enrolment Services  
Mr. Neil Marnoch, Registrar  
Mr. Randy Roller, Executive Director, OIA  
Ms. Cassandra Davidson, Academic Programs Specialist



UNIVERSITY  
OF MANITOBA

Faculty of Education



Desautels  
FACULTY of MUSIC

December 6, 2016

To: Dr. David Collins, Provost & Vice-President (Academic)

From: Dr. Melanie Janzen, Associate Dean Undergraduate Programs, Faculty of Education  
Dr. Edmund Dawe, Dean, Faculty of Music

cc: Dr. David Mandzuk, Dean, Faculty of Education  
Dr. Karen Jensen, Associate Dean, Desautels Faculty of Music  
Dr. Jody Stark, Assistant Professor in Music Education, Desautels Faculty of Music

Re: **Request for a One Year Temporary Cessation of the Integrated Bachelor of Music/Bachelor of Education Program Effective Fall 2018**

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We are writing to request a temporary cessation of the Integrated Bachelor of Music/Bachelor of Education Program (Int. Mus/Ed) and that admission be suspended for a one-year period for the following reasons (details of which are provided in the application form):

- student experience, success and loss of earnings;
- salary classification inequity;
- incongruent program models.

Please note that the faculties held four joint consultation sessions in October with field partners. The resulting Letters of Support from the following organizations are attached:

- Manitoba School Boards Association;
- Manitoba Teachers' Society;
- Manitoba Music Educators' Association;
- Manitoba Classroom Guitar Association;
- Faculty of Education Student Council.

Additionally, the Faculty of Education and the Faculty of Music have both approved the motion for cessation (September 12, 2016 and October 31, 2016, respectively). Also, we are working to establish a four-year Bachelor of Music (Music Education) program to better serve future music educators.

Therefore, we are requesting that you consider this memo, the attached application, and the attached Letters of Support as a formal request for a one-year temporary cessation of the Integrated Bachelor of Music/Bachelor of Education Program effective Fall 2018.

Thank you.

Encl.

/rc



**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 Education and Advanced Learning must apply using this application form. This form reflects the requirements set out in the Programs of Study Regulation (MR 134/2015) under *The Advanced Education Administration Act*.

**UM INTERNAL REQUIREMENTS**
**UNIVERSITY  
OF MANITOBA**

1. Please refer to the Senate Policy and Procedures on Admission Targets (available online at: [http://umanitoba.ca/admin/governance/governing\\_documents/academic/admission\\_targets.html](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 (Integrated Planning and Academic 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*).
  - 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, Program Analyst at [Cassandra.Davidson@umanitoba.ca](mailto:Cassandra.Davidson@umanitoba.ca) in the Office of the Provost & Vice-President (Academic).

**SECTION A – PROPOSAL DETAILS**Institution: **UNIVERSITY OF MANITOBA**

Applicable faculties/department with responsibility for the program:

**Faculty of Education, Office of the Associate Dean, Undergraduate Programs** If program is a joint program, list all participating institutions and the roles of each in delivering the program to be temporarily ceased:

**Faculty of Education**

The Faculty of Education is primarily responsible for the Academic Advising of students in the program and for the administrative tasks related to admission and to delivery of the program itself. Applicants may select from one of three music/education specializations (Choral, Instrumental, Early/Middle Music) and from up to 16 teachable minors resulting in 51 different combinations of specializations and a non-music teachable minor. As a result, coordination between the Faculties of Music and Education is critical as it relates to course scheduling. The Faculty of Education is also responsible for implementing and monitoring the practicum courses in the Integrated Music Program.

**Desautels Faculty of Music**

The Desautels Faculty of Music is responsible for the scheduling of music/education courses that make up the specializations for Early/Middle, Choral and Instrumental Music. These courses are defined as fulfilling the requirements for both the Music portion of the degree and the Education portion of the degree for the purposes of meeting the 60 credit hours of education coursework as mandated by the Minister of Education. The faculty is also responsible for scheduling and staffing the Faculty of Music courses that fall within years 3 and 4 of the program.

Program name: **Integrated Bachelor of Music/Bachelor of Education Program**Credential awarded: **Bachelor of Education and Bachelor of Music**

Proposed start date for temporary cessation: Fall, 2018

Office Use Only

On-going funding: \_\_\_\_\_

One-time 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 Integrated Music/Education Program was originally developed more than three decades ago. The purpose of the Integrated Music/Education program is to prepare teachers for general teacher certification and as specialists in teaching Music. Students receive two degrees (Bachelor of Music and a Bachelor of Education) upon completion. Students complete a teachable major in Music in one of three specializations: Early/Middle, Instrumental or Choral and a teachable minor for the Senior Years.

---

**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)*

The Integrated Music/Education Program is five years in length. Admission to Education occurs after two years (67 credit hours) of specific course work in the Marcel A. Desautels Faculty of Music followed by three years including two intersessions (total of 104 credit hours) in the Faculty of Education/Music program. This represents a total of five academic sessions each running from September-April plus two Summer Sessions each running from mid-April-early June for a total of 174-177 credit hours.

---

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

This is an on-campus program except for the required 24 weeks of in-school practicums. The school practicums are completed over two summer sessions and in two terms of the final year of the program.



**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.)*

Factors include:

- Student Experience, Success, and Loss of Earnings

The Integrated Music/Education program is longer in duration and more intensive than the After-Degree option. Integrated students are admitted to the program after completion of two years of specific course work in the Desautels Faculty of Music upon which students spend an additional three years plus two spring sessions in the integrated program with Education serving as their home faculty. The Integrated Music program is much more demanding of students' time, often results in delayed graduation. Currently, over 50% of Integrated students are taking 6 years to complete the current 5-year model. Because Integrated Students are required to take their practicum in May and June in two years of the program, this creates inequities in regards to potential summer earnings. This is in sharp contrast to the After-Degree program where the vast majority of students complete the program within two academic years (within the fall and winter terms), thereby allowing them to be employed as early as May of their graduation year.

- Salary Classification Inequity

Teacher candidates who enter the After-Degree Bachelor of Education program with a three-year degree (e.g., Bachelor of Arts, Bachelor of Science, etc.) and after graduation from the two-year B. Ed. program are recognized as Class 5 (meaning they have the equivalent to 5 years of study). Teacher candidates who enter the After-Degree Bachelor of Education program with a four-year degree and after graduation from the two-year B. Ed. program are recognized as Class 6 (meaning they have the equivalent to 6 years of study). The Integrated Music/Education program requires 174-177 credit hours of study, which is only 3-6 credit hours short of a six-year program, yet, these students technically graduate from a five-year program. Subsequently, because Manitoba Education and Training only recognizes graduates of the Integrated Program as having completed 5 years of university education, the Integrated Program graduates begin their careers at a lower classification (a Class 5) than the After-Degree students with 6 years of education (a Class 6), even though they are only one or two courses short of this higher classification. This means that the Integrated Music/Education graduates are initially paid approximately \$3,000.00 less per year than their Class 6 After-Degree counterparts. As such, their earning capital upon graduation, and in perpetuity, remains one class lower than their After-Degree peers. This salary and classification inequity continues even if they go on to complete a Post-Baccalaureate Diploma in Education.

- Incongruent Program Model

Currently, there are two routes to becoming a music teacher at the University of Manitoba. The first is through the Integrated Music Education Program, the latter through the two year After-Degree Bachelor of Education Program.

The Integrated Program was originally designed as a Senior Years (grades 9-12) program and paralleled our previous After-Degree Bachelor of Education program. Over the years, as a way of responding to student requests, the Integrated Music/Education program was adjusted to include an Early/Middle Years Specialization by adding education courses aimed at teaching to this level. While the program allows for an Early/Middle Years Specialization, it remains a Senior Years Program. In addition, both the Bachelor of Music and the Bachelor of Education programs have undergone program revisions and therefore, the Integrated Music/Education program no longer aligns with the current program structure or course offerings. This leads to difficulty in program cohesion and program integrity. In addition, students' pathways through the Integrated program is extremely challenging



given revisions made to both programs in recent years, and the degree requirements for the various specializations. Aside from the unreasonably heavy workload, there are significant logistical challenges in both faculties with course scheduling so as to enable students to complete Music and Education courses as well as a teachable minor, breadth, aboriginal/indigenous, and special needs/diversity requirements.

The After-Degree Program allows students to complete a degree in Music, followed by a two year Bachelor of Education degree through either the Early Years (K-4), Middle (5-8) or Senior (9-12) Streams.

---

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

The Faculty of Education is seeking a one year temporary cessation of the Integrated Music/Education Program. During this time, the Desautels Faculty of Music, in consultation with the Faculty of Education and its field partners, is in the process of developing a four-year Bachelor of Music with major in Music Education. This Music program will be designed specifically for those students wishing to become music educators. This program will be presented to the appropriate Senate Committees for approvals in the Fall 2016 term with an aim to admit students to the new program for the Fall 2018. Should the new major in Music Education be approved, the Faculty will initiate the process of formally closing the Integrated Music/Education program.

The After-Degree Bachelor of Education program will continue to draw applicants with a music degree from the University of Manitoba as well as other universities across the province and elsewhere. The Faculty has a steady number of applicants from graduates of the Canadian Mennonite University's Bachelor of Music, Music Education Concentration Program. These other students will not be effected by that change.

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**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.

**UNIVERSITY OF MANITOBA:**

Faculty of Education

Undergraduate Program Committee (UPC) – approval August 30, 2016

Faculty Council – approval September 12, 2016

Marcel A. Desautels Faculty of Music

Faculty Council – approval October 31, 2016

**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-3.1 What agencies, groups, or institutions have been consulted regarding the temporary cessation of this program?

The Faculty of Education and the Desautels Faculty of Music held four joint consultation sessions. These sessions took place on October 4, 2016, October 5, 2016, October 13, 2016 and October 17, 2016. The following organizations were consulted:

- Teacher Education Certification Committee (TECC)
- Manitoba Teachers' Society (MTS)
- Manitoba Association of School Superintendents (MASS)
- Manitoba Music Educators' Association
- Association of Music Administrators of Manitoba
- K-12 Arts Education Steering Committee, Manitoba Education & Training
- Faculty of Education, Undergraduate Student Council
- Desautels Faculty of Music, Undergraduate Student Council (FMSC)
- Desautels Faculty of Music, current and prospective Integrated students
- Manitoba Classroom Guitar Association

C-3.3 How have students and faculty been informed of the intent to temporarily cease this program?

A letter will be sent to all students enrolled in the Desautels Faculty of Music who may be interested in the program to advise them that admission has been suspended for one year and that during this time a new option is being developed for music education at the University.

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

None. Given that future students still have the opportunity to apply to the After-Degree Bachelor of Education Program, there will be no adverse effects on the supply of qualified music teachers in the province.

## 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:**

None. Laddering options do not currently exist for the Integrated Music/Education program. The current credit transfer options will continue to operate as they have in the past.

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### **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:**

None. Currently the Faculty of Education at Brandon University offers an Integrated Music/Education Program and thus students will still have a five year Integrated Music Education option. In addition, Music students seeking to complete their education degree at the University of Manitoba may continue to do so by applying to the After-Degree program.

## SECTION E- STUDENT IMPACTS

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

Students currently enrolled in the Integrated Music/Education Program will be provided the courses required to complete their degree requirements and therefore we do not anticipate any adverse impact on student's programs. Should the new music education major be approved, the faculty will develop a transition plan at that time.

Year 1

Year 2

Year 3

Year 4

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

No.

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

The program does not have a maximum or minimum seat capacity. All those meeting minimum eligibility requirements are admitted.

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

	Enrolled	Graduated
2014/15	44	15
2013/14	38	5
2012/13	41	18
2011/12	39	12
2010/11	39	16

## SECTION F – FINANCIAL REALLOCATION

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

There is no separate ongoing funding allocated to the Integrated Music/Education program. It is supported through general funding for the B.Ed. program.

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

Because the Integrated Music/Education program is supported through general funding, resources will continue to be used towards offerings for current students in the Integrated Program and towards music teachables offered in the After-Degree program



## SECTION G – FINANCIAL REALLOCATION

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

### SUBMITTED BY:

**President:**

Name:

Signature:

Date: Click here to enter a date.

**Vice-President/Academic:**

Name:

Signature:

Date: Click here to enter a date.

For use by joint programs only:

**President:**

Name:

Signature:

Date: Click here to enter a date.

**Vice-President/Academic:**

Name:

Signature:

Date: Click here to enter a date.

## SUBMIT COMPLETED FORM

**PROVOST'S OFFICE ONLY:** Once completed and signed, please submit this application form to the Advanced Learning Division at [ald@gov.mb.ca](mailto:ald@gov.mb.ca) with the following attachments: (double-click check box to engage)



Cover letter



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

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

Advanced Learning Division  
Manitoba Education and Advanced Learning  
608-330 Portage Avenue Winnipeg MB R3C 0C4  
(204) 945-1833  
[ald@gov.mb.ca](mailto:ald@gov.mb.ca)



Dr. Melanie Janzen,  
Associate Dean  
Faculty of Education  
Room 214 Education Building  
University of Manitoba  
Winnipeg, MB  
R3T 2N2

October 17, 2016

Dear Dr. Janzen,

After careful consideration, the executive of the Manitoba Classroom Guitar Association has voted to endorse the proposed cessation of the Integrated Bachelor of Music/Bachelor of Education program. The cessation motion was based in part on the following rationale :

**Student experience and success:** The Integrated Music program is much more demanding of students' time, often results in delayed graduation. Currently, over 50% of the Integrated Music/Education students are taking 6 years to complete the current 5-year model. Because Integrated Students are required to take their practicum in May and June in two years of the program, this creates inequities in regards to potential summer earnings.

**Salary classification inequity:** The Integrated Music/Education program requires 174-177 credit hours of study, which is only 3-6 credit hours short of a six-year program, yet, these students technically graduate from a five-year program. Subsequently, because Manitoba Education and Training only recognizes graduates of the Integrated Program as having completed 5 years of university education, the Integrated Program graduates begin their careers at a lower classification (a Class 5) than the After-Degree students with 6 years of education (a Class 6), even though they are only one or two courses short of this higher classification.

**Four-year Bachelor of Music (Music Education):** Currently, the Faculty of Music is revising their program in order to allow students of the Faculty of Music to receive a four-year Bachelor of Music (Music Education), with all of the required Music courses, Music Education courses, teachable minors, and breadth courses, making them eligible to apply for the Bachelor of Education After-Degree program. The four-year Bachelor of Music (Music Education) students will continue to incorporate school visits and observations of established public school teachers. After-degree Music students will be better integrated with cohorts of Education students in the early, middle or senior years' areas. Additionally, elective space in the after degree (Bachelor of Education) will enable Music students to continue developing their musicianship and performance skills through Music ensemble opportunities for credit.

If you have any questions please do not hesitate to contact either myself or Randy Haley ([randall.haley@lrsd.net](mailto:randall.haley@lrsd.net)).

Sincerely,

Les Chalmers,  
MCGA President  
[lchalmers@retsd.mb.ca](mailto:lchalmers@retsd.mb.ca)



**MANITOBA MUSIC EDUCATORS' ASSOCIATION  
L'ASSOCIATION MANITOBAINE DES ÉDUCATEURS DE MUSIQUE  
83 CELTIC BAY, WINNIPEG, MB R3T 2W8**

**Karen Tole-Henderson  
President**

**Eric Marshall  
Past President**

**Stephanie Davis  
Manitoba Orff Chapter**

**Alice Cameron  
Manitoba Choral Association**

**Jennifer Shead  
Manitoba Band Association**

**Jordan Laidlaw  
Manitoba Classroom Guitar  
Association**

**Darryl Ferguson  
Board Member**

**Robert Chrol  
Board Member**

**Virginia Helmer  
Board Member**

Dr. Melanie Janzen  
Associate Dean, Faculty of Education  
Undergraduate Programs  
University of Manitoba  
Room 214 Education Building  
Winnipeg, MB R3T 2N2

October 27, 2016

Dear Dr. Janzen

On behalf of the Manitoba Music Educators' Association (MMEA), I would offer support for the temporary cessation of the Integrated Bachelor of Music/Bachelor of Education Program effective Fall, 2018 and the development of a new Bachelor of Music (Music Education) program that would be followed by a two year After Degree Program in Education.

The MMEA is aware that the current five year program is very demanding of students' time with approximately half of the students taking six years to complete the course load. Students are expected to complete 174-177 credit hours which is 3 – 6 credit hours short of a six-year program, yet students graduate with a 5 year program and are compensated accordingly. Integrated students are required to complete their practicum in Spring Session which shortens the amount of time students can work during the summer months in order to pay tuition and living

expenses. With the addition of a number of requirements (breadth, aboriginal/indigenous, and special needs/diversity), the current model has significant logistical challenges that make it difficult to provide a cohesive program.

The MMEA believes that a new program with a four year Bachelor of Music (Music Education) and a two year After Degree in Education would assist to alleviate many of these challenges. As the new program is developed, there is a need for ongoing consultation with the broader Music Education community in Manitoba in order to ensure that the six year model will properly equip graduates for music teaching in Manitoba classrooms. We would appreciate the opportunity for representatives from the MMEA, Manitoba Band Association, Manitoba Choral Association, Manitoba Classroom Guitar Association and the Manitoba Orff Chapter, and Association of Music Administrators of Manitoba to meet with representatives of the University of Manitoba in order to share concerns, to provide input and to assist in the development of the new program model.

Thank you for your time and consideration. The MMEA Board looks forward to working together with you and the University of Manitoba as this project moves forward.

Sincerely,

Karen Tole-Henderson  
MMEA President

CC: Dr. Edmund Dawe, Jody Stark





October 24, 2016

Attention: Dr. David Mandzuk  
Dean, Faculty of Education  
Room 223A Education Building, 71 Curry Place  
University of Manitoba  
Winnipeg, MB R3T 2N2

Dear Dr. Mandzuk:

Re: Temporary Cessation of the Integrated Bachelor of Music/Bachelor of Education  
Program effective Fall 2018 & Development of new Bachelor of Music  
(Music Education)

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Thank you for the invitation to the October 17 consultation meeting about the proposed cessation of the Integrated Music Education Program and development of a new Bachelor of Music (Music Education) at the University of Manitoba. The anticipated changes would address a salary classification inequity for the Integrated Music graduates, and the new program under development has the potential to address the program and course availability issues that some students have experienced.

The Manitoba Teachers' Society, through the unanimous support of the Provincial Executive, supports the proposed program changes and suggested timelines.

If further consultations are anticipated during the development of the new Bachelor of Music program, we would be delighted to participate in those as well.

Yours truly,

THE MANITOBA TEACHERS' SOCIETY

Per:

Norman Gould,  
President

c.c. Linda Thorlakson, Staff Officer, Professional French Language Services  
Virginia Helmer, Member-at-large, Manitoba Music Educators' Association



LEADERSHIP, ADVOCACY AND SERVICE FOR MANITOBA'S PUBLIC SCHOOL BOARDS

14 November 2016

Melanie Janzen, Ph.D.  
Associate Dean, Undergraduate Programs  
Room 214, Education Building  
University of Manitoba  
Winnipeg, MB R3T 2N2

Dear Dr. Janzen:

An ongoing spirit of innovation and of responsiveness within a Faculty or Department is a transformative substance that serves to render academic programming more relevant and current to meeting needs. In so doing, a faculty or department ensures that its programming and course offerings reflect contemporary norms and requirements, remain tailored to address the dynamic realities of labour market demand, while also ensuring that all learners and graduates are able to both contribute and benefit from the breadth and depth of knowledge and skill they acquire during the course of their studies.

In our appreciation for the evidence of this spirit and, representing the voice of Manitoba 38 public school boards, I am therefore pleased to signal the Manitoba School Boards Association's support for the Faculty of Music and the Faculty of Education's proposal for the permanent cessation of the Integrated Bachelor of Music and Bachelor of Education (B.Mus./B.Ed.) program. I would also like to reiterate our further approval of the proposed replacement of this integrated program with a new consecutive educational pathway, to be composed of a four year Bachelor of Music (Music Education) degree, to be followed by the standard educational requirements that must be fulfilled by all teacher candidates under the two year Bachelor of Education After Degree (A.D.) program.

As has been comprehensively explained by the Faculty of Education to our Association during the course of its undergraduate program advisory committee meetings and subsequently through its follow-on consultation sessions with affected students and staff, we would concur that the existing Integrated B.Mus./B.Ed. program is in need of a general refresh and replacement. Under the University of Manitoba's proposed consecutive six year pathway for future music teacher candidates, we feel strongly that all graduates will receive benefit and advantage from this new model, including greater opportunity for exposure to musical theory and performance, as well as enhanced eligibility to qualify for higher classification levels under the current provincial teacher certification framework.

In real terms, what these combined program amendments will therefore represent are an essential supply of more highly specialized and therefore expert teachers to meet the demands of the present and future within the band programs and other music education experiences that we strive to provide to our pupils within the public education system across Manitoba. What these changes also mean for the average graduate from the new program will be the recognition of higher compensation for their overall contributions, upon commencement of their professional duties within our public education system. What the Faculties of Music and of Education are therefore proposing is a rare "win-win" scenario that will benefit the students of the present, as well as the pupils of the future.

In light of the Faculties' recent and successful conclusion of advisory and consultation processes with its stakeholders, students and staff, including with our association, we therefore encourage the University of Manitoba to expedite this proposal through all requirements and obligations relating to the University's additional internal and external approval processes, in order to fulfil the actualization of this project without delay or hindrance.

Please do not hesitate to follow-up with us should you require any additional information relating to our association's support for this critical program.

Sincerely,

A handwritten signature in blue ink, reading "Nathanael J. Watt", followed by a horizontal line.

Nathanael J. Watt  
Executive Director



Thursday, October 20<sup>th</sup>, 2016

To: Dr. Melanie Janzen  
Associate Dean  
Undergraduate Programs  
Faculty of Education  
University of Manitoba

Dear Dr. Janzen,

We are writing to you on behalf of Education Student Council. Please accept this letter of support for the temporary cessation of the Integrated Bachelor of Music/Bachelor of Education Program with the understanding that there will be a revised program introduced in 2018. It is our understanding that this program was first introduced over thirty years ago in 1984. We understand that this will be a temporary cessation of the program that will commence in Fall 2018 and is a response to the ongoing revisions to the Bachelor of Music and Bachelor of Education programs respectively. Education Student Council supports this request for temporary cessation of the Integrated B.Ed/B.Mus program. We recognize the following reasons for this request:

1. The Music/Education program demands more of students' time making it hard for students to work in order to fund their post-secondary studies. This results in 50% of Music/Education students delaying graduation and taking 6 years to complete the 5-year model. This extension of their studies is concerning in comparison to the 2-year B. Ed. After-Degree where students rarely require more time for completion.
2. Students in the Music/Education program typically complete 6 years of post-secondary studies in 5 years and graduate with a class 5 teaching certificate rather than a class 6 like their after-degree counterparts who complete 6 years of study.
3. The Music/Education program was originally designed as a Senior Year program and has since been revised to provide opportunities for musical development in both Early and Middle years as well as Senior however it no longer aligns with new B.Ed and B.Mus programs.
4. The Bachelor of Music program is currently revising their model to allow music students the opportunity to receive a four-year degree in Music Education and then enter the B.Ed program full-time and graduate with class 6 certification.

We believe that the Integrated Bachelor of Music/Bachelor of Education Program is in dire need of a revision and that Education Student Council is in full support of a temporary cessation of the program taking effect in Fall 2018.

Sincerely,



Charla Lawrene Anderson  
Senior Stick  
Education Student Council  
Faculty of Education  
University of Manitoba  
[anders87@myumanitoba.ca](mailto:anders87@myumanitoba.ca)  
204.228.8357




Alyssa Laing  
Integrated B. Mus/B.Ed Rep.  
Education Student Council  
Faculty of Education  
University of Manitoba  
[lainga34@myumanitoba.ca](mailto:lainga34@myumanitoba.ca)  
204.371.2847

To whom it may concern,

The Desautels Faculty of Music Students' Association supports the decision to temporarily cease the Integrated Bachelor of Music and Bachelor of Education in the fall term of 2018. It is our hope that the two respective faculties continue to work hard in restructuring the music education program here at the University of Manitoba so that a new program can be put into place by then. If we can be of service in these times of change and uncertainty, we will do so as long as it is in the interest of the students and future students of the program.

