

Senate
Senate Chamber
Room E3-262 Engineering Building
WEDNESDAY, November 7, 2018
1:30 p.m.

A G E N D A

I MATTERS TO BE CONSIDERED IN CLOSED SESSION

1. **Report of the Senate Committee on Honorary Degrees
[November 7, 2018]**

The report will be provided to members of Senate at the meeting. Documentation will be available for examination by eligible members of Senate the day preceding the Senate meeting in the Office of the University Secretary.

II ELECTION OF SENATE REPRESENTATIVES

1. **To the Senate Executive Committee** Page 3

III MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE

1. **Report of the Senate Committee on Medical Qualifications
RE: Dr. Florencia Ricci Bartol** Page 5

Dr. Ricci's curriculum vitae will be available for inspection by members of Senate in the Office of the University Secretary and in the Dean's Office, Max Rady College of Medicine, prior to the November Senate meeting.

IV MATTERS FORWARDED FOR INFORMATION

1. **Report of the Senate Committee on Awards – Part A
[September 27, 2018]** Page 16
2. **Request to Suspend Admissions to the Bachelor of
Science in Pharmacy Program** Page 24
3. **Report of Senate Committee on Academic Review RE:
Undergraduate and Graduate Program Reviews
[September 20, 2018]** Page 43

V REPORT OF THE PRESIDENT

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. on the Friday preceding the meeting.

VII CONSIDERATION OF THE MINUTES OF THE MEETING OF OCTOBER 3, 2018

VIII	<u>BUSINESS ARISING FROM THE MINUTES</u>	- none
IX	<u>REPORTS OF THE SENATE EXECUTIVE COMMITTEE AND THE SENATE PLANNING AND PRIORITIES COMMITTEE</u>	
	1. <u>Report of the Senate Executive Committee</u>	Page 84
	2. <u>Report of the Senate Planning and Priorities Committee</u>	
	The Chair will make an oral report of the Committee's activities.	
X	<u>REPORTS OF OTHER COMMITTEES OF SENATE, FACULTY AND SCHOOL COUNCILS</u>	
	1. <u>Report of the Senate Committee on Awards – Part B [September 27, 2018]</u>	Page 86
	2. <u>Report of the Senate Committee on Academic Review RE: Proposed Membership and Governance, Indigenous Institute for Health and Healing (Ongomiizwin)</u>	Page 89
	3. <u>Reports of the Senate Committee on Admissions</u>	
	a) <u>RE: Revised Direct Entry Admission Requirements, Faculty of Engineering</u>	Page 123
	b) <u>RE: Revised Transfer Policy for the Undergraduate Medical Education Program, Max Rady College of Medicine</u>	Page 125
	4. <u>Report of the Senate Committee on Curriculum and Course Changes RE: Revised Terms of Reference for the Committee</u>	Page 134
	5. <u>Report of the Senate Committee on Instruction and Evaluation RE: Academic Regulations for the International Exchange Program, Bachelor of Commerce (Honours), I.H. Asper School of Business</u>	Page 137
	6. <u>Report of the Senate Committee on Nominations [October 26, 2018]</u>	Page 145
XI	<u>ADDITIONAL BUSINESS</u>	- none
XII	<u>ADJOURNMENT</u>	

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

Election of Senate Representatives to the Senate Executive Committee

1. Subsection 34(1) of *The University of Manitoba Act* provides that:

The senate has general charge of all matters of an academic character; and, without restricting the generality of the foregoing, the senate shall ...

- (y) elect an executive committee, which shall include
 - (i) the president, who shall be chairman of the committee;
 - (ii) the member of the senate designated by the president to be vice-chairman of the committee;
 - (iii) three members of senate from among the vice-presidents of the university, the deans of faculties and directors of schools;
 - (iv) a member of the board who has been appointed to be a member of the senate;
 - (v) a member elected by the students to be a member of senate;
 - (vi) eight other members of the senate from those elected under section 27 [i.e., elected by faculty/school councils];

2. Three Senators are to be elected as follows:

- (a) One Senator from among the Vice-Presidents, Deans of Faculties and Directors of Schools for the balance of a term commencing on January 1, 2019 and ending on May 31, 2019 to replace Dean Karen Wittenberg, who will be retiring from the University as of December 31, 2018.

- (i) Eligible for election are:

Vice-Presidents: L. Zapshala-Kelln, J. Kearsey and D. Jayas

Deans/Directors: M. Scanlon, J. Beddoes, N. Halden, D. Mandzuk,
B. Postl, G. Jacoby, D. Brown, J. Black-Branch,
E. Jurkowski, S. Baum, D. Hiebert-Murphy,
P. Hess, G. Hepburn

- (ii) Presently serving:

Dean Karin Wittenberg	Agricultural and Food Sciences	2019
Dean Todd Mondor	Graduate Studies	2020
Dean Jeffery Taylor	Arts	2021

- (b) One Senator as a leave replacement for Professor Robert Biscontri from January 1, 2019 to June 30, 2019; and
- (c) One Senator as a leave replacement for Professor Annette Schultz from January 1, 2019 to May 31, 2019.

- (i) eligible for election are members of Senate elected by faculty/school councils;
- (ii) presently serving:

Prof. John Anderson	Science	2019
Prof. Annette Schultz	Health Sciences	2019
Prof. Tina Chen	Arts	2020
Prof. Mark Gabbert	Arts	2020
Prof. Brenda Austin-Smith	Arts	2021
Prof. Robert Biscontri	Management	2021
Prof. Peter Blunden	Science	2021
Prof. Derek Oliver	Engineering	2021

3. Procedures:

- (a) Nominations for the positions shall be received from the floor.
- (b) Senators shall vote for no more than one candidate in each category on the ballot provided.
- (c) The candidates receiving the largest number of votes shall be elected.
- (d) In the event of a tie, the question shall be resolved by another ballot involving those candidates who have tied.

Rady Faculty of Health Sciences
Academic Affairs Office
203F/201 Medical Services Building
750 Bannatyne Avenue
Winnipeg, Manitoba
Canada R3E 0W2
Phone: 204-977-5647

September 28, 2018

Ms. Shannon Coyston, Academic Specialist
Office of the University Secretary
314C Administration Building

Re: Application for Approval under Section 64 of the Manitoba Medical Act - Dr. Florencia Ricci Bartol

Dear Colleagues:

The Senate Committee on Medical Qualifications met to consider the application from the Department of Pediatrics and Child Health, Max Rady College of Medicine, Rady Faculty of Health Sciences, University of Manitoba, to grant Dr. Ricci a certificate under the academic seal of the university. Dr. Ricci's Curriculum Vitae and letters of support are enclosed.

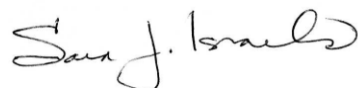
Dr. Ricci received her medical degree from the Universidad Austral, Buenos Aires, Argentina in 2007 and her certificate in Clinical Pediatrics from the Universidad Catolica do Buenos Aires in 2011. She complete a clinical fellowship in Developmental Pediatrics at the University of Alberta in 2014 and continued training at the University of Alberta in a graduate program focusing on pediatric outcomes research. She received her PhD in 2018. In 2017 she joined the Department of Pediatrics and Child Health at the University of Manitoba in the Section of Developmental Pediatrics. In the year since her appointment, she has successfully defended her PhD and continued her research activities.

Dr. Ricci has already demonstrated her potential as a clinician-scientist. She has won local and national awards for her research and has published in top tier pediatric journals. Letter of reference from her mentors and colleagues at the University of Alberta speak to Dr. Ricci's outstanding qualities as a physician and researcher. Her contributions to the Section of Developmental Pediatrics have already been significant in both the academic and clinical care domains.

The Senate Committee on Medical Qualifications supports this application for the use of Section 64. The Head of the Department of Pediatrics and Child Health, Dr. Klassen, considers, and the Senate Committee on Medical Qualifications agrees, that Dr. Ricci's expertise will be highly beneficial in the Section of Developmental Pediatrics, Department of Pediatrics and Child Health, Max Rady College of Medicine, Rady Faculty of Health Sciences and the University of Manitoba and to the SSCY Centre, where she will practice.

The Senate Committee on Medical Qualifications would appreciate your support for this application to grant Dr. Ricci a certificate under the academic seal of the University to the College of Physicians and Surgeons of Manitoba.

Sincerely,



Sara J. Israels, MD FRCPC
Vice Dean, Academic Affairs, Rady Faculty of Health Sciences
Chair, Senate Committee on Medical Qualifications

Cc: Dr. Terry Klassen, Head, Department of Pediatrics and Child Health
Dr. Brian Postl, Dean, Max Rady College of Medicine, Vice Provost, Rady Faculty of Health Sciences
Dr. Anna Ziomek, Registrar, College of Physicians & Surgeons of Manitoba

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

Dr. Charlene M.T. Robertson
Glenrose Rehabilitation Hospital
10230 – 111 Avenue
Edmonton, Alberta
Canada T5G 0B7
Office: (780) 735-6110
Fax: (780) 735-7907
email : charlene.robertson@ahs.ca

24 March 2017

Dr. Terry Klassen
Department Head and Medical Director,
Pediatrics and Child Health
Room, CE208
Children's Hospital 840 Sherbrook Street
Winnipeg Manitoba R3A

Dear Dr. Klassen:

Re: Dr. M. Florencia Ricci

Thank you for asking me about the skills and academic potential of Dr. Ricci. I met Dr. Ricci about three years ago while she was in the second year of her Developmental Fellowship here. She became very interested in Outcomes Research and we began to plan to have her train with me and to replace me in my work here as Lead, The Western Canadian Complex Pediatric Therapies Follow-up Program (CPTFP). At first we planned a two-year Outcomes Research Fellowship, funded under the Swallow Fund; this was to include a master's program at the U of A. Dr. Gilmour recommended a PhD and Dr. Ricci obtained a Deliotte Fellowship for her third year. The program I had planned for Dr. Ricci included clinical duties along with research and administration. With the heavy academic component of her PhD, I have not been able to provide much guidance to her in administration. Therefore, I will restrict my comments to the other three pillars. However, I have no doubt that she would be a very capable administrator as she is very detailed and complete in all of her work.

Dr. Ricci is an excellent clinician. She takes pride in physical examination. Her reports are very good. She had a wide training in Argentina and has a broad interest in medicine in general. She greatly enjoys the children and their families; she often phones families after clinic to go over the results of the assessment. She follows up on laboratory tests and communicates well with other doctors and team members. She is very much liked by our assessment team and they are looking forward to having her here in the future.

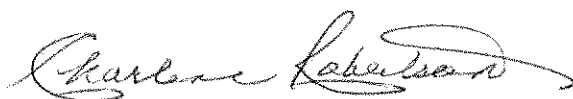
As you will have noted, Dr. Ricci presents her research well. She is interested in graphics to assist in the understanding of her study results and I believe that she does this well. She uses the same approach with formal teaching and is well liked by the students. She takes time with

the students in the clinic and encourages their attendance with her when she sees the children. She takes time with team members to explore treatment options and teaches where needed.

Dr. Ricci burns with enthusiasm when she is working on a research project. She has excellent ideas for Outcomes Research and very much likes applying developmental outcomes measures to acute care. She has been very successful with publications to date. She has obtained some independent funding and has a good understanding of the grant application process. She has experience with completing the peer review process and is now a reviewer for one of the better pediatric journals. She has been a helpful contributor to our team research meetings when we plan new studies and has no difficulty approaching anyone if she feels they can help to clarify a point and/or contribute to a study. She is efficient with her time and is productive.

In every way Dr. Ricci has met my expectations to be the person that would take over my position in CPTFP and the databases I have built. I sent a letter of resignation last fall to AARP so that my job could be posted and she could apply. However, that has not happened and unless there is a sudden change it seems that there will not be an early posting and that there will not be a job for her here. As you can imagine this is a disappointment for me. However, Dr. Ricci wants very much to participate in Outcomes Research and she wants to stay in Canada. I am happy for her that you find her to be the person you would like to have for the future in your program and that you see her potential. I wish her well.

Respectfully submitted,

A handwritten signature in cursive script, reading "Charlene Robertson".

Charlene Robertson CM, MD, FRCP(C)
Professor Emeritus of Pediatrics, University of Alberta

cc: Ana Hanlon-Dearman

March 30, 2017

Re: Dr. Florencia Ricci
Application for faculty position, University of Manitoba

I am pleased to provide this letter of support. I have worked with Dr. Ricci for the past four years over the course of her subspecialty clinical training in developmental pediatrics, followed by her research fellowship and doctoral training in outcomes assessment of medically at-risk children. I have also spoken to her PhD supervisor, Dr. Charlene Robertson, and have taken into account her assessment of Dr. Ricci's strengths and accomplishments in this letter.

In brief, Dr. Ricci has been nothing less than superb, and has tremendous potential to contribute clinically and academically to any pediatric health science centre, and indeed, to the field. She is conscientious, caring, and works extremely well both as a consultant and as part of a multidisciplinary team. She has outstanding clinical assessment skills, and remarkable abilities to work through complex multifaceted cases, with careful attention to medical, neurodevelopmental and psychosocial issues. Dr. Ricci has also grown rapidly as an independent researcher, benefiting greatly from supervision and mentorship from Dr. Robertson, and demonstrating the intellectual, organizational and communication skills that have placed her at the top among her peers in respect to funding success and academic productivity. She has won national awards for her research presentations, was the sole successful candidate of the Deloitte Clinical Research Fellowship as well as lead applicant on local operating grants which supported her doctoral research in Edmonton, and has authored 3 high-impact publications (including papers in *Pediatrics* and *Journal of Pediatrics*), with several others under review or near submission. Dr. Ricci has presented her research internationally, and has a growing reputation as an emerging leader in pediatric outcomes research.

I would certainly recommend Dr. Ricci without reservation for any academic position and believe that she will be a wonderful asset to any program.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'L. Zwaigenbaum', with a stylized, flowing script.

Lonnie Zwaigenbaum MD FRCPC
Stollery Children's Hospital Foundation Chair in Autism Research
Co-director Autism Research Centre and Site Lead for Child Health
Glenrose Rehabilitation Hospital
Professor, Department of Pediatrics, University of Alberta



**UNIVERSITY
OF MANITOBA**

**Rady Faculty of
Health Sciences**

26 June 2018

Dr. Terry Klassen
Department Head and Medical Director
Room CE208 Children's Hospital
840 Sherbrook Street
Winnipeg, Manitoba R3A 1S1

Max Rady College of Medicine
Department of Pediatrics & Child Health
Section of Developmental Pediatrics
Child Development Clinic
1155 Notre Dame Avenue
Winnipeg, MB R3E 3G1
Ph. 204-258-6628

Dear Dr. Klassen

I am writing in strong support of academic licensing for Dr. Florencia Ricci Bartol. As you know, Dr. Ricci is currently appointed to the University of Manitoba and the Winnipeg Regional Health Authority as Assistant Professor and Developmental Pediatrician. Dr. Ricci has been a valuable member of our Section of Developmental Pediatrics and has recently successfully defended her PhD in Pediatrics with the University of Alberta. She is an excellent developmental pediatrician and sees children both through Child Development Clinic and the Newborn Follow-up Program at the SSCY Centre. She is an outstanding clinician with excellent clinical and communication skills. She is also a valued member of our multidisciplinary teams where she demonstrates clinical leadership and keen assessment skills. All the members of our section are thoroughly impressed with her knowledge, assessment skills, and interpersonal skills. She is actively engaged in research with the Newborn Follow-up Program and with the national CHILDBRIGHT Program. Now that her PhD is defended, is continuing to actively develop her research career, also a valuable contribution to our section.

Dr. Ricci has also been actively involved in teaching students and residents in developmental pediatrics. Her reviews have been excellent and I know that students are now specifically requesting her clinical teaching and opportunities for early exposures.

Dr. Ricci is a well-respected and valued member of our section in clinical, research, and teaching activities. I would strongly endorse your application for academic licensure on her behalf.

Sincerely yours,

Ana Hanlon-Dearman, MD MSc FRCPC FAAP
Section Head Developmental Pediatrics
Medical Director Child Development Clinic
Medical Director Manitoba FASD Centre
Associate Professor Pediatrics and Child Health
Rady Faculty of Health Sciences
University of Manitoba
Winnipeg Manitoba

27 June 2018

Dr. Terry Klassen
Department Head and Medical Director
Room CE208
Children's Hospital
840 Sherbrook Street
Winnipeg, Manitoba R3A 1S1
Tel.: 204-787-8020 / Fax: 204-787-4807
Email: tklassen11@hsc.mb.ca

Dear Dr. Klassen and Dr. Hanlon-Dearman,

RE: Dr. Florencia Ricci

As Program Director for Developmental Pediatrics at the University of Alberta since 2009, I have had the opportunity to train and mentor many residents in both our subspecialty residency program and through the postgraduate medical education program. In my opinion, Dr. Ricci is the best clinical fellow I have had the privilege of working with and she has already started to shape the future of Developmental Pediatrics in Canada. I believe that the University of Manitoba has the right blend of infrastructure, along with a fostering environment, that will allow her to be most successful in her research and clinical pursuits.

Dr. Ricci stands out for all the right reasons. She is exceptional in all of the CanMEDS physician competencies and has the precise balance of the four pillars required for success in academic medicine.

CLINICAL: Dr. Ricci is exceptional in both her developmental behavioural skills as well as those related to neuromotor and pediatric rehabilitation. Her neurological examination is strong and her clinical rapport with families and clinicians is an example to be followed by all. Being fluent in English, Spanish and French is a true asset given Canada's cultural diversity. She is able to manage a complex therapies research clinic with confidence and refined competency. Her opinions regarding patient management are highly sought after by others. She leads by example and is a well respected member on our interprofessional teams.

TEACHING: Dr. Ricci is a natural teacher. Although this has not been the focus of her clinical and research fellowships, Dr. Ricci goes out of her way to provide an educational experience that is highly valued. I continually have residents report directly to me about how accommodating and rich the teaching from Dr. Ricci truly is. She affords the residents the correct blend of independence and supervision. She is always willing to pitch in and present to all levels of learners from undergraduate to subspecialty resident level, as evidenced in her CV.

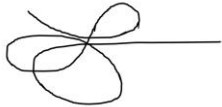
RESEARCH: Dr. Ricci's research portfolio is par excellence. It is extremely rare to have a clinical fellowship in developmental pediatrics and a PHD in the same field. Her first author manuscripts in both *Pediatrics* and *The Journal of Pediatrics* is practically unheard of for a trainee. She has been quite successful at grant funding competitions and has independently completed REB submissions. Dr. Ricci is well positioned to continue along the same trajectories as an academic faculty member.

ADMINISTRATION: Dr. Ricci completed specific clinical training in management during her fellowship in Developmental Pediatrics. Her work with the Complex Therapies Western Canada Program also provided her with administrative experience. She is organized, responsible, honest and highly respected. Whatever is asked of Dr. Ricci, she is able to complete with great success. She recognizes areas requiring assistance and knows how to surround herself with an effective team to complete the task at hand.

I highly and whole-heartedly, without any reservation, recommend Dr. Ricci for an academic, assistant professor position at the University of Manitoba in Developmental Pediatrics.

If you have any further questions, please do not hesitate to contact my office at 780-735-6171 or directly on my cell phone at 780-901-1545.

Sincerely,

A handwritten signature in black ink, consisting of a stylized loop followed by a horizontal line extending to the right.

Lyn K. Sonnenberg, MD, MEd (HSE), MSc, BSc (Hon), FRCPC (Peds, Dev Peds)
Associate Professor, Pediatrics, University of Alberta
Director, Academic Technologies, Faculty of Medicine and Dentistry
Program Director, Developmental Pediatrics Subspecialty Residency Program
Adjunct Associate Professor, Faculty of Rehabilitation Medicine
Neurodevelopmental Pediatrician
Glenrose Rehabilitation and Stollery Children's Hospitals
Medical Lead, Infant and Preschool Assessment Services, Glenrose Rehabilitation Hospital

July 31, 2018

Dr. Sara Israels, Associate Dean Academic
Chair, Senate Committee on Medical Qualifications
S203 Medical Services Building
Bannatyne Campus

Dear Dr. Israels,

I am writing in strong support of Dr. Florencia Ricci's application for Section 64 licensing, to allow the recruitment of this outstanding Pediatrician, specialized in the area of Developmental Pediatrics. Dr. Ricci would help fill a much needed position in care for children in the Section of Child Development, Department of Pediatrics and Child Health, Max Rady College of Medicine, Rady Faculty of Health Sciences, University of Manitoba.

Dr. Ricci received her Medical Degree (with honors) at Universidad Austral in Buenos Aires, Argentina. In 2012, she completed her Residency in Pediatrics at Universidad Catolica de Buenos Aires and the Hospital Britanico de Buenos Aires, Buenos Aires, Argentina. She completed her training in Developmental Pediatrics at the University of Alberta, Edmonton, Canada in 2014. She continued her training at the University of Alberta and obtained her PhD in Pediatrics in the spring of 2018. Consecutive components of this process have been a Fellowship in Pediatric Outcomes Research at the University of Alberta, and a Deloitte Clinical Research Fellowship at that same institution.

Based on her CV, one can see that Dr. Ricci was already recognized in Argentina as a leader when being selected as the Chief Resident in Pediatrics within her residency program. She has continued to excel during her training time in Edmonton at the University of Alberta. From her CV, one can see she has accomplished much during her time there. She has won many local awards for her research. The true mark of her excellence was exemplified when she was awarded the top research prize by a subspecialty fellow at the 28th National Resident Research competition in Winnipeg in 2016. She has four peer reviewed publications, two of which are in the top tiered journals in Pediatrics.

Dr. Ricci has held an academic appointment over the course of the past year at the University of Manitoba. We recruited her under a Section 10, and over this past year, she continued her outstanding trajectory. She found her place in the Section, completed her MCCEE exam, defended her PhD and was an invited guest speaker at three separate conferences. I am honored to request for Section 64 as the mechanism to achieve licensure in Manitoba for this excellent physician and Faculty Member.

To speak to Dr. Ricci's achievements and high potential as a clinician scientist, I am providing you with 3 reference letters provided to the Department of Pediatrics and Child Health, University of Manitoba.

Dr. Sonnenberg, her program director in Developmental Pediatrics at the University of Alberta, writes that compared to the many residents and trainees she has had the pleasure of supervising and mentoring, Dr. Ricci is by far the most outstanding fellow with whom she has been associated. She writes that Dr. Ricci has excelled in all four academic pillars. She notes that it is almost unheard of for the same trainee, to have publications in both *Pediatrics* and *Journal of Pediatrics*.

In anticipation of a reference letter from Dr. Ari Joffe, Dr. Ricci's PhD Supervisor from 2014 to 2018, I enclosed two letters submitted with our Section 64 request at the end of 2016. Dr. Zwaigenbaum, Professor at the University of Alberta, spoke highly of Dr. Ricci's qualifications, as did Dr. Robertson, Professor Emeritus at the University of Alberta. Unexpected delays occurred due to personal circumstances, but I expect Dr. Joffe's writing by Wednesday, August 15, 2018, and will forward it to your office at that time.

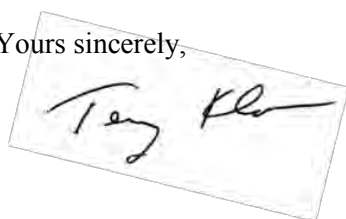
Dr. Ana Hanlon Dearman, Head of Developmental Pediatrics at the University of Manitoba and WRHA, describes Dr. Ricci as a well-respected member of the Section, and a sought after educator among learners. Dr. Ricci, over the course of her year in the Child Development Section, became strongly involved in existing research programs in the Section, and has started the development of new research collaborations.

All references enthusiastically recommend Dr. Ricci for an academic position and endorse her licensing through an academic route.

Last year, Dr. Ricci presented her clinical research on during her visit here in the context of Pediatric Grand Rounds. It was a high caliber presentation with clarity and excellent methodology. At that time, the search and selection committee, approved by Dean Postl, unanimously recommended we offer her a GFT position and recognize her academic abilities and potential. This year, we have the opportunity to do so.

Dr. Ricci would bring great strength to the University of Manitoba, greatly enhancing research, care and education in developmental pediatrics. She would make a superb academic clinician in an area that is in great need of her skills and expertise. There is strong evidence that she would be an outstanding recruit and we would be fortunate to have her at the University of Manitoba and SSCY. I believe we need to move expeditiously to not lose her to the University of Alberta or other institutions. I highly encourage the committee to grant her Section 64 to facilitate her recruitment.

Yours sincerely,



Terry Klassen, MD FRCPC
Professor and Head, Department of Pediatrics and Child Health
College of Medicine, Faculty of Health Sciences, University of Manitoba
Medical Director, Child Health Program
Winnipeg Regional Health Authority



Dr. Terry Klassen
Department Head and Medical Director
Room CE208 Children's Hospital
840 Sherbrook Street
Winnipeg, Manitoba R3A 1S1
August 13, 2018

Dear Dr. Klassen,

Re: Support letter for Dr. Florencia Ricci's academic licencing at the University of Manitoba and the Winnipeg Regional Health Authority as Assistant Professor and Developmental Pediatrician

I am happy to write this letter of support for Dr. Ricci. First, I will give some background to explain my ability to comment on Dr. Ricci's strengths and potential. I am a Clinical Professor in the Department of Pediatrics, University of Alberta, Edmonton. I have been a pediatric critical care medicine specialist at the Stollery Children's Hospital in Edmonton for the past 23 years. Since 1996 I have been co-chair of the Complex Pediatric Therapies Follow-up Program in which we have published many papers on long-term follow-up of children having complex interventions [e.g., cardiac surgery in early infancy; extra-corporeal life support; solid-organ transplantation], reporting on potentially modifiable acute-care variables associated with neurodevelopmental and neurocognitive outcomes. As clinical research lead for the Pediatric Intensive Care Unit, I have worked with and supervised many trainees [residents and fellows] over the years, both clinically and on published research projects. I have been on Masters and PhD committees for several of these students. In this capacity I have had the privilege of working closely with Dr. Ricci over the past 3 years, during her training as an outcomes fellow and as a co-supervisor of her PhD training and thesis.

1. The clinical realm: I am not a developmental pediatrician, and have not worked directly with Dr. Ricci in this clinical capacity. However, I can say clearly that many pediatric attendings [including in developmental pediatrics and physiatry] and pediatric residents have told me, whenever they hear that I work with Dr. Ricci, that she is clearly superior in her clinical skills, interactions with patients and families, and in her ability to support families with information and advocacy. I am not surprised, because as you will see below, she is so strong in the areas I have observed for myself.

2. The academic realm of research: I can confidently say that Florencia is easily in the top 5% of trainees I have worked with on research. Florencia progressed very well through her PhD program, with high marks. She led three novel research projects with the CPTFP to complete her PhD, and these were complex studies. Florencia demonstrated her excellent research skills and potential in several areas. First, in general, she is organized, has strong time-management skills, is collaborative and respectful, and is realistic, choosing complex and interesting yet feasible projects. Second, she is highly knowledgeable in all aspects of research from study design, ethics, data collection, data analysis, manuscript preparation and submission, and knowledge translation. Third, she is clearly productive, and completes any project she starts. Working with the CPTFP allowed her to demonstrate a strong ability to lead a team of clinicians, engage each in

Alf G. Conradi MD, FRCPC	Allan de Caen MD, FRCPC	Ari R. Joffe MD, FRCPC	Daniel Garros MD, Ped. Intens.	Laurance Lequier MD, FRCPC (Director)	Natalie Anton MD, FRCPC	Jon Duff MD, FRCPC	Rashid Alobaidi MBBS, FRCPC, FAAP
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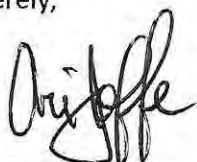
providing their unique expertise, and then come to collaborative decisions. Fourth, Florencia is an excellent presenter, having won several awards at conferences for her presentations of her research. Her genuine excitement with research and results show through in her ability to present findings at conferences, and locally at academic half-days for clinicians. In summary, Florencia certainly has great potential in clinical research. Her strengths are listed above. In particular, she is knowledgeable, practical, collaborative, enjoyable to work with, and hard-working. Hence her strong productivity in a short period of time working with the CPTFP.

3. The academic realm of education: Florencia is committed to education. This was most clear to me in her excellent ability to present her research results, explaining their relevance and importance in the context of what is known in the field. She is in high demand as a speaker at our CPTFP meetings, and by pediatric residents for their teaching in developmental pediatrics. Again, several pediatric residents have told me, when they hear I work with Florencia, that they know her from her “awesome” teaching in developmental pediatrics both clinically [at the bedside], and at half-day presentations. Again, I am not surprised. Florencia conveys her command of a topic without appearing over-confident or critical, and this ability I think engages trainees and staff in listening and learning from her expertise. Her personality is also an asset in this realm, as she is approachable and respectful, showing that she is genuinely aiming to educate and ensure understanding.

As you can see, I have no hesitation in strongly supporting Dr. Ricci for academic licensing. I can honestly think of no weaknesses, and only strengths and great potential in all three areas above.

If you need more information, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ari Joffe', with a stylized, cursive script.

Ari Joffe MD, FRCPC

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

Observations

At its meeting of September 27, 2018, the Senate Committee on Awards approved 5 new offers, 5 revised offers, and the withdrawal of 4 awards, as set out in Appendix A of the *Report of the Senate Committee on Awards – Part A (September 27, 2018)*.

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve 5 new offers, 5 revised offers, and the withdrawal of 4 awards as set out in Appendix A (September 27, 2018). These award decisions comply with the published guidelines of November 3, 1999, and are reported to Senate for information.

Respectfully submitted,

Dr Jared Carlberg

Chair, Senate Committee on Awards

SENATE COMMITTEE ON AWARDS

Appendix A

September 27, 2018

1. NEW OFFERS

Adam Lezack M&A Prize

Adam Lezack, LL.B (2005), has established an endowment fund to support a prize for students in the Faculty of Law at the University of Manitoba. The purpose of the fund is to reward academic excellence and to encourage student exposure in the specialized area of Mergers and Acquisitions. Each year, beginning in 2018-2019, the available annual interest from the fund will be used to offer one prize to an undergraduate student who:

- (1) was enrolled full-time in the second or third year of the Bachelor of Laws, JD program in the Faculty of Law in the year in which the award is tenable;
- (2) has demonstrated academic excellence based on a minimum degree grade point average of 3.0;
- (3) has earned the highest mark on the mergers and acquisitions assignment in Business Law.

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

In any given year that the mergers and acquisitions assignment is not offered in Business Law, eligible students meeting criteria (1) and (2) may submit a statement (maximum 750 words) to the selection committee in which they describe how they have a demonstrated affinity for and interest in mergers and acquisitions.

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

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

Agriculture Degree Class of 1968 Memorial Bursary

The Agriculture Degree Class of 1968 has established an endowment fund at the University of Manitoba to recognize the accomplishments and honour the memory of all classmates. The fund will be used to offer a bursary to an undergraduate student in the Faculty of Agricultural and Food Sciences. Beginning in 2018-2019, the available annual income from this fund shall provide one bursary to an undergraduate student who:

- (1) is enrolled full-time (minimum 60% course load) in the second, third, or fourth year of a degree program in the Faculty of Agricultural and Food Sciences;
- (2) has achieved a minimum degree grade point average of 3.0;

- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

The selection committee will be named by the Dean of the Faculty of Agricultural and Food Sciences (or designate).

