

Senate
Senate Chamber
Room E3-262 Engineering Building
WEDNESDAY, January 8, 2020
1:30 p.m.

A G E N D A

I MATTERS TO BE CONSIDERED IN CLOSED SESSION - none

II ELECTION OF SENATE REPRESENTATIVES

1. Election of a Student Member to the Senate Executive Committee Page 3

III MATTERS RECOMMENDED FOR CONCURRENCE WITHOUT DEBATE - none

IV MATTERS FORWARDED FOR INFORMATION

1. Report of the Senate Committee on Awards Page 4
 [November 14, 2019]
2. In Memoriam: Sigrid Johnson Page 10
3. Items Approved by the Board of Governors Page 12
 [November 19, 2019]

V REPORT OF THE PRESIDENT

VI QUESTION PERIOD

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

VII CONSIDERATION OF THE MINUTES OF THE MEETING OF DECEMBER 4, 2019

VIII BUSINESS ARISING FROM THE MINUTES - none

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

1. Report of the Senate Executive Committee Page 13

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

2. Report of the Senate Planning and Priorities Committee

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

X	<u>REPORTS OF OTHER COMMITTEES OF SENATE, FACULTY AND SCHOOL COUNCILS</u>	
1.	<u>Proposal to Modify the Preliminary Engineering Program, Faculty of Engineering</u>	Page 14
a)	<u>Report of the Senate Committee on Curriculum and Course Changes</u>	Page 14
b)	<u>Report of the Senate Committee on Admissions</u>	Page 15
2.	<u>Reports of the Senate Committee on Admissions</u>	
a)	<u>RE: Revised Direct Entry Admission Requirements, Bachelor of Arts Degree, Faculty of Arts</u>	Page 17
b)	<u>RE: Proposal for a Dual Credit High School Admission Category, Faculty of Arts</u>	Page 22
3.	<u>Report of the Senate Committee on Instruction and Evaluation RE: Modification of Professional Unsuitability By-law, Department of Psychology</u>	Page 27
4.	<u>Report of the Senate Committee on University Research RE: Proposal for Institute for Global Public Health</u>	Page 32
a)	<u>Report of the Senate Planning and Priorities Committee</u>	Page 39
5.	<u>Report of the Faculty Council of Graduate Studies on Course, Curriculum and Regulation Changes RE: Faculty of Law</u>	Page 61
6.	<u>Report of the Faculty Council of the Rady Faculty of Health Sciences RE: Proposal to Create Departments of Occupational Therapy, Physical Therapy, and Respiratory Therapy in College of Rehabilitation Sciences</u>	Page 68
XI	<u>ADDITIONAL BUSINESS</u>	
1.	<u>Report of the Implementation Working Group for the Cooper Commission Report</u>	Page 75
XII	<u>ADJOURNMENT</u>	

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

Election of Student Senator to the Senate Executive Committee

1. The composition of the Senate Executive Committee makes provision for one elected Student member of Senate. A candidate for this position is nominated by the caucus of Student Senators. The term for this position is May 1, 2019 - April 30, 2020.
2. The member of Senate elected by students to be the member of the Senate Executive Committee has resigned.
3. The Student Senate Caucus has nominated Tanjit Nagra (Graduate Studies) to fill this position for the balance of the term ending April 30, 2020.
4. Procedure: Senators shall vote by a show of hands.

REPORT OF THE SENATE COMMITTEE ON AWARDS

Preamble

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

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

Observations

At its meeting of November 14, 2019, the Senate Committee on Awards approved 2 new offers, 6 revised offers and the withdrawal of 6 awards, as set out in Appendix A of the *Report of the Senate Committee on Awards (November 14, 2019)*.

Recommendations

On behalf of Senate, the Senate Committee on Awards recommends that the Board of Governors approve 2 new offers, 6 revised offers and the withdrawal of 6 awards, as set out in Appendix A (November 14, 2019). These award decisions comply with the Student Awards Policy.

Respectfully submitted,

Dr Jared Carlberg

Chair, Senate Committee on Awards

SENATE COMMITTEE ON AWARDS

November 14, 2019

1. NEW OFFERS

Dr. Jiri Sichler Memorial Scholarship in Algebra

In memory of Dr. Jiri Sichler, Mrs. Marie Sichler will make an annual contribution to the University of Manitoba for a three-year term to offer the Dr. Jiri Sichler Memorial Scholarship in Algebra. The purpose of the scholarship is to reward fourth-year Mathematics students who achieve high marks in third-year Algebra courses. Each year, beginning in 2019-2020 and ending in 2021-2022, one scholarship with a minimum value of \$2,500 will be offered to an undergraduate student who:

- (1) is enrolled full-time (minimum 80% course load) in the fourth year of study in any degree program offered by the Department of Mathematics in the Faculty of Science;
- (2) has achieved a minimum degree grade point average of 3.0; and
- (3) among the students who have met criteria (1) and (2) above, has achieved the highest combined standing in Algebra 2 (currently numbered MATH 3320) and Algebra 3 (currently numbered MATH 3322).

In the event of a tie, the total value of the scholarship will be split evenly between all eligible tied candidates.