Sincerely,

The FMSA Council



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Kieran Labossière

Senior Stick of the FMSA Council

## **PRESIDENT'S REPORT: February 1, 2017**

### **GENERAL**

In December 2016, the University submitted its first Accessibility Plan under the Accessibility for Manitobans Act to the Disability Issues Office. The plan is available on the University's website, and has been recognized as among the best plans produced by any public sector entity. Under the Accessibility for Manitobans Act (AMA), all Public Sector organizations are required to develop and publish a plan by December 31, 2016. The plan covers accessibility issues under each standard as they come into effect, eventually covering all five standards (Customer Service, Employment, Information and Communications, Transportation, and the Built Environment). The Plan is available in both print and electronic formats.

On December 8, a Visionary Conversations on Campus event was held to bring insight and discussion on accessibility in Manitoba. The topic was "What does an accessible Manitoba look like? New accessibility laws take effect in December – is Manitoba ready?" Mr. Greg Juliano, Associate Vice-President (Human Resources), moderated the event and panelists included Ms. Yutta Fricke, Executive Director of the Manitoba Disabilities Issues Office, Dr. Richard Milgrom, Department Head, Faculty of Architecture, Dr. Michelle Porter, Director, Centre on Aging and Ms. Tanis Woodland, Disability Studies.

The Game Changer Competition, in which students from post-secondary institutions work in teams to develop solutions to showcased problems selected from student suggestions, came to a conclusion on January 20. Students from the University of Manitoba, University of Winnipeg and Red River College were all represented on the four finalist teams, which competed for the first prize of \$10,000. Team Loop, comprising Haneen Shouman and Michael Hall, students in the Asper School of Business MBA program, and Maria Sanchez who is studying marketing management through extended education at the University of Winnipeg, won for their solution to the problem of e-waste.

On January 25, 2017, ceremonies took place at the Canadian Museum for Human Rights and at the Naitonal Centre for Truth and Reconciliation to witness the move of the Bentwood Box, a sacred piece commissioned by the Truth and Reconciliation Commission as a tribute to Residential School Survivors, from the Museum to its permanent home in the Centre, to welcome the newly-appointed members of the Survivor's Circle and to feast the name of the Centre. The Centre has been given the spirit name "Bezhig Miigwan – One Feather".

On February 28, the University of Manitoba will recognize its 140th anniversary through a community celebration. A one-day winter festival will be held in the centre of the Fort Garry campus and feature ice skating, student musicians, winter activities and games, and more. Students, faculty and staff, alumni and community members will be invited to attend.

### **ACADEMIC MATTERS**

- Pat Bovey, Art Historian and former University of Manitoba Board Chair, and Harvey Chochinov, distinguished professor of psychiatry and director of the Manitoba Palliative Care Research Unit, CancerCare Manitoba were both nominated to Senate in October. Pat Bovey was sworn in on November 15, 2016.

- Frank Plummer, distinguished professor of medicine and medical microbiology, was awarded the 2016 Canada Gairdner Wightman Award by the Gairdner Foundation. The prestigious award recognizes Plummer's groundbreaking research on HIV transmission and prevention in Africa, as well as his exemplary leadership in fighting epidemics in Canada.
- Michael Eskin, human nutritional sciences, and Rayleen V. De Luca, psychology both became Members of the Order of Canada.
- Jitendra Paliwal, biosystems engineering, was named a Fellow by Engineers Canada, an honour given to individuals who have given noteworthy service to the engineering profession through their work with either Engineers Canada or its provincial and territorial engineering regulators.
- In late October and early November, students from the colleges of Pharmacy, Nursing and Medicine administered free influenza vaccines at both University of Manitoba campuses and the University of Winnipeg.
- In November, the Faculty of Health Sciences hosted nearly 300 high school students and teachers from 81 schools across Manitoba for "Discovery Day in Health Sciences". The annual event, gives Grade 11 and 12 students the chance to interact with health professionals in research labs and teaching spaces on campus and at affiliated sites.
- The College of Dentistry and the Manitoba Dental Association provided free dental care to refugees who had arrived in Manitoba within the previous year. The majority of the patients were children, and some had never seen a dentist. The clinic also aimed to educate families about affordable oral health care options. Dozens of dental professionals and dental students volunteered for this day-long event.

## RESEARCH MATTERS

- On December 8, Genome Canada announced \$10.7 million in funding from the 2015 Large-Scale Applied Research Project Competition to a research project titled 'GENICE' that partners the University of Manitoba researchers Gary Stern (Environment and Geography) and University of Calgary professor Casey Hubert. The duo will combine their expertise in the areas of genomics, petroleomics and sea-ice physics to investigate the potential for native microbial communities to mitigate oil spills, as warmer temperatures and melting sea ice usher in increasing shipping throughout Arctic waters. This research will be undertaken at the Churchill Marine Observatory, a unique research facility the University of Manitoba is building in Churchill, MB and on board the Canadian Coast Guard Ship, *Amundsen*.
- On December 9, the Canada Research Chair (CRC) program announced two new CRCs and one renewal to University of Manitoba professors Kathryn Sibley (Community Health Sciences), Feiyue Wang (Environment and Geography) and Jason Treberg (Biological Sciences). Sibley is the new CRC in Integrated Knowledge Translation in Rehabilitation Science, whose research will lead to improved rehabilitation services and care and improvements in the healthcare system; Wang is the new CRC in Arctic Environmental Chemistry and will explore the processes controlling the release, fate and effects of contaminants in Arctic ecosystems; and Treberg is the renewed CRC in Environmental

Dynamics and Metabolism whose research examines how mitochondria (small compartments in cells) in animals respond to environmental change and quality.

- On December 9, the Government of Canada announced 15 investigators were awarded funding for health research at the University of Manitoba, for a total investment of \$10.2 million through CIHR's Project and Bridge Grants Program. The funding will support the work of researchers at the University of Manitoba across the spectrum of health research areas, ranging from microbiology and nanoparticles, to healthcare delivery and population-based wellness strategies. Successful investigators are:
  - Chris Anderson, \$100,000 (Pharmacology)
  - Marissa Becker, \$1,525,180 (Internal Medicine/Community Health Sciences/Medical Microbiology)
  - Keith Fowke, \$363,137 (Medical Microbiology)
  - Spencer Gibson, \$100,000 (Biochemistry/Medical Genetics/Cell Biology/CancerCare Manitoba)
  - Juliet Ho, \$2,664,284 (Internal Medicine/Health Sciences Centre)
  - Richard Keijzer, \$642,180 (Surgery/Children's Hospital Research Institute of Manitoba)
  - Christine Kelly, \$267,575 (Community Health Sciences/Children's Hospital Research Institute of Manitoba)
  - Ayush Kumar, \$100,000 (Microbiology)
  - Josée Lavoie, \$703,340 (Community Health Sciences, Manitoba First Nations Centre for Aboriginal Health Research)
  - Brian Mark, \$760,680 (Microbiology)
  - Lyle McKinnon, \$531,327 (Medical Microbiology)
  - Donald Miller, \$848,595 (Pharmacology)
  - James Nagy, \$673,375 (Physiology & Pathophysiology)
  - Abdellah Soussi Gounni, \$100,000 (Immunology)
  - Jude Uzonna, \$802,725 (Immunology/Medical Microbiology)
- Dr. Zahra Moussavi (Electrical & Computer Engineering) and Canada Research Chair in Biomedical Engineering received \$1,737,960 in funding for clinical trials of a new treatment for Alzheimer's disease from the Weston Brain Institute. Her project will investigate the efficacy of high-frequency rTMS treatment for Alzheimer's disease. Recent trials applying repetitive transcranial magnetic stimulation (rTMS) in Alzheimer's patients have reported encouraging results in improving or stabilizing cognition. This proposal is the first large placebo-controlled double blind study designed with sufficient statistical rigor to measure the efficacy of rTMS treatment for Alzheimer's. Moussavi will lead a team of local, national and international collaborators on this research that includes: Drs. Mandana Modirrousta (Psychiatry), Colleen Millikin (Clinical Health Psychology), Xikui Wang (Statistics), Behzad Mansouri (Neurology), and Craig Omelan (Psychiatry) in collaboration with colleagues from McGill (Montreal – Drs. Lesley Fellows and Lisa Koski) and Monash (Australia – Dr. Paul Fitzgerald) universities.
- On November 22, 2016, the Health Research Foundation (HRF), along with Prix Galien Canada and Research Canada celebrated and honoured the best and brightest minds of Canada's life sciences and health research advocacy sectors, at the HRF Research Awards Gala. Two University of Manitoba professors—Dr. Cheryl Rockman-Greenberg (Pediatrics and Child Health/Children's Hospital Research Institute of Manitoba) and Dr. Grant Pierce (Physiology and St. Boniface Hospital) were recognized for their achievements.



Rockman-Greenberg was awarded the Medal of Honour, making her the first female recipient in the award's history. She was recognized for drawing attention to the importance of molecular medicine in the 1980's and being the driving force behind the opening of the first laboratory in Manitoba for the diagnosis of genetic disease with DNA testing. She identified the molecular source of some of Canada's most devastating inherited diseases, including those most prevalent in the Aboriginal, Mennonite and Hutterite communities and in partnership, developed and implemented strategies for early detection and in many cases effective treatments not available previously.

Pierce received Research Canada's 2016 Leadership Award for Health Research Advocacy. He was honoured as an outstanding leader in advancing the case for the hope and promise of health research in advancing deeper understanding of factors leading to health and disease.

- Two University of Manitoba professors were named among Women's Executive Network (WXN)'s 2016 Canada Most Powerful Women: Top 100 award winners. Drs. Annemieke Farenhorst (Soil Science) and Ruth Ann Marrie (Internal Medicine/Neurology and Health Sciences Centre). Both were recognized in the 'trailblazers and trendsetters' category.

Farenhorst is a trailblazer on three fronts: for the advancements she has made in her science; for the leadership she provides in advancing women in science and engineering professions; and for her dedication to strengthening strategies for the recruitment, retention and success of Indigenous students in university programs.

Marrie is internationally known for her innovative work in epidemiology and her pioneering discoveries of the impact of comorbidity (co-existing health conditions) on people with multiple sclerosis (MS). The impact of comorbidity in MS was a novel avenue that had not been explored in the field of MS before she began her work.

- Dr. David Barber (Environment and Geography) was appointed to officer of the Order of Canada 2017. The Right Honourable David Johnston, Governor General of Canada made the announcement on December 30, 2016. Barber is recognized "for his leadership in environmental science and for his contributions to the study of arctic sea ice processes." A Distinguished Professor in the Riddell Faculty of Environment, Earth, and Resources, and Canada Research Chair in Arctic-System Science, Barber has made significant, innovative and sustained contributions in the field of Arctic system science and climate change for more than 30 years. He has illustrated how changes in dynamic and thermodynamic processes in sea ice have implications throughout the natural and human systems both within and outside of the Arctic.
- In October/November 2016, four international partnership agreements were completed. They are:

Country	Partner Institution	Agreement Type	Initiating Faculty
China	Huazhong Agricultural University	Amended Articulation Agreement	Ag/Food Sciences
China	Shantou University	Amended Student Exchange Agreement	Asper School of Business
Australia	Flinders University	Amended Student Exchange Agreement	University-Wide
UK	University of Liverpool	MOU, Student Exchange Agreement	University-Wide & Asper School of Business

- The University of Manitoba hosted three visiting delegations this quarter. They were:

Country	Delegation	Date	Hosting Faculty
Germany	University of Trier	Oct. 7, 2016	Faculty of Arts
Japan	University of Kitakyushu	Nov. 8, 2016	Faculty of Arts

- Forty-five researchers were awarded funding from various external sponsors totaling \$2,616,800. Those projects awarded more than \$25,000 are:

PI	Sponsor	Title	Awarded
Belmonte, Mark (Biological Sciences)	NSERC	Development of novel crop protection technologies	\$25,000
Bhullar, Rajinder (Dean's Office - College of Dentistry); Schroth, Robert (Preventive Dental Science)	CIHR	Improving access to oral health care and oral health care delivery for vulnerable young children in Manitoba	\$300,000
Bridges, Gregory (Electrical and Computer Engineering)	NSERC	Multi-physics modeling of jet engine airfoil clearance sensor	\$25,000
Cha, Young Jin (Civil Engineering)	NSERC	Unsupervised machine learning method for structural damage assessment	\$25,000
Chochinov, Alecs (Emergency Medicine); Snider, Carolyn (Emergency Medicine)	CIHR	Development, implementation and evaluation of interventions for youth injured by violence	\$300,000
Dick, Kristopher (Biosystems Engineering)	EcoPan Corporation	Load behavior of structural insulated panels for 10 and 12-foot applications from three production facilities compared to wood frame wall sections	\$53,820

Dixon, Ian (Physiology & Pathophysiology)	Research Manitoba	Ski is a negative regulator of cardiac myofibroblast function: The roles of scleraxis, smads and non-smad signaling proteins	\$32,500
Ghavami, Saeid (Human Anatomy and Cell Science)	Health Sciences Centre Foundation	Mevalonate cascade inhibition sensitizes human glioblastoma cells to temozolomide via modulation of autophagy	\$62,125
Gorczyca, Beata (Civil Engineering)	NSERC	The relationship between membrane and foulant in filtration of high DOC and hardness waters	\$25,200
Herbert, David (Chemistry)	NSERC	Development of a standardized analytical protocol for determination of chlorite concentration using thiourea	\$25,000
House, James (Human Nutritional Sciences)	NSERC	Exploring research gaps for determining protein quality in food	\$25,000
Ivanco, Tammy (Psychology)	Research Manitoba	Brain plasticity: Psychoneuroimmune interactions contributing to learning and memory	\$25,000
Jian, Fuji (Biosystems Engineering)	NSERC	Safe storage guidelines for hemp seeds	\$25,000
Katz, Alan (Community Health Sciences)	University of British Columbia	Validation of administrative and primary care electronic medical record derived frailty algorithms	\$55,370
Kelly, Debbie (Psychology)	Research Manitoba	Understanding degradation of spatial abilities associated with Alzheimer's disease: Examination of molecular changes driving cognition	\$32,490

Kordi, Behzad (Electrical and Computer Engineering)	NSERC	An investigation of space charge profile on flashover characteristics of fiberglass reinforced plastic (FRP) tools under DC conditions	\$33,011
Lim, Lily (Pediatrics and Child Health)	Arthritis Society	Education outcomes of childhood-onset chronic rheumatic diseases	\$194,665
Marrie, Ruth (Internal Medicine)	University of Saskatchewan	Medication adherence in multiple sclerosis: A model for other chronic diseases	\$29,000
McPhail, Deborah (Community Health Sciences)	Research Manitoba	Assessing perceptions about and experiences of LGBT healthcare practitioners in Manitoba	\$220,849
Mookherjee, Neeloffer (Internal Medicine)	Children's Hospital Foundation of Manitoba Inc.	Innate defence regulator (IDR) peptides as immunomodulatory therapy for asthma	\$39,530
Moses, Stephen (Community Health Sciences); Urquia, Marcelo (Community Health Sciences)	CIHR	Maternal and infant health associated with maternal country of birth	\$135,000
Ng, Marcus (Internal Medicine)	Mitacs Inc.	Transitional REM sleep brain connectomes and seizure susceptibility	\$30,000
Sikorsky, Donna (E.K. Williams Law Library)	Manitoba Law Foundation	E.K. Williams Law Library grant 2016-17 (15.09)	\$82,000
Singal, Pawan (Physiology & Pathophysiology)	Research Manitoba	Understanding the inflammation-oxidative stress cycle for a better management of heart failure	\$32,500

Snider, Carolyn (Emergency Medicine)	Research Manitoba	Impact of an emergency department violence intervention program (EDVIP) for youth on resilience, violence risk, repeat injury, substance use, and mental health	\$32,500
Targownik, Laura (Internal Medicine)	Crohn's & Colitis Foundation of Canada	Linking population based provincial health care utilization databases to evaluate drug related outcomes in IBD	\$350,740
Tate, Robert (Manitoba Follow-up Study (MFUS))	Research Manitoba	Predictors and consequences of long-term functional trajectories of older men: Manitoba follow-up study	\$32,500
Taylor, Carla (Human Nutritional Sciences)	Research Manitoba	Cellular mechanisms by which estrogen induces a healthy adipose tissue phenotype	\$32,500
Tremblay-Savard, Olivier (Computer Science)	Genome Canada	Crowdsourcing genomic databases	\$250,000
Ursel, Jane (RESOLVE (Research & Education for Solutions to Violence))	Winnipeg Foundation (The)	Exploratory study of the criminal justice processing of adult sexual assault cases	\$25,000
Wang, Yang (Computer Science)	NSERC	Object detection from security cameras for smart homes	\$25,000

## ADMINISTRATIVE MATTERS

- Collective bargaining with UMFA broke down on November 1 when UMFA went on strike. The University immediately requested conciliation and, with the assistance of the provincial conciliation office, the strike was resolved on November 20. Classes resumed November 22. The revised collective agreement is for a one year term, expiring March 31, 2017.
- The winter/spring learning calendar was launched with over 90 workshops and sessions available for employee development.

- The University's Office of Sustainability received a \$145,125 matching grant under the Community Infrastructure Program from Western Diversification. The grant will be used to improve pedestrian and cycling infrastructure by expanding the existing Trans Canada Trail that runs through the Fort Garry Campus to better connect the University with the City of Winnipeg's active transportation infrastructure. The matching grant supports planning, design and installation of crossing improvements and will provide funding through December 2017. This project supports the Building Community priority of Taking Our Place and advances one of the 'big moves' in the Sustainability Strategy 2016-2018.
- On behalf of the University of Manitoba, the Office of Sustainability accepted the Campus Sustainability Achievement Award from the Association for the Advancement of Sustainability in Higher Education (AASHE) for the Bee House Lab project on October 9, 2016 at the AASHE annual conference. This project supports the Forging Connections and Driving Discovery and Insight priorities of Taking Our Place and supports the goals of Sustainability Strategy 2016-2018.
- Office of Sustainability has received funding under the Indigenous Initiatives Fund for an Indigenous land-based learning initiative. The \$50,000 funding allocation will provide for an Indigenous coordinator to facilitate the incorporation of indigenous knowledge and perspectives into land-based assessments and support staff/faculty development to further understanding of Indigenous knowledge, culture and traditions. Information gleaned from this initiative will also inform the University's Open Space Strategy. The initiative will run until March 2018 and will support Building Community and Creating Pathways to Indigenous Achievement priorities of Taking Our Place and advances one of the 'big moves' in the Sustainability Strategy 2016-2018.
- The Limited Partnership / Trust Legal Structure for the development of the Southwood lands has been finalized. The legal structure is made up of the UM Properties Trust and the UM Properties Limited Partnership:
  1. Trust. The Trust Deed was signed by UM Properties Holdings Inc. (the Corporate Trustee) and the settlor.
  2. UM Properties Holdings Inc. The University incorporated a corporation for the sole purpose of acting as the sole trustee of the UM Properties Trust. The University is the sole shareholder of UM Properties Holdings Inc. and will elect its board of directors.
    - The settlor is a third party (Roy Nieuwenburg, external legal counsel at Clark Wilson LLP), and settled the UM Properties Trust for a nominal settlement amount (silver coin).
    - The University and the J.W. Dafoe Foundation are named as beneficiaries. The J.W. Dafoe Foundation agreed to act as a second beneficiary on the understanding that it will likely not get a distribution from the UM Properties Trust.
  3. UM Properties Limited Partnership. The UM Properties Limited Partnership was established by a Limited Partnership Agreement signed by UM Properties GP Inc. (the General Partner) and the UM Properties Trust (Limited Partner).
    - The UM Properties Trust is the sole Limited Partner; and
    - The University incorporated a second corporation (UM Properties GP Inc.) for the sole purpose of acting as the general partner. The University is the sole shareholder of the general partner and elects its board of directors.

The next steps are to populate the Board of Directors for both UM Properties GP Inc. and UM Properties Holdings Inc. and the hiring of a CEO by the Limited Partnership.

- In an effort to lessen the impact on students related to strike induced schedule changes, the winter 2017 student tuition fee deadline has been extended to February 15 (two weeks after the end of the revision period). This three-week extension results in a single deadline for tuition fees.
- As a result of client feedback, Purchasing Services is launching an internal initiative with a working title of “Skating Fast by Open Waters”. It is intended to refocus service to more closely match clients’ needs with the least amount of time commitment on the part of the client. The concept is intended to be more responsive to client needs while remaining compliant with public procurement law. Change Management and Project Services will be invited in to assist with project structure early in January.
- Manitoba has joined the New West Partnership Trade Agreement (NWPTA) of the Western Canadian Provinces. The University of Manitoba will be required to comply with this agreement, which is similar to the Agreement on Internal Trade (AIT), a Canada-wide trade agreement. The NWPTA’s threshold requirements for publicly advertising anticipated purchases is \$75,000 for goods and services (compared to \$100,000 under AIT) and \$200,000 for construction (compared to \$250,000 under AIT).
- The draft IT Security Policy and associated Procedure and Standards are now being reviewed by management within the faculties and Administration for input by mid-February 2017.
- Secure email between the WRHA and Manitoba eHealth and the University of Manitoba (TLS) went live on December 2, 2016.

## EXTERNAL MATTERS

- For the period of April 1, 2016 to December 16, 2016, the University has raised \$36,601,978 towards the 2016/2017 fiscal year.
- As of December 16, 2016, we have raised \$272,133,640 in philanthropic gifts and received a \$150 million commitment from the provincial government towards our \$500 million goal for the Front and Centre campaign.
- Significant gifts in the last reporting period include:
  - Dr. Gerry Price [BSc(ME)/1970, MSc/1972], Mrs. Barbara Price [BHEc/1969, CertEd/1970], and Price Industries announced a gift of \$1.25 million to the Faculty of Engineering in support of teaching and learning spaces, scholarships, and the engineering access program, ENGAP.
  - The Chipman Family Foundation made a gift of \$500,000 in support of the renovation of a graduate student classroom in the I.H. Asper School of Business.
  - Mr. Charles M. Winograd [BA/1969], has made a gift of \$500,000 to the Front and Centre campaign.
  - Mr. Robert G. Puchniak [BComm/1968, BComm(Hons)/1969] and Mrs. Margaret Puchniak [BA/1968] made a gift of \$250,000 in support of St. Paul’s College, Bison Hockey and the Albert D. Cohen Business Management Library at the I.H. Asper School of Business.

