



A G E N D A

I MATTERS TO BE CONSIDERED IN CLOSED SESSION

One item will be considered in this section. Documentation related to this item will be available for inspection by members of Senate in the Office of the University Secretary.

II ELECTION OF SENATE REPRESENTATIVES

1. To the Senate Executive Committee Page 5
2. Election of a Student Member to
the Senate Executive Committee Page 7

III MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE

1. Reports of the Faculty Council of Graduate Studies
on Course, Curriculum and Regulation Changes
 - a) RE: BFAR Statements, Departments of Anthropology,
History, Icelandic Language and Literature, Landscape,
Architecture, Philosophy, Political Studies; Asper
School of Business; and Faculty of Graduate Studies
(Applied Health Sciences, Individual Interdisciplinary
Studies, Peace and Conflict Studies) Page 8
 - b) RE: Departments of Biosystems Engineering,
Pharmacology and Therapeutics, Physical Therapy Page 48
2. Report of the Senate Committee on Approved Teaching
Centres RE: Cross-Registered Courses and Instructors
for 2019-2020 Page 52

IV MATTERS FORWARDED FOR INFORMATION

1. Report of the Senate Committee on Awards – Part A
[May 16, 2019] Page 54
2. Reports of the Senate Committee on Academic Review
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	b) RE: Annual Report on the Status of Academic Program Reviews and Accredited Programs, April 1, 2018 – April 30, 2019	Page 141
3.	Report of the Senate Committee on Instruction and Evaluation RE: Interim Report and Recommendations, Teaching and Course Evaluation Review Committee	Page 150
4.	Request to Extend Suspension of Admissions to Post-baccalaureate Diploma in Agrolology	Page 189
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V	<u>REPORT OF THE PRESIDENT</u>	Page 196
VI	<u>QUESTION PERIOD</u>	
	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	<u>CONSIDERATION OF THE MINUTES OF THE MEETING OF MAY 15, 2019</u>	
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 204
	2. <u>Report of the Senate Planning and Priorities Committee</u>	
	a) The Chair will make an oral report of the Committee's activities.	
	b) <u>Report of the Senate Planning and Priorities Committee RE: Strategic Enrolment Management Plan, 2018-2023</u>	Page 207

X	REPORTS OF OTHER COMMITTEES OF SENATE, FACULTY AND SCHOOL COUNCILS	
1.	Report of the Senate Committee on Awards – Part B <u>[May 16, 2019]</u>	Page 220
	[Secretary's Note: <i>The policy on <u>Student Awards</u> will be considered by the Board of Governors when it meets on June 25, 2019. Pending the Board's approval, Senate will receive all future Reports of the SCAWA for information only.</i>]	
2.	Revised Transit Regulations Faculty of Arts, Faculty of Science, University 1 and Academic Performance Standards, <u>University 1</u>	Page 225
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3.	Reports of the Faculty Council of Graduate Studies on Course, Curriculum and Regulation Changes <u>RE: Faculty of Graduate Studies</u>	
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6.	Report of the Senate Committee on Academic Review RE: Request for Extension, Centre for Engineering Professional Practice and Engineering Education	Page 366
7.	Report of the Senate Committee on Admissions RE: Modified Admission Requirements, Bachelor of Social Work, Faculty of Social Work	Page 367
8.	Report of the Senate Committee on Curriculum and Course Changes RE: Closure of the Bachelor of Science and Minor in Textile Sciences, Faculty of Agricultural and Food Sciences	Page 370
9.	<u>Reports of Senate Committee on Instruction and Evaluation</u>	
a)	RE: Revised Supplemental Exam Regulation, Diploma in Agriculture, Faculty of Agricultural and Food Sciences	Page 384
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c)	RE: Revised Essential Skills and Abilities (Technical Standards) for Admission, Promotion, and Graduation in Medicine, Max Rady College of Medicine	Page 395
d)	RE: Proposed <i>Conscience-Based Exemptions</i> Policy, Max Rady College of Medicine	Page 407
(i)	<u>Comments of Senate Executive Committee</u>	Page 416
10.	<u>Reports of Senate Committee on University Research</u>	
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c)	RE: Proposal for a Chair in Pediatric Emergency Medicine, Max Rady College of Medicine	Page 431
11.	Report of the Senate Committee on Nominations [June 17, 2019]	Page 439
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 Representative 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. One Senator is to be elected from among the Vice-Presidents, Deans of Faculties and Directors of Schools for the balance of a term ending May 31, 2020 to replace Dr. Todd Mondor, who is no longer eligible to fill this position;

- (i) Eligible for election are:
 - (A) Vice-Presidents: J. Kearsey and D. Jayas
 - (B) Deans/Directors: M. Scanlon, J. Beddoes, N. Halden, D. Mandzuk, L. Simard, B. Postl, G. Jacoby, T. Duhamel, J. Black-Branch, E. Jurkowski, S. Baum, D. Hiebert-Murphy, G. Hepburn
- (ii) Presently serving:

Dean Todd Mondor	Graduate Studies	2020
Dean Jeffery Taylor	Arts	2021
Ms Lynn Zapshala-Kelln	Vice-President (Administration)	2022

3. Procedures:

- (a) Nominations for the position shall be received from the floor.
- (b) Senators shall vote for no more than one candidate on the ballot provided.
- (c) The candidate 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.

Election of Student Senator to the Senate Executive Committee

1. The composition of the Senate Executive Committee makes provision for three student assessors. The Assessors are as follows:
 - (a) President of UMSU (or designate) term: May 1, 2019 - April 30, 2020
 - (b) President of GSA (or designate) term: May 1, 2019 - April 30, 2020
 - (c) Student Senator appointed
by caucus of Student Senators term: May 1, 2019 - April 30, 2020
2. The composition of the Senate Executive Committee also makes provision for one elected Student member of Senate. A candidate for this position is nominated by the caucus of Student Senators at Senate. The term for this position is May 1, 2019 - April 30, 2020.
3. Procedures:
 - (a) A nomination for the position shall be provided by the Student Senate Caucus;
 - (b) Senators shall vote by a show of hands.

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

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, program and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider Bona Fide Academic Requirements (BFAR) statements from the Dept. of Anthropology, Dept. of History, Dept. of Icelandic Language & Literature, Dept. of Landscape Architecture, Dept. of Philosophy, Dept. of Political Studies, Faculty of Graduate Studies (Applied Health Sciences), Faculty of Graduate Studies (Individual Interdisciplinary Studies), Faculty of Graduate Studies (Peace & Conflict Studies), and the Asper School of Business.

Observations

1. The Cooper Commission Implementation Working Group endorsed a proposed graduate program BFAR statement for the **Dept. of Anthropology**: MA and PhD in Anthropology, dated February 28, 2019.
2. The Cooper Commission Implementation Working Group endorsed a proposed graduate program BFAR statement for the **Dept. of History**: MA and PhD in History, dated February 28, 2019.
3. The Cooper Commission Implementation Working Group endorsed a proposed graduate program BFAR statement for the **Dept. of Icelandic Language & Literature**: MA in Icelandic, dated February 28, 2019.
4. The Cooper Commission Implementation Working Group endorsed a proposed graduate program BFAR statement for the **Dept. of Landscape Architecture**: MLArch, dated February 28, 2019.
5. The Cooper Commission Implementation Working Group endorsed a proposed graduate program BFAR statement for the **Dept. of Philosophy**: MA in Philosophy, dated February 28, 2019.
6. The Cooper Commission Implementation Working Group endorsed a proposed graduate program BFAR statement for the **Dept. of Political Studies**: Master of Public Administration, dated February 28, 2019.
7. The Cooper Commission Implementation Working Group endorsed a proposed graduate program BFAR statement for the **Faculty of Graduate Studies: Applied Health Sciences**: PhD in Applied Health Sciences, dated February 28, 2019.

8. The Cooper Commission Implementation Working Group endorsed a proposed graduate program BFAR statement for the **Faculty of Graduate Studies: Individual Interdisciplinary Studies**: MA, MSc, and PhD in Individual Interdisciplinary Studies, dated February 28, 2019.
9. The Cooper Commission Implementation Working Group endorsed a proposed graduate program BFAR statement for the **Faculty of Graduate Studies: Peace and Conflict Studies**: Joint MA and PhD in Peace and Conflict Studies, dated February 28, 2019.
10. The Cooper Commission Implementation Working Group endorsed a proposed graduate program BFAR statement for the **Asper School of Business**: Management MSc and PhD, dated March 5, 2019.

Recommendations

The Faculty Council of Graduate Studies recommends THAT: the BFAR statements from the Implementation Working Group for the Cooper Commission Report listed below be approved by Senate:

Dept. of Anthropology

Dept. of History

Dept. of Icelandic Language & Literature

Dept. of Landscape Architecture

Dept. of Philosophy

Dept. of Political Studies

Faculty of Graduate Studies (Applied Health Sciences)

Faculty of Graduate Studies (Individual Interdisciplinary Studies)

Faculty of Graduate Studies (Peace & Conflict Studies)

Asper School of Business

Respectfully submitted,

Dr. Todd A. Mondor, Chair
Faculty Council of Graduate Studies

/ak

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




UNIVERSITY
OF MANITOBA

Department of Anthropology

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MEMO

DATE: December 18, 2018
TO: Jeffrey Taylor, Dean of Arts
FROM: Derek Johnson, Acting Head Anthropology 
SUBJECT: Anthropology Graduate Program Bona Fide Academic Requirements

I am writing to inform you that the Department of Anthropology agrees to abide by the generic Bona Fide Academic requirements developed by the Faculty of Graduate Studies.

Template A. – BFAR Statements and Rationales

You may use this template to guide the development and organization of your draft BFAR statements and rationales for your academic programs. Additional row(s) may be added where required.

Program: HISTORY MA (Archival Studies) Liaison: Len Kuffert

BFAR Statement	Taught	Assessed	Rationale
Student will pursue i) study of recorded communication/archival records; ii) study of archival institutions and functions; iii) study of a field of history relevant to the Thesis. Student must demonstrate competency in analyzing archival and historical literature and an understanding of current scholarly debates about theoretical, methodological, practical and ethical issues in the study of archives and history.	HIST 7372 HIST 7382 One other 7000-level history course (6 CH) One additional 3 CH course related to archival study	HIST 7372 HIST 7382 One other 7000-level history course (6 CH) One additional 3 CH course related to archival study	A grounding in the main issues and debates in the archival field or historical eras in which they specialize will enable students to function effectively as historians or archivists.
Student will successfully complete an internship to gain practical knowledge of the working of archives.	HIST 7390: Internship in Archival Studies	HIST 7390: Internship in Archival Studies Supervisor and co-operating institution consult to evaluate student's performance, and to assign a grade.	Internship is necessary to introduce student to the practical aspects of working in an archive or records management facility.

<p>Student must create an original work of scholarship based on independent primary research commensurate with the MA. Student must situate their research within the appropriate archival/historiographical context. Student must demonstrate ability to formulate historical arguments and support them with appropriate evidence. Student must appropriately cite all primary sources and secondary literature consulted.</p>	<p>Consultation with Thesis Advisor</p>	<p>Thesis Project form with proposal for thesis, assessed by two faculty members.</p> <p>Thesis Examination, followed by an oral defence, completed in real time and conducted according to Faculty of Graduate Studies and department procedures.</p>	<p>Proposing, completing, and defending a Thesis demonstrates the student's ability to construct and carry out an extended academic argument.</p>
<p>Student must demonstrate reading knowledge of a second language relevant to their research.</p>	<p>Introductory-level language course</p>	<p>Completion of an introductory language course, or a passing grade on a translation examination conducted according to department procedures.</p>	<p>Historians and archivists are often required to work with primary sources or scholarly literature written in languages other than their main working language.</p>

Template A.– BFAR Statements and Rationales

You may use this template to guide the development and organization of your draft BFAR statements and rationales for your academic programs.

Additional row(s) may be added where required.

Program: __HISTORY MA Coursework and Comprehensive Exam Stream__ Liaison: ____Len Kuffert_____

BFAR Statement	Taught	Assessed	Rationale
Student must demonstrate competency in analyzing historiographical literature and demonstrate an understanding of current scholarly debates about theoretical, methodological, practical, and ethical issues in three fields of historical study.	7000-level history courses	The student must take 24 CH of coursework at the 7000 level. At least 18 CH must be in History.	A grounding in the main issues and debates in varied areas of study will enable students to function effectively as historians.
Student must demonstrate a broad understanding of one major field in history. Student will be able to write and speak critically about historiographical debates in that field.	Preparation for comprehensive exam in consultation with field supervisor.	Comprehensive Exam (written and oral components) based on a bibliography of 30 books. The examination will be completed in real time, and conducted according to the Faculty of Graduate Studies and department procedures.	A demonstrated knowledge of the literature and debates in the student's chosen field is necessary as a foundation for further study, work as a researcher, or for publication.

Student must demonstrate reading knowledge of a second language relevant to their research.	Introductory-level language course	Completion of introductory language course, or a passing grade on a translation examination conducted according to department procedures.	Historians are often required to work with primary sources or scholarly literature written in languages other than their main working language.
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Template A.– BFAR Statements and Rationales

You may use this template to guide the development and organization of your draft BFAR statements and rationales for your academic programs. Additional row(s) may be added where required.

Program: _____ HISTORY MA (Thesis)____ Liaison: _____ Len Kuffert _____

BFAR Statement	Taught	Assessed	Rationale
Student must demonstrate competency in analyzing historiographical literature and demonstrate an understanding of current scholarly debates about theoretical, methodological, practical, and ethical issues in three fields of historical study.	All 7000-level history courses	Student must take 12 CH of coursework at the 7000 level.	A grounding in the main issues and debates in varied areas of study will enable students to function effectively as historians.
Student must create an original work of scholarship based on independent primary research commensurate with the MA. Student must situate their research within the appropriate archival/historiographical context. Student must demonstrate ability to formulate historical-arguments and support them with appropriate evidence. Student must appropriately cite all primary sources and secondary literature consulted.	Consultation with Thesis Advisor	Thesis Project form with proposal for thesis, assessed by two faculty members. Thesis Examination, followed by an oral defence, completed in real time and conducted according to Faculty of Graduate Studies and department procedures.	Proposing, completing, and defending a Thesis demonstrates the student's ability to construct and carry out an extended academic argument.

Student must demonstrate reading knowledge of a second language relevant to their research.	Introductory-level language course	Completion of an introductory language course, or a passing grade on a translation examination conducted according department procedures.	Historians are required to work with primary sources or scholarly literature written in languages other than their main working language.
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Template A.– BFAR Statements and Rationales

You may use this template to guide the development and organization of your draft BFAR statements and rationales for your academic programs.

Additional row(s) may be added where required.

Program: _____ HISTORY MA (Major Research Paper) _____ Liaison: _____ Len Kuffert _____

BFAR Statement	Taught	Assessed	Rationale
Student must demonstrate competency in analyzing historiographical literature and demonstrate an understanding of current scholarly debates about theoretical, methodological, practical, and ethical issues in three fields of historical study.	7000-level history courses	Students must take 24 credit hours of coursework, at least 18 credit hours of which must be at the 7000-level in History courses. Up to 6 credit hours of relevant 4000 or 7000-level courses can be taken either in History or a related discipline	A grounding in the main issues and debates in varied areas of study will enable students to function effectively as historians.
Student must create a Major Research Paper (MRP), an original work of historical scholarship based on independent primary research that includes primary sources, roughly 8,000 - 10,000 words in length. Student must demonstrate ability to formulate historical arguments and support them with appropriate evidence. Student must appropriately cite all primary sources and secondary literature consulted.	Consultation with MRP advisor	The Major Research Paper is graded by the student's Advisor and a Second Reader.	Research and writing of the MRP demonstrates the student's ability to construct and carry out an extended academic argument, and provides a model for a publishable scholarly article.

Student must demonstrate reading knowledge of a second language relevant to their research.	Introductory-level language course	Completion of introductory language course, or a passing grade on a translation examination conducted according to department procedures.	Historians are often required to work with primary sources or scholarly literature written in languages other than their main working language.
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Template A.– BFAR Statements and Rationales

You may use this template to guide the development and organization of your draft BFAR statements and rationales for your academic programs. Additional row(s) may be added where required.

Program: HISTORY PhD Liaison: Len Kuffert

BFAR Statement	Taught	Assessed	Rationale
Student must demonstrate competency commensurate with doctoral study in analyzing historiographical literature, and must demonstrate an understanding of current scholarly debates about theoretical, methodological, practical, and ethical issues in three fields of historical study.	7000-level history courses	Students must take a minimum of 12 CH (typically 18 CH) of history courses at the 7000 level.	A grounding in the main issues and debates in varied areas of study will enable students to function effectively as historians.
Student must demonstrate a broad understanding of three major fields in history. Student must demonstrate ability to write and speak critically about historiographical debates.	Consultation with prospective examiners for creation of field lists, periodic meetings to discuss material on lists.	Written and oral candidacy examinations. The examinations will be based on one major field book list of 75 books, and two minor field book lists of 40 books each. The examination will be completed in real time, and conducted according to the Faculty of Graduate Studies and department procedures.	A demonstrated knowledge of the literature and debates in the three fields is necessary for teaching those fields in an academic setting, and as additional preparation for work on the dissertation.

<p>Student must create an original work of historical scholarship based on independent primary research commensurate with the PhD. Student must situate their research within the appropriate historiographical context. Student must demonstrate ability to formulate historical arguments and support them with appropriate evidence. Student must appropriately cite all primary sources and secondary literature consulted.</p>	<p>Consultation with dissertation supervisor and committee members</p>	<p>Dissertation Project form and proposal to be approved by supervisory committee members</p> <p>Dissertation examination, followed by an oral defense, completed in real time, and conducted according to the Faculty of Graduate Studies and department procedures.</p>	<p>Planning and proposing, completing, and defending a doctoral dissertation demonstrates the student's ability to operate at the highest levels of academic achievement.</p>
<p>Student must demonstrate reading knowledge of a second language relevant to their research.</p>	<p>Introductory-level language course</p>	<p>Completion of introductory language course, or a passing grade on a translation examination conducted according to department procedures.</p>	<p>Historians are required to work with primary sources or scholarly literature written in languages other than their main working language.</p>



Faculty of Arts

Department of Icelandic

Icelandic Department
357 University College
University of Manitoba
R3T 2M8
(204) 474-8487
um_icelandic@umanitoba.ca

October 29, 2018

To: Dr. Steven Lecce

From: Peter John R. Buchan, Head of Icelandic, Graduate Chair for Icelandic

Re: Bona Fide Academic Requirements for Icelandic

The Icelandic Department accepts the BFARs developed by the Faculty of Graduate Studies for our MA program. We do not have any supplementary BFARs to define. There being only one UMFA member in the department, no formal departmental meeting was necessary. We wish to have our adoption of these BFARs approved by CPAC.

Best,

Peter John R. Buchan
Head, Department of Icelandic

BONAFIDE ACADEMIC REQUIREMENTS (BFARs) FOR STUDENTS IN MASTER OF LANDSCAPE ARCHITECTURE PROGRAM

The following Bona Fide Academic Requirements (BFAR) represent the core academic requirements a graduate student must acquire in order to gain, and demonstrate acquisition of, essential knowledge and skills.

Students must meet requirements as outlined in both BFARs and Supplemental Regulation documents as approved by Senate.

Unless otherwise indicated, students may elect to complete any/all of the following requirements with or without appropriate and authorized assistive technology / aids. Students must consult Student Accessibility Services (SAS) regarding authorization for these procedures.

BFAR Statement	Taught	Assessed
Student must successfully complete a co-operative experience or practicum, if required by their program.	Master's GRAD 7030	GRAD 7030
Student must successfully complete a comprehensive exam, project, studio exhibition, or equivalent, as required by their program and determined by the assigned examining committee.	GRAD 7010 GRAD 7050 GRAD 7090 GRAD 7200	GRAD 7010 GRAD 7050 GRAD 7090 GRAD 7200 Examining/Adjudication Committee
Student must produce a recorded/published thesis or practicum commensurate with degree being sought.	Master's GRAD 7000 Doctoral GRAD 8000	GRAD 7000 GRAD 8000
Student must successfully defend their thesis or practicum (where required), as determined by the assigned examining committee, in real-time.	Master's GRAD 7000 Doctoral GRAD 8000	GRAD 7000 GRAD 8000

Student in doctoral program must complete a candidacy exam (or equivalent) as required by their program and determined by the assigned examining committee.	<u>GRAD 8010</u>	<u>GRAD 8010</u>
Student must demonstrate knowledge of the University of Manitoba's policy on academic integrity, plagiarism, and cheating.	<u>GRAD 7500</u>	<u>GRAD 7500</u>
Student must conduct research in a safe and ethical manner, referring to their respective ethics board and supervisor(s) to ensure respect is maintained for: human dignity and/or animal welfare; vulnerable persons; informed consent; justice and diversity; confidentiality and privacy; beneficence and non-maleficence in the work that they conduct.	<u>GRAD 7300</u>	<u>GRAD 7300</u>
Student must complete coursework as required by their program.		

Approved by Landscape Architecture Department Council
2019-01-25



UNIVERSITY
OF MANITOBA

Department of Philosophy

Winnipeg, Manitoba
Canada R3T 2M8
Telephone (204) 474-6878
Fax (204) 474-7586

November 2, 2018

To: Dr. Heidi Marx

From: C. Tillman, Graduate Studies Chair, Philosophy

Re: Bona Fide Academic Requirements for Philosophy

The members of Philosophy unanimously agree to accept the BFARs developed by the Faculty of Graduate Studies for use in our M.A. program. We wish to have our adoption of these BFARs approved by CPAC.



UNIVERSITY
OF MANITOBA

| Faculty of Arts
Political Studies

Date: November 24, 2018

From: Royce Koop, Head, Political Studies

To: Heidi Marx, Associate Dean, Faculty of Arts

Re: **CPAC Submission**

Graduate

Political Studies Department Council voted to adopt the generic Faculty of Graduate Studies BFARs for our Master of Public Administration program.



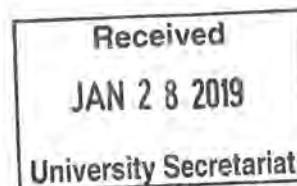
UNIVERSITY
OF MANITOBA

Applied Health Sciences

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Telephone (204) 789-3303
jacquie.ripat@umanitoba.ca

January 25, 2019

Office of the University Secretary
312 Administration Building
Winnipeg, MB R3T 2N2
Attention: Shannon Coyston



Members of the Applied Health Sciences doctoral program were provided with information on the Bona Fide Academic Requirements. An electronic vote was held, and the Applied Health Sciences academic members unanimously agreed to adopt the standard Faculty of Graduate Studies Bona Fide Academic Requirements for our program.

If you require any further information, please contact me at jacquie.ripat@umanitoba.ca or 204-789-3303

Sincerely,

Jacquie Ripat, Ph.D.

Director, Applied Health Sciences doctoral program
University of Manitoba



Graduate Studies

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January 17, 2019

Shannon Coyston
Associate University Secretary, Senate
Office of the University Secretary
312 Administration Building
Winnipeg, MB R3T 2N2

Dear Ms. Coyston:

I am writing concerning the Bona Fide Academic Requirements (BFARs) of the Faculty of Graduate Studies' Individual Interdisciplinary Studies (IIS) program (Masters and Ph.D.). The IIS will be following the BFARs as outlined by the Faculty of Graduate Studies. Should you need further clarification or information, please feel free to contact me.

Sincerely,

Dr. Todd A. M. Mondor
Vice-Provost (Graduate Education) &
Dean of the Faculty of Graduate Studies

/ak



UNIVERSITY
OF MANITOBA

Peace and Conflict Studies Graduate Programs

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for Peace and Justice
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Winnipeg, Manitoba
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Telephone: (204) 474-6052
Fax: (204) 474-8828

MEMO

Date: January 23, 2019

From: Adam Muller, Director, Peace and Conflict Studies (PACS)

To: Jeff Leclerc and Carolyn Christie, Co-Chairs, Implementation Working Group for the Cooper Commission Report.

Re: Draft Graduate Program BFARS, PACS

On December 19th, 2018, the proposed graduate program BFARS for Peace and Conflict Studies were approved by PACS Faculty Council. The Faculty Council consists of the unit's core faculty and Director. The Faculty Council meeting followed earlier meetings of both the PACS Joint Masters and PhD program committees, at which the draft BFARS were discussed and likewise approved.



PEACE AND CONFLICT STUDIES

BONAFIDE ACADEMIC REQUIREMENTS FOR THE FACULTY OF GRADUATE STUDIES

The Faculty of Graduate Studies has identified and proposes the following Bona Fide Academic Requirements (BFAR) as the core academic requirements that a graduate student must acquire in order to gain, and demonstrate acquisition of, essential knowledge and skills.

BFAR STATEMENT	TAUGHT	ASSESSED
Student must successfully complete a co- operative experience or practicum, if required by their program.	PEAC 7500	PEAC 7500
Student must successfully complete a comprehensive exam, project, studio exhibition, or equivalent, as required by their program and determined by the assigned examining committee.		GRAD 7010
Student must produce a recorded/published thesis commensurate with degree being sought.		GRAD 7000 GRAD 8000
Student must successfully defend their thesis (where required), as determined by the assigned examining committee, in real- time.		GRAD 7000 GRAD 8000
Student in doctoral program must complete a candidacy exam (or equivalent) as required by their program and determined by the assigned examining committee.		GRAD 8010
Student must demonstrate knowledge of the University of Manitoba's policy on academic integrity, plagiarism, and cheating.	GRAD 7500	GRAD 7500
Student must conduct research in a safe and ethical manner, referring to their respective ethics board and supervisor(s) to ensure respect is maintained for: human dignity and/or animal welfare; vulnerable persons; informed consent; justice and diversity; confidentiality and privacy; beneficence and non- maleficence in the work that they conduct.		
Student must complete coursework as required by their program.		

PEACE AND CONFLICT STUDIES

In addition to the BFARs identified by the Faculty of Graduate Studies in Section 2 of the University of Manitoba's *Calendar*, the PACS Faculty Council has proposed the following BFAR statement to be applicable to Joint Master's and PhD programs.

Rationale:

The PACS JMP and PhD programs are highly diverse both in terms of the origins of their students and the range of areas being taught about and/or researched, globally, nationally, and locally. Graduate students in PACS must be able to respect and work within and around this field of differences in order to be able to function properly within the program, and as peacebuilders.

In terms of peacebuilding, Peace and Conflict Studies is also very much an applied discipline. While certainly underpinned by theory and enmeshed in the contingencies of various histories and politics, the understanding of which requires acquisition of factual knowledge and the creation of conceptual frameworks, PACS is also crucially (and indispensably) linked to actual practices of resolving conflict. An advanced ability to synthesize theoretical and practical concerns is thus required of all PACS graduates.

BFAR STATEMENT	TAUGHT	ASSESSED
Students must demonstrate the capacity to engage respectfully with diverse populations as defined by language, country of origin and Indigenous knowledges and territory, age, gender, culture, sexual orientation, ability, health status, religion and ethnicity.	PEAC 7010, 7020, 7030, 7040, 7050, 7060, 7070, 7110, 7120, 7122, 7124, 7126, 7128, 7240, 7250, 7260, 7300, 7400, 7500	PEAC 7010, 7020, 7030, 7040, 7050, 7060, 7070, 7110, 7120, 7122, 7124, 7126, 7128, 7240, 7250, 7260, 7300, 7400, 7500
Students must understand, recall and apply theoretical knowledge and practical skills to analyze, integrate, and synthesize information relevant to the discipline of Peace and Conflict Studies.	PEAC 7010, 7020, 7030, 7040, 7050, 7060, 7070, 7110, 7120, 7122, 7124, 7126, 7128, 7240, 7250, 7260, 7300, 7400, 7500	PEAC 7010, 7020, 7030, 7040, 7050, 7060, 7070, 7110, 7120, 7122, 7124, 7126, 7128, 7240, 7250, 7260, 7300, 7400, 7500



UNIVERSITY
OF MANITOBA

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312 Administration Building
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DATE: March 5, 2019

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

FROM: Co-Chairs of the Implementation Working Group for the Cooper Commission Report,
Mr. Jeff M. Leclerc, University Secretary
Ms. Carolyn Christie, Director, Student Accessibility Services

RE: **Graduate Program BFAR Statements for Review by Faculty of Graduate Studies**
(Asper School of Business)

At the September 2017 meeting of the Senate Executive Committee, the Committee charged the Implementation Working Group for the Cooper Commission Report with reviewing draft BFAR statements before these are submitted for approval.

Please find attached, for consideration by the Faculty Council of Graduate Studies, proposed graduate program BFAR statements for the programs indicated below, as endorsed by the Implementation Working Group at its meeting on February 14, 2019:

- Asper School of Business: M.Sc. and Ph.D. in Management.

Proposed BFAR Statements for the M.Sc. and Ph.D. in Management were endorsed by the Graduate Research Programs Committee, Asper School of Business, on March 26, and April 23, 2018, respectively.

If you require additional information, please contact Shannon Coyston, Associate University Secretary (Senate) or either of the Co-Chairs of the Implementation Working Group.

/sc
cc: Dean G. Jacoby
Prof. Z. Wu
Ms. A. Kailer

MSc in Management

Thesis

The cognition category includes: possible BFAR statements pertaining to thesis requirements

BFAR Statement	Rationale	Taught	Assessed
1. Students must complete an oral thesis proposal defence in real-time, which might be completed using assistive technologies/aids.	1- Oral presentation by the candidate of research ideas and outcomes is an essential part of the MSc program, which is a research-oriented graduate program. Student needs to demonstrate this capability through an oral thesis proposal defense. 2- The thesis advisory committee needs to assess the quality of the proposed research and ensure of its adequacy in meeting academic standards. 3- The thesis advisory committee needs to assess and evaluate student's knowledge and skills and ensure of his/her ability to effectively complete the proposed research.	GRAD 7000 (Master's Thesis)	Proposal defense as determined by the examining committee
2. Students must complete a written thesis proposal, which might be completed using assistive technologies/aids.	1- Academic writing is an essential part of the MSc program, which is a research-oriented graduate program. Student needs to demonstrate this capability through a written thesis proposal. 2- The thesis advisory committee needs to assess the quality of the proposed research and ensure of its adequacy in meeting academic standards. 3- The thesis advisory committee needs to assess and evaluate student's knowledge and skills and ensure of his/her ability to effectively complete the proposed research.	GRAD 7000 (Master's Thesis)	Proposal defense as determined by the examining committee

MSc in Management

Thesis

The cognition category includes: possible BFAR statements pertaining to thesis requirements

BFAR Statement	Rationale	Taught	Assessed
3. Student must demonstrate advanced knowledge and/or research skills (as required by the program) to produce a written thesis commensurate with the degree being sought. The written thesis might be completed using assistive technologies/aids.	1- Academic writing is an essential part of the MSc program, which is a research-oriented graduate program. Student needs to demonstrate this capability through a written thesis. 2- The thesis advisory committee needs to assess the quality of the research and ensure of its adequacy in meeting academic standards. 3- The thesis advisory committee needs to assess and evaluate student's knowledge and skills and confirm his/her eligibility for graduation.	GRAD 7000 (Master's Thesis)	Thesis defense as determined by the examining committee
4. Student must demonstrate advanced knowledge and/or research skills (as required by the program) to complete an oral thesis defence in real-time commensurate with the degree being sought. The oral thesis defence might be completed using assistive technologies/aids.	1- Oral presentation by the candidate of research ideas and outcomes is an essential part of the MSc program, which is a research-oriented graduate program. Student needs to demonstrate this capability through an oral thesis defense. 2- The thesis advisory committee needs to assess the quality of the research and ensure of its adequacy in meeting academic standards. 3- The thesis advisory committee needs to assess and evaluate student's knowledge and skills and confirm his/her eligibility for graduation.	GRAD 7000 (Master's Thesis)	Thesis defense as determined by the examining committee

MSc in Management

Cognition & Knowledge

The cognition category includes: knowledge; problem solving; decision making; critical thinking; application; analysis; etc.

BFAR Statement	Rationale	Taught	Assessed
5. Student must demonstrate a working comprehension of how to acquire and interpret knowledge in the related discipline and his/her field of study.	The purpose of the MSc program, which is a research-oriented graduate program, is to produce knowledge and contribute to the discipline's literature. To this end, the first step for the student is to learn and demonstrate that he/she is able to acquire knowledge from the existing sources and properly interpret it.	All Graduate Level Courses (required or elective); GRAD 7000 (Master's Thesis)	Class presentations, assignments, term papers, course exams, proposal defence, and thesis defence
6. Student must demonstrate the ability to generalize and synthesize prior knowledge and experience in order to apply it in different settings and novel situations at a level commensurate with the MSc degree.	The purpose of the MSc program, which is a research-oriented graduate program, is to produce knowledge and contribute to the discipline's literature. To this end, the second step for the student is to learn and demonstrate that he/she is able to generalize and synthesize the acquired knowledge and to apply it to different and novel situations.	All Graduate Level Courses (required or elective); GRAD 7000 (Master's Thesis)	Class presentations, assignments, term papers, course exams, proposal defence, and thesis defence
7. Student must demonstrate a thorough understanding of a substantial body of knowledge that is at the forefront of the related discipline and his/her field of study.	The purpose of the MSc program, which is a research-oriented graduate program, is to produce knowledge and contribute to the discipline's literature. To this end, the student needs to have a thorough understanding of a substantial body of knowledge at the forefront of the discipline to be able to identify the gaps and take actions to filling them.	All Graduate Level Courses (required or elective); GRAD 7000 (Master's Thesis)	Class presentations, assignments, term papers, course exams, proposal defence, and thesis defence

MSc in Management

<div> <div>Cognition & Knowledge</div> <div>The cognition category includes: knowledge; problem solving; decision making; critical thinking; application; analysis; etc.</div> </div>			
BFAR Statement	Rationale	Taught	Assessed
8. Student must demonstrate a critical awareness of current problems and/or new insights at the forefront of the related discipline and his/her field of study.	The purpose of the MSc program, which is a research-oriented graduate program, is to produce knowledge and contribute to the discipline's literature. To this end, the student needs to have a thorough understanding of the current developments and new insights at the forefront of the discipline to be able to identify the gaps and take actions to filling them.	All Graduate Level Courses (required or elective); GRAD 7000 (Master's Thesis)	Class presentations, assignments, term papers, course exams, proposal defence, and thesis defence
9. Student must achieve and demonstrate overall competence in quantitative methodologies (and possibly qualitative methodologies, depending on his/her research topic) related to research design, data collection and management, analysis, and result interpretation.	The purpose of the MSc program, which is a research-oriented graduate program, is to produce knowledge and contribute to the discipline's literature. To this end, the student needs to achieve and demonstrate an overall competency in conducting a robust and scientific investigation of his/her research questions, including designing a research project, collecting data, analyzing data, and interpreting the results.	Graduate level courses in research methods required by the program or the student's Curriculum Advisory Committee; GRAD 7000 (Master's Thesis)	Class presentations, assignments, term papers, course exams, proposal defence, and thesis defence

MSc in Management

Skills & Abilities

The skills and abilities category includes communication; observation; perception; motor/tactile function; psychomotor; physical; etc.

BFAR Statement	Rationale	Taught	Assessed
10. Student must demonstrate applied skills in reading and comprehension of academic literature and academic writing at a level commensurate with the degree being sought.	Reading and comprehension of academic literature and academic writing are essential elements of the MSc program, which is a research-oriented graduate program. Student needs to develop these skills over the course of the graduate program and demonstrate his/her ability in applying them.	All Graduate Level Courses (required or elective); GRAD 7000 (Master's Thesis)	Class presentations, assignments, term papers, course exams, proposal defence, and thesis defence
11. Student must design and deliver appropriate oral presentations; discussing, defending, and presenting information in a clear and articulate manner. Oral presentations may be delivered using assistive technologies/aids.	Oral presentation of research ideas and outcomes is an essential part of the MSc program, which is a research-oriented graduate program. Student needs to develop this skill over the course of the graduate program and demonstrate his/her ability in applying them.	All Graduate Level Courses (required or elective); GRAD 7000 (Master's Thesis)	Class presentations, oral proposal defence, and oral thesis defence
12. Student must demonstrate applied skills in both <u>qualitative and quantitative</u> data analysis at a level commensurate with the degree being sought.	The purpose of the MSc program, which is a research-oriented graduate program, is to produce knowledge and contribute to the discipline's literature. To this end, the student needs to develop data analysis skills and demonstrate his/her ability to apply them in conducting a robust and scientific investigation of his/her research questions.	Graduate level courses in research methods required by the program or the student's Curriculum Advisory Committee; GRAD 7000 (Master's Thesis)	Class presentations, assignments, term papers, course exams, proposal defence, and thesis defence



MSc in Management

Skills & Abilities

The skills and abilities category includes communication; observation; perception; motor/tactile function; psychomotor; physical; etc.

BFAR Statement	Rationale	Taught	Assessed
13. Student must demonstrate applied skills in research methods at a level commensurate with the degree being sought.	The purpose of the MSc program, which is a research-oriented graduate program, is to produce knowledge and contribute to the discipline's literature. To this end, the student needs to develop methodological skills and demonstrate his/her ability to apply them in conducting a robust and scientific investigation of his/her research questions.	Graduate level courses in research methods required by the program or the student's Curriculum Advisory Committee; GRAD 7000 (Master's Thesis)	Class presentations, assignments, term papers, course exams, proposal defence, and thesis defence
14. Student must demonstrate the ability to undertake and produce original research, advanced scholarship, or independent investigation at a level commensurate with the degree being sought, as determined by the advisory committee.	The purpose of the MSc program, which is a research-oriented graduate program, is to develop independent researchers who can pursue novel research ideas and produce knowledge and contribute to the discipline's literature.	All Graduate Level Courses (required or elective); GRAD 7000 (Master's Thesis)	Class presentations, assignments, term papers, course exams, proposal defence, and thesis defence
15. Student must develop and demonstrate the ability and skill to collaborate with others.	Working with others is an essential part of the MSc program, which is a research-oriented graduate program, and is an essential part of an academic and business career.	All Graduate Level Courses (required or elective); GRAD 7000 (Master's Thesis)	Presentations or papers with others, attending department events, and annual progress review
16. Student must develop and demonstrate the ability to build theoretical frameworks.	The ability to build theoretical frameworks is an essential part of the MSc program, which is a research-oriented graduate program, and is an essential part of an academic and business career.	All Graduate Level Courses (required or elective); GRAD 7000 (Master's Thesis)	Class presentations, assignments, term papers, course exams, proposal defence, and thesis defence

MSc in Management

<div style="display: flex; align-items: center; justify-content: space-between; padding: 10px;">  <div style="text-align: center;"> <h3>Professionalism</h3> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div>  <p>UNIVERSITY OF MANITOBA</p> </div> </div>			
BFAR Statement	Rationale	Taught	Assessed
17. Student must keep accurate and legible records of data and codes when conducting empirical research and maintain these records to allow replicating of results by others.	Unethical and dishonest research conducts impede the development of authentic scientific knowledge.	GRAD 7300 Ethics Tutorial- Human Research Protection Program; Graduate level courses in research methods.	Class presentations, assignments, term papers, course exams, proposal defence, thesis defence, and annual progress review

PhD in Management

Thesis			
The thesis category includes: possible BFAR statements pertaining to thesis requirements			
BFAR Statement	Rationale	Taught	Assessed
1. Students must complete an <u>oral</u> thesis proposal defence in real-time, which might be completed using assistive technologies/aids.	1- A public and real-time presentation by the candidate of research ideas and outcomes is an essential part of the PhD program in Asper School, which is a research-oriented graduate program. 2- The thesis advisory committee needs to assess the quality of the proposed research and ensure of its adequacy in meeting academic standards. 3- The thesis advisory committee needs to assess and evaluate student's knowledge and skills and ensure of his/her ability to effectively complete the proposed research.	GRAD 8000 (Doctoral Thesis)	Proposal defense as determined by the examining committee

PhD in Management

Thesis			
The thesis category includes: possible BFAR statements pertaining to thesis requirements			
BFAR Statement	Rationale	Taught	Assessed
2. Students must complete a written thesis proposal, which might be completed using assistive technologies/aids.	1- Academic writing is an essential part of <u>the PhD program in Asper School</u> , which is a research-oriented graduate program. Student needs to demonstrate this capability through a written thesis proposal. 2- The thesis advisory committee needs to assess the quality of the proposed research and ensure of its adequacy in meeting academic standards. 3- The thesis advisory committee needs to assess and evaluate student's knowledge and skills and ensure of his/her ability to effectively complete the proposed research.	GRAD 8000 (Doctoral Thesis)	Proposal defense as determined by the examining committee

PhD in Management

Thesis

The thesis category includes: possible BFAR statements pertaining to thesis requirements

BFAR Statement	Rationale	Taught	Assessed
3. Student must demonstrate advanced knowledge and/or research skills (as required by the program) to produce a written thesis commensurate with degree being sought. The written thesis might be completed using assistive technologies/aids.	1- Academic writing is an essential part of the PhD program in Asper School, which is a research-oriented graduate program. Student needs to demonstrate this capability through a written thesis proposal. 2- The thesis advisory committee needs to assess the quality of the research and ensure of its adequacy in meeting academic standards. 3- The thesis advisory committee needs to assess and evaluate student's knowledge and skills and confirm his/her eligibility for graduation.	GRAD 8000 (Doctoral Thesis)	Thesis defense as determined by the examining committee
4. Student must demonstrate advanced knowledge and/or research skills (as required by the program) to complete an oral thesis defence in real-time commensurate with the degree sought. The oral thesis defence might be completed using assistive technologies/aids.	1- A public and real-time presentation by the candidate of research ideas and outcomes is an essential part of the PhD program in Asper School, which is a research-oriented graduate program. 2- The thesis advisory committee needs to assess the quality of the research and ensure of its adequacy in meeting academic standards. 3- The thesis advisory committee needs to assess and evaluate student's knowledge and skills and confirm his/her eligibility for graduation.	GRAD 8000 (Doctoral Thesis)	Thesis defense as determined by the examining committee

PhD in Management

<div>Cognition & Knowledge</div> <div>The cognition category includes: knowledge; problem solving; decision making; critical thinking; application; analysis; etc.</div>			
BFAR Statement	Rationale	Taught	Assessed
5. Student must demonstrate a working comprehension of how to acquire and interpret knowledge in <u>their research discipline and their field of study.</u>	The purpose of <u>the PhD program in Asper School</u> , which is a research-oriented graduate program, is to produce knowledge and contribute to the discipline's literature. To this end, the first step for the student is to learn and demonstrate that he/she is able to acquire knowledge from the existing sources and properly interpret it.	All Graduate Level Courses (required or elective) GRAD 8000 (Doctoral Thesis)	Class presentations, assignments, term papers, course exams, candidacy exam, proposal defence and thesis defence
6. Student must demonstrate the ability to generalize and synthesize prior knowledge and experience in order to apply it in different settings and novel situations at a level commensurate with the <u>PhD degree in Asper School.</u>	The purpose of <u>the PhD program in Asper School</u> , which is a research-oriented graduate program, is to produce knowledge and contribute to the discipline's literature. To this end, the second step for the student is to learn and demonstrate that he/she is able to generalize and synthesize the acquired knowledge and to apply it to different and novel situations.	All Graduate Level Courses (required or elective) GRAD 8000 (Doctoral Thesis)	Class presentations, assignments, term papers, course exams, candidacy exam, proposal defence and thesis defence
7. Student must demonstrate a thorough understanding of a substantial body of knowledge that is at the forefront of <u>their research discipline and their field of study.</u>	The purpose of <u>the PhD program in Asper School</u> , which is a research-oriented graduate program, is to produce knowledge and contribute to the discipline's literature. To this end, the student needs to have a thorough understanding of a substantial body of knowledge at the forefront of the discipline to be able to identify the gaps and take actions to filling them.	All Graduate Level Courses (required or elective) GRAD 8000 (Doctoral Thesis)	Class presentations, assignments, term papers, course exams, candidacy exam, proposal defence and thesis defence

PhD in Management

Cognition & Knowledge

The cognition category includes: knowledge; problem solving; decision making; critical thinking; application; analysis; etc.

BFAR Statement	Rationale	Taught	Assessed
8. Student must demonstrate a critical awareness of current problems and/or new insights at the forefront of <u>their research discipline and their field of study</u> .	The purpose of <u>the PhD program in Asper School</u> , which is a research-oriented graduate program, is to produce knowledge and contribute to the discipline's literature. To this end, the student needs to have a thorough understanding of the current developments and new insights at the forefront of the discipline to be able to identify the gaps and take actions to filling them.	All Graduate Level Courses (required or elective) GRAD 8000 (Doctoral Thesis)	Class presentations, assignments, term papers, course exams, candidacy exam, proposal defence and thesis defence
9. Student must achieve and demonstrate overall competence in <u>quantitative</u> methodologies (and possibly <u>qualitative</u> methodologies, depending on his/her research topic) related to research design, data collection and management, analysis, and result interpretation.	The purpose of <u>the PhD program in Asper School</u> , which is a research-oriented graduate program, is to produce knowledge and contribute to the discipline's literature. To this end, the student needs to achieve and demonstrate an overall competency in conducting a robust and scientific investigation of his/her research questions, including designing a research project, collecting data, analyzing data, and interpreting the results.	GMGT 7540, or MKT 7080 or an equivalent graduate level course in research methods from another faculty; other graduate statistics course in psychology/sociology /economics; and all other graduate level courses required by the student's Curriculum or Advisory Committee GRAD 8000 (Doctoral Thesis)	Class presentations, assignments, term papers, course exams, candidacy exam, proposal defence and thesis defence

PhD in Management

Skills & Abilities

The skills and abilities category includes communication; observation; perception; motor/tactile function; psychomotor; physical; etc.

BFAR Statement	Rationale	Taught	Assessed
10. Student must demonstrate applied skills in reading and comprehension of academic literature and academic writing at a level commensurate with the <u>PhD degree in Asper School</u> .	Reading and comprehension of academic literature and academic writing are essential elements of <u>the PhD program in Asper School</u> , which is a research-oriented graduate program. Student needs to develop these skills over the course of the graduate program and demonstrate his/her ability in applying them.	All Graduate Level Courses (required or elective) GRAD 8000 (Doctoral Thesis)	Class presentations, assignments, term papers, course exams, candidacy exam, proposal defence and thesis defence
11. Student must design and deliver appropriate presentations; discussing, defending, and presenting information in a clear and articulate manner. Presentations might be delivered using assitive technologies/aids.	Oral presentation of research ideas and outcomes is an essential part of <u>the PhD program in Asper School</u> , which is a research-oriented graduate program. Student needs to develop this skill over the course of the graduate program and demonstrate his/her ability in applying them.	All Graduate Level Courses (required or elective) GRAD 8000 (Doctoral Thesis)	Class presentations, oral proposal defence and oral thesis defence

PhD in Management

Skills & Abilities

The skills and abilities category includes communication; observation; perception; motor/tactile function; psychomotor; physical; etc.

BFAR Statement	Rationale	Taught	Assessed
12. Student must demonstrate applied skills in both <u>qualitative and quantitative</u> data analysis at a level commensurate with the <u>PhD degree in Asper School</u> .	The purpose of <u>the PhD program in Asper School</u> , which is a research-oriented graduate program, is to produce knowledge and contribute to the discipline's literature. To this end, the student needs to develop data analysis skills and demonstrate his/her ability to apply them in conducting a robust and scientific investigation of his/her research questions.	GMGT 7540, or MKT 7080 or an equivalent graduate level course in research methods from another faculty; other graduate statistics course in psychology/sociology /economics; and all other graduate level courses required by the student's Curriculum or Advisory Committee GRAD 8000 (Doctoral Thesis)	Class presentations, assignments, term papers, course exams, candidacy exam, proposal defence and thesis defence

PhD in Management

Skills & Abilities

The skills and abilities category includes communication; observation; perception; motor/tactile function; psychomotor; physical; etc.

BFAR Statement	Rationale	Taught	Assessed
13. Student must demonstrate applied skills in research methods at a level commensurate with the <u>PhD degree in Asper School</u> .	The purpose of <u>the PhD program in Asper School</u> , which is a research-oriented graduate program, is to produce knowledge and contribute to the discipline's literature. To this end, the student needs to develop methodological skills and demonstrate his/her ability to apply them in conducting a robust and scientific investigation of his/her research questions.	GMGT 7540, or MKT 7080 or an equivalent graduate level course in research methods from another faculty; other graduate statistics course in psychology/sociology /economics; and all other graduate level courses required by the student's Curriculum or Advisory Committee GRAD 8000 (Doctoral Thesis)	Class presentations, assignments, term papers, course exams, candidacy exam, proposal defence and thesis defence
14. Student must demonstrate the ability to undertake and produce original research, advanced scholarship, or independent investigation at a level commensurate with the <u>PhD degree in Asper School</u> , as determined by the advisory committee.	The purpose of <u>the PhD program in Asper School</u> , which is a research-oriented graduate program, is to develop independent researchers who can pursue novel research ideas and produce knowledge and contribute to the discipline's literature.	All Graduate Level Courses (required or elective) GRAD 8000 (Doctoral Thesis)	Class presentations, assignments, term papers, course exams, candidacy exam, proposal defence and thesis defence

PhD in Management

Professionalism			
BFAR Statement	Rationale	Taught	Assessed
15. Student must demonstrate ethical behaviour consistent with the guidelines and procedures for the responsible conduct of research and/or demonstrate ethical research conduct where research ethics boards do not apply.	1- The generation of knowledge should not be at the expense of other research stakeholders' interests and rights. 2- Unethical and dishonest research conducts impede the development of authentic scientific knowledge.	1) GRAD 7500 Academic Integrity Tutorial 2) GMGT 7540 or MKT 7080	Class presentations, assignments, term papers, course exams, candidacy exam, proposal defence, annual progress review, and thesis defence
16. Student must conduct research in a safe and ethical manner, following instructions from their respective ethics board and the advisory committee to ensure research participants and other research stakeholders are treated with respect.	1- The generation of knowledge should not be at the expense of other research stakeholders' interests and rights. 2- Unethical and dishonest research conducts impede the development of authentic scientific knowledge.	1) GRAD 7300 Ethics Tutorial-Human Research Protection Program 2) GMGT 7540 or MKT 7080	Class presentations, assignments, term papers, course exams, candidacy exam, proposal defence, annual progress review, and thesis defence

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

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, program and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. In October 2007, the Faculty of Graduate Studies approved a process of *Streamlining Course Introductions, Modifications, & Deletions* which allows the Executive Committee to approve these changes in lieu of Faculty Council when the courses are not associated with a new program or program changes.
3. The Faculty of Graduate Studies Executive Committee met on the above date to consider proposals from the Dept. of Biosystems Engineering, Dept. of Pharmacology & Therapeutics, and Dept. of Physical Therapy.

Observations

1. The **Dept. of Biosystems Engineering** proposes four (4) course introductions, BIOE 7380, BIOE 7370, BIOE 7360, and BIOE 7350; one (1) course modification, BIOE 7260; and one (1) course deletion, BIOE 7160. The recent Graduate Program Review identified an over-reliance on low-enrolment special topics grad-level courses. The new courses and the modified course will be offered on a regular basis to ensure Biosystems Engineering has a sufficient number of courses available and will minimize reliance on one-on-one offerings.

Course Introductions:

BIOE 7380 Biomaterial Science and Engineering

+3

The course provides students with an overview of materials that are synthesized for, or have agricultural, environmental or biomedical applications, including their sources, physical/chemical/biological properties and applications. The course includes the synthesis/isolation/fabrication and characterization of biomaterials, and the structure-property relationship of those materials. Students will be exposed to concepts on several material characterization techniques at the morphological, chemical and biological level.

BIOE 7370 Engineering Properties of Fibres for Industrial Uses

+3

Students will gain an understanding of various engineering properties of fibre and textiles for industrial uses. Case studies are used to illustrate the failure of textiles in engineering applications. The course will emphasize how to engineer and evaluate a fibre for biomedical, geotechnical, or athletic applications.

BIOE 7360 Biological Systems: Behaviour, Modelling and Simulation **+3**

Applications of engineering principles and mathematical methods to model and simulate biological ecosystems. Course materials will analyze critical elements of a biological system and interactions among these elements, principles and techniques of modelling biological systems, the modelling process, estimation of model parameters, and model analysis and validation. Examples of existing models will be discussed and used to simulate various biological systems.

BIOE 7350 Bioresource Engineering and Sustainability **+3**

Students will gain an understanding of overall sustainability of industrial activities, energy usage, and resource depletion. Course topics will include: environmental emissions (as it relates to air and water pollution, solid and hazardous wastes, noise and traffic impacts); life-cycle assessment and related techniques for evaluating sustainability; design improvements to enhance environmental performance of engineered systems; and methodologies for assessing social and economic impacts of new developments.

Course Modification:

BIOE 7260 Research Methods in Biosystems Engineering **3 (no change)**

~~Introduction to various research methods, including data acquisition and transmission, control systems, dimensional analysis, random signal analysis, experimental design, error analysis, stochastic modelling, fuzzy mathematics and expert systems. Prerequisite: consent of instructor.~~

Introduction to quantitative research methods emphasizing reproducible research and analysis. Topics include statement of research objectives and hypotheses; moving through experimentation, measurements, and data acquisition; and ending with exploratory analysis, statistical analyses and estimation. Prerequisite: consent of instructor.

Course Deletion:

BIOE 7160 Instrumentation and Controls **-3**

NET CREDIT HOUR CHANGE **+9**

2. The **Dept. of Pharmacology & Therapeutics** proposes the deletion of two (2) courses, PHAC 7132 and PHAC 7134, and the introduction of one (1) course, PHAC 7136. The department expresses the need for graduate students to be introduced to a wider spectrum of pharmacology topics, beyond the current focus via the streams for neuroscience or cardiovascular pharmacology. PHAC 7136 will combine the material covered by the previous PHAC 7132 and PHAC 7134 courses, and in addition introduce diabetes, cancer and immunotherapies. In addition to preparing well-rounded graduate students, all these additions complement the research interests of the current faculty. The department has also modified the course format; this course is the very first graduate course graduate students

will take and this new approach will more effectively support their transition from undergraduate studies. Also, the course assessment will not only rely on mid-term and final multiple choice question examinations that tend to only support rote memorization, but be based on assignment presentations and short reply/essay questions at the end of each tutorial block and thus more fully test the students' ability to understand and absorb the data.

Course Introduction:

PHAC 7136 General Pharmacology +3

General pharmacological principles including pharmacodynamics of the more important groups of drugs, the factors which control and modify their effects, and the basis for rational selection and administration of drugs in the treatment of common diseases. Prerequisite: permission of the department.

Course Deletions:

PHAC 7132 General Pharmacology -3

PHAC 7134 General Pharmacology Cardiovascular -3

NET CREDIT HOUR CHANGE -3

3. The **Dept. of Physical Therapy** proposes one (1) course modification, PT 6100, to change the grading of the course from letter grade to pass/fail. The majority of this course is participation in class and experiential in nature. Previously, the department assigned letter grades for the summative evaluations but found that the average mark obtained was A or A+. The assessment criteria, which are experiential and dependent on the opinion and experience of the learner, lend themselves more to a pass/fail evaluation rather than a letter grade rating.

Course Modification:

PT 6100 Foundations of Physical Therapy 5 (no change)

Through lecture, labs and seminars, students are introduced to the theory of physical therapy knowledge, skills, attitudes and behaviours. Course content includes conceptual frameworks, principles surrounding safe and ethical professional conduct in the current health care environment. Course graded pass/fail.

NET CREDIT HOUR CHANGE NO CHANGE

Recommendations

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

Dept. of Biosystems Engineering

Dept. of Pharmacology & Therapeutics

Dept. of Physical Therapy

Respectfully submitted,

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

/ak

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

Report of the Senate Committee on Approved Teaching Centres with Respect to Cross-Registered Courses and Instructors for 2019-2020

Preamble

1. The terms of reference for the Senate Committee on Approved Teaching Centres (SCATC) are found on the web at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/494.htm2.
2. Since last reporting to Senate, the Senate Committee on Approved Teaching Centres has considered the list of proposed courses and instructors as submitted by Booth University College for cross-registration with the University of Manitoba in 2019-2020.

Observations

1. Booth University College

The Committee considered cross-registered courses to be offered by Booth University College in the 2019-2020 academic session and proposed instructors, as set out in Appendix A. Approval has been received from appropriate departments in the Faculty of Arts.

Recommendation:

The Senate Committee on Approved Teaching Centres recommends:

THAT Senate approve the Report of the Senate Committee on Approved Teaching Centres concerning cross-listed courses and instructors for 2019-2020, as outlined in Appendix A.

Respectfully submitted,

Senate Committee on Approved Teaching Centres

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

APPENDIX A

Cross-Registered Courses to be offered at Approved Teaching Centres and Proposed Instructors for 2019-2020

Booth University College

U of M Department	Course No.	Booth University College
English, Theatre, Film & Media	ENGL 1200 Representative Literary Works	ENG 107 Representative Literary Works Mandy Elliott, Jason Peters (Fall-Winter, 2019-2020)
Religion	RLGN 2160 Introduction to Hebrew Scripture	REL 200 Biblical Foundations (Old Testament) Donald Burke (Fall 2019)
	RLGN 2160 Introduction to Hebrew Scripture	REL 302 The Pentateuch Donald Burke (Fall 2019)
	RLGN 2170 – Introduction to the New Testament	REL 201 Biblical Foundations (New Testament) Roy Jeal (Winter 2020)
	RLGN 3240 – Jesus and the Gospel Writings	REL 310 Jesus of Nazareth Roy Jeal (Fall 2019)
	RLGN 3XXX – for credit in the Judaism (J) stream	REL 303 Hebrew Bible Prophets Donald Burke (Winter 2020)

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 May 16, 2019, the Senate Committee on Awards approved 12 new offers, 8 revised offers and the withdrawal of 1 award, as set out in Appendix A of the *Report of the Senate Committee on Awards – Part A (May 16, 2019)*.

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve 12 new offers, 8 revised offers and the withdrawal of 1 award, as set out in Appendix A (May 16, 2019). 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

May 16, 2019

1. NEW OFFERS

A. Wawruch - John Russell Bursary

Arnold Wawruch established an endowment fund at the University of Manitoba with an initial gift in 2019. The purpose of the fund is to support students pursuing studies in the Faculty of Architecture. Each year, beginning in 2020-2021, 75% of 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, third, or fourth year of study in the Bachelor of Environmental Design program in the Faculty of Architecture;
- (2) has achieved a minimum degree grade point average of 2.5; and
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

Each year, beginning in 2020-2021, 25% of the available annual income from the fund will be used to offer one bursary to a graduate student who:

- (1) is enrolled full-time in the Faculty of Graduate Studies in any year of study in the Master of Interior Design program in the Faculty of Architecture;
- (2) has achieved a minimum grade point average of 3.0 based on the last 60 credit hours (or equivalent) of study; and
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

First preference for both the undergraduate and graduate bursaries will go to students who have graduated from a high school inside the city limits of Brandon, Manitoba. Second preference for both the undergraduate and graduate bursaries will go to students who have graduated from a Manitoba high school.

The Director of Financial Aid and Awards 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.

Arthur Stinner Memorial Fellowship in Science Education

In memory of Arthur Stinner, an endowment fund was established at the University of Manitoba in 2014. Dr. Stinner was a professor of science education in the Faculty of Education and an internationally-known physics education scholar with a specific interest in ways to include history and philosophy of science in school science education. This fellowship was created to reward a graduate student in the Faculty of Education who is pursuing research focused on humanistic approaches to science education. Each year, beginning in 2019-2020, the available annual interest from the fund will be used to offer one scholarship to a graduate student who:

- (1) is enrolled part-time or full-time in any year of study in the Faculty of Graduate Studies in a Master's (thesis based route) or Doctoral program delivered by the Faculty of Education at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 3.5 in the last 60 credit hours (or equivalent) of study; and
- (3) is conducting, or has proposed to conduct, research focused on humanistic approaches to science education (e.g. history and philosophy of science in science teaching).

Candidates will be required to submit an application that consists of:

- a) a cover letter (maximum 250 words) that describes the status and progress of the applicant's program of studies;
- b) an outline (maximum 500 words) that describes the applicant's proposed research project;
- c) a *curriculum vitae*; and
- d) a current academic transcript.

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Dean of the Faculty of Education (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.

Dr. Harvey and Mrs. Irene Bergner Bursary

Dr. Harvey and Mrs. Irene Bergner have established an endowment fund at the University of Manitoba in the amount of \$100,000 to support awards for Nursing students who are interested in the "care of the older person". This bursary is intended to support nursing students with an interest in the care of the older person. Beginning in 2019-2020, 50% of the available annual interest will be used to offer one bursary which will be offered to an undergraduate student who:

- (1) is enrolled full-time (minimum 60% course load) in the Bachelor of Nursing Program in the College of Nursing at the University of Manitoba;
- (2) has successfully completed Health and Illness: Older Client course (currently numbered NURS 2518);
- (3) has achieved a minimum degree grade point average of 2.5;
- (4) has demonstrated financial need on the standard University of Manitoba bursary application form.

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

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. Harvey and Mrs. Irene Bergner Prize

Dr. Harvey and Mrs. Irene Bergner have established an endowment fund at the University of Manitoba in the amount of \$100,000 to support awards for Nursing students who are interested in the “care of the older person”. Beginning in the 2019-2020 academic year, 50% of the available annual interest will be used to offer one prize which will be offered to an undergraduate student who:

- (1) was enrolled full-time (minimum 80% course load) in the Bachelor of Nursing Program in the College of Nursing at the University of Manitoba in the year in which the award is tenable;
- (2) had achieved a minimum degree grade point average of 3.5 or higher;
- (3) has successfully completed the Clinical Practicum (currently numbered NURS 4580).

Preference will be given to a student who has completed the Clinical Practicum in a personal care home or long term care centre.

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

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. Keith Meloff Bursary in Medicine

Dr. Keith Meloff will provide an annual gift to offer a renewable bursary valued at \$10,000 a year for four years beginning in 2019-2020 and ending in 2023-2024. The purpose of the bursary is to offset as much of the tuition costs as possible for an undergraduate medical student for the duration of his/her undergraduate medical degree program. Beginning in 2019-2020, one bursary valued at \$10,000 a year will be offered to an undergraduate student who:

- (1) is enrolled full-time in the first year of study in the Undergraduate Medical Education Program in the Max Rady College of Medicine at the University of Manitoba;
- (2) is in good standing; and
- (3) has demonstrated financial need on the standard University of Manitoba bursary application form.

The bursary will be renewable for a maximum of three years provided the recipient continues to meet the eligibility criteria outlined above for each subsequent year of his/her undergraduate medical degree program. Should the recipient be ineligible for the renewal, the bursary will be awarded to a full-time medical student in the same year as the ineligible student who is in good standing and has demonstrated financial need on the standard University of Manitoba bursary application form.

The selection committee for this award will be named by the Dean of the Max Rady College of Medicine (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.

Faculty of Engineering Graduate Recruitment Scholarship

Dr. Douglas Buchanan established an endowment fund at the University of Manitoba in 2010. The purpose of the fund is to attract students to graduate programs in the Faculty of Engineering at the University of Manitoba. Beginning in the 2019-2020 academic year, the available annual interest from the fund will be used to offer one entrance scholarship with a minimum value of \$2,000 to a graduate student who:

- (1) has been recommended to the Faculty of Graduate Studies for admission to a Master's or PhD program offered through a department in the Faculty of Engineering;
- (2) will be entering the first year of their program in the next ensuing Summer, Fall, or Winter term;
- (3) has achieved a minimum grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study; and
- (4) is nominated by their supervising professor.

The graduate student's supervising professor will be required to submit a nomination letter (maximum 500 words) explaining why the student is an ideal candidate for the scholarship.

This scholarship will rotate through the different eligible departments each year, beginning with Electrical and Computer Engineering, then Mechanical Engineering, Civil Engineering and Biosystems Engineering respectively.

This entrance scholarship is to be offered as a top-up only and will be separate from the supervisor's standard offer. Students will only be eligible to receive this scholarship once.

Any unspent revenue from the fund will be recapitalized. Unspent recapitalized revenue can be used to top up the spending allocation to the minimum \$2,000 in any given year. In years where the available annual interest plus all available top-ups do not meet the \$2,000 minimum, no award will be offered, and the department that is unable to offer an award will automatically be the department that offers the award in the following year.

If in any year a department does not select a student to receive this scholarship by March 31st then the scholarship will move to the next department following this rotation: Electrical and Computer Engineering, then Mechanical Engineering, Civil Engineering and Biosystems Engineering.

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (or designate) will ask the Department Graduate Committee of the department that will be awarding the scholarship in that given year to serve as the selection committee for this award. The Associate Dean, Research of the Faculty of Engineering (or designate) will chair the selection committee for this scholarship every year, and the committee will include the Department Head (or designate) of the department in which the award is being offered.

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.

Janson Entrance Scholarship for Bison Men's Volleyball

Rob Janson, an alumnus of the University of Manitoba (B.P.E., 2000) and the Bison Men's Volleyball team (1997-2000), will make an annual contribution for five years to offer the Janson Entrance Scholarship for Bison Men's Volleyball. The purpose of the award is to recruit and reward outstanding student athletes to the Bison Men's Volleyball team. Beginning in 2019-2020 and ending in 2023-2024,

one full-tuition scholarship (not including residence fees) up to a maximum of \$6,500 for the fall/winter academic session, will be offered to an undergraduate student who:

- (1) is eligible to compete in U Sports and is a member of the Bison Men's Volleyball team;
- (2) is enrolled full-time in the first year of study, as defined by U Sports, in any faculty, college, or school at the University of Manitoba;
- (3) has achieved a minimum average of 80% on those high school courses used for admission to the University; and
- (4) in the opinion of the selection committee, shows exemplary work ethic on and off the court.

In the event that there is no eligible candidate who meets criterion (3), the scholarship may go to student who meets criteria (1), (2), and (4), and who meets the minimum admission requirements for University 1 or any faculty, college, or school with a Direct Entry option.

In the further event that there is no eligible candidate, the scholarship may go to a continuing student who otherwise meets criteria (1), (2), and (4), with a minimum degree grade point average of 2.0.

This scholarship is not renewable. A student may only hold this award once.

The selection committee will be named by the Athletic Director (or designate) and will include the Head Coach of the Bison Men's Volleyball team (or designate) and the donor (or designate).

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

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

Nettie Thiessen Bursary

Nettie (Annette) Thiessen has made a one-time contribution valued at \$15,000 to the University of Manitoba to offer the Nettie Thiessen Bursary. The purpose of this bursary is to provide support to two undergraduate students from the areas of either Lowe Farm, Kane, Morris, New Bothwell, Blumenort, Ste. Anne, Linden, Mitchell, or Landmark, Manitoba. In 2019-2020, two bursaries valued at \$7,500 each will be offered to undergraduate students who:

- (1) are residents of either Lowe Farm, Kane, Morris, New Bothwell, Blumenort, Ste. Anne, Linden, Mitchell, or Landmark, Manitoba;
- (2) are admitted to the University of Manitoba directly from high school;
- (3) are enrolled full-time (minimum 60% course load) in the first year of study in University 1 or any Direct Entry program offered by any faculty, college, or school at the University of Manitoba;
- (4) have achieved the required minimum entrance average based on those courses used for admission to the University; and
- (5) have demonstrated financial need on the standard University of Manitoba bursary application form.

In the event that there is no eligible candidate, the bursary may be awarded to a continuing student enrolled full-time (minimum 60% course load), with a minimum grade point average of 2.0, residing in one of the qualifying areas above, and with demonstrated financial need.

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

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

Stephen Walter Mical Scholarship in Fine Arts

In honour of Stephen Walter Mical, an endowment fund has been established with a gift of \$184,113 at the University of Manitoba in 2018. The purpose of the fund is to reward the academic achievements of undergraduate students pursuing studies in the School of Art with an interest in Ukrainian art. Beginning in 2020-2021, the available annual income from the fund will be used to offer one or more scholarships to undergraduate students who:

- (1) are enrolled full-time (minimum 80% course load) in the second or subsequent year of study in the School of Art at the University of Manitoba;
- (2) have achieved a minimum degree grade point average of 3.5; and
- (3) have demonstrated an interest in Art historical research on work by Ukrainian artists.

In order to demonstrate how they meet criterion (3), candidates are required to submit to the School of Art an essay (maximum 3,000 words) outlining their interest in Art historical research on work by Ukrainian artists.

In the event that there are no eligible candidates that meet criterion (3), the award may go to students who meet criteria (1) and (2).

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

The Director of the School of Art (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.

Tom & Nina Phillips Travel Award in Education

In memory of her parents, Alfred Thomas Phillips (B.A./47, M.A./48, B.Ed./57, M.Ed./64) and Nina Phillips (B.A./46, B.Ed./70), and their daughter the Hon. Madam Justice Carolyn Phillips, family and friends have established an endowment fund at the University of Manitoba in 2019. The purpose of the fund is to provide travel awards to Bachelor of Education students in the Faculty of Education who will take their practicum course(s) in northern Manitoba schools and communities. Each year, beginning in 2019-2020, the available annual interest from the fund will be used to offer one travel award to an undergraduate student who:

- (1) is enrolled full-time (minimum 80% course load) in any year of study in the Bachelor of Education program at the University of Manitoba;

- (2) has successfully completed at least one practicum course in the Bachelor of Education program;
- (3) has achieved a minimum degree grade point average of 3.5 (or its equivalent in one term of Education courses); and
- (4) has been placed in a practicum school in northern Manitoba.

Preference will be given to students who have an interest in teaching Canadian history and/or counselling.

In the event that there is no student who meets criterion (4), the award may be offered to a student who otherwise meets criteria (1) through (3), and has been placed in a practicum school in rural Manitoba or in an international practicum school.

For the purposes of this award, northern Manitoba will be defined as north of the 53rd parallel. Rural Manitoba will be defined as outside of the census metropolitan areas of the province (as defined by Statistics Canada).

The selection committee will be named by the Dean of the Faculty of Education (or designate) and will include the Director of School Experience (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.

UMFA Scholarship for the Advancement of Labour Rights

The University of Manitoba Faculty Association (UMFA) will make an annual contribution to recognize students who are interested in advancing the rights of organized labour. The award will be valued at \$2,500 each year for a three year term to offer the UMFA Scholarship for the Advancement of Labour Rights. Beginning in 2019-2020 and ending in 2021-2022, one scholarship will be offered each year to an undergraduate student who:

- (1) is enrolled part-time or full-time in any year of study in any faculty, college, or school at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 2.5; and
- (3) is interested in advancing the rights of organized labour in Manitoba, Canada, and/or internationally.

In order to demonstrate how they meet criterion (3), candidates are required to submit to the Financial Aid and Awards office an essay, maximum 2,500 words, which includes (a) the student's area of study, and (b) the importance of advancing labour rights in the province of Manitoba, Canada, and/or internationally. Adherence to normal academic standards, including those regarding plagiarism, is expected.

In the event that the selection committee decides that there are no suitable applications, the scholarship will be extended by one year.

Recipients may be invited to publish the essay on UMFA's website, newsletter, or in other public formats, but this will be done only with the permission of the author.

The Director of Financial Aid & Awards (or designate) will name the selection committee of the award, which will include the Coordinator of the Labour Studies program (or designate) and the Executive Director of the University of Manitoba Faculty Association (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.

Wayne Couling Memorial Bursary

Through a bequest of \$5,000 in 2019, Mr. Wayne Couling has generously established a fund at the University of Manitoba to offer bursaries to students who are in the College of Pharmacy and are in financial need. Each year, beginning in 2019-2020 and ending in 2024-2025, one bursary valued at \$1,000 will be offered to an undergraduate student who:

- (1) is enrolled full-time (minimum 80% course load) in the Doctor of Pharmacy (PharmD) program in the College of Pharmacy at the University of Manitoba;
- (2) has achieved a minimum degree grade point average of 2.0;
- (3) has demonstrated financial need on the standard University of Manitoba bursary application.

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

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

Dackow Family Scholarship

The following amendments were made to the terms of reference for the **Dackow Family Scholarship**:

- The preamble was revised to:
The Dackow family has created an endowment fund at the University of Manitoba in 2007. The Manitoba Scholarship and Bursary Initiative and Power Corporation of Canada have made contributions to the fund. The available interest from the fund, including any annual and unspent revenue, will be used to support scholarships for students graduating from Wynyard Composite High School, Wynyard, Saskatchewan or Technical Vocational High School in Winnipeg, Manitoba. Each year, beginning in 2020-2021, one full-tuition scholarship (not including residence fees) for the fall/winter academic session and an additional \$1,500 for books and supplies, will be offered to an undergraduate student who:
- The fourth numbered criterion was revised to:
(4) of the students who have met the above criteria, has the achieved the highest average based on the best five courses used for entrance scholarship consideration.
- The following paragraph was added:
In the event that there is no eligible student from Wynyard Composite High School, the award will be offered to a student who has graduated from Technical Vocational High School who meets criteria (2), (3), and (4) above.
- The standard Board of Governors statement was updated.

Jack Prior Memorial Undergraduate Summer Research Scholarships

The following amendments were made to the terms of reference for the **Jack Prior Memorial Undergraduate Summer Research Scholarships**:

- The name of the award was revised to: *Jack Prior Memorial Undergraduate Summer Research Prizes*
- The preamble was revised to:
In memory of John (Jack) L. Prior (B.Sc. '64), his family established an endowment fund at the University of Manitoba, with a gift of \$250,000 in 2013. The fund will be used to support undergraduate students involved in summer research projects, as well as one undergraduate bursary in the Faculty of Science. Additional contributions to the summer research prizes may be made each year by the supervising faculty advisor. Each year, one third of the available annual interest will support a bursary, while two thirds of the available annual interest will be used to offer two prizes of equal value to undergraduate students who:

Jean Goodwill – Jean Steckle Bursary in Human Ecology

The following amendments were made to the terms of reference for the **Jean Goodwill-Jean Steckle Bursary in Human Ecology**:

- The title of the award was changed to the *Jean Goodwill – Jean Steckle Bursary in Human Nutritional Sciences*
- The preamble was revised to:
In honour of Jean Goodwill, founding member and president (1983-1990) of the Aboriginal Nurses' Association of Canada (now called the Canadian Indigenous Nurses' Association), Jean Steckle established an endowment fund at the University of Manitoba to support Indigenous students in their studies. Among her many achievements, Jean Goodwill received an Order of Canada Award in 1992 for her contributions in the health field. The bursary was first offered in 2004-2005. Each year, the available annual income from the fund will be used to offer one or more bursaries to undergraduate students who:
- The numbered criteria were revised to:
 - (1) *are First Nations, Métis, or Inuit people from Canada;*
 - (2) *are registered full-time (minimum 60% course load) in any year of study in the Bachelor of Science (Human Nutritional Sciences) degree program in the Faculty of Agricultural and Food Sciences;*
 - (3) *have achieved either:*
 - a) *a minimum degree grade point average of 2.5; or*
 - b) *the minimum required entrance average to the Faculty of Agricultural and Food Sciences;*
 - (4) *have demonstrated involvement in an Indigenous community; and*
 - (5) *have demonstrated financial need on the standard University of Manitoba bursary application form.*
- The second paragraph was revised to:
In addition to completing the bursary application form, applicants will be required to submit a statement (maximum 250 words) to the Faculty of Agricultural and Food Sciences demonstrating how they have met criterion (4).

- The following paragraph was added:

If, in any given year, there are no eligible candidates who meet all of the above criteria, the bursaries may be offered to full-time students (minimum 60% course load) in any undergraduate degree program in the Faculty of Agricultural and Food Sciences who meet criteria (1), (3), (4) and (5). If there are still no eligible full-time candidates in the Faculty of Agricultural and Food Sciences who meet criteria (1), (3), (4), and (5), then the bursaries may be offered to full-time students in any undergraduate degree program in the Faculty of Agricultural and Food Sciences who meet criteria (1), (3), and (5).

- The fourth paragraph was revised to:

The bursary is not automatically renewable, but may be applied for and held by a recipient more than once. If no suitable candidate is identified in a given year, the available annual income from the fund will be re-capitalized.

- The following statement was added:

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

- The selection committee paragraph was revised to:

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

- The standard Board of Governors statement was added.

John R. Haig, Q.C., Memorial Prize In Advanced Legal Research

The following amendments were made to the terms of reference for the **John R. Haig, Q.C., Memorial Prize In Advanced Legal Research**:

- The preamble was revised to:

In memory of John R. Haig, Q.C., his law school classmates have established an endowment fund at the University of Manitoba. Mr. Haig was a graduate of the University of Manitoba in the Faculty of Law Class of 1967 who was called to the Bar in 1968. The Manitoba Scholarship and Bursary Initiative has made a contribution to this fund. Each year, the available annual income will be used to offer two prizes valued at \$250 each to undergraduate students who:

- The numbered criteria were revised to:

*(1) were enrolled full-time in the Faculty of Law in the year in which the award was tenable;
(2) have achieved a minimum degree grade point average of 3.0;
(3) have achieved the highest standing in the course Advanced Legal Research (currently numbered LAW 3360).*

- The following paragraph was added:

In the event of a tie, the prize will be awarded to the student with the highest standing calculated on the compulsory and elective subjects that the tied students have in common.

- The standard Board of Governors statement was added.

Leon Provancher Prize in Systematic Zoology

The following amendments were made to the terms of reference for the **Leon Provancher Prize in Systematic Zoology**:

- The name of the award was revised to: *Leon Provancher Prize in Biological Sciences*
- The preamble was revised to:
Dr. W.E. Ricker of the Pacific Biological Station, Nanaimo, British Columbia, established a fund at the University of Manitoba to support three annual prizes. Each year, the available annual interest from the fund will be used to offer three prizes of equal value to undergraduate students in the Department of Biological Sciences who:
- The numbered criteria were revised to:
(1) either:
 - (a) prepare an outstanding biological collection; or*
 - (b) undertake a research project of merit pertaining to systematic biology; or*
 - (c) have been nominated for an outstanding performance based upon a suitable course assignment from any systematic zoology- or taxonomy-related courses.*
- The following paragraph was added:
Preference will be given to students who were enrolled full-time (minimum 80% course load) in the year in which the award is tenable.
- The third paragraph was revised to:
Professors or instructors teaching these courses may submit nominations for consideration of outstanding candidates to the selection committee. In addition, students may submit applications based on any of the above criteria even if they have not been nominated by a professor in charge of the course.
- The standard Board of Governors statement was added.

MMCF – Medical Student Travel Awards

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

- The following was removed from the selection committee paragraph:
(not to exceed 50% of travel expenses per student)
- The standard Board of Governors statement for The Winnipeg Foundation was added.

Samuel Hyman Memorial Prize for Debtors' and Creditors' Rights

The following amendments were made to the terms of reference for the **Samuel Hyman Memorial Prize for Debtors' and Creditors' Rights**:

- The title of the award was changed to the *Samuel Hyman Memorial Prize*
- The preamble was revised to:
In memory of her brother, Miss Molly Hyman established an endowment fund at the University of Manitoba in 1985. The purpose of the fund is to award students pursuing studies in Bankruptcy

and Insolvency. Beginning in the 2018-2019 academic year, the available annual income from the fund will be used to offer one prize to an undergraduate student who:

- The numbered criteria were revised to:
 - (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 Bankruptcy and Insolvency (currently numbered LAW 3980); and*
 - (3) has achieved a minimum degree grade point average of 3.0.*
- The following paragraph was added:

In the event of a tie, the prize will be awarded to the student with the highest standing calculated in the compulsory and elective subjects the tied students have in common.
- The selection committee paragraph 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.

University of Manitoba Graduate Fellowships

The following amendments were made to the terms of reference for the **University of Manitoba Graduate Fellowships**:

- The fourth numbered criterion was revised to:

(4) are admitted to, or registered in, a program that is eligible for tri-agency (CIHR, NSERC, SSHRC) graduate student awards.
- The third paragraph was revised to:

During the tenure of the award, recipients must maintain a minimum degree grade point average of 3.0 and cannot receive a grade lower than a C+ (including AX courses).

3. WITHDRAWALS

Judy Storey Memorial Scholarship Fund

Funding is no longer available.

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

Preamble:

1. The Terms of Reference for the Senate Committee on Academic Review (SCAR) are found on the web at:
http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/489.htm
2. At its meeting on May 13, 2019, the Committee considered summaries of two undergraduate program reviews, seven graduate program reviews, and one combined undergraduate and graduate program review. The committee also received follow-up reports on three undergraduate and fourteen graduate program reviews.

Observations:

1. The Committee considered summaries of two undergraduate program reviews concerning Integrated Studies (Bachelor of Arts in Integrated Studies) (Attachment I.a) and Linguistics (Attachment I.b).
2. The Committee considered summaries of seven graduate program reviews, including Applied Health Sciences (Attachment II.a), Art (Attachment II.b), Canadian Studies (Université de Saint-Boniface) (Attachment II.c), Environment and Geography (Attachment II.d), Native Studies (Attachment II.e), the Natural Resources Institute (Attachment II.f), and Political Studies (Attachment II.g).
3. The Committee considered a summary of a combined review of undergraduate and graduate programs in History (Attachment III), which was completed as a pilot of the combined review process. The pilot, which was 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 three undergraduate program reviews, for French, Spanish and Italian, Labour Studies, and Political Studies.
5. The Committee received follow-up reports on fourteen graduate program reviews, for Civil Engineering, Community Health Sciences, Geological Sciences, Human Nutritional Sciences, Interior Design, Mechanical Engineering, Music, Oral and Maxillofacial Surgery, Orthodontics, Peace and Conflict Studies, Pediatric Dentistry, Periodontics, Psychology, and Sociology.

Respectfully submitted,

Dr. David Collins, Chair
Senate Committee on Academic Review



| Office of the Provost & Vice-President (Academic)

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Date: April 24, 2019

To: Members of the Senate Committee on Academic Review

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

Subject: **Report on the Undergraduate Program Review of the Bachelor of Arts, Integrated 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 Bachelor of Arts, Integrated Studies (BAIS) program, the responses to the report, recommendations, actions taken to date, and a disposition of the process from the perspective of the Provost.

2. Chronology

The Undergraduate Program Review of the BAIS program was initiated in 2016, and the Self-Evaluation Report (SER) for the review was received in Feb 2018—this was the first review of the BAIS. An external review team (the reviewers) comprised of two external members (Dr. Manijeh Mannani, Athabasca University, and Dr. Robert McTavish, Simon Fraser University), and one internal member (Dr. Rod Lastra, Extended Education, University of Manitoba), undertook a site visit over March 27 and 28, 2018.

The reviewers met with relevant academic and administrative staff, and students associated with the Integrated Studies program, the Faculty of Arts, and the Office of the Provost and Vice-President (Academic). The report of the reviewers was subsequently submitted in May 2018. Note that no departmental response is required for this review, as the unit responsible for the administration of the BAIS is the Office of the Dean of the Faculty of Arts. The Dean's Office provided their response to the report in Sept 2018. 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 BAIS, a 3-year degree program developed in collaboration with Extended Education, was introduced in 2010/11. The program was specifically designed to address the needs of working adults who, having experienced some post-secondary education, were seeking to complete an undergraduate degree program.

In consultation with private and public sector employers, who supported the opportunity for employees to take advantage of the career enhancement that a university degree could provide, the BAIS was to provide adult learners with recognition of both their prior post-secondary training, including the prior completion of certificate and diploma programs, as well as their experience in the workplace.

In contrast to the archetypical Arts degree model, with major/minor requirements, the BAIS requires concentrations that provide students' greater flexibility within a chosen area of study as they progress toward completion of their degree. The areas of concentration include any minor program that is available to students in the Faculty of Arts, or that is offered by any other faculty/school at the University of Manitoba.

4. Academic Program Review

The review report acknowledges that the primary objective of the BAIS program is to provide early to mid-career professionals, particularly those who have completed some post-secondary education (degree and certificate courses), a flexible pathway towards a three-year Bachelor of Arts degree. The reviewers note that with the exception of Athabasca University, which offers a variety of degrees for adult learners with the options of part-time and flexible study, the BAIS stands out as providing a unique academic pathway for working adults across the prairie provinces.

The reviewers observe that the BAIS appears to be achieving the above objective as, since its introduction in 2010/11, it 'has not only helped narrow the skills gap in Manitoba, it has also moved the institution closer to meeting its priorities and goals.' The report identifies a number of areas for improvement, and provides a comprehensive list of recommendations for consideration by the Dean's Office of the Faculty of Arts.

The reviewers did not provide a categorical rating for the BAIS program; however, no critical issues were identified for remediation.

5. Recommendations and Responses

The review report documents twenty-two recommendations (summarized below). These are addressed in more detail in the response by the Dean's Office of the Faculty of Arts.

- i. *The reviewers recommend bringing the BAIS program more in line with the University of Manitoba's Vision, "To take our place among leading universities through a commitment to transformative research and scholarship and innovative teaching and learning, uniquely strengthened by Indigenous knowledge and perspectives."*

The Faculty of Arts response notes that it will adopt this recommendation and 'will be more explicit in using the University of Manitoba's vision statement as a source of inspiration as we develop revisions to our BAIS curriculum, admissions and administrative procedures, and our efforts to enhance the undergraduate experience of BAIS students.'

- ii. *The reviewers recommend creating an Adult Learner Advisor position.*
- iii. *The reviewers recommend assigning an Associate Dean in Arts oversight for the Adult Learner Advisor position.*

The Faculty response acknowledges the merits of this recommendation, but raises concerns about the provision of a dedicated Adult Learner Advisor for the relatively small BAIS program. However, the Faculty is in the process of recruiting a Flexible Learning Coordinator that, while not specifically dedicated to the BAIS

program, will be responsible for coordinating administration of the program, and may have a role in developing strategies for the provision of more appropriate advising services to BAIS students. They will also consider training one of the existing advisors to be a specialist in adult learning. As Faculty advisors report to an Associate Dean, through the Faculty of Art's Manager of Student Services, oversight by the Associate Dean would be facilitated.

iv. *The reviewers recommend reserving seats in core courses for BAIS students.*

The reviewers note that BAIS students had reported that while courses are being regularly scheduled, their own schedules do not always accommodate registering in required courses in the traditional sequence. They further note that this 'limitation may negatively affect the overall experience for both the student and the instructor. It is important to note that similar programs at other universities provide upper division courses, which have only credit hour prerequisite, thus granting students more options and flexibility.' By way of resolution, the reviewers suggest consideration of scheduling courses in alternative times, such as weekends and evenings, and reserving seats within these alternative time slots for this subset of students who are studying part-time.

The Faculty response acknowledges the benefits of this recommendation and commits to reserving 'an appropriate number of seats to enable BAIS students' access to courses they require to make progress toward their degree.'

v. *The reviewers recommend increasing the number of evening and weekend sections for BAIS courses.*

The Faculty response notes that 'the BAIS program allows for considerable flexibility in the courses that students must complete as they work toward fulfilling their degree requirements.' With respect to the required courses, the Faculty provides BAIS students the option of enrolling in distance sections of those courses. However, other courses that students may take are generally not specifically designed to serve BAIS students; as such, 'the interests of BAIS students can only be one factor in determining whether adding evening or weekend sections represents a reasonable (or even possible) allocation of teaching resources for relevant Departments.'

Notwithstanding the above and, noting the caveat that '[it] would not be advisable for...to allocate teaching resources to evenings and weekends based solely on the preferences of BAIS students', the Faculty has committed to 'pursue strategically viable opportunities to expand evening and weekend course offerings.'

vi. *The reviewers recommend developing a discipline-specific pre-Master's year.*

As the Faculty response notes, pre-masters training opportunities are facilitated by existing policies of Departments in the Faculty of Arts and the Faculty of Graduate Studies.

vii. *The reviewers recommend redesigning core curriculum needs (i.e., ARTS 1110 may need to be redesigned with a focus on BAIS students who are mostly mature adult learners).*

The review report recommends 'that a course written specifically for the mature learner returning to school would be more beneficial than the ARTS 1110 course in its existing format.' As noted in the Faculty response, the review report did not provide specific concerns about the current ARTS 1110 curriculum; however, the Faculty has committed to 'consult with experts in Adult Learning at CATL about revisions to the core curriculum; specifically, whether ARTS 1110 is providing a useful training experience for BAIS students.'

The reviewers also suggest that ‘advisors should be given agency to make decisions in regards to waiving courses or amending the requirements for the BAIS program’, noting that rigid course requirement rules ‘do not lend themselves to optimal service provision to students.’ In this regard, it should be noted that a feature of the BAIS program is the flexibility it provides students, and that required course elements established by Senate cannot be waived by student advisors in any academic program.

The review report notes that ‘students are able to concentrate in any minor program that is currently available to students in the Faculty of Arts or those that are offered through any other faculty/school at the University of Manitoba.’ In this regard they propose ‘[l]imiting the focus of the BAIS program to fewer and more specific minors/majors or concentration areas may limit student options’. The report suggests that this might have the additional benefit of ensuring sufficient critical mass to offer evening, weekend and online classes.

viii. *The reviewers recommend adding at least one course with Indigenous content to the list of required courses (e.g., replacing ANTH 1210, 1220 with NATV 1200 (The Native Peoples of Canada)).*

ix. *The reviewers recommend that the Indigenous course requirement for BAIS students be taught by an Indigenous instructor.*

The review team recommended ‘the addition of at least one course with Indigenous content to be developed and taught by subject matter experts of Indigenous background.’ They suggested that one of these courses could replace a currently required Anthropology course—the basis for this recommendation was not apparent from their report.

The Faculty response noted the Faculty of Arts is committed to developing an Indigenous course requirement for all of their undergraduates, as part of their degree programs, inclusive of BAIS students.

They also acknowledge that having an Indigenous subject matter expert fulfill this requirement represents an ‘ideal scenario.’ However, given their commitment to an Indigenous course requirement for all students in their undergraduate programs and the possibility that other UM Faculties may leverage this experience for their students, they note that ‘it will not likely be possible for us to require that students fulfill this requirement by completing courses led by an Indigenous instructor.’

x. *The reviewers recommend using institutional data to examine the temporal trends (Fall 2010 to present) of BAIS students with respect to: academic progression; intra- institutional student mobility (e.g., number of students that enrolled in BAIS then transferred into other faculties); selection of concentration areas; and graduation rates.*

The Faculty response notes that this exercise could prove valuable to better align the program’s curriculum with the needs of our BAIS students. This would also be a useful exercise to discuss with the University’s Office of Institutional Analysis (OIA).

xi. *The reviewers recommend clearly articulating the learning outcomes arising from completion of the BAIS program.*

The Faculty acknowledges the reviewers concerns ‘that the design of the BAIS program may not be guided by a deliberate consideration of the skills that we expect BAIS students to have acquired by their graduation.’ As noted in recommendation ii, above, the Faculty is in the process of recruiting a Flexible Learning Coordinator

who will be tasked with reviewing the objectives of the BAIS program and articulating the skills that BAIS students are expected to acquire.

- xii. *The reviewers recommend articulating core course learning outcomes in a way that aligns them with BAIS program learning outcomes.*

Following this recommendation, the Faculty has committed to tasking the Flexible Learning Coordinator to lead a review of the fit between the learning outcomes of core courses and the learning outcomes for the program—this will inform any subsequent decisions about curriculum revision.

- xiii. *The reviewers recommend re-enforcing the 10-year limit on transfer credit.*

The Faculty response acknowledges the potential inequities associated with the current process for granting transfer credit, identified in the review report, and has committed to review this policy with the goal of proposing revisions to their admissions procedures.

- xiv. *The reviewers recommend developing an efficient Prior Learning Assessment Recognition (PLAR) process based on prior work experience and for post-secondary educational experiences completed more than 10 years ago.*

The Faculty response acknowledged advice provided in the review report to more effectively and consistently evaluate students' prior learning for the granting of transfer credits upon admission to the program. Again, the Flexible Learning Coordinator, referred to previously, will be assigned a lead role in the development and administration of admissions procedures for prospective BAIS students.

- xv. *The reviewers recommend that we replace the work resume currently required in the application process for prospective BAIS students with a letter of intent.*

The Faculty response notes that they will implement changes to the application materials for the BAIS, guided by the suggestions of the reviewers.

- xvi. *The reviewers recommend the examination of transfer credit agreements for newly introduced certificate programs.*

The Faculty agrees with this recommendation and discussions have already commenced with Extended Education to develop transfer credit procedures for new certificate programs.

- xvii. *The reviewers recommend enhancing the online delivery options by holding space in distance courses for BAIS students.*

The review report notes that course offerings scheduled during the day, particularly during the working week, can present difficulties for working students. To address this, the report recommends providing a range of course delivery options for students in the BAIS, such as evening and weekend (off-peak times), and online delivery options, to ensure flexibility for this group.

The Faculty acknowledges the need to facilitate timely degree completion for BAIS students; however, they also note that balancing the needs of BAIS students with those of students enrolled in other degree programs when making decisions about preferential access, is an important consideration. The Faculty notes that 'it may well be a useful and justifiable approach to reserve space in some distance courses for BAIS students.'

xviii. *The reviewers suggest that the Faculty develop a clear articulation of the process for granting transfer credits.*

The Faculty has committed to evaluating the reviewers suggestions for changes to the PLAR process. However, the Faculty notes that this will take some time as they are still in the process of recruiting a Flexible Learning Coordinator. Once this position is established, the Coordinator will facilitate the development of procedures for reviewing skill acquired by program applicants, and policies addressing associated transfer credits. The Faculty response acknowledges the need to develop these procedures and commits to initiate the process of doing so as soon as possible.

xix. *The reviewers recommend removing details about University of Manitoba non-degree programs that no longer exist from information provided to applicants.*

The Faculty accepts this recommendation and will review the materials currently provided to applicants to the BAIS program.

xx. *The reviewers recommend that the BAIS assess new University of Manitoba certificate programs.*

The Faculty response notes their intent to continue work in partnership with Extended Education. As well, exploration of certificate programs from other provincial and Canadian institutions should also be considered.

xxi. *The reviewers caution us to recognize that certificate and diploma programs obtained from institutions other than the University of Manitoba can vary considerably in their quality, owing to a lack of provincial standardization.*

In consideration of expanding the recognition of credentials for transfer credit, I would note that while it is true that there are no provincial standards for certificates and diplomas, the province has undertaken a review of the post-secondary credentials offered by its publically-funded post-secondary institutions, both Universities and Colleges. While the results did identify variation both across and within institutions, this should not necessarily preclude consideration of certificates and diplomas from other provincial or Canadian institutions.

Should the Faculty be interested in expanding recognition of different certificates and diplomas within Manitoba and across Canada, I would recommend that they contact Jeff Adams, Executive Director, Enrolment Services, to continue the discussion.

xxii. *The reviewers recommend replacing elective block assessment with the rigorous and standardized, PLAR process that they described in their report.*

The review report notes that '[PLAR] is widely considered a critical evaluation tool designed to assess relevant educational and work experience of adult learners within a disciplinary framework.' The report further notes that as the BAIS program 'is designed to provide working adults with flexible pathways toward degree completion...[d]efining a PLAR process in the program would be a critical step towards formally recognizing educational and professional experience currently not captured by the transfer credit model.' The review committee recommends a streamlined PLAR process to replace the block elective credit option, and provides a PLAR method for consideration by the Faculty.

The Faculty response supports the recommendation and notes their intention to 'work toward terminating [their] policy of granting block transfer credit in favour of the alternative PLAR method proposed by the review team. Development of specific procedures in this regard will be led by the Faculty's new Flexible Learning Coordinator.

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 UM 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. Mannani, Dr. McTavish, and Dr. Lastra) for their enthusiastic efforts in support of the review of the Bachelor of Arts, Integrated Studies program. Their report provided a number of detailed recommendations that will facilitate substantial improvements to the BAIS program, the majority of which the Faculty has committed to supporting. I would also like to recognize the faculty, staff and students who contributed to the review, for their very positive engagement with this process.

The BAIS is unique in its role in programming at UM. Given that this is its first formal review since its implementation, I am encouraged to see that the Faculty of Arts continues to move forward with the recommendations of the review report with the goal of developing a stronger and more flexible program for our adult learners in the workforce.

7. Recommendations for Follow-up

I recommend that the Senate Committee of Academic Review request a follow-up report on progress toward those recommendations supported by the Faculty. The report should specifically address the following:

- The developing role of the proposed Flexible Learning Coordinator position that is anticipated to assume responsibility for coordinating administration of the BAIS program, as well as playing a role in developing strategies for the provision of more appropriate advising services to BAIS students.
- An update on the discussion with the Centre of Teaching and Learning about the necessity of modifying ARTS 1110 to address the needs of different populations, in this case adult learners.
- An update on any proposed revisions to transfer credit recognition within the BAIS or the development of a PLAR process. Further to this, I would recommend that the Faculty of Arts, in reviewing these items, meet with the Offices of the University Secretary and Enrolment Services, respectively, to discuss approval processes, including the potential for review and approval by Senate.

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

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



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Date: May 1, 2019

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 Linguistics

Cassandra Savolin for I

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 Linguistics, 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 Linguistics was initiated in 2015, and the Self-Evaluation Report (SER) received in November 2017—this was the first review of the undergraduate programs in the Department of Linguistics under the current policy and procedures. An external review team (the reviewers) comprised of two external members (Dr. Barbara Dancygier, Department of English, University of British Columbia, and Dr. Sally Rice, Department of Linguistics, University of Alberta), and one internal member (Dr. Terence Russell, Centre for Asian Studies, University of Manitoba), undertook a site visit over April 4-5, 2018. The reviewers met with relevant academic and administrative staff, and students from the Department of Linguistics, 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 May 2018. Responses to the report were received from the Head of Department (Dr. Terry Janzen) in October 2018 and the Faculty of Arts (Dr. Jason Leboe-McGowan, Associate Dean (Undergraduate Studies)) in November 2018, respectively.

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

3. PROGRAM OVERVIEW

The Department of Linguistics was established at the University of Manitoba in 1987; prior to this time, linguistics existed as a sub-discipline within the Department of Anthropology. The Department has interests in both spoken and signed languages, with ASL researchers particularly involved in the Winnipeg Deaf community—resulting in the Department becoming a leading centre in Canada in this specialization. The

Department is also recognized as a leading centre for the study of Indigenous languages of Canada with particular interest in the Algonquian language family. The historical concentration on Algonquian linguistics plays an important role in the preservation of Indigenous languages in Canada and is supported by strong links to the community outside the university, particularly with communities of Cree and Ojibwa speakers in parts of Manitoba and Saskatchewan.

The Department of Linguistics offers the following undergraduate programs:

- B.A., Linguistics
- B.A., Adv., Linguistics
- Minor/B.A.I.S. Concentration in Linguistics

The Department also delivers ASL-English Interpretation programming in partnership with Red River College and offers graduate programs at the Master's and Doctoral levels. They are also in the process of reviewing the possibility of proposing the delivery of an Honours program.

4. ACADEMIC PROGRAM REVIEW

The external review report highlights a department strong in four areas – Algonquian linguistics, signed language studies, sociolinguistics and multilingualism, and clinical/forensic linguistics. The report acknowledges that the Department's historical concentration on Algonquian linguistics plays an important role in the preservation of Indigenous languages, important in both the Canadian context, and the broader 'North American effort to document, describe, preserve, protect, and revitalize Indigenous languages.' Further, the report also acknowledges that the 'relevance and distinctiveness' of the Department's work on American Sign Language 'cannot be overstated.'

Overall, the Department exhibits 'multiple strengths and, perhaps even more importantly, a rather unique combination of approaches to linguistic study, which creates an exciting and innovative research and teaching environment and offers educational opportunities unmatched by other linguistics departments in Canada.' The reviewers note the provision of 'thorough and high-quality instruction in core theoretical linguistics areas, thus building a foundation for the pursuit of any course of advanced language study by a competent UG student.' The timing of the program review overlapped an internal review of the curriculum, of which the reviewers commended the work. The work was seen as a positive move forward, and the reviewers recommended that the Department continue with the identified changes to date.

The review report is quite effusive in its support of Linguistics programming, referencing the program as a 'hidden gem', and identifies few weaknesses; however, it does raise concerns about resource challenges. Concerns are evinced about the size of the Department's physical space in the Fletcher Argue Building and, the state of the linguistics labs in the Isbister Building, which they describe as 'sorely inadequate.' The reviewers also note that the Department appears to have 'little presence across campus (and dare we say, within the Faculty of Arts)', and that this lack of visibility limits their potential to attract students.

The reviewers categorized the programs as *Adequate, with Minor changes*.

5. RECOMMENDATIONS AND RESPONSES

The review report documents six recommendations (summarized below). These are addressed in more detail in the responses by the Department and by the Dean's Office of the Faculty of Arts.

- a) *Increase the pay grade of the office assistant to a level commensurate with the duties she is actually performing in the Department.*
- b) *Increase support staff in the Department.*

The Department agrees with the recommendation and has submitted a request for reclassification of the position. The Dean's Office is currently reviewing the reclassification and will work with the Department to ensure they have adequate staffing resources.

- c) *Assign a faculty member to serve as UG Advisor (on par with the Graduate Advisor). The advisor could help undergraduate students navigate degree programs, better articulate the program streams available to students, and promote and support academic and non-academic activities and events within the Department.*

The Department acknowledges the value of such a position, but notes that it would require support for additional teaching release. While expressing a preference that students contact a Faculty advisor on program related matters, the Dean's Office would support the allocation of an administrative teaching release for such a position. This will be especially important if the unit moves forward with an Honours program.

- d) *Provide a dedicated meeting or common room for LING personnel and a large, highly visible bulletin board for UG LING students. This includes further exploring preliminary discussions with developing a common space with Political Studies (who shares space on the 5th floor of Fletcher Argue) and increasing signage and exposure in Isbister near departmental lab space.*

The Department notes that this recommendation is consistent with one received in a recent graduate review and will revisit the conversation about shared space with Political Studies. They will also look at updating signage for the Department increasing visibility for the unit. The Dean's Office supports these initiatives and recommends that the Department meet with the Faculty marketing team to discuss other strategies to increase visibility, both on campus and online.