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

Alex Brown Entrance Scholarship in Law

Alex Brown has established an annually funded entrance scholarship to recognize top applicants entering the Faculty of Law at the University of Manitoba. The scholarship will be offered for a period of three years, beginning in 2019-2020 and ending in 2021-2022. Each year, one scholarship valued at \$2,500 will be offered to an undergraduate student who:

- (1) has accepted an offer of early admission to the Faculty of Law at the University of Manitoba;
- (2) has a minimum adjusted admission grade point average of 3.0; and
- (3) demonstrates the personal characteristics associated with the highest standards of the profession.

Candidates will be required to submit a statement, maximum 250 words, which describes how they meet criterion (4).

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

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

Dr. Eugene H. “Papa” Lange Memorial Bursary in Agriculture

In honour of Dr. Eugene Lange and in acknowledgement of his contribution to developing agricultural leaders, an endowment fund with an initial value of more than \$11,000 was established in 2013. Dr. Lange served as the Director of the School of Agriculture from 1952 to 1972. The purpose of the fund is to support students in the Agriculture Diploma program. Beginning in 2018-2019, two thirds of the fund's available annual interest will be used to offer one bursary to a student who:

- (1) is enrolled full-time (minimum 60% course load) in their first year of study in the Agriculture Diploma program offered by the School of Agriculture at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 2.5, or has met admission requirements for the Agriculture Diploma program;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

The selection committee for this award will be the Faculty of Agricultural and Food Sciences Awards Committee, which will normally seek the advice of the Director of the School of Agriculture (or designate) in making its selection.

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

Levene Tadman Golub Bursary

In memory of David Golub (LL.B./74), the law firm of Levene Tadman Golub established an endowment fund at the University of Manitoba in 2018. When funds are available, the Manitoba Scholarship and Bursary Initiative may make a contribution to the award. The purpose of the fund is to provide encouragement and support to students in the Faculty of Law who aspire to practice property law. Beginning in the 2019-2020 academic year, the available annual income 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 or third year in the Faculty of Law;
- (2) has achieved a minimum degree grade point average of 2.5;
- (3) demonstrates an interest or aptitude in property law;
- (4) has demonstrated financial need on the standard University of Manitoba bursary application form.

In any year in which there is no qualified recipient for the bursary, the available annual income from the fund will be offered as one scholarship to an undergraduate student who:

- (1) is enrolled full-time (minimum 80% course load) in the second or third year in the Faculty of Law;
- (2) has achieved a minimum degree grade point average of 3.0;
- (3) demonstrates an interest or aptitude in property law.

In order to demonstrate an interest or aptitude in property law, students will be required to submit a written statement (max. 250 words), and one letter of support from a professor or instructor in the Faculty of Law.

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

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

2. AMENDMENTS

Benvenuto Straccha Prize for Agency

The following amendments were made to the terms of reference for the **Benvenuto Straccha Prize for Agency**:

- The preamble was revised to:
The Benvenuto Straccha Prize for Agency was established in 1993 as an annual book prize offered by Professor Emeritus Cameron Harvey to the student with the highest standing in the section “Agency and Partnership” in LAW 3980 Current Legal Problems B. The prize is named for the author of the first treatise on the law of agency. Each year, one book prize will be offered to an undergraduate student who:
- The numbered criteria were added to read:
 - (1) *was enrolled full-time (minimum 80% course load) in the Faculty of Law in the year in which the award was tenable;*
 - (2) *has achieved the highest standing in the section “Agency and Partnership” in LAW 3980 Current Legal Problems B; and*
 - (3) *has achieved a minimum degree grade point average of 3.0.*
- The selection committee statement was revised to:
The Dean of the Faculty of Law (or designate) will name the selection committee for this award.
- The standard Board of Governors statement was added.

Dr. Eugene H. “Papa” Lange Memorial Prize in Agriculture

The following amendments were made to the terms of reference for the **Dr. Eugene H. “Papa” Lange Memorial Prize in Agriculture**:

- The last two sentences in the preamble were revised to:
The purpose of the fund is to recognize graduating students from the Agriculture Diploma program who demonstrate high academic achievement in communication courses, beginning in 2013-2014. One-third of the fund’s available annual interest will be used to offer one convocation prize to a graduating student who:
- The selection committee paragraph was revised to:
The selection committee will be the Faculty of Agricultural and Food Sciences Awards Committee, which will normally seek the advice of the Director of the School of Agriculture (or designate) in making this selection.
- The standard Board of Governors statement was updated.

Joe Brain Foundation Inc. Fund

The following amendments were made to the terms of reference for the **Joe Brain Foundation Inc. Fund**:

- The name of the award was changed to: *Joe Brain Foundation Inc. Bursary*
- The preamble was revised to:
The Joe Brain Foundation Inc. established an endowment fund at the University of Manitoba with an initial donation of \$10,000 to provide an annual bursary to a student in the Clayton H. Riddell

Faculty of Environment, Earth, and Resources. The available annual interest on the fund will be used to offer one bursary each year to a student who:

- The numbered criteria were revised to:
 - (1) graduated from a high school in either northern Manitoba (as defined by the Government of Manitoba) or Creighton, Saskatchewan;*
 - (2) is enrolled full-time (minimum 60% course load) in their second year of study in the Clayton H. Riddell Faculty of Environment, Earth, and Resources;*
 - (3) has declared Honours Geology, Honours Geophysics, or the Four-Year major in the Department of Geological Sciences as their program of study; and,*
 - (4) has demonstrated financial need on the standard University of Manitoba bursary application form.*
- The paragraph following the numbered criteria was changed to:

If there are no eligible applicants who meet criteria (1)-(4) then the bursary will be awarded to any full-time (minimum 60% course load) student in the Clayton H. Riddell Faculty of Environment, Earth and Resources who meets criterion (4), with preference given to students who graduated from a high school in Northern Manitoba or Creighton, Saskatchewan.
- The selection committee paragraph was changed to:

The selection committee will be named by the Dean of the Clayton H. Riddell Faculty of Environment, Earth, and Resources (or designate) and will include the head of the Department of Geological Sciences (or designate).
- The standard Board of Governors statement was added.

Maitland Steinkopf Entrance Award

The following amendments were made to the terms of reference for the **Maitland Steinkopf Entrance Award**:

- The name of the award was changed to: *Maitland Steinkopf Entrance Scholarship.*
- The award was changed from a bursary to a scholarship.
- The numbered criteria were revised to read:
 - (1) are Manitoba residents;*
 - (2) have accepted an offer of early admission to the Faculty of Law at the University of Manitoba;*
 - (3) are enrolled full-time (minimum 80% course load) in the Faculty of Law; and*
 - (4) demonstrate both high academic achievement and the personal characteristics associated with the highest standards of the profession.*
- The following new paragraph was added:

Candidates will be required to submit a statement, maximum 250 words, which describes how they meet criterion (4).
- The standard Board of Governors statement was added.

Max Steinkopf Entrance Award

The following amendments were made to the terms of reference for the **Max Steinkopf Entrance Award**:

- The name of the award was changed to: *Max Steinkopf Entrance Scholarship*.
- The award was changed from a bursary to a scholarship.
- The numbered criteria were revised to read:
 - (5) *have accepted an offer of early admission to the Faculty of Law at the University of Manitoba;*
 - (6) *are enrolled full-time (minimum 80% course load) in the Faculty of Law; and*
 - (7) *demonstrate both high academic achievement and the personal characteristics associated with the highest standards of the profession.*
- The following new paragraph was added:

Candidates will be required to submit a statement, maximum 250 words, which describes how they meet criterion (3).
- The standard Board of Governors statement was added.

3. WITHDRAWALS

Eirikur and Thorbjorg Stephanson Travel Award

At the donor's request, this award will be withdrawn and new terms will be created.

Northern Sky Architecture Scholarship for Environmental Stewardship

The award is being withdrawn at the donor's request.

Professional Development Week Award

The term of the award has ended.

Tradition Law LLP Wealth and Succession Prize

The award is being withdrawn at the donor's request.



UNIVERSITY
OF MANITOBA

Office of the President

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

Date: September 21, 2018

To: Jeff Leclerc
University Secretary

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

Subject: Suspension of Admissions, to the B.Sc. (Pharmacy) Program

I attach a recommendation from Dr. David Collins, Vice Provost (Integrated Planning and Academic Programs) to temporarily suspend admissions to the B.Sc. (Pharmacy) Program.

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

Accordingly, please place this item on the Agenda for the October 24, 2018 Senate Executive meeting and the November 07, 2018 Senate Meeting.

Cc. Janice Ristock, Provost and Vice-President (Academic)
Lalitha Raman-Wilms, Dean, College of Pharmacy
Brian Postl, Dean, Rady Faculty of Health Sciences
David Collins, Vice-Provost (Integrated Planning and Academic Programs)
Jeff Adams, Director, Enrolment Services
Neil Marnoch, Registrar
Randy Roller, Executive Director, OIA
Cassandra Davidson, Academic Programs Specialist



UNIVERSITY
OF MANITOBA

Provost & Vice-President (Academic)

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

Date: September 19, 2018
To: David Barnard, President and Vice-Chancellor
From: David Collins, Vice-Provost (Integrated Planning and Academic Programs)
Subject: Suspension of Admissions, B.Sc. (Pharmacy) Program

Under the Admissions Target Policy and at the request of the College of Pharmacy, please find attached a proposal to temporarily suspend admissions to the B.Sc. (Pharmacy) Program.

The current B.Sc. (Pharmacy) has been replaced by the new Pharm.D. program, approved for implementation in March 2018. As outlined in the program proposal, the transition between the two degree programs necessitates the suspension of intake into the existing B.Sc. (Pharmacy) effective Fall 2019—this will ensure that potential students have sufficient time to complete the expanded admission requirements for the new Pharm.D.

Note that it is the College's intent to put forward a proposal to formally close the B.Sc. (Pharmacy) once the remaining students have had an opportunity to complete their programs.

Given the above, I would strongly endorse this recommendation. If considered favorably, the proposal will be forwarded to the province for their review under the provincial Program of Study Regulations.

Cc. Janice Ristock, Provost and Vice-President (Academic)
Brian Postl, Dean, Rady Faculty of Health Sciences
Lalitha Raman-Wilms, Dean, College of Pharmacy
Jeff Adams, Director, Enrolment Services
Cassandra Davidson, Academic Programs Specialist
Jeff Leclerc, University Secretary
Neil Marnoch, Registrar
Randy Roller, Executive Director, OIA



UNIVERSITY
OF MANITOBA

Faculty of
Health Sciences

College of Pharmacy
Apotex Centre
750 McDermot Avenue
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Canada R3E 0T5
Telephone: 204-474-9306
Fax: 204-789-3744

August 8, 2018

Dr. David Collins
Vice-Provost (Integrated Planning and Academic Programs)
208 Administration Building
University of Manitoba

Dear Dr. Collins:

The College of Pharmacy is requesting that admissions to the B.Sc. (Pharm.) program be suspended effective immediately, as the College is transitioning from a B.Sc. (Pharm.) program to a Doctor of Pharmacy (PharmD) degree program.

During the transition to the PharmD program, there will be no undergraduate admission intake for the 2019-20 academic year. Intake into the PharmD program will begin for the fall of 2020. This transition plan was outlined within the PharmD program proposal that was approved through the University of Manitoba and the Government of Manitoba.

Accompanying this letter is the Temporary Cessation of a Program of Study Application, letters of support from various faculties within the University of Manitoba and Enrollment and Graduations trends for the College of Pharmacy.

Yours Sincerely,

Lalitha Raman-Wilms, BSc (Pharm), Pharm.D.
Dean

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

UM INTERNAL REQUIREMENTS

1. Please refer to the Senate Policy and Procedures on Admission Targets (available online at: http://umanitoba.ca/admin/governance/governing_documents/academic/admission_targets.html).
2. Please complete the application below and submit with it the following supplemental documentation, to the Vice-Provost (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, Academic Programs Specialist, at Cassandra.Davidson@umanitoba.ca in the Office of the Provost & Vice-President (Academic).


UNIVERSITY
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SECTION A – PROPOSAL DETAILS
 Institution: **University of Manitoba**

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

If program is a joint program, list all participating institutions and the roles of each in delivering the program to be temporarily ceased: Not a joint program

Program name: Bachelor of Science in Pharmacy

Credential awarded: B.Sc. (Pharm.)

Proposed start date for temporary cessation: September 1, 2018

Office Use Only

One-time funding: _____

On-going funding: _____

SECTION B – PROGRAM DESCRIPTION AND DELIVERY

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

The undergraduate pharmacy program prepares students for entry-level practice in the profession of pharmacy by providing them with a solid foundation in the basic, pharmaceutical and clinical sciences. The program is designed to provide students with a broad experience in patient care through practical experience in health care settings.

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 program is 4 years (September – May), consisting of 136 credit hours.
(plus 1 year / 30 credit hours of prerequisite courses)

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

The mode of delivery is in person.

SECTION C – INFORMATION REGARDING TEMPORARY CESSATION DEVELOPMENT PHASE

C-1 Identify and provide a detailed description of the rationale for the temporary cessation of this program of study:

(Such as changes in applications, enrolment, employer demand.)

The College of Pharmacy is transitioning from a Bachelor of Science in Pharmacy program to a Doctor of Pharmacy (PharmD) degree program.

The Canadian Council for Accreditation of Pharmacy Programs (CCAPP) made the decision to cease accrediting B.Sc. (Pharm.) programs in Canada by December 31, 2020. The College of Pharmacy was required to comply with the CCAPP accreditation standards and implement a PharmD program to replace the current B.Sc. (Pharm.) program before this deadline.

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

There will be no undergraduate admission intake into the College of Pharmacy for the 2019-20 academic year.

Admission into the new PharmD program will begin in the 2020-21 academic year. It is expected that once all current B.Sc.(Pharm) students have had an opportunity to complete their program (see E-1 below), the College of Pharmacy will submit a proposal through the appropriate governance channels to formally close the program.

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:

<u>Approval by President</u>	<u>Date</u>	
Consultation with Senate:	_____	
Consultation with Board of Governors:	_____	
Additional Consultation <i>(as needed)</i> :	_____	Details:
Final Decision: Y <input type="checkbox"/> N <input type="checkbox"/>	_____	

C-4 Responsibility to consult

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

To facilitate the development of the PharmD program and the closing of the Bachelor of Science (Pharm.) program, the College of Pharmacy established various work groups and an Advisory Council that consisted of representatives of faculty and staff, students, community and hospital pharmacists, alumni, and identified key stakeholders (Health Sciences

Colleges, Pharmacy Regulatory, Pharmacy Advocacy, and Manitoba Health, etc.). These groups met regularly to develop the proposal, the curriculum and the transition plan. The following Faculties within the University of Manitoba were consulted: Faculty of Science, Faculty of Arts, Faculty of Law, Rady Faculty of Health Sciences, Faculty of Agricultural and Food Sciences, I.H. Asper School of Business.

The Pharm.D. proposal was approved through the College of Pharmacy Council on June 29, 2016, through the Rady Faculty of Health Sciences on Jan. 24, 2017 and through the University of Manitoba Senate (May 17, 2017) and Board of Governors (May 23, 2017). Manitoba Education and Training approved the program on March 19, 2018.

C-4.2 How have students and faculty been informed of the intent to temporarily cease this program?

Faculty members have been involved in the new program development from the beginning and have been aware of the closing of the B.Sc.(Pharm.) degree program; the proposal was passed through the College of Pharmacy Council. Town hall meetings were held with current Pharmacy students, and emails were sent to all Pharmacy students when the PharmD program received approval. Communications were sent to all applicants who applied for the fall of 2018. Information is currently posted on the College of Pharmacy website along with the Admissions website.

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

There will be no graduates from an undergraduate Pharmacy program for one year (2022) during the transition to the PharmD program. The transition to the PharmD program and its impact on the labour market in Manitoba were clearly outlined in the PharmD proposal. The average number of graduates over the last five years has been 49.4. With the conversion to the PharmD program we expect to graduate between 50-55 PharmD graduates each year. The last cohort from the B.Sc. (Pharm.) program will graduate in May 2021.

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:

There are no laddering, articulation or credit transfer options with this degree.

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:

Students will not have the opportunity to apply to Pharmacy for the 2019-20 academic year, but they will be able to take the required pre-requisite courses during this time period so they meet the requirements to apply for the 2020-21 academic year. The transition to the PharmD program provides the opportunity for Manitoba students to meet the new standards of Pharmacy education across Canada.

SECTION E– STUDENT IMPACTS

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

Year 4 Students will continue with the B.Sc. (Pharm.) program, graduating in the spring of 2019.

Year 3 Students will continue with the B.Sc. (Pharm.) program, graduating in the spring of 2020.

Year 2 Students will continue with the B.Sc. (Pharm.) program, graduating in the spring of 2021. This will be the last cohort of B.Sc. (Pharm.) graduates.

Year 1 Students will enter the B.Sc. (Pharm.) program in the fall of 2018. Upon successful completion of their first year, students will be automatically transitioned into year 1 of the 4-year PharmD program for the fall of 2019. This will be the first cohort of students to graduate with a PharmD degree in 2023.

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

No, graduates that completed their pharmacy licensing requirements can continue to practice as pharmacists.

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

55

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

Over the last five years an average of 55 students were admitted and 49.4 graduated each year.

	2013-14	2014-15	2015-16	2016-17	2017-18
Number of Students Admitted	55	54	51	52	53

	2013-14	2014-15	2015-16	2016-17	2017-18
Number of graduates	50	48	48	49	52
Grad % based on # of students admitted 4 years prior	90.91	87.27	87.27	89.09	92.86

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

All current funding will be reallocated to the new PharmD program as this will be the ongoing professional pharmacy program.

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

There will be no new incoming class in September 2019. Instead, students who completed one year of the B.Sc. (Pharm.) program (2018-19) will then start year one of the PharmD program (2019-20).

All current funding will be reallocated to the PharmD program, which will begin a modified transition year in 2019-20.

SECTION G – FINANCIAL REALLOCATION

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

SUBMITTED BY:

President:

Name:

Signature:

Date:

Vice-President/Academic:

Name:

Signature:

Date:

For use by joint programs only:

President:

Name:

Signature:

Date:

Vice-President/Academic:

Name:

Signature:

Date:

SUBMIT COMPLETED FORM

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

☐

Cover letter

☐

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

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

Post-Secondary Education and Labour Market Outcomes

Manitoba Education and Training

400-800 Portage Avenue Winnipeg MB R3C 0C4

(204) 945-1833

PSE-LMO@gov.mb.ca

Anticipated Student numbers for admissions for the next 5 years				
2019	2020	2021	2022	2023
0	55	55	55	55
	PharmD	PharmD	PharmD	PharmD

Anticipated Graduates for the next 5 years				
2019	2020	2021	2022	2023
47	50	50	0	50
B.Sc. (Pharm.)	B.Sc. (Pharm.)	B.Sc. (Pharm.)		PharmD

Enrollment for the last 5 years B.Sc. (Pharm.)	2014	2015	2016	2017	2018
Number of Students Admitted	54	51	52	53	55

Graduation for the last 5 years B.Sc. (Pharm.)	2013-14	2014-15	2015-16	2016-17	2017-18
Number of Graduates	50	48	48	49	52



UNIVERSITY
OF MANITOBA

Faculty of Law
Robson Hall
Winnipeg, Manitoba
Canada, R3T 2N2
Fax (204) 474-7580

June 22, 2016

Lavern M. Vercaigne, BSc. (Pharm), Pharm.D.
Professor and Associate Dean (Academic)
College of Pharmacy,
Rady Faculty of Health Sciences

Dear Associate Dean Vercaigne,

Thank you for your letter in which you notify us that the College of Pharmacy is submitting a proposal to switch from a BSc (Pharm) degree to an entry-level PharmD. This letter is written in support of your submission. I have had an opportunity to review the two page outline you provided as part of your proposal describing a course called "Pharmacy Law" that teaches students about the regulatory requirements of being a pharmacist in Manitoba and Canada.

This letter confirms that the course "Pharmacy Law" does not duplicate any course currently offered at the faculty of law.

We wish you all the best with your proposal and if you should have any questions please do not hesitate to contact me.

Yours truly,

Lisa Fainstein
Associate Dean Academic, JD Program
Ph: 204-474-6133
Email: Lisa.Fainstein@umantoba.ca



UNIVERSITY
OF MANITOBA

Faculty of Arts

Dean's Office
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Telephone (204) 474-9100
Fax (204) 474-7590
Email arts_inquiry@umanitoba.ca

June 13, 2016

Dr. Jan Coates
Director, PharmD Development
College of Pharmacy
Apotex Centre
750 McDermot Ave.
Winnipeg, MB
R3E 0T5

Dear Dr. Coates:

I am writing to indicate the Faculty of Arts' general support for the admission requirements for the proposed new PharmD program. The Faculty of Arts can accommodate the potential increased enrolment that may be experienced as a result of the Humanities and Social Science requirements increasing from six (6) credit hours to 12 credit hours.

This accommodation, however, would be based upon students being free to take courses from the broad offerings of the Faculty. No reserves in specific courses or timeslots can be accommodated without separate funding arrangements being established. A similar concern applies to the proposed removal of ARTS 1110 as an acceptable option for students to complete the "W" (written English) requirement for admission to the PharmD program. The removal of this option will require students to complete an alternate "W" course and will result in increased pressure on other Faculty of Arts courses that meet the "W" requirement. As part of the information directed at pre-PharmD students, we would encourage the inclusion of a statement indicating the breadth of choice students have when selecting their "W" course. It is our hope that the inclusion of a statement such as this would help to mitigate further bottlenecks already experienced in many of the first and second year "W" courses offered by the Faculty of Arts.

Please let us know if there is any other information we can provide in support of this proposal.

Sincerely,

Dr. Jeffery Taylor
Dean, Faculty of Arts



UNIVERSITY
OF MANITOBA

Faculty of Agricultural
and Food Sciences
Human Nutritional Sciences

208A Human Ecology
Winnipeg, Manitoba
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Tel 204-474-6837
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James.House@umanitoba.ca

June 15, 2016

Dr. Lavern Vercaigne
Associate Dean – Academic
College of Pharmacy, Rady Faculty of Health Sciences

Dear Dr. Vercaigne:

On behalf of the Department of Human Nutritional Sciences, Faculty of Agricultural and Food Sciences, we are fully supportive the College of Pharmacy's proposal to establish a PharmD. Specifically, we will continue to support the Pharmacy program through the provision of HNSC 2170 – Nutritional for Health Professionals, a 2 CH on-line course designed to provide foundational nutrition knowledge for health profession programs. This course will provide students within the PharmD program the opportunity to integrate principles of nutrition within the context of the pharmacy profession, as well as serving as a platform to engage with students from other health professions. Should you have further questions, please do not hesitate to contact me at james.house@umanitoba.ca

Sincerely,

James D. House,
Professor and Head,
Department of Human Nutritional Sciences
208A Human Ecology,
University of Manitoba,
Winnipeg, MB,
R3T 2N2.



UNIVERSITY
OF MANITOBA

Rady Faculty of
Health Sciences

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Fax: 204-789-3661

June 17, 2016

Dr. Neal Davies
Dean, College of Pharmacy

Through my own experience as a Physician, an Academic, and a Leader within the Healthcare environment, it has become increasingly obvious the substantive changes that have occurred within the profession of pharmacy. The complex world of biotechnology-derived drugs and the explosive growth in the development and use of pharmaceuticals in recent years, particularly drugs with narrow safety and therapeutic profiles, has raised the public health protection responsibility role for pharmacists to a level that was never contemplated when the current academic program for pharmacy was originally conceived.

Added skills in the documentation of care (especially in electronic health records); prescribing skills and the monitoring of drug therapy outcomes; greater proficiency in drug therapy management of chronic diseases; new skills in the technique of vaccine immunization; and more. It is no surprise that finally, there must be an impactful change in the education of pharmacists to keep up with this rapidly changing environment. The significance of the role of the pharmacist on the healthcare team, therefore, is unequivocal. Together with my colleagues, we have long depended on the pharmacist as the Medication Therapy Experts, to support the care of our patients, and improve outcomes.

The College of Pharmacy accreditation requirements for a PharmD, substantially increase Experiential Education time for pharmacy students and interns, which closely resembles that of their Nursing, Medicine and other Health Sciences colleagues, and provides a sound basis for enhanced inter-professional collaboration, and quality of care.

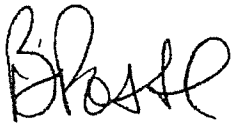
By designating 8 of 32 required credit hours for advanced practice experiential education into Primary Care, it is evident the College of Pharmacy recognizes the opportunities to support the healthcare of Manitobans, and improve outcomes. The College acknowledges this is the future for responsible delivery of healthcare. Students will add recognized value to patient care by monitoring and assessing risk for chronic and complex disease, and provide education to both patients and healthcare team members. It will be opportune for the member Colleges of the Faculty of Health sciences to as a team, attend underserved areas of Manitoba as a team, provide this important and meaningful contribution to patient care, and contribute to the resolution of issues such as accessibility.

The increased level of education required, will not be without financial commitment. The College of Pharmacy will require an increased operational budget, and potentially incur once-time costs to deliver and sustain the high quality program that has, in the past, produced highly successful students and earned recognition across Canada as a leading pharmacy educational institution. This investment of funds will be critical to provide the

increased instruction required through classroom and laboratory (including simulation) mode of deliver, and as well to create a sustainable expanded experiential program.

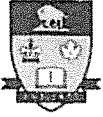
All Schools of Pharmacy across Canada (except Manitoba) have had programs approved to offer the PharmD credential, with the most recent approvals planned for implementation in 2017. On behalf of the Rady Faculty of Health Sciences I encourage the approval of the proposal from the University of Manitoba, College of Pharmacy to implement a contemporary program of study that will meet the knowledge and skills of the continuously evolving profession, and offer a degree reflective of the capacity of education this will require, an entry to practice doctorate degree, with the credential, PharmD.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'B. Postl'.

Brian Postl, MD, FRCPC
Dean, Faculty of Health Sciences & Vice-Provost (Health Sciences)

Cc: Jan Coates



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Asper School of Business

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December 16, 2016

Dr. Lavern M. Vercaigne
Associate Dean (Academic)
College of Pharmacy, Rady Faculty of Health Sciences
University of Manitoba.

Dr. Dear Vercaigne,

Re: College of Pharmacy, Doctor of Pharmacy (Pharm.D.) Proposal

This is pertaining to your request for a review of the proposed Pharmacy Management course within the Doctor of Pharmacy proposal to assess the extent of duplication, if any, with Asper School of Business courses.

I have consulted with the five department heads in the Asper School, our Undergraduate Program Manager, and the Executive Director of MBA Program. All of them concur in saying that although there is some overlap with current business courses offered by the Asper School, it is not significant enough to be considered a duplication, given that the context focus of the course is on pharmacy.

On behalf of the Asper School, I have no objection in the College of Pharmacy offering a Pharmacy Management course. Should the course later evolve into a context-independent business course, we will appreciate being consulted at that point.

Thanks.

Sincerely,

Subbu Sivaramakrishnan
Associate Dean (Undergraduate and MBA Programs)



Support Letter for Pharm D Program

The Faculty of Science was approached by the College of Pharmacy to evaluate the potential impact on Science courses with the introduction of the Pharm D program. We note that any potential impact would be felt in the following courses: BIOL 2410, BIOL 2420, CHEM 2360, CHEM 2370, CHEM 2210, MBIO 1010, and STAT 1000. Currently, applicants are not required to have completed these courses at the time of applying to enter the Pharmacy program. However, under the proposed Pharm D program, these courses must be completed by the time a student applies to enter Pharm D program.

For the 2014-2015 academic year, there were approximately 300 applicants and 56 of them were admitted into the Pharmacy program. Historically, the Pharmacy program usually accepts between 50-60 students each year. We expect similar number of applicants in future years. Based on these numbers, the worst-case scenario for Science is that there would be approximately 240 additional students in each of the courses BIOL 2410, BIOL 2420, CHEM 2360, CHEM 2370, CHEM 2210, MBIO 1010, and STAT 1000 because of the proposed Pharm D program. However, we do not believe that the worst-case scenario will happen. Under the current Pharmacy program, the following scenarios do occur.

1. There are subsets of applicants that have some or all of these courses. For example, students applying to both Medicine and Pharmacy will have already taken some or all of the courses listed.
2. There are some applicants applying to enter Pharmacy that have completed two or more years of schooling. These students would likely have taken some or all of the courses listed.
3. Some of the students accepted into the Pharmacy program will have already completed some of these courses, even if they are applying after finishing 1 year of university studies. For example, STAT 1000 is quite popular amongst year 1 students.

Unfortunately, we do not have data on courses taken by students that apply to Pharmacy. Currently, the courses in question have available space ranging from 33 to 440 spots, depending on the course (see Table 1, provided by the College of Pharmacy). Based on the space available in these courses as stated in Table 1, the impact of the proposed Pharm D program may be manageable. However, it should be pointed out that, future students who are thinking of applying to Pharmacy, but are not enrolled in a Science Major/Honours program may not be able to register for certain classes. This is because students in Science Major/Honours programs typically register ahead of general Science students. In addition, as enrollment in Science courses and programs continues to increase, space availability in certain courses may become an issue. This is something that needs to be monitored once the Pharm D program is approved. Should the need arise, the Faculty of Science will only be able to offer additional space or sections of existing courses with the provision of additional resources. Currently, the cost per credit hour per student is approximately \$125. Any additional budget required can be calculated in this way at the time of the increase.

2015-16	Fall and Winter			Summer 2015			TOTAL Capacity with summer	Total Remaining
	Capacity	Actual	Remaining	Capacity	Actual	Remaining		
CHEM 2210	504	459	45	110	69	41	614	86
CHEM 2360	464	443	21	194	147	47	658	68
CHEM 2370	391	364	27	194	147	47	585	74
BIOL 2410	437	437	0	220	187	33	657	33
BIOL 2420	387	354	33	220	138	82	607	115
MBIO 1010	559	520	39	110	71	39	669	78
STAT 1000**	3883	3696	187	600	467	133	4483	320
MATH 1500	2250	1932	318	390	268	122	2640	440
MATH 1230	105	42	63	0	0	0	105	63

Table 1: Number of seats available and seats taken

Potentially, a positive consequence of this proposal is the number of Science graduates may actually increase. The main reason for this is that students that apply to the Pharm D program but is not accepted will be one year away from a B.Sc. General degree and two years from a B.Sc. Major/Honours degree.

In summary, we support the College of Pharmacy's proposed Pharm D program noting that impact will probably be manageable but needs to be monitored. If we see that our classes become over-subscribed, then we will act so that students enrolled in Science Major/Honours programs are given priority over all other students, above and beyond what is currently already done.

Sincerely,



Ben Pak Ching Li,
Associate Dean of Science (Undergraduate Programs)

September 20, 2018

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

Preamble:

1. The Terms of Reference for the Senate Committee on Academic Review (SCAR) are found on the web at:
http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/489.htm
2. At its meeting on September 20, 2018, the Committee considered summaries of two undergraduate program reviews, two graduate program reviews, and one combined undergraduate and graduate program review. The committee also received follow-up reports on five undergraduate program reviews.

Observations:

1. The Committee considered summaries of two undergraduate program reviews concerning Anthropology (Attachment I) and Native Studies (Attachment II).
2. The Committee considered summaries of two graduate program reviews, including Linguistics (Attachment III) and Music (Attachment IV).
3. The Committee considered a summary of a combined review of undergraduate and graduate programs in Biological Sciences (Attachment V), which had been completed as a pilot of the combined review process. The pilot, which has been undertaken by several units, will inform future changes to the policy and procedure on *Academic Program Reviews*.
4. The Committee received follow-up reports on five undergraduate program reviews, for Environmental Design, School of Art, French, Spanish and Italian, Music, and Political Studies.