- The Schulich Foundation has increased their support of the prestigious Schulich Leader Scholarship to \$180,000. The Schulich Leader studying engineering will receive \$100,000 (\$25,000 for four years) and the Schulich Leader studying science will receive \$80,000 (\$20,000 for four years). This is an increase of \$40,000 over previous years.
  - Mrs. Valerie Clancy [BA/1959, BSW/1961, MSW/1964] has made a gift of \$150,000 to establish a research award in memory of her late husband, Mr. Frank J. Clancy [BSc(ME)/1962].
  - The Winnipeg Rh Institute Foundation made a gift of \$109,000 to the Terry G. Falconer Memorial Rh Institute Foundation Emerging Researcher Awards and the Dr. John M. Bowman Memorial Rh Institute Medal.
- On October 28, nominations closed for the 2017 Distinguished Alumni Awards. Forty-six nominations were put forward to the Selection Panel this year. The five recipients will be announced in early March 2017 and the Celebration of Excellence will be held on May 2, 2017 at the Metropolitan Event Centre.
  - From November 1 – 21, a strike communications team was formed to provide clear and relevant information to students regarding the University of Manitoba Faculty Association strike. A strike information webpage was created to serve as the central source for all strike-related information, a direct email process was set up for responding to questions, and information was circulated to students via email, UM Today and the University of Manitoba's social media channels. During the strike period, approximately 800 student questions were addressed via email, nearly 1,000 social media messages were shared [Twitter (747 posts and shares), Instagram (60 posts) and Facebook (177 posts and shares)], and 31 UM Today stories were posted with an average page view of 12,000.
  - On November 9, the University of Manitoba hosted a reception to reconnect with alumni and friends living in Toronto. Chancellor Harvey Sector shared updates from the University. Dr. Pourang Irani, Canada Research Chair in Ubiquitous Analytics and Professor in the Department of Computer Science presented on his team's work to develop the wearable technologies and hologram projection tools of tomorrow. Over 100 alumni and friends attended the event.
  - On November 21, President David Barnard attended the Province of Manitoba's Speech from the Throne delivered by the Honourable Janice C. Filmon, C.M., O.M., Lieutenant Governor of the Province of Manitoba [BHEc/1963, LLD/2011].
  - On November 22, President David Barnard met with Ms. Andrea Lyon, Deputy Minister of Agriculture and Agri-Food Canada (AAFC), Deputy Minister University Champion for the University of Manitoba and University of Winnipeg, and Deputy Minister Champion for the Community of Federal Regulators. The purpose of the meeting was to discuss the National Centre for Truth and Reconciliation, Indigenous achievement, university infrastructure, and the Deputy Minister University Champion memorandum of understanding.
  - On December 6, the University of Manitoba hosted an alumni reception in Calgary. President David Barnard and Mr. John Kearsey, Vice-President (External) spoke to graduates about the exciting transformation taking place at the University. Dr. Annemieke Farenhorst, Prairie NSERC Chair for Women in Science and Engineering and Professor in the Department of Soil Science shared how she and her team at NSERC CREATE H2O are working towards drinking water security in First Nations communities. Approximately 200 alumni and friends attended the event.



- On December 9, Mr. John Kearsy, Vice-President (External) and Dr. Jonathan Black-Branch, Dean, Faculty of Law met with the Honourable Heather Stefanson, Minister of Justice and Attorney General. The purpose of the meeting was to discuss the Province of Manitoba's support for the proposed Manitoba Justice Centre project.
- On February 7, the University of Manitoba will host an alumni reception in Ottawa at the Westin Ottawa. President David Barnard will bring remarks and local alumni, friends, and Manitoban MPs have been invited to attend.

January 18, 2017

## **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 Mary Brabston will be the Speaker for the Executive Committee for the February meeting of Senate.

#### **2. Framework for Review of Academic Schedule**

The Executive Committee endorsed a framework for a review of the Academic Schedule, as set out in Attachment I. The framework is provided to Senate, for information.

#### **3. Comments of the Executive Committee of Senate**

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

Respectfully submitted,

Dr. David Barnard, Chair  
Senate Executive Committee

Terms of Reference:

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

# MEMO

REGISTRAR'S OFFICE

Room 400 University Centre

PH: 204-474-9425



UNIVERSITY  
OF MANITOBA

**Date:** January 13, 2017

**Memo To:** Senate Executive

**From:** Neil Marnoch, Registrar

A handwritten signature in black ink, appearing to read "Neil Marnoch".

**Re:** **Proposal to Review matters related to the Academic Schedule**

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When Senate approved the introduction of a Fall Break in 2015, part of the approval involved an annual review of the Fall Break for three years. The attached proposal outlines a framework for the review of the Fall Break, as well as a review of the Academic Schedule more generally.

By way of background, the Fall Break was introduced effective Fall 2016 at the initiative of the UMSU student representatives. The constraints of the existing Fall Term schedule resulted in the introduction of a break timed to occur on the two days prior to the Thanksgiving weekend. Although the length and timing of the break were not optimal, it was proposed in this manner on the basis of what was possible while causing the least disruption to the current academic schedule. Several departments and individuals have identified problems with the current model that results in two shortened weeks during the fall term, presenting challenges for some lab-based courses. Suggestions have also been made for a longer break that occurs later in the Fall Term. Options for the Fall Break must be considered in the context of other aspects of the academic schedule and the constraints imposed by the current start dates for the term, the current length of the term, academic program requirements and professional accreditation.

Attached is a proposal for the framework of a review of the academic schedule which will provide a report and recommendations to Senate.

## **Review of the Academic Schedule**

### **Objectives of the Review**

The implementation of a Fall Term Break in 2016 initiated a conversation regarding the optimal duration and dates of the academic term. The objective of this review is to examine the components of the academic term, dates and related activities, with the intent to make recommendations to Senate Executive on: duration of the Fall and Winter Terms, the start of the Fall and Winter Terms, the value of and options for mid-term breaks, scheduling of final examinations, practices with respect to registration revisions – course adds and drops.

### **Guiding Principles in development of the Academic Schedule**

- Provision of sufficient contact hours required to deliver the full course curriculum in a variety of teaching modalities.
- Provision of sufficient contact hours required for programs to meet Professional accreditation standards.
- Afford optimal time to students for learning, discovery, study, and completion of projects, assignments, laboratory work, and term papers.
- Mid-term breaks, regardless of the term in which they occur, should be based on a similar purpose.

### **Scope of the Review**

- Standard and Non-Standard Schedules:  
What are the criteria used to determine programs that must follow the standard schedule and the need for program specific schedules?
- Duration of Fall and Winter Terms:  
How many contact hours are required to deliver the curriculum and meet professional accreditations standards?
- Start and end dates of the Fall and Winter Terms:  
Consideration with respect to established start dates for the terms, timing of Orientation and Residence Move-in, summer earnings by students, the impact on the Summer Term, delivery of online courses, the impact on term spanning courses, and make up time for missed classes.
- Examination Periods:  
Consideration with respect to the intensity of the examination schedule – exam periods per day, number of days, use of weekend days, optimal time for exam preparation.
- Mid-term breaks:  
Discussion of the purpose and value of mid-term breaks, possible and optimal duration and timing of breaks, with consideration given to impacts on course delivery, including labs, experiential and hands-on learning activities.
- Related considerations:
  - End of Term Assessments  
- including time for marking and grade and academic assessments processing
  - Registration Revision Period  
- Last day to register for a class.  
- Last day to drop classes without penalty.

### **Time Frame for Reporting**

- An initial report should be submitted by the end of May 2017 so that select recommendations may be incorporated into the planning of the 2018-2019 Academic Schedule to be considered by Senate in October 2017.
- Review of some topics addressed by the committee may continue after submission of the initial report.

## **Membership**

Members and Chair to be appointed by the Provost:

- Representative of the Provost's Office
- UMSU President, or designate
- GSA President or designate
- Five faculty members, with a diverse representation of academic units\*
- Two Deans or Associate Deans
- Registrar
- Representative from the Centre for the Advancement of Teaching and Learning
- Academic Advisor

\*Membership and/or consultation should ensure representation by:

- Teaching staff, including individuals who teach 1000- and 2000- level courses;
- Academic administrators;
- Laboratory instructors, including an individual(s) with responsibility for managing labs;
- Professional programs, with respect to accreditation requirements.

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

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

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

### **Observation**

At its meeting of December 20, 2016, the Senate Committee on Awards reviewed four new offers that appear to be discriminatory according to the policy on the *Non-Acceptance of Discriminatory Awards*, as set out in Appendix A of the *Report of the Senate Committee on Awards - Part B* (dated December 20, 2016).

### **Recommendation**

The Senate Committee on Awards recommends that Senate and the Board of Governors approve four new offers, as set out in Appendix A of the *Report of the Senate Committee on Awards - Part B* (dated December 20, 2016). This award decision complies with the published guidelines of November 3, 1999, and is reported to Senate for information.

Respectfully submitted,

Dr. Phil Hultin

Chair, Senate Committee on Awards

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

## **SENATE COMMITTEE ON AWARDS**

### **Appendix A December 20, 2016**

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

##### **CIBC Bursary in Business Education**

With a total gift of \$250,000 CIBC has established an annually funded bursary to provide support to students in the I.H. Asper School of Business who demonstrate financial need. Each year, for ten years beginning in 2017-2018, a total of \$25,000 in bursaries will be offered as outlined below.

Each year a minimum of three bursaries of at least \$5,000 each will be offered to undergraduate students who:

- (1) are members of the Aboriginal Business Education Partners (ABEP) program;
- (2) are enrolled full-time (minimum 60% course load) in the I.H. Asper School of Business;
- (3) have achieved a minimum degree grade point average of 2.0;
- (4) have demonstrated financial need on the ABEP bursary application form as approved by the Financial Aid and Awards office at the University of Manitoba.

In any given year, if there are not enough undergraduate students that meet all of the criteria, the bursaries may be offered to graduate students who:

- (1) are members of ABEP;
- (2) are enrolled full-time or part-time in the Faculty of Graduate Studies in the MBA program;
- (3) have achieved a minimum grade point average of 3.0 based on the previous 60 credit hours (or equivalent) of study;
- (4) have demonstrated financial need on the ABEP bursary application form as approved by the Financial Aid and Awards office at the University of Manitoba.

Each year a minimum of two bursaries of at least \$5,000 each will be offered to undergraduate students who:

- (1) are enrolled full-time (minimum 60% course load) in the I.H. Asper School of Business and are not members of ABEP;
- (2) have achieved a minimum degree grade point average of 2.0;
- (3) have demonstrated financial need on the standard University of Manitoba bursary application form.

In any given year, at least half of the recipients of the CIBC Bursary in Business Education will be Indigenous students. If there are not enough eligible Indigenous students to make up half of the recipients, the remaining bursaries may then be offered using the second set of undergraduate criteria. As such, the selection committee shall have the discretion to determine the number and value of the bursaries offered each year, as outlined above, to ensure that the full amount of funding available is awarded.

The donor will notify the Financial Aid and Awards office at the University of Manitoba no later than March 31 in any year this award will not be offered as scheduled.

The Dean of the I.H. Asper School of business (or designate) shall name the selection committee for this award, which will include the Director of the ABEP program (or designate).

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

(Attachment I)

### **Jared and Monica Carlberg Bursary**

Dr. and Mrs. Jared and Monica Carlberg established an endowment fund at the University of Manitoba with a gift of \$10,000 in 2016. The Manitoba Scholarship and Bursary Initiative has made a contribution to the fund. The purpose of the award is to provide financial support to undergraduate students in the Faculty of Agricultural and Food Sciences. Each year, beginning in 2018-2019, the available annual income from the fund will be used to offer one award to an undergraduate student who:

- (1) is enrolled full-time (minimum 60% course load) in the Faculty of Agricultural and Food Sciences;
- (2) has achieved a minimum grade point average of 3.0 or, if admitted to the Faculty directly from high school and in their first year of studies, achieved an average of 85% on those courses used for admission;
- (3) has graduated from a high school in rural Saskatchewan (as defined by the most recent Statistics Canada Census).
- (4) has demonstrated financial need on the standard University of Manitoba bursary application.

If, in any given year, there are no candidates that meet criteria (3), the award may be offered to a student who has graduated from a high school in rural Manitoba (as defined by the most recent Statistics Canada Census). Second preference will be a student who has self-identified as a Canadian Indigenous (status, non-status, Metis, Inuit) Student.

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

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

(Attachment II)

### **Nursing Student Association Scholarship (International)**

The Nursing Students Association (NSA), with support from the Nursing Endowment Fund, has established seven different annually funded scholarships. The purpose of these scholarships will be to support nursing students in their pursuit of advanced education by providing financial assistance. The scholarships will also promote excellence in nursing in academic and clinical settings, by acknowledging and encouraging academic excellence and strong leadership abilities. Each year, the Nursing Students Association will apply for the funds from the Nursing Endowment Committee and report the approved amount available to Financial Aid and Awards at the University of Manitoba. A portion of these earnings will be used to offer a minimum of one scholarship to a College of Nursing Student who:

- (1) is enrolled full-time (minimum 80% course load) in the Four-year Baccalaureate Nursing Program or the Bachelor of Nursing program;
- (2) has achieved a minimum degree grade point average of 3.0;
- (3) is an international student;
- (4) is involved in community service or student involvement in the College of Nursing, or University of Manitoba.

Candidates must submit a letter of application (maximum 250 word count) outlining how they meet the requirements set out in the criteria listed above. Students may apply for more than one of the seven different Nursing Student Association Scholarships but will only be allowed to receive one award. However, an exception may be made and an additional award may be given to the same student in the event that the student is the only suitable applicant for more than one of the seven different scholarships.



In the event of a tie, the student with the highest degree grade point average from among the tied students will receive the award. If a further tie occurs, the student with the greater number of A+ grades will be selected. If a further tie occurs, the student with the highest grade point average calculated from all University of Manitoba courses will be selected.

The selection committee will have the discretion to determine the number and value of scholarships offered each year based on the available funds. The total spending for all seven different Nursing Students Association Scholarships cannot exceed the reported amount available for spending.

The selection committee will be the Student Awards Committee of the College of Nursing, with representation by the President of the Nursing Students Association (or designate).

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

(Attachment III)

### **Whiting Indigenous MBA Bursary**

Mr. Richard Whiting, B.Comm./1965 and Mrs. Diana Whiting, B.Sc./1966 have established an endowment fund at the University of Manitoba, with gifts totaling \$25,000 by 2016, to support and encourage eligible Indigenous students undertaking the MBA program in the I.H. Asper School of Business. Each year, beginning in 2018-2019, the available annual income from the fund will be used to offer one renewable bursary to a graduate student who:

- (1) is a member of the Aboriginal Business Education Partners (ABEP) program;
- (2) is enrolled full-time or part-time in the Faculty of Graduate Studies, in the M.B.A. program delivered by the I.H. Asper School of Business;
- (3) has achieved a minimum grade point average of 3.0 based on the previous 60 credit hours (or equivalent) of study;
- (4) has demonstrated financial need on the standard University of Manitoba bursary application.

The bursary is renewable for one year, providing the student continues to meet criteria (1) through (4) as outlined above. In the event that a recipient does not qualify for the renewal, a new recipient will be selected based on the original bursary criteria.

If, in any given year, there are no students who meet criteria (1) through (4), the award will be offered as the Whiting Indigenous MBA Scholarship to a student who otherwise meets criteria (1) through (3). In this instance, the award will be based on academic merit and will be offered to a student who has not already been selected to receive an ABEP scholarship, as determined by the selection committee. The Whiting Indigenous MBA Scholarship will be renewable for one year based on criteria (1) through (3), providing there are no students eligible for the bursary that year. Any student recipients named to receive this award as a scholarship will be reported through the Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate).

The Dean of the I.H. Asper School of Business (or designate) will name the selection committee for this award, which will include the Director of the MBA program (or designate) and the Coordinator of the Aboriginal Business Education Partners program (or designate).

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

(Attachment IV)



Asper School of Business

December 19, 2016

Dr. Philip Hultin  
 Chair, Senate Committee on Awards  
 c/o Mabelle Magsino,  
 Awards Establishment/Selection Coordinator  
 424E University Centre  
 University of Manitoba

Dean's Office  
 319 Drake Centre  
 181 Freedman Crescent  
 Winnipeg, Manitoba  
 Canada R3T 5V4  
 Telephone (204) 474-9353  
 Fax (204) 474-7544

### RE: CIBC Bursary in Business Education

Dear Dr. Hultin,

The I.H. Asper School of Business supports the establishment of the **CIBC Bursary in Business Education**. In the Fall Term of 2016, the I.H. Asper School of Business' self-declared Indigenous undergraduate student population was 4.9% of total enrolment. In the same year, the I.H. Asper School of Business' self-declared Indigenous graduate student population was 4.9% of total enrolment. Both percentages can be compared to Manitoba's Indigenous population of 16.7%.<sup>1</sup> Indigenous student enrolment percentages for the past five years in the undergraduate and graduate programs delivered by the I.H. Asper School of Business, is provided for context in the table below.

Year (Fall Term)	% Undergraduate Indigenous Students in I.H. Asper School of Business <sup>2</sup>	% Graduate Indigenous Students I.H. Asper School of Business <sup>3</sup>	% Indigenous Students at the University of Manitoba <sup>4</sup>
2016	4.9	4.8	8.0
2015	4.1	4.2	7.3
2014	3.6	4.2	7.3
2013	3.1	4.1	7.2
2012	3.4	4.0	7.1

<sup>1</sup> Statistics Canada. *Number and distribution of the population reporting an Aboriginal identity and percentage of Aboriginal people in the population, Canada, provinces and territories, 2011*, Catalogue no. 99-011-X2011001 [cited November 18, 2016 on Statistics Canada website: <https://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-011-x/2011001/tbl/tbl02-eng.cfm>].

<sup>2</sup> The University of Manitoba's Office of Institutional Analysis. Cited December 19, 2016

<sup>3</sup> The University of Manitoba's Office of Institutional Analysis. Cited December 19, 2016

<sup>4</sup> The University of Manitoba's Office of Institutional Analysis. Cited December 19, 2016



As an institution, our commitment is to increase the number of Indigenous students on our campuses. Increasing the number of bursaries, scholarships and awards for Indigenous students contributes to this commitment. This scholarship will provide the I.H. Asper School of Business the opportunity to recruit, support and retain Indigenous students at the University of Manitoba and, in doing so, will also contribute to the success of individual Indigenous students.

Sincerely,

A handwritten signature in dark ink, appearing to read 'M. Benarroch', with a stylized flourish at the end.

Dr. Michael Benarroch  
Dean and CPA Manitoba Chair in Business Leadership  
I.H. Asper School of Business



UNIVERSITY  
OF MANITOBA

Faculty of Agricultural and Food  
Sciences

Office of the Dean  
256 Agriculture Building  
Winnipeg, Manitoba  
Canada R3T 2N2  
Phone (204) 474-6026  
Fax (204) 474-7525

December 15, 2016

Dr. Philip Hultin  
Chair, Senate Committee on Awards  
c/o Pamela Gareau, Awards Establishment Coordinator  
422 University Centre  
University of Manitoba

**RE: Monica and Jared Carlberg Bursary**

Dear Dr. Hultin,

The Faculty of Agricultural and Food Sciences supports the establishment of the **Monica and Jared Carlberg Bursary**.

In the Fall Term of 2015, the Faculty of Agricultural and Food Sciences self-declared Canadian Indigenous student population was 4.2% of total enrolment, compared to Manitoba's Indigenous population of 16.7%<sup>1</sup>. The Indigenous student enrolment data for the past five years in the Faculty of Agricultural and Food Sciences is provided for context in the table below.

Year (Fall Term)	Number of Indigenous Students in the Faculty of Agricultural and Food Sciences	Total Students in the Faculty of Agricultural and Food Sciences	% Indigenous Students
2015	39	930	4.2%
2014	39	888	4.4%
2013	22	607	3.6%
2012	14	519	2.7%
2011	15	452	3.3%

As an institution, our commitment is to increase the number of Indigenous students on our campuses. Increasing the number of bursaries, scholarships, and awards for Indigenous students contributes to this commitment. This bursary will provide the Faculty of Agricultural and Food Sciences the opportunity to recruit, support, and retain Indigenous students at the University of Manitoba and, in doing so, will also contribute to the success of individual Indigenous students.

Sincerely,

  
Dr. Karin Wittenberg  
Dean, Faculty of Agricultural and Food Sciences

<sup>1</sup> Statistics Canada. *Number and distribution of the population reporting an Aboriginal identity and percentage of Aboriginal people in the population, Canada, provinces and territories, 2011*, Catalogue no. 99-011-X2011001 [cited November 18, 2016 on Statistics Canada website: <https://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-011-x/2011001/tbl/tbl02-eng.cfm>].





UNIVERSITY  
OF MANITOBA

Faculty of  
Health Sciences

**College of Nursing**  
Helen Glass Centre for Nursing  
89 Curry Place  
Winnipeg, Manitoba  
Canada R3T 2N2  
Telephone: 204-474-7452  
Fax: 204-474-7682

October 31, 2016

Dr. Philip Hultin  
Chair, Senate Committee on Awards  
c/o Pamela Gareau,  
Awards Establishment Coordinator  
420 University Centre  
University of Manitoba

**RE: Nursing Students Association Scholarship (International)**

Dear Dr. Hultin,

The College of Nursing supports the establishment of the **Nursing Students Association Scholarship (International)**.

In the Fall Term of 2015, the Faculty's International student population was 3.9% of total enrolment, compared to the University of Manitoba's International student population average of 14.7%.

Undergraduate International student enrolment data for the past five years in the College of Nursing is provided for context in the table below.

Year (Fall Term)	Number of International Students	Total Students	% International Students
2015	33	718	3.9%
2014	23	807	3.2%
2013	15	674	2.2%
2012	15	674	2.5%
2011	22	721	3.1%

There have been several studies which point out that international students at campuses around the world (including Canada's) experience discrimination and isolation (CFS, 2007; Lopez and Poyrazli, 2007; Bonazzo and Wong, 2007; Lee, 2006; Scott, 2005; Greer and Hinchcliff-Pelias, 2004; Anderson, 2004). Recommendations have been made to improve the quality of International student education by establishing liaisons for student services such as housing, healthcare, childcare, employment, financial aid, immigration and academics (Laboy Gonzalez, 2006). In an article published in the Nurse Education Today titled *International Nursing students and what impacts their clinical learning: Literature review* (Vol. 33, Issue 2, Feb 2013, Pages 138-142) concludes that "recognition and valuing of international nursing students' attributes in academic and clinical contexts are needed to facilitate effective strategies to

support their clinical practice in new environments". As a Faculty, we are supportive of increasing the number of International students enrolled in our programs and to decrease any systematic discrimination. In order to do this we would like to increase the number of scholarships, bursaries, and awards for International students in Nursing. This scholarship will provide the College of Nursing the opportunity to recruit, recognize and retain International students and, in doing so, will also contribute to the success of International students in their chosen field of Nursing.

Sincerely,

A handwritten signature in black ink, appearing to read "B. O'Connell", with a stylized flourish at the end.

Dr. Beverly O'Connell  
Dean  
College of Nursing



UNIVERSITY  
OF MANITOBA

Asper School of Business

Dean's Office  
319 Drake Centre  
181 Freedman Crescent  
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Telephone (204) 474-9353  
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December 19, 2016

Dr. Philip Hultin  
Chair, Senate Committee on Awards  
c/o Mabelle Magsino,  
Awards Establishment/Selection Coordinator  
424E University Centre  
University of Manitoba

**RE: Whiting Indigenous MBA Bursary**

Dear Dr. Hultin,

The I.H. Asper School of Business supports the establishment of the **Whiting Indigenous MBA Bursary**. In the Fall Term of 2016, the Master of Business Administration (MBA) program's self-declared Indigenous student population was 6.1% of total enrolment, compared to Manitoba's Indigenous population of 16.7%.<sup>1</sup> The Indigenous student enrolment percentages for the past five years in the MBA program delivered by the I.H. Asper School of Business, is provided for context in the table below.

Year (Fall Term)	% Indigenous Students in the MBA program <sup>2</sup>	% Indigenous Students at the University of Manitoba <sup>3</sup>
2016	6.1	8.0
2015	5.1	7.3
2014	6.3	7.3
2013	4.3	7.2
2012	5.4	7.1

As an institution, our commitment is to increase the number of Indigenous students on our campuses. Increasing the number of bursaries, scholarships and awards for Indigenous students contributes to this commitment. This scholarship will provide the I.H. Asper School of Business the opportunity to recruit, support and retain Indigenous students at the University of Manitoba and, in doing so, will also contribute to the success of individual Indigenous students.

Sincerely,

Dr. Michael Benarroch  
Dean and CPA Manitoba Chair in Business Leadership  
I.H. Asper School of Business

<sup>1</sup> Statistics Canada. *Number and distribution of the population reporting an Aboriginal identity and percentage of Aboriginal people in the population, Canada, provinces and territories, 2011*, Catalogue no. 99-011-X2011001 [cited November 18, 2016 on Statistics Canada website: <https://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-011-x/2011001/tbl/tbl02-eng.cfm>].