- e) *Encourage UG students to engage more widely in departmental life. This would include, but is not limited to, the creation of an undergraduate Linguistics club, participation in colloquia and conferences, and a dedicated bulletin board advertising undergraduate funding opportunities and upcoming Departmental events.*

Independent of the review, the undergraduate students had already started organizing a Linguistics student group. Both the Department and the Dean's Office have indicated that they would support the group in organizing events, providing meeting space, encouraging representation on department committees, and providing access to endowment funds. The Department is also looking at other ways to engage students, through development of the website and an undergraduate handbook. The Dean's Office has indicated that the marketing team can assist with these and other initiatives.

- f) *Commit to faculty replacement and renewal.*

The Department shares the concerns of the reviewers, particularly given upcoming faculty plans for retirement and/or leaves. This is especially critical in areas of Algonquian linguistics and ASL. The Dean's Office commits to continue to work with the Department to ensure that they have the faculty complement that they require.

In addition to the items listed above, the reviewers also provide comments on reducing Faculty workload, expectations on degree progression (especially concerning a possible Honours program) and, the perceived value of the 3-year general degree. The Dean's Office, in response, notes that the Faculty is currently undergoing a review of teaching loads, and will take into advice the comments on degree expectations when and if an Honours program is developed. Regarding the 3-year degree, the Dean's Office indicates that there are no plans to end this program given existing demand.

6. CONCLUSION

Consistent with the UM policy on Academic Program Reviews¹, regular program reviews are conducted to maintain the academic integrity of academic programs at the UM 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. Dancygier, Dr. Rice, and Dr. Russell) for their enthusiastic review of the undergraduate Linguistics programs. Their report not only highlights a program deemed a 'hidden gem', it also provides a number of valuable and practical solutions that, if implemented, will strengthen not only the visibility of the undergraduate program, but positively increase students' experiences within the program.

Congratulations to everyone on a highly successful review.

7. FOLLOW-UP

I recommend that the Senate Committee of Academic Review request a follow-up report on progress toward those recommendations supported by the Faculty. The report should specifically address the following:

- an update any course or program changes resulting from the review, including an update on plans to develop an Honours program and revisions to the Red River College partnership (as outlined in the self-evaluation report);
- an update on initiatives to increase visibility of the program and of the unit; and
- an update on initiatives to increase student engagement in the program.

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

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



Graduate Studies

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October 2, 2018

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

From: Dr. Louise R. Simard, Associate Dean, and Faculty of Graduate Studies

Re: Faculty of Graduate Studies Response to the Graduate Program Review of the Applied Health Sciences Program

Xc: Dr. Todd Mondor, Vice Provost (Graduate Education) & Dean, Faculty of Graduate Studies
 Dr. John (Jay) Doering, Associate Vice President (Partnerships), Office of the Vice President (Research & International)
 Dr. Douglas Brown, Dean, Faculty of Kinesiology and Recreation Management
 Dr. Reg. Urbanowski, Dean, College of Rehabilitation Sciences
 Dr. Jacqueline Ripat, Program Director, Applied Health Sciences

Preamble

In May 2000, the Senate of the University of Manitoba endorsed a process for the periodic review of graduate programs. The primary purpose of these comprehensive program-specific evaluations is to assess the overall quality of graduate education presently provided, and to stimulate strategic planning and actions for future enhancements. The first cycle reviews have concluded and the second cycle is presently underway. However, as the Applied Health Sciences (AHS) program was only established in 2007, this should be considered a first cycle review.

On October 12-13, 2017, the process was initiated in the AHS program with a site visit by the external Review Team, which was comprised of Drs. Gretchen Kerr (University of Toronto), Trish Manns (University of Alberta), and Robert Tate (University of Manitoba). Their assessment report was received by the Faculty of Graduate Studies (FGS) on October 23, 2017.

The unit level response to the reviewers' report from Dr. Ready was received on March 1, 2018, the home unit Deans' comments from Drs. Douglas Brown (Faculty of Kinesiology & Recreation Management (FKRM)) and Dr. Reg Urbanowski (College of Rehabilitation Sciences (CoRS)) on April 11, 2018 and the Budget unit Dean's (Dr. Todd Mondor, FGS) response on September 28, 2018. I met with Dr. Jacqueline Ripat (AHS, Program Director) and Dr. Douglas Brown (Dean, FKRM) to discuss the outcome of the review on August 23rd, 2018. The delay in this meeting reflects the transitions to the newly appointed AHS Program Director and FGS Associate Head.

Important Considerations

My appointment as Associate Dean, FGS, began on August 1, 2018. At this point, the review process for the AHS program was well underway; in fact, a number of milestones outlined within the review process timeline (http://umanitoba.ca/faculties/graduate_studies/admin/120.html) were realized under the guidance of Dr. Hope Anderson. These include, but are not limited to, the following:

- review team site visit (including meetings with Dr. Anderson);
- receipt and consideration of reports from the review team;
- receipt and consideration of response from the unit;
- receipt of home unit deans' response to the review;
- receipt of Budget unit Dean's response to the review;
- draft of the FGS commentary on the report and the response by Dr. Anderson.

Given the retirement of Dr. A. Elizabeth Ready and the imminent appointment of the new director of the AHS program, Dr. Anderson and Dr. Ready mutually decided to postpone meeting until the latter had occurred. Dr. Jacqueline Ripat was appointed as the AHS Program Director in July 2018. I stepped into the process on August 23rd, 2018 when I met with Drs. Ripat and Brown (i.e. meeting with the unit head subsequent to the receipt of the unit's response and home unit Dean's response to the review and prior to the FGS commentary on the report and the response).

On behalf of FGS, I would like to express our gratitude to the reviewers for their proficient, comprehensive and insightful assessment of the AHS, faculty and administrators who diligently contributed to the review documentation and process.

The purpose of my report is to summarize highlights of the review team's report, outline the main Review recommendations that include the Program and/or partnering Unit Dean's Responses and actions taken to date, a disposition of the process from the perspective of FGS and a timeline for further actions.

Highlights of the Review Team's Report

The review team assigned the AHS program an overall rating of Category III, indicating a need for major change. This rating is largely predicated on the substantial changes experienced by the AHS vis-à-vis structural and program changes at the University of Manitoba.

There were many positive aspects to the review team's report. The reviewers described the program as successful, specifically in terms of recruiting and training high-quality doctoral students, multidisciplinary research and scholarship, and perhaps most importantly, the program's uniqueness as compared to independent, discipline-based Ph.D. programs.

While the reviewers recognized the program's strengths and would see it continue, they also assert that it is now critical that multiple aspects of the program be re-examined, including "the structure, goals, administration, funding, extent of multidisciplinary," and leadership. The AHS was originally comprised of four units (FKRM, School of Rehabilitation Sciences (now CoRS), Faculty of Nursing and Faculty of Human Ecology) and was administered and funded by the FGS. Currently, only the FKRM and CoRS constitute, administer and financially support the AHS program.

Main Review Recommendations, Responses and Actions to Date

AHS decided that the Program would respond to the external reviewers' recommendations on Mission, Goals and Objectives (I), Faculty Engagement (IV), Curriculum (V) and Student Experience (VI), denoted below as *Program Response*. The two Deans (Dr. Douglas Brown, FKRM and Dr. Reg Urbanowski, CoRS) would respond to recommendations on Structure and Governance (II) and Budget (III), denoted below as *Deans' Response*.

I. Mission, Goals and Objectives

The program's mission, goals and objectives should be refined to define its uniqueness, learning outcomes and the place for scholarship therein.

- *Program Response:* The unit agrees with this recommendation and during post-review consultation, AHS developed a description of the program that captures the definition of "applied health sciences," identified the unique aspects of the program and established a list of common knowledge and competencies of its graduates.

II. Structure and Governance

The AHS Director role should be integrated with that of the FKRM Associate Dean, Research and Graduate Studies. This would contribute to consistent standards of academic rigour and improve communication between partner units. The program would also benefit from clearer governance processes which facilitate transparency and a broader approval process. The notion of partnerships with other units, particularly within the Rady Faculty of Health Sciences, represents a longer term strategy that warrants exploration.

- *Deans' Response:* It is agreed that an organizational structure that enhances administrative delivery of the program must be developed. However, Drs. Brown and Urbanowski disagree that AHS administration should be housed solely in FKRM and furthermore, that the AHS Director role be incorporated into the FKRM Associate Dean Research and Graduate Studies Chair role. Instead, in the name of an equal partnership, they propose that administrative oversight for AHS rotate between the partnering units on a 3 to 4-year cycle and that the AHS Director be autonomous of the FKRM and CoRS graduate programs.

III. Budget

There is a need for designated base funding through nominal contributions from all partner units. Student funding remains a priority.

- *Deans' Response:* The unit Deans agree that central budgetary support for the AHS program is lacking and request funds to support the training and expansion of the clinician/practitioner scientist base in Manitoba. This would be consistent with AHS's mission, goals and objectives, would theoretically serve as a link between the University and the community and lead to improved client care.

IV. Faculty Engagement

Reviewers recommended engaging a larger proportion of faculty members in the AHS program and an increase in graduate student supervision load per faculty member with the aim to building a strong research culture vis-à-vis capacity and productivity.

- *Program response:* AHS conducted a needs assessment to determine the degree to which the AHS program served the needs of FKRM and CoRS faculty. FKRM responses were more varied than those of CoRS, particularly around the notion of fit with research programs and/or advising needs. Other challenges were identified such as limitations around course offerings, communication and advertising. Mechanisms to increase engagement are proposed and include enhanced collaboration between FKRM

and CoRS (and then across campus) and a new AHS Curriculum Committee. This Committee would be mandated to explore expanding the depth of course offerings, develop an advisor mentoring strategy, conduct a discussion on a possible program name change and establish recruitment strategies. The AHS director did not address workload expectations, as these are the purview of the unit Deans.

- *Dean's response:* With regards to workload expectations, the Deans did indicate that contributions made to teaching of the AHS program curriculum by FCRM and CoRS faculty was considered part of their assigned workload.

V. Curriculum

The review team recommended strengthening the curriculum by mandating some content on epistemologies, research design, methodologies and methods. Access to courses for AHS students, as well as intentional ways to incorporate multidisciplinary perspectives, were also encouraged.

- *Program Response:* Faculty and student stakeholders value the flexibility of course requirements and there was little support for an increased number of required courses. The aforementioned AHS Curriculum Committee will develop a plan that maintains flexibility while ensuring core knowledge and competencies. A list of suggested courses in the topics identified by the external reviewers will be prepared. The AHS Director and Graduate Chairs from FCRM and CoRS will also develop a long-term plan to predictably offer and facilitate access to courses. Opportunities for multidisciplinary interaction will be extended beyond the annual AHS Research Day to include the AHS Seminar, a journal club and, if supported by the unit Deans, a welcome and orientation event.

VI. Student Experience

Reviewers noted a desire for a greater sense of identity as AHS students and the need for a specific AHS budget; response to these deficits would represent opportunities to improve the AHS student experience.

- *Program Response:* Efforts will be made to create space designated for AHS students, revise the website to help students better navigate the program and, with unit Deans' support, reinstate funding to enhance the student experience (for e.g. travel awards, research day prizes, small research incidental fund). The AHS Graduate Student Association representative will explore social media and gatherings.

Faculty of Graduate Studies Perspective

The priority for AHS must be to elevate its graduate program above the Category III status. Steps to improve the program have been suggested by the Review Team and detailed action items to achieve this were provided by the out-going AHS Program Director and the unit Deans. The first immediate and unifying step would be to establish a Program-specific Organization and associated governance processes (i.e. By-Laws/Terms of Reference) that would provide the framework necessary to carry out the action items identified by the program leadership. This might include an AHS Executive, AHS Council and appropriate committees (AHS Curriculum, Admissions and Awards, Graduate Student Advisory). A Program-specific organizational structure would also provide an AHS identity and framework to foster faculty and student engagement and recruitment. The Committees would be mandated to implement steps to achieve external (Review team) and internal (AHS Director and Unit Deans) recommendations/action items.

With regards to funding for the AHS Program, it should be noted that while the AHS is a program of FGS, FGS does not recover any of the tuition received by the University from the students enrolled in this program. Under the new budget scheme, 100% of this tuition is recovered by the Unit(s). Consequently, FGS cannot provide budgetary support and recommends that the units (FCRM and CoRS/RFHS) identify the tuition recovered for the AHS and establish an appropriate Program-specific budget line.

An intermediate goal would be to revisit the mission of the AHS program with the aim to establish the strategic priorities of their program and relevant stakeholders.

Longer-term goals would be to implement plans to expand the AHS stakeholder-base aligned with the program's vision and mission.

Finally, given the substantive recommendations and Category III rating, AHS should provide FGS with a detailed report on progress made by December 2019 and annually thereafter. Specific actions and timelines are provided in the following Table.

Timeline for Action on Relevant Issues

	ACTION	TIMELINE
1	Submit to FGS a description of the program that captures the definition of “applied health sciences”, identifies the unique aspects of the program and develop a list of common knowledge and competencies of graduates.	Completed (<i>Program Response</i>)
2	Identify a Program-specific organization and develop associated governance documents. Revise the AHS website to reflect the administrative structure and processes.	Organization chart by December 2018 Approval of governance documents by December 2019
3	Mandate the Curriculum Committee to conduct a review of the AHS curriculum and provide the Director and Council their recommendations.	Establish at latest early 2019 and report by December 2019
4	Renew website as well as program and advertising materials to reflect the revised definition, mandate and expected outcomes (Knowledge & Competencies) of the AHS program.	December 2019
5	Detailed Progress Report	December 2019
6	Establish a designated budget line and space for the AHS program.	At latest, the April 2019 budget cycle
7	Open a dialogue regarding the mission and focus of the program (i.e. health vs. health and social, etc.). Aim would be to establish strategic priorities regarding faculty engagement and partnership expansion.	Fall 2019 to Summer 2020
8	Set in motion a plan to implement strategic partnerships with the aim to expand the multidisciplinary nature of the AHS program.	Fall 2020
9	Detailed Progress report	December 2020 and annually thereafter

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Graduate Studies

December 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 Graduate Program Review of the School of Art**

Xc: Dr. Todd Mondor, Vice-Provost (Graduate Education) and Dean (Graduate Studies)
Professor Paul Hess, Director, School of Art
Professor David Foster, Associate Director, School of Art

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 School of Art graduate program review team included Professor Johanna Householder (OCAD University), Professor Landon Mackenzie (Emily Carr University of Art and Design), and Professor Richard Perron (University of Manitoba). The reviewers spent two days (October 26-27, 2017) in the School of Art at the University of Manitoba. The reviewers' assessment report was received in the Faculty of Graduate Studies (FGS) on November 27, 2017. The unit response was received on June 5, 2018. I met Professor Paul Hess (Director) and Professor David Foster (Associate Director) on December 11, 2018 to discuss the review, its recommendations, and the unit's plans to address them.

Overall Evaluation

The review team evaluated the graduate program in the School of Art as a Category II: requiring only "minor revision or restructuring to enhance overall effectiveness or appeal." Key strengths identified include an enthusiastic Faculty who are dedicated and committed professionals with established and well respected

reputations. The School has enviable facilities, equipment, and technical support across many of its areas of specialization. Not surprisingly, the Faculty and facilities have attracted a diverse range of top-notch students who receive close one-on-one mentorship with advisors and instructors. One of the more noteworthy points of praise is the fact that the School has one of the best funding supports for its students in Canada, wherein each student admitted is guaranteed a teaching assistantship for the duration of their program.

The review team noted that the School meets several key initiatives in the University's strategic plan, including Pathways to Indigenous Achievement, Forging Connections, Building Community, and Inspiring Minds. The School is recognized for including Indigenous content in its course offerings and for uniquely connecting with Indigenous communities through the development of curatorial projects, and for hosting Indigenous artists.

This was the first review of the School of Art's MFA since the program began in 2012. As such, there are no points to address from an earlier review.

The reviewers made 17 recommendations that consider a wide range of issues and points of discussion. Those recommendations that fall directly under the purview of FGS relate to times-to-completion, student committee composition, and graduate course curriculum and the use of undergraduate courses to meet program requirements.

Main Review Recommendations

1. Times-to-completion

The review team was positive overall regarding the times-to-completion for MFA students in the School, noting that students are finishing on time. They do, however, question the timing of the thesis exhibitions, which are held in June. The review team cites this late timing as being "unusual" and they were unsure of its benefit to students and Faculty. The review team explained that for Faculty, scheduling the exhibitions so late in June shortens the summer term when they would be free to pursue their own research and professional practice. For students, the delay means that most of the campus community has left for the summer, thus greatly reducing their potential audience. The review team recommends the School consider scheduling the thesis exhibitions in April or May to coincide with the end of the Winter term. This would give the MFA students greater access to a larger prospective audience. This would not change the MFA students' graduation date, which would remain in October, but it would eliminate a gap of time that the review team questions as being beneficial to both students and Faculty.

- *School Response:* The School explained that there are no issues with student times-to-completion in the MFA program as it is currently structured. It explained that holding the thesis exhibitions in June provides students with the time they need to be adequately prepared, since the exhibition is the culminating event for the MFA degree. When the program first began, the thesis exhibitions were scheduled earlier in the academic year and the School found that students were just not well enough prepared. Accordingly, they moved to a June date. That said, the School is open to reviewing the timing of the exhibition and would consider allowing students to schedule it earlier in May, provided that the students demonstrated that they were prepared for it. Even with such a change, the convocation date of October would remain the same, so in effect students would not be finishing their program any earlier than they presently are with the exhibitions held in June.

2. Student Committee Composition

The review team expressed some concern and disappointment that there were not stronger connections between the School and the Winnipeg art community, especially where MFA student committee

composition was concerned. They recommended one way to build connections and to be more inclusive of the local art community would be to “immediately” offer individuals membership on student committees, and to invite them to take part in the program’s Open Crits and exhibition critiques. The review team strongly encouraged the School to recognize the contributions of these local artists to student training through honoraria. These types of engagement efforts would go a long way to establishing strong connections between the School and local artists.

- *School Response:* The School cites policies within FGS as preventing Winnipeg artists from participating in the “normal ways” that the School of Art community would expect. Specifically, the School explains that FGS “Faculty working with graduate students be members of [the] Faculty of Graduate Studies,” which does not allow community artists to participate on MFA student committees. That said, the School acknowledges that it needs to include members of the local arts community more regularly in the visiting artists’ critiques scheduled each term. Another way to create greater engagement would be to secure funding to develop workshops and symposia, and to invite the community to attend and participate. Also, offering the use of the School’s outstanding facilities to host local events would be an important step forward. Promotion of activities within the School by its Faculty and students via social media would provide another easily accessible avenue of engagement with the local arts community and beyond.

3. Graduate Course Curriculum and Use of Undergraduate Courses

The review team recognized that the School has expert Faculty specializing in a number of areas including ceramics, printmaking, painting, and photography. There are also experts in critical theory and art history. However, the review team expressed concern about the School’s abilities to cover all of these areas, among others, in their current curriculum for the MFA and BFA due to upcoming Faculty retirements, and current and future Faculty leaves. The review team also feels strongly that the School needs to emphasize the role of critical theory and art history in its course offerings so as to “strike a balance” in the development of a “Master’s level student/artist.” The review team made two recommendations to address these concerns. The first is to allow MFA students to take undergraduate courses in critical theory and art history when they are offered as electives in their programs. The second is to encourage MFA students to take courses outside of the School in other graduate programs at the University. Both options would provide flexibility in meeting the program’s coursework requirements while strengthening student training through exposure to other fields of study.

- *School Response:* The School cites FGS as being unsupportive of this practice – i.e., of MFA students taking courses outside of the School’s offerings – but despite this, MFA students do indeed take elective courses in other academic units on campus. The School also explains that MFA students have been permitted to take undergraduate courses in the BFA program; however, they may only do so if “specific elements are added to bring the undergraduate course to the level of a 7000 course.” The School explains that FGS has concerns over academic standards when using undergraduate offerings to meet graduate level program requirements, and that any such practice requires FGS approval. Overall, the School feels that it is capable of delivering elective courses to meet the requirements of the MFA program.

Faculty of Graduate Studies Perspective

The MFA program in the School of Art is in good standing with a talented and experienced Faculty that is focused on delivering high quality teaching and studio training to its graduate students. The School is

extremely fortunate to have established its own resources to fund every one of its students throughout the duration of their program; the reviewers felt that this was an important attribute that the School and the University should do more to promote. The MFA program plays an important role in the province, as it is the only graduate program of its kind. With its exceptional facilities, most notably the ARTlab, the program has the capacity to grow in the future and will most certainly continue to attract top-notch applicants.

The times-to-completion for students in the MFA program are exceptional when compared to the institutional averages for other Master's programs at the University of Manitoba. The MFA is designed to be completed in two years, and students consistently meet their requirements in that time frame. While the review team noted that scheduling the thesis exhibitions in June was unusual based on their experiences with similar programs, there is nothing in the MFA supplementary regulations that would prevent a student from scheduling it sooner. The program states that students can graduate in either the Spring (May) or Fall (October) of their second year in the program. The key consideration is whether a student is adequately prepared for this culminating event in their program, which should be considered on a case-by-case basis as it currently is.

The School's response to FGS preventing local artists from participating on student thesis committees is not accurate. The Academic Guide outlines the composition of Master's committees at the University, which stipulates that they must comprise an advisor from the unit, an internal member from the unit, and a member external to the unit. This external member must hold an equivalent Master's degree to the one the student is seeking and have no conflict of interest with the student that may impact their contributions to the thesis and its evaluation. Provided the advisor and internal member are from the School, and thus members of FGS, the external member could be appointed from the Winnipeg arts community. Even if that individual did not hold an MFA, the School could make a special request to the FGS Associate Dean and/or Dean to consider their membership on the grounds that their working experience or training would make an exceptional contribution to the student's thesis research. There is flexibility in composing a student's committee that would facilitate this recommendation to more actively engage the arts community. In other programs, like Music, requests to FGS to consider the professional and performance history of prospective committee members are regularly made even when someone does not hold an MMus. FGS would be happy to work with the School to facilitate the inclusion of local artists on student committees. Ultimately FGS will reserve the right to approve their inclusion but this shouldn't prevent the School from making a request for consideration. There is also an option to have a non-voting guest member participate on a graduate committee. This enables the student to benefit from a wide base of experience, even in instances where the member may not have post-secondary training. The guest member is acknowledged on the final thesis in MSpace. The School could also submit a proposed change to their supplemental regulations to allow for members of the arts community who do not hold an MFA or equivalent degree to serve on student committees. A rationale for such a change would be required, particularly if it goes against the current FGS approved regulations; this would need to be approved by FGS committees and Senate.

FGS regulations concerning coursework for graduate programs do allow for undergraduate courses at the 3000- and 4000-level to be included in a graduate program. The MFA supplementary regulations, however, stipulate that all coursework, including electives, must be taken at the graduate level to meet the 27-credit hours of required coursework. Therefore, it is not a restriction imposed by FGS; it is a program requirement for the MFA. It is possible to amend the current supplementary regulations for the MFA to permit graduate students to take 3000- and 4000-level undergraduate courses in critical theory and/or art history (or in another unit) to satisfy their elective requirements. This would not be unusual among graduate programs at the University. FGS can assist with this change, should the School decide to pursue it. It would be required to go through FGS committee and Senate approval, as it would be considered a change to the MFA program.

Timeline for Action on Relevant Issues

	Action	Expected Completion Date
1.	Times-to-completion	In Progress. The School indicates it will consider changing the scheduling of the thesis exhibitions to an earlier date than June so as to assist students in finishing earlier in the academic year and to capture a larger audience, as this would coincide with the end of the Winter term and undergraduate students would still be present on campus to attend. The School will follow up with FGS on this matter in July 2019 .
2.	Student Committee Composition	To be Considered/Implemented. The School may wish to consider including local artists on MFA student committees to meet the review team's recommendation on this matter. Such inclusion could be made with non-voting guest members (which can be done anytime) or with external experts who hold an MFA or equivalent degree (which can be done anytime). If the School aims to change their supplemental regulations to include external members who do not hold an MFA or who have no formal post-secondary training but extensive professional and practitioner experience, FGS can discuss and advise/facilitate on this matter. The School will follow up with FGS by September 2019 should Faculty choose to pursue this last option (to change the supplemental regulations).
3.	Graduate/Undergraduate Curriculum	To be Considered/Implemented. If the School chose to change their current supplemental regulations to allow MFA students to meet up to 6 credit hours of their required electives using 3000- or 4000- level undergraduate courses, they will follow up with FGS in September 2019 so that these changes can be moved through FGS committees and Senate for approval.

Graduate Studies

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January 18, 2019

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 Canadian Studies MA Program, Université de Saint-Boniface (USB)**

Cc: Dr. Todd Mondor, Vice-Provost (Graduate Education) and Dean (Graduate Studies)
Dr. Alexandre Brassard (Dean, Faculty of Arts & Faculty of Sciences, USB)
Dr. Paul Morris (Director, Canadian Studies Program, USB)

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 Canadian Studies Graduate program review team included Dr. Claude Denis (University of Ottawa), Dr. Daniel Salée (Concordia University), and Dr. Danielle Moissac (USB). The reviewers spent two days (November 30 – December 1, 2016) on campus at USB. The reviewers' assessment report was received in the Faculty of Graduate Studies (FGS) on March 10, 2017. The program response was received on November 22, 2018. I spoke with Dr. Alexandre Brassard (Dean, Faculty of Arts & Faculty of Sciences, USB) and Dr. Paul Morris (Director, Canadian Studies Program, USB) via teleconference on January 18, 2019 to discuss the reviewers' recommendations and the program's plans to address them.

Overall Evaluation

The review team evaluated the MA graduate program in Canadian Studies as a Category II: requiring only "minor revision or restructuring to enhance overall effectiveness or appeal." The MA in Canadian Studies is

the only graduate program in the Faculty of Arts and Faculty of Science (FAFS) at USB, and it plays an important unifying role in bringing together teaching and supervising Faculty members with diverse training and research specializations in the delivery of the program. Further, the program is unique as it is the only one of its kind offered entirely through online distance education and entirely in French. This makes it accessible to a wide pool of students both locally and nationally. The reviewers described the content of the program courses as “high quality and up to date.” The professors involved in the design and delivery of the program are similarly described as “high quality, well qualified, and dedicated.”

The review team did express concerns with low student enrolments in the program and a lack of involvement of some of the most experienced researchers in FAFS (two of whom are CRCs), as well as an absence of contact between students, and between students and their advisor, due to the exclusively online distance format of program delivery.

The first cycle review was conducted in 2009, and since that time the program has been extensively restructured, with the new format being introduced in 2013. The reviewers felt that the second cycle review was held too soon after the program was restructured. Thus, they were unable to truly assess the effects of the restructuring efforts. That said, the reviewers made eight recommendations, most of which focus on student recruitment, program promotion and advertising, updating the program’s web presence, and greater integration of research intensive Faculty members in teaching and supervising. There is one recommendation that falls directly under the purview of FGS and it involves changes to the program’s coursework and credit hour requirements.

Main Review Recommendations

1. Coursework and Credit Hours

The reviewers expressed concern for the overall number of required or mandatory courses in the Canadian Studies MA program. Specifically, the program requires 18-credit hours of mandatory credits, which include two six-credit hour courses, and one three-credit hour methodology course. The reviewers suggest a reduction in required credit hours and a shift towards focusing more on strengthening the analytical and methodological aspects of the program, given the diverse discipline backgrounds of most of the students. The reviewers also note that the retention of the six-credit hour courses does not benefit the program, as these are artifacts from its earliest format. They recommend updating these courses, including splitting them into two separate three-credit hour offerings. This would enable the program to increase and diversify its offerings. Further, the reviewers suggest cross-listing offerings with their undergraduate program (3000-level) and graduate program (7000-level). Lastly, the reviewers recommend the program consider introducing an in-class component that would serve a number of purposes, including networking among students on campus, increasing the interest of students who may not want an exclusively distance-based program, providing research assistants to Faculty members, and connecting the program to the local community. They do, however, recognize that a fine balance would need to be maintained since a mandatory in-class requirement might exclude a large number of potential applicants.

- *Department/Faculty Response:* Those USB Faculty members affiliated with the Canadian Studies MA program met to discuss the reviewers’ report and the Dean’s “plan of action” on May 2, 2018. The Faculty has adopted in principle a revised program structure and began the formal approval process in Fall 2018. The goal is to implement this revised program by Fall 2019. The revised structure outlined in the Department response includes a “preparatory year” similar to a Pre-Master’s to bridge the gap between the FAFS three-year undergraduate degree and the entrance requirements for the MA in Canadian Studies. The goal of this is to draw interested undergraduates into the MA program so as to increase enrollment. The thesis option has a reduced number of required credit hours with 12 in total (six are required credit hours; six are optional). The

comprehensive route consists of 24 credit hours (six are required; 18 are optional). Both the revised thesis and comprehensive routes have been modified to parallel existing programs offered in History and English, Film, Theatre, and Media (respectively) at the University of Manitoba.

The Canadian Studies program already has seven stand-alone graduate courses (7000-level), two of which are required (CDSB 7031 and 7041). The program is proposing to increase and diversify its offerings by cross-listing a variety of 3000-level courses with new 7000-level sections. These graduate sections will be “augmented and enriched by the addition of written assignments, reading, and more demanding requirements appropriate for graduate students.” They will also provide opportunities for graduate students to select in-class courses, as they desire. The Dean’s Action Plan outlines other options to increase on-site events for students completing the program by distance. These include a conference to be held at USB, and in-person meetings with students and their professors/thesis advisors. Efforts would be made to establish travel subsidies to help offset travel costs.

Faculty of Graduate Studies Perspective

The MA program in Canadian Studies at USB is in good standing, with a dedicated Faculty that works together to provide high quality teaching and training to its graduate students entirely in French – something that makes the program unique in Canada. The reviewers praised the academic strength of the students in the program (average GPA is 3.64) and commented that the theses written reflected a “solid, well-balanced education” resulting in a variety of interesting career paths post-graduation.

FGS supports the Canadian Studies Faculty’s revised program, as proposed. It will provide more options for students in terms of course offerings, on-site instruction, and in-person networking among students, Faculty members, and the Francophone community in Saint Boniface and Winnipeg more broadly. The reduction of required credit hours in both the thesis and comprehensive routes should facilitate faster times to completion for students in the program as well. The name of the program has also been revised to reflect more precisely the central themes it covers, and the teaching and research specialties of its Faculty members. It will now be known as Canadian and Intercultural Studies.

As the program begins the process of introducing 7000-level sections to its existing 3000-level undergraduate course offerings, Faculty members should familiarize themselves with a recently introduced policy in the Academic Guide (Section 1.3.4), which states that students who have taken the 3000- or 4000-level section of a cross-listed course will not receive credit should they subsequently take the 7000-level section of the same course in a graduate degree program. This will be especially relevant to students the unit hopes to draw into the MA program upon the completion of their BA.

Timeline for Action on Relevant Issues

	Action	Expected Completion Date
1.	Coursework and Credit Hours	In Progress. The Canadian Studies Program has already begun the approval process to revamp the existing program structure to address this recommendation. The Director and Dean will follow up with FGS on the progress made in August 2019 .

Graduate Studies

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April 17, 2019

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 Environment and Geography

Xc: Dr. Todd A. Mondor, Vice-Provost (Graduate Education) and Dean (Graduate Studies)
Dr. Jay Doering, Associate Vice-President (Partnerships),
Office of the Vice-President (Research & International)
Dr. Norman M. Halden, Dean, Clayton H. Riddell Faculty of Environment, Earth, and
Resources
Dr. M. Hanson, Head, Department of Environment and Geography
Dr. C.J. Mundy, Chair, Graduate Affairs Committee, Department of Environment and
Geography
Ms. Cassandra Davidson, Academic Programs Specialist, Office of the Provost &
Vice-President (Academic)

PREAMBLE

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

A graduate program review requires an investment of time and energy on the part of many people including support staff, students, faculty, and administrators. Nonetheless it is a critical process that

can be instrumental in enhancing the quality of graduate education at the University of Manitoba by identifying those program elements that are working well and those that might be improved. On behalf of the Faculty of Graduate Studies, I would like to thank all those who contributed so thoughtfully and conscientiously to this important undertaking.

On September 24–25, 2018, a review team comprised of Dr. Shaun Watmough (Trent University), Dr. Shawn Marshall (University of Calgary), and Dr. Annemieke Farenhorst (University of Manitoba) convened on campus to review the graduate program in the Department of Environment and Geography. Their assessment report was received by the Faculty of Graduate Studies (FGS) on November 12, 2018. The Department of Environment and Geography submitted its written response in February 2019, and Dr. Norman Halden provided his perspective on February 22, 2019, as Dean of the Clayton H. Riddell Faculty of Environment, Earth, and Resources. I met with Dr. M. Hanson, Department Head of Environment and Geography and Dr. C.J. Mundy, Graduate Chair of Environment and Geography, on April 4, 2019 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 Environment and Geography as falling in Category II, requiring minor revision or restructuring to enhance effectiveness or appeal. The assessment of the graduate programs in Environment and Geography was highly positive.

The review team concluded that the Department of Environment and Geography has exceptional, internationally-recognized research strength in Arctic system science and technology, particularly within the Centre for Earth Observation Science (CEOS) and Arctic environmental research. CEOS is one of the top two research destinations in Canada. The department enjoys an international reputation of excellent research strength in Arctic system science and technology, with an unusually high proportion of research chairs and exceptional research dollars and facilities that exceed all other geography departments in Canada. Departmental research strengths in the areas of climate change, Earth system and environmental processes, and ecosystem health, as well as the graduate program in Environment and Geography, are all strategically important in relation to the strategic directions of the budget faculty.

The review team believed that there is a healthy graduate student population and the department provides graduate students with outstanding facilities and field research experiences. Student outcomes and placements are excellent. The quality of graduate supervision is generally positive. Some of the concerns that were raised in the first program review — such as space issues, relatively clear distinctions between the different degree programs, and some stability in the position of the Graduate Program Chair — have been adequately addressed.

The review team raised a number of concerns and suggested areas of improvement, particularly on issues related to student retention, time to completion, the sense of community, and the program requirements load.

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

Main Review Recommendations and Suggestions

1. We received a copy of the Handbook for New Students, which provides some direction, but graduate students we met with still expressed confusion about how to navigate through the system upon arrival and where to find information on deadlines and expectations. We recommend developing a half- or full-day student orientation session upon each intake of new students (three times per year), including a meet and greet with faculty members and relevant research and office support staff; a tour of the facilities; interact with the library representative to discuss support, etc. Internal timelines, committee structure and composition, and milestones to aim to as they progress through the program need to be clearly outlined. Including senior graduate students in this event would be beneficial.

Department/Faculty Response. The department has created, and already offered in Winter 2019, a short graduate program introductory session. It is planned that this session will become mandatory for all new graduate students in their first two months of the graduate program. This orientation session includes: 1) a presentation by the graduate chair on the department's supplemental regulations, program milestones, and time to completion; 2) a presentation by the graduate student association on the student community and events; 3) a walk-through of research facilities available to the department.

2. A written version of the above points should also be available. This document needs to be easily found on the departmental web page, with a clear set of timelines and expectations.

Department/Faculty Response. The department is in the process of compiling important documents (e.g., supplemental regulations, student milestone checklist, etc., as part of the introductory session in #1) which will be made centrally available on the department website for all future and current students. These documents will be reviewed annually by the graduate selection committee and program coordinator to update and expand as needed.

3. We recommend that the department consider a core Professional Development course for all new graduate students (see Appendix 1 for an example). This should be offered once or twice per year and all students would be expected to take it in their first or second semester. Ideally, it would involve all or most faculty members. The course could include sessions on proposal writing, professional development skills and ethics, and presenting research results in writing and through presentations to a diverse audience, among other topics. By allowing the graduate students enrolled to discuss their research topics, methods and audiences, inclusive of human and physical geography, the student cohort across the different degree programs may better understand and appreciate each other's research approaches and questions. This course can also create a sense of departmental community, versus identifying themselves only within individual research clusters (e.g., CEOS, human geography).

Department/Faculty Response. The department is exploring the possibility of developing an annual and mandatory cohort Professional Development course for all new graduate

students. The course will be led by two faculty members representing both the natural sciences (Physical Geography and Environmental Sciences) and the social sciences and humanities (Human Geography and Environmental Studies). The department hopes to offer this course by Winter 2021.

4. The department should consider a one- to two-course reduction of required courses, to 9 credit hours for Masters' programs and 6 or 9 credit hours for the PhD program, to help accelerate student progress in the initial 12 months, i.e., realizing their proposal defence within 12 months and to be consistent with other graduate programs at the University of Manitoba and elsewhere in Canada.

Department/Faculty Response. The department agrees that a course reduction will increase the chance of students reducing their time to completion and plans to submit a request to reduce the programs' current course load by one 3 credit hour course. The process will start in Winter 2019.

5. Many students expressed a concern that they spend an unusual amount of time in the field, often helping with other projects (i.e., outside the scope of their thesis research). The department could consider the possibility of counting non-thesis field experience as a credit course, e.g., "Field research skills." These are clearly valuable experiences, and students are attracted to these, but they are potentially undervalued and course credit could help make up for some 'lost time.'

Department/Faculty Response. The department recognizes the concern but notes that it is somewhat inherent to the nature of the department's graduate program and research strengths. The department plans a course reduction and potentially the addition of a mandatory cohort course, and feels attaining the required coursework will not feed into a requirement to seek "field experience" course credit to decrease the overall time to completion. On one hand, many of the department's programs require studies and experiments in the field. On the other hand, the department will address the concern by many students that "field work outside of the scope of thesis research" has impacted their time to completion by making faculty aware of the concern, and emphasize to the department faculty that a student's own field work should be prioritized over other research endeavors.

6. We recommend that student committees be established within 4 months, the proposal defence be moved up to 8-12 months from the start of program, and the PhD Candidacy exam deadline be moved up to 18 months from the start of program, to help provide firm milestones. The proposal defence will ideally be held before the core thesis fieldwork, to receive input on field protocols and sampling strategies before it is too late.

Department/Faculty Response. Although agreeing that shifting expectations of milestones earlier could assist some students with time to completion, the department believes that it is not possible to meet all the recommended shifts made by the review team. The departmental culture treats the PhD candidacy as a final step in the program process prior to defense and thus they do not agree to moving it from its current 24-36 month timing. However, the department agrees that the milestone of the PhD proposal can be shifted earlier and will seek

to make the change towards an 18-month deadline for the PhD proposal defense. Furthermore, the department feels the new student introductory session and the potential cohort course will provide great assistance in reducing graduate students' time to completion.

7. We understand that budget realities make things difficult, but it is clear that the graduate program administration has been understaffed and the students have not had a stable support system in place in recent years. The department would benefit significantly from the stability of administrative support positions, and a Graduate Program Chair that has a term of at least three years.

Department/Faculty Response. The department has already shifted all graduate files under a single graduate program coordinator and developed a draft Graduate Selection Committee (GSC) terms of reference (ToR) document. This document is currently being reviewed by the department council for approval and includes terms for the Graduate Chair, which is to be at least three years.

8. The Graduate Program Chair position should be incentivized with an ongoing course release, with support of the Faculty (i.e., funds for sessional lecture). This is critical to having an engaged Graduate Program Chair that is able to respond quickly to urgent situations and has an expectation of spending roughly 20% of individual total time on the graduate program. Formal terms of reference for the Graduate Program Chair, including the term of appointment and annual course release, are strongly recommended.

Department/Faculty Response. Within the GSC-ToR mentioned above in #7, a course reduction for the Graduate Chair is stated and has been implemented as of 2019.

9. Supervisor presence and availability in support of graduate students. We recognize that CEOS students benefit from research staff support (for example post-doctoral fellows, research associates or assistants), but this is not a substitute for primary supervision.

Department/Faculty Response. The department is acting on this point with the help of their graduate students. A formal letter with advice to both students and advisors is being written to the department faculty by the head. The department's graduate student association is working with the UM Counseling Centre to create a workshop on "Working with your advisor," which may be incorporated into the new student introductory session.

10. The existing fee structure for graduate students does not provide an incentive to complete on time (minimal fees are paid after 1 (MSc) or 2 (PhD) years). This should be recognized by the unit and preferably discussed with administration to see if incentives could be provided.

Department/Faculty Response. The department recognizes the issue but acknowledges that this concern is beyond the department to address.

11. As a long-term objective, it would be extremely helpful to the departmental sense of community to have all the Environment and Geography faculty members, research and office support staff, and graduate students within the same building.

Department/Faculty Response. The department recognizes the issue but acknowledges that this concern is beyond the department to address. On a smaller scale, the department is hoping to have graduate students from the diverse units housed in the same building. The goal is to increase collegiality and cohesiveness among the graduate units in the department.

12. We recommend having all Environment and Geography graduate students under the same graduate program administrator, to ensure equal and consistent levels of support and communication.

Department/Faculty Response. The department has addressed this issue under #7.

13. It would be more inclusive and consistent to change the name of the PhD from a PhD in Geography to a PhD in Environment and Geography.

Department/Faculty Response. The department discussed this issue in the past and felt that such a name change would not make the PhD program any more inclusive. However, the department agrees to revisit this issue in the future.

14. CEOS students identify first as “CEOS,” and only weakly connect with the department. Non-CEOS students feel like they are on the outside and don’t have all of the opportunities that their CEOS colleagues enjoy. Whether this is real or perceived, effort is needed to create a more uniform and equitable student experience. The decision has been made to integrate and embrace a more inclusive department, including human and social geography and disciplines outside of CEOS. If this is the way forward, strategic efforts are needed to be more inclusive and to integrate non-CEOS graduate students within the department. This will not happen on its own; deliberate policies, short- to medium-term hiring strategies, and resource availability need to steer the department in this direction. This is department-wide (at all levels), but the graduate students will benefit from such a cultural shift.

Department/Faculty Response. The department is starting to take a more proactive approach by strategically prioritizing future academic hires (the first of which is an economic geographer that will contribute to both the Human Geography Program and the Environmental Sciences and Studies Programs) and introducing the new student introductory sessions and a potential cohort course. This approach will help work towards a stronger department community and better student experience. The department head is planning to implement an annual mandatory meeting of advisor faculty to discuss graduate students and the program. However, the perception of inequality will always exist because student resource allocation (outside of office space) is a function of the advisor and their own research programs and funding.

15. As one element of this recommended cultural shift, we suggest that the department consider how tangible resources such as CEOS support staff can be made available to graduate students outside of CEOS.

Department/Faculty Response. The department notes that CEOS does not have additional hard money centrally hired support staff relative to other programs in the department, and acknowledges that this is a significant obstacle and must be addressed at the institutional level. Unfortunately, ongoing budget cuts at the University-level have forced the faculty to cut support staff from the department leading to a lack of support in the department for

graduate students. This lack of support is not equal across the Faculty and needs to be re-examined at the Faculty level (and a cursory examination of the relative ratio of faculty to support staff in Environment and Geography as compared to other units on campus lays this bare).

16. We recommend a Venn diagram to visualize how everyone fits within the department, as a potential tool for strategic planning going forward. Such a diagram can also help with the identification of gaps and strengths. This would enable strategic recruiting to make a stronger unit as opposed to potentially further increasing the gap between human geography, CEOS, and other physical geographers.

Department/Faculty Response. The department believes that there are many different approaches to strategic planning, including the recommended Venn diagram. The department is starting its strategic planning as outlined in response #14 but is approaching it with their own methods. The Venn diagram suggestion will be useful as a planning and visualization method but the department is unlikely to use it in an official capacity.

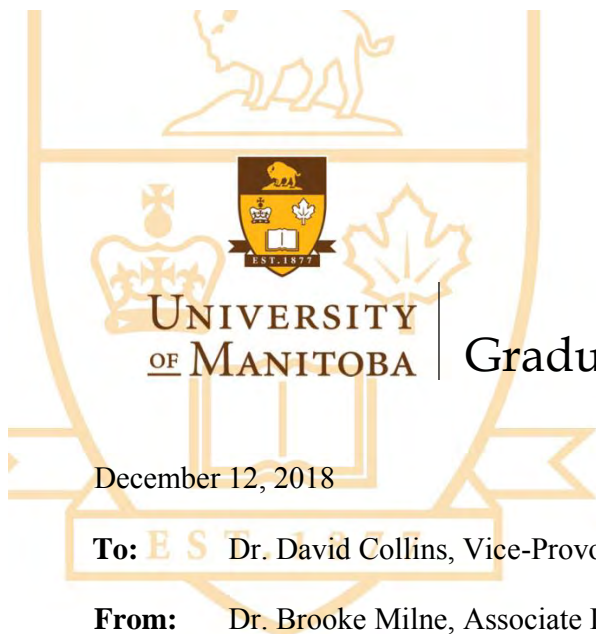
FACULTY OF GRADUATE STUDIES PERSPECTIVE

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

Timeline for Action on Relevant Issues

	Action	Timeline
1.	Continue the offering of the short graduate program introductory session. Have the mandatory requirement of the introductory session approved by the Department Council, budget Faculty Council, Faculty of Graduate Studies, and the Senate.	Incorporate the mandatory requirement into the department's supplemental regulations and have the change approved by Summer 2020.
2.	Compile important documents (such as supplemental regulations, milestone checklist, and other useful information) and make them centrally available on the department website.	Implement by Fall 2019.
3.	Explore the development of a mandatory cohort Professional Development course for all new graduate students.	Complete the department consultation and feedback process by Winter 2020.
4.	Have the proposal of course reduction approved by the Department Council,	Have the course reduction approved by Summer of 2020.

	budget Faculty Council, Faculty of Graduate Studies, and the Senate.	
5.	Make the change towards an 18-month deadline for the PhD proposal defense. Have the change approved by the Department Council, budget Faculty Council, Faculty of Graduate Studies, and the Senate.	Have the change approved by Summer 2020.
6.	Revisit the issue of changing the name of the PhD.	Have the issue discussed by the end of 2019.



Graduate Studies

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December 12, 2018

To: E S 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 Native Studies**

Xc: Dr. Todd Mondor, 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. Cary Miller, Head, Department of Native Studies
Dr. Wanda Charles, Graduate Program Chair, Department of Native Studies

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 Native Studies graduate program review team included Dr. Lynne Davis (Trent University), Dr. Keith James (University of Arizona), and Dr. Tina Chen (University of Manitoba). The reviewers spent two days (May 4-5, 2017) in the Department of Native Studies at the University of Manitoba. The reviewers' assessment report was received in the Faculty of Graduate Studies (FGS) on June 15, 2017. The unit response was received on November 15, 2017, and the Faculty of Arts response was received on April 23, 2018. I met Dr. Cary Miller (Department Head) and Dr. Wanda Charles (Graduate Program Chair) on November 19, 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 Native Studies as a Category II: requiring only “minor revision or restructuring to enhance overall effectiveness or appeal.” Key strengths identified include an experienced Faculty with considerable breadth and depth in Indigenous knowledge and research; a Department with strong ties to Indigenous communities; and, a well established reputation for excellence in graduate supervision and mentorship. All of these areas serve to enhance the graduate student experience leading to success.

The reviewer team highlighted the Department’s Colloquium as an important platform where students, Faculty, and guest speakers can share ideas and explore issues in the field of Indigenous Studies and among Indigenous scholars. For students, the colloquium is seen as an essential mechanism for building a cohort effect, which, again, enhances the graduate student experience. The review team made particular note of how impressed they were with the Department’s MA and PhD students in terms of their academic preparedness and performance, and the kinds of community-based research projects they are engaged with.

The Cycle II reviewers made six recommendations and offered six points for further discussion. Those recommendations that fall directly under the purview of FGS relate to times to completion, reviews of student performance, and graduate student funding (for recruitment and retention). A relevant point of discussion identifies the need to review the graduate curriculum with the aim of consolidating offerings to focus on a few core topics.

The Department has commendably addressed nearly all of the recommendations from the first cycle review. That said, the Cycle II review team identified two challenges that remain ongoing: student funding and the unequal distribution of graduate student supervision.

Main Review Recommendations

1. Times-to-completion

The review team was generally positive regarding the times-to-completion for MA students in the Department, noting that many are finishing their programs in just over two years. This was seen as especially impressive since many of the students’ thesis projects involved community-based research. That said, the report cited that just under 50% of MA students are taking four years or more to complete their programs, which is beyond the expected maximum time for a Master’s program at the University of Manitoba. The review team explained the Department is aware of this and is working on strategies to facilitate faster completions times, including the possibility of introducing a coursework-based MA program with a Major Research Paper (MRP).

The review team stated they could not adequately address the times-to-completion for PhD students given the program has only been in operation since 2010. The review team also noted the limitations of the institutional data provided to them in the self-study report, which dates back to 2015. Still, based on discussions with the Department, the reviewers cited the number of PhD students that have either completed their program or are close to doing so, having taken between 5-6 years, which is, again, fast for community-based thesis projects.

- *Department/Faculty Response:* The Department did not directly comment on the reviewer team suggestion of introducing a course-based MA program with an MRP; however, the Faculty

response supports the idea and notes there are other similar programs within Arts that may be useful models to consult, should the Department move forward with developing such a program. The inclusion of an MRP would be strategic in that it would allow students choosing this option to remain eligible for SSHRC funding.

The Department did explain some of the historical, cultural, logistical, and personal challenges students in their programs face that can and do impact times-to-completion. For those students who take longer than the respective program maximums, they must file time extension requests to FGS, which can result in holds on student accounts. The Department acknowledges some of these delays stem from administrative matters within the unit, which are already being addressed. The Department Head also explained that other delays sometimes stem from reactionary stances where students ignore requests for information or deadlines as a way to counter or resist colonial pressures imposed by bureaucratic institutions. The Department and Faculty encourage administrators to consider the challenges faced by Indigenous students in the academy when meeting the requirements of their graduate programs.

2. Reviews of student performance

The review team recommended that the Department consider implementing a tracking system for graduate student performance and progress in their programs. They note that the current practice wherein students are provided with an annual review letter can be problematic as the extent of detailed feedback given to students varies significantly according to advisor. To improve this, the reviewers' suggest that each student receive "regular, systematic feedback on her or his progress in the program." This, in combination with careful monitoring of times-to-completion, would help the Department ensure students receive the support they need in their programs when it is needed most. The reviewers' suggest that such an internal Department tracking system "mirror the institutional practice" where time in program and progress is tracked, along with other metrics directly relevant to the Department that could assist in strategic planning for future program initiatives.

- *Department/Faculty Response:* The Department acknowledges there have been problems with tracking student progress and performance in programs. This has been in part due to administrative workload and new staff in addition to dealing with the loss of Faculty members, both those who have left the unit for other opportunities and the tragic and sudden passing of the Department's Head, Dr. Eigenbrod. The Department is working with support staff already to improve in these areas. The Faculty is also providing support to assist with this recommendation.

3. Graduate Student Funding

The reviewers' identified a lack of student funding as a major weakness of the Department's graduate programs. They state that multi-year funding is essential, so that graduate students can devote all of their available time to their studies and research. This issue was raised in the first cycle review, and one that the current reviewers feel remains inadequately addressed. The second cycle reviewers acknowledge efforts within the Department to provide *ad hoc* financial support for students through their own initiatives. The reviewers state that the Department does not receive the same amount of guaranteed funding for student support and/or recruitment as other competing programs. To remedy this, they advocate for an increase in funding to "close those gaps" between the U of M and other Natives Studies programs at other universities. Lastly, the reviewers encourage the establishment of reliable funding sources in support of graduate student

research travel. This is particularly important for those students who are conducting thesis research with community stakeholders in remote locations.

- *Department/Faculty Response:* The Department agrees with the review team's assessment that a lack of guaranteed funding puts their programs at a disadvantage when trying to attract and retain top applicants. The Department has begun to explore opportunities to establish endowment funds through the Donor Relations office and among its own Faculty members that would generate future support for students. Further, with the soon to be implemented Indigenous Content Requirement for Faculty of Arts programs and the expected revisions to the Department's own undergraduate course offerings, new opportunities for teaching and TAs among Native Studies graduate students are expected, which will assist with funding and professional development. The Faculty supports all of these efforts to increase graduate student funding support.

Faculty of Graduate Studies Perspective

The MA and PhD programs in the Department of Native Studies are in good standing with a collegial Faculty that works together to provide high quality teaching and training to its graduate students. As the review team notes, the level of community-based research that the Faculty and their students are engaged in is impressive and serves to keep the level of Indigenous scholarship conducted at the U of M at the leading edge of innovation and relevance within the field. The breadth and diversity of Faculty research is notable, and is well supported by Tri-Council funding programs. The Department works hard to create a cohort effect among its graduate students through its Colloquium series; this is a commendable effort as the sense of support and connectedness this fosters is cited as an important positive contributor to student success in both the MA and PhD programs.

FGS supports the recommendation of improving times-to-completion for students in their respective programs. Introducing a coursework-based stream with an MRP would certainly provide an option for students interested in a non-thesis based route while still making them eligible for SSHRC funding. FGS can work with the Department and the Faculty of Arts to explore this option, and to assist with efforts to draft a proposal and change the supplementary regulations as required. FGS is aware of the problems with student holds when requesting time extensions. Extension requests need to be submitted at least three months prior to a student's program end date and include a detailed plan for the work remaining to be completed that is drafted in consultation with the advisor and approved by the Department Head. Every effort is made to review and process these requests as quickly as possible, and consideration of individual circumstances that have caused delays in a student's progress are always prioritized. Delays in processing extension requests typically result when information needed to fully consider them is missing and/or is not provided. FGS is eager to work with the incoming Graduate Chair and new Graduate Program Contact to assist with the administration of the Department's graduate programs including the completion of paperwork, which will undoubtedly reduce or eliminate holds on student accounts.

Another possibility to improve times-to-completion while also addressing the reviewers' and Department's concerns about graduate course curriculum and the use of 4000/7000-cross listed courses is a new regulation that allows, at the Department's discretion, senior undergraduate students to enroll in graduate courses. 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 the 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. This also provides the Department with the ability to introduce and regularly offer a series of graduate courses focused on specific topical areas they wish to support in their programs. Expanding the graduate curriculum in this manner should help reduce the need to offer individual reading courses as a means to meet program requirements, and to provide more options for students who aim to complete more than one graduate degree in the Department. FGS is available to assist with the process to introduce new graduate courses, should the Department decide to do so.

Tracking student progress is an important component of ensuring students successfully meet the requirements of their programs. FGS progress reports must be completed at least once each academic year but can be completed as frequently as once per academic term. The Advisor Student Guidelines (ASG) are also designed to facilitate discussion between students and their advisors on matters relating to a graduate student's program and goals/expectations for performance. Successful completion of both of these administrative documents should provide the Department with useful information to track student progress. That said, some Departments, like Psychology, have an internal tracking system that parallels the FGS progress report. In Psychology, these progress reports are kept in the Department as part of the student's file and can include more detailed information about a student's progress in their program. These parallel records do not replace those submitted to FGS but are a useful internal source of information for the Department to consult when needed. FGS has also just introduced a graduate student online reference guide called [#UMGradGoals](#) that provides specific information students can consult on their own to ensure they know what they need to do and when to successfully complete their programs.

While highly desirable, FGS is unable to provide multi-year graduate student funding. FGS appreciates the challenges of recruiting top applicants to come to the U of M for graduate studies. That said, there are two funding initiatives through FGS that support both Indigenous MA and PhD students. These awards – Master's Award and PhD Award for Indigenous Students – are valued at up to \$5,000 and \$10,000, respectively, and students may apply for them more than once. Another source of funding available to Faculty members who hold Tri-Council grants is the GETS program (Graduate Enhancement of Tri-Council Stipends). GETS is a matching fund program where FGS provides a 1:1 dollar ratio of funding for one student per grant held by the advisor. FGS has also recently changed the timing of UMGF award announcements so that units who receive one through the Faculty of Arts pool can use this fellowship for student recruitment purposes. Funding specific to graduate student conference and research travel can be leveraged through the Faculty of Arts Conference Funding Award (up to a maximum of \$350), the FGS Travel Award (up to a maximum of \$750 for domestic travel and \$1000 for international travel), and the UMGSA Conference Award (up to a maximum of \$750). Together these funds, which can be applied for more than once, represent an important resource for student professional development and networking while in their graduate degree programs. Students interested in applying for these monies can consult the FGS Awards Database and the UMGSA homepage for details.

The review team expressed concerns about the distribution of supervisory loads in the Department, which was also mentioned by the first cycle reviewers. It is evident that with the sudden departure of Faculty members who had been working with student advisees has left the Department in a difficult position. When Faculty numbers increase and stabilize through future hires, the Department may wish to consider setting a maximum number of students that a single Faculty member may advise. Some Departments at the U of M have established such a policy where, for example, a Faculty member in Psychology may advise a maximum number of eight students at a time. Should they wish to accept more students above this threshold, they must then appoint a co-advisor. This helps to manage total numbers within the graduate program and to maintain an even distribution of supervisory loads within the Department. It also reduces the likelihood a large number of students will be left without an advisor, should unforeseen circumstances result in a departure. Should the Native Studies Department choose to pursue such a

policy, the program's supplementary regulations would need to be changed and submitted for approval through FGS committees and Senate. FGS can facilitate this process.

Timeline for Action on Relevant Issues

	Action	Expected Completion Date
1.	Times-to-completion	In Progress. The Department will aim to consider plans to shorten times-to-completion in the MA program, specifically. Should the Department wish to introduce a coursework MA with an MRP, FGS can assist with the drafting and approval process. Lastly, if the Department wishes to move forward to introduce new graduate courses to the program, FGS can also assist with the drafting and approval process. The Department will follow up with FGS on these matters in Summer 2019 .
2.	Reviewing student performance	In Progress. The Department has begun working on this item, which will allow it to monitor more closely how students are doing in their programs. FGS can assist with this as needed. The Department will follow up with FGS on this matter in Summer 2019 .
3.	Funding	In Progress. The Department already is pursuing various avenues to secure funds that will enable it to support students internally for their graduate studies. FGS encourages the Department to share information about funding opportunities that are exclusively available for Indigenous graduate students including the Master's and Doctoral Awards through FGS. Similarly, the Department is encouraged to direct its graduate students to conference and travel funding available through the Faculty of Arts, UMGSA, and FGS. The Department will follow up with FGS on matters related to funding in Summer 2019 .



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October 16, 2018

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

A handwritten signature in black ink, appearing to read 'X. Wang'.

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

Xc: Dr. Todd A. Mondor, Vice-Provost (Graduate Education) and Dean (Graduate Studies)
Dr. Jay Doering, Associate Vice-President (Partnerships),
Office of the Vice-President (Research & International)
Dr. Norman M. Halden, Dean, Clayton H. Riddell Faculty of Environment, Earth, and
Resources
Dr. John Sinclair, Director, Natural Resources Institute
Ms. Cassandra Davidson, Academic Programs Specialist,
Office of the Provost & Vice-President (Academic)

PREAMBLE

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

A graduate program review requires an investment of time and energy on the part of many people including support staff, students, faculty, and administrators. Nonetheless it is a critical process that can be instrumental in enhancing the quality of graduate education at the

University of Manitoba by identifying those program elements that are working well and those that might be improved. On behalf of the Faculty of Graduate Studies, I would like to thank all those who contributed so thoughtfully and conscientiously to this important undertaking.

On April 18 and 19, 2018, a review team comprised of Dr. David Natcher (University of Saskatchewan), Dr. Harvey Lemelin (Lakehead University), and Dr. David Lobb (University of Manitoba) convened on campus to review the Natural Resources Institute's (NRI) graduate programs. Their assessment report was received by the Faculty of Graduate Studies (FGS) on May 30, 2018. The Natural Resources Institute submitted its written response on August 31, 2018 (which was approved by the NRI Council in August 2018) and Dr. Norman Halden provided his perspective on September 13, 2018, as Dean of the Clayton H. Riddell Faculty of Environment, Earth, and Resources. I met with Dr. John Sinclair, Director of NRI, on October 15, 2018, to discuss the review, its recommendations, and the Department's response and plan.

HIGHLIGHTS OF THE REVIEW AND RESPONSES

Overall Evaluation

The review team did not categorize the graduate program in NRI and suggested only minor revisions to enhance effectiveness or appeal of the program. The assessment of the graduate program in NRI was largely positive. The review team focused on the current state of the program but briefly mentioned the issue of time to completion, which was also raised in the previous program review. It was suggested in the first program review that the 27cu coursework requirement be reconsidered.

The review team assessed that the NRI is of strategic importance to the Faculty goals through successful research and graduate training. Since its establishment in 1968, the NRI is recognized nationally and internationally for producing critical scholarship and securing national and international funding. Its faculty members have published at high rates and in high impact journals. The NRI graduate program has attracted high-calibre domestic and international graduate students, and well-trained graduates have gone on to assume leadership positions in academia, government, and environmental organizations.

The graduate program in NRI is also important in relation to the strategic directions of the budget faculty and provides a unique experience in the province of Manitoba and in Canada. The range of graduate thesis research encompasses a diversity of topics, commensurate with the expertise of the faculty. The NRI continues to meet its vision "to provide a graduate program that leads to an interdisciplinary understanding of sustainability of the environment, natural resources, and social well-being, and apply this advanced knowledge for the benefit of people and the environment".

The design of the graduate programs in the NRI is consistent with the budget Faculty goals, however suggestions are made to ensure an adequate faculty complement and to reduce

time to completion. The review team believes that addressing the loss of the two faculty positions will be critical for NRI to maintain and grow its graduate program, and the NRI graduate program stands apart from other comparable graduate programs in Canada in terms of required coursework. Improvements on these two themes would result in a graduate program that better fit the NRI, Faculty and University goals.

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

Main Review Recommendations and Suggestions

1. Commit to replacing both retirements positions. Alternatively, as Dr. Davidson-Hunt's position was bridged to Dr. Berkes' position, commit to adding one position in the natural sciences.

Department/Faculty Response. The NRI acknowledges the significant impact of the retirements of both Professor Henley and Dr. Berkes, because of not only the load each managed for NRI and their considerable long-term experience, but also the considerable financial boost to NRI from the CRC chair held by Dr. Berkes. The NRI also feels the impact of the retirement of Dr. Berkes, an ecologist by training, on their overall capacity in relation to the natural sciences.

The NRI will make an additional request to fill the position of Professor Henley, with the priority given to an Indigenous scholar. The NRI has worked with the Dean's Office in trying to secure such a position on two occasions but were unsuccessful. Nevertheless, the NRI believes that having an Indigenous scholar and a resources economist (see Recommendation # 2) would provide essential compliments to the expertise in the social and environmental spheres of sustainability.

Being a small unit, the NRI recognizes the stress on staff and faculty. The NRI agrees that the commitment to bring their faculty numbers back to 8 will broaden their range of expertise and provide more people to manage teaching and more time to focus on research, and to bring in more graduate students. Hiring new faculty members will allow the NRI to remain a leader in natural resources, environmental education and graduate training.

The budget Dean comments that in the context of the new budget model, there are well-defined formulae that identify income streams and faculty expenses, and there needs to be significant synergy between undergraduate and graduate curricula at the Faculty level to ensure sustainability.

2. Make a faculty appointment in resource economics (1).

Department/Faculty Response. The NRI agrees that having an economist on staff is important and would fulfil an academic program need of the NRI, because resource

economics is a mandatory course in the MNRM program. Since 2004, the NRI has made budget requests to hire a natural resource economist, and has worked with the Department of Geological Sciences since 2012 to secure a joint appointment. The NRI will continue to request such a position, and given the current hiring taking place in the Riddell Faculty, it is anticipated that such a request should gain new traction.

The budget Dean would be happy to consider the NRI proposal that addresses interdisciplinary opportunities in the area of resource economics. The proposal needs to demonstrate the broad integration of themes within the Faculty, Indigenous scholarship and the University's Signature Areas of Research and Research Themes. The budget Dean suggests active consultation with other units.

3. Reduce the 27cu course load for thesis-based Master's to help ensure timelier program completions.

Department/Faculty Response. The NRI acknowledges that the issue of time to completion in relation to credit hours required is complex, and that completion of the graduate program in a timely fashion is critically important. The NRI keeps detailed track of students' progress and the overall completion times have remained much the same over the years. They have identified many factors impacting the issue of time to completion, including the students' desire or need to take on associated work during their graduate programs, overall research work, and the time it takes to get needed research approvals, and other unexpected factors. However, the NRI feels that the topics covered in the 27cu are pedagogically important, especially in an interdisciplinary field. The NRI claims that maintaining the 27cu requirement has helped their graduate students finding jobs even prior to graduation.

The NRI agrees to undertake a curriculum review of both the MNRM and PhD programs. One focus of this review will be the consideration of the issue of time to completion and the potential impacts of reducing credit hour requirements.

The budget Dean acknowledges that the NRI PhD program is comparable to that of Environment and Geography in terms of time to completion. The same is true at the Master's level even though the NRI's MNRM program requires 27cu of course work. However, the budget Dean suggests that NRI should consider reducing the credit hours required for MNRM if the MNRM students find that funding support does not extend to the entire duration of their program. The Dean suggests reducing the credit hours required but including a prescribed number of credit hours with direct relevance to the student's thesis topic. Furthermore, the budgetary implications and fee structure should be examined in more detail.

4. Introduce a course\project-based (non-thesis) Master's option.

Department/Faculty Response. The NRI has already taken steps to implement this recommendation. A working paper regarding this option has been passed by the NRI Faculty and has been brought to the attention of the Associate Dean Academic. The

NRI also discussed with FGS the process of introducing this option. The NRI will carefully consider both the benefits and risks of initiating a non-thesis option.

The budget Dean agrees that creating a new non-research thesis option is one approach to address the time to completion issue.

5. Once implemented, these changes should be communicated to traditional (governmental departments, environmental associations) and potential new partners (this includes First Nations & tribal organizations) in the province through open houses, community and university partner visits, journals, conferences, and traditional and social media. The website should also be redesigned to reflect and celebrate these changes.

Department/Faculty Response. None.

FACULTY OF GRADUATE STUDIES PERSPECTIVE

The graduate program in the Natural Resource Institute is running well. The following list of actions should be taken in response to the review in order to further strengthen the graduate program and better enhance the experience of the graduate students.

Timeline for Action on Relevant Issues

	Action	Timeline
1.	Commit to replacing both retirement positions (Dr. Berkes and Dr. Henley), and to adding one position in the natural sciences. Make a faculty appointment in natural resources economics.	Replacing the retirement positions is critical to the maintenance and growth of the NRI graduate programs. The NRI should work closely with the budget Dean in the coming years to successfully recruit two faculty members including one in resource economics. Progress on hiring should be reported in Fall 2020.
2.	Consider the possibility of reducing the 27 credit hours course requirement.	The NRI should strike a curriculum committee to examine the pros and cons of reducing the credit hours required. The NRI should consult stakeholders and unit members on proposed changes. Changes, if any, should be approved by Winter 2020 and implemented in Fall 2020.
3.	Introduce a course/project-based (non-thesis) Master's option.	Steps have already been taken to introduce a non-thesis Master's option. Discussions with stakeholders will commence in Fall 2018. Any program changes should be approved and implemented in Fall 2020.

4.	Communicate any program changes.	As outlined above, any program changes should be clearly communicated to the appropriate stakeholders as they occur.
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UNIVERSITY
OF MANITOBA

Graduate Studies

December 11, 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 Political Studies**

Xc: Dr. Todd Mondor, 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. Royce Koop, Head, Department of Political Studies
Dr. Andrea Rounce, MA Graduate Program Chair, Department of Political Studies

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 Political Studies MA graduate program review team included Dr. Alexander Moens (Simon Fraser University), Dr. Johnathan Malloy (Carleton University), and Dr. Wayne Simpson (University of Manitoba). The reviewers spent two days (October 24–25, 2017) in the Department of Political Studies at the University of Manitoba. The reviewers' assessment report was received in the Faculty of Graduate Studies (FGS) on January 30, 2018. The unit response was received on June 6, 2018, and the Faculty of Arts response was received on October 11, 2018. I met Dr. Andrea Rounce (MA Graduate Program Chair) on December 11, 2018 to discuss the review, its recommendations, and the Department's plans to address them.

Overall Evaluation

The review team evaluated the MA graduate program in the Department of Political Studies as a Category II: requiring only “minor revision or restructuring to enhance overall effectiveness or appeal.” Key strengths identified include a comparatively young and promising Faculty with solid teaching records, good research productivity both in terms of funding and publications, and an impressive diversity in gender with seven of ten members being women. Given many members are at the mid-stage of their careers, the review team found the Faculty to be open to considering new ideas, and willing to grow and change in the future. The program itself is described as “academically sound” with its overall structure and objectives being “highly consistent” with disciplinary norms in other similar programs across Canada.

That said, the review team also found Faculty morale was low due to the demands of offering two graduate programs (MA, MPA) with only 10 professors in the Department. In order to deliver the MA program, Faculty members carry heavy supervisory and teaching loads, including courses that are taught as overload. The review team made six recommendations they feel will streamline the MA program while highlighting the disciplinary strengths already present in the Department.

Of the six recommendations, four fall directly under the purview of FGS and include: introduction of graduate-only courses; exploration of an accelerated MA program; establishing specific tracks that will focus student research and increase the attractiveness of the program; and, consolidate the thesis and comprehensive streams into a single research paper stream.

The review team found the Department had commendably addressed the recommendations from the first cycle review despite having fewer resources due to Faculty departures and a reduction in support staff.

Main Review Recommendations

1. Introduction of Graduate-Only Courses

The review team was blunt about the exclusive use of cross-listed undergraduate and graduate courses to deliver the MA program in Political Studies. They described this practice as “unusual” and in their view, “unacceptable” and “egregious.” They describe the lack of stand-alone graduate courses as being “below the standards for the discipline and a serious obstacle for program health, growth, and intellectual community” (p.3-4). The reviewers’ felt this practice was a disincentive for undergraduate honours students in the program to consider continuing in the MA since many would have already taken the 4000-level version of the 7000-level courses offered. Accordingly, the reviewers’ state the Department must offer at least some graduate-only courses as they will enhance the overall academic value of the program and help to create a cohort effect among graduate students, who did not appear to know each other and thus lacked a sense of community.

- *Department/Faculty Response:* The Department met on April 13, 2018 to discuss the review team’s report. The Faculty members agreed with this recommendation to develop and offer graduate-only courses but no concrete decisions were made about how many courses should be offered and how they might be integrated into the existing program structure. The Faculty of Arts also noted that the introduction of such courses was being considered but raised the concern about whether sufficient students would enroll in them to meet the Faculty’s minimum enrollment requirement. The Department described to the review team a sense of frustration, feeling stuck between these enrollment expectations from Arts and FGS requirements that graduate courses be distinct and separate from cross-listed undergraduate offerings.

2. Exploration of an Accelerated Master's Program

As one way to remedy the problem with relying on cross-listed courses for graduate program delivery, the review team encouraged the Department to consider introducing an accelerated Master's program that would allow their strongest undergraduate students to count the 4000-level courses they've taken towards a graduate degree. Such a program would draw the best undergraduate students into the MA, it would alleviate (to an extent) the limited availability of coursework options, and it would raise the quality of the students in the program. The review team expressed concern that the Department was relying too heavily on international students to populate the program, many of whom they describe as not "displaying the intellectual caliber needed to succeed" (p. 4). In addition to the recommendation to raise the entrance GPA to 3.75, the review team also proposed that the Department might consider designing a concurrent BA-Honours/MA stream where in the 4th year of the undergraduate degree, students could take courses to count towards the MA, to which they would be directly admitted for another 1-2 years to complete the degree.

- *Department/Faculty Response:* The Department agreed with the proposal to introduce an accelerated MA program and have begun to investigate the feasibility of doing so. There was also agreement on raising the entrance GPA requirement to draw in higher caliber students. However, this change was not implemented for the current academic year and a similar cohort of international students was admitted. Therefore, it will take some time to implement this change. The Faculty of Arts response does not indicate specifically if it supports the implementation of an accelerated MA program.

3. Establishing Specific Tracks in the MA Program

The review team felt that given the size of the Department and its research and teaching strengths, it should consider establishing two distinct tracks for the MA degree. The reviewers propose that one track might be named as "Governance and Justice" while the other be named "Security and International Relations." Each track would capture Faculty expertise in these areas. Additionally, the reviewers propose developing a required core course for each track that students would take in addition to a core methods course. These ideas would help to focus the graduate program more closely around existing Faculty strengths. It would also serve to focus student research and make the program more attractive with such a distinctive structure.

- *Department/Faculty Response:* The Department did not discuss this recommendation at its meeting and thus does not have a response. The Faculty of Arts stated it did not see any reason why the Department would not consider this recommendation, particularly if it is becoming common among other U15 political studies MA programs to identify distinct tracks.

4. Consolidate the Thesis and Comprehensive Streams

Currently, the Department offers two streams in the MA program: a 24-credit hour comprehensive stream with a major research paper and a 12-credit hour thesis stream. The reviewers found that students regularly choose the thesis route, simply because it requires fewer credit hours of coursework. However, in many instances, these students are not strong enough academically and languish as they try to complete the thesis. This draws heavily on Faculty resources and morale as it takes more time to see these students through to completion. The review team recommends the Department consider offering a single research paper stream consisting of 18 credit hours and that the major research paper be credited towards this total. Specifically, they suggest the research paper be worth 3 credit hours and consist of 40-50 pages in length. Such a paper would still enable students to apply to SSHRC for funding. The reviewers recognize that retention of the

thesis route may be desirable for some students; thus they describe reserving this as an option for a limited number of students each year.

- *Department/Faculty Response:* The Department rejected this recommendation to collapse both streams into one. They did, however, come to an agreement that the structure of the comprehensive stream needs to be changed since the required 24 credit hours of coursework is heavy compared to other similar programs. The Department is exploring the introduction of a capstone project that would be similar to the one used in the MPA program. The Faculty of Arts is assisting the Department to explore other options to restructure the comprehensive stream. Planned changes will be submitted for review and approval to CPAC and FGS in 2019-2020.

Faculty of Graduate Studies Perspective

The MA program in the Department of Political Studies is in good standing with a vibrant Faculty that works together to provide high quality teaching and training to its graduate students. The reviewers felt that the Department, while feeling “overburdened and underappreciated,” was in an excellent position to consider making some innovative changes to its program that would enhance its appeal to prospective students and make it unique among other U15 political studies graduate programs.

FGS supports the recommendation 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 encountered problems with some academic units at UM that use cross-listed courses where students are taking both sections (i.e., 4000 and 7000) in separate degree programs, which is a strong concern echoed by the reviewers. To prevent this, a new policy has been added to the academic guide relating to the use of cross-listed courses to meet graduate program requirements (Section 1.3.4). Students who have taken the 4000 section of a course will not receive credit should they subsequently take the 7000 section of the same course in a graduate program.

Another recent change made to the Academic Guide is allowing senior undergraduate students to enroll in graduate level courses with the permission of the academic unit offering the course. 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 the program for those undergraduates who choose to pursue a Master’s degree since they can import those graduate courses taken in the BA to their MA program.

The recommendations made by the reviewers regarding the establishment of distinct tracks in the MA program is interesting and might make it more competitive in attracting the top-notch students that the Department desires. FGS is certainly available to help with making such a change to the program, which would require modification of the supplemental regulations to reflect it.

FGS supports the recommendation to revamp the comprehensive stream, particularly if fewer students are choosing it because it is too coursework intensive. The proposed model the reviewers describe would certainly draw interest from students looking for program options with a non-thesis route. Strategically, it makes sense to include a major research paper so that these students would remain eligible for SSHRC funding. Even though the Department rejected the idea of collapsing two streams into one, FGS can facilitate discussion on how the Department might consider changing the current comprehensive stream

including the introduction of a capstone course and reducing the number of required coursework credit hours.

Timeline for Action on Relevant Issues

	Action	Expected Completion Date
1.	Introduction of Graduate-Only Courses	In Progress. The Department is considering what courses they might offer and how to fit them into the existing program structure. The Department will follow up with FGS on this item in September 2019 .
2.	Exploration of an Accelerated Master's Program	In Progress. The Department approved of this recommendation and is exploring how such a program could be implemented. The Department will follow up with FGS on this item in September 2019 .
3.	Establishing Specific Tracks in the MA Program	To Address. The Department did not discuss this recommendation at its meeting in April 2018. FGS requests the Department to consider it and to report back on discussions related to the recommendation in September 2019 .
4.	Consolidate the Thesis and Comprehensive Streams	Rejected. The Department rejected this recommendation. That said, it did agree with some of the review team's ideas to revamp the comprehensive stream. Discussion on these changes is continuing and the Department will report back on this item and the progress made in September 2019 .



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Date: April 24, 2019

To: Members of the Senate Committee on Academic Review

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

Subject: **Report on the combined Undergraduate/Graduate Program Review of the Department of History**

Please find enclosed responses from the Faculty of Graduate Studies, the Joint Senate Committee, and the Office of the Provost to the combined undergraduate/graduate academic program review (pilot) of the Department of History. This is the second combined program review completed as part of the current pilot review assessment exercise.

In addition to the review of the academic programs, the external review team was requested to provide feedback on the combined review process, as adopted for the pilot exercise. For the current pilot, the review team conducted visits with the Departments of History at both the University of Manitoba and the University of Winnipeg. Over the three day period of the review, they conducted meetings with faculty members, students, administrative staff, and administrators in the respective deans' and provosts' offices.

The Department of History found the process of drafting the combined self-evaluation report positive, not only for the time-savings, but for the resulting cohesive document highlighting the relationships between the undergraduate and graduate programming. However, the review team described the visits to the Departments as informative, but exhausting. They suggested that it may be too complicated to schedule a successful combined review when one of the programs is jointly administered with another university. They also observed that, in this instance, issues related to the undergraduate and graduate programs appeared quite distinct and that little was gained by the combined review. This finding was not consistent with that of the review team for the combined undergraduate/graduate review of Department of Biological Sciences, and may have been influenced by the additional complexity of the joint program.

The review report also noted that, possibly as a consequence of the above complexity, the reviewers 'left with a much less developed sense of the UM undergraduate curriculum than the graduate, and a much less developed sense of the department's own perspectives on the strengths and goals of its UG programming'. Again, this was contrary to the experience of the review team for the combined review of the Department of Biological Sciences.

In determining their recommendations for a revised Academic Program Review policy, the Senate Committee on Academic Review (SCAR) will need to consider the advice of the review team, and the particular idiosyncrasies associated with joint programs. As noted in the Faculty response, it is premature to draw

conclusions about the utility of joint reviews from one pilot project as the problems identified may be idiosyncratic to a particular program structure; however, there are lessons to be considered from this review.

When the third pilot exercise has been completed, the review of the undergraduate/graduate programs of the Department of Statistics, SCAR, on the recommendation of the Office of the Provost, will consider the accumulated evidence before deliberating on the utility of a combined review process, going forward.

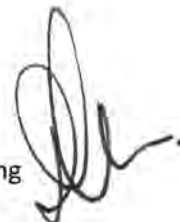
Cc: Janice Ristock, Provost and Vice-President (Academic)
Todd A. Mondor, Vice-Provost (Graduate Education) and Dean (Faculty of Graduate Studies)
Cassandra Davidson, Academic Programs Specialist

Date: April 24, 2019

To: Members of the Senate Committee on Academic Review

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 History**



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 History, 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 History was initiated in 2015, as part the Combined Academic Program Review Pilot project. The Self-Evaluation Report (SER) for the combined review was received on June 2016. An external review team (the reviewers) comprised of two external members (Dr. Shannon McSheffrey, Concordia University, and Dr. Julia Roberts, University of Waterloo), and one internal member (Dr. Pam Perkins, Department of English, Theatre, Film and Media), convened on campus to review both undergraduate and graduate programs in the Department of History over February 8 to 10, 2017. The reviewers met with relevant academic and administrative staff, and students in the Department of History at both UM and the University of Winnipeg (Joint Master's Program), the Faculty of Arts, 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 April 2017. The Department of History submitted its written response, related to the review of Undergraduate program, in October, 2017 and the Dean's Office of Faculty of Arts provided their perspective in August 2018. 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 History defines its mission as ‘the promotion of inquiry into and the dissemination of knowledge about the wider world through an understanding of historic peoples and cultures’ and, articulates a commitment to ‘collegial and grassroots planning that respects the autonomy of Department members to develop individual research and teaching interests; while also working collectively to develop shared goals in terms of degree programs and course offerings across the Department’s established teaching fields.’

In terms of strengths, the review report notes a broad and dynamic range of available concentrations of both research and teaching interests and a ‘commitment to excellent teaching and to fostering a strong connection between teaching and research at all levels, undergraduate and graduate.’ The report also notes that conversations about pedagogy are a regular part of departmental interactions, which is no doubt reflected in the observation that departmental members have received a number of teaching and student recognition awards at both Faculty and University levels.

The Department of History offers the following undergraduate programs:

- B.A. (General);
- B.A. (Advanced.);
- B.A. (Honours) (single and double honours options); and
- Minor / B.A.I.S. Concentration

The Department also administers the interdisciplinary undergraduate programs in Medieval and Early Modern Studies. Given the small size of the programs, these were reviewed under the umbrella of the History review. Programs in Medieval and Early Modern Studies include:

- B.A. (General)
- B.A. (Advanced)
- Minor / B.A.I.S. Concentration

4. Academic Program Review

The external review report describes the Department of History’s undergraduate program as being characterized by excellence in pedagogy with a strong integration of research with teaching. As well, faculty are acknowledged as ‘remarkable for their engagement in teaching (as evidenced by teaching evaluations, awards and pedagogical workshops), research and publication profiles which inform and support their teaching, and professional and University service in support of programming.’

The report notes that the ‘department continues to offer an array of thematically, methodologically, temporally and geographically varied undergraduate courses, with a faculty to student ratio conducive to cohort formation and mentoring’. As well, that the UM undergraduate program ‘compares favourably with similarly sized programs elsewhere in terms of the range, depth, temporal scope and progression of courses offered from the first through fourth year levels’. The reviewers commend the Department; noting that one of its greatest strengths lies in a ‘deep and self-conscious practice and awareness of collegial, democratic, inclusive governance’, which combined with a commitment to quality teaching and courses ‘point[s] to a highly functioning and successful Department of History’.

Further to the above, the reviewers assess the Department’s programs *at Category Two; Adequate, with minor revision*.

In regard to the Medieval and Early Modern Studies program, the reviewers felt that despite its small size, it should continue as is. They suggest that it is resource neutral, fosters intra-departmental bonds, and is meaningful to those students enrolled in the program.

5. Recommendations and Responses

The review report documents fifteen (15) recommendations, as outlined below. These are addressed in more detail in the responses by Department and the Dean's Office.

- i) *The department conducting a self-study be required to engage in a curriculum mapping exercise.*
- ii) *That the department articulate clearer language to describe how the program's current scaffolding develops depth of knowledge, skills and competencies from level to level*

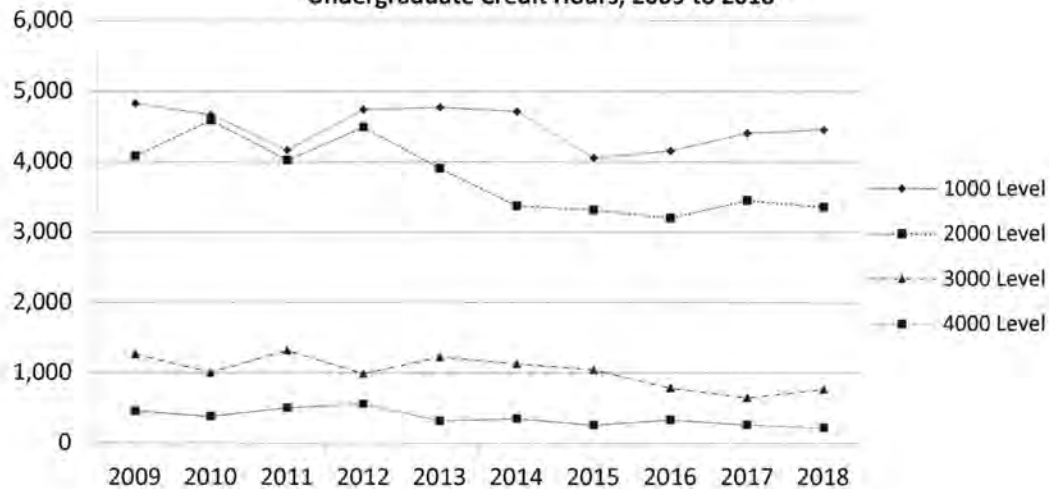
While recognizing that their visit focused more on graduate, rather than undergraduate programing, the reviewers, reported a general lack of clarity about 'how the department articulates the relationship of its courses to a curricular vision applicable to the undergraduate program as a whole.' The reviewers suggest that future reviews should include a curriculum mapping exercise to facilitate clarity in the 'description of skills, competencies, and capabilities learned by students at each level and upon graduation in each distinct plan in History.' They note that this would benefit 'a department moving forward as it defines itself within a University and wider socio-cultural context not always familiar with the intellectual and skill-based rigour of History programs.'

Upon review, the Department concluded that a curriculum mapping exercise would have been too time consuming for a unit where the 'majority of UG teaching is to non-majors/non-minors, nor would it be time well spent for UG programs at the University of Manitoba where the large majority of students complete a 3-year general degree, often declaring majors late in the process.'

The Faculty response took the view 'that a curriculum mapping exercise could yield additional information and, in turn, counter-measures such that, in an increasingly competitive educational environment, tighter linkages and therefore better "scaffolding" between the introductory and upper-level courses might be achieved.' In addition, this exercise might also explain why, despite relatively stable introductory enrollments (as depicted by 1000 and 2000 level credit hours) since 2015, see Figure 1, graduation rates from the general degree appear to be rapidly declining as are course enrolments at the upper level (see also Figure 3 and Section 5.viii.).

In this regard, I would also support the utility of curriculum mapping, for the same reasons that the Departmental response challenges the value-added proposition—the variable nature of the teaching mission and number of program streams. However, I would not recommend curriculum mapping as a required element, solely for the purposes of the undergraduate program review process.

Figure 1: Department of History
Undergraduate Credit Hours, 2009 to 2018



- iii) *That UM revisit its position with regard to tutorials in the History undergraduate program.*

This recommendation remains under discussion in the Department. The Faculty notes that ‘many departments across the Faculty mirror the Canada-wide practice of relying upon tutorials for a range of pedagogical and student-experience based objectives, and they do so by implementing a range of different tutorial models.’ The Dean’s Office encourages the Department ‘to solicit input from some of these other departments as to the strengths and limitations of tutorial instruction to see whether, in the Department of History’s estimation, such a strategy might be usefully deployed here as well.’

- iv) *That a solution be found at the software/IT level to enable the department to identify (and therefore communicate with) its Majors – the vast majority of its students. That is, that systems support be provided to create an appropriate query to identify and therefore communicate with History majors, or other forms of system support to enable this department to function more cohesively as an academic unit.*

The Department supports this recommendation ‘as a means to improve communication with those students with declared majors and minors in History.’ The Department also recognizes that many students delay declaring majors and, that a broad ‘multi-faceted communication strategy’ is required to communicate to their students.

Part of the solution to this issue may entail a review of and, changes to, the Faculty’s academic regulations addressing time to program declaration. Currently, students in the General program, while encouraged to declare a major following their completion of 30 credit hours, are not required to do so until they have completed 60 credit hours (3.1.3 Requirements for Continuing in the B.A. General Degree Program¹). Further, once admitted to the Faculty, it is possible for a student to enter the Advanced degree program at any point up to one month prior to graduation (3.2.2.a Entrance to the B.A. Advanced Degree Program²). Without timely declaration no IT solution

¹ 2018-2019 Undergraduate Academic Calendar, pg 171 (http://umanitoba.ca/student/records/media/Undergrad_Final_V7.pdf)

² 2018-2019 Undergraduate Academic Calendar, pg 172 (http://umanitoba.ca/student/records/media/Undergrad_Final_V7.pdf)

will provide the requested solution.

- v) *That academic advising arrangements in general be revisited and reconsidered.*
- vi) *That in particular, the department, once it can identify its majors, provide academic counseling to them by a faculty member*

Neither the Department, nor the Faculty supports the need for changes to existing advising procedures.

- vii) *Decanal and/or Faculty of Arts level support for History in its relationship with central administration in light of the increasing resource pressures, and Academic Integrity issues the department faces as a result of increasing enrollments of international students.*

The reviewers raise concerns about increased enrolments by international students in History service courses, most problematic being the associated academic integrity issues. They also suggest that while 'UM has been targeting international students in its recruitment initiatives, individual units – such as History – have to apply for and justify the need for money for supplemental supports'.

Consistent with other Canadian U15 universities the UM has been attracting more international students over recent years; the university recognizes the needs for additional supports for international students and has dedicated resources accordingly.

With respect to issues of academic integrity, it also needs to be appreciated that academic integrity concerns are not limited to those students of international origin. The Department and Faculty responses both acknowledge that academic integrity issues do present serious concerns; the Faculty response notes that the faculty 'continues to be actively involved in various University-wide committees and working groups to better understand how recruitment, admissions processes, language assessments, pedagogy, student supports, technologies, corporate culture, and university integrity policies, to mention but a few, either support or threaten academic integrity.'

I would encourage the continuation of the above activities and would note that as we continue to move forward under the new budget model that the Faculty will be better able to target revenue to these types of supports where a need has been identified. International students are assessed both tuition and an additional differential fee. In the case of the Faculty of Arts, for 2018/19, tuition for domestic students was assessed at \$118.75 per credit hour. By contrast, for the same period, international students were also assessed a differential fee for a total of \$453.85 per credit hour. Therefore, international students in the Faculty of Arts generate approximately four times the tuition income of domestic students, and under the new budget process, these revenues are directed to the Faculty of instruction to address any additional supports for these students.

- viii) *That the department take seriously UG students' complaints about increased time to completion and respond as appropriate.*

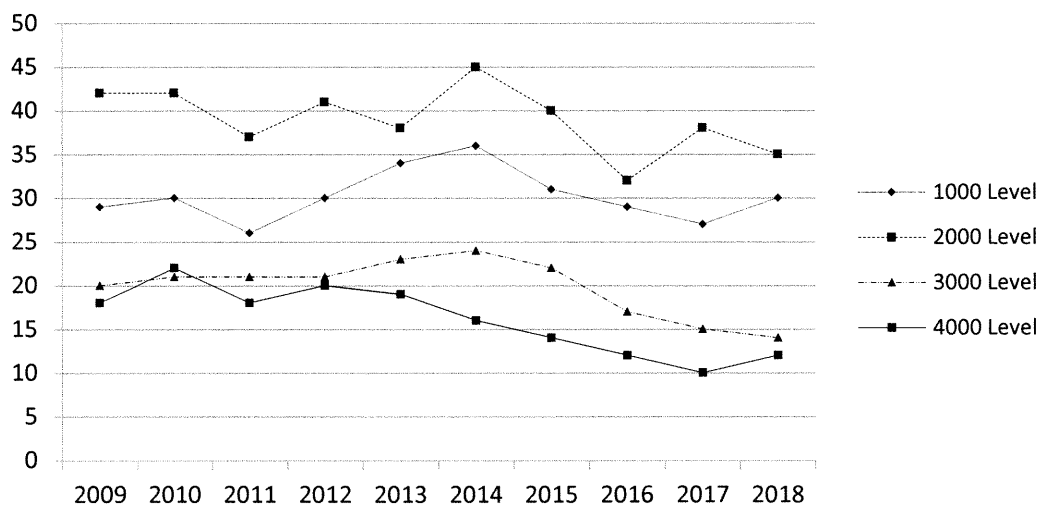
The external reviewers note that there is 'strong anecdotal evidence' that students have to delay graduations, 'because I need one more 3xxx to graduate.' They suggest that this may be attributed to a reduction in funding for sessional faculty that obliges regular faculty to assume more teaching in large, first year, generalist courses, rather than 'in their areas of deep expertise'—presumably level 3000 and 4000 courses. The reviewers recommend investing in an additional, permanent, faculty appointment and, the possibility of leveraging a closer relationship with UW 'to reduce barriers to students to access undergraduate courses at each institution.' Neither the Department, nor the Dean's Office supports the latter recommendation.

The Department's response notes 'that during the fall and winter terms an adequate number and range of courses is available for students to complete degree requirements without delays.' However, their response does support the recommendation for a new permanent appointment.

It is not clear what evidence was provided to fuel the above time-to-completion concern; however, this is something that deserves more attention. The Department does state that it is unable 'to offer a number of important courses in specific areas on a regular basis because of shortage of full-time faculty members (particularly in the histories of Asia and Eastern Europe), and that the regularity of other course offerings has been reduced with the decline in number of Department members.'

An evaluation of 3000 and 4000-level departmental course offerings does show that only 23 percent of the 39, 3000 level courses listed by the Department have been delivered in more than 5 of any of the last 10 years from 2009 to 2018. Similarly, over the same period, only 18 percent of the 22, 4000 level courses have been so offered. In addition, Figure 2 demonstrates that since 2014/15, there have been reductions in the annual number of course sections offered. It is not evident from the data that the selection of courses offered reflects choices by students, or availability of faculty; however, together with the overall number of History courses listed, this is worth further exploration.

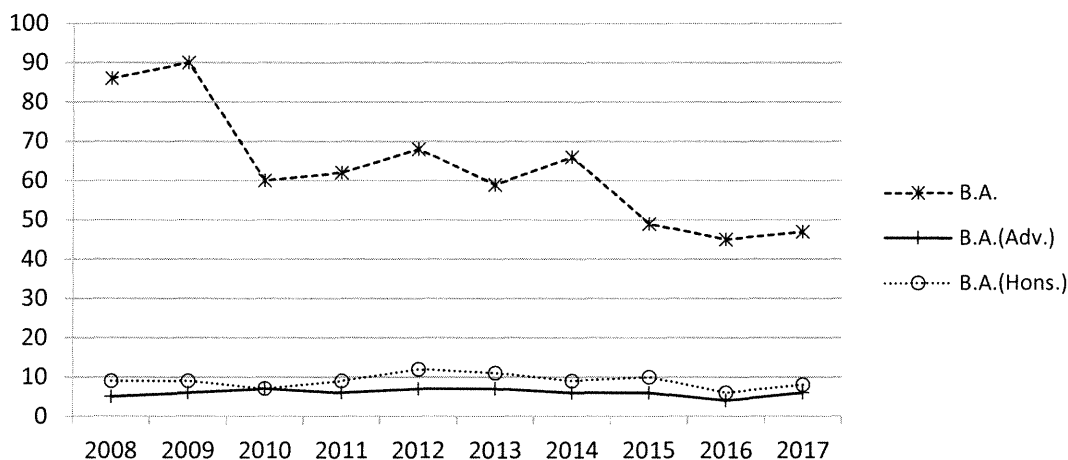
**Figure 2: Department of History
Course Section Counts, 2009 to 2018**



Of note, graduations from the B.A.(Adv.) and B.A.(Hons.) programs do not reflect reductions, which might be indicative of the time-to completion concerns in the major programs; they have remained relatively consistent over the last 10 years (see Figure 3). Regardless, the response from the Faculty notes that 'up to two new full time positions have been allocated for July, 2019: a confirmed tenure-track position in Asian History; and, subject to ongoing discussions, a cross-appointed Metis History position between the Departments of History and Native Studies.'

Note that Figure 3 also reveals a noteworthy decline in graduates of the 3-year General program. This is addressed further in Section 5.xi below.

Figure 3: Department of History
Undergraduate Graduation by Degree, 2008 to 2018



- ix) *That the Faculty Administration/ Central Administration reconsider the current approach to classroom renovation and recommend as part of this, a consultative approach with teachers and learners about their classroom space needs.*

While supporting the recommendation that classroom renovation should be informed by input from faculty and students, the Department reported general satisfaction with their classrooms. The response from the Faculty notes that the 'Faculty is constantly engaged in open dialogue with faculty and students in Arts so that our shared spaces are devised and maintained in ways that are maximally and mutually beneficial, given the constraints we face.'

- x) *The initiation of a conversation about inter-university (UM/UW) co-operation in terms of undergraduate Library resources.*

The review report observes that '[f]or the purposes of supporting the undergraduate program, library resources appear adequate, if the Interlibrary Loan Service is included.' Notwithstanding, the reviewers also expressed surprise that given 'climate of budgetary constraint' there is not more resource sharing between UM and UW and recommend a conversation about inter-university cooperation with respect to undergraduate library resources. The Department response correctly notes that this is not a Departmental issue and does not see strong benefits to the recommendation.

While this recommendation is outside of the scope of the review, I would recommend sharing this recommendation with the University Librarian.

- xi) *That the department consider changes in its General degrees to require a greater breadth and diversity of academic content within it.*

The reviewers observed, on a number of occasions, how little time was spent during the site visit discussing the UG program relative to the graduate program. While acknowledging discussions about UG teaching and pedagogy

with faculty and students to gain their perspectives, they noted that the primary source of information for their remarks about breadth and diversity, particularly for the general program, were the SER and the UM website.

In their response the Department rejected both the assertion that their discussions were dominated by graduate program issues and the current recommendation. With respect to the latter, consistent with the Faculty response, I would also defer to the Department in this regard.

The Dean's Office response also notes 'that the adoption of more stringent program requirements sits rather uneasily with another one of the External Review team's recommendations, namely, that History do everything it can to reverse declining enrollments.' However, it's not clear that, rather than more stringent requirements, the reviewers aren't suggesting a clearer pathway to graduation.

Over the 10 years from 2008 to 2018, 81% of students graduating from UG History programs graduated from the B.A. General program. Over the same period, graduations from this program declined by 45% (see Figure 3 above). Given this trend, a need to review the B.A. General program to understand why students appear not to be selecting this pathway is called for. It is apparent that students are becoming increasingly concerned with the need to gain the necessary knowledge and skills that will lead to future employment, and demonstrating that the general program provides these skills needs to be made more apparent. As the reviewers observe that '[i]n an era of declining History enrolments, the department may find it worthwhile to consider articulating the core competencies with which it provides its graduates in terms of a strong value proposition' and emphasizing 'the applicability of History-taught skill-sets vis à vis graduates' future workplaces, and, in fact, the skill-based content of a History undergraduate degree as translated into workplace specific language.' Engaging frankly with students' (and parents') conceptions of post-degree success and the role of a History BA within that success may widen the gateway into historical studies and is one means to address enrolment issues.

xii) Department acknowledges and seeks to address by multiple means the fact of declining enrollment.

In response to this recommendation, the Department states that it 'does not accept the statement that it has not been sufficiently attentive to enrolment issues and that it has not been engaged in considering recruitment strategies.' The Faculty response similarly notes that the Department is 'already actively engaged in trying to manage declining enrollments and, as the review team points out, the observed decline is consistent with general trends in history, but also other liberal arts/humanities, across comparable Canadian universities.'

xiii) That the University of Manitoba and Faculty of Arts senior administration engage in an open and responsive dialogue with the Department of History about priorities for at least one tenure-line hire.

See Section 5.viii, above.

xiv) That UM, together with the Department of History, work with the University of Winnipeg to reduce barriers for students to access undergraduate courses for Transfer Credit at each institution

As noted in Sections 5.viii and 5.x, above, neither the Department, nor the Faculty supports this recommendation. As the Department notes, students can apply for transfer credit for courses completed at other institutions.

xv) *Rejuvenate the departmental website with recruitment and outreach in mind.*

The review report notes that the 'first point of call for prospective students and their parents' is the Department's website, which 'in its current form does not do enough to present the vibrancy, commitment to equity and inclusivity, and excellent teaching that to us are the hallmarks of this department.' The Department has already made improvements and will continue to update its website. As well, the Department is working with Donor Relations to broaden the circulation of its newsletter to its various constituencies.

Further to comments under recommendation Section 5.xii (above), enhancements to the website, Facebook, and Twitter feeds might also be leveraged to make more apparent the link between the skills achieved through the study of history, and post-graduation career prospects. At the same time, the lack, or perceived lack of coherence or a logical path through the general program (in particular) might also be considered.

6. Perspective of the Office of the Provost

Consistent with the UM policy on Academic Program Reviews³, 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 History that will inform productive and ongoing debate in both the Department and in the Faculty of Arts.

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 History for their enthusiastic engagement with this process and openness to participating in the pilot evaluation of a combined undergraduate and graduate program review process, with all of its associated challenges.

7. Recommendations for Follow-up

Subsequent to the review, on April 12, 2019, Cassandra Davidson, Academic Programs Specialist, and I met with Dr. Tina Chen, Head of the Department of History, to discuss the Department's overall experience of the review process and ensuing progress with the above recommendations. Dr. Chen noted that previous concerns associated with budgetary constraint, international students and tenure-track replacements had, in large part, been addressed in discussion with the Faculty. As well, Dr. Chen indicated conversation were ongoing about the possibility of offering more upper-level courses in the Summer Term to address student concerns of course availability and offerings. Course offerings, as listed in the calendar were also discussed, and a recommendation made that any courses that are no longer being delivered on a regular schedule, be considered for removal.

In response to the review, I recommend that the Senate Committee of Academic Review request a follow-up report on progress toward those recommendations supported by the Faculty. The report should specifically address the following:

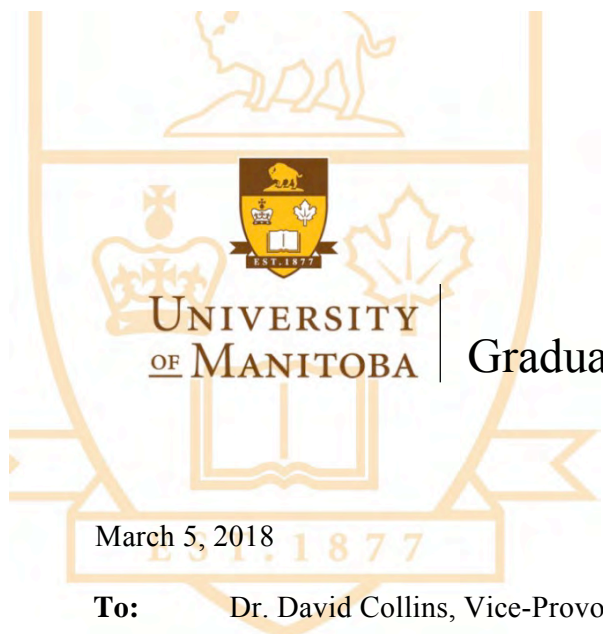
- The review report recommended consideration of a curriculum-mapping exercise to better understand and identify outcomes and to assist with the mapping of clear program progression pathways. The Faculty response acknowledged the potential utility of this exercise, albeit

³ Policy on Academic Program Reviews (http://umanitoba.ca/admin/governance/governing_documents/academic/364.html)

independent of the external review process. Please provide a follow-up on any further discussions in this regard.