Respectfully submitted,

Dr. David Collins, Chair
Senate Committee on Academic Review



UNIVERSITY
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Provost & Vice-President (Academic)

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Date: September 12, 2018

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

From: David Collins, Chair, Senate Committee on Academic Review and, Vice-Provost (Integrated Planning and Academic Programs)

Subject: Report on the Undergraduate Program Review, Department of Anthropology

1. Preamble

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

2. Chronology

The Undergraduate Program Review of the Department of Anthropology was initiated in September, 2014, and the Self-Evaluation Report (SER) was subsequently received in February, 2017—this was the first review of the undergraduate programs in the Department of Anthropology under the current policy and procedures. An external review team (the reviewers) comprised of two external members (Dr. Andrew Nelson, Department of Anthropology, Western University, and Dr. Petra Rethmann, Department of Anthropology, McMaster University), and one internal member (Dr. Lori Wilkinson, Department of Sociology, University of Manitoba), undertook a site visit over May 1st and 2nd, 2017.

The reviewers met with relevant academic and administrative staff, and students in the Department of Anthropology, the Faculty of Arts, and the Office of the Provost and Vice-President (Academic). The resulting report of the reviewers (the report) was received on July 8, 2017. The response to the report from the Department was received from Dr. Kent D. Fowler (Acting Head of Department), Dr. Fabiana Li (Chair, Undergraduate Program), and Dr. Derek Johnson (former Chair, Undergraduate Programs) in October, 2017. The response from the Faculty of Arts was subsequently received from Dr. Steven Lecce (Associate Dean (Undergraduate Studies) in January, 2018. In addition, Cassandra Davidson (Academic Program Specialist) and I met with Dr. Johnson (Acting Head; appointed July 1, 2018) in August, 2018, to discuss the review. All of the above documents are attached to this report.

On behalf of the Provost, I would like to thank everyone who contributed to this review.

3. Preamble

The Department of Anthropology (the Department) was designated as a department in the Faculty of Arts in 1964 and has adopted a traditional four sub-field approach in its undergraduate programs—socio-cultural anthropology, archaeology, biological anthropology, and linguistic anthropology. Faculty deliver a range of courses within the sub-disciplines; with a focus on the environment, sustainability, food security and climate change; human health, nutrition, wellbeing and ageing; indigenous peoples and post-colonialism; socialism and post-socialism; identity, gender, globalization and migration; and critical media studies. Programs and courses aim to provide students with a holistic foundation for the appreciation of human distinctiveness and diversity and a basis to critically engage with contemporary human problems.

The Department offers the following undergraduate programs:

- B.A. (Gen.), Anthropology;
- B.A. (Adv.), Anthropology;
- B.A. (Hons.), Anthropology, and
- Minor / B.A.I.S. Concentration, Anthropology.

The Department also offers graduate programming at both the Masters and Doctoral levels and undertakes service teaching for other faculties and departments.

4. Academic Program Review

The external review report describes the Department as largely characterized by dedicated and innovative faculty, diverse and effectively mentored students, and efficient support staff. Identified strengths of the program include opportunities for hands-on experience in teaching laboratories; small class sizes emphasizing participatory discussion, particularly at the upper-level; flexible teaching spaces; a range of scholarships and awards for undergraduate students (although these were noted as generally not well advertised); a well-designed undergraduate curriculum; and, strong enrollments in anthropology courses compared to other universities. The reviewers also highlighted the range of geographic and research foci of faculty members and their success at leading or participating in large grants including SSHRC Partnership Grants.

Notwithstanding these strengths, the review report also notes a number of challenges facing the Department. These include the number of courses (~30%) either not being offered or only being offered intermittently (including two courses clearly aligned with the Strategic Plans of the University and Faculty—ANTH 2040 & 3560); a limited number of courses available within the sub-discipline of biological anthropology; a limited number (5) of on-line courses despite a number of students taking online degrees; and a limited awareness by students of the Faculty of Arts Undergraduate Research Symposium (despite interest expressed by students). The report also raises concerns about an environment of uncertainty in the Department, especially given the recent shift to a new budget model.

The external review team categorized the Department of Anthropology's undergraduate programs as *Adequate, with minor revisions (2)*.

5. Recommendations and Responses

The report makes a number of suggestions and recommendations for improvements to the Anthropology undergraduate program pertaining both to the University of Manitoba Administration and to the Department. As these have been comprehensively addressed in the respective responses by the Department and Faculty, these will be summarized below and supplemented, as necessary, with comments from the Vice-Provost (Integrated Planning and Academic Programs).

a) Position allocations

The report notes an urgent need for a biological anthropology position in the Department. Subsequent to receiving the report, the Faculty approved a fulltime three-year term position for the Department and a new biological anthropologist has been appointed, effective July 2018. Notwithstanding this appointment the Department remains concerned about staffing adequacy due to the impact of research and administrative releases. While sympathetic to the claim that the new position does not entirely satisfy the Department's unmet requirements, the Faculty response notes that 'this will have to suffice for now, at least until the implications of the new budget model make clear what financial position the Faculty of Arts will be in over the next few years, such that we can establish how many Departments' first-ranked preferences might be satisfied, before moving further down the lists, if we are ever in a position to do so' (p.4).

The Faculty response also notes that the 'Faculty is committed to conveying all of our pressing needs to the University's attention', and that the 'Department should also plan in the context of the university's, the Faculty's, and the department's requirement to operate in the context of stable or diminishing resources, as stated in the "Taking Our Place," the university's strategic plan' (p.4).

b) Budget model concerns

Both the SER and the review report make several references to and, raise a number of concerns about the University's new budget model. The Department's response to the review report commented on a lack of any organized information sessions addressing the new budget model for Department Heads—presumably in the Faculty of Arts. A number of open information sessions on the new model were provided for members of the University prior to the introduction of the new model, as well as presentations to Faculty Councils (including the Faculty of Arts) and other academic administrative groups. However, the review may have been scheduled subsequent to, or concurrent with the information sessions, thus the relevant information may not have been available at the time the SER was drafted. Notwithstanding, in my meeting with Dr. Johnson I provided additional background material related to the functioning of the new model and offered to meet with the Department for a more in-depth discussion. I also pointed out that consistent with the previous model, the new model allocates revenues and costs at a Faculty level; allocations within a Faculty remain the responsibility of the respective budget dean.

c) Strategic planning

While the reviewers note that many of the concerns raised during the review were beyond the direct control of the Department, the observed absence of a departmental strategic plan was something that could be addressed. The reviewers suggest that 'it would behoove the Department to more effectively engage with the Strategic Process that is going on in other departments, and within the Faculty of Arts and the University' (p.8). The report acknowledges that while 'it can be hard to initiate and sustain honest and internal discussion regarding issues related to workload distribution and future department visions and directions. However, we do recommend that the Department start such a process. In our experience, this is a necessary first step towards achieving sustainability and renewal' (p.8). The report also recommends that this process should be strongly encouraged and supported by the Faculty and Central Administration and, observed that several of the administrators interviewed for this report said that they would be happy to come to talk to and with the Department and indicated support for strategic renewal.

The Faculty response endorses this recommendation and emphasises the opportunity to integrate its plans and ambitions within the strategic plans of both the University and the Faculty of Arts. While strategic planning has been discussed, the Department's response notes that it has not been pursued due to concerns about devoting time and effort to collectively engage with this process. Nonetheless, the response does observe that 'the idea of some form of collective vision statement for the department could be valuable if it helps maintain a sense of cohesion and direction without putting limits on department members' capacity for innovation' (p.7).

In discussion with the Head of Department, I noted that the ultimate utility of the planning process will be determined by the level of faculty engagement and strongly supported the Faculty's recommendation to undertake this process. I would also encourage the Department to aim to do more than just develop a collective vision statement; rather, to use the opportunity to address a number of the issues identified during the review. As noted in the Faculty response, these might include consideration of the strengths and limitations of the current conventional "four-field" orientation; evaluation methods and student transition difficulties; and strategies around course scheduling, including courses with Indigenous content, upper-level courses, online courses, and cross-listed courses.

d) Course delivery and inter-departmental cooperation

Cross-listed courses: The report recommends that the University and Faculty should work to remove barriers between departments that discourage the offering of cross-listed courses. Cross-listing assumes some importance today; providing students with more diverse courses selections, at the same time as distributing responsibility and resources for course delivery across units. As noted in the Faculty response 'there is no policy in place that prohibits this practice and the Dean's Office is fully supportive and encouraging of cross-listing courses' (p.6). Further, the response notes a commitment to work with departments to eliminate any real or perceived barriers to multi-department and interdisciplinary teaching.

The Department's response raises questions about financial implications for cross-listed courses arising with the new budget model. As previously noted, the new model allocates these tuition revenues directly to the Faculty; dispositions within a Faculty remain the responsibility of the budget dean.

On-line Courses: The report notes that the Department only offers five courses on-line, despite evidence of interest by students in an on-line option. The reviewers suggest that providing such a small number of courses doesn't capitalize on this interest, nor does it position the Department to take advantage of the new budget model.

The Faculty response observes, in connection with the design and delivery of online courses, that while 'the Department will have to consider how the contemplated expansion of online offerings fits (or not) with the strategic plan it ultimately devises, at least over the short to medium term, the budgetary pressures in either direction should be negligible'(p.7). I agree that any decision to expand online offering should be made for strategic, rather than purely budgetary reasons.

Linkages with medical anthropologists: The report notes that the Department's SER did not mention any linkages with medical anthropologists elsewhere on campus—suggesting this represented a lost opportunity. In their response the Department confirms that this was an oversight and that they enjoyed longstanding relationships with medical anthropologists.

e) Space planning

The report identifies the need to address space needs in Anthropology. The Department's response notes that their research space needs are considerable, particularly with respect to the availability of contiguous space, which has led to some faculty moving to other buildings in pursuit of adequate laboratory space.

The Faculty acknowledges comments by the reviewers that research space, in particular lab space, is central to research productivity, external funding success, and hands-on training for students. However, the response also notes the need to balance all of the competing space demands made across the Faculty and, that laboratory space is in desperately short order. Notwithstanding, the Faculty commits to working with the Department to see how its existing space allocations might be reconfigured in a way that addresses the lack of contiguous space and, for their part, the Department is preparing to discuss a range of new space-related solutions with the Faculty.

After-hours access to the Department: Concerns with after-hours access to the Departmental photocopy room were identified in the review report—the Department has indicated that this will be addressed with the Faculty.

f) TA support to the course instructors

The Department's response expressed uncertainty about future support from the Faculty to provide for TA appointments. The Faculty response did not address this issue.

g) Student Advising

The report notes that students expressed the need for greater structure in the advising model. While satisfied with the advice given by professors in the Department, students appear to be less satisfied with Faculty level advising. The Faculty response notes that a common academic advising model at the

University of Manitoba is one whereby students seek out and receive advice from professional advisors in their home Faculty's general office—as is the case in the Faculty of Arts. The Faculty employs a team of advisors that generally assists students in connection with registration, program and degree requirements and, oversees students' progression throughout the course of their degree program. For students in the Department, discipline-specific advising is undertaken by the Chair of the Undergraduate Program Committee—Anthropology office staff direct student inquiries to the Chair. The Department will ensure that information about this approach is made available on the website. The Faculty response notes that the Dean's Office is satisfied with the current process.

Prerequisite Waiving: The report suggests that the Department might recruit students from other units if they developed a mechanism to waive prerequisites for non-majors in 2000 level courses. In their response the Department indicated that waivers were considered on an ad-hoc basis by the Head of Department in consultation with the instructor. Concerns were also noted about the challenging transition from 1000- to 2000-level courses. Notwithstanding these concerns the Department noted that a discussion about a prerequisite waiver policy was warranted.

While supporting this discussion, it needs to be noted that pre-requisites are Senate-approved requirements. Unless an additional prerequisite has been approved that allows for special permission by the instructor or HOD, students enrolling in the course must meet these requirements. However, discussions about the need for prerequisites, and facilitating instructor and/or HOD permission (approved through the Senate process) would seem to be merited.

h) Communication

The report recommends that the Department's website be updated; specifically noting a lack of faculty profile pages, course syllabi information, and information on research activities, all of which might facilitate recruitment of future students. The Department's response notes that the website is already undergoing major revisions and updating. The Faculty response also notes that over the next 12 to 18 months, the University will be completely overhauling its online presence.

The Department also indicates that mailing lists of graduate and undergraduate (Honours) students are being maintained and, that relevant emails regarding events, awards, and field school opportunities are being provided. The response acknowledges that better communication between office staff, faculty, the University of Manitoba Anthropology Student Association (UMASA), and the general student body will facilitate better awareness by students of these opportunities in the future.

6. Summary

Consistent with the UM policy on Academic Program Reviews,¹ regular program reviews are conducted to maintain the academic integrity of academic programs at the University of Manitoba and, to ensure, through an exercise of self-reflection and external observation, that our academic programs maintain academic excellence. On behalf of the University I would like to acknowledge the reviewers (Dr. Andrew Nelson, Dr. Petra Rethmann, and Dr. Lori Wilkinson) for their efforts in support of the review of the undergraduate programs in the Department of Anthropology. I would also like to recognize the faculty,

¹ http://umanitoba.ca/admin/governance/governing_documents/academic/364.html

staff and students of the Department of Anthropology for their very positive engagement with this process. The review has come at a particularly appropriate time for the Department given the recent transition from Dr. Kent Fowler (Acting Head), to Dr. Derek Johnson (also in a 12 month acting role), who will benefit from both the comprehensive self-reflection exercise, and an informative external review report. Congratulations to everyone on a successful review.

Finally, from an institutional perspective, a summary recommendation of the report suggests consideration of combined undergraduate and graduate reviews as the reviewers felt that looking at the two programs separately does not provide a complete picture of the Department's programs. The reviewers felt this would represent a more expedient approach, mindful of the amount of work involved from the internal and external perspectives in the undertaking of these reviews. The Office of the Provost is currently piloting three combined reviews and will be undertaking a review of current policies and procedures. The feedback from these reviews, as well as the broader issues noted above will be addressed in discussion with the Senate Committee on Academic Review and will be taken into consideration as part of the review of the policies and procedures.

7. Recommendations for Follow-up

In general, I agree with the Department's summation that the external review of the undergraduate Anthropology program was very positive. A number of issues were raised by the reviewers that warrant discussion by the Department and Faculty, and I would recommend to SCAR that the Department provide a follow-up report for the Committee's consideration for September 15, 2019. The report should address issues related to:

- Departmental strategic planning progress;
- Discussions about the thematic orientation of the undergraduate program;
- Cross-listed courses planning;
- Consideration of on-line and distance education course offerings; and
- Student's transition from first- to second-year courses.

Cc: Janice Ristock, Provost and Vice-President (Academic)
Cassandra Davidson, Academic Programs Specialist.



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Date: September 12, 2018

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

From: David Collins, Chair, Senate Committee on Academic Review and, Vice-Provost
(Integrated Planning and Academic Programs)

Subject: **Report on the Undergraduate Program Review, Department of Native Studies**

1. PREAMBLE

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

2. CHRONOLOGY

The Undergraduate Program Review of the Department of Native Studies was initiated in 2016, and the Self-Evaluation Report (SER) was subsequently received in April 2016—this was the first review of the undergraduate programs in the Department of Native Studies under the current policy and procedures. An external review team (the reviewers) comprised of two external members (Dr. Deanna Reder, Department of First Nations Studies and Department of English, Simon Fraser University, and Dr. Frank Tough, Faculty of Native Studies, University of Alberta), and one internal member (Dr. Warren Cariou, Department of English, Theatre, Film, & Media, University of Manitoba), undertook a site visit over January 26-27, 2017. The reviewers met with relevant academic and administrative staff, and students from the Department of Native Studies, the Faculty of Arts, and the Office of the Provost and Vice-President (Academic). The review report of the reviewers (the report) was subsequently submitted in March 2017. Responses to the report were received from the Department (Dr. Cary Miller, Head) and the Faculty of Arts (Dr. Jason Leboe-McGowan, Associate Dean) in September 2017. In addition, Cassandra Davidson (Academic Program Specialist) and I met with Dr. Miller on July 19, 2018, to discuss the review. All of the above documents are attached to this report.

On behalf of the Provost, I would like to thank everyone who contributed to this review.

3. PROGRAM OVERVIEW

The Department of Native Studies (the Department), which was initially formed in 1975, is the second oldest program of its kind in Canada. The Department is committed to creating outstanding research, teaching, and service relating to the historical and contemporary position of the Indigenous peoples of Canada. The Department offers undergraduate courses at four levels; from introductory to advanced-level programming in First Nations, Inuit and Metis histories, cultures, and social and theoretical issues. Courses highlight areas on Indigenous land, resource and constitutional rights; governance; politics; economic and ecological development; urbanization; identity; contemporary Indigenous literatures; languages; gender; justice issues; post-colonial historiography and criticism. Many of the undergraduate courses are used to fulfill entry and degree requirements for professional faculties in Manitoba and Canada, including those in Education, Nursing, Social Work, and Law. The Department also offers graduate programs at both masters and doctoral levels, and is one of only four graduate programs in Native/Indigenous Studies in Canada.

The Department of Native Studies offers the following undergraduate programs:

- B.A., Native Studies
- B.A. Adv., Native Studies
- B.A. Adv., Aboriginal Governance Stream (with required Minor in Business)
- Minor / B.A.I.S. Concentration in Native Studies
- Minor / B.A.I.S. Concentration in Native Languages

4. ACADEMIC PROGRAM REVIEW

The report observes that the Native Studies program provides students with 'a broad perspective on the variety and distinctiveness of Indigenous cultures in North America', as well as offering a 'valuable service for other departments and units in the University by giving those students an opportunity to learn about Indigenous cultures from a Native Studies disciplinary perspective' (p.5). The report also notes that an important strength of the Department of Native Studies is the key role that it plays in providing students across the University with a better understanding of Indigenous perspectives and culture.

Notwithstanding this observation the reviewers conclude that the Department 'needs to [be] strategically rebuilt, seriously expanded, and adequately resourced' (p.7) and, that the potential of Native Studies will not be realized within the confines of established governance. This determination stems in part from the reviewers' evaluation of the significance of Indigenous achievement within *Taking Our Place* and, their determination that while historically the University's Department of Native Studies has been a leader in the field, it currently faces intense competition from other institutions and, when compared to other Prairie institutions, the University of Manitoba is losing ground.

On the basis of their observations the report assessed the Department's programs at *Category Three; Inadequate, requiring major revisions or restructuring.*

5. RECOMMENDATIONS AND RESPONSES

The following is a summary of recommendations provided in the review report and the accompanying responses from the perspective of the Department, Dean's Office, and Office of the Provost.

a) Recommendation to Recruit Additional Faculty.

The report raises a concern about the decline in faculty complement in Native Studies and, the potential for future losses that would negatively impact delivery of the undergraduate program. In their respective responses to the review report, both the Department and the Faculty of Arts acknowledge that there has been a decline and share an associated concern about the potential for future losses that might negatively impact the undergraduate program. From the Department's perspective, this issue is exacerbated by three anticipated retirements over the next two-to-four years; however, in accordance with the review team's recommendation, the Faculty has committed to working with Department to develop a faculty renewal plan. In addition, 2.5 new positions, including that of Dr. Miller (who was appointed as HOD on July 1, 2017), have already received approval.

In the Department's response Dr. Miller also reports that Native Studies would like to pursue fundraising to create endowed chairs in Inuit, Metis and First Nations studies, as well as possible CRCs. The Department plans to proactively explore cross appointments with business, city planning, and other units to 'improve the breadth of department course offerings and ensure that our Aboriginal governance stream will be supported in the future' (p.3).

The Faculty response notes the accord between the review report and the subsequent response from the Department with respect to a desire to increase capacity, but raises concerns about the challenges associated with balancing these aspirations against a need to ensure the vitality of other programming across the Faculty. The response states that '[f]or faculty members in the Department of Native studies to provide excellent undergraduate and graduate student training, to maintain active and productive research programs, and to help support the University of Manitoba's strategic goals, it will be necessary for this unit to receive substantial targeted resources that are beyond the means of the Faculty of Arts to provide' (p.4). The response then articulates the hope that additional resources will be forthcoming through special allocations motivated by the University of Manitoba's strategic commitment to Indigenous education and Indigenous achievement. The response also notes that these resources would help the Faculty ensure that the Department remains competitive with other, comparable Canadian Indigenous Studies programs. In this regard the Dean will need further discussions with the Provost.

b) Recommendation to Increase Support Staff.

The report states that a lack of administrative staff support contributes to increased workloads for academic staff in the Department and, that current levels of support are inadequate to meet the needs of the students. The reviewers also report faculty speculations about 'the various demands made upon Indigenous faculty members—and therefore on the Department as a whole—and the unique and challenging circumstances of Indigenous students [make] the staff positions more challenging than other administrative jobs in the university' (p.4). The reviewers recommend an increase of 0.5 FTE, to 2 full-time support staff positions and an increase to their assigned pay-grades in recognition of these additional challenges.

The Department supports these recommendations and the Faculty response notes a commitment to work with the Department to review the possibility of implementing these recommendations. However, in considering this recommendation it needs to be acknowledged that unique demands may be placed on faculty and support staff in other faculties and departments of the University and that it would be worthwhile to follow-up with Human Resources for additional advice and direction.

c) Recommendation to Enhance the Department's Administrative and Consultative Role.

The report recommends that the University make better use of expertise within the Department in order to meet its Indigenous achievement initiative goals. In the Department's response, Dr. Miller agrees with the recommendation and places some emphasis on the need for Indigenous consultation at all levels of the University.

The Faculty response articulates a commitment to working with and supporting the Department in their development of initiatives designed to promote the academic success of indigenous students, faculty and staff. The response also reports on a number of other ongoing initiatives in support of its Indigenous achievement strategy that have proceeded in close consultation with members of the Department, including the goal of ensuring that undergraduate students in the Faculty of Arts develop an understanding of indigenous perspectives and culture as a requirement of their degree program.

The response also articulates an assumption that the University will leverage the support of Native Studies' faculty members to meet the institution's goals regarding Indigenous achievement and education and, cautions that the Department's ability to meet this expectation will necessitate the continued allocation of substantial resources in support of Indigenous scholarship and education that are beyond the means of the Faculty. In the absence of ongoing strategic allocations the response surmised 'that it will be necessary for members of the Department of Native Studies to constrain their broader institutional contributions and orient their activities primarily to students enrolled in Native Studies degree programs and to furthering their own research agendas' (p.4).

The University has historically allocated central resources in support of *Taking Our Place* and it is reasonable to assume that this will continue; however, there is an expectation that all units will contribute to the strategic priorities of *Taking Our Place*, in their own way and within available resources. There is no assumption going forward that any one unit will assume undue responsibility for any one priority. Notwithstanding, in the event that additional responsibilities are assumed by faculty in the Department of Native Studies, further discussions with the Provost would be required.

In this instance the response raises some concerns. The report notes that an important strength of the Department is the key role that it plays in providing students across the University with a better understanding of Indigenous perspectives and culture; that Native Studies 'offers a very valuable service for other departments and units in the University by giving those students an opportunity to learn about Indigenous cultures from a Native Studies disciplinary perspective' (Review Report, p.5). It seems disproportionate, in the absence of ongoing strategic allocations in support of Indigenous initiatives, to consider constraining the broader institutional contributions of faculty members in one department when all faculty and staff should be encouraged to contribute to the University's strategic priorities.

d) Recommendation to unite the Department in a space with enough offices for all faculty to better showcase the Department.

The report suggests that while 'feedback about the current office space was generally positive, it seems as though the university is missing the opportunity to better showcase a group of accomplished senior faculty.' From the Department's perspective Dr. Miller supports the review teams concern and recommendation. The Faculty also views the Department's current space allocation 'as a serious obstacle to the functioning of that unit' and reports that more appropriate options are being explored. In subsequent discussions with Dr. Miller I am informed that changes are being implemented.

e) Recommendation to review and revision of the Native Studies curriculum

The report endorses the Department's intent to engage in a review and revision of the curriculum following the arrival of the Department's new Chair, Dr. Cary Miller. Dr. Miller has subsequently informed me that a review has commenced and that the Faculty is committed to supporting the process. The Faculty response expresses the hope 'that the Department will seek to revise the undergraduate curriculum in a way that enhances efficiency in the allocation of teaching resources' (p.2). In particular, the Department is encouraged to use their curriculum review as an opportunity to address the following:

- their reliance on readings courses;
- the threat to their future capacity to staff instruction of courses in the Aboriginal Governance stream that they offer in collaboration with the Asper School of Business;
- the viability of offering service courses as part of degree programs offered by other units;
- the high student demand for 1000-level courses that fulfill a W requirement; and,
- the removal of courses from the calendar that are no longer offered by the Department.

Further, the response cautions that 'budgetary constraints on the capacity of Faculty of Arts to hire new faculty members will require making difficult choices. Going forward, it will be necessary for Arts Departments, including the Department of Native Studies, to streamline the structure of their degree programs. Moreover, maintaining capacity to serve Native Studies' major and minor students, as well as other Arts undergraduates, may well require reducing service commitments to undergraduates from other Faculties' (p.3).

I agree that all units might benefit from streamlining the structure of their programs; however, given the number of departments in the Faculty of Arts a more integrated approach may present challenges. Reducing the current structural complexity by remapping the current fifteen departments onto fewer larger departmental units may be something the Faculty could explore. Further, this might facilitate a more integrated assessment of program needs and accrue the benefits of increased interdisciplinary and some associated flexibility in faculty hiring, as well as leveraging potential cost savings and efficiency gains, improved communication and simplified Faculty governance.

f) Other Concerns

Time to Completion Data: The report documents the lack of available time-to-completion data, specifically four and six year graduation rates for students. In the Department's response Dr. Miller noted that this was not acceptable and articulated the need to re-examine advising to better determine how to track and support students. The Faculty response acknowledges the utility of these data, and

offers to partner with the Department in consulting with the Office of Institutional Analysis (OIA) about how to access information about time to completion rates.

The OIA web page¹ does provide comprehensive data on time to completion aggregated by Faculty/College/School; however, program level data are not readily available and OIA cannot remedy this situation on its own. To facilitate calculation of comparable times-to-completion for any admission cohort necessitates mandatory declaration at a defined point in time for the students of the program; however, time in University 1 impacts interpretation of these data.

Part of the solution to this issue may entail a review of and, changes to, the Faculty academic regulations addressing when students are required to declare a major. Currently, students in the General program are required to declare by the time 60 credit hours are completed and, students in the Advanced program may declare at any point up to one month prior to graduation.

Relationship with Migizii Agamik: The report notes concerns about the relationship between the Department and Migizii Agamik; these concerns fall outside of the purview of the review. Notwithstanding, Dr. Miller notes that she has engaged in an introductory meeting with Dr. Lavallee to discuss the future relationship between the Department and Migizii Agamik. In addition, both Departmental and Faculty responses express the view that the recent appointment of a Metis liaison will facilitate improvements in this relationship.

While recognizing that the relationship falls outside of the scope of the Policy on Academic Program review, I am pleased to hear that the conversation is on-going.

6. SUMMARY

Consistent with the UM policy on Academic Program Reviews,² regular program reviews are conducted to maintain the academic integrity of academic programs at the University of Manitoba and, to ensure, through an exercise of self-reflection and external observation, that our academic programs maintain academic excellence. On behalf of the University I would like to acknowledge the reviewers (Dr. Deanna Reder, Dr. Frank Tough, and Dr. Warren Cariou) for their efforts in support of the review of the undergraduate program in the Department of Native Studies. I would also like to recognize the faculty, staff and students of the Department of Native Studies for their very positive engagement with this process. The review has come at a particularly appropriate time for the Department given the recent transition from Dr. Niigaanwewidam Sinclair, Acting Head of Department (HOD), to Dr. Cary Miller, who was appointed as HOD on July 1, 2017. Dr. Miller will, no doubt, benefit from both the comprehensive self-reflection exercise, and an informative external review report.

In considering the recommendations and responses arising from the review of the undergraduate programs in Native Studies, it is apparent that this review has been heavily influenced by assumptions or expectations about the future role of the Department with respect to the University's priority of *Creating Pathways to Indigenous achievement*. While the Department will obviously continue to make important contributions to activities related to Indigenous achievement, both within the Faculty and across the University; it is not assumed that this responsibility is theirs alone. It is expected that all units will contribute to the University's strategic priorities. That being said, the obvious confidence

¹ <http://umanitoba.ca/admin/oia/students/1436.html>

² http://umanitoba.ca/admin/governance/governing_documents/academic/364.html

underpinning the above assumption reflects well on the quality and passion of the faculty and staff of the Department and I would again take the time to thank everyone for their participation and congratulate them on the review.

Finally, this review, as in others, includes recommendations whose resolution might impact on subsequent decisions affecting other departments and programs in a Faculty. For example, particularly in the larger more complex Faculties, the current approach generally results in calls for additional recourses for the individual unit under consideration, in isolation of considering similar needs by others—this can lead to zero-sum concerns rather than fostering broader consideration of strategic reallocation, which may be more realistic in the current climate. These issues are not well addressed by the current incremental program-by-program review process. In the forthcoming review of the UM policy on Academic Program Reviews it may be appropriate to consider a more integrated Faculty-level perspective to the review process, rather than the current incremental, program-by-program approach with an underlying, implicit assumption of steady state in other departments in the Faculty. A more holistic review of Faculties, in some cases, may be beneficial going forward.

7. FOLLOW-UP

In response to the review, I would recommend that the Department of Native Studies and the Faculty of Arts provide a report to SCAR in follow-up of issues identified in the review, with particular emphasis on the outcome of the curriculum review and, any other aspects arising, within 12 months of notification by SCAR, or by **September 15, 2019**.

Cc: Janice Ristock, Provost and Vice-President (Academic)
Cassandra Davidson, Academic Programs Specialist.

Graduate Studies

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June 14, 2018

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

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

Re: **Faculty of Graduate Studies Response to the Cycle #2 Graduate Program Review of the Department of Linguistics**

Xc: Dr. John (Jay), Associate Vice-President (Partnerships)
Dr. Todd Mondor, Acting Vice-Provost (Graduate Education) and Dean (Graduate Studies)
Dr. Jeff Taylor, Dean, Faculty of Arts
Dr. Heidi Marx, Associate Dean for Graduate Studies, Faculty of Arts
Dr. Terry Janzen, Head, Department of Linguistics

PREAMBLE

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

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

The Department of Linguistics graduate program review team included Dr. Nancy Hedberg (Simon Fraser University), Dr. Sali A. Tagliamonte (University of Toronto), and Dr. Enrique Fernandez (University of Manitoba). The reviewers spent two days (April 11-12, 2017) in the Department of Linguistics at the University of Manitoba. The reviewers' assessment report was received in the Faculty of Graduate Studies (FGS) on May 13, 2017. The unit response was received on August 18, 2017, and the Faculty of Art's response was received on January 30, 2018. I met Dr. Terry Janzen (Department Head) and Dr. Veronica Loureiro-Rodriguez (incoming Graduate Program Chair) on June 8, 2018 to discuss the review, its recommendations and the Department's plans to address them.

Overall Evaluation

The review team evaluated the graduate program in the Department of Linguistics as a Category II: requiring only “minor revision or restructuring to enhance overall effectiveness or appeal.” Key strengths identified include faculty excellence in research, publishing, and graduate student supervision. The reviewers describe faculty members as “dynamic, positive, and ... commendably productive.” Unique aspects of the Linguistics graduate program highlighted by the reviewers include the ASL interpreting stream, which they state is a research focus exclusive to the Linguistics Department at the University of Manitoba. Similarly, another notable department strength is the training in Indigenous languages including Algonquian, Michif, among others.