<sup>2</sup> The University of Manitoba's Office of Institutional Analysis. Cited December 19, 2016

<sup>3</sup> The University of Manitoba's Office of Institutional Analysis. Cited December 19, 2016



**Report of the Senate Committee on Curriculum and Course Changes, Part B - Submitted to Senate for Ordinary Debate RE: École de travail social, Université de Saint-Boniface**

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**Preamble:**

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) specify that it is “to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses”. The terms of reference are found on the website at:  
[http://www.umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/497.htm](http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.htm).
2. The SCCC considered curriculum and course changes proposed by the École de travail social, Université de Saint-Boniface, at its meeting on October 21, 2016.
3. The Senate Committee on Admissions (SCADM) also considered the proposal at its meeting on December 15, 2016. Proposed changes to the admission requirements would take effect for the Fall 2018 intake.

**Observations**

1. The École de travail social, Université de Saint-Boniface, is proposing the deletion of nine (9) courses, the introduction of ten (10) courses, and the modification of seven (7) courses.  
The department is proposing program modifications to the baccalauréat en service social.
2. The revised curriculum would continue to require that students complete 123 credit hours of coursework toward the degree, but the number of credit hours of compulsory Social Work courses would increase to: 75 from: 72 credit hours and the number of credit hours of elective courses in other disciplines would be reduced to: 48 from: 51 credit hours.
3. The program modifications respond to requirements of the accrediting agency, the Canadian Association for Social Work Education (CASWE), including a requirement that 60 percent of the courses must be in the area of Social Work and 40 percent must be from other programs in other faculties.
4. The requirements for admission would be changed to require PSYC 1211 Introduction à la psychologie I and PSYC 1221 Introduction à la psychologie II, with a minimum grade of C. (See also Report of SCADM, December 15, 2016.)
5. The École de travail social has developed a transition plan to introduce the revised curriculum. Continuing students would complete the current program requirements. Those students continuing into Year 4 would be minimally affected. Students continuing into Years 2 and 3 would, in some instances, complete equivalent courses introduced with the revised curriculum. Students entering Year 2 who had not completed PSYC 1211 and PSYC 1221 in University 1 would be given the option to complete these courses as electives during the course of their program.



### **Recommendation**

The Senate Committee on Curriculum and Course Changes recommends:

**THAT Senate approve curriculum and course changes proposed by the École de travail social, Université de Saint-Boniface, effective September 1, 2017.**

Respectfully submitted,

Professor G. Smith, Chair  
Senate Committee on Curriculum and Course Changes

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

**Report of the Senate Committee on Admissions concerning a proposal from the School of Social Work at Université de Saint-Boniface to modify the admission requirements for the Bachelor of Social Work program (2016.12.15)**

**Preamble:**

1. The terms of reference for this committee can be found at: [http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/490.htm](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm).
2. The School of Social Work at Université de Saint-Boniface (USB) is proposing the addition of two courses, PSYC 1211 and PSYC 1221, to the list of mandatory courses required to be eligible for admission to the Bachelor of Social Work program. Students would be required to achieve a minimum grade of “C” to be eligible.
3. The proposal was endorsed by SCADM on December 15<sup>th</sup>, 2016.

**Observations:**

1. The proposed amendment to the admission requirements is one part of a program modification proposal.
2. Given the proposed curriculum changes, the School of Social Work feels that requiring students to take the two psychology courses would better prepare students for the program.
3. Although the curriculum changes could come into effect in the Fall of 2017 the admission requirements will not come into effect until the Fall of 2018. This will ensure that students have sufficient notice of the change.

**Recommendation:**

The Senate Committee on Admissions recommends that the proposal from the School of Social Work at USB be approved and come into effect for the Fall 2018 intake.

Respectfully submitted  
Susan Gottheil, Chair, Senate Committee on Admissions

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

## École de travail social

### Deletions:

SWRK 1311 Introduction à l'analyse de la politique de bien-être social Cr.Hrs. 3	-3.0
SWRK 2051 Théorie et organisation communautaire Cr.Hrs. 3	-3.0
SWRK 2071 Dynamique des petits groupes Cr.Hrs. 3	-3.0
SWRK 2091 Comportement humain et pratique de travail social Cr.Hrs. 6	-6.0
SWRK 2111 Émergence de l'État providence canadien de bien- être social Cr.Hrs. 3	-3.0
SWRK 3101 L'enquête systématique en travail social Cr.Hrs. 3	-3.0
SWRK 4201 Champs d'intervention et de pratique du travail social I Cr.Hrs. 6	-6.0
SWRK 4211 Les perspectives féministes de la pratique du travail social et de la politique Cr.Hrs. 6	-6.0
SWRK 4301 Champs d'intervention et de pratique du travail social II Cr.Hrs. 6	-6.0

### Introductions:

SWRK 1313 Émergence de l'État providence canadien de bien- être social Cr.Hrs. 3 +3.0  
L'étude des transformations au fil du temps dans les politiques pour assurer le bien-être social au Canada. Le cours met l'accent sur les sociétés autochtones, l'époque coloniale, l'émergence, le développement et l'effritement de l'État-providence canadien, et les défis actuels et les futures tendances dans les politiques de bien-être social. On ne peut se faire créditer SWRK 1313 et SWRK 2110 ou l'ancien SWRK 2111.

SWRK 2033 Travail social et santé mentale Cr.Hrs. 3 +3.0  
Exploration du champ de la santé mentale des questions de pratique et de politiques sociales dans le domaine de la santé mentale. Accent est mis sur les outils nécessaires pour faire une analyse critique de différentes approches en santé mentale, une compréhension générale des politiques et programmes dans le domaine, connaissances en prévention de la maladie mentale, ainsi que sur la manière d'intervenir efficacement une fois qu'une maladie mentale a été diagnostiquée. Préalables: [SWRK 2081 ou SWRK 2080], [SWRK 2093 ou SWRK 2090 ou l'ancien SWRK 2091] et [SWRK 3141 ou SWRK 3140].

SWRK 2043 Travail social auprès des individus et des familles Cr.Hrs. 3 +3.0  
Exploration des axes théoriques et d'application pratique du service social individuel et familial qui visent l'évaluation des problèmes personnels et interpersonnels, mais aussi du développement d'habiletés et de méthodes d'intervention appropriées auprès des individus et des familles. Préalables: [SWRK 2081 ou SWRK 2080], [SWRK 2093 ou SWRK 2090 ou l'ancien SWRK 2091] et [SWRK 3141 ou SWRK 3140].

SWRK 2053 Travail social auprès des communautés Cr.Hrs. 3 +3.0  
Acquisition de connaissances théoriques et d'habiletés permettant d'analyser les structures organisationnelles et de comprendre les questions liées à la pratique du travail social auprès des communautés. Application de ces concepts à la dynamique en vigueur au sein des communautés et des organisations et entre celles-ci. On ne peut se faire créditer SWRK 2053 et SWRK 2050 ou l'ancien SWRK 2051. Préalables: [SWRK 2081 ou SWRK 2080], [SWRK 2093 ou SWRK 2090 ou l'ancien SWRK 2091], [SWRK 3141 ou SWRK 3140] et [SWRK 2073 ou SWRK 2070 ou l'ancien SWRK 2071).

SWRK 2073 Travail social auprès des petits groupes Cr.Hrs. 3 +3.0

Explication des normes de groupe, des valeurs et des buts qui influencent la prise de décision et les modèles de communication dans les groupes. Influence du rôle des membres et des styles de leadership sur le développement et le fonctionnement du groupe. On ne peut se faire créditer SWRK 2073 et SWRK 2070 ou l'ancien SWRK 2071. Préalables: [SWRK 2081 ou SWRK 2080], [SWRK 2093 ou SWRK 2090 ou l'ancien SWRK 2091] et [SWRK 3141 ou SWRK 3140].

SWRK 2093 Travail social et comportement humain Cr.Hrs. 3 +3.0

Application d'une théorie générale des systèmes à l'étude de la situation de la personne dans sa famille et dans son environnement, avec examen subséquent des implications pour la pratique du travail social. Critique de modèles du développement. Sessions sur les dimensions du comportement qui s'avère critiques par rapport à la pratique du travail social. On ne peut se faire créditer SWRK 2093 et SWRK 2090 ou l'ancien SWRK 2091.

SWRK 2113 L'analyse de la politiques de bien-être social Cr.Hrs. 3 +3.0

Étude de la politique de bien- être social en tant que produit fini d'idéologies. Introduction à quelques éléments de l'idéologie et comparaison des systèmes idéologiques concurrents. Analyse de l'interaction des visions économiques, politiques et ethniques de la société et de leurs manifestations en tant que réponses sociétales aux besoins humains et aux services sociaux. On ne peut se faire créditer SWRK 2113 et SWRK 1310 ou l'ancien SWRK 1311. Préalable: SWRK 1313 ou SWRK 2110 ou l'ancien 2111.

SWRK 3103 Méthodologie de la recherche en travail social Cr.Hrs. 3 +3.0

Lien entre les méthodes systématiques de recherche scientifique et la pratique du travail social, la construction théorique pour la pratique, la collecte d'information et de données descriptives pour le processus décisionnel pour la compréhension des matériaux techniques de la recherche et introduction aux enjeux et aux défis des devis de recherche. On ne peut se faire créditer SWRK 3103 et SWRK 3100 ou l'ancien SWRK 3101.

SWRK 4213 Les perspectives féministes de la pratique du travail social Cr.Hrs. 3 +3.0

Analyse de la pratique du travail social et de la politique de bien-être social selon la perspective féministe. Accent mis sur l'imbrication synergique de l'intervention sociale avec les politiques dans le contexte du bien-être social et avec des concepts superposés tels que: potentialisation, pratique écologique, oppression et pratique en contexte de diversité culturelle. Il doit être admis que les femmes ne sont pas un groupe homogène et qu'en tenant compte des caractéristiques comme la classe, l'âge, l'orientation sexuelle, on contribue à une diversité d'expériences, de besoins et d'intérêts pour les femmes. On ne peut se faire créditer SWRK 4213 et SWRK 4210 ou l'ancien SWRK 4211. Préalables: [SWRK 2113 ou SWRK 1310 ou l'ancien SWRK 1311], SWRK 2043, [SWRK 2081 ou SWRK 2080], [SWRK 2093 ou SWRK 2090 ou l'ancien SWRK 2091] et [SWRK 3141 ou SWRK 3140].

SWRK 4303 Champs d'intervention et de pratique du travail social Cr.Hrs. 3 +3.0

Séminaire d'enseignement des habiletés requises dans la pratique du travail social soit en contexte de stage ou d'intervention pratique. Insistance sur la pratique en termes de planification des changements (le système client), les politiques et les réseaux d'interrelations (le système service). Les séminaires peuvent varier d'une année à l'autre et sont organisés pour couvrir une variété de domaines ou de cadres d'intervention pratiques. On ne peut se faire créditer SWRK 4303 et SWRK 4300 ou l'ancien SWRK 4301. Préalables: [SWRK 2113 ou SWRK 1310 ou l'ancien SWRK 1311], SWRK 2043, [SWRK 2081 ou SWRK 2080], [SWRK

2053 ou SWRK 2050 ou l'ancien SWRK 2051], [SWRK 2073 ou SWRK 2070 ou l'ancien SWRK 2071], [SWRK 2093 ou SWRK 2090 ou l'ancien SWRK 2091], [SWRK 3141 ou SWRK 3140] et [SWRK 3151 ou SWRK 3050]. Concomitant: SWRK 4121 ou SWRK 4120.

Modifications:

SWRK 2081 Habiletés en communication interpersonnelle Cr.Hrs. 3 0.0

Acquisition d'une gamme essentielle d'habiletés interpersonnelles pour communiquer efficacement et pour établir et maintenir des relations tant dans des situations individuelles que de groupe. Accent sur l'apprentissage expérientiel utilisant une variété de techniques. On peut se faire créditer SWRK 2081 et SWRK 2080.

SWRK 3131 L'état canadien contemporain du bien-être social Cr.Hrs. 3 0.0

Étude du bien-être social dans la société canadienne menant à une évaluation des approches actuelles à la lumière des transformations économiques des conditions sociales et des besoins mouvants. On ne peut se faire créditer SWRK 3131 et SWRK 3130. Préalables: [SWRK 2113 ou SWRK 1310 ou l'ancien SWRK 1311] et [SWRK 1313 ou SWRK 2110 ou l'ancien SWRK 2111].

SWRK 3141 Introduction à la pratique du travail social Cr.Hrs. 3 0.0

Introduction aux cadres opératoires de la pratique du travail social et le rôle des travailleuses sociales et travailleurs sociaux professionnels. Accent mis sur les valeurs et les connaissances incluant ainsi la définition même du problème, la consultation, le contrat, l'intervention et l'évaluation. Acquisition d'une formation de base en intervention sociale et de saisir la réalité sociale des individus selon différents contextes et diverses problématiques. On ne peut se faire créditer SWRK 3141 et SWRK 3140.

SWRK 3151 Formation à la pratique du terrain I Cr.Hrs. 12 0.0

Première expérience de formation pratique sur le terrain au cours de laquelle l'étudiant ou l'étudiante aura l'occasion d'assumer une responsabilité dans son engagement pour le travail social, la consultation, la planification, l'intervention, l'évaluation et l'application concrète de la théorie apprise en classe. Le premier stage comprend 459 heures, dont 420 heures de stages sur le terrain et 39 heures pour le séminaire d'intégration aux stages. Les heures requises sur le terrain sont calculées sur une base de 28 semaines, 2 jours par semaine, 7,5 heures par jour, pour un total de 420 heures. Ces heures comprennent la participation aux activités de stage et l'évaluation de la performance. Ces heures incluent aussi les réunions et les entrevues formatives avec la personne qui supervise le stage sur une base individuelle ou en groupe. Le séminaire d'intégration aux stages comprend 13 sessions obligatoires d'ateliers d'application d'habiletés de 3 heures chacune aux deux semaines pendant les deux semestres pour un total de 39 heures. On ne peut se faire créditer SWRK 3151 et SWRK 3150. Préalables: [SWRK 2113 ou SWRK 1310 ou l'ancien SWRK 1311], SWRK 2043, [SWRK 2081 ou SWRK 2080], [SWRK 2093 ou SWRK 2090 ou l'ancien SWRK 2091] et [SWRK 3141 ou SWRK 3140].

SWRK 4071 Problèmes sociaux et pratique du travail social Cr.Hrs. 3 0.0

Étude en profondeur des situations à problèmes. Exploration des voies par lesquelles d'autres disciplines envisagent ou abordent le problème et renforcent des habiletés d'intervention chez l'étudiant ou l'étudiante. On ne peut se faire créditer SWRK 4071 et SWRK 4070. Préalables: SWRK 3141 ou SWRK 3140, ou l'autorisation écrite de la professeure ou du professeur.

SWRK 4121 Formation à la pratique du terrain II Cr.Hrs. 12 0.0

Seconde expérience de formation pratique sur le terrain construite à partir du cours SWRK 3151. Occasion d'apporter une contribution professionnelle soutenue dans des situations nécessitant une intégration des valeurs, connaissances et aptitudes au niveau débutant d'un intervenant professionnel. Le stage comprend 459 heures, dont 420 heures de stages sur le terrain et 39 heures pour le séminaire d'intégration aux stages. Les heures requises sont calculées sur une base de 28 semaines, 2 jours par semaine, 7,5 heures par jour, pour un total de 420 heures. Ces heures comprennent la participation aux activités de stage et l'évaluation de la performance. Ces heures incluent aussi les réunions et les entrevues formatives avec la personne qui supervise le stage sur une base individuelle ou en groupe. Le séminaire d'intégration aux stages comprend 13 sessions obligatoires d'ateliers d'application d'habiletés de 3 heures chacune aux deux semaines pendant les deux semestres pour un total de 39 heures. On ne peut se faire créditer SWRK 4121 et SWRK 4120. Préalables: [SWRK 3151 ou SWRK 3150], [SWRK 2053 ou SWRK 2050 ou l'ancien SWRK 2051] et [SWRK 2073 ou SWRK 2070 ou l'ancien SWRK 2071]. Concomitants: SWRK 4303.

SWRK 4221 Peuples autochtones et pratique du travail social Cr.Hrs. 6 0.0

Analyse de la pratique du travail social et de la politique de bien-être social à partir d'une perspective autochtone. Étude des thèmes historiques et contemporains qui ont influencé le rapport entre les peuples autochtones et l'État Canadien. L'exploration de diverses approches et pratiques de changements (système client et système services) qui supporteront la survie, l'autodétermination, le bien-être socioculturel et la résilience de la collectivité autochtone. On ne peut se faire créditer SWRK 4221 et SWRK 4220. Préalables: [SWRK 2113 ou SWRK 1310 ou l'ancien 1311], SWRK 2043, [SWRK 2081 ou SWRK 2080], [SWRK 2093 ou SWRK 2090 ou l'ancien 2091] et [SWRK 3141 ou SWRK 3140].

### **NET CHANGE IN CREDIT HOURS: +3.0**

Program modification:

Modifications to the **baccalauréat en service social** are outlined on the next ten pages.

## SECTION D ACADEMIC CALENDER CONTENT

### MODIFICATIONS : PROGRAMME DE SERVICE SOCIAL

#### ADMISSION AU B.S.S.

Le programme de baccalauréat en service social est accessible à toute personne désireuse de poursuivre en français une formation professionnelle de premier cycle en service social à l'USB. Pour être admis au programme, il faut :

- avoir obtenu au moins 30 crédits universitaires avec une moyenne cumulative minimale de 2,5;
- **avoir complété les cours PSYC 1211 et PSYC 1221 avec la note minimale de C.**
- avoir les crédits nécessaires pour satisfaire aux exigences du profil linguistique français ou anglais;
- à l'USB, les exigences au niveau d'Université 1 incluent 3 crédits en mathématiques et 6 crédits en langue (selon les profils linguistiques, jusqu'à 15 crédits en langue peuvent être exigés). Il est fortement recommandé de suivre les 3 crédits en mathématiques pendant Université 1. Il est à noter qu'ils doivent faire partie des 60 premiers crédits universitaires;
- avoir réussi le cours ENGL 1071 avec une note minimale de B (70 %) ou avoir obtenu le niveau d'exemption au profil linguistique en anglais;
- remplir et déposer au Registrariat un formulaire de demande d'admission avant la date limite de demande d'admission au B.S.S.;
- remettre les attestations de vérification des antécédents judiciaires et du registre concernant les mauvais traitements. Les directives pertinentes à cette vérification sont envoyées par le Registrariat avec l'accusé de réception de la demande d'admission;
- monter un dossier de candidature et le déposer au Registrariat avant la date limite de remise de documentation (voir icône lien externe [ustboniface.ca/admission](http://ustboniface.ca/admission)). Ce dossier doit inclure un texte de présentation, une lettre de recommandation et une copie de son plus récent curriculum vitae. Les directives précises pour constituer le dossier sont envoyées par le Registrariat avec l'accusé réception de la demande d'admission;
- participer à une rencontre en groupe. Une présentation au sujet du service social et une étude de cas feront partie de cette rencontre;
- participer à une entrevue individuelle devant un comité composé de deux professeurs à l'École de service social et une professionnelle ou un professionnel

de la communauté. L'entrevue permet de mieux connaître la candidate ou le candidat, d'explorer son potentiel à exercer la profession de manière compétente et de répondre aux questions qui se ~~posent de part et d'autre~~ **posées**. Les candidates et les candidats retenus sont habituellement convoqués au début du mois d'avril.

#### ÉTUDIANTES ET ÉTUDIANTS SPÉCIAUX OU D'UNE AUTRE FACULTÉ OU PROGRAMME

Il est aussi possible de suivre des cours de l'École de service social sans être admis officiellement au programme du B.S.S.

En service social, une étudiante ou un étudiant spécial est une personne qui souhaite s'inscrire à des cours du programme, mais sans avoir l'intention d'obtenir un diplôme en service social. De plus, cette personne n'est pas inscrite à aucune autre université au même moment. L'exigence pour l'admission consiste à avoir obtenu au moins 30 crédits universitaires avec une moyenne cumulative minimale de 2,5. Une fois admise, la personne :

- ne peut s'inscrire qu'à 9 crédits de cours obligatoires en plus ~~des du cours SWRK 1311 et SWRK 2081~~ **SWRK 2113**;
- ne peut s'inscrire à d'autres cours SWRK jusqu'au mois d'août;
- reçoit la mention « SS » (Special Student) pour tous les cours SWRK, ce qui signifie que ces cours ne seront pas inclus dans le calcul de la moyenne cumulative (GPA).

Une étudiante ou un étudiant inscrit à une autre faculté ou à un autre programme universitaire de l'USB peut s'inscrire à certains cours du programme de baccalauréat en service social à condition d'avoir obtenu au moins 30 crédits universitaires avec une moyenne cumulative minimale de 2,5.

Cette personne, tout comme une étudiante ou un étudiant spécial, ne peut s'inscrire à plus de 9 crédits de cours obligatoires en plus ~~des du cours SWRK 1311 et SWRK 2081~~ **SWRK 2113**.

Voici la liste des cours auxquels peut s'inscrire une étudiante ou un étudiant spécial ou qui est inscrit dans une autre faculté ou programme :

##### Cours obligatoires

~~SWRK 2111 — Émergence de l'État-providence canadien de bien-être social (3)~~



**SWRK 2113 Émergence de l'État-providence canadien de bien-être social Cr.Hrs.3**

~~SWRK 1311 Introduction à L'analyse de la politique du bien-être social (3)~~

**SWRK 1313 L'analyse de la politique du bien-être social Cr.Hrs.3**

SWRK 2081 Habiletés en communication interpersonnelle Cr.Hrs.3

~~SWRK 2091 Comportement humain et pratique du travail social Cr.Hrs.6~~

**SWRK 2093 Comportement humain et pratique de travail social Cr.Hrs.3**

**SWRK 2053 Travail social auprès des communautés Cr.Hrs.3**

**SWRK 2073 Travail social auprès des petits groupes Cr.Hrs.3**

~~SWRK 3101 L'enquête systématique en travail social (3)~~

**SWRK 3103 Méthodologie de la recherche en travail social Cr.Hrs.3**

SWRK 3131 L'État canadien contemporain du bien-être social Cr.Hrs.3

Cours optionnels

~~SWRK 2051 Théorie et organisation communautaire (3)~~

~~SWRK 2071 Dynamiques des petits groupes (3)~~

SWRK 2101 Perspectives sur les transitions de la vie et de l'individu Cr.Hrs.3

SWRK 3111 Perspectives sur la déviance Cr.Hrs.3

L'étudiante ou l'étudiant spécial ou celui qui est inscrit dans un autre programme ou une autre faculté doit se conformer à la même règle préalable/concomitant.

#### EXIGENCES

Le baccalauréat en service social offert à l'USB est d'une durée de quatre ans et comprend un total de 123 crédits, y inclus la première année (Université 1) qui compte un minimum de 30 crédits. Le programme proprement dit comprend 93 crédits (**75 crédits de cours obligatoires et 18 crédits de cours à option**) répartis sur les trois autres années.

Une étudiante ou étudiant qui a déjà un baccalauréat ou qui a obtenu 48 crédits universitaires peut s'inscrire au programme de service social de trois ans. Dans ce cas, il n'y a que les 75 crédits de cours obligatoires qui sont à faire.