- The review report noted possible time-to-completion concerns associated with difficulties in scheduling some upper level courses on a regular basis. Please provide a follow-up on any further evaluations of this concern and resulting actions.
- The review report noted deficiencies in current approaches to marketing the strengths of History programs to potential students and made a number of suggestions for improvement. Please provide a follow-up on any further discussions in this regard and resulting actions.
- The review report recommended no changes to the Medieval and Early Modern Studies programs; however, there was no response to this recommendation by the Department or the Faculty. Please provide an update to any plans in regard to this program.
- The review report indicated that several faculty members had raised concerns about workload, equity, and transparency. The Faculty response noted they would be hosting a workshop for Heads in August 2018, at which this issue (more broadly) would be discussed. Please provide an update to these discussions.
- Provide a follow-up to the recommendation that the Department review course offerings, as listed in the calendar, with a view to removing any courses that are no longer being delivered on a regular schedule.

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



UNIVERSITY
OF MANITOBA

Graduate Studies

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March 5, 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 Combined Academic Review of Graduate Programs in the Department of History**

Xc: Dr. Todd Mondor, Vice-Provost (Graduate Education) and Dean (Graduate Studies)
Cassandra Davidson, Academic Programs Specialist

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. In 2005, Senate approved a revised process to include, where relevant, the review of joint graduate programs between the University of Manitoba and the University of Winnipeg.

In response to feedback on existing policies and procedures from academic program review teams and academic units, a need for a more integrated approach to the review process was identified. Thus, a pilot initiative to combine the review of undergraduate and graduate programs began in 2016. Such combined reviews aim to consider academic programs on their individual, stand-alone merit as well as components of an integrated structure thus providing a more complete picture of the academic unit under review. Several units have already participated in the combined review process. The Department of History, however, is the first unit with undergraduate, joint Master's (in combination with the University of Winnipeg), and Doctoral programs, to participate in this pilot initiative.

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, and, in this instance, in combined graduate programs with the University of Winnipeg. 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 review team included Dr. Shannon McSheffrey (Concordia University), Dr. Julia Roberts (University of Waterloo), and Dr. Pam Perkins (University of Manitoba). The reviewers spent three days (February 8 – 10, 2017) visiting locations on both the University of Manitoba and University of Winnipeg campuses. The reviewers' assessment report was received in the Faculty of Graduate Studies (FGS) on April 12, 2017. The unit response was received on October 24, 2017, and the Faculty of Art's response was received on February 5, 2018.

Overall Evaluation

The review team provided an overall evaluation of the undergraduate and graduate (Pre-Master's, JMP, PhD) programs in the Department of History as a Category II – "Adequate, with minor revisions."

Key strengths identified include faculty excellence in research at both the University of Manitoba (UM) and the University of Winnipeg (UW); the expert integration of faculty research interests and practice into teaching at both the undergraduate and graduate levels; a demonstrated engagement with community stakeholders and Indigenous issues in research and teaching; and, a prioritization of diversity, and collegial, inclusive governance. Both Departments are strong contributors to their respective institution's strategic plans.

Concerns relating specifically to graduate programs include the institutional integration of the joint Master's program (JMP); uneven supervisory loads among faculty members; times to completion in program; program requirements and structure, particularly for the JMP in Archival Studies; graduate student recruitment, funding, and teaching opportunities; and the establishment of a joint PhD program.

The review team was asked to evaluate if the recommendations from the first cycle review, conducted in 2008, had been adequately addressed. They found that most of the recommendations had been implemented for the UM PhD program. Those that were not included establishing stand-alone graduate student courses in lieu of cross-listed undergraduate/graduate courses, and the introduction of some three-credit hour courses to provide greater flexibility in course offerings. While the Department acknowledged the first cycle review team's concerns regarding cross listed courses, it explained that it would be near impossible to offer exclusive 7000-level graduate courses given the small number of students enrolled in all streams of the History graduate programs, combined with the Faculty of Arts minimum numbers requirement for a course to be offered. As such, the use of cross-listed courses continues. While a three-credit hour course "slot" was introduced by UM and UW, most courses remain six credit hour spanned courses.

The combined review team found that fewer of the first cycle review recommendations had been adopted by UM and UW for the JMP. Specific points were to replace the thesis required of Archival Studies stream with a major research paper (MRP), reducing the total required course credit hours for students in the Master's comprehensive stream, and introducing a MRP to replace the Master's comprehensive exam. A need for more integrated program planning and execution, and greater interdepartmental cooperation were also identified as concerns. Both UM and UW left most of the JMP requirements as is, although some modifications were made in 2011. Both units also noted that considerable efforts had been made to coordinate course offerings between the universities and that a high degree of cooperation exists in the delivery of the JMP.

While the first cycle review of the History graduate programs was largely positive (receiving a Category II ranking), some of the concerns identified within it remain concerns for the present review team including the use of cross listed undergraduate/graduate courses, excessive course requirements for the JMP streams, uneven supervisory loads among faculty, and student recruitment and funding.

Main Review Recommendations for Graduate Programs

1. Greater institutional integration for the JMP

The reviewers expressed they were impressed by the extent of good will, collegiality, and cooperation both within the individual History departments, and between the respective departments at UM and UW, particularly in relation to the JMP. That said, there was concern that both institutions appear to operate separate from one another, which was a point raised in the first cycle review. The reviewers observed that this separation influences student perceptions regarding institutional affiliation, the effective coordination of resources available for research and teaching (e.g. the respective History librarians at each institution had never before met one another), and a general sense of program cohesion (e.g. self study reports for a joint program were written separately). To remedy this sense of separation, the reviewers' recommend a greater degree of institutional coordination. This can be done quite easily by: (1) establishing connections between both institutional libraries so students and faculty are more aware of the resources available to them; (2) jointly promoting the Oral History Centre at UW and the Truth and Reconciliation Archives at UM not just because of their respective holdings but also as important sources of knowledge given the staff they employ and the work they do (e.g. digital archiving), which should be of great interest to Archival JMP students; and, (3) establishing a joint website for the JMP that transcends institutional affiliations to highlight the positive attributes of the program, the resources it offers, and faculty and student research. These examples, among others, will positively "showcase the jointness" (p. 28) of the program and establish a greater sense of institutional integration and program cohesion.

- *Unit/Faculty Response:* The matter of program cohesion and institutional integration for the JMP was not explicitly addressed by either unit or the Faculty. However, specific recommendations including greater promotion of available resources at both institutions, including library holdings, is supported by the Faculty, and the creation of a website specific to the JMP is wholly supported by both the units and the Faculty. The Faculty notes that its communications staff are available to assist the UM History department with this initiative.

2. Uneven supervisory loads

The reviewers identified an uneven distribution of graduate student supervision among faculty members with a comparatively small number of people doing the bulk of this work. This was also a point raised in the first cycle review in 2008. The reviewers' do acknowledge that supervisory loads are heavier in the Archival Studies stream simply because these students make up half of the JMP enrolments and there are presently only two faculty members available to advise student theses in this area. That said, there is still an uneven distribution of graduate student supervision that appears to be topic driven where faculty members with popular research programs/foci tend to be most sought after by prospective applicants. The reviewers' recommend increased efforts by both program directors and student supervisors to invite a greater diversity of non-supervising faculty to serve as members on graduate advisory committees. This will extend more opportunities for faculty to participate in graduate student supervision and to equitably distribute the amount of work required to see a student successfully complete their degree program.

- *Unit/Faculty Response:* The UM History department continues to make efforts to involve more UM and UW faculty members in graduate student supervision. These efforts also extend to including faculty in other cognate disciplines or the local professional community (relating specifically to Archival Studies) who may bring topical expertise that is not present within either History department. The Faculty supports these efforts.

3. Times to completion, and program structure and requirements/curricula

Times to completion were cited as a “major problem” (p. 27) with all of the graduate programs included in the present review. Of greatest concern, however, was the length of time JMP students were taking to finish, which was cited as five years for at least half of all enrolments. The reviewers’ felt this was simply “unacceptable” (p. 27). They state that the thesis-based graduate programs have too many requirements compared to similar programs at other institutions. This means that MA students, notably in the JMP Archival stream, have to do more than students at other Canadian universities to get the same degree credentials raising issues of equity in program structure. As was the case in 2008, the present reviewers recommend changes to the JMP including reducing the amount of required coursework, shortening the length of the thesis, and/or replacing the thesis entirely with a major research paper (MRP). These changes would bring the JMP Archival program more inline with what is required in other MA programs. Reducing the coursework requirements for the MRP MA stream is also advised.

The use of cross-listed undergraduate and graduate courses was raised as a concern in the 2008 review and the present review team also expressed similar reservations citing this practice of program delivery as “problematic” (p. 30). Total student enrolments in graduate programs and required minimum class sizes set by the Faculty are cited as the reasons why this practice continues. The exception, however, are the graduate-exclusive courses for the JMP Archival stream. While the reviewers understand the reasons for using cross-listed courses, they do strongly advise that the UM and UW establish at least one compulsory graduate seminar in methods and/or historiography. This would align with similar required graduate student-only courses offered at other Canadian universities, and it would serve to foster a sense of program cohesion between UM and UW while also creating a student cohort-effect. The reviewers note that implementing such a course would require rethinking the curricula for the JMP and PhD programs but that this was a desirable thing to do in any case.

- *Unit/Faculty Response:* UM, UW, and the Faculty all support efforts to reduce student time in program. For the MA programs, proposed changes include a reduction in required coursework from 24 to 21 credit hours for the comprehensive and MRP streams, replacing the Archival Studies thesis with a MRP, and changing the Archival Studies internship to a pass/fail course focused on workplace experience (p. 7, unit response). These changes will bring the MA programs inline with comparable programs at other Canadian Institutions. The recommendation of a compulsory graduate course for MA and PhD students is not supported by the UM History department citing the fact that most students admitted to the PhD program have already completed an MA that normally includes such a course. Therefore, they only support the development of a required course for MA students. Both UM, UW, and the Faculty support this recommendation. The Faculty also notes that the supplementary regulations for each MA stream will have to be modified to reflect the implementation of a required course, and it offers support to facilitate this process.

4. Graduate student recruitment, funding, teaching opportunities

The reviewers felt that student enrolments in all graduate programs were low despite the resources available between both institutions to support greater enrolment capacity. They cite problems with program advertising and promotion, student funding, and an absence of teaching opportunities for graduate students as the main contributors to low graduate enrolments. The reviewers’ also state “geography” works against the units in attracting more students from elsewhere, presumably outside Manitoba, as does an absence of easily accessible information promoting graduate studies in History. The development (or revision) of promotional materials and websites for both the joint programs and the UM PhD program would serve to attract the attention of prospective applicants, promote the excellence in research and teaching offered by the units individually and collectively, and spotlight the “jointness” (p. 28) of the JMP program – which they view as a real strength.

The reviewers concluded there is insufficient graduate student funding and that the timing of funding offers is particularly problematic especially for student recruitment purposes. Further, they state an absence of multi-year funding offers makes it extremely difficult for students to adequately plan to undertake graduate studies. They recommend tying funding offers to admission offers, which should help recruit the strongest applicants to the programs. The review team also encouraged both institutions to consider instituting teaching assistantships (TAs) as a source of graduate student funding, which is common practice at many universities. TAs are also valuable for the teaching experience they provide graduate students. Lastly, the reviewers encourage faculty members to hire graduate students as research assistants through their grants since this provides not only financial support but also practical training and professional development. The final recommendation on funding was for UM to commit to fund all PhD students for four years at a baseline amount.

- *Unit/Faculty Response:* Both UM and the Faculty support efforts to make available multi-year funding opportunities for PhD students. The UM History department has begun revising the terms of reference for the Burns award to meet this multi-year funding goal. Further, it notes that the Winnipeg Foundation has announced a new \$100,000 fellowship in Canadian History that will be available for the first time in 2021. Subsequent offers will, however, be dependent on fundraising. Both of these efforts will make a substantial contribution to Doctoral student funding while enhancing recruitment to the program. The UM History department does not directly mention UMGF awards but the Faculty notes that the reviewers appear to misunderstand the allocation process. The Faculty correctly states that revised allocation timing for these awards now makes it possible for Units to use them for recruitment purposes since they can be tied to admission offers. The UM history department has proposed a new teaching fellowship for PhD students in good standing and who are ABD. The fellowship will cover the costs of course preparation and a stipend so that a PhD student can develop their own 3000-level course gaining valuable teaching and professional development experience. Students will be limited to holding the fellowship once during the PhD program. UM, UW, and the Faculty note that tying employment opportunities to funding and admission offers is not presently possible given the collective agreements in place and hiring practices for sessional courses at both universities. Further, because tutorials are not presently offered for undergraduate courses at the UM, TAs cannot be established without considerable changes to the existing curriculum. The UM History department notes that it is open to exploring how tutorials and TAs could be introduced in the future, and the Faculty is supportive of these efforts.

5. Joint PhD program

Several UW faculty members discussed with the reviewers the possibility of establishing a joint PhD program in History between the UM and UW. These faculty members noted that such a joint program would be a natural extension of the existing JMP, and that it would serve to formalize an existing *ad hoc* practice where adjunct UW faculty are already serving as advisors and committee members for UM History PhD students. While appreciating the intent of establishing such a program, the reviewers determined that it would be difficult to justify the administrative time and resources it would take to do this especially when balanced by the fact that there are so few PhD students applying to or enrolled already in the UM program. Moreover, UM PhD students can take classes through the Western Dean's agreement at the UW to broaden their course selection options. As an alternative, the reviewers recommend that the current practice of advising and committee participation by UW faculty in the UM History PhD program continue. The reviewers also recommend removing the "administrative roadblocks" (p. 32) that prevents UM students from taking more than one course (i.e. 6 credit hours) at the UW as they describe this regulation as an unnecessary impediment.

- *Unit/Faculty Response:* Both the UM department of History and the Faculty of Arts agree with this recommendation, specifically, not to pursue establishing a joint PhD program in History between UM and UW, and to continue with the current UM History PhD program structure, as is.

Faculty of Graduate Studies Perspective

The JMP and PhD programs in History are in good standing with collegial faculty that work together to embrace diversity and equity in teaching, research, and administrative governance. Excellence in research and teaching is highlighted by the reviewers as is the important work faculty members do that directly contributes to the strategic plans of both the UM and UW, notably in the areas of community engagement and Indigenous issues. FGS is pleased to learn that the UM and UW have already begun work to implement several of the reviewers' recommendations relating to graduate programs. Addressing these areas will enhance program delivery, improve times to completion, and bolster student funding, recruitment, and teaching opportunities.

FGS supports the recommendations identified by the reviewers' to improve institutional integration for the JMP. Such integration is essential for the successful delivery and administration of joint graduate programs. Efforts to promote the diversity of resources available to History graduate students and faculty on both university campuses is easily achievable through an integrated website for the JMP streams, and the Faculty has offered its communications staff to facilitate this. Such a website would promote the program, highlight its strengths (which the reviewers feel are not showcased enough), and provide an easily accessible source of information for prospective applicants interested in graduate studies. Another recommendation that would improve the sense of program cohesion is the introduction of a required graduate course for all MA students. Both units felt this was an exciting opportunity for the JMP streams and that opportunities to team teach and hold seminars on both campuses would create a positive student cohort effect where students felt invested in both university campuses, not just one. As noted by the Faculty, the introduction of such a course would require changes to the JMP supplemental regulations, and a new course introduction would have to pass through the required FGS committees, in addition to the Joint Senate Committee, and each University's respective Senate. Both units have begun this process and the Joint Discipline Committee has approved a motion to move forward.

Related to curriculum, FGS shares concerns with the reviewers from both Cycle 1 and the joint review regarding the use of cross-listed courses to meet graduate program requirements. Graduate students are required to take graduate level courses to meet the Senate approved regulations for their degree programs. None of these regulations speak to the use of cross-listed undergraduate and graduate courses. 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. Having stand-alone graduate level courses is strongly supported by FGS as they meet expectations that course content, evaluation, and delivery will be at the graduate level. FGS also supports the reviewers' recommendation to include PhD students in the proposed required course in methods/historiography. While the UM History department does not feel such a course is necessary for PhD students, it is presupposing that all incoming PhD students have such a course and that it would be rigorous enough to prepare them to undertake Doctoral studies. FGS recommends that the UM History department reconsider its position and propose a required course that includes PhD students since it will extend the positive cohort effect to everyone in all History graduate degree programs. It will also foster a mentoring environment for MA students where they can learn from and interact with PhD students in a classroom setting. Appropriate wording could easily be included in the revised supplementary regulations for such a course by stating that taking the required course could be waived if an incoming student can satisfactorily demonstrate they've taken an equivalent course in a previous degree program.

Time to completion must be improved upon for the programs noted by the reviewers. FGS is pleased to learn that the units and JDC have already begun the process of changing program requirements and structure

to address this issue. FGS is available to work with the units and JDC to facilitate the implementation of these changes and to bring them forward for approval through the various committees and Senates, as required.

The reviewers' concerns regarding the distribution of graduate student supervision are being addressed and greater efforts are being made to include non-supervisory faculty from both UM and UW on student committees. For the JMP Archival Studies stream, FGS encourages advisors to consider inviting local Archival professionals to serve on student committees provided they minimally have an MA degree, as external members are not required to have FGS membership. This should expand the prospective pool of committee members trained in this area while also enhancing existing connections to the professional archivist community.

While highly desirable, the University of Manitoba cannot guarantee four years of minimum baseline funding for PhD students. The Faculty is correct that the reviewers appear not to understand the changes recently made to the timing of UMGF allocations. These allocations are now made in November thus units can tie them to admission offers in an effort to improve student recruitment. Both the UM History department and the Faculty are to be commended on their efforts to revise the terms of reference for the Burns award so that it can be offered as a source of multi-year funding to eligible PhD students. This, in combination with the future Winnipeg Foundation Fellowship in Canadian History and the establishment of a History teaching fellowship should fundamentally change student recruitment and support for the PhD program while adding new opportunities for teaching and professional development. FGS was surprised that GETS funding in support of graduate students was entirely absent from all responses. Given the strengths Faculty research at the UM, especially SSHRC grants, there are opportunities for multi-year funding that can be used for student recruitment. Also, given the UM History unit's focus on Indigenous issues and community engagement, there are potential opportunities to enhance Indigenous graduate student recruitment and training through two important FGS funding initiatives: Indigenous Doctoral Excellence Awards (IDEA) and Indigenous Master's Excellence Awards (IMEA). Both programs are merit based and offer up to \$10,000/year for graduate student support (maximum four years for PhD; two years for MA). Promoting the availability of these awards could present excellent opportunities to further enhance UM History department strengths and build capacity in Indigenous graduate student training.

FGS does not support the establishment of a joint PhD. It is not justifiable given the administrative requirements required to launch such a program and the fact that UM already has an established PhD program that integrates UW faculty, resources, and research expertise. The reviewers' cite an "administrative roadblock" as preventing UM PhD students from taking more courses at UW. This is not an accurate characterization, unfortunately. UM PhD students take courses at UW through the Western Dean's Agreement (WDA), which states that not more than 50% of a student's coursework can be taken at another institution. The UM PhD program requires students to complete 12 credit hours of coursework for their program meaning that the six credit hours presently allowed is the maximum they can take under the WDA. Specifically, section 5.4.3 of academic guide states that transfer credits from another institution (including through the WDA) will be approved so long as they do not exceed the 50% min credit hours of required coursework. Therefore, this cap will remain in compliance with the Academic Guide, the WDA, and the UM PhD program requirements for coursework.

Timeline for Action on Relevant Issues

	Action	Expected Completion Date
1.	Greater Institutional Integration	To be Initiated. Both units support the establishment of a joint website. The Faculty has made available its communications staff to help with this. FGS encourages greater communication between the units delivering the JMP. They will follow up with FGS to report on the progress made with these items in September 2018 .
2.	Uneven Supervisory Loads	In Process. Both units have made efforts to include non-supervisory faculty on graduate student committees. FGS encourages the JMP Archival Stream to consider inviting local qualified professionals to serve as external members on student thesis committees. The units will follow up with FGS in September 2018 to discuss progress made on this item.
3.	Times to Completion, Program Structure, Requirements/Curricula	In Process. Changes to the JMP program requirements have begun with discussions between the units, and consultation with the JDC. The next steps are for the JDC to meet and begin drafting changes to the programs for a Spring submission to CPAC. If approved, the revised programs will be implemented in Fall 2019. The JDC drafting of a new mandatory course introduction has begun. FGS encourages the UM History department to consider making this required course mandatory for PhD students. The course introduction will be submitted to CPAC in Spring 2018. The units will follow up with FGS in September 2018 to report on progress made with these items.
4.	Graduate Student Recruitment and Funding	In Process. The UM History department along with the Faculty have started revisions on the terms of reference for the Burns award. Establishment of a teaching fellowship is underway. UMGF allocation can be made with admission offer for incoming students. Taken together, all will improve student recruitment and support. The UM History department will follow up with FGS in September 2018 to discuss the progress made and future plans relating to these initiatives.
5.	Joint PhD Program	Completed. The UM History Department, Faculty, and FGS agree that establishment of a Joint PhD program is not feasible and will not be pursued.

JSC Response to JMP-History Program Review

Dr. Zana Lutfiyya

September 25, 2018

I have been asked to prepare the response of the Joint Senates Committee on Masters Programs (JSC) to the external review report of the Joint Master's Program (JMP) in History, and the subsequent steps taken to consider and carry out various recommendations. I will not outline all of the steps that have already been taken in the review process or the resulting discussions that have occurred at the unit, faculty and university levels. I have reviewed the portion of the external reviewers' report having to do with the JMP and the subsequent responses.

First, let me extend my congratulations to the faculty members at the Universities of Manitoba and Winnipeg for the recognition that they, and this program, have received. The external review team noted the strong research focus in history at both universities, along with excellent pedagogy and a strong integration of teaching and research. The external review team also noted the strength of community engagement and commitment to indigenous issues of the faculty members. There are extensive and very good resources for students (including a number of Centres and library materials). The review team also pointed out the quality of the students and that most students were positive about their experiences in the program. They highlighted the justified regional, national and international reputation of the JMP. Overall, the external review team concluded that the JMP in history is 'adequate', needing minor revisions.

The review team identified a number of challenges to the program and I will comment on these. I have grouped some of them together: resources, cooperation and collaboration between the UW and the UM history departments, and program requirements and curricula review.

Resources for the Program

The review team discussed three main areas of resources that affect this program, including financial support for students, personnel and a dedicated physical space.

Financial Support for Students. The review team discussed overall financial support for students in the JMP in the context of recruiting students who are not 'local' and to provide stable, ongoing support for students already in the program. They emphasized the benefits of being able to make financial offers to students in conjunction with the admission process. In order to enhance financial support, they suggested developing teaching assistantship positions (TA) that would also be offered to students upon admission. Both the UM and the UW provided information on the obstacles they face in this area. This includes the variability of some funding year to year, collective agreements that govern how TAs are hired, the work they do and so on. While the JMP has some longer-term awards available for students, many students are considered within a larger pool of students (at the faculty level in each university). All of this means that students who do get funding may not hear until well after the offer of admission has been made.

A broader discussion of the ongoing and systemic issues in graduate student funding is probably warranted. There have been efforts in the recent past to make the funding process more efficient and effective (I am familiar with the work of FGS at the UM in trying to facilitate

UMGF allocations so that units are in a better position to recommend students for funding. The UW is willing to explore this as well). In the meantime, it also makes sense to see if there are more immediate ways to improve funding. As Master's students are generally funded in the first two years of their program, and most scholarships are restricted to the first two years of study, those students who do not apply during their application process are inherently limited to one year of funding at best. The JDC might consider encouraging potential students to apply for available awards (at either the UW or the UM) during the application process and offer tips on how to put together a strong application (perhaps on the unified program website that is being developed). The JDC could put together a list of all potential awards that students might consider applying for, along with relevant links. If faculty members are available to work with applicants (to review applications, arranging a two-hour workshop on putting together a scholarship application for interested individuals) this might also facilitate more students receiving funding for two years of study. This approach does not add additional funds per se, but it might result in more students receiving funding.

Personnel. The reviewers recommended that a second faculty person be hired to help with the Archival Studies program as there is only one faculty member currently assigned full time to this program stream. They acknowledge that a new hire could be made at the UW or the UM. There are other pressing departmental needs than the Archival Studies stream in the JMP at the UM (and this may be the case at the UW as well). Consideration is being made for other ways to provide additional individuals who can help with teaching, apprenticeships for students and/or student supervision. There apparently are faculty members at both the UM and the UW who could contribute, along with professional archivists in the province. Greg Smith, Associate Dean of Arts at the UM suggests offering courses in alternative ways in order to accommodate the schedules of professional archivists and suggests the JDC look to possibilities already in use on other professional faculties. In addition to the faculties that Dr. Smith lists, the Faculty of Education hires professionals from the field and has developed a number of alternative formats for offering existing courses (summer, intensive formats, combining several weekends with a one week intensive experience and so on). Mavis Reimer, Dean of Graduate Studies at the UW suggested summer courses (May through August) and reducing 6 credit hour courses to 3 credits to facilitate delivery. If the JDC moves to welcome the participation of faculty members at the UW and UM not already involved in the program, as well as professionals from the field, they will need to consider the appointments in order to meet FGS requirements (at the UM and likely the UW) for 'external members' to thesis committees.

Space. The reviewers suggest that classroom space be dedicated to the JMP in History in order to promote identification with the program and collaboration among students and faculty members. Such a practice is not in keeping with the UM's current policies re space allocation (and may not be possible at the UW either). Further, faculty members are not all located close to each other, but are spread out over a large campus at the UM as well as located at another campus (UW). A dedicated classroom space at one university or the other might promote identification primarily with that campus and university over the other. There are other ways to promote contact and connection among students and between students and faculty. The JDC might consider such events (some may already be taking place) such as brown bag presentations and/or potluck lunches once a term. These efforts may lead to a JMP graduate student association with increased student involvement at university wide activities and events.

Collaboration and Cooperation Between the UM and UW History Departments

The reviewers and respondents all noted that the UW and UM history departments already work well together in order to deliver a relevant and coherent JMP. They also encourage building on this foundation to strengthen the existing connections. Ongoing discussion of specific recommendations in this area have resulted in agreement with some next possible steps. These include a unified program website, bringing the UM and UW librarians together and involving more faculty members and professional archivists in teaching and supervision of students in this JMP.

Website. All parties have agreed to develop a unified program website, and the Faculty of Arts at the UM has offered existing tech support to facilitate this. (Re)developing this website will allow the JDC to consider elements that might attract potential students from other parts of Canada and beyond, and provide relevant links to funding, program streams, potential advisors and other opportunities for students.

Librarians. The reviewers noted that the librarians at the UW and UM had not actually met each other. The suggestion to bring them together to do a joint presentation with JMP students and faculty members around available resources and opportunities is a very good first step. Such a presentation might become a standard offering every September when new students enter the program.

Expanding Involvement in Supervision and Teaching. The reviewers noted that faculty members not involved, or not as involved, in the JMP expressed an interest in becoming more involved. They also suggested that professional archivists might be able to make a contribution to that stream. Mavis Reimer, Dean of Graduate studies at the UW, also noted that currently, the UW contributes approximately 25% of the teaching and student supervision. It is not clear how teaching and advising in the JMP has been 'limited' to certain faculty over others. It makes sense for the JDC to discuss the possibility of identifying faculty members and professionals with relevant skill sets and an interest in graduate education and to invite them into specified roles in the JMP. The JDC will likely have to confer with the respective department heads at the UM and UW as faculty members undoubtedly have other obligations in terms of their teaching, student supervision and service.

Dean Reimer raised the possibility of the UW making a larger contribution to student supervision and teaching in the JMP, and added that the UW would then appreciate a larger portion of student tuition and fees. It is my understanding that in joint graduate programs, tuition and fees are distributed proportionally, based on the amount of teaching and student supervision that is provided by each institution. I recommend that the relevant administrators at the two universities review the way that funds are currently calculated and divided and how this might change if the UW increases its contribution to the JMP.

Program Requirements and Curricula Review

The reviewers noted that the program requirements for the JMP were greater than in other comparable programs across Canada. Further, students in the Archival Stream have to complete approximately twice as many elements than students in other programs in Canada. The reviewers also recommended that all students in the JMP take one common course together, and that this course should focus on historiography or methods. Further, it should be restricted to graduate students. The reviewers suggested that streamlining program requirements would be an important way to improve time to completion for many of the students (as would guaranteed multi-year funding).

It has been noted that any changes to program requirements will require changes to the supplemental regulations at both universities, in addition to the process of introducing, dropping or modifying courses. The JDC may want to bring all revisions up for review at the same time.

Common Methods Course. There appears to be widespread agreement that a common course on historical research methods, restricted to graduate students, be developed and added to the program. There was agreement that the course should be taught by both UM and UW faculty members. Some respondents seem to suggest that the course would alternate between the two campuses, while others that it would be jointly taught every time it is offered. These are things that the JDC can consider and clarify.

Program Revision. The reviewers recommended that the various streams in the JMP be made congruent with other programs in Canada. While the requirements for the thesis program are typical, the others (course-based, MRP and the Archival Studies stream) are not. Discussions have begun at the JDC to consider program revisions, such as fewer credit hours and a shorter thesis. The reviewers also suggested that the thesis in the Archival Studies program be replaced with a MRP and the number of courses cut.

May 13, 2019

Report of the Senate Committee on Academic Review RE: Annual Report on the Status of Academic Program Reviews and Accredited Programs, April 1, 2018 – April 30, 2019 (for information)

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. At its meeting on May 13, 2019, the Committee received the *Annual Report on the Status of Academic Program Reviews and Accredited Programs, April 1, 2018 – April 30, 2019*, for information.

Observations:

1. The Committee received the *Annual Report on the Status of Academic Program Reviews and Accredited Programs, April 1, 2018 – April 30, 2019*, for information. The *Annual Report* (attached) will also be provided to Senate and to the Board of Governors, in June 2019, for information.
2. Production of the *Annual Report* responds to a request from the Board, which had asked to receive information on the outcomes of the academic program review process.

Respectfully submitted,

David Collins, Chair
Senate Committee on Academic Review

Date: May 5, 2019
To: Members of the Senate Committee on Academic Review (SCAR)
From: Cassandra Davidson, Academic Program Specialist
Subject: **Annual Report on the Status of Academic Program Reviews and Accredited Programs:
April 1, 2018 – April 30, 2019**

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

1. Status of Undergraduate Program Reviews

Commencement of the second-cycle of reviews, originally scheduled to begin in the 2017-2018 academic year, has been delayed to accommodate the completion of the remaining first-cycle reviews and to facilitate a review of the current Academic Program Reviews policy and procedures¹ (including the consideration of a combined undergraduate and graduate review process). Consultation on the policy review began in the fall of 2018 and will continue into the 2019-2020 academic year. For 2019-2020, reviews will be initiated for select programs where combined reviews would not be an option, or where there is an identified need.

Since April 2018, seven site visits have taken place and six reviews presented to SCAR. Six reviews are in the follow-up period, during which any changes resulting from the review begin moving through the approval and implementation processes. Three programs have submitted final follow-up reports to SCAR, completing the review process. One review (Management Information Systems, B.Comm.Hons.) has been withdrawn from the process as the I.H. Asper School of Business has since initiated a more fulsome review of their entire undergraduate curriculum and are currently undergoing an accreditation review for the B.Comm.Hons. program.

Feedback from reviewers over the past year has stressed the importance of ensuring clear pathways to degree completion. This includes consideration of such things as reviewing and updating course listings to ensure currency, replacing six credit hour courses with three credit hour courses for greater flexibility (where appropriate), and ensuring that the resources are in place to offer required courses on a regular schedule so that students can plan accordingly. Reviewers also continue to encourage Dean's Offices to ensure that the appropriate level of instructional resources are in place, as well as appropriate advising supports.

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

Over the past year, Senate has considered curriculum changes resulting from reviews in such undergraduate programs as Labour Studies, Native Studies, Political Studies, and Psychology.

2. Status of Graduate Program Reviews

Graduate program reviews are at the end of the second-cycle of reviews. Commencement of the third-cycle has been postponed to accommodate the remaining second-cycle reviews and to allow for the formal review of current policy and procedures (including the consideration of a combined undergraduate and graduate review process). In 2019-2020, reviews will be initiated for select programs where combined reviews would not be an option, or where there is an identified need.

Over the past year, one graduate review was initiated, three site visits took place, and eleven reviews were presented to SCAR. One review is currently in the follow-up stage, during which changes resulting from the review begin moving through the approval and implementation processes. Fourteen programs have submitted final follow-up reports to SCAR, completing the review process.

Similar to the undergraduate reviews, the Faculty of Graduate Studies has observed ongoing trends in reviewer recommendations over the past year. Review teams continue to raise concerns over appropriate levels of guaranteed graduate student funding, and times-to-completion (resulting in many programs reducing required credit hours). There has been an emphasis on the need for appropriate levels of Faculty renewal and support to ensure adequate instruction and advising, and a call for a better student experience. The availability of space for graduate students is also frequently raised.

As examples, in this past year, Senate has considered proposed changes in graduate programs in Pathology, Physics and Astronomy, and Surgery in response to reviews.

3. Pilot Project: Combined Program Reviews and Policy Review

In 2015, in response to observations raised by academic units and external review teams about the lack of integration between undergraduate and graduate program reviews, SCAR authorized the Provost's Office to commence a pilot project combining undergraduate and graduate reviews into a single review process. The intent of the project is to determine whether combined reviews provide a more comprehensive, integrated evaluation of the University's programs, while at the same time saving on the time and resources required to complete reviews at the unit level.

To date, three units – History, Biological Sciences, and Statistics – have participated in the pilot reviews. The reviews in History and Biological Sciences have now been completed and are in the follow-up stage. The review for History has been complicated by the inclusion of the joint-masters program with the University of Winnipeg, and on-going participation of joint programs in future combined reviews will need to be considered carefully. The review of Statistics was initiated most recently; the external review report, and all responses to the review, were received by the Office of the Provost in April 2019 and will be considered over the summer to be presented to SCAR in the Fall 2019 term.

Throughout the pilot exercise, the Departments concerned, their respective Dean's Offices, and other units involved in the pilot are being encouraged to provide feedback on all stages of the review process—including self-evaluation, external review and site visit, responses, and follow-up with SCAR. The outcomes and feedback garnered will be used to inform the review of the existing policies and procedures pertaining to academic program review.

In the fall of 2018, the Provost's Office initiated the review of the existing policy and procedures with presentations to Dean's and Director's, and the Associate Deans Undergraduate group. Preliminary feedback has been positive in terms of an on-going option of a combined review process. There has also been discussion on the need for more assistance in data collection and consistency in data presentation, as well as stricter requirements around the selection of reviewers, both internal and external. Consultation with units will continue into the Fall 2019 term. In the meantime, the Provost's Office will continue to provide status updates and inform SCAR of any concerns arising from the pilot reviews or the policy review.

4. Current Status of Academic Program Reviews

The following is a list of programs currently undergoing an academic program review; the list has been sorted by where in the process the review stands as of April 30, 2019.

STAGE 1: SELF-EVALUATION

Program	Level	Round	Self-Evaluation Report Due
1. Agriculture (Diploma)	Undergrad.	1	Postpone until 2 nd Cycle
2. Asian Studies	Undergrad.	1	SER due Fall 2018 (overdue)
3. Canadian Studies	Undergrad.	1	SER due Winter 2018 (overdue)
4. Design and Planning	Graduate	2	Postpone until 3 rd cycle
5. Icelandic	Undergrad.	1	SER due Winter 2017 (overdue)
6. Ind. Interdisciplinary Studies (IIS)	Graduate	1	TBD
7. Ukrainian Cdn. Heritage Studies	Undergrad.	1	SER due Fall 2018 (overdue)

STAGE 2: EXTERNAL REVIEW

Program	Level	Round	Date of Site Visit
1. Public Administration (JMP)	Graduate	2	May 2019

STAGE 3: PROGRAM AND DEAN/DIRECTOR RESPONSES

Program	Level	Round	Program Category ²
1. Agribusiness & Agricultural Econ.	Undergrad.	1	Not provided (overdue)
2. Agriculture	Undergrad.	1	Minor revisions (2) (overdue)
3. Agroecology	Undergrad.	1	Minor revisions (2) (overdue)
4. Food Science	Undergrad.	1	Minor revisions (2) (overdue)
5. General Science (B.Sc.)	Undergrad.	1	Minor revisions (2)
6. Genetics	Undergrad.	1	Minor revisions (2)
7. Philosophy	Undergrad.	1	Minor revisions (2)

² As per the Senate-approved procedures on Academic Program Reviews, review teams are asked to categorize programs into the following:

- (a) "Adequate" and should continue as is (1);
- (b) "Adequate" but requiring minor revision or restructuring (2); or
- (c) "Inadequate" and requiring major revision or restructuring (3).

STAGE 4: PROVOST OR FGS RESPONSE

Program	Level	Round	Program Category
1. Global Political Economy	Undergrad.	1	Minor revisions (2)
2. Interdisciplinary Health (IHP)	Undergrad.	1	Minor revisions (2)
3. Statistics	Combined	2/3	Minor revisions (2)

STAGE 5: REVIEW BY SCAR (MEETING OF MAY 13, 2019)

Program	Level	Round	Program Category
1. Applied Health Sciences	Graduate	1	Major revisions (3)
2. Art (M.F.A.)	Graduate	1	Minor revisions (2)
3. Canadian Studies (USB)	Graduate	2	Minor revisions (2)
4. Environment & Geography	Graduate	2	Minor revisions (2)
5. History (inc. Medieval and Early Modern Studies)	Combined	1/2	Minor revisions (2)
6. Integrated Studies (B.A.I.S.)	Undergrad.	1	Not provided
7. Linguistics	Undergrad.	1	Minor revisions (2)
8. Native Studies	Graduate	2	Minor revisions (2)
9. Natural Resources Institute	Graduate	2	Not provided
10. Political Studies	Graduate	2	Minor revisions (2)

STAGE 6: REVIEW FOLLOW-UP

Program	Level	Round	Category	Follow-up
1. Anthropology	Undergrad.	1	Minor revisions (2)	Due Fall 2019
2. Biological Sciences	Combined	½	Minor revisions (2)	Due Fall 2019
3. Environment & Geography	Undergrad.	1	Not provided	Due Summer 2018 (delayed)
4. Law	Undergrad.	1	Continue as is (1)	Due Summer 2017 (overdue)
5. Linguistics	Graduate	2	Minor revisions (2)	Due Winter 2019
6. Music	Undergrad.	2	Not provided	Due Fall 2019
7. Native Studies	Undergrad.	1	Major revisions (3)	Due Fall 2019

STAGE 7: COMPLETED (FOLLOW-UP PRESENTED TO SCAR, MAY 13, 2019)

Program	Level	Round	Program Category
1. Civil Engineering	Graduate	2	Minor revisions (2)
2. Community Health Sciences	Graduate	2	Not provided
3. French, Spanish, and Italian	Undergrad.	1	Not provided.
4. Geological Sciences	Graduate	2	Not provided
5. Human Nutritional Sciences	Graduate	2	Minor revisions (2)
6. Interior Design	Graduate	2	Minor revisions (2)
7. Labour Studies	Undergrad.	1	Minor revisions (2)
8. Mechanical Engineering	Graduate	2	Minor revisions (2)
9. Music	Graduate	2	Minor revisions (2)
10. Oral & Maxillofacial Surgery (DDSS)	Graduate	2	Minor revisions (2)
11. Orthodontics (PDS)	Graduate	2	Continue as is (1)
12. Peace & Conflict Studies (Ph.D.)	Graduate	1	Minor revisions (2)

13. Pediatric Dentistry (PDS)	Graduate	2	Continue as is (1)
14. Periodontics (DDSS)	Graduate	2	Continue as is (1)
15. Political Studies	Undergrad.	1	Major revisions (3)
16. Psychology	Graduate	2	Continue as is (1)
17. Sociology	Graduate	2	Minor revisions (2)

5. Accredited Programs

The current Senate policy on academic program reviews, allows for academic programs that are required to undergo external accreditation to use the process in lieu of a formal program review, unless otherwise determined by the Provost. In considering whether an accreditation review will be considered equivalent to an academic program review, the Provost considers all elements of the accreditation process, including the mandatory nature of the accreditation, and the appropriateness of the information provided to, and commented on, by an external review team.

Currently, there are 33 external bodies accrediting and/or certifying over 45 academic programs at the university. In 2018-2019, twelve programs went through a review process, of which eight were renewed and four are on-going. Twenty-three programs – fifteen in 2019 and eight in 2020 - are scheduled for accreditation review over the next year. A list of all accredited programs can be found below. Those programs where an accreditation review has been used in lieu of an academic program review are marked with an asterisk (*).

List of Accredited Programs, 2018-2019

Faculty of Agricultural and Food Sciences

B.Sc. (Food Science), Science Option

Institute for Food Technologists (IFT) 2014-2019

B.Sc. (Human Nutritional Sciences) *

Partnership for Dietetic Education and Practice (PDEP) 2019-2021

Faculty of Architecture

Master of Architecture (M.Arch.)

Canadian Architectural Certification Board (CACB) 2018-2024

Master of City Planning (M.C.P.)*

Canadian Institute of Planners (CIP) 2015-2020

Master of Interior Design (M.I.D.)

Council for Interior Design Accreditation (CIDA) 2018-2024

Master of Landscape Architecture (M.L.A.)*

Canadian Society of Landscape Architects (CSLA) 2015-2021

Faculty of Arts

Ph.D., Psychology (Clinical Stream)

Canadian Psychological Association (CPA) 2018-2023

I.H. Asper School of Business, Faculty of Management

B. Comm. (Hons.)*

Association to Advance Collegiate Schools of Business (AACSB) 2014-2019

B. Comm. (Hons.) (continued)*	
Co-operative Education and Work-Integrated Learning Canada (CEWIL)	2019-2024
<i>Co-operative Option</i>	
Chartered Professional in Human Resources (CPHR)	2017-2019
<i>Major in Human Resources</i>	
M.B.A.	
Association to Advance Collegiate Schools of Business (AACSB)	2014-2019
M.Sc., Ph.D., Management	
Association to Advance Collegiate Schools of Business (AACSB)	2014-2019
B.Sc. (Hons.), Actuarial Mathematics (<i>joint program with Faculty of Science</i>)	
Canadian Institute of Actuaries (CIA)	2015-2020
Centre of Excellence (CEA), Society of Actuaries (SOA)	2014-2019

Faculty of Engineering

B.Sc. (Biosystems Engineering)*	
Canadian Engineering Accreditation Board (CEAB)	2013-2019
B.Sc. (Civil Engineering)*	
Canadian Engineering Accreditation Board (CEAB)	2013-2019
B.Sc. (Computer Engineering)*	
Canadian Engineering Accreditation Board (CEAB)	2013-2019
B.Sc. (Electrical Engineering)*	
Canadian Engineering Accreditation Board (CEAB)	2013-2019
B.Sc. (Manufacturing Engineering)*	
Canadian Engineering Accreditation Board (CEAB)	2013-2019

Clayton H. Riddell Faculty of Environment, Earth, and Resources

Bachelor of Environmental Science (B.Env.Sc.)	
Canadian Environmental Accreditation Commission and ECO Canada	2011-2019

Rady Faculty of Health Sciences

DR. GERALD NIZNICK COLLEGE OF DENTISTRY

Doctor of Dental Medicine (D.M.D.)*	
Commission on Dental Accreditation of Canada (CDAC)	2015-2022
M.Dent., Dental Diagnostic & Surgical Sciences (Oral & Maxillofacial Surgery)	
Commission on Dental Accreditation of Canada (CDAC)	2015-2022
M.Dent., Dental Diagnostic & Surgical Sciences (Periodontics)	
Commission on Dental Accreditation of Canada (CDAC)	2015-2022
M.Dent., Preventive Dental Science (Pediatric Dentistry)	
Commission on Dental Accreditation of Canada (CDAC)	2017-2024
M.Sc., Preventive Dental Science (Orthodontics)	
Commission on Dental Accreditation of Canada (CDAC)	2015-2022
Diploma, Dental Hygiene*	
Commission on Dental Accreditation of Canada (CDAC)	2015-2022
B.Sc., Dental Hygiene*	
Commission on Dental Accreditation of Canada (CDAC)	2015-2022

MAX RADY COLLEGE OF MEDICINE

Undergraduate Medical Education – UGME (M.D.)*

Committee on Accreditation of Canadian Medical Schools (CACMS) *Review in progress*

Post-graduate Medical Education - PGME*

Canadian Residency Accreditation Consortium (CanRAC) 2014-2021

Canadian College of Medical Geneticists 2019-2024

Molecular Genetics & Cytogenetics

Canadian Psychological Association (CPA) 2018-2023

Clinical Psychology Training Program

Physician Assistant Studies (M.P.A.S.)*

Canadian Medical Association (CMA) 2016-2022

M.Sc., Genetic Counselling

Accreditation Council for Genetic Counseling (ACGC) 2017-2020

Continuing Professional Development (C.P.D.)*

Committee on Accreditation of Continuing Medical Education (CACME) 2016-2024

COLLEGE OF NURSING

Bachelor of Nursing (B.N.)*

College of Registered Nurses of Manitoba (CRNM) 2019-2024

Master of Nursing (M.N.) – Nurse Practitioner Stream*

College of Registered Nurses of Manitoba (CRNM) 2019-2024

COLLEGE OF PHARMACY

B.Sc., Pharmacy*

Canadian Council for Accreditation of Pharmacy Programs (CCAPP) 2013-2019

COLLEGE OF REHABILITATION SCIENCES

Bachelor of Respiratory Therapy (B.R.T.)*

Council on Accreditation for Respiratory Therapy Education (CoARTE) 2013-2019

Master of Occupational Therapy (M.O.T.)*

Canadian Association of Occupational Therapists (CAOT) *Review in progress*

Master of Physical Therapy (M.P.T.)*

Physiotherapy Education Accreditation Canada (PEAC) 2014-2020

Faculty of Kinesiology and Recreation Management

Bachelor of Kinesiology (B.Kin.)

Canadian Council of Physical Education & Kinesiology *Review in progress*

Administrators (CCUPEKA)

Bachelor of Kinesiology (B.Kin.), Athletic Therapy

Canadian Athletic Therapists Association (CATA) 2016-2020

Administrators (CCUPEKA)

Faculty of Law

Juris Doctor (J.D.), Common Law

Federation of Canadian Law Societies (*programs reviewed annually*) 2019-2020

Faculty of Science

B.Sc. (Hons.), Actuarial Mathematics (<i>joint program with Faculty of Management</i>)	
Canadian Institute of Actuaries (CIA)	2015-2020
Centre of Excellence (CEA), Society of Actuaries (SOA)	2014-2019
B.Sc. (Maj.), B.Sc. (Hons.), Biochemistry	
Canadian Society for Chemistry (CSC)	2015-2020
B.Sc. (Maj.), B.Sc. (Hons.), Chemistry*	
Canadian Society for Chemistry (CSC)	2015-2020
B.Sc. (Maj.), B.Sc. (Hons.), Statistics – 3000 and 4000 level courses	
Statistical Society of Canada	<i>Review in progress</i>
M.Sc., Ph.D. – Physics (Medical Physics)	
Commission on Accreditation of Medical Physics Education Programs, Inc. (CAMPEP)	2018-2022

Faculty of Social Work

Bachelor of Social Work (B.S.W.)*	
Canadian Association for Social Work Education (CASWE)	2014-2022
Master of Social Work (M.S.W.)	
Canadian Association for Social Work Education (CASWE)	2014-2022

Cc: David Collins, Vice-Provost (Integrated Planning and Academic Programs) and Chair, Senate Committee on Academic Review
Jeff Leclerc, University Secretary

Report of the Senate Committee on Instruction and Evaluation RE: Interim Report and Recommendations, Teaching and Course Evaluation Review Committee

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 May 16, 2019 SCIE received the attached report from the Teaching and Course Evaluation Review Committee.

Observations:

1. SCIE approved the terms of reference of the Teaching and Course Evaluation Review Committee, a sub-committee of SCIE, on October 19, 2017, and received an update on April 19, 2018.
2. The sub-committee considered a review of literature on four topics: student ratings of instruction, self-evaluation of teaching practice, peer review of teaching, and multi-source evaluations. In 2018, the sub-committee sought input from the University of Manitoba community through a series of 13 focus groups with a total of 61 participants. The participants included undergraduate and graduate students, sessional instructors, pre-tenured faculty, tenured faculty, instructors, department heads and deans.
3. The sub-committee generated 12 recommendations for further review.
4. The sub-committee has sought feedback from UMFA and CUPE, regarding the recommendations.
5. In its discussion of the sub-committee report, SCIE observed that:
 - The flexibility of mid-term evaluations would allow for instructors to incorporate feedback more effectively.
 - SCIE was supportive of in-class observation of instructors in probationary positions.
 - Flexibility in the use of evaluation questions and allowing for customization would result in an instrument that is adaptable to different types of teaching.
 - It would be useful to develop a mechanism to allow students who have withdrawn from a course to provide feedback, given the timing of voluntary withdrawal dates.
 - Balance should be sought in holding students accountable for their comments, while still protecting a student's ability to provide honest feedback.
 - Completion rates of online evaluations conducted in-class are similar to paper evaluations distributed in-class.

Respectfully submitted,

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

Teaching and Course Evaluation Review Committee
DRAFT – Interim Report and Recommendations

The current UM teaching and course evaluation instrument (SEEQ) and process was recognized and approved by Senate in 1996. The last review of the use of the SEEQ instrument at the University of Manitoba occurred in 2007. Extant literature about the theory, applicability, and instruments relating to evaluation of teaching and courses has expanded since 2007, as has the local knowledge about the application, management, and reporting of the SEEQ.

The Teaching and Course Evaluation Review Committee, a subcommittee of the Senate Committee on Instruction and Evaluation was formed to devise a process and opportunity for a holistic review of current practices and needs, as well as determining new or improved instruments, methods, and utilization of the information.

The members of the sub-committee include:

- Sylvia Justo Fernandes Nobre Araujo (Graduate Student)
- Amy DeJaeger (CATL, resource to sub-committee)
- Diane Hiebert – Murphy (Co-Chair)
- Greg Mason (Economics)
- Karlee Moist (Undergraduate Student)
- Nancy Ryan-Arbez (College of Rehabilitation Sciences)
- Karen Schwatz (Faculty Relations Officer, resource to sub-committee)
- Jeffrey Taylor (Faculty of Arts)
- Mark G. Torchia (Co-Chair)
- Virginia Torres (Faculty of Law)

Drs. Ryan Los (CATL) and Amy DeJaeger provided an updated review of the extant literature on four topics for consideration by the sub-committee: student ratings of instruction, self-evaluation of teaching practice, peer review of teaching, and multi-source evaluations. (See Appendix A) As well, all committee members reviewed the textbook entitled: “Student Ratings of Instruction” (Haṭiva Nirah. *Student Ratings of Instruction: a Practical Approach to Designing, Operating, and Reporting*. Oron Publications, 2014.)

In December 2018, the Committee sought broad input from the University of Manitoba community about teaching and course evaluation through a series of focus groups examining and providing input to the following broad statement and questions:

Student rating of instruction and courses is an important tool to recognize effective teaching. However, research of the past 10 years has shown the complexity and breadth of teaching practices requires a similar multi-faceted evaluation process and such an approach is more effective than student ratings of instruction (SRI) alone. This is especially important for any for summative decision making,

- *What is the purpose of the evaluation of teaching and courses?*
- *What components are critical in a multi-faceted approach?*
- *Who within the UM community is best to complete such evaluations and how?*
- *What policies or procedures are required to support the evaluation of teaching and courses?*
- *What processes or tools are required to support the collection and reporting of teaching and course evaluations?*

Thirteen focus groups were held with a total of 61 participants, including undergraduate and graduate students, sessional instructors, pre-tenured faculty, tenured faculty, Instructors, department heads, and deans. The focus groups were conducted by a one external consultant (from PRA, Inc.) to provide objectivity and efficiency. In advance of the focus groups, the consultant met with Dr. Amy DeJaeger to review process and answer any questions. A summary report of the findings was prepared for the sub-committee (see Appendix B).

Following the receipt of the report, the Teaching and Course Evaluation Review Committee discussed the focus group findings and generated a series of recommendations for further review.

Recommendations:

1. A student rating of instructor (SRI) and course (SRC) should continue to be used as one component for formative feedback;
2. The two instruments (SRI/SRC) should be clearly separated so that all stakeholders understand whether the instructor or course is being rated;
3. A revised instrument be created based on evidence and best-practice and that such an SRI/SRC should be comprised of fewer criteria (mandatory UM-wide criteria + customizable criteria), provide more opportunity for qualitative responses, and be adaptable depending on the learning situation and the needs of the instructor. A set of standardized questions should be developed by CATL for the most common teaching situations (lectures, seminars, laboratory, etc.);
4. Anonymity of student responses should be maintained toward the instructor but that students are held accountable for comments by removing anonymity when

the reports are presented for the Dean and Department Head. Consideration should be given to a mechanism for the purging of inappropriate comments;

5. The collection and reporting of SRI/SRC be entirely digital, however the completion of the SRI/SRC by students should continue to occur in-class, with sufficient time, to encourage completion;
6. CATL seek funding for, and evaluate and procure, a new software tracking system to support the collection and reporting of the SRI/SRC;
7. CATL develop enhanced resources to support the development of self-reflection skills for all instructors at UM;
8. For teaching situations with small enrollment, the SRI/SRC results should be accumulated by the software platform, and only reported to the instructor after 7 or more SRI/SRC have been collected.
9. The SRI/SRC should be available for student completion at times other than the end of course. This will provide an opportunity for early formative feedback to instructors;
10. All instructors in probationary positions must participate in at least one in-class observation conducted by CATL personnel for the process of coaching;
11. A widespread communication and educational strategy, tactics, and supports be developed and operationalized to provide information to all stakeholders on the purpose of SRI/SRC, expectations for curricula committees, the nature of formative feedback, the interpretation of results, connection to professional development opportunities, and the role of results in the broad evaluation of teaching for the purposes of annual performance reviews and promotion and tenure.

Concluding remarks:

These recommendations have been created to consider a holistic approach to the evaluation of instructors and courses and to provide enhanced supports to all stakeholders involved in the process of such evaluations.

Respectfully submitted on behalf of the sub-committee,

Dr. Mark G. Torchia, Vice-Provost (Teaching and Learning)
Dr. Diane Hiebert-Murphy, Vice-Provost (Academic Affairs)

Appendix A – Review of the Literature

Student Ratings of Instruction (SRI)

Student ratings of instruction (SRI) are one of the most common methods of evaluating instructors and there has been more research conducted on SRIs than all other methods of teaching evaluation combined. The accuracy of what SRIs can and cannot measure is under debate and the validity of SRIs has recently come under fire as a method of teaching evaluation.

When they are used as a ‘one size fits all’ measure of teaching effectiveness SRIs cannot adequately measure a number of behaviours related to good teaching, including instructors’ ability to: facilitate problem-solving, engage students in active learning strategies, foster creativity, and sharpen critical thinking (Ackerman, Gross, & Vigneron, 2009; Seldin, 1999). In addition, SRIs alone cannot adequately measure course workload, content difficulty, instructor preparation, or student engagement (Ackerman, Gross, & Vigneron, 2009; Berk, 2014; Hativa, 2013; Lomas & Nicholls, 2005; Uttl, White, & Gonzalez, 2017).

Potential biasing factors associated with SRIs are frequently cited as reasons to remove SRIs as a method of teaching evaluation. While some studies have found biasing factors related to SRI use there are a number of studies that refute these claims. Given the substantial number of articles in this area, it is possible to find claims that support multiple viewpoints. That being said, there are trends that can be extrapolated from extant literature, though these should be viewed with caution (Theall & Franklin, 2001). For example, female instructors have been rated lower when compared to male instructors, though this largely reflects differences in teaching conditions between genders (Arreola, 2007; Centra, 2009; Gravestock & Gregor-Greenleaf, 2008; Theall & Franklin, 2001; Wright & Jenkins-Guarnieri, 2012). Racial and cultural bias may also be present with non-white instructors being at a disadvantage compared to white instructors (McPherson & Jewell, 2007). SRIs scores can also be related to instructor age and teaching experience, where students judge younger, more inexperienced, and untenured instructors unfairly compared to older and more experienced tenured instructors (Clayson, 2009; McPherson & Jewell, 2007). Other possible biases include certain personality characteristics (Braskamp & Ory, 1994; Centra, 1993; Patrick, 2011), as well as class size, instructor likeability, course difficulty, course level, faculty, and delivery method (Clayson, 2009; Galbraith, Merrill & Kline, 2012).

Despite the potential pitfalls, SRIs can provide valid measures of teaching in various areas (Beran & Rokosh, 2009; Marsh, 2007). SRIs can accurately measure a large number of teaching dimensions made up of both cognitive (communication of the material) and affective (interpersonal rapport) dimensions (Hativa, 2013), instructor organization, clarity, enthusiasm, and rapport (Abrami, d’Apollonia, & Rosenfield, 2007; Benton & Cashin, 2014). While SRIs cannot sufficiently quantify difficulty, they can provide a valid measure on the delivery of content. Furthermore, SRIs can adequately assess students’ responses to an instructor’s method of delivery (Ackerman, Gross, & Vigneron, 2009) as students are also in the unique position to judge the overall

demeanour in the classroom and student experience (Benton & Cashin, 2014; Buller, 2012; Pallet, 2006).

Recent multi-section validity studies indicate that SRIs provide valid evaluations of teaching when they are used to measure what they were designed to measure and when they are used in conjunction with other methods of teaching evaluation (Berk, 2009, 2014; Clayson, 2009; Cohen, 1981; Lyde, Grieshaber, & Byrns, 2016; Uttl, White, & Gonzalez, 2017; Wright & Jenkins-Guarnieri, 2012).

Method of SRI Delivery

SRIs can be completed through two primary modes of delivery, in-class or online. Online SRIs tend to be more efficient as they require less administrative time, offer increased data security, less class time to complete, and reduced environmental impact costs. No differences have been found between student ratings when conducted online or using paper-pencil formats. (Winer, DiGenova, Costopoulos, & Cardoso, 2016; Wright, Hamilton, Mighty, Scott, & Muirhead, 2014).

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Self-Evaluation of Teaching Practice

Instructor self-evaluations have become a common method for evaluating teaching over the last three decades. Self-evaluation of instruction are narrative in nature but can come in numerous forms, from a reflective practice journal, to a complete personal development plan and portfolio (Bolton, 2014). Self-evaluations are often used as a formative (improvement-oriented) evaluation for personnel development purposes (Centra, 2000), but they also add an important component to summative evaluation packages such as teaching dossiers.

Thinking and doing are not separate activities and instructors are often required to reflect-in-action and while reacting to situations as they occur (Schön, 1987). Self-evaluation is a common component of teacher training programs as it allows instructors to reflect about instructional decisions they have made and capture the rationale behind decisions (Brookfield, 2013). Dedicated reflection time has been linked to higher levels of motivation for teaching, increased teacher self-efficacy, satisfaction with teaching, and an increased participation in teaching development activities such as communities of practice and other collaborative activities (Bolton, 2014; Roche & Marsh, 2002).

Individuals have a tendency to reflect on the positive aspects of teaching and can sometimes lack awareness for areas of improvement. When utilizing self-reflection as a method of teaching evaluation it is important to control for positive reporting biases by using critical and balanced reflective approaches (Centra, 2000). Working collaboratively with like-minded peers through formal (e.g., communities of practice) or informal conversations can help in eliminating bias and identifying areas for teaching enhancement (Bolton, 2014; Scaife, 2010).

Critical and balanced self-evaluations of teaching are valid methods of instructor evaluation when goals are clearly identified and dedicated time for reflection occurs during and at the end of an academic term (Bolton, 2014, Marsh, Overall, & Kesler, 1978). When used appropriately self-evaluations of teaching practice provides an accurate gauge of instructor organization, group interactions, individual rapport, instructor enthusiasm, and student experience.

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Peer Review of Teaching

Peer review of teaching (PRoT) is an evaluation methods that facilitates personal and mutual reflection among instructors. PRoT works best when instructors from different disciplines are paired together in an effort to focus on teaching techniques (not course content; White, Boehm, & Chester, 2014). Opportunities for dialogue between academic disciplines can decrease barriers related to disclosure or competition within any one faculty/department and enhance both teaching practices and collegiality across disciplines (Bernstein, Jonson, & Smith, 2000; Kohut, Burnap, & Yon, 2007; Lomas & Nicholls, 2005).

PRoTs are used to gauge a number of teaching behaviours and classroom practices. The degree of depth involved in PRoT can vary from a full course review (including a look at course outcomes, material and assessment strategies), to a single classroom observation (Gosling, 2002). Therefore, training is an integral part of any effective PRoT program to ensure peer reviewers evaluate teaching with evidence-based best practices in mind rather than preconceived notions of what constitutes good teaching constructed around any one individual's preferred own approach. (Blackmore, 2005; Harris et al., 2008). Additional training often includes methods for delivering feedback (Courtneya et al., 2008). As instructors become more involved in PRoT programs, they frequently report gaining insight into their own teaching practice (Bell, 2001; Courtneya, Pratt, & Collins, 2008; Keig & Waggoner, 1994; Lomas & Nicholls, 2005).

Attitudes towards PRoTs and instructors' willingness to participate in PRoT programs are frequently cited barriers to institutional implementation of PRoTs as a method of teaching evaluation (Kohut, Burnap, & Yon, 2007). These barriers stem from perceptions that the time required to complete observations outweighs the recognition/reward associated with PRoT programs (Bernstein, Jonson, & Smith 2000; Harris et al., 2008; Keig, 2000). Successful PRoT programs include dedicated time for

training and conducting observations as well as reward/recognition incentives for instructors.

Overall, PProTs provide instructors with a unique opportunity to enhance their teaching by confirming good teaching practices and creating dialogue about shared issues and solutions (Blackmore, 2005), allowing for the development of new skills, knowledge, and ideas (Bell, 2001; Lomas & Nicholls, 2005).

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Multi-source Evaluation

There is no single criterion of ‘effective teaching’ and numerous studies have indicated that effective teaching practices are comprised of many teaching-related behaviors and classroom practices (Benton & Cashin, 2014). Therefore, a teaching evaluation program that includes multiple measures of teaching is necessary to capture the complex nature of effective teaching practices (Berk, 2009; Berk, 2014). These programs will ideally contain three or more methods of evaluation in an effort to validate data by combining multiple assessment methods (Triangulation - a robust technique that allows for the validation of data by cross validating information gathered from multiple sources; Berk, 2014; Appling, Naumann, & Berk, 2001).

Multi-source methods of evaluation allow the possible shortcomings related to one method of evaluation to be moderated another method. A substantial body of literature supports the idea that a multi-source method of teaching evaluation will be more effective than a single source method (Arreola, 2007, Berk 2009, 2014; Buller, 2012; D’Andrea, 2002; Ghedin & Aquario, 2008; Hassna & Raza, 2011; McLean et al., 2008; Weschke & Canipe, 2010; Zakrajsek, 2006). For example, implementing a multi-source method of teaching evaluation can offset biases and drawback of using student ratings of instruction as a sole indicator of teaching effectiveness (Gravestock, 2011). Simply stated, when multiple sources of evidence are combined the positive aspects of each teaching evaluation method are amplified.

Successful teaching evaluation programs require commitments of resources, time, and reward/recognition at all levels of the institution (Administration, Faculty/School, and Department; Arreola, 2007).

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Appendix B – Summary Report on Focus Groups for Course and Student Evaluations

**SUMMARY REPORT ON FOCUS GROUPS FOR
COURSE AND STUDENT EVALUATIONS**

DRAFT – FOR DISCUSSION ONLY

December 18, 2018

Prepared for:

University of Manitoba

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Appendices

Appendix A – Discussion questions

1.0 Research summary

The University of Manitoba hired PRA Inc. to moderate focus groups with stakeholders to discuss teaching and course evaluations. The University of Manitoba was responsible for creating the discussion guide used for the groups, which can be found in Appendix A.

1.1 Methodology and report structure

The University of Manitoba was responsible for recruiting participants for the focus groups. PRA conducted 13 focus groups from December 3 to December 12, 2018. The list of stakeholders and participants is shown in the table below.

Table 1: Focus group participants by stakeholder group		
	Number of groups	Participants
Undergraduate students	2	5
Graduate students	2	6
Sessional instructors	1	7
Instructors	1	8
Pre-tenure faculty	2	9
Tenured faculty	2	9
Department heads	2	11
Deans and directors	1	6
Total	13	61

This report summarizes the key findings and themes from each of the eight stakeholder groups shown above.

1.2 Caution

As with all qualitative research, results cannot be extrapolated to the general population. Any numbers or estimates included in this report are simply used to illustrate participants' opinions and are not indicative of the behaviour or attitudes of the larger population. Thus, these results must be used with caution.

2.0 Summaries

This section summarizes the key themes generated in each of the eight stakeholder groups, broken down by the four question areas.

2.1 Undergraduate students

This section summarizes themes from undergraduate students.

2.1.1 Purpose

Participants primarily believe that teaching and course evaluations are to help those teaching to improve (*“To show which areas they’re kind of struggling in and which areas that can improve.”*). Participants do not think that the purpose is to assess the course content or structure because they believe that most of the questions focus on the individual(s) teaching the course, and, therefore, assume that the purpose is to assess the individual(s) and not the course as a whole. As one participant said, *“I think they do a better job of just evaluating the instructor. I find they’re geared a lot towards just how you feel about them as a teacher, not so much towards the content.”*

With that being said, participants do not believe that the Student Evaluation of Educational Quality (SEEQ) serves this purpose in any meaningful way. In part, it is because they do not know how instructors and/or their departments use the information, but also because they do not see any outcomes from their feedback. Most will not take the course again, so they will not know if the course or instructor has improved unless they hear anecdotal feedback from other students who take the course later. In addition, when they have the same instructor for different courses, they say that they rarely see any improvements related to the issues that they noted on previous SEEQs (*“Typically within a faculty, once you get towards your major in your stream you start having the same professors over and over because they teach a lot of the third and fourth year courses. But I found a lot of time you kind of just have the same difficulties.”*).

2.1.2 Required information

Students had very little insight or input into additional components that could be used to assess teaching. They assumed that the head of the department would review the SEEQs to identify poor instructors.

A few mentioned using peer evaluations because they had read them in the documents supplied prior to the group. When discussed further, most felt it would be beneficial, but only if done by someone outside of the department because they had concerns that those conducting the peer evaluation would be biased if they were from the same department.

One student said that student feedback should be gathered more widely when assessing pre-tenure faculty for tenure, either by consulting with past/recent students (e.g., focus groups) or having students submit letters of recommendation.

2.1.3 Tools and reporting

Undergraduate students were open to the idea of conducting teaching and course evaluations online, rather than in class, primarily because they do not believe that they are given enough time in class to properly complete them. Due to completing them during the last class or at the end of class, the motivation to take the time to complete them thoroughly is lower. As one participant said, *“Usually they hand out evaluations at the end of the class, so you just kind of want to get out.”*

Participants acknowledged that moving course evaluations online would potentially drop response rates, but were not open to the idea of having completion of the evaluations linked to punishments (e.g., ability to access course material through UM Learn or withholding of grades). However, they had few suggestions about how to ensure a large number of students completed the evaluation for each course. One participant suggested having a bonus percent attached to completing it, such as a 1% bonus.

Participants were very much in favour of having evaluations available online for students to access, primarily as a source of information from which to select courses with instructors that match their learning style. Participants said that they already have access to this type of information through RateMyProfessor.com and word of mouth, but would prefer to have access to the evaluations because they viewed them as being more accurate and reliable.

2.1.4 Policies and procedures

Undergraduate students' comments were primarily focused on the SEEQ and ways to improve their experience when having to complete it. Their suggestions were as follows:

- **Fewer questions on the SEEQ.** Participants believed that many questions were not pertinent, either to them for providing feedback or to the person teaching the course to use to improve. In addition, having to complete several of these at the end of a term makes them think less about their responses, and they believed that they would give more thought to their answers by having fewer questions on the SEEQ.
- **More qualitative questions.** Participants wanted more qualitative (open-ended) questions to be able to provide more written feedback to the person teaching the course. As one participant said, *“So you have the ability to sort of give an opinion, but less just like, ‘this is a four out of five,’ but I actually want to tell a story.”*
- **Ongoing feedback.** One participant recommended having more ongoing (formative) feedback throughout the year, as opposed to an evaluation that happens at the end of the course (summative). This feedback would be more useful to them because they would expect it to have an impact on the course immediately, whereas the feedback they give at the end of the course has no direct impact, making it less valuable for them to complete and/or provide detailed feedback.
- **Understand how their feedback is used.** A major driver of students' investment in providing feedback (regardless of the number or type of questions) is seeing how the feedback is being used. While posting the results online provides transparency, it does not address how the information is used. However, participants struggled to identify

concrete mechanisms that could show how the feedback is used. One participant suggested identifying when instructors/faculty take professional development courses to improve their teaching as a way to show that issues are being addressed.

2.2 Graduate students

This section summarizes themes from graduate students.

2.2.1 Purpose

Graduate students primarily see course and teaching evaluations as a way for “*continuous improvement for the teacher*.” They believe that the purpose is also to provide feedback about the course and its content and structure, however, they believe that students primarily focus on the instructor when answering any questions related to course content and structure.

However, in its current form, graduate students say the SEEQ is not appropriate for assessing teaching for graduate-level courses because the structure of the course does not fit the questions asked in the SEEQ. In addition, the class sizes at the graduate level tend to be quite small and they have concerns about instructors/faculty identifying them through their qualitative comments.

2.2.2 Required information

Graduate students liked the idea of peer evaluations, as long as they were not conducted by someone within the person’s department because of biases that can exist. As one student commented, “*I think that, at least from the department that I’m from, the faculty is small, everybody knows each other, and they’re either friends or they’re not friends. So if you get somebody from your own faculty to evaluate you, either you’ll get a very positive report based on that bias of friendship or not.*” Participants seemed to favour a peer evaluation from outside their department, although one group suggested that it should be within the same faculty, given that faculties often have a similar approach to teaching and desired outcomes.

One of the groups suggested that the peer evaluations could be done by Ph.D. students, which they thought would have two benefits. The first benefit would be that the instructor/faculty is receiving peer evaluation, but secondly, that the Ph.D. student would be able to see people teaching undergraduate-level courses, which would help them for future work in academia.

Their primary concern with peer evaluations is the anonymity of the evaluator. They felt that the evaluator should be anonymous, and even having them in the classroom could change the instructor’s approach and/or classroom dynamics. One group suggested recording sessions and having people review the recorded session to provide feedback.

Another suggestion for teaching evaluation was to use the number of workshops or professional development sessions that an individual has taken as part of their assessment. Evaluations (either for hiring or promotions) should include an assessment of how the individual has tried to improve as a teacher, and professional development sessions would be an easy way to assess this.

2.2.3 Tools and reporting

Graduate students had few concerns about conducting course and teaching evaluations online, although they had heard of lower response rates for universities that had moved to online evaluations.

Graduate students believed that teaching and course evaluations should be used for hiring and promotion, but given the problems that they currently see with the SEEQs, did not think that the current forms should be given much weight without verification through other processes (e.g., peer evaluations).

In terms of releasing course and teaching evaluations more widely (e.g., having the information posted online), graduate students had few concerns and thought it would be beneficial to students to have access to this information for transparency. They did not know what value it might have, but thought it might increase the perception that the tool was being used.

2.2.4 Policies and procedures

Graduate students suggested the following process and procedural changes that they wanted to see with course and teaching evaluations:

- **Fewer quantitative and more qualitative questions on the SEEQ.** Similar to undergraduate students, they felt the SEEQ should have considerably fewer scaled questions (less than 10) and more specific questions for qualitative (open-ended) responses. They thought that fewer scaled questions would encourage students to provide more written feedback, which would increase the usefulness of the tool for improving teaching quality since the rated questions do not address how the teaching can be improved.
- **More focus on questions related to course content.** Participants suggested having questions that are directly related to course content, and separating those from evaluations of the instructor, to hopefully reduce students' propensity for rating the instructor on questions relating to content.
- **Greater ability for flexibility in questions.** Participants wanted the course and teaching evaluations to have greater flexibility in addressing questions that are pertinent by department and level of the course (e.g., undergraduate versus graduate). They did not believe that a standard set of questions with little ability to adapt for the course fits how courses and teaching should be evaluated.
- **More focus on early years of teaching.** Participants said that more focus should be given for evaluating teaching during someone's first few years of teaching. They felt that these are the most formative years for new professionals, and there should be greater focus on professional development, peer evaluation, and assessment within the department to enhance and improve teaching.
- **Additional options for anonymous voice for students.** Participants suggested that students should have other options to provide feedback to an instructor, with options such as mid-term evaluations and anonymous online forms available to students so that they have more opportunity to express their opinion beyond the end of term evaluations.

2.3 Sessional instructors

This section summarizes themes from the group with sessional instructors.

2.3.1 Purpose

Sessional instructors see course and teaching evaluation in its current form at the University of Manitoba as having two purposes: feedback for instructors and assessment tools for re-hire. For the former, participants see teaching evaluations as a formative exercise to help them improve their teaching. They believe that the current SEEQ is designed to also provide feedback on course content; however, they do not believe that students consider the course content when providing feedback, as they tend to assess the instructor and not the content or format of the course.

For the latter, participants say the SEEQ is used to evaluate them by their department head for re-hire; however, what is used to assess them for re-hire changes from department to department, and the criteria for what identifies a good or poor instructor is vague. As one participant said, *“I know at least in my department I don't think anybody really reads the SEEQs. Having sat down with a department head at one point with the SEEQ, he's like, ‘we aren't interested in this, we're not interested in this, we're not interested in this.’”*

Participants also feel that the questions asked in the SEEQ are outdated and do not fit the type of teaching and learning that is happening in classrooms, as noted by the comment, *“Before, we preached, we had a sermon. We don't do that anymore. I use UM learn. I use the classroom. I use lots of group activities.”*

2.3.2 Required information

Some participants had experience with peer evaluation, with a few having received in-class reviews from their department head. These participants saw this as valuable feedback; however, some questioned if their department head was the most appropriate person to be conducting the in-class peer evaluation. Some thought the evaluation should be done by someone outside of the instructor's department to remove any potential biases. As one participant said, *“There could be bias if it's your colleague from the same department and your buddies. Of course the evaluation would be great.”* Participants thought that having someone from outside the department (either with a background in education or teaching) would be more appropriate to be able to comment on their teaching approach and style. They also felt that the individual assessing needed to be trained in doing peer assessments and should not be done by people doing it as another component of their job (e.g., department heads, faculty, etc.).

Self-evaluation was seen as being useful for some, but not others, and many did not think a formal self-evaluation process was required, as most used the evaluations to assess and improve their teaching. As people interested in teaching, they believe that they already undertake a self-evaluation process after each course, even if it is not a formal process.

2.3.3 Tools and reporting

Instructors have significant concerns about having course evaluations done online, primarily because of the low response rates they have heard about from other universities. Participants were also uncomfortable with making the evaluations mandatory or associating them with punitive measures for not completing (e.g., withholding course grade). One participant suggested that they could be done online in class, with students completing them on their phone or laptops in class.

Although participants were skeptical about the success of online evaluations, they felt online evaluations would help remove some biases inherent in the process and make students less likely to provide hurtful or inappropriate comments because the online forms could be non-anonymous. As one participant said, *“I don’t know why it has to be anonymous when we’re using an online system. I don’t mind if the department knows who said what as long as it’s anonymous feedback to me because there are concerns in the current communication climate we find ourselves in that someone could be inappropriate and I think it’s reasonable for the dean’s office to have that information. I don’t want to know who anybody is, but I think you would get a higher level of discourse if we didn’t allow them to be completely anonymous using an online form.”*

Instructors did not favour having results from evaluations available more widely, especially having them online. They had difficulty seeing how this would have any value, other than to allow students to select classes that appeared to be easier (i.e., higher grades), but did not think this would provide any value to students. However, the only downside that they could identify was that courses where instructors receive lower ratings would have lower enrollment, but it was unclear whom (students, instructors, department, etc.) this would negatively impact.

2.3.4 Policies and procedures

Sessional instructors focused on the following policy and procedural changes:

- **Training for students on how to complete the form.** Because of the perceived bias in student evaluations for some types of instructors, participants wanted students to have to take part in some type of training on how to complete evaluations. Participants were not sure about the format it should take, with suggestions ranging from having a short introductory paragraph for students to read prior to completing each evaluation to having each student complete a formal online workshop when they start at the University to train them on how to remove biases from their evaluations.
- **Formative feedback with department head.** Participants said that feedback from the department heads was inconsistent, with some participants saying that they meet with their department head annually to thoroughly review their evaluations, while others did not receive any feedback from their department. They saw having an experienced person review their SEEQs and providing feedback as being critical for formative purposes. However, they wanted to ensure that department heads focused on their strengths and weaknesses, as some felt that there was too much focus on negative aspects of the evaluations. As part of this, instructors also felt that department heads needed to receive training on how to use the evaluations for formative feedback, as most simply use them as an assessment tool for re-hiring sessional instructors.

- **Fewer questions.** Sessional instructors indicated that there is a need to reduce the number of items asked on the evaluation to focus on a few core components to assess instruction and course content. Typically, they identified five as the appropriate number of questions.
- **Flexibility for the evaluation questions.** Part of the discussion related to having a questionnaire that was flexible, allowing for department or course-specific questions to be added. Participants recognized that, due to the many different ways that courses can be taught (i.e., online, in-class, labs, studios, etc.), there needs to be questions that are specific to the format of the course. In addition, each department should have its own outcomes for students that are important to measure and there should be department-specific questions that are used for all evaluations within the department.
- **Mid-term evaluations.** Participants thought that it would be helpful for formative feedback to have mid-term evaluations from students, since this feedback would directly impact students in the course, whereas the summative evaluations will likely not directly benefit students. As one participant explained, *“And halfway through the course you can actually see if you're not connecting with this group and you can do something potentially to fix that. When you get your evaluations back and you find out you didn't connect like a term later, it doesn't help as much.”*

2.4 Instructors (UMFA)

This section summarizes themes from instructors (UMFA).

2.4.1 Purpose

Instructors believe that the primary purpose of course and teaching evaluations is to provide formative feedback to instructors to help them improve their teaching. However, most believe that the current SEEQs do not fulfill this purpose, and are primarily used as a tool for assessing performance for hiring and promotion (*“It seems to me the only thing they're actually used for is when you apply for a promotion, then they're reviewed.”*).

Participants also discussed major concerns that they have with the evaluation process. Foremost, several mentioned that the qualitative information (although extremely valuable from a formative standpoint), is fraught with comments that are seen as harassment. This is especially concerning for female participants, as indicated by the comment, *“At least twice a year, every term I teach, when I read the SEEQs, I am harassed two or three times, and by harassed I mean I receive unwelcome comments about my physical appearance and my gender every single time.”*

The other issue is that they do not believe that the SEEQs measure the effectiveness of an instructor, rather they measure how entertained or engaged students were by the instructor. As one participant said, *“I do find that sometimes the entertainers are the ones who get through with the great SEEQs, even though the students may not be learning as much as they may be in another course, but something is a little bit more hard-nosed; they may not get the great SEEQs even though they may be a better teacher.”*

2.4.2 Required information

In terms of a multi-faceted approach, instructors focused primarily on peer evaluations as a means to provide feedback in addition to student evaluations. However, there was very little consensus on whether peer evaluations are an appropriate tool to use and how they would be implemented.

Participants' primary concern was who would conduct the peer evaluations. Participants thought it needed to be someone outside of their department to remove any biases that may exist, as explained by this participant's comment, "*I think the peers are too politically fraught and I think everything is too collegial.*" Some thought the peer evaluations could come from someone outside of their department, but did not think faculty or instructors would be able to take on additional administrative tasks within their current workloads.

A few thought that a department such as the Centre for Advancement of Teaching and Learning (CATL) would be appropriate to take on this responsibility because they saw them as having the necessary experience and knowledge to assess teaching, but are also an independent body within the University. However, they could not foresee a situation where CATL would have the capacity to review every instructor and faculty member's teaching, even if it was just one class per year.

In addition, participants thought that peer evaluation of teaching needed to be more than just once per term, as there may be issues that impact their teaching on a given day. Participants thought they needed to be assessed several times throughout the year in order to have a more holistic and valid assessment of their teaching style.

2.4.3 Tools and reporting

Many participants said that they use mid-term evaluations (non-formal) to provide formative feedback for their instruction and the course content/format. Most administer it via open-ended (qualitative) questions asked of students either through an online platform or through written responses.

Participants had concerns about using an online form for student evaluations, primarily because they were aware of lower response rates compared to in-class (paper and pencil) evaluations. They were somewhat concerned about attaching punitive measures to increase response rates for online evaluations, but there was not consensus among participants on this item.

Participants saw very little value in having teaching evaluations more readily available to others, especially to students. Participants did not see how having this information available through the University would enhance teaching or learning in any way, especially because they believed that students had other means of assessing instructors (e.g., word of mouth, RateMyProfessor.com). Their concerns with having the information more widely available were that it would allow students to select courses with seemingly better (i.e., easier) instructors and those with lower ratings would have lower enrollment; however, they were not able to clearly articulate why this would be an issue for students, instructors, or the University.

2.4.4 Policies and procedures

Instructors focused on the following policy and procedural changes:

- **Fewer quantitative questions with a greater focus on qualitative questions.** Participants wanted the SEEQs to have significantly fewer quantitative questions (less than 10) with more qualitative questions (3 to 4). Participants felt that the qualitative questions provided more detailed information that could be used to serve one of the primary purposes (enhancing teaching), yet still provide useful information that could be used for assessment purposes by the department. They also felt that, by reducing the number of questions on the SEEQ, it would encourage students to provide more written feedback, as noted by the comment, *“They're tired. If they've actually read the questions, and especially if it's SEEQ week and they're doing 15 potentially in a semester, that's just the last thing we want to do is write down answers.”*
- **Greater accountability for students.** Instructors had significant concerns about how the anonymity of the current process allows students to provide written comments that can be seen as harassment and inappropriate. Participants felt that moving the instrument online (while finding a way to maintain high response rates) would allow for greater accountability for students. As one participant discussed, *“I think the questions should be free response, done online where students sign in through UM Learn so they are not anonymous, so it hopefully accounts for the harassment or makes them accountable for harassment.”*
- **Focus on course content.** Participants wanted the questions to reflect a greater assessment of course content, rather than assessments of the instructor. In the end, they want students to rate whether they were taught what they expected to be taught based on the course outline. That is, they did not want students to assess whether they learned the material, but whether the content of the course matched their expectations set out at the onset of the course.
- **Access to raw data.** A few instructors wanted to have access to their raw data to be able to analyze it to assess correlations or predictors among the SEEQ questions (*“I'd be doing correlations with all different kinds of things to try to understand the data. A summary statistic right now doesn't give me any explanatory variables.”*).
- **Question assessing how many classes the student attended.** Somewhat related to the access to raw data was the need for a question asking how many classes that students attended. Participants felt that it was unfair to have students who were attending less than half of their lectures assessing their teaching. This would allow them to assess differences between students, as this comment explains, *“I just hope that there is also a question that asked them if they have been attending the classes. What I ended up seeing is, because our department encourages that we do the SEEQs as close to the end as possible and that's the time half of the class who doesn't show up the entire semester, they want to know about the final exam and they show up. Now they have to say how you're doing.”*
- **Weight results to account for biases.** Participants said that there is significant literature showing biases in student evaluations toward women, younger instructors, and various other demographic groups. In addition, they also noted that ratings can vary by the time of day the course is taught, the year of study (e.g., third year versus first year course), and

whether the course is a required course. Given the vast amount of information available, they would anticipate that the results could be weighted to account for these biases, especially when they are used for assessing promotion, hiring, and tenure.

2.5 Pre-tenure faculty

This section summarizes themes from pre-tenure faculty.

2.5.1 Purpose

Pre-tenure faculty are generally unclear about the purpose of teaching and course evaluations as they currently are used at the University, primarily because “*no one has ever explained their purpose.*” They know that they try to use them to help improve their teaching from term to term; however, they do not find the SEEQs as a whole all that valuable in allowing them to identify areas for improvement.

They know that the University uses them when assessing pre-tenure faculty for tenureship; however, they know that, overall, the evaluations hold very little weight in decisions, and in most cases, participants believe that ratings are generally high enough or people can supply enough evidence to explain low ratings, so they generally do not matter in tenure applications.

They also believe that the SEEQ ratings are not taken very seriously because people are aware of the inherent biases that exist, including biases against women and members of visible minorities, as well as differences between classes based on time of day or year of study.

2.5.2 Required information

Participants were very much on board with peer evaluations of teaching; however, they did not believe that it could be integrated into faculty’s current work load. That is, if they were required to assess a colleague (most likely external to their department), they did not think that they could assess three different classes per term and provide feedback. Nor did they think it was appropriate for department heads to take on this task because of biases that can exist within the department.

A few mentioned that peer review could be undertaken by an experienced and independent third-party, such as those working in CATL at the University. A few had taken workshops and courses through CATL and found their instructor to be helpful, and one had staff from CATL evaluate their teaching in three classes and found the feedback very useful.

They also suggested that peer evaluation should be undertaken during the first few years that someone is teaching (i.e., prior to tenureship), since these tend to be the most formative years for developing a teaching style. They suggested that, to balance the workload, those with tenure might only require peer evaluation randomly or only when SEEQ ratings fall below a certain threshold; whereas, for those early on in their career, peer evaluation would be mandatory.

One participant suggested that a way to assess teaching and learning was to undertake analyses looking at students and their success after taking a class (especially for classes in first and second

year). Assessing the success of students later in their university career (either by grades or completion of program) would give a sense of how well students were taught.

Participants did not address self-evaluations as part of a multi-faceted approach, and did not bring it up organically. When raised as an option, there did not seem to be a lot of discussion or interest in this area.

2.5.3 Tools and reporting

Participants had concerns about having SEEQs online, primarily due to the lower response rates, but believe it is almost necessary to have them online given students' propensity for using technology. One participant suggested that online SEEQs might reduce biases by having faculty *"game the system"* by handing out SEEQs when ratings are likely to be highest and influenced by other factors happening in the class (e.g., students receiving a positive grade on a component of the course just prior to completing the SEEQ). If the SEEQ was online, students would control when they complete it, and that would remove any biases created in class.

Although there was some value seen in having SEEQs completed online, there was considerable concern about having the SEEQ ratings online. The primary concern was that, if the results were online, students would see them as a greater way to *"get back at"* faculty that they did not like. Another concern is that participants believe that students give higher ratings for courses that they find easier, but these are often not the courses in which they believe that students learn the most. As one participant said, *"So if you're a hard marker and you make your students do lots of work, that might actually be good for their learning, but they're not going to want to take your course."*

The other issue is that participants do not believe that the SEEQ questions or ratings provide valid assessments of teaching quality and, therefore, they have concerns about something being public that they do not believe is a valid tool. This comment exemplifies this concern: *"So I think my answer to that hinges on how valid they are as assessment tools. The more valid they are, the more I buy this idea that there's a transparency issue. The more problematic they are, in some ways, the worse it is to have them online in public."*

2.5.4 Policies and procedures

Pre-tenure faculty focused on the following policy and procedural changes:

- **Customization.** Participants wanted the SEEQs to allow for greater customization to allow questions to be more relevant to the type of course being taught (e.g., online, in-class, year of study, etc.), as well as having questions for outcomes that are pertinent to the department. They thought that having an instrument that met the needs of all departments was virtually impossible.
- **More qualitative questions.** Participants wanted a greater focus on qualitative questions in the student evaluations because these provided the best information for formative feedback.
- **Focus groups or interviews with students.** In addition to more qualitative questions on student evaluations, participants wanted departments to have qualitative feedback sessions with students either through focus groups or interviews. This could be used for

formative feedback (especially for new and/or pre-tenured faculty), but also as a component to the tenure application process.

- **Provide information on bias.** There was considerable concern about the biases inherent in students ratings, and they wanted students to take training or be provided information to try to reduce these biases.
- **Automatic triggers for CATL based on student ratings.** Participants thought that one aspect that would improve the evaluation process would be for low ratings to require faculty to take CATL sessions or courses. They thought that this would be a good way to show students that feedback is taken seriously and, if ratings are available online, it could indicate when faculty have taken courses based on feedback as well.

2.6 Tenured faculty

This section summarizes themes from tenured faculty.

2.6.1 Purpose

Participants believe that the original purpose of the SEEQs was to provide feedback to faculty to aid them in enhancing their ability to teach and the structure of a specific course. However, they believe that, in its current form, it does not provide a useful tool to enhance their teaching. The only value that they currently get from the SEEQ related to this purpose is from the qualitative comments on the back page; however, they note that useful comments are rare, and they have trouble determining the extent to which a positive or negative comment reflects a larger segment of their students.

They also believe that the SEEQs are used for assessment (promotion) and to provide students a voice; however, they see these as tertiary purposes.

One of major concerns that tenured faculty have with the student evaluation process is that they believe it discourages innovation among instructors/faculty when teaching because people fear doing something that students do not like and risk receiving lower SEEQ ratings. They believe that this is especially detrimental for young (pre-tenured) faculty who need to experiment with structure in class in order to determine what works best for their students.

2.6.2 Required information

There was very little appetite among tenured faculty for formal peer evaluations, most often because they believed that they were good teachers and did not require this type of feedback at this point in their careers. If they had concerns about their teaching, they believe that informal feedback (e.g., speaking to a colleague) provides sufficient information to improve. They also had considerable concern that incorporating a peer evaluation component would add to their workload.

However, two other evaluations were raised amongst these two groups: anonymous feedback from graduates for tenure and self-evaluation for tenure. For the former, one participant suggested that, when applying for tenure, applicants should have to secure five to 10 letters of

reference from former students indicating their level of teaching. However, they did not believe that it should be a random selection to avoid selection bias, and this was raised by an individual in a professional program where there is a pre-set career path for those in the program.

For the latter, a few participants said a self-evaluation should be included for tenureship, and would include a discussion on the individual's teaching philosophy, strengths, weaknesses, and areas of improvement (e.g., courses taken through CATL). However, they did not believe that such an exercise was necessary on an annual basis because it would be too time consuming and ultimately seemed like it would not be appropriate for formative feedback. That is, they did not seem to indicate that completing a self-evaluation would help the individual improve in their teaching, but would only serve as a means to balance other information (i.e., SEEQ ratings), in their application for tenureship.

Many participants said they that incorporate mid-term (informal) feedback sessions with students in order to get feedback that they can use to improve the course, either in the approach to the course or their teaching style (although usually the former).

2.6.3 Tools and reporting

For the most part, participants had significant concerns about having course evaluations completed online, primarily because of the significant drop in response rates and the impact it may have on ratings and reliability of results. As one participant said, *"I know that where SEEQs have been introduced online, there's a much lower response rate and so the sort of extremes we've talked about in terms of the people that really like the course, they're just magnified."*

They had concerns about an approach that would require students to complete the SEEQ online by instituting some type of punitive action (e.g., withholding grades or access to course material), but did not present any other solutions to improving the response rate on online evaluations.

When discussing the release of SEEQ ratings so that they would be more accessible, participants did not see the value that this would have for students and were concerned that releasing the ratings would only serve to continue or enhance biases in students' ratings.

2.6.4 Policies and procedures

Tenured faculty focused on the following policy and procedural changes:

- **Fewer questions.** In both groups, participants wanted a SEEQ that included, at most, 10 questions, although many felt that five was a more appropriate number.
- **More qualitative questions.** Similar to pre-tenure faculty, participants believed that they receive the most useful feedback from qualitative questions, and there should be at least four specific questions asked of students (in addition to five to 10 rated questions). One participant described what they use in their department in addition to the SEEQs, *"I ask, what did you find most and least valuable, what did you find you know that you didn't know before, and then and I also ask three words to describe the course."*

- **Education around biases.** Participants think that it is important to educate students on the potential biases that exist in ratings of instructors, either through requiring students to read information prior to completing each SEEQ or when they start each course to be able to consider it throughout the term.
- **Training for how to use the SEEQs.** Participants thought that it was necessary to provide training on how to use the SEEQs, especially to new faculty and department heads. They noted that new faculty are not given any information on how to use the SEEQs to improve their teaching and department heads are inconsistent in how the information is reviewed and/or applied, even within the same department (as department heads change).

2.7 Department heads

This section summarizes themes from department heads.

2.7.1 Purpose

Participants saw teaching and course evaluations conducted by students as having two purposes: providing formative feedback to instructors/faculty and for assessment purposes for promotion and re-hiring. In its current form, participants think that it has some value as an assessment tool for identifying those who may need support to enhance their teaching, but rarely do they say that it has significant impact on promotion or hiring. As one participant said, *“Sometimes we’ll look at the SEEQ evaluation, specifically the comments, and see this instructor is really good at engaging the classroom and being able to reach out to them and see would you be interested in chatting more about it? But also if there are specific comments that are concerning having conversations with the instructor to see what may be happening and modifying the teaching delivery or whatever the case may be.”*

They also believe that it serves a purpose in giving students a voice to raise concerns about an instructor; however, this seemed to run against a lot of their discussion, where they said it does not usually result in them formally addressing issues in any substantive ways. That is, most of their use of the feedback from the SEEQs was to suggest options for the instructor/faculty to improve, but rarely resulted in a formal process.

Part of their concern is that they had little training or direction about how to use the SEEQs, resulting in differences from departments in terms of how the information is used and/or shared. For example, some departments focused on responses to only one question for their review of instructors/faculty, while others relied on three to five.

2.7.2 Required information

When discussing other options available for assessing teaching, participants raised the option of peer assessments, but only because they had read it as part of the documents supplied prior to the group. Participants saw some value in peer evaluations, but identified significantly more issues with the process than positives. For example, some questioned potential bias that could be involved by having those within the same department conduct the evaluation, especially if the

identity of the evaluator would be known. They also questioned how many classes an individual would need to sit in on in order to fully evaluate them as a teacher.

One of their biggest concerns is how it would be managed, as a few department heads were currently doing this for all their sessional instructors (depending on how they interpreted the collective agreement), and worried that, if this was to be done for all staff in their department, it would not be feasible. Many also mentioned that the number of full-time faculty was shrinking and the number of sessional positions was increasing, so if the evaluation fell on faculty and/or department heads, it would be even more difficult to manage.

However, in one group, they noted that peer evaluations would have benefits to both the individual being evaluated and the person doing the evaluation, as it would allow the person doing the evaluation to be exposed to different styles of teaching.

Participants also identified other components that could be used for evaluating teaching, including the following:

- **Percentage of SEEQs completed.** A few suggested that the number of students who complete the SEEQ could be used as an evaluation tool, as it would indicate the number of students attending class and could be associated with the quality of teaching.
- **Mid-term assessments.** Many participants said that they have used or heard of instructors/faculty using mid-term assessments with students to provide formative feedback for the course.
- **Feedback from graduates.** A few participants said that feedback from graduates is an important piece for promotion, since graduates of a program are likely best able to assess how well the instructor taught the material once they have entered the workforce or taken additional schooling. One suggested that having those up for tenureship provide letters of reference from students who have taken their class in the past could be used as part of the tenureship application.
- **Additional workshop and professional development sessions.** Participants said that having workshops and professional development courses on someone's CV could be used as a tool to assess the individual's commitment to improving themselves as a teacher. This would primarily be used for re-hiring and promotion purposes.

2.7.3 Tools and reporting

When discussing conducting student evaluations online, most did not think this was a feasible option because it would significantly reduce response rates. There was also a concern that students may misremember or forget aspects of their course if they are not completing it in class.

One suggestion was to simply replace the paper-based SEEQs with an online SEEQ that students would still complete in class, but would do so online using their smartphone or laptops. Paper copies could be available as a backup for those who are unable to complete it online, but they believed that this option would be better than having students complete it online outside of class.

Participants also saw very little value for having the SEEQ summary scores available online for students or others to review. They did not believe that having them available to students would be beneficial to them, primarily because they believe that those who receive lower SEEQ ratings

are often better educators, that is, they receive lower SEEQ ratings because they are challenging students (which is something they believe is beneficial to learning). So they believe that, if students were selecting courses based on the SEEQ ratings, it would be a detriment to their learning.

Secondly, they questioned how it would be used by students when they see instructors or faculty who receive low SEEQ ratings year after year without any change, and how that would reflect on them as department heads. They do not want the SEEQs to be used as punitive measures, but rather as a means for formative evaluation to allow people to improve.

2.7.4 Policies and procedures

Department heads focused on the following policy and procedural changes.

- **Fewer questions.** General consensus among the two groups was that the SEEQ should be shorter, with five to 10 questions maximum.
- **Qualitative feedback.** With a reduced number of questions, participants wanted more qualitative questions focused on the instructor, as well as the course content (i.e., The course was intended to teach you X, Y, and Z. Were you taught X, Y, and Z?).
- **Survey those who voluntarily withdrew.** In one group, participants thought that information should be gathered about why participants voluntarily withdrew from a course to determine if it is related to the instructor, especially because this group's feedback is entirely missing by assessing it only at the end of the term.

2.8 Deans and directors

This section summarizes themes from deans and directors.

2.8.1 Purpose

Similar to most groups, deans and directors believed that the primary purpose of course and teaching evaluations was to “*assist academics in developing and strengthening our teaching.*” However, most believed that the current evaluations did not serve this purpose well, and the only way they are used currently at the University is for promotion and tenure.

One of the main reasons that participants do not think the current SEEQs work well to enhance teaching is that the questions do not fit all types of teaching and lecture styles. When the questions were first developed, online teaching and use of online tools was not something that was done in classrooms, but participants said the variability in how courses are taught makes the current SEEQ often irrelevant. As one participant said, “*For our program, that first page doesn't apply, like there is one of the questions asked about being able to take notes. Well we don't do lectures, we do flip classrooms and we do a lot of online stuff and it's a lot of simulations and it's not conducive to taking notes almost on purpose, so it doesn't reflect what is actually happening.*”

Participants also mentioned that course and teaching evaluations serve as the major way for students to provide their voice to faculty/instructors. They recognized that most students do not

use other direct or indirect avenues to provide feedback. As one participant mentioned, *“I really like that it actually gives students a voice because it's really hard for them to come up to me and tell me something they don't like and this gives them a voice in the matter.”*

2.8.2 Required information

Participants discussed several other ways that information could be collected (in addition to student feedback) to give a more rounded view of instruction. These included the following:

- **Feedback from those who withdraw from a course.** Participants thought a major component missing from evaluations is feedback from those who left the course, especially if the reason that the student left the course was the quality of instruction. They said it does not need to be complicated, but simply having some indication of the role the quality of instruction played in their decision would be important to assess the instructor.
- **Workshops and professional development taken.** Participants said that people should be able to build a portfolio of the workshops and professional development sessions that they have taken to enhance their teaching, and that should be used for assessments for hiring and promotion.
- **Peer evaluations.** There was very little consensus about peer evaluations, with some seeing it as a valuable tool for formative feedback, while others did not believe that reviewing an instructor once or twice a term would be a useful tool for any type of feedback (formative or summative).

2.8.3 Tools and reporting

Several participants mentioned that they or people within their department use mid-term or ongoing student feedback for formative improvement. They believe that this serves as a much better instrument for formative feedback, because they can react and address any issues while the class is still ongoing. As one participant described, *“Some of the best feedback that I get is when I go into the classroom and I give them the four-square and they spend time writing out what works really well what doesn't work really well and then we accumulate all that information. They fill it with like, no names, but then we do a feedback loop and we'll actually give a response, so this was a concern, this is how we can address it.”*

Participants had considerable concerns about moving SEEQs online, primarily because of low response rates. A few had experiences with online courses where less than 5% of students completed the SEEQ, which did not provide the instructor or department with usable feedback.

Participants were also concerned about having it online and connecting it with some sort of punitive action, feeling it would potentially cause students to put even less thought into their answers (*“It's not a good solution really because they just do the line down depending on the mood they're in and you know that it doesn't get them to give you quality results.”*). Participants suggested that perhaps a much shorter SEEQ might improve response rates without the need for punitive measures for not completing it.

2.8.4 Policies and procedures

Deans and directors focused on the following policy and procedural changes:

- **Fewer questions.** As heard in other groups, participants agreed that the student evaluations of teaching and course content should be much shorter, with five questions being the number on which most agreed. As one participant said, *“Along those lines, I would say we should never be asking them more than five questions because you know they can't even discern what one question is asking versus the other question.”*
- **More qualitative questions.** Similar to other groups, participants in this group felt that more qualitative questions were needed to aid instructors/faculty in providing information that leads to improved teaching, as the quantitative questions do not yield valuable information in this regard. As one participant said, *“What I find the most useful as a teacher is the written comments in the second page.”*
- **Ability to customize student evaluations.** Because they wanted fewer questions as part of the core set, participants wanted there to be greater flexibility to add additional questions to address course or department-specific objectives, as noted by this comment, *“I think it would be great if there were a few institution-wide questions then a few questions from my faculty and then a few questions from the actual professor because then you're going to make sure that it's actually useful.”*
- **Assessment of teaching should be multi-faceted.** Although participants did not necessarily agree on the information that should be used in a multi-faceted approach, there was consensus that more than just student evaluations should be used.
- **Provide more time for students to complete.** Although this was not raised as a reason to have students complete the SEEQs online, one participant raised the idea that students need to be given more time to complete the questions in order to provide thoughtful and meaningful feedback. As explained by this comment, *“I think the other thing has to do with the time we permit students. We give them an hour to complete a midterm exam but we give them the remaining crumbs of the last day or the last week of lectures. To say you got 10 minutes or 15 minutes to put together your thoughts on something that is ultimately really important. So for the students, even if there were really great questions and multiple choice options and rankings that they can put on there, I would still say, do they have time to properly reflect?”*

Appendix A – Discussion questions

Guiding questions for Teaching and Course Evaluation Committee

Fall 2018 Focus Groups

These are slightly modified versions of the questions we discussed in our initial communicate back in June.

Questions are based on the assumption that individuals have read the summary statements we will provide.

Question area 1: Purpose

Goal: To capture the intent/purpose/reasoning behind why we evaluate teaching and courses.

Q1 - What is the purpose of teaching and course evaluation?