Several faculty members have been successful with their applications to SSHRC’s Insight and Insight Development Grant programs, and Dr. Rosen was recently awarded a Tier II CRC in Language Interactions. This success in faculty research is translating into increased diversity in graduate student research and training opportunities. The Department is a strong contributor to the University’s strategic plan in a number of areas including “Indigenous populations, education, research” and “language, memory, and cognition.” Overall, the Linguistics graduate program is growing with an annual increase in student applications and enrolments since 2010. For the most part, the Department has satisfactorily addressed the recommendations made in the first cycle review.

The Cycle II reviewers made 13 recommendations grouped into six separate categories. Those that fall directly under the purview of FGS relate to Programming, Communication, and Graduate Student Funding.

Main Review Recommendations

1. Programming

The reviewers state that the Department needs to establish a clear vision statement for their graduate program – a recommendation that was also made in the first cycle review. They note that without this clear vision, the program has suffered from a lack of structure. It is acknowledged that the previous approach to the graduate program was to maintain flexibility so as to meet the changing interests and diversity of students over the years. However, over time this has created enormous variety in course offerings that cannot be easily scheduled on a regular rotation. As such, some students experience delays in completing their coursework since the course(s) they need may only be offered every two to three years. If the Department were able to define a clear vision, it would help to “hone down” this variety of offerings to focus on an even foundation of knowledge and training that more accurately reflects current faculty strengths/interests and student needs.

Related to this is the reviewers’ concern about a lack of exclusive graduate level course offerings. The Department cross-lists all of its graduate courses with 3000-level undergraduate courses. The reviewers’ describe the advantages of graduate-only courses because they lead to “a higher level of knowledge and training for graduate students who are advancing their skills.” They recommend changing the topic of such a course so as to allow graduate students to take it more than once in their program particularly if they are doing multiple graduate degrees in the Department (i.e. MA and PhD). This would facilitate the delivery of diverse content spanning the Linguistics sub-disciplines, which the reviewers feel would greatly enhance the graduate student experience in the Department. The reviewers cite examples in their own home institutions where something similar is implemented. At SFU, the Linguistics Department offers five “stand-alone” graduate courses. Three are required courses for the MA program and offered every year, while the remaining two courses rotate. The key to this working effectively is undergraduate students can register in the graduate course with the permission of the instructor so that enrolment numbers can be

maintained. The reviewers' recommend that the Department consider a similar approach to establish at least one stand alone graduate course.

- *Department/Faculty Response:* The Department agrees a clear vision for its graduate program is needed – a realization that was made before the second cycle review occurred. The Linguistics graduate program has grown in overall enrolments since the first cycle review. For example, in 2017, 40 applications were received from prospective students. This, in addition to recent faculty hires, has shifted the Department's research capacity, strengths, and foci. This growth and change has led the Department to rethink the coursework requirements for all of its graduate programs, and how this might contribute to discussions on refining the Department's core themes and areas of interest. Ideally, the Department aims to have a vision statement in place by January 2018 to coincide with next round of applications. The Faculty encourages the Department to consider how a well-defined vision statement may contribute strategically to its future growth and direction. This will facilitate the process of defining its core strengths thus lending structure to its graduate programs. The Faculty is supportive of the Department's efforts to meet this recommendation.

The Department has "long wished" to offer a stand-alone graduate course and in Fall 2017, it sought permission from the Faculty to do so, which was approved. The Department recognizes it may not be possible to do this in a sustained capacity every year given varying student enrolments and available teaching resources. But the desire to do so when possible is certainly there. The Faculty is not as supportive of the recommendation to establish stand-alone graduate courses. The principal reason given is that such courses are resource intensive. Further, the Faculty states that there are advantages to teaching a combined class when advanced senior undergraduate students participate. This model uses teaching resources judiciously and supports sustainable enrolments particularly in academic units that have smaller graduate programs. The Faculty does recognize that separate syllabi are required for such paired offerings and that "expectations" for the 7000 section should be consistent with graduate level course offerings.

2. Communication

The reviewers met with a number of graduate students during the onsite visit and while many were extremely happy with their experience in their respective programs, the reviewers sensed that a few seemed frustrated. The reviewers felt this was due largely to some challenges in communication between students, their advisors, and the Department more broadly. The reviewers acknowledge the positive efforts made by the Department to create a student handbook outlining relevant policies and procedures governing graduate programs, and the Department annual meet-and-greet that is meant to orient new students and to connect them to those already in the program. However, the reviewers state that some advisors seem not to understand graduate program policies, which, in turn means students don't get information they may need or require. The reviewers recommend that all advisors receive this type of information repeatedly at "key intervals" and that it be discussed at Faculty meetings. The reviewers also encourage students to feel comfortable approaching the Graduate Chair with concerns they may have about program policy, advising, and/or progress in their program.

- *Department/Faculty Response:* In response to this recommendation, the Department planned to make communication a topic for discussion at its Faculty meetings during the 2017-2018 academic year. The aim of these discussions was to review graduate program policies and avenues of communication among Faculty members, and to work with the Linguistics Graduate Student Association on ways to improve communication between Faculty members and students. The Faculty supports these efforts to facilitate more open communication and it will help the Department as needed. The Faculty also suggested that the Linguistics Graduate Chair take a more active role in communicating with and advising students new to the program.

This would also help to establish that the Graduate Chair is an important resource for matters relating to graduate programs and can best advise at the unit level on program-specific procedures and issues.

3. Graduate Student Funding

The reviewers identify insufficient funding is a “hurdle” to graduate student success. They cite an inadequate amount of University support for graduate students, which requires some to seek paid employment outside of their studies thus extending times to completion. The reviewers recognize the difficulties in finding additional sources of funding and suggest that one means to compensate for this would be to “relax” the requirements for time in program recognizing the competing demands on student time while working and pursuing a graduate degree. The reviewers encourage the continuation of current efforts to identify new sources of student funding notably TA and RA work, and conference travel funding.

- *Department/Faculty Response:* The Department agrees with the reviewers that an increase in student funding support is needed. At the unit level, Faculty members are encouraged to apply for grants that include student support as a budget item. The Department also hopes that in the process of revising its undergraduate curriculum that it can offer some online distance courses that graduate students could teach. The Faculty supports efforts to increase student-funding support and cites the GETS program as an important internal FGS funding initiative where successful grant holders can apply for 1:1 matching funds for one student per grant. Lastly, the Faculty suggests funds from the University’s Front and Centre Campaign might be secured to establish a dedicated source of funding for graduate students in the Faculty of Arts.

Faculty of Graduate Studies Perspective

The graduate program in the Department of Linguistics is in good standing with a productive faculty that aims to deliver quality graduate training for its Master’s and PhD programs.

FGS encourages the Department’s efforts to establish a clear vision statement since it will positively contribute to future planning and changes in graduate curriculum and program structure. It will also help to alleviate current problems experienced with scheduling so many varied courses, which can cause delays in students progressing in their programs if they have to wait year(s) for a required course to be offered.

FGS supports the reviewers’ recommendations of establishing stand-alone graduate courses as they meet the expectations that course content, delivery, and evaluation methods will be at the graduate level. FGS has recently encountered problems with some academic units at UM that use cross-listed courses, which has resulted in the drafting of guidelines for how they may be used in the future to meet graduate program requirements. Further, FGS has also recently discussed changing the Academic Guide to allow senior undergraduate students to enroll in graduate level courses with the permission of the course instructor. (Presently, undergraduate students are not permitted to take graduate level courses.) The implementation of such a regulation would closely mirror the course structure cited in the reviewers’ report that is in use at SFU. Allowing undergraduate students to enroll in graduate courses will ensure that the graduate curriculum is prioritized in course delivery, it will help to maintain graduate course enrolments (especially in smaller programs), and it will “accelerate” time in program for those undergraduates who choose to pursue a Master’s degree since they could import those courses taken in the BA to their MA program.

Clear and positive communication is essential to graduate student success. The ASG is designed to facilitate discussion between students and their advisors on matters relating to a graduate student's program. Further, completion of student progress reports (which can be completed once per term, as needed) provides opportunities for students, advisors, and committee members to assess student performance in program and to identify program milestones and requirements. Successful completion of both of these administrative requirements should provide faculty members with an understanding of what is required to successfully guide a student through their program. The Department [supplemental regulations](#) are also readily available online for consultation and any faculty member who accepts a student advisee should regularly review them. FGS has also just introduced a graduate student online reference guide called [#GradGoals](#) that provides specific information that students can independently consult to ensure they know what they need to do to successfully complete their programs.

FGS agrees with the Faculty perspective that the unit Graduate Program Chair should be actively involved informing the faculty of graduate program policy and procedures. If the GPC needs assistance in addressing a question or a situation involving a student and/or advisor, they should contact the FGS Associate Dean, Student Program Assistant for the unit, or the Dean for assistance. The unit graduate program assistant is also an important resource to liaise with FGS staff and administrators.

While highly desirable, FGS is unable to increase graduate student funding for every academic unit. Allocation of UMGFs is determined through the Faculty of Arts pool. FGS has changed when the timing of these awards is announced so that units who receive one through the pool can use them for student recruitment purposes. Given the success of faculty members in securing SSHRC grants, the GETS program should be leveraged to provide matching fund support for students. Presently one graduate student can be supported through GETS for each Tri-Council grant held by an individual faculty member. The reviewers suggested relaxing the time-to-completion rules for students in program as a means to compensate for students needing to find paid employment outside of their program. FGS does not support this recommendation and will not be changing current time limits for MA and PhD programs. That said, students who are nearing the end of their time in program can and should submit extension requests through their department, which FGS reviews on a case-by-case basis.

Timeline for Action on Relevant Issues

	Action	Expected Completion Date
1.	Programming/Development of Department Vision Statement	In Process. The Department has already begun discussions RE the development of a clear vision statement and how this will translate into changes in graduate course curriculum. The Department offered a stand-alone graduate course in the 2017-18 academic year and has reported it was a great success. The Department will follow up with FGS in December 2018 to update its progress on the vision statement, its planned changes to graduate curriculum, and its experience with its stand-alone 7000-level course as it will be offered again in 2018-19.
2.	Communication	In Process. The Department held regular discussions with faculty members at

		<p>Department Council meetings to discuss policies/procedures relating to the graduate program and graduate student advising during the 2017-18 academic year. The incoming Grad Chair also described her plans to build positive communication with graduate students and to organize social events that will draw together both faculty and students during the school year. The Department will follow up with FGS to report on the progress made in these areas in December 2018.</p>
3.	Funding	<p>In Process. The Department aims to encourage faculty members to apply for student funding support in future grant applications. The Department is also working with the Faculty to explore options that would provide graduate students with TA/RA work. The Department will follow up with FGS to report on the progress made with this item in December 2018.</p>



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

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

Re: **Faculty of Graduate Studies Response to the Cycle #2 Graduate Program Review of the Marcel A. Desautels Faculty of Music**

Xc: Dr. John (Jay), Associate Vice-President (Partnerships)
Dr. Todd Mondor, Vice-Provost (Graduate Education) and Dean (Graduate Studies)
Dr. Edmund Dawe, Dean, Desautels Faculty of Music
Dr. James Maiello, Graduate Chair, Desautels Faculty of Music

PREAMBLE

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

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

The review team, which included Dr. Betty Anne Younker (Western University), Dr. Michael Kim (University of Minnesota), and Dr. Juliette Cooper (University of Manitoba), spent two days – March 13 and 14 – in the Desautels Faculty of Music to conduct their review of the Master of Music

program. The reviewers' assessment report was received in the Faculty of Graduate Studies (FGS) on May 30, 2017. The Faculty Graduate Chair submitted his response to the review on July 18, 2017, and the Faculty Dean's office provided its assessment and response to FGS on August 7, 2017. I met with Dean Dawe and Dr. Maiello on October 10, 2017 to discuss the review, its recommendations, and the Faculty's plans to address them.

Overall Evaluation

The review team evaluated the Master of Music program in the Desautels Faculty of Music as a Category II – requiring only “minor revision or restructuring to enhance overall effectiveness or appeal.” The reviewers were particularly impressed with the collegial, collaborative environment that has been established and nurtured among Faculty members and Faculty Administrators. This has created a strong sense of interconnectedness among the three main streams that comprise the Master of Music Degree program – composition, conducting, and performance. The reviewers also found noteworthy the collaborative relationships that the Dean and Faculty have worked hard to build with various organizations and groups in the broader Winnipeg Arts community. These community connections have resulted in experiential learning opportunities, including, for example, conducting with the Winnipeg Symphony Orchestra, that have “enriched graduate student educational experiences.” These experiences have generated interest in the program from prospective applicants and served as an effective recruitment tool. These community connections have also resulted in significant external support and investment in the Faculty of Music and its infrastructure.

The Master of Music program was established in 2001 and graduate student enrolments have steadily increased from 15 full-time students in 2010-2011 to 18 full-time students in 2015-2016. The Faculty aims to expand its program to further include graduate degrees in Musicology, Jazz Performance, Composition, and Arranging. These new opportunities will certainly help meet future graduate enrolment targets of 30-35 students in the program. Recent investments in facilities including renovations in the Taché Arts Complex, the Eckardt-Grammaté Library, and expected completion of the Desautels Concert Hall uniquely position the Faculty of Music and its graduate program to grow in overall size and scope in the coming years.

The reviewers describe the Faculty's reputation as “stellar” on the national and international stage. They were duly impressed by the Faculty's “scope, quality, and profile” of research and service activities. Faculty members have earned many impressive institutional, national, and international awards, and alumni from the graduate program are similarly embarking on their own impressive careers. With the completion of the Desautels Concert Hall, the Master of Music program will readily take its place among the most prestigious music graduate programs in the country.

The review committee found that all of the recommendations made in the Cycle 1 Review Report have been met. Recommendations made in the present review report deal largely with Faculty and staffing issues, Faculty and University Funding levels, and prioritizing completion of the Desautels Concert Hall. This response addresses those issues under the purview of the Faculty of Graduate Studies including: graduate student curriculum and student advising, and establishing teaching/research assistantships for graduate students.

Review Findings and Recommendations

1. Graduate student curriculum and student advising

Overall, the reviewers found the curriculum in the Master of Music program to be of high quality and readily comparable to other programs found throughout North America. Current program offerings are described as comprehensive and well structured to ensure students are deeply immersed in their focus area. The Faculty has sufficient resources and facilities to support the curriculum as it is currently offered notwithstanding the urgent requirement to complete the concert hall. Completion of the concert hall will greatly enhance teaching and student evaluation given the essential performative aspect of the Master of Music program.

The reviewers state the collaborative efforts of all Faculty and sessional teachers to work together in content delivery is a unique strength of the program and one that sets it apart from others. The only recommendation the review committee made was to further distinguish differences between the undergraduate and graduate programs, which will require additional resource investment in Faculty and teaching staff hirings.

Related to this was an observation that Faculty members who advise graduate students have heavy workloads and that when these advisors go on leave, it creates further problems for those who must take over the advising responsibilities of others in addition to maintaining their own duties. The reviewers recommend the allocation of additional staffing resources to help more evenly distribute Faculty workloads and/or a “shift in culture” wherein Faculty members have assigned advisees who then track more independently their own progress towards completion of their degree program.

2. Establishing teaching/research assistantships for graduate students.

As a way to help offset Faculty workloads, the reviewers recommended establishing baseline funding to support teaching and research assistantships for students in the Master of Music program. This would provide practical professional development opportunities for graduate students while also providing another source of graduate student funding support. Further, research assistantships would help support Faculty research programs.

Faculty of Graduate Studies Perspective

The Master of Music program is in exceptionally good standing with a collegial Faculty and Faculty Administration that has a strong record in successful program delivery. Efforts within the Faculty to foster community relationships and secure external funding support are admirable and ongoing. These relationships enhance graduate student educational experiences and are inspirational to students within their own degree programs. Overall, there are few areas identified for improvement in terms of the structure, content, and delivery of the graduate program based on the reviewers’ report. The Faculty is to be commended for the strong program it has built and for making every

effort to see it continue and grow into the future. It is worth noting that since the reviewers' report was received, Dean Dawe has already leveraged approval for an external search to replace the Faculty's librarian – an important recommendation made by the committee. Also, Dean Dawe has successfully secured an increase in the Faculty's budget to hire more sessional instructors, which, in turn, has made available resources to support student teaching and research assistantships, and add another staff position – again, both important reviewer recommendations.

Timeline for Action on Relevant Issues

	Action	Expected Completion Date
1.	Graduate student curriculum/advising	To be considered. The Faculty and Dean's responses to the program review did not address these two issues specifically. However, both are contingent on resource investment, notably, Faculty and sessional hiring, which is outside the purview of FGS. That said, the Faculty will follow up with FGS in September 2018 to discuss further the need to distinguish teaching between the undergraduate and graduate programs, and any consideration of changing the student advisory structure within the graduate program.
2.	Establishing teaching/research assistantships for students	Completed. The Dean's response to the reviewer's report noted that additional Faculty funding has been secured to establish teaching/research assistantships for graduate students in the program. The Faculty will follow up with FGS in September 2018 to report on the progress with this initiative and future plans to maintain funding support for it.



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Date: September 07, 2018

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

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

Re: **Combined Undergraduate/Graduate Program Review of the Department of Biological Sciences**

Please find enclosed responses from Faculty of Graduate Studies and the Vice-Provost (Integrated Planning and Academic Programs) to the combined graduate/undergraduate academic program review (pilot) for the Department of Biological Sciences. This is the first combined program review completed as part of this pilot exercise, the first cycle of undergraduate program reviews completed under the current Senate policy and procedures and, the second cycle of graduate program reviews (the first-cycle review was previously undertaken in Zoology and Botany prior to the units merging in 2007).

As noted in the responses, the review team evaluated both the undergraduate and graduate programs in the Department of Biological Sciences as falling into Category II—adequate requiring minor revisions. The overall assessment of the Department's programs was highly positive with the reviewers commenting on a collegial and supportive environment, strong and effective leadership, and a well-articulated and informative Strategic Plan with clear vision and goals. The reviewers also commented favourably on the Department's current state of funding, notwithstanding significant concerns about ongoing graduate student support and the need for the University to support essential infrastructure, such as the Buller Greenhouse and animal holding facilities.

With respect to the combined undergraduate/graduate review process, both the Department and reviewers provided positive feedback. The Department strongly endorsed the combined review process, noting that it proved more valuable for them than individual program reviews of the undergraduate and graduate programs. In discussion with the review team, a similar viewpoint was expressed. They felt the combined review provided insight into the activities in the Department, although they also commented on the additional work involved.

In addition to the actual program review, the external review team was requested to provide feedback on the combined review process, as adopted for the pilot exercise. One of their suggestions, given the comprehensive nature and volume of the SER document, was that a page limit be applied to future Self Evaluation Reports (SERs). The Department acknowledged that their SER may have been overly long, but noted that as the first such report since the Department's formation in 2007, comprehensive and useful historical information had been accumulated in the SER, that would not be required for future reports. The Department also suggested that should combined reviews be adopted, that the SER template be streamlined to remove any duplication and focus more on information specific to an integrated, combined review.

The reviewers were tasked with providing three distinct reports for the current exercise; one each addressing the undergraduate, and graduate programmes. However, they considered that this was inconsistent with what they viewed as the integrated nature of the exercise; therefore, they provided an integrated document with discussion and advice categorized as; recommendations to the University, the Department (General), the Department (Undergraduate program) and, the Department (Graduate program).

The Senate Committee on Academic Review will consider the advice of the review team, and follow up with the Department and, the Faculty, as part of their ongoing consideration of the formal adoption of a combined program review option in a revised Academic Program Review Policy for the University.

Cc: Janice Ristock, Provost and Vice-President (Academic)
Todd A. Mondor, Vice-Provost (Graduate Education) and Dean (Faculty of Graduate Studies)
Cassandra Davidson, Academic Programs Specialist



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Date: August 31, 2018

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

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

Subject: **Report on the Undergraduate Program Review, Department of Biological Sciences**

1. Preamble

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

2. Chronology

The Undergraduate Program Review of the Department of Biological Sciences was initiated in 2015, as part of the Combined Academic Program Review Pilot project. The Self-Evaluation Report (SER) for the combined review was received on June 2016—this was the first review of the undergraduate programs in the Department of Biological Sciences. An external review team (the reviewers) comprised of two external members (Dr. Suzie Currie, Mount Allison University, and Dr. Michael Caldwell, University of Alberta), and one internal member (Dr. Mike Domaratzki, Faculty of Science), convened on campus to review both undergraduate and graduate programs in the Department of Biological Sciences over February 1 to 3, 2017. The reviewers met with relevant academic and administrative staff, and students in the Department of Biological Science, the Faculty of Science, the Faculty of Graduate Studies, and the Office of the Provost and Vice-President (Academic). The report of the reviewers (the review report) was subsequently submitted in March 2017. The Department of Biological Sciences submitted its written response on June 16, 2017 and the Dean's Office, Faculty of Science provided their perspective on July 28, 2017. All of the above documents, which will be made available to Senate, are attached to this report.

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

3. Program Overview

The Department of Biological Sciences is a dynamic and well integrated department that evolved from a merging of the Departments of Botany, Zoology and the Biology Teaching Unit in July 2007. Biological Sciences is the largest department in the Faculty of Science and makes a major contribution to undergraduate student teaching, with what is reported to be the second-largest ratio of students per full-time equivalent academic staff member in Science. The current Biological Sciences programs were launched in September 2009.

Biological Sciences offers entry-level and advanced instruction to undergraduate programs in 5 theme areas for students in Biological Sciences and provides service teaching to other units across the institution. The Department's overarching goal is to explore through its research learning and teaching, the interactions among living organisms that shape biodiversity, environmental health, and the capability for normal and adaptive physiology, molecular and cell biology that underlie evolutionary theory and concepts. The Department of Biological Sciences offers the following undergraduate programs:

- B.Sc. General (3-year);
- B.Sc. Major (4-year);
- B.Sc. Honours, which includes a research-based thesis; and
- Minor in Biological Sciences

Both the Honours and Major programs offer a Co-op option. The Department also offers graduate programs at masters and doctoral levels; the review of which will be addressed by the Faculty of Graduate Studies; and contributes to the undergraduate interdisciplinary Genetics program that will be reviewed under a separate process.

4. Academic Program Review

The reviewers have provided an exceptionally detailed and informative evaluation of programs in the Department of Biological Sciences, which will facilitate productive discussions about programming, governance, communication, research and other related activities going forward. While clearly impressed by developments in Biological Sciences under the then leadership of Dr. Judy Anderson and the excellence of the faculty, staff and students, the reviewers have provided a number of useful insights and recommendations that will benefit plans for the future of undergraduate program planning in the Department in the future.

In all, the reviewers provide twenty recommendations under five separate categories, as follows—Recommendations to the:

- University;
- Department—General;
- Department—Undergraduate Programme;
- Department—Graduate Programme; and,
- Review process.

The recommendations, and associated responses from the unit, have been summarized below.

Overall, the reviewers rated the Biological Sciences undergraduate programs under Category 2, Adequate with minor revisions.

5. Recommendations and Responses

Recommendations to the University

Recommendation #1—we recommend immediate initiation of University of Manitoba procedures for the phase out of the 3-year Bachelor of Science General Degree programme, recognizing that such programme changes require lengthy consideration by numerous stakeholders.

While rationalization of the degree programmes is beyond the scope of their review, the reviewers suggest that this recommendation is justified as the co-existence within the Department of 3-year and 4-year programmes 'is perceived to have a severe and negative effect on student success.' They also argue that the '3-year Bachelor of Science General Degree does not promote scholarly achievement through any obvious learning outcomes, but rather appears to be a tool used by a substantial percentage of the enrolled science students to assist with their entry to professional programmes', and that, from a philosophical perspective, may not represent the best use of campus-wide resources. They further note that, 'Coupled with the fluidity of 'voluntary withdrawal' and the capacity to repeat course enrolment in the same course, term after term (presumably with the goal of achieving higher grades), 3-year Bachelor of Science students create 'choke points' or 'enrolment bottlenecks' in First through Third year Biological Sciences programming.' The reviewers suggest that this raises concerns about the costs to Biological Science in terms of time and resources are significant, wasteful and unpredictable and result in registration difficulties for students in the Major and Honours programmes.

In their response to this recommendation, the Department declared a preference for a Biology Major (4-year BSc program) as the default undergraduate program. In the response from the Faculty of Science, the Dean noted that the Faculty will be undertaking a Senate program review of its 3-year general program in the Fall term of 2018. The Dean also observed that '[a]lthough the external review mentioned the negative impact of the general program on the Biological Sciences program, we do not yet have enough evidence as to whether this is true or not. More importantly, we do not know definitively why students choose the 3-year general program over 4-year programs. This is something that the Faculty of Science intends to investigate. Over the long-term, a thorough study of the 3-year general program will be undertaken, above and beyond the upcoming senate review.'

Recommendation #2—Given the growth and vibrancy of the Department, the research productivity of graduate and undergraduate students, as well as the internal and external demand for Biology, it is essential that the compliment of faculty, instructors and staff in the Department at least be maintained (and if numbers demand it, grow). To this end, we recommend that a clearly articulated faculty recruitment/succession plan be developed by the Department to make a clear case and rationale for faculty and staff hires. We strongly recommend that plant sciences be a focus of both the Department plan and Faculty of Science renewal and recruitment plans.

The reviewers acknowledge that while Biological Sciences are well supported by the University, recent departures and forthcoming retirements raise concerns about the sustainability of the Department's teaching and research. They also note the existence of a 2013 Strategic Plan that addresses recruitment planning, and suggest that this be updated to address how vacancies in the Department would be managed.

The Department agrees with this recommendation and advocates for the need to 'at least maintain the current level of research productivity of graduate and undergraduate students, and the delivery of courses in the undergraduate programs', which they argue would require maintaining the current complement of faculty, instructors and staff.

Recommendation #3—The University commit to continued support, upgrading and maintenance for animal holding and animal care. It is equally important that the excellent technical support in place be maintained and supported.

The Department supported this recommendation and noted that it is equally important that technical support be maintained and supported.

Recommendation #4—Given the importance of plant science at the University of Manitoba and the state and size-limitation of the current Buller Greenhouse, we consider it essential that the Greenhouse be replaced with a new modern, state-of-the-art facility. Given the cost associated with such infrastructure, we encourage the University to identify this as a top priority on their list of essential infrastructure for renovation and reconstruction.

The Department fully supports this recommendation. This recommendation will be forwarded, for information, to the Associate Vice-President (Administration).

Recommendation #5—we recommend updating the 2013 Department of Biological Sciences Strategic Plan to include a detailed and current faculty succession plan.

The Department will undertake a strategic planning exercise with the new Head of Department, to update the 2013 Strategic Plan, including details of a faculty succession plan.

Recommendations to the Department—General

Recommendation #6—we recommend that the Department re-examine the theme groupings to ensure that groupings are appropriate and are focused on pedagogy rather than research aims. The Department should consider reducing the number of themes by mergers or deletions, as appropriate.

While described as an aid to undergraduate students in choosing a focus of study, the reviewers note that interviews with students suggest that they are not consistently achieving this pedagogical goal. They also suggest that themes appear to be viewed more as research groupings within the Department—'as distinct subunits competing for resources, faculty recruitments and students'—and that some inter-theme tensions appear to detract from the general collegiality of the Department.

The Department is re-examining theme groupings focused on pedagogy rather than research aims, and considering a reduction in the number of themes. The Dean supported an active discussion of issues

around themes, 'including the number of themes, purpose of the themes, and their effects on teaching, learning, and research.' As well, the Dean emphasized the need to 'consider whether students are benefiting from having formal themes, whether, students understand the purpose of these themes and how the themes help or impede students in achieving their overall educational goals.'

Recommendation #7—to aid student progress through theme requirements, we recommend that the Department review restrictions on undergraduate courses that may be taken from outside of the Department.

The Department is reviewing undergraduate courses from outside of the Department that could be used to enrich their programs.

Recommendations to the Department—Undergraduate Program

Recommendation #8—we recommend a Department-wide review of the existing curriculum through a curriculum mapping exercise to identify end-point programme-level outcomes for a biology undergraduate degree programme. The first vital element to this process is to determine the Department's desired programme-level outcomes for students (possibly through a retreat) and then to determine in which individual courses and at what levels will these outcomes be addressed. It will be important to identify the content and learning activities at the course level that already help students achieve these outcomes. We suggest working with the Centre for the Advancement of Teaching and Learning on this exercise to identify and map learning outcomes in each course. We recognize the many challenges associated with a curriculum mapping exercise and understand that this will be a time-consuming, multi-year process.

The Department agrees with this recommendation and acknowledged that the self-evaluation exercise associated with the current review increased their awareness of the need to renew a department-wide understanding of their programs and goals. They committed to a multi-year curriculum-mapping exercise under direction of the new Head, to identify program-level outcomes to help undergraduate students see their progress in learning and skill development, year-over-year in each program.

Recommendation #9—Key learning outcomes, including core skills, concepts and content, should be clearly identified for BIOL 1020 and BIOL 1030 based on the Department-wide curriculum mapping exercise. The entire Department should be engaged in determining these outcomes and ensure they provide introductory level attributes consistent with the programme-level outcomes. We recommend continued emphasis and support for the laboratory experience in the first year.

Biological Sciences offers two large introductory courses combining lectures and laboratories—BIOL 1020 and 1030—for which lectures are pre-recorded so that students can view them on campus at any time. In discussion about these courses with teaching faculty/instructors, the reviewers were informed that while the current blended format was not ideal, it did at least facilitate the ability to maintain face-to-face contact in the associated labs given resource limitations. They also noted 'a general lack of awareness regarding content or skills in BIOL 1020-1030 with little to no involvement in teaching or coordinating these courses.' Student acceptance of the videos was noted; however, while the ability to view/learn/listen to lecture content at home or on personal devices was evident, a desire to have an instructor presence in these lectures was also noted.

The reviewers reported an unattributed 'view that the lack of a large lecture theatre on campus prevents serious examination of some solutions for first year course delivery. However, the instructors who teach these courses did not share this viewpoint.' The reviewers also noted that the Dean's group questioned the utility of the video-only lectures.

The Department supports recommendation 9 and agrees with the continued emphasis and support of the laboratory experience in the first year.

Recommendation #10—The Department should review the delivery method of BIOL 1020 and BIOL 1030, starting with an analysis of its strengths, weaknesses, opportunities and challenges. The curriculum mapping exercise, with input from faculty, instructors and students, will be important for critically evaluating the teaching modes that are most effective and efficient in the face of rising enrolments. Research faculty could contribute to first year teaching in lab and lectures, allowing for more overall face-to-face time with students.

The Department is reviewing the delivery method of BIOL 1020/1030; an ad hoc committee will report to the UGCC and Department Council in Fall 2017, and will provide recommendations on the mode of delivery for these courses to the new HOD and the Council early in the 2018 winter term.

The Dean supported the Department's response and, noting that while these courses are currently delivered using pre-recorded (on campus only) video lectures, it is important in the near term that access to these videos off-campus be provided. The Dean also endorsed the recommendation of the review team, noting 'that all faculty members should contribute to the design, development and teaching of these first-year courses.' Finally, the Dean observed that in the longer term, the Department should review the current delivery method for BIOL 1020 and 1030 and undertake 'an in-depth analysis of pre-tape video lectures versus other forms of delivery methods.'