Année 1 du BSS Université 1	30 crédits universitaires	Parmi les 30 crédits requis à l'université 1 : <ul style="list-style-type: none"> <li>• 3 crédits de mathématiques</li> <li>• Cours de français d'après profile linguistique (dont FRAN 1091);</li> <li>• Cours à option d'autres disciplines;</li> <li>• SWRK 1313 (ouvert à U1)</li> <li>• PSYC 1211 et</li> <li>• PSYC 1221</li> </ul>
Année 2 du BSS ( <del>27 crédits</del> ) (30 crédits)	<del>21 crédits obligatoires</del> 24 crédits obligatoires 6 crédits de cours à option ou au choix	<ul style="list-style-type: none"> <li>• SWRK 1313 (si ce n'est pas complété à U1);</li> <li>SWRK 2113, SWRK 2081, SWRK 2093, SWRK 3141, SWRK 3103, SWRK 2043, SWRK 2033,</li> <li>• 6 crédits de cours à option, ou au choix d'autres disciplines (9 crédits si SWRK 1313 a été complété à l'Université 1).</li> </ul>
Année 3 du BSS (33 crédits)	27 crédits obligatoires 6 crédits de cours à option ou au choix	<ul style="list-style-type: none"> <li>• SWRK 3151, SWRK 4213, SWRK 3131, SWRK 2053, SWRK 2073,</li> <li>• 1 cours facultatif obligatoire à choisir parmi : SWRK 2101, SWRK 2651, SWRK 3111, SWRK 4051, SWRK 4071, SWRK 4081 ou SWRK 4131.</li> <li>• 6 crédits de cours à option, ou au choix d'autres disciplines.</li> </ul>
Année 4 du BSS ( <del>33 crédits</del> ) (30 crédits)	24 crédits obligatoires <del>9 crédits de cours à option ou au choix</del> 6 crédits de cours à option ou au choix	<ul style="list-style-type: none"> <li>• SWRK 4121, SWRK 4303, SWRK 4221,</li> <li>• 1 cours facultatif obligatoire à choisir parmi : SWRK 2101, SWRK 2651, SWRK 3111, SWRK 4051, SWRK 4071, SWRK 4081 ou SWRK 4131.</li> <li>• 6 crédits de cours à</li> </ul>

		<b>option ou au choix d'autres disciplines.</b>
	123 crédits au total	<b>123 crédits au total</b>

Le contenu pédagogique de ce programme d'études vise à fournir aux étudiants et aux étudiantes des connaissances théoriques et pratiques sur le système des services sociaux et des services de santé entre autres, et sur les enjeux de l'intervention sociale dans différents contextes, tout en les incitant à préserver, en priorité, les intérêts des principaux bénéficiaires que sont les groupes, les familles ou les individus à risque.

Selon les places disponibles, qui prennent en compte les besoins pédagogiques particuliers de ces cours, une étudiante ou un étudiant admis à Université 1 peut s'inscrire aux cours ~~SWRK 1311 et SWRK 2081~~ **SWRK 1313**.

#### CONDITIONS D'OBTENTION DE DIPLÔME

Pour obtenir son diplôme, l'étudiant ou l'étudiante doit :

Avoir suivi ~~72~~ **75** crédits des cours obligatoires du programme de service social, soit avec une note minimale de C dans tous les cours du programme et une moyenne cumulative minimale de 2,5 (C+).

Avoir obtenu ~~21~~ **18** crédits de cours à options (en plus des 30 premiers crédits exigés pour l'admission). Les notes de passage pour les cours à options suivis dans d'autres facultés ou écoles sont celles qui sont exigées par ces facultés ou ces écoles. Une note minimale de C doit être obtenue dans les cours optionnels du programme. La moyenne cumulative minimale pour l'obtention du diplôme est également de 2,5 (C+).

Les cours obligatoires et les cours à option doivent être terminés dans un délai maximum de neuf ans après l'admission au programme.

#### STAGES

On s'attend à ce que les étudiants et étudiantes s'inscrivent à deux cours de stages, soit SWRK 3151 et SWRK 4121. Ces cours sont suivis une fois que les étudiants et étudiantes ont terminé les cours préalables et sont dans l'année appropriée de leur programme d'études. ~~Les stages ont chacun un concomitant, qui sont SWRK 4201 Champ d'intervention et de pratique du travail social I pour le cours SWRK 3151 Formation à la pratique du terrain I et SWRK 4301 Champ d'intervention et de pratique du travail social II pour le cours SWRK 4121 Formation à la pratique du terrain II. Le deuxième~~

stage, SWRK 4121 Formation à la pratique du terrain II a un cours concomitant, notamment SWRK 4303 Champ d'intervention et de pratique du travail social.

#### COURS ET DISCIPLINES

**Après l'Université 1**, un total de ~~72~~ **75** crédits de cours obligatoires en service social et un total de ~~21~~ **18** crédits de cours à options **dans autres programmes ou facultés** sont requis pour l'obtention du diplôme. ~~Bien qu'il soit possible de choisir ses cours à options à partir de la liste ci-dessous, il est recommandé de répondre à l'exigence des 21 crédits avec d'autres cours universitaires.~~ Il est de la responsabilité de l'étudiant ou de l'étudiante de s'assurer de satisfaire à toutes les exigences du baccalauréat en service social.

Cours obligatoires : Deuxième année du BSS

~~SWRK 2111 Émergence de l'État providence canadien de bien-être social (3)~~

**SWRK 1313 Émergence de l'État providence canadien de bien-être social Cr.Hrs.3**

~~SWRK 1311 Introduction à l'analyse de la politique de bien-être social (3)~~

**SWRK 2113 L'analyse de la politique de bien-être social Cr.Hrs.3**

SWRK 2081 Habiletés en communication interpersonnelle Cr.Hrs.3

~~SWRK 2091 Comportement humain et pratique du travail social (6)~~

**SWRK 2093 Travail social et comportement humain Cr.Hrs.3**

SWRK 3141 Introduction à la pratique du travail social Cr.Hrs.3

~~SWRK 3101 L'enquête systématique en travail social (3)~~

**SWRK 3103 Méthodologie de la recherche en travail social Cr.Hrs.3**

**SWRK 2043 Travail social auprès des individus et Familles Cr.Hrs.3**

**SWRK 2033 Travail social et santé mentale Cr.Hrs.3**

Cours obligatoires : Troisième année du programme du BSS

SWRK 3151 Formation à la pratique du terrain I Cr.Hrs.12

~~SWRK 4201 Champs d'intervention et de pratique du travail social I (6)~~

~~SWRK 4211 Les perspectives féministes de la pratique du travail social et de la politique du bien-être social (6)~~

**SWRK 4213 Les perspectives féministes de la pratique du travail social Cr.Hrs.3**

SWRK 3131 L'État canadien contemporain du bien-être social Cr.Hrs.3

**SWRK 2053 Travail social auprès des communautés Cr.Hrs.3**

**SWRK 2073 Travail social auprès des petits groupes Cr.Hrs.3**

**Cours facultatif obligatoire de travail social Cr.Hrs.3**

Cours obligatoires : Quatrième année du programme du BSS

SWRK 4121 Formation à la pratique du terrain II Cr.Hrs.12

~~SWRK 4301 Champs d'intervention et de pratique du travail social II (6)~~

**SWRK 4303 Champs d'intervention et de pratique du travail social Cr.Hrs.3**

SWRK 4221 Peuples autochtones et pratique du travail social Cr.Hrs.6

**Cours facultatif obligatoire de travail social Cr.Hrs.3**

**Cours facultatif obligatoire de travail social :**

**Sur rotation des cours aux deux ans, les étudiants auront à choisir deux cours à option, un pendant la troisième année du baccalauréat en service social et l'autre pendant la dernière année du programme, à partir de la liste ci-dessous.**

~~SWRK 2051 Théorie et organisation communautaire (3)~~

~~SWRK 2071 Dynamique des petits groupes (3)~~

SWRK 2101 Perspectives sur les transitions de la vie et de l'individu Cr.Hrs.3

SWRK 2651 Aspects sociaux du vieillissement Cr.Hrs.3

SWRK 3111 Perspectives sur la déviance Cr.Hrs.3

SWRK 4051 Sujets spéciaux Cr.Hrs.3

- SWRK 4071 Problèmes sociaux et pratique du travail social Cr.Hrs.3
- SWRK 4081 Enjeux actuels en bien-être social Cr.Hrs.3
- SWRK 4131 Habiletés en communication interpersonnelle avancée Cr.Hrs.3

Afin de répondre à l'exigence des 18 crédits de cours à option, il est obligatoire de choisir d'autres cours universitaires de différents programmes ou de facultés. Il est fortement recommandé de choisir à partir de la liste ci-dessous des cours de psychologie, philosophie, sociologie, science politique, anthropologie, anglais, ou tout autre cours des programmes qui intéresseraient l'étudiante ou l'étudiant.

ANTH 2041 Les Amérindiens de l'Amérique du Nord: Une étude socioculturelle (3)

ANTH 2071 Religions Amérindiennes et Inuit Cr.Hrs.3

ENGL 2001 Intermediate writing and Research Cr.Hrs.6

PHIL 1291 Pensée critique Cr.Hrs.3

PHIL 1401 Introduction à l'éthique Cr.Hrs.3

POLS 1503 Introduction à la politique I Cr.Hrs.3

POLS 1505 Introduction à la politique II Cr.Hrs.3

POLS 3181 Droits humains dans le système mondial Cr.Hrs.3

PSYC 2291 Le développement de l'enfant Cr.Hrs.3

PSYC 3311 Le développement de l'adolescent Cr.Hrs.3

PSYC 2531 Psychologie de la personnalité Cr.Hrs.3

SOC 1221 Introduction à la macrosociologie Cr.Hrs.3

SOC 2311 Choix de problèmes sociaux Cr.Hrs.3

SOC 2461 La famille Cr.Hrs.3

SOC 3371 Sociologie du travail Cr.Hrs.3

SOC 3871 Inégalités sociales Cr.Hrs.3

## PLAN DE TRANSITION

### ÉCOLE DES SERVICE SOCIAL

Les cours ci-dessous seront offerts pour la dernière fois pendant l'année académique 2016-2017 et seront supprimés du baccalauréat de service social:

SWRK 1311	Introduction à l'analyse de la politique de bien-être social (3)
SWRK 2051	Théorie et organisation communautaire (3)
SWRK 2071	Dynamique des petits groupes (3)
SWRK 2091	Comportement humain et pratique de travail social (6)
SWRK 2111	Émergence de l'État providence canadien de bien-être social (3)
SWRK 4201	Champs d'intervention et de pratique du travail social I (6)
SWRK 4211	Les perspectives féministes de la pratique du travail social et de la politique du bien-être social (6)
SWRK 4301	Champs d'intervention et de pratique du travail social II (6)
SWRK 3101	Enquête systématique (3)

À partir de la session d'automne 2017, le nombre de crédits de cours de fondements dans le programme passera de 72 à 75 crédits, et de 21 à 18 crédits de cours facultatifs suivis dans d'autres programmes. Les cours suivants seront introduits comme des nouveaux cours au Baccalauréat en service social :

SWRK 2113	Émergence de l'État providence canadien de bien-être social (3)
SWRK 1313	L'analyse des politiques de bien-être social (3)
SWRK 2053	Travail social auprès des communautés (3)
SWRK 2073	Travail social auprès des petits groupes (3)
SWRK 2093	Comportement humain et pratique de travail social (3)
SWRK 2033	Travail social et santé mentale (3)
SWRK 2043	Travail social auprès des individus et des familles (3)

SWRK 4213 Les perspectives féministes de la pratique du travail social (3)

SWRK 4303 Champs d'intervention et de pratique du travail social (3)

SWRK 3103 Méthodologie de la recherche en travail social (3)

Deux cours facultatifs obligatoires dans le programme de service social seront offerts parmi les cours suivants : SWRK 4051, SWRK 4131, SWRK 4081, SWRK 4071, SWRK 2101, SWRK 2651, SWRK 3111.

Les étudiantes et étudiants actuellement inscrits à l'École de service social seront touchés par les modifications apportées au baccalauréat en service social. Les étudiantes et étudiants qui seront dans leur quatrième et dernière année du baccalauréat en 2017 seront affectés minimalement par le nouveau cursus. Quant aux étudiantes et étudiants qui seront en troisième année du baccalauréat en 2017, elles et ils seront avisés dès l'admission à l'École de service social des modifications apportées au programme.

Le cours de SWRK 2033 TRAVAIL SOCIAL ET SANTÉ MENTALE est un nouveau cours obligatoire et sera offert pour la première fois pendant l'année académique 2017-2018. Les étudiants qui rentrent en troisième année du baccalauréat en service social en 2017 auront l'occasion de suivre ce nouveau cours obligatoire en hiver 2018 comme cours à option obligatoire.

Lors du processus de l'admission 2017, il serait préférable mais pas obligatoire pour que les étudiantes et étudiants qui font demandent à l'École de service social aient complété les deux cours de PSYC 1211 et PSYC1221 avec la note minimale de passage de ce cours. À partir de 2018, la condition d'avoir complété les deux cours de PSYC 1211 et PSYC1221 avec la note minimale de passage de ce cours pour l'admission dans le programme de service social sera exigée.



## **Report of the Senate Committee on Admissions concerning a proposal from the Max Rady College of Medicine to modify the admission requirements for the Doctor of Medicine program (2016.12.15)**

### **Preamble:**

1. The terms of reference for this committee can be found at: [http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/490.htm](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm).
2. The Max Rady College of Medicine is proposing the following modification to prerequisite requirements for admission to the Doctor of Medicine program in the Max Rady College of Medicine:
  - The biochemistry and humanities/social sciences requirements are not applicable for candidates who have written solely the MCAT 2015<sup>®</sup>.
  - The biochemistry and humanities/social sciences requirements are not applicable for candidates who have written the former version of MCAT<sup>®</sup> and MCAT 2015<sup>®</sup> and do not wish to have the former version of MCAT<sup>®</sup> considered in the calculation of the composite score.
  - The biochemistry and humanities/social sciences requirements are applicable for candidates who have written the former version of MCAT<sup>®</sup> and MCAT 2015<sup>®</sup> and wish to have the former version of MCAT<sup>®</sup> considered in the calculation of the composite score.
3. The proposal was approved by the Max Rady College of Medicine Executive Council on October 12, 2016, and was endorsed by SCADM on December 15<sup>th</sup>, 2016.

### **Observations:**

1. The recommendation for revised admissions reflect the Max Rady College of Medicine Admissions Committee's continued commitment to equity, diversity and evidence.
2. The proposed change is consistent with the College's continued commitment to the selection of candidates who have the academic capacity and personal attributes to proceed through the curriculum to successful registration for the practice of medicine.
3. The recommendation to eliminate the existing biochemistry and humanities/social sciences prerequisites is consistent with the majority of Canadian medical schools that use MCAT 2015<sup>®</sup> as a component of eligibility criteria.
4. There has been a national trend specific to prerequisite courses as eligibility criteria for admission to Canadian medical schools.

5. The introduction of MCAT 2015<sup>®</sup> has accelerated the pattern of change in that this version of MCAT<sup>®</sup> has the following four subsets:

- Chemical and Physical Foundations of Biological Systems;
- Critical Appraisal and Reasoning Skills;
- Biological and Biochemical Foundations of Living Systems; and
- Psychological, Social, and Biological Foundations of Behavior.

**Recommendation:**

The Senate Committee on Admissions recommends that the proposal from the Max Rady College of Medicine to modify the biochemistry and humanities/social sciences prerequisite requirements be approved and come into effect for the Fall 2018 intake.

Respectfully submitted

Susan Gottheil, Chair, Senate Committee on Admissions

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

## **Report of the Senate Committee on Admissions concerning a proposal from the Max Rady College of Medicine to modify the admission requirements for the Doctor of Medicine program (2016.12.15)**

### **Preamble:**

1. The terms of reference for this committee can be found at: [http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/490.htm](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm).
2. The Max Rady College of Medicine is proposing that an applicant to the Doctor of Medicine program, upon written submission at the time of application, may request the elimination of grades completed at least five years prior to commencement of a more recent program of study for the purpose of calculating the Adjusted Grade Point Average. All academic requirements must be met in the more recent program of study.
3. The proposal was approved by the Max Rady College of Medicine Executive Council on October 12, 2016, and was endorsed by SCADM on December 15<sup>th</sup>, 2016.

### **Observations:**

1. The recommendation for revised admissions reflect the Max Rady College of Medicine Admissions Committee's continued commitment to equity, diversity and evidence.
2. The proposed change is consistent with the College's continued commitment to the selection of candidates who have the academic capacity and personal attributes to proceed through the curriculum to successful registration for the practice of medicine.
3. Current eligibility criteria for admission to the MD program place significant emphasis on undergraduate grade point average (GPA).
4. The Admissions Committee is aware that some applicants are significantly disadvantaged by poor academic achievement in their first program of study if they have entered university without significant supports for post-secondary education.
5. The Admissions Committee considered the existing policy of the College of Dentistry, Rady Faculty of Health Sciences when recommending elimination of grades from a prior program of study.

### **Recommendation:**

The Senate Committee on Admissions recommends that the proposal from the Max Rady College of Medicine to eliminate grades from a prior program of study be approved and come into effect for the Fall 2018 intake.

Respectfully submitted  
Susan Gottheil, Chair, Senate Committee on Admissions

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

## **Report of the Senate Committee on Admissions concerning a proposal from the Max Rady College of Medicine to modify the admission requirements for the Doctor of Medicine program (2016.12.15)**

### **Preamble:**

1. The terms of reference for this committee can be found at: [http://umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/490.htm](http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm).
2. The Max Rady College of Medicine is proposing that an applicant who is a resident of the Yukon, the Northwest Territories, or Nunavut be treated as a Manitoba resident for the purpose of admission to the Doctor of Medicine program in the Max Rady College of Medicine.
3. The proposal was approved by the Max Rady College of Medicine Executive Council on October 12, 2016, and was endorsed by SCADM on December 15<sup>th</sup>, 2016.

### **Observations:**

1. The recommendation for revised admissions reflect the Max Rady College of Medicine Admissions Committee's continued commitment to equity, diversity and evidence.
2. The proposed change is consistent with the College's continued commitment to the selection of candidates who have the academic capacity and personal attributes to proceed through the curriculum to successful registration for the practice of medicine.
3. The University of Manitoba has historical relationships with the Territories and the Max Rady College of Medicine has current relationships specific to undergraduate and postgraduate medical education opportunities.
4. This recommendation is consistent with the admission policies of other Canadian Medical Schools that have existing relationships with one or more of the Territories.
5. A resident of the Territories shall be defined as a Canadian Citizen or Permanent Resident of Canada, who at the application deadline meets any one of the following two descriptions:
  - i. Has graduated from a high school in one of the three Territories
  - ii. Has resided continuously in one of the three Territories for any two-year period following high school graduation. The two-year residence period shall not be considered broken where the College's Admission Committee is satisfied the applicant was temporarily out of the Territory on vacation, or for short-term volunteer work.

**Recommendation:**

The Senate Committee on Admissions recommends that the proposal from the Max Rady College of Medicine to treat residents of the Yukon, the Northwest Territories, and Nunavut as Manitoba residents for the purpose of admission be approved and come into effect for the Fall 2018 intake.

Respectfully submitted

Susan Gottheil, Chair, Senate Committee on Admissions

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.



Rady Faculty of  
Health Sciences

**Max Rady College of Medicine**  
Department of Admissions  
S204, 750 Bannatyne Ave.  
Winnipeg, Manitoba  
Canada R3E 0W2

**A Proposal to the Senate Committee on Admissions  
from the Max Rady College of Medicine  
Recommending Revised Admissions Criteria for the  
Undergraduate Medical Education Program**

**Submitted by:**

**Bruce D. Martin, MD  
Director, Admissions  
Max Rady College of Medicine  
Rady Faculty of Health Sciences  
October 25, 2016**

**And as Amended  
December 19, 2016**

**Preamble:**

There have been substantial changes to the Undergraduate MD Program Admissions policies over the past decade. The Faculty of Medicine recommended changes to the admissions policies and procedures in 2008 that were approved by the University Senate and came into effect for the academic year 2009-2010. Those policies and procedures were in the four broad categories of diversity, equity, evidence, and due diligence. The policy changes resulted in the following: deletion of the “Special Consideration Category”; addressing the historical underrepresentation of registrants with connections to rural communities; creation of a Professionalism Subcommittee with a mandate to review applicants who may be at risk for future breaches of professional conduct; and weighting of MCAT® subset scores. Subsequently in 2011 the Faculty of Medicine recommended the creation of new admissions streams to advance the MD/PhD Program and to support the creation of a bilingual track within the MD program. Additional policy changes included the following: clarification of the definition of a Manitoba resident for purposes of admission and equivalency of resident status for members of the Canadian Forces; requirements for documentation of Indigenous ancestry; and recommendations specific to applicants with known blood-borne pathogens. The modifications were approved by the University Senate in 2011 and came into effect for the applicants of the academic year 2012-2013. In 2015 the College of Medicine proposed amendments to the admissions policies to enhance the diversity of registrants by advantaging eligible applicants who have characteristics or attributes that may have contributed to the historical underrepresentation of such individuals in medical education programs. The submission also recommended reduction of the out-of-province registrant pool to five per cent of registrants. The modifications were approved by the University Senate in 2015 and came into effect for the applicants of the academic year 2016-2017.

At this time the College of Medicine is proposing amendments to the existing admissions policies in the following areas:

- A. Elimination of grades from a prior program of study
- B. Equivalency of “Manitoba Resident” for Residents of the Territories
- C. Prerequisites in Biochemistry and Humanities/Social Sciences

**Observations:**

The recommendations for revised admissions reflect the Max Rady College of Medicine Admissions Committee’s continued commitment to equity, diversity and evidence. The proposals are viewed as contributing to the College’s contribution to the health human workforce necessary for the College to fulfill its social contract. All components are consistent with the College’s continued commitment to the selection of candidates who have the academic capacity and personal attributes to proceed through the curriculum to successful registration for the practice of medicine.

The observations are presented in the chronological order in which they were approved by the Max Rady College of Medicine Admissions Committee. The appendices include supportive documentation where referenced.

## **A. Elimination of Grades from a Prior Program of Study**

Current eligibility criteria for admission to the MD program place significant emphasis on undergraduate grade point average (GPA); for eligible candidates there is continued emphasis on the contribution of the GPA for selection for interview and ultimately admission (see Appendix 1). The Admissions Committee is aware that some applicants are significantly disadvantaged by poor academic achievement in their first program of study if they have entered university without significant supports for post-secondary education: this is particularly true for some individuals from rural or northern communities who transition to an urban center, and for individuals who may be the first member of a family to pursue university education. The Admissions Committee considered the existing policy of the College of Dentistry, Rady Faculty of Health Sciences when recommending elimination of grades from a prior program of study (see Appendix 2) and chose a 5 (five) year interval between programs of study. The Admissions Committee will follow the impact of this change and the impact on inclusion of individuals who had previously been disadvantaged by not having sufficient supports for transition to post-secondary education. The interval between programs of study will be similarly reviewed in the coming years.

## **B. Equivalency of “Manitoba Resident” for Residents of the Territories**

The University of Manitoba has historical relationships with the Territories and the Max Rady College of Medicine has current relationships specific to undergraduate and postgraduate medical education opportunities. In the spirit of reciprocity in these relationships and to support and encourage applicants from the Territories, it was deemed appropriate to consider residents of the Territories as equivalent to a Manitoba resident for purposes of admission to the Max Rady College of Medicine.

This recommendation is consistent with the June 19, 2013 Senate approval of the Enrolment Services’ recommendation that a standard Manitoba resident definition be adopted for admission purposes; the recommendation included the option for a [Faculty] to define Manitoba residency equivalencies.

This recommendation is also consistent with the admission policies of other Canadian Medical Schools that have existing relationships with one or more of the Territories.

## **C. Prerequisites in Biochemistry and Humanities/Social Sciences**

There has been a national trend specific to prerequisite courses as eligibility criteria for admission to Canadian Medical Schools. The introduction of MCAT 2015<sup>®</sup> has accelerated the pattern of change in that this version of MCAT<sup>®</sup> has the following four subsets:

- Chemical and Physical Foundations of Biological Systems;
- Critical Appraisal and Reasoning Skills;
- Biological and Biochemical Foundations of Living Systems; and
- Psychological, Social, and Biological Foundations of Behavior.

The natural sciences competencies assessed by the MCAT 2015<sup>®</sup> are clearly articulated in publications of the American Association of Medical Colleges, including *Testing Academic*



*Competencies with the 2015 MCAT® Exam: An Overview of What Admissions Officers Need to Know*; the document can be accessed at: <https://www.aamc.org/download/426798/data/testingacademiccompetencieswiththe2015mcatexam.pdf> . (See also Appendix 3.)

The recommendation to eliminate the existing Biochemistry and Humanities/Social Sciences prerequisites is consistent with the majority of Canadian Medical Schools that use MCAT 2015® as a component of eligibility criteria (see Appendix 4). Some Medical Schools continue to strongly recommend specific courses that reflect the foundation of knowledge deemed appropriate to succeed on the MCAT®.