- Possible probes/follow-up questions:
 - How will this enhance teaching and learning within UM?
 - How will this benefit UM as a whole?
-

Question area 2: Required Information

Goals:

- To capture the components (information) that are viewed by the UM community as important within a multi-faceted approach to teaching/course evaluation.
- Determine who within our community is viewed as best suited to collect that information.
- Gauge methods for how to collect evaluation information within UM.

Q2 – What can we identify as the critical components (information) required for a multi-faceted approach to teaching and course evaluation?

- Possible probes:
 - Who within the UM community is best suited to complete such evaluations?
 - How should we go about collecting the information needed to complete such evaluations?
-

Question area 3: Tools & Reporting

Goal:

- Identify tools required to support the collection and reporting of teaching and course evaluation information.
- Identify ways in which teaching and course evaluation information should be used within UM.

Q3.A – What types of tools are available for collecting teaching and course evaluation information?

Q3.B – How should teaching and course evaluation information be shared within UM?

- Possible Probes:
 - Who receives/reviews reports of the information that has been gathered?
 - How should this information be used within UM (formative feedback, summative feedback, hiring, promotion, tenure....)
-

Question area 4: Policies & Procedures

Goals:

- Identify UM policies required to support proposed evaluation structure within UM.
- Identify procedures for implementing the proposed evaluation structure within UM.

Q4: - What policies or procedures are required to support the proposed evaluation structure within UM?



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Office of the President

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Fax: 204-261-1318

Date: May 24, 2019

To: Jeff Leclerc
University Secretary

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

Re: Extension of the Suspension of Admissions, IEAP

I attach a recommendation from Dr. David Collins, Vice-Provost (Integrated Planning and Academic Programs) to further extend the suspension of admissions for the Internationally Educated Agrologists Post-Baccalaureate Program (IEAP).

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 June 12, 2019 Senate Executive Committee meeting and the June 26, 2019 Senate meeting.

Cc: Dr. Janice Ristock, Provost and Vice-President (Academic)
Dr. David Collins, Vice-Provost (Integrated Planning and Academic Programs)
Dr. Martin Scanlon, Dean, Faculty of Agricultural and Food Sciences
Ms. Cassandra Davidson, Academic Programs Specialist



Office of the Provost & Vice-President (Academic)

208 Administration Building
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Telephone (204) 480-1408
Fax (204) 275-1160

Date: May 24, 2019

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

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

A handwritten signature in black ink, appearing to be "David Collins", with a horizontal line extending to the right.

Re: Recommendation for Extension of Suspension of Admissions, Internationally Educated Agrologists Post-Baccalaureate Program.

Please find attached a request to extend the suspension of admissions to the Internationally Educated Agrologists Post-Baccalaureate Program (IEAP) until May 2020.

Intake to the IEAP has been suspended since 2015, due to poor enrolment and the high cost of program delivery. The Faculty of Agricultural and Food Sciences has commenced the process of formal closure of the IEAP and are currently consulting with external stakeholders. The current request is to allow the Faculty the necessary time to complete their consultation process.

Consistent with the Admissions Target Policy, the President may suspend admissions to a program following consultation with the Dean/Director, Senate, and the Board of Governors. As such, I would request that you give this request favorable consideration.

Please note that in consultation with the Office of the University Secretary, I have confirmed that to facilitate notification of Senate and the Board at their next meeting, your advice in this regard should be submitted to their office for no later than May 29, 2019.

Cc.: Dr. Janice Ristock, Provost and Vice-President (Academic)
Dr. Martin Scanlon, Dean, Faculty of Agricultural and Food Sciences
Mr. Jeff Leclerc, University Secretary
Ms. Cassandra Davidson, Academic Program Specialist



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Faculty of Agricultural and Food
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MEMORANDUM

DATE: May 16th 2019

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

FROM: Dr. Martin Scanlon, Dean *Martin Scanlon*

SUBJECT: Continued Suspension of Intake into Internationally Educated Agrologists Post-Baccalaureate Program (IEAP)

The Faculty of Agricultural and Food Sciences recommends continued suspension (first implemented in June of 2015) of admissions into the Internationally Educated Agrologists Post-Baccalaureate Diploma Program (IEAP) for the 2019-2020 academic year. Intake for the IEAP was previously suspended for the 2015-2016, 2016-2017, 2017-2018 and 2018-2019 years due to low enrolment and the high cost of delivering the program. The conditions that led to our Faculty's previous request to suspend IEAP admissions have not changed, and the Faculty is currently consulting with industry stakeholders before petitioning to have the program permanently closed. Closure of the program has internally been approved by our Faculty's Curriculum Committee and we hope to conclude the process by the end of the 2019-2020 academic year.


Please do not hesitate to contact me if you require any further information on this matter.



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Date: May 17, 2019
To: Jeff Leclerc
University Secretary
From: Dr. David T. Barnard, O.M., Ph.D., FRSC 
President and Vice-Chancellor
Re: Temporary Increase to Admission Targets, Bachelor of Kinesiology (B.Kin.)

The recommendation to temporarily increase admission targets for the Bachelor of Kinesiology was forwarded for consultation with Senate on April 3, 2019, and the Board of Governors on April 23, 2019. The Faculty is requesting a temporary increase to targets to undertake an impact assessment to identify any effects of growth on program delivery and associated resources. After which, should the Faculty decide to proceed with a permanent increase, they will need to bring forward a formal request for review by Senate and the Board of Governors, and for review and approval by the province.

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, Senate and the Board of Governors. As no significant concerns have been raised, the request to temporarily increase targets by 18 seats in the 2019 and 2020 intakes is approved.

I would request that you proceed accordingly.

Cc: Dr. Janice Ristock, Provost and Vice-President (Academic)
Dr. David Collins, Vice-Provost (Integrated Planning and Academic Programs)
Dr. Todd Duhamel, Acting Dean, Faculty of Kinesiology and Recreation Management
Mr. Jeff Adams, Executive Director, Enrolment Services
Mr. Neil Marnoch, Registrar
Mr. Randy Roller, Executive Director, Office of Institutional Analysis
Ms. Cassandra Davidson, Academic Programs Specialist



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Date: March 6, 2019

To: Jeff Leclerc
University Secretary

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

Subject: Request for Temporary Increase to Admission Targets, Bachelor of Kinesiology

I attach a recommendation from Dr. David Collins, Vice-Provost (Integrated Planning and Academic Programs) to temporarily increase the annual Admission Targets for the Bachelor of Kinesiology.

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 March 20, 2019 Senate Executive meeting and the April 3, 2019 Senate meeting.



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Provost & Vice-President (Academic)

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Date: May 28, 2019
To: Jonathan Beddoes, Dean, Faculty of Engineering
From: David Collins, Vice-Provost (Integrated Planning and Academic Programs)
Subject: **Program Approval – *Biomedical Focus Area***

At the May 15, 2019 meeting of the University of Manitoba Senate, a proposal by the Faculty of Engineering to offer a new Biomedical Focus Area (concentration) in the Bachelor of Science in Engineering (Computer) was approved. The new concentration will provide students who have an interest in biomedical engineering an opportunity to complete courses in this area, while satisfying technical elective requirements in their program.

I hereby approve the implementation of the concentration effective the Fall Term 2019. As stipulated in the Senate proposal, this implementation will involve no additional resources.

cc. Janice Ristock, Provost and Vice-President (Academic)
Jeff Adams, Executive Director, Enrolment Services
Cassandra Davidson, Academic Programs Analyst
Jeff Leclerc, University Secretary
Neil Marnoch, Registrar
Randy Roller, Executive Director, Office of Institutional Analysis




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MEMORANDUM

DATE: April 24, 2019
TO: David Barnard, Chair, Senate
FROM: Jeff M. Leclerc, University Secretary 
SUBJECT: *APPROVAL OF MOTION, Board of Governors – April 23, 2019*

On April 23, 2019, Board of Governors approved the following motions from Senate:

THAT the Board of Governors approve nine new offers and five amended offers, as set out in Appendix A of the Report of the Senate Committee on Awards – Part A [dated January 15, 2019].

THAT the Board of Governors approve one amended offer, as set out in Appendix A of the Report of the Senate Committee on Awards – Part B [dated January 15, 2019].

THAT the Board of Governors approve the closure of Doctor of Philosophy in Cancer Control [as recommended by Senate, April 3, 2019].

The Board received for information the following item:

- *Increase to Admission Targets, Bachelor of Health Sciences and Bachelor of Health Studies, Rady Faculty of Health Sciences, Approval*

Copy: J. Ristock
D. Jayas

JL/sf

PRESIDENT'S REPORT: June 26, 2019

GENERAL

On April 5, Carolyn Bennett, Minister of Crown-Indigenous Relations visited the National Centre for Truth and Reconciliation (NCTR) on the University of Manitoba (Fort Garry) campus. She met with representatives from the NCTR, as well as with President Barnard, and engaged in a student dialogue on “Calls to Action & Anti-Racism on Campus.” NCTR’s mandate flows directly from the Truth and Reconciliation Commission of Canada and the Indian Residential Schools Settlement Agreement. It is the permanent repository for all statements, documents, and other materials collected by the Truth and Reconciliation Commission of Canada. NCTR works with Indigenous and non-Indigenous educators, researchers, communities, and decision-makers to advance the ongoing work of Reconciliation across Canada and beyond. Creating Pathways to Indigenous Achievement is a strategic priority for the University and opportunities to increase federal engagement with the NCTR and with Indigenous students are welcome. This is the third time Minister Bennett has visited the University of Manitoba in the last twelve months.

A new Canada Excellence Research Chair (CERC) has joined the University of Manitoba: Dr. Dorte Dahl-Jensen (Environment and Geography), is the CERC in Arctic Sea Ice, Freshwater-Marine Coupling and Climate Change, joining the team at the Centre for Earth Observation Science in the Clayton H. Riddell Faculty of Environment, Earth, and Resources. She will receive \$10 million in funding over the seven years of her chair term. Dahl-Jensen was one of eight chairs announced on April 17 by The Honourable Kirsty Duncan, Minister of Science and Sport. New requirements for the Canada Excellence Research Chairs were introduced by Minister Duncan to address a lack of equity, diversity and inclusion in the pool of research talent. As a result, sixty per cent of these new chairs were awarded to women who are global leaders in their fields.

Currently, a professor at the Centre for Ice and Climate at the Niels Bohr Institute at the University of Copenhagen, Dahl-Jensen, a glaciologist, has been doing fieldwork on the Greenland ice sheet most summers since 1981, where international teams of researchers drill down to extract ice cores, trying to answer questions like how old the ice is, whether Greenland was ever ice-free, and what kinds of abrupt climate shifts took place in the past. Dahl-Jensen’s research includes an Inuit-led community-based monitoring program being developed through a partnership with the Inuit Circumpolar Council (ICC). One basic question is how the massive quantities of fresh water pouring out of ice caps impact the marine system. For example, will ocean currents change once a glacier’s worth of fresh water is added? On a practical level, the research will inform policy and management issues lived by Arctic people who rely on the marine ecosystem for hunting, fishing, transportation and resource extraction.

For the past 60 years, the University of Manitoba Distinguished Alumni Awards have honoured trailblazers, innovators and visionaries—graduates whose outstanding accomplishments have inspired people close to home and around the world. This year’s recipients have made an impact in the fields of finance, social advocacy, community leadership, and university education. The 2019 Distinguished Alumni Awards Celebration of Excellence was held the evening of Wednesday, May 8th in the Manitoba Room in UMSU University Centre where we celebrated and recognized the accomplishments of the following five alumni.

The 2019 Distinguished Alumni Award recipients are:

- Lifetime Achievement – Dr. Hersh Shefrin BSc (Hons)/70
- Professional Achievement – Marcia Nozick BA/75 MCP/88
- Community Service – Gemma Dalayoan BEd/83 MEd/90
- Service to the University of Manitoba – Romel Dhalla BA/99 BComm (Hons)/04
- Outstanding Young Alumni – Lindy Norris BA/07 BComm (Hons)/09

This inspiring evening of celebration featured live performances and a gala reception as to honour the 2019 Distinguished Alumni Award recipients for their outstanding achievements and contributions to the University of Manitoba and global community. We enjoyed seeing representatives from the Board of Governors in attendance particularly as Romel Dhalla, Service to the University of Manitoba award recipient, served on BOG for nine years as an alumni representative.

On Saturday April 13, over 80 retirees attended the President's Reception for members of the University of Manitoba Retirees Association (UMRA). UMRA President Daniel Sitar welcomed four of the Three Minute Thesis (3MT) competition finalists who each made a presentation about their research. Mr. Sitar recognized that retirees continue to be important contributors to the life of the university as UMRA again sponsored a portion of the second prize for the Three Minute Thesis Presentation competition. President Barnard then provided retirees with an update on university events and an overview of the Southwood lands development plans.

ACADEMIC MATTERS

- Brian Postl, Dean, Max Rady College of Medicine, Dean, Rady Faculty of Health Sciences and Vice-Provost (Health Sciences) was honoured at the government house as the recipient of the 2019 Lieutenant Governor's Award for Excellence in Public Administration. The prestigious award is presented annually by the Institute for Public Administration of Canada to a public sector practitioner whose career exhibits the highest standard of excellence, dedication and accomplishment in a municipal, provincial or federal government organization in the province.
- Larry Tan, surgery and Michael Teschuk, clinical health psychology, Max Rady College of Medicine, were presented with the 2019 Certificate of Merit Awards at the annual Canadian Conference on Medical Education. The Merit Awards are presented to promote, recognize and reward faculty committed to medical education in Canadian medical schools.
- Connor Shirliff, Shania Miralda, Lauryn Keen, Brian Archibald, and Kiana Sajtos, agricultural & food sciences students, were awarded the 2018-2019 Canadian Imperial Bank of Commerce (CIBC) Agricultural Scholarship for agribusiness undergraduates in recognition of their academic achievement at the University of Manitoba.
- Albert Chen, music student, a pianist and performance major, was awarded the Aikins Memorial Trophy at this year's Manitoba Music Festival. This is the highest award given at the Festival for the most outstanding performance by an instrumentalist.
- Colette Simonot-Maiello, music, gave a public lecture at the Millennium Library theatre called "Understanding the Music of The Barber of Seville", sponsored by Manitoba Opera, in preparation for their Rossini production. This event was part of their Community Engagement Series.

- Yury Sumarokov, a researcher from Russia's Northern State Medical University, spent two weeks in Manitoba this spring. He spoke about suicide in northern Indigenous communities – a concern shared by Canada and Russia – as part of the University of Manitoba, college of rehabilitation sciences' Kiga mamo anokimin onji minoayawin ("We will work together for health and wellness") initiative, a partnership with First Nations communities.
- The annual, student-organized Max Rady College of medicine art show was held in the Brodie Centre Atrium. Works of art on display ranged from paintings to sculpture to embroidery, as well as artwork by kids from Art City.
- Rob Currie and the Department of Entomology have partnered with the City of Winnipeg and the Living Prairie Museum in the creation of a new website that was launched as part of Earth Day. Bee Better Manitoba is a group of like-minded organizations who have come together with a common goal – to inspire and empower Manitobans to protect, conserve and create pollinator-friendly habitat at home and in their communities.
- The I.H. Asper School of Business held an inaugural event called Celebrating Mentorship. This initiative recognizes the exceptional support our mentors provide for our graduate students while reaffirming our connections to the business community, one of our key stakeholders.
- Two leaders in science and medicine spoke at the inaugural Women in Science: Development, Outreach & Mentoring (WISDOM) Equity Symposium. The event aimed to highlight women researchers and leaders and to create dialogue on equity, diversity and inclusion.
- More than 400 young Winnipeg scientists gathered on the Bannatyne campus to exhibit science projects and vie for awards. Students from Grades 4 to 12 shared their projects in english and french as they competed in the 49th annual Winnipeg School Division (WSD) Science Fair. About 260 projects from 34 Winnipeg School Division (WSD) schools were on display. This was the eighth year that the rady faculty of health sciences has hosted the fair.

RESEARCH MATTERS

- On April 10, the Canadian Institutes of Health Research announced funding to two Rady Faculty of Health Sciences researchers—Phil St. John (Internal Medicine) and Ruth Barclay (College of Rehabilitation Sciences)—and their teams to lead two separate studies that will investigate aspects that impact healthy aging, like walking and where you live, through Canadian Longitudinal Study on Aging. St John received \$64,300 to conduct a study entitled: Health Status of Rural Canadians. Barclay received \$69,868 for the study entitled: Self-reported and physical factors associated with community ambulation in older adults and people with osteoarthritis.
- On April 23, Parliamentary Secretary Terry Duguid, Member of Parliament for Winnipeg South, on behalf of the Honourable Navdeep Bains, Minister of Innovation, Science and Economic Development and Minister responsible for Western Economic Diversification Canada (WD), announced an investment of \$1,126,800 to Faculty of Science Professors Jörg Stetefeld (Chemistry and CRC in Structural Biology) and Gregg Tomy (Chemistry) to establish an environmental DNA (e-DNA) laboratory within the Centre for Oil and Gas Research and Development (COGRAD). The eDNA lab will be a natural extension of COGRAD's unique service offering to the oil and gas industry in

Canada as an internationally recognized environmental monitoring and remediation facility. Through this investment, they will purchase and install highly specialized equipment that will enable COGRAD to offer novel, efficient, and customized eDNA techniques for the biodiversity monitoring of fish habitats during mining activities and increase environmentally sustainable energy production in the oil and gas industry. This investment will promote innovation, skills development, and growth in the oil and gas industry across Canada and result in the creation of 14 jobs.

- Forty-one research projects led by sixteen investigators received a total of \$1,350,352 in grant funding from multiple sponsors. Those projects receiving more than \$25,000 are:

PI	Sponsor	Title	Awarded
Arsenio, Janilyn (Internal Medicine)	Research Manitoba	Single-cell transcriptomics analysis of the immune system during infection and chronic inflammation	\$156,834
Asadzadeh, Masoud (Civil Engineering)	NSERC, Engage	Climate resilience planning: Modelling multi-functional reservoirs under changing climate	\$25,000
Cicek, Nazim (Biosystems Engineering)	NSERC, Engage	Evaluation of converting oat hulls into biomass fuel pellets	\$25,000
Doupe, Malcolm (Manitoba Centre for Health Policy (MCHP))	Research Manitoba	Evaluating long-term care continuums in Alberta and Manitoba: A comparative analysis	\$62,500
Driedger, S. Michelle (Community Health Sciences)	University of the Fraser Valley	Participatory risk communication: Indigenous youth-generated messages for community health promotion	\$80,136
Hossain, Ekram (Electrical and Computer Engineering)	NSERC, Engage	A framework to optimize pricing in a smart grid with renewable power sources	\$25,000
Kavgic, Miroslava (Civil Engineering)	Mitacs Inc.	Integration of building information modeling and sensor technologies for intelligent facility management	\$45,000
Kelly, Lauren (Pediatrics and Child Health)	Children's Hospital Research Institute of Manitoba (CHIRM)	Evaluating the long-term health effects of neonates exposed to opioids in pregnancy	\$60,900
Liu, Song (Biosystems Engineering)	NSERC, Engage	New anti-biofilm formulations and products	\$25,000
McKinnon, Lyle (Medical Microbiology and Infectious Diseases)	Manitoba Medical Service Foundation	Role of IL2 family cytokines in the female genital tract in protection against HIV acquisition	\$30,000
Mufti, Aftab (Civil Engineering)	Mitacs Inc.	Solar powered intermittent cathodic protection of reinforced concrete	\$60,000
Ng, Marcus (Internal Medicine)	Manitoba Medical Service Foundation	Transcranial direct current stimulation in super refractory status epilepticus (SURESTEP): Pilot study of a novel	\$32,000

		therapy in a common medical emergency	
Nyachoti, Charles (Martin) (Animal Science)	Manitoba Pork Council	Reducing feed cost and environmental footprint and enhancing global competitiveness of Canadian pork production by increased nutrient utilization of feedtuffs fed to growing-finishing pigs	\$111,394
Rajapakse, Athula (Electrical and Computer Engineering)	NSERC, Engage	Simulation and optimal design of hybrid renewable energy systems in northern Canada	\$25,000
Roger, Kerstin (Community Health Sciences)	Prairie Action Foundation	Under-reporting in abuse of older adults in the prairie provinces	\$75,000
Singer, Alexander (Family Medicine)	Research Manitoba	SPIDER-NET, A structured Process Informed by data, Evidence, and Research-Network: An approach to support primary care practices in optimizing the management of patients with complex needs	\$50,000
Tenuta, Mario (Soil Science)	Manitoba Pork Council	Advancing the Canadian swine sector through environmental footprint analyses	\$138,975

ADMINISTRATIVE MATTERS

- The Access and Privacy Office (APO) has been working closely with The National Centre for Truth and Reconciliation (NCTR) to fulfil the Truth and Reconciliation Commission's (TRC) *Call to Action* #72. The TRC called upon the federal government to allocate resources to the NCTR to develop and maintain the National Residential School Student Death Register. The APO has been working with the project team to develop the database to house the register, a memorial website where some of the information will be accessible to the public, and a process by which families may access records about students who died at or went missing from residential schools.
- In November, 2018 the Copyright Office participated in the Science and Technology Library Graduate Student Open House. This Open House contributed to the strategic priorities of "Inspiring Minds, Driving Discovery and Building Community" for Graduate Students. In early April, 2019 the Copyright Office received extremely positive feedback about its participation in the Open House, considerable engagement with students, and sharing of expertise. Organizing librarians, William Poluha and Marie Speare, have authored a book chapter on the success of the Open House which has been published in *Transforming Libraries to Serve Graduate Students*, available through MSpace: <http://hdl.handle.net/1993/33565>
- Goose season is well underway and most geese on campus have nested. There are currently 18-20 nesting pairs being monitored.

- A communication strategy has been developed with MCO, to focus on the human safety aspect of goose management. Most planters on campus are covered to limit nesting by doorways, and signs have been deployed to locations where geese regularly inhabit. We will proactively provide access off rooftops for geese that nest on them. Two mobile road signs are installed to notify campus visitors to make visitors aware of geese. A wildlife management plan is under development by Joro Consulting, which has assisted with formulating this year's plan.
- The overall threat of flooding in 2019 has been significantly reduced from the earlier prediction of 2009 levels. The campus was placed in flood preparation condition as of April 4 with the activation of Pump Station #5, and all other outfalls were closed shortly after. At this time, there are no concerns with the water levels and the systems supporting the University.
- In support of the new Capital Planning Process, renewal of the University's existing space policies is underway. The policies are related to space planning, space management, and instructional space scheduling, which will result in an updated structure of new documents: Space Policy (2019) and Instructional Space Scheduling Policy (2019), along with supporting procedures and standards.
- Human Resources launched the UCount campaign in April encouraging all faculty and staff to complete a short, online declaration to provide a current counting of our composition and work towards increasing diversity. The confidential, voluntary questionnaire includes six questions around personal characteristics that will help inform the development of future equity, diversity and inclusion strategies.
- Work has begun on shaping the second stage of the mental health and wellness strategy "Success Through Wellness". The first 5 years of this strategy facilitated improvements in a number of key areas impacting the health and wellness of Students, Faculty, and Staff. In the coming months consultation sessions will be held with groups throughout the university community to determine how the next iteration of the strategy can be shaped to best serve the Mental Health and Wellness needs of our community.

EXTERNAL MATTERS

- The Next Generation Web Experience continues to move towards an Initial Site Build later this summer. The top-level pages will be launched first with additional phased Site Migrations to follow.
- The creative development stage of the Branding Initiative is underway as well as refinements to the university's visual identity. Creative work includes development of the full visual expression such as colour and imagery, as well as the brand voice and language. Launch planning and ongoing stakeholder engagement continues throughout the spring, with plans to reflect the new brand in the website launching later this summer.
- On April 10 the House Committee on Foreign Affairs and International Development released a report as part of its study on Canada's Arctic sovereignty. University of Manitoba researcher Dr. David Barber appeared as an expert before the committee in November, 2018, and his testimony is referenced nine times in the report and leads directly to two of the report's twenty-eight recommendations.

- On March 18, 2019 Jörg Stetefeld, Professor for Biochemistry Tier-1 CRC in Structural Biology and Biophysics at the University of Manitoba appeared before the Senate Special Committee on the Arctic for its study to “Consider the significant and rapid changes to the Arctic, and impacts on original inhabitants”.
- On April 1, 2019 Lotfollah (Lot) Shafai, Distinguished Professor Emeritus, Department of Electrical and Computer Engineering at the University of Manitoba also appeared before the Senate Special Committee on the Arctic for the same study.
- On May 2, David A. Lobb, Professor, Landscape Ecology, Department of Soil Science, Faculty of Agricultural and Food Sciences at the University of Manitoba will be appearing before the Senate of Canada Agriculture and Forestry Committee to examine and report on issues relating to agriculture and forestry generally. (The same Senate committee visited the University of Manitoba in November, 2018, following an appearance by another UM researcher.)
- These federal appearances by University of Manitoba experts support the strategic priority of forging connections with key stakeholders as well as enhancing the national recognition and impact of our research.
- Significant gifts and activities in the last reporting period include:
 - The G. MacDonald Family has generously supported bursary and a scholarship in Biosystems Engineering with a gift of \$486,000.
 - The Winnipeg Foundation has made a gift of \$152,500 to establish Master’s and Doctoral Fellowships in Canadian History in celebration of the foundation’s centennial year, 1921.
 - The Tallman Foundation continues its longstanding support of students who may not have otherwise been able to attend university with a further gift of \$130,167.83.
- On April 11 External Relations held an awareness raising luncheon for the centre for Global Public Health. About 20 community leaders attended. You can see the UMToday story here: <http://news.umanitoba.ca/global-health-impact/>
- The Seniors Alumni Learning for Life Program spring session launched on April 10. Once again we have an amazing line up of UM researchers and alumni that includes Dr. Hersh Shefrin, the 2019 Distinguished Alumni Lifetime Achievement Award recipient as a presenter taking advantage of his time in Winnipeg for the Celebration of Excellence event in May. We will unveil our Fall 2019 program by July.
- The election for the Board of Governors alumni representative position opened on April 15 and closes on May 15. 11 candidates are seeking election, including incumbent and board chair, Jeff Lieberman. The successful candidate will be announced to alumni on May 23.
- On Sunday, April 28th a special appreciation brunch was held to celebrate the tremendous service Chancellor Harvey Sector and Sandra Sector have made to the University of Manitoba over the past 9 years in the role of Chancellor of the University of Manitoba. Thank you to all Board of Governors members who attended to celebrate with Harvey and Sandra Sector.

- We hosted two out of town alumni events in April – Ottawa on April 10th and Toronto on April 25th. The Ottawa event featured three of the 2018 3MT student finalists presenting on their research and Senator Pat Bovey as the keynote, while the Toronto event featured Director of the Institute of Leadership Development, Dr. Suzanne Gagnon, and alumna and Partner, Mercer Consulting, Ilana Hechter as keynotes. President Barnard and John Kearsey attended the Toronto event, while Tracy Bowman and Stephanie Levene attended the Ottawa event on behalf of the University of Manitoba.
- We hosted a very successful Visionary Conversations on Thursday, April 11th at the Bannatyne Campus on the topic: Healthcare as a Human Right: How do we break down barriers for Queer Manitobans? The panel session, facilitated by President Barnard, explored the 2SLGBTQ+ community's unique health care needs and barriers experienced while accessing and receiving care. The panelists include:
 - Dr. Fenton Litwiller, Assistant Professor, Faculty of Kinesiology and Recreation Management
 - Dr. Deborah McPhail, Assistant Professor in Community Health Sciences, Rady Faculty of Health Sciences
 - Dr. Tracey Peter, Professor and Associate Head of Sociology, Faculty of Arts
 - Dr. Albert McLeod, Director, Two-Spirited People of Manitoba, and community activist
 - Dr. Bryan Magwood, Executive Director of Our Own Health Centre, physician in pediatric emergency medicine, and Undergraduate Associate Dean, Max Rady College of Medicine
 - Dr. Reece Malone, CEO and founder of Sexuality Consultants and Support Services Manitoba, Inc.
- Visionary Conversations will resume on Wednesday, September 18th during Homecoming. More details on the 2019 – 2020 Visionary Conversations series coming soon.
- Please mark your calendars for Homecoming 2019 from September 16 – 22. Many activities, events and reunions are being planned. We will be unveiling our program in May.
- On June 14 we will be celebrating a very special Front and Centre Campaign Milestone announcement as well as celebrate and recognize a gift from Dr. Stu Clark to the I.H. Asper School of Business. This will be a significant announcement that will affect the entire university and campaign you will not want to miss.

Report of the Senate Executive Committee

Preamble

The Executive Committee of Senate held its regular monthly meeting on the above date.

Observations

1. Speaker for the Executive Committee of Senate

Professor Derek Oliver will be the Speaker for the Executive Committee for the June meeting of Senate.

2. Appointment of Chair and Vice-Chairs of the Senate Committee on Appeals

Senate Executive appointed the Chair and Vice-Chairs of the Senate Committee on Appeals, all for three-year terms ending on May 31, 2022:

- Professor Charlotte Enns, Chair;
- Professor Peter Blunden and Professor Derek Oliver, Vice-Chairs.

3. 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 one recommendation, regarding a nomination for one vacancy for a student member.

Two vacancies for academic staff remain; one for a representative of Libraries and Student Affairs and one for a representative of Music and School of Art.

4. 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 Mr. Cody Ross (student member) to the Senate Committee on Nominations be approved by Senate for a one-year term ending May 31, 2020.

Respectfully submitted,

Dr. David Barnard, Chair
Senate Executive Committee

Terms of Reference:

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

Vacancies on the Senate Committee on Nominations

At the July 1977 meeting of Senate, Senate approved, without debate, area representations for the Senate Committee on Nominations. The representation was amended in July 1991 to include the Libraries, in June 2005 to include the Clayton H. Riddell Faculty of Environment, Earth and Resources, and in October 2014 to take into account the 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. Jitendra Paliwal*	2021
Architecture & Engineering	Prof. Witold Kinsner*	2022
Arts	Prof. Pam Perkins	2020
Education, Kinesiology and Recreation Management & Extended Education	Prof. Steven Passmore*	2021
Health Sciences (2)	Prof. Barbara Shay*	2020
	Prof. Marie Edwards	2022
Libraries & Student Affairs	TBD	2022
Management, Law & Social Work	Prof. Robert Biscontri* (/r is Prof. Malcolm Smith*)	2020
Music & School of Art	Prof. Sharon Alward*	2021
Science	Prof. Helen Cameron	2021
Students (2)	Ms Katelyn Casalla*	2020
	TBD	2020

* denotes member of Senate presently or at time of appointment

One representative for Libraries and Student Affairs is required for a term ending May 31, 2022.

Professor Sharon Alward has indicated her intention to resign as of June 30, 2019. A representative for Music and School of Art will be required for the balance of her term ending May 31, 2021.

The composition of the Senate Committee on Nominations calls for ten members of the academic staff, the majority of whom are to be members of Senate. Since five of the remaining academic members currently on the Committee are Senators, or were Senators at the time of appointment, at least one of the candidates must be a member of Senate at the time of election to the Senate Committee on Nominations.

One student member is required for a term ending May 31, 2020.

Report of the Senate Planning and Priorities Committee RE: Strategic Enrolment Management Plan, 2018 - 2023

Preamble:

1. The terms of reference of the Senate Planning and Priorities Committee (SPPC) are found at http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/510.html wherein SPPC is charged with making recommendations to Senate regarding any such studies, proposals or reports that it may initiate within itself, have referred to it by Senate, other Councils, Committees or Bodies, formal or otherwise.
2. At its meeting on May 27, 2019, the SPPC considered and endorsed the *University of Manitoba Strategic Enrolment Management Plan, 2018 - 2023*.

Observations:

1. The *Strategic Enrolment Management Plan, 2018 -2023 (SEM Plan)* establishes nine (9) broad and measurable goals, for enrolment and student outcomes, grouped into five categories, as outlined below and in section 3 of the document. It also identifies, for each goal, key enrolment indicators and related metrics. A major focus of the plan is to improve student success and enhance the student experience.
 - undergraduate enrolment goals: monitor international enrolment and ensure alignment with individual faculty enrolment goals; maintain enrolment levels of incoming Manitoba high school students; increase enrolment of students from other provinces;
 - undergraduate student success goals: improve student persistence and success;
 - graduate enrolment goals: increase the number and proportion of Doctoral students;
 - graduate student success goals: improve time-to-completion for Master's and Doctoral students; improve completion rate for Master's and Doctoral students;
 - Indigenous achievement goals: increase undergraduate and graduate Indigenous student enrolment; improve Indigenous student success at the undergraduate and graduate levels.
2. The *SEM Plan* recommends the establishment of a governance structure for SEM planning at the University. The SEM Steering Committee would oversee the *SEM Plan* and be responsible for guiding and developing the creation and implementation the *Plan*, based on consultations with Provost's Council, the Dean's Council, the Faculty of Graduate Studies Executive Committee, and Associate Deans Undergraduate. Three subcommittees, including a Graduate SEM Council, an Undergraduate SEM Council, and an Indigenous SEM Council, would report to the Steering Committee and would oversee the implementation of graduate, undergraduate, and Indigenous SEM strategies, respectively. Faculties would have the option to establish a subcommittee to support the creation of SEM strategies and drive the SEM process within their unit.

3. The *SEM Plan* would be reviewed annually by the SEM Steering Committee, in order to adjust and/or add goals, targets, strategies and tactics in response to changing internal and external factors that can affect SEM planning; for example, changes to academic programs, resources or funding models, government policy, or in the economy or labour market.
4. The *SEM Plan* does not include implementation strategies or tactics for meeting the various SEM goals. These would be developed by the subcommittees, including any Faculty SEM subcommittees that might be established. The objective of this approach would be to have academic units, in collaboration with Admissions and the Faculty of Graduate Studies, set strategies and tactics to achieve goals for enrolment and student outcomes that were specific to, and appropriate for, their programs and student populations. Another intention is that strategies and tactics would be informed by the University community, with input from diverse constituents, including Indigenous members of the community.
5. In terms of setting program-specific strategies and tactics, it was noted with respect to the goal to increase the number and proportion of Doctoral students, that consideration should be given to the level of demand for Ph.D. graduates in specific fields. As it might be less ethical to recruit larger numbers of students in fields with fewer jobs, emphasis should, perhaps, be on increasing enrolment of Doctoral students in growing fields.
6. The committee was informed that additional resources would be allocated for initiatives that would contribute to achieving the SEM goals, and particularly for goals for Indigenous achievement.
7. Some committee members noted that SEM subcommittees, including Faculty SEM subcommittees, would, at some point, need to consider demand for programs, including both low enrolment programs and those with unmet demand, as part of SEM planning. Committee members recognized the complexity of issues surrounding demand for programs and that there are multiple ways of thinking about the issues.

Recommendation:

The Senate Planning and Priorities Committee recommends:

THAT Senate recommend to the Board of Governors that it approve the *Strategic Enrolment Management Plan, 2018 - 2023*.

Respectfully submitted,

Professor Kelley Main, Chair
Senate Planning and Priorities Committee

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



UNIVERSITY
OF MANITOBA

Enrolment Services

421 University Centre
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Telephone (204) 474-8820
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TO: Dr. Shannon Coyston, Associate University Secretary

FROM: Jeff Adams, Executive Director, Enrolment Services JA

DATE: May 15, 2019

SUBJECT: 2018-23 SEM Plan

I am submitting the 2018-23 SEM Plan on behalf of Dr. Todd Mondor, Dr. Mark Torchia, and myself for consideration by the Senate Planning and Priorities Committee. The document provides some background and context regarding SEM planning at the University of Manitoba; it also details our SEM goals and a new governance model to be used for the next five years.

Cc: Dr. Todd Mondor, Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies
Dr. Mark Torchia, Vice-Provost (Teaching and Learning)

**University of Manitoba Strategic Enrolment Management Plan
2018-2023**

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1. Preamble

1.1. Background

The University of Manitoba operates in an environment characterized by considerable change. With limited resources, we must be strategic to realize our objectives of providing both high quality programs and an exceptional student experience. Strategic enrolment management (SEM) provides an opportunity to reflect on who we are; SEM enables us to plan the size and composition of our student body, to enhance the student experience, and to support student success.

In 2013 a five-year SEM Planning Framework document was created; the framework identified twelve specific goals with specific metrics that were grouped into four categories:

- i. Graduate student enrolment
- ii. Aboriginal student enrolment
- iii. International student enrolment
- iv. Student outcomes

Five SEM subcommittees were created to develop specific tactics in support of the goals, and to develop an implementation plan to move the goals forward. A total of 107 tactics were developed as part of the implementation plan; approximately 25 of these tactics were completed.

1.2. Connection to the Strategic Plan

All planning documents at the University of Manitoba should be viewed within the context of *Taking Our Place: University of Manitoba Strategic Plan 2015 - 2020*, which is used to guide planning decisions, ensure the needs of the province are met, and ensure the University builds on its tradition of excellence, innovation and global influence. The 2013 SEM planning framework provided context and background for the priorities, goals and supporting actions articulated in *Taking Our Place* and was intended to support implementation efforts.

Taking Our Place is organized under five priorities which have related goals and supporting actions:

- i. Inspiring Minds through innovative and quality teaching
- ii. Driving Discovery and insight through research excellence, scholarly work and other creative activities
- iii. Creating Pathways to Indigenous Achievement
- iv. Building Community that creates an outstanding learning and working environment
- v. Forging Connections to foster high-impact community engagement.

The strategic plan provides guidance to the University community on where efforts related to strategic enrolment management can be focused including to:

- optimize enrolment with an appropriate mix of undergraduate, graduate, Indigenous and international students for Manitoba's research university through increasing the number of Indigenous and graduate students as a percentage of the total student population and monitoring the number of international students as a percentage of the total student population.

- ensure students are able to complete their programs and reduce time to completion through reviewing program regulations to remove barriers to timely student progress, and increasing first and second year undergraduate retention rates for all students.
- build a culturally rich, safe and supportive learning and work environment in which an increasing number of Indigenous students, faculty and staff succeed through increasing undergraduate and graduate Indigenous enrolment as a percentage of the total student population; increasing first to second year retention rates and graduate rates for Indigenous students; and closing the gap between Indigenous and non-Indigenous students in retention and graduation rates.

1.3. SEM at the University of Manitoba

A critical aspect of SEM planning is to understand who we are as an institution and to understand our strategic priorities. In addition, it is important to identify some key factors that will influence the goals we set and that may affect our ability to meet the goals.

1.3.1. Indigenous achievement

The Indigenous population in Manitoba accounts for 18% of the population in the province¹. While it's encouraging that the number of self-declared Indigenous students on campus continues to increase, Indigenous students currently account for 8.5% of the overall student population,² it is clear that there is still a great deal of effort required to increase the numbers of Indigenous students who enroll in our programs, graduate and undergraduate, as we work to have the student body be more representative of the provincial population. The Indigenous population in the province is significantly younger than the non-Indigenous population; the average age of the Indigenous population in Manitoba is 29.3 years, compared with 40.7 years for non-Indigenous people in Manitoba.³ Given the desire to increase post-secondary participation among Indigenous students, considerable effort is required to support the Indigenous students on campus to ensure they are able to persist to graduation. Indigenous achievement will be a priority in this plan, as it is in the institutional strategic plan.

1.3.2. International student enrolment and success

Given the growth in international student enrolment over the past several years, from approximately 2,300 students in 2010 to approximately 5,600 students today, there are a number of considerations as we develop our international enrolment and success goals:

- International enrolment is not and will likely never be consistent across all faculties, colleges, and schools. At the graduate level there can be inconsistencies between programs within a faculty. The reasons for this lack of consistency across programs can be attributed to a number of factors

¹ As reported by Statistics Canada in the 2016 census. <https://www12.statcan.gc.ca/census-recensement/2016/as-sa/fogs-spg/Facts-PR-Eng.cfm?TOPIC=9&LANG=Eng&GK=PR&GC=46>

² As reported by the Office of Institutional Analysis in the November, 2018 fall term enrolment report.

³ As reported by Statistics Canada in the 2016 census. <https://www12.statcan.gc.ca/census-recensement/2016/as-sa/fogs-spg/Facts-PR-Eng.cfm?TOPIC=9&LANG=Eng&GK=PR&GC=46>

- Demand in the global market place.
- Caps or restrictions on international enrolment in some programs.
- Volatile international markets.
- Varying strategic direction within faculties.
- Determining our optimum international enrolment levels is one component of the SEM plan; a second and equally important component is to create and enhance supports, both academic and non-academic, to ensure that international students persist to graduation.

1.3.3. Other factors

A variety of factors, internal and external, can affect SEM planning and these factors can emerge with little warning. These factors can include:

- Changes in government policy (provincial, federal, or foreign governments).
- Changes in the economy.
- Shifts in the labour market.
- Academic program changes.
- Resource availability/funding models.
- Etc.

For this reason, the University of Manitoba's SEM plan must be reviewed on an annual basis; changes to the environment in which we operate may require some modification to our goals and/or strategies.

1.3.4. The 2018-23 SEM Plan

This updated SEM plan focuses on the establishment of broad goals that are measurable. Because enrolment planning must be adaptable, this approach will allow focus and flexibility. The SEM goals have been grouped into five broad categories:

- i. Undergraduate enrolment goals
- ii. Undergraduate student success goals
- iii. Graduate enrolment goals
- iv. Graduate student success goals
- v. Indigenous achievement goals

The overall approach will be to develop the SEM goals and their accompanying strategies and tactics in consultation with the Deans as faculties drive enrolment. Goals, targets and, tactics will be reviewed and adjusted on an annual basis.

2. Enrolment overview

An important aspect of SEM planning is to understand the current state of our institution. Since the development of the previous SEM plan we have experienced enrolment growth in a variety of segments; but have also experienced some concerning trends relating to our student success metrics; our first to second year retention rates might be considered to be nearing an acceptable level, yet our six-year graduation rates are not at an acceptable level. This overview provides a high-level scan of our current enrolment situation since 2013.

2.1. Student enrolment data⁴

While there have not been significant changes in the overall student body population, it is clear that there have been significant increases in both the international and the self-declared Canadian Indigenous student population.

Undergraduate student enrolment

As of November 1st, 2018, undergraduate student enrolment was 25,065. This represents a decrease of 1% since 2013.

Graduate student enrolment

As of November 1st, 2018, graduate student enrolment was 3,753. This represents essentially no change from 2013 (n=3,748).

International student enrolment

As of November 1st, 2018, international student enrolment was 5,589 - 18.9% of the overall student population, 17.1% of undergraduate students, and 33.1% of graduate students. As of November 1, 2013, international student enrolment was 3,870 - 13% of the overall student population, 11.4% of undergraduate students, and 24.5% of graduate students.

Indigenous student enrolment

As of November 1st, 2018, self-declared Canadian Indigenous student enrolment was 2,516 - 8.5% of the overall student population, 8.9% of undergraduate students, and 6.8% of graduate students. As of November 1st, 2013, self-declared Canadian Indigenous student enrolment was 2,140. As a percentage of the student body, this represented 7.2% of the overall student population.

2.2. Student success data⁵

While attracting students to the institution is an important part of SEM planning a greater emphasis of the 2018-23 plan will be on student success and the associated supports. The student success data shown below highlights our need to focus many of our tactics on student supports, both academic and non-academic.

⁴ All data in this section are based on the November 1st fall term enrolment reports from the Office of Institutional Analysis.

⁵ The data in this section were provided in custom reports from the Office of Institutional Analysis.

Undergraduate student retention and graduation

First to second year retention rates remained unchanged over the past five years and are at a reasonable level in comparison to other U15 institutions; 6-year graduation rates continue to decline. An important focus of the 2018-23 plan must be on developing strategies to address our retention rates beyond year two.

- Retention rates 1st to 2nd year
 - Overall undergraduate
 - 2012 cohort: 86.7%
 - 2016 cohort: 86.4%
 - Indigenous undergraduate
 - 2012 cohort: 77%
 - 2016 cohort: 78.7%
 - International undergraduate
 - 2012 cohort: 87.6%
 - 2016 cohort: 88%
- Graduation rates (after 6 years)
 - Overall undergraduate
 - 2007 cohort: 51.1%
 - 2011 cohort: 48.7%
 - Indigenous undergraduate
 - 2007 cohort: 27.3%
 - 2011 cohort: 36.1%
 - International undergraduate
 - 2007 cohort: 53.7%
 - 2011 cohort: 48%

Graduate student program completion

Most of the graduate student completion rates have increased slightly.

- Masters graduation rates after 5 years
 - 2007 cohort: 76.9%
 - 2011 cohort: 78.8%
- PhD graduation rates after 9 years
 - 2003 cohort: 70.9%
 - 2007 cohort: 72.2%
- Number of terms (mean) to completion for Master's degree
 - 2007 cohort: 8.9
 - 2011 cohort: 8.3
- Number of terms (mean) to completion for Doctoral degree
 - 2003 cohort: 16.3
 - 2007 cohort: 17.2

3. SEM Goals

This section contains the SEM goals, the key enrolment indicators, and related metrics. While the list of goals may need to be expanded or modified over the next five years, the SEM Steering Committee recommends the creation of fewer goals to facilitate the development of focused tactics designed to achieve the goals. The plan will consider enrolment and success for degree seeking and non-credit students.

A major focus of the plan is to improve student success and enhance the student experience, inside and outside of the classroom. While student success and the student experience are closely associated it is important to recognize that unique tactics must be developed to address both.

3.1. Undergraduate student enrolment goals

Goal	Key Enrolment Indicators/Metrics
1. Monitor international enrolment and ensure alignment with individual faculty international enrolment goals	<ul style="list-style-type: none">Overall international student enrolment.Enrolment of 1st year international students.¹
2. Maintain enrolment levels of incoming Manitoba high school students	<ul style="list-style-type: none">1st year enrolment of students who have graduated from a high school in Manitoba.²
3. Increase enrolment of students from other Canadian provinces	<ul style="list-style-type: none">1st year enrolment of students who have graduated from a Canadian high school outside of Manitoba.²

1 - This will include new first year students, and transfer students enrolling at the institution for the first time.

2 – This will include sequential, non-sequential, and mature students.

3.2. Undergraduate student success goals

Goal	KPIs/Metrics
1. Improve student persistence and success	<ul style="list-style-type: none">Persistence and continuing rates: 1st to 2nd year, 2nd to 3rd year, and 1st to 3rd year.¹Graduation rates.²

1&2 - Full time enrolment will be defined as both 60% and 80% of a full course load; reports will be provided using both standards.

3.3. Graduate student enrolment goals

Goal	Key Enrolment Indicators/Metrics
1. Increase the number and proportion of Doctoral students	<ul style="list-style-type: none">Number of Doctoral students.Ratio of Research-Master's to Doctoral students.

3.4. Graduate student success goals

Goal	Key Enrolment Indicators/Metrics
1. Improve time-to-completion for both Master's and Doctoral students	<ul style="list-style-type: none"> • Average number of terms required to complete Master's and Doctoral programs.
2. Improve completion rate for Master's and Doctoral students	<ul style="list-style-type: none"> • Percentage of students completing their program of study. • Percentage of students completing their program of study within the maximum allowable time.

Note: Students will be tracked for a period of 12 years.

3.5. Indigenous achievement goals

Goal	KPIs/Metrics
1. Increase Indigenous student enrolment at both the undergraduate and graduate levels	<ul style="list-style-type: none"> • Percentage of Indigenous students at UM vs. percentage of Indigenous people in MB. • Enrolment of 1st year Indigenous students.¹ • Total number of self-declared Indigenous students at the Master's and Doctoral levels.
2. Improve Indigenous student success at both the undergraduate and graduate levels	<ul style="list-style-type: none"> • Persistence and continuing rates for Indigenous students: 1st to 2nd year, 2nd to 3rd year, and 1st to 3rd year.² • Graduation rates for Indigenous students.³

1 - This will include new first year students, and transfer students enrolling at the institution for the first time.

2 & 3 – This will include sequential, non-sequential, and mature students.

Note: We use the notion of making the Indigenous population reflective of the Manitoba population. Given this, in addition to tracking the Indigenous student population in relation to the overall student body, the metrics should track the Indigenous student population in relation to Manitoba students studying at the U of M.

4. SEM Planning Governance

Strategic Enrolment Management Steering Committee

A SEM Steering Committee should be created to guide and develop the creation, implementation, and oversight of the SEM plan. This committee will initially include: the Vice-Provost (Graduate Education) and Dean Faculty of Graduate Studies, the Vice-Provost (Teaching & Learning) and Executive Director, Centre for the Advancement of Teaching and Learning, the Executive Director, Enrolment Services, the Vice-Provost (Students), the Deputy Provost, the Vice-Provost (Indigenous Engagement), two Deans, the Executive Director, Financial Planning, the Executive Director of Institutional Analysis, and undergraduate and graduate student representatives. This committee will be responsible for consulting with Provost Council, the Dean's Council, the Faculty of Graduate Studies Executive Committee, and the Associate Deans Undergraduate in the creation of the SEM goals. These three bodies and Senate will receive regular updates, at least once per year, regarding progress towards the plan's goals.

Ongoing committee and planning structure

To ensure that tactics are being implemented and measured, it is recommended that three councils be created to oversee the implementation portion of the plan. These groups would report to the SEM Steering Committee on a quarterly basis. Goals and tactics should be reviewed, and where necessary updated on an annual basis.

- *Graduate SEM Council* - This body will oversee the implementation of the graduate SEM strategies. Initially, this body will be the Faculty of Graduate Studies Executive Committee.
- *Undergraduate SEM Council* - This body will oversee the implementation of the undergraduate SEM strategies. Initially, this body will be the Associate Deans Undergraduate group.
- *Indigenous SEM Council* – In addition to having Indigenous representation on all of the subcommittees, this council will provide advice and guidance on the overall plan. Representation on this council will be primarily from the Indigenous community; however, some non-Indigenous people will also be invited to join
- *Faculty SEM subcommittees* – Faculties will have the option of creating their own subcommittees to act support the creation of the strategies and to drive the SEM process.

Notes:

1. The Indigenous achievement goals will be discussed by all of the subcommittees and it will be critical to ensure that there is consultation and participation from the Indigenous community on campus.
2. The Associate Deans Undergraduate group and the FGS Executive Committee will be responsible for creating subcommittees as necessary to develop the tactics and the implementation plans. These subcommittees will have representation from their respective bodies, and from other key stakeholders on campus.

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 May 16, 2019, the Senate Committee on Awards reviewed 2 new awards that appear to be discriminatory according to the policy on the *Non-Acceptance of Discriminatory Awards*, as set out in Appendix A of the *Report of the Senate Committee on Awards - Part B* (dated May 16, 2019).

Recommendations

The Senate Committee on Awards recommends that Senate and the Board of Governors approve 2 new offers, as set out in Appendix A of the *Report of the Senate Committee on Awards - Part B* (dated May 16, 2019).

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

May 16, 2019

1. NEW OFFERS

Julia Pirani Entrance Scholarship

Julia Pirani has generously established an endowment fund with a gift of \$25,000 to the University of Manitoba in 2018. The purpose of the fund is to provide entrance scholarships to high-achieving Indigenous students entering their first year of studies at the University of Manitoba. Beginning in 2020–2021, the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:

- (1) has self-declared as a First Nations, Métis or Inuit person from Canada;
- (2) is enrolled full-time (minimum 80% course load) in the first year of study in University 1 or any faculty, college, or school with a Direct Entry option at the University of Manitoba;
- (3) has achieved a minimum 80% average on the best five courses appearing on the approved list of courses for entrance consideration; and
- (4) of those who have met criteria (1) through (3), have achieved the highest entrance average.

The Indigenous Student Awards Committee will act as the selection committee for this award.

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

(Attachment I)

Loretta Belanger Bursary

In honour of her parents, James and Elise Chartrand (née Beauchamp), Loretta Belanger has established an endowment fund at the University of Manitoba in 2018. The purpose of the fund is to support Indigenous undergraduate students pursuing studies in the Faculties of Arts and Science. Beginning in 2020-2021, the available annual income from the fund will be used to offer one bursary to an undergraduate student who:

- (1) has self-declared as a First Nations, Metis or Inuit person from Canada;
- (2) is enrolled full-time (minimum 60% course load) in either the Faculty of Arts or the Faculty of Science at the University of Manitoba;
- (3) has either:
 - a) as an entering student, met the minimum admission requirements for Direct Entry into the Faculty of Arts or the Faculty of Science;
 - b) as a continuing student, achieved a minimum degree grade point average of 2.0; and
- (4) has demonstrated financial need on the standard University of Manitoba bursary application form.

Preference will be given to members of Pine Creek First Nation.

The bursary is renewable in each applicable year(s) of study at the University of Manitoba provided that the recipient:

- (1) continues to be enrolled full-time (minimum 60% course load) in either the Faculty of Arts or the Faculty of Science;
- (2) has achieved minimum degree grade point average of 2.0; and
- (3) continues to demonstrate financial need on the standard University of Manitoba bursary application form.

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

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

(Attachment II)



UNIVERSITY
OF MANITOBA
May 1, 2019

Enrolment Services

Financial Aid & Awards
422 University Centre
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 474-9531
Fax (204) 474-7543
awards@umanitoba.ca

Dr. Jared Carlberg
Chair, Senate Committee on Awards
c/o Mabelle Magsino, Awards Establishment Coordinator
420 University Centre
University of Manitoba

RE: Julia Pirani Entrance Scholarship

Dear Dr. Carlberg,

Financial Aid and Awards supports the establishment of the **Julia Pirani Entrance Scholarship**.

In the Fall Term of 2018, the University of Manitoba's Indigenous undergraduate student population was 8.5% of total enrolment, compared to Manitoba's Indigenous population of 16.7%¹. Indigenous student enrolment data for the past five years at the University of Manitoba is provided for context in the table below.

Year (Fall Term)	Number of Indigenous Students	Total Students	% Indigenous Students
2018	2,516	29,620	8.5
2017	2,455	29,498	8.3
2016	2,400	29,987	8.0
2015	2,180	29,929	7.3
2014	2,168	29,657	7.3

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

Sincerely,

Ms. Jane Lastra
Director, Financial Aid and Awards
University of Manitoba

¹ Statistics Canada. *Aboriginal Peoples in Canada: First Nations People, Metis and Inuit, National Household Survey, 2011*, Catalogue no. 99-011-X2011001, <http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-011-x/2011001/tbl/tbl02-eng.cfm>.



UNIVERSITY
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awards@umanitoba.ca

February 26, 2019

Dr. Jared Carlberg
Chair, Senate Committee on Awards
c/o Mabelle Magsino, Awards Establishment Coordinator
420 University Centre
University of Manitoba

RE: Loretta Belanger Bursary

Dear Dr. Carlberg,

Financial Aid and Awards supports the establishment of the **Loretta Belanger Bursary**.

In the Fall Term of 2018, the University of Manitoba's Indigenous undergraduate student population was 8.5% of total enrolment, compared to Manitoba's Indigenous population of 16.7%¹. Indigenous student enrolment data for the past five years at the University of Manitoba is provided for context in the table below.

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

Sincerely,

Ms. Jane Lastra
Director, Financial Aid and Awards
University of Manitoba

¹ Statistics Canada. *Aboriginal Peoples in Canada: First Nations People, Metis and Inuit, National Household Survey, 2011*, Catalogue no. 99-011-X2011001, <http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-011-x/2011001/tbl/tbl02-eng.cfm>.

First Year Centre
205 Tier Building
Winnipeg, Manitoba, Canada
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Tel: 204-474-6209
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University_1@umanitoba.ca



UNIVERSITY
OF MANITOBA

Student Affairs

Student Engagement and Success

Date: May 8, 2019
To: J. Leclerc, University Secretary
From: Brandy Usick, Executive Director, Student Engagement and Success *BU*
Subject: Revised Transit Guidelines and proposed University 1 Academic Performance Standards

Background

For the past two years, and in part prompted by Vice-Provost (Students) Susan Gottheil, administrators in the Faculty of Arts, the Faculty of Science, and University 1 have undertaken a review of the University of Manitoba transit regulations. This review took place to address concerns that the current transit regulations are not designed to set students up for success in subsequent years. The proposals that have been developed aim to address these concerns by requiring U1 students to meet a minimum Adjusted Grade Point Average (AGPA) requirement in order to transit to either Arts or Science.

Observations

In 2013 the transit regulations were modified. At the time, one material change included the elimination of the standard that required a minimum GPA of 2.00 to establish eligibility to transit. Currently, students are permitted to transit from University 1 to the Faculty of Arts or the Faculty of Science upon completion of 24 credit hours and must transit upon completion of 30 credit hours. The current regulations do not stipulate a minimum GPA requirement for transit.

Since 2013 approximately 20% of U1 students who transit to the Faculties of Arts or Science do so with a cumulative grade point average (CGPA) of less than 2.00. Many of these students do not continue with their studies, and those who do tend to continue to struggle.

In concert with the proposed transit regulations, University 1 is also proposing a modification to the U1 academic assessment regulations. Under the proposed University 1 progression rules, students who do not meet the minimum AGPA requirement to transit will be required to complete a program of remediation, designed and administered by University 1.

Rationale

Data from the Office of Institutional Analysis (OIA) outlines the correlation between performance and persistence rates for those students who transit to the Faculties of Arts and Science with GPAs of 2.00 or less. These numbers suggest that requiring students to meet a minimum AGPA, and positively intervening with those students who do not meet the minimum transit requirement, will lead to greater success, persistence, and ultimately graduation.

Reports

Confirmation that the change to the proposal to revise transit regulations that was reviewed and endorses by the Senate Committee on Admissions on April 10, 2019 was subsequently endorsed the Faculty of Arts and the Faculty of Science (attached).

At its meeting on February 7, 2019 the Faculty of Arts Council approved the report of the Faculty of Arts Policy Committee. A change to report was ratified by the Faculty of Arts Executive Committee (Appendix a).

At its meeting on February 7, 2019 the Faculty of Science Council approved the report of the Faculty of Science Executive. A change to report was ratified by the Faculty of Science Executive Committee (Appendix b).

University 1 prepared the attached report for the Vice Provost (Students) and sought feedback from the Faculty of Arts and the Faculty of Science (Appendix c).

The approval of these regulations essentially maintains the harmony between the Faculties of Arts and Science and U1 with respect to how students transit from U1.

Further, U1 proposes an enhanced set of academic assessment categories and interventions to ensure students who do not meet the minimum transit threshold will receive support and guidance as required (Appendix d).

Summary of Proposed Transit Regulations

- Transit from University 1 to the Faculty of Arts and to the Faculty of Science is permitted prior to Fall Term registration only.
- To be eligible to transit a student must have achieved a minimum cumulative grade point average (CGPA) of 2.00 on 24 credit hours.
- Students who have completed more than 24 credit hours at the point of transit must have achieved a minimum Adjusted Grade Point Average (AGPA) of 2.00.
 - The AGPA calculation will be based on the best graded 24 credit hours at the point of transit.

Summary of University 1 Academic Performance Standards

- At the end of each academic term (Fall, Winter, and Summer) students will be assessed based on the number of credit hours completed and GPA earned.
- Based on number of credit hours that have been completed, students will receive an unofficial or an official assessment. The official assessment will fall into one of four categories: Minimum Met, Academic Warning, Probation, and Academic Suspension.
- Interventions to support students will include but not limited to required follow-up meeting/s with an advisor in the First Year Centre; referrals to students support resource units; and participation in skill building workshops/s as determined by the academic advisor.

We ask that the reports from the respective units be considered by the appropriate Senate Committees.

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

DATE: May 8, 2019
TO: J. Leclerc, University Secretary
FROM: J. Taylor, Dean, Faculty of Arts
S. Baum, Dean, Faculty of Science
B. Usick, Executive Director, Student Engagement and Success
SUBJECT: Modification to the Proposed Transit Regulations: Arts, Science, U1

Jason LM
Peter however for
Bunick

A proposal to revise the transit regulations was reviewed and endorsed by the Senate Committee on Admissions at its meeting on April 10, 2019. The Faculty of Arts, the Faculty of Science and University 1 requested an amendment to the proposal, which was to remove the following sentence: "If a student has repeated course work, only the highest grade will be used in the AGPA calculation."

Subsequently, this amendment was ratified by the Faculty of Arts and the Faculty of Science.

Under its authority to deal with contingencies that arise between meetings of Arts Faculty Council, the Arts Executive Committee approved the proposed amendment to the transit regulations (See Appendix a).

Under its authority to deal with contingencies that arise between meetings of Science Faculty Council, the Science Executive Committee approved the proposed amendment to the transit regulations (See Appendix b).

We ask that the enclosed proposal be considered by the appropriate Senate Committees.

Appendix I

Proposed U1 Transit and Progression Regulations **Originally proposed**

Transit is an admissions process for students in University 1 who seek entry to the Faculty of Arts or the Faculty of Science.

Transit is permitted prior to Fall Term registration only.

To be eligible to transit, a student must have achieved a minimum cumulative grade point average (CGPA) of 2.00 on 24 credit hours. Students who have completed more than 24 credit hours at the point of transit must have achieved a minimum adjusted grade point average (AGPA) of 2.00. The AGPA calculation will be based on the best graded 24 credit hours at the point of transit.

Students who have completed a minimum of 24 earned credit hours (including F grades) prior to Fall Term registration may transit if eligible.

All students who have completed 30 credit hours or more will be assessed for eligibility to transit prior to Fall Term registration. If eligible, the student must transit prior to Fall Term registration. If ineligible, defined as a student who does not meet the minimum 2.00 AGPA requirement, the student will be suspended from University 1 for 12 months.

Following the 12 month suspension, the student may request reinstatement and upon return would be eligible to register in University 1 for up to 24 additional credit hours.

When returning from suspension to complete the up to 24 additional credit hours, students will be required to meet certain conditions, such as:

- i. Meet with a University 1 Academic Advisor prior to being allowed to register
- ii. Participate in mandatory workshops. There will be various workshops available to students returning from suspension; the student in partnership with the University 1 Advisor will determine which workshop(s) is/are most suitable.

A student would be eligible to transit upon completion of a minimum of one term during this reinstatement period as long as they meet the minimum 2.00 AGPA standard.

Upon completion of the additional 24 credit hours, a student who fails to meet the 2.00 AGPA standard would be ineligible to proceed in University 1.

Appendix II

Appendix X

Current Section 4.3 of the University 1 section of the Undergraduate Calendar

Transiting to the Faculty of Arts or the Faculty of Science

University 1 students who have completed between 24 and 30 credit hours do not have to apply for admission if they are targeting degree programs in either the Faculty of Arts or the Faculty of Science. Instead, these students are able to transit to the Faculty of Arts or the Faculty of Science. University 1 students are assessed once per year for their eligibility to transit. The Transit from University 1 function becomes available in Aurora, under the Enrolment and Academic Records tab, once a year in mid-June. Students should transit before registering for courses. There is no fee to transit.

Alternatively, students who have completed between 24 and 27 credit hours may elect to remain in University 1 and register for a full course load in the following regular academic year, depending on the requirements of their target degree program.

Students who have completed 30 credit hours are not eligible to remain in University 1 for the following year. They are required to either transit to the Faculty of Arts or the Faculty of Science, or to apply to an advanced entry program for which they have admission requirements.

Proposed U1 Transit Regulations – Section 4.3 of the University 1 section of the Undergraduate Calendar

Transiting to the Faculty of Arts or the Faculty of Science

Transit is an admissions process for University 1 students who seek entry to the Faculty of Arts or the Faculty of Science.

Transit is permitted prior to Fall term registration only; students will be assessed for transit eligibility at the completion of Winter term. Students who have completed a minimum of 24 credit hours prior to Fall Term registration *may* transit if eligible. Pass/Fail courses are not included in assessment for transit eligibility.

To be eligible to transit, a student must have achieved a minimum cumulative grade point average (CGPA) of 2.00 on 24 credit hours of university level courses. Students who have completed more than 24 credit hours at the point of transit assessment must have achieved a minimum adjusted grade point average (AGPA) of 2.00. The AGPA calculation will be based on the best graded 24 credit hours of completed coursework at the point of transit.

All students who have completed 30 credit hours or more will be assessed for eligibility to transit upon completion of Winter term. If eligible, the student *must* transit prior to Fall term registration. If ineligible, defined as a student who does not meet the minimum 2.00 AGPA requirement, the student will be suspended from University 1 for 12 months.

Following the 12-month suspension, the student may request reinstatement and upon return, will be eligible to register in University 1 for a maximum of 24 additional credit hours.

When returning from suspension, students will be assessed as being on probation until such time as they are able to meet the eligibility criteria for transit. They will have a hold placed on their student account, and will be required to participate in interventions developed for at-risk students. These may include, but are not limited to: required

meeting/s with an academic advisor in the First Year Centre; participation in skill building workshop/s as determined by the academic advisor such as: study skills/time management, academic writing, test/exam preparation, career development and planning, and/or referrals to student support resource units. Failure to do so may result in removal of registration privileges in University 1.

At the next point of transit assessment, students who meet the AGPA criteria will be *required* to transit. Those who fail to do so will be permitted to continue in University 1 while attempting to meet the AGPA requirement. If a student returning from suspension has completed the allowable additional 24 credit hours and fails to meet the 2.00 AGPA standard they would be ineligible to proceed in University 1.



UNIVERSITY
OF MANITOBA

Faculty of Arts

DATE: May 3, 2019
TO: Faculty of Arts Executive Committee
FROM: J. Leboe-McGowan, Chair Arts Academic Regulations Policy Committee
SUBJECT: Revised Transit Regulations: Arts, Science, U1

At the January 23, 2019 Faculty Executive meeting the committee considered and approved proposed transit regulations to the Faculty of Arts from University 1. The regulations were recommended for approval to Faculty Council and were approved at the Faculty Council meeting on February 7, 2019. A similar proposal was put forth to Faculty of Science committees during the same timeframe.

At the time of the Faculty of Science and Faculty of Arts Committee meetings, University 1 was still in the process of finalizing their proposed assessment regulations. The intent was for University 1's assessment regulations to be in harmony with the Faculties of Arts and Science transit regulations. Prior to finalizing their proposal, the University 1 assessment regulations were to include only one attempt of a course. This led to the transit regulations proposal by the Faculties of Arts and Science to indicate:

"If a student has repeated course work only the highest grade will be used in the AGPA calculation."

After the proposed regulations were passed by the Faculties of Arts and Science, University 1 finalized their assessment regulations. It was determined that their assessment practice would include all attempts of a course and they removed from their proposal the indication that only one attempt of a course would be used.

At this time we are bringing the proposal back to Faculty Executive for consideration with the removal of the sentence indicating that repeated courses will not be used in the calculation of the AGPA. The sentence to be removed has been identified with a ~~strike through~~, on page 1. The proposal, with this sentence removed has been endorsed by SCADM. The Faculty of Science is also in the process of re-considering the transit proposal with the same sentence deleted.

I have included the U1 proposal that made up part of the original package (Appendix I) and the revised U1 proposal (Appendix II) – the proposal approved by U1 after the Faculty of Arts meetings. Appendix III includes the new University 1 progression regulations that are currently being examined by the various Senate Committees.

As per the Faculty Council bylaws, Faculty Executive can approve this detail change to the transit regulation proposal and notify Faculty Council members at the next meeting. Should this revision be approved by Faculty Executive, it will be forwarded to Senate for consideration and the proposed change will be reported to Faculty Council at its next meeting.

Current Calendar Wording (from section 2 of the Faculty of Arts section of the undergraduate calendar)

2.2 Transit from University 1

- a) Students who have completed 30 credit hours or more of coursework and who are not admissible to other faculties or schools will be required to transit to the Faculty of Arts or the Faculty of Science.
- b) Students who have completed either 24 or 27 credit hours of coursework may choose to transit to the Faculty of Arts or Faculty of Science.

Proposed Faculty of Arts Calendar Wording

2.2 Transit from University 1

Transit from University 1 to the Faculty of Arts is permitted prior to Fall Term registration only.

To be eligible to transit to the Faculty of Arts, a student must have achieved a minimum cumulative grade point average (CGPA) of 2.00 on 24 credit hours. Students who have completed more than 24 credit hours at the point of transit must have achieved a minimum Adjusted Grade Point Average (AGPA) of 2.00. The AGPA calculation will be based on the best graded 24 credit hours at the point of transit. ~~If a student has repeated course work, only the highest grade will be used in the AGPA calculation.~~

Students who do not meet the minimum transit eligibility requirements should refer to section 4.3 in the University 1 section of the undergraduate calendar for information regarding how to establish their eligibility.

Current Faculty of Science Undergraduate Calendar Entry (Section 2)

2.2 Entrance to Science from University 1: Transiting

To transit from University 1 to the Faculty of Science a student must have completed a minimum of 24 credit hours of courses. If a student has satisfied the minimum requirements for entry to Science, they simply perform the **transit function** on AURORA Student to enter the Faculty of Science. There are no fees for transiting and there is no application form required. Students who require assistance with transiting to Science from University 1, should contact the Faculty of Science office.

When a student transits from University 1 to the Faculty of Science, they may choose to transit to a 4-year Major program for which they qualify, or they may choose to transit to the General Degree. If a student wishes to enter an Honours program in the Faculty of Science they should contact the Faculty of Science office for assistance. Students intending to enter a four year Major or Honours program should refer to the program charts in Section 4, Programs and Courses Offered by the Faculty of Science, for courses required for entry into each program. Completion of these courses in University 1 will prepare a student to complete a four year Major or Honours program in four calendar years.

For further information please contact a Faculty of Science Academic Advisor and/or refer to the Faculty of Science applicant information brochure and the University Admissions website: www.umanitoba.ca/admissions.

Note: Students who have exceeded 36 credit hours of "F" grades will not normally be admissible until a suspension has been served. Students may contact the Faculty of Science for further information or advice.

Proposed Faculty of Science Undergraduate Calendar Entry

2.2 Entrance to Science from University 1: Transiting

Students may transit to the Faculty of Science from University 1, prior to Fall Term registration only. The transit function is available on Aurora Student. There are no fees for transiting and there is no application form required.

To be eligible to transit a student must have achieved a minimum cumulative grade point average (CGPA) of 2.00 on 24 credit hours. Students who have completed more than 24 credit hours at the point of transit must have achieved a minimum Adjusted Grade Point Average (AGPA) of 2.00. The AGPA calculation will be on the best graded 24 credit hours at the point of transit. ~~If a student has repeated course work, only the highest grade will be used in the AGPA calculation.~~

Students who do not meet the minimum transit eligibility requirements should refer to section 4.3 in the University 1 section of the Undergraduate Calendar for information regarding how to establish their eligibility.

When a student transits from University 1 to the Faculty of Science, they may choose to transit to a 4-year Major program for which they qualify, or they may choose to transit to the General Degree. If a student wishes to enter an Honours program in the Faculty of Science they should contact the Faculty of Science office for assistance. Students intending to enter a four year Major or Honours program should refer to the program charts in Section 4, Programs and Courses Offered by the Faculty of Science, for courses required for entry into each program. Completion of these courses in University 1 will prepare a student to complete a four year Major or Honours program in four calendar years.

For further information please contact a Faculty of Science Academic Advisor and/or refer to the Faculty of Science applicant information brochure and the University Admissions website: www.umanitoba.ca/admissions.

Appendix III

Appendix X

Current University 1 Academic Performance Standards (Section 3.5 of the Academic Calendar)

Academic Performance

Grades obtained in University 1 become a part of the student's permanent record and will appear on the student's official transcript. Grades earned while in University 1 will determine admission to most faculties, schools and colleges, and may also qualify a student for the University 1 Honour List (see section 3.6 in this chapter for details). See the General Academic Regulations chapter of the Calendar for a description of how Grade Point Averages (GPAs) are calculated.

Maximum Number of 'F' Grades

All students in University 1 must meet minimum academic performance requirements and will be placed on academic suspension for one year if they have accumulated more than 36 credit hours of 'F' grades, regardless of the origin of the grade (i.e. courses transferred from other programs or institutions will be included) or whether the course has been repeated. Students who are performing marginally or are at risk of exceeding the 'F' limit will be identified and will be provided with academic advising, strategic referrals, and support services as necessary.

Students placed on academic suspension are not normally permitted to register in any other faculty, school or college at the University of Manitoba or to attend any other post-secondary institution for a period of one calendar year.

Following one year of suspension, the student may re-apply to the Faculty of Arts or the Faculty of Science and return to the University of Manitoba. Please see the Faculty of Arts or Faculty of Science chapters of the Calendar for a complete description of the options available following academic suspension.

Proposed University 1 Academic Performance Standards

Grades obtained in University 1 become a part of the student's academic record and will appear on the student's official transcript. At the end of each academic term (Fall, Winter, and Summer), students will be assessed based on the number of credit hours completed and the GPA earned. See Section 4 of the General Academic Regulations chapter of this *Calendar* for a description of how Grade Point Averages (GPAs) are calculated.

Unofficial Assessment

All University 1 students who have completed 3 to 12 credit hours will have their academic performance assessed informally. Students in this credit hour range, with a cumulative GPA of less than 1.75 will be identified as part of the *Early Warning Program* which is designed to assist students at the earliest sign of academic difficulty. Interventions include, but are not limited to: academic advising, support services, and strategic referrals with the goal of returning the student to good standing.

Official Assessment

University 1 students who have completed 15 credit hours or more will be officially assessed based on their academic performance. Students will fall into one of four categories: Minimum Met, Academic Warning, Probation, and Academic Suspension

Minimum Met

University 1 students who have completed 15-27 credit hours and achieve a cumulative GPA of 2.0 or greater, at each point of assessment, will have met the minimum academic standard in University 1. The notation "Minimum Met" will appear on the student's transcript.

Academic Warning

University 1 students who have completed 15-27 credit hours and whose cumulative GPA is between 1.75 and 1.99 will have an assessment of Academic Warning. Students in this category will be encouraged to discuss their academic plans and strategies with an academic advisor in the First Year Centre. The student and academic advisor will work together to assess challenges and identify appropriate resources and/or supports to aid the student in reaching minimum academic standards. The notation "Academic Warning" will be recorded on the student's transcript.

Probation

Students who do not achieve a cumulative GPA of 1.75 after completing between 15 and 27 credit hours will be placed on probation. The notation "On Probation" will be recorded on the student's transcript.

While on probation, students will be encouraged to meet with an academic advisor who will make recommendations for participation in interventions developed for at-risk students. These may include, but are not limited to: follow-up meeting/s with an academic advisor in the First Year Centre; participation in skill building workshop/s as determined by the academic advisor such as: study skills/time management, academic writing, test/exam preparation, career development and planning, and/or referrals to student support resource units.

Students who are registered in spanned courses will still be assessed at the end of each term in which they are registered. It is possible for a student to be placed on probation prior to completing a spanned course; however, an assessment of academic suspension will not occur while a student is registered in a spanned course. Students on probation who are registered in spanned courses will continue on probation until the spanned course is complete, at which time, official assessment will take place, based on the number of credit hours completed and GPA.

Academic Suspension

A student will be placed on academic suspension for one calendar year (3 consecutive academic terms) if after completion of 30 or more credit hours, s/he fails to obtain a minimum 2.0 GPA calculated on the best 24 hours of completed coursework. The notation "Suspension for 1 Year" will appear on the student's transcript.

A student placed on academic suspension in University 1 is not normally permitted to register in any other faculty or school at the University of Manitoba or to attend any other post-secondary institution for a period of one calendar year. Following the 12-month suspension, the student may request reinstatement and upon return, will be eligible to register in University 1 for a maximum of 24 additional credit hours.

When returning from suspension, students will be assessed as being on probation until such time as they are admitted to another University of Manitoba Faculty or School, or they are able to meet the eligibility criteria for transit (See Section 4.3). They will have a hold placed on their Aurora student account, and will be required to meet with an academic advisor in the First Year Centre prior to subsequent registration. Students returning from suspension may be required to participate in interventions developed for at-risk students. These may include, but are not limited to: required follow-up meeting/s with an academic advisor in the First Year Centre; referrals to student support resource units; participation in skill building workshop/s as determined by the academic advisor such as: study skills/time management, academic writing, test/exam preparation, career development and planning. Failure to do so may result in removal of registration privileges in University 1.

If a student returning from suspension has completed the allowable additional 24 credit hours and fails to meet the 2.00 AGPA standard they would be ineligible to proceed in University 1.

PREPARED FOR THE FACULTY OF ARTS AND THE FACULTY OF SCIENCE

OVERVIEW OF ARTS AND SCIENCE TRANSIT STUDENTS

UNIVERSITY OF MANITOBA | OFFICE OF INSTITUTIONAL ANALYSIS | JANUARY
2017



EXECUTIVE SUMMARY

In this report, 17,381 students¹ who transited from University 1 into either the Faculty of Arts or the Faculty of Science between the 2007/08 and 2016/17 academic years are analyzed. The objective is to summarize trends between students transiting with varying pre-transit cumulative grade point averages (pre-transit CGPA).

The tables and charts presented in the following pages will illustrate the following points:

1. The number of students transiting in to the Faculty of Arts or Faculty of Science with a pre-transit CGPA below 2.0 is on the rise, though this may be primarily due to a policy change that occurred in Fall 2013.
 - a. In 2012/13, 58 students transited to Arts and 17 students transited to Science with a pre-transit CGPA below 2.0; similar numbers are seen in previous years
 - b. In 2013/14, 263 students transited to Arts and 118 students transited to Science with a pre-transit CGPA below 2.0; similar numbers are seen in years following
2. When looking at students with a pre-transit CGPA of less than 2.0 and students with a pre-transit CGPA of 2.0 or greater from 2013/14 and on, there are demographic differences between the two groups:
 - a. Students entering with a pre-transit CGPA of **less than 2.0** were made up of:
 - i. 69.7% Domestic Non-Indigenous
 - ii. 20.3% International
 - iii. 10.0% Indigenous
 - b. Students entering with a pre-transit CGPA of **2.0 or greater** were made up of:
 - i. 83.4% Domestic Non-Indigenous
 - ii. 10.2% International
 - iii. 6.5% Indigenous
3. There is a strong correlation between a student's pre-transit CGPA and their Sessional Grade Point Average (SGPA) after their first year of studies in their transit faculty.
4. Persistence rates from the year in which they transit (first) to the subsequent year (second) are much lower for students with a pre-transit CGPA that is less than 2.0. First to second year persistence rates are as follows:
 - a. For students in the Faculty of Arts:
 - i. Below 2.0 pre-transit CGPA: 66%
 - ii. 2.0 or above pre-transit CGPA: 84%
 - b. For students in the Faculty of Science:
 - i. Below 2.0 pre-transit CGPA Persistence Rate: 59%
 - ii. 2.0 or Above pre-transit CGPA: 86%

¹This report is limited to students who meet the following criteria: their previous faculty prior to transit was University 1; their first term after their transit was in the fall semester; their pre-transit CGPA information is available; they were active in their transit faculty in the year in which they transited into Arts or Science. This includes students who voluntarily withdrew from all their courses in their first year in their transit faculty, but does not include students who received authorized withdrawals from all courses in their first year in their transit faculty.

INTRODUCTION

As discussions regarding transit regulations continue to progress, it is important that a common understanding of the current regulations exists. Detailed information on transit and academic assessment regulations can be found by accessing the University of Manitoba's Academic Calendar. The points below highlight some sections of the regulations that are particularly relevant to the transit discussion.

In 2013, University 1, the Faculty of Arts, and the Faculty of Science adopted common performance requirements; this included removing the minimum GPA requirement for transit.

The current Senate-approved regulations on transit state the following:

- Students who have completed 30 credit hours or more of coursework and who are not admissible to other faculties or schools will be required to transit to the Faculty of Arts or the Faculty of Science.
- Students who have completed either 24 or 27 credit hours of coursework may choose to transit to the Faculty of Arts or Faculty of Science.

Note: Students who have exceeded 36 credit hours of "F" grades will not normally be admissible until a suspension has been served. Students may contact the Faculty of Arts or the Faculty of Science for further information and advice.

The current Senate-approved academic assessment regulations state the following:

- The Faculty of Science and the Faculty of Arts academic assessment regulations state that each student in the respective faculty will be placed on academic suspension for one year, regardless if there has been evidence of improved performance, if they have more than 36 credit hours of "F" grades. There is no requirement that requires students to maintain a minimum 2.0 GPA in order to progress.

The data that follows in this document provides some analysis of academic performance of students that transited to the Faculty of Arts and the Faculty of Science from University 1.

PRE-TRANSIT GPA ANALYSIS

Transit Students by Faculty, Year, and Pre-Transit CGPA

Table 1 below shows the total number of students transiting into the Faculty of Arts or Faculty of Science, by year and by their Cumulative Grade Point Average at the time of transit (pre-transit CGPA).

The influx of transit students observed in both faculties in the 2013/14 and 2014/15 academic years may be partly attributed to the change in transit requirements as noted in the introduction section above.

It is also important to note that direct entry programs began in Fall 2012 for the Faculty of Science and in Fall 2013 for the Faculty of Arts. With students now being able to apply and enter in to either faculty directly out of high school, the supply of transit students coming out of University 1 in recent years may have been diminished.

Table 1: Number of Transit Students, by Transit Faculty, Transit Year, and Pre-transit CGPA					
Cohort Transit Year	Transit Students	Less than 1.75 CGPA	1.75 to 1.99 CGPA	2.00 to 2.49 CGPA	2.5 CGPA and greater
Faculty of Arts					
2007/08	718	0	2	165	551
2008/09	809	5	12	214	578
2009/10	862	17	28	226	591
2010/11	944	19	33	237	655
2011/12	962	19	34	252	657
2012/13	991	31	27	244	689
2013/14*	1,231	176	87	256	712
2014/15	1,044	139	70	173	662
2015/16	881	135	62	184	500
2016/17†	893	185	53	174	481
Faculty of Arts Total	9,335	726	408	2,125	6,076
Faculty of Science					
2007/08	648	0	0	71	577
2008/09	756	0	1	100	655
2009/10	778	4	10	96	668
2010/11	832	4	10	120	698
2011/12	870	3	3	114	750
2012/13	817	4	13	104	696
2013/14*	942	92	26	141	683
2014/15	793	60	34	120	579
2015/16	770	86	26	127	531
2016/17†	840	142	45	141	512
Faculty of Science Total	8,046	395	168	1,134	6,349
Overall Total	17,381	1,121	576	3,259	12,425

* It is important to note that beginning in September 2013, the academic requirements for students transiting from University 1 into either the Faculty of Arts or the Faculty of Science were amended such that students no longer required to have a minimum 2.0 CGPA when transiting.

† The dataset developed for this report relied on verifying a student's registration status in their transit faculty at the end of April of the academic year. Given that this data is not available for the most recent 2016/17 cohort of transit students, it is assumed that all students who declared a transit have been active. However, if certain groups of students are more likely to declare a transit but never enrol in courses (i.e. students with lower transit CGPA's) then these students may be slightly over-represented in the 2016/17 cohort until further data becomes available.

Transit Students by Pre-Transit CGPA and Demographics

The distribution of pre-transit CGPA's by student demographic group is shown in figures 2a and 2b, while the distribution by gender is shown in figures 3a and 3b. The data labels show the number of students in the given category.²

Figure 2a: Faculty of Arts Pre-Transit CGPA Distribution by Student Groups

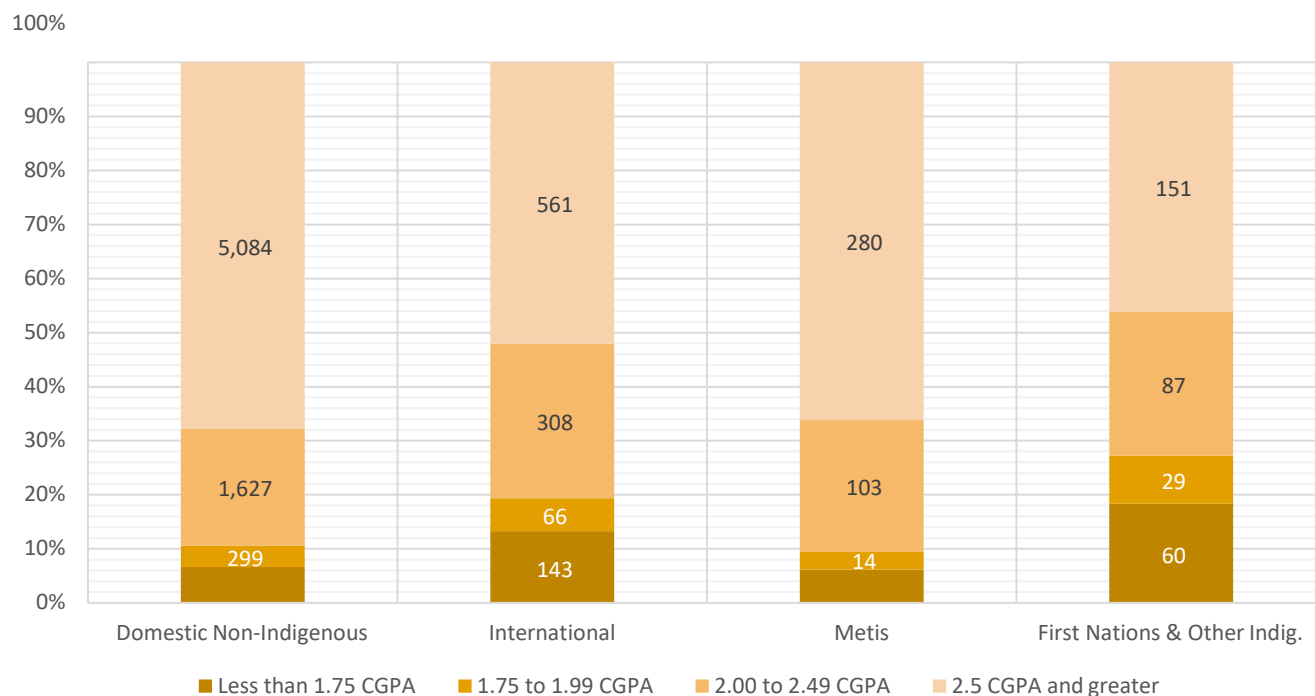
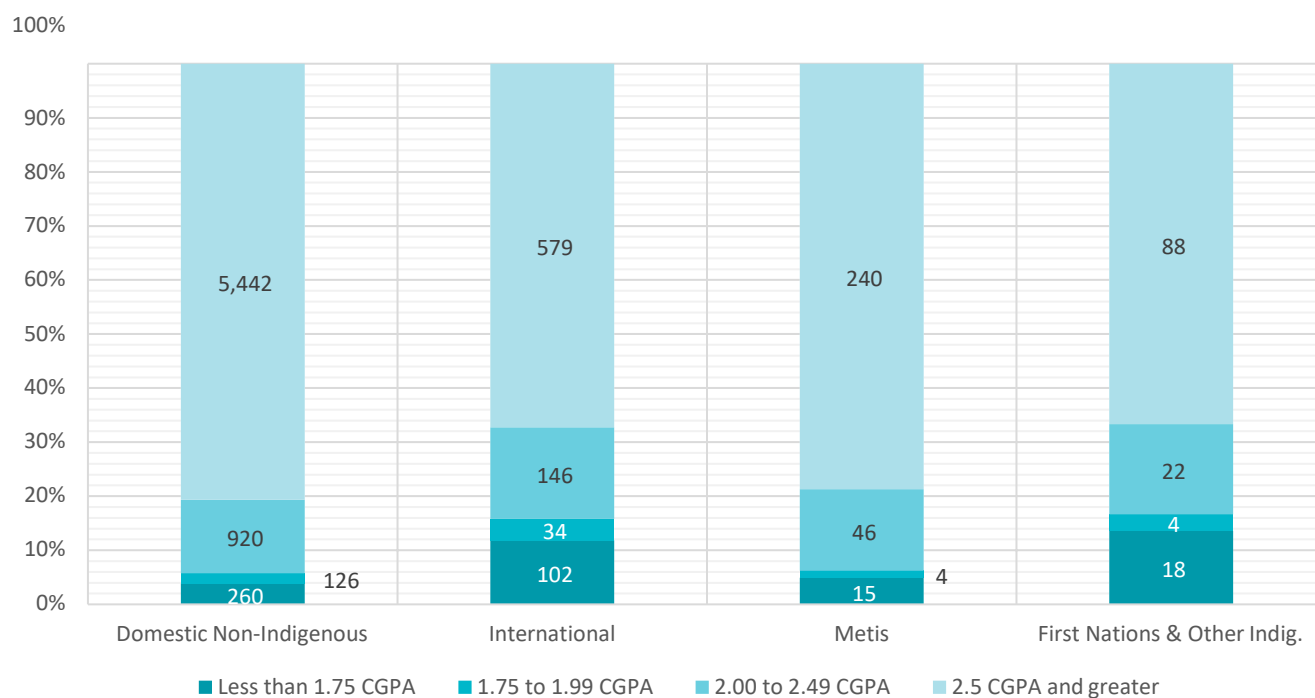
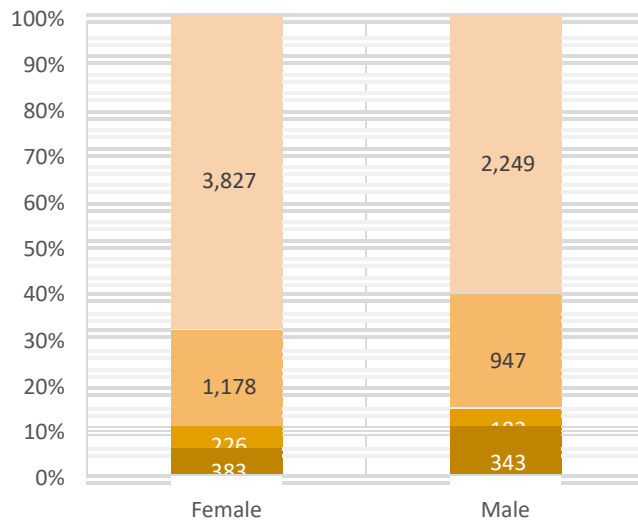


Figure 2b: Faculty of Science Pre-Transit CGPA Distribution by Student Groups



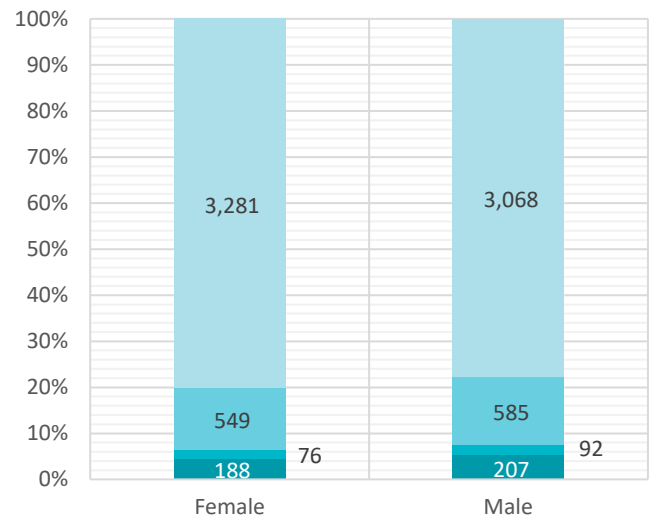
²The First Nations & Other Indigenous category includes the following groups: First Nations, First Nations (status unknown), First Nations: non-status, First Nations: status, Aboriginal, American Indian, Canadian Indigenous, and Inuit.

Figure 3a: Faculty of Arts Pre-Transit
CGPA Distribution by Gender



■ Less than 1.75 CGPA ■ 1.75 to 1.99 CGPA
 ■ 2.00 to 2.49 CGPA ■ 2.5 CGPA and greater

Figure 3b: Faculty of Science Pre-Transit
CGPA Distribution by Gender



■ Less than 1.75 CGPA ■ 1.75 to 1.99 CGPA
 ■ 2.00 to 2.49 CGPA ■ 2.5 CGPA and greater

For both the Faculty of Arts and the Faculty of Science combined, tables 2a and 2b below shows the proportion of students, by demographic group, who have transited with a pre-transit CGPA that is below 2.0 and those that transited with 2.0 or above.

Table 2a: Proportion of Pre-Transit CGPA's above and below 2.0, by Student Group

Student Group	Students	Less than 2.0 CGPA	2.0 CGPA or Above
Domestic Non-Indigenous	14,255	8%	92%
International	1,939	18%	82%
Métis	728	8%	92%
First Nations & Other Indig.	459	24%	76%
Overall	17,381	10%	90%

Table 2b: Proportion of Pre-Transit CGPA's above and below 2.0, by Gender

Student Group	Students	Less than 2.0 CGPA	2.0 CGPA or Above
Female	9,708	9%	91%
Male	7,673	11%	89%
Overall	17,381	10%	90%

Demographics of Students, by Pre-Transit CGPA, between 2013/14 and 2016/17

The demographic breakdown of students who transited with a pre-transit CGPA that is less than 2.0 and those that transited with a pre-transit CGPA of 2.0 or greater, within the 2013/14 to 2016/17 academic years, by faculty, is shown below in figures 4a and 4b.

Figure 4a: Faculty of Arts Transit Student Demographics

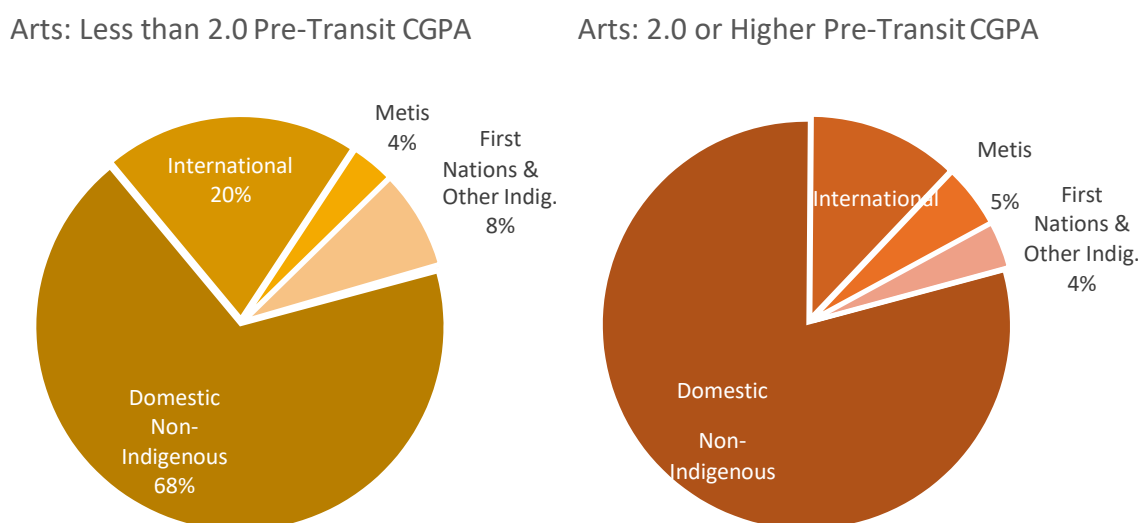
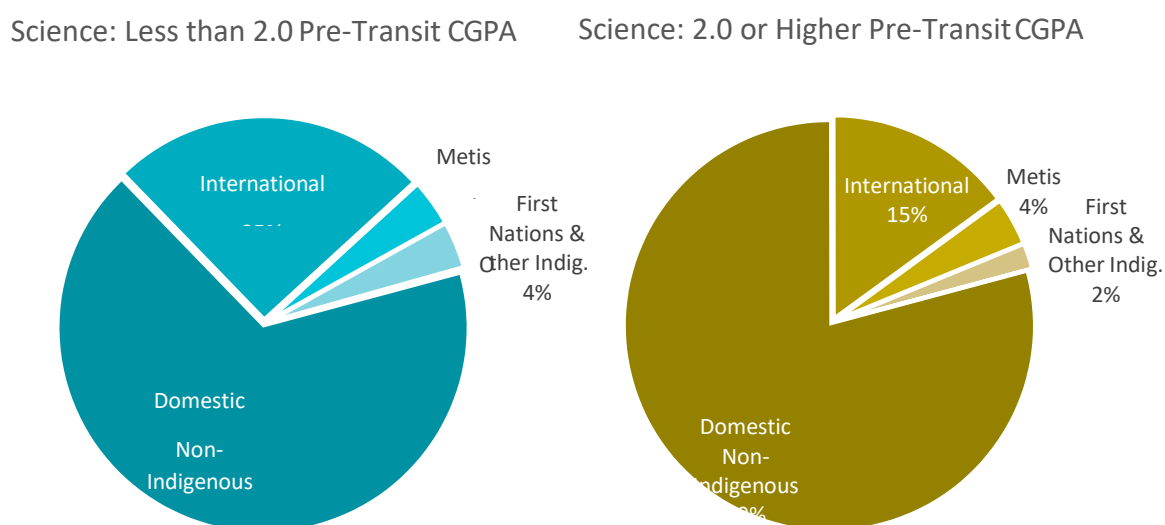


Figure 4b: Faculty of Science Transit Student Demographics



PRE-TRANSIT CGPA AND OUTCOMES

Pre-Transit CGPA vs. 1st Year in Transit Faculty SGPA³

The relationship between a student's pre-transit CGPA and their Sessional GPA after their first year (fall and winter semesters) in the faculty they transited in to is shown in figures 5a and 5b.

Figure 5a: Faculty of Arts Pre-Transit CGPA vs. 1st Year SGPA

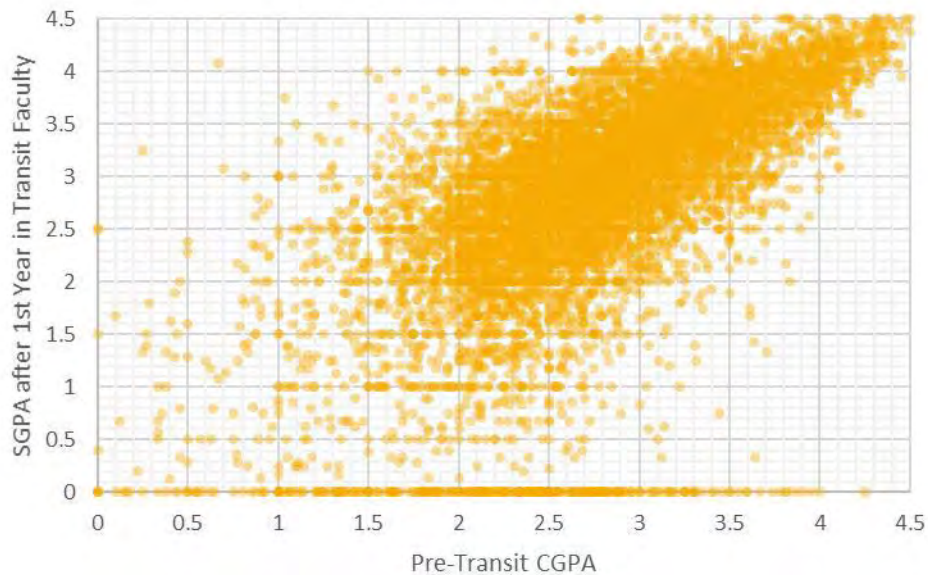
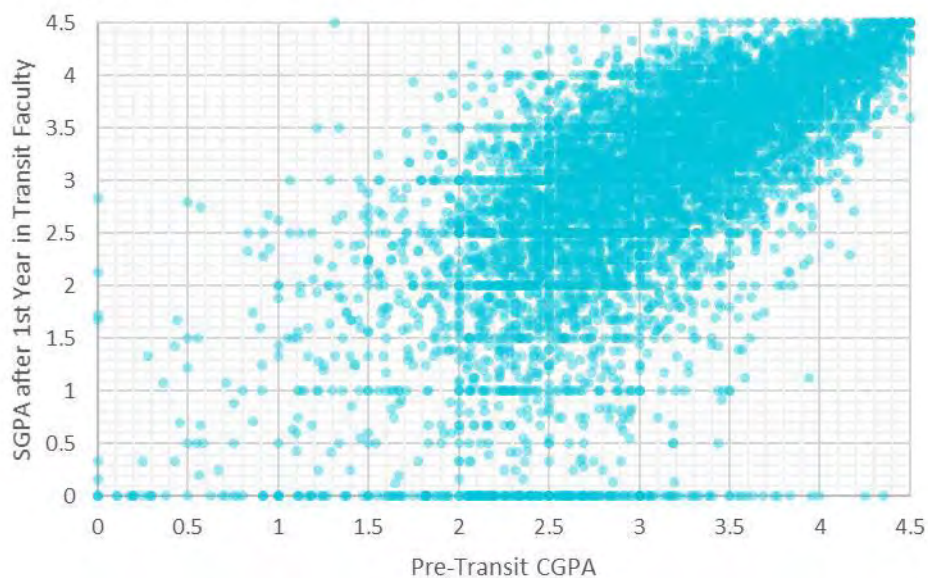


Figure 5b: Faculty of Science Pre-Transit CGPA vs. 1st Year SGPA



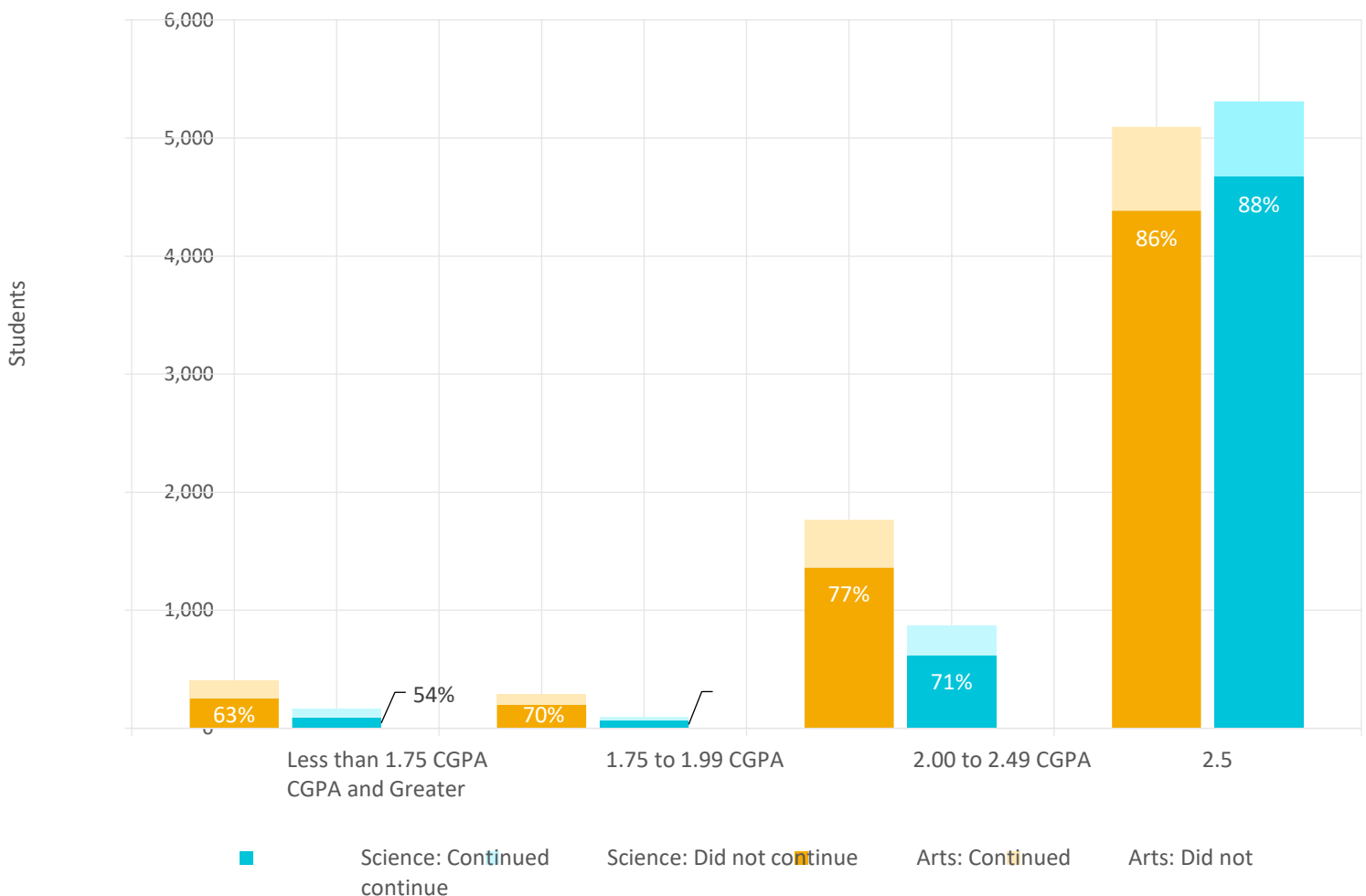
³This section excludes the latest cohort of transit students (2016/17) as their 1st year in transit faculty SGPA information is not yet available.