Recommendation #11—In recognition of the intensity and time commitment involved in the Honours thesis, we recommend an increase in the credit hours for the thesis from 6 to 9. This increase will give credit for the additional experiential learning completed by Honours students and may improve time to completion.

The Honours Thesis Committee will consider this recommendation. The Department is already considering revisions to the Honours program; specifically, consistent with other departments in Science, to include the 6CH for BIOL 4100. They may also consider a 3CH elective, at the 3000 or 4000 level, 'to recognize that students who work in a lab between third and fourth year (before starting their Honours project in September) develop additional skills that could contribute to the program requirements.'

The Department expressed the view that rather than the number of CHs that are attributed to BIOL 4100, the issue of concern seems to be how coursework-CH requirements are counted for the BSc Honours program.

The reviewers noted that four-year degree completion appears to be the exception rather than the rule in Biological Sciences, with most completing their degrees in a minimum of 5 years. The department supported this observation observing that a 'minority of students take a full course load as faculty might define it (5-3CH courses per term)'. The reviewers also noted that students reported difficulty in taking required courses because of timetabling issues or oversubscription. They also observed that students

reported that five courses per semester was 'unmanageable', and that students enrolled in the Honours programme, that requires independent research projects, are much more likely to take 5 years to finish.

The reviewers suggest, and the Department agrees, that the review of the curriculum and the mapping exercise suggested above may help 'streamline' the program, which may facilitate manageable completion of degree requirements in four years.

Recommendation #12—we recommend that the Department implement registration restrictions during the initial registration period for Biological Sciences Honours and Majors students to ensure these students have early access to required courses.

Students reported difficulty in registering in courses, especially courses at the 2000 level. The reviewers observed that recent changes to the VW and GPA policies may reduce pressure on required courses at higher levels, but that the Aurora system should also be used to prioritize spaces for Biological Science Major and Honours students.

The Department will trial restrictions for the initial registration period for BIOL 2210, BIOL 4554, BIOL 4556, and BIOL 4218, commencing in Fall 2017. This will ensure that Biological Sciences Honours and Majors students have early access to particularly high-demand "bottleneck" courses.

Recommendation #13—we recommend 1) incorporating a significant field component in required course(s) at the second year (i.e., BIOL 2300) and 2) adding a dedicated upper level field course (e.g., field ecology or field methods). The latter should be accessible to students across theme groups, if possible. Additionally, appropriate resources (technical support, supplies, funding for travel) should be provided by the University to realize this goal and to democratize access to these courses to accommodate a diverse student body.

The Department is planning to incorporate a field component in BIOL 2300, and will consider an upper-level field course that is accessible to students across theme groups. The BIOL 3414 is already listed in the program and will be offered as an on-campus field course that is team taught with BIOL 2300 as a prerequisite. The UGCC and Council will work with the new Head to request stable, appropriate resources for this course.

Recommendation #14—The Department is well positioned to contribute to creating pathways for Indigenous knowing. We recommend the Department work towards increasing opportunities for incorporating Indigenous perspectives into the undergraduate curriculum.

The Department affirmed their commitment to creating pathways for Indigenous knowing and, following a successful application to the recent Indigenous Scholars initiative, an Indigenous Scholar will be recruited to facilitate this initiative and help identify opportunities to further incorporation of Indigenous perspectives in the undergraduate curriculum.

Recommendation #15—we recommend that the Department should create policies around programme and theme approval, and documentation to aid students in theme requirements. This information could be available on the website and/or conveyed through Information sessions.

Biological Sciences supports this recommendation and since the site visit has developed a new, simplified table of theme requirements that is available to advisors, students, and faculty on the website. This information will also be conveyed through Information sessions and group emails to Majors and Honours students.

Recommendation #16—we recommend that the Department undertake a redesign of the departmental website.

Biological Sciences supports this recommendation and has already incorporated changes to assist students and advisors; these include a new table of course requirements by theme and program. The Department will commit to website development as an ongoing project and 'will emphasize the functionality of the website to faculty, students, and administrative staff, regardless of appearance.'

Recommendations to the Department—Graduate Programme

Recommendations #17-19 are specific to graduate programs and are addressed in the attached report from the Faculty of Graduate Studies

Recommendations about the review process

Recommendation #20—if we are able to provide a final statement on the review process overall, it would be to recommend a page limit on a Department's Self Evaluation Report.

6. Perspective of the Office of the Provost

Consistent with the UM policy on Academic Program Reviews,¹ regular reviews are conducted 'to maintain the academic integrity of academic programs at the University of Manitoba' and to ensure, through an exercise of self-reflection and external observation, that our 'academic programs maintain academic excellence.' For the current review the external reviewers have undertaken a comprehensive and thoughtful evaluation of the undergraduate programs in the Department of Biological Sciences that will inform productive and ongoing debate in both the Department and in the Faculty of Science. On behalf of the University I would like to acknowledge the reviewers, and their efforts on our behalf. I would also like to acknowledge the faculty, staff and students of the Department of Biological Sciences for their enthusiastic engagement with this process and openness to participating in a pilot project, with all of its associated challenges.

As noted above, the current review has come at a particularly appropriate time given the recent transition of the headship of the Department in Biological Sciences from Dr. Judy Anderson, to Dr. Steven Harris. Dr. Harris will, no doubt, benefit from both the comprehensive self-reflection exercise, and a detailed and informative external review report.

From the perspective of this office, the reviewers have highlighted some ongoing institutional challenges in regard to bottleneck courses, time-to-completion, and space renewal. With the implementation of new Voluntary Withdrawal (VW) and limited access policies; together with an increasing number of program modifications resulting from program reviews and other similar initiatives; the current

¹ http://umanitoba.ca/admin/governance/governing_documents/academic/364.html

challenges in accessing courses and degree progression are being addressed. The challenges associated with on-going requirements around space renewal, such as the greenhouse replacement plan, are common to most, if not all, post-secondary institutions. The University has put in place a number of processes to assess space and prioritise renewal needs and is addressing these to the extent possible during a period where we are seeing little to no revenue growth. Finally, the recommendation to phase out or review the 3-year degree offering is one that has been raised in several other reviews, across multiple units. As noted in the Department response, consideration of the on-going delivery of three year programs would require a systemic review given that these programs are quite prevalent in Manitoba. The University needs to consider raising the future of the 3-year programs with our provincial partners as well as with the province. In the meantime, we look forward to reviewing the outcomes of the upcoming review of the B.Sc. General program.

Below are a number of recommendations for follow-up by the Senate Committee on Academic Review (SCAR), which may be supplemented following consideration of this report.

7. Recommendations for Follow-up

In response to the review, I would request that the Department of Biological Sciences provide a report to SCAR in follow-up to the following issues, and any other aspects arising in the 12 months following receipt of this response. Please forward your comments addressing these issues, no later than September 1, 2019

i) Unit Planning and Priorities:

- a. *Faculty succession:* Further to recommendation 2, please provide an update on progress made with regard to your development of a Departmental, faculty recruitment/succession plan.
- b. *Strategic planning:* Further to recommendation 5, please provide an update on progress made with regard to updating the Department of Biological Sciences Strategic Plan.

ii) Curriculum Review and Renewal:

- a. *Themes:* Further to recommendations 6 and 15, please provide an update on the Department's review of the role of theme groups; the complexity of current offerings and the role they play in facilitating pedagogical, rather than research outcomes. A number of the concerns with themes identified in the current review, particularly those associated with ambiguity surrounding goals and relevance to students, have been discussed in the Senate Committee on Course and Curriculum Change (SCCCC)—subsequent comments will also be forwarded to the chair of SCCCC.
- b. *Course Mapping Exercise:* Further to recommendation 8, an update on progress towards the Department's commitment to a multi-year curriculum-mapping exercise, to identify program-level outcomes to help undergraduate students see their progress in learning and skill development, year-over-year in each program. This should include comments on mapping key-learning outcomes for BIOL 1020 and BIOL 1030.

- c. *Restrictions on external courses*: Further to recommendation 7, an update of the Department's review of current restrictions on undergraduate courses that may be taken from outside of Biological Sciences.
- d. *Credit hours for the Honours thesis*: Arising from recommendation 11, an update on the reviewer's recommendation to increase credit hours associated with the Honour's Thesis in recognition of the additional experiential learning completed by Honours students.

iii) *Program Delivery and Student Experience*:

- a. *Delivery method of BIOL 1020 and BIOL*: Further to recommendation 10, an update on recommendations and actions arising from the review of the delivery of BIOL 1020/30, including the analysis of its strengths, weaknesses, opportunities and challenges.
- b. *Registration restrictions*: Arising from recommendation 12, an update on the Departments consideration of the implementation of registration restrictions during the initial registration period for Biological Sciences Honours and Majors students to ensure these students have early access to required courses; including any consultation with other units whose students may be impacted by this implementation.
- c. *Declaring a Major*: In the SER, the Department notes that students typically transition from University 1 to the Faculty of Science in their second or third year and don't declare a Major as until as late as fourth or fifth year. The reviewers observe that one of the weaknesses/challenges facing the Department is the lengthy time-to-completion of its students. Please clarify the reason that there such a delay in declaration, and how does facilitating such a late declaration impact on time-to-completion.

Cc: Janice Ristock, Provost and Vice-President (Academic)
Cassandra Davidson, Academic Programs Specialist



Graduate Studies

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August 16, 2017

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

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

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

Xc: Dr. Todd A. Mondor, Vice-Provost (Graduate Education) and Dean (Faculty of Graduate Studies)
Dr. Jay Doering, Associate Vice-President (Partnerships), Office of the Vice-President (Research & International)
Dr. Stefi Baum, Dean, Faculty of Science
Dr. Steven Harris, Head, Department of Biological Sciences
Dr. Jane Waterman, Associate Head (Graduate), Department of Biological Sciences
Ms. Cassandra Davidson, Academic Programs Specialist, Office of the Provost & Vice-President (Academic)

PREAMBLE

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

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

behalf of the Faculty of Graduate Studies, I would like to thank all those who contributed so thoughtfully and conscientiously to this important undertaking.

The Graduate Program Review of the Department of Biological Sciences is part of a Combined Academic Program Review. On February 1 – 3, 2017, a review team comprised of Dr. Suzie Currie (Mount Allison University), Dr. Michael Caldwell (University of Alberta), and Dr. Mike Domaratzki (University of Manitoba) convened on campus to review both undergraduate and graduate programs in the Department of Biological Sciences. Their assessment report was received by the Faculty of Graduate Studies (FGS) on March 15, 2017. The Department of Biological Sciences submitted its written response on June 16, 2017 and Dr. Stefi Baum (Dean of the Faculty of Science) provided her perspective on July 28, 2017. I met with Dr. Steven Harris (Department Head of Biological Sciences), Dr. Jane Waterman (Associate Head and Graduate Chair of Biological Sciences), and Dr. Judy Anderson (Former Department Head of Biological Sciences) on August 9, 2017 to discuss the review, its recommendations, and the Department's response and plan.

HIGHLIGHTS OF THE REVIEW AND RESPONSES

Overall Evaluation

The review team evaluated the graduate program in the Department of Biological Sciences as falling in Category II, requiring only minor revisions. The assessment of the graduate programs in Biological Sciences was highly positive. The review team commended that the Department has enjoyed strong and effective leadership and has a well-articulated and informative Strategic Plan with clear vision and goals. The graduate program in Biological Sciences is strategically important in relation to the strategic directions of the budget faculty, and the Department is strong and vibrant. The Department is well funded and active in research, and has state of the art animal holding facilities and growth chambers. There is a high level of excellence and productivity in faculty research and graduate student supervision. Graduate training opportunities appear to be well supported by available resources and the Department offers high quality graduate programs that are fully in-line with the University of Manitoba's mandate.

The review team also raised a number of challenges, including uncertainty around faculty renewal, uncertainty around competitive graduate student funding and guaranteed levels of graduate student support, crisis of greenhouse space, onerousness of a PhD course, content of an MSc course, and some out-of-date information on graduate programs.

The review team's main recommendations for improvement to the graduate program are summarized below along with the relevant Department and Faculty responses.

Main Review Recommendations

1. The Faculty of Graduate Studies must stabilize graduate student support with reasonable sized and guaranteed funding. The model created can either mimic the previous GETS model, or focus on a revision to the model and funding provided around Teaching Assistantships. If it wishes to be competitive as a research and teaching institution offering doctoral degrees in all programmes, The University must create a sustainable graduate student funding envelope.

Department/Faculty Response. The Department strongly agrees with the review team that the Faculty of Graduate Studies needs to stabilize graduate student support, through fiscal planning for reasonably-sized and guaranteed funding and advocacy on behalf of graduate students in the province of Manitoba. The Faculty of Science agrees that all departments in Science were hit hard by the change in GETS funding rules (which was announced on January 23, 2017). The Faculty of Science has implemented a “GETS-like” supplement to ease the financial burden and allow faculty to maintain viable research programs. It is noted that in other U15 universities stipends for graduate students are much higher, and these stipends are often made up of remuneration that is paid as teaching assistants. For example, TA1 support at the University of Manitoba is only \$19.26/hr, whereas at McMaster University the level of support for the equivalent position is \$43.31/hr. All these directly affect how competitive we can be at attracting and retaining high caliber students. The Faculty of Science is trying to ease the current short comings of the GETS program, but the amount of money that is available to graduate students at the University of Manitoba needs to be seriously thought about at levels higher than the faculty. After all, this is a much larger issue than one department of the Faculty of Science can address on their own. The Department looks forward to working actively with the Faculty of Science and the Faculty of Graduate Studies to improve funding of graduate students.

The Department of Biological Sciences is committed to enhance graduate support, and the Department Council has just recently voted unanimously to establish two new graduate student scholarships from the remaining proceeds of the Duff Roblin Fire insurance payout. The Faculty of Science is also committed to graduate funding and has recently introduced a GETS-like funding program within the Faculty. The Faculty of Graduate Studies commends them for their great efforts.

2. We recommend that the Department 1) examine removing BIOL 7220 as a required course, or reduce to a 4-month offering and 2) review the content of BIOL 7100 to ensure that is appropriate for diverse career paths in biological sciences.

Department/Faculty Response. The Department has reviewed the courses contents in BIOL 7220 and BIOL 7100, and will keep both courses as program requirements. BIOL 7220 is reduced to a one-term course offered every year, starting Winter 2018. Both courses will be fine tuned every year after each offering. The number of assignments in BIOL 7220 will be reduced and will continue to focus on topics outside the areas of research done by students, as the Department feels it is important that students can read and evaluate a broad range of literature in biology. An oral presentation will be included as part of the set of assignments, and students will also be asked to participate in peer review. Students are recommended to take BIOL 7220 in the first year of the PhD program. If necessary, students may also take BIOL 7100 or workshops offered by the University or the Faculty of Graduate Studies to become familiar with the University and improve their English language communication. The Faculty of Science is satisfied with the Department’s response, but notes that although BIOL 7220 is reduced to one term, there is still a focus on diverse topics. While breadth of knowledge is a positive attribute, the diversity represented in the Department can be overwhelming to students. A mechanism of tempering the subject areas will be accomplished by contacting students prior to the course onset and having them recommend potential presenters. BIOL 7100 will also include more information on career paths outside of

academia, including resume building and the inclusion of non-academic presenters. The Department has also included non-academic presenters in the Fall 2017 seminar series.

3. Update the Graduate Student handbook and provide an orientation event with incoming graduate students to facilitate the process of beginning graduate studies.

Department/Faculty Response. The Department agrees that communication and orientation of graduate students is important, and has updated and posted on-line a handbook/survival guide for graduate students. The Department is currently working with the Biological Sciences Graduate Student Association to provide an orientation event with incoming graduate students that will facilitate the process of new students beginning graduate studies. The Department will continue working closely with graduate students and faculty in communicating important information on the graduate program, timelines, and courses. The Faculty of Science is satisfied with the Department's response and is willing to work with the Department and the Faculty of Graduate Studies to improve graduate student experience.

FACULTY OF GRADUATE STUDIES PERSPECTIVE

The issue of graduate student funding has always been challenging at the University of Manitoba. The Faculty of Graduate Studies is doing its best to provide the best funding possible to our graduate students. The GETS program has been popular and effective, however due to this popularity, demand for GETS support has surpassed funds available. As a result, the Faculty of Graduate Studies announced change in GETS allocation rules on January 23, 2017. Based on the new rules, each supervisor is allowed to fund only one student with GETS. The Faculty of Graduate Studies always treats competitive and sustainable funding to attract and retain high caliber graduate students as top priority, and continues working actively with the senior administration and budget faculties to improve funding models.

Overall the graduate program in the Department of Biological Sciences is running well. Furthermore the Department of Biological Sciences has already started implementing some of the recommendations and achieved significant progress. As a result, there is only one action item that should be taken in response to the review in order to further strengthen the graduate program and better enhance the experience of the graduate students.

Timeline for Action on Relevant Issues

	Action	Timeline
1.	Work with the Biological Sciences Graduate Student Association to provide an orientation event with incoming graduate students.	The first event should be offered in Fall 2017. The orientation should be offered each year.

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

Dean Karin Wittenberg will be the Speaker for the Executive Committee for the November meeting of Senate.

2. Vacancies on the Senate Committee on Nominations

The report of the University Secretary on the Senate Committee on Nominations is attached (Appendix A). Members of the Senate Committee of Nominations are nominated by the Senate Executive Committee and elected by Senate (see recommendation below). Senate Executive has made a recommendation on a nomination for one vacancy for an academic staff member. One vacancy for an academic staff member remains.

3. Comments of the Executive Committee of Senate

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

Recommendation

The Senate Executive Committee recommends:

THAT the nomination of Professor Sharon Alward (new appointment, Senator), representing Music and the School of Art, to the Senate Committee on Nominations be approved by Senate for the balance of a term ending on May 31, 2021.

Respectfully submitted,

Dr. Janice Ristock, Acting Chair, Senate Executive Committee

Terms of Reference:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/477.htm

Vacancy on the Senate Committee on Nominations

At the July 1977 meeting of Senate, Senate approved, without debate, area representations for the Senate Committee on Nominations. The representation was amended in July 1991 to include the Libraries, in June 2005 to include the Clayton H. Riddell Faculty of Environment, Earth and Resources, and in October 2014 to take into account the Faculty of Health Sciences.

Members of the Senate Committee on Nominations are nominated by the Senate Executive Committee, and are elected by Senate.

The current membership is as follows:

Agricultural and Food Sciences & Environment, Earth and Resources	Prof. Bonnie Hallman*	2021
Architecture & Engineering	Prof. Witold Kinsner*	2019
Arts	Prof. Pamela Perkins	2020
Education, Kinesiology and Recreation Management & Extended Education	Prof. Steven Passmore*	2021
Health Sciences (2)	Prof. Marie Edwards	2019
	Prof. Barbara Shay*	2020
Libraries & Student Affairs	Ms Vera Keown	2019
Management, Law & Social Work	Prof. Robert Biscontri*	2020
Music & School of Art	vacant	2021
Science	Prof. Helen Cameron	2021
Students (2)	Ms Nina Lam	2019
	Mr. Cody Ross	2019

* denotes member of Senate presently or at time of appointment

Two positions need to be filled:

- One representative for Music & School of Art is required to fill a vacancy for the balance of a term ending May 31, 2021
- One representative for Management, Law & Social Work is required as a leave replacement for Professor Biscontri from January 1, 2019 to June 30, 2019

The composition of the Senate Committee on Nominations calls for ten members of the academic staff, the majority of whom are to be members of Senate. Since five of the academic members currently on the Committee are Senators (or were Senators at the time of appointment), including Professor Biscontri, both candidates must be a member of Senate at the time of election to the Senate Committee on Nominations.

REPORT OF THE SENATE COMMITTEE ON AWARDS – Part B

Preamble

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

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

Observations

At its meeting of September 27, 2018, the Senate Committee on Awards reviewed 1 new offer that appears 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 September 25, 2018).

Recommendations

The Senate Committee on Awards recommends that Senate and the Board of Governors approve 1 new offer, as set out in Appendix A of the *Report of the Senate Committee on Awards - Part B* (dated September 27, 2018).

Respectfully submitted,

Dr Jared Carlberg

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

September 27, 2018

1. NEW OFFER

Ralph G. Stanton Scholarship

An endowment fund has been established at the University of Manitoba in honour of Dr. Ralph G. Stanton, the founder of the university's Department of Computer Science. The purpose of the fund is to reward the academic achievements of female undergraduate students pursuing studies in the Computer Science Co-op Program. Beginning in the 2019-2020 academic year, the available annual income from the fund will be used to offer one scholarship to a female undergraduate student who:

- (1) is enrolled full-time (minimum 80% course load) in the third or fourth year of study in the Computer Science Program in the Faculty of Science;
- (2) has achieved a minimum degree grade point average of 3.0; and
- (3) is enrolled in the Co-op Program.

The Dean of the Faculty of Science will ask the Head of the Department of Computer Science (or designate) to name the selection committee for this award.

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

(Attachment I)



UNIVERSITY
OF MANITOBA

Faculty of Science

Office of the Dean
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September 19, 2018

Dr. Jared Carlberg
Chair, Senate Committee on Awards
c/o Regan Sarmatiuk
Awards Establishment Coordinator
424E University Centre
University of Manitoba

Dear Dr. Carlberg,

RE: Ralph G. Stanton Scholarship

The Faculty of Science supports the establishment of the Ralph G. Stanton Scholarship. When comparing the percentage of female students in the Department of Computer Science (in the table below) to the number of female undergraduate students in the general University of Manitoba population (53.1%)¹, it is clear that female students are underrepresented in the Department of Computer Science.

Year (Fall Term)	Number of female students in Computer Science Co-op Program	Total Number of Computer Science Co-op Program Students	% Female students
2017	30	125	24
2016	22	118	18.6
2015	10	124	8.1
2014	11	115	9.6
2013	12	108	11.1

This scholarship will have the potential to serve as a tool to recruit, retain, and encourage female students in areas where they are currently underrepresented.

Sincerely,

Stefi Alison Baum, PhD
Dean, Faculty of Science
Professor, Dept. of Physics and Astronomy
250 Machray Hall, University of Manitoba
Work Phone - 204.474.9348
Cell Phone - 204.297.0698
stefi.baum@umanitoba.ca

¹ Office of Institutional Analysis, *Undergraduate Students by Program or Area of Study, Full/Part Status, and Gender, Fall 2017, as at November 1, 2017* (University of Manitoba).
http://umanitoba.ca/admin/oia/media/enrol_UG_area_of_study_MF_f17.pdf

Report of the Senate Committee on Academic Review RE: Proposed Membership and Governance, Indigenous Institute for Health and Healing (Ongomiizwin)

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
2. The Senate Committee on Academic Review (SCAR) met on April 16 and September 20, 2018, to consider proposed membership categories and a governance structure for the Indigenous Institute for Health and Healing (Ongomiizwin).
3. The academic institute was approved by Senate (April 5, 2017) and established by the Board of Governors (April 18, 2017), with the *proviso* that, at the end of the first twelve months, the Head of the Institute would forward clear procedures for appointing members to the Institute, for review by SCAR and Senate.
4. Section 2.1.2 (3) of the procedure on *Academic Centres and Institutes*, which outlines the required contents of proposals for academic centres and institutes, specifies that proposals will include:
... a description of: (a) the organization structure of the proposed academic centre/institute, including the roles and responsibilities of its various committees; (b) the categories of membership and criteria for each of the categories; (c) procedures whereby appointments will be made for each membership category; and (d) the privileges and responsibilities of membership.
5. The *Governance Manual* was endorsed by the Dean's Council, Rady Faculty of Health Sciences, on December 12, 2017.

Observations:

1. The Senate Committee on Academic Review endorsed a proposed organizational structure for the Indigenous Institute for Health and Healing (Ongomiizwin), with categories of membership, including criteria for each category, and procedures for appointing members, as set out in the document *Ongomiizwin (Indigenous Institute of Health and Healing), Governance Manual* attached to this Report. These details had not been included in the original proposal for the Institute in order that the Head, Ongomiizwin could engage in meaningful consultations with Indigenous communities about a process for appointing members, which could only occur following the University's formal approval of the Institute.
2. The Rady Faculty of Health Sciences and Ongomiizwin are proposing to establish three categories of membership within the Institute: Members by Position, Regular Members, and External Stakeholders and Community Leader Members. The criteria for Regular Members and External Stakeholders and Community Leader Members, as set out in the *Governance Manual* reflect several revisions recommended by SCAR for clarification.

- Members by Position would be members of Ongomiizwin on the basis of their holding a leadership or management position within the Institute, as detailed in the *Governance Manual*. These would be *ex officio* positions.
- Regular Members should hold a faculty appointment in an academic department at the University but, in certain circumstances, may have an equivalent combination of education and experience, for example, an Elder-in-Residence at the University. Regular Members would be required to have expertise and an interest in education and Indigenous health or healing.

Members of the Ongomiizwin-Education, Ongomiizwin-Research, and of the clinical leadership groups of Ongomiizwin-Health Services, would be *ex officio* Regular Members. Otherwise, individuals would apply to be a Regular Member, for approval by the Head, Ongomiizwin, on advice of the Members' Council or Members' Executive Council.

- External Stakeholders and Community Leader Members may be appointed by the Head based on functional expertise and interest in the realm of Indigenous health or healing. These individuals may also apply to be a Regular Member, provided they meet the criteria.

3. The *Governance Manual* describes the organization structure for Ongomiizwin, including terms of reference for governing bodies, including the: (i) Senior Leadership Council as the operational committee, whose membership would include Members by Position; (ii) Members' Council, whose membership would include Members by Position, Regular Members, and External Stakeholders and Community Leader Members, as the advisory committee; (iii) Members' Executive Council of the Members' Council, including Members by Position and representatives elected from among the Regular Members and External Stakeholders and Community Leader Members; and (iv) Elders and Knowledge Keepers' Advisory Circle, whose membership would include the Head, Ongomiizwin, the Executive Director or Director of each of the Research, Education, and Health Services Units, and the Director, Education and Student Support, in Ongomiizwin, and up to twelve Traditional Healers, Elders, and Knowledge Keepers from the community.

Recommendation:

The Senate Committee on Academic Review recommends:

THAT Senate approve the organization structure and proposed membership categories for the Indigenous Institute of Health and Healing (Ongomiizwin), as set out in the *Ongomiizwin (Indigenous Institute of Health and Healing), Governance Manual*.

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.

MEMORANDUM

DATE: December 13, 2017

TO: The Senate Committee on Academic Review (SCAR)

FROM: Catherine Cook, Head, Ongomiizwin and Vice-Dean, Indigenous, Rady Faculty of Health Sciences

RE: **Ongomiizwin –Membership and Governance**

As you are aware, Ongomiizwin (the Indigenous Institute of Health and Healing) was approved by the University of Manitoba Senate on April 5, 2017 and officially launched on June 2, 2017.

As a condition of Senate approval, Ongomiizwin is to provide to the Senate Committee on Academic Review (SCAR) clear procedures for appointing members to Ongomiizwin, including guidelines on how members of the broader University community could interact with the Institute.

We believe that the attached Ongomiizwin Governance Manual with its appendices, meets the above requirements. It includes information on the organization of Ongomiizwin, its membership categories including how to apply to become a member, a membership application form, as well as draft Terms of Reference for its committees.

In particular, there are three categories of membership to Ongomiizwin as follows:

I. Members by Position

(a) *Criteria:* Members by their position are members of Ongomiizwin by virtue of holding a leadership or management position within Ongomiizwin. These members are:

- The Head of Ongomiizwin and Vice Dean, Indigenous, Rady Faculty of Health Sciences
- All Elders-in-Residence, Ongomiizwin
- The Executive Director, Indigenous Academic Affairs, Ongomiizwin
- The Executive Director, Indigenous Health Services, Ongomiizwin
- The Director, Research, Ongomiizwin
- The Director, Education, Ongomiizwin
- The Director, Indigenous Health Integration, Ongomiizwin
- The Operations Manager, Ongomiizwin
- The Human Resources Officer assigned to Ongomiizwin
- The Director, Nursing Programs, Ongomiizwin

- (b) *Procedure*: an individual becomes a member of Ongomiizwin within this category by entering into one of the positions noted above. The member will no longer be considered a Member by Position of Ongomiizwin should he or she no longer hold the noted position.
- (c) *Approval Process*: The approval process is based on the holding of a listed position.
- (d) *Privileges and Responsibilities*: Members by Position will serve as the first members of the Members' Council. Members by Position shall be active in the Senior Leadership Council and the Members' Council.

II. Regular Members

(a) *Criteria*: Regular Members of Ongomiizwin should hold an appointment in an academic department within the University of Manitoba however, in certain circumstances, may have an equivalent combination of education and experience. Regular members are required to have expertise and interest in the realm of Indigenous Health or Healing.

Current approved members of the Ongomiizwin – Research, Ongomiizwin – Education, and the clinical leadership groups of Ongomiizwin – Health Services (“Members of a Unit”) are considered Regular Members of Ongomiizwin, by virtue of being Members of a Unit within Ongomiizwin. The member will no longer be considered a Regular Member of Ongomiizwin should he or she no longer be a Member of a Unit, unless he or she applies to be, and is approved as, a Regular Member in accordance with this Membership section.

(b) *Procedure*: To apply to be a Regular Member, the applicant will be required to complete the application form (attached as Appendix E) which requests degree(s) held, employment experience, professional activities, and academic activities including teaching, research, service and outreach, along with an abbreviated and updated CV. A Member of a Unit is not required to complete the application form, but is automatically considered a Regular Member by being an active Member to the Unit.

(c) *Approval Process*: The Head of Ongomiizwin approves Regular Members, on advice of the Members' Council/Members' Executive Council.

(d) *Privileges and Responsibilities*: In order to maintain membership, Regular Members shall be active in the Members' Council and in areas of Indigenous Health and Healing. This may include:

- attending Members' Council meetings;
- participating in teaching relating to Indigenous Health and Healing;
- supporting Indigenous peer, graduate and undergraduate student mentorship;
- conducting, or assisting with, research in support of Indigenous Health and Healing;
- service contributions in Indigenous Health and Healing.

III. External Stakeholder and Community Leader Members

- (a) *Criteria:* External Stakeholder and Community Leader Members of Ongomiizwin may be appointed as a Member by the Head of Ongomiizwin, based on functional expertise and interest in the realm of Indigenous Health or Healing.

An individual from any stakeholder group or any community leader may also apply to be a Regular Member should he or she meet the criteria.

- (b) *Procedure:* The Head of Ongomiizwin will identify potential External Stakeholder and Community Leader Members of Ongomiizwin, based upon the needs of Ongomiizwin and the functional expertise and interest of the individual in the realm of Indigenous Health or Healing.
- (c) *Approval Process:* The approval process is the appointment of the External Stakeholder and Community Leader Member by the Head of Ongomiizwin, and the acceptance of the appointment, as an External Stakeholder and Community Leader Member, by that individual.
- (d) *Privileges and Responsibilities:* The External Stakeholder and Community Leader Members should be active in the Members' Council and in areas of Indigenous Health or Healing.

The Governance Manual, with its attachments, was approved by the Dean's Council, Rady Faculty of Health Sciences, on December 12, 2017.

Please advise if you require any additional information or clarification. Thank you.