## **Recommendations:**

The Max Rady College of Medicine recommends the following four policy changes for consideration by the Senate Committee on Admissions:

### **A. Elimination of Grades from a Prior Program of Study**

An applicant, upon written submission at the time of application, may request the elimination of grades completed at least 5 (five) years prior to commencement of a more recent program of study for the purpose of calculating the Adjusted Grade Point Average. All academic requirements must be met in the more recent program of study.

The recommendation was passed by the Admissions Committee on February 11, 2015. The recommendation was accepted by the Max Rady College of Medicine Dean's Council on September 27, 2016 and by the Max Rady College of Medicine Executive Council on October 12, 2016.

### **B. Equivalency of “Manitoba Resident” for Residents of the Territories**

In recognition of the historical relationship between the University of Manitoba and the Territories and given the current relationships specific to undergraduate and postgraduate medical education opportunities, it is recommended that:

Residents of the Yukon, Northwest Territories and Nunavut be treated as Manitoba residents for purposes of undergraduate admission to the Max Rady College of Medicine. A resident of the Territories shall be defined as a Canadian Citizen or Permanent Resident of Canada, who at the application deadline meets any one of the following two descriptions:

1. Has graduated from a high school in one of the three Territories
2. Has resided continuously in one of the three Territories for any two year period following high school graduation. The two year residence period shall not be considered broken where the College's Admission Committee is satisfied the applicant was temporarily out of the Territory on vacation, or for short-term volunteer work.

The recommendation was passed by the Admissions Committee on January 27, 2016. The recommendation was accepted by the Max Rady College of Medicine Dean's Council on September 27, 2016 and by the Max Rady College of Medicine Executive Council on October 12, 2016.

### **C. Prerequisites in Biochemistry and Humanities/Social Sciences**

The Biochemistry and Humanities/Social Sciences requirements are not applicable for candidates who have written solely the MCAT 2015<sup>®</sup>.

The Biochemistry and Humanities/Social Sciences requirements are not applicable for candidates who have written the former version of MCAT<sup>®</sup> and MCAT 2015<sup>®</sup> and do not wish to have the former version of MCAT<sup>®</sup> considered in the calculation of the composite score.

The Biochemistry and Humanities/Social Sciences requirements are applicable for candidates who have written the former version of MCAT<sup>®</sup> and MCAT 2015<sup>®</sup> and wish to have the former version of MCAT<sup>®</sup> considered in the calculation of the composite score.

The recommendation was passed by the Admissions Committee on April 27, 2016. The recommendation was accepted by the Max Rady College of Medicine Dean's Council on September 27, 2016 and by the Max Rady College of Medicine Executive Council on October 12, 2016.

## Appendix 1. Grade Point Average: Max Rady College of Medicine Eligibility and Selection Factors

### Source:

Rady Faculty of Health Sciences  
Max Rady College of Medicine  
Applicant Information Bulletin 2017 – 2018

Reference: [https://umanitoba.ca/student/admissions/media/medicine\\_bulletin.pdf](https://umanitoba.ca/student/admissions/media/medicine_bulletin.pdf) accessed October 25, 2016.

### Section 2: Eligibility Requirements

#### A. Academic Requirements

3. **Adjusted Grade Point Average (AGPA)** of 3.30 or higher. An AGPA is calculated based on undergraduate university degree level courses including those taken in a spring or summer session and during part-time studies. The grades from all undergraduate courses will be used in the AGPA calculation including the initial and all subsequent grades from courses that may have been repeated. All grades from undergraduate courses are included regardless of the year in which the course was taken.

### Section 4: Selection Process

#### D. Selection of Applicants for Interview

The Admissions Committee will calculate a composite score to determine an applicant's ranking. The composite score will be modified by the rural, advanced academic, and socioeconomic and cultural diversity coefficient calculated for all eligible applicants.

All applicants who meet the eligibility requirements are ranked by calculating a composite score in the following way:

$(27.3\%AGPA + 72.7\%MCAT\textcircled{R}) \times (\text{rural co-efficient if } >0) \times (\text{academic co-efficient if } >0) \times (\text{socioeconomic and cultural diversity co-efficient if } >0).$

#### H. Ranking of Applicants for Offer of Admission

All applicants who were selected for interview and participated in the interview process are ranked by the Admissions Committee.

##### 1. General MD Program, MD/PhD Program Stream, and Bilingual Stream

All applicants who participated in the interview process will be ranked in their respective pool by calculating a composite score in the following way:

$(15\%AGPA + 40\%MCAT\textcircled{R} + 45\%MMI) \times (\text{rural co-efficient if } >0) \times (\text{academic co-efficient if } >0) \times (\text{socioeconomic and cultural diversity co-efficient if } >0)$

## **Appendix 2. Elimination of Grades from a Previous Program of Study**

### **Source:**

**Rady Faculty of Health Sciences College of Dentistry  
Applicant Information Bulletin 2017 – 2018.**

Reference: [http://umanitoba.ca/student/admissions/media/dentistry\\_bulletin.pdf](http://umanitoba.ca/student/admissions/media/dentistry_bulletin.pdf) accessed October 25, 2016.

### **B. Calculation of the Adjusted Grade Point Average (AGPA)**

Note (f):

An applicant, upon written submission at the time of application, may request the elimination of grades completed at least eight years prior to the commencement of a more recently completed program of studies for the purpose of calculating the Adjusted Grade Point Average. All academic requirements, as stipulated in Section 2: Eligibility Requirements, must be met in the more recently completed program of studies.

### Appendix 3. References Specific to MCAT 2015®

#### Academic Medicine:

[May 2013 - Volume 88 - Issue 5 - p 560–567](#)

#### Redesigning the MCAT Exam: Balancing Multiple Perspectives

Schwartzstein, Richard M. MD; Rosenfeld, Gary C. PhD; Hilborn, Robert PhD; Oyewole, Sandra Herndon PhD; Mitchell, Karen PhD

#### Abstract

The authors of this commentary discuss the recently completed review of the current Medical College Admission Test (MCAT), which has been used since 1991, and describe the blueprint for the new test that will be introduced in 2015. The design of the MCAT<sup>2015</sup> exam reflects changes in medical education, medical science, health care delivery, and the needs of the populations served by graduates of U.S. and Canadian medical schools.

The authors describe how balancing the ambitious goals for the new exam and the varying priorities of the testing program's many stakeholders made blueprint design complex. They discuss the tensions and trade-offs that characterized the design process as well as the deliberations and data that shaped the blueprint. The blueprint for the MCAT<sup>2015</sup> exam balances the assessment of a broad range of competencies in the natural, social, and behavioral sciences and critical analysis and reasoning skills that are essential to entering students' success in medical school. The exam will include four sections: Biological and Biochemical Foundations of Living Systems; Chemical and Physical Foundations of Biological Systems; Psychological, Social, and Biological Foundations of Behavior; and Critical Analysis and Reasoning Skills. The authors also offer recommendations for admission committees, advising them to review applicants' test scores, course work, and other academic, personal, and experiential credentials as part of a holistic admission process and in relation to their institutions' educational, scientific, clinical, and service-oriented goals.



#### Source:

<https://www.aamc.org/download/426798/data/testingacademiccompetencieswiththe2015mcatexam.pdf> .

## Appendix 4. Prerequisite at Select Canadian Medical Schools

### A. Canadian Schools without Prerequisites

University	Prerequisites Required		MCAT	
UBC	None	As of 2016-2017	Yes	
Alberta	No	As of 2015-2016	Yes	
Calgary	No	Strongly Recommended	Yes	VR Only
Saskatchewan	No	As of 2015-2016 but strongly recommended	Yes	
Dalhousie	No		Yes	
McMaster	No		Yes	VR Only
NOSM	No		No	
Queen's	No		Yes	
Western	No		Yes	

## Appendix 4. Prerequisite at Select Canadian Medical Schools (Continued)

### B. Canadian Schools with Prerequisites

University	Prerequisites Required	Courses		MCAT	Comment
Manitoba	Yes	Biochemistry (6) Humanities/Social Sciences (18)*	Currently considering dropping biochemistry requirement	Yes	*Can waive 12 credits depending on major
McGill	Yes	General Chemistry(6) Biology (6) Organic Chemistry (3) Physics (6)	Biochemistry, Cell/Molecular Biology and Statistics Recommended	Yes*	*If degree was taken outside of Canada
Memorial	Yes	English only	No science prerequisites	Yes	
Ottawa	Yes	General Chemistry(6) Humanities (6) Biology (3) General/Organic Chemistry/Biochem (12)	Hoping to drop the science requirements in the near future, however, they are currently unable to use MCAT as it is not offered in French	No	
Toronto	Yes	Life Science (12) Humanities/Social Sciences/Second Language (6)		Yes	

## **Report of the Senate Committee on Academic Review RE: Proposal for an Institute for Leadership Development**

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### **Preamble:**

1. The Terms of Reference for the Senate Committee on Academic Review are found on the web at:  
[http://www.umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/489.htm](http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/489.htm)
2. The policy Academic Centres and Institutes is available on the web at:  
[http://umanitoba.ca/admin/governance/governing\\_documents/academic/934.html](http://umanitoba.ca/admin/governance/governing_documents/academic/934.html).  
  
The procedures Academic Centres and Institutes are available at:  
[http://umanitoba.ca/admin/governance/governing\\_documents/academic/935.html](http://umanitoba.ca/admin/governance/governing_documents/academic/935.html).
3. The Senate Committee on Academic Review (SCAR) met on December 12, 2016, to consider a proposal from the I.H. Asper School of Business to establish an Institute for Leadership Development.

### **Observations:**

1. At its meeting on December 12, 2016, the Committee received the Report of the ad hoc Committee of SCAR (attached), which had been struck to review the proposal in detail. The ad hoc Committee had recommended that SCAR endorse the proposal to establish the Institute, for a period of five years, with continuation subject to a review process.
2. Based on recommendations from SCAR, the Asper School of Business revised section 3.2 of the proposal, to include representation from the Indigenous community on the Advisory Board. The proposal was also revised to indicate that individuals who complete the President's Student Leadership Program would receive a Letter of Accomplishment, which is consistent with the University's Non-Degree Programs Taxonomy.
3. The proposal for the Institute includes several letters of support that were received subsequent to the December 12<sup>th</sup> SCAR meeting. Statements of support from Dean Halden, Clayton H. Riddell Faculty of Environment, Earth, Dean Black-Branch, Faculty of Law, and Dean Dawe, Desautels Faculty of Music, had been sought by the Asper School based on feedback on the proposal from the ad hoc Committee of SCAR. Observation 11, in the Report of the ad hoc Committee, identifies other academic units that have indicated support for the proposal.
4. Proposals to establish the Chair in Leadership Research and the Chair in Leadership Education were considered by the Senate Committee on University Research (SCUR) (January 3, 2017), which will make its recommendations to Senate in separate reports.



### **Recommendation**

The Senate Committee on Academic Review recommends:

**THAT Senate approve and recommend that the Board of Governors approve, a proposal to establish the Institute for Leadership Development, for a period of five years, with continuation subject to a review process.**

Respectfully submitted,

Dr. David Collins, Chair  
Senate Committee on Academic Review

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

**Report of the ad hoc Committee of the Senate Committee on Academic Review  
RE: Proposal for an Institute for Leadership Development**

---

**Preamble:**

1. The Terms of Reference for the Senate Committee on Academic Review are found on the web at:  
[http://www.umanitoba.ca/admin/governance/governing\\_documents/governance/sen\\_committees/489.htm](http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/489.htm)
2. The policy Academic Centres and Institutes is available on the web at:  
[http://umanitoba.ca/admin/governance/governing\\_documents/academic/934.html](http://umanitoba.ca/admin/governance/governing_documents/academic/934.html).  
  
The procedures Academic Centres and Institutes are available at:  
[http://umanitoba.ca/admin/governance/governing\\_documents/academic/935.html](http://umanitoba.ca/admin/governance/governing_documents/academic/935.html).
3. The ad hoc Committee met on December 6, 2016 to consider a proposal from the I.H. Asper School of Business to establish an Institute for Leadership Development (the "Institute").
4. Members of the ad hoc Committee were: Acting Dean T. Mondor (Chair; Faculty of Graduate Studies), Professor H. Anderson (Faculty of Health Sciences); Professor L. Wang (Faculty of Science), and Mr. M. Khan (graduate student).

**Observations:**

1. The ad hoc Committee observes that the proposal for the Institute meets all of the requirements of section 2.1.2 Contents of the Proposal, as set out in the Academic Centres and Institutes procedures. The proponents of the Institute did add additional information to the proposal at the request of the ad hoc Committee.
2. The vision and objectives of the Institute would be to (i) be a recognized teaching and research unit in the area of leadership development, (ii) provide opportunities for undergraduate and graduate students to receive leadership education, (iii) provide a forum where academics with research interests in leadership and leadership development can collaborate, (iv) support the work of two proposed Chairs, in Leadership Education and Leadership Research, respectively, (v) offer the President's Student Leadership Program, providing opportunities for students and (vi) to develop and deliver specialized leadership programs to the broader community.
3. The vision and objectives of the Institute are closely aligned with *Taking Our Place: University of Manitoba Strategic Plan 2015-2020*.
4. The Institute would have responsibility for a broad range of activities related to its vision, including:

- Working with faculties across the University to add leadership education into existing academic and co-curricular programs;
  - Delivering the President's Student Leadership Program, which will bring students from the University of Manitoba as well as other post-secondary institutions in Manitoba together to learn about leadership, problem solving and ethics, while working together to address real-world challenges from diverse fields;
  - Connecting students to thought leaders in leadership through seminars and other events;
  - Serving as the home for a Leaders-In-Residence Program, where leaders from the private, not-for-profit and public sectors will provide advice to students and participate in the work of the Institute as members;
  - Promoting leadership research and education by means of Executive Education.
5. Establishing the Centre would benefit (a) students, by seeking to embed leadership education across the University and providing opportunities for hands-on leadership education; and (b) the Faculty, by (i) bringing together those who have an interest in leadership education and research, enhancing collaborative opportunities and enabling the sharing of best-practices, and (c) the broader community, by providing a vehicle to develop leadership skills in the students of the University and providing leadership education to individuals, businesses and other organizations throughout Manitoba.
6. The proposed Chair in Leadership Education in the I.H. Asper School of Business would serve as Director of the Institute and would report to the Dean of the Asper School, who would have overall responsibility for the Institute. An advisory Board would provide guidance to the Director. The ad hoc Committee observes the importance of the Advisory Board including broad representation from across the University in its membership.
7. Membership would be open to any faculty member of the University of Manitoba with interests in one or more of the following:
- Instruction and promotion of leadership education;
  - Theoretical and/or applied research focused on leadership;
  - The pedagogy of leadership education;
  - Innovation in methods of leadership education design and delivery

In addition, the proposed Chairs in Leadership Research and Leadership Education will both be members, as well as selected members of the private, public and not-for-profit communities. Such members would demonstrate one or more of the following:

- Distinguished achievement in the area of arts, health, business, public service, or another discipline;
- Peer recognition as a leader in his/her profession and/or community service;

- Commitment to the promotion of leadership education.

Members would be appointed by the Dean on advices of the Director of the Institute who will take advice from the current members of the Institute. From the outset, 17 members of the Institute are in place, including 12 members from the Asper School of Business, one from Kinesiology and Recreation Management, three from the Faculty of Education and one from the Faculty of Arts.

8. The proposal identifies the main privilege to members as being association with people with shared interests in improving leadership education and development at the University.
9. The Instituted will be located in space within the Drake Centre. Appropriate office space for the Director and a support staff person has been identified and the Dean has indicated that there is sufficient space to support the activities and operations of the Institute as envisioned. It is not anticipated that additional space will be required in the near future.
10. The Institute, along with the proposed Chairs in Leadership Education and Leadership Research will be supported by through revenue from the Institute for Leadership Development Fund at the University of Manitoba. This fund was made possible by a \$10-12-million gift to the University by a private donor which will be endowed, along with \$2.5-million in endowed funds from the Province of Manitoba. Additional funds will also be sought from the Government of Canada in support of the Institute. From the Fund, approximately \$270,000 will be made available annually to support the work of the Institute, including administrative support, the President's Student Leadership Program and other programming. A detailed, pro forma budget is included in the proposal.
11. The proposal has been endorsed by the Faculty Council of the I.H. Asper School of Business and is supported by Dean Benarroch. In addition, statements of support have been provided Dr. Ristock, Provost and Vice-President (Academic), Acting Dean Hoppa, Faculty of Arts, Dean Baum, Faculty of Science, Dean Brown, Faculty of Kinesiology and Recreation Management, Dean Postl, Rady Faculty of Health Sciences and Dean Mandzuk, Faculty of Education. The ad hoc Committee encouraged the proponents of the Institute to seek further letters of support and involvement from other Faculties, Colleges, and Schools and are being sought.

### **Recommendation**

The ad hoc Committee of the Senate Committee on Academic Review recommends:

**THAT the Senate Committee on Academic Review endorse a proposal to establish the Institute for Leadership Development, for a period of five years, with continuation subject to a review process.**

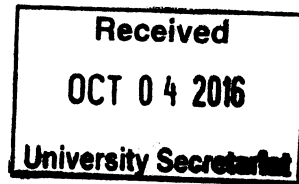
Respectfully submitted,

Todd Mondor, Chair

Ad hoc Committee of the Senate Committee on Academic Review



UNIVERSITY  
OF MANITOBA  
October 5, 2016



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

Office of the Provost & Vice-President (Academic)

**To:** Jeff Leclerc, University Secretary  
**From:** Janice Ristock, Provost and Vice-President (Academic)  
**Subject:** The Institute for Leadership Development

Attached please find a proposal to establish an Institute for Leadership Development. This Institute is to be housed in the Asper School of Business and has been strongly endorsed by its faculty council and Dean. The proposed Institute intends to involve collaboration with faculties across the University; the proposal includes letters of support from Deans of the Faculties of Science, Education, Kinesiology and Recreation Management, and Arts.

As indicated in the proposal, the Institute will serve as a mechanism to strengthen, coordinate, and facilitate a broad range of activities related to leadership education and development. The vision of the Institute is to “become a nationally recognized teaching and research institute focused primarily on developing leaders in Manitoba.” The Institute proposes to create opportunities for undergraduate and graduate students within the University of Manitoba as well as across Manitoba institutions for leadership education that will help them develop skills for leadership in their chosen fields. It will serve as a support to all faculties working to integrate leadership education into their curricula. The Institute will also offer executive leadership programs to emerging leaders in the private, public, and not-for-profit sectors. As well, the Institute will serve to bring together academics from across the University and across institutions to promote the dissemination of leadership education and research. The Institute will support the work of a proposed Chair in Leadership Education and a proposed Chair in Leadership Research.

The proposal demonstrates that the Institute is strongly aligned with the University’s strategic plan. For example, its goals include increasing experiential learning (Inspiring Minds), advancing innovative and collaborative research (Driving Discovery and Insight), strengthening connections across the University (Building Community), and promoting greater engagement with the external community (Forging Connections).

The proposed Institute will be supported by the Institute for Leadership Development Fund. This fund was made possible by a donation of \$10-12M. In addition, \$2.5M in endowed funds from the Province of Manitoba has been allocated to the initiative. It is estimated that \$270,000 in annual funds will be available to support the operation of the Institute including an administrative staff position, the President’s Student Leadership Program, course development and delivery, and special events.

According to University policy, academic centres/institutes are expected to:

- (1) have clearly identified goals and objectives;
- (2) have some degree of permanence, transcending collaboration on a particular, limited project/program;
- (3) bring together educators from different disciplines and/or areas of specialization within a particular discipline;
- (4) attract visiting professors and other educators; and
- (5) cooperate with educators at other universities and/or institutions.

The proposed Institute for Leadership Development meets all of these requirements.

I am in support of this proposal from the Asper School of Business and request that you present it to the Senate Committee on Academic Review for consideration and recommendation to Senate and, in turn, the Board of Governors.

If you have any questions or concerns, please do not hesitate to contact me. Thank you.

Enclosure

cc: Dr. Michael Benarroch, Dean, Asper School of Business

September 14, 2016

**MEMORANDUM**

**To:** Dr. Janice Ristock, Provost & Vice-President (Academic)

**From:** Dr. Michael Benarroch *M. Benarroch*

**Subject:** Proposal to Establish The Institute for Leadership Development

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

The creation of an Institute for Leadership Development presents the University of Manitoba with a truly unique opportunity to advance leadership education across the entire university. The Institute has the potential to benefit many students seeking leadership development and training at the University of Manitoba. It encompasses many of the elements of the University's Strategic Plan and will provide an exceptional opportunity for research collaboration among faculty.

Currently, many faculties across the university are seeking to embed leadership education into their curricula. The Institute for Leadership Development will ensure that all faculties are supported in these efforts and that the university has the expertise to offer world class leadership education to our students. The Institute will aim to benefit our students, faculty, stakeholders, the city and Province of Manitoba.

The proposal to establish the Institute for Leadership Development to be housed in the Asper School of Business was unanimously approved by Faculty Council at its September 9, 2016 meeting with the following Motion:

**MOTION that Faculty Council approve the establishment of The Institute for Leadership Development as outlined in the proposal distributed but with the following word change:**

**2.1 Vision the Institute**

**The vision of the Institute is:**

- To become a nationally recognized teaching and research institute focused primarily on developing leaders in Manitoba.

**MOVED:** A. Caza

**SECONDED:** N. Barnabe

**The Motion CARRIED**

/continued





Memo to Dr. Janice Ristock  
Proposal to Establish The Institute for Leadership Development  
September 14, 2016  
Page Two

I hope you will support this initiative and accordingly pass along your recommendation to Senate.

I have attached the following documents for your review:

1. Proposal to establish the Institute for Leadership Development
2. CVs (17) of the proposed membership of the Institute
3. Letters (4) of support from the Deans to establish the Institute for Leadership Development
4. Proposal to establish the Chair in Leadership Research
5. Proposal to establish the Chair in Leadership Education

Thank you for your consideration. Please be in touch if you have any questions.

/attachments

**Proposal to Establish**  
**The Institute for Leadership Development**  
**September 2016**

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**1. Name of the Institute**

The Institute for Leadership Development

**2. Description and Justification**

**2.1 Vision the Institute**

The vision of the Institute is:

- To become a nationally recognized teaching and research institute focused primarily on developing leaders in Manitoba.
- To provide graduating students from across the university, both at the undergraduate and graduate levels, with the opportunity to receive practical leadership education and develop the leadership skills to pursue careers in any field.
- To provide a support system whereby academics can work together to address new and emerging areas of leadership research.
- To support the work of the proposed Chair in Leadership Education and proposed Chair in Leadership Research.
- To unlock the potential of the brightest young leaders at post-secondary institutions across Manitoba through deep engagement with the Institute's partners through the President's Student Leadership Program.
- To develop and deliver specialized executive leadership programs to emerging leaders in the private, public and not-for-profit sectors.

This vision is strongly aligned with the following goals established in *Taking Our Place: University of Manitoba Strategic Plan 2015 – 2020*:

- Increase opportunities for experiential learning (Inspiring Minds);
- Expect, recognize, support and reward high quality and innovative research, scholarly work and other creative activities (Driving Discovery and Insight);
- Foster meaningful and sustained collaborative research, scholarly work and other creative activities within the institution and with provincial, Canadian and global partners (Driving Discovery and Insight);

- Enhance our national and international research recognition and the quality and impact of our research, scholarly works and creative activities (Driving Discovery and Insight);
- Develop a culture of leadership and teamwork among our students, staff and faculty through professional development programs (Building Community);
- Enhance and support meaningful connections between faculties and units within the University (Building Community);
- Foster a dynamic relationship between alumni and the University (Forging Connections); and
- Be an internationally engaged university with local relevance and global impact (Forging Connections).