The above two graphs show that the correlation between a student's pre-transit CGPA and the SGPA they achieve in their transit year is strong for both the Faculty of Arts ($r = 0.63$)⁴ and the Faculty of Science ($r = 0.68$)⁵.

Pre-Transit CGPA vs. 1st to 2nd Year Persistence Rates⁶

Figure 6 shows the number of students within their pre-transit CGPA category who continued on, or did not continue on, from the year in which they transited to the subsequent year. The data labels in the chart show the overall percent of students, in that pre-transit CGPA category, who continued.

Figure 6: Number of Students who Continued and Did Not Continue from Year of Transit to Subsequent Year



⁴ Pearson Correlation Coefficient for Arts: $r = 0.63$, $N = 8439$, $p < 0.001$

⁵ Pearson Correlation Coefficient for Science: $r = 0.68$, $N = 7205$, $p < 0.001$

⁶ This section excludes the two latest cohorts of transit students (2015/16 and 2016/17) as their persistence information is not yet available.

Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Arts, the Faculty of Science, and University 1 to modify the transit regulations (2019.04.10)

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 Arts, the Faculty of Science, and University 1 are proposing some modifications to the transit regulations for students who transit from University 1 to the Faculty of Arts or the Faculty of Science.
3. The proposal was approved by the Faculty of Arts Council on February 7th, 2019, by the Faculty of Science Council, and it was endorsed by SCADM on April 10th, 2019.

Observations:

1. The current transit regulations allow students to transit to the Faculty of Arts or the Faculty of Science upon completion of 24 credit hours in University 1, and require students to transit or apply to an advanced entry program upon completion of 30 credit hours in University 1. Achieving a specified minimum GPA standard is not currently a requirement in determining transit eligibility.
2. SCADM agrees that the absence of a minimum GPA requirement does not set students up for success once they leave University 1. The committee is supportive of the re-introduction of a minimum GPA requirement into the transit regulations.
3. SCADM focused on the transit portion of the proposal but is also supportive of the proposed progression regulations.
4. During the meeting a modification to remove the sentence below was brought forward to SCADM. The committee accepted the modification and the proposal was endorsed based on the modification:
"If a student has repeated course work, only the highest grade will be used in the AGPA calculation."

Recommendation:

The Senate Committee on Admissions recommends that the proposal to modify the transit regulations be approved and in effect for the fall 2021 intake.

Respectfully submitted
Susan Gottheil, Chair, Senate Committee on Admissions

Report of the Senate Committee on Instruction and Evaluation RE: Modification of Academic Performance Standards, University 1

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_comm_itees/502.html.
2. At its meeting on May 16, 2019 SCIE considered the proposed modification of Academic Performance Standards, University 1.

Observations:

1. The Faculty of Science, Faculty of Arts, and University 1 has proposed a set of transit regulations, for students who would transit from University 1 to the Faculty of Arts or Faculty of Science, which were approved by the Senate Committee on Admissions. In addition to the transit regulations, University 1 is proposing to modify its Academic Performance Standards.
2. University 1 is proposing that, at the end of each academic term, students would be assessed based on the number of credit hours completed and the GPA earned.
 - a) Students who have completed between 3 to 12 credit hours would have their academic performance assessed unofficially. There would be an Early Warning Program for those students who obtain a Cumulative Grade Point Average of less than 1.75 at the time of their unofficial assessment. The Early Warning Program would include interventions such as academic advising, support services and strategic referrals with the goal.
 - b) Students who completed 15 to 27 credit hours would be officially assessed, and would fall into one of the following categories:
 - i) Students who have been officially assessed, and whose Cumulative Grade Point Average is 2.0 or greater would be categorized as Minimum Met.
 - ii) Students who have been officially assessed, and whose Cumulative Grade Point Average is between 1.75 and 1.99 would receive an assessment of Academic Warning. These students would be encouraged to meet with an academic advisor to discuss their academic plans and strategies. The notation "Academic Warning" would be recorded on the student's transcript.
 - iii) Students who have been officially assessed and do not achieve a Cumulative Grade Point Average of 1.75 would be placed on Probation. The notation "On Probation" would be recorded on student's transcript. Students who are on probation would be encouraged to meet with an academic advisor to discuss recommended interventions. Possible interventions could include additional meetings with an academic advisor, participation in skill building workshops, and/or referrals to student supports.

- iv) Students who have completed 30 or more credit hours, and failed to obtain the minimum 2.0 Grade Point Average on the best 24 credit hours of completed coursework would be placed on Academic Suspension. The notation “Suspension from 1 Year” would appear on the student’s transcript. Students assessed as being on Academic Suspension would not normally be permitted to register in other faculties at the University of Manitoba or attend another post-secondary institution for one calendar year.
- 3. Students returning from Academic Suspension would be required to request reinstatement. Upon return from Academic Suspension, students would be eligible to register for up to 24 additional credit hours. These students may be required to participate in interventions such as meetings with an academic advisor and participation in skill building workshops.
- 4. Students returning from Academic Suspension who have completed an additional 24 credit hours and failed to obtain a 2.00 would be ineligible to proceed in University 1.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the proposed modification of Academic Assessment Standards, University 1, effective September 1, 2021.

Respectfully submitted,

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

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

Preamble

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

Observations

1. The **Faculty of Graduate Studies** proposes a re-definition of section 8.5 *Graduate Student Vacation Entitlement* in the 2019/20 Academic Guide:

8.5 Graduate Student Vacation Entitlement

Students are entitled to 21 calendar days~~three (3) weeks~~ of vacation over a twelve (12) month period.

1. For the purposes of calculating vacation entitlement, the academic year means the period from September 1 to August 31.
2. Vacation entitlement will be prorated for the portion of the year in which a student is registered.
3. Any vacation time taken during an official closure of the University is not included as part of the 21 calendar day vacation entitlement. In addition, attendance at academic conferences shall not be considered vacation time.
4. Student vacation requests should have minimal impact on the student's research, coursework, and other obligations to the University. Any requests provided ahead of time and within these guidelines will not be unreasonably denied.
5. Should a conflict arise between a student's vacation request and a supervisor's expectations, the Department/Unit Head (or designate) shall make a final determination.

Recommendations

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

Faculty of Graduate Studies

Respectfully submitted,

Dr. Todd A. Mondor, Chair
Faculty Council of Graduate Studies

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

/ak

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

Preamble

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

Observations

1. The **Faculty of Graduate Studies** proposes changes to its Academic Membership in order to clarify that advisors must be members of the unit offering the program, and to clarify that quorum for this body should be 25, not 100.

Recommendations

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

Faculty of Graduate Studies

Respectfully submitted,

Dr. Todd A. Mondor, Chair
Faculty Council of Graduate Studies

/ak

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

FACULTY OF GRADUATE STUDIES BY-LAWS

This by-law is supplementary to the *Faculty and School Council General By-Law*.

1. RULES

1.1. Standing Rules

The Faculty Council may enact or amend standing rules and procedures for the conduct of their respective affairs by a majority vote of those members of the relevant body present and voting at the time the vote is called provided that five days' notice of the proposed standing rule or amendment has been given to all members of the relevant body prior to the meeting at which such enactment or amendment is to be made.

1.2. Rules of Order

Except where otherwise provided in the standing rules, the rules of order adopted from time to time by Senate for the governance of its proceedings shall govern the conduct of meetings of the Faculty Council and of the Board of Graduate Studies.

2. FACULTY OF GRADUATE STUDIES

2.1. Membership

- a. All full-time members of the academic staff of the University of Manitoba who hold the rank of Assistant Professor or above; those who have been appointed to the rank of Professor Emeritus/Emerita, Senior Scholar, Distinguished Professor, or Distinguished Professor Emeritus/Emerita; those who have been appointed as Adjunct Professors.
 - a.1 Full-time Faculty who are "Members of the Faculty of Graduate Studies" and subsequently take a reduced appointment, at age 69 due to the Collective Agreement, or at other times, should continue to be treated as full-time "Members of the Faculty of Graduate Studies."
- b. Those members of the academic staff of the University of Manitoba who do not hold the rank of Assistant Professor or above, but whom the Provost & Vice-President (Academic) has approved upon the basis of recommendations from the Head of the faculty member's department or unit and from the Head of the department or unit in which the work will be done. Such appointments are held for the specific period of time (not to exceed 3 years) necessary to complete the relevant teaching or supervision.
- c. Those administrative officers of the University of Manitoba as may be appointed by the Board of Governors.

2.2. Graduate Student Supervision

Only "Members of the Faculty of Graduate Studies" who are attached to departments, schools, or other units offering graduate program(s) are eligible to supervise graduate students. [Advisors must be a member of the unit offering the program in which the advisee is enrolled.](#) Advisors may not supervise a candidate for a degree higher than the one s/he holds unless recommended by the unit head and approved by the Faculty of Graduate Studies to do so.

2.3. Meetings

- a. General meetings of the Faculty of Graduate Studies may be called from time to time by the Dean of Graduate Studies.
- b. A special general meeting of the faculty must be called by the Dean within ten days of receipt of a written request signed by ~~fifty~~ 50 or more members of the Faculty.
- c. A quorum for a general meeting of the Faculty shall be ~~100~~ 25 members of the Faculty.
- d. Student members of the Faculty Council of Graduate Studies shall be entitled to attend all such general meetings and have full rights of participation therein.
- e. Subject to the right of the President to preside, the Dean or his/her delegate shall preside at all meetings of the Faculty.

2.4. Powers to Act

General meetings of the Faculty shall have the power to make recommendations to the Faculty Council with reference to any matters that are properly within the jurisdiction of the Faculty Council.

*Faculty of Graduate Studies approved by:
Senate: Jan 7, 2009*

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

Preamble

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

Observations

1. The **Faculty of Education** proposes revisions to the membership of its Ph.D. advisory and examining committees, sections 5.2.3 and 5.11.1 of the supplemental regulations. The proposed changes will allow for a greater flexibility in the constitution of advisory and examining committees. The revised membership aligns with FGS committee membership regulations in the Senate-approved 2019/20 Academic Guide.

Recommendations

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

Faculty of Education

Respectfully submitted,
Dr. Todd A. Mondor, Chair
Faculty Council of Graduate Studies

/ak

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

5.2.3 Advisory Committee

The Head of the department/unit is responsible for the establishment of an advisory committee for each Ph.D. student. Advisory committees are selected by the advisor/co-advisor in consultation with the student and should consist of individuals whose expertise is consistent with that necessary to provide additional advice and guidance to the student during his/her program. The advisory committee must consist of a minimum of three (3) members of the Faculty of Graduate Studies (http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html), one (1) of whom must hold a primary appointment from within the department/unit and one (1) of whom must hold no appointment within the department/unit. Advisory committees may, in addition, include one (1) non-voting guest member who has expertise in a related discipline but is not a member of the Faculty of Graduate Studies.

It is expected that Advisory Committee members will have a Ph.D. degree or equivalent. Equivalency will be determined by the Dean of the Faculty of Graduate Studies. Graduate students may not serve on graduate student advisory committees. A student who also holds an appointment at The University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same department/unit. The composition of, and any changes to, the advisory committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies on the "Program of Study and Appointment of Advisory Committee" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). The advisor/co-advisor is the Chair of the advisory committee. Advisory committee meetings must be held at least annually, and are not intended to take the place of meetings between the student and advisor/co-advisor which should occur with much greater frequency than the advisory committee meetings.

Specify composition of advisory committee, at what point the advisory committee is structured, and who assembles advisory committee

The primary responsibilities of the Advisory Committee are to guide the student through the program of studies, and to prepare for the candidacy examination and thesis defence.

The Ph.D. Advisory Committee, which typically forms the basis of the Thesis Examining Committee, must consist of a minimum of three members of the Faculty of Graduate Studies, one of whom is the student's advisor, who must be a member of the major department within the Faculty of Education, as follows:

~~the student's advisor (a member of the major department);~~

~~another member of the major department; and~~

~~a third member (internal/external) with no appointment in the Faculty of Education but from within the University of Manitoba and whose home department must have a graduate program. A curriculum vitae of the proposed internal/external must be submitted to the Doctoral Studies Committee for their approval.~~

The Advisory Committee may include one guest member who has expertise in a related discipline, and in exceptional circumstances, two (i.e.: an Elder). Guest members are not members of the Faculty of Graduate Studies, and may only advise and have no evaluative role and will not adjudicate the final thesis that is submitted for examination. A rationale for the inclusion of the guest member should be submitted for review to the Doctoral Studies Committee. If possible, a curriculum vitae to support the rationale should be included in the submission.

All members of the Advisory Committee must be approved by the Doctoral Studies Committee.

The Advisor acts as Chair of the Advisory Committee. The initial composition of the Advisory Committee and any subsequent changes to the composition must be approved by the Doctoral Studies Committee through the Chair of the Doctoral Studies Committee.

	<p>All tenured and tenure-track members in the Faculty of Education with an earned doctorate can serve as members on doctoral advisory committees. In order to serve as advisors of doctoral committees, members of the Doctoral Faculty of Education will normally have:</p> <ul style="list-style-type: none"> • a well articulated and current program of research, as evidenced by an appropriate related record of referred publications/conference papers/monographs; • experience in teaching graduate courses; • advised Master of Education theses students to completion; and • served on Ph.D. committees. <p>Senior scholars may act as an additional voting member of the Advisory Committee. Academic staff members who retire during the time they are supervising or are on advisory committees are expected to fulfill their obligations as either advisors or advising committee members.</p>
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<p>5.11.1 Formation of the Examining Committee I - University of Manitoba (Internal) Examiners</p> <p>The candidate's advisor (and, if appropriate, co-advisor) is considered to be a voting member of the examining committee. All voting members of the advisory committee are expected to serve on the examining committee; any exceptions must be approved in advance by the Dean of the Faculty of Graduate Studies. One (1) member must hold an appointment within the department/unit and one (1) member must hold no appointment within the department/unit. All internal examiners must be members of the Faculty of Graduate Studies (http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html). It is expected that Examining Committee members will have a Ph.D. degree or equivalent. Equivalency will be determined by the Dean of the Faculty of Graduate Studies. Note that in the case of an advisor and co-advisor, both together have a single vote on the examining committee.</p>	<p>The student's Advisory Committee typically forms the basis of the Thesis Examining Committee. This committee must consist of a minimum of three <u>persons: members of the Faculty of Graduate Studies, one of whom is the student's advisor, who must be a member of the major department within the Faculty of Education.</u></p> <ul style="list-style-type: none"> • the student's advisor (a member of the major department); • another member of the major department; • a third member, with no appointment in the Faculty of Education, but internal within the University of Manitoba (internal/external) •
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Report of the Faculty Council of Graduate Studies on Course, Curriculum and Regulation Changes

Preamble

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

Observations

1. The **Faculty of Graduate Studies, Peace & Conflict Studies** proposes its Ph.D. supplemental regulations.

Recommendations

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

Faculty of Graduate Studies, Peace & Conflict Studies

Respectfully submitted,

Dr. Todd A. Mondor, Chair
Faculty Council of Graduate Studies

/ak

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

The Faculty of Graduate Studies academic guide contains all the rules and policies pertaining to the Faculty of Graduate Studies. Adherence to these rules is of utmost importance for the effective functioning/operation of programs and for guiding and monitoring the progress of students. The integrity of the process is at stake. The major goal of this guide is to prevent potential problems that may affect the completion of a student's program. It is the responsibility of students and the unit offering a graduate program to read and follow the policies contained herein.

All regulations as laid out in the Faculty of Graduate Studies Academic Guide are subject to revision by the appropriate bodies of the Faculty of Graduate Studies. This compendium is presented as the most recent set of regulations as a guideline for students and staff. Regulations may vary from one department or program to another. Individual departments may have additional regulations that supplement these general regulations. All such supplementary procedures and regulations must be approved as specified by the By-Laws of the Faculty of Graduate Studies, be published and available to students, and kept on file in the Faculty of Graduate Studies Office.

For those programs that are administered through a Faculty (as opposed to a Department) the term "Department" should be substituted by "Unit" within this document (i.e. Department Head becomes Unit Head.)

PREFACE

The Faculty of Graduate Studies is a pan-University faculty charged with the oversight of the administration of all graduate programs at the University. Therefore these regulations apply to all graduate students in all programs in all academic units. Individual units may require specific requirements above and beyond those in the following document, and students should consult unit supplemental regulations for these specific regulations. All unit supplemental regulations require approval of the Faculty of Graduate Studies.

Definitions

The "Dean of the Faculty of Graduate Studies" shall be taken to mean the Dean of the Faculty of Graduate Studies or designate.

"Unit" shall be taken to mean the academic unit where the graduate student is pursuing his/her studies. Generally, this is the department. For Faculty-based programs, the Dean is the *de facto* Head of the unit. The term "unit" shall also include Schools of Faculties within the University. The Dean of the Faculty of Graduate Studies is the *de facto* Head of interdisciplinary programs administered by the Faculty of Graduate Studies. The Head of any unit may designate any of his/her responsibilities in this policy to another member of the unit, such as the Graduate Chair.

Section 1: Application, Admission, and Registration Policies

1.1 Application and Admission Procedures

The application (and all required documentation) is to be submitted directly to the Faculty of Graduate Studies. **Applicants should contact the department to which they are applying for the procedures, requirements and departmental application deadlines in effect.**

1.1.1 Process:

1.1.1 (a) A completed official application for admission form must be submitted, together with the

Departmental contact, address, generic email (no individual's names please), phone number:

Please contact:

University of Manitoba
Peace and Conflict Studies
252 St. Paul's College 70 Dysart Road
Winnipeg, MB R3T 2M6 Canada
Email: pacs@umanitoba.ca
Tel 204.474.8894

<p>application fee and supporting documentation, to the Faculty of Graduate Studies, via the online system, UMGraDConnect..</p> <p>NOTE: International students must pay special attention to the appropriate requirements with respect to transcripts (see application form for details).</p> <p>1.1.1 (b) Applications are subsequently reviewed by the unit offering the program which will decide whether the applicant meets the unit's criteria including, but not limited to, space, facilities, and advisors.</p> <p>1.1.1 (c) Notification of recommended/rejected applications is sent by the Head of the unit to the Faculty of Graduate Studies. Applications recommended for admission are checked to determine if they meet the Faculty of Graduate Studies' eligibility requirements. The Faculty of Graduate Studies then notifies applicants of their acceptance or rejection.</p>	<p>Fax 204.474.8828 www.umanitoba.ca/faculties/graduate_studies/admissions/index.html</p> <p>Applications for admission are evaluated by the PACS Ph.D. Program Committee.</p> <p>One representative from the following units sits on the PACS Ph.D. Program Committee:.</p> <ul style="list-style-type: none">• PACS Director• PACS core faculty member (selected by the Director)• Faculty of Arts (Dean or Designate)• Faculty of Education (Dean or Designate)• Faculty of Law (Dean or Designate)• Faculty of Social Work (Dean or Designate)• St. Paul's College (Rector)• Two faculty adjuncts (selected by the Director) <p>The PACS Director chairs the PACS Ph.D. Program Committee.</p> <p>The PACS Ph.D. Program Committee is responsible to the Dean of the Faculty of Graduate Studies for all matters relating to the academic administration of the PACS Ph.D. Program. This includes curriculum and student standing in areas such as: admission, academic advising, appeals, thesis committee structure, candidacy examinations, reviewing student progress, and appointing faculty adjuncts. The PACS Ph.D. Program Committee performs the functions of a department. The PACS Director performs the function of head and reports to the Dean of Graduate Studies who performs the role of budget Dean.</p>																
<p>1.1.2 Deadlines for Recommended Applications (from Departments to the Faculty of Graduate Studies)</p> <p>The following are the deadlines for receipt by the Faculty of Graduate Studies of recommendations from graduate units. Individual units may have earlier deadlines.</p> <table><tr><th>Session</th><th>Start Date</th><th>Canadian/US</th><th>International</th></tr><tr><td>FALL</td><td>September</td><td>July 1</td><td>April 1</td></tr><tr><td>WINTER</td><td>January</td><td>November 1</td><td>August 1</td></tr><tr><td>SUMMER</td><td>May</td><td>March 1</td><td>December 1</td></tr></table> <p>IMPORTANT: Applicants are <u>required</u> to submit the application and documentation to the Faculty of Graduate Studies for an earlier deadline than those listed above. Applicants are advised to confirm the deadline of the unit to which the application is being made. Contact information for each unit can be found at http://umanitoba.ca/faculties/graduate_studies/admissions/index.html</p> <p>The deadlines are meant to accommodate the needs of students in securing appropriate documentation. Late applications may be considered for the next available start date.</p>	Session	Start Date	Canadian/US	International	FALL	September	July 1	April 1	WINTER	January	November 1	August 1	SUMMER	May	March 1	December 1	<p><i>Internal Unit Application Deadlines or statements such as "one month earlier than FGS deadlines":</i></p> <p>Application Deadlines:</p> <p>Completed online applications must be received no later than December 1, for a September admission the following year.</p>
Session	Start Date	Canadian/US	International														
FALL	September	July 1	April 1														
WINTER	January	November 1	August 1														
SUMMER	May	March 1	December 1														
<p>1.1.3 Application Fee</p> <p>A \$100.00 (CDN) fee must accompany admission applications from all Canadian, Permanent</p>																	

Resident or International applicants. If submitting a paper application, a \$120.00 (CDN) fee must accompany the admission application.	
1.1.4 Transcripts Unofficial copies of transcripts and final degree certificates are acceptable for initial assessment purposes. Upon admission to the Faculty of Graduate Studies, applicants must arrange for official transcripts from all post-secondary institutions attended to be sent to the Faculty of Graduate Studies, within one month of date on the admission letter. All transcripts must arrive in sealed, university stamped envelopes sent directly from the issuing institution(s) and be accompanied by official and literal English translations (where applicable). For international degrees or where the transcripts does/will not clearly state that a degree has been conferred, a copy of the official degree certificate is also required.	
1.1.5 Transcripts: International Where academic records from a country other than Canada are produced in a language other than English, the applicant must arrange for the submission of official literal translations of all records. To be official, original language documents and English translations must arrive together in envelopes which have been sealed and endorsed by the issuing institution.	
1.1.6 Transcripts: University of Manitoba University of Manitoba students are not required to submit University of Manitoba transcripts.	
1.1.7 Proficiency in English A successfully completed English Language Proficiency Test from the approved list is required of all applicants unless they have received a high school diploma or university degree from Canada or one of the countries listed on the English Language Proficiency Test Exemption List (see next section). The Faculty of Graduate Studies requires a passing, acceptable English Language Test score in order to offer admission. Please note: In all cases, test scores older than two years are invalid. Thresholds required for successful completion are indicated in parentheses. <ul style="list-style-type: none"> • University of Michigan English Language Examination Assessment Battery (MELAB) (80%) • Test of English as a Foreign Language (TOEFL)– Paper-based test (567); Internet based -iBT (86; minimum score of 20 in each of reading, writing, listening and speaking categories) • Canadian Test of English for Scholars and Teachers (CanTEST) (band 4.5 in listening and reading and band 4.0 in writing and oral interview) • International English Language Testing System (IELTS) (6.5) • Academic English Program for University and College Entrance (AEPUCE) (65%) • Canadian Academic English Language Assessment (CAEL) (60 overall and 60 on each subset) • PTE Academic (61% overall) Note: In addition, foreign language students may be asked by the unit to complete the CanTEST prior to or following registration in the Faculty of Graduate Studies and, if need be, the unit may recommend remedial measures in language skills based on the results of the CanTEST. Some units may require a specific test or test scores greater than those indicated below and students should check departmental supplemental regulations for details.	
1.1.8 English Language Proficiency Test Exemption List Applicants holding secondary school diplomas and/or recognized university degrees from countries on the Faculty of Graduate Studies English Language exemption list are not required to submit an English Language Proficiency score. For more information please see our website, at http://umanitoba.ca/faculties/graduate_studies/admissions/english_exemption_list.htm	

<p>1.1.9 Letters of Recommendation</p> <p>Letters of Recommendation are to be completed via UMGradConnect, the online application. Applicants are required to add their 'Recommendation Provider(s)' contact information so that each recommender is sent an automated email notification.</p> <p>Generally, two Letters of Recommendation must be submitted to the Faculty of Graduate Studies. For the number of recommendation letters necessary, applicants should review our 'Additional Document Requirements' webpage, http://umanitoba.ca/faculties/graduate_studies/admissions/additional_requirements.html</p>	<p><i>Indicate if more than 2 letters are required</i></p> <p>Three reference letters are required from individuals who are familiar with the applicant's academic abilities and potential.</p>
<p>1.1.10 Admission Tests</p> <p>Some units require admissions tests, such as the Graduate Record Examination (GRE) or the Graduate Management Aptitude Test (GMAT). These requirements are listed in the supplemental regulations of the particular unit, and if required, the scores must be submitted at the time of application.</p>	Not applicable
<p>1.1.11 Entrance Requirements</p> <p>The minimum standard for acceptance into any category in the Faculty of Graduate Studies is a 3.0 Grade Point Average (GPA) or equivalent in the last two previous years of full time university study (60 credit hours).</p> <p>Note: This is the minimum requirement of the Faculty of Graduate Studies and units may have higher standards and additional criteria.</p>	Please refer to section 5 for PhD entrance requirements.
<p>1.1.12 Eligibility of University of Manitoba Staff Members</p> <p>A staff member at the University of Manitoba at the rank of Assistant Professor or above is not eligible to apply for admission to a graduate program in the unit in which the appointment is held.</p>	
<p>1.2 Registration Procedures</p> <p>1.2.1 Registration</p> <p>Undergraduate students are not allowed to register in graduate courses; that is, admission to the Faculty of Graduate Studies is a condition for registration in courses at the 6000 level and above.</p> <p>All graduate students must initially register in the term specified in their letter of acceptance as specified in the Academic Schedule of the Graduate Calendar. Any student not registering by registration deadline for the term specified in their letter of offer will be required to re-apply for admission. In exceptional circumstances and with prior approval from the unit, a student may defer registration for up to one term following acceptance into the Faculty of Graduate Studies. In the case of international students, admission may be deferred, with prior approval from the unit, for up to one year following acceptance.</p> <p>All programs must be approved by the Head of the major unit or designate. Approval to take courses from units outside the major unit must be obtained from the outside unit.</p> <p>The approval or denial of admission and registration to two programs rests with the Dean of the Faculty of Graduate Studies in consultation with the unit concerned. The approval/denial must be submitted to the Faculty of Graduate Studies prior to the student's admission/registration.</p> <p>Where a student does register in two programs, the student must declare themselves as part-time in at least one of the programs. Students should note that completing a graduate program as a part-time student will affect their eligibility for The University of Manitoba Graduate Fellowship</p>	

(UMGF) and may limit other funding possibilities.	
<p>1.2.2 Re-Registration</p> <p>Any student whose program of study extends for more than one year must re-register in the fall, winter and summer terms of each succeeding year of his/her program until a degree is obtained (or in the case of pre-Master's students, their program is completed). Failure to re-register will result in the discontinuation of his/her graduate status. A student who has been discontinued and would like to be considered for continuation in a program must apply for re-admission, which is not guaranteed. The re-registration requirement does not apply to occasional students, visiting students, pre-Master's students or students on an Exceptional or Parental Leave of Absence (please refer to "Leave of Absence", Section 8 of this Guide).</p> <p>The notation 'Discontinued Graduate Program' will be placed on the academic record of any graduate student who has failed to maintain continuous registration.</p>	
<p>1.2.3 Registration Revisions</p> <p>For designated periods subsequent to registration, approved revisions may be made. It is required that students adhere to dates and deadlines as published in the Academic Schedule of the Graduate Academic Calendar.</p> <p>Note: Graduate students are not permitted to withdraw from courses without written permission from their unit Head on recommendation from their advisor/co-advisor (and/or advisory committee). The notation "Required to Withdraw" will be placed on the academic record of any graduate student who has withdrawn from courses without such approval.</p>	
<p>1.2.4 Advisor Student Guidelines</p> <p>All students in thesis/practicum programs, in consultation with their advisor/co-advisor, are required to complete the Advisor Student Guidelines as soon as possible after registration but no later than at the time of submission of the first Progress Report. The Advisor Student Guidelines form is available through JUMP.</p>	
<p>1.2.5. Western Deans' Agreement</p> <p>This agreement was established in 1974 as an expression of co-operation and mutual support among universities offering graduate programs in western Canada. Its primary purpose is the reciprocal enrichment of graduate programs throughout western Canada. This agreement is not intended to preclude other agreements between participating institutions.</p> <p>1.2.5.1 The Western Deans' Agreement normally provides an automatic tuition fee waiver for visiting students. Graduate students paying normal required tuition fees to their home institution will not pay tuition fees to the host institution.</p> <p>1.2.5.2 Only degree level courses from recognized post-secondary institutions will be considered; courses that are part of certificate or diploma programs will not be approved.</p> <p>1.2.5.3 Program fees are always to be paid to the home institution, regardless of coursework taken at another institution. Students may be required to pay student, activity, application, or other ancillary fees to the host institution, according to general policies in effect at the host institution. Wherever possible, these fees will also be waived.</p> <p>1.2.5.4 Students will qualify for the fee waiver if they:</p> <ul style="list-style-type: none"> a) present the "Authorization Form: Western Deans' Agreement" signed by the Dean or designate and the unit Head or advisor/co-advisor of a participating Western institution specifying the courses to be taken for credit toward a graduate degree program at their home institution; b) are in good standing in a graduate program at the home institution; c) have paid all current and back fees at the home institution. <p>1.2.5.5 Students must meet all requirements as prescribed by the host university's regulations, deadlines, class capacities, and course prerequisites.</p>	

<p>1.2.5.6 Registration is possible in courses at both the graduate and undergraduate levels, and in credit courses offered through distance education or other means. To be eligible, courses must be an integral part of the applicant's graduate degree program. Fee waiver is not permitted for audit or non-credit courses.</p> <p>1.2.5.7 Students must have the Authorization Form approved by the relevant unit Head and the Faculty of Graduate Studies at the host institution at least two weeks prior to the commencement of the course(s) requested. The fee waiver is not available retroactively.</p> <p>1.2.5.8 Students are subject to regulations of the home institution governing credit for the courses to be undertaken. As a condition of registration at the host institution, students will arrange for official transcripts from the host institution to be sent to the home institution confirming successful completion of courses selected.</p> <p>1.2.5.9 Students must send confirmation of registration and notice of any change to the Registrar's Office of the home institution at the time of registration or course change is completed.</p> <p>1.2.5.10 Students may not claim fee waivers under the terms of this Agreement for a period of more than 12 months in total.</p> <p>1.2.5.11 Each institution has its own regulations regarding the maximum number of transfer credits permitted in a given degree program. A list of the participating Universities can be found at http://wcdgs.ca/</p>	
<p>1.3 Course Classifications</p> <p>1.3.1 General Classifications</p> <p>Students who register through Aurora Student Information System (Aurora Student) must also have prior approval of the unit Head or designate. Students registering through Aurora Student should add only those courses that are a Major (Standard "S") course in their program. Courses with Auxiliary "X", Audit "A", or Occasional "O" status (see below) must be added by the unit.</p> <p>"X" Auxiliary course: Course is not a major requirement of the program but is required by the student's advisor/co-advisor.** Extra courses that are not part of the Master's or Ph.D. program but which are specified and required by the student's advisor/co-advisor, may be classified as X (Auxiliary) and the grade will not be included in the degree GPA which appears on the transcript. However, X course grades may be used in the calculation of the GPA for continuation in the program and a minimum grade requirement may be required for X coursework by the unit. (Please consult the individual unit's supplemental regulations.) Additionally, X courses are used in the calculation of the GPA for the purposes of Admission and Awards. (The University of Manitoba Graduate Fellowship (UMGF) and International Graduate Student Scholarship (IGSS) use X courses in the calculation of the GPA.) The student's advisor/co-advisor and unit Head must determine if there is a valid need for the registration in courses under the X classification. A maximum of 12 credit hours under the X course classification is permitted while registered in a given program.</p> <p>"A" Audit course: Course is not taken for credit. No grade is recorded. Additional fees will be assessed.</p> <p>"O" Occasional course: Course is not a requirement of the program. Additional fees will be assessed.</p> <p>** Note: Changes in course classifications are regarded as course/program changes and may not be made without approval (refer to the "Registration Revision" section of this Guide) or after the deadline dates for course changes as indicated in the Academic Schedule of the <i>Calendar</i>.</p>	
<p>1.3.2 Continuing Courses (CO)</p> <p>For those graduate level courses (6000, 7000, and 8000) which are being taken by students enrolled in the Faculty of Graduate Studies and which continue beyond the normal academic term, the instructor shall recommend that a mark classification of "CO" be used until such time as a final grade can be established. If the course is not completed by August 31, the student must re-register for the course(s).</p>	

<p>In the absence of an assigned mark of "CO", the student may receive a mark of "F" in that term.</p> <p>Note: A CO will normally not be permitted longer than twelve months. In exceptional circumstances, where a CO grade is requested for a second twelve months, at the time the CO grade is submitted, the instructor and unit Head must also submit the "Recommendation for Continuing Status of a Course" form stating the reason for the CO and the deadline by which the course must be completed.</p>	
<p>1.3.3 Incomplete Courses</p> <p>Students who are unable to complete the term work prescribed in a course may apply to the instructor prior to the end of term for consideration of a grade classification of "Incomplete". It is understood that the student is to write the final examination if one is scheduled for the course.</p> <p>Taking into account the results of the final examination, the value of the term work completed, and the extent of the incomplete term work, the instructor shall calculate the temporary grade using a zero value for incomplete work.</p> <p>Normally, the following maximum extensions are allowed:</p> <p>August 1st for courses terminated in April</p> <p>December 1st for courses terminated in August</p> <p>April 1st for courses terminated in December</p> <p>If a final grade is not reported within one month of the extension deadline, the Incomplete (I) classification will be dropped and the grade will remain as awarded. The student will no longer have an opportunity to improve the grade. In no case will the satisfaction of the incomplete requirements result in a lower grade being awarded.</p>	
<p>1.4 Student Status/Categories of Students</p> <p>1.4.1 Full-Time And Part-Time Students</p> <p>Graduate students who are participating in studies on a regular basis in an academic term and/or are registered in the academic year are considered to be full-time students. Graduate student status is not determined by the number of credit hours taken per term. Therefore, such students who spend much of the time in a laboratory or library engaged in research or writing a thesis/practicum, or who spend part of the academic year engaged in research elsewhere, are regarded as full-time students.</p> <p>Student status should be determined by the student and advisor/co-advisor, and changes must be requested on the "Change of Status" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). The form must be approved by the unit Head and submitted to the Faculty of Graduate Studies.</p> <p>Declaration of full/part time status must be made prior to the end of the registration revision period in the Fall and/or Winter terms and within one month of the start of the Summer term.</p> <p>For every full year (twelve months) a Master's student is declared as part time they will receive an additional four months in time to complete their program. For every two years (24 months) a Master's student is declared as part time they will receive an additional year (12 months) in time to complete their program. For every two years (24 months) a Ph.D. student is declared as part time they will receive an additional four months in time to complete their program. Retroactive status changes will not be made.</p>	<p><i>Note: New calculation of full time equivalency of part-time status</i></p>
<p>1.4.2 Pre-Master's Or Qualifying Students</p> <p>In specific cases where the academic background of the student is judged to be insufficient for</p>	

<p>the given program in a unit, the unit may recommend that the student be admitted to a pre-Master's program of study. The pre-Master's program is intended to bring the student's standing to approximately the level of an Honours graduate in the major unit, and to provide any necessary prerequisites for courses.</p>	
<p>1.4.3 Occasional Students</p> <p>A student wishing to take graduate courses with no intention of applying them toward an advanced degree at The University of Manitoba is classified as an occasional student. Occasional students must meet the same degree and grade point average entrance requirements as regular graduate students and must write final examinations in the courses taken (unless audited), but will not receive credit toward a degree. In special circumstances, an occasional student may apply for permission to proceed to a degree program and also apply for transfer, for credit, of courses previously taken in the occasional category.</p> <p>Note:</p> <ol style="list-style-type: none"> 1. Transfer of courses from the "occasional" category to a degree program is not automatic: request for advance credit must be made within the first year of a degree program. 2. Fees paid by a student while registered as an occasional student are not transferable, at a later date, to a degree program. 3. Registration in the occasional student category can be for no more than one academic year without reapplication. 4. At least 60% of coursework per academic year must be taken at the graduate level while registered as an occasional student. 	
<p>1.4.4 Joint Masters (With the University of Winnipeg)</p> <p>The University of Manitoba and the University of Winnipeg offer four joint Master's programs: History, Religion, Public Administration, and Peace and Conflict Studies. The University of Manitoba Faculty of Graduate Studies is responsible for the administration of the joint programs, and students must complete the regular University of Manitoba application and registration forms. Students taking pre-Master's qualifying work for these programs register at the university where the courses are being taken.</p>	
<p>1.4.5 Visiting Students</p> <p>Visiting students are students who are registered at another institution who are taking one or more courses at The University of Manitoba on a Letter of Permission from their home university. Visiting students must submit an online application along with a \$100.00 (CDN) application fee, in addition to copies of transcripts from all institutions attended and a successfully completed English Language Proficiency Test from the approved list, if applicable. Applications must be submitted to the Faculty of Graduate Studies a minimum of one (1) month prior to the start of the intended term of study.</p> <p>Note:</p> <ol style="list-style-type: none"> 1. Fees paid by a student while registered as a visiting student are not transferable, at a later date, to a degree program. 2. Registration in the visiting student category can be for no more than one academic year without reapplication. 3. At least 60% of coursework per academic year must be taken at the graduate level while registered as a visiting student. 	
<p>SECTION 2: Academic Performance - General</p> <p>2.1 General Note</p> <p>Students are ultimately responsible for ensuring that they meet all degree and program requirements. The advisor (and if appropriate co-advisor), advisory committee, and unit must</p>	<p><i>For information specific to the Master's use section (box) 4.7.3, and for information specific to the Ph.D. use section (box) 5.6; for information common to both programs, use this box; if this box is used, put references to this section in 4.7.3 and 5.6.</i></p>

<p>ensure that each student follows the guidelines and meets the program requirements. The Faculty of Graduate Studies performs a final check of program requirements for each student just prior to graduation. Students are cautioned, therefore, to periodically check all regulations with respect to the degree requirements. Failure to meet all the requirements will render a student ineligible to graduate.</p> <p>Units may make recommendations with respect to the regulations concerning minimum academic performance; however, enforcement of academic regulations rests with the Faculty of Graduate Studies. The following procedures apply to recommendations made by units:</p> <p>The unit is responsible for informing the Faculty of Graduate Studies when a student's performance is unsatisfactory in research or coursework and the unit must outline any recommended remedial action(s).</p> <p>The unit must notify the student of the deficiency and of its recommendation.</p> <p>If the student fails to satisfy any remedial action recommended, the student may be required to withdraw from the Faculty of Graduate Studies.</p> <p>Note:</p> <p>When a graduate student is required to withdraw from a program of study, the notation on the academic record will be: "Required to withdraw".</p> <p>A student who has been required to withdraw from a graduate program may be permitted to apply for admission to another graduate program only if the application for admission is approved by the Dean of the Faculty of Graduate Studies.</p> <p>Voluntary withdrawal from a program is only permitted if the student is in good academic standing.</p> <p>Recommendations of units will supersede student requests for voluntary withdrawal.</p>	
<p>2.2 Academic Performance</p> <p>Student progress shall be reported at least annually to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html).</p> <p>Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the Graduate Chair/unit Head to the Dean of the Faculty of Graduate Studies on the "Progress Report" form. Two consecutive "in need of improvements" normally requires the student to withdraw.</p>	<p><i>Note: Progress Reports may be submitted more than annually</i></p>
<p>2.3 Performance in Coursework</p> <p>A minimum degree grade point average (GPA) of 3.0 with no grade below C+ must be maintained to continue in the Faculty of Graduate Studies. Units may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless a unit recommends remedial action. Any such action must be approved by the Dean of the Faculty of Graduate Studies.</p> <p>A student may be permitted to remove deficiencies in grades by repeating the course or replacing it with an equivalent substitute course. Each failed course may be repeated or replaced only once, to a maximum of 6 credit hours of coursework. If a course is repeated or replaced, the most recent grade obtained will be used in the determination of the degree grade point average. Students receiving a grade of C or less in more than 6 credit hours of coursework are required to withdraw, unless otherwise stated in the unit's supplemental regulations.</p> <p>Note:</p> <p>In exceptional circumstances, the unit may appeal to the Faculty of Graduate Studies for approval of remedial recommendation(s) falling outside those prescribed above.</p> <p>Supplemental exams are not permitted to students in the Master's or Ph.D. program, unless otherwise stated in the unit's supplemental regulations.</p>	<p><i>For information specific to the Master's use section (box) 4.7.4, and for information specific to the Ph.D. use section (box) 5.6.1; for information common to both programs, use this box; if this box is used, put references to this section in 4.7.4 and 5.6.1.</i></p>

Note: This license makes the thesis/practicum available for further research only. Publication for commercial purposes remains the sole right of the author.

The thesis release form, including the copyright declaration/infringement form, must be completed on MSpace. This and other related regulations may give rise to important questions of law, and students may need additional legal advice on the copyright laws of Canada and/or other countries. Students who wish to obtain legal advice concerning their subsequent rights are advised to do so prior to signing the agreements. Signing of the license agreements is normally done after the contents of the thesis/practicum have been delineated and the importance of copyright and/or patents fully comprehended.

Publication in the above manner does not preclude further publication of the thesis or practicum report or any part of it in a journal or in a book. In such cases, an acknowledgement that the work was originally part of a thesis/practicum at The University of Manitoba should be included.

Notes:

Patents –Refer to section 6 “Policy of Withholding Theses Pending Patent Applications” in this Guide.

Restriction of Theses/Practica for Publication – In exceptional cases, not covered by the regulation concerning patents, where adequate cause can be shown to delay publication, the student and advisor/co-advisor may request in writing that the Dean of the Faculty of Graduate Studies restrict access for a period up to one year after submission of the digital version of a thesis or practicum to The University of Manitoba. The Dean shall determine for what period, if any, access will be so restricted.

Library and Archives Canada – Library and Archives Canada obtains a copy of the thesis via the University’s MSpace repository.

SECTION 5: Doctor of Philosophy General Regulations

The degree of Doctor of Philosophy (Ph.D.) is granted only upon evidence of general proficiency and of distinctive attainment in a special field. In particular, the candidate must demonstrate an ability for independent investigation, original research or creative scholarship. This is expected to be presented in a thesis with a degree of literary skill and by an oral examination wherein the candidate exhibits mastery of their field. The Ph.D. is a research degree and is not conferred by The University of Manitoba solely as a result of coursework study.

Although general regulations apply to all students, individual units may have additional regulations that supplement these general regulations. All such supplemental regulations must be approved (as specified by the By-Laws of the Faculty of Graduate Studies), be published and available to students (http://umanitoba.ca/faculties/graduate_studies/admin/supplemental_regulations.html), and be kept on record in the Faculty of Graduate Studies. All students should consult unit supplemental regulations for specific details regarding admission, progression and completion.

5.1 Admission

5.1.1 General criteria

Normally, the completion of a Master’s degree or equivalent from a recognized university and a cumulative GPA of 3.0 or equivalent in the last two previous years of full time university study (60 credit hours) is the minimum requirement for admission to the Ph.D. program. However, the criteria for admissions into the Ph.D. program are more stringent than for Masters’ programs; therefore, the completion of a Master’s program does not guarantee admission into the Ph.D. program. Some units require completion of a thesis-based Master’s program prior to admission to a Ph.D. program.

Relevant information could include:

- *Minimum admission criteria (beyond FGS requirements)*
- *Admission/selection committee composition (if applicable)*
- *Admission/selection procedures*
- *Indicate which major areas are acceptable*
- *Is a thesis-based Master’s degree required*

The PACS Ph.D. Program requirements for admission are:

1. A Master’s degree from an institution recognized by the Faculty of Graduate Studies at the University of Manitoba in a peace and conflict studies-related area, such as: conflict analysis and resolution; peace studies; or a Master’s degree in another cognate discipline, such as education, law, international relations, disability studies, social work, or sociology, among others.
- 1.1 Applicants with an advanced degree in a cognate field may be required, upon provisional admission, to complete two additional courses (see section 5.4).
2. Demonstrated research capability as evidenced by: a completed Master’s thesis, a Major Research Paper or thesis equivalent, peer-reviewed publications, or some other research outcome equivalent to any one of the above.
3. A proposed area of research that can be supported by

	<p>a PACS faculty member. Applicants can request to work with a particular core PACS faculty member or faculty adjunct as their Advisor. However, admission is competitive and limited, so admission does not guarantee a first choice of Advisor.</p> <p>Application Materials</p> <p>Each application for admission to the Ph.D. Program in Peace and Conflict Studies must include:</p> <ol style="list-style-type: none"> 1. A completed Faculty of Graduate Studies online application form with the Application Fee; 2. A writing sample showing evidence of appropriate academic research capability. (e.g., Master's thesis, reports, published paper(s), etc.); 3. A 3-4 page personal statement (max. 1000 words) that outlines the applicant's outlook, prior experience and academic and/or professional goals; 4. A 3-4 page (max. 1000 words) statement of interest, outlining the applicant's proposed area of research. 5. A CV detailing information about prior academic training, professional experience, awards, scholarships, skills, and/or publications; 6. Three reference letters from individuals who are familiar with the applicant's academic abilities and potential. It is recommended that one of those letters be from the student's Master's thesis advisor indicating that the applicant has demonstrated suitability and preparation for Ph.D. studies; and, 7. Copies of all official transcripts. <p>Prior Learning Assessment and Recognition</p> <p>While prior experiential learning and practice is highly valued and can strengthen an application to the PACS Ph.D. program, advanced standing for such experience will not be granted in lieu of completing the required number of credit hours of Ph.D. coursework.</p>
<p>5.1.2 Direct Admission from the Bachelor's Honours or equivalent</p> <p>With special recommendation of the unit concerned, applicants with an honours Bachelor's degree or equivalent may be considered for entry to Ph.D. study. These students must be outstanding in their academic background (GPA well above 3.0 in the last two full years of undergraduate study). Once admitted, these students must complete at least 24 credit hours of coursework, unless the individual unit's approved supplemental regulations specify otherwise, and will be assessed Ph.D. fees for 3 years.</p>	<p><i>If direct admission is considered, specify conditions</i></p> <p>There is no direct admission to the PACS Ph.D. program from an undergraduate degree program.</p>
<p>5.1.3 Transfer from the Master's to the Ph.D. program</p> <p>Students who have not completed a Master's program may transfer to the Ph.D. program within the same unit upon the recommendation by the Head of the unit to the Faculty of Graduate Studies. The recommendation should be made within 18 months of the student's commencement of the Master's program. The coursework completed and time spent in the Master's program will normally be credited towards the Ph.D. program. Students must complete at least 24 credit hours of coursework, unless the individual unit's approved supplemental regulations specify otherwise.</p> <p>The request to transfer from a Master's to the Ph.D. program must be submitted to the Faculty of Graduate Studies at least one month prior to the term for which the student intends to commence</p>	<p><i>Note: Transfer from Master's to PhD within a unit must now be completed within the first 18 months in the Master's program.</i></p>

<p>the Ph.D. program. The following are required when making the request: The online Application for Admission indicating a request for transfer. If the transfer is made within one year, no additional application fee must be paid. In the case where the student does not hold a Master's degree, a letter of recommendation from the Head of the unit is also required.</p> <p>If the transfer occurs within 12 months of the initial registration in the Master's program, the student will be assessed Ph.D. fees for 3 years. If the transfer occurs after 12 months, the student will be assessed Ph.D. program fees for 2 years (as they will have already paid fees for the Master's program). Students are cautioned that such transfers may impact on The University of Manitoba Graduate Fellowship duration.</p> <p>Where a student with a Master's degree or equivalent is initially admitted and registered in a Master's program, that student may be transferred to the Ph.D. program within the same unit on the recommendation of the student's advisor/co-advisor and Head of the unit, provided that follow up transfer recommendation occurs within 12 months of the initial registration in the Master's program. In such a case, the application fee is waived and fees assessed towards the Master's program will be deducted from the full 2 years of Ph.D. program fees. Transfers later than 12 months must pay an application fee and their fees will be assessed as a 3 year Ph.D.</p>	
<p>5.1.4 Provisional Admission to the Ph.D.</p> <p>Students nearing the completion of the Master's degree may be accepted provisionally to the Ph.D. program for a 12 month period (commencing with the first registration in the Ph.D. program). Further registration in the Ph.D. program is contingent upon completion of all requirements of the Master's degree within the 12 months. Students must maintain continuous registration in their Master's program until its completion. Students will require assistance from the unit and the Faculty of Graduate Studies to complete dual registration in the Master's and Ph.D. program simultaneously.</p>	
<p>5.1.5 English Language Proficiency</p> <p>See section 1.1.7.</p> <p>Some units specify an additional language requirement for the Ph.D. degree. Students should check unit supplemental regulations regarding this requirement.</p>	
<p>5.1.6 Students with Disabilities</p> <p>See Accommodation Policy for Students with Disabilities:</p> <p>http://umanitoba.ca/admin/governance/governing_documents/students/281.html</p>	
<p>5.2 Student Advisor, Co-advisor and Advisory Committee</p> <p>5.2.1 Student Advisor</p> <p>Every Ph.D. student must have an advisor, appointed by the Head of the unit. The advisor is responsible for supervising the student's graduate program. The advisor is the student's first point of contact at The University of Manitoba, and therefore should be familiar with the general policies and regulations of the Faculty of Graduate Studies as well as the specific supplementary regulations of their academic unit. The advisor is directly responsible for the supervision of the student's graduate program. In this capacity, the advisor assists the student in planning the graduate program, and ensures that the student is aware of all graduate program requirements, degree regulations, and general regulations of the academic unit, the Faculty of Graduate Studies, the university, and external funding agencies. The academic advisor provides counsel for all aspects of the graduate program, and stays informed of the student's scholarly activities and progress. The student's advisor also acts as a channel of communication to the student's advisory committee, the unit and the Faculty of Graduate Studies.</p> <p>The advisor must:</p> <ul style="list-style-type: none"> • be a member of the Faculty of Graduate Studies; • hold a Ph.D. or equivalent*; • be active in research; 	<p><i>Note: See revised criteria for advisor/co-advisor.</i></p> <p><i>Must there be an advisor in place at admission? (Details of composition of advisory committee go in section 5.2.3)</i></p> <p>Academic Advisor</p> <p>Each student is assigned an Academic Advisor by the PACS Director at the time of admission in consultation with the core PACS faculty. The Academic Advisor is a member of the Faculty of Graduate Studies, as well as either a PACS core faculty member or adjunct, and is responsible for advising and monitoring the student's progress in their program of study. Normally, the Academic Advisor becomes the Thesis Advisor, who is the person primarily responsible for guiding and supervising the student's progress through the subsequent stages of the program. The Thesis Advisor must be a core faculty member or an adjunct faculty member in Peace and Conflict Studies.</p> <p>In exceptional circumstances, a Thesis Co-Advisor may be approved. Co-Advisors must satisfy the same criteria</p>

<ul style="list-style-type: none"> • have expertise in a discipline related to the student's program; • hold an appointment in the student's unit; and • have no conflict of interest with the student (as defined by the University of Manitoba Conflict of Interest Policy). <p>*Equivalency will be approved by the Dean of the Faculty of Graduate Studies and determined on a case by case basis and assessed by the potential advisor's demonstrated research record and current research activities. Note that M.D., D.M.D. and J.D. are undergraduate degrees and are not considered <i>per se</i> to be equivalent to a Ph.D.</p> <p>Usually the student and the advisor choose to work together by mutual agreement. In units where the choice of thesis topic advisor is postponed for some time after entry into the program, the Head of the unit or the selection committee shall appoint a faculty member to advise the student as to the rules and regulations and on a program and course requirements. This interim period must not exceed eighteen months after entry in to the program before a permanent advisor is chosen.</p> <p>A staff member at the University of Manitoba at the rank of Assistant Professor or above cannot have an advisor/co-advisor with an appointment in the same unit.</p> <p>The advisor and co-advisor (if applicable) and student must discuss, and complete, the Faculty of Graduate Studies Advisor Student Guidelines (ASG) prior to the commencement of any research and no later than the submission of the first Progress Report for the student. If the parties cannot agree on any component(s) of the ASG, the matter should be referred to the unit Graduate Chair, the Head of the unit or the Dean of the Faculty of Graduate Studies.</p> <p>Should, during the student's program, the relationship between the student and advisor significantly deteriorate, the matter should be referred sequentially to the unit Graduate Chair, the Head of the unit, then to the Dean of the Faculty of Graduate Studies.</p> <p>5.2.2 Co-advisor</p> <p>In special circumstances, upon approval of the Head of the unit, an advisor and co-advisor may advise a student.</p> <p>The co-advisor must:</p> <ul style="list-style-type: none"> • be a member of the Faculty of Graduate Studies, • hold a Ph.D. or equivalent*, • be active in research, and • have expertise in a discipline related to the student's program • have no conflict of interest with the student (as defined by the University of Manitoba Conflict of Interest Policy) <p>*Equivalency will be approved by the Dean of the Faculty of Graduate Studies, determined on a case by case basis and assessed by the potential co-advisor's demonstrated research record and current research activities. Note that M.D., D.M.D. and J.D. are undergraduate degrees and are not considered <i>per se</i> to be equivalent to a Ph.D.</p> <p>The co-advisor will usually be identified either:</p> <p>A) at the beginning of a student's program in situations where:</p> <ol style="list-style-type: none"> 1. the student desires to draw equally upon the expertise of two individuals, or 2. the project is interdisciplinary in nature and requires the expertise of two advisors from their respective disciplines, or <p>B) mid-way through a student's program due to:</p> <ol style="list-style-type: none"> 1. the students' project developing in such a way as he/she requiring an additional advisor 	<p>as the Thesis Advisor.</p>
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<p>from a different discipline; or</p> <p>2. the unit introducing a new Faculty member, to the standards of the unit, whose expertise facilitates the student's project.</p> <p>When an advisor and co-advisor are assigned, together they shall fulfill the role of the advisor (that is, neither shall fulfill any other advisory or examining committee membership requirements for that student). One advisor must be identified as the primary advisor; however, both the advisor and co-advisor's signatures are required on all documents where the advisor's signature is required.</p> <p>A staff member at the University of Manitoba at the rank of Assistant Professor or above cannot have an advisor/co-advisor with an appointment in the same unit.</p> <p>In all instances the Faculty of Graduate Studies must be informed of the co-assignment.</p>	
<p>5.2.3 Advisory Committee</p> <p>The Head of the unit is responsible for the establishment of an advisory committee for each Ph.D. student. Advisory committees are normally selected by the advisor/co-advisor in consultation with the student and should consist of individuals whose expertise is consistent with that necessary to provide additional advice to the student during his/her program. The advisory committee must consist of a minimum of three members of the Faculty of Graduate Studies, one of whom must hold a primary appointment from within the unit and one of whom must hold no appointment within the unit. Advisory committees may include one non-voting guest member who has expertise in a related discipline but is not a member of the Faculty of Graduate Studies.</p> <p>It is expected that, under normal circumstances, Advisory Committee members have a Ph.D. degree or equivalent and have no conflict of interest with the student (as defined by the University of Manitoba Conflict of Interest Policy). Equivalency will be determined by the Dean of the Faculty of Graduate Studies. Graduate students may not serve on graduate student advisory committees. A staff member at the University of Manitoba at the rank of Assistant Professor or above, cannot have an advisory committee member with an appointment in the same unit. The composition of, and any changes to, the advisory committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies. The advisor/co-advisor is the Chair of the advisory committee. Advisory committee meetings which must be held at least annually are not intended to take the place of meetings between the student and advisor/co-advisor, which should occur with much greater frequency than the advisory committee meetings.</p>	<p><i>Specify composition of advisory committee, at what point the advisory committee is structured, and who assembles advisory committee</i></p> <p>A student's Ph.D. Advisory Committee is normally struck during the first academic year of their program. The committee is assembled by the student's Thesis Advisor (and, when relevant, Co-Advisor), and is approved by the PACS Director.</p>
<p>5.3 Program of Study</p> <p>As soon as possible, but no later than 24 months after a student has commenced their program, the student's program of study should be registered with the Faculty of Graduate Studies and should include:</p> <ul style="list-style-type: none"> • information about the minimum or expected time for completion of the degree; • coursework to be taken; • any foreign language requirement; • the research area in which the thesis will be written. <p>The approval of the student's advisor/co-advisor and the Head of the unit are sufficient for registration. The program of study, including withdrawal from individual courses and any subsequent changes, must be approved by the student's advisor/co-advisor, the advisory committee and the Head of the unit. Withdrawal from courses or changes of course category without such approval may result in the student being required to withdraw from the Faculty of Graduate Studies.</p>	
<p>5.4 Program Requirements</p> <p>All students must complete one of the following programs of study for the Ph.D. degree, unless otherwise specified in the approved unit supplemental regulations:</p> <ul style="list-style-type: none"> • Where admission to the Ph.D. is directly from a Master's degree, a <u>minimum</u> of 12 credit hours at the 7000 level or higher plus a thesis is required. Any further coursework beyond the minimum 12 credit hours at the 7000 level must be at the 3000 level or above. For those students who hold a Master's degree, a maximum of 24 	<p><i>Indicate if the minimum or maximum number of credit hours required in the program differs from that required by FGS. List required courses (including full numbers and minimum level e.g. 7000), and credit hours</i></p> <p>Students who hold a Master's degree in a non PACS discipline, and who have been granted provisional acceptance into the PACS PhD program, are required to successfully complete the following two 3 credit hour</p>

<p>credit hours of coursework is allowed toward the Ph.D. program.*</p> <ul style="list-style-type: none"> Where admission to the Ph.D. is directly from an Honours Bachelor degree or equivalent, a <u>minimum</u> of 24 credit hours plus a thesis is required. The coursework must include a <u>minimum</u> of 18 credit hours at the 7000 level or higher with the balance of the coursework at the 3000 level or higher. For those students who do not hold a Master's degree, a maximum of 48 credit hours of coursework is allowed toward the Ph.D. program.* <p>*Unless professional accreditation requirements and/or the unit's supplemental regulations indicate otherwise.</p> <p>All students must complete GRAD 7500 Academic Integrity Tutorial (0 credit hours) within one year of initial registration, unless previously completed at the Masters level.</p>	<p>courses with a minimum B+ grade:</p> <ul style="list-style-type: none"> PEAC 7010 Interpersonal Communication, Problem-Solving and Trust-Building. PEAC 7020 Theories of Conflict and Conflict Resolution <p>Provisionally accepted PACS Ph.D. students must take both PEAC 7010 and PEAC 7020 as Occasional courses. They will be charged fees on a per-course basis over and above the standard tuition rate.</p> <p>All PACS Ph.D. students must complete 24 credit hours of coursework at the 7000 level, which include:</p> <ol style="list-style-type: none"> Four (4) three (3) credit hour core courses: <ul style="list-style-type: none"> PEAC 7030: International Peace & Conflict Resolution PEAC 7050: Intercultural Conflict Resolution & Peacebuilding PEAC 7060/7070 special Topics PEAC 7060/7070 Special Topics A minimum of six (6) credit hours of coursework in a cognate discipline or subject relevant to the student's research as indicated in the student's program of study. The six (6) credit hours are normally 7000-level courses taken at the University of Manitoba with the approval of his/her Academic Advisor and the PACS Director. <p>Several departments other than PACS now offer courses suitable for meeting the program requirements of individual students. However, if a PACS course meets the requirements of a student's cognate area (as determined in consultation with his/her Academic Advisor), then the student may request approval from the PACS Director to have the PACS course count as a cognate course.</p> <ol style="list-style-type: none"> A minimum of six (6) credit hours of coursework in research methods and/or analysis at the 7000 level is required. Methods courses can be taken from other departments at The University of Manitoba or from PACS.
<p>5.4.1 Language Reading Requirements</p> <p>Some units specify a language requirement for the Ph.D. degree. Students are advised to check unit supplemental regulations regarding this requirement.</p>	<p><i>Indicate if (or if not) required</i></p> <p>A second language is not required.</p>
<p>5.4.2 Advance Credit</p> <p>Advance credit for courses completed prior to admission to a Ph.D. program will be considered on an individual basis. The student's unit makes the request to the Faculty of Graduate Studies by completion of the "Recommendation for Advance Credit (Transfer of Courses)" form.</p> <ol style="list-style-type: none"> Application for advance credit must be made within the first year of the program (see Lapse of Credit of Courses in this section). 	

<p>2. No more than half of the required coursework for the program can be given advance credit.</p> <p>3. A course may not be used for credit toward more than one degree, diploma or certificate.</p> <p>4. The student must register at The University of Manitoba for one academic year as a full-time student and must also complete the thesis at The University of Manitoba.</p> <p>5. Regardless of the extent of advanced credit received, all students are required to pay the program fee.</p>	
<p>5.4.3 Transfer Credit</p> <p>Courses within a program of study may be taken elsewhere and transferred for credit at The University of Manitoba. All such courses:</p> <ol style="list-style-type: none"> 1. must be approved for transfer to the program of study by the unit and the Faculty of Graduate Studies before the student may register for them; 2. are considered on an individual basis; 3. cannot be used for credit towards another degree; 4. may be taken at other universities while registered in a program at The University of Manitoba, provided that the credit does not exceed 50% of the minimum credit hours of coursework required. <p>Permission is granted in the form of a Letter of Permission which may be obtained by making an application to the Registrar's Office; an original transcript and course equivalency must be provided.</p>	<p>On the recommendation of the student's Academic Advisor, and with the approval of the PACS Director, a maximum of six (6) credit hours may be transferred into the program from other approved programs and/or institutions.</p>
<p>5.4.4 Lapse of Credit of Courses</p> <p>Courses completed more than seven years prior to the date of awarding of a degree may not normally be used for credit toward that degree.</p>	<p><i>Note: Lapse of course credit is now 7 years.</i></p>
<p>5.5 Time Limits</p> <p>5.5.1 Minimum Time Limit</p> <p>The minimum time requirement for the program of study for a Ph.D. degree will normally be two years of study beyond the level of the Master's degree, or three years beyond the level of a Bachelor's degree. The student may be permitted to spend one of these years in an approved program of research or study elsewhere. Such permission must be approved by the Dean of the Faculty of Graduate Studies on the recommendation of the student's advisory committee.</p> <p>5.5.2 Maximum Time Limit</p> <p>A student's candidature shall lapse if he/she fails to complete the degree within six years following initial registration in the Ph.D. program. For those students who transfer from the Master's to the Ph.D., years spent in the Master's program are counted as years in the Ph.D. program. Ph.D. students who are declared as part-time will receive an additional four months in time to complete their program for every two years (24 months) they are declared as part time (see section 1.4.1).</p> <p>Requests for extensions of time to complete the degree will be considered on an individual basis and must be submitted to the Dean of the Faculty of Graduate Studies at least three, but no more than four, months prior to expiration of the respective maximum time limit.</p> <p>A student who has not completed the degree requirements within the time limit or within the time limit of any extension that has been granted (see also sections "Extension of Time to Complete Program of Study" and "Leave of Absence") will be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".</p>	<p><i>Note: Maximum time in the Ph.D. is now 6 years.</i></p>
<p>5.6 Academic Performance</p>	<p><i>Is a reference to section 2.1 necessary?</i></p>

<p>Student progress shall be reported at least annually to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html).</p> <p>Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the Graduate Chair/unit Head to the Dean of the Faculty of Graduate Studies on the "Progress Report" form. Two consecutive "in need of improvements" normally requires the student to withdraw.</p>	
<p>5.6.1 Performance in Coursework</p> <p>A minimum degree grade point average (GPA) of 3.0 with no grade below C+ must be maintained to continue in the Faculty of Graduate Studies. Units may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless a unit recommends remedial action. Any such action must be approved by the Dean of the Faculty of Graduate Studies.</p>	<p><i>Is a reference to section 2.3 necessary?</i></p>
<p>5.6.2 Performance Not Related to Coursework</p> <p>Students may be required to withdraw from their Ph.D. program for reasons of unsatisfactory performance other than those related to failing grades. These include, but are not restricted to, unsatisfactory attendance and lack of progress in research and/or thesis preparation. The student's advisory committee will make a recommendation for required withdrawal to the Head of the unit. The Head of the unit may then recommend to the Dean of the Faculty of Graduate Studies that the student be required to withdraw for reasons of unsatisfactory academic performance.</p>	<p><i>Additional examples could include attendance in seminars, standards of ethical behavior, professional dress codes.</i></p>
<p>5.7 Academic Requirement for Graduation</p> <p>A cumulative degree grade point average of 3.0 or greater is required in those courses that constitute the program of study for graduation in the Faculty of Graduate Studies.</p>	
<p>5.8 Candidacy Examination</p> <p>The candidacy examination is an absolute requirement of the Faculty of Graduate Studies and, as such, cannot be waived under any circumstances. However, the format and content of the candidacy exam will vary from unit to unit. The purposes of the candidacy exam in doctoral programs is to determine the student's competence in the discipline with respect to understanding and absorbing a broad spectrum of material, and then researching, identifying, analysing, synthesizing, and communicating ideas about that material in depth.</p> <p>At the time specified by the advisory committee--normally within the first year after the completion of the Ph.D. program coursework but in no case later than one year prior to expected graduation--the student must successfully complete the formal candidacy examination.</p> <p>The examination is conducted according to a procedure established by the unit and approved by the Academic Guide Committee of the Faculty of Graduate Studies. Please see the unit supplemental regulations for the format and composition of the examination committee for the candidacy examination. The candidacy examination must be held at The University of Manitoba.</p> <p>This examination, which is independent from the thesis proposal, may be oral, written, or both and may cover subjects relevant to the general area of the candidate's research. These must be made known to the students.</p> <p>A pass decision of the examiners must be unanimous. Students must be provided with feedback on their performance and access to the reasons for the pass/fail.</p> <p>The Dean of the Faculty of Graduate Studies must be informed whether the candidate has passed or failed the candidacy examination on the "Report on Ph.D. Candidacy Examination" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html).</p> <p>Any student who fails the candidacy examination twice will be required to withdraw from the Faculty of Graduate Studies.</p>	<p><i>Provide details of examination structure and format, content, duration, examining committee composition, timeline for completion within the program, and any other regulatory procedural details.</i></p> <p>The Candidacy Examination should be taken within six (6) months of the successful completion of all Ph.D. coursework. The student will meet with his/her Advisor and Advisory Committee to clarify which areas the examination will focus on. The student is normally given three (3) months to prepare for the examination.</p> <p>The purpose of the Candidacy Examination is to assess the student's preparedness in: (1) their major study area; (2) the support area(s) of study, and, (3) the research methods and theories that are most suitable to the student's proposed research and/or discipline.</p> <p>If a student's first attempt at the Candidacy Examination is unsuccessful, a second attempt will be allowed within six (6) months of the first failed attempt. If a student fails the second attempt at the Candidacy Examination, they will be required to withdraw from the PACS Ph.D. Program and the Faculty of Graduate Studies.</p> <p>The Candidacy Examination is set by the student's Advisor and Advisory Committee, and is approved by the PACS Director following consultation with the PACS Ph.D. Program Committee. The final evaluation of the Candidacy Examination, however, rests exclusively with the student's Advisor and Advisory Committee.</p> <p>The candidacy exam consists of a written component</p>

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

and an oral component.

Written Component of the Candidacy Examination

The candidacy examination is a take-home exam consisting of 2-3 questions that must be answered in writing. Each question will be given equal weight in the exam, which under no circumstances should exceed 100 pages in total (excluding references) when submitted for assessment.

The student will have three months to complete written responses to the exam questions. A student may contact his/her Advisor during the first two weeks of the examination period to request any clarifications. After this two-week period expires, the student is expected to work alone. While the student is free to use any library or other written sources available they must not consult faculty, other students, or anyone else while preparing their written answers.

A student may opt out of the Candidacy Examination up to one week before the deadline for the submission of written answers. If a student opts out, the Candidacy Examination process begins anew.

If a student does not opt out of his/her candidacy exam at least one week prior to the submission deadline, and fails to submit his/her written answers by this deadline, then s/he will automatically fail the exam.

Students are permitted two attempts to pass their candidacy examination. Following two failures, students will be required to withdraw from the PACS doctoral program and the Faculty of Graduate Studies.

If within the last week of the candidacy examination period, a student falls ill or experiences circumstances considered exceptional and beyond their control (i.e. on compassionate grounds) falls ill during the last week of the candidacy examination period, an extension of the candidacy examination deadline may be obtained requested from the PACS Director acting in consultation with the Advisor, and with acceptable the provision of supporting documentation supporting the student's extension request like a Doctor's note.

Preliminary Review of the Written Candidacy Exam

Written answers to the Candidacy Examination questions will be submitted to the PACS Director, who will forward the answers to the student's Advisor and Advisory Committee for preliminary review and evaluation.

Individual evaluation of the written answers will normally be completed within two to three weeks of the exam's submission. As soon as possible thereafter the Advisor will call a meeting of the Advisory Committee for the purpose of discussing individual assessments of the student's performance.

	<p>The Advisor and Advisory Committee together will decide whether or not the student's written submission merits subsequent oral examination. Should the written submission be deemed unsatisfactory, then it will not proceed to oral examination and the student will have failed the candidacy exam.</p> <p>Oral Component of the Candidacy Examination</p> <p>The Advisory Committee will conduct an oral examination of the student's written Candidacy Exam, chaired by the Advisor. The oral examination will normally last two hours and entail the following:</p> <ul style="list-style-type: none"> • An introduction by the Chair, and explanation of procedures • Questions by the Advisory Committee <ul style="list-style-type: none"> ◦ These will address the students' major program area, support area(s), and research methods as they are reflected in the answers given to the candidacy exam questions <p>Following the question period, the student will withdraw and the examiners will meet privately to determine the outcome of the examination. S/he will be invited back into the room, and notified of the outcome.</p> <p>The Thesis Advisory Committee shall evaluate the oral examination on a pass/fail basis, and this decision must be unanimous. When the decision is not unanimous, the student will be judged to have failed their candidacy exam.</p>
<p>5.9 Thesis Proposal</p> <p>Some units have specific procedures in place for approval of thesis proposals and students are advised to refer to the specific unit supplemental regulations. If units require thesis proposal approval, this exercise is independent from the candidacy examination. Regardless, the proposed thesis research must be approved by the advisory committee and, if necessary, by the Human Research Ethics Board or Animal Care Committee before the work has begun on the thesis research or project.</p>	<p><i>Provide details of format, page limits, other guidelines, evaluation procedures, timeline for completion within the program, and any other regulatory procedural details.</i></p> <p>Under the supervision of the Thesis Advisor, the student must prepare a written thesis proposal to be submitted to their Thesis Advisory Committee. The student is required to defend the thesis proposal orally.</p> <p>Students will normally defend their thesis proposals within one year of completing their Candidacy Examination.</p> <p>The thesis proposal outlines in detail the problem the student intends to investigate, and the theory and methodology they intend to use to address it. Students should consult their Advisors on how to format their proposal. However, each proposal should minimally include: a description of the central idea of the thesis; a statement of proposed research objectives; a preliminary review of the relevant primary and secondary literature; an appropriate theoretical framework; a clear methodology; an explanation of the anticipated contribution of the thesis research will make, a research budget (where applicable); and, a timetable for completion.</p> <p>The Thesis Advisor or designate chairs the oral defence of the thesis proposal. All members of the Thesis Advisory Committee shall be present at this defence,</p>

	<p>unless specifically exempted by the PACS Director and the Dean of the Faculty of Graduate Studies.</p> <p>The student must submit the written proposal to the Thesis Advisor, who will distribute it to the rest of the Advisory Committee. The Advisor will then convene a meeting of the Advisory Committee to consider the student's thesis proposal within two weeks of its submission.</p> <p>If the proposal is deemed ready for oral defence, then the Thesis Advisor must provide written notice of the date of the oral defence. This defence of the thesis proposal is open to the public, and the PACS Director will ensure that it is publicized.</p> <p>The purpose of the Oral Thesis Proposal Defence is to:</p> <ul style="list-style-type: none"> • Enable the Thesis Advisory Committee to assess the student's preparation for undertaking independent graduate research; • Consider the feasibility of the proposed research; • Provide necessary feedback useful for the further advancement of the research. <p>The Oral Thesis Proposal Defence will be chaired by the Thesis Advisor, and will proceed as follows:</p> <ul style="list-style-type: none"> • Introduction by the Thesis Advisor; • Presentation of highlights of the research proposal by the student; • Review and of the proposal by the Thesis Advisory Committee; • Determination of approval of the proposal by the Thesis Advisory Committee. <p>The Oral Thesis Proposal Defence is graded on a pass/fail basis by members of the Advisory Committee. A unanimous vote will determine if the thesis proposal (a) passes; (b) requires revisions; or (c) fails.</p> <p>Students whose proposals are deemed to require revisions must complete them under the supervision/ direction of the Thesis Advisor. The revised thesis proposal must then be submitted and circulated to the Advisory Committee for their written approval no later than one month following the Oral Thesis Proposal Defence.</p> <p>If the student fails the Oral Thesis Proposal Defence, then s/he will be permitted one additional attempt to defend. This second defence will normally take place within three months of the failed defence. Students failing twice to defend their thesis proposals will be required to withdraw from the PACS doctoral program and the Faculty of Graduate Studies.</p> <p>Data collection shall not proceed until the thesis proposal has been approved and until approval has been secured from the relevant University of Manitoba Research Ethics Board (if the research involves human subjects).</p> <p>Once the proposal has been successfully defended, the</p>
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	student is ready to proceed to the stage of thesis research and writing. The Faculty of Graduate Studies' booklet entitled <i>Thesis Guidelines</i> is available from the Faculty of Graduate Studies. Students are encouraged to obtain a copy of this document to assist them in the proper presentation of their thesis.
<p>5.10 Thesis</p> <p>An essential feature of Ph.D. study is the candidate's demonstration of competence to complete a research project and present the findings. The thesis must constitute a distinct contribution to knowledge in the major field of study, and the research must be of sufficient merit to be, in the judgement of the examiners, acceptable for publication.</p> <p>The thesis must be written according to a standard style acknowledged within the candidate's particular field of study and recommended by the unit, be lucid and well written, and be reasonably free from errors of style and grammar (including typographical errors).</p> <p>The final version of the thesis must be submitted by the candidate to the Faculty of Graduate Studies following the guidelines found at: http://umanitoba.ca/faculties/graduate_studies/thesis/guidelines.html</p>	
<p>5.11 Thesis Examination Procedures</p> <p>The final examination for the Ph.D. degree proceeds in three stages (see Figure 5-1):</p> <ol style="list-style-type: none"> 1. Examination of the candidate's thesis by an internal examining committee. 2. Examination of the candidate's thesis by an external examiner. 3. Oral examination of the candidate by all examiners on the subject of the thesis and any matters relating thereto. 	<i>Note: There is now an internal distribution of the thesis</i>
<p>5.11.1 Formation of the Examining Committee I - University of Manitoba (Internal) Examiners</p> <p>The candidate's advisor (and, if appropriate, co-advisor) is considered to be a voting member of the examining committee. The candidate's advisor/co-advisor, in consultation with the Head of the unit, will recommend at least three internal thesis examiners, including the advisor/co-advisor, to the Dean of the Faculty of Graduate Studies for approval via the Thesis Submission Portal on JUMP. One member must hold a primary appointment within the unit and one member must hold no appointment within the unit. All internal examiners must be members of the Faculty of Graduate Studies. It is expected that, under normal circumstances, Examining Committee members have a Ph.D. degree or equivalent. Equivalency will be determined by the Dean of the Faculty of Graduate Studies. Under normal circumstances these will be members of the candidate's advisory committee, if not, approval must be obtained from the Dean of the Faculty of Graduate Studies.</p>	
<p>5.11.2 Formation of the Examining Committee II - External Examiner</p> <p>The candidate's advisor/co-advisor, in consultation with the advisory committee, will recommend the names of three distinguished scholars from outside The University of Manitoba with particular experience in the field of the thesis research and Ph.D. student advisory/examination experience to serve as the external examiner to the Dean of the Faculty of Graduate Studies for approval via the Thesis Submission Portal on JUMP. The recommendations should, if possible, include a brief CV of each of the prospective external examiners and a short statement detailing the rationale behind the recommendations, the prospective external examiners' qualifications, including a current list of his/her scholarly publications and research activities and, importantly, their experience with graduate student education. No contact should be made with any of the prospective external examiners. If any of the recommended examiners does not meet the following criteria, specified below, a detailed explanation should be included with the rationale for the recommendation.</p> <p>The external examiner should:</p> <ul style="list-style-type: none"> • hold a Ph.D. or equivalent; 	

<ul style="list-style-type: none"> • hold the rank of Associate Professor, Full Professor, Senior Scholar or Emeritus Professor (or the equivalent if outside North America) at a university, or have comparable expertise and standing if not a faculty member at a university ; • have an established reputation in the area of the thesis research and be able to judge whether the thesis would be acceptable at an institution comparable to The University of Manitoba; and • have significant recent experience with the supervision and/or examination of Ph.D. students. <p>The external examiner should not:</p> <ul style="list-style-type: none"> • have acted as an external examiner for the same Ph.D. supervisor within the previous two years; • have been associated with the candidate at any time or in any significant way in the past five years, present or reasonably foreseeable future (advisor/co-advisor, colleague, teacher, co-author of published material, family member <i>etc.</i>); or • be associated with the candidate's advisor/co-advisor in any of the following ways: <ul style="list-style-type: none"> • former student; • research advisor/co-advisor; • research collaborator within the last five years; • co-author of published material within the last five years. <ul style="list-style-type: none"> ○ have had a significant academic disagreement with the candidate, the advisor/co-advisor or any member of the advisory committee. <p>The Dean of the Faculty of Graduate Studies will choose the external examiner from the list provided by the candidate's advisor/co-advisor and will make the formal invitation to the external examiner. The Dean of the Faculty of Graduate Studies shall ensure the anonymity of the external examiner until it has been determined that the student can proceed to oral defence.</p>	
<p>5.11.3 Changes in the Examining Committee</p> <p>The Dean of the Faculty of Graduate Studies must approve changes in the membership of the examining committee. No changes shall be made in the examining committee after the thesis is submitted to the Faculty of Graduate Studies. Should the thesis not be submitted for examination within 12 months after the appointment of the examining committee, the committee appointment will lapse and the process shall revert to 5.11.1 above.</p>	
<p>5.11.4 Distribution of the Thesis for Examination</p> <p>Ph.D. students must submit their thesis for distribution electronically through JUMP. It is the responsibility of the Faculty of Graduate Studies to distribute the electronic version of the thesis to all examiners. The Faculty of Graduate Studies shall attempt to ensure that the thesis is distributed to examiners as soon as possible after the submission of all required documentation. The Faculty of Graduate Studies website (umanitoba.ca/faculties/graduate_studies/deadlines/index.html) should be consulted regarding dates by which theses must be submitted.</p> <p>Once the thesis has been submitted to the Faculty of Graduate Studies, neither the candidate nor the advisor/co-advisor shall have any communication with the examining committee regarding the thesis. However should the need arise, the external examiner may contact the Dean of the Faculty of Graduate Studies to discuss any issues related to the thesis.</p>	
<p>5.11.5 Responsibilities of the Examiners</p> <p>In general the examiners are responsible for:</p> <ul style="list-style-type: none"> • ensuring that the thesis and the candidate meet recognised scholarly standards for a Ph.D. • appraising the underlying assumptions, methodology, findings, and scholarly significance of the findings of the thesis • ensuring that the thesis is organized, presents data and uses accepted conventions for 	

<p>addressing the scholarly literature in an acceptable manner</p> <ul style="list-style-type: none"> evaluating that the candidate has the ability to present their findings orally and demonstrate their scholarship by responding to questions and defending the thesis <p>Notes:</p> <ol style="list-style-type: none"> Any potential breach of academic integrity should be reported to the Dean of the Faculty of Graduate Studies for investigation by the Vice President (Research and International). Submission of previously published, peer-reviewed material in the thesis does not preclude its examination, either as a written document being reviewed by examiners or at the thesis defence. 	
<p>5.11.6 Process</p> <p>Internal Examiners</p> <p>The Dean of the Faculty of Graduate Studies will request the internal examiners to give, within three (3) weeks of the distribution of the thesis, a detailed written report of the thesis and place it into one of the following categories:</p> <ol style="list-style-type: none"> The thesis represents a distinct contribution to the candidate's field of research and is acceptable as it stands. Minor revisions to content, structure, or writing style may be required. The thesis may proceed to external distribution. The thesis has merit and makes a contribution to the candidate's field; however, there are research-related concerns that have the potential to be addressed in the oral defence. The structure and writing style are acceptable or require only minor revisions. The thesis may proceed to external distribution. The thesis has some merit, but is not acceptable in its current state and requires major revisions to one or more of its core components, such as research content, structure or writing style. The thesis should not proceed to external distribution. The thesis is unacceptable with respect to its core components, such as research content, structure, and writing style. The thesis should not proceed to external distribution. <p>If none or one (the dissenting voice) of the internal examiners fails the thesis (i.e. places it in categories 3 or 4 above), the thesis receives an internal pass and shall proceed to external distribution. The candidate's advisor (and, if appropriate, co-advisor) may also wish to submit a report. Prior to external distribution, the candidate shall have the opportunity to incorporate changes suggested by the examining committee but not necessarily those of the dissenting voice. It is the responsibility of the advisor/student to provide a copy of the revised thesis to all internal committee members prior to the oral defence.</p> <p>If two or more members of the internal examining committee fail the thesis (i.e. places the thesis in categories 3 or 4 above) then the thesis fails.</p> <p>If the thesis fails, the unit Head shall convene a meeting of the internal examining committee and the candidate's advisor/co-advisor to decide how to bring the thesis to an acceptable scholarly standard for a second submission to the internal examining committee. In normal circumstances, this will involve additional scholarly work which the unit Head will describe, in writing, to the advisor/co-advisor, the candidate and the Dean of the Faculty of Graduate Studies.</p> <p>If more than one of the internal examining committee members fail the resubmitted thesis, this constitutes a second failure. In the case of a second failure, the candidate cannot proceed to external distribution, and the candidate is required to withdraw from the Faculty of Graduate Studies.</p> <p>The awarding of a passing grade by an individual internal examiner does not preclude them from awarding a failing grade at a subsequent stage in the examination process.</p> <p>External Examiner</p> <p>The Dean of the Faculty of Graduate Studies will request the external examiner to give, within</p>	<p><i>Note: There is a possibility of a dissenting voice among the internal examiners.</i></p>

<p>three (3) weeks of the distribution of the thesis, a detailed written report of the thesis and rate it either as a pass or a fail. The Dean of the Faculty of Graduate Studies shall ensure the anonymity of the external examiner until it has been determined that the student can proceed to oral defence.</p> <ul style="list-style-type: none"> • If the external examiner passes the thesis, the student can proceed to oral defence. • If the external examiner fails the thesis, the unit Head shall convene a meeting of the internal examining committee and the student's advisor/co-advisor to decide how to bring the thesis to an acceptable scholarly standard. In normal circumstances, this will involve additional scholarly work which the unit Head will describe, in writing, to the advisor/co-advisor, the candidate and the Dean of the Faculty of Graduate Studies. • If the external examiner fails a resubmitted thesis, this constitutes a second failure. In the case of a second failure, the candidate cannot proceed to oral defence, and the candidate is required to withdraw from the Faculty of Graduate Studies. <p>The awarding of a passing grade by an external examiner does not preclude them from awarding a failing grade at a subsequent stage in the examination process.</p> <p>Reports</p> <p>If advancement to the oral examination is approved, as outlined above, the Dean of the Faculty of Graduate Studies shall provide electronic copies of all reports to each of the advisor/co-advisor, examiners and Head of the unit.</p>	
<p>5.12 The Oral Examination</p> <p>5.12.1 Scheduling</p> <p>Units cannot proceed with scheduling the oral defence prior to receiving the approved examiner's reports from the Faculty of Graduate Studies. The examination must be held at The University of Manitoba. It is the responsibility of the unit to ensure that all room booking arrangements are made and appropriate facilities meet minimum standards expected for a Ph.D. defence. In addition, the candidate must submit, in electronic format biographical information and an abstract of the thesis to the Faculty of Graduate Studies.</p>	
<p>5.12.2 Attendance</p> <p>The Dean of the Faculty of Graduate Studies or designate shall act as Chair of the examination committee.</p> <p>The attendance of the external examiner in person at the candidate's oral examination is encouraged. If the external examiner will not be present in person, his/her participation via video conferencing is expected. If the external examiner cannot participate, he/she will be asked to provide questions in advance. These questions will be read to the candidate at the defence by the Chair.</p> <p>All internal members of the examining committee are required to be present at the defence, unless exceptional circumstances prevent this. Under such circumstances, and with the prior approval of the Dean of the Faculty of Graduate Studies, one internal member may participate via video conferencing. Consequently, no more than one internal member and the external examiner may participate via video conferencing.</p> <p>Under no circumstances can the candidate participate by video conferencing.</p> <p>Normally, the oral examination shall be open to all members of The University of Manitoba community and the general public. In exceptional cases the final oral examination may be closed; for example, when the results of the thesis research must be kept confidential for a period of time. In such cases, the examination committee and Head of the unit shall request prior approval in writing from the Dean of the Faculty of Graduate Studies. If approved, the final oral examination shall be closed to all but the examining committee and the Dean of the Faculty of Graduate Studies or designate.</p> <p>Regardless of open or closed status, no recording devices will be permitted.</p>	

<p>5.12.3 Format of the Examination</p> <p>The first part of the oral examination shall consist of an oral presentation by the candidate. This is followed by examination of the candidate by the examination committee. If time permits the Chair, at their discretion, may allow questions from members of the audience</p>	
<p>5.12.4 Procedures for the Conduct of the Examination</p> <p>The Chair should discuss the examination procedures with the examiners in camera prior to the beginning of the formal examination.</p> <p>The Chair will introduce the candidate and request him/her to give a concise (20 to 25 minute) oral presentation of the thesis to include a summary of the problem addressed, the results obtained and the conclusions drawn from the study.</p> <p>Following the presentation, the Chair will invite questions from each member of the examining committee, taking care to ensure that each examiner has approximately equal time for questions. The total time for questions by the examining committee must not exceed two (2) hours.</p> <p>The Chair may exercise his/her discretion in allowing questions from the audience following completion of the formal examination. Once assuming the role of Chair, he/she foregoes the right to comment on the merits of the thesis whether or not he/she is an expert in the field.</p>	
<p>5.12.5 Decision of the Committee:</p> <p>Following completion of the formal examination, the candidate and audience must leave the examination room. The decision of the examining committee will be based both on the content of the thesis and on the candidate's ability to defend it.</p> <p>The judgement of the examiners shall be reported by the Chair to the Faculty of Graduate Studies in the qualitative terms "pass" or "fail" on the "Final Examination of the Ph.D. Thesis" form.</p> <ul style="list-style-type: none"> • Pass: the candidate has satisfactorily presented their findings orally and answered, to the satisfaction of the examination committee, the methodology, observations and conclusions presented in the thesis. The advisor/co-advisor is charged with ensuring that any minor editorial or typographical revisions are satisfactorily completed. Those examiners in agreement must indicate, by their signatures, concurrence with the passing grade. • Fail: the candidate has failed to adequately orally present, or satisfactorily respond to questions posed related to, the thesis. This shall include significant defects in conception, methodology or context. Those examiners in agreement must indicate, by his/her signature, concurrence with the failing grade. <p>If the external examiner <u>or</u> two or more internal examiners indicate a fail, the candidate fails the examination. A copy of the report, including providing written detailed reasons for the decision, will be made available to the candidate by the Dean of the Faculty of Graduate Studies.</p>	
<p>5.13 Candidate Awards</p> <p>The examination committee may recommend in writing to the Faculty of Graduate Studies that the thesis is of sufficient merit to receive an award.</p>	
<p>5.14 Graduation</p> <p>The candidate will be recommended for the Ph.D. degree upon receipt by the Faculty of Graduate Studies of favourable reports by the thesis examining committee, a corrected copy of the electronic version of the thesis submitted to MSpace, final approval and release forms, and providing all other degree requirements have been satisfied.</p> <p>Patents –Refer to section 6 "Policy of Withholding Theses Pending Patent Applications" in this Guide.</p> <p>Restriction of Theses for Publication – In exceptional cases, not covered by the regulation concerning patents, where adequate cause can be shown to delay publication, the student and</p>	

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

Preamble

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

Observations

1. The **Faculty of Kinesiology & Recreation Management** proposes to redefine its graduate course offerings to realign the curriculum with professors' expertise in the unit. The revised curriculum was developed following a graduate program review conducted in 2014. Since this review, the faculty has hired 12 new tenure-track professors and is now proposing 10 course introductions, KPER 7000, KPER 7002, KPER 7004, KPER 7006, KPER 7100, KPER 7102, KPER 7200, KPER 7202, KPER 7800, and KPER 7860, and deleting 15 courses from the curriculum, PHED 7050, PHED 7080, PHED 7100, PHED 7110, PHED 7120, PHED 7130, PHED 7160, PHED 7170, REC 7030, REC 7060, REC 7070, REC 7080, REC 7170, PERS 7000, and PERS 7080.

The proposal also includes prefix changes to align the graduate course offerings with the approach that was implemented at the undergraduate level. The use of REC, KIN, and PHED prefixes will be phased out over time and replaced with KPER as the faculty's graduate curriculum is revised.

There should be minimal impact on resource allocations as the library material used in these courses is accessed and relevant to the course offerings in the faculty. Faculty teaching assignments will be reallocated to new curriculum offerings.

The update to the supplemental regulations also includes a redefinition of students' requirements to participate in professional development each term.

Course Introductions:

KPER 7000 Research in Kinesiology and Recreation Studies

+3

Concepts and issues in designing, implementing, and disseminating research in areas broadly related to kinesiology and leisure. It is recommended that students complete this compulsory course within their first year of enrollment in the Master's program. May not be held with the former PERS 7000.

KPER 7002 Qualitative Research Methods

+3

This advanced qualitative research course will expose students to the history, philosophy and epistemological background of the qualitative research tradition, its methods and application to health, physical activity and leisure. May not be held with the former PHED 7160 of the same title.

KPER 7004 Quantitative Research Methods**+3**

This course will extend the student's theoretical understanding of quantitative research designs related to the field of kinesiology and recreation management. Data management and analysis methods will be discussed. Students will gain a theoretical knowledge of common statistical tests. May not be held with the former PHED 7160 of the same title.

KPER 7006 Mixed Methods Research in Kinesiology and Recreation Studies**+3**

This course will explore mixed methods research approaches. Specifically, research design, data collection, analysis and interpretation will be explored.

KPER 7100 Molecular Mechanisms of Exercise Physiology I**+1.5**

This course will investigate the mechanisms underlying exercise-induced adaptations in health and disease. (Part 1). Advanced level Exercise Physiology, Physiology or Animal Biology or instructor permission required.

KPER 7102 Molecular Mechanisms of Exercise Physiology II**+1.5**

This course will investigate the mechanisms underlying exercise-induced adaptations in health and disease. (Part 2). Advanced level Exercise Physiology, Physiology or Animal Biology or instructor permission required.

KPER 7200 Sensorimotor Integration: Fundamental Theories in Motor Control and Learning**+3**

Topics covered will introduce students to the historical developments and current thinking around how humans control and learn to perform skilled action. Kinesiology degree or permission of instructor required. May not be held with the former PHED 7160 "Motor Control".

KPER 7202 Instrumentation and Signal Processing in Human Movement Science**+3**

This course will build critical analysis and application of biophysical research methods and analysis, and develop numeracy skills in addition to scientific writing and oral presentation skills.

KPER 7800 Directed Study in Kinesiology and Recreation**+3**

This course will provide opportunities for in-depth individualized study within a specific area of interest. Can be completed twice (different topics) for a maximum of 6 credit hours. Only 3 credit hours may count toward the minimum requirement of 12 credit hours in the FKRM graduate program.

KPER 7860 Special Topics**+3**

The study of the contemporary research and theory in a selected area. Topics will vary depending on faculty expertise and student need.

Course Deletions:

PHED 7050 Motor Development and Characteristics of Atypical Children	-3
PHED 7080 Individual Study in Selected Area	-3
PHED 7100 Developmental Human Kinetics	-3
PHED 7110 Biomechanical Analysis of Movement	-3
PHED 7120 Sociological Perspectives of Children's Physical Activity	-3
PHED 7130 Anatomical Biomechanics	-3
PHED 7160 Special Topics	-3
PHED 7170 Research in Exercise/Sport Science and Recreation Studies	-3
REC 7030 Issues in Leisure and Recreation Management	-3
REC 7060 Issues in Tourism	-3
REC 7070 Leisure Across the Lifespan	-3
REC 7080 Directed Study in Recreation and Leisure Studies	-3
REC 7170 Research in Exercise/Sport Science and Recreation Studies	-3
PERS 7000 Research in Kinesiology and Recreation Studies	-3
PERS 7080 Directed Study in Kinesiology and Recreation	-3
<u>NET CREDIT HOUR CHANGE</u>	<u>-18</u>

Recommendations

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

Faculty of Kinesiology & Recreation Management

Respectfully submitted,

Dr. Todd A. Mondor, Chair
Faculty Council of Graduate Studies

/ak

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

4.4.1 Thesis/Practicum Route

A minimum of 12 credit hours of coursework, unless otherwise stated in the unit's supplemental regulations, plus a thesis or practicum. The minimum must include at least 6 credit hours at the 7000 level or above, with the balance of the coursework at the 3000 level or above. A maximum of 24 credit hours of coursework is allowed unless the unit's supplemental regulations indicate otherwise. The student must complete the thesis/practicum at The University of Manitoba.

Program Requirements (M.A. and M.Sc.):

Complete a minimum of twelve (12) credit hours of course work approved by the faculty advisor. Of these, a minimum of nine (9) credit hours must be at or above the 7000 level.

Students are required to take [PERSKPER 7000 Research in Kinesiology and Recreation Management](#) (3 credit hours).

Students are required to take at least 3 credit hours of graduate level education offered by the Faculty of Kinesiology and Recreation Management.

Additional credit hours of coursework may be chosen from a combination of courses offered by the Faculty of Kinesiology and Recreation Management or from other faculties or institutions.

Within their program of study, students may complete a maximum of two [PERSKPER 7080/7800 Directed Studies](#) courses (different topics) for a total of six (6) credit hours; however, only three (3) credit hours will count towards the minimum twelve (12) credit hour course work requirement.

Students are also required to complete performance not related to course work. See box 4.7.5 for specific details of this program requirement.

- ~~1. Complete a minimum of twelve (12) credit hours of course work approved by the faculty advisor. Of these:
 - a minimum of nine (9) credit hours must be at or above the 7000 level;
 - a minimum of six (6) credit hours must be taken from the 7000 level course offerings in Kinesiology and Recreation Management of which PERS 7000 Research in Kinesiology and Recreation Studies (3 credit hours) is compulsory.~~
- ~~2. Enter the program with, or complete as part of the approved program of study, a minimum of six (6) credit hours in research methods and/or statistics. If the research methods and/or statistics requirement is completed as part of the approved program of study, it must be at or above the 3000 level. The required course, PERS 7000 Research in Kinesiology and Recreation Studies, may be accepted for credit towards this requirement.~~

Notes:

~~1) The Advisor/Graduate Program Chair will weigh a number of factors (e.g. nature of course[s] previously~~

	<p>taken, grade[s] earned, date[s] of completion, current needs in relation to the student's thesis research) in evaluating a student's background in methods and/or statistics upon entering the program and will determine the course work needed to fulfill this requirement.</p> <p>2) Within their program of study, students may complete a maximum of two PERS 7080 Directed Studies courses (different topics) for a total of six (6) credit hours; however, only three (3) credit hours will count towards the minimum twelve (12) credit hour course work requirement.</p>
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<p>4.7.5 Performance not related to Coursework</p> <p>In some units, students are required to demonstrate satisfactory academic performance in areas not related to performance in courses, such as attendance at or participation in course lectures, seminars and in laboratories and progress in research, thesis or practicum. The specific nature of satisfactory academic performance is outlined in individual unit supplemental regulations and students should consult these supplemental regulations for specific requirements. Unacceptable performance must be reported to the Faculty of Graduate Studies on the "Progress Report Form" (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the unit Head to the Dean of the Faculty of Graduate Studies.</p>	<p>In addition to coursework requirements, a student must engage in research and scholarship leading to the completion of a thesis.</p> <p>Students must attend a minimum of one professional development events per term<u>semester</u> enrolled as a graduate student in the program <u>until the program is completed (i.e., students must complete this requirement once per term for the FALL (September-December) WINTER (January-April) and SUMMER (May-August term)).</u> Professional development is defined as the process of improving and increasing capabilities through access to education and training opportunities. Professional development occurs by reflecting upon the knowledge gained through attendance at research seminars, thesis proposals and/or defenses, Grad Steps workshops, conferences, online presentations that include an academic or evidence-informed aspect, or opportunities situated in practice that are unrelated to the academic or work-related roles that an individual is normally involved in. A breadth of events can count towards fulfilling this requirement, as the professional development needs for each student will be unique. Students are to work with their advisors to identify appropriate professional development training plans and to have the advisor's pre-approval for each specific professional development training event. After participating in a specific professional development training event, the student is required to document their participation (i.e., <u>the student will create a report that provides specific information about the event as well as written reflection about how the knowledge gained through the event will enable them to improve and increase their capabilities</u>). Please contact the Graduate Program Coordinator for the report template. Once completed, the report for each professional development event must be signed by the student's advisor and submitted to the Graduate Program Coordinator to be counted. Progress is monitored by the Graduate Program Coordinator and is a requirement for graduation.</p>
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		<p>If a student does not complete the professional development requirement in a term, they and their advisor will be notified. The student will have 1 month to complete the professional development requirement that was missed. If the student does not complete the professional development requirement during that timeframe, the student will be required to meet the Associate Dean (Research and Graduate Studies) and their advisor for the purpose of identifying a plan to address the Professional Development requirement within 1 month. Failure to do so will require that the student to meet with their thesis advisory committee and the Associate Dean (Research and Graduate Studies) for the purpose of completing a Progress rReport, where an "Unsatisfactory/In Need of Improvement" rating will be recorded. The student must identify a plan to address the Professional Development requirement and to describe that plan on the Progress rReport form, which will be submitted to FGS. If the issue is not resolved by the end of that term, the student will be required to complete a second Progress rReport with their thesis advisory committee and the Associate Dean (Research and Graduate Studies), where a second "Unsatisfactory/In Need of Improvement" rating will be recorded. If the issue is resolved through this remediation process, the student will have fulfilled this requirement for the term that it was aligned with. In either case, the student is responsible for completing the professional development requirement for the current term that they are enrolled in (i.e., they must meet the requirement for the previous term through this remediation process and also complete the professional development event for the subsequent term that they are now enrolled in).</p> <p>For a student to get a "satisfactory" rating" on their annual pProgress review rReport, they must complete their professional development requirements for all terms that they were enrolled as a graduate student during the academic year prior to the annual pProgress rReport. one year. (1 per term for a total of 3 per year). Failure to do so will result in an "unsatisfactory"/In Need of Improvement" rating on their annual pProgress review rReport.</p> <p>, and attend a minimum of eight research seminars sponsored by the Health, Leisure and Human Performance Research Institute within the first two years of their graduate program. Of these eight seminars, attendance at two oral thesis proposals and/or defenses for students within the Faculty can count towards fulfilling this requirement. Note: Students are required to sign in at all seminars. Attendance is monitored by the Graduate Program Coordinator and is a requirement for graduation.</p>
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Report of the Faculty Council of Graduate Studies on Course, Curriculum and Regulation Changes

Preamble

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

Observations

1. The **Dept. of Occupational Therapy** proposes a variety of revisions to its Master of Occupational Therapy supplemental regulations.