If, in any given year, there are no eligible candidates, the scholarship will go to an undergraduate student who:

- (1) is enrolled full-time (minimum 80% course load) in any degree program offered by the Department of Mathematics in the Faculty of Science;
- (2) has successfully completed Algebra 1 (currently numbered MATH 2020) with a grade of 'B' or higher;
- (3) has achieved a minimum degree grade point average of 3.0; and
- (4) has achieved the highest degree grade point average among all eligible students.

In the event of a tie, the value of the scholarship will be split evenly between all eligible tied candidates.

In years where additional funds are available, the scholarship value will be increased.

The Dean of the Faculty of Science (or designate) will ask the Head of the Department of Mathematics (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.

The Opportunity Scholarship in Computer Science

An anonymous donor has established an endowment fund at the University of Manitoba with an initial gift of \$100,000 in 2019. The purpose of the fund is to reward the academic achievements of undergraduate students pursuing studies in the Department of Computer Science. Each year, beginning in

2021-2022, the available annual income from the fund will be used to offer one or more scholarships of equal value to undergraduate students who:

- (1) are enrolled full-time (minimum 80% course load) in the second year of study or higher in the Honours Co-op or Major Co-op programs in Computer Science; and
- (2) have achieved a minimum degree grade point average of 3.5.

The selection committee will have the discretion to determine the number and value of scholarships offered each year, as outlined above.

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

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

2. AMENDMENTS

Faculty of Engineering Bursary Assistance Fund

The following amendments were made to the terms of reference for the Faculty of Engineering Bursary Assistance Fund:

- The last sentence of the preamble was revised to:
Each year, one or more bursaries will be offered to undergraduate students who:
- The numbered criteria were revised to:
 - (3) *are enrolled full-time (minimum 60% course load) in any year of study in the Faculty of Engineering at the University of Manitoba;*
 - (4) *have either:*
 - (a) *if first-year students, been admitted via Direct Entry into the Faculty of Engineering,*
or
 - (b) *if continuing students, achieved a minimum degree grade point average of 2.0; and*
 - (5) *have demonstrated financial need on the standard University of Manitoba bursary application form.*
- The following statement was added:
The selection committee will have the discretion to determine the number and value of awards offered each year based on the available funds, as outlined above.
- The selection committee paragraph was revised to:
The selection committee will be the Scholarships, Bursaries, and Awards Committee of the Faculty of Engineering.
- The standard Board of Governors statement was updated.

Flexon Silver Medal

The following amendments were made to the terms of reference for the **Flexon Silver Medal**:

- The preamble was revised to:
The Flexon Silver Medal is offered by the College of Pharmacists of Manitoba (formerly the Manitoba Pharmaceutical Association). Each year, one medal will be awarded to an undergraduate student who:
- The numbered criteria was revised to:
 - (1) *is registered full-time (minimum 80% course load) in the degree program in the College of Pharmacy at the University of Manitoba;*
 - (2) *has achieved a minimum degree grade point average of 3.5; and*
 - (3) *has achieved the highest standing in the Medicinal Chemistry course (currently numbered PHRM 2222) offered by the College of Pharmacy.*
- The following tie breaking paragraph was added:
Only one recipient is to be named each year. Ties are to be broken using the following criteria in priority of order: (a) highest grade point average in required Pharmacy courses; and then (b) the highest number of A+'s in all required Pharmacy courses in the program.
- The selection committee paragraph was added:
The selection committee will be The College of Pharmacy Professional Program Awards Committee.
- The standard Board of Governors statement was added.

Greg Doroschuk Memorial Bursary

The followings amendments were made to the terms of reference for the **Greg Doroschuk Memorial Bursary**:

- The title of the award was revised to: *Greg Doroschuk Memorial Scholarship*
- The preamble was revised to:
In memory of Greg Doroschuk (B.Comm. (Hons.)/82), his family, friends, and colleagues have established an endowment fund at the University of Manitoba to provide support to students in the I.H. Asper School of Business. The first award was offered in 2005. Each year, the available annual income from the fund will be used to offer one scholarship to an undergraduate student who:
- The numbered criteria were revised to:
 - (1) *is enrolled full-time (minimum 80% course load) in the third year of study in the I.H. Asper School of Business at the University of Manitoba;*
 - (2) *has achieved a minimum degree grade point average of 3.0; and*
 - (3) *has demonstrated community involvement, political involvement and/or volunteerism.*
- The application paragraph was revised to:
In order to demonstrate how they have met criterion (3), applicants will be required to submit a statement (maximum 250 words) outlining their community involvement, political involvement

and/or volunteerism (participation in clubs or organizations such as Toastmasters, Aiesec or Junior Achievement may also be included).

- The selection committee paragraph was revised to:
The selection committee will be named by the Dean of the I.H. Asper School of Business (or designate) and will include one member of the Doroschuk family.
- The standard Board of Governors statement was added.