## 2.2 Scope of the Institute

The scope of the Institute will be broad. Among the activities of the Institute are the following:

- **Work with faculties across the University to integrate leadership education into existing academic and co-curricular programs** – The Institute will provide a mechanism to embed leadership education in courses and programs across the University. An essential part of education for any professional is the development of leadership skills which are relevant to all disciplines of study. Training in leadership is, however, generally not coordinated between faculties. In this capacity, the Institute will bring more consistency and focus to leadership skill development that all students will have the opportunity to acquire. The Institute will be a resource for other faculties looking to enhance their programs through expanded offerings in leadership courses and activities.
- **Deliver the President's Student Leadership Program** - The President's Student Leadership Program will give post-secondary students a broad perspective on leadership, including theoretical foundations, ethical implications, problem-solving, and challenges. Through a multi-day workshop and leadership forums, students will tackle contemporary leadership issues and engage with internationally renowned leaders in a wide range of areas such as, but not necessarily limited to business, finance, accounting, politics, sport, public service, education, health, law, and the arts. Admissions to the program will be based on a combination of the student's academic achievement and leadership potential, while striving for a balance of representation across all fields of study. The program will be open to students from the University of Manitoba and other Manitoba post-secondary institutions, with no less than 70% of participants to be enrolled at

the University of Manitoba. By participating in the program, students will receive a stipend upon completing the program, access to mentorship, co-op, internship and other employment opportunities, a Letter of Accomplishment presented at a formal ceremony for family and friends, and entry to an elite community of program alumni and ongoing opportunities for networking and engagement.

- **Facilitate student-centered leadership seminars and events** – With input from the Institute’s Advisory Board, speakers will be invited to present on contemporary leadership topics to students, staff, and the public. One of the most effective ways to inspire leadership is through providing students with access to prominent thought and practice leaders. National and international leaders from areas including business, politics, healthcare, science and the arts will be invited to share their personal leadership philosophies and interact with students. Visiting professors will be invited to conduct seminars and workshops through the Institute in partnership with faculties. These events will serve to increase the Institute’s profile and generate important dialogue on leadership in different disciplines (some of these events may be open to the public).
- **Provide a home for the proposed Leaders-in-Residence program** – The Institute will develop a Leaders-in-Residence program to serve an important two-way role between the University and Manitoba’s private, public and not-for-profit sectors. Leaders-in-Residence will be available to act as mentors to students, exploring career options and providing advice and guidance. They will also serve an essential link to employers in Manitoba through the recruitment of guest speakers and the promotion of student networking events. Leaders will represent a wide variety of backgrounds, industries and experiences, ensuring an opportunity for all students to make valuable and relevant career connections. All Leaders-in-Residence will be made members of the Institute.
- **Promote leadership education and research dissemination to the private, public and not-for-profit sectors through Executive Education** – Provide innovative leadership education and training to senior managers through the Asper School Executive Education Centre. High-quality research is being conducted in areas of leadership by researchers across the University which has significant practical applications for organizations. Currently, this research is highly underutilized and the majority of Manitoba’s employers do not realize this research can be accessed to inform the enhancement of their organization’s leadership development programs. The Institute will provide a mechanism to facilitate the dissemination of leadership education and create opportunities to collaborate with the private, public and not-for-profit

sectors to identify new research opportunities and engage in meaningful engagements on leadership development and talent management.

### **2.3 Expected Benefits of the Institute**

The main benefit of the Institute will be to provide a mechanism to embed leadership education into courses and programs across multiple faculties at the University of Manitoba. At present, many faculties rely on the I.H. Asper School of Business to design customized leadership education to be delivered through existing courses and programs. As the Institute develops its programs, our students will see a significant expansion of experiential learning opportunities that will make them stronger leaders and better prepare them for their future careers, regardless of study discipline. Students must not only have the academic preparation and technical knowledge, but also the leadership skills required to succeed in their selected profession. The greatest benefit of the Institute will be its ability to better equip graduates across the University with these leadership skills.

The Institute, through the President's Student Leadership Program, will provide students with richer opportunities for personal and professional development. Students will be provided with unique access to prominent leaders through mentorship and networking events, and internship, co-op and summer employment opportunities. The program will also serve to earlier identify and nurture potential future leaders, and provide them with access to an elite community of President's Student Leadership Program alumni.

Another benefit of the Institute will be to provide opportunities for faculty members to share best practices regarding leadership education across disciplines and academic institutions. Members of the Institute will be provided with opportunities to work together both with one another and with academics at other post-secondary institutions in order to discuss trends in leadership education, share knowledge and ideas, and generate new opportunities for collaborative research. Leadership skills are increasingly seen as the most critical factor for success in a wide variety of work environments including business, healthcare, education, law and not-for-profit. The Institute will allow the University of Manitoba to take a leadership role in defining the future of leadership education.

The Institute will provide a significant benefit to Manitoba employers, producing a larger and more diverse pool of students who are ready to assume leadership positions. Manitoba employers will also have the opportunity to access the Institute's resources in order to develop their own employees' leadership skills.

### **3. Constitution**

#### **3.1 Structure**

The overall supervision of the Institute will be maintained by the Director who will also serve as the proposed Chair in Leadership Education at the I.H. Asper School of Business. The centre will include support staff reporting to the Director. An advisory board will provide guidance to the Director.

#### **3.2 Advisory Board**

The advisory board will be comprised of representatives from the University of Manitoba, corporate and non-profit sectors, and the broader community including the Indigenous community. The advisory board will seek to include broad representation across the University of Manitoba. A sub-committee of the advisory board will be enacted to advise on the President's Student Leadership Program. Members of the advisory board will be appointed by the Dean, I.H. Asper School of Business on recommendation by the Director.

The advisory board will be responsible for the following:

- Providing advice on the strategic plan for the Institute;
- Providing advice on the Institute's success in achieving its desired expected outcomes and need for potential course correction;
- Providing advice on the Institute's annual reporting and five-year review process;
- Recommending members to act as external representatives on the hiring committees for the proposed Chair in Leadership Education and Chair in Leadership Research;
- Providing advice on the selection criteria and program design of the President's Student Leadership Program; and
- Providing advice on the Institute's programming and curriculum design related to leadership development.

#### **3.3 Membership**

Membership will be open to any faculty member at the University of Manitoba who demonstrates an interest in one or more of the following:

- Instruction and promotion of leadership education
- Theoretical and/or applied research focused on leadership
- The pedagogy of leadership education
- Innovation in methods of leadership education design and delivery

Members will be appointed to the Institute by the Dean, I.H. Asper School of

Business on recommendation by the Director who will take advice from current members of the Institute. The Chair in Leadership Research and the Chair in Leadership Education will both be named as members.

Furthermore, selected members of the private, public and not-for-profit community will be invited to become members who demonstrate one or more of the following:

- Distinguished achievement in the area of arts, health, business, public service, or another discipline
- Peer recognition as a leader in his/her profession and/or community service
- Commitment to the promotion of leadership education

The main benefit of membership will be association with academics and practitioners with shared interests.

Members are responsible for contributing to the advancement of the mission and vision of the Institute, and for advising the work of the advisory board.

Initially, the proposed membership of the Institute will comprise of the following:

*I.H. Asper School of Business*

Dr. Sue Bruning (Business Administration)

Dr. Sean Buchanan (Business Administration)

Dr. Arran Caza (Business Administration)

Dr. Brianna Caza (Business Administration)

Dr. Parshotam Dass (Business Administration)

Dr. Nathan Greidanus (Business Administration)

Mr. Howard Harmatz (Business Administration)

Mr. Sean McDonald (Business Administration)

Dr. Lukas Neville (Business Administration)

Mr. Dan Torbiak (Executive-in-Residence)

Dr. Luke Zhu (Business Administration)

Ms. Debra Jonasson-Young (Director, James W. Burns Executive Education Centre)

*Faculty of Kinesiology and Recreation Management*

Dr. Leisha Strachen

*Faculty of Education*

Dr. Jerome Cranston (Executive Director, Student Academic Success)

Dr. Robert Mizzi (Educational Administration & Leadership)

Dr. Merli Tamtik (Educational Administration & Leadership)

*Faculty of Arts*

Dr. Royce Koop (Political Studies)

#### **4. Management**

The Director will hold the proposed position of Chair in Leadership Education and report to the Dean, I.H. Asper School of Business. The Dean, I.H. Asper School of Business shall report to the Provost and Vice-President (Academic) on all matters related to Institute.

#### **5. Physical Resources**

The Institute will be headquartered in the I.H. Asper School of Business. There is appropriate office space available for the Director/Chair in Leadership Education, the Chair in Leadership Research and one support staff member. There is also appropriate office and meeting room space to support the operations of the Institute including the Leaders-in-Residence program. It is not anticipated that additional physical space will be required in the near future.

#### **6. Financial Resources**

The Institute will be supported by the Institute for Leadership Development Fund at the University of Manitoba. The available annual income of the endowment fund shall be allocated in accordance with the policies of the University of Manitoba and will contribute support to the salary and benefits of the Director, support staff member, programming and research.

The fund was made possible through a donation of \$10 - \$12 million to the University of Manitoba by a private donor. The gift is intended to enhance education in the field of leadership. In addition, \$2.5 million in endowed funds from the Province of Manitoba have been allocated to this initiative. Additional funding will be sought from the Government of Canada through the Employment, Workforce Development and Labour portfolio.

A pro forma budget for the Institute for Leadership Development is as follows:



### Pro Forma Annual Operating Budget

#### Revenues

Endowed fund spending allocation*	\$609,000	
Research support (internally allocated)	60,000	
		<u>\$669,000</u>

#### Total projected revenues

**\$669,000**

#### Expenses

##### Salary

Chair salaries, benefits and stipends	\$400,000	
Administrator salary and benefits	<u>70,000</u>	
		<u>\$470,000</u>

##### Non-salary

Participant stipends	75,000	
Guest speakers	25,000	
Catering and event costs	30,000	
Marketing and program materials	10,000	
Course development and delivery	30,000	
Special events and initiatives	<u>29,000</u>	
		<u>\$199,000</u>

#### Total projected expenses

**\$669,000**

\*Spending allocation based on 4.2% of \$14.5 million endowment fund

## 7. Attachments

CVs for all proposed faculty members.

Letters of support from the Faculties of Arts, Education, Kinesiology and Recreation Management and Science.

Letters of support from Deans of other universities have been requested and will be provided as received.

## **Chair in Leadership Research**

### **Terms of Reference**

**July 2016**

---

#### **1.1 Type of Appointment**

Chair

#### **1.2 Name of Chair**

Chair in Leadership Research

#### **1.3 Purpose and Objective of Chair**

The purpose of the Chair is to provide academic and professional leadership in the area of leadership research across the University of Manitoba and within the I.H. Asper School of Business.

The University of Manitoba's Chair in Leadership Research will:

- Advance foundations in leadership through the development of research which will inform the design of new leadership courses and co-curricular programs;
- Contribute to undergraduate, graduate teaching and supervision, and executive education in the area of leadership;
- Collaborate with academic, public and private sector leaders to foster original theoretical and/or applied research focused on leadership that will inform programming to enhance individuals' leadership skills and strengthen organizations and systems; and
- Produce a regular and prominent thought piece that bridges academia and business by bringing together original research and industry perspectives on leadership topics.

#### **1.4 Relationship of the Goals of the Chair to the Proposing Unit**

The goal of the Chair is to enhance academic research and teaching in the area of leadership, a key priority of the I.H. Asper School of Business. The individual appointed to the Chair will be a faculty member appointed in the Department of Business Administration in the I.H. Asper School of Business.

### 1.5 Method by Which Chair will be Funded

The Institute for Leadership Development Fund at the University of Manitoba will support a Chair in Leadership Research. The income of the endowment fund shall be allocated in accordance with the policies of the University of Manitoba and will contribute support to the scholarly activities, salary and benefits of the Chair.

The fund was made possible through a donation to the University of Manitoba from a private donor. The gift is intended to enhance education in the field of leadership.

### 1.6 General and Specific Required Academic Qualifications of the Candidates or Nominees

In accordance with the Procedures and Mechanisms for establishing Chairs at the University of Manitoba, individuals appointed to the Chair in Leadership Research shall have the following qualifications:

- Minimum degree requirement of PhD in relevant or foundational discipline;
- Established research program with evidence of ongoing research productivity in the area of leadership;
- Recognized as a leader in their field; and
- Academic record commensurate with an appointment at the rank of Assistant Professor, Associate Professor or Professor.

The following academic qualifications are desirable, but not required:

- Demonstrated evidence of successful graduate research student supervision; and
- Demonstrated evidence of external research grant funding.

### 1.7 Term of Appointment and Provision for Reappointment

- The initial term of the appointment will be five years.
- The appointee will provide an annual report on his/her activities to the Dean on July 1 of each year following the appointment to the Chair.
- The Chair will be renewable, subject to performance, and the appointee will have to reapply to the Chair at the end of their initial term in order to be considered.

The selection of the individual to the Chair shall be done in accordance with normal University of Manitoba policies on academic hiring and the University of Manitoba/University of Manitoba Faculty Collective Agreement.

The Chair selection committee should include, but is not restricted to, the following members:

- Dean, Asper School of Business (or designate)

- Head, Department of Business Administration – in the event that the Head is a candidate for the Chair, the Dean will designate an alternate tenured faculty member to serve on the selection committee
- At least one tenured faculty member from the I.H. Asper School of Business
- Two external representatives from the proposed Institute for Leadership Development Advisory Board

A successful performance review will provide evidence of the following:

- High-quality peer-reviewed research publications.
- Effective teaching and supervision of graduate research students.
- Successful external research grant submissions from recognized funding sources (e.g., SSHRC, NSERC, CIHR).
- Academic and/or industry research partners.
- Leadership in the development of leadership education initiatives across the University of Manitoba.

The title of the Chair shall appear on business cards, publications, conference papers, public communications, and all other university publications and the like pertaining to the appointee.

#### 1.8 Other Provisions unique to the Chair

- 1) The duties and responsibilities of the individual appointed to the Chair will be in accordance with the University Policy and Procedures on Chairs and Professorship.
- 2) Annual reporting requirements shall also be in accordance with the University Policy on Chairs and Professorships. In accordance with University Policy, the annual performance of the professor will be reviewed in the same manner as other faculty members. The Dean of the I.H. Asper School of Business shall be responsible for initiating and coordinating any reappointment review process and for recommending on reappointment.
- 3) The appointment of the Chair will be made on the recommendation of the Department of Business Administration and shall be conducted in accordance with the University policy in Academic Appointments and the guidelines for the establishment of Chairs/Professorships.
- 4) The annual income from the endowment will fund salary, benefits and support the work of the Chair. The annual income will support the professional and research activities of the Chair which can include teaching related activities, research, graduate student support and other projects, and related travel and expenditures in support of promoting research excellence in leadership.

## **Chair in Leadership Education**

### **Terms of Reference**

**July 2016**

---

#### **1.1 Type of Appointment**

Chair

#### **1.2 Name of Chair**

Chair in Leadership Education

#### **1.3 Purpose and Objective of Chair**

The purpose of the Chair is to provide academic and professional leadership in the area of leadership education across the University of Manitoba and within the I.H. Asper School of Business.

The University of Manitoba's Chair in Leadership Education will:

- Advance foundations in leadership through the development of new leadership education courses and co-curricular programs for faculties across the university;
- Contribute to undergraduate, graduate and executive education teaching in the area of leadership;
- Collaborate with academic, public and private sector leaders to foster original, interdisciplinary research focused on leadership development to effectively advance new and innovative approaches to leadership education;
- Work with faculties across the university and the Centre for the Advancement of Teaching and Learning to integrate leadership education into existing academic programs;
- Develop and deliver specialized executive leadership programs to emerging leaders in the private, public and not-for-profit sectors; and
- Serve as Director of the proposed Institute for Leadership Development.

#### **1.4 Relationship of the Goals of the Chair to the Proposing Unit**

The goal of the Chair is to enhance academic research and teaching in the area of leadership, a key priority of the I.H. Asper School of Business. The individual appointed to the Chair will be a faculty member appointed in the Department of Business Administration in the I.H. Asper School of Business.

### 1.5 Method by Which Chair will be Funded

The Institute for Leadership Development Fund at the University of Manitoba will support a Chair in Leadership Education. The income of the endowment fund shall be allocated in accordance with the policies of the University of Manitoba and will contribute support to the scholarly activities, salary and benefits of the Chair.

The fund was made possible through a donation to the University of Manitoba from a private donor. The gift is intended to enhance education in the field of leadership.

### 1.6 General and Specific Required Academic Qualifications of the Candidates or Nominees

In accordance with the Procedures and Mechanisms for establishing Chairs at the University of Manitoba, individuals appointed to the Chair in Leadership Education shall have the following qualifications:

- Minimum degree requirement of PhD in relevant or foundational discipline and/or Master's degree with a strong record in the scholarship of teaching and learning;
- Demonstrated teaching excellence and innovation in the area of leadership;
- Demonstrated leadership experience in the public, private or non-profit sectors;
- Recognized as a leader in their field; and
- Academic record commensurate with an appointment at the rank of Assistant Professor, Associate Professor or Professor.

### 1.7 Term of Appointment and Provision for Reappointment

- The initial term of the appointment will be five years.
- The appointee will provide an annual report on his/her activities to the Dean on July 1 of each year following the appointment to the Chair.
- The Chair will be renewable, subject to performance, and the appointee will have to reapply to the Chair at the end of their initial term in order to be considered.

The selection of the individual to the Chair shall be done in accordance with normal University of Manitoba policies on academic hiring and the University of Manitoba/University of Manitoba Faculty Collective Agreement.

The Chair selection committee should include, but is not restricted to, the following members:

- Dean, Asper School of Business (or designate)
- Director, Centre for the Advancement of Teaching and Learning (or designate)
- Head, Department of Business Administration – in the event that the Head is a candidate for the Chair, the Dean will designate an alternate tenured faculty member to serve on the selection committee
- At least one tenured faculty member from the I.H. Asper School of Business

- Two external representatives from the proposed Institute for Leadership Development Advisory Board

A successful performance review will provide evidence of the following:

- Leadership in the development of teaching innovations in the area of leadership education across the University of Manitoba.
- Excellent teaching of undergraduate and graduate students.
- High-quality research into the pedagogy of leadership education.
- Successful directorship of the Institute for Leadership Development.

The title of the Chair shall appear on business cards, publications, conference papers, public communications, and all other university publications and the like pertaining to the appointee.

#### 1.8 Other Provisions unique to the Chair

- 1) The duties and responsibilities of the individual appointed to the Chair will be in accordance with the University Policy and Procedures on Chairs and Professorship.
- 2) Annual reporting requirements shall also be in accordance with the University Policy on Chairs and Professorships. In accordance with University Policy, the annual performance of the professor will be reviewed in the same manner as other faculty members. The Dean of the I.H. Asper School of Business shall be responsible for initiating and coordinating any reappointment review process and for recommending on reappointment.
- 3) The appointment of the Chair will be made on the recommendation of the Department of Business Administration and shall be conducted in accordance with the University policy in Academic Appointments and the guidelines for the establishment of Chairs/Professorships.
- 4) The annual income from the endowment will fund salary, benefits and support the work of the Chair. The annual income will support the professional and research activities of the Chair which can include teaching related activities, research, graduate student support and other projects, and related travel and expenditures in support of promoting academic excellence in leadership.



UNIVERSITY  
OF MANITOBA

## Faculty of Science

Office of the Dean  
239 Machray Hall  
Winnipeg, Manitoba  
Canada R3T 2N2  
Phone (204) 474-9348  
Fax (204) 474-7618

August 31, 2016

Dr. Michael Benarroch  
Dean, IH Asper School of Business  
315 Drake Centre  
University of Manitoba

Dear Dean Benarroch,

I am pleased to write an excited and positive letter of support for the formation of the Institute for Leadership Development. As you know from our discussions over the past several years, the Faculty of Science, with 5000 students, is eager to provide our students with the kind of leadership training and opportunities that the new Institute will be developing and promoting. I know from interactions with both Science undergraduate and graduate students that these are opportunities and training they seek, both for personal development and to position themselves for future employment opportunities, through certificates, credit bearing courses, and extracurricular projects and activities.

Science looks forward to working closely with the new Institute for Leadership Development, to create leadership training tailored for STEM (Science Technology Engineering and Math) students specifically, and also to enable and encourage participation of Science students in leadership opportunities in this unique interdisciplinary setting. The new Institute for Leadership Development with its emphasis on both education and research will be an enormous asset to the University of Manitoba.

Thank you for this excellent initiative!

Sincerely,

Stefi

Stefi Alison Baum  
Dean, Faculty of Science  
Professor, Dept. of Physics and Astronomy  
247 Machray Hall, University of Manitoba  
Winnipeg, Manitoba, Ca, R3T 2N2  
Work 204.474.9348 -Cell 204.297.0698  
stefi.baum<at>umanitoba.ca







UNIVERSITY  
OF MANITOBA

## Faculty of Education

Office of the Dean  
225 Education Building  
Winnipeg, Manitoba  
Canada R3T 2N2  
Telephone (204) 474-9001  
Facsimile (204) 474-7551  
[dean.education@umanitoba.ca](mailto:dean.education@umanitoba.ca)

August 22, 2016

Michael Benarroch  
Dean and CPA Manitoba Chair in Business Leadership  
I.H. Asper School of Business  
University of Manitoba  
314 Drake Centre  
181 Freedman Crescent  
Winnipeg, MB, R3T 5V4

I am pleased to offer this letter of support for the establishment of The Institute for Leadership Development at the University of Manitoba.

The Faculty of Education would be in a unique position with the proposed establishment of such an Institute as there would be many benefits. As a professional faculty, being associated with such an Institute would provide interdisciplinary opportunities for our graduate students. The Faculty of Education is also uniquely positioned in the area of Educational Leadership, and the establishment of The Institute for Leadership Development would also provide opportunities for some of our faculty members to work in a multi-disciplinary capacity with their peers from across campus.

As you know, the University of Manitoba's Strategic Plan contains five key pillars. It is my opinion that The Institute for Leadership Development embodies elements from each of these five pillars and would further position the University as an innovator in leadership education provincially, nationally, and internationally.

I feel strongly that this initiative is one worthy of the University of Manitoba's time and support as it has the potential to expand leadership capacity within the University's campuses and beyond.

If you require any further information, please do not hesitate to contact me at (204) 474-9001 or [david.mandzuk@umanitoba.ca](mailto:david.mandzuk@umanitoba.ca) and I would be happy to elaborate or answer any questions you may have.

Sincerely,

David Mandzuk, Ph.D.  
Dean  
Faculty of Education



UNIVERSITY  
OF MANITOBA

Faculty of Kinesiology  
and Recreation Management

102 Frank Kennedy Centre  
Winnipeg, Manitoba  
Canada R3T 2N2

August 29, 2016

Attention: Dr. Michael Benarroch  
Dean and CPA Manitoba Chair in Business Leadership  
Asper School of Business

Dear Dr. Benarroch,

**Re: Institute for Leadership Development at the University of Manitoba**

It is my pleasure to write this letter supporting the creation of the Institute for Leadership Development at the University of Manitoba. This Institute will serve the University of Manitoba community and the entire province of Manitoba. Its creation supports the University's Strategic Plan as it will contribute to "the development of a culture of leadership and teamwork among our students, staff and faculty through professional development programs".

I am also pleased to see that the Institute for Leadership Development will "establish, strengthen and support meaningful connections between the University community and key stakeholders" in Winnipeg and Manitoba. The proposal describes a range of programs that will generate new knowledge on leadership and translate this knowledge on campus and in the broader community. The programming impacts students and faculty members.

The role of the Institute for Leadership Development in coordinating leadership education across the campus will be a significant benefit. As a Dean, I recognize the value of integrating leadership development throughout the curriculum. However, I am also aware of the resource implications of delivering enhanced leadership education effectively. The formation of the Institute will enable faculties to draw on its resources and expertise to enhance the delivery of leadership education in our curriculum. At this time in post-secondary education, we are conscious of optimizing resources and eliminating duplication of programs and resources. I believe that the Institute will help administrators and educators better utilize expertise and resources to enhance leadership education.

I have reviewed the proposal for the formation of the Institute for Leadership Development and am confident that the constitution lays out an operational model that will be effective. I am especially pleased to see that the membership will be open to all faculty members at the University. As well, the availability of interest from endowed funds to support the operation is a very positive detail of the proposal.