UNIVERSITY
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Rady Faculty of
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Ongomiizwin *(Indigenous Institute of Health and Healing)*

Governance Manual

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BACKGROUND

Ongomiizwin (the Indigenous Institute of Health and Healing) was approved by the University of Manitoba Senate on April 5, 2017 and officially launched on June 2, 2017. Ongomiizwin (clearing a path for generations to come) has a permanent place in the Rady Faculty of Health Sciences, affirming the University of Manitoba's commitment to building respectful relationships and creating pathways to Indigenous health, healing and achievement. It is significant that Ongomiizwin's name encompasses not only health, but healing. Ongomiizwin supports spiritual healing from the ongoing legacies of colonialism as part of the reconciliation process.

Ongomiizwin brings together, at the Rady Faculty of Health Sciences level, three units that were formerly part of the Max Rady College of Medicine: the Manitoba First Nations Centre for Aboriginal Health Research, the Centre for Aboriginal Health Education and the J.A. Hilde Northern Medical Unit. These units have been renamed Ongomiizwin – Research, Ongomiizwin – Education, and Ongomiizwin – Health Services.

GOVERNANCE

Mandate

Ongomiizwin has been established as an institute pursuant to University of Manitoba Policy: Academic Centres and Institutes. As such, it is a formally structured organizational unit of the University of Manitoba.

Its mandate is to provide leadership and advance excellence in research, education and health services in collaboration with First Nations, Metis and Inuit communities. Its work is guided by Knowledge Keepers and Elders and helps to achieve health and wellness of Indigenous peoples. Ongomiizwin provides leadership in Indigenous health across the five colleges of the Rady Faculty of Health Sciences (Dentistry, Medicine, Nursing, Pharmacy and Rehabilitation Sciences) in the areas of education, research and health services.

Ongomiizwin assumes responsibility for the administration, financial management, leadership and management structure, supporting inter-professional education, supporting inter-disciplinary policy electives, supporting international Indigenous exchange programs, and coordinating the activities of the specific units and streams of activity in Ongomiizwin.

Ongomiizwin will lead the implementation of the Rady Faculty's Reconciliation Action Plan, developed in response to the health-related calls to action made by the Truth and Reconciliation Commission of Canada. The Action Plan addresses themes such as honouring traditional knowledge and healing practices; providing safe learning environments and professionalism; improving support and retention of Indigenous students; educating all students and faculty in cultural safety and anti-racism; and removing barriers to health professional education.

Mission

To honour relationships, inspire minds, and contribute to the health and well-being of First Nations, Metis and Inuit children, families and communities.

Vision

A world where First Nations, Metis and Inuit communities hold the power to create opportunity for themselves and others.

Governance Principles

The governance principles for Ongomiizwin are respectful of the guidance expectations of the University of Manitoba governance model and those of the Indigenous community. Ongomiizwin's governance principles include:

1. Recognition that relationship is central to meaningful and authentic engagement with First Nation, Metis, and Inuit Peoples.
2. Shared respect, trust, and commitment to mutually empowered long-term relationships.
3. Acknowledgement of the inherent rights of First Nation, Metis, and Inuit Peoples; the Treaty rights of First Nation Peoples; and the diversity and distinct identities, histories, cultures, languages, geographies between First Nation, Metis, and Inuit Peoples.
4. Within the relationships and engagements there will be shared authority, responsibility, and accountability.
5. Address the priorities and needs of First Nation, Metis, and Inuit Peoples, and the University of Manitoba.

ORGANIZATION and MEMBERSHIP

Organization

As an Academic Centre/Institute created pursuant to the University of Manitoba Academic Centres and Institutes Policy (April 1, 2009), Ongomiizwin needs to meet the requirements of the policy and its procedure relating to its organization and membership.

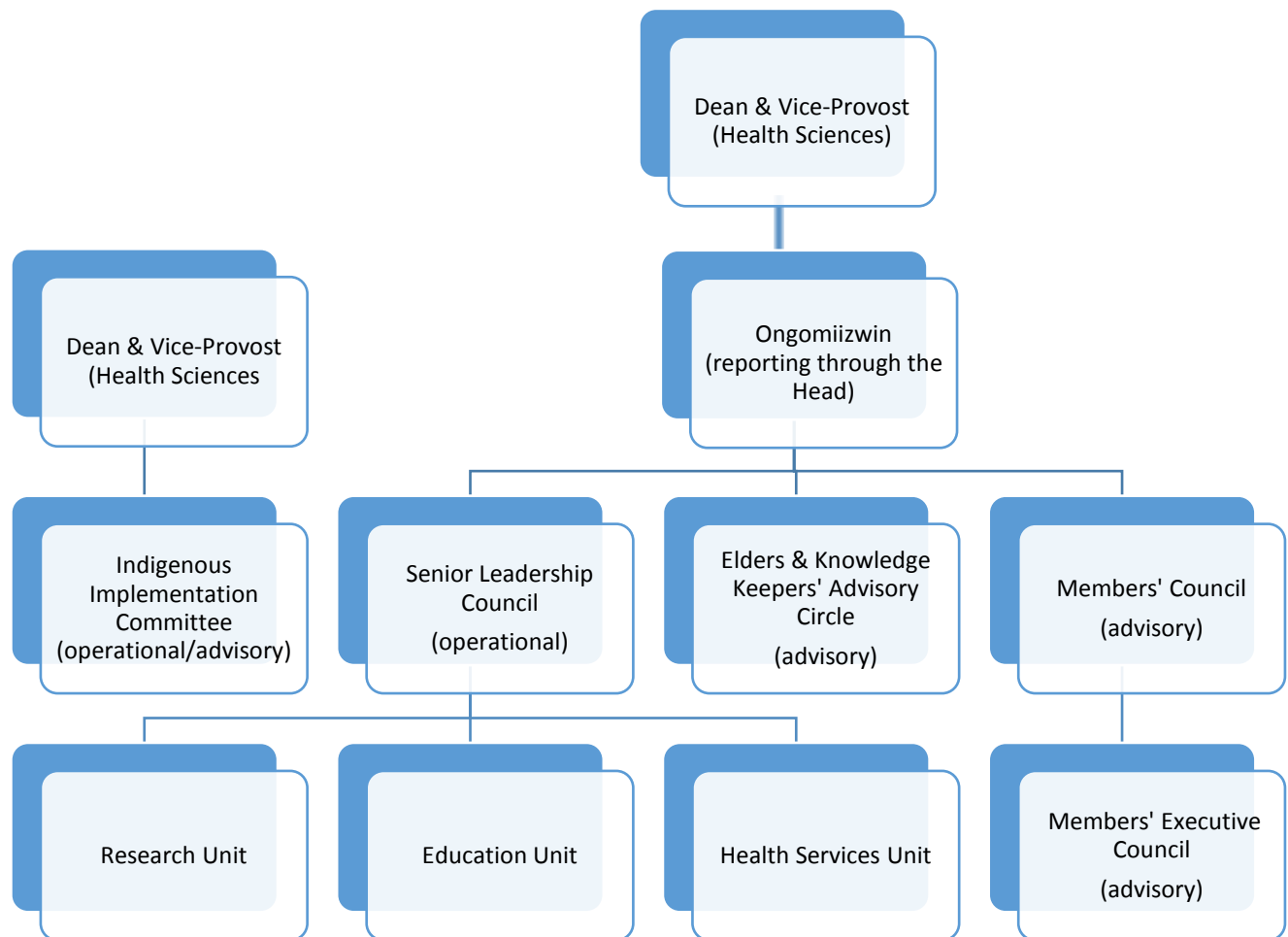
Ongomiizwin is led by the appointed Head of Ongomiizwin who also holds the joint position of Vice-Dean, Indigenous, Rady Faculty of Health Sciences. This joint position reports to the Dean, Rady Faculty of Health Sciences and Vice-Provost (Health Sciences).

Ongomiizwin is organized by:

- a) Its senior leadership, sitting at the Senior Leadership Council, the operational committee of Ongomiizwin (its Terms of Reference are attached at Appendix A);
- b) Its Members, sitting at the Members' Council, the advisory committee of Ongomiizwin (its Terms of Reference are attached at Appendix B);
- c) Its Elders and Knowledge Keepers, sitting at the Elders & Knowledge Keepers' Advisory Circle (its Terms of Reference are attached at Appendix C).

In addition to the above, an Indigenous Implementation Committee reports directly to the Dean, Rady Faculty of Health Sciences and Vice-Provost (Health Sciences). It is advisory and is responsible to implement Indigenous strategies across the Colleges and Faculty, and is specifically responsible to implement the Reconciliation Action Plan (its Terms of Reference are attached at Appendix D).

Please see the organization structure on the next page.



Categories of Membership

I. Members by Position

- (a) *Criteria:* Members by their position are members of Ongomiizwin by virtue of holding a leadership or management position within Ongomiizwin. These members are:
- The Head of Ongomiizwin and Vice Dean, Indigenous, Rady Faculty of Health Sciences
 - All Elders-in-Residence, Ongomiizwin
 - The Executive Director, Indigenous Academic Affairs, Ongomiizwin
 - The Executive Director, Indigenous Health Services, Ongomiizwin
 - The Director, Research, Ongomiizwin
 - The Director, Education, Ongomiizwin
 - The Director, Indigenous Health Integration, Ongomiizwin
 - The Operations Manager, Ongomiizwin
 - The Human Resources Officer assigned to Ongomiizwin
 - The Director, Nursing Programs, Ongomiizwin
- (b) *Procedure:* an individual becomes a member of Ongomiizwin within this category by entering into one of the positions noted above. The member will no longer be considered a Member by Position of Ongomiizwin should he or she no longer hold the noted position.
- (c) *Approval Process:* The approval process is based on the holding of a listed position.
- (d) *Privileges and Responsibilities:* Members by Position will serve as the first members of the Members' Council. Members by Position shall be active in the Senior Leadership Council and the Members' Council.

II. Regular Members

(a) *Criteria:* Regular Members of Ongomiizwin should hold a faculty appointment in an academic department within the University of Manitoba however, in certain circumstances, may have an equivalent combination of education and experience, for example, an Elder-in-Residence at the University of Manitoba. Regular members are required to have expertise and interest in the realm of education as well as Indigenous Health or Healing.

Members of the Ongomiizwin – Research, Ongomiizwin – Education, and the clinical leadership groups of Ongomiizwin – Health Services (“Members of a Unit”) are Regular Members of Ongomiizwin, based on their appointment to a Unit within Ongomiizwin. The member will no longer be considered a Regular Member of Ongomiizwin should he or she no longer be a Member of a Unit, unless he or she applies to be, and is approved as, a Regular Member in accordance with this Membership section.

(b) *Procedure:* To apply to be a Regular Member, the applicant will be required to complete the application form (attached as Appendix E) which requests degree(s) held, employment experience, professional activities, and academic activities including teaching, research, service and outreach, along with an abbreviated and updated CV. (c) *Approval Process:* The Head of Ongomiizwin approves Regular Members, on advice of the Members' Council/Members' Executive Council.

(d) *Privileges and Responsibilities*: In order to maintain membership, Regular Members shall be active in the Members' Council and in areas of Indigenous Health and Healing. This may include:

- attending Members' Council meetings;
- participating in teaching relating to Indigenous Health and Healing;
- supporting Indigenous peer, graduate and undergraduate student mentorship;
- conducting, or assisting with, research in support of Indigenous Health and Healing;
- service contributions in Indigenous Health and Healing.

III. External Stakeholder and Community Leader Members

- (a) *Criteria*: External Stakeholder and Community Leader Members of Ongomiizwin may be appointed as a Member by the Head of Ongomiizwin, based on functional expertise and interest in the realm of Indigenous Health or Healing.

An individual from any stakeholder group or any community leader may also apply to be a Regular Member should he or she meet the criteria for Regular Members.

- (b) *Procedure*: The Head of Ongomiizwin will identify potential External Stakeholder and Community Leader Members of Ongomiizwin, based upon the needs of Ongomiizwin and the functional expertise and interest of the individual in the realm of Indigenous Health or Healing. A community leader or an individual from any external stakeholder may also self-nominate herself/himself by expressing his/her interest in becoming an External Stakeholder or Community Leader member of Ongomiizwin, to the Head of Ongomiizwin.
- (c) *Approval Process*: The approval process is the appointment of the External Stakeholder and Community Leader Member by the Head of Ongomiizwin, and the acceptance of the appointment, as an External Stakeholder and Community Leader Member, by that individual.
- (d) *Privileges and Responsibilities*: The External Stakeholder and Community Leader Members should be active in the Members' Council and in areas of Indigenous Health and Healing. This may include:
- attending Members' Council meetings;
 - participating in teaching relating to Indigenous Health and Healing;
 - supporting Indigenous peer, graduate and undergraduate student mentorship;
 - conducting, or assisting with, research in support of Indigenous Health and Healing;
 - service contributions in Indigenous Health and Healing.

REPORTING and REVIEW

Annual Report

The Head of Ongomiizwin shall provide an annual report to the Dean, Rady Faculty of Health Sciences as well as to the Chair, Senate Committee on Academic Review. This report will detail the activities of Ongomiizwin and its personnel, including innovations in teaching, course delivery, and other programmatic activities (e.g. conferences, workshops, seminars, etc.) (Academic Centres and Institutes Procedure, April 1, 2009).

Annual Meeting

Ongomiizwin community and partners will be invited to an annual meeting to discuss the annual report as well as the activities of Ongomiizwin for the past year. This will provide an opportunity for feedback on the past and future priorities of Ongomiizwin.

Five Year Review

Ongomiizwin will be reviewed by the Senate Committee on Academic Review on a periodic basis but not less often than every five years, as notified by the Chair, Senate Committee on Academic Review. The review process is set out in section 3 of the Academic Centres and Institutes Procedure (April 1, 2009).

POLICY

All staff and faculty should be familiar with the University of Manitoba policies that may be applicable:

<http://umanitoba.ca/admin/governance/571.html>

http://www.umanitoba.ca/governance/governing_documents/index.html

In addition, the latest versions of Rady Faculty of Health Sciences policies can be found at:

http://umanitoba.ca/faculties/health_sciences/9441.html

Policies that are specific to Ongomiizwin are currently in development. Once approved by the Dean, Rady Faculty of Health Sciences and Vice-Provost (Health Sciences), they will be found on the Ongomiizwin website:

http://umanitoba.ca/faculties/health_sciences/indigenous/institute/index.html

Some frequently applicable University of Manitoba policies are noted below.

Academic Centres and Institutes Policy

It is important to note that the Head, Ongomiizwin, is administratively responsible for Ongomiizwin. The Head exercises general supervision over the operation of the Institute.

The Head, Ongomiizwin is accountable to the Dean, Rady Faculty of Health Sciences and Vice-Provost (Health Sciences), as financial responsibility is vested with the Dean. As well, Ongomiizwin must conform to University policies and procedures.

http://umanitoba.ca/admin/governance/governing_documents/academic/934.html

Travel

The minimum requirements respecting travel approvals are found within the University of Manitoba policy. The details are set out in the procedure, with the link provided below.

http://umanitoba.ca/admin/governance/media/Travel_and_Business_Expense_Claims_Procedure_-_2017_04_11.pdf

Purchasing

The process for purchasing is dependent on cost. Please reference the Purchasing Procedure for these details.

http://umanitoba.ca/admin/governance/media/Purchasing_Procedures_-_2015_12_11_RF.pdf

Signing of Agreements

Routing of contracts and agreements for approval and signature typically involves a number of steps. There are different requirements depending on the dollar value of the contract, whether the agreement is a standard contract or a non-standard agreement, and signing authority limits. The following should be referenced when routing and signing contracts/agreements:

- Instructions – Signing of Agreements
http://umanitoba.ca/admin/vp_admin/ofp/legal/media/Signing_Policy_Instructions_alone.pdf
- Signing of Agreements - Policy
http://umanitoba.ca/admin/governance/governing_documents/community/1113.html
- Signing of Agreements - Procedure
http://umanitoba.ca/admin/governance/governing_documents/community/1114.html
 - Schedule A:
[http://umanitoba.ca/admin/governance/media/Signing_of_Agreements_Procedures - Schedule A - 2015 03 23.pdf](http://umanitoba.ca/admin/governance/media/Signing_of_Agreements_Procedures_-_Schedule_A_-_2015_03_23.pdf)
 - Schedule B:
[http://umanitoba.ca/admin/governance/media/Signing_of_Agreements_Procedures - Schedule B - 2014 11 21.pdf](http://umanitoba.ca/admin/governance/media/Signing_of_Agreements_Procedures_-_Schedule_B_-_2014_11_21.pdf)

Conflicts of Interest

Conflicts of Interest may arise naturally from an employee's engagement inside the University of Manitoba or an employee's activities outside the University of Manitoba. In order to ensure the maintenance of the public trust in the University of Manitoba and to protect the integrity of its persons, the University of Manitoba has a Conflict of Interest Policy that defines conflicts of interest, and requires recognition, disclosure, and management of them. The policy can be found at:
http://umanitoba.ca/admin/governance/governing_documents/community/248.html

Computer Use

University-owned computer systems and networks may be used for authorized purposes only. The Use of Computers Facility policy and procedure sets out authorized and unauthorized uses, found at:
http://umanitoba.ca/admin/governance/governing_documents/community/252.html

Appendix A

Ongomiizwin - Senior Leadership Council Terms of Reference

1. PURPOSE

- 1.1 To provide advice, feedback and information to the Head of the Indigenous Institute of Health and Healing (“Ongomiizwin”) on a wide variety of operational and strategic issues tabled by its members.
- 1.2 To share information on, and provide advice respecting, the ongoing activities within Ongomiizwin including activities that do, or may, significantly affect learners, staff or faculty.
- 1.3 To share information on activities that do, or may, affect multiple areas within Ongomiizwin, or other areas of responsibility outside the member’s responsibility.
- 1.4 To receive regular status reports and news of activities from the members of the Senior Leadership Council respecting their portfolios.
- 1.5 To review and recommend on items needing higher level(s) of approval (e.g. Rady Faculty of Health Sciences Dean’s Council, Rady Faculty of Health Sciences Faculty Council, Provost, Senate, Board of Governors).

2. REPORTING STRUCTURE

The Senior Leadership Council (the “Council”) reports to the Head, Ongomiizwin.

3. CHAIRPERSON AND MEMBERSHIP

- 3.1 The Chair of the Council shall be the Head, Ongomiizwin or his/her designate.
- 3.2 The membership of the Council shall consist of:
 - The Head, Ongomiizwin and the Vice Dean, Indigenous, Rady Faculty of Health Sciences
 - All Elders-in-Residence, Ongomiizwin
 - The Executive Director, Academic, Ongomiizwin
 - The Executive Director, Health Services, Ongomiizwin
 - The Director, Research, Ongomiizwin
 - The Director, Education & Student Support, Ongomiizwin
 - The Operations Manager, Ongomiizwin
 - The Director, Indigenous Health Integrations, Ongomiizwin
 - The Human Resources Officer assigned to Ongomiizwin
 - The Director, Nursing Programs, Ongomiizwin

4. **FUNCTIONS OF COUNCIL**

The Council shall be the key operational body on issues relating to the provision of support and oversight to the administrative and operational activities of Ongomiizwin, which includes without limitation:

- Developing and implementing the key strategic priorities, policies, initiatives and directions of Ongomiizwin;
- Receiving status reports on, and providing oversight to, individual unit activities, priorities and needs;
- Supporting the administrative functions managed on an Institute-wide basis;
- Providing liaisons with appropriate professional and regulatory bodies, as well as government representatives; and
- Providing recommendations for approval to the appropriate approval bodies, as required.

5. **TERM OF OFFICE**

The term of office of each member shall be for the term the individual is in the position noted in 3.2.

6. **QUORUM and DECISION-MAKING**

6.1 A simple majority of the sitting members of the Council shall constitute a quorum.

6.2 The preferred model for decision-making is consensus. If consensus cannot be reached, any member may put forward a motion for a vote.

7. **NUMBER OF MEETINGS**

The Council shall meet monthly or subject to the call of the Chair.

8. **NOTICE OF MEETINGS**

8.1 Agenda items must be sent to the Council secretary at least 48 hours in advance of the meeting.

8.2 The agenda shall be prepared and distributed to the members of the Council prior to the meeting.

Dean's Council, Rady Faculty of Health Sciences:

Original Approved: December 12, 2017

Review Date: December 12, 2027

Revised/Approved:

Council Contact: Assistant to the Head, Ongomiizwin

Appendix B

Ongomiizwin - Members' Council and Members' Executive Council Terms of Reference

I. Principles

A. The Indigenous Institute of Health and Healing (“Ongomiizwin”) is an academic Institute of the Faculty of Health Sciences, approved by the University of Manitoba Senate on April 5, 2017 and officially launched on June 2, 2017, pursuant to University of Manitoba Policy: Academic Centres and Institutes. Pursuant to the Academic Centres and Institutes Policy, it is a formally structured organizational unit of the University of Manitoba.

B. The Head of Ongomiizwin is administratively responsible for Ongomiizwin. The Head of Ongomiizwin reports to the Dean, Rady Faculty of Health Sciences and Vice-Provost (Health Sciences).

C. Pursuant to subsection 2.2.5 of the Academic Centres and Institutes Policy, Ongomiizwin should have an advisory committee. This members’ council (the “Members’ Council”) shall serve as that advisory committee, providing advice on Ongomiizwin’s activities and programs.

D. It is the role of all members of the Members’ Council to act honestly, fairly and in the best interests of Ongomiizwin, the Rady Faculty of Health Sciences and the University of Manitoba.

II. Members' Council

A. Membership

1. Members by Position

a) Criteria: Members by their position are members of Ongomiizwin by virtue of holding a leadership or management position within Ongomiizwin. These members are:

- (1) The Head of Ongomiizwin and Vice Dean, Indigenous, Rady Faculty of Health Sciences
- (2) All Elders-in-Residence, Ongomiizwin
- (3) The Executive Director, Indigenous Academic Affairs, Ongomiizwin
- (4) The Executive Director, Indigenous Health Services, Ongomiizwin
- (5) The Director, Research, Ongomiizwin
- (6) The Director, Education, Ongomiizwin
- (7) The Director, Indigenous Health Integration, Ongomiizwin
- (8) The Operations Manager, Ongomiizwin
- (9) The Human Resources Officer assigned to Ongomiizwin
- (10) The Director, Nursing Programs, Ongomiizwin

b) Procedure: an individual becomes a member of Ongomiizwin within this category by entering into one of the positions noted above. The member will no longer be considered a Member by Position of Ongomiizwin should he or she no longer hold the noted position.

c) Approval Process: The approval process is based on the holding of a listed position.

d) Privileges and Responsibilities: Members by Position will serve as the first members of the Members' Council. Members by Position shall be active in the Senior Leadership Council and the Members' Council.

2. Regular Members

a) Criteria: Regular Members of Ongomiizwin should hold a faculty appointment in an academic department within the University of Manitoba however, in certain circumstances, may have an equivalent combination of education and experience, for example, an Elder-in-Residence at the University of Manitoba. Regular members are required to have expertise and interest in the realm of education as well as Indigenous Health or Healing.

Members of the Ongomiizwin – Research, Ongomiizwin – Education, and the clinical leadership groups of Ongomiizwin – Health Services (“Members of a Unit”) are Regular Members of Ongomiizwin, based on their appointment to a Unit within Ongomiizwin. The member will no longer be considered a Regular Member of Ongomiizwin should he or she no longer be a Member of a Unit, unless he or she applies to be, and is approved as, a Regular Member in accordance with this Membership section.

b) Procedure: To apply to be a Regular Member, the applicant will be required to complete the application form (attached as Appendix E) which requests degree(s) held, employment experience, professional activities, and academic activities including teaching, research, service and outreach, along with an abbreviated and updated CV.

c) Approval Process: The Head of Ongomiizwin approves Regular Members, on advice of the Members’ Council/Members’ Executive Council.

d) Privileges and Responsibilities: In order to maintain membership, Regular Members shall be active in the Members’ Council and in areas of Indigenous Health and Healing. This may include:

- attending Members’ Council meetings;
- participating in teaching relating to Indigenous Health and Healing;
- supporting Indigenous peer, graduate and undergraduate student mentorship;
- conducting, or assisting with, research in support of Indigenous Health and Healing;
- service contributions in Indigenous Health and Healing.

3. External Stakeholder and Community Leader Members

a) Criteria: External Stakeholder and Community Leader Members of Ongomiizwin may be appointed as a Member by the Head of Ongomiizwin, based on functional expertise and interest in the realm of Indigenous Health or Healing. An individual from any stakeholder group or any community leader may also apply to be a Regular Member should he or she meet the criteria for Regular Members.

b) Procedure: The Head of Ongomiizwin will identify potential External Stakeholder and Community Leader Members of Ongomiizwin, based upon the needs of Ongomiizwin and the functional expertise and interest of the individual in the realm of Indigenous Health or Healing. A community leader or an individual from any external stakeholder may also self-nominate herself/himself by expressing his/her interest in becoming an External Stakeholder or Community Leader member of Ongomiizwin, to the Head of Ongomiizwin.

c) Approval Process: The approval process is the appointment of the External Stakeholder and Community Leader Member by the Head of Ongomiizwin, and the acceptance of the appointment, as an External Stakeholder and Community Leader Member, by that individual.

d) Privileges and Responsibilities: The External Stakeholder and Community Leader Members should be active in the Members' Council and in areas of Indigenous Health or Healing. This may include:

- attending Members' Council meetings;
- participating in teaching relating to Indigenous Health and Healing;
- supporting Indigenous peer, graduate and undergraduate student mentorship;
- conducting, or assisting with, research in support of Indigenous Health and Healing;
- service contributions in Indigenous Health and Healing.

B. Meetings

1. The Head of Ongomiizwin shall be the presiding officer and chair at all meetings of the Members' Council, subject to the right of the Dean, Rady Faculty of Health Sciences and Vice-Provost (Health Sciences), to take the chair at such meetings. In the Head's absence, the Head shall designate the presiding officer and chair.
2. The Members' Council shall meet at least one (1) time per year.
3. Meetings shall be called at the discretion of the Head of Ongomiizwin.
4. At least two weeks' notice of any regular Members' Council meeting shall be given and at least 48 hours' notice for any special Members' Council meeting.
5. The quorum necessary for the transaction of business shall be twenty-five (25) members.

C. Powers to Act

The Members' Council, subject to the plenary powers of the Board of Governors and the general charge of all matters of an academic character vested in the Senate, shall have power:

1. To provide for the regulation and conduct of its meetings and proceedings.
2. To periodically review its Terms of Reference and recommend amendments to the Rady Faculty of Health Sciences' Dean's Council, for approval.
3. To establish standing and ad hoc committees of the Members' Council and approve their membership and terms of reference.
4. To determine other matters within its jurisdiction that have not been specifically delegated to subordinate bodies.

D. Powers to Recommend

The Members' Council shall have the power to make such recommendations as it deems advisable to the appropriate persons or bodies and, without restricting the generality of the foregoing, has the following powers to recommend:

1. To recommend, to the Head of Ongomiizwin, applicants to become Regular Members of Ongomiizwin.
2. To identify vehicles to establish collaborative partnership with First Nations, Metis and Inuit communities for the purposes of developing enhanced programming, partnership based research and service delivery models, and inform the education of future health professions.
3. To recommend collaborative research efforts and opportunities with flexible programs for learners, as well as enhanced Indigenous research and scholarly activities.
4. To recommend national and international collaborations, informed by best practices in Indigenous Health, and promote successful collaboration outcomes supporting Indigenous learners and faculty.
5. To recommend, to the Rady Faculty of Health Sciences, Faculty-wide Indigenous Health-specific strategic priorities and goals.
6. To advocate to address health inequities affecting Indigenous communities.
7. To recommend on recruitment and retention of faculty with expertise in Indigenous Health or Indigenous Health Research.
8. To recommend on community clinical service delivery including return of service and residency training strategies in northern First Nations, Metis and Inuit Health communities.
9. To identify, articulate, and recommend for advancement, cultural competency and cultural safety across the spectrum of learning for students and faculty.

III. Members' Executive Council

A. Membership

There shall be an executive council of the Members' Council (the "Members' Executive Council") and shall be composed of:

1. The Members by Position, Ongomiizwin.
2. Five (5) Regular Members elected by and from the Regular Members of Ongomiizwin. The term of office for each elected Regular Member shall be three (3) years.
3. Five (5) External Stakeholder and Community Leader Members elected by and from the External Stakeholder and Community Leader Members of Ongomiizwin. The term of office for each elected External Stakeholder and Community Leader Member shall be three (3) years.

B. Meetings

1. Notwithstanding the Dean and Vice-Provost's right to preside over the Members' Council, the Head of Ongomiizwin or designate shall be the presiding officer at all meetings of the Members' Executive Council. In the Head's absence, he or she shall designate the chair and the presiding officer.
2. The Members' Executive Council shall meet at least three (3) times per year.
3. Meetings shall be called at the discretion of the Head of Ongomiizwin.
4. At least one week's notice of any regular Members' Executive Council meeting shall be given and at least 48 hours' notice for any special Members' Executive Council meeting.
5. The quorum necessary for the transaction of business shall be a majority of the members.

C. Powers to Act and Recommend

The Members' Council hereby delegates to the Members' Executive Council all powers to act and recommend granted to the Members' Council. The Members' Council cannot over rule the decisions of its Members' Executive Council, made on the Members' Council's behalf.

IV. Decision-Making

The preferred model for decision-making is consensus. If consensus cannot be reached, any member may put forward a motion for a vote.

V. Committees or Working Groups

The Members' Council may create committees or working groups as it deems necessary. The Terms of Reference and membership of each Committee or Working Group shall be approved by the Members' Council.

VI. Enactment and Amendments

A. The date of enactment for these Terms of Reference shall be the date on which they receive approval by The Rady Faculty of Health Sciences' Dean's Council.

B. Any amendments to these Terms of Reference shall require the approval of The Rady Faculty of Health Sciences' Dean's Council.

Dean's Council, Rady Faculty of Health Sciences:

Original Approved: December 12, 2017

Review Date: December 12, 2027

Revised/Approved:

Members' Council Contact: Assistant to the Head, Ongomiizwin

Appendix C

Ongomiizwin - Elders & Knowledge Keepers' Advisory Circle

Terms of Reference

1. BACKGROUND

The ability of the Rady Faculty of Health Sciences to service Indigenous communities has been limited by institutional and epistemic racism, including the undervaluing of Elders, Knowledge Keepers and Indigenous knowledge.

2. PURPOSE

To value the advice of Elders and Knowledge Keepers and hear the priorities of the Indigenous community in order to build the Indigenous Institute of Health and Healing (“Ongomiizwin”).

3. REPORTING STRUCTURE

The Elders & Knowledge Keepers' Advisory Circle (the “Circle”) provides guidance to the Head, Ongomiizwin and the leadership of Ongomiizwin.

4. MEMBERSHIP

The membership of the Circle shall consist of:

- The Head, Ongomiizwin and Vice-Dean, Indigenous, Rady Faculty of Health Sciences
- The Executive Director, Academic, Ongomiizwin
- The Executive Director, Health Services, Ongomiizwin
- The Director, Research, Ongomiizwin
- The Director, Education & Student Support, Ongomiizwin
- Up to twelve (12) Traditional Healers, Elders and Knowledge Keepers from the Community, Ongomiizwin, or the University of Manitoba. These individuals will be identified through a wide-ranging call for nominations, and appointed by the Head, Ongomiizwin. Where possible, there should be equal representation from First Nations, Metis and Inuit communities as well as equal gender representation. The term of each member shall be three (3) years and is renewable.

5. FUNCTIONS OF CIRCLE

The Circle shall provide advice to Ongomiizwin respecting Indigenous issues including:

- Identifying the priorities for the community.
- Providing guidance on a framework for cultural safety.
- Providing guidance on strategic directions in Indigenous Health and Healing.
- Providing guidance and advice on respectful Indigenous cultural protocols.
- Advising Ongomiizwin and the University of Manitoba on policies or processes in order to achieve cultural alignment.