Summary of Changes to MOT Supplemental Regulations:	Rationale for changes to Supplemental Regulations
1. 1.1.1 Addition - proof of Indigenous ancestry (Copy of Treaty card, Manitoba Métis membership card or letter from Band Council; copy of Nunavut Trust Certificate card), if applicable;	Canadian Indigenous peoples who meet all entry requirements will be required to provide proof of ancestry. This addition will provide consistency with the Master of Physical Therapy program and the Undergraduate Medical Education Program who already have a similar requirement for proof of ancestry.
2. 4.3.1 Addition - proof of Indigenous ancestry (Copy of Treaty card, Manitoba Métis membership card or letter from Band Council; copy of Nunavut Trust Certificate card), if applicable;	The MOT program gives priority to Indigenous Peoples who meet all eligibility requirements for up to 20% of program seats. Canadian Indigenous peoples who meet all entry requirements will be required to provide proof of ancestry. This addition will provide consistency with the Master of Physical Therapy program and the Undergraduate Medical Education Program who already have a similar requirement for proof of ancestry.
3. 4.7.4 Revision - Students who fail an academic course(s) (obtain a grade of C (2.0) or less) are normally granted the opportunity to address the deficiency through a supplemental examination. A supplemental examination can only be granted once per academic course. Students may not be granted more than	Currently our regulations allow students one academic course repeat and one supplemental exam for an academic course over the duration of the program. The option to repeat a course has created issues related to currency of content and retention of knowledge over the one-year period where a student has to wait to repeat the course. (The nature of our program is such that courses

two supplemental examinations for the duration of the program.	are only offered once a year, and students cannot progress into subsequent academic courses until they have passed all previous courses). FGS Supplemental Regulations indicate that students who fail to achieve a C+ in a course will be required to withdraw. We will still provide students with a second attempt via the supplemental exam process; however students will not be allowed to repeat a course should they fail the supplemental exam. This process is in keeping with the Master of Physical Therapy program.
4. 4.7.4 Revision - The passing grade of a supplemental exam is C+ (2.5). Even if the student receives a grade higher than a C+ on the supplemental exam, a grade of "C+" will be entered for the course.	The MOT Program Committee agreed that a student who was offered a supplemental exam should not be able to score higher in the course than students who passed without needing to take a supplemental exam. The MPT program has implemented a similar regulation.
5. 4.7.4 Revision - A student must pass the supplemental examination to continue in the program. Students are not permitted to repeat academic courses. Students will bear the additional costs associated with <u>every</u> supplemental examination. Students who fail more than two academic courses in the program will be required to withdraw from the program.	This revision relates to revision 5 outlined above. Under the current supplemental regulations students can fail two academic courses. The change outlines that a student must pass the supplemental exam to continue in the program as we will no longer be offering course repeats.
6. 4.7.4 Revision - Normally, if it is determined, once official academic grades are available, that a student received a fail in preceding academic course work then that student will be required to withdraw from the fieldwork course.	Currently, students may be permitted to continue with their fieldwork course following a failure in an academic course. The MOT Program Committee felt that given students are no longer able to repeat courses, students must be given time to remediate in preparation for their supplemental exam. If students progress into fieldwork, there would not be sufficient time to remediate prior to commencing the next block of academic courses.
7. 4.7.4 Revision - Normally, when it is known prior to the start of a fieldwork course that a student has received a fail in preceding academic course work, that student will not be permitted to progress into the fieldwork course. Upon successful completion of the failed academic course, the student will be permitted to proceed with the fieldwork course.	The MOT program is lockstep in that students complete academic courses and immediately progress into fieldwork courses. Students will need to pass the failed academic course to progress into fieldwork and subsequent academic courses.
8. 4.7.4 Revision - A student who fails a supplemental examination <u>will be required to withdraw</u> from the program. A student will not be	The option to repeat a course has created issues related to currency of content and retention of knowledge over the one-year period where a student has to wait to repeat the course. (The

permitted to repeat an academic course.	nature of our program is such that courses are only offered once a year, and students cannot progress into subsequent academic courses until they have passed all previous courses). FGS Supplemental Regulations indicate that students who fail to achieve a C+ in a course will be required to withdraw. We will still provide students with a second attempt via the supplemental exam process; however students will not be allowed to repeat a course should they fail the supplemental exam. This process is in keeping with the Master of Physical Therapy program. Therefore, students who fail a supplemental exam will be required to withdraw.
9. 4.7.4 Deletion - A student who fails a supplemental evaluation and/or is offered a repeat of a failed course may be permitted to proceed into selected courses in the next academic component prior to successful completion of the repeated course, at the discretion of the Student Progress Committee on recommendation of the Occupational Therapy Department Head. The Department Head will consult with the student's Program Advisor and course coordinators prior to recommending selected courses.	
10. 4.7.8 Deletion - In addition, the Department of Occupational Therapy has developed Procedures for Safe and Ethical Professional Practice to ensure appropriate participation in fieldwork environments.	This information was removed as it referred to an Appendix that is no longer included in the Supplemental Regulations. The MOT program is currently exploring the development of a Professional Unsuitability By-Law to replace these procedures.
11. Appendix A – Deletion	Appendices no longer included in the Supplemental Regulations

Recommendations

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

Dept. of Occupational Therapy

Respectfully submitted,

Dr. Todd A. Mondor, Chair
Faculty Council of Graduate Studies

/ak

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

1.1 APPLICATION AND ADMISSION PROCEDURES

The application (and all required documentation) is to be submitted directly to the Faculty of Graduate Studies. Applicants should contact the department/unit to which they are applying for the procedures and, requirements of that department/unit. Contact information for each unit can be found at

http://umanitoba.ca/faculties/graduate_studies/admissions/programs/index.html.

1.1.1 Process:

1.1.1 (a) A completed official application for admission form must be submitted, together with the application fee and supporting documentation, to the Faculty of Graduate Studies, via the online application system.

NOTE: International students must pay special attention to the appropriate requirements with respect to transcripts (see application form for details).

1.1.1 (b) Applications are subsequently reviewed by the unit offering the program which will decide whether the applicant meets the unit's criteria including, but not limited to, availability of advisors, space, and facilities.

1.1.1 (c) Notification of recommended/rejected applications is sent by the Head of the unit to the Faculty of Graduate Studies. Applications recommended for admission are checked to determine if they meet the Faculty of Graduate Studies' eligibility requirements. The Faculty of Graduate Studies then notifies applicants of their acceptance or rejection.

Departmental contact, address, generic email (no individual's names please), phone number:

*Department of Occupational Therapy,
College of Rehabilitation Sciences,
University of Manitoba,
R106 - 771 McDermot Avenue,
Winnipeg, MB R3E 0T6 Canada
Phone: 204 789-3897 Fax: 204 789-3927
Email: CORS.MOTprogram@umanitoba.ca*

The Master of Occupational Therapy (MOT) degree is a professional practice degree that can be obtained through participation in either a Regular program or an Accelerated program option. The Regular program option is for individuals who do not have a previous degree in occupational therapy. The Accelerated option is for occupational therapists who have a Bachelor of Medical Rehabilitation (Occupational Therapy) degree or equivalent.

Applications are submitted directly to the Faculty of Graduate Studies via the online application system.

Regular Program

Applicants are also required to submit:

- a one-page letter of introduction;
- a resume outlining academic, volunteer and work experience;
- proof of Indigenous ancestry (~~treaty—number, Manitoba Métis Federation number or letter from Band Council~~copy of Treaty card, Manitoba Métis membership card, or letter from Band Council; copy of Nunavut Trust Certificate card), if applicable.

Accelerated Program

Applicants are also required to submit:

- a one-page letter of introduction;
- a resume outlining academic, volunteer and work experience;
- proof of having passed the CAOT Certification Exam or of eligibility for registration, in Manitoba, by the College of Occupational Therapists of Manitoba;
- two letters of reference.

1.1.2 Deadlines for Recommended Applications (from Departments to the Faculty of Graduate Studies)

The following are the deadlines for receipt by the Faculty of Graduate Studies of recommendations from graduate units.

Session	Start Date	Canadian/US	International
FALL	September	July 1	April 1
WINTER	January	November 1	August 1
SUMMER	May	March 1	December 1

Master of Occupational Therapy – Regular Program

Session	Start Date	Canadian/US	International
Fall	September	February 1	January 15

Master of Occupational Therapy - Accelerated Program

Session	Start Date	Canadian/	International
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IMPORTANT: These are not application deadlines. Applicants are **required** to submit the application and documentation to the Faculty of Graduate Studies to meet the application deadline in place for a particular department/unit. Applicants are advised to confirm the deadline of the department/unit to which the application is being made; Deadlines can be found on the applicable program page at http://umanitoba.ca/faculties/graduate_studies/admissions/programs/index.html .

The deadlines are meant to accommodate the needs of students in securing appropriate documentation. Late applications may be considered for the next available start date.

		<u>US</u>	
<u>Fall</u>	<u>September</u>	<u>May 1</u>	<u>January 15</u>
<u>Winter</u>	<u>January</u>	<u>October 1</u>	<u>No intake</u>

If space in programs permit, late applications may be considered. Please contact the Occupational Therapy Department for more information.

Internal Unit Application Deadlines or statements such as “one month earlier than FGS deadlines”:

Regular Program Application Deadline
 International applicants — January 15th
 Canadian applicants — February 1st

If space in the program permits, late applications may be considered.

Accelerated Program Application Deadline
 International applicants — January 15th
 Canadian applicants
 — Fall Term — May 1st
 — Winter Term — October 1st

If space in the program permits, late applications may be considered.

1.1.3 Application Fee

A \$100.00 (CDN) fee must accompany admission applications from all Canadian, Permanent Resident, and International applicants. If submitting a paper application, a \$120.00 (CDN) fee must accompany the admission application.

1.1.4 Transcripts

Unofficial copies of transcripts and final degree certificates are acceptable for initial assessment purposes. Upon admission to the Faculty of Graduate Studies, applicants **must** arrange for official transcripts from all post-secondary institutions attended to be sent to the Faculty of Graduate Studies, within one (1) month of date on the admission letter. **All transcripts must arrive in sealed, university-stamped envelopes sent directly from the issuing institution(s) and be accompanied by official and literal English translations (where applicable).** For international degrees or where the transcripts does not or will not clearly state that a degree has been conferred, a copy of the official degree certificate is also required.

Deadline for receipt of complete and official transcripts for applicants finishing degree and prerequisite requirements during regular session is June 20th, unless otherwise indicated on the admission letter.

Deadline for receipt of complete and official transcripts for applicants finishing degree and prerequisite requirements during spring/summer session is July 31st, unless otherwise indicated on the admission letter.

4.3 Admission

4.3.1 General Criteria

Students who are eligible to be considered for direct admission to a program of study leading to the Master's degree include:

- Graduates of four (4) year undergraduate degree programs (or equivalent as deemed by the Faculty of Graduate Studies) from:
 - Canadian institutions empowered by law to grant degrees; or
 - Colleges and universities outside Canada which are officially recognized by the Faculty of Graduate Studies;
- Graduates from first-cycle Bologna compliant degrees;
- Students who have completed a pre-Master's program from:
 - The University of Manitoba;
 - Canadian institutions empowered by law to grant degrees; or
 - Colleges and universities outside Canada which are officially recognized by The Faculty of Graduate Studies.

All students applying for a Master's degree program must have attained a minimum GPA of 3.0 in the last two (2) full years (60 credit hours) of study. This includes those applying for direct admission and those entering from a pre-Master's program. Students who meet the minimum requirements for admission to the Faculty of Graduate Studies are not guaranteed admission.

Note: This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.

Relevant information could include:

- *Minimum admission criteria (beyond FGS requirements)*
- *Admission/selection committee composition (if applicable)*
- *Admission/selection procedures*
- *Indicate which specific major areas are acceptable*

The Admissions and Selection Committees will review all applicants and select an annual quota of up to 50 students. Students are selected on a competitive basis using the entry requirements and ranking criteria indicated below. In addition, Canadian Indigenous people who meet all entry requirements will be given priority for up to 20% of the seats available; proof of ancestry is required. Eligible applicants will be considered in the following order of priority:

- 1) Manitoban
- 2) Other Canadian
- 3) International

Regular Program Entry Requirements

- completion of a 3 or 4 year undergraduate degree;
- minimum B (3.0) average in last 60 credit hours of study;
- proof of Indigenous ancestry (copy of Treaty card, Manitoba Métis membership card, or letter from Band Council; copy of Nunavut Trust Certificate card), if applicable;
- completion of the following prerequisite courses or equivalents*, with no grade below a B (3.0):
 - Anatomy of the Human Body
 - Physiology of the Human Body
 - Introductory Statistics
 - Minimum 3 credit hours in Psychology
 - Minimum 3 credit hours in Social Sciences

*A list of prerequisite courses and equivalents is available from the Department of Occupational Therapy website.

Selected eligible applicants are interviewed and are ranked within their priority group as listed above, using an equal weighting of:

- 1) GPA of the last 60 credit hours
- 2) interview score

Successful applicants who accept an offer of admission to the Master of Occupational Therapy program must submit the following documentation by the deadlines published yearly and provided to successful applicants with the offer of admission.

- completed Health Questionnaire, Immunization Status/Record and MIMS Release of Information;

	<ul style="list-style-type: none"> ➤ current certification in CPR at the Basic Life Support (BLS) Provider level (or higher) ; ➤ current Criminal Record Check including a vulnerable sector check; ➤ current Child Abuse Registry Check; ➤ current Adult Abuse Registry Check; ➤ a Certificate in Emergency First Aid is strongly recommended but not required. <p>Additional requirements are mandatory in subsequent year(s) of the program. No student will be allowed to participate in fieldwork placements without meeting all requirements. Please see information provided by the department for greater detail.</p> <p><u>Accelerated Program Entry Requirements</u></p> <ul style="list-style-type: none"> ➤ completion of a BMR (OT) degree or equivalent; ➤ minimum B (3.0) average in last 60 credit hours of study; ➤ successful completion of 42 non-BMR(OT) degree credit hours; ➤ evidence of having passed the Canadian Association of Occupational Therapists certification examination and/or eligibility for registration in Manitoba by the College of Occupational Therapists of Manitoba.
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<p>4.7.4 Performance in Coursework</p> <p>A minimum degree grade point average (GPA) of 3.0 with no grade below C+ must be maintained to continue in the Faculty of Graduate Studies. Departments/units may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless a department/unit recommends remedial action. Any such action must be approved by the Dean of the Faculty of Graduate Studies.</p>	<p><i>Is a reference to section 2.3 necessary?</i></p> <p><u>Regular Program</u> The MOT program is a 107 credit hour program of required courses. The curriculum plan includes an integrated lock-step schedule of 4 academic and 4 fieldwork experience components. The mix of academic and fieldwork experiences reflects the development of a student as a professional and is intended to incrementally advance the knowledge, skills and attitudes of the learner. Progression through each component from first to last is the normal progression through the program. Students must successfully complete all courses in the program in order to graduate.</p> <p><u>Academic Integrity</u> Students will be required to attest, cite and credit sources for all work done in connection with assignments or independent study projects. Any items not produced by the student must be credited to the source by name, and if from a published source, this source must be cited by author, title, publisher, date and page. Students are also referred to the Academic Dishonesty clause of the Faculty of Graduate Studies Regulations and to the Plagiarism and Cheating clause in the General</p>
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	<p>Academic Regulations and Policy section of the Graduate Calendar.</p> <p>Deficient Grades</p> <p><u>Fieldwork Courses:</u> Students may be permitted to repeat one failed fieldwork course over the duration of the program. Students who fail more than one fieldwork course will be required to withdraw from the program.</p> <p><u>Academic Courses:</u> Normally, Sstudents who fail obtain a grade of C (2.0) or less in an academic course(s) (obtain a grade of C (2.0) or less) are normally grantedmay be provided the opportunity to address the deficiency, through either a supplemental examexamination. A supplemental examination can only be granted once per academic course. or a repeat of the course. Both opportunities may be used for one course if a student is unsuccessful in a supplemental exam, however, Sstudents are permitted only one repeat and only onemay not be granted more than two supplemental examexaminations throughoutfor the duration of the program. The passing grade of a supplemental examexamination is C+ (2.5). Even if the student receives a grade higher than a C+ on the supplemental examexamination, a grade of "C+" will be entered for the course. A student must pass the supplemental examexamination to continue in the program. Students are not permitted to repeat academic courses. Students will bear the additional costs associated with every supplemental examexamination. Students who fail more than two academic courses in the program will be required to withdraw from the program.</p> <p>Progress While Dealing With Deficiencies</p> <p>1. <u>Progression Following a Deficiency in a Fieldwork Course:</u> A student receiving a fail in a fieldwork course must successfully complete a repeat of that fieldwork course prior to progressing to the next level of fieldwork. Similarly, a student who defers a fieldwork course or who voluntarily withdraws from a fieldwork course must successfully complete that fieldwork course prior to progressing to the next fieldwork course.</p> <p>Normally, a student receiving a fail in a fieldwork course, or who voluntarily withdraws from or defers a fieldwork course <u>is permitted</u> to progress into the next academic portion of the curriculum prior to repeating or completing the deficient fieldwork course.</p> <p>2. <u>Progression Following a Fail in an Academic Course(s):</u> a) <u>Progression Into Subsequent Academic Course(s):</u> In generalNormally, students will not be</p>
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	<p>permitted to progress from one academic component of the program to the next academic component without successfully completing preceding academic course work.</p> <p>b) <u>Progression into Subsequent Fieldwork Course(s)</u>: Because fieldwork components of the program are closely juxtaposed to academic components, students <u>are permitted</u> to proceed into fieldwork courses without having received official grades in preceding academic course work.</p> <p>Normally, if it is determined, once official academic grades are available, that a student received a fail in preceding academic course work, and subsequently was granted supplemental or repeat privileges, then that student may be permitted to continue in <u>will be required to withdraw from</u> the fieldwork course.</p> <p>Normally, When it is known prior to the start of a fieldwork course that a student has received a fail and been granted a supplemental examination or repeat in preceding academic course work, that student may will not be permitted to progress into the fieldwork course prior to writing the supplemental examination or repeating the course. Upon successful completion of the failed academic course, the student will be permitted to proceed with the fieldwork course.</p> <p>3. <u>Progression Following a Fail in a Supplemental Evaluation Examination</u>: A student who fails a supplemental <u>evaluation examination may be permitted to repeat the failed course when it is next offered in</u> <u>will be required to withdraw from</u> the program. <u>A student will not be permitted to repeat an academic course.</u></p> <p>A student who fails a supplemental evaluation and/or is offered a repeat of a failed course may be permitted to proceed into selected courses in the next academic component prior to successful completion of the repeated course, at the discretion of the Student Progress Committee on recommendation of the Occupational Therapy Department Head. The Department Head will consult with the student's Program Advisor and course coordinators prior to recommending selected courses.</p> <p><u>Progression into Advanced Fieldwork Course</u> Progression into the Advanced Fieldwork course is permitted <u>only</u> once a student has a) successfully completed all previous fieldwork courses, and b) successfully completed or is nearing completion of all</p>
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	academic coursework. Progression into Advanced Fieldwork will be determined by the Academic Fieldwork Coordinator, or designate, in consultation with the Occupational Therapy Department Head, relevant course coordinator(s), and the student's Program Advisor. This ensures that a student completes the final fieldwork experience just prior to graduation and entry into occupational therapy practice.
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<p>4.7.5 Performance not related to Coursework</p> <p>In some departments/units, students are required to demonstrate satisfactory academic performance in areas not related to performance in courses, such as attendance at or participation in course lectures, seminars and in laboratories and progress in research, thesis or practicum. The specific nature of satisfactory academic performance is outlined in individual department/unit supplemental regulations and students should consult these supplemental regulations for specific requirements. Unacceptable performance must be reported to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the department/unit Head to the Dean of the Faculty of Graduate Studies. </p>	<p><i>Additional examples could include attendance in seminars, standards of ethical behavior, professional dress codes, etc.</i></p> <p><u>Professional Behaviour</u> As an entry to practice professional degree program, there are program expectations designed to ensure that students in the program are developing the competencies and accountability standards that reflect the public expectation of practicing professionals in the field. As such, students are expected to take responsibility for their learning and to document their progress in a portfolio, and to adhere to policies of attendance and participation related to classes and fieldwork placements.</p> <p><u>Personal Integrity</u> Each student must provide results of a Child Abuse Registry Check, an Adult Abuse Registry Check, and a Criminal Record Check.</p> <p>Any student who demonstrates behaviour with respect to other students, colleagues, faculty, clients or the general public that is exploitative, irresponsible, or destructive or unsafe in connection with any work engaged in while enrolled in the program will be subject to discipline as described in the University of Manitoba Student Discipline By-Law: http://umanitoba.ca/admin/governance/governing_documents/students/discipline/index.html</p>
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Report of the Faculty Council of Graduate Studies on Course, Curriculum and Regulation Changes

Preamble

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

Observations

1. The **Faculty of Social Work** proposes revisions to the admission criteria for its Ph.D. program, section 5.1.1 of the supplemental regulations.

Current Admission Requirements	Revised Admission Requirements
<p>Master of Social Work degree, or equivalent, from an accredited degree-granting university, with a minimum grade point average of 3.0 (B) (as defined by the University of Manitoba). Equivalency to a M.S.W. degree from the University of Manitoba is defined as: possession of a M.S.W. degree from an accredited program at another accredited university OR possession of a Master's level degree other than a M.S.W. delivered by an academic unit with the mandate of preparing social workers for professional practice, accredited by the relevant social work education authority, and which would render its holders eligible for registration with the Manitoba College of Registered Social Workers. Applicants who possess a B.S.W. degree and a non-social work Master's degree may be admitted to a qualifying year during which the student may be required to complete all or selected core courses of the M.S.W. stream consistent with the applicant's Ph.D. focus of study. A student may be required to complete all or selected core courses of the MSW program consistent with the applicant's Ph.D. specialization. Equivalency standing of prior courses will be assessed by a committee that includes representatives from the Ph.D. Admission Committee and the Chairperson of the Graduate Program Committee. Applicants holding a B.S.W. degree and a non-social work Master's degree are encouraged to apply at least one year prior to when they intend to enter</p>	<p>Master of Social Work degree, or equivalent, from an accredited degree-granting university, with a minimum grade point average of 3.0 (B) (as defined by the University of Manitoba).</p> <p><u>Rationale:</u> The Graduate Program committee decided that the relevancy of an applicant's masters degree could be determined by the Ph.D. Program Admissions Committee. A review of admission criteria for other Canadian Ph.D. social work programs also revealed that other programs only require a Master of Social Work degree or equivalent.</p>

the Ph.D. program.	
Minimum research competency in qualitative or quantitative methods equivalent to the level required for the Masters of Social Work degree from the University of Manitoba, with a minimum grade point average of 3.0 (B). Although the minimum requirement is for one course, applicants are expected to have basic competency in both qualitative and quantitative methods.	<p>Minimum research competency in both qualitative and quantitative methods equivalent to the level required for the Masters of Social Work degree from the University of Manitoba, with a minimum grade of 3.0 (B) within the last 10 years. A student not meeting this entrance requirement can be recommended for conditional admission with the stipulation that the student take the necessary course or courses. The course or courses will be an additional requirement beyond the 24 credit hours required for the program.</p> <p><u>Rationale:</u> This requirement remains essentially the same with additional language to clarify that if these courses need to be completed, the course credits cannot be applied to the Ph.D. degree.</p>
Evidence of scholarly ability, through publications in refereed journals, other scholarly work of equivalent standard, or courses taught in accredited university programs must be provided.	<p>This requirement is deleted.</p> <p><u>Rationale:</u> The Graduate Committee determined that assessment of scholarly ability could be assessed through evaluation of the two-page summary proposal.</p>
A minimum of two years professional practice experience in social work.	<p>This criteria was changed to read: Evidence of educational and professional experience that will indicate a capacity to undertake research-oriented post-graduate work. Applicants will be asked to submit a curriculum vitae.</p> <p><u>Rationale:</u> The Graduate Program Committee decided that rather than specify a minimum number of years of work experience, the admission committee would review all of an applicant's previous experience.</p>
An applicant must also provide a statement of her or his goals in taking the program, a statement of a proposed area of specialization (which may focus on a field of policy, theory, practice or practice method), a proposed program of courses consistent with the goals and selected specialization, a proposed advisory committee and a proposed thesis. In addition, the applicant must present evidence of an agreement with a proposed advisor with appropriate expertise who will act as her or his advisor, should the applicant be admitted.	<p>The candidate is required to submit a two page summary of their proposal for the PhD program which includes:</p> <ol style="list-style-type: none"> 1. Rationale for the proposed research 2. Research questions 3. A concise literature review of the topic 4. Proposed methodology for the research 5. Outline a plan to complete the research <p>The proposal should be clear enough that a potential faculty advisor can be identified and, in addition, the applicant must present a letter (email confirmation is acceptable) of an agreement with a proposed advisor who agrees to serve as the advisor.</p> <p><u>Rationale:</u> The Graduate Program Committee determined that this current requirement is a barrier to making an application. It is difficult for potential students to identify members for their advisory</p>

	committee and their entire program of courses, prior to entering the program. Further, the review of criteria for other Canadian Ph.D. programs did not have this level of detail as part of admission criteria.
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Recommendations

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

Faculty of Social Work

Respectfully submitted,

Dr. Todd A. Mondor, Chair
Faculty Council of Graduate Studies

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

<p>5.1 Admission</p> <p>5.1.1 General criteria</p> <p>Normally, the completion of a Master's degree or equivalent from a recognized university and a cumulative GPA of 3.0 or equivalent in the last two (2) previous years of full time university study (60 credit hours) is the minimum requirement for admission to the Ph.D. program.</p> <p>Note: This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria. However, the criteria for admissions into the Ph.D. program are more stringent than for Masters' programs; therefore, the completion of a Master's program does not guarantee admission into the Ph.D. program. Some departments/units require completion of a thesis-based Master's program prior to admission to a Ph.D. program.</p>	<p><i>Relevant information could include:</i></p> <ul style="list-style-type: none"> • <i>Minimum admission criteria (beyond FGS requirements)</i> • <i>Admission/selection committee composition (if applicable)</i> • <i>Admission/selection procedures</i> • <i>Indicate which major areas are acceptable</i> • <i>Is a thesis-based Master's degree required</i> <p>Ph.D. Program:</p> <p>Eligibility Requirements:</p> <p>Master of Social Work degree, or equivalent, from an accredited degree-granting university, with a minimum grade point average of 3.0 (B) (as defined by the University of Manitoba).</p> <p>Minimum research competency in both qualitative and quantitative methods equivalent to the level required for the Masters of Social Work degree from the University of Manitoba, with a minimum grade of 3.0 (B) within the last 10 years. A student not meeting this entrance requirement can be recommended for conditional admission with the stipulation that the student take the necessary course or courses. The course or courses will be an additional expectation requirement beyond the 24 credit hours required for the program.</p> <p>Evidence of educational and professional experience that will indicate a capacity to undertake research-oriented post-graduate work. Applicants will be required to submit a curriculum vitae.</p> <p>The candidate is required to submit a two page summary of their proposal for the PhD program which includes:</p> <ol style="list-style-type: none"> 1. Rationale for the proposed research 2. Research questions 3. A concise literature review of the topic 4. Proposed methodology for the research 5. Outline a plan to complete the research <p>The proposal should be clear enough that a potential faculty advisor can be identified and, in addition, the applicant must present evidence-a</p>
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	<p>letter (email confirmation is acceptable) of an agreement with a proposed advisor who agrees to serve as the advisor.</p> <p>Selection of students for admission is based on the recommendations of a Selection Committee of a minimum of three persons appointed by the Ph.D. Program Committee (for composition of this committee, please refer to the Faculty of Social Work) to evaluate each applicant's qualifications and report on his/her suitability for Ph.D. studies. Acceptance is subject to approval by the Ph.D. Program Committee and the Graduate Programs Committee; however, the Graduate Programs Committee may delegate this responsibility to the Ph.D. Program Committee. Selection decisions made by the Faculty of Social Work are presented as recommendations that must be approved by the Faculty of Graduate Studies.</p> <p><u>PhD Admission requirements</u></p> <p>In addition to the admission requirements of the Faculty of Graduate Studies, a Master of Social Work degree, or equivalent, from an accredited degree-granting university, with a minimum of 3.0 Grade Point Average (as defined by the University of Manitoba) is required. Equivalence to an M.S.W. degree from the University of Manitoba is defined as: possession of a M.S.W. degree from an accredited program at another accredited university OR possession of a Master-level degree other than a M.S.W. delivered by an academic unit with the mandate of preparing social workers for professional practice, accredited by the relevant social work education authority, and which would render its holders eligible for registration with the Manitoba InstituteCollege of Registered Social Workers.</p> <p>Selected candidates who possess a B.S.W. degree and a non-social work Master degree may be admitted to a qualifying year where courses completed in the non-social work Master degree are not recognized as equivalent to required courses in the M.S.W. program. A student may be required to complete all or selected core courses of the M.S.W. program consistent with the applicant's Ph.D. specialization. Equivalency standing of prior courses will be assessed by a committee that includes representatives from the Ph.D. Admission Committee and the Chairperson of the Graduate Program Committee. Candidates holding a non-social work Master's degree are encouraged to apply at least one year prior to when they intend to enter the Ph.D. program.</p>
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	<p>In addition, a minimum research competency in qualitative or quantitative methods equivalent to the level required for the Master of Social Work degree from the University of Manitoba, with a minimum 3.0 (B) Grade Point Average. Although the minimum requirement is for one course, applicants will be expected to have basic competency in both qualitative and quantitative methods.</p> <p>Evidence of scholarly ability, through publications in refereed journals, other scholarly work of equivalent standard, or courses taught in accredited university programs must be provided.</p> <p>A minimum of two years' professional practice experience in social work is required.</p>
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Report of the Joint Senate Committee on Joint Master's Course, Curriculum and Regulation Changes

Preamble

1. The Joint Senate Committee (JSC) has responsibility for all matters relating to the submission of graduate course, curriculum, program, supplemental regulation, and general regulation changes affecting the Joint Masters Programs between the Universities of Manitoba and Winnipeg. There are presently four (4) such programs: the Master of Arts in History, Master of Arts in Peace & Conflict Studies, Master of Arts in Religion, and Master of Public Administration. Recommendations for such changes are submitted by the Joint Senate Committee for the approval of each University's Senate.
2. The Joint Senate Committee met on the above date to consider a proposal from the Master of Arts in Religion, Dept. of Religion.

Observations

1. The **Master of Arts in Religion, Dept. of Religion** proposes its Master's supplemental regulations. Prior to the Joint Senate Committee approval, the supplemental regulations were approved by the Faculty Council of Graduate Studies (UM) on May 24, 2019.

Recommendations

The Joint Senate Committee of the University of Manitoba and University of Winnipeg recommends THAT the supplemental regulations from the unit listed below be approved by Senate:

Master of Arts in Religion, Dept. of Religion

Respectfully submitted,

Dr. Hugh Grant, Chair
Professor, UW
Joint Senate Committee

/ak

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

<p>The Faculty of Graduate Studies Academic Guide contains all the rules and policies pertaining to the Faculty of Graduate Studies. Adherence to these rules is of utmost importance for the effective functioning/operation of programs and for guiding and monitoring the progress of students. The integrity of the process is at stake. The major goal of this guide is to prevent potential problems that may affect the completion of a student's program. It is the responsibility of students and the department/unit offering a graduate program to read and follow the policies contained herein.</p> <p>All regulations as laid out in the Faculty of Graduate Studies Academic Guide are subject to revision by the appropriate bodies of the Faculty of Graduate Studies. This compendium is presented as the most recent set of regulations as a guideline for students and staff. Individual departments/units may have additional regulations that supplement these general regulations. All such supplementary procedures and regulations must be approved as specified by the By-Laws of the Faculty of Graduate Studies, be published and available to students, and kept on file in the Faculty of Graduate Studies Office.</p> <p>For those programs that are administered through a Faculty (as opposed to a Department) the term "Department" should be substituted by "Unit" within this document (i.e. Department Head becomes Unit Head.)</p> <p>PREFACE</p> <p>The Faculty of Graduate Studies is a pan-University faculty charged with the oversight of the administration of all graduate programs at the University. Therefore these regulations apply to all graduate students in all programs in all academic units. Individual units may require specific requirements above and beyond those in the following document, and students should consult unit supplemental regulations for these specific regulations. All unit supplemental regulations require approval of the Faculty of Graduate Studies.</p> <p>Definitions</p> <p>The "Dean of the Faculty of Graduate Studies" shall be taken to mean the Dean of the Faculty of Graduate Studies or designate.</p> <p>"Unit" shall be taken to mean the academic unit where the graduate student is pursuing his/her studies. Generally, this is the department. For Faculty-based programs, the Dean is the <i>de facto</i> Head of the unit. The term "unit" shall also include Schools of Faculties within the University. The Dean of the Faculty of Graduate Studies is the <i>de facto</i> <u>Head of interdisciplinary programs administered by the Faculty of Graduate Studies</u>. The Head of any unit may designate any of his/her responsibilities in this policy to another member of the unit, such as the Graduate Chair.</p>	<p>The Joint Discipline Committee (JDC) shall constitute the admissions committee for applicants to the Master's program in Religion.</p> <p>The JDC is composed of:</p> <p>Graduate Chair, Department of Religion. University of Manitoba</p> <p>Graduate Chair, Religion & Culture Dept. University of Winnipeg</p>
<p>1.1 APPLICATION AND ADMISSION PROCEDURES</p> <p>The application (and all required documentation) is to be submitted directly to the Faculty of Graduate Studies. Applicants should contact the department/unit to which</p>	<p><i>Departmental contact, address, generic email (no individual's names please), phone number:</i></p> <p>Graduate Chair Department of Religion</p>

they are applying for the procedures and, requirements of that department/unit. Contact information for each unit can be found at http://umanitoba.ca/faculties/graduate_studies/admissions/programs/index.html.

1.1.1 Process:

1.1.1 (a) A completed official application for admission form must be submitted, together with the application fee and supporting documentation, to the Faculty of Graduate Studies, via the online application system.

NOTE: International students must pay special attention to the appropriate requirements with respect to transcripts (see application form for details).

1.1.1 (b) Applications are subsequently reviewed by the unit offering the program which will decide whether the applicant meets the unit's criteria including, but not limited to, availability of advisors, space, and facilities.

1.1.1 (c) Notification of recommended/rejected applications is sent by the Head of the unit to the Faculty of Graduate Studies. Applications recommended for admission are checked to determine if they meet the Faculty of Graduate Studies' eligibility requirements. The Faculty of Graduate Studies then notifies applicants of their acceptance or rejection.

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<http://uwinnipeg.ca/religion-and-culture/degrees/master-of-arts-in-religion.html>
r.berg@uwinnipeg.ca

All applications for graduate study in Religion should be submitted electronically to the Faculty of Graduate Studies at http://umanitoba.ca/faculties/graduate_studies/admissions/index.html

1.1.2 Deadlines for Recommended Applications (from Departments to the Faculty of Graduate Studies)

The following are the deadlines for receipt by the Faculty of Graduate Studies of recommendations from graduate units.

Session	Start Date	Canadian/US	International
FALL	September	July 1	April 1
WINTER	January	November 1	August 1
SUMMER	May	March 1	December 1

IMPORTANT: These are not application deadlines. Applicants are **required** to submit the application and documentation to the Faculty of Graduate Studies to meet the application deadline in place for a particular department/unit. Applicants are advised to confirm the deadline of the department/unit to which the application is being made; Deadlines can be found on the applicable program page at http://umanitoba.ca/faculties/graduate_studies/admissions/programs/index.html.

The deadlines are meant to accommodate the needs of students in securing appropriate documentation. Late applications may be considered for the next available start date.

Application Deadlines:

Session	Start Date	Canadian/US /International
Fall	September	January 15
Winter	January	May 1

Scholarship Deadlines:

To be considered for scholarship funding for a September start date only, applications must be received by the following dates. Applications received after the scholarship deadlines, will be considered on case-by-case basis for funding.

Canadian/US	International
January 15	November 30

1.1.3 Application Fee

<p>A \$100.00 (CDN) fee must accompany admission applications from all Canadian, Permanent Resident, and International applicants. If submitting a paper application, a \$120.00 (CDN) fee must accompany the admission application.</p>	
<p>1.1.4 Transcripts</p> <p>Unofficial copies of transcripts and final degree certificates are acceptable for initial assessment purposes. Upon admission to the Faculty of Graduate Studies, applicants must arrange for official transcripts from all post-secondary institutions attended to be sent to the Faculty of Graduate Studies, within one (1) month of date on the admission letter. All transcripts must arrive in sealed, university-stamped envelopes sent directly from the issuing institution(s) and be accompanied by official and literal English translations (where applicable). For international degrees or where the transcripts does not or will not clearly state that a degree has been conferred, a copy of the official degree certificate is also required.</p>	
<p>1.1.5 Transcripts: International</p> <p>Where academic records from a country other than Canada are produced in a language other than English, the applicant must arrange for the submission of official literal English translations of all records. To be official, original language documents and English translations must arrive together in envelopes which have been sealed and endorsed by the issuing institution.</p>	
<p>1.1.6 Transcripts: University of Manitoba</p> <p>University of Manitoba students are not required to submit University of Manitoba transcripts.</p>	
<p>1.1.7 Proficiency in English</p> <p>A successfully completed English Language Proficiency Test from the approved list is required of all applicants unless they have received a high school diploma or university degree from Canada or one of the countries listed on the English Language Proficiency Test Exemption List (see next section). The Faculty of Graduate Studies requires a passing, acceptable English Language Test score in order to offer admission. Please note: In all cases, test scores older than two (2) years are invalid.</p> <p>Thresholds required for successful completion are indicated in parentheses.</p> <ul style="list-style-type: none"> • University of Michigan English Language Examination Assessment Battery (MELAB) (80%) • Test of English as a Foreign Language (TOEFL)– Paper-based test (567); Internet based -iBT (86; minimum score of 20 in each of reading, writing, listening and speaking categories) • Canadian Test of English for Scholars and Teachers (CanTEST) (band 4.5 in listening and reading and band 4.0 in writing and oral interview) • International English Language Testing System (IELTS) (6.5) • Academic English Program for University and College Entrance (AEPUCE) (65%) 	

<ul style="list-style-type: none"> • Canadian Academic English Language Assessment (CAEL) (60 overall and 60 on each subset) • PTE Academic (61% overall) <p>Note: In addition, foreign language students may be asked by the department/unit to complete the CanTEST prior to or following registration in the Faculty of Graduate Studies and, if need be, the department/unit may recommend remedial measures in language skills based on the results of the CanTEST. Some departments/units may require a specific test or test scores greater than those indicated above. Students should check department/unit supplemental regulations for details.</p>	
<p>1.1.8 English Language Proficiency Test Exemption List</p> <p>Applicants holding secondary school diplomas and/or recognized university degrees from countries on the Faculty of Graduate Studies English Language exemption list are not required to submit an English Language Proficiency score. For more information please see our website at http://umanitoba.ca/faculties/graduate_studies/admissions/english_exemption_list.html.</p>	
<p>1.1.9 Letters of Recommendation</p> <p>Letters of Recommendation are to be completed via UMGradConnect, the online application. Applicants are required to add their 'Recommendation Provider(s)' contact information so that each recommender is sent an automated email notification.</p> <p>Generally, two (2) Letters of Recommendation must be submitted to the Faculty of Graduate Studies. For the number of recommendation letters necessary, applicants should review our 'Additional Document Requirements' webpage: http://umanitoba.ca/faculties/graduate_studies/admissions/additional_requirements.html</p>	<p><i>Indicate if more than 2 letters are required</i></p>
<p>1.1.10 Admission Tests</p> <p>Some departments/units require admissions tests, such as the Graduate Record Examination (GRE) or the Graduate Management Aptitude Test (GMAT). These requirements are listed in the supplemental regulations of the particular department/unit, and if required, the scores must be submitted at the time of application.</p>	
<p>1.1.11 Entrance Requirements</p> <p>The minimum standard for acceptance into any category in the Faculty of Graduate Studies is a 3.0 Grade Point Average (GPA) or equivalent in the last two (2) previous years of full time university study (60 credit hours).</p> <p>Note: This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.</p>	

<p>1.1.12 Eligibility of University of Manitoba Staff Members</p> <p>A staff member at The University of Manitoba at the rank of Assistant Professor or above is not eligible to apply for admission to a graduate program in the department/unit in which the appointment is held.</p>	
<p>1.2 Registration Procedures</p> <p>1.2.1 Registration</p> <p>Pre-Master's students are not normally allowed to register in 7000-level courses or above, with the exception of GRAD 7500, unless prior permission is granted by the Dean of the Faculty of Graduate Studies or designate. Undergraduate students may be permitted to register in 7000-level courses or above on recommendation of the department/unit offering the graduate course, subject to the conditions listed below:</p> <ul style="list-style-type: none"> • Undergraduate students must obtain permission from the Department/Unit head and course instructor before registering for a graduate course. • Only undergraduate students completing an undergraduate degree at the University of Manitoba are eligible to enroll in a graduate course. • Undergraduate students are not eligible for admission to be admitted to any graduate course that is cross-listed with an undergraduate course, or that is scheduled to be taught at the same time and location as an undergraduate class. • Undergraduate students will only be eligible to receive graduate-level credit for a course designated as 7000-level or above if at least 75% of the students registered in the course are graduate students. • Undergraduate students who complete a graduate course are not guaranteed admission to a graduate program. <p>On admission to a graduate program at the University of Manitoba, application may be made to the Faculty of Graduate Studies to apply any previously completed graduate courses toward meeting program requirements, subject to the restrictions listed below:</p> <ul style="list-style-type: none"> • No more than 50% of the course-work required in a graduate program may be imported. • Only courses for in which a C+ grade or higher, or the minimum grade required by the program to which the course would be applied, is achieved are eligible to be considered to be used toward may be applied to meeting the requirements of any graduate program. • Any graduate course completed by an undergraduate student may subsequently be applied to a graduate program only if it has not been used toward completion of any other degree program. 	<p>The Joint Discipline Committee (JDC) shall constitute the admissions committee for applicants to the Master's programs in Religion.</p>

<ul style="list-style-type: none"> Any graduate course completed by an undergraduate student for which a passing grade has been obtained (i.e., C+ or higher) may not be repeated should the student later gain admission to a graduate program. <p>All graduate students must initially register in the term specified in their letter of acceptance as specified in the Academic Schedule of the Graduate Calendar. Any student not registering by the registration deadline for the term specified in their letter of offer will be required to re-apply for admission. In exceptional circumstances and with prior approval from the department/unit, a student may defer registration for up to one (1) term following acceptance into the Faculty of Graduate Studies. In the case of international students, admission may be deferred, with prior approval from the department/unit, for up to one (1) year following acceptance.</p> <p>All programs must be approved by the Head of the major department/unit or designate. Approval to take courses from departments/units outside the major department/unit must be obtained from the outside department/unit.</p> <p>The approval or denial of admission and registration to two (2) programs rests with the Dean of the Faculty of Graduate Studies in consultation with the department/unit concerned. The approval/denial must be submitted to the Faculty of Graduate Studies prior to the student's admission/registration on the "Concurrent Curriculum Permission" form (http://intranet.umanitoba.ca/student/records/2323.html)</p> <p>Where a student does register in two (2) programs, it is important to note that dual registration may affect funding, and that completing a graduate program as a part-time student will affect eligibility for The University of Manitoba Graduate Fellowship (UMGF) and may limit other funding possibilities.</p>	
<p>1.2.2 Re-Registration</p> <p>All students must re-register in all Fall, Winter and Summer terms of his/her program until a degree is obtained (with the exception of pre-Master's students). Failure to re-register will result in the student being discontinued from his/her graduate program. A student who has been discontinued and would like to be considered for continuation in a program must apply for re-admission, which is not guaranteed. The re-registration requirement does not apply to occasional students, visiting students, pre-Master's students, or students on an Exceptional or Parental Leave of Absence (please refer to "Leave of Absence", Section 8 of this Guide).</p> <p>The notation 'Discontinued Graduate Program' will be placed on the academic record of any graduate student who has failed to maintain continuous registration.</p>	
<p>1.2.3 Registration Revisions</p> <p>For designated periods subsequent to registration, approved revisions may be made. It is required that students adhere to dates and deadlines as published in the Academic Schedule of the Graduate Academic Calendar.</p> <p>Note: Graduate students are not permitted to withdraw from courses without written permission from their Department/unit Head on recommendation from their advisor/co-advisor (and/or advisory committee). The notation "Required to Withdraw" may be</p>	

<p>placed on the academic record of any graduate student who has withdrawn from courses without such approval.</p>	
<p>1.2.4 Advisor Student Guidelines</p> <p>All students in thesis/practicum programs, in consultation with their advisor/co-advisor, are required to complete the Advisor Student Guidelines as soon as possible after registration but no later than at the time of submission of the first Progress Report. The Advisor Student Guidelines form is available through JUMP.</p>	
<p>1.2.5. Western Deans' Agreement</p> <p>This agreement was established in 1974 as an expression of co-operation and mutual support among universities offering graduate programs in western Canada. Its primary purpose is the reciprocal enrichment of graduate programs throughout western Canada. This agreement is not intended to preclude other agreements between participating institutions. A list of the participating Universities can be found at http://wcdgs.ca/</p> <p>1.2.5.1 The Western Deans' Agreement normally provides an automatic tuition fee waiver for visiting students. Graduate students paying normal required tuition fees to their home institution will not pay tuition fees to the host institution.</p> <p>1.2.5.2 Only degree level courses from recognized post-secondary institutions will be considered; courses that are part of certificate or diploma programs will not be approved.</p> <p>1.2.5.3 Program fees are always to be paid to the home institution, regardless of coursework taken at another institution. Students may be required to pay student, activity, application, or other ancillary fees to the host institution, according to general policies in effect at the host institution. Wherever possible, these fees will also be waived.</p> <p>1.2.5.4 Students will qualify for the fee waiver if they:</p> <ul style="list-style-type: none"> a) present the "Authorization Form: Western Deans' Agreement" signed by the Dean or designate and the department/unit Head or advisor/co-advisor of a participating Western institution at least one (1) month prior to the start of term, specifying the courses to be taken for credit toward a graduate degree program at their home institution; b) are in good standing in a graduate program at the home institution; c) do not owe tuition and/or fees at the home institution. <p>1.2.5.5 Students must meet all requirements as prescribed by the host university's regulations, deadlines, class capacities, and course prerequisites.</p> <p>1.2.5.6 Registration is possible in courses at both the graduate and undergraduate levels, and in credit courses offered through distance education or other means. To be eligible, courses must be an integral part of the applicant's graduate degree program. Fee waiver is not permitted for audit or non-credit courses.</p> <p>1.2.5.7 Students must have the Authorization Form approved by the relevant department/unit Head and the Faculty of Graduate Studies at the host institution at least</p>	

<p>one (1) month prior to the commencement of the course(s) requested. The fee waiver is not available retroactively.</p> <p>1.2.5.8 Students are subject to regulations of the home institution governing credit for the courses to be undertaken. As a condition of registration at the host institution, students will arrange for official transcripts from the host institution to be sent to the home institution confirming successful completion of courses selected.</p> <p>1.2.5.9 Students must send confirmation of registration and notice of any change to the Registrar's Office of the home institution at the time of registration or course change is completed.</p> <p>1.2.5.10 Students may not claim fee waivers under the terms of this Agreement for a period of more than twelve (12) months in total.</p> <p>1.2.5.11 Each institution has its own regulations regarding the maximum number of transfer credits permitted in a given degree program. A list of the participating Universities can be found at http://wcdgs.ca/</p>	
<p>1.3 Course Classifications</p> <p>1.3.1 General Classifications</p> <p>Students who register through Aurora Student Information System (Aurora Student) must also have prior approval of the department/unit Head or designate. Students registering through Aurora Student should add only those courses that are a Major (Standard "S") course in their program. Courses with Auxiliary "X", Audit "A", or Occasional "O" status (see below) must be added by the department/unit.</p> <p>"X" Auxiliary course: Course is not a major requirement of the program but is required/recommended by the student's advisor/co-advisor.** Extra courses that are not part of the Master's or Ph.D. program but which are specified and required/recommended by the student's advisor/co-advisor, may be classified as X (Auxiliary) and the grade will not be included in the degree GPA which appears on the transcript. However, X course grades may be used in the calculation of the GPA for continuation in the program and a minimum grade requirement may be required for X coursework by the department/unit. (Please consult the individual department/unit's supplemental regulations.) Additionally, X courses are used in the calculation of the GPA for the purposes of Admission and Awards. (The University of Manitoba Graduate Fellowship [UMGF] and International Graduate Student Scholarship [IGSS] use X courses in the calculation of the GPA.) The student's advisor/co-advisor and department/unit Head must determine if there is a valid need for the registration in courses under the X classification. A maximum of twelve (12) credit hours under the X course classification is permitted while registered in a given program.</p> <p>"A" Audit course: Course is not taken for credit. No grade is recorded. Additional fees will be assessed.</p> <p>"O" Occasional course: Course is not a requirement of the program. Additional fees will be assessed.</p> <p>** Note: Changes in course classifications are regarded as course/program changes and may not be made without approval (refer to the "Registration Revision" section 1.2.3</p>	

<p>of this Guide) or after the deadline dates for course changes as indicated in the Academic Schedule of the <i>Calendar</i>.</p>	
<p>1.3.2 Continuing Courses (CO)</p> <p>For those graduate level courses (6000, 7000, and 8000) which are being taken by students enrolled in the Faculty of Graduate Studies and which continue beyond the normal academic term, the instructor shall recommend that a mark classification of "CO" be used until such time as a final grade can be established. If the course is not completed by August 31, the student must re-register for the course(s). In the absence of an assigned mark of "CO", the student may receive a mark of "F" in that term.</p> <p>Note: A CO will normally not be permitted longer than twelve (12) months. In exceptional circumstances, where a CO grade is requested for a second twelve (12) months, at the time the CO grade is submitted, the instructor and department/unit Head must also submit the "Recommendation for Continuing Status of a Course" form stating the reason for the CO and the deadline by which the course must be completed.</p>	
<p>1.3.3 Incomplete Courses</p> <p>Students who are unable to complete the term work prescribed in a course may apply to the instructor prior to the end of term for consideration of a grade classification of "Incomplete". It is understood that the student is to write the final examination if one is scheduled for the course. Taking into account the results of the final examination, the value of the term work completed, and the extent of the incomplete term work, the instructor shall calculate the temporary grade using a zero value for incomplete work.</p> <p>Normally, the following maximum extensions are allowed:</p> <ul style="list-style-type: none"> • August 1st for courses terminated in April • December 1st for courses terminated in August • April 1st for courses terminated in December <p>If a final grade is not reported within one (1) month of the extension deadline, the Incomplete (I) classification will be dropped and the grade will remain as awarded. The student will no longer have an opportunity to improve the grade. In no case will the satisfaction of the incomplete requirements result in a lower grade being awarded.</p>	
<p>1.3.4 Cross-Listed Courses</p> <p>Cross-listed courses are defined as courses taught at the same time and in the same location.</p> <p>The regulations below place limits on the extent to which cross-listed courses may be used to meet graduate program requirements:</p> <ol style="list-style-type: none"> 1. In order to receive credit for any 7000-level course that is cross-listed with a 3000- or 4000-level undergraduate course, the 7000-level course it must have a distinct syllabus, and the course content and evaluation methods must be at the graduate-level. Significantly different readings and evaluation methods from the undergraduate course. 	

<p>2. Graduate students will not receive credit toward meeting program requirements for any 7000-level course cross-listed with a 1000- or 2000-level undergraduate course unless prior permission is granted by the Dean of the Faculty of Graduate Studies or designate.</p> <p>3. Graduate students will not receive credit toward meeting program requirements for any 7000-level course cross-listed with a previously completed course.</p>	
<p>1.4 Student Status/Categories of Students</p> <p>1.4.1 Full-Time And Part-Time Students</p> <p>Graduate students are initially admitted with full time status unless a “Part-Time Status form” (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) has been received. Graduate student status is not determined by the number of credit hours taken per term. Therefore, students who spend much of the time in a laboratory or library engaged in research or writing a thesis/practicum, or who spend part of the academic year engaged in research elsewhere, are regarded as full-time students.</p> <p>Student status should be determined by the student and advisor/co-advisor, and changes must be requested on the “Part-Time Status form” (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). The form must be approved by the department/unit Head and submitted to the Faculty of Graduate Studies.</p> <p>Declaration of full/part time status must be made prior to the end of the registration revision period in the Fall and/or Winter terms and within one (1) month of the start of the Summer term.</p> <p>For every full year (12 months) a Master’s student is declared as part time they will receive an additional four (4) months in time to complete their program. For every two (2) years (24 months) a Master’s student is declared as part time they will receive an additional year (12 months) in time to complete their program. For every two (2) years (24 months) a Ph.D. student is declared as part time they will receive an additional four (4) months in time to complete their program. Retroactive status changes will not be made.</p>	<p><i>Note: New calculation of full time equivalency of part-time status</i></p>
<p>1.4.2 Pre-Master’s Or Qualifying Students</p> <p>In specific cases where the academic background of the student is judged to be insufficient for the given program in a department/unit, the department/unit may recommend that the student be admitted to a pre-Master’s program of study. The pre-Master’s program is intended to bring the student’s standing to approximately the level of an Honours graduate in the major department/unit, and to provide any necessary prerequisites for courses.</p>	
<p>1.4.3 Occasional Students</p>	

<p>A student wishing to take graduate courses with no intention of applying them toward an advanced degree at The University of Manitoba is classified as an occasional student. Occasional students must meet the same degree and grade point average entrance requirements as regular graduate students and must write final examinations in the courses taken (unless audited), but will not receive credit toward a degree. In special circumstances, an occasional student may apply for permission to proceed to a degree program and also apply for transfer, for credit, of courses previously taken in the occasional category.</p> <p>1.4.3.1 Undergraduate Students</p> <p>Note:</p> <ol style="list-style-type: none"> 1. Transfer of courses from the “occasional” category to a degree program is not automatic: request for advance credit must be made within the first year of a degree program on the “Advance Credit – Transfer of Credit” form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) 2. Fees paid by a student while registered as an occasional student are not transferable, at a later date, to a degree program. 3. Registration in the occasional student category can be for no more than one (1) academic year (September 1 – August 31 without reapplication). 4. At least 60% of coursework per academic year must be taken at the graduate level while registered as an occasional student. 	
<p>1.4.4 Joint Masters (With the University of Winnipeg)</p> <p>The University of Manitoba and the University of Winnipeg offer four (4) joint Master's programs: History, Religion, Public Administration, and Peace and Conflict Studies. The University of Manitoba Faculty of Graduate Studies is responsible for the administration of the joint programs, and students must complete the regular University of Manitoba application and registration forms. Students taking pre-Master's qualifying work for these programs register at the university where the courses are being taken.</p>	
<p>1.4.5 Visiting Students</p> <p>Visiting students are students who are registered at another institution who are taking one (1) or more courses at The University of Manitoba on a Letter of Permission from their home university. Visiting students must submit an online application, along with a \$100.00 (CDN) application fee, in addition to copies of transcripts from all institutions attended and a successfully completed English Language Proficiency Test from the approved list, if applicable. Applications must be submitted to the Faculty of Graduate Studies a minimum of one (1) month prior to the start of the intended term of study.</p> <p>Note:</p> <ol style="list-style-type: none"> 1. Fees paid by a student while registered as a visiting student are not transferable, at a later date, to a degree program. 2. Registration in the visiting student category can be for no more than one (1) academic year (September 1 – August 31) without reapplication. 3. At least 60% of coursework per academic year must be taken at the graduate level while registered as a visiting student. 	

<p>1.5. Student Accessibility</p> <p>See Student Accessibility Procedure:</p> <p>http://umanitoba.ca/admin/governance/governing_documents/students/280.html</p>	
<p>SECTION 2: Academic Performance - General</p> <p>2.1 General Note Students are responsible for ensuring that they meet all degree and program requirements. The advisor (and if appropriate co-advisor), advisory committee, and department/unit must ensure that each student follows Faculty of Graduate Studies and department/unit guidelines and meets all program requirements. The Faculty of Graduate Studies performs a final check of Faculty of Graduate Studies minimum requirements for each student just prior to graduation. Students are cautioned, therefore, to periodically check all regulations with respect to their degree requirements. Failure to meet all the requirements will render a student ineligible to graduate.</p> <p>Departments/units may make recommendations with respect to the regulations concerning minimum academic performance; however, enforcement of academic regulations rests with the Faculty of Graduate Studies. The following procedures apply to recommendations made by departments/units:</p> <ul style="list-style-type: none"> • The department/unit is responsible for informing the Faculty of Graduate Studies when a student's performance is unsatisfactory in research or coursework and the department/unit must outline any recommended remedial action(s); • The department/unit must notify the student of the deficiency and of its recommendation. <p>If the student fails to satisfy any remedial action recommended, the student may be required to withdraw from the Faculty of Graduate Studies.</p> <p>Note: When a graduate student is required to withdraw from a program of study, the notation on the academic record will be: "Required to withdraw".</p> <p>A student who has been required to withdraw from a graduate program may be permitted to apply for admission to another graduate program only if the application for admission is approved by the Dean of the Faculty of Graduate Studies.</p> <p>Voluntary withdrawal from a program is only permitted if the student is in good academic standing.</p> <p>Recommendations of departments/units will supersede student requests for voluntary withdrawal.</p>	<p><i>For information specific to the Master's use section (box) 4.7.3, and for information specific to the Ph.D. use section (box) 5.6; for information common to both programs, use this box; if this box is used, put references to this section in 4.7.3 and 5.6.</i></p>
<p>2.2 BONAFIDE ACADEMIC REQUIREMENTS (BFAR)</p> <p>The following Bona Fide Academic Requirements (BFAR) represent the core academic requirements a graduate student must acquire in order to gain, and demonstrate acquisition of, essential knowledge and skills. Students must also meet additional requirements that may be specified for their program.</p>	

Students must meet requirements as outlined in both BFARs and Supplementary Regulation documents as approved by Senate.

Unless otherwise indicated, students may elect to complete any/all of the following requirements with or without appropriate and authorized assistive technology/aids. Students must consult Student Accessibility Services (SAS) regarding authorization for these procedures.

BFAR Statement	Taught	Assessed
Student must successfully complete a co-operative experience or practicum, if required by their program.	Master's GRAD 7030	GRAD 7030
Student must successfully complete a comprehensive exam, project, studio exhibition, or equivalent, as required by their program and determined by the assigned examining committee.	GRAD 7010 GRAD 7050 GRAD 7090 GRAD 7200	GRAD 7010 GRAD 7050 GRAD 7090 GRAD 7200 Examining/Adjudication Committee
Student must produce a recorded/published thesis commensurate with degree being sought.	Master's GRAD 7000 Doctoral GRAD 8000	GRAD 7000 GRAD 8000
Student must successfully defend their thesis (where required), as determined by the assigned examining committee, in real-time.	Master's GRAD 7000 Doctoral GRAD 8000	GRAD 7000 GRAD 8000
Student in doctoral program must complete a candidacy exam (or equivalent) as required by their program and determined by the assigned examining committee.	GRAD 8010	GRAD 8010
Student must demonstrate knowledge of the University of Manitoba's policy on academic integrity, plagiarism, and cheating.	GRAD 7500	GRAD 7500
Student must conduct research in a safe and ethical manner, referring to their respective ethics board and supervisor(s) to ensure respect is maintained for: human	GRAD 7300	GRAD 7300

dignity and/or animal welfare; vulnerable persons; informed consent; justice and diversity; confidentiality and privacy; beneficence and non- maleficence in the work that they conduct.			
Student must complete coursework as required by their program.			
2.3 Academic Performance Student progress shall be reported at least annually, (but not to exceed once every four months, to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html)). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the Graduate Chair and/or department/unit Head to the Dean of the Faculty of Graduate Studies on the "Progress Report" form. Two (2) consecutive "in need of improvement" or an "unsatisfactory" rating will normally result in withdrawal of the student from the Faculty of Graduate Studies.			<i>Note: Progress Reports may be submitted more than annually</i>
2.4 Performance in Coursework A minimum degree grade point average (DGPA) of 3.0 with no grade below C+ must be maintained to continue in the Faculty of Graduate Studies. Departments/units may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless a department/unit recommends remedial action. Any such action must be approved by the Dean of the Faculty of Graduate Studies. A student may be permitted to remove deficiencies in grades by repeating the course or replacing it with an equivalent substitute course. Each failed course may be repeated or replaced only once, to a maximum of 6 credit hours of coursework. If a course is repeated or replaced, the highest grade obtained will be used in the determination of the degree grade point average. Students receiving a grade of C or less in more than 6 credit hours of coursework are normally required to withdraw, unless otherwise stated in the department/unit's supplemental regulations. Graduate students are not permitted to repeat a previously passed course. Note: In exceptional circumstances, the department/unit may appeal to the Faculty of Graduate Studies for approval of remedial recommendation(s) falling outside those prescribed above. Supplemental exams are not permitted to students in the Master's or Ph.D. program, unless otherwise stated in the department/unit's supplemental regulations. A summary of all actions taken administratively are to be reported to the Faculty of Graduate Studies Executive Committee.			<i>For information specific to the Master's use section (box) 4.7.4, and for information specific to the Ph.D. use section (box) 5.6.1; for information common to both programs, use this box; if this box is used, put references to this section in 4.7.4 and 5.6.1.</i>

<p>2.5 Mandatory Academic Integrity Course</p> <p>All students, including those in a pre-Master's program, are required to successfully complete GRAD 7500 Academic Integrity Tutorial (0 credit hours) within their first term of initial registration.</p> <p>Notes: Students who successfully complete GRAD 7500 Academic Integrity Tutorial at the Masters level are not required to repeat the course at the Ph.D. level so long as no more than one (1) term separates one graduate degree program from another graduate degree program.</p> <p>Failure to complete this course will result in suspension of registration privileges and a grade of "F/NP" being assigned to the course which may lead to being "Required to withdraw" from the graduate program.</p> <p>Students on an exceptional/parental/regular leave of absence must register in GRAD 7500 upon return from leave if it has not already been completed.</p> <p>Visiting and Occasional students are expected to complete GRAD 7500 prior to commencing a course at The University of Manitoba. (see GRAD 7500 FAQ: http://umanitoba.ca/faculties/graduate_studies/registration/grad7500FAQ.html)</p>	
<p>SECTION 3: General Regulations: Pre-Master's</p> <p>3.1 Admission and Program Requirements</p> <p>Graduates of bachelor degree programs with a minimum grade point average (GPA) of 3.0 in the last two (2) full years of university study will be considered for admission to a pre-Master's program. These are the minimum requirements of the Faculty of Graduate Studies. Departments/units may specify higher or additional criteria.</p> <p><u>Admission to a pre-Master's program does not guarantee future admission to a Master's program.</u></p> <p>As the pre-Master's program of study is intended to bring a student's background up to the equivalent of the required four (4) year degree, departments/units should assign to students, as part of their pre-Master's program of study, an appropriate number of applicable upper level (3000 or 4000) undergraduate courses. Pre-Master's students are not normally allowed to register in 7000-level courses above, with the exception of GRAD 7500, unless prior permission is granted by the Dean of the Faculty of Graduate Studies or designate.</p>	<p>Students seeking admission to the Pre-MA program in Religion would typically have a 3 or 4 year BA degree with a number of courses in Religion, but fewer than the 60 credit hours required for direct admission to the Joint Masters Program (JMP).</p> <p>Some applicants to the Pre-MA, while having a strong background in Religion, do not have the required 24 credit hours of upper level (4000) courses, and/or they do not have the breadth of study required for direct admission to the JMP in Religion.</p> <p>The Pre-MA is a one-year program that provides students with the opportunity to build up their course preparation to the level that is required for direct admission to the JMP in Religion.</p> <p>Each Pre-MA program of study is individually established by the Chair of the JMP from the University that the student is seeking admission to (i.e. University of Manitoba or University of Winnipeg).</p>
<p>3.2 Academic Performance</p> <p>3.2.1. The department/unit Head is responsible for assigning the courses and monitoring the progress of each student.</p> <p>3.2.2. A minimum degree grade point average of 3.0 with no grade below C+ must be maintained to continue in a pre-Master's program. Students who fail to maintain this standing will be required to withdraw unless remedial action recommended by the department/unit (as described below) is approved by the Dean of the Faculty of Graduate Studies.</p>	

<p>3.2.3. Students deficient in six (6) hours of credit or less may be permitted to write a supplemental examination (when offered in the department/unit's supplemental regulations) in courses in which a grade of C or less was obtained.</p> <p>3.2.4. Students deficient in six (6) hours of credit or less with a grade of C, D, or F in a course or courses may be permitted, if the overall average is C or better, to write one (1) supplemental examination in each course (when permitted by the department/unit's supplemental regulations), to repeat the courses, or to take equivalent substitute courses.</p> <p>Note: In exceptional circumstances, when a student is deficient in more than six (6) credit hours, the student may be permitted to repeat the pre-Master's year, or to write supplemental examinations (when offered), or to substitute equivalent coursework in order to make up the deficiencies.</p> <p>A student may be permitted to repeat the pre-Master's year only once, and to remove deficiencies in grades by writing a supplemental examination or repeating courses only a maximum of once for each course to a maximum of nine (9) credit hours of coursework.</p> <p>If a course is repeated or a supplemental examination is written, the highest grade obtained in that course will be used in the determination of the degree GPA.</p> <p>The degree GPA is cumulative in a pre-Master's program if more than one (1) year is required to complete the course requirements.</p> <p>A summary of all action taken administratively is to be reported to the Faculty of Graduate Studies Executive Committee.</p>	
<p>SECTION 4: General Regulations: Master's</p> <p>4.1 General</p> <p>Although general regulations apply to all students, individual departments/units may have additional regulations that supplement these general regulations. All such supplemental regulations must be approved (as specified by the By-Laws of the Faculty of Graduate Studies), published, available to students (http://umanitoba.ca/faculties/graduate_studies/admin/supplemental_regulations.html), and be kept on record in the Faculty of Graduate Studies. All students should consult department/unit supplemental regulations for specific details regarding admission, program requirements, progression, and completion. Individual departments/units may offer Master's programs by one or more of the following programs:</p> <ul style="list-style-type: none"> • Thesis/practicum-based; • Course-based; • Comprehensive Exam; • Project; • Accredited Professional. 	
<p>4.2 Diploma Programs</p>	

<p>The regulations for the Master's program shall also prevail for diploma programs. All students should consult the department/unit supplemental regulations regarding diploma programs.</p>	
<p>4.3 Admission</p> <p>4.3.1 General Criteria</p> <p>Students who are eligible to be considered for direct admission to a program of study leading to the Master's degree include:</p> <ul style="list-style-type: none"> • Graduates of four (4) year undergraduate degree programs (or equivalent as deemed by the Faculty of Graduate Studies) from: <ul style="list-style-type: none"> ○ Canadian institutions empowered by law to grant degrees; or ○ Colleges and universities outside Canada which are officially recognized by the Faculty of Graduate Studies; • Graduates from first-cycle Bologna compliant degrees; • Students who have completed a pre-Master's program from: <ul style="list-style-type: none"> ○ The University of Manitoba; ○ Canadian institutions empowered by law to grant degrees; or ○ Colleges and universities outside Canada which are officially recognized by The Faculty of Graduate Studies. <p>All students applying for a Master's degree program must have attained a minimum GPA of 3.0 in the last two (2) full years (60 credit hours) of study. This includes those applying for direct admission and those entering from a pre-Master's program. Students who meet the minimum requirements for admission to the Faculty of Graduate Studies are not guaranteed admission.</p> <p>Note: This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.</p>	<p><i>Relevant information could include:</i></p> <ul style="list-style-type: none"> • <i>Minimum admission criteria (beyond FGS requirements)</i> • <i>Admission/selection committee composition (if applicable)</i> • <i>Admission/selection procedures</i> • <i>Indicate which specific major areas are acceptable</i> <p>Requirements for Admission:</p> <ol style="list-style-type: none"> 1. A recognized pre-Master's program in Religion following completion of a 3 or 4 year BA; 2. A four-year BA (Honours) in Religion; or, 3. BA (Honours) in other cognate disciplines including, for example, Anthropology, History, or Asian Studies, with a strong background in the study of Religion will be considered on a case-by-case basis. <p>Students completing the Joint MA Program may elect to receive their degree from either one of the participating universities.</p>
<p>4.3.2 Pre-Master's Programs</p> <p>In specific cases where the academic background of the student is judged to be insufficient for the given program in a department/unit, the department/unit may recommend that the student be admitted to a pre-Master's program of study (Section 3).</p> <p>The pre-Master's program of study is intended to bring a student's background up to the equivalent of the required four (4) year degree in the major department/unit, and to provide the student with any necessary prerequisites for courses to be taken in the Master's program.</p>	
<p>4.4 Program Requirements</p> <p>In general, students must complete one of the programs of study described below for the Master's degree. However, the program of study is determined by the department/unit and may follow the department/unit's supplemental regulations. Any single course cannot be used for credit toward more than one program.</p>	

<p>4.4.1 Thesis/Practicum Route</p> <p>A minimum of 12 credit hours of coursework, unless otherwise stated in the department/unit's supplemental regulations, plus a thesis or practicum is required. The minimum must include at least 6 credit hours at the 7000 level or above, with the balance of the coursework at the 3000 level or above. A maximum of 24 credit hours of coursework is allowed unless the department/unit's supplemental regulations indicate otherwise. The student must complete the thesis/practicum at The University of Manitoba.</p>	<p><i>Indicate if the minimum or maximum number of credit hours required in the program differs from that required by FGS. List required courses (including full numbers and minimum level, e.g., 7000), and credit hours</i></p> <p>Thesis/Practicum</p> <p>Students must complete a minimum of 12 credit hours of coursework in Religion at the 7000-level, offered through the U of M or the U of W, or a combination thereof.</p>
<p>4.4.2 Course-based/Comprehensive Examination Route</p> <p>A minimum of 24 credit hours of coursework and comprehensive examination(s) is required. The minimum must include at least 18 credit hours at the 7000 level or above with the balance of the coursework at the 3000 level or above. A maximum of 48 credit hours of coursework is allowed unless a department/unit's supplemental regulations indicate otherwise.</p>	<p><i>Note: Minimum of 18 credit hours must now be taken at the 7000 level or above.</i></p> <p><i>Indicate if the minimum or maximum number of credit hours required in the program differs from that required by FGS. List required courses (including full numbers and minimum level, e.g., 7000), and credit hours</i></p> <p>Coursework/Comprehensive</p> <p>Students who choose this route must complete a minimum of 24 credit hours of coursework offered through the U of M or the U of W, or a combination thereof. Of the required 24 credit hours, at least 18 credit hours must be in Religion at the 7000-level. Up to 6 credit hours at the 7000-level may be taken in another Department.</p> <p>Students are encouraged to have 6 credit hours in method and theory prior to admission. Students admitted to the MA program without method and theory credits will be required to complete these as auxiliary courses (or an auxiliary course) in addition to the 24 credit hours that have been specified for completion of the MA program of study.</p> <p>Students should work in consultation with their JMP advisor and the JDC to select coursework that reflects their particular area or program of study.</p> <p>Students in the Comprehensive Route will also be required to present an original paper of a minimum of 20 pages. See 4.8.2 for details.</p>
<p>4.4.3 Accredited Professional Route</p> <p>The credit hours and course requirements shall reflect the requirements of the department/unit's external accrediting body.</p>	

<p>4.4.4 Language Reading Requirements</p> <p>Some departments/units specify a language requirement for the Master's degree. Students should check department/unit supplemental regulations regarding this requirement.</p>	<p><i>Indicate if (or if not) required</i></p> <p>Students in the JMP program must demonstrate competence in a second language that is relevant to their program of study. Language requirements are set by the Advisor in consultation with the student and the JDC.</p> <p>The language requirement is satisfied by the successful completion of a language translation exam or the successful completion of 6 credit-hours of coursework in the selected language that is beyond the 1000-level.</p> <p>If a required language is a student's native or near-native language, the advisory committee may waive the translation exam requirement.</p>
<p>4.4.5 Advanced Credit</p> <p>Advance credit for courses completed prior to admission to a Master's program will be considered on an individual basis. The student's department/unit must make a request to the Faculty of Graduate Studies by completing the " Advance Credit -Transfer of Courses" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html).</p> <p>Note:</p> <ul style="list-style-type: none"> • Application for advance credit must be made within the first year of the program (see Lapse of Credit of Courses in this section for course currency); • No more than half of the required coursework for the program can be given advance credit; • A course may not be used for credit toward more than one (1) degree, diploma, or certificate; and • The student must register at The University of Manitoba for at least two (2) terms within a single academic year and must also complete the thesis/practicum/project/comprehensive exam at The University of Manitoba. <p>Regardless of the extent of advanced credit granted, all students are required to pay applicable program fees.</p>	
<p>4.4.6 Transfer Credit</p> <p>Courses within a program of study may be taken elsewhere and transferred for credit at The University of Manitoba. All such courses:</p> <ul style="list-style-type: none"> • must be approved for transfer to the program of study by the department/unit and the Faculty of Graduate Studies before the student may register for them; • are considered on an individual basis; • cannot be used for credit towards another degree; and • may be taken at other universities while registered in a program at The University of Manitoba, provided that the credit does not exceed 50% of the minimum credit hours of coursework required. <p>Permission is granted in the form of a Letter of Permission which may be obtained by making an application to the Registrar's Office: (http://umanitoba.ca/student/records/leave_return/710.html). An original transcript and course equivalency must be provided.</p>	

<p>4.4.7 Time in Program</p> <p>The minimum time for students in the Master's program is equivalent to two (2) terms. Completion of most programs requires more than this and students should check department/unit supplemental regulations regarding specific requirements.</p> <p>The maximum time allowed for the completion of the Master's degree is four (4) years for students declared as full-time and six (6) years for students declared as part-time (see section 1.4.1 for information on calculating maximum time for students). Individual departments/units and/or programs may have specified minimum and maximum time limits, and students should periodically check department/unit supplemental regulations regarding these specific requirements.</p> <p>Requests for extensions of time to complete the degree will be considered on an individual basis and must be submitted to the Dean of the Faculty of Graduate Studies using the "Time Extension Request Form" http://umanitoba.ca/faculties/graduate_studies/forms/index.html at least three (3) , but no more than four (4), months prior to expiration of the respective maximum time limit.</p> <p>A student who has not completed the degree requirements within the time limit or within the time limit of the extension will be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".</p>	<p><i>Note: Maximum time to completion is now 4 years for full-time students. See section 1.4.1 for criteria relating to full-time and part-time status.</i></p>
<p>4.5 Student's Advisor/Co-Advisor</p> <p>Each student should have an advisor upon entry into the program, and must have one assigned no later than one (1) term following registration. The advisor must:</p> <ul style="list-style-type: none"> • hold at least a Master's degree or equivalent; • be a member of the Faculty of Graduate Studies*; • have expertise in a discipline related to the student's program; and • hold an appointment in the student's department/unit. <p>*(http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html)</p> <p>It is the responsibility of the department/unit Head to determine whether faculty members meet these criteria, and also to report to the Dean of the Faculty of Graduate Studies on equivalency as necessary. Any exceptions or special circumstances must be recommended by the department/unit Head and approved by the Dean of the Faculty of Graduate Studies who considers each case on an individual basis.</p> <p>In departments/units where the choice of thesis/practicum topic and thesis/practicum advisor are postponed after a student's entry into the program, the department/unit Head, within one (1) term, shall appoint a faculty member to advise the student in the interim period before the regular advisor is assigned or chosen.</p> <p>In special circumstances, an advisor and a maximum of one (1) co-advisor, upon approval of the department/unit Head, may advise a student. The co-advisor must meet all of the same qualifications and expectations as the advisor. When an advisor and co-advisor are assigned, together they shall fulfill the role of the advisor (that is, neither shall fulfill any other advisory or examining committee membership requirements for</p>	<p><i>Must a student have an advisor identified at time of admission?</i></p> <p>Upon admission, Thesis stream JMP students normally indicate an advisor. If no Advisor is indicated, or if the student's first choice is unavailable, an alternate Advisor will be arranged in consultation with the University of Manitoba or University of Winnipeg Chair of the JMP at the time of course registration.</p> <p>Coursework and comprehensive JMP students are assigned the University of Manitoba or University of Winnipeg Chair of the JMP as their Advisor until such time as they begin to prepare for their comprehensive examination. At that point, the major field advisor, arranged in consultation with the student and the University of Manitoba or University of Winnipeg Chair the JMP, will normally serve as the advisor.</p>

<p>that student). One advisor must be identified as the primary advisor; however, both co-advisors' signatures are required on all documents where the advisor's signature is required.</p> <p>The advisor/co-advisor will advise the student on a program of study, direct research, and supervise the thesis or practicum work.</p> <p>A student who also holds an appointment at The University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same department/unit.</p> <p>The advisor, co-advisor (if applicable) and student must discuss, and complete, the Faculty of Graduate Studies Advisor Student Guidelines (ASG) prior to the commencement of any research and no later than the submission of the first Progress Report for the student. The advisor/co-advisor and the student are required to sign the agreement. If the parties cannot agree on any component(s) of the ASG, the matter should be referred to the department/unit Graduate Chair, Head of the department/unit, or the Dean of the Faculty of Graduate Studies.</p> <p>Should, during the student's program, the relationship between the student and advisor/co-advisor significantly deteriorate, the matter should be referred to the department/unit Graduate Chair, the Head of the department/unit, or the Dean of the Faculty of Graduate Studies.</p> <p>All students should consult department/unit supplemental regulations for specific details regarding advisor/co-advisor requirements.</p>	
<p>4.6 Advisory Committee</p> <p>4.6.1 Thesis/Practicum Route</p> <p>Advisory committees are selected by the advisor/co-advisor in consultation with the student and should consist of individuals whose expertise is consistent with that necessary to provide additional advice and guidance to the student during his/her research program. The advisory committee must consist of a minimum of three (3) members (including the advisor/co-advisor), two (2) of whom must be members of the Faculty of Graduate Studies (http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html), one (1) of whom must hold a primary appointment from within the department/unit and one (1) of whom must hold no appointment within the department/unit. It is expected, under normal circumstances, that Advisory Committee members have a Master's degree or equivalent. Advisory committees may include one (1) non-voting guest member who has expertise in a related discipline but is not a member of the Faculty of Graduate Studies.</p> <p>A student who also holds an appointment at The University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same department/unit. Graduate students may not serve on graduate student advisory committees.</p> <p>The composition of, and any changes to, the advisory committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies. The advisor/co-advisor is the Chair of the advisory committee.</p>	<p>An Advisory Committee is not required in the JMP in Religion.</p>

<p>Additional specifications, if any, regarding the advisory committee are found in the department/unit supplemental regulations and students should consult these regulations for specific requirements.</p>	
<p>4.6.2 Course-based or Comprehensive Examination Route</p> <p>Normally, advisory committees are not required in these routes, however any appropriate specifications regarding an advisory committee can be found in the department/unit's supplemental regulations and students should consult these regulations for specific requirements.</p>	
<p>4.6.3 Accredited professional programs</p> <p>Normally, advisory committees are not required in these routes, however any appropriate specifications regarding an advisory committee can be found in the department/unit's supplemental regulations and students should consult these regulations for specific requirements.</p>	
<p>4.7 Courses and Performance</p> <p>4.7.1 Course or Program Changes</p> <p>Students are not permitted to change their program of study, including withdrawal from individual courses, without the approval of their advisor/co-advisor (and/or advisory committee) and department/unit Head. Withdrawal from courses or changes of course category without such approval may result in the student being required to withdraw from the Faculty of Graduate Studies.</p>	<p><i>It is recommended that units require a Program of Study and Appointment of Advisory Committee form (analogous to that required by FGS for PhD students) for internal use</i></p>
<p>4.7.2 Lapse of Credit of Courses</p> <p>Courses completed more than seven (7) years prior to the date of awarding of a degree may not normally be used for credit toward that degree. A department or unit may request an exception to this limit on behalf of the student. Such requests, which will be evaluated on a case-by-case basis, must be accompanied by supporting information including a detailed summary of the content of the course as taken initially and as offered most recently, and a detailed rationale explaining how the student has maintained knowledge of the course content.</p> <p>Courses completed more than ten (10) years prior to the date of awarding of a degree can not be used for credit toward that degree.</p> <p>In the event that course-work is no longer considered current, students must take additional course-work (as recommended by the Department/Unit Head, or designate, and as approved by the Dean of the Faculty of Graduate Studies) to meet the minimum credit hour requirements for their program.</p>	<p><i>Note: Lapse of course credit is now 7 years.</i></p>
<p>4.7.3 Academic Performance</p> <p>Student progress shall be reported at least annually, but no more than once every four (4) months, to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Students who fail to</p>	<p><i>Is a reference to section 2.1 necessary?</i></p>

<p>maintain satisfactory performance may be required to withdraw on the recommendation of the Graduate Chair and/or department/unit Head to the Dean of the Faculty of Graduate Studies on the "Progress Report" form. Two (2) consecutive "in need of improvement" or an "unsatisfactory" rating will normally result in withdrawal of the student from the Faculty of Graduate Studies.</p>	
<p>4.7.4 Performance in Coursework</p> <p>A minimum degree grade point average (GPA) of 3.0 with no grade below C+ must be maintained to continue in the Faculty of Graduate Studies. Departments/units may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless a department/unit recommends remedial action. Any such action must be approved by the Dean of the Faculty of Graduate Studies.</p>	<p><i>Is a reference to section 2.3 necessary?</i></p>
<p>4.7.5 Performance not related to Coursework</p> <p>In some departments/units, students are required to demonstrate satisfactory academic performance in areas not related to performance in courses, such as attendance at or participation in course lectures, seminars and in laboratories and progress in research, thesis or practicum. The specific nature of satisfactory academic performance is outlined in individual department/unit supplemental regulations and students should consult these supplemental regulations for specific requirements. Unacceptable performance must be reported to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the department/unit Head to the Dean of the Faculty of Graduate Studies.</p>	<p><i>Additional examples could include attendance in seminars, standards of ethical behavior, professional dress codes, etc.</i></p>
<p>4.8 Requirements for Graduation</p> <p>All students must:</p> <ul style="list-style-type: none"> • maintain a minimum degree grade point average of 3.0 with no grade below C+; • meet the minimum and not exceed the maximum course requirements; and • meet the minimum and not exceed the maximum time requirements. <p>Individual departments/units may have additional specific requirements for graduation and students should consult department/unit supplemental regulations for these specific requirements.</p>	
<p>4.8.1 Thesis/Practicum Route</p> <p>4.8.1.1 Thesis vs. Practicum</p> <p>Students must demonstrate their mastery of the field and that they are fully conversant with the relevant literature through their thesis/practicum.</p>	<p><u><i>Thesis/Practicum Proposal:</i></u> <i>Provide details of proposal format, page limits, other guidelines, evaluation procedures, who approves the proposal; at what point in the program is the thesis proposal to be completed; is the oral presentation completed in open or closed session; is unanimous approval required; can a thesis proposal that is not approved the first time be resubmitted, etc.</i></p>

<p>A practicum differs from the thesis in its emphasis on the application of theory, it is however similar in scope, span, and rigour. The practicum takes the form of an exercise in the practical application of knowledge and skill. It usually involves the careful definition of a problem, the application of appropriate knowledge and skills to the problem, and a report of the results in a manner suitable for evaluation by an examining committee. Individual department/unit have specific requirements for graduation and students should consult department/unit supplemental regulations for specific requirements.</p> <p>The thesis is developed under the mentorship of the advisor/co-advisor. Individual departments/units may have specific guidelines regarding the thesis proposal and its acceptance by the student's advisory committee and/or department/unit Head; students should consult department/unit supplemental regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the thesis research.</p>	<p>Once a student has completed all of their required coursework and satisfied the language requirement, they develop a thesis proposal, in consultation with their Advisor; this normally occurs by end of the first year. The proposal (800-1000 words plus bibliography) sets out the thesis topic, explains its research significance and its relation to other work in the field, describes the research methodology that will be used; and, provides a brief chapter-by-chapter outline of the thesis.</p> <p>Upon approval by the Advisor, the thesis proposal is then submitted to the JMP Chair along with a letter from the Advisor indicating his/her approval of the thesis proposal, and a copy of the Master's Thesis/Practicum Proposal Form on which the names of potential thesis examiners are suggested. The thesis proposal is submitted to the JDC through the Graduate Program Assistant. The JDC grants formal approval of the thesis proposal.</p> <p>If the thesis proposal is not approved, the student will have three months to revise and re-submit it. Final approval is granted by the consensus of the Advisor and the JDC.</p>
<p>4.8.1.2 Examining Committee</p> <p>The advisor/co-advisor will recommend an examining committee to the department/unit Head for approval, which shall then be reported to the Faculty of Graduate Studies on the "Master's Thesis/Practicum Title and Appointment of Examiners" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). This form must be approved by the Dean of the Faculty of Graduate Studies at least two (2) weeks prior to the distribution of the thesis.</p> <p>Under normal circumstances, the examining committee will be the same as the advisory committee unless otherwise stipulated in the department/unit's supplemental regulations. The examining committee must consist of a minimum of three (3) members (including the advisor/co-advisor), two (2) of whom must be members of the Faculty of Graduate Studies, one (1) of whom must hold an appointment from within the department/unit, and one (1) of whom must hold no appointment within the department/unit. All examiners must be deemed qualified by the department/unit Head and be willing to serve. It is expected that, under normal circumstances, Examination Committee members will have a Master's degree or equivalent. The composition of, and any changes to, the examining committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies. Individual departments/units establish specific requirements for examination and students should consult department/unit supplemental regulations for specific requirements.</p> <p>The Head of the department/unit arranges for the distribution of the thesis/practicum to the examiners. It is the duty of all examiners to read the thesis/practicum and report on its merits according to the following categories:</p> <ul style="list-style-type: none"> • Acceptable, without modification or with minor revision(s); or • Acceptable, subject to modification and/or revision(s); or • Not acceptable. <p>If two (2) or more examiners do not approve the thesis, then the student is deemed to have failed the distribution.</p>	<p><i>Specify how the examining committee differs from the advisory committee</i></p> <p>The JDC, in consultation with the UW or UM Department Head, formally appoints the Advisor and the other members of the Thesis Examining Committee, two of whom (the Advisor and a Department member) will be from the Department of Religion (UM) or/and Religion & Culture (UW), and one of whom will be from another department within the University of Manitoba and/or the University of Winnipeg.</p> <p>Ideally, the Examining Committee should include one member from the UM and one from the UW but the composition will be guided by the student's research area in relation to faculty expertise. Therefore, in certain instances, both members may be from the same university, pending approval by the JDC.</p>

<p>4.8.1.3 Oral Examination</p> <p>For departments/units requiring students to pass an oral examination on the subject of the thesis/practicum and matters relating thereto, the format of the oral examination is described in the supplementary regulations of the department/unit. Students should consult these supplemental regulations for specific requirements. A student has the right to an examination of the thesis/practicum if he/she believes it is ready for examination. It is the department/unit's responsibility to advise the student of any risk involved should he/she decide to proceed against the department/unit's recommendation.</p> <p>All members of the examining committee are required to be present at the examination. Under exceptional circumstances, and with the prior approval of the Dean of the Faculty of Graduate Studies, one (1) member may participate electronically. Under no circumstances can the student or the Advisor/Co-Advisor participate electronically. No recording devices will be permitted.</p> <p>The oral examination shall be open to all members of The University of Manitoba community except in exceptional cases. The oral examination may be closed, for example, when the results of the thesis/practicum research must be kept confidential for a period of time. In such cases, the examining committee and department/unit Head shall recommend such action to the Dean of the Faculty of Graduate Studies who shall then decide whether to grant that the final examination be closed to all but the examining committee and the Dean of the Faculty of Graduate Studies.</p> <p>Following completion of the examination of the thesis/practicum, examiners will consider the oral examination and the written thesis/practicum.</p> <p>The examiners will also determine the nature of and procedures for approval of any revisions that will be required prior to submission of the thesis/practicum to the Faculty of Graduate Studies. The advisor/co-advisor is normally responsible for ensuring that revisions are completed according to the instructions from the examining committee.</p> <p>The judgement of the examiners shall be reported to the Faculty of Graduate Studies in the qualitative terms "approved" or "not approved" on the "Thesis/practicum final report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Each examiner must indicate his/her opinion by his/her signature. If two (2) or more examiners do not approve the thesis, then the student is deemed to have failed the defence.</p> <p>The examining committee may recommend to the Faculty of Graduate Studies that the thesis is of sufficient merit to receive an award.</p>	<p><i>Note: There is provision for a dissenting voice in the outcome of the evaluation of the oral examination and written thesis.</i></p> <p><i>Provide details of scheduling of the oral examination, format and procedures of the examination, time constraints on oral presentation, duration of questioning by examiners, number of rounds of questions, etc.</i></p> <p>At least two weeks prior to the proposed defense, the thesis is circulated to the examining committee. Written approval must be received by each member of the examining committee indicating that they find the thesis ready to proceed to the oral examination by the end of the two-week period. The duration of the oral examination is normally between 60 – 90 minutes in length. The structure of the oral examination consists of a 20 minute presentation by the student summarizing the research, followed by a first round of questions by the examiners (approximately 15 minutes each), and a second round of questions (time permitting) of 5 minutes each. The decision is a pass/fail and must be unanimous.</p> <p>Pass: The completion of the oral examination is successful (unanimous decision). The Advisor, in consultation with the examining committee, will oversee any required revisions to the written thesis prior to final submission to the Faculty of Graduate Studies..</p> <p>Fail: One or more of the examiners deems the oral exam unsuccessful. Students are granted a second attempt to pass within six-months of the first unsuccessful attempt.</p> <p>Students who fail their second attempt at the oral examination will be required to withdraw from the program and from the Faculty of Graduate Studies.</p>
<p>4.8.1.4 Failure</p> <p>In the case of a failure of the thesis/practicum at the Master's level, a detailed written report will be prepared by the Chair of the examination committee and submitted to the Faculty of Graduate Studies, who will make the report available to the student and advisor/co-advisor.</p>	<p><i>The report from the Chair should include how the first failure will be addressed and a timeline for when the second attempt should occur.</i></p> <p>The report from the Chair should include how the first failure will be addressed and a timeline for when the second attempt should occur.</p>

<p>A student will be required to withdraw when the thesis/practicum has been rejected twice at the stage where:</p> <ul style="list-style-type: none"> • The examining committee reports on the merits of the written thesis; • The defence; or • A combination of both stages. <p>The examining process should be completed within one (1) month of distribution of the thesis/practicum.</p>	
<p>4.8.2 Course-based/Comprehensive Examination Route</p> <p>Students must demonstrate his/her mastery of their field. The specific procedures for evaluation of this mastery are stated in individual department/units' supplemental regulations. Students should consult the department/unit's supplemental regulations for specific requirements.</p> <p>In those departments/units where comprehensive examinations are required, students should consult the department/unit's supplemental regulations for specific requirements. The results of the comprehensive examinations shall be submitted to the Faculty of Graduate Studies on the "Report on comprehensive examination" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) in the terms "pass" or "fail." No student may sit comprehensive examinations more than twice. Any student who receives a "fail" on the comprehensive examination twice will be required to withdraw from the Faculty of Graduate Studies.</p>	<p><i>Provide details of structure, format, duration of examination, composition of examining committee, evaluation criteria, etc.</i></p> <p>Upon completion of the coursework and language requirement, students in the Coursework and Comprehensive route JMP program will, in consultation with their Advisor, be required to submit a revised or original research paper that is a minimum of 20 pages in length excluding tables, figures, and references.</p> <p>The examining committee that reviews the paper will include the student's advisor, and two additional faculty members (either UM/UWV), as well as one member of the JDC. At least two members of the examining committee must be members of the Faculty of Graduate Studies.</p> <p>The student is required to pass an oral examination of their submitted research paper. The maximum length of the oral examination is 90 minutes. The oral examination normally includes a 10-15 minute presentation by the student summarizing the submitted paper followed by a first round of questions by the examiners (approximately 10 minutes each), and a second round (time permitting) of 5 minutes each. The decision is a pass/fail and must be unanimous.</p> <p>If a student fails their first attempt at the oral examination, they will be granted a second attempt to pass within six-months of first unsuccessful attempt.</p> <p>Students who fail their second attempt at the oral examination will be required to withdraw from the program and from the Faculty of Graduate Studies.</p>
<p>4.9 Style and Format</p> <p>The thesis/practicum must be written according to a standard style acknowledged by a particular field of study (see Appendix 1).</p>	
<p>4.10 Deadlines for Graduation</p> <p>The final requirements of the degree, in the form of the final report on the thesis/practicum (and the corrected copy of the thesis/practicum); comprehensive examination; M.Eng. project; or Design thesis, must be submitted to the Faculty of Graduate Studies by the appropriate deadline. For those programs that do not have a</p>	

<p>Culminating exercise (i.e.: thesis/practicum/comprehensive examination/M.Eng. project/Design thesis), the department/unit must forward potential graduate names to the Faculty of Graduate Studies by the deadline. The deadline for each of the graduation dates is published on the Faculty of Graduate Studies website at umanitoba.ca/faculties/graduate_studies/deadlines/index.html.</p>	
<p>4.11 Details for Submission of the Final Copy</p> <p>Following the approval of the thesis/practicum by the examining committee and the completion of any revisions required by that committee, the thesis/practicum, must be submitted to the Faculty of Graduate Studies as follows:</p> <ul style="list-style-type: none"> • One digital version submitted as an e-thesis/practicum at the MSpace website; (http://mspace.lib.umanitoba.ca/xmlui/login) • Thesis/Practicum final report; • Copyright License Declaration form. 	
<p>4.12 Publication and Circulation of Thesis/Practicum</p> <p>Every graduate student registering in a thesis/practicum Master's program at The University of Manitoba shall be advised that, as a condition of being awarded the degree, he/she will be required to grant a license of partial copyright to the University and to the Library and Archives Canada for any thesis or practicum submitted as part of their degree program.</p> <p>Note: This license makes the thesis/practicum available for further research only. Publication for commercial purposes remains the sole right of the author.</p> <p>The thesis release form, including the copyright declaration/infringement form, must be completed on MSpace. This and other related regulations may give rise to important questions of law, and students may need additional legal advice on the copyright laws of Canada and/or other countries. Students who wish to obtain legal advice concerning their subsequent rights are advised to do so prior to signing the agreements. Signing of the license agreements is normally done after the contents of the thesis/practicum have been delineated and the importance of copyright and/or patents fully understood and appreciated.</p> <p>Publication in the above manner does not preclude further publication of the thesis or practicum report or any part of it in a journal or in a book. In such cases, an acknowledgement that the work was originally part of a thesis/practicum at The University of Manitoba should be included.</p> <p>Notes:</p> <p>Patents –Refer to section 6 “Policy of Withholding Theses Pending Patent Applications” in this Guide.</p> <p>Restriction of Thesis/Practicum for Publication – In exceptional cases, not covered by the regulation concerning patents, where adequate cause can be shown to delay publication, the student and advisor/co-advisor may request in writing that the Dean of the Faculty of Graduate Studies restrict access for a period up to one (1) year after submission of the digital version of a thesis or practicum to The University of Manitoba. The Dean shall determine for what period, if any, access will be so restricted.</p>	

Report of the Joint Senate Committee on Joint Master's Course, Curriculum and Regulation Changes

Preamble

1. The Joint Senate Committee (JSC) has responsibility for all matters relating to the submission of graduate course, curriculum, program, supplemental regulation, and general regulation changes affecting the Joint Masters Programs between the Universities of Manitoba and Winnipeg. There are presently four (4) such programs: the Master of Arts in History, Master of Arts in Peace & Conflict Studies, Master of Arts in Religion, and Master of Public Administration. Recommendations for such changes are submitted by the Joint Senate Committee for the approval of each University's Senate.
2. The Joint Senate Committee met on the above date to consider a proposal from the Master of Public Administration, Dept. of Political Studies.

Observations

1. The **Master of Public Administration, Dept. of Political Studies** proposes its Master's supplemental regulations. Prior to the Joint Senate Committee approval, the supplemental regulations were approved by the Faculty Council of Graduate Studies (UM) on May 24, 2019.