In closing I would like to reiterate my support for this proposal and look forward to working with Institute for Leadership Development in the future.

Sincerely,

Douglas A. Brown, PhD  
Dean, Faculty of Kinesiology and Recreation Management





## Faculty of Arts

Acting Dean of Arts  
315 Fletcher Argue Bldg.  
Winnipeg, Manitoba  
Canada R3T 5V5  
Tel. (204) 474-9912  
Fax (204) 474-7590  
email: [Robert.Hoppa@umanitoba.ca](mailto:Robert.Hoppa@umanitoba.ca)

**DATE:** 1 Sep 2016

**TO:** Michael Benarroch, Dean and CPA Manitoba Chair in Business Leadership  
I.H. Asper School of Business

**FROM:** Rob Hoppa, Acting Dean of Arts

**SUBJECT:** Institute for Leadership Development

Digitally signed by Robert Hoppa  
DN: cn=Robert Hoppa, o=University of  
Manitoba, ou=Department of Anthropology,  
email=Robert.Hoppa@ad.umanitoba.ca, c=CA  
Date: 2016.09.01 14:23:10 -05'00'

As Acting Dean of the Faculty of Arts I am writing to express my support of the proposed Institute for Leadership Development. The Institute will benefit all Faculties with its proposed programming and is structured in a way that allows participation from all Faculties. The funding for the Institute comes from an external endowment and funding from government bodies and does not require funding to be pulled from other faculties or units to succeed. As such, the Faculty of Arts is happy to support the establishment of the Institute and looks forward to its future contributions.



**Rady Faculty of  
Health Sciences**

**Max Rady College of Medicine**  
Office of the Dean  
230 Basic Medical Sciences  
Building  
745 Bannatyne Avenue  
Winnipeg, Manitoba  
Canada R3E 0J9  
Phone: 204-789-3485  
Fax: 204-789-3661

December 8, 2016

Mr. Michael Benarroch  
Dean and CPA Manitoba Chair in Business Leadership  
I.H. Asper School of business  
University of Manitoba  
314 Drake Centre  
181 Freedman Crescent  
Winnipeg MB R3T 5V4

Dear Mr. Benarroch;

**Re: Institute for Leadership Development**

I am pleased to provide a letter of support for the creation of the Institute of Leadership Development.

The Rady Faculty of Health Sciences is undertaking leadership courses and activities at undergraduate/postgraduate and the faculty development arena. We anticipate positive overlap of the Institute with our efforts

Sincerely,

Brian Postl, MD, FRCPC  
Vice-Provost (Health Sciences), University of Manitoba  
Dean, Rady Faculty of Health Sciences  
Dean, Max Rady College of Medicine



UNIVERSITY  
OF MANITOBA

Clayton H. Riddell  
Faculty of Environment, Earth,  
And Resources

440 Wallace Building  
Winnipeg, Manitoba  
Canada R3T 2N2  
General Office (204) 474-7252  
Fax: 275-3147

Monday December 12, 2016

Michael Benarroch  
Dean and CPA Manitoba Chair in Business Leadership  
I.H. Asper School of Business  
University of Manitoba  
314 Drake Centre  
181 Freedman Crescent  
Winnipeg, MB, R3T 5V4

Dear Michael,

Thank you for the opportunity to review the proposal for an Institute of Leadership Development at the Asper School of Business. The vision for the Institute reflects many of the important goals of the University of Manitoba's strategic plan as well as providing for a broad array of activities. From the perspective of the Clayton H. Riddell Faculty of Environment, Earth, and Resources, the development of leadership skills for our students ties in well with our strong interdisciplinary approaches. The success of interdisciplinary research, learning, and outreach often depends on the effective communication of philosophical directions to diverse stakeholders. In addition, the changing nature of related industries such as energy, mineral, and environmental industries requires forging new ways of providing direction to better achieve sustainable futures. I am sure that the many not-for-profit organizations that my faculty work with will also benefit from the Institute's research and executive education programs.

In conclusion, the Clayton H. Riddell Faculty of Environment, Earth, and Resources supports the development of the Institute of Leadership Development and looks forward to contributing to and benefitting from its work.

Sincerely

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



UNIVERSITY  
OF MANITOBA

Faculty of Law

Robson Hall  
Winnipeg, MB R3T 2N2  
Canada  
Fax (204) 474-7580  
Phone (204) 474-6130

December 16, 2016

**Letter of Support for The Institute for Leadership Development**

Dear Senate Committee,

It is with great pleasure that I submit a letter of support to the Institute for Leadership Development which would provide important opportunities to faculty and students.

I have been Dean of a Business School in Copenhagen and Director of BMRI (Business and Management Research Centre) and Director of Research and Enterprise in the Business School at the University of Bedfordshire in the United Kingdom. I can attest in these former capacities that I am very familiar with leadership research and teaching within both the academic and professional contexts and I feel this endeavor would be a worthy development for the University of Manitoba. Having built and delivered an Executive Education on Leadership in Copenhagen I feel the vision of the institute is important and fully enhances the mission of the Asper School and the University as a whole. The benefits are most apparent and will enhance the University's reputation both nationally and internationally.

As Dean of Law, I am particularly excited about the opportunity to work cross faculties to integrate leadership education into our programs at Robson Hall. Indeed, this development is long over-due for Law as it builds on collegiality and extends executive leadership programs to us. Having been involved with Leadership development, as stated above, I can see many opportunities for our faculty and students and welcome this timely development.

I fully endorse the development of the Institute for Leadership Development and wish to offer this as a formal Letter of Support to that end.

Sincerely,

Dr. Jonathan L. Black-Branch  
Dean, Professor, Barrister and Solicitor



December 7, 2016

To Whom It May Concern:

This letter is submitted in support of the proposed Institute for Leadership Development in the I.H. Asper School of Business. The proposal document is comprehensive and the Institute's objectives are inextricably linked to the priorities of *Taking Our Place: University of Manitoba Strategic Plan 2015-2020*.

The Vision, Scope, and Expected Benefits are clearly articulated, and the potential outcomes will extend across and outside the University. The Institute will provide exciting opportunities for interdisciplinary collaboration and research, and integrate essential leadership education into other academic programs.

Throughout the private and public sectors, there is a pressing need for exceptional leadership founded on knowledge, respect, and an informed global perspective. Post-secondary institutions must take their place in training leaders in all disciplines, and the proposed Institute will provide important academic resources and opportunities for our students. Perhaps the potential outcomes are understated in the proposal document. While the benefits to our institution and Manitoba are clear, I submit that the outcomes will eventually extend well beyond provincial borders.

I congratulate my colleagues in the I.H. Asper School of Business in securing a generous private donation for this initiative, and I ask that this proposal be given the utmost consideration.

Sincerely,



Edmund Dawe, B. Mus., B. Mus. Ed., M.Mus., D.M.A.  
Dean



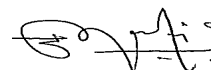
MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

FROM: Digvir Jayas, Vice-President (Research and International)  
and Chair, Senate Committee on University Research

DATE: January 3, 2016

SUBJECT: Proposal to establish a Chair in Leadership Education



Attached is the proposal to establish a Chair in Leadership Education. The Vice-President (Academic) and Provost, and the Senate Committee on University Research (SCUR), have endorsed this proposal, in accordance with the University's policy on *Chairs and Professorships*.

Please include this report and recommendation on the next Senate agenda. Please feel free to contact me should you require any further information.

Thank you.

DSJ/nis  
Encl.

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





UNIVERSITY  
OF MANITOBA

Office of Provost & Vice-President (Academic)

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

Date: November 30, 2016

To: Digvir Jayas, Vice-President (Research and International)

From: Janice Ristock, Vice-President (Academic) and Provost

Re: Proposal for a Chair in Leadership Research and a Chair in Leadership Education

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On behalf of the I. H. Asper School of Business, Dr. Michael Benarroch has submitted proposals to establish two chairs: a Chair in Leadership Research and a Chair in Leadership Education. These Chairs align with the priorities of the Faculty and the University.

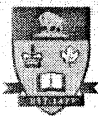
The policy on Chairs and Professorships specifies that:

- (1) Chairs are established to advance the University's academic goals and objectives;
- (2) Chairs be funded by way of an endowment or through annual expendable gifts for at least five years, or by a combination of endowment and annual expendable gifts;
- (3) Chairs shall normally be attached to a department, faculty school, college, centre or institute and the goals of the Chair shall be consistent with that unit;
- (4) The establishment of a Chair normally shall not be tied to the appointment of a particular person;
- (5) Individuals appointed to the Chair shall normally have the academic qualifications commensurate with an appointment at the rank of Assistant Professor, Associate Professor, or Professor; and
- (6) The initial term of the appointment of the chair shall be 3 to 5 years, and if renewal is permitted, such renewal shall be subject to a successful performance review and the availability of funds.

The proposed Chairs satisfy the above requirements. Funding will be derived from a \$5 million endowment for each Chair.

I support these two proposals from the I. H. Asper School of Business and request that you present them to the Senate Committee on University Research for consideration and recommendation to Senate and, in turn, the Board of Governors.

If you have any questions or concerns, I would be pleased to meet with you.



UNIVERSITY  
OF MANITOBA

Asper School of Business

Dean's Office  
319 Drake Centre  
181 Freedman Crescent  
Winnipeg, Manitoba  
Canada R3T 5V4  
Telephone (204) 474-9353  
Fax (204) 474-7544

November 28, 2016

Dr. Janice Ristock  
Provost & Vice-President (Academic)  
University of Manitoba  
208 Administration Building

Dear Dr. Ristock

Attached please find two proposals to establish two new externally funded Chairs in Leadership at the I.H. Asper School of Business.

The purpose of the Chairs is to provide academic and professional expertise in leadership education and leadership research across the University of Manitoba and within the I.H. Asper School of Business.

The Chair in Leadership Education will aim to advance foundations in leadership through the development of new leadership education courses and co-curricular programs for faculties across the University of Manitoba. The Chair will contribute to undergraduate and graduate teaching in the area of leadership.

The Chair in Leadership Research will enrich the study of leadership at the I.H. Asper School by fostering original theoretical and/or applied research focused on leadership that will enhance leadership skills and strengthen organizations and systems. The Chair will contribute to undergraduate and graduate teaching in Leadership and supervise graduate students.

The aim of the two chairs is to establish the University of Manitoba and the I.H. Asper School of Business as a center for world-class leadership education and research. The two Chairs will enable the university to achieve national recognition through innovative programming, teaching, and research, and to serve as a model for other universities. The Chairs will push the boundaries on existing knowledge, by designing and implementing innovative educational and research projects focused on leadership.

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Letter to Dr. Janice Ristock  
November 28, 2016  
Page Two

The Chairs will be funded from a \$10Million endowment made to the University of Manitoba. It is the intention of the Asper School to fill the Chairs once sufficient funds have been contributed to the endowment.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'M Benarroch', with a stylized flourish at the end.

Michael Benarroch, PhD  
Dean and CPA Chair in Business Leadership  
Asper School of Business

Attachments

## **Chair in Leadership Education**

### **Terms of Reference**

**July 2016**

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#### **1.1 Type of Appointment**

**Chair**

#### **1.2 Name of Chair**

**Chair in Leadership Education**

#### **1.3 Purpose and Objective of Chair**

The purpose of the Chair is to provide academic and professional leadership in the area of leadership education across the University of Manitoba and within the I.H. Asper School of Business.

The University of Manitoba's Chair in Leadership Education will:

- Advance foundations in leadership through the development of new leadership education courses and co-curricular programs for faculties across the university;
- Contribute to undergraduate, graduate and executive education teaching in the area of leadership;
- Collaborate with academic, public and private sector leaders to foster original, interdisciplinary research focused on leadership development to effectively advance new and innovative approaches to leadership education;
- Work with faculties across the university and the Centre for the Advancement of Teaching and Learning to integrate leadership education into existing academic programs;
- Develop and deliver specialized executive leadership programs to emerging leaders in the private, public and not-for-profit sectors; and
- Serve as Director of the proposed Institute for Leadership Development.

#### **1.4 Relationship of the Goals of the Chair to the Proposing Unit**

The goal of the Chair is to enhance academic research and teaching in the area of leadership, a key priority of the I.H. Asper School of Business. The individual appointed to the Chair will be a faculty member appointed in the Department of Business Administration in the I.H. Asper School of Business.

### **1.5 Method by Which Chair will be Funded**

The Chair in Leadership Education in the I.H. Asper School at the University of Manitoba will be supported through an endowment of \$5 million. The income of the endowment fund shall be allocated in accordance with the policies of the University of Manitoba and will contribute support to the scholarly activities, salary and benefits of the Chair.

The fund was made possible through a donation to the University of Manitoba from a private donor. The gift is intended to enhance education in the field of leadership.

### **1.6 General and Specific Required Academic Qualifications of the Candidates or Nominees**

In accordance with the Procedures and Mechanisms for establishing Chairs at the University of Manitoba, individuals appointed to the Chair in Leadership Education shall have the following qualifications:

- Minimum degree requirement of PhD in relevant or foundational discipline and/or Master's degree with a strong record in the scholarship of teaching and learning;
- Demonstrated teaching excellence and innovation in the area of leadership;
- Demonstrated leadership experience in the public, private or non-profit sectors;
- Recognized as a leader in their field; and
- Academic record commensurate with an appointment at the rank of Assistant Professor, Associate Professor or Professor.

### **1.7 Term of Appointment and Provision for Reappointment**

- The initial term of the appointment will be five years.
- The appointee will provide an annual report on his/her activities to the Dean on July 1 of each year following the appointment to the Chair.
- The Chair will be renewable, subject to performance, and the appointee will have to reapply to the Chair at the end of their initial term in order to be considered.

The selection of the individual to the Chair shall be done in accordance with normal University of Manitoba policies on academic hiring and the University of Manitoba/University of Manitoba Faculty Collective Agreement.

The Chair selection committee should include, but is not restricted to, the following members:

- Dean, Asper School of Business (or designate)
- Director, Centre for the Advancement of Teaching and Learning (or designate)
- Head, Department of Business Administration – in the event that the Head is a candidate for the Chair, the Dean will designate an alternate tenured faculty member to serve on the selection committee
- At least one tenured faculty member from the I.H. Asper School of Business



- Two external representatives from the proposed Institute for Leadership Development Advisory Board

A successful performance review will provide evidence of the following:

- Leadership in the development of teaching innovations in the area of leadership education across the University of Manitoba.
- Excellent teaching of undergraduate and graduate students.
- High-quality research into the pedagogy of leadership education.
- Successful directorship of the Institute for Leadership Development.

The title of the Chair shall appear on business cards, publications, conference papers, public communications, and all other university publications and the like pertaining to the appointee.

#### 1.8 Other Provisions unique to the Chair

- 1) The duties and responsibilities of the individual appointed to the Chair will be in accordance with the University Policy and Procedures on Chairs and Professorship.
- 2) Annual reporting requirements shall also be in accordance with the University Policy on Chairs and Professorships. In accordance with University Policy, the annual performance of the professor will be reviewed in the same manner as other faculty members. The Dean of the I.H. Asper School of Business shall be responsible for initiating and coordinating any reappointment review process and for recommending on reappointment.
- 3) The appointment of the Chair will be made on the recommendation of the Department of Business Administration and shall be conducted in accordance with the University policy in Academic Appointments and the guidelines for the establishment of Chairs/Professorships.
- 4) The annual income from the endowment will fund salary, benefits and support the work of the Chair. The annual income will support the professional and research activities of the Chair which can include teaching related activities, research, graduate student support and other projects, and related travel and expenditures in support of promoting academic excellence in leadership.

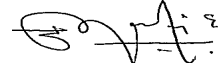
MEMORANDUM

TO: Mr. Jeff Leclerc, University Secretary

FROM: Digvir Jayas, Vice-President (Research and International)  
and Chair, Senate Committee on University Research

DATE: January 3, 2016

SUBJECT: Proposal to establish a Chair Leadership Research



Attached is the proposal to establish a Chair in Leadership Research. The Vice-President (Academic) and Provost, and the Senate Committee on University Research (SCUR), have endorsed this proposal, in accordance with the University's policy on *Chairs and Professorships*.

Please include this report and recommendation on the next Senate agenda. Please feel free to contact me should you require any further information.

Thank you.

DSJ/nis  
Encl.

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



UNIVERSITY  
OF MANITOBA

Office of Provost & Vice-President (Academic)

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

Date: November 30, 2016

To: Digvir Jayas, Vice-President (Research and International)

From: Janice Ristock, Vice-President (Academic) and Provost

Re: Proposal for a Chair in Leadership Research and a Chair in Leadership Education

---

On behalf of the I. H. Asper School of Business, Dr. Michael Benarroch has submitted proposals to establish two chairs: a Chair in Leadership Research and a Chair in Leadership Education. These Chairs align with the priorities of the Faculty and the University.

The policy on Chairs and Professorships specifies that:

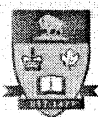
- (1) Chairs are established to advance the University's academic goals and objectives;
- (2) Chairs be funded by way of an endowment or through annual expendable gifts for at least five years, or by a combination of endowment and annual expendable gifts;
- (3) Chairs shall normally be attached to a department, faculty school, college, centre or institute and the goals of the Chair shall be consistent with that unit;
- (4) The establishment of a Chair normally shall not be tied to the appointment of a particular person;
- (5) Individuals appointed to the Chair shall normally have the academic qualifications commensurate with an appointment at the rank of Assistant Professor, Associate Professor, or Professor; and
- (6) The initial term of the appointment of the chair shall be 3 to 5 years, and if renewal is permitted, such renewal shall be subject to a successful performance review and the availability of funds.

The proposed Chairs satisfy the above requirements. Funding will be derived from a \$5 million endowment for each Chair.

I support these two proposals from the I. H. Asper School of Business and request that you present them to the Senate Committee on University Research for consideration and recommendation to Senate and, in turn, the Board of Governors.

If you have any questions or concerns, I would be pleased to meet with you.





UNIVERSITY  
OF MANITOBA

Asper School of Business

Dean's Office  
319 Drake Centre  
181 Freedman Crescent  
Winnipeg, Manitoba  
Canada R3T 5V4  
Telephone (204) 474-9353  
Fax (204) 474-7544

November 28, 2016

Dr. Janice Ristock  
Provost & Vice-President (Academic)  
University of Manitoba  
208 Administration Building

Dear Dr. Ristock

Attached please find two proposals to establish two new externally funded Chairs in Leadership at the I.H. Asper School of Business.

The purpose of the Chairs is to provide academic and professional expertise in leadership education and leadership research across the University of Manitoba and within the I.H. Asper School of Business.

The Chair in Leadership Education will aim to advance foundations in leadership through the development of new leadership education courses and co-curricular programs for faculties across the University of Manitoba. The Chair will contribute to undergraduate and graduate teaching in the area of leadership.

The Chair in Leadership Research will enrich the study of leadership at the I.H. Asper School by fostering original theoretical and/or applied research focused on leadership that will enhance leadership skills and strengthen organizations and systems. The Chair will contribute to undergraduate and graduate teaching in Leadership and supervise graduate students.

The aim of the two chairs is to establish the University of Manitoba and the I.H. Asper School of Business as a center for world-class leadership education and research. The two Chairs will enable the university to achieve national recognition through innovative programming, teaching, and research, and to serve as a model for other universities. The Chairs will push the boundaries on existing knowledge, by designing and implementing innovative educational and research projects focused on leadership.

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Letter to Dr. Janice Ristock  
November 28, 2016  
Page Two

The Chairs will be funded from a \$10Million endowment made to the University of Manitoba. It is the intention of the Asper School to fill the Chairs once sufficient funds have been contributed to the endowment.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'M Benarroch', with a stylized flourish at the end.

Michael Benarroch, PhD  
Dean and CPA Chair in Business Leadership  
Asper School of Business

Attachments

## **Chair in Leadership Research**

### **Terms of Reference**

**July 2016**

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#### **1.1 Type of Appointment**

**Chair**

#### **1.2 Name of Chair**

**Chair in Leadership Research**

#### **1.3 Purpose and Objective of Chair**

The purpose of the Chair is to provide academic and professional leadership in the area of leadership research across the University of Manitoba and within the I.H. Asper School of Business.

The University of Manitoba's Chair in Leadership Research will:

- Advance foundations in leadership through the development of research which will inform the design of new leadership courses and co-curricular programs;
- Contribute to undergraduate, graduate teaching and supervision, and executive education in the area of leadership;
- Collaborate with academic, public and private sector leaders to foster original theoretical and/or applied research focused on leadership that will inform programming to enhance individuals' leadership skills and strengthen organizations and systems; and
- Produce a regular and prominent thought piece that bridges academia and business by bringing together original research and industry perspectives on leadership topics.
- Serve as a member of Institute for Leadership Development

#### **1.4 Relationship of the Goals of the Chair to the Proposing Unit**

The goal of the Chair is to enhance academic research and teaching in the area of leadership, a key priority of the I.H. Asper School of Business. The individual appointed to the Chair will be a faculty member appointed in the Department of Business Administration in the I.H. Asper School of Business.

### **1.5 Method by Which Chair will be Funded**

The Chair in Leadership Research in the I.H. Asper School at the University of Manitoba will be supported by an endowment of \$5 million. The income of the endowment fund shall be allocated in accordance with the policies of the University of Manitoba and will contribute support to the scholarly activities, salary and benefits of the Chair.

The fund was made possible through a donation to the University of Manitoba from a private donor. The gift is intended to enhance education in the field of leadership.

### **1.6 General and Specific Required Academic Qualifications of the Candidates or Nominees**

In accordance with the Procedures and Mechanisms for establishing Chairs at the University of Manitoba, individuals appointed to the Chair in Leadership Research shall have the following qualifications:

- Minimum degree requirement of PhD in relevant or foundational discipline;
- Established research program with evidence of ongoing research productivity in the area of leadership;
- Recognized as a leader in their field; and
- Academic record commensurate with an appointment at the rank of Assistant Professor, Associate Professor or Professor.

The following academic qualifications are desirable, but not required:

- Demonstrated evidence of successful graduate research student supervision; and
- Demonstrated evidence of external research grant funding.

### **1.7 Term of Appointment and Provision for Reappointment**

- The initial term of the appointment will be five years.
- The appointee will provide an annual report on his/her activities to the Dean on July 1 of each year following the appointment to the Chair.
- The Chair will be renewable, subject to performance, and the appointee will have to reapply to the Chair at the end of their initial term in order to be considered.

The selection of the individual to the Chair shall be done in accordance with normal University of Manitoba policies on academic hiring and the University of Manitoba/University of Manitoba Faculty Collective Agreement.

The Chair selection committee should include, but is not restricted to, the following members:

- Dean, Asper School of Business (or designate)

- Head, Department of Business Administration – in the event that the Head is a candidate for the Chair, the Dean will designate an alternate tenured faculty member to serve on the selection committee
- At least one tenured faculty member from the I.H. Asper School of Business
- Two external representatives from the proposed Institute for Leadership Development Advisory Board

A successful performance review will provide evidence of the following:

- High-quality peer-reviewed research publications.
- Effective teaching and supervision of graduate research students.
- Successful external research grant submissions from recognized funding sources (e.g., SSHRC, NSERC, CIHR).
- Academic and/or industry research partners.
- Leadership in the development of leadership education initiatives across the University of Manitoba.

The title of the Chair shall appear on business cards, publications, conference papers, public communications, and all other university publications and the like pertaining to the appointee.

#### 1.8 Other Provisions unique to the Chair

- 1) The duties and responsibilities of the individual appointed to the Chair will be in accordance with the University Policy and Procedures on Chairs and Professorship.
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- 3) The appointment of the Chair will be made on the recommendation of the Department of Business Administration and shall be conducted in accordance with the University policy in Academic Appointments and the guidelines for the establishment of Chairs/Professorships.
- 4) The annual income from the endowment will fund salary, benefits and support the work of the Chair. The annual income will support the professional and research activities of the Chair which can include teaching related activities, research, graduate student support and other projects, and related travel and expenditures in support of promoting research excellence in leadership.