6. TERM OF OFFICE

The term of office of each member shall be for the term the individual is in the position noted in 3.2 or for representatives, for the term that the representative is appointed.

7. QUORUM and DECISION-MAKING

7.1 Meetings will proceed irrespective of the number of attendees; no quorum is necessary.

7.2 The preferred model for decision-making is consensus.

8. NUMBER OF MEETINGS

The Circle shall meet two (2) times per year, arranged by the Circle secretary.

9. Notice of Meetings

9.1. Agenda items should be sent to the Circle secretary at least 48 hours in advance of the meeting.

9.2. An agenda should be prepared and distributed to the members of the Circle prior to the meeting.

Dean's Council, Rady Faculty of Health Sciences:

Original Approved: December 12, 2017

Review Date: December 12, 2027

Revised/Approved:

Council Contact: Assistant to the Head, Ongomiizwin

Appendix D

Indigenous Implementation Committee

Terms of Reference

1. PURPOSE AND MANDATE

- 1.1. To advise on, and implement, the Rady Faculty of Health Sciences Reconciliation Action Plan within the Rady Faculty of Health Sciences (“**RFHS**”) and across the Colleges within the RFHS, in the five theme areas:
- Honouring Traditional Knowledge Systems and Practices
 - Safe Learning Environments and Professionalism
 - Student Support, Mentorship and Retention
 - Education across the Spectrum
 - Closing the Gap in Admissions
- 1.2. To advise on, and implement, other identified Indigenous strategies within the RFHS and across the Colleges within the RFHS.

2. REPORTING AND ACCOUNTABILITY

- 2.1. **Accountability:** The Committee reports, and is accountable, to the RFHS Dean (“**Dean**”) and Vice-Provost (Health Sciences) (“**Vice-Provost**”) and provides information to the Head, Indigenous Institute of Health and Healing (“Ongomiizwin”).
- 2.2. **Reporting:** The Committee, through the Chair, shall provide a written report to the Dean and Vice-Provost once per calendar year.

3. CHAIRPERSON AND COMMITTEE MEMBERSHIP

- 3.1. **Chair:** The Chair of the Committee shall be the Executive Director, Academic, Ongomiizwin. The Chair is responsible for the following at Committee meetings:
- (a) Calling the meeting to order;
 - (b) Establishing an agenda and ensuring agenda items are addressed;
 - (c) Ensuring the minutes from prior meeting(s) are reviewed and approved by the Committee (with or without modification);
 - (d) Facilitating discussion to reach consensus on matters under consideration in a professional manner.
- 3.2. **Membership:** The membership of the Committee shall consist of:
- (a) The Executive Director, Academic, Ongomiizwin (Chair)
 - (b) The Head, Ongomiizwin, and Vice-Dean, Indigenous, RFHS
 - (c) The Executive Director, Health Services, Ongomiizwin
 - (d) The Director, Indigenous Health Integration, Ongomiizwin

- (e) The Operations Manager, Ongomiizwin
- (f) The Vice-Provost, Indigenous Engagement, University of Manitoba
- (g) A senior representative as appointed from each College within the RFHS:
 - i. College of Dentistry
 - ii. Max Rady College of Medicine
 - iii. College of Nursing
 - iv. College of Pharmacy
 - v. College of Rehabilitation Sciences

3.3. **Diversity of Membership:** The RFHS strives to achieve diverse membership on its committees that is reflective of its commitment to diversity and inclusion and this should be considered in the appointment of Committee members.

3.4. **Liaisons:** Committee members shall serve as liaison persons with others in the areas from which they are appointed.

3.5. **Best Interests:** Committee members shall deal with matters before the Committee in such a way that the best interests of the RFHS take precedence over the interests of any of its constituent parts, should those interests conflict or appear to conflict.

3.6. **Consultation:** In carrying out its role, the Committee may call upon various resources as it deems required.

4. **TERM OF OFFICE**

The term of office of each Committee member shall be until the first of the following occurs:

- (a) the individual no longer holds the position noted in 3.2;
- (b) the term of the appointment ends;
- (c) the appointment is rescinded by the appointer; or
- (d) the individual resigns from the Committee.

5. **FUNCTIONS AND ACTIVITIES OF COMMITTEE**

The Committee is an advisory committee to the Dean and Vice-Provost, which shall further the goals and objectives of the RFHS in implementing the Reconciliation Action Plan, including without limitation:

1. Honouring Traditional Knowledge Systems and Practices
 - (a) Create opportunities for health professional learners to participate in land-based and ceremonial experiences under the guidance of Knowledge Keepers, including credentialed electives or electives.
 - (b) Ensure the policy environment supports the ability to follow protocols like feasting and giveaways.
 - (c) Create remuneration and faculty appointment policies to formally recognize Knowledge Keepers.
2. Safe Learning Environments and Professionalism
 - (a) Support the ongoing development and implementation of anti-racism content and pedagogies in Indigenous Health curriculum.
 - (b) Develop a broad communication plan demonstrating the commitment to a safe learning environment.

- (c) Ensure racism is addressed as an issue of professionalism through processes, policies and evaluation mechanisms.
- 3. Student Support, Mentorship and Retention
 - (a) Complete an environmental scan to understand the strengths and gaps in current programs.
 - (b) Understand and supplement previous student needs assessments with new information as necessary to assess unmet student support needs.
 - (c) Build on current student support programs and expand opportunities for mentorship and community connections.
- 4. Education across the Spectrum
 - (a) Partner with diverse Indigenous communities in defining the outcomes for faculty-wide curricula in Indigenous health.
 - (b) Advocate for inclusion of Indigenous health core objectives/standards in national accreditation process for all RFHS programs.
 - (c) Provide professional development on cultural safety to all members of the RFHS.
- 5. Closing the Gap in Admissions
 - (a) Work in partnership with Indigenous educators and other faculties to develop programs to enhance opportunities for First Nations, Metis and Inuit learners to complete high school with adequate math and science skills for university entrance into pre-requisite courses for the health professional programs.
 - (b) Develop and distribute outreach materials that highlight the contributions of Indigenous peoples to math, science and health.
 - (c) Review and strengthen criteria and admissions processes to facilitate entrance of qualified Indigenous learners.

6. MEETINGS

- 6.1. **Number of Meetings:** The Committee shall meet monthly, or subject to the call of the Chair.
- 6.2. **Notice of Meetings:** Notice of a Committee meeting shall be provided to Committee members at least five (5) business days in advance of the meeting, unless waived by the Committee members at the meeting.
- 6.3. **Agenda:** Agenda items should be sent to the Committee secretary at least 48 hours in advance of the meeting. The agenda should be prepared and distributed to the members of the Committee prior to the meeting.
- 6.4. **Quorum:** As the Committee is mainly a discussion and implementation group, a quorum is not required to hold a meeting.
- 6.5. **Decision-Making:** The preferred model for decision-making is consensus. If consensus cannot be reached, the varying recommendations for resolution will be presented by the Chair to the Dean and Vice-Provost for decision.
- 6.6. **Committee Meeting Guests:** All Committee meetings will be limited to members only unless the Chair otherwise grants approval for certain individuals to attend all or a portion of the meeting.
- 6.7. **Telephone Meetings and Email Discussion:** The Chair may consult with Committee members by email or arrange telephone meetings, instead of in-person meetings, as the circumstances may require.

6.8. **Confidentiality:** All Committee members, resource persons, consultants, guests, and administrative support persons who may be in attendance at a Committee meeting or privy to Committee information, are required to protect and keep confidential any protected information (e.g., classified or privileged information) received through participation on the Committee, unless such information is otherwise approved for public information.

6.9. **Minutes & Confidentiality:** Minutes are to be taken of business occurring during Committee meetings. However, the Committee may move “in camera” to deal with certain items if the subject matter being considered relates to personal and confidential matters that are exempt from disclosure under applicable access and privacy legislation. Once approved by the Committee, meeting minutes shall be publicly available, in accordance with applicable legislation.

7. COMMITTEE ADMINISTRATIVE SUPPORT

The Committee shall receive administrative support. The administrative support shall be provided through an individual whose duties shall include:

- a) Assisting the Chair with preparation of Committee meeting agendas and distributing notification of meetings;
- b) Ensuring follow-up of Committee action items;
- c) Information gathering;
- d) Preparation and distribution of meeting material;
- e) Minute-taking; and
- f) Maintaining Committee records.

8. WORKING GROUPS

8.1. **Referral to Working Groups:** The Committee may refer indigenous implementation issues of priority, confirmed by the Dean and Vice-Provost as requiring review, collaboration and analysis, to one or more Working Groups, which may be College specific, as the circumstances require.

8.2. **Working Group Leads:** Each Working Group shall have one or more Leads, as appointed by the Committee Chair, in consultation with the Committee. The Lead need not necessarily be a Committee member. The Lead shall provide the Committee Chair with periodic updates of the Working Group work and progress and shall provide a final report to the Committee Chair at the completion of the Working Group’s project.

8.3. **Working Group Mandate:** Each Lead (or Co-Leads) shall consult with the Committee Chair in clarifying the parameters and timelines associated with the assigned issue/project.

8.4. **Working Group Membership:** The Lead(s) of each Working Group shall recruit the membership they deem necessary to carry out the work on their assigned issue/project.

8.5. Working Group Terms of Reference: In addition to the above provisions on Working Groups:

- a) The Leads shall bear in mind the College's commitment to diversity when recruiting Working Group members;
- b) The terms of office for each Working Group member shall be for the duration of the assigned project, unless the Lead determines otherwise; and
- c) The above provisions dealing with Committee Meetings shall apply as the circumstances permit (except that minute-taking is not a requirement at Working Group meetings, given that administrative support may not be available).

9. AMENDMENTS TO TERMS OF REFERENCE

Amendments to these Terms of Reference may be proposed by the Committee to the Dean for approval.

10. DATES OF APPROVAL, REVIEW AND REVISION

- 10.1. **Date approved:** Dean, Rady Faculty of Health Sciences & Vice-Provost (Health Sciences) – December 12, 2017
- 10.2. **Review:** Formal review of these terms will be conducted every ten (10) years. In the interim these terms may be revised or rescinded if the Dean and Vice-Provost deems necessary.
- 10.3. **Supersedes:** Indigenous Health College Advisory Committee, RFHS
- 10.4. **Committee Administrative Support:** Assistant to the Executive Director, Academic, Ongomiizwin
- 10.5. **Effect on Previous Statements:** These terms shall supersede all previous RFHS and its Colleges terms on the subject matter herein.

Appendix E - Ongomiizwin
(Indigenous Institute of Health and Healing)



UNIVERSITY
OF MANITOBA

Rady Faculty of
Health Sciences

Application Form – Regular Membership to Ongomiizwin

Applicant Information

Full Name:

Last

First

Middle

Address:

Street Address

Apartment/Unit #

City/Town

Province

Postal Code

Phone:

Email Address:

Information Relevant to Indigenous Health and Healing

Degree(s) Held:

Employment
Experience:

Professional
Activities:

Current University
Appointment(s), if
any (Faculty/ College/
Department):

Academic Activities
(including teaching,
research or service):

- ☐ Please include an abbreviated and updated CV
- ☐ Submit completed application form, with CV, to:
P122 – Pathology Bldg, 770 Bannatyne Ave, Winnipeg, MB R3E 0W3

Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Engineering to modify their direct entry admission requirements (2018.09.28)

Preamble:

1. The terms of reference for this committee can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm.
2. The Faculty of Engineering is proposing a modification to the direct entry admission requirements for students applying to the undeclared first year of the Bachelor of Science in Engineering program.
3. The proposal was approved by the Faculty of Engineering Council, and was then endorsed by SCADM on September 28th, 2018.

Observations:

1. At the May 16, 2018 Senate meeting a new direct entry framework was approved
2. The proposed requirements for Engineering, see below, comply with the framework:
 - Manitoba high school graduation (5 full credits at grade 12 level courses designated S, G or U)
 - Minimum 80% average over the four required courses with no less than 70% in each required course:
 - Chemistry 40S
 - Physics 40S
 - English 40S
 - Pre-Calculus 40S
3. The Faculty has for some time been discussing the possibility of incorporating an English course into their admission requirements.
4. Students will be required to present a minimum 70% grade in each of the required courses; the Faculty has determined that students entering with less than 70% in the individual required courses will have greater difficulty handling the academic rigours of the program.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to modify the direct entry admission requirements to the undeclared year of the Bachelor of Science in Engineering program be approved effective for the fall 2021 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.

To: Jeff Adams, Executive Director, Enrolment Services
From: Nariman Sepehri, Associate Dean, undergraduate Programs
Re: Proposal to change the admission requirement to undeclared engineering

Dear Jeff

The Faculty of Engineering Council approved the motion to change our admission to undeclared entry to meet the new institutional regulation.

Below please see below what was presented to the faculty council. The one in Yellow is the proposed new regulation and approved by our Faculty Council.

Current requirement for admission to undeclared engineering

- 5 full credits at grade 12 level courses designated S, G or U
- Minimum 85% average over 3 courses Chemistry 40S, Physics 40S and Pre-Calculus Math 40S
- No less than 60% in each course.

Proposed Institutional Framework

5 full credits at grade 12 level courses designated S, G or U
Minimum 70% average over the 4 courses English 40S, Math 40S & two other academic courses 40S.
No less than 60% in each required course.

Proposed requirement for admission to undeclared engineering

5 full credits at grade 12 level courses designated S, G or U
Minimum 80% average over 4 courses Chemistry 40S, Physics 40S, English 40S, and Pre-Calculus 40S
No less than 70% in each course.

I am requesting that the proposal be considered for approval and moving forward in the next SCADM meeting. I understand that the new regulation will take place for September 2021 intake.

Please let me know if you would like me to attend the meeting and/or anything else needs to be done from Engineering side prior to the meeting.

I am thankful to your support.

Report of the Senate Committee on Admissions concerning a proposal from the Max Rady College of Medicine to revise the transfer policy for the Undergraduate Medical Education Program (2018.09.28)

Preamble:

1. The terms of reference for this committee can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm.
2. The Max Rady College of Medicine is proposing modifications to the transfer policy for students seeking to transfer into the Undergraduate Medical Education (UGME) program.
3. The proposal was approved by the College Executive Council, Max Rady College of Medicine on August 21, 2018. The proposal was endorsed by SCADM on September 28th, 2018.

Observations:

1. The policy was last reviewed in 2015; however, the College felt it was appropriate to conduct a comprehensive review at this time. The College reviewed the transfer policies at all of the Canadian medical schools as well as the transfer policies of the Association of American Medical Colleges.
2. Very few students are accepted into the UGME program as transfer students.
3. The revised policy provides specific language to ensure that the regulations are clear.
4. Some highlights of the policy are:
 - a. There must be a seat available in the program.
 - b. Transfers will only be considered based on compassionate grounds.
 - c. Transfers will only be considered for students entering year 3 of the program.
 - d. Students must meet specific academic standards.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to revise the transfer policy for the Undergraduate Medical Education program be approved and in effect upon approval by Senate.

Respectfully submitted
Susan Gottheil, Chair, Senate Committee on Admissions

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



MEMORANDUM

Date: August 21, 2018

To: Jeff LeClerc, University Secretary
Shannon Coyston, Associate University Secretary (Senate)

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

Re: Transfer Policy - Max Rady College of Medicine

Please find enclosed proposed revisions to the Transfer Policy, UGME, Max Rady College of Medicine. We have included both a tracked version as well as a version with changes accepted, for your reference.

Background:

This policy was last reviewed in January, 2015. A number of Canadian jurisdictions no longer allow transfers. Although the UGME program allows transfers, the criteria for transfer has been made more restrictive, only considering requests for transfer from students attending a medical school with Clerkship commencing in Year 3, given the variations in curriculum for undergraduate medical education in Canada and the USA (please see section 3.5).

The following significant revisions were made:

- Definitions:
 - Revision to 2.1
- Policy Statements:
 - 3.1 is the previous 3.4, with editorial revisions
 - Transfers only considered on the basis of compassionate grounds (3.2)
 - Clarification respecting consideration of Canadian citizens and permanent residents (3.4)
 - The addition of the restriction to only consider transfers at Year 3 (3.5)
 - Revision to the documentation required to request Transfer (3.8)
 - Revision to address the issue of the transfer committee being a subcommittee of the UGME Admissions Committee, per the recommendations in the UGME accreditation external review (3.9)

Application:

This policy applies to candidates for transfer into the Undergraduate Medical Education program.

Consultation:

The policy was circulated for feedback within UGME, Admissions and University of Manitoba Enrolment Services. The revisions were recommended for approval by the Admissions Committee on May 23, 2018 and were reviewed for feedback by Medicine Dean's Council on June 5, 2018. It was recommended for approval by the College Executive Council on August 21, 2018.

Approvals:

We are requesting approval of this draft revised policy, by forwarding to the Senate Committee on Admissions for review at its September 28, 2018 meeting, and if it proceeds, the next Senate Executive and ultimately Senate.

I look forward to hearing from you respecting approval of these revisions. Thank you.

Copy: Bruce Martin, Director, Admissions, Max Rady College of Medicine
Marcia Langhan, Director, Planning & Priorities, Rady Faculty of Health Sciences

Encls.



Max Rady College of Medicine Undergraduate Medical Education Policy

Policy Name:	Transfer into the Undergraduate Medical Education Program
Application/ Scope:	Candidates for Transfer to Undergraduate Medical Education
Approved (Date):	[to be updated]
Review Date:	November, 2023
Revised (Date):	
Approved By:	Admissions Committee, Max Rady College of Medicine: May 23, 2018 Reviewed by Dean's Council Max Rady College of Medicine: June 5, 2018 College Executive Council, Max Rady College of Medicine: August 21, 2018 Senate: TBD

1. **PURPOSE**

The criteria for which the Max Rady College of Medicine accepts undergraduate medical student transfers under exceptional circumstances.

2. **DEFINITIONS**

- 2.1 **Transfer:** the transfer of an undergraduate medical student into the undergraduate medical education (UGME) program at the Max Rady College of Medicine.
- 2.2 **Manitoba Resident:** for purposes of undergraduate admission to the University of Manitoba, a Manitoba Resident shall be defined as a Canadian Citizen or Permanent Resident of Canada who, at the application deadline, meets any of the following four descriptions:
1. Has graduated from a Manitoba high school.
 2. Has a recognized degree from a university in Manitoba
 3. Has completed either one year or two consecutive years of full time academic studies in a recognized program at a university in Manitoba, while physically residing in Manitoba. The duration shall be determined by the program of study and identified in the respective Applicant Information Bulletin or Supplemental Regulations.
 4. Has resided continuously in Manitoba for any two year period following high school graduation. The two year residence period shall not be considered broken where the program's admission committee is satisfied that the applicant was temporarily out of the province on vacation, in short-term volunteer work or employment, or as a full-time student.

3. POLICY STATEMENTS

- 3.1 Requests for transfer will only be considered from students currently enrolled in a medical school accredited by CACMS or LCME.
- 3.2 Transfers will only be considered on the basis of compassionate grounds, if there are extraordinary personal or family circumstances that would be alleviated by Transfer. Where it is impossible to predict all situations for which a Transfer on compassionate grounds might be considered, some such situations may include: illness within an immediate family member or personal illness of significant magnitude requiring a move to be close to such an immediate family member or to obtain treatment in Manitoba.
- 3.3 Requests for Transfer based solely on financial hardship will not be considered.
- 3.4 Transfers will only be considered for individuals who are Canadian citizens or Permanent Residents of Canada at the time of application for transfer. In deliberation about Transfers, consideration will be given to Manitoba residents.
- 3.5 Given the variations in curriculum for undergraduate medical education in Canada and the USA, there will only be consideration for a transfer request from students attending a medical school with Clerkship commencing in Year 3. This will allow a transfer into Year 3 only. Transfers are not permitted into Year 1, 2 or 4.
- 3.6 Transfers can be considered only when there is an open position, by attrition, in the class to which the student will transfer.
- 3.7 Students requesting a Transfer must meet academic criteria and technical standards requirements comparable to regular applicants for admission into the Undergraduate Medical Education Program.
- 3.8 Letters of request to Transfer must be received by the Director, Admissions, Max Rady College of Medicine by April 1 of the academic year of anticipated enrollment. Should the applicant appear to meet the eligibility criteria for transfer the Director, Admissions shall request full documentation for adjudication. Such documentation must be received by May 1 of the academic year of anticipated enrollment, and shall consist of:
 - i. Cover Letter outlining reasons for transfer;
 - ii. Release for discussion with decanal leadership at the applicant's present school;
 - iii. Medical School Performance Record or equivalent document identifying performance to date in the undergraduate medical education program, notation of any leaves of absence, schedule modifications, and accommodations of curriculum; eligibility (or expected eligibility) of the individual for promotion to the next academic year must be explicitly identified. The document should also include specific comment on any infractions of the school's code of ethical and professional conduct.
 - iv. Transcripts sent and received from the issuing university for all pre-medical undergraduate courses of study, and from the applicant's present school.
 - v. Curriculum Vitae
 - vi. Two letters of recommendation from present school faculty members.
 - vii. A disclosure of the present school curriculum blueprint and course outlines.
- 3.9 The Transfer committee, a subcommittee of the UGME Admissions Committee, chaired by the Director of Admissions, Max Rady College of Medicine, and membership of two faculty members and one medical student who are members of the UGME Admissions Committee, and the Associate Dean, UGME will meet to review any Transfer applications, and shall conduct interviews of eligible applicants. Following the interview(s) applicant(s) will be notified whether they are eligible for Transfer into an open position. Eligibility for Transfer does not infer acceptance into the Max Rady College of Medicine; admission will be contingent on there being an open position for Transfer.

- 3.10 Applicants eligible for Transfer must be aware that the Max Rady College of Medicine may not know whether there will be open positions until continuing-student registration is complete. The Max Rady College of Medicine will notify eligible applicants of open positions as quickly as possible. If no position becomes open for an eligible Transfer applicant, admission cannot be deferred to subsequent year. The Max Rady College of Medicine cannot be held liable for fees and costs incurred by an eligible Transfer applicant if no position becomes available.

4. **PROCEDURE STATEMENTS**

N/A

5. **POLICY CONTACT**

Please contact the Director, Admissions, Max Rady College of Medicine with questions respecting this policy.



Max Rady College of Medicine

Undergraduate Medical Education Policy

Policy Name:	Transfer into <u>the</u> Undergraduate Medical Education Program
Application/ Scope:	Candidates for Transfer to Undergraduate Medical Education
Approved (Date):	<u>2006 [to be updated]</u>
Review Date:	<u>November 26, 2014 November, 2023</u>
Revised (Date):	<u>January 2015</u>
Approved By:	Admissions Committee, <u>Max Rady</u> College of Medicine: <u>May 23, 2018</u> and <u>Dean's Executive Council</u> <u>Reviewed by Dean's Council Max Rady College of Medicine: June 5, 2018</u> <u>College Executive Council, Max Rady College of Medicine: August 21, 2018</u> <u>Senate: TBD</u>

1. PURPOSE

The criteria for which the Max Rady College of Medicine accepts undergraduate medical student transfers only under exceptional circumstances. ~~In general, transfers from other schools are considered only for compassionate reasons.~~

2. DEFINITIONS

- 2.1 **Transfer:** the transfer of an undergraduate medical student into the undergraduate medical education (UGME) program at the Max Rady College of Medicine. ~~Transfer on the basis of compassionate grounds—Transfers on the basis of compassionate grounds will be considered if there are extraordinary personal or family circumstances that would be alleviated by transfer. Where it is impossible to predict all situations for which a transfer on compassionate grounds might be considered, some such situations may include: illness within an immediate family member or personal illness of significant magnitude requiring a move to be close to such an immediate family member or to obtain treatment in Manitoba.~~
- 2.2 ~~For purposes of undergraduate admission to the University of Manitoba, a Manitoba Resident:~~ **For purposes of undergraduate admission to the University of Manitoba, a Manitoba Resident:** shall be defined as a Canadian Citizen or Permanent Resident of Canada who, at the application deadline, meets any of the following four descriptions:
1. Has graduated from a Manitoba high school.
 2. Has a recognized degree from a university in Manitoba
 3. Has completed either one year or two consecutive years of full time academic studies in a recognized program at a university in Manitoba, while physically residing in Manitoba. The duration shall be determined by the program of study and identified in the respective Applicant Information Bulletin or Supplemental Regulations.
 4. Has resided continuously in Manitoba for any two year period following high school graduation. The two year residence period shall not be considered broken where the program's admission committee is satisfied that the applicant was temporarily out of the province on vacation, in short-term volunteer work or employment, or as a full-time student.

3. POLICY STATEMENTS

- 3.1 ~~Transfers will only be considered on the basis of compassionate grounds, if there are extraordinary personal or family circumstances that would be alleviated by Transfer. Where it is impossible to predict all situations for which a Transfer on compassionate grounds might be considered, some such situations may include: illness within an immediate family member or personal illness of significant magnitude requiring a move to be close to such an immediate family member or to obtain treatment in Manitoba. Transfers into the final year of the UGME program only happen in rare and extraordinary personal or educational circumstances.~~

- 3.1 Requests for transfer will only be considered from students currently enrolled in a medical school accredited by CACMS or LCME.
- 3.2 Transfers will only be considered on the basis of compassionate grounds, if there are extraordinary personal or family circumstances that would be alleviated by Transfer. Where it is impossible to predict all situations for which a Transfer on compassionate grounds might be considered, some such situations may include: illness within an immediate family member or personal illness of significant magnitude requiring a move to be close to such an immediate family member or to obtain treatment in Manitoba.
- 3.3 Requests for Transfer based solely on financial hardship will not be considered.
- 3.4 Transfers will only be considered for individuals who are Canadian citizens or Permanent Residents of Canada at the time of application for transfer. In deliberation about Transfers, consideration will be given to Manitoba residents.
- 3.5 Given the variations in curriculum for undergraduate medical education in Canada and the USA, there will only be consideration for a transfer request from students attending a medical school with Clerkship commencing in Year 3. This will allow a transfer into Year 3 only. Transfers are not permitted into Year 1, 2 or 4.
- 3.6 Transfers can be considered only when there is an open position, by attrition, in the class for which the Max Rady College of Medicine deems the application to be most qualified to which the student will transfer.
- 3.7 Students requesting a Transfer must meet **academic criteria and technical standards requirements comparable to comparable academic criteria and non-cognitive attributes as regular applicants for admission into the Undergraduate Medical Education Program.**
- 3.8 Letters of request to Transfer must be received by the Director, Admissions, Max Rady College of Medicine by April 1 of the academic year of anticipated enrollment. Should the applicant appear to meet the eligibility criteria for transfer the Director, Admissions shall request full documentation for adjudication. Such documentation must be received by May 1 of the academic year of anticipated enrollment, and shall consist of:
- i. Cover Letter outlining reasons for transfer;
 - ii. Release for discussion with decanal leadership at the applicant's present school;
 - iii. Medical School Performance Record or equivalent document identifying performance to date in the undergraduate medical education program, notation of any leaves of absence, schedule modifications, and accommodations of curriculum; eligibility (or expected eligibility) of the individual for promotion to the next academic year must be explicitly identified. The document should also include specific comment on any infractions of the school's code of ethical and professional conduct;
 - iv. Transcripts sent and received from the issuing university for all pre-medical undergraduate courses of study, and from the applicant's present school.
 - v. Curriculum Vitae
 - vi. Two letters of recommendation from present school faculty members.
 - vii. A disclosure of the present school curriculum blueprint and course outlines.
- 3.3 Requests for ~~T~~transfer based solely on financial hardship will not be considered.
- 3.4 Transfer students will only be considered from CACMS and LCME-accredited medical schools. Students applying for ~~T~~transfer from non-LCME schools can apply to enter the regular competition for a place in the upcoming first-year class.
- 3.5 Applicants can only request ~~T~~transfer into a class which is at an educational level consistent with their previous medical education. Applicants are responsible to compare the curriculum that they have completed with that at the University of Manitoba and should be completed by a

~~Canadian school pre-clerkship curriculum director. The final decision about qualifications and potential year of entry rests with the Max Rady College of Medicine.~~

~~3.6 In deliberation about transfers, consideration will be given first to Manitoba residents followed by other permanent residents of Canada.~~

~~3.7 Students requesting a transfer must meet the same criteria as regular applicants for admission into the UGME program. A transfer application package must be completed and the request for transfer must be described in a covering letter. All transcripts and MCAT scores must be sent and received from the issuing universities/organizations prior to any further considerations.~~

~~3.8 Applications for Ttransfer, along with all supporting documents and supportive Medical School Performance Record from their home program, must be submitted by April 1st of the academic year. Late or incomplete applications will not be considered. Applicants who meet criteria will be invited to Winnipeg in May for interview, should the above criteria be met.~~

~~3.9 The Ttransfer committee, a subcommittee of the UGME Admissions Committee, will be chaired by the Director of Admissions, Max Rady College of Medicine (or designate), and membership of and will include two faculty members and one medical student who are members of the UGME Admissions Committee, and the Associate Dean, UGME. The committee will meet to review any such Transfer applications, and shall conduct interviews of eligible applicants, after all interviews have~~

~~been completed. Following this the interview(s) meeting, applicant(s) will be notified whether they are eligible for Ttransfer into an open position. Eligibility for Ttransfer does not infer acceptance into the Max Rady College of Medicine; admission will be contingent on there being an open position for Ttransfer.~~

3.10 Applicants eligible for Ttransfer must be aware that the Max Rady College of Medicine may not know whether there will be open positions until continuing-student registration is complete. The Max Rady College of Medicine will notify eligible applicants of open positions as quickly as possible. If no position becomes open for an eligible Ttransfer applicant, admission cannot be deferred to subsequent year. The Max Rady College of Medicine cannot be held liable for fees and costs incurred by an eligible Ttransfer applicant if no position becomes available.

4. POLICY CONTACT PROCEDURE STATEMENTS

N/A

5. POLICY CONTACT

Please contact the ~~Administrator~~ Director, Admissions, Max Rady College of Medicine with questions respecting this policy.

Report of the Senate Committee on Curriculum and Course Changes RE: Revised Terms of Reference for the Committee

Preamble:

1. Terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) are found at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.html.
2. At its meeting on September 14, 2018, the Senate Committee on Curriculum and Course Changes considered a request from the Provost and Vice-President (Academic) to modify the terms of reference for the Committee, to add the Vice-Provost (Indigenous Engagement) (or delegate) as an *ex officio*, non-voting member of the committee.
3. Other *ex officio*, non-voting members who currently serve as resources for, and provide advice to, the Committee include the Vice-Provost (Integrated Planning and Academic Programs) (and/or delegate) and the Registrar (or delegate).

Observations:

1. The Senate Committee on Curriculum and Course Changes endorsed a request from the Provost and Vice-President (Academic), to revise the terms of reference for the Committee to include the Vice-Provost (Indigenous Engagement) (or delegate)¹ as an *ex officio*, non-voting member.
2. The Committee was advised that one priority for the Vice-Provost (Indigenous Engagement) is to work with academic and administrative units to guide the University's commitment to embedding Indigenous perspectives into curriculum.² Including the Vice-Provost (Indigenous Engagement) as an *ex officio* member of the Committee would support that individual in this effort and, thereby, the University's priority for creating pathways to Indigenous engagement and the related goal to foster a greater understanding of Indigenous knowledges, cultures and traditions among students, faculty and staff, including through courses and new curricula.³
3. The Committee recognized that the addition of the Vice-Provost (Indigenous Engagement) to its membership would bring a particular expertise and a valuable perspective to the Committee's discussions of course and program changes, particularly with respect to, but not limited to, academic units' proposals for, and approaches to, embedding Indigenous knowledge and perspectives into their curricula. A representative from the Université de Saint-Boniface on the Committee observed that minority education is not well understood by all members of the academic community, and

¹ *Ex officio* members may, at their discretion, appoint a delegate to serve in their stead, as provided for in the [Senate Committee Meeting Rules](#).