Recommendations

The Joint Senate Committee of the University of Manitoba and University of Winnipeg recommends THAT the supplemental regulations from the unit listed below be approved by Senate:

Master of Public Administration, Dept. of Political Studies

Respectfully submitted,

Dr. Hugh Grant, Chair
Professor, UW
Joint Senate Committee

/ak

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

<p>The Faculty of Graduate Studies Academic Guide contains all the rules and policies pertaining to the Faculty of Graduate Studies. Adherence to these rules is of utmost importance for the effective functioning/operation of programs and for guiding and monitoring the progress of students. The integrity of the process is at stake. The major goal of this guide is to prevent potential problems that may affect the completion of a student's program. It is the responsibility of students and the department/unit offering a graduate program to read and follow the policies contained herein.</p> <p>All regulations as laid out in the Faculty of Graduate Studies Academic Guide are subject to revision by the appropriate bodies of the Faculty of Graduate Studies. This compendium is presented as the most recent set of regulations as a guideline for students and staff. Individual departments/units may have additional regulations that supplement these general regulations. All such supplementary procedures and regulations must be approved as specified by the By-Laws of the Faculty of Graduate Studies, be published and available to students, and kept on file in the Faculty of Graduate Studies Office.</p> <p>For those programs that are administered through a Faculty (as opposed to a Department) the term "Department" should be substituted by "Unit" within this document (i.e. Department Head becomes Unit Head.)</p> <p>PREFACE</p> <p>The Faculty of Graduate Studies is a pan-University faculty charged with the oversight of the administration of all graduate programs at the University. Therefore these regulations apply to all graduate students in all programs in all academic units. Individual units may require specific requirements above and beyond those in the following document, and students should consult unit supplemental regulations for these specific regulations. All unit supplemental regulations require approval of the Faculty of Graduate Studies.</p> <p>Definitions</p> <p>The "Dean of the Faculty of Graduate Studies" shall be taken to mean the Dean of the Faculty of Graduate Studies or designate.</p> <p>"Unit" shall be taken to mean the academic unit where the graduate student is pursuing his/her studies. Generally, this is the department. For Faculty-based programs, the Dean is the <i>de facto</i> Head of the unit. The term "unit" shall also include Schools of Faculties within the University. The Dean of the Faculty of Graduate Studies is the <i>de facto</i> Head of interdisciplinary programs administered by the Faculty of Graduate Studies. The Head of any unit may designate any of his/her responsibilities in this policy to another member of the unit, such as the Graduate Chair.</p>	<p>The Joint Master's Program (JMP) in Public Administration is supervised and administered by a Joint Discipline Committee (JDC). The JDC's Chair is normally the Chair of the JMP-MPA. Regulations governing JMP programs can be viewed on the Faculty of Graduate Studies website: http://umanitoba.ca/faculties/graduate_studies/admin/index.html</p>
<p>1.1 APPLICATION AND ADMISSION PROCEDURES</p>	<p>Graduate Program Assistant</p>

<p>The application (and all required documentation) is to be submitted directly to the Faculty of Graduate Studies. Applicants should contact the department/unit to which they are applying for the procedures and, requirements of that department/unit. Contact information for each unit can be found at http://umanitoba.ca/faculties/graduate_studies/admissions/programs/index.html.</p> <p>1.1.1 Process:</p> <p>1.1.1 (a) A completed official application for admission form must be submitted, together with the application fee and supporting documentation, to the Faculty of Graduate Studies, via the online application system.</p> <p>NOTE: International students must pay special attention to the appropriate requirements with respect to transcripts (see application form for details).</p> <p>1.1.1 (b) Applications are subsequently reviewed by the unit offering the program which will decide whether the applicant meets the unit's criteria including, but not limited to, availability of advisors, space, and facilities.</p> <p>1.1.1 (c) Notification of recommended/rejected applications is sent by the Head of the unit to the Faculty of Graduate Studies. Applications recommended for admission are checked to determine if they meet the Faculty of Graduate Studies' eligibility requirements. The Faculty of Graduate Studies then notifies applicants of their acceptance or rejection.</p>	<p>Department of Political Studies University of Manitoba 532 Fletcher Argue Building Winnipeg, MB R3T 2N2 MPAChair@umanitoba.ca</p> <p>The Chair of the MPA Program will act as the advisor.</p>																								
<p>1.1.2 Deadlines for Recommended Applications (from Departments to the Faculty of Graduate Studies)</p> <p>The following are the deadlines for receipt by the Faculty of Graduate Studies of recommendations from graduate units.</p> <table><tr><td>Session</td><td>Start Date</td><td>Canadian/US</td><td>International</td></tr><tr><td>FALL</td><td>September</td><td>July 1</td><td>April 1</td></tr><tr><td>WINTER</td><td>January</td><td>November 1</td><td>August 1</td></tr><tr><td>SUMMER</td><td>May</td><td>March 1</td><td>December 1</td></tr></table> <p>IMPORTANT: These are not application deadlines. Applicants are required to submit the application and documentation to the Faculty of Graduate Studies to meet the application deadline in place for a particular department/unit. Applicants are advised to confirm the deadline of the department/unit to which the application is being made; Deadlines can be found on the applicable program page at http://umanitoba.ca/faculties/graduate_studies/admissions/programs/index.html.</p> <p>The deadlines are meant to accommodate the needs of students in securing appropriate documentation. Late applications may be considered for the next available start date.</p>	Session	Start Date	Canadian/US	International	FALL	September	July 1	April 1	WINTER	January	November 1	August 1	SUMMER	May	March 1	December 1	<table><tr><td>Session</td><td>Start Date</td><td>Canadian/US/ International</td></tr><tr><td>Fall</td><td>September</td><td>January 15</td></tr></table>			Session	Start Date	Canadian/US/ International	Fall	September	January 15
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<p>1.1.3 Application Fee</p>																									

<p>A \$100.00 (CDN) fee must accompany admission applications from all Canadian, Permanent Resident, and International applicants. If submitting a paper application, a \$120.00 (CDN) fee must accompany the admission application.</p>	
<p>1.1.4 Transcripts</p> <p>Unofficial copies of transcripts and final degree certificates are acceptable for initial assessment purposes. Upon admission to the Faculty of Graduate Studies, applicants must arrange for official transcripts from all post-secondary institutions attended to be sent to the Faculty of Graduate Studies, within one (1) month of date on the admission letter. All transcripts must arrive in sealed, university-stamped envelopes sent directly from the issuing institution(s) and be accompanied by official and literal English translations (where applicable). For international degrees or where the transcripts does not or will not clearly state that a degree has been conferred, a copy of the official degree certificate is also required.</p>	
<p>1.1.5 Transcripts: International</p> <p>Where academic records from a country other than Canada are produced in a language other than English, the applicant must arrange for the submission of official literal English translations of all records. To be official, original language documents and English translations must arrive together in envelopes which have been sealed and endorsed by the issuing institution.</p>	
<p>1.1.6 Transcripts: University of Manitoba</p> <p>University of Manitoba students are not required to submit University of Manitoba transcripts.</p>	
<p>1.1.7 Proficiency in English</p> <p>A successfully completed English Language Proficiency Test from the approved list is required of all applicants unless they have received a high school diploma or university degree from Canada or one of the countries listed on the English Language Proficiency Test Exemption List (see next section). The Faculty of Graduate Studies requires a passing, acceptable English Language Test score in order to offer admission. Please note: In all cases, test scores older than two (2) years are invalid.</p> <p>Thresholds required for successful completion are indicated in parentheses.</p> <ul style="list-style-type: none"> • University of Michigan English Language Examination Assessment Battery (MELAB) (80%) • Test of English as a Foreign Language (TOEFL)– Paper-based test (567); Internet based -iBT (86; minimum score of 20 in each of reading, writing, listening and speaking categories) • Canadian Test of English for Scholars and Teachers (CanTEST) (band 4.5 in listening and reading and band 4.0 in writing and oral interview) • International English Language Testing System (IELTS) (6.5) • Academic English Program for University and College Entrance (AEPUCE) (65%) 	

<ul style="list-style-type: none"> • Canadian Academic English Language Assessment (CAEL) (60 overall and 60 on each subset) • PTE Academic (61% overall) <p>Note: In addition, foreign language students may be asked by the department/unit to complete the CanTEST prior to or following registration in the Faculty of Graduate Studies and, if need be, the department/unit may recommend remedial measures in language skills based on the results of the CanTEST. Some departments/units may require a specific test or test scores greater than those indicated above. Students should check department/unit supplemental regulations for details.</p>	
<p>1.1.8 English Language Proficiency Test Exemption List</p> <p>Applicants holding secondary school diplomas and/or recognized university degrees from countries on the Faculty of Graduate Studies English Language exemption list are not required to submit an English Language Proficiency score. For more information please see our website at http://umanitoba.ca/faculties/graduate_studies/admissions/english_exemption_list.html.</p>	
<p>1.1.9 Letters of Recommendation</p> <p>Letters of Recommendation are to be completed via the online application. Applicants are required to add their 'Recommendation Provider(s)' contact information so that each recommender is sent an automated email notification.</p> <p>Generally, two (2) Letters of Recommendation must be submitted to the Faculty of Graduate Studies. For the number of recommendation letters necessary, applicants should review our 'Additional Document Requirements' webpage: http://umanitoba.ca/faculties/graduate_studies/admissions/additional_requirements.html</p>	<p>The MPA Program accepts letters of recommendation from employers for those applicants who have extensive career experience in the public or private sector.</p> <p>Applicants are required to submit two letters of recommendation.</p>
<p>1.1.10 Admission Tests</p> <p>Some departments/units require admissions tests, such as the Graduate Record Examination (GRE) or the Graduate Management Aptitude Test (GMAT). These requirements are listed in the supplemental regulations of the particular department/unit, and if required, the scores must be submitted at the time of application.</p>	
<p>1.1.11 Entrance Requirements</p> <p>The minimum standard for acceptance into any category in the Faculty of Graduate Studies is a 3.0 Grade Point Average (GPA) or equivalent in the last two (2) previous years of full time university study (60 credit hours).</p> <p>Note: This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.</p>	<p>Applicants must have a 4-year undergraduate degree to be recommended for admission.</p> <p>To be competitive during the admission selection process, students should have a minimum Grade Point Average of 3.5 (B+).</p>

	<p>Ideally, applicants will have some background in Political Science and/or Economics, although it is not required.</p> <p><u>Students admitted prior to September 2017</u></p> <p>In the previous 48 credit hour MPA Program, students enter in either a two-year (up to 48 credit hour) program or a one-year (minimum 24 credit hour) program.</p> <p><u>Students admitted in September 2017 or later</u></p> <p>All students admitted in September 2017 or later are required to complete the 36 credit hour MPA program.</p> <p>See sections 4.4.1 and 4.4.2 for program completion requirements, and lists of 7000 level courses.</p>
<p>1.1.12 Eligibility of University of Manitoba Staff Members</p> <p>A staff member at The University of Manitoba at the rank of Assistant Professor or above is not eligible to apply for admission to a graduate program in the department/unit in which the appointment is held.</p>	
<p>1.2 Registration Procedures</p> <p>1.2.1 Registration</p> <p>Pre-Master's students are not normally allowed to register in 7000-level courses or above, with the exception of GRAD 7500, unless prior permission is granted by the Dean of the Faculty of Graduate Studies or designate. Undergraduate students may be permitted to register in 7000-level courses or above on recommendation of the department/unit offering the graduate course, subject to the conditions listed below:</p> <ul style="list-style-type: none"> • Undergraduate students must obtain permission from the Department/Unit head and course instructor before registering for a graduate course. • Only undergraduate students completing an undergraduate degree at the University of Manitoba are eligible to enroll in a graduate course. • Undergraduate students are not eligible for admission to be admitted to any graduate course that is cross-listed with an undergraduate course, or that is scheduled to be taught at the same time and location as an undergraduate class. 	<p>MPA students register themselves for classes. The MPA Chair is responsible for completing the Progress Reports due to FGS June 1, annually.</p>

<ul style="list-style-type: none"> • Undergraduate students will only be eligible to receive graduate-level credit for a course designated as 7000-level or above if at least 75% of the students registered in the course are graduate students. • Undergraduate students who complete a graduate course are not guaranteed admission to a graduate program. <p>On admission to a graduate program at the University of Manitoba, application may be made to the Faculty of Graduate Studies to apply any previously completed graduate courses toward meeting program requirements, subject to the restrictions listed below:</p> <ul style="list-style-type: none"> • No more than 50% of the course-work required in a graduate program may be imported. • Only courses for in which a C+ grade or higher, or the minimum grade required by the program to which the course would be applied, is achieved are eligible to be considered to be used toward may be applied to meeting the requirements of any graduate program. • Any graduate course completed by an undergraduate student may subsequently be applied to a graduate program only if it has not been used toward completion of any other degree program. • Any graduate course completed by an undergraduate student for which a passing grade has been obtained (i.e., C+ or higher) may not be repeated should the student later gain admission to a graduate program. <p>All graduate students must initially register in the term specified in their letter of acceptance as specified in the Academic Schedule of the Graduate Calendar. Any student not registering by the registration deadline for the term specified in their letter of offer will be required to re-apply for admission. In exceptional circumstances and with prior approval from the department/unit, a student may defer registration for up to one (1) term following acceptance into the Faculty of Graduate Studies. In the case of international students, admission may be deferred, with prior approval from the department/unit, for up to one (1) year following acceptance.</p> <p>All programs must be approved by the Head of the major department/unit or designate. Approval to take courses from departments/units outside the major department/unit must be obtained from the outside department/unit.</p> <p>The approval or denial of admission and registration to two (2) programs rests with the Dean of the Faculty of Graduate Studies in consultation with the department/unit concerned. The approval/denial must be submitted to the Faculty of Graduate Studies prior to the student's admission/registration on the "Concurrent Curriculum Permission" form (http://intranet.umanitoba.ca/student/records/2323.html)</p> <p>Where a student does register in two (2) programs, it is important to note that dual registration may affect funding, and that completing a graduate program as a part-time student will affect eligibility for The University of Manitoba Graduate Fellowship (UMGF) and may limit other funding possibilities.</p>	
1.2.2 Re-Registration	

<p>All students must re-register in all Fall, Winter and Summer terms of his/her program until a degree is obtained (with the exception of pre-Master's students). Failure to re-register will result in the student being discontinued from his/her graduate program. A student who has been discontinued and would like to be considered for continuation in a program must apply for re-admission, which is not guaranteed. The re-registration requirement does not apply to occasional students, visiting students, pre-Master's students, or students on an Exceptional or Parental Leave of Absence (please refer to "Leave of Absence", Section 8 of this Guide).</p> <p>The notation 'Discontinued Graduate Program' will be placed on the academic record of any graduate student who has failed to maintain continuous registration.</p>	
<p>1.2.3 Registration Revisions</p> <p>For designated periods subsequent to registration, approved revisions may be made. It is required that students adhere to dates and deadlines as published in the Academic Schedule of the Graduate Academic Calendar.</p> <p>Note: Graduate students are not permitted to withdraw from courses without written permission from their Department/unit Head on recommendation from their advisor/co-advisor (and/or advisory committee). The notation "Required to Withdraw" may be placed on the academic record of any graduate student who has withdrawn from courses without such approval.</p>	
<p>1.2.4 Advisor Student Guidelines</p> <p>All students in thesis/practicum programs, in consultation with their advisor/co-advisor, are required to complete the Advisor Student Guidelines as soon as possible after registration but no later than at the time of submission of the first Progress Report. The Advisor Student Guidelines form is available through JUMP.</p>	
<p>1.2.5. Western Deans' Agreement</p> <p>This agreement was established in 1974 as an expression of co-operation and mutual support among universities offering graduate programs in western Canada. Its primary purpose is the reciprocal enrichment of graduate programs throughout western Canada. This agreement is not intended to preclude other agreements between participating institutions. A list of the participating Universities can be found at http://wcdgs.ca/</p> <p>1.2.5.1 The Western Deans' Agreement normally provides an automatic tuition fee waiver for visiting students. Graduate students paying normal required tuition fees to their home institution will not pay tuition fees to the host institution.</p> <p>1.2.5.2 Only degree level courses from recognized post-secondary institutions will be considered; courses that are part of certificate or diploma programs will not be approved.</p> <p>1.2.5.3 Program fees are always to be paid to the home institution, regardless of coursework taken at another institution. Students may be required to pay student,</p>	

<p>activity, application, or other ancillary fees to the host institution, according to general policies in effect at the host institution. Wherever possible, these fees will also be waived.</p> <p>1.2.5.4 Students will qualify for the fee waiver if they:</p> <ul style="list-style-type: none"> a) present the "Authorization Form: Western Deans' Agreement" signed by the Dean or designate and the department/unit Head or advisor/co-advisor of a participating Western institution at least one (1) month prior to the start of term, specifying the courses to be taken for credit toward a graduate degree program at their home institution; b) are in good standing in a graduate program at the home institution; c) do not owe tuition and/or fees at the home institution. <p>1.2.5.5 Students must meet all requirements as prescribed by the host university's regulations, deadlines, class capacities, and course prerequisites.</p> <p>1.2.5.6 Registration is possible in courses at both the graduate and undergraduate levels, and in credit courses offered through distance education or other means. To be eligible, courses must be an integral part of the applicant's graduate degree program. Fee waiver is not permitted for audit or non-credit courses.</p> <p>1.2.5.7 Students must have the Authorization Form approved by the relevant department/unit Head and the Faculty of Graduate Studies at the host institution at least one (1) month prior to the commencement of the course(s) requested. The fee waiver is not available retroactively.</p> <p>1.2.5.8 Students are subject to regulations of the home institution governing credit for the courses to be undertaken. As a condition of registration at the host institution, students will arrange for official transcripts from the host institution to be sent to the home institution confirming successful completion of courses selected.</p> <p>1.2.5.9 Students must send confirmation of registration and notice of any change to the Registrar's Office of the home institution at the time of registration or course change is completed.</p> <p>1.2.5.10 Students may not claim fee waivers under the terms of this Agreement for a period of more than twelve (12) months in total.</p> <p>1.2.5.11 Each institution has its own regulations regarding the maximum number of transfer credits permitted in a given degree program. A list of the participating Universities can be found at http://wcdgs.ca/</p>	
<p>1.3 Course Classifications</p> <p>1.3.1 General Classifications</p> <p>Students who register through Aurora Student Information System (Aurora Student) must also have prior approval of the department/unit Head or designate. Students registering through Aurora Student should add only those courses that are a Major (Standard "S") course in their program. Courses with Auxiliary "X", Audit "A", or Occasional "O" status (see below) must be added by the department/unit.</p>	<p>MPA students register themselves for classes.</p>

<p>“X” Auxiliary course: Course is not a major requirement of the program but is required/recommended by the student's advisor/co-advisor.** Extra courses that are not part of the Master's or Ph.D. program but which are specified and required/recommended by the student's advisor/co-advisor, may be classified as X (Auxiliary) and the grade will not be included in the degree GPA which appears on the transcript. However, X course grades may be used in the calculation of the GPA for continuation in the program and a minimum grade requirement may be required for X coursework by the department/unit. (Please consult the individual department/unit's supplemental regulations.) Additionally, X courses are used in the calculation of the GPA for the purposes of Admission and Awards. (The University of Manitoba Graduate Fellowship [UMGF] and International Graduate Student Scholarship [IGSS] use X courses in the calculation of the GPA.) The student's advisor/co-advisor and department/unit Head must determine if there is a valid need for the registration in courses under the X classification. A maximum of twelve (12) credit hours under the X course classification is permitted while registered in a given program.</p> <p>“A” Audit course: Course is not taken for credit. No grade is recorded. Additional fees will be assessed.</p> <p>“O” Occasional course: Course is not a requirement of the program. Additional fees will be assessed.</p> <p>** Note: Changes in course classifications are regarded as course/program changes and may not be made without approval (refer to the “Registration Revision” section 1.2.3 of this Guide) or after the deadline dates for course changes as indicated in the Academic Schedule of the <i>Calendar</i>.</p>	
<p>1.3.2 Continuing Courses (CO)</p> <p>For those graduate level courses (6000, 7000, and 8000) which are being taken by students enrolled in the Faculty of Graduate Studies and which continue beyond the normal academic term, the instructor shall recommend that a mark classification of “CO” be used until such time as a final grade can be established. If the course is not completed by August 31, the student must re-register for the course(s). In the absence of an assigned mark of “CO”, the student may receive a mark of “F” in that term.</p> <p>Note: A CO will normally not be permitted longer than twelve (12) months. In exceptional circumstances, where a CO grade is requested for a second twelve (12) months, at the time the CO grade is submitted, the instructor and department/unit Head must also submit the “Recommendation for Continuing Status of a Course” form stating the reason for the CO and the deadline by which the course must be completed.</p>	
<p>1.3.3 Incomplete Courses</p> <p>Students who are unable to complete the term work prescribed in a course may apply to the instructor prior to the end of term for consideration of a grade classification of “Incomplete”. It is understood that the student is to write the final examination if one is scheduled for the course. Taking into account the results of the final examination, the value of the term work completed, and the extent of the incomplete term work, the instructor shall calculate the temporary grade using a zero value for incomplete work.</p>	

<p>Normally, the following maximum extensions are allowed:</p> <ul style="list-style-type: none"> • August 1st for courses terminated in April • December 1st for courses terminated in August • April 1st for courses terminated in December <p>If a final grade is not reported within one (1) month of the extension deadline, the Incomplete (I) classification will be dropped and the grade will remain as awarded. The student will no longer have an opportunity to improve the grade. In no case will the satisfaction of the incomplete requirements result in a lower grade being awarded.</p>	
<p>1.3.4 Cross-Listed Courses</p> <p>Cross-listed courses are defined as courses taught at the same time and in the same location.</p> <p>The regulations below place limits on the extent to which cross-listed courses may be used to meet graduate program requirements:</p> <ol style="list-style-type: none"> 1. In order to receive credit for any 7000-level course that is cross-listed with a 3000- or 4000-level undergraduate course, the 7000-level course it must have a distinct syllabus, and the course content and evaluation methods must be at the graduate-level. Significantly different readings and evaluation methods from the undergraduate course. 2. Graduate students will not receive credit toward meeting program requirements for any 7000-level course cross-listed with a 1000- or 2000-level undergraduate course unless prior permission is granted by the Dean of the Faculty of Graduate Studies or designate. 3. Graduate students will not receive credit toward meeting program requirements for any 7000-level course cross-listed with a previously completed course. 	
<p>1.4 Student Status/Categories of Students</p> <p>1.4.1 Full-Time And Part-Time Students</p> <p>Graduate students are initially admitted with full time status unless a “Part-Time Status form” (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) has been received. Graduate student status is not determined by the number of credit hours taken per term. Therefore, students who spend much of the time in a laboratory or library engaged in research or writing a thesis/practicum, or who spend part of the academic year engaged in research elsewhere, are regarded as full-time students.</p> <p>Student status should be determined by the student and advisor/co-advisor, and changes must be requested on the “Part-Time Status form” (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). The form must be approved by the department/unit Head and submitted to the Faculty of Graduate Studies.</p>	<p>Students who begin the program as either part-time or full-time are eligible to enroll in the Co-operative Education Program. They must attend workshops prior to taking up co-op placements, which are scheduled by the Coordinator of the Co-op program. Workshops are normally held during the Fall term.</p> <p>To be eligible for a Co-op placement, students will normally have completed 18 credit hours of coursework.</p>

<p>Declaration of full/part time status must be made prior to the end of the registration revision period in the Fall and/or Winter terms and within one (1) month of the start of the Summer term.</p> <p>For every full year (12 months) a Master's student is declared as part time they will receive an additional four (4) months in time to complete their program. For every two (2) years (24 months) a Master's student is declared as part time they will receive an additional year (12 months) in time to complete their program. For every two (2) years (24 months) a Ph.D. student is declared as part time they will receive an additional four (4) months in time to complete their program. Retroactive status changes will not be made.</p>	
<p>1.4.2 Pre-Master's Or Qualifying Students</p> <p>In specific cases where the academic background of the student is judged to be insufficient for the given program in a department/unit, the department/unit may recommend that the student be admitted to a pre-Master's program of study. The pre-Master's program is intended to bring the student's standing to approximately the level of an Honours graduate in the major department/unit, and to provide any necessary prerequisites for courses.</p>	<p>There is no Pre-MPA program.</p>
<p>1.4.3 Occasional Students</p> <p>A student wishing to take graduate courses with no intention of applying them toward an advanced degree at The University of Manitoba is classified as an occasional student. Occasional students must meet the same degree and grade point average entrance requirements as regular graduate students and must write final examinations in the courses taken (unless audited), but will not receive credit toward a degree. In special circumstances, an occasional student may apply for permission to proceed to a degree program and also apply for transfer, for credit, of courses previously taken in the occasional category.</p> <p>1.4.3.1 Undergraduate Students</p> <p>Note:</p> <ol style="list-style-type: none"> 1. Transfer of courses from the "occasional" category to a degree program is not automatic: request for advance credit must be made within the first year of a degree program on the "Advance Credit – Transfer of Credit" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) 2. Fees paid by a student while registered as an occasional student are not transferable, at a later date, to a degree program. 3. Registration in the occasional student category can be for no more than one (1) academic year (September 1 – August 31 without reapplication). 4. At least 60% of coursework per academic year must be taken at the graduate level while registered as an occasional student. 	
<p>1.4.4 Joint Masters (With the University of Winnipeg)</p>	

<p>The University of Manitoba and the University of Winnipeg offer four (4) joint Master's programs: History, Religion, Public Administration, and Peace and Conflict Studies. The University of Manitoba Faculty of Graduate Studies is responsible for the administration of the joint programs, and students must complete the regular University of Manitoba application and registration forms. Students taking pre-Master's qualifying work for these programs register at the university where the courses are being taken.</p>	
<p>1.4.5 Visiting Students</p> <p>Visiting students are students who are registered at another institution who are taking one (1) or more courses at The University of Manitoba on a Letter of Permission from their home university. Visiting students must submit an online application, along with a \$100.00 (CDN) application fee, in addition to copies of transcripts from all institutions attended and a successfully completed English Language Proficiency Test from the approved list, if applicable. Applications must be submitted to the Faculty of Graduate Studies a minimum of one (1) month prior to the start of the intended term of study.</p> <p>Note:</p> <ol style="list-style-type: none"> 1. Fees paid by a student while registered as a visiting student are not transferable, at a later date, to a degree program. 2. Registration in the visiting student category can be for no more than one (1) academic year (September 1 – August 31) without reapplication. 3. At least 60% of coursework per academic year must be taken at the graduate level while registered as a visiting student. 	
<p>1.5. Student Accessibility</p> <p>See Student Accessibility Procedure:</p> <p>http://umanitoba.ca/admin/governance/governing_documents/students/280.html</p>	
<p>SECTION 2: Academic Performance - General</p> <p>2.1 General Note Students are responsible for ensuring that they meet all degree and program requirements. The advisor (and if appropriate co-advisor), advisory committee, and department/unit must ensure that each student follows Faculty of Graduate Studies and department/unit guidelines and meets all program requirements. The Faculty of Graduate Studies performs a final check of Faculty of Graduate Studies minimum requirements for each student just prior to graduation. Students are cautioned, therefore, to periodically check all regulations with respect to their degree requirements. Failure to meet all the requirements will render a student ineligible to graduate.</p> <p>Departments/units may make recommendations with respect to the regulations concerning minimum academic performance; however, enforcement of academic regulations rests with the Faculty of Graduate Studies. The following procedures apply to recommendations made by departments/units:</p>	<p>MPA students register themselves for classes. The MPA Chair is responsible for completing the Progress Reports due to FGS June 1, annually.</p>

- The department/unit is responsible for informing the Faculty of Graduate Studies when a student's performance is unsatisfactory in research or coursework and the department/unit must outline any recommended remedial action(s);
- The department/unit must notify the student of the deficiency and of its recommendation.

If the student fails to satisfy any remedial action recommended, the student may be required to withdraw from the Faculty of Graduate Studies.

Note: When a graduate student is required to withdraw from a program of study, the notation on the academic record will be: "Required to withdraw".

A student who has been required to withdraw from a graduate program may be permitted to apply for admission to another graduate program only if the application for admission is approved by the Dean of the Faculty of Graduate Studies.

Voluntary withdrawal from a program is only permitted if the student is in good academic standing.

Recommendations of departments/units will supersede student requests for voluntary withdrawal.

2.2 BONAFIDE ACADEMIC REQUIREMENTS (BFAR)

The following Bona Fide Academic Requirements (BFAR) represent the core academic requirements a graduate student must acquire in order to gain, and demonstrate acquisition of, essential knowledge and skills. Students must also meet additional requirements that may be specified for their program.

Students must meet requirements as outlined in both BFARs and Supplementary Regulation documents as approved by Senate.

Unless otherwise indicated, students may elect to complete any/all of the following requirements with or without appropriate and authorized assistive technology/aids. Students must consult Student Accessibility Services (SAS) regarding authorization for these procedures.

BFAR Statement	Taught	Assessed
Student must successfully complete a co-operative experience or practicum, if required by their program.	Master's GRAD 7030	GRAD 7030
Student must successfully complete a comprehensive exam, project, studio exhibition, or equivalent, as required by their program and determined by the	GRAD 7010 GRAD 7050 GRAD 7090 GRAD 7200	GRAD 7010 GRAD 7050 GRAD 7090 GRAD 7200 Examining/Adjudication Committee

assigned examining committee.			
Student must produce a recorded/published thesis commensurate with degree being sought.	Master's GRAD 7000 Doctoral GRAD 8000	GRAD 7000 GRAD 8000	
Student must successfully defend their thesis (where required), as determined by the assigned examining committee, in real-time.	Master's GRAD 7000 Doctoral GRAD 8000	GRAD 7000 GRAD 8000	
Student in doctoral program must complete a candidacy exam (or equivalent) as required by their program and determined by the assigned examining committee.	GRAD 8010	GRAD 8010	
Student must demonstrate knowledge of the University of Manitoba's policy on academic integrity, plagiarism, and cheating.	GRAD 7500	GRAD 7500	
Student must conduct research in a safe and ethical manner, referring to their respective ethics board and supervisor(s) to ensure respect is maintained for: human dignity and/or animal welfare; vulnerable persons; informed consent; justice and diversity; confidentiality and privacy; beneficence and non-maleficence in the work that they conduct.	GRAD 7300	GRAD 7300	
Student must complete coursework as required by their program.			
2.3 Academic Performance			
<p>Student progress shall be reported at least annually, (but not to exceed once every four months, to the Faculty of Graduate Studies on the "Progress Report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html)).</p> <p>Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the Graduate Chair and/or department/unit Head to the Dean of the Faculty of Graduate Studies on the "Progress Report" form. Two (2) consecutive</p>			

<p>"in need of improvement" or an "unsatisfactory" rating will normally result in withdrawal of the student from the Faculty of Graduate Studies.</p>	
<p>2.4 Performance in Coursework</p> <p>A minimum degree grade point average (DGPA) of 3.0 with no grade below C+ must be maintained to continue in the Faculty of Graduate Studies. Departments/units may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless a department/unit recommends remedial action. Any such action must be approved by the Dean of the Faculty of Graduate Studies.</p> <p>A student may be permitted to remove deficiencies in grades by repeating the course or replacing it with an equivalent substitute course. Each failed course may be repeated or replaced only once, to a maximum of 6 credit hours of coursework. If a course is repeated or replaced, the highest grade obtained will be used in the determination of the degree grade point average. Students receiving a grade of C or less in more than 6 credit hours of coursework are normally required to withdraw, unless otherwise stated in the department/unit's supplemental regulations.</p> <p>Graduate students are not permitted to repeat a previously passed course.</p> <p>Note: In exceptional circumstances, the department/unit may appeal to the Faculty of Graduate Studies for approval of remedial recommendation(s) falling outside those prescribed above.</p> <p>Supplemental exams are not permitted to students in the Master's or Ph.D. program, unless otherwise stated in the department/unit's supplemental regulations.</p> <p>A summary of all actions taken administratively are to be reported to the Faculty of Graduate Studies Executive Committee.</p>	<p>Students must achieve a cumulative grade point average of 3.0 in the MPA Program to be eligible to graduate. Students are required to achieve a grade point average of 3.0 in the core courses. Students who fail to achieve this grade point average either cumulatively overall and/or within their core courses, will be required to withdraw from the program and the Faculty of Graduate Studies.</p>
<p>2.5 Mandatory Academic Integrity Course</p> <p>All students, including those in a pre-Master's program, are required to successfully complete GRAD 7500 Academic Integrity Tutorial (0 credit hours) within their first term of initial registration.</p> <p>Notes: Students who successfully complete GRAD 7500 Academic Integrity Tutorial at the Masters level are not required to repeat the course at the Ph.D. level so long as no more than one (1) term separates one graduate degree program from another graduate degree program.</p> <p>Failure to complete this course will result in suspension of registration privileges and a grade of "F/NP" being assigned to the course which may lead to being "Required to withdraw" from the graduate program.</p> <p>Students on an exceptional/parental/regular leave of absence must register in GRAD 7500 upon return from leave if it has not already been completed.</p> <p>Visiting and Occasional students are expected to complete GRAD 7500 prior to commencing a course at The University of Manitoba. (see GRAD 7500 FAQ: http://umanitoba.ca/faculties/graduate_studies/registration/grad7500FAQ.html)</p>	

<p>SECTION 3: General Regulations: Pre-Master's</p> <p>3.1 Admission and Program Requirements</p> <p>Graduates of bachelor degree programs with a minimum grade point average (GPA) of 3.0 in the last two (2) full years of university study will be considered for admission to a pre-Master's program. These are the minimum requirements of the Faculty of Graduate Studies. Departments/units may specify higher or additional criteria.</p> <p><u>Admission to a pre-Master's program does not guarantee future admission to a Master's program.</u></p> <p>As the pre-Master's program of study is intended to bring a student's background up to the equivalent of the required four (4) year degree, departments/units should assign to students, as part of their pre-Master's program of study, an appropriate number of applicable upper level (3000 or 4000) undergraduate courses. Pre-Master's students are not normally allowed to register in 7000-level courses above, with the exception of GRAD 7500, unless prior permission is granted by the Dean of the Faculty of Graduate Studies or designate.</p>	<p>There is no Pre-MPA program.</p>
<p>3.2 Academic Performance</p> <p>3.2.1. The department/unit Head is responsible for assigning the courses and monitoring the progress of each student.</p> <p>3.2.2. A minimum degree grade point average of 3.0 with no grade below C+ must be maintained to continue in a pre-Master's program. Students who fail to maintain this standing will be required to withdraw unless remedial action recommended by the department/unit (as described below) is approved by the Dean of the Faculty of Graduate Studies.</p> <p>3.2.3. Students deficient in six (6) hours of credit or less may be permitted to write a supplemental examination (when offered in the department/unit's supplemental regulations) in courses in which a grade of C or less was obtained.</p> <p>3.2.4. Students deficient in six (6) hours of credit or less with a grade of C, D, or F in a course or courses may be permitted, if the overall average is C or better, to write one (1) supplemental examination in each course (when permitted by the department/unit's supplemental regulations), to repeat the courses, or to take equivalent substitute courses.</p> <p>Note: In exceptional circumstances, when a student is deficient in more than six (6) credit hours, the student may be permitted to repeat the pre-Master's year, or to write supplemental examinations (when offered), or to substitute equivalent coursework in order to make up the deficiencies.</p> <p>A student may be permitted to repeat the pre-Master's year only once, and to remove deficiencies in grades by writing a supplemental examination or repeating courses only a maximum of once for each course to a maximum of nine (9) credit hours of coursework.</p>	

<p>If a course is repeated or a supplemental examination is written, the highest grade obtained in that course will be used in the determination of the degree GPA.</p> <p>The degree GPA is cumulative in a pre-Master's program if more than one (1) year is required to complete the course requirements.</p> <p>A summary of all action taken administratively is to be reported to the Faculty of Graduate Studies Executive Committee.</p>	
<p>SECTION 4: General Regulations: Master's</p> <p>4.1 General</p> <p>Although general regulations apply to all students, individual departments/units may have additional regulations that supplement these general regulations. All such supplemental regulations must be approved (as specified by the By-Laws of the Faculty of Graduate Studies), published, available to students (http://umanitoba.ca/faculties/graduate_studies/admin/supplemental_regulations.html), and be kept on record in the Faculty of Graduate Studies. All students should consult department/unit supplemental regulations for specific details regarding admission, program requirements, progression, and completion. Individual departments/units may offer Master's programs by one or more of the following programs:</p> <ul style="list-style-type: none"> • Thesis/practicum-based; • Course-based; • Comprehensive Exam; • Project; • Accredited Professional. 	
<p>4.2 Diploma Programs</p> <p>The regulations for the Master's program shall also prevail for diploma programs. All students should consult the department/unit supplemental regulations regarding diploma programs.</p>	
<p>4.3 Admission</p> <p>4.3.1 General Criteria</p> <p>Students who are eligible to be considered for direct admission to a program of study leading to the Master's degree include:</p> <ul style="list-style-type: none"> • Graduates of four (4) year undergraduate degree programs (or equivalent as deemed by the Faculty of Graduate Studies) from: <ul style="list-style-type: none"> ○ Canadian institutions empowered by law to grant degrees; or ○ Colleges and universities outside Canada which are officially recognized by the Faculty of Graduate Studies; • Graduates from first-cycle Bologna compliant degrees; • Students who have completed a pre-Master's program from: <ul style="list-style-type: none"> ○ The University of Manitoba; 	<p>Admission to the MPA Program is normally limited to twenty students per year.</p> <p>The required minimum GPA for admission is 3.0 (B), but applicants with a GPA of 3.5 (B+), or with a combination of career experience and a GPA between 3.0 and 3.5, would be considered competitive.</p> <p>Normally, a four-year bachelor's degree is required for admission.</p> <p>Applicants to the previous 48 credit hour MPA program are required to complete a minimum of 24 credit hours of coursework. Applicants to the new 36 credit hour MPA program are required to</p>

<ul style="list-style-type: none"> ○ Canadian institutions empowered by law to grant degrees; or ○ Colleges and universities outside Canada which are officially recognized by The Faculty of Graduate Studies. <p>All students applying for a Master's degree program must have attained a minimum GPA of 3.0 in the last two (2) full years (60 credit hours) of study. This includes those applying for direct admission and those entering from a pre-Master's program. Students who meet the minimum requirements for admission to the Faculty of Graduate Studies are not guaranteed admission.</p> <p>Note: This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.</p>	<p>complete all 36 credit hours of coursework. All MPA students in either the previous or new program are required to complete a minimum of 18 credit hours of coursework at the 7000 level.</p> <p>Individuals who do not hold a four-year bachelor's degree will be considered for admission, provided they have attained positions of marked responsibility in public or private sector management, and have a demonstrated record of outstanding performance in their career. Prospective applicants with these qualifications are normally expected to have completed a minimum of 12 credit hours of undergraduate university-based course work prior to applying for admission to the MPA program. However, admission of students with these considerations is limited to one or two applicants per year, and there is no guarantee any applicants with these qualifications will be accepted in any given year.</p>
<p>4.3.2 Pre-Master's Programs</p> <p>In specific cases where the academic background of the student is judged to be insufficient for the given program in a department/unit, the department/unit may recommend that the student be admitted to a pre-Master's program of study (Section 3).</p> <p>The pre-Master's program of study is intended to bring a student's background up to the equivalent of the required four (4) year degree in the major department/unit, and to provide the student with any necessary prerequisites for courses to be taken in the Master's program.</p>	
<p>4.4 Program Requirements</p> <p>In general, students must complete one of the programs of study described below for the Master's degree. However, the program of study is determined by the department/unit and may follow the department/unit's supplemental regulations. Any single course cannot be used for credit toward more than one program.</p>	
<p>4.4.1 Thesis/Practicum Route</p> <p>A minimum of 12 credit hours of coursework, unless otherwise stated in the department/unit's supplemental regulations, plus a thesis or practicum is required. The minimum must include at least 6 credit hours at the 7000 level or above, with the balance of the coursework at the 3000 level or above. A maximum of 24 credit hours of coursework is allowed unless the department/unit's supplemental regulations indicate otherwise. The student must complete the thesis/practicum at The University of Manitoba.</p>	<p><u>Students admitted prior to September 2017</u></p> <p>Requirements for the previous 48 credit hour MPA program consist of the following:</p> <ul style="list-style-type: none"> • 27 credits of required core courses • 21 credits of elective courses (in public administration or a related discipline)

	<p>The required course credits for each student will vary depending on whether the student holds a general or honours bachelor's degree, and whether they receive Advanced Standing in the program.</p> <p>A student in the Thesis Route should consult with the Chair of the JDC as soon as possible after entering the program. The Chair of the JDC shall advise the student on which faculty members may be available to supervise in the student's area of interest.</p> <p>Students in the thesis route normally complete up to 36 credit hours of coursework (depending on their academic background, as assessed at the time of program admission) plus a thesis (assessed at 12 academic credit hours). Students who select the thesis route will normally have completed all of their coursework prior to starting their thesis.</p> <p>In consultation with the Chair of the JDC, the student will select a supervisor, appropriate thesis topic, and after meeting with supervisor, complete a thesis proposal that will be approved by the JDC.</p> <p>Students who choose to do the Business-Government Relations stream will complete, as part of their program, 12 credits of approved coursework through the Asper School of Business. These courses will be chosen in consultation with the Program Advisor.</p> <p><u>Students admitted in September 2017 or later</u></p> <p>There is no Thesis Route in the 36 credit hour MPA Program.</p>
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4.4.2 Course-based/Comprehensive Examination Route

A minimum of 24 credit hours of coursework and comprehensive examination(s) is required. The minimum must include at least 18 credit hours at the 7000 level or above with the balance of the coursework at the 3000 level or above. A maximum of 48 credit hours of coursework is allowed unless a department/unit's supplemental regulations indicate otherwise.

Students admitted prior to September 2017

All students who were admitted to the 48 credit hour MPA program prior to September 2017 are required to complete a minimum of 24 credit hours (with a minimum of 18 credit hours at the 7000 level), up to a maximum of 48 credit hours (consisting of up to 27 credit hours of core courses and up to 21 credit hours of elective courses).

The number of courses to be completed will be determined at the point of admission into the program by the Chair of the JDC and approved by the JDC.

In the 48 credit hour program, students must complete a comprehensive examination.

Core coursework at the UM and UW include the following:

Core Courses at UM:

- POLS 7300 Research Methods in the Study of Politics (3)
- POLS 7290 The Canadian Policy Process (6)
- POLS 7290 The State in the Economy (6)
- POLS 7300 Theory of Public Administration (3)
- POLS 7300 Issues of Public Administration (3)

Core Courses at UW:

- Pol 4415 / 9030 State in the Economy (6)
- Pol 7301 / 9012 Administrative Theory (6)
- Pol 7320 / 9370 Seminar in Public Policy Process (3)
- Pol 7325 / 9380 Seminar in Public Policy Issues (3)

Students admitted in September 2017 or later

All students who were admitted to the 36 credit hour MPA program in September 2017 or later are required to complete 36 credit hours of core and elective coursework, ~~with a minimum of 18 credit hours~~ at the 7000 level.

The 36 credit hours of coursework includes the following:

- POLS 7130 / POLS ~~9050-9040~~ Theory and Issues in Public Administration (3)
- POLS 7132 / POLS ~~9060-9250~~ Public Policy Process and Issues (3)
- POLS 7134 / POLS ~~9440-9640~~ Qualitative Methods and Communications (3)

- POLS 7136/ POLS ~~9070-9260~~ Governance and Administration (3)
- POLS ~~71387140~~/ POLS ~~9430-9630~~ Quantitative Methods for Policy Analysis (3)
- POLS 7140 / POLS 9420 Principles of Public Finance for Policy Analysis (3)
- POLS 7980 / POLS 9620 Professional Development Workshops (3)
- POLS 7990/ POLS 9610 MPA Capstone Course (3)
- POLS 7800 Co-operative Education Work 1 (0)
- POLS 7810 Co-operative Education Work 2 (0)

Co-ops are mandatory unless the student applies for and/or is granted a waiver. Waivers will result from one of two processes:

1. A request from a student for a waiver; and/or
2. Recommendations from the Joint Discipline Committee (JDC) as part of the admissions process.

Any request or recommendation for a waiver will be assessed based on criteria developed and approved by the JDC. To date, the working criteria are:

- Identifying the organization of employment;
- Identifying the number of years of employment;
- Assessing the type of employment (e.g., policy analyst, manager, director);
- Assessing level of seniority (and if applicable, the public sector classification);
- How many years employed in the level of seniority;
- Assessing the type of activities undertaken in employment;
- Taking into consideration any personal statement from the applicant or current MPA student.

Waivers can result from two processes:

- A request from a student for a waiver;
- Recommendation from the JDC as part of the admission process.

In either the 48 or 36 credit hour programs, students who choose to do the Business-Government Relations stream will complete, as

	part of their program, 12 credits of approved coursework through the Asper School of Business. These courses will be chosen in consultation with the Program Advisor.
4.4.3 Accredited Professional Route The credit hours and course requirements shall reflect the requirements of the department/unit's external accrediting body.	
4.4.4 Language Reading Requirements Some departments/units specify a language requirement for the Master's degree. Students should check department/unit supplemental regulations regarding this requirement.	There is no language requirement.
4.4.5 Advanced Credit Advance credit for courses completed prior to admission to a Master's program will be considered on an individual basis. The student's department/unit must make a request to the Faculty of Graduate Studies by completing the " Advance Credit -Transfer of Courses" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Note: <ul style="list-style-type: none"> • Application for advance credit must be made within the first year of the program (see Lapse of Credit of Courses in this section for course currency); • No more than half of the required coursework for the program can be given advance credit; • A course may not be used for credit toward more than one (1) degree, diploma, or certificate; and • The student must register at The University of Manitoba for at least two (2) terms within a single academic year and must also complete the thesis/practicum/project/comprehensive exam at The University of Manitoba. Regardless of the extent of advanced credit granted, all students are required to pay applicable program fees.	Students who were admitted to the previous 48-credit hour program may receive advance standing for program-relevant coursework taken beyond a general BA. In such instances, the student must have achieved a minimum of a B-grade (3.0) in the courses considered. Students may also receive advance standing if they are granted a waiver of certain program requirements. Advanced credit is not normally granted to students admitted to the new 36 credit hour MPA program.
4.4.6 Transfer Credit Courses within a program of study may be taken elsewhere and transferred for credit at The University of Manitoba. All such courses: <ul style="list-style-type: none"> • must be approved for transfer to the program of study by the department/unit and the Faculty of Graduate Studies before the student may register for them; • are considered on an individual basis; • cannot be used for credit towards another degree; and 	

<ul style="list-style-type: none"> • may be taken at other universities while registered in a program at The University of Manitoba, provided that the credit does not exceed 50% of the minimum credit hours of coursework required. <p>Permission is granted in the form of a Letter of Permission which may be obtained by making an application to the Registrar's Office: (http://umanitoba.ca/student/records/leave_return/710.html). An original transcript and course equivalency must be provided.</p>	
<p>4.4.7 Time in Program</p> <p>The minimum time for students in the Master's program is equivalent to two (2) terms. Completion of most programs requires more than this and students should check department/unit supplemental regulations regarding specific requirements.</p> <p>The maximum time allowed for the completion of the Master's degree is four (4) years for students declared as full-time and six (6) years for students declared as part-time (see section 1.4.1 for information on calculating maximum time for students). Individual departments/units and/or programs may have specified minimum and maximum time limits, and students should periodically check department/unit supplemental regulations regarding these specific requirements.</p> <p>Requests for extensions of time to complete the degree will be considered on an individual basis and must be submitted to the Dean of the Faculty of Graduate Studies using the "Time Extension Request Form" http://umanitoba.ca/faculties/graduate_studies/forms/index.html at least three (3) , but no more than four (4), months prior to expiration of the respective maximum time limit.</p> <p>A student who has not completed the degree requirements within the time limit or within the time limit of the extension will be required to withdraw from the Faculty of Graduate Studies and the notation on the student record will be "Required to withdraw".</p>	
<p>4.5 Student's Advisor/Co-Advisor</p> <p>Each student should have an advisor upon entry into the program, and must have one assigned no later than one (1) term following registration. The advisor must:</p> <ul style="list-style-type: none"> • hold at least a Master's degree or equivalent; • be a member of the Faculty of Graduate Studies*; • have expertise in a discipline related to the student's program; and • hold an appointment in the student's department/unit. <p>*(http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html)</p> <p>It is the responsibility of the department/unit Head to determine whether faculty members meet these criteria, and also to report to the Dean of the Faculty of Graduate Studies on equivalency as necessary. Any exceptions or special circumstances must be recommended by the department/unit Head and approved by the Dean of the Faculty of Graduate Studies who considers each case on an individual basis.</p>	<p>For students in the thesis route for the previous 48 credit hour program, a thesis advisor must be identified at the time of admission. If no advisor is appointed at that time, the Chair of the MPA Program will serve as the advisor.</p>

<p>In departments/units where the choice of thesis/practicum topic and thesis/practicum advisor are postponed after a student's entry into the program, the department/unit Head, within one (1) term, shall appoint a faculty member to advise the student in the interim period before the regular advisor is assigned or chosen.</p> <p>In special circumstances, an advisor and a maximum of one (1) co-advisor, upon approval of the department/unit Head, may advise a student. The co-advisor must meet all of the same qualifications and expectations as the advisor. When an advisor and co-advisor are assigned, together they shall fulfill the role of the advisor (that is, neither shall fulfill any other advisory or examining committee membership requirements for that student). One advisor must be identified as the primary advisor; however, both co-advisors' signatures are required on all documents where the advisor's signature is required.</p> <p>The advisor/co-advisor will advise the student on a program of study, direct research, and supervise the thesis or practicum work.</p> <p>A student who also holds an appointment at The University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same department/unit.</p> <p>The advisor, co-advisor (if applicable) and student must discuss, and complete, the Faculty of Graduate Studies Advisor Student Guidelines (ASG) prior to the commencement of any research and no later than the submission of the first Progress Report for the student. The advisor/co-advisor and the student are required to sign the agreement. If the parties cannot agree on any component(s) of the ASG, the matter should be referred to the department/unit Graduate Chair, Head of the department/unit, or the Dean of the Faculty of Graduate Studies.</p> <p>Should, during the student's program, the relationship between the student and advisor/co-advisor significantly deteriorate, the matter should be referred to the department/unit Graduate Chair, the Head of the department/unit, or the Dean of the Faculty of Graduate Studies.</p> <p>All students should consult department/unit supplemental regulations for specific details regarding advisor/co-advisor requirements.</p>	
<p>4.6 Advisory Committee</p> <p>4.6.1 Thesis/Practicum Route</p> <p>Advisory committees are selected by the advisor/co-advisor in consultation with the student and should consist of individuals whose expertise is consistent with that necessary to provide additional advice and guidance to the student during his/her research program. The advisory committee must consist of a minimum of three (3) members (including the advisor/co-advisor), two (2) of whom must be members of the Faculty of Graduate Studies (http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html), one (1) of whom must hold a primary appointment from within the department/unit and one (1) of whom must hold no appointment within the department/unit. It is expected, under normal circumstances, that Advisory Committee members have a Master's degree or equivalent. Advisory committees may include one (1) non-voting</p>	<p>For students writing a thesis, the Advisory Committee shall consist of the thesis advisor and at least one member of the academic staff from each of the two participating universities, and one member who does not hold an appointment in either department participating in the MPA program.</p>

<p>guest member who has expertise in a related discipline but is not a member of the Faculty of Graduate Studies.</p> <p>A student who also holds an appointment at The University of Manitoba at the rank of Assistant Professor or above cannot have an advisor or co-advisor with an appointment in the same department/unit. Graduate students may not serve on graduate student advisory committees.</p> <p>The composition of, and any changes to, the advisory committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies. The advisor/co-advisor is the Chair of the advisory committee.</p> <p>Additional specifications, if any, regarding the advisory committee are found in the department/unit supplemental regulations and students should consult these regulations for specific requirements.</p>	
<p>4.6.2 Course-based or Comprehensive Examination Route</p> <p>Normally, advisory committees are not required in these routes, however any appropriate specifications regarding an advisory committee can be found in the department/unit's supplemental regulations and students should consult these regulations for specific requirements.</p>	
<p>4.6.3 Accredited professional programs</p> <p>Normally, advisory committees are not required in these routes, however any appropriate specifications regarding an advisory committee can be found in the department/unit's supplemental regulations and students should consult these regulations for specific requirements.</p>	
<p>4.7 Courses and Performance</p> <p>4.7.1 Course or Program Changes</p> <p>Students are not permitted to change their program of study, including withdrawal from individual courses, without the approval of their advisor/co-advisor (and/or advisory committee) and department/unit Head. Withdrawal from courses or changes of course category without such approval may result in the student being required to withdraw from the Faculty of Graduate Studies.</p>	
<p>4.7.2 Lapse of Credit of Courses</p> <p>Courses completed more than seven (7) years prior to the date of awarding of a degree may not normally be used for credit toward that degree. A department or unit may request an exception to this limit on behalf of the student. Such requests, which will be evaluated on a case-by-case basis, must be accompanied by supporting information including a detailed summary of the content of the course as taken initially and as offered most recently, and a detailed rationale explaining how the student has maintained knowledge of the course content.</p> <p>Courses completed more than ten (10) years prior to the date of awarding of a degree can not be used for credit toward that degree.</p>	

<p>In the event that course-work is no longer considered current, students must take additional course-work (as recommended by the Department/Unit Head, or designate, and as approved by the Dean of the Faculty of Graduate Studies) to meet the minimum credit hour requirements for their program.</p>	
<p>4.7.3 Academic Performance</p> <p>Student progress shall be reported at least annually, but no more than once every four (4) months, to the Faculty of Graduate Studies on the “Progress Report” form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the Graduate Chair and/or department/unit Head to the Dean of the Faculty of Graduate Studies on the “Progress Report” form. Two (2) consecutive “in need of improvement” or an “unsatisfactory” rating will normally result in withdrawal of the student from the Faculty of Graduate Studies.</p>	
<p>4.7.4 Performance in Coursework</p> <p>A minimum degree grade point average (GPA) of 3.0 with no grade below C+ must be maintained to continue in the Faculty of Graduate Studies. Departments/units may specify, in their supplementary regulations, standards that are higher than those of the Faculty of Graduate Studies. Students who fail to maintain the specified grades will be required to withdraw unless a department/unit recommends remedial action. Any such action must be approved by the Dean of the Faculty of Graduate Studies.</p>	
<p>4.7.5 Performance not related to Coursework</p> <p>In some departments/units, students are required to demonstrate satisfactory academic performance in areas not related to performance in courses, such as attendance at or participation in course lectures, seminars and in laboratories and progress in research, thesis or practicum. The specific nature of satisfactory academic performance is outlined in individual department/unit supplemental regulations and students should consult these supplemental regulations for specific requirements. Unacceptable performance must be reported to the Faculty of Graduate Studies on the “Progress Report” form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Students who fail to maintain satisfactory performance may be required to withdraw on the recommendation of the department/unit Head to the Dean of the Faculty of Graduate Studies.</p>	
<p>4.8 Requirements for Graduation</p> <p>All students must:</p> <ul style="list-style-type: none"> • maintain a minimum degree grade point average of 3.0 with no grade below C+; • meet the minimum and not exceed the maximum course requirements; and • meet the minimum and not exceed the maximum time requirements. 	

<p>Individual departments/units may have additional specific requirements for graduation and students should consult department/unit supplemental regulations for these specific requirements.</p>	
<p>4.8.1 Thesis/Practicum Route</p> <p>4.8.1.1 Thesis vs. Practicum</p> <p>Students must demonstrate their mastery of the field and that they are fully conversant with the relevant literature through their thesis/practicum.</p> <p>A practicum differs from the thesis in its emphasis on the application of theory, it is however similar in scope, span, and rigour. The practicum takes the form of an exercise in the practical application of knowledge and skill. It usually involves the careful definition of a problem, the application of appropriate knowledge and skills to the problem, and a report of the results in a manner suitable for evaluation by an examining committee. Individual department/units have specific requirements for graduation and students should consult department/unit supplemental regulations for specific requirements.</p> <p>The thesis is developed under the mentorship of the advisor/co-advisor. Individual departments/units may have specific guidelines regarding the thesis proposal and its acceptance by the student's advisory committee and/or department/unit Head; students should consult department/unit supplemental regulations for specific requirements. Research must be approved by the appropriate Human Research Ethics Board or Animal Care Committee, if applicable, before the work has begun on the thesis research.</p>	<p>Students in the former 48 credit hour program who choose the thesis option will work with the thesis advisor to prepare a thesis proposal that shall include:</p> <ul style="list-style-type: none"> • A proposed title; • A brief statement on the nature of the subject and the scope and objectives of the investigation; • A preliminary review of the general literature dealing with the subject; and • A statement on the materials to be used and their availability, and on any methodological problems likely to be encountered. <p>Once a research proposal has been prepared, it will be considered by the thesis advisor and advisory committee who may approve, disapprove, or suggest modifications to the proposed research. Unanimity is not required by the JDC; a majority of JDC members, however, is required to approve the proposal.</p> <p>The development of the thesis is under the general supervision of the thesis advisor. The other members of the advisory committee may be consulted by the student and/or the thesis advisor on matters pertaining to the thesis.</p> <p>The Master's thesis itself should be a work of original research and should attempt to make a worthwhile contribution to the study of its particular field. Length should not be a major consideration, but it is anticipated that a Master's thesis would normally range from 100 to 150 pages of double-spaced typescript.</p> <p>When the thesis has been completed to the satisfaction of the student, the thesis advisor, and the advisory committee, an electronic copy of the thesis will be delivered to the Chair of the JDC and to the Graduate Program Coordinator. Upon request of the examiners, the student will also submit hard copies of the thesis. The oral examination (defence) will be scheduled, and the committee members shall report in advance of the defence that they support or do not support the defence going forward.</p>

<p>4.8.1.2 Examining Committee</p> <p>The advisor/co-advisor will recommend an examining committee to the department/unit Head for approval, which shall then be reported to the Faculty of Graduate Studies on the “Master’s Thesis/Practicum Title and Appointment of Examiners” form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). This form must be approved by the Dean of the Faculty of Graduate Studies at least two (2) weeks prior to the distribution of the thesis.</p> <p>Under normal circumstances, the examining committee will be the same as the advisory committee unless otherwise stipulated in the department/unit’s supplemental regulations. The examining committee must consist of a minimum of three (3) “members (including the advisor/co-advisor), two (2) of whom must be members of the Faculty of Graduate Studies, one (1) of whom must hold an appointment from within the department/unit, and one (1) of whom must hold no appointment within the department/unit. All examiners must be deemed qualified by the department/unit Head and be willing to serve. It is expected that, under normal circumstances, Examination Committee members will have a Master’s degree or equivalent. The composition of, and any changes to, the examining committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies. Individual departments/units establish specific requirements for examination and students should consult department/unit supplemental regulations for specific requirements.</p> <p>The Head of the department/unit arranges for the distribution of the thesis/practicum to the examiners. It is the duty of all examiners to read the thesis/practicum and report on its merits according to the following categories:</p> <ul style="list-style-type: none"> • Acceptable, without modification or with minor revision(s); or • Acceptable, subject to modification and/or revision(s); or • Not acceptable. <p>If two (2) or more examiners do not approve the thesis, then the student is deemed to have failed the distribution.</p>	<p>The Thesis Examining Committee shall be appointed by the JDC after consultation with the thesis advisor, and shall consist of at least three persons, plus a non-voting Chair.</p> <p>The Thesis Examining Committee shall normally include the members of the Advisory Committee. At least one member of the Thesis Examining Committee shall be from each of the two participating universities, and one member who does not hold an appointment in either department participating in the MPA program, the department of Political Studies (UM), or the department of Political Science (UW).</p>
<p>4.8.1.3 Oral Examination</p> <p>For departments/units requiring students to pass an oral examination on the subject of the thesis/practicum and matters relating thereto, the format of the oral examination is described in the supplementary regulations of the department/unit. Students should consult these supplemental regulations for specific requirements. A student has the right to an examination of the thesis/practicum if he/she believes it is ready for examination. It is the department/unit’s responsibility to advise the student of any risk involved should he/she decide to proceed against the department/unit’s recommendation.</p> <p>All members of the examining committee are required to be present at the examination. Under exceptional circumstances, and with the prior approval of the Dean of the Faculty of Graduate Studies, one (1) member may participate electronically. Under no circumstances can the student or the Advisor/Co-Advisor participate electronically. No recording devices will be permitted.</p>	<p>The Chair of the JDC shall distribute the copies of the thesis submitted by the student to the Thesis Examining Committee, and shall schedule a date for the oral examination of the thesis. The oral examination itself shall normally take place only if the student has successfully completed their required course work with a minimum cumulative grade point average of 3.0.</p> <p>If the Thesis Examining Committee finds the thesis unacceptable, it will cancel the oral examination and require the student to revise the thesis. This instruction must be accompanied by detailed and constructive feedback.</p>

<p>The oral examination shall be open to all members of The University of Manitoba community except in exceptional cases. The oral examination may be closed, for example, when the results of the thesis/practicum research must be kept confidential for a period of time. In such cases, the examining committee and department/unit Head shall recommend such action to the Dean of the Faculty of Graduate Studies who shall then decide whether to grant that the final examination be closed to all but the examining committee and the Dean of the Faculty of Graduate Studies.</p> <p>Following completion of the examination of the thesis/practicum, examiners will consider the oral examination and the written thesis/practicum.</p> <p>The examiners will also determine the nature of and procedures for approval of any revisions that will be required prior to submission of the thesis/practicum to the Faculty of Graduate Studies. The advisor/co-advisor is normally responsible for ensuring that revisions are completed according to the instructions from the examining committee.</p> <p>The judgement of the examiners shall be reported to the Faculty of Graduate Studies in the qualitative terms "approved" or "not approved" on the "Thesis/practicum final report" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html). Each examiner must indicate his/her opinion by his/her signature. If two (2) or more examiners do not approve the thesis, then the student is deemed to have failed the defence.</p> <p>The examining committee may recommend to the Faculty of Graduate Studies that the thesis is of sufficient merit to receive an award.</p>	<p>In the oral examination, the student will be asked to comment for five to ten minutes on the nature and significance of the research before being asked direct questions by members of the Examining Committee. Each examiner is expected to question the candidate for approximately 15-30 minutes, and the thesis examination normally lasts 60-90 minutes but will not exceed 90 minutes.</p> <p>The Thesis Examining Committee may require modification or revisions of the thesis.</p> <p>The acceptability of the thesis as satisfying in part the requirements of the Master's program in Public Administration is reported to the Faculty of Graduate Studies on a form to be signed by all thesis examiners, and the outcome of the oral examination is reported to that Office, on a pass/fail basis by the Chair of the Thesis Examining Committee. If there is a lack of unanimity, the outcome of the examination shall be reported in signed majority and minority reports.</p>
<p>4.8.1.4 Failure</p> <p>In the case of a failure of the thesis/practicum at the Master's level, a detailed written report will be prepared by the Chair of the examination committee and submitted to the Faculty of Graduate Studies, who will make the report available to the student and advisor/co-advisor.</p> <p>A student will be required to withdraw when the thesis/practicum has been rejected twice at the stage where:</p> <ul style="list-style-type: none"> • The examining committee reports on the merits of the written thesis; • The defence; or • A combination of both stages. <p>The examining process should be completed within one (1) month of distribution of the thesis/practicum.</p>	<p>The steps involved in a failed oral examination include: 1. Student meetings with each committee member to review the material; 2. Meeting with the MPA Chair to arrange a date for the second oral defence within 4 months of the first failed oral defence;</p> <p>If the student fails the oral examination of their thesis on two occasions, the student will be required to withdraw from the program and from the Faculty of Graduate Studies.</p>
<p>4.8.2 Course-based/Comprehensive Examination Route</p> <p>Students must demonstrate his/her mastery of their field. The specific procedures for evaluation of this mastery are stated in individual department/units' supplemental regulations. Students should consult the department/unit's supplemental regulations for specific requirements.</p>	<p><u>Comprehensive Examination Route (48 credit hour MPA program):</u></p> <p>A student in the Comprehensive Examination Route will complete between 24 and 48 credit hours of required coursework after which they will write a comprehensive exam. The exam will cover three areas of study identified by the student from their</p>

In those departments/units where comprehensive examinations are required, students should consult the department/unit's supplemental regulations for specific requirements. The results of the comprehensive examinations shall be submitted to the Faculty of Graduate Studies on the "Report on comprehensive examination" form (http://umanitoba.ca/faculties/graduate_studies/forms/index.html) in the terms "pass" or "fail." No student may sit comprehensive examinations more than twice. Any student who receives a "fail" on the comprehensive examination twice will be required to withdraw from the Faculty of Graduate Studies.

completed coursework. The written comprehensive exam is three hours in duration.

The examining committee normally is comprised of three of the student's coursework instructors, plus an Examination Chair who is designated by the JDC. Three examining committee members are normally selected by the student in consultation with the Chair, and include, whenever possible, at least one full-time instructor from the University of Manitoba and one full-time instructor from the University of Winnipeg.

Each written examination question is evaluated by the instructor who submitted the question. The student's response to each question will be recorded as a pass/fail. A student must pass two of three questions, which is considered a majority of the examining committee, to proceed to the oral examination stage of the comprehensive exam.

The student does not receive written feedback from the written exam, but is provided a copy of the questions and a copy of their answers for review prior to the oral examination.

The oral examination is normally held two to three days after the written stage. The oral examination is typically an hour and is conducted by the examining committee and a Chair designated by the JDC. The Chair of the oral examination is normally the Chair of the MPA Program.

All students in the comprehensive route prepare for the oral examination. Exceptionally strong performance in the written stage, as determined by the examining committee based on a majority decision, may be cause for the examining committee to waive the need for the oral exam. Such a decision is normally communicated to the student at the meeting time of the oral examination.

An exceptionally strong performance, normally considered a distinction, is an informal acknowledgement; it does not appear on the student's official transcript. The student, however, is entitled to a letter signed by the Chair of the MPA Program acknowledging this achievement.

If the student fails the oral examination (determined by a majority of the examining committee), it is considered a failure of the comprehensive examination. The student has up to one calendar year to retake the comprehensive examination.

	There is no Comprehensive Examination Route in the 36 credit hour MPA Program.
4.9 Style and Format The thesis/practicum must be written according to a standard style acknowledged by a particular field of study (see Appendix 1).	
4.10 Deadlines for Graduation The final requirements of the degree, in the form of the final report on the thesis/practicum (and the corrected copy of the thesis/practicum); comprehensive examination; M.Eng. project; or Design thesis, must be submitted to the Faculty of Graduate Studies by the appropriate deadline. For those programs that do not have a Culminating exercise (i.e.: thesis/practicum/comprehensive examination/M.Eng. project/Design thesis), the department/unit must forward potential graduate names to the Faculty of Graduate Studies by the deadline. The deadline for each of the graduation dates is published on the Faculty of Graduate Studies website at umanitoba.ca/faculties/graduate_studies/deadlines/index.html .	
4.11 Details for Submission of the Final Copy Following the approval of the thesis/practicum by the examining committee and the completion of any revisions required by that committee, the thesis/practicum, must be submitted to the Faculty of Graduate Studies as follows: <ul style="list-style-type: none"> • One digital version submitted as an e-thesis/practicum at the MSpace website; (http://mspace.lib.umanitoba.ca/xmlui/login) • Thesis/Practicum final report; • Copyright License Declaration form. 	
4.12 Publication and Circulation of Thesis/Practicum Every graduate student registering in a thesis/practicum Master's program at The University of Manitoba shall be advised that, as a condition of being awarded the degree, he/she will be required to grant a license of partial copyright to the University and to the Library and Archives Canada for any thesis or practicum submitted as part of their degree program. <p>Note: This license makes the thesis/practicum available for further research only. Publication for commercial purposes remains the sole right of the author.</p> The thesis release form, including the copyright declaration/infringement form, must be completed on MSpace. This and other related regulations may give rise to important questions of law, and students may need additional legal advice on the copyright laws of Canada and/or other countries. Students who wish to obtain legal advice concerning their subsequent rights are advised to do so prior to signing the agreements. Signing of the license agreements is normally done after the contents of the thesis/practicum have	

<p>been delineated and the importance of copyright and/or patents fully understood and appreciated.</p> <p>Publication in the above manner does not preclude further publication of the thesis or practicum report or any part of it in a journal or in a book. In such cases, an acknowledgement that the work was originally part of a thesis/practicum at The University of Manitoba should be included.</p> <p>Notes:</p> <p>Patents –Refer to section 6 “Policy of Withholding Theses Pending Patent Applications” in this Guide.</p> <p>Restriction of Thesis/Practicum for Publication – In exceptional cases, not covered by the regulation concerning patents, where adequate cause can be shown to delay publication, the student and advisor/co-advisor may request in writing that the Dean of the Faculty of Graduate Studies restrict access for a period up to one (1) year after submission of the digital version of a thesis or practicum to The University of Manitoba. The Dean shall determine for what period, if any, access will be so restricted.</p> <p>Library and Archives Canada – Library and Archives Canada obtains a copy of the thesis via the University’s MSpace repository.</p>	
<p>SECTION 5: Doctor of Philosophy General Regulations</p> <p>The degree of Doctor of Philosophy (Ph.D.) is granted only upon evidence of general proficiency and of distinctive attainment in a special field. In particular, the candidate must demonstrate an ability for independent investigation, original research or creative scholarship. This is expected to be presented in a thesis with a degree of literary skill and by an oral examination wherein the candidate exhibits mastery of their field. The Ph.D. is a research degree and is not conferred by The University of Manitoba solely as a result of coursework study.</p> <p>Although general regulations apply to all students, individual units may have additional regulations that supplement these general regulations. All such supplemental regulations must be approved (as specified by the By-Laws of the Faculty of Graduate Studies), be published and available to students http://umanitoba.ca/faculties/graduate_studies/admin/supplemental_regulations.html , and be kept on record in the Faculty of Graduate Studies. All students should consult unit supplemental regulations for specific details regarding admission, program requirements, progression, and completion.</p>	
<p>5.1 Admission</p> <p>5.1.1 General criteria</p> <p>Normally, the completion of a Master’s degree or equivalent from a recognized university and a cumulative GPA of 3.0 or equivalent in the last two (2) previous years of full time university study (60 credit hours) is the minimum requirement for admission to the Ph.D. program.</p>	<p><i>Relevant information could include:</i></p> <ul style="list-style-type: none"> • <i>Minimum admission criteria (beyond FGS requirements)</i> • <i>Admission/selection committee composition (if applicable)</i> • <i>Admission/selection procedures</i> • <i>Indicate which major areas are acceptable</i> • <i>Is a thesis-based Master’s degree required</i>

May 13, 2019

**Report of the Senate Committee on Academic Review RE: Request for Extension,
Centre for Engineering Professional Practice and Engineering Education**

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. At its meeting on May 13, 2019, the Committee received, for its consideration, a Periodic Report on the Centre for Engineering Professional Practice and Engineering Education, with a request to renew the Centre.

Observations:

1. The Committee is recommending a twelve-month extension for the Centre for Engineering Professional Practice and Engineering Education, to allow time for a review of the Centre.
2. The Committee commented on the positive contributions the Centre and its members have made to the Faculty of Engineering, particularly with respect to the numerous outreach activities and educational supports for engineering students, and to the broader engineering community locally and nationally.
3. The Committee has requested a review to seek clarity on the role of the Centre within the Faculty of Engineering and on the Centre's five-year plan.

Recommendation:

The Senate Committee on Academic Review recommends:

THAT the Centre for Engineering Professional Practice and Engineering Education be granted a twelve-month extension and that it continue in its present form, to June 23, 2020.

Respectfully submitted,

David Collins, Chair
Senate Committee on Academic Review

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

Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Social Work to modify the admission requirements for the Bachelor of Social Work degree program (2019.05.13)

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 Social Work is proposing to modify the work requirement portion of the admission requirements for the distance delivery option of the Bachelor of Social Work degree program.
3. The proposal was approved by the Faculty of Social Work Faculty Council on February 22nd, 2019 and was endorsed by SCADM on May 13th, 2019.

Observations:

1. The proposed changes apply only to students applying to the distance delivery option.
2. The core academic requirements are not affected by this change.
3. The modifications are designed to remove unnecessary barriers from the application process and provide applicants who may have left the workforce for valid reasons with the opportunity to maintain their eligibility for admission.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to modify the admission requirements for the Bachelor of Social Work degree program be approved effective for the Fall 2020 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.

Proposed changes outlined below to Admission Policy passed at Faculty of Social Work Faculty Council Meeting February 22, 2019.

Section I – Description of the Change:

Current requirement:

- Work experience is a requirement for the program and we only consider hours worked within the last five years from the application deadline. The current policy reads as follows in the current version of the Admission Information Bulletin:
 - “A minimum of one year of work experience, equivalent to 1750 hours, within the last five years. Relevance and duration of work experience will be determined by the admissions committee from the information provided in the work and or volunteer history statements.”

Rationale for the change:

- The Faculty of Social Work would like to change the current work experience requirement to ensure potential applicants are not disadvantaged. Potential applicants, who have work experience, may be deemed ineligible if they were required to leave or reduce their hours of work due to other responsibilities or duties in life. The reduced hours of significant employment within the past 5 years is the reason they are deemed ineligible. The Faculty of Social Work is requesting that exceptions be made in the assessment of potential applicants that have reduced work hours. (Please see recommendation below)

Proposed Requirement: Effective Fall 2020 Intake

- Change work experience requirement to exceed the five year for students who are in exceptional circumstances. Propose that the changing to the wording in the Distance Delivery Program Admission Information Bulletin be as follows:
 - A minimum of one year of relevant work experience, equivalent to 1750 hours, within the last five years. ** Relevance and duration of work experience will be determined by the admissions committee from the information provided in the work and or volunteer history statement using the assessment criteria outlined in the Applicant Information Bulletin.
 - ** Exceptions may be made for applicants who have been on leave or have had reduced hours from work during the above date range. Exceptions may include but are not exclusive to those who are away for maternity, paternity and parental leaves, illness, disability or caregiving. Documentation will be required to substantiate absence over the past 5 years. The date range may be extended up to a maximum of an additional 4 years. Contact the Academic advisor for confirmation that you meet the exceptions criteria. Please note that this does not guarantee acceptance into the program.

Section II – Consultation with other faculties

Other faculties, schools or colleges have not been consulted. The proposed change should not affect other program admission requirements.

Section II – Recommendation

Effective Fall 2020 Intake

We request that the Senate Committee on Admissions grant the proposed changes to expand the 5 year span for work experience consideration by up to a maximum of 4 years for applicants who are able to show they have been on leave or have required reduced hours from work.

Report of the Senate Committee on Course and Curriculum Changes RE: Closure of the Bachelor of Science in Textile Sciences and Minor in Textile Sciences, Faculty of Agricultural and Food Sciences

Preamble:

1. The terms of reference for the Senate Committee on Curriculum and Course Changes (SCCCC) can be found on the University Governance website at: http://www.umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/497.htm.
2. At a meeting on May 21 and in an electronic poll conducted between May 22 – 24, 2019, the SCCCC considered a proposal from the Faculty of Agricultural and Food Sciences to close the Bachelor of Science in Textile Sciences and the Minor in Textile Sciences, together with proposals for related course deletions.

Observations

1. Admissions to the Bachelor of Science in Textile Sciences degree program, including the Product Development Stream and the Textile Development Stream have been suspended since 2014. Initially, the President accepted a recommendation from the Dean of the former Faculty of Human Ecology to suspend admissions to May 2015 (Senate, January 8, 2014). The President subsequently approved three recommendations from the Faculty of Agricultural and Food Sciences to extend the suspension of admissions, in each case for a period of one year (Senate, October 5, 2016; May 17, 2017; October 3, 2018). The Faculty requested the extensions, to allow time to assess whether or not there was continuing student demand for the degree, before bringing forward a proposal to close the program.
2. The Faculty is proposing the closure of the B.Sc. in Textile Sciences degree program based on evidence for declining enrolment, including during the last years the program was delivered by the former Faculty of Human Ecology. Before admissions to the program were suspended, enrolment in the program ranged from sixty (60) to forty (40) students, in years 2003 to 2007, and from thirty (30) to twenty-three (23), in the years 2008 to 2013. Additionally, the Faculty notes there is limited demand for graduates in the labour market.

The Faculty is also proposing the closure of the Minor in Textile Sciences.
3. The Faculty consulted with the Manitoba Association of Home Economist (MAHE) and the Faculty of Education regarding the closure of the B.Sc. in Textile Sciences, as there continues to be a need to educate individuals to teach Home Economics in secondary schools. The Faculty of Education has identified other opportunities for potential applicants to the Bachelor of Education degree to obtain textiles/sewing experience required for a teachable subject in textiles.
4. The Faculty of Agricultural and Food Sciences is proposing the deletion of twenty-seven (27) undergraduate textile sciences (TXSC) courses totaling 85 credit hours, as described in the proposal.

5. There are no students currently enrolled in the B.Sc. in Textile Sciences, and no students who have declared a Minor in Textile Sciences.

Recommendation

The Senate Committee on Curriculum and Course Changes recommends:

THAT Senate approve and recommend that the Board of Governors approve the closure of the Bachelor of Science in Textile Sciences and the Minor in Textile Sciences, including the deletion of undergraduate textile sciences (TXSC) courses.

Respectfully submitted,

Professor Greg Smith, Chair
Senate Committee on Curriculum and Course Changes

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



MEMORANDUM

Faculty of Agricultural and Food Sciences
256 Agriculture Building, University of Manitoba
Winnipeg, MB Canada R3T 2N2



April 29th, 2019

TO: Dr. Greg Smith, Chair
Senate Committee on Curriculum and Course Changes

FROM: Dr. Jared Carlberg, Associate Dean (Academic) *Jr Carlberg*

RE: Agricultural and Food Sciences Proposed Course & Curriculum Changes

At its meeting on April 29th 2019, the Faculty of Agricultural and Food Sciences Council approved the closure of the Textile Sciences undergraduate B.Sc. programs and minor. Materials in support of these proposed changes are attached, including a summary of the proposed changes.

SUMMARY SHEET

Faculty of Agricultural and Food Sciences

Biosystems Engineering

Deletions:

TXSC 1600 Textiles for Living Cr.Hrs. 3	-3.0
TXSC 1610 Textiles, Product, and Consumers Cr.Hrs. 3	-3.0
TXSC 2420 History of Textiles Cr.Hrs. 3	-3.0
TXSC 2500 Preparation for Product Development Cr.Hrs. 1	-1.0
TXSC 2600 Textiles for Apparel End Uses Cr.Hrs. 3	-3.0
TXSC 2610 Textiles for Non Apparel End Uses Cr.Hrs. 3	-3.0
TXSC 2620 Consumer and Organizational Behaviour Toward Textile Products Cr.Hrs. 3	-3.0
TXSC 2630 Pattern Development in an Industrial Environment Cr.Hrs. 3	-3.0
TXSC 3470 Selected Topics Cr.Hrs. 3	-3.0
TXSC 3500 Textiles for the Healthcare Sector Cr.Hrs. 3	-3.0
TXSC 3600 Global Apparel and Textiles Trade Cr.Hrs. 3	-3.0
TXSC 3610 Product Standards and Specifications Cr.Hrs. 3	-3.0
TXSC 3620 Evaluation of Textile Performance Cr.Hrs. 3	-3.0
TXSC 3630 Line Planning and Visual Communication Cr.Hrs. 3	-3.0
TXSC 3640 Pattern Development in a Computer Aided Design Environment Cr.Hrs. 3	-3.0
TXSC 3650 Production of Textile Products Cr.Hrs. 3	-3.0
TXSC 3700 Special Topics in Textile Sciences Cr.Hrs. 6	-6.0
TXSC 4210 Seminar in Clothing and Textiles Cr.Hrs. 3	-3.0
TXSC 4260 Textile and Apparel Marketing Cr.Hrs. 3	-3.0
TXSC 4310 Practicum Cr.Hrs. 3	-3.0
TXSC 4320 Selected Topics in Clothing and Textiles I Cr.Hrs. 3	-3.0
TXSC 4340 Senior Project Cr.Hrs. 3	-3.0
TXSC 4500 Advanced Textiles for the Healthcare Sector Cr.Hrs. 3	-3.0
TXSC 4600 The Information Age and the Textiles Supply Chain Cr.Hrs. 3	-3.0
TXSC 4610 Integrative Project Cr.Hrs. 6	-6.0
TXSC 4620 Colour Management Cr.Hrs. 3	-3.0
TXSC 4630 Quality Assurance Systems Cr.Hrs. 3	-3.0

NET CHANGE IN CREDIT HOURS: - 85.0

PERMANENT CESSATION OF A PROGRAM OF STUDY

Under The Advanced Education Administration Act

Universities and colleges requesting approval for the **permanent 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 complete the application below and submit one (1) electronic copy (.pdf format) each to the Vice-Provost (Integrated Planning & Academic Programs) and the Office of the University Secretary, along with the following supplemental documentation:
 - a. A cover letter justifying and summarizing the rationale behind the request for permanent cessation.
 - b. Letters of support from external stakeholders that were consulted as part of this proposal, if applicable.
 - c. Course Deletion forms, where applicable. To access the course deletion forms, please visit:
 - Undergraduate Courses: <http://umanitoba.ca/admin/governance/forms/index.html>
 - Graduate courses: http://umanitoba.ca/faculties/graduate_studies/admin/course_delete.htm
2. Please refer to the policy, Submission of Course, Curriculum and Program changes for further information. http://umanitoba.ca/admin/governance/governing_documents/academic/356.html
3. Please direct questions to Cassandra Davidson, Academic Programs Specialist, Office of the Provost and Vice-President (Academic) at Cassandra.Davidson@umanitoba.ca or 204.474.7847.


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SECTION A – PROPOSAL DETAILSInstitution: **University of Manitoba**
 Applicable faculties/department with responsibility for the program: **Faculty of Agricultural and Food Sciences/Department of Biosystems Engineering**

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

 Program name: **Textile Sciences – Product Development Stream**
Textile Sciences – Textile Development Stream
Credential awarded: **Bachelor of Science in Textile Sciences, Minor in Textile Sciences**Proposed start date for permanent cessation: **Fall 2019**Institutional Program Code(s) (PSIS reporting number): **07-TS***Office Use Only*

One-time funding:

On-going funding:

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

The Textile Sciences undergraduate program was designed to impart knowledge and skills to meet the demands of the work and research environments driven by scientific, technological, and logistical innovations in textiles. The Textile Sciences program offered two streams - Product Development and Textile Development. Students in Product Development gained the ability to track major decisions involved in the transformation of textile products for apparel and non-apparel uses. This stream was designed to give students the essential knowledge and skills to enable them to turn ideas into meaningful textile products. The Textile Development stream tapped into the emerging field of technical textiles in the health care sector and was intended to be a stepping-stone for students who were interested in pursuing graduate degrees in medical textiles. Within the Textile Development stream three options were offered – Exercise and Sports Science, Engineering Sciences, and Microbiological Sciences. Both streams required completion of the senior course Integrative Project, which requires students to demonstrate the skills and knowledge acquired in the program through the development of a project specific to their own interests.

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)*

4-year degree program, 120 credit hours

B-3 Provide a description of the intended outcomes of the program being permanently ceased:

The intended outcome of the Textile Sciences program was to provide the skills and knowledge necessary to graduate qualified students who could either enter the workforce and successfully find employment in the various areas such as scientific, technological, and logistical innovations in textiles or move onto higher level education.

B-3.1 - Describe how this program serves and advances the academic, cultural, social and economic needs and interests of students and the province:

The program no longer serves to advance the needs of the students and the province. Declining enrolment demonstrated the demand for the program had dwindled; therefore it is no longer feasible to continue to offer. Students interested in the area of medical textiles can pursue this interest through programming in Biosystems Engineering at the University of Manitoba.

B-3.1 - Describe the existing and anticipated post-secondary learning needs of students in Manitoba that this program addresses and responds to.

The decline in demand for the program suggests limited learning needs associated with the program. Continuing to offer the program therefore is not justified or sustainable.

B-4 Describe the mode of delivery for this program:

The delivery mode of the program was in a classroom lecture setting with some labs.

SECTION C – INFORMATION REGARDING PERMANENT CESSATION DEVELOPMENT PHASE

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

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

In 2005 the Textile Sciences program replaced the Clothing and Textiles program in the Faculty of Human Ecology. Going from 55, 60, 58, 55 students registered in 2003, 2004, 2005, and 2006 respectively, the enrolment numbers have steadily declined since then, dropping to about half the students over the next 7 years. In 2013, in response to a request by the University that all faculties consider the funding implications of programs they were offering, the Faculty of Human Ecology requested that intake to the Textile Sciences program be suspended due to low enrolment; this suspension of admissions occurred in 2014. In 2015, the Department of Textile Sciences merged into the Department of Biosystems Engineering, where the Textile Sciences courses and program are now housed. In addition to the decline in student numbers, the decline in demand for graduates from industry is the majority factor and rationale for closing the program.

Fall	Registered
2003	55
2004	60
2005	58
2006	55
2007	40
2008	27
2009	24
2010	27
2011	23
2012	30
2013	29
2014	21
2015	4
2016	1
2017	0

C-2 If applicable, describe any program reviews, evaluations, or other program review processes that occurred during the temporary cessation of this program:

Human Ecology completed an internal review of its programs in late 2012 and identified Textile Sciences as a candidate for suspension given a trend of low enrolment for a number of years.

C-3 Describe how the permanent cessation of this program aligns with the strategic plans of your institution:

It is not immediately clear how continuing to offer this program would significantly support *Taking Our Place*, the University of Manitoba's strategic plan. Given limited demand, it is not economical to continue offering the program. There was clearly limited demand for this program given the low enrolment numbers and an appropriate mix of programs remains among the University's offerings to effectively accomplish the University's strategic priorities.

C-4 Outline the internal approval process (i.e. committees, governing bodies) for approving the permanent 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)*

The Faculty of Agricultural and Food Sciences approval process is first through the Curriculum Committee and second through Faculty Council and then submission to SCCCC, Senate Executive, Senate, Board of Governors, and then the Province.

UM INTERNAL REQUIREMENTS: Please note date(s) of Faculty/College/School Approval. Approval dates through the governing bodies will be inserted by the Provost's Office prior to submission to government.

<u>Decision-Making Body</u>	<u>Date of Approval</u>
Faculty/College/School	_____
SCCCC <i>(undergrad only)</i>	_____
SPPC <i>(if applicable)</i>	_____
Senate Executive	_____
Senate	_____
Board of Governors	_____

C-5 Responsibility to consult

C-5.1. Is this program subject to mandatory review or approval by organizations external to the institution (such as regulatory bodies, Apprenticeship Manitoba, etc.)? *(If yes, please describe consultation process and provide copies of reports or letter from these organizations.)*

This program does not require approval by any external organizations.

C-5.2 What agencies, groups, or institutions have been consulted regarding the permanent cessation of this program?

Manitoba Association of Home Economists (MAHE) and the Faculty of Education have been consulted regarding the closure of this program (the latter because of the implications for training Human Ecology (former Home Economics) teachers). Alternate opportunities (e.g. Red River College; University of Manitoba Faculty of Education summer institute for textiles) for students to gain relevant skills have been identified.

C-5.3 How have students and faculty been informed of the intent to permanently cease this program?

The Faculty of Human Ecology suspended intake into the program starting in Fall 2014. The last intake of students was Fall 2013. All active, registered students were informed via letter (by email and regular mail) of the suspended intake to the program. In each letter students were provided a chart indicating the schedule of final course offerings. Students were instructed to meet with an Academic Advisor to plan the remainder of their program at this time to ensure they will have the required textiles courses to graduate. An example letter is

attached. The last registered Textile Science student graduated in February 2017. The Textile Sciences Faculty members, now housed within Biosystems Engineering, were informed of the suspended intake prior to implementation and are aware of the plan to permanently cease the program.

C-6 Describe the impact that the permanent cessation of this program may have on developing a skilled workforce and on labour market need in Manitoba:

Today's job market in Manitoba has limited positions in the area of Textile Sciences. The majority of job postings are in the area of Fashion and Apparel. There are several colleges in Manitoba that offer diplomas in the area including, MC College which has a Fashion Design Program and Red River College, which offers an Apparel Design program. The Department of Biosystems Engineering is having conversations with industry and may, depending on the results of those discussions, decide to re-introduce needed courses under the BIOE subject code.

The closure of the Textile Sciences program does leave a deficit in the area of Human Ecology. Qualified teachers are needed in all areas of human ecology including Clothing and Textiles. In many schools there is one teacher who instructs in all areas of human ecology. The Faculty of Education encourages students applying to their program with the teachable subject human ecology to have courses in all areas (Textiles, Family Social Sciences and Nutrition) and have found alternate opportunities to provide potential applicants with options to obtain some textiles/sewing experience (see attached letter of support).

The pool of graduates from the area of Textile Sciences is now fixed which provides these graduates with a unique opportunity to be in high demand for the limited number of jobs available in the field.

SECTION D – SYSTEM IMPACTS

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

The cessation of the Textile Sciences program will not affect any laddering or articulations. Transfer credits in the subject area TXSC will no longer be an option.

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

The program no longer serves these needs and interests of the student or province therefore no affect is predicted. No effect has been noted since suspended intake to the program.

The only notable area of impact is in the area of Human Ecology teaching. The Faculty of Education, along with input from stakeholders, is currently seeking opportunities to provide students that may require skills in textiles with a solution.

D-3 UM INTERNAL REQUIREMENTS: Describe how the permanent cessation of this program will impact course offerings in the unit. Provide a list of courses that are to be deleted (indicate subject code, course number, course title, number of credit hours) as a result of the permanent cessation and append the appropriate deletion forms.

The last TXSC courses were offered in Winter 2015 term. Therefore the cessation of the program has no impact on course offerings.

Subject Code	Course Number	Course Title	Credit hours
TXSC	1600	Textiles for Living	3
TXSC	1610	Textiles, Product, and Consumers	3
TXSC	2420	History of Textiles	3
TXSC	2500	Preparation for Product Development	1
TXSC	2600	Textiles for Apparel End Uses	3
TXSC	2610	Textiles for Non Apparel End Uses	3
TXSC	2620	Consumer and Organizational Behaviour Toward Textile Products	3
TXSC	2630	Pattern Development in an Industrial Environment	3
TXSC	3470	Selected Topics	3
TXSC	3500	Textiles for the Healthcare Sector	3
TXSC	3600	Global Apparel and Textiles Trade	3
TXSC	3610	Product Standards and Specifications	3
TXSC	3620	Evaluation of Textile Performance	3
TXSC	3630	Line Planning and Visual Communication	3
TXSC	3640	Pattern Development in a Computer Aided Design Environment	3
TXSC	3650	Production of Textile Products	3
TXSC	3700	Special Topics in Textile Sciences	6
TXSC	4210	Seminar in Clothing and Textiles	3
TXSC	4260	Textile and Apparel Marketing	3
TXSC	4310	Practicum	3

TXSC	4320	Selected Topics in Clothing and Textiles I	3
TXSC	4340	Senior Project	3
TXSC	4500	Advanced Textiles for the Healthcare Sector	3
TXSC	4600	The Information Age and the Textiles Supply Chain	3
TXSC	4610	Integrative Project	6
TXSC	4620	Colour Management	3
TXSC	4630	Quality Assurance Systems	3

D-4 UM INTERNAL REQUIREMENTS: Describe how the permanent cessation of this program and the deletion of any related courses may affect other academic programs at the institution. For undergraduate programs, include Request for Statement of Support forms, or for graduate programs, append letters of acknowledgement from those units/programs that may be impacted.

Permanent cessation of the Textile Sciences program will result in course deletions. The introductory TXSC courses (1600 and 1610) had no prerequisites and were available to students in other Faculties (example University 1) to take as electives. A minor in Textile Sciences was available that consisted of 18 credit hours (6 at the 1000 level, at least 3 at the 2000 level, and at least 3 at the 3000/4000 level with no more than 6 at the 1000 level). With the cessation of the program a minor would no longer be available.

No other programs on campus require TXSC courses as required courses. TXSC courses were optional. Units whose courses could have been taken in the Textile Sciences options have been notified of the proposed closure of the program.

Support letters received from:

Education – Textiles (TXSC) is an approved subject area in the Home Economics/Human Ecology teachable major and minor.

Biosystems Engineering – BIOE 4650 – Textiles in Healthcare and Medical Applications (May not be held with TXSC 3500 or 4500)

School of Art - Fine Arts – TXSC 2420 – History of Textiles is listed as an elective that can fulfill an Art History Elective requirement

Health Sciences – Family Social Sciences lists TXSC 1600, 1610, 2600, 2610, 2620 and 3600 as approved courses in the Family Economics Health Option

SECTION E– STUDENT IMPACTS

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

There are no students left in the program.

UM Internal Requirements: Is there a potential for students who are currently not registered and who may not have been registered for one or more years to return to the program? If so, outline any plans on how these students will be accommodated.

All students in the program were informed of the plan to suspend intake and notified of the last course offerings in order to graduate with the degree. It is no longer possible to register and complete the degree.

E-2 Will previous graduates of this program be negatively affected by its cessation?

The supply of graduate into the industry is now fixed. Graduates of the Textile Sciences program will not be negatively affected.

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

The Admissions cap was a maximum 80 students admitted to the program per year.

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

Enrolment:

Fall	Registered
2013 – Human Ecology	29
2014 – Human Ecology	21
2015 – Agricultural and Food Sciences	4
2016 – Agricultural and Food Sciences	1
2017 – Agricultural and Food Sciences	0

Graduation:

Year	February	May/June	October	Total
2013	0	4	1	5
2014	0	6	2	8
2015	0	14	2	16
2016	1	0	2	3
2017	1	0	0	1

SECTION F – FINANCIAL REALLOCATION

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

None.

F-2 Please provide a detailed description of how these funds will be reallocated:

No ongoing funding to reallocate.

SECTION G – SIGNATURES

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

SUBMITTED BY:

President:

Name:

Signature:

Date:

Vice-President/Academic:

Name:

Signature:

Date:

For use by joint programs only:

President:

Name:

Signature:

Date:

Vice-President/Academic:

Name:

Signature:

Date:

SUBMIT COMPLETED FORM

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

Report of the Senate Committee on Instruction and Evaluation RE: Revised Supplemental Exam Regulation, Agriculture Diploma Program, Faculty of Agricultural and Food Sciences

Preamble:

1. The terms of reference for the Senate Committee on Instruction and Evaluation (SCIE) can be found at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/502.html.
2. At its meeting on May 16, 2019 SCIE considered the proposed revised Supplemental Exams regulation for the Agriculture Diploma Program, submitted by the Faculty of Agricultural and Food Sciences.

Observations:

1. The proposed revisions to the Supplemental Exams regulation for the Agriculture Diploma Program are intended to be clearer, and designed to be more flexible for students.
2. Students who are in good academic standing would be permitted to write one supplemental exam during their program, and only in a course in which a "D" or an "F" was received.
3. The supplemental exam would replace only the final exam, and would not replace term work. The supplemental exam grade would replace the final exam grade, and would be used to re-calculate the final grade in the course.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the proposed revisions to the Supplemental Exam regulation, Agriculture Diploma Program, Faculty of Agricultural and Food sciences, effective September 1, 2019.

Respectfully submitted,

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

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



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MEMORANDUM

Faculty of Agricultural and Food Sciences
256 Agriculture Building, University of Manitoba
Winnipeg, MB Canada R3T 2N2



May 2nd, 2019

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

FROM: Dr. Martin Scanlon, Dean

RE: **Modifications to the Diploma Supplemental Exam Regulations**

At its meeting on April 29 2019, the Faculty of Agricultural and Food Sciences Council approved modifications pertaining to supplemental exam regulations for the Diploma Program.

We recently changed our academic assessment model and are proposing a revised supplemental exam policy to incorporate this new system.

The proposed model is more clear and is designed to be more flexible for students.

SECTION 3: Faculty Academic Regulations (Revised)

Supplemental Exams

~~Any student in good academic standing (i.e., not on probation or suspension; see previous table of Scholastic Standards) is eligible to write one supplemental exam during each academic session in a course in which an “F” was received. The student must have written the final exam. The supplemental exam shall be considered as a replacement for the final exam only, not for term work. The passing grade in supplementals must be at least “C” (2.0). Students are normally required to carry a full-term program in order to be eligible. Accordingly, students who are granted incomplete or deferred status may not be eligible. When both final and supplemental exams are written the higher grade obtained will be used to determine the final grade.~~

~~Supplemental Exams will be held in January for courses taken in the first term and in June for courses in the second term.~~

Supplemental Exams

Any student in good academic standing for the current term (i.e., not on probation or suspension or academic warning) is eligible to write a supplemental exam. Only one supplemental exam (in a diploma level course offered by the Faculty of Agricultural and Food Sciences) will be permitted during their program and only in a course in which a “D” or “F” was received. The student must have written the final exam. The supplemental exam shall be considered as a replacement for the final exam only, not for term work. Accordingly, students who are granted incomplete or deferred status may not be eligible. When supplemental exams are written, the mark will replace the final exam grade and will be used to recalculate the final grade in the course.

Report of the Senate Committee on Instruction and Evaluation RE: Revised Professional Unsuitability Bylaw, Faculty of Education

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 meetings on April 18, 2019 and May 16, 2019 SCIE considered the proposed revision to the Professional Unsuitability Bylaw submitted by the Faculty of Education.

Observations:

1. The Faculty is proposing to revise its Professional Unsuitability Bylaw in response to the recent legalization of cannabis. Section 2.2 d) would be revised to include the addition of cannabis or cannabis products which impairs essential teaching performance.
2. At the recommendation of the Committee, the following has been added to section 5.1: "In no circumstances will a referral be based on anonymous allegations or materials. Anonymous material and allegations are defined as those where authorship has not been disclosed to both the committee and respondent."

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the proposed revision to the Professional Unsuitability Bylaw, Faculty of Education, effective September 1, 2019.

Respectfully submitted,

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

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



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Faculty of Education
Office of the Dean

225 Education Building
University of Manitoba
Winnipeg, Manitoba
Canada R3T 2N2
Telephone (204) 474-9001
Fax (204) 474-7551
dean_education@umanitoba.ca
www.umanitoba.ca/education

DATE: May 1, 2019

TO: Dr Mark Torchia, Chair, Senate Committee on Instruction and Evaluation
Marcia Yoshida, Secretary, Senate Committee on Instruction and Evaluation

FROM: Dr. David Mandzuk, Chair, Faculty of Education Council

RE: Motion for Senate

CC: Drs. Lilian Pozzer and Cameron Hauseman, Senators
Dr Francine Morin, Chair, Undergraduate Programs Committee (UPC)
Ms Desiree Kennedy, Coordinator of Undergraduate Programs
Ms Tara Baxter, Committee Secretary, UPC

The following motion was passed by the Undergraduate Programs Committee (UPC) [on December 3, 2018] and subsequently by Faculty of Education Council [on January 21, 2019]. Please add this motion to the next meeting of Senate Committee on Instruction and Evaluation.

The Faculty has addressed the committee's concerns regarding being under the influence of cannabis or alcohol and have specified that it must "impair essential teaching performance" as requested. The Faculty has also clarified that the Professional Unsuitability Committee will not respond to anonymous referrals.

Rationale: To address the recent change in Canadian regulations legalizing cannabis, references to cannabis and cannabis products are required in the Faculty of Education's *Professional Unsuitability Bylaw*.

MOTION: *THAT* due to the recent change in Canadian regulations dealing with cannabis that Undergraduate Programs Committee as of December 3, 2018 approves the revision to 2.2(d) to the Professional Unsuitability Bylaw to include the addition of being under the influence of cannabis/cannabis products.

PROFESSIONAL UNSUITABILITY BYLAW FOR STUDENTS IN THE FACULTY OF EDUCATION

BYLAW:	PROFESSIONAL UNSUITABILITY
Effective Date:	May 18, 2016
Revised Date:	May 18, 2016, November 22, 2018, April 24, 2019
Review Date:	September 1, 2026
Approving Body:	Senate
Authority:	<i>University of Manitoba Act - Article 16(1)d</i>
Implementation:	Dean delegated to the Associate Dean (Undergraduate)
Contact:	Associate Dean's Office (Undergraduate), Faculty of Education
Applies to:	Students in the Faculty of Education

1.0 Reason for Bylaw

The University of Manitoba Faculty of Education has a social mandate to ensure that students are caring, skilled educators who are worthy of the public trust endowed upon them. In fulfilling this mandate, the Faculty of Education has developed comprehensive programs of education and experience to ensure that graduates meet these high expectations. Unlike non-professional education programs, the Bachelor of Education ("B.Ed.") and Post-Baccalaureate Diploma in Education ("PBDE") degrees require students to uphold the high standards of professional practice expected of all teachers in action, word, intent, and spirit.

2.0 Rule/Principle

- 2.1 As members of the University community, students are obligated to act with integrity and diligence in carrying out their professional responsibilities, and their behaviour and conduct in relation to others ought to be characterized by consideration, respect, and good faith.
- 2.2 Grounds under which a student may be reviewed under the Professional Unsuitability Bylaw may include, but not limited to:
- a) practiced incompetently in a teaching or school setting in spite of efforts to support the student's development;
 - b) compromised the student's professional judgment through self-interest or a conflict of interest;
 - c) demonstrated behaviour or conduct with respect to pupils and/or teachers in schools, the student's colleagues, faculty or staff, or a member of the general public which is exploitive, destructive, or injurious;
 - d) been under the influence of alcohol, cannabis/cannabis products, or illegal drugs or has abused prescription drugs which impairs essential teaching performance; while participating in any activity related to the practice of teaching;
 - e) a physical or mental condition which impairs essential teaching performance, recognizing that reasonable accommodation for the special needs of individuals is required by The Manitoba Human Rights Code and as per the University of Manitoba Accessibility Policy;
 - f) acquired a criminal conviction which is of such a nature as to place in question the student's fitness for teaching; and/or
 - g) engaged in behaviour or conduct that if engaged in by a practising certified teacher would likely result in disciplinary action, including suspension or revocation of the certificate to teach, by the appropriate authorities.

3.0 Jurisdiction

- 3.1 This bylaw applies to Teacher Candidates enrolled in the Bachelor of Education ("B.Ed.") program and students in the Post-Baccalaureate Diploma in Education ("PBDE") program.
- 3.2 The Faculty of Education may require a student in any of the programs named in 5.1 hereof to withdraw from the Faculty, pursuant to the procedures set out in this bylaw when the student has been found unsuited, on consideration of competence or professional fitness, for the profession of teaching. A student may be required to withdraw from the program of studies (B.Ed. or PBDE) at any time throughout the academic year or following the results of examinations at the end of any academic term. The right to require a student to withdraw prevails notwithstanding any other provision in the Faculty's Rules or Regulations.
- 3.3 Conflict of Jurisdiction: If a question arises as to whether a matter falls within the academic regulations of the Faculty or this bylaw, or as to whether a matter is within the jurisdiction of the Student Discipline Bylaw of the University or this bylaw, as the case may be, the question shall be referred to the President of the University for final decision.

4.0 Professional Unsuitability Committee

- 4.1 There shall be established within the Faculty a standing committee of six (6) members known as the Professional Unsuitability Committee ("PUC") to hear and determine matters of competence and/or professional suitability of B.Ed. and PBDE students with respect to professional practice. Membership in the PUC shall be as follows:
- a) Chair (non-voting, except in the case of a tie): a tenured faculty member to be appointed by the Dean, Faculty of Education;
 - b) two (2) full-time Faculty members, at least one of whom shall be tenured/tenure track, elected by the Council of the Faculty of Education;
 - c) one (1) B. Ed. student from the Faculty of Education, appointed by the Faculty of Education Student Council ("EdSC"), or one (1) PBDE student from the Faculty of Education, appointed by the Associate Dean (Graduate & Professional Programs, and Research), or their designate; and
 - d) two (2) certified teachers: one (1) appointed by the *Manitoba Teachers' Society* ("MTS") and one (1) appointed by the *Manitoba Federation of Independent Schools* ("MFIS").
- 4.2 The length of term of committee members shall be as follows:
- a) Faculty members shall be appointed for a two (2) year term;
 - b) Representatives from the teaching profession shall be appointed for a two (2) year term; and
 - c) Undergraduate students and PBDE students shall be appointed for a one (1) year term.
- 4.3 Except for the provision contained in section 6.3, a quorum of the PUC shall be four (4) members of the Committee and the Chair, as set out in section 4.1.
- 4.4 PUC is a separate entity from the Faculty of Education's Local Disciplinary Committee, the Faculty of Education's Committee on Student Standing.

5.0 Referral

- 5.1 Anyone affiliated with the Faculty of Education or the schools and/or institutions with which the Faculty works who has a concern about the professional unsuitability of any student defined in 3.1 shall complete the *Professional Unsuitability Referral Form* [Appendix 1] and shall append a typed report to the form documenting the alleged incident(s) and/or concerns. The form and the attached report shall be submitted to the Associate Dean (Undergraduate Programs) who, if they deem it appropriate, will refer the matter to the Dean or their designate. **In no circumstances will a referral be based on anonymous allegations or materials. Anonymous material and allegations are defined as those where authorship has not been disclosed to both the committee and respondent.**
- 5.2 The Dean (or their designate) shall refer matters within five (5) working days, which in their opinion involve conduct or circumstances described in Article 2.2 and 3.2 herein, to the PUC.
- 5.3 On receipt of a referral from the Dean of the Faculty or their designate, the PUC shall:
- consider whether just cause exists to suspend the student while the matter is being determined and if so, to issue an interim suspension to the student;
 - send a Notice of Hearing with a copy of the submitted Professional Unsuitability Referral Form, the attached report signed by the individual who has filed the complaint, and any commentary from the Dean or Associate Dean to the student named pursuant to Article 6.1;
 - at all times act expeditiously to complete the hearing;
 - determine whether any of the grounds requiring withdrawal under Article 2.2 and 3.2 exist after hearing the matter pursuant to this bylaw; and
 - make a disposition in accordance with Article 8.0 herein.
- 5.4 Once a referral has been made to the PUC, its proceedings may continue notwithstanding that the student has subsequently voluntarily withdrawn from the Faculty or has refused to participate in the proceedings.

6.0 Notice and Due Process

- 6.1 Within ten (10) working days after receipt of the referral, the Chair of the PUC shall inform the student in writing of the grounds for referral to the PUC, as well as the membership of the PUC and the date, time, and place for the hearing by the PUC of the matters set out in the referral. Students should be notified of the opportunity to seek advice and representation from Student Advocacy or the University of Manitoba Student Union ("UMSU"). Such a hearing will be held no sooner than ten (10) working days from the date the student is notified of the referral and the notice of the hearing shall be sent by registered mail to the last known address of the student as found on the Faculty's records. The notice from the Chair shall include a statement to the effect that if the allegations contained in the referral are established to the satisfaction of the PUC, the student may be required to withdraw from the Faculty.
- 6.2 The student may provide a written response to the alleged grounds. Such written response shall be provided to the chair of the PUC no later than five (5) working days before the hearing date.
- 6.3 The student also has the right no later than five (5) working days before the hearing date to raise concerns to the Chair in writing about any member on the PUC whom the student believes will not be able to be objective in the consideration of their case. Where the Chair of the PUC receives such concerns, they shall, before the hearing, convey the concerns to every member of the PUC and inform any member identified by the student that they have the right to respond to the concerns in writing. The Chair shall convene the PUC, excluding any Committee member identified by the student, to determine whether or not a change in the membership of the PUC

shall be made. In the event that the quorum specified in 4.3 is not achieved for this determination, the remaining Committee membership may decide this matter and, if circumstances dictate, the Chair may make this determination alone. Where the PUC or its Chair decide that a change in the membership of the PUC shall be made, a replacement or replacements will be made in accordance with 4.1 unless the quorum specified in 4.3 exists.

- 6.4 A member of the PUC shall not be disqualified from sitting as a member of the PUC hearing the matter by reason only that such member has had previous contact with the student or has prior personal knowledge of the matter.