Marguerite and John Burelle Memorial Indigenous Scholarships

The following amendments were made to the terms of reference for the **Marguerite and John Burelle Memorial Indigenous Scholarships**:

- The preamble was revised to:
Through a bequest to The Winnipeg Foundation, Mr. John Phillip Burelle (B.Ed./'80, M.Ed./'82) established a scholarship fund in 2017 to reward the academic achievement of Indigenous students at the University of Manitoba. The Winnipeg Foundation will confirm the value of these awards annually. Each year, a minimum of four scholarships valued at a minimum of \$3,000 each will be offered to undergraduate students who:
- The numbered criteria was revised to:
 - (1) have self-declared as First Nations, Métis or Inuit people from Canada;*
 - (2) are enrolled full-time (minimum 80% course load), in the second year of study or higher in any faculty, college, or school at the University of Manitoba;*
 - (3) have successfully completed a minimum of 24 credit hours; and*
 - (4) have achieved a minimum grade point average of 3.0.*
- The standard Winnipeg Foundation Board of Governors statement was added.

Neil Burgess Memorial Scholarship

The followings amendments were made to the terms of reference for the **Neil Burgess Memorial Scholarship**:

- The last sentence of the preamble was revised to:
Each year, the available annual income from the fund will be used to offer one scholarship to a graduate student who:
- The numbered criteria were revised to:
 - (1) is enrolled full-time in the Faculty of Graduate Studies in a Master's or Ph.D. program offered through the Department of Civil Engineering in the Faculty of Engineering at the University of Manitoba;*
 - (2) has achieved a minimum grade point average of 3.5 based on the last 60 credit hours (or equivalent) of study;*
 - (3) has geotechnical engineering as a principal field of research and study; and*
 - (4) has demonstrated exceptional research ability as determined by the selection committee.*

- The third paragraph was revised to:

The scholarship may not be held in two consecutive years, but a previous recipient may re-apply and be considered for the scholarship if at least one year has passed since they last held the scholarship.

- The selection committee paragraph was revised to:

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies will ask the Engineering Graduate Awards Committee to serve as the selection committee for this award. The committee will include the Chair of the Manitoba Section of the Canadian Geotechnical Society (or designate) and the senior Professor in geotechnical engineering in the Department of Civil Engineering (or designate).

Tom & Nina Phillips Travel Award in Education

The following amendments were made to the terms of reference for the **Tom & Nina Phillips Travel Award in Education**:

- The number of awards was changed from one to an amount at the selection committee's discretion.
- The following paragraph was added:

The selection committee will have the discretion to determine the number and value of awards offered each year based on the available annual income from the fund and the number of eligible candidates.

3. WITHDRAWALS

Anthony J. Besarabowicz Award

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

Men's Volleyball Alumni Scholarship

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

SAHPER Travelling Award

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

Inventio Scholarship

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

Marguerite Clara Germaine Jerome Scholarship in Religion

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

Professional Development Week Award

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

In Memoriam: Sigrid Johnson (February 26, 1950 - December 12, 2018)

On December 12, 2018, the University of Manitoba Libraries lost a dear friend and colleague when Sigrid Johnson, Head of the Icelandic Collection, passed away at the age of 68, following a two-year battle with cancer.

Sigrid was born and raised in Arborg, Manitoba, immersed in the Icelandic language and culture. After completing her elementary and high school studies, she earned a Bachelor of Arts from the University of Manitoba and a Library Science degree from the University of Alberta.

Sigrid began her 43-year career at the University of Manitoba in 1975. As the Icelandic Librarian, and later, the Head of the Icelandic Collection, Sigrid was the steward of the largest Icelandic collection in Canada and the second largest in North America. With her deep knowledge of Icelandic studies and her fluency in the Icelandic language, she built and managed an outstanding collection of primary and secondary sources, including literary manuscripts and archival materials that support teaching and research at the University of Manitoba and attract scholars and researchers from every part of the world. Profoundly committed to the people who use the Collection, Sigrid provided personalized expert service to students, faculty, researchers, and the broader community.

Sigrid engaged in numerous outreach activities. She organized and co-sponsored lectures, facilitated community activities in the Iceland Reading Room, and worked with artists to showcase their works in the Dr. Paul H.T. Thorlakson gallery. She also contributed her expertise to the advancement of public causes – for example, the research she did for the recognition of women suffrage advocate, Margret Benedictsson. On many occasions, she was called upon to assist with the coordination of visits to the University of Manitoba of dignitaries from Iceland and to participate in the proceedings. She welcomed these special visitors, as well as countless academics, authors, media personalities, and tourists from Canada, the United States, Iceland, and elsewhere.

As an academic librarian, Sigrid engaged in scholarly endeavours that included writing articles and presenting papers at conferences, serving as co-editor and editor of *The Icelandic Canadian* magazine, and translating documents. At the University, she served on the UMFA Status of Women Committee, the Iceland Language and Literature Endowment Fund Committee, and the Valuing Icelandic Presence (VIP) committee, among others. In the Icelandic community, she was former president of the Icelandic National League of North America, former board director of the Canada Iceland Foundation, and former board member of the Icelandic Festival of Manitoba. Over the course of her impressive career, Sigrid received several awards in recognition of her community engagement activities: the University of Manitoba Outreach