² http://umanitoba.ca/admin/vp_academic/about/biography_lavallee.html

³ *Taking Our Place: University of Manitoba Strategic Plan, 2015-2020*

anticipated this would be another perspective the Vice-Provost (Indigenous Engagement) could bring to discussions.

4. The Committee observed that, given limits on its latitude to suggest or require that specific content be included in any given curriculum or courses, it would be important for academic units to continue to work with the Vice-Provost (Indigenous Engagement) and others with relevant expertise to incorporate Indigenous knowledges, perspectives, and ways of learning into their curricula, prior to submitting proposals for curriculum and course changes to the Committee, for Senate approval.

Recommendation:

The Senate Committee on Curriculum and Course Changes recommends:

THAT Senate approve revised terms of reference for the Senate Committee on Curriculum and Course Changes, effective upon approval by Senate.

Respectfully submitted,

Professor Dean McNeill, Acting Chair
Senate Committee on Curriculum and Course Changes

Comments of the Senate Executive Committee:

The Senate Executive Committee endorses the report to Senate.

Senate Committee on Curriculum and Course Changes

Terms of Reference:

1. To recommend to Senate on the introduction, modification or closure of undergraduate programs, curricula or courses;
2. In order to arrive at its recommendations the Committee will seek information on such matters as:
 - a) the need for and value of any proposed program, curriculum or course change within the academic community;
 - b) the need for and value of any proposed program, curriculum or course change within the general community;
 - c) the additional cost to the University of any proposed program, curriculum or course change for at least the following five-year period;
 - d) the effect of the proposal on other existing programs;
3. Such recommendations to Senate may originate with:
 - a) the Curriculum and Course Changes Committee;
 - b) faculties, colleges, schools, departments, divisions and institutes (with programs of study leading to degrees and diplomas);
 - c) staff or student members of the University;
 - d) members of the general community outside the University;
4. Recommendations of the Committee on Curriculum and Course Changes which involve substantive additional costs or affect long-range planning shall be referred to the Senate Planning and Priorities Committee in order that they may comment on the proposal when it is introduced for discussion in Senate;
5. To elect a Chair and Vice-Chair from among the members of the Committee for a term of three years (normally renewable once).

Composition:

1. Seven members of the academic staff
2. Three students
3. One representative from the Université de Saint-Boniface named by the Recteur
4. One librarian named by the University Librarian
5. *Ex-officio* members (non-voting): the Vice-Provost (Integrated Planning and Academic Programs) (and/or delegate), **Vice-Provost (Indigenous Engagement) (or delegate)**, and the Registrar (or delegate)

Amended by Senate December 13, 1989; May 15, 2002; May 13, 2009; May 18, 2016

Report of the Senate Committee on Instruction and Evaluation RE: Academic Regulations for the International Exchange Program, Bachelor of Commerce (Honours), I.H. Asper School of Business

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.html.
2. At its meeting on September 20, 2018 SCIE considered a proposal from the I.H. Asper School of Business re: academic regulations for the International Exchange Program, Bachelor of Commerce (Honours).

Observations:

1. The Faculty is proposing to modify its residency requirement as well as proposing a number of academic regulations for its International Exchange Program, Bachelor of Commerce (Honours), as outlined below and included in the attached document. The proposed academic regulations would formalize the processes currently in use in administering the program.
2. The Faculty is proposing to modify its residency requirement by stating that students participating in the International Exchange Program could request a waiver of the university residency requirement only if they could complete the degree and ensure at least 48 credit hours of coursework were completed at the University of Manitoba.
3. Applicants to the International Exchange Program would be required to meet the admission requirements for the Bachelor of Commerce (Honours) degree. Applicants would also be required to have a minimum Degree Grade Point Average of 3.0 and have completed a minimum of 12 credit hours at the University of Manitoba at the time of application. Direct entry students would be required to complete a minimum of 24 credit hours at the University of Manitoba, and transfer students would be required to complete a minimum of 12 credit hours at the University of Manitoba, at the time of beginning the international exchange term. Applicants are advised that meeting the minimum requirements would not guarantee acceptance into the program.
4. International Exchange students would be required to be registered in a minimum of 12 credit hours during the Fall or Winter exchange term, or 3 credit hours during a summer exchange term.
5. Students participating in the International Exchange Program would be required to complete all 120 credit hours of the Bachelor of Commerce (Honours) program, including the Core, a Major, as well as the Option and Elective course components. Students would be permitted to participate in an exchange in their final term before graduation.
6. Students may be required to withdraw from the International Exchange Program, prior to departure, for failure to maintain the minimum academic requirements, failure to successfully complete a minimum of 24 credit hours upon commencement of an exchange term, or having engaged in academic or not academic misconduct. Students may also be required to withdraw from the International Exchange Program if the student

does not exhibit sufficient ability, skills, attitudes, diligence or motivation to complete the International Exchange Program successfully, as determined by the Director of International Programs or designate.

7. International Exchange students wishing to appeal a decision related to an academic matter would submit an appeal, including supporting documentation, to the Undergraduate Program Manager. Appeals of decisions relating to non-academic matters would be resolved by contacting the Asper Coordinator of Student Exchanges and International Cooperation/Student Advisor or Director of International Programs. Further appeals regarding non-academic matters would be submitted to the Undergraduate Program Manager and determined by the Undergraduate Program Committee.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the academic regulations of the International Exchange Program, Bachelor of Commerce (Honours), I.H. Asper School of Business, effective September 1, 2019.

Respectfully submitted,

Dr. David Mandzuk, Acting Chair
Senate Committee on Instruction and Evaluation

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



Asper School of Business

Dean's Office
319 Drake Centre
181 Freedman Crescent
Winnipeg, Manitoba
Canada R3T 5V4
Telephone: 204-474-6390
Fax: 204-474-7544

July 6, 2018

MEMORANDUM

To: Jeff Leclerc, University Secretary
c/o Shannon Coyston, Academic Specialist

From: Laura Bean, Undergraduate Program Manager *LRBean*

Subject: Undergraduate Program Revisions

The Asper School of Business submits the following admission and curriculum changes for consideration. The motions for these revisions were passed by the Asper School of Business Faculty Council at a meeting held on May 11, 2018.

- a) Modifications to the Special Consideration Admission Category, effective for September 2019.
- b) Modifications to the Exchange Program and New Calendar Entry, effective for September 2019.
- c) Modifications to the Direct Entry Admission Category, effective for September 2021.

The Asper School of Business submits the following admission and curriculum changes for consideration. The motions for these revisions were passed by the Asper School of Business Faculty Council at a meeting held on July 6, 2018.

- a) Addition of a new course in the Department of Business Administration (ENTR 2030), effective for September 2019.
- b) Modification to the prerequisites of the following Entrepreneurship courses (ENTR 3100, ENTR 3102, ENTR 3104, ENTR 3106, ENTR 4100), effective for September 2019.
- c) Modification to the Entrepreneurship/Small Business Major, effective for September 2019.
- d) Modification to the Aboriginal Business Studies Major (including a name change to the Major), effective for September 2019.
- e) Modification to the B.Comm. (Hons.) Core Program, effective for September 2019.
- f) Modification to the Renmin/Asper & Red River College/Asper course mapping portion (Computer Science course only) of the articulation agreement effective until articulation renewal date.
- g) Modification to Section 3.18 of the Asper Calendar.

I. H. Asper School of Business
Asper International Exchange Program
Rationale for Modifications Effective for September 2019

Background

The Asper International Exchange Program allows eligible Bachelor of Commerce (Honours) students to participate in bilateral international academic exchanges at over 50 business schools around the world. Criteria and processes surrounding the selection, entrance requirements, program structure, academic term requirements, residency requirement, and withdrawal of students are currently facilitated within the Faculty. The Faculty recommends inclusion of these criteria in the University of Manitoba Academic Calendar to provide clarity and consistency of interpretation for Asper students, staff, and faculty members.

Observations

Currently, approximately 80 Asper students participate in international exchanges around the world each year, and demand is likely to continue to increase. While criteria and processes within the program are currently established and implemented within Asper, it is necessary to clearly outline these in the Academic Calendar to ensure that they are enforced with consistency over time and among relevant staff in the event of personnel changes. It will help to reduce the possibility that incorrect or inconsistent information is disseminated to students, increase fairness and impartiality, and will reduce appeals.

Proposed inclusions in the Academic Calendar are:

- Residency Requirement
- Program Requirements
- Entrance Requirements
- Program Structure
- Academic Term Requirements
- Withdrawal
- Appeals for Exceptions to Academic and Non-Academic Regulations and Appeals

There is a minor modification to section *3.8 Residency Requirement*, and section *4.8 Program Requirements for the Asper International Exchange Program* is an entirely new proposed section. The original criteria, created in 1992 and modified on December 10, 1993, are not changing substantially and this proposal is adding clarity of the process for consistency and created detailed parameters for students applying with various transfer student statuses. Notable modifications to 4.8 include detail that students may be considered for a waiver of the university residency requirement only if they can complete the degree and ensure that at least 48 credit hours of coursework are courses taken at the University of Manitoba. Additionally, dual degree students may need permission from their home institution to participate if approved by Asper. An appendix has been created with reference to students admitted under the Ningbo 2+2 articulation agreement up to and including the final student intake in September 2019.

Recommendation

The Faculty recommends approval of the modifications to the Asper International Exchange Program effective for the 2019-2020 Academic Calendar.

Faculty of Management/I.H. Asper School of Business
Revisions to the Academic Calendar for Changes Affecting the
Asper International Exchange Program

3.8 Residency Requirement

All Business students must complete a minimum of 60 credit hours at the University of Manitoba in order to satisfy the residence requirement of the Bachelor of Commerce (Honours) degree.

Students participating in approved International Exchange Programs may be exempt from the 60 credit hour requirement. ~~Please consult with the Undergraduate Program Office for more details.~~ **See Section 4.8.3 Academic Term Requirements.**

NOTE: ~~Students admitted prior to September 2011 should refer to the 2010–2011 Undergraduate Calendar for a description of their program requirements.~~ **Students admitted to the Asper School of Business prior to September 2011 should refer to the Academic Calendar for the year in which they were admitted for a description of their program requirements.**

Students considering completing course work at another university are referred to the chapter, General Academic Regulations and Policy, and the section on Letter of Permission.

NEW CALENDAR SECTION

It is proposed that Section 4.8 be added to the University of Manitoba Undergraduate Calendar: *4.8 Program Requirements for the Asper International Exchange Program.*

4.8 Program Requirements for the Asper International Exchange Program

Contact and Program Information
Coordinator: Amber Pohl
Room: 268 Drake
Telephone: 204 474 6752
Email: amber.pohl@umanitoba.ca

The Asper School of Business offers an International Exchange Program, designed to complement and enrich the academic program with international experience. All students must complete all 120 credit hours of the program including the Core, one of the Majors listed above in Section 4.2, as well as the Option and Elective course components.

4.8.1 Entrance Requirements

At the time of assessment, those applying to the Asper International Exchange program must possess:

- All Bachelor of Commerce (Honours) admission requirements as specified in the University of Manitoba Undergraduate Calendar, the Asper School of Business
- A minimum degree grade point average of 3.0 upon assessment of application
- Completion of a minimum of 12 University of Manitoba credit hours at the time of application

- Direct entry students must complete a minimum of 24 credit hours at the University of Manitoba at the time of commencement of the international exchange term
- Transfer students must have completed a minimum of 12 credit hours at Asper at the commencement of their international exchange term
- Students may participate in an exchange in their final term before graduation

In addition to meeting the above requirements, the following are required of students:

- Completed application form
- Submission of 1-3 page Statement of Intent
- Submission of current resume
- Submission of three recommendation forms (one academic reference, one professional/volunteer reference, one academic OR professional/volunteer reference)
- A meeting conducted by an interview committee or Director, International Programs (or designate) to assess academic background and suitability, based on academic performance, maturity level, motivation, and personal characteristics. Where deemed necessary, a second meeting with the Director, International Programs (or designate) may be required

Upon completion of the application process, each applicant's academic standing is verified by the Undergraduate Program Office.

Application Deadline: Applications to the Asper International Exchange Program must be received prior to the application deadlines specified on the Exchange website (www.umanitoba.ca/asper/exchange), except by special permission.

Students are advised that satisfying the minimum entrance requirements does not guarantee acceptance into the program. In the event that demand for space exceeds the number of spaces available, a cap may be placed on the number of students accepted. In such situations, the Asper School of Business reserves the right to determine and select the best qualified applicants.

Students are required to have an academic record free of any allegation of academic dishonesty where the allegation has been upheld. If it is found that during the assessment of the entrance requirements a student has had an allegation of academic dishonesty upheld against them, or that they have deliberately provided false application information, the student will no longer be eligible for entrance into the Asper International Exchange Program.

4.8.2 Program Structure

The program consists of academic terms in the fall, winter and summer. Full academic terms in fall or winter will be a minimum of four months in duration depending on host institution scheduling. Short term summer programs will vary in length depending upon host institution scheduling.

4.8.3 Academic Term Requirements

Students participating in a regular academic exchange term (defined as Fall or Winter by the University of Manitoba) are required to be registered in a minimum of 12 credit hours during each term. Students participating in an international summer school are required to be registered in a minimum of 3 credit hours.

Senate approved regulations (approved May 18, 1994) allow an Asper student to receive a waiver of the University's residency requirement. The University allows 60 of the 120 credit hours of the degree program to be external. Asper exchange students can be permitted a waiver of this to go on an international exchange, assessed internally by the Asper Associate Undergraduate Dean/Director, International Programs.

All students going on international exchange may be considered for a waiver of the university residency requirement only if they can complete the degree and ensure at least 48 credit hours of coursework are courses taken at the University of Manitoba.

Current Faculty Council guidelines (approved December 11, 2009) for students admitted under domestic or international joint articulation agreements to participate in an Exchange must still be adhered to. Domestic or international joint articulation agreement students will be permitted to apply for a maximum 1-term exchange with a maximum of 15 credit hours. Refer to appendix regarding students admitted under the Ningbo 2+2 articulation agreement up to and including the final student intake in September 2019.

Dual degree students may need permission from their home institution to participate if approved by Asper.

4.8.4 Withdrawal

Students may be required to withdraw from the Asper International Exchange Program, prior to departure, for any of the following reasons:

- Failure to maintain the minimum academic requirements of the Asper School of Business, or
- Failure to successfully complete a minimum of 24 credit hours upon commencement of their exchange term, or
- Found to have engaged in academic and/or non-academic misconduct, or
- When, in the opinion of the Director, International Programs (or designate), the student does not exhibit sufficient qualities of ability, skills, aptitudes, attitudes, diligence or motivation to complete the Asper International Exchange Program successfully

Students who wish to withdraw from the Asper International Exchange Program prior to departure voluntarily may do so by written letter to the Asper Coordinator of Student Exchanges and International Cooperation/Student Advisor at any time prior to the start of their exchange term.

4.8.5 Appeals of Decisions to Academic and Non-Academic Matters

Appeals of academic decisions relating to the Asper International Exchange Program (i.e. those relating to the entrance, continuing and graduation requirements) will be processed in a similar manner to any other appeals for decisions of academic regulations. Normally, the student's written request, accompanied by any supporting medical and/or compassionate documentation and a written recommendation from the Coordinator of Student Exchanges and International Cooperation/Student Advisor will be directed to the Undergraduate Program Manager for either immediate disposition or to send to the Undergraduate Program Committee for its consideration.

Appeals to non-academic program related issues should be resolved by contact with the Asper Coordinator of Student Exchanges and International Cooperation/Student Advisor or Director, International Programs. Appeals related to non-academic entrance are the responsibility of the Director, International Programs. If these appeals are not resolved to the student's satisfaction, the student may appeal in writing to the Undergraduate Program Committee through the Undergraduate Program Manager.

Appendix A

In addition to meeting all other requirements, approval from the Asper Associate Undergraduate Dean/Director, International Programs and from the Dean or designate at Ningbo University is required for Ningbo 2+2 students admitted up to and including the final intake in September 2019.

Report of the Senate Committee on Nominations

Preamble

The terms of reference for the Senate Committee on Nominations may be found on the University Governance website at:

http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/507.html

The Committee met on October 15, 2018 to consider nominations to fill vacancies on the standing committees of Senate.

Observation

Listed below are Senate committees with vacancies to be filled, along with the names of the nominees being proposed, their faculty/school, and the expiry date of their terms. Following the list is the membership list for each of those committees, including the names of the nominees, which have been highlighted.

Recommendations

The Committee recommends to Senate the following list of faculty nominees:

COMMITTEE	NOMINEE(S)	FACULTY/ SCHOOL	TERM END DATE
Senate Committee on Academic Accommodation Appeals	Ms Carrie Paquette	Science	2020.05.31
	Prof. Laura Taylor	Social Work	2020.05.31
	Prof. Virginia Torrie	Law	2020.05.31
	Prof. Elizabeth Troutt	Arts	2020.05.31
Senate Committee on Admissions	Prof. Todd Duhamel (L)* <i>(term starts January 1, 2019)</i>	Kinesiology and Recreation Management	2019.06.30
	Prof. Mark Lawal (L) <i>(term starts January 4, 2019)</i>	Arts	2020.01.03
Senate Committee on Admission Appeals	Prof. Silvia Alessi-Severini (S)** (L) <i>(term starts January 1, 2019)</i>	Health Sciences	2019.06.30

Senate Committee on Appeals	Dr. Nicholas Harland <i>(term starts January 1, 2019)</i>	Science	2019.05.31
	Prof. David Kuhn (L) <i>(term starts January 1, 2019)</i>	Engineering	2019.05.31
Senate Committee on Awards	Dr. Jennifer McLeese	Science	2020.05.31
Senate Committee on Curriculum and Course Changes	Prof. Royce Koop (S) (L) <i>(term starts January 4, 2019)</i>	Arts	2019.05.31
Senate Committee on University Research	Prof. Robert Mizzi (L) <i>(term starts January 1, 2019)</i>	Education	2019.06.30

* (L) indicates a leave replacement

** (S) indicates a member of Senate

Respectfully submitted,

Professor M. Edwards, Chair
Senate Committee on Nominations

SENATE COMMITTEE ON ACADEMIC ACCOMMODATION APPEALS

last updated September 7, 2018

Composition	Incumbents	Faculty/School	Term
Chair, appointed by the President	Prof. Robert Hoppa	Arts	2021.05.31
Vice-Chair, elected by and from the academic staff members	TBD		2021.05.31
Ten members of the academic staff appointed by Senate	Ms Carrie Paquette	Science	2020.05.31
	Prof. Laura Taylor	Social Work	2020.05.31
	Prof. Virginia Torrie	Law	2020.05.31
	Prof. Elizabeth Troutt	Arts	2020.05.31
	TBD		2020.05.31
	Prof. Nancy Hansen	Graduate Studies	2021.05.31
	Prof. Robert Hoppa	Arts	2021.05.31
	Prof. Christine Kelly	Health Sciences	2021.05.31
	Ms Krystyna Koczanski	Science	2021.05.31
	Prof. Cathy Rocke	Social Work	2021.05.31
Two students appointed by Senate	Ms Laura Stoyko	Engineering	2019.05.31
	Mr. Anderson Assuah	Graduate Studies	2019.05.31
Resource: Marcia Yoshida 474-6166 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON ADMISSIONS

last updated September 6, 2018

Composition	Incumbents	Faculty/School	Term
Provost and Vice-President (Academic) (or designate), Chair	Ms Susan Gottheil, designate		<i>Ex-officio</i>
Vice-Provost (Students) (or designate)	Ms Susan Gottheil, designate Erin Stone		<i>Ex-officio</i>
Executive Director, Enrolment Services	Mr. Jeff Adams		<i>Ex-officio</i>
Dean, Faculty of Arts (or designate)	Prof. Jason Leboe-McGowan, designate		<i>Ex-officio</i>
Dean, Faculty of Science (or designate)	Prof. Ben Li, designate Prof. Peter Loewen (alternate)		<i>Ex-officio</i>
Dean, Rady Faculty of Health Sciences (or designate)	Prof. John Perry, designate		<i>Ex-officio</i>
Two Deans of Faculties or Directors of Schools from faculties or schools other than the Faculties of Arts, Science or Health Sciences	Dean David Mandzuk (S)	Education	2020.05.31
	Dean Jonathan Beddoes (S)	Engineering and Architecture	2021.05.31
Six members of the academic staff, at least three shall be Senators, with no two from the same faculty or school	Prof. Gary Anderson (S)	Science	2019.05.31
	Prof. Todd Duhamel (as of Jan. 1/19) (leave replacement for Prof. Robert Biscontri)	Kinesiology & Rec. Mgmt (Management)	2019.06.30 (2020.05.31)
	Prof. Derek Brewin	Agricultural and Food Sciences	2020.05.31
	Prof. Bonnie Hallman (S)	Environment, Earth, and Resources	2020.05.31
	Prof. Mojgan Rastegar (S)	Health Sciences	2021.05.31
	Prof. Mark Lawal (as of Jan. 4/19) (leave replacement for Prof. Sarah Teetzel)	Arts (Kinesiology & Recreation Mgmt)	2020.01.03 (2021.05.31)
Three students	Ms Kristine Macalinao	Science	2019.05.31
	Ms Victoria Truong	Law	2019.05.31
	Mr. Chidibere Nwaiwu	Graduate Studies	2019.05.31
Deputy Minister of Education and Advanced Learning (or designate)	DECLINED		<i>Ex-officio</i>
One Counsellor from a High School to be nominated by the Manitoba School Counsellors' Association	Ms Kelly Teixeira	St. John's-Ravenscourt School	2021.05.31
Resource: Breanne Mitenko 474-8820 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON ADMISSION APPEALS

as of July 1, 2018

Composition	Incumbents	Faculty/School	Term
One member holding academic appointment in the University appointed as Chair of the Committee for a three year term by the Senate Executive Committee*	Dean David Mandzuk, Chair	Education	2021.05.31
One member holding academic appointment in the University appointed as Vice-Chair of the Committee for a three year term by the Senate Executive Committee.* The Vice-Chair shall not be from the same Faculty/School/College as the Chair	Prof. Brenda Hann, Vice-Chair	Science	2021.05.31
Eight members with broad representation across Faculties/Schools/Colleges holding academic appointments in the University	Prof. Mike Domaratzki	Science	2019.05.31
	Prof. Jennifer Schulz	Law	2019.05.31
	Prof. Jitendra Paliwal	Engineering	2020.05.31
	Prof. Karen Wilson Baptist	Architecture	2020.05.31
	Prof. Subbu Sivaramakrishnan	Management	2020.05.31
	Prof. Ryan Cardwell	Agricultural and Food Sciences	2021.05.31
	Prof. Leisha Strachan	Kinesiology and Recreation Management	2021.05.31
	Prof. Silvia Alessi-Severini (as of Jan. 1/19) (leave replacement for Prof. Lucas Tromly)	Health Sciences (Arts)	2019.06.30 (2021.05.31)
Two students	Ms Nina Lam	Arts	2019.05.31
	Mr. Jaseer Ahmed	Graduate Studies	2019.05.31
President of UMSU (or designate)	Mr. Owen Black, designate		Ex-officio
Director (Admissions), Enrolment Services (non-voting)	Ms Erin Stone		Ex-officio
Resource: Marcia Yoshida 474-6166 Terms of Office: three-year terms; students = one-year terms			

* the Chair and Vice-Chair shall not be members of a Faculty/School/College admission selection committee

SENATE COMMITTEE ON APPEALS

last updated October 15, 2018

Composition	Incumbents	Faculty/School	Term
One academic member appointed as Chair	Prof. Sharon Alward	School of Art	2021.05.31
Two elected academic members appointed as Vice-Chairs by Senate Executive (not from same faculty/school as Chair or each other)	Prof. Charlotte Enns	Education	2019.05.31
	Prof. Peter Blunden, Acting Vice-Chair (for Prof. Martin Scanlon)	Science (Agricultural and Food Sciences)	2019.06.30 (2020.05.31)
Three members from among Deans of Faculties or Colleges and Directors of Schools appointed by the President	Dean Jonathan Black-Branch	Law	2019.05.31
	Dean Lalitha Raman-Wilms	Health Sciences	2019.05.31
	Dean Douglas Brown	Kinesiology & Rec. Mgt	2020.05.31
Five academic members of Senate	Prof. Michael Campbell	Environment Earth & Resources	2019.05.31
	Prof. Derek Oliver (S)	Engineering	2019.05.31
	Prof. David Churchill (S)	Arts	2019.05.31
	Prof. Christine Van Winkle (S)	Kinesiology & Rec. Mgt	2020.05.31
	Prof. Peter Blunden (S)	Science	2021.05.31
Six academic members	Dr. Nicholas Harland (as of Jan. 1/19) (replacement for Prof. Douglas Ruth)	Science (Engineering)	2019.05.31 (2018.12.31)
	Prof. Melanie Soderstrom	Arts	2019.05.31
	Prof. Lisa Landrum	Architecture	2019.05.31
	Dr. Rod Lastra (leave replacement for Prof. Martin Scanlon)	Extended Education (Agricultural and Food Sciences)	2019.06.30 (2020.05.31)
	Prof. David Kuhn (as of Jan. 1/19) (leave replacement for Prof. Charlotte Enns)	Engineering (Education)	2019.05.31 (2021.05.31)
	Prof. Vanessa Swain	Health Sciences	2021.05.31
President of UMSU (or desig.)	Ms Carly Mastromonaco, designate		Ex-officio
Six students (four undergrads from different Faculties or Schools, and two grads)	Mr. Max Block	Management	2019.05.31
	Mr. Harvey Guzman	Science	2019.05.31
	Mr. Jakob Sanderson	Arts	2019.05.31
	Ms Victoria Truong	Law	2019.05.31
	Ms Stephanie Crook	Graduate Studies	2019.05.31
	Mr. Chidibere Nwaiwu	Graduate Studies	2019.05.31
One member appointed by Université de Saint- Boniface	Dr. Jules Rocque		2020.05.31
One student appointed by Université de Saint- Boniface	Ms Imane Marrakchi		2019.05.31
Resource: Marcia Yoshida 474-6166			
Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON AWARDS

last updated June 25, 2018

Composition	Incumbents	Faculty/School	Term
<p>Six members of the academic staff (at least one shall be a Senator)</p> <p>These six shall include at least two from professional faculties/schools, at least one from Arts and one from Science.</p>	Prof. Jared Carlberg, Chair	Agricultural and Food Sciences	2019.05.31
	Prof. Laura Loewen	Music	2019.05.31
	Prof. Michelle Faubert (leave replacement for Prof. Greg Smith)	Arts (Arts)	2018.12.31 (2019.05.31)
	Prof. Peter Cattini	Health Sciences	2019.05.31
	Dr. Jennifer McLeese	Science	2020.05.31
	Prof. Darcy MacPherson (S)	Law	2020.05.31
Two students	Ms Rhianna-Lynn Holter-Ferguson	Engineering	2019.05.31
	Mr. Erfanul Hoque	Graduate Studies	2019.05.31
Director, Financial Aid and Awards Office	Ms Jane Lastra, designate Ms Lesli Lucas-Aseltine		<i>Ex-officio</i>
Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies (or designate)	Ms Rowena Krentz, designate		<i>Ex-officio</i>
<p>Resource: Pamela Gareau 474-9261</p> <p>Terms of Office: three-year terms; students = one-year terms</p>			

SENATE COMMITTEE ON CURRICULUM AND COURSE CHANGES

last updated October 3, 2018

Composition	Incumbents	Faculty/School	Term
Seven members of the academic staff	Ms Joanne Hamilton	Health Sciences	2019.05.31
	Prof. Royce Koop (as of Jan. 4/19) (leave replacement for Prof. Sarah Teetzel)	Arts (Kinesiology & Recreation Mgmt)	2019.05.31 (2019.05.31)
	Prof. Heidi Marx (leave replacement for Prof. Greg Smith)	Arts (Arts)	2018.12.31 (2019.05.31)
	Prof. Ben Li	Science	2020.05.31
	Prof. Jared Carlberg	Agricultural and Food Sciences	2020.05.31
	Prof. Fang Wan	Management	2020.05.31
	Prof. Dean McNeill, Acting Chair	Engineering	2021.05.31
Three students	Ms Kristine Macalinao	Science	2019.05.31
	TBD		2019.05.31
	TBD		2019.05.31
One representative from the Université de Saint-Boniface named by the Recteur	Dr. Peter Dorrington		<i>Ex-officio</i>
One librarian named by the University Librarian	Ms Kristen Kruse		<i>Ex-officio</i>
Vice-Provost (Integrated Planning and Academic Programs)(and/or delegate)	Dr. David Collins and Ms Cassandra Davidson		<i>Ex-officio (non-voting)</i>
Registrar (or delegate)	Ms Sharon Bannatyne, designate		<i>Ex-officio (non-voting)</i>
Resource: Shannon Coyston 474-6892 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON UNIVERSITY RESEARCH

last updated June 25, 2018

Composition	Incumbents	Faculty/School	Term
Vice-President (Research and International), Chair	Dr. Digvir Jayas		<i>Ex-officio</i>
President	Dr. David Barnard		<i>Ex-officio</i>
Provost and Vice-President (Academic)	Dr. Diane Hiebert-Murphy, designate		<i>Ex-officio</i>
Associate Vice-President (Research) Associate Vice-President (Partnerships)	Dr. Gary Glavin Dr. Jay Doering		<i>Ex-officio</i>
Vice-Provost (Graduate Education) & Dean, Faculty of Graduate Studies	Dr. Todd Mondor		<i>Ex-officio</i>
Research Grants Officer	Ms Kerrie Hayes, Director of Research Contracts		<i>Ex-officio (non-voting)</i>
Four Deans or Directors representing a range of research activities	Dean Anthony Iacopino	Health Sciences	2019.05.31
	Dean Jeffery Taylor	Arts	2020.05.31
	Dean Stefi Baum	Science	2021.05.31
	Dean Gady Jacoby	Management	2021.05.31
Eight faculty members actively engaged in research and representing a range of research activities, at least two of whom are from the Bannatyne Campus	Prof. Andrew Halayko	Health Sciences	2019.05.31
	Dr. Peter Jones	Agricultural & Food Sciences	2019.05.31
	Prof. Jason Leboe-McGowan	Arts	2019.05.31
	Prof. Anita Brûlé-Babel	Agricultural & Food Sciences	2020.05.31
	Prof. Peter Nickerson	Health Sciences	2020.05.31
	Dr. Michelle Porter	Kinesiology and Recreation Management	2020.05.31
	Prof. Samar Safi-Harb	Science	2021.05.31
	Prof. Robert Mizzi (as of Jan. 1/19) (leave replacement for Prof. Clea Schmidt)	Education (Education)	2019.06.30 (2021.05.31)
Two graduate students selected by GSA	Ms Laura Forsythe	Graduate Studies	2020.05.31
	Mr. Anjan Neupane	Graduate Studies	2020.05.31
Resource: Sarah Vanderveen 474-7952 Terms of Office: three-year terms; students = two-year terms			