7.0 Hearing Procedures

- 7.1 The student may appear in-person and may choose to be represented or accompanied by a Student Advocate, University of Manitoba Student Union ("UMSU") representative, legal or other counsel. Should the student choose to be represented or accompanied by a Student Advocate, legal or other counsel, written notification must be provided to the Chair no later than five (5) working days prior to the hearing date. In cases where legal counsel is involved, it shall act solely in an advisory capacity.
- 7.2 The Faculty may also choose to have legal counsel present to act in an advisory capacity and where it does so, the Chair of the PUC shall advise the student no later than five (5) working days prior to the hearing date.
- 7.3 The student and the Faculty, and/or their respective representatives (excluding legal counsel) shall have the right to call, hear and cross-examine witnesses, to submit other evidence, and to have access to all documents submitted to the PUC for consideration. Written notice to call any witness shall be given to the other party prior to the hearing.
- 7.4 The hearing shall be closed to all persons except the members of the PUC, the student, the designated representatives of the student and/or Faculty, and any witness, as they are called.
- 7.5 The student, who is the subject of the hearing, shall not be required to give evidence but if the student elects to do so, then members of the PUC may question the student.
- 7.6 A simple majority of Committee members hearing the matter is required for any finding or for the determination of the appropriate disposition of the matter.
- 7.7 The Chair of the PUC shall vote only to break a tie.
- 7.8 Members of the PUC shall be bound by confidentiality in respect of information received in Committee. Information will be disclosed only as is reasonably necessary to implement the investigation, the resolution or the terms of any disposition imposed, or as required by law.

8.0 Disposition of the Matter

- 8.1 After hearing all the evidence, the PUC shall meet in closed session to:
- a) consider the evidence;
 - b) make its findings using a balance of probabilities standard (i.e., the claim against the student is more likely to be true than not true based on the evidence presented);
 - c) if the allegations are established to the satisfaction of the PUC, determine the appropriate disposition of the matter; and
 - d) if the allegations are not established to the satisfaction of the PUC, dismiss the matter and/or make any other recommendation that the PUC deems appropriate.

8.2 The PUC may make any disposition it deems appropriate in the circumstances. Without limiting the generality of the foregoing, the following options, alone or in combination, may be recommended to the Dean:

- a) determine that no further action be taken;
- b) allow the student to remain in the program and attach conditions prescribing future conduct by the student. Such conditions to remain in effect for any period of time the PUC deems appropriate;
- c) reprimand the student in writing;
- d) order that the written reprimand be recorded on the student's academic history/transcript for a period of up to five (5) years;
- e) require that a written apology and/or retraction be made;
- f) require the student to withdraw from the Faculty for a specified period of time;
- g) expel the student from the Faculty indefinitely;
- h) attach conditions that must be fulfilled before any application for re-admission to the Faculty will be considered; and/or
- i) expel the student from the Faculty with no right to apply for re-admission to the Faculty.

8.3 Sections 8.2 (f), (g), (h), and (i) may be noted on the student's history/transcript.

8.4 At the time of graduation, the student may request to the PUC to have the notation removed from the transcript.

8.5 The disposition of the PUC shall be conveyed in writing to the student, the Student Advocate, and/or the designated representative of the student where applicable, with copies to the Dean of the Faculty, the appropriate Associate Dean, if deemed appropriate, the Director of the School Experiences Office.

9.0 Appeals

9.1 If the student wishes to appeal a disposition of the PUC (including any notation on their transcript), such appeal may be made to the Senate Committee on Appeals in accordance with the procedures of that body.

9.2 In the event of an appeal, the PUC may recommend that the implementation of the decision be suspended until such time as the Senate Academic Appeals Committee has disposed of the matter.

9.3 Notwithstanding the above, if the President of the University is satisfied that it is in the best interests of the University, the President may at any time make an order, subject to final disposition of the appropriate review authority, suspending the student from participating in any program of the University.

10.0 Records

A record of any finding of professional unsuitability and/or disposition related thereto shall be kept on the student's academic file. All information relating to the case shall be retained confidentially in the Dean's office for one (1) year after the appeal period has ended. After that date, all documents related to the matter will be destroyed.

11.0 Amendments

This bylaw may be amended by Senate alone, or by Senate after approval of such amendment(s) by the Education Faculty Council.

12.0 Review

12.1 Formal bylaw reviews will be conducted every ten (10) years.

12.2 In the interim, this bylaw may be revised or rescinded if the Approving Body deems necessary.

12.3 If this bylaw is revised or rescinded, all Secondary Documents will be reviewed as soon as reasonably possible in order to ensure they:

- (a) comply with the revised bylaw; or
- (b) or are, in turn, rescinded.

13.0 Cross References

Cross referenced to:

- 1) Professional Unsuitability Referral Form [Appendix 1]
- 2) University of Manitoba Act – Article 16(1)d

Report of the Senate Committee on Instruction and Evaluation RE: Revised Essential Skills and Abilities (Technical Standards) for Admission, Promotion and Graduation in the MD Program in Medicine, Max Rady College of Medicine, Rady Faculty of Health Sciences

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 April 18, 2019 SCIE considered the proposed revision to the Essential Skills and Abilities (Technical Standards) for Admission, Promotion and Graduation in Medicine, Max Rady College of Medicine, Rady Faculty of Health Sciences.

Observations:

1. The proposed revisions resulted from a review of the technical standards in response to an Association of American Medical Colleges publication called *Accessibility, Inclusion, and Action in Medical Education: Lived Experience of Learners and Physicians with Disabilities*, which included a strong recommendation that language be more inclusive, and that technical standards emphasize functional requirements and how these requirements can be met.
2. The five categories of essential skills being proposed are:
 - a) Observation and Perception Skills
 - b) Communication Skills
 - c) Motor Skills
 - d) Intellectual-Conceptual and Integrative Skills
 - e) Behavioural Attributes, Social Skills and Professional Expectations
3. The first three categories of essential skills could be demonstrated with or without accommodations that may include the use of assistive technology. Students seeking accommodations would be required to register with Student Accessibility Services, and would follow the Student Accessibility Procedure.
4. The following revisions would be made to include the Masters of Physician Assistant Studies Program:
 - a) The policy would be renamed *Essential Skills and Abilities (Technical Standards) for Admission, Promotion and Graduation in Medicine*.
 - b) Section 1.3 would be added, which includes a statement that graduates of the Masters of Physician Assistant Program are awarded their degree from the Faculty of Graduate Studies, and must meet the CPSM Physician Assistant requirements in order to practice in Manitoba.
 - c) A number of editorial changes have been made throughout the document to include reference to the Masters of Physician Assistant Studies Program and/or students.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the proposed revisions to the Essential Skills and Abilities (Technical Standards) for Admission, Promotion and Graduation in Medicine, Max Rady College of Medicine, Rady Faculty of Health Sciences, effective immediately.

Respectfully submitted,

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

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

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

Preamble

1. The Faculty of Graduate Studies (FGS) has responsibility for all matters relating to the submission of graduate course, curriculum, program and regulation changes. Recommendations for such are submitted by the Faculty Council of Graduate Studies for the approval of Senate.
2. The Faculty Council of Graduate Studies met on the above date to consider an Essential Skills and Abilities statement from the College of Medicine, which follows this report.

Observations

1. The Cooper Commission Implementation Working Group endorsed a proposed graduate program Essential Skills and Abilities Report for the **College of Medicine: Master of Physician Assistant Studies** dated November 15, 2018.

Recommendations

The Faculty Council of Graduate Studies recommends THAT: the Essential Skills & Abilities statement from the Implementation Working Group for the Cooper Commission Report for the unit listed below be approved by Senate:

College of Medicine

Respectfully submitted,

Dr. Todd A. M. Mondor, Chair
Faculty Council Committee

/ak



UNIVERSITY
OF MANITOBA

Office of the University Secretary
312 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2
Fax (204) 474-7511

DATE: November 15, 2018

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

FROM: Co-Chairs of the Implementation Working Group for the Cooper Commission Report,
Mr. Jeff M. Leclerc, University Secretary
Ms. Carolyn Christie, Director, Student Accessibility Services

RE: Revised Essential Skills and Abilities, Medicine

At the September 2017 meeting of the Senate Executive Committee, the Committee charged the Implementation Working Group for the Cooper Commission Report with reviewing draft BFAR statements before these are submitted for approval.

Please find attached, for consideration by the Faculty Council of Graduate Studies, a proposal from the Max Rady College of Medicine, to revise the *Essential Skills and Abilities (Technical Standards) for Admission, Promotion and Graduation in the MD Program in Medicine*. The application of the policy would be expanded to include students in the Master of Physician Assistant Studies (M.P.A.S.) program and would be renamed, "*Essential Skills and Abilities (Technical Standards) for Admission, Promotion and Graduation in Medicine*." The proposal was reviewed by the Implementation Working Group at its meetings on May 11, September 26, and October 31, 2018, and by the College Executive Council of Medicine, on August 21, 2018.

If you require additional information, please contact Shannon Coyston, Associate University Secretary (Senate), or either of the Co-Chairs of the Implementation Working Group.

/sc

cc: Dean B. Postl
Prof. I. Jones
Ms. A. Kailer
Ms. M.
Langhan Prof.
B. Martin Prof.
I. Ripstein Dr.
M. Torchia



Max Rady College of Medicine Policy

Policy Name:	Essential Skills and Abilities (Technical Standards) for Admission, Promotion and Graduation in Medicine
Application/Scope:	Candidates for Admission, Promotion or Graduation in the MD and the MPAS Program
Approved (Date):	April 2009
Review Date:	One year from the last revised date
Revised (Date):	[to be updated]
Approved By:	Reviewed at Dean's Council, Max Rady College of Medicine: June 19, 2018 Reviewed at MPAS Curriculum Committee: June 22, 2018 Reviewed at UGME Curriculum Executive Committee: July 3, 2018 College Executive Council, Max Rady College of Medicine: August 21, 2018 Faculty of Graduate Studies: [date] Senate: [date]

1. **PURPOSE**

- 1.1 The Max Rady College of Medicine at the University of Manitoba is responsible to society to provide a program of study so that graduates have the knowledge, skills, professional behaviours, and attitudes necessary to enter the regulated practice of medicine in Canada. Graduates must be able to diagnose and manage health problems, and provide comprehensive, compassionate care to patients across the spectrum of the health care system. Accordingly, students must possess the cognitive, communication, sensory, motor, and social skills necessary to interview, examine, and counsel patients, and competently complete certain technical procedures in a reasonable time, all the while ensuring patient safety.
- 1.2 In addition to obtaining an MD degree and completing an accredited residency training program, an individual must pass the examinations of the Medical Council of Canada in order to be eligible for licensure to practise medicine. Prospective candidates should be aware that cognitive, physical examination, management skills, communication skills, and professional behaviours are all evaluated in timed simulations of patient encounters. Critical skills needed for the successful navigation of core experiences are outlined below, and are referred to as technical standards.
- 1.3 Graduates of the Masters of Physician Assistant Program (MPAS) are awarded their degree from the Faculty of Graduate Studies and must meet the CPSM Physician Assistant requirements to practise in Manitoba. Prospective candidates should be aware that all categories of skills and abilities are evaluated in timed simulations of patient encounters.
- 1.4 On occasion, reasonable accommodations may be required by individual candidates to meet these technical standards. Requests for University-provided accommodations will be granted if the requests are reasonable, do not cause a fundamental alteration of the medical education program, do not cause an undue hardship on the University, are consistent with the standards of the medical profession, and are recommended by Student Accessibility Services of the University of Manitoba. The Max Rady College of Medicine is required to follow the Accessibility Policy and Student Accessibility Procedure.

2. POLICY STATEMENTS

2.1 All students must have the following essential skills and abilities (“Technical Standards”):

Observation and Perception Skills: A student must be able to acquire required information as presented through demonstrations and experiences in the basic sciences. The student must also participate progressively in patient encounters and observe a patient accurately and acquire relevant health and medical information from written and electronic documents, images, and digital or analog representations of physiologic data. The required observation and information acquisition and analysis necessitate the functional use of visual, auditory and somatic sensation. Candidates may demonstrate the ability to acquire essential observational information with or without accommodation that may include the use of assistive technology.

Communication Skills: In the course of study for the MD and MPAS degree the student must be able to progressively create rapport and develop therapeutic relationships with patients and their families, and establish effective communication with all members of the medical school community and healthcare teams. A student must be able to effectively elicit and clarify information from individuals and groups of individuals. A student must also be able to progressively acquire the ability to coherently summarize and effectively communicate a patient’s condition and management plan verbally, and in written and electronic form. Candidates may demonstrate effective communication with patients and teams with or without accommodation that may include the use of assistive technology.

Motor Skills: A student must possess sufficient motor function to develop the skills required to safely perform a physical examination on a patient, including palpation, auscultation, percussion, and other diagnostic maneuvers. The examination must be done independently and competently in a timely fashion. Such actions may require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch. A student must be able to execute motor movements reasonably required to attain the skills necessary to perform diagnostic procedures, and provide general and emergency medical care to patients in outpatient, inpatient and surgical venues. Candidates may demonstrate the ability to complete and interpret physical findings with or without accommodation that may include the use of assistive technology.

Intellectual-Conceptual and Integrative Skills: A student must demonstrate higher-level cognitive abilities necessary to measure, calculate, and reason in order to conceptualize, analyze, integrate and synthesize information. In addition, the student must be able to comprehend dimensional and visual-spatial relationships. All of these problem-solving activities must be achieved progressively in a timely fashion. These skills must contribute to sound judgment based upon clinical and ethical reasoning.

Behavioural Attributes, Social Skills and Professional Expectations: A student must consistently display integrity, honesty, empathy, compassion, fairness, respect for others, professionalism, and dedication. Students must take responsibility for themselves and their behaviours. The student must promptly complete all assignments and responsibilities attendant not only to the study of medicine, but also to the diagnosis and care of patients. It is essential that a student progressively develop mature, sensitive and effective relationships with patients and their families, all members of the medical school community, and healthcare teams. The student must be able to tolerate the physical, emotional, and mental demands of the program and function effectively under stress. It is necessary to adapt to changing environments, and function in the face of uncertainties that are inherent in the care of patients. A student must care for all individuals in a respectful and effective manner regardless of gender, age, race, sexual orientation, religion, or any other protected status identified in the University of Manitoba Respectful Work and Learning Environment Policy.

- 2.2 All applicants to the undergraduate program of the Max Rady College of Medicine and the MPAS program are required to review this document to assess their ability to meet these standards. All applicants offered admission will be required to acknowledge such review and assessment.
- 2.3 Any candidate for the MD degree or MPAS degree who cannot attain the required skills and abilities through their course of study may be requested to withdraw from the program.
- 2.4 Students requesting accommodation shall register with Student Accessibility Services and follow the process in accordance with the University of Manitoba Student Accessibility Procedure. The Max Rady College of Medicine will consider each Student's accommodation request in accordance with the University of Manitoba Student Accessibility Procedure. Given the clinical nature of our programs, additional time may be needed to implement accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged.
- 2.5 Students are expected to complete the MD degree within four years. Students may request an extension of time within which to complete the MD program; such requests are considered on a case-by-case basis. Students should refer to the UGME Promotion and Failure Policy for guidance. The MPAS degree requirements are identified in the MPAS Supplemental Regulations.
- 2.6 Regulations are issued from time to time by the Medical Council of Canada regarding the accommodation of candidates undertaking examinations as a component of eligibility for licensure: such regulations are supplemental to general information available to all candidates. Accordingly students are encouraged to contact the Medical Council of Canada regarding accommodations for disability.

3. **REFERENCES**

- 3.1 This policy document is guided by the following AAMC documents including:
 - Special Advisory Panel on Technical Standards for Medical School Admission. 1979.
 - Medical Students with Disabilities: A Generation of Practice. 2005.
 - Accessibility, Inclusion, and Action in Medical Education Lived Experiences of Learners and Physicians with Disabilities. March 2018.
- 3.2 The following documents have been reviewed in the creation of this policy:
 - The Council of Ontario Faculties of Medicine (COFM) Policy Document: Essential Skills and Abilities Required for Entry to a Medical Degree Program. October 2016.
 - The University of Michigan Medical School Technical Standards 2016
 - Medical Schools' Willingness to Accommodate Medical Students with Sensory and Physical Disabilities: Ethical Foundations of a Functional Challenge to "Organic" Technical Standards. McKee M et al.
- 3.3 Medical Council of Canada: <https://mcc.ca/>
- 3.4 Student Accessibility Services: <http://umanitoba.ca/student/saa/accessibility/>
- 3.5 The University of Manitoba Accessibility Policy: http://umanitoba.ca/admin/governance/media/Accessibility_Policy_-_2017_09_01.pdf
- 3.6 The University of Manitoba Student Accessibility Procedure: http://umanitoba.ca/admin/governance/media/Student_Accessibility_Procedure_-_2017_09_01.pdf

3.7 UGME Promotion and Failure

Policy: [http://umanitoba.ca/faculties/health_sciences/medicine/education/undergraduate/media/Promotion_and_Failure_Policy_Final\(1\).pdf](http://umanitoba.ca/faculties/health_sciences/medicine/education/undergraduate/media/Promotion_and_Failure_Policy_Final(1).pdf)

4. POLICY CONTACT

Please contact the Associate Dean, Undergraduate Medical Education or the Director, Master of Physician Assistant Studies with any questions respecting this policy.



Max Rady College of Medicine Policy

Policy Name:	Essential Skills and Abilities (Technical Standards) for Admission, Promotion and Graduation in the MD Program in Medicine
Application/Scope:	Candidates for Admission, Promotion or Graduation in the MD and the MPAS Program
Approved (Date):	April 2009
Review Date:	June 2014 November 2022 <u>One year from the last revised date</u>
Revised (Date):	September 12 November 2017 <u>[to be updated]</u>
Approved By:	Faculty Executive Council Reviewed at Dean's Council, Max Rady College of Medicine: June 19, 2018 Reviewed at MPAS Curriculum Committee: June 22, 2018 Reviewed at UGME Curriculum Executive Committee: July 3, 2018 College Executive Council, Max Rady College of Medicine: August 21, 2018 Faculty of Graduate Studies: [date] Senate: [date]

1. **PURPOSE**

- 1.1 The Faculty of Medicine **Max Rady College of Medicine** at the University of Manitoba is responsible to society to provide a program of study so that graduates have the knowledge, skills, professional behaviours, and attitudes necessary to enter the regulated practice of medicine in Canada. Graduates must be able to diagnose and manage health problems, and provide comprehensive, compassionate care to patients across the spectrum of the health care system. ~~Accordingly, students in the MD and Physician Assistant (PA) programs must interface with patients regardless of the patient's age, gender, race, culture, and other personal life circumstances. Accordingly, s~~Students must ~~also~~ possess the cognitive, communication, sensory, motor, and social skills necessary to interview, examine, and counsel patients, and competently complete certain technical procedures in a reasonable time, all the while ensuring patient safety.
- 1.2 In addition to obtaining an MD degree and completing an accredited residency training program, an individual must pass the examinations of the Medical Council of Canada in order to be eligible for licensure to practice medicine. Prospective candidates should be aware that cognitive, physical examination, management skills, communication skills, and professional behaviours are all evaluated in timed simulations of patient encounters. Critical skills needed for the successful navigation of core experiences are outlined below, and are referred to as technical standards.
- 1.3 Graduates of the Masters of Physician Assistant Program (MPAS) are awarded their degree from the Faculty of Graduate Studies and must meet the CPSM Physician Assistant requirements to practice in Manitoba. Prospective candidates should be aware that ~~cognitive, physical examination, management skills, communication skills, and professional behaviors~~all categories of skills and abilities are all evaluated in timed simulations of patient encounters.**
- ~~1.3.1~~ **1.4** On occasion, reasonable accommodations may be required by individual candidates to meet these technical standards. Requests for University-provided accommodations will be granted if the requests are reasonable, do not cause a fundamental alteration of the medical education program, do not cause an undue hardship on the University, are consistent with the standards of the medical profession, and are recommended by Student Accessibility Services of the University of Manitoba. The Max Rady College of Medicine is required to follow the Accessibility Policy and Student Accessibility Procedure.

2. POLICY STATEMENTS

2.1 All students must have the following essential skills and abilities required Skills and Abilities
(**Technical Standards**): The skills and abilities are grouped in five broad areas:

Observation/Perception

~~A student must be able to participate in learning situations and acquire information through Observation and Perception by the use of senses and mental abilities. In particular, a student must participate progressively in patient encounters and acquire information through visual, auditory and somatic sensation.~~

Observation and Perception Skills: A student must be able to acquire required information as presented through demonstrations and experiences in the basic sciences. The student must also participate progressively in patient encounters and observe a patient accurately and acquire relevant health and medical information from written and electronic documents, images, and digital or analog representations of physiologic data. The required observation and information acquisition and analysis necessitate the functional use of visual, auditory and somatic sensation. Candidates may demonstrate the ability to acquire essential observational information with or without accommodation that may include the use of assistive technology.

Communication Skills: ~~A student must be able to speak, to hear, and to observe individuals or groups of individuals in order to effectively and efficiently elicit and clarify information.~~ In the course of study for the MD and MPAS degree the student must be able to progressively create rapport and develop therapeutic relationships with patients and their families, and establish effective ~~C~~ommunication with all members of the medical school community and healthcare teams. A student must be able to effectively elicit and clarify information from individuals and groups of individuals. A student must also be able to progressively acquire the ability to coherently summarize and effectively communicate a patient's condition and management plan verbally, and in written and electronic form. Candidates may demonstrate effective communication with patients and teams with or without accommodation that may include the use of assistive technology.

Motor/Tactile Function Skills: A student must possess sufficient ~~M~~motor function to develop the skills required to safely perform a physical examination on a patient, including palpation, auscultation, percussion, and other diagnostic maneuvers. The examination must be done independently and competently in a timely fashion. Such actions may require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch. A student must possess sufficient Mmotor function and sensory function in order to be able to use common diagnostic aids or instruments (e.g., ophthalmoscope, otoscope, sphygmomanometer, stethoscope), either directly or in an adaptive form. A student must be able to execute ~~M~~motor movements reasonably required to attain the skills necessary to perform diagnostic procedures, and provide general and emergency medical care to patients in outpatient, inpatient and surgical venues. Candidates may demonstrate the ability to complete and interpret physical findings with or without accommodation that may include the use of assistive technology.

CognitionIntellectual-Conceptual and Integrative Skills: A student must demonstrate higher-level cognitive abilities necessary to measure, calculate, and reason in order to conceptualize, analyze, integrate and synthesize information. In addition, the student must be able to comprehend dimensional and visual-spatial relationships. All of these problem-solving activities must be achieved progressively in a timely fashion. These skills must contribute to sound judgment based upon clinical and ethical reasoning.

- ProfessionalismBehavioural Attributes, Social Skills and Professional Expectations:** A student must consistently display integrity, honesty, empathy, compassion, fairness, respect for others, professionalism and dedication. ~~A s~~Students must take responsibility for ~~himself/herselfthemselves~~ and their behaviours. The student must promptly complete

all assignments and responsibilities attendant not only to the study of medicine, but also to the diagnosis and care of patients. It is essential that a student progressively develop mature, sensitive and effective relationships with patients and their families, all members of the medical school community, and healthcare teams. The student must be able to tolerate the physical, emotional, and mental demands of the program and function effectively under stress. It is necessary to adapt to changing environments, and function in the face of uncertainties that are inherent in the care of patients. A student must care for all individuals in a respectful and effective manner regardless of gender, age, race, sexual orientation, religion, or any other protected status identified in the University of Manitoba Respectful Work and Learning Environment Policy.

~~2.1 Some skills may be achieved with reasonable accommodation. Where necessary, reference should be made to the Faculties **Max Rady College of Medicine** Accommodation for Undergraduate Medical Students with Disabilities policy.~~

2.2 All applicants to the undergraduate program of the Max Rady College of Medicine and the MPAS programs ~~program of the Faculty of Medicine of the Max Rady College of Medicine~~ are ~~expected~~ **required** to review this document to assess their ability to meet these standards. All applicants offered admission will be required to acknowledge such review and assessment.

2.3 Any candidate for the MD degree or **MPAS degree** who cannot attain the required skills and abilities through their course of study may be requested to withdraw from the program.

~~2.4~~ Students requesting accommodation shall register with Student Accessibility Services and follow the process in accordance with the University of Manitoba Student Accessibility Procedure. The Max Rady College of Medicine will consider each Student's accommodation request in accordance with the University of Manitoba Student Accessibility Procedure. Given the clinical nature of our programs, additional time may be needed to implement accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged.

~~2.4 Students who anticipate requiring disability-related accommodation are responsible for notifying the Faculty of Medicine **Max Rady College of Medicine or Student Accessibility Services** in a timely and proactive fashion at the time of application, or at any time throughout their **Undergraduate Medical Education or Physician Assistant Program.**~~

2.5 Students are expected to complete the MD degree within four years. Students ~~with a disability~~ may request an extension of time within which to complete the MD program; such requests are considered on a case-by-case basis. Students should refer to the UGME Promotion and Failure Policy for guidance. **The MPAS degree requirements are identified in the MPAS Supplemental Regulations.**

2.6 Regulations are issued from time to time by the Medical Council of Canada regarding the accommodation of candidates undertaking examinations as a component of eligibility for licensure: such regulations are supplemental to general information available to all candidates. Accordingly students are encouraged to contact the Medical Council of Canada regarding accommodations for disability.

~~2.7 This policy will be reviewed every five years following the approval date.~~

3. **REFERENCES**

3.1 This policy document is guided by the 1979 following AAMC documents including:

- Special Advisory Panel on Technical Standards for Medical School Admission. 1979.
- Medical Students with Disabilities: A Generation of Practice. 2005.

- Accessibility, Inclusion, and Action in Medical Education Lived Experiences of Learners and Physicians with Disabilities. March 2018.
-report entitled Special Advisory Panel on Technical Standards for Medical School Admission, and adapted from the 2003 policy document of the Council of Ontario Faculties of Medicine entitled Essential Skills and Abilities Required for the Study of Medicine.

3.2 The following documents have been reviewed in the creation of this policy:

- The Council of Ontario Faculties of Medicine (COFM) Policy Document: Essential Skills and Abilities Required for Entry to a Medical Degree Program. October 2016.
- The University of Michigan Medical School Technical Standards 2016
- Medical Schools' Willingness to Accommodate Medical Students with Sensory and Physical Disabilities: Ethical Foundations of a Functional Challenge to "Organic" Technical Standards. McKee M et al.

3.3 Medical Council of Canada Medical Council of Canada: <https://mcc.ca/>

3.4 Student Accessibility Services: <http://umanitoba.ca/student/saa/accessibility/>

3.5 The University of Manitoba Accessibility Policy:
http://umanitoba.ca/admin/governance/media/Accessibility_Policy_-_2017_09_01.pdf

3.6 The University of Manitoba Student Accessibility Procedure:
http://umanitoba.ca/admin/governance/media/Student_Accessibility_Procedure_-_2017_09_01.pdf

3.7 UGME Promotion and Failure Policy:
[http://umanitoba.ca/faculties/health_sciences/medicine/education/undergraduate/media/Promotion_and_Failure_Policy_Final\(1\).pdf](http://umanitoba.ca/faculties/health_sciences/medicine/education/undergraduate/media/Promotion_and_Failure_Policy_Final(1).pdf)

3.1 ~~College of Physician and Surgeons of Manitoba Registration and Licensure <http://cpsm.mb.ca/registration>~~

3.2 ~~UGME Policy & Procedures - Accommodation for Undergraduate Medical Students with Disabilities~~

4. **POLICY CONTACT**

Please contact the Associate Dean, ~~Students~~ Undergraduate Medical Education GME or the Director, Master of Physician Assistant Studies with any questions respecting this policy.

Report of the Senate Committee on Instruction and Evaluation RE: Proposed Conscience-Based Exemptions Policy, Max Rady College of Medicine, Rady Faculty of Health Sciences

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 February 14, 2019 SCIE considered the proposed Conscience-Based Exemptions Policy from the Max Rady College of Medicine, Rady Faculty of Health Sciences.

Observations:

1. The Conscience-Based Exemptions Policy is currently in use, but was not previously approved by Senate.
2. The purpose of the policy is to accommodate Conscience-Based Objections in the Max Rady College of Medicine; ensure health and safety of patients notwithstanding any Conscience-Based Objections; ensure Learners meet the Program Objectives of their medical education program and to set out a process for approval and administration of Conscience-Based Exemptions.
3. In the policy, Learners is defined as "registrants in the programs offered by the University of Manitoba's Max Rady College of Medicine (e.g., undergraduate, postgraduate, and physician assistant programs)."
4. In order to be granted, a Conscience-Based Exemption must be compliant with the University of Manitoba's *Respectful Work and Learning Environment Policy*, *The Human Rights Code* (Manitoba) and the *Code of Ethics of the College of Physicians*. Also, the Learner must continue to be able to meet the Program Objectives.
5. If a request for a Conscience-Based Exemption cannot be addressed at the program level, the College of Medicine will establish an ad hoc committee to receive and review the unresolved request. If the request is denied, the Learner may appeal to the College Academic Appeals Committee.

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the proposed Conscience-Based Exemptions Policy, Max Rady College of Medicine, Rady Faculty of Health Sciences, effective immediately.

Respectfully submitted,

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

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

Preamble

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

Observations

1. The Max Rady College of Medicine is updating its **Conscience-Based Exemptions Policy** to clarify what is required of students, and to make the policy consistent with current terminology in the College of Physicians and Surgeons and their accrediting bodies. The **Conscience-Based Exemptions Policy** affects all learners in the Max Rady College of Medicine.

Recommendations

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

Max Rady College of Medicine

Respectfully submitted,

Dr. Todd A. Mondor, Chair
Faculty Council of Graduate Studies

MEMORANDUM

Date: May 21, 2019

To: Shannon Coyston, Associate University Secretary (Senate)

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



Re: **Conscience-Based Exemptions Policy - Max Rady College of Medicine**

Further to your memo dated May 3, 2019, please find enclosed a revised draft policy to address questions raised by Senate Executive as well as some wording suggestions from the College of Physicians and Surgeons of Manitoba (CPSM). Both a tracked version, and a version with accepted changes, are included for your reference. The policy was recommended for approval by the Senate Committee on Instruction and Evaluation on February 14, 2019.

Request for Additional Information:

We are providing some additional information further to the four points raised in your memo.

As a general comment, it is important to be aware that learners within the Max Rady College of Medicine are registered with the CPSM. Therefore, policy within the Max Rady College of Medicine needs to be consistent with the CPSM and its requirements.

(1) Question from Senate Executive:

“First, the College is asked to address a concern that the definition of conscience-based objection in the proposed policy is broader than in human rights legislation, which does not identify ethical or core moral beliefs as protected characteristics. Recognizing that the University has a duty to accommodate religious beliefs, the Committee asked for clarification of both human rights legislation and jurisprudence with respect to the need to accommodate ethical and core moral beliefs.”

Response of the Max Rady College of Medicine:

The CPSM has provided an opinion about this policy vis-à-vis human rights legislation:

“Two legal cases provide guidance on how conscience based exemptions are perceived under the law. *Carter v. Canada* 2015 SCC 5, is the seminal case of the Supreme Court of Canada on providing medical assistance in dying. *Christian Medical and Dental Society of Canada v College of Physicians and Surgeons of Ontario* 2018 ONSC 579 is another case on providing medical assistance in dying. Both cases provide extensive guidance.”

Links to the two cases are:

<https://www.canlii.org/en/ca/scc/doc/2015/2015scc5/2015scc5.html?autocompleteStr=carter%20&autocompletePos=2>

<https://www.canlii.org/en/on/onscdc/doc/2018/2018onsc579/2018onsc579.html?autocompleteStr=christian%20medica&autocompletePos=2>

Additionally, the CPSM's Standards of Practice, Part J, notes a conscience-based objection is based on a member's "personal values or beliefs". We believe the draft policy is consistent with the language of the CPSM.

As well, under Policy #I-13 of the Manitoba Human Rights Commission, the concepts of "religion or creed, or religious belief, religious association or religious activity" are to be given a broad and purposive interpretation. In particular, "religion" or "creed" means beliefs that are:

- *freely, deeply and sincerely held;*
- *integrally linked to a person's identity;*
- *based in a comprehensive and particular system of beliefs that addresses questions of human existence or the divine;*
- *consisting of a set of practices and activities that govern a person's conduct, and*
- *including an association to an organization or community that shares the belief system.*

<http://manitobahumanrights.ca/v1/education-resources/resources/pubs/board-of-commissioner-policies/i-13.pdf>

The Human Rights Commission's policy respecting the duty to reasonably accommodate a religious belief is found at:

<http://www.manitobahumanrights.ca/v1/education-resources/resources/policies-pages/policies-g-3.html>

(2) Question from Senate Executive:

"Second, a concern was raised that the proposed policy does not obligate a learner who is granted a conscience-based exemption to refer a patient to a clinical preceptor, supervising physician, or another healthcare professional, as appropriate."

Response from the Max Rady College of Medicine:

The CPSM has advised, "The senate should be aware that this is consistent with the CPSM Standard of Practice and is to be considered with the additional requirements about member obligations in this scenario."

Specifically, Part J of the Standards of Practice of CPSM provides:

"12(3) On the grounds of a conscience-based objection, a member who receives a request about a medical treatment or procedure that a patient needs or wants may refuse to:

- (a) Provide it;
- (b) Personally offer specific information about it; or
- (c) Refer the patient to another member who will provide it."

Therefore, we believe the draft policy is consistent with the CPSM Standard of Practice.

(3) Question from Senate Executive:

“With respect to point (ii), it was noted that the policy was not clear that the College of Medicine had responsibility to provide a patient with medical services and/or information requested, where a learner granted a conscience-based exemption was not required to make a referral.”

Response from the Max Rady College of Medicine:

The draft policy relates to learners and their ability to be granted a Conscience-Based Exemption with associated obligations. It is not a responsibility of the College of Medicine to provide a patient with medical services and/or information requested in the case of a Conscience-Based Exemption. Obligations relating to the most responsible physician are found in the CPSM Standards of Practice, Code of Ethics and Practice Directions.

(4) Question from Senate Executive:

“Finally, the Committee requested that Senate be provided with the web link to the recently updated *College of Physicians and Surgeons of Manitoba, Ethical Standard and Professional Conduct*.”

Response from the Max Rady College of Medicine

Below are the updated weblinks. They are also updated in the draft policy:

College of Physicians and Surgeons of Manitoba, Practice Directions

<https://cpsm.mb.ca/about-the-college/practice-directions>

College of Physicians and Surgeons of Manitoba, Code of Ethics

<https://cpsm.mb.ca/cj39alckF30a/wp-content/uploads/ByLaws/Code%20of%20Ethics.pdf>

College of Physicians and Surgeons of Manitoba, Standards of Practice

<https://cpsm.mb.ca/about-the-college/standards-of-practice-of-medicine>

Revisions:

The following revisions were made to the draft policy presented to Senate Executive:

- The previous 1.3 moved to now be the first statement (1.1) so that it is clear the purpose is that the health and safety of patients is ensured, notwithstanding a Conscience-Based Objection (per CPSM suggestion);
- 2.3 (b) revised to be consistent with CPSM language (per CPSM suggestion);
- 3.2 (a) revised to be more specific (per CPSM suggestion);
- 3.3 Addition of language around appeal mechanism (per CPSM suggestion);
- 3.6 revised to reference all applicable CPSM documents and the general standards of the medical profession (per CPSM suggestion);
- 5.4, 5.5. and 5.6 revised to update the new CPSM links.

Application:

This policy applies to all learners in the Max Rady College of Medicine.

Approval:

We are requesting approval by Senate.

Copy: A. Ziomek, Registrar, College of Physicians and Surgeons of Manitoba
M. West, Associate Dean, Professionalism, Max Rady College of Medicine
J. Gruber, Director, Equity, Diversity and Inclusion, Rady Faculty of Health Sciences
M. Langan, Director, Planning & Priorities, Rady Faculty of Health Sciences

Encls.



Max Rady College of Medicine Policy

Policy Name:	Conscience-Based Exemptions
Application/ Scope:	Learners in the Max Rady College of Medicine
Approved (Date):	April 10, 2013
Review Date:	10 years from the revised date
Revised (Date):	[To be completed]
Approved By:	College Executive Council, Max Rady College of Medicine: August 21, 2018 Faculty of Graduate Studies: December 13, 2018 Senate: [insert date]

1. **PURPOSE**

- 1.1 To ensure the health and safety of patients through timely and acceptable medical care notwithstanding any Conscience-Based Objections or Conscience-Based Exemptions;
- 1.2 To accommodate the Conscience-Based Objections of Learners in the Max Rady College of Medicine;
- 1.3 To ensure Learners meet the Program Objectives of their medical education program;
- 1.4 To set out a process for approval and administration of Conscience-Based Exemptions.

2. **DEFINITIONS**

- 2.1 Learners: registrants in the programs offered by The University of Manitoba's Max Rady College of Medicine (e.g., undergraduate, postgraduate, and physician assistant programs).
- 2.2 Conscience-Based Objection: An objection, by a Learner, to participation in certain health care activities related to their medical education program, based on ethical, religious or core moral beliefs.
- 2.3 Conscience-Based Exemption: An approved exemption, for a Learner, based on ethical, religious or core moral beliefs from:
 - (a) participation in certain health care activities;
 - (b) a personal offer of specific information about it; and/or
 - (c) referral of the patient to a physician who will provide the health care activities.

- 2.4 Program Objectives: The bona-fide academic requirements and/or essential competency requirements of a medical education program of the Max Rady College of Medicine, including core goals, objectives and competencies required to meet the current standard of care requirements.

3. POLICY STATEMENTS

- 3.1 A Conscience-Based Objection shall be accommodated by granting a Conscience-Based Exemption, subject to the provisions of this Policy.
- 3.2 A Conscience-Based Exemption shall be granted if:
- (a) the Conscience-Based Objection is in compliance with the University of Manitoba's Respectful Work and Learning Environment Policy, *The Human Rights Code* (Manitoba) and the Code of Ethics of the College of Physicians and Surgeons of Manitoba taking into consideration the College of Physicians and Surgeons policy on Conscience-Based Objections; and
 - (b) the Learner continues to be able to meet the Program Objectives.
- 3.3 Any Learner unable to meet the Program Objectives due to a Conscience-Based Objection for which a Conscience-Based Exemption is denied may be required to withdraw from the program or may be dismissed in accordance with applicable promotion and failure requirements. The Learner may appeal to the College Academic Appeals Committee.
- 3.4 A Learner who is granted a Conscience-Based Exemption must provide timely information to the Learner's clinical preceptor or supervising physician so as to ensure that all patients continue to have all available information relating to their treatment options and health care needs, notwithstanding the Learner's Conscience Based Objection.
- 3.5 A Learner must not promote his or her ethical, religious or core moral beliefs respecting the Conscience-Based Objection when interacting with patients.
- 3.6 A Conscience-Based Exemption does not relieve a Learner from his or her professional responsibilities, including:
- (a) To meet the Program Objectives including the current standard of timely and acceptable medical care;
 - (b) To meet the standards of practice, the Code of Ethics, and Practice Directions of the College of Physicians and Surgeons of Manitoba;
 - (c) To engage in professional behavior;
 - (d) To meet the general standards of the medical profession.
- 3.7 Notwithstanding a Conscience-Based Exemption, a Learner is responsible to learn and, through standard evaluative practices, demonstrate knowledge of indications, contraindications, benefits and risk pertaining to the procedure or service to which the Learner's Conscience-Based Objection relates.
- 3.8 When a Conscience-Based Exemption prevents a Learner from participation in regular

Program learning activities, the Max Rady College of Medicine will make reasonable efforts to provide alternative learning opportunities to the Learner to ensure all Program Objectives are met.

4 **PROCEDURE STATEMENTS**

- 4.1 A Learner requesting a Conscience-Based Exemption shall submit the request to their program director, or, if applicable, to the Associate Dean, Student Affairs of the Learner's program. Other College representatives may also be consulted (e.g., the Associate Dean of the Learner's program (e.g., UGME; PGME) and/or the College's Associate Dean of Professionalism.
- 4.2 If the request for a Conscience-Based Exemption cannot be addressed by the Learner's program director in consultation with College Associate Deans as applicable, College of Medicine shall establish an ad hoc committee ("Committee") from its membership to receive and review the unresolved request from the Learner for consideration of a Conscience-Based Exemption.
- (a) The Committee shall consist of, at a minimum,
 - a. a Clinician;
 - b. an Individual with training in medical ethics; and
 - c. a Learner.
 - (b) The Committee shall have the authority to grant or deny a Conscience-Based Exemption based on the Conscience-Based Objection.
 - (c) The Committee shall advise the Learner's program director (and Associate Dean as applicable) regarding the granting of a Conscience-Based Exemption.
- 4.3 If a Conscience-Based Exemption is denied by the Committee, or otherwise in accordance with Section 3.9, the Learner may appeal to the College Academic Appeals Committee.
- 4.4 No Learner shall be subject to intimidation, harassment or discrimination based on any Conscience-Based Objection or Conscience-Based Exemption.
- 4.5 The Max Rady College of Medicine shall inform the applicable Health Authority if a postgraduate Learner has been granted a Conscience-Based Exemption.

5. **REFERENCES**

- 5.1 Max Rady College of Medicine Academic Appeals Committee Policy
http://umanitoba.ca/faculties/health_sciences/medicine/media/AcademicAppealsPolicy-ApprovalCEC_October_2016.pdf
- 5.2 The University of Manitoba Respectful Work and Learning Environment Policy
(http://www.umanitoba.ca/governance/governing_documents/community/230.html)
- 5.3 *The Human Rights Code* (Manitoba)
<http://web2.gov.mb.ca/laws/statutes/ccsm/h175e.php>
- 5.4 College of Physicians and Surgeons of Manitoba, Practice Directions

<https://cpsm.mb.ca/about-the-college/practice-directions>

5.5 College of Physicians and Surgeons of Manitoba, Code of Ethics
<https://cpsm.mb.ca/cjj39alckF30a/wp-content/uploads/ByLaws/Code%20of%20Ethics.pdf>

5.6 College of Physicians and Surgeons of Manitoba, Standards of Practice
<https://cpsm.mb.ca/about-the-college/standards-of-practice-of-medicine>

6. POLICY CONTACT

Please contact the Associate Dean, Professionalism with questions respecting this policy.

May 1, 2019

Comments of the Senate Executive Committee RE: Report of the Senate Committee on Instruction and Evaluation concerning a proposed *Conscience-Based Exemptions* policy, Max Rady College of Medicine

At its meetings on March 20 and May 1, 2019, the Senate Executive Committee considered a proposal from the Max Rady College of Medicine to establish a policy on *Conscience-Based Exemptions*. The Committee decided to place the proposal on the Senate Agenda without endorsement.

May 21, 2019

Report of the Senate Committee on University Research Re: Proposal to Establish a Professorship in Endocrinology

Preamble:

1. The terms of reference for the Senate Committee on University Research (SCUR) can be found at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/510.html
2. At its meeting on May 16, 2019, SCUR received for review, a proposal to establish the Professorship in Endocrinology
3. The University of Manitoba Policy for Chairs and Professorships specifies (section 2.14) “In the case of proposals for Chairs and Professorships that are primarily intended to enhance the University’s research programs, the Senate Committee on University Research shall recommend to Senate.”

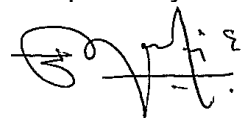
Observations:

1. The Max Rady College of Medicine, Rady Faculty of Health Sciences has proposed a Professorship in Endocrinology.
2. The focus of the Chair is to “provide leadership, scholarship and mentorship in the areas of endocrine and metabolic diseases.”
3. The Chair will be funded by a transfer of funds from the Henry G. Friesen Chair fund in Endocrine and Metabolic Diseases and the Department of Internal Medicine.

Recommendation:

The Senate Committee on University Research recommends THAT: the Professorship in Endocrinology be approved by Senate.

Respectfully submitted,



Digvir Jayas, Chair
Senate Committee on University Research.

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



UNIVERSITY
OF MANITOBA

Office of Provost & Vice-President (Academic)

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

Date: May 7, 2019

To: Digvir Jayas, Vice-President (Research and International)

From: Janice Ristock, Provost and Vice-President (Academic)

Re: Proposal to Create a Professorship in Endocrinology

On behalf of the Max Rady College of Medicine, Rady Faculty of Health Sciences, Dr. Brian Postl has submitted a proposal to create a Professorship in Endocrinology. This Professorship aligns with the priorities of the College, the Faculty, and the University and will support research in the areas of endocrine and metabolic diseases.

The policy on Chairs and Professorships specifies that:

- (1) Professorships are established to advance the University's academic goals and objectives;
- (2) Professorships be funded by way of an endowment or through annual expendable gifts for at least five years, or by a combination of endowment and annual expendable gifts;
- (3) Professorships shall normally be attached to a department, faculty, school, college, centre or institute and the goals of the Professorship shall be consistent with that unit;
- (4) The establishment of a Professorship normally shall not be tied to the appointment of a particular person;
- (5) Individuals appointed to the Professorship shall normally have the academic qualifications commensurate with an appointment at the rank of Assistant Professor, Associate Professor, or Professor; and
- (6) The initial term of the appointment of the Professorship shall be 3 to 5 years, and if renewal is permitted, such renewal shall be subject to a successful performance review and the availability of funds.

The proposed Professorship satisfies the above requirements. Funding will be derived from a \$1.5 million endowment.

I support this proposal from the Rady Faculty of Health Sciences and request that you present it to the Senate Committee on University Research for consideration and recommendation to Senate and, in turn, the Board of Governors.

If you have any questions or concerns, I would be pleased to meet with you.



UNIVERSITY OF MANITOBA | Rady Faculty of Health Sciences

Max Rady College of Medicine
Office of the Dean
A105 Chown Building
753 McDermot Ave
Winnipeg, MB R3E 0T6
Phone: 204-789-3485
Fax: 204-789-3661

April 24, 2019

Dr. Diane Hiebert-Murphy
Vice-Provost (Academic Affairs)
208 Administration Building
University of Manitoba
Winnipeg, MB R3T 2N2

Dear Dr. Hiebert-Murphy,

RE: Establishment of a Professorship in Endocrinology

The Max Rady College of Medicine would like to establish a Professorship in Endocrinology. The Professorship in Endocrinology will provide leadership, scholarship, and mentorship in the areas of endocrine and metabolic diseases.

The Professorship will be funded through an endowment established by the Department of Internal Medicine, through a transfer of unspent allocation from the Henry G. Friesen Chair fund in Endocrine and Metabolic Diseases, and a transfer of unspent allocation from the Department of Internal Medicine's endowed funds.

The Max Rady College of Medicine Executive met and approved this Professorship on April 23, 2019.

Enclosed are Terms of Reference for your approval. I support this proposal enthusiastically and without reservation. I look forward to your response in due course. Please let me know if you require any additional information.

Yours sincerely,

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

Encl.



UNIVERSITY
OF MANITOBA

Rady Faculty of
Health Sciences

Department of Internal Medicine
Office of the Department Head
Max Rady College of Medicine
Health Sciences Centre
GC430-820 Sherbrook Street
Winnipeg MB R3A 1R9

Tel: (204) 787-7772
Fax: (204) 787-4826

May 3, 2019

Max Rady College of Medicine Executive

Re: Proposal for the Establishment of an Endowed Professorship in Endocrinology

Dear Max Rady College of Medicine Executive:

The Department of Internal Medicine seeks to establish an Endowed Professorship in Endocrinology.

This Professorship has been made possible through the transfer of unspent allocation from the Henry G. Friesen Chair fund in Endocrine and Metabolic Diseases, and transfer of unspent allocation from the Department of Internal Medicine's Endowed Funds.

The recipient of this Professorship will provide leadership, scholarship, and mentorship in the areas of endocrine and metabolic diseases. I am pleased to request the establishment of this Professorship.

Enclosed is a proposal for the establishment of this Professorship, for approval by the Max Rady College of Medicine Executive.

Sincerely yours,

Eberhard L. Renner MD FRCPC FAASLD
Professor and Head
Department of Internal Medicine
Medical Director, WRHA Medicine Program
Max Rady College of Medicine, Faculty of Health Sciences
University of Manitoba

ELR/ikr

**PROPOSAL TO ESTABLISH A
PROFESSORSHIP IN ENDOCRINOLOGY
AT THE UNIVERSITY OF MANITOBA**

EXECUTIVE SUMMARY:

In accordance with the procedures and mechanisms for establishing Chairs and Professorships at the University of Manitoba the following is presented requesting the establishment of a Professorship in Endocrinology.

TYPE OF APPOINTMENT: Professorship

AREA: Professorship in Endocrinology

PURPOSE AND OBJECTIVES OF PROFESSORSHIP:

The purpose of the endowed research professorship in endocrinology will be to provide leadership, scholarship, and mentorship in the areas of endocrine and metabolic diseases. Establishment of the professorship will allow the Department of Internal Medicine, Max Rady College of Medicine to:

- promote basic, translational, clinical, and epidemiologic research in areas relevant to endocrinology;
- recruit an early to mid-career Endocrinologist with demonstrated expertise in related research;
- establish and sustain intramural and extramural collaborations, to promote research at the University;
- enhance the University's competitiveness in national and international peer-reviewed competitions for funding for research relevant to endocrinology;
- provide mentorship and opportunities for trainees and new researchers who will pursue careers focused on areas relevant to endocrinology;
- pursue research that will lead to improved health for individuals with endocrine disorders and will ensure that high quality care is available for these individuals in Manitoba.

RELATIONSHIP TO THE PROPOSING UNIT

The Department of Internal Medicine in the Max Rady College of Medicine, Rady Faculty of Health Sciences houses the academic and research activity relating to adult endocrinologic care.

The Department of Internal Medicine values research and the contribution it can make to our students, patients, community and the University – to the point where the Department has contributed more than \$10 million over the past 15 years to various projects. The Department presently has nine endowed research chairs/professorships across the various clinical disciplines within the Department; this professorship will be our first in the field of Endocrinology. The area of focus for the professorship complements our existing chairs and continues to build on our strong research focus.

THE METHOD BY WHICH THE PROFESSORSHIP WILL BE FUNDED:

An endowment fund for a professorship will be created from at least \$1.0 million transfer of unspent allocation from the Henry G. Friesen Chair fund in Endocrine and Metabolic Diseases,

and from a \$0.5 million transfer of unspent allocation from the Department of Internal Medicine's endowed funds.

The revenue generated from this fund will support the salary for the appointee, as well as an appropriate level of unrestricted research support for the Professorship in the form of operating funds depending whether additional funding will be available. In addition, opportunities to leverage these funds will be explored through programs offered by the Vice President Research and International Office for recruitment of new faculty to an endowed professorship.

GENERAL AND SPECIFIC ACADEMIC REQUIREMENTS FOR THE PROFESSORSHIP

In accordance with the Procedures and Mechanisms for establishing Chairs and Professorships at the University of Manitoba, individuals appointed to the *"Professorship in Endocrinology"* shall have the following qualifications:

- Canadian Citizen or permanent resident;
- M.D. (Royal College certified in Endocrinology);
- Holding a current academic appointment at the rank of Assistant Professor, Associate Professor or Professor;
- History of excellence in research as evidenced in high quality research output, successful and promising research projects and programs, and significant contributions to the academic and clinical community at the local, national and/or international level;
- History of mentoring students, junior colleagues and investigators;
- History of effective and productive collaboration with intramural and extramural investigators and institutions.

TERM OF APPOINTMENT:

- The initial term of the appointment will be for five years, with no limit predetermined for the Professorship;
- The incumbent will provide an annual progress report in accordance with the University Policy on Chairs and Professorships. In addition to the reporting requirements stipulated in this policy, the incumbent shall provide an annual report of teaching and research activities to the Dean of the Rady Faculty of Health Sciences and the Head of the Department of Internal Medicine. In turn, the Dean shall provide a copy of the said report to individuals that have specifically requested this information, or it may be used for reporting to donors in university communications.
- Consistent with the Department of Internal Medicine policies, the incumbent will participate in a research review by the department's Research and Faculty Development Committee, chaired by the Department's Associate Head – Research in year two.
- The renewal of the appointment for additional terms will occur in the final year of the term subject to a successful review of the incumbent's performance within the context of the Department of Internal Medicine's Research Review policy; the process of review will be initiated and coordinated by the Head of the Department of Internal Medicine.

A successful performance review will provide evidence of the following:

Program of Research, Scholarly Work and Creative Activities

The Professorship holder is developing or has an established program either individually and/or as a team. There is evidence of leadership.

Knowledge Generation/Communication

1. **Publications** – There is evidence of sustained dissemination of new knowledge that is directed towards the academic and/or healthcare community.
2. **Presentations** – There is evidence of communication of research findings to the academic, professional, or stakeholder community on a regular basis.

Funding

1. **Operating** – There is evidence that the Professorship holder plays a leading role in successful applications to competitive funding organizations individually or as a member of a team.
2. **Student Funding** – The Professorship holder is expected to assist research trainees under their supervision with funding applications.

Student Supervision

The Professorship holder is expected to be involved in successful supervision of research trainees.

OTHER PROVISIONS:

- 1) The selection and appointment of an individual to the proposed Professorship shall be conducted in accordance with the University Policy and Procedures on Chairs and Professorships
- 2) The duties and responsibilities of the individual appointed to the proposed Professorship will be in accordance with the University Policy and Procedures on Chairs and Professorships.
- 3) The Professorship holder will have a cross appointment to an applicable Department for the purpose of graduate training. The incumbent will participate in an appropriate amount of teaching activity, including for undergraduate and post-graduate medical trainees and graduate students, where appropriate.
- 4) The incumbent will acknowledge that she or he holds the Professorship in Endocrinology at the University of Manitoba in all publications, lectures, and any other activity supported by the fund.

May 21, 2019

Report of the Senate Committee on University Research Re: Proposal to Establish a Chair in Clinical Stroke Research

Preamble:

1. The terms of reference for the Senate Committee on University Research (SCUR) can be found at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/510.html
2. At its meeting on May 16, 2019, SCUR received for review, a proposal to establish the Chair in Clinical Stroke Research.
3. The University of Manitoba Policy for Chairs and Professorships specifies (section 2.14) “In the case of proposals for Chairs and Professorships that are primarily intended to enhance the University’s research programs, the Senate Committee on University Research shall recommend to Senate.”

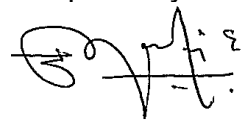
Observations:

1. The Max Rady College of Medicine, Rady Faculty of Health Sciences has proposed a Chair in Clinical Stroke Research.
2. The focus of the Chair is to “provide leadership, scholarship and mentorship in the area of neurological stroke.”
3. The Chair will be funded by a financial commitment from the Heart and Stroke Foundation, Research Manitoba, and a transfer of funds from the Department of Internal Medicine.

Recommendation:

The Senate Committee on University Research recommends THAT: the Chair in Clinical Stroke Research be approved by Senate.

Respectfully submitted,



Digvir Jayas, Chair
Senate Committee on University Research.

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



UNIVERSITY
OF MANITOBA

Office of Provost & Vice-President (Academic)

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

Date: May 7, 2019

To: Digvir Jayas, Vice-President (Research and International)

From: Janice Ristock, Provost and Vice-President (Academic)

Re: Proposal to Create a Chair in Clinical Stroke Research

On behalf of the Max Rady College of Medicine, Rady Faculty of Health Sciences, Dr. Brian Postl has submitted a proposal to create a five year term-limited Chair in Clinical Stroke Research. This Chair aligns with the priorities of the College, the Faculty, and the University and will support research in the area of neurological stroke.

The policy on Chairs and Professorships specifies that:

- (1) Chairs are established to advance the University's academic goals and objectives;
- (2) Chairs be funded by way of an endowment or through annual expendable gifts for at least five years, or by a combination of endowment and annual expendable gifts;
- (3) Chairs shall normally be attached to a department, faculty, school, college, centre or institute and the goals of the Chair shall be consistent with that unit;
- (4) The establishment of a Chair normally shall not be tied to the appointment of a particular person;
- (5) Individuals appointed to the Chair shall normally have the academic qualifications commensurate with an appointment at the rank of Assistant Professor, Associate Professor, or Professor; and
- (6) The initial term of the appointment of the Chair shall be 3 to 5 years, and if renewal is permitted, such renewal shall be subject to a successful performance review and the availability of funds.

The proposed Chair satisfies the above requirements. Funding will be derived from a \$1 million research commitment comprised of \$500,000 from the Heart and Stroke Foundation, \$300,000 from Research Manitoba, and \$200,000 from clinical tithe funds from the Department of Internal Medicine. The annual commitment over 5 years is \$200,000.

I support this proposal from the Rady Faculty of Health Sciences and request that you present it to the Senate Committee on University Research for consideration and recommendation to Senate and, in turn, the Board of Governors.

If you have any questions or concerns, I would be pleased to meet with you.



UNIVERSITY OF MANITOBA | Rady Faculty of Health Sciences

Max Rady College of Medicine
Office of the Dean
A105 Chown Building
753 McDermot Ave
Winnipeg, MB R3E 0T6
Phone: 204-789-3485
Fax: 204-789-3661

April 24, 2019

Dr. Diane Hiebert-Murphy
Vice-Provost (Academic Affairs)
208 Administration Building
University of Manitoba
Winnipeg, MB R3T 2N2

Dear Dr. Hiebert-Murphy,

RE: Establishment of a Chair in Clinical Stroke Research

The Max Rady College of Medicine would like to establish a Chair in Clinical Stroke Research. The Chair in Clinical Stroke Research will provide leadership, scholarship, and mentorship in the area of neurological stroke.

The Chair will be funded for a period of five years through a \$1 million commitment (\$200,000 per year for five years) by the Heart and Stroke Foundation, Research Manitoba, and the Department of Internal Medicine. Renewal may be possible dependent upon availability of funds and partner satisfaction with progress.

The Max Rady College of Medicine Executive met and approved this Chair on April 23, 2019.

Enclosed are Terms of Reference for your approval. I support this proposal enthusiastically and without reservation. I look forward to your response in due course. Please let me know if you require any additional information.

Yours sincerely,

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

Encl.



UNIVERSITY
OF MANITOBA

Rady Faculty of
Health Sciences

Department of Internal Medicine
Office of the Department Head
Max Rady College of Medicine
Health Sciences Centre
GC430-820 Sherbrook Street
Winnipeg MB R3A 1R9

Tel: (204) 787-7772
Fax: (204) 787-4826

May 3, 2019

Max Rady College of Medicine Executive

Re: Proposal for the Establishment of a Chair in Clinical Stroke Research

Dear Max Rady College of Medicine Executive,

The Department seeks to establish a five year term limited Chair in Clinical Stroke Research within the Department of Internal Medicine. The Chair will only exist for one term unless the funding parties agree to renew funding.

The chair will be created from a \$500,000 dollar research commitment from the Heart and Stroke Foundation matched by \$300,000 commitment from Research Manitoba and \$200,000 transfer of funds from the Department of Internal Medicine (external resources).

The recipient of this Chair will provide leadership, scholarship, and mentorship in the area of neurological stroke. I am pleased to request the establishment of this chair.

Enclosed is a proposal for the establishment of this Chair, for approval by the Max Rady College of Medicine Executive.

Sincerely yours,

Eberhard L. Renner MD FRCPC FAASLD
Professor and Head
Department of Internal Medicine
Medical Director, WRHA Medicine Program
Max Rady College of Medicine, Faculty of Health Sciences
University of Manitoba

ELR/ikr

**PROPOSAL TO ESTABLISH A
CHAIR IN CLINICAL STROKE RESEARCH
AT THE UNIVERSITY OF MANITOBA**

EXECUTIVE SUMMARY:

In accordance with the procedures and mechanisms for establishing Chairs and Professorships at the University of Manitoba the following is presented requesting the establishment of a five year term-limited Chair in Clinical Stroke Research. The Chair will only exist for 1 term unless the funding parties agree to renew funding.

TYPE OF APPOINTMENT: Chair

AREA: Chair in Clinical Stroke Research

PURPOSE AND OBJECTIVES OF PROFESSORSHIP:

The purpose of the Chair in Clinical Stroke Research is to provide leadership, scholarship, and mentorship in the area of neurological stroke. Establishment of the Chair would allow the Department of Internal Medicine, Max Rady College of Medicine to:

- promote translational, clinical, and epidemiologic research in areas relevant to clinical stroke care;
- recruit a mid-career Neurologist with demonstrated expertise in stroke related research;
- establish and sustain intramural and extramural collaborations, to promote research at the University;
- enhance the University's competitiveness in national and international peer-reviewed competitions for funding for research relevant to clinical stroke care;
- provide mentorship and opportunities for trainees and new researchers who will pursue careers focused on areas relevant to clinical stroke care;
- pursue research that will lead to improved health for individuals with a neurologic stroke and will ensure that high quality care is available for these individuals in Manitoba.

RELATIONSHIP TO THE PROPOSING UNIT

The Department of Internal Medicine in the Max Rady College of Medicine, Rady Faculty of Health Sciences houses the academic and research activity relating to adult neurologic care.

The Department of Internal Medicine values research and the contribution it can make to our students, patients, community and the University – to the point where the Department has contributed more than \$10 million over the past 15 years to various projects. The Department presently has nine endowed research chairs/professorships across the various clinical disciplines within the Department; this professorship will be our first in the field of Stroke Neurology.

THE METHOD BY WHICH THE CHAIR WILL BE FUNDED:

The chair will be created from a \$500,000 dollar research commitment from the Heart and Stroke Foundation matched by \$300,000 commitment from Research Manitoba and \$200,000 transfer of funds from the Department of Internal Medicine (external resources)

An annual commitment of \$200,000 for 5 years from this agreement will support the salary for the appointee, as well as an appropriate level of unrestricted research support for the Chair in the form of operating funds depending whether additional funding will be available. In addition, opportunities to leverage these funds will be explored through programs offered by the Vice President Research and International Office for recruitment of new faculty to a Chair.

GENERAL AND SPECIFIC ACADEMIC REQUIREMENTS FOR THE CHAIR

In accordance with the Procedures and Mechanisms for establishing Chairs and Professorships at the University of Manitoba, individuals appointed to the *“Chair in Clinical Stroke Research”* shall have the following qualifications:

- Canadian Citizen or permanent resident;
- M.D. (Royal College certified in Neurology);
- Holding a current academic appointment at the rank of Associate Professor or Professor;
- History of excellence in research as evidenced in high quality research output, successful and promising research projects and programs, and significant contributions to the academic and clinical community at the local, national and/or international level;
- History of mentoring students, junior colleagues and investigators;
- History of effective and productive collaboration with intramural and extramural investigators and institutions.

TERM OF APPOINTMENT:

- The term of the appointment will be for five years.
- The incumbent will provide an annual progress report in accordance with the University Policy on Chairs and Professorships. In addition to the reporting requirements stipulated in this policy, the incumbent shall provide an annual report of teaching and research activities to the Dean of the Rady Faculty of Health Sciences and the Head of the Department of Internal Medicine. In turn, the Dean shall provide a copy of the said report to individuals that have specifically requested this information, or it may be used for reporting to donors in university communications.
- Consistent with the Department of Internal Medicine policies, the incumbent will participate in a research review by the department’s Research and Faculty Development Committee, chaired by the Department’s Associate Head – Research in year two.
- The renewal of the appointment for additional terms, conditional upon available funds, will occur in the final year of the term subject to a successful review of the incumbent’s performance within the context of the Department of Internal Medicine’s Research Review policy; the process of review will be initiated and coordinated by the Head of the Department of Internal Medicine.

A successful performance review will provide evidence of the following:

Program of Research, Scholarly Work and Creative Activities

The Chair holder is developing or has an established program either individually and/or as a team. There is evidence of leadership.

Knowledge Generation/Communication

1. **Publications** – There is evidence of sustained dissemination of new knowledge that is directed towards the academic and/or healthcare community.
2. **Presentations** – There is evidence of communication of research findings to the academic, professional, or stakeholder community on a regular basis.

Funding

1. **Operating** – There is evidence that the Chair holder plays a leading role in successful applications to competitive funding organizations individually or as a member of a team.
2. **Student Funding** – The Chair holder is expected to assist research trainees under their supervision with funding applications.

Student Supervision

The Chair holder is expected to be involved in successful supervision of research trainees.

OTHER PROVISIONS:

- 1) The selection and appointment of an individual to the proposed Chair shall be conducted in accordance with the University Policy and Procedures on Chairs and Professorships
- 2) The duties and responsibilities of the individual appointed to the proposed Chair will be in accordance with the University Policy and Procedures on Chairs and Professorships.
- 3) The Chair holder will have a cross appointment to an applicable Department for the purpose of graduate training. The incumbent will participate in an appropriate amount of teaching activity, including for undergraduate and post-graduate medical trainees and graduate students, where appropriate.
- 4) The incumbent will acknowledge that she or he holds the Chair in Clinical Stroke Research at the University of Manitoba in all publications, lectures, and any other activity supported by the fund.

May 21, 2019

Report of the Senate Committee on University Research Re: Proposal to Establish a Chair in Pediatric Emergency Medicine

Preamble:

1. The terms of reference for the Senate Committee on University Research (SCUR) can be found at:
http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/510.html
2. At its meeting on May 16, 2019, SCUR received for review, a proposal to establish the Chair in Pediatric Emergency Medicine.
3. The University of Manitoba Policy for Chairs and Professorships specifies (section 2.14) "In the case of proposals for Chairs and Professorships that are primarily intended to enhance the University's research programs, the Senate Committee on University Research shall recommend to Senate."

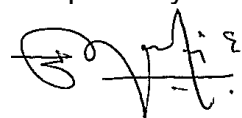
Observations:

1. The Max Rady College of Medicine, Rady Faculty of Health Sciences has proposed a Chair in Pediatric Emergency Medicine.
2. The focus of the Chair is to "establish leadership, scholarship and mentorship as a scientist in the University, the healthcare environment, and the Children's Hospital Research Institute of Manitoba."
3. The Chair will be funded by a transfer of funds from the Robert Wallace Cameron Fund and the Dr. Henry G. Friesen Chair / Metabolic and Endocrine Diseases Fund.

Recommendation:

The Senate Committee on University Research recommends THAT: the Chair in Pediatric Emergency Medicine be approved by Senate.

Respectfully submitted,



Digvir Jayas, Chair
Senate Committee on University Research.

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



UNIVERSITY
OF MANITOBA

Office of Provost & Vice-President (Academic)

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

Date: May 7, 2019

To: Digvir Jayas, Vice-President (Research and International)

From: Janice Ristock, Provost and Vice-President (Academic)

Re: Proposal to Create a Chair in Pediatric Emergency Medicine

On behalf of the Max Rady College of Medicine, Rady Faculty of Health Sciences, Dr. Brian Postl has submitted a proposal to create a Chair in Pediatric Emergency Medicine. This Chair aligns with the priorities of the College, the Faculty, and the University and will support research in the area of emergency healthcare for children.

The policy on Chairs and Professorships specifies that:

- (1) Chairs are established to advance the University's academic goals and objectives;
- (2) Chairs be funded by way of an endowment or through annual expendable gifts for at least five years, or by a combination of endowment and annual expendable gifts;
- (3) Chairs shall normally be attached to a department, faculty, school, college, centre or institute and the goals of the Chair shall be consistent with that unit;
- (4) The establishment of a Chair normally shall not be tied to the appointment of a particular person;
- (5) Individuals appointed to the Chair shall normally have the academic qualifications commensurate with an appointment at the rank of Assistant Professor, Associate Professor, or Professor; and
- (6) The initial term of the appointment of the Chair shall be 3 to 5 years, and if renewal is permitted, such renewal shall be subject to a successful performance review and the availability of funds.

The proposed Chair satisfies the above requirements. Funding will be derived from a \$3.2 million endowment.

I support this proposal from the Rady Faculty of Health Sciences and request that you present it to the Senate Committee on University Research for consideration and recommendation to Senate and, in turn, the Board of Governors.

If you have any questions or concerns, I would be pleased to meet with you.



UNIVERSITY OF MANITOBA | Rady Faculty of Health Sciences

Max Rady College of Medicine
Office of the Dean
A105 Chown Building
753 McDermot Ave
Winnipeg, MB R3E 0T6
Phone: 204-789-3485
Fax: 204-789-3661

April 24, 2019

Dr. Diane Hiebert-Murphy
Vice-Provost (Academic Affairs)
208 Administration Building
University of Manitoba
Winnipeg, MB R3T 2N2

Dear Dr. Hiebert-Murphy,

RE: Establishment of a Chair in Pediatric Emergency Medicine

The Max Rady College of Medicine would like to establish a Chair in Pediatric Emergency Medicine. The Chair in Pediatric Emergency Medicine will advance emergency healthcare for children in Manitoba and beyond. The Chair will establish leadership, scholarship and mentorship as a scientist in the University, the healthcare environment, and the Children's Hospital Research Institute of Manitoba.

The Chair will be funded through an endowment established by the Department of Pediatrics, through the conversion of the Robert Wallace Cameron (Trust) Fund to an endowment, and the transfer of unspent capital from the Henry G. Friesen Chair fund in Endocrine and Metabolic Diseases. The donor representatives have been consulted and are in agreement.

The Max Rady College of Medicine Executive met and approved this Chair on April 23, 2019.

Enclosed are Terms of Reference for your approval. I support this proposal enthusiastically and without reservation. I look forward to your response in due course. Please let me know if you require any additional information.

Yours sincerely,

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

Encl.



Winnipeg Regional
Health Authority
Office régional de la
santé de Winnipeg



UNIVERSITY
OF MANITOBA

Rady Faculty of
Health Sciences

Max Rady College of Medicine
Department of Pediatrics and Child Health
CE208 Children's Hospital
Health Sciences Centre
840 Sherbrook St., Winnipeg MB R3A 1S1

April 1, 2019

Dr. Brian Postl, Dean
Max Rady College of Medicine
And the College Executive Council

RE: Proposal for the Establishment of a Chair in Pediatric Emergency Medicine

Dear Dr. Postl,

I am pleased to bring forward a proposition for the establishment of an endowed Chair in Pediatric Emergency Medicine within the Department of Pediatrics and Child Health.

The Chair will be funded by the Robert Wallace Cameron Fund (Trust) which will now be converted to a Chair providing \$2.2 million as the base capital endowment to support the Chair. The Dr. Henry G. Friesen Chair / Metabolic and Endocrine Diseases Fund, will transfer at least \$1.0 million of unspent allocation. The Wallace Cameron family and Dr. Henry Friesen have been consulted on this matter and are supportive.

The recipient of this Chair will advance emergency healthcare for children in Manitoba and beyond. The Chair will establish leadership, scholarship and mentorship as a scientist in the University, the healthcare environment, and the Children's Hospital Research Institute of Manitoba.

I am pleased to hereby enclose proposed Terms of References for this Chair, for approval by the Max Rady College of Medicine Executive.

Yours sincerely,

Terry Klassen, MD, MSc, FRCPC
Medical Director, Child Health Program, WRHA
Professor and Head, Dept. of Pediatrics & Child Health, University of Manitoba
CEO & Scientific Director, Children's Hospital Research Institute of Manitoba
Academic Director, George and Fay Yee Centre for Healthcare Innovation

PROPOSAL TO ESTABLISH A CHAIR IN PEDIATRIC EMERGENCY MEDICINE AT THE UNIVERSITY OF MANITOBA

EXECUTIVE SUMMARY:

In accordance with the procedures and mechanisms for establishing Chairs and Professorships at the University of Manitoba the following is presented requesting the establishment of a Chair in Pediatric Emergency Medicine.

TYPE OF APPOINTMENT: Chair

AREA: Chair in Pediatric Emergency Medicine

PURPOSE AND OBJECTIVES OF CHAIR:

The Chair in Pediatric Emergency Medicine will advance emergency healthcare for children in Manitoba and beyond. The Chair will establish leadership, scholarship and mentorship as a scientist in the University, the healthcare environment, and the Children's Hospital Research Institute of Manitoba. The following constitute the specific objectives of the Chair:

- To develop and promote evidence-based approaches to emergency research and care for children
- To develop and promote high quality research, and a learning healthcare system that facilitates innovations through research.
- To develop research skills in learners and the multidisciplinary team, including research study design, research management, knowledge translation, team building and grantsmanship as related to child health research.
- To supervise and/or co-supervise graduate students and special lecture in graduate courses relevant to child health disciplines.
- To be actively involved in the development of national and international research networks and mentorship initiatives and to maintain a leading role in the national child health agenda.

RELATIONSHIP TO THE PROPOSING UNIT:

The University of Manitoba, Rady Faculty of Health Sciences is a major center of medical education and research linked to sister institutions throughout Canada and the world. The University offers a full range of undergraduate and postgraduate programs embracing basic biomedical sciences, clinical medicine and population health. Within the Rady Faculty the Max Rady College of Medicine, Department of Pediatrics and Child Health is one of Manitoba's largest academic clinical departments, with a diverse and significant commitment to excellence in clinical, basic and translational research, post-graduate clinical and research training, and

graduate student training. Support for research and research training is facilitated through close partnership with the Children's Hospital Research Institute of Manitoba (CHRIM), as well as with academic departments in the Rady Faculty of Health Sciences with programs accredited by the Faculty of Graduate Studies. The Department strongly encourages the development of clinician scientists and scientists among its trainees and junior Faculty. The Chair, situated in the Department of Pediatrics and Child Health, will help drive the priorities for education and research by attracting high quality personnel and trainees to their program.

THE METHOD BY WHICH THE CHAIR WILL BE FUNDED:

The Robert Wallace Cameron Fund (Trust) was established in 1994 and has built strong capital over the course of 23 years. The fund will now be converted to a Chair providing \$2.2 million as the base capital endowment to support the Chair. The Dr. Henry G. Friesen Chair / Metabolic and Endocrine Diseases Fund, will transfer at least \$1.0 million of unspent allocation to ensure that the Chair exceeds the required \$3.0 million of capitalized endowment to meet the University of Manitoba requirement for an endowed Chair in Pediatric Emergency Medicine.

The revenue generated from this fund will support the salary for the appointee, as well as an appropriate level of unrestricted research support for the Chair in the form of operating funds depending whether additional funding will be available. In addition, opportunities to leverage these funds will be explored through programs offered by the Vice President Research and International Office for recruitment of new faculty to an endowed Chair.

GENERAL AND SPECIFIC REQUIREMENTS FOR THE CHAIR:

In accordance with the Procedures and Mechanisms for establishing Chairs and Professorships at the University of Manitoba, individuals appointed to the *"Chair in Pediatric Emergency Medicine"* shall have the following qualifications:

- Canadian Citizen or permanent resident;
- The applicant will hold an MD or related degree, and/or a PhD degree with research training and experience that demonstrates productivity at the level required by the national granting councils or equivalent in their field;
- The applicant will hold an academic appointment in the Rady Faculty of Health Sciences, Max Rady College of Medicine, Department of Pediatrics and Child Health at the rank of Assistant Professor, Associate Professor or Professor;
- They will have a focus on translational research, innovation, quality and the concept of the learning healthcare system.
- They will have demonstrated mentorship and collaborative skills with junior faculty members and trainees starting out in their area of research.
- They will provide evidence of participation in the development of child health research at a national level. The incumbent will be appointed at a rank and salary commensurate with their education and experience.

TERM OF APPOINTMENT:

- The initial term of the appointment will be five years, and renewable for five years, with no limit predetermined for the Chair;
- The incumbent will provide an annual progress report in accordance with the University Policy on Chairs and Professorships. In addition to the reporting requirements stipulated in this policy, the incumbent shall provide an annual report of teaching and research activities to the Dean of the Rady Faculty of Health Sciences and the Head of the Department of Pediatrics and Child Health. In turn, the Dean shall provide a copy of the said report to individuals that have specifically requested this information, or it may be used for reporting to donors in university communications.
- Consistent with the Department of Pediatrics and Child Health policies, the incumbent will participate in an annual performance feedback meeting.
- The renewal of the appointment for additional terms will occur in the final year of the term and will be subject to a successful review of the incumbent's performance within the context of the Department of Pediatrics and Child Health policies; the process of review will be initiated and coordinated by the Head of the Department of Pediatrics and Child Health.

A successful performance review will provide evidence of the following:

Program of Research, Scholarly Work and Creative Activities

The Chair is developing or has an established program either individually and/or as a team. There is evidence of leadership.

Knowledge Generation/Communication

1. **Publications** – There is evidence of sustained dissemination of new knowledge that is directed towards the academic and/or healthcare community.
2. **Presentations** – There is evidence of communication of research findings to the academic, professional, or stakeholder community on a regular basis.

Funding

1. **Operating** – There is evidence that the Chair plays a leading role in successful applications to competitive funding organizations individually or as a member of a team.
2. **Student Funding** – The Chair is expected to assist research trainees under their supervision with funding applications.

Student Supervision

The Chair is expected to be involved in successful supervision of research trainees.

OTHER PROVISIONS:

- 1) The selection and appointment of an individual to the proposed Chair shall be conducted in accordance with the University Policy and Procedures on Chairs and Professorships.

- 2) The duties and responsibilities of the individual appointed to the proposed Chair will be in accordance with the University Policy and Procedures on Chairs and Professorships.
- 3) The Chair holder will have a cross appointment to an applicable Department for the purpose of graduate training. The incumbent will participate in an appropriate amount of teaching activity, including for undergraduate and post-graduate medical trainees and graduate students, where appropriate.
- 4) The incumbent will acknowledge that she or he holds the Chair in Pediatric Emergency Medicine at the University of Manitoba in all publications, lectures, and any other activity supported by the fund.

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 June 11, 2019 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 Admissions	Karen Dow	Engineering	2020.05.31
Senate Committee on Admission Appeals	Silvia Alessi-Severini (R)*(S)**(L)*** <i>(term starts July 1, 2019)</i>	Health Sciences	2020.06.30
	Malcolm Smith (S) (L) <i>(term starts July 1, 2019)</i>	Management	2019.12.31
Senate Committee on Appeals	Rusty Souleymanov (S) (L) <i>(term starts July 1, 2019)</i>	Social Work	2019.12.31
Senate Committee on Curriculum and Course Changes	David Delay (L)	Social Work	2020.01.02
	Joanne Hamilton (R)	Health Sciences	2022.05.31
	Royce Koop (R) (S)	Arts	2021.05.31

Senate Committee on Instruction and Evaluation	Leslie Johnson (S) (L) <i>(term starts July 1, 2019)</i>	Health Sciences	2019.12.31
Senate Committee on Libraries	Jonathan Black-Branch (R) (S)	Law	2022.05.31
Senate Committee on Medical Qualifications	Eric Jacobsohn	Health Sciences	2022.05.31
Senate Planning and Priorities Committee	Orvie Dingwall <i>(term starts July 1, 2019)</i>	Libraries	2020.05.31
Senate Committee on University Research	Norm Halden (S)	Environment, Earth, and Resources	2022.05.31

The Committee also recommends to Senate the following list of student nominees:

COMMITTEE	NOMINEE(S)	FACULTY/ SCHOOL	TERM END DATE
Senate Committee on Academic Accommodation Appeals	Julia Minarik (S)	Graduate Studies	2020.05.31
Senate Committee on Academic Computing	Ehsan Tahmasebian (S)	Graduate Studies	2020.05.31
Senate Committee on Academic Dress	Sarah Deibert (S)	Management	2020.05.31
	Ehsan Tahmasebian (S)	Graduate Studies	2020.05.31
Senate Committee on Academic Freedom	Julia Minarik (S)	Graduate Studies	2020.05.31
Senate Committee on Academic Review	Evan Podaima (S)	Law	2020.05.31
	Julia Minarik (S)	Graduate Studies	2020.05.31
Senate Committee on Admission Appeals	Roxie Koohgoli (S)	Graduate Studies	2020.05.31

Senate Committee on Appeals	Jaime McNicholl (S)	Science	2020.05.31
	Roxie Koohgoli (S)	Graduate Studies	2020.05.31
	Julia Minarik (S)	Graduate Studies	2020.05.31
Senate Committee on Awards	Roxie Koohgoli (S)	Graduate Studies	2020.05.31
Senate Committee on Curriculum and Course Changes	Julia Minarik (S)	Graduate Studies	2020.05.31
Senate Committee on Instruction and Evaluation	Okechukwu Efobi	Graduate Studies	2020.05.31
	Julia Minarik (S)	Graduate Studies	2020.05.31
Joint Senate Committee on Master's Programs	Caitlin Thomas	Graduate Studies	2020.05.31
Senate Committee on Rules and Procedures	Ehsan Tahmasebian (S)	Graduate Studies	2020.05.31

* (R) indicates re-appointment

** (S) indicates a member of Senate

*** (L) indicates a leave replacement

Respectfully submitted,

Professor M. Edwards, Chair
Senate Committee on Nominations

SENATE COMMITTEE ON ACADEMIC ACCOMMODATION APPEALS

as of June 1, 2019

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
	Dr. Terri Ashcroft	Health Sciences	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 Julia Minarik	Graduate Studies	2020.05.31
	TBD		2020.05.31
Resource: Marcia Yoshida 474-6166 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON ACADEMIC COMPUTING

as of June 1, 2019

Composition	Incumbents	Faculty/School	Term
Provost and Vice-President (Academic) (or designate), Chair	Dr. Mark Torchia, designate		<i>Ex-officio</i>
Vice-President (Research and International)(or designate)	Dr. Jay Doering, designate		<i>Ex-officio</i>
CIO, Information Services and Technology (or designate)	Mr. Mario Lebar, designate Mr. Adam Gerhard		<i>Ex-officio</i>
University Librarian (or designate)	Ms. Lisa O'Hara, designate Mr. Les Moor		<i>Ex-officio</i>
Manager, Learning Management Systems	Mr. Sol Chu		<i>Ex-officio</i>
Two Deans of Faculties or Colleges or Directors of Schools	Dean Stefi Baum	Science	2021.05.31
	Dean Reg Urbanowski	Health Sciences	2022.05.31
Six members of the academic staff (including at least one from the Bannatyne campus)	Mr. Franklin Bristow	Science	2021.05.31
	Prof. James Gilchrist	Health Sciences	2021.05.31
	Prof. Ian Jeffrey	Engineering	2021.05.31
	Dr. Kari Kumar	Extended Education	2022.05.31
	Prof. Neil McArthur	Arts	2022.05.31
	Prof. David Walker	Environment, Earth, and Resources	2022.05.31
Four Students (two grads, two undergrads)	Mr. Zackary Holmberg	Science	2020.05.31
	Ms Laura Stoyko	Engineering	2020.05.31
	Mr. Md. Iftekharul Islam	Graduate Studies	2020.05.31
	Mr. Ehsan Tahmasebian	Graduate Studies	2020.05.31
Resource: Sandi Utsunomiya 474-8174 Resource (technical): Gilbert Detillieux 474-8161 Resource: Lynette Phyfe 474-8013 Terms of Office: three-year terms; students = two-year terms			

SENATE COMMITTEE ON ACADEMIC DRESS

as of June 1, 2019

Composition	Incumbents	Faculty/School	Term
Director, School of Art, Chair	Dean Jeffery Taylor	School of Art	<i>Ex-officio</i>
Head, Department of Interior Design	Prof. Kelley Beaverford	Architecture	<i>Ex-officio</i>
Registrar	Mr. Neil Marnoch		<i>Ex-officio</i>
One member of academic staff from Textile Sciences	Prof. Song Liu	Agricultural and Food Sciences	2021.05.31
Two students	Ms Sarah Deibert	Management	2020.05.31
	Mr. Ehsan Tahmasebian	Graduate Studies	2020.05.31
Resource: Sandi Utsunomiya 474-8174 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON ACADEMIC FREEDOM

as of June 1, 2019

Composition	Incumbents	Faculty/School	Term
Five members of academic staff, at least three of whom shall be Senators. At least one of the five shall be from among those excluded from collective bargaining units	Prof. Ryan Cardwell	Agricultural and Food Sciences	2020.05.31
	Prof. Richard Hechter (S)	Education	2020.05.31
	Prof. Cam Morrill	Management	2021.05.31
	Dean Jeffery Taylor (S)	Arts	2021.05.31
	Prof. Johan van Lierop (S)	Science	2022.05.31
Two students, at least one of whom shall be a student Senator	Ms. Julia Minarik (S)	Graduate Studies	2020.05.31
	TBD		2020.05.31
Resource: Shannon Coyston 474-6892 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON ACADEMIC REVIEW

as of June 1, 2019

Composition	Incumbents	Faculty/School	Term
Provost and Vice-President (Academic)(or designate), Chair	Dr. Todd Mondor, designate		<i>Ex-officio</i>
Vice-Provost (Integrated Planning and Academic Programs)	Dr. David Collins		<i>Ex-officio</i>
Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies (or designate)	Dr. Todd Mondor		<i>Ex-officio</i>
Two members of Senate holding the rank of Dean of a Faculty or College, Director of a School or Head of a Department*	Prof. Robert Currie (S)	Agricultural and Food Sciences	2021.05.31
	Prof. Tina Chen (S)	Arts	2022.05.31
Two students who are members of Senate	Mr. Evan Podaima (S)	Law	2020.05.31
	Ms. Julia Minarik (S)	Graduate Studies	2020.05.31
Three members of the academic staff, at least one of whom shall be a member of Senate*	Prof. Michael Czubryt (S)	Health Sciences	2021.05.31
	Prof. Karine Levasseur	Arts	2022.05.31
	Prof. Ruppa Thulasiram	Science	2022.05.31
Resource: Shannon Coyston 474-6892 Terms of Office: three-year terms; students = one-year terms			

* Of the committee members elected from these two categories, at least one shall be from the Bannatyne campus

SENATE COMMITTEE ON ADMISSIONS

last updated June 5, 2019

Composition	Incumbents	Faculty/School	Term
Provost and Vice-President (Academic) (or designate), Chair	Ms Laurie Schnarr, designate		<i>Ex-officio</i>
Vice-Provost (Students) (or designate)	Ms Laurie Schnarr, designate Ms Erin Stone		<i>Ex-officio</i>
Executive Director, Enrolment Services	Mr. Jeff Adams		<i>Ex-officio</i>
Dean, Faculty of Arts (or designate)	Prof. Steven Lecce, designate		<i>Ex-officio</i>
Dean, Faculty of Science (or designate)	Prof. Pourang Irani, designate Prof. Peter Loewen (alternate)		<i>Ex-officio</i>
Dean, Rady Faculty of Health Sciences (or designate)	Dr. Bruce Martin, 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 & 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. Todd Duhamel (l/r for Prof. Robert Biscontri (S))	Kinesiology and Rec. Mgt. (Management)	2019.06.30 (2020.05.31)
	Prof. Derek Brewin	Agricultural and Food Sciences	2020.05.31
	Prof. Karen Dow	Engineering	2020.05.31
	Prof. Mojgan Rastegar (S)	Health Sciences	2021.05.31
	Prof. Mark Lawal (l/r for Prof. Sarah Teetzel)	Arts (Kinesiology & Rec.Mgt.)	2020.01.03 (2021.05.31)
	Prof. Rusty Souleymanov (S)	Social Work	2022.05.31
Three students	Ms Katelyn Casalla	Science	2020.05.31
	Ms Nina Lam	Arts	2020.05.31
	Ms Kristine Macalinao	Science	2020.05.31
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: Olga Kuznetsova 474-8820 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON ADMISSION APPEALS

as of June 1, 2019

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. Jitendra Paliwal	Engineering	2020.05.31
	Prof. Karen Wilson Baptist	Architecture	2020.05.31
	Prof. Malcolm Smith (as of July 1/19) (l/r for Prof. Subbu Sivaramakrishnan)	Management (Management)	2019.12.31 (2020.05.31)
	Prof. Ryan Cardwell	Agricultural and Food Sciences	2021.05.31
	Prof. Silvia Alessi-Severini (as of July 1/19)(l/r for Prof. Leisha Strachan)	Health Sciences (Kin. & Rec. Mgt.)	2020.06.30 (2021.05.31)
	Prof. Silvia Alessi-Severini (l/r for Prof. Lucas Tromly)	Health Sciences (Arts)	2019.06.30 (2021.05.31)
	Prof. Mike Domaratzki	Science	2022.05.31
	Prof. Jennifer Schulz	Law	2022.05.31
Two students	Mr. Tyrese Gibbes	Engineering	2020.05.31
	Ms. Roxie Koohgoli	Graduate Studies	2020.05.31
President of UMSU (or designate)	Ms Kyra Fanning, 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 June 13, 2019

Composition	Incumbents	Faculty/School	Term
One academic member appointed as Chair by Senate Executive	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 Douglas Brown (on leave)	Kinesiology & Rec. Mgt.	2020.05.31
	Dean Jonathan Black-Branch	Law	2022.05.31
	Dean Lalitha Raman-Wilms	Health Sciences	2022.05.31
Five academic members of Senate	Prof. Christine Van Winkle (S)	Kinesiology & Rec. Mgt.	2020.05.31
	Prof. Peter Blunden (S)	Science	2021.05.31
	Prof. Rusty Souleymanov (S) (as of July 1/19) (l/r for Lisa Landrum (S))	Social Work (Architecture)	2019.12.31 (2022.05.31)
	Prof. Derek Oliver (S)	Engineering	2022.05.31
	Prof. Jitendra Paliwal (S)	Agricultural and Food Sciences	2022.05.31
Six academic members	Dr. Rod Lastra	Extended Education	2020.05.31
	Prof. Charlotte Enns	Education	2021.05.31
	Prof. Vanessa Swain	Health Sciences	2021.05.31
	Prof. Michael Campbell	Environment Earth & Res.	2022.05.31
	Dr. Nicholas Harland	Science	2022.05.31
	Prof. Melanie Soderstrom	Arts	2022.05.31
President of UMSU (or desig.)	Ms Jelynn Dela Cruz, designate		<i>Ex-officio</i>
Six students (four undergrads from different Faculties or Schools, and two grads)	Ms Nina Lam	Arts	2020.05.31
	Ms Jaime McNicholl	Science	2020.05.31
	TBD		2020.05.31
	TBD		2020.05.31
	Ms Roxie Koohgoli	Graduate Studies	2020.05.31
	Ms Julia Minarik	Graduate Studies	2020.05.31
One member of USB	Dr. Jules Rocque		2020.05.31
One student of USB	Ms Elizabeth Labbé		2020.05.31
Resource:	Marcia Yoshida	474-6166	
Terms of Office:	three-year terms; students = one-year terms		

SENATE COMMITTEE ON AWARDS
as of June 1, 2019

Composition	Incumbents	Faculty/School	Term
Six members of the academic staff (at least one shall be a Senator) These six shall include at least two from professional faculties/schools, at least one from Arts and one from Science.	Dr. Jennifer McLeese	Science	2020.05.31
	Prof. Darcy MacPherson (S)	Law	2020.05.31
	Prof. Michelle Faubert (S)	Arts	2021.05.31
	Prof. Jared Carlberg	Agricultural and Food Sciences	2022.05.31
	Prof. Peter Cattini	Health Sciences	2022.05.31
	Prof. Laura Loewen	Music	2022.05.31
Two students	Ms Lilja Best	Arts	2020.05.31
	Ms Roxie Koohgoli	Graduate Studies	2020.05.31
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 Sara Sealey, designate		<i>Ex-officio</i>
Resource: Mabelle Magsino 474-7095 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON CURRICULUM AND COURSE CHANGES

as of June 1, 2019

Composition	Incumbents	Faculty/School	Term
Seven members of the academic staff	Prof. Ben Li	Science	2020.05.31
	Prof. Jared Carlberg	Agricultural and Food Sciences	2020.05.31
	Prof. Dean McNeill, Vice-Chair	Engineering	2021.05.31
	Prof. Royce Koop	Arts	2021.05.31
	Prof. David Delay (l/r for Prof. Sarah Teetzel)	Social Work (Kinesiology & Recreation Mgt.)	2020.01.02 (2022.05.31)
	Prof. Greg Smith, Chair	Arts	2022.05.31
	Ms Joanne Hamilton	Health Sciences	2022.05.31
Three students	Ms Hayley Jenkins	Agricultural and Food Sciences	2020.05.31
	Ms Marianna Pozdirca	Health Sciences	2020.05.31
	Ms Julia Minarik	Graduate Studies	2020.05.31
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>
Vice-Provost (Indigenous Engagement)(or delegate)	TBD		<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 INSTRUCTION AND EVALUATION

as of June 1, 2019

Composition	Incumbents	Faculty/School	Term
Provost and Vice-President (Academic) (or designate), Chair	Dr. Mark Torchia, designate		<i>Ex-officio</i>
Seven members of the academic staff, at least one of whom shall be a Senator and at least one should be teaching courses in University 1. The seven shall include one Dean or Director, at least one from each of Arts and Science, and at least two from other faculties/schools (one shall be from the Bannatyne Campus)	Ms Leslie Johnson (S) (as of July 1/19) (leave replacement for Brenda Elias (S))	Health Sciences (Health Sciences)	2019.12.31 (2021.05.31)
	Dean David Mandzuk (S)	Education	2021.05.31
	Prof. Elizabeth Troutt	Arts	2021.05.31
	Dr. Nicholas Harland	Science	2022.05.31
	Ms Krystyna Koczanski	Science	2022.05.31
	Prof. Lukas Neville	Management	2022.05.31
	Prof. Vanessa Warne	Arts	2022.05.31
Four students, at least one graduate student	Ms Kristine Macalinao	Science	2020.05.31
	Ms Marianna Pozdirca	Health Sciences	2020.05.31
	Mr. Okechukwu Efobi	Graduate Studies	2020.05.31
	Ms Julia Minarik	Graduate Studies	2020.05.31
UMSU President or Vice-President	Ms Sarah Bonner-Proulx	UMSU Vice-President Advocacy	<i>Ex-officio (non-voting)</i>
Dean or Associate Dean, Graduate Studies	Dr. Brooke Milne, Associate Dean	Graduate Studies	<i>Ex-officio (non-voting)</i>
Executive Director, Centre for the Advancement of Teaching and Learning (or designate)	Dr. Mark Torchia		<i>Ex-officio (non-voting)</i>
Registrar or Associate Registrar (or designate)	Mr. Neil Marnoch, designate Ms Sharon Bannatyne		<i>Ex-officio (non-voting)</i>
Director, Student Advocacy (or designate)	Ms Heather Morris, designate Mr. Matthew Carvell		<i>Ex-officio (non-voting)</i>
Resource: Marcia Yoshida 474-6166 Terms of Office: three-year terms; students = one-year terms			

JOINT SENATE COMMITTEE ON MASTER'S PROGRAMS

as of June 1, 2019

Composition	Incumbents	Faculty/School	Term
Three members of the academic staff, of whom one shall be from outside the departments or disciplines participating in JMPs, and the Dean of the Faculty of Graduate Studies (or designate) [University of Manitoba]	Dr. Adam Muller, designate		<i>Ex-officio</i>
	Prof. Andrea Rounce	Arts	2020.05.31
	Prof. Sean Byrne	Graduate Studies	2022.05.31
	Prof. Mark Libin	Arts	2022.05.31
Three members of the academic staff, of whom one shall be from outside the departments or disciplines participating in JMPs, and the Dean of the Faculty of Graduate Studies (or designate) [University of Winnipeg]	Dr. Manish Pandey (leave replacement for Dr. Mavis Reimer)	Graduate Studies (Graduate Studies)	<i>Ex-officio</i>
	Prof. Chris Bidinosti	Science	2019.06.30
	Prof. Janis Thiessen	Arts	2019.06.30
	Prof. William (Rory) Dickson	Arts	2021.06.30
Chair to be named by the Presidents of the UofM and UofW, with a tie-casting vote only	Prof. Hugh Grant	Business and Economics	2021.05.31
One graduate student enrolled in the JMP to be proposed by the GSA and approved by U of M Senate	Ms Caitlin Thomas	Graduate Studies	2020.05.31
One graduate student enrolled in the JMP to be proposed by the Chairs of the JMP and approved by U of W Senate	TBD	Graduate Studies	2020.05.31
Resource: Sandy Peterson U of W 204-786-9797 Andrea Kailer U of M 204-474-7298 Terms of Office: three-year terms; students = one-year terms			

* Normally, each JMP will be represented on the JSC. Should a JMP not be represented on the committee, the Chair of the JMP, or his/her designate, will be invited to attend as a guest member.

** There will normally be a balance of UW and UM faculty members on the JSC.

SENATE COMMITTEE ON LIBRARIES

as of June 1, 2019

Composition	Incumbents	Faculty/School	Term
Provost and Vice-President (Academic) (or designate), Chair	Ms Lisa O'Hara, designate		<i>Ex-officio</i>
Vice-President (Research and International) (or designate)	Dr. Jay Doering, designate		<i>Ex-officio</i>
University Librarian (or designate)	Mr. Les Moor, designate		<i>Ex-officio</i>
Vice-Provost (Graduate Education) and Dean, Faculty of Graduate Studies (or designate)	Dr. Xikui Wang, designate		<i>Ex-officio</i>
Two Deans of Faculties or Colleges or Directors of Schools	Dean Stefi Baum	Science	2020.05.31
	Dean Jonathan Black-Branch	Law	2022.05.31
Six academic members - at least two shall be Senators. Of the six, at least one each shall be from the Faculty of Arts, the Faculty of Science and the Bannatyne Campus	Prof. Mirosław Pawlak	Engineering	2020.05.31
	Prof. James Gilchrist (S)	Health Sciences	2021.05.31
	Mr. Michael Shaw (S)	Science	2021.05.30
	Prof. Sarah Ciurysek	School of Art	2022.05.31
	Mrs. Orvie Dingwall	Libraries	2022.05.31
	Prof. Pam Perkins	Arts	2022.05.31
Four students (two graduate, two undergraduate)	Mr. Carl Neumann	Graduate Studies	2020.05.31
	Mr. Sakib Rahman	Graduate Studies	2020.05.31
	Ms Lilja Best	Arts	2020.05.31
	TBD		2020.05.31
Resource: Marcia Yoshida 474-6166 Terms of Office: three-year terms; students = two-year terms			

SENATE COMMITTEE ON MEDICAL QUALIFICATIONS

as of June 1, 2019

Composition	Incumbents	Faculty/School	Term
Dean, Max Rady College of Medicine (or designate), Chair	Prof. Sara Israels, designate	Health Sciences	<i>Ex-officio</i>
Provost and Vice-President (Academic) (or designate)	Dr. Todd Mondor, designate		<i>Ex-officio</i>
Three academic members from the Max Rady College of Medicine	Prof. Helmut Unruh	Health Sciences	2020.05.31
	Prof. Phil St. John	Health Sciences	2021.05.31
	Prof. Eric Jacobsohn	Health Sciences	2022.05.31
One member appointed by the College of Physicians and Surgeons of Manitoba	Dr. Anna Ziomek	Registrar/CEO, College of Physicians and Surgeons	2021.05.31
Resource: Jasmina Veinot 204-977-5647 Terms of Office: three-year terms			

SENATE PLANNING AND PRIORITIES COMMITTEE

as of June 1, 2019

Composition	Incumbents	Faculty/School	Term
Provost and Vice-President (Academic) (or designate)	Dr. Mark Torchia, designate		<i>Ex-officio</i>
Vice-President (Administration) (or designate)	Mr. Andrew Konowalchuk, designate		<i>Ex-officio</i>
Vice-President (Research and International) (or designate)	Dr. Jay Doering, designate		<i>Ex-officio</i>
Ten members of academic staff (excluding Deans, Directors and Associate/Assistant Deans or Directors), three must be members of Senate, and one must be from Bannatyne campus	Mrs. Orvie Dingwall (as of July 1, 2019)	Libraries	2020.05.31
	Prof. Peter Graham	Science	2020.05.31
	Ms Kristina Hunter	Environment, Earth, and Resources	2021.05.31
	Prof. Cary Miller (S)	Arts	2021.05.31
	Prof. Mojgan Rastegar (S)	Health Sciences	2021.05.31
	Prof. Mike Domaratzki (S)	Science	2022.05.31
	Prof. Richard Perron	Architecture	2022.05.31
	Prof. David Watt, Chair	Arts	2022.05.31
	Prof. Mark Gabbert (S)	Arts	2023.05.31
	Prof. Karine Levasseur	Arts	2023.05.31
Three students, one graduate, one undergraduate and the President of UMSU or designate	Ms Laura Forsythe	Graduate Studies	2020.05.31
	TBD		2020.05.31
	Ms Jelynn Dela Cruz, designate		2020.04.30
President	Dr. Todd Mondor, designate		<i>Ex-officio</i>
Vice-Provost (Students)	Ms Laurie Schnarr		<i>Ex-officio</i>
Resource: Shannon Coyston 474-6892 Terms of Office: four-year terms; students = two-year terms			

SENATE COMMITTEE ON RULES AND PROCEDURES

as of June 1, 2019

Composition	Incumbents	Faculty/School	Term
Four members of the academic staff who, at time of appointment/re-appointment, are members of Senate	Prof. John Anderson (S) <i>(on leave)</i>	Science	2020.05.31
	Dean Reg Urbanowski (S)	Health Sciences	2020.05.31
	Prof. Tracey Peter (S)	Arts	2021.05.31
	Dean Jeffery Taylor (S), Chair	Arts and School of Art	2022.05.31
One student who, at time of appointment/re-appointment, is a member of Senate	Mr. Ehsan Tahmasebian (S)	Graduate Studies	2020.05.31
Resource: Sandi Utsunomiya 474-8174 Terms of Office: three-year terms; students = one-year terms			

SENATE COMMITTEE ON UNIVERSITY RESEARCH

as of June 1, 2019

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) and 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 Jeffery Taylor	Arts	2020.05.31
	Dean Stefi Baum	Science	2021.05.31
	Dean Gady Jacoby	Management	2021.05.31
	Dean Norm Halden	Environment, Earth, and Resources	2022.05.31
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. Anita Brûlé-Babel	Agricultural and Food Sciences	2020.05.31
	Prof. Shawn Clark	Engineering	2020.05.31
	Dr. Michelle Porter	Kinesiology and Recreation Management	2020.05.31
	Prof. Samar Safi-Harb	Science	2021.05.31
	Prof. Robert Mizzi (leave replacement for Prof. Clea Schmidt)	Education (Education)	2019.06.30 (2021.05.31)
	Prof. Andrew Halayko	Health Sciences	2022.05.31
	Prof. Jason Leboe-McGowan	Arts	2022.05.31
	Prof. Tamra Werbowetski-Ogilvie	Health Sciences	2022.05.31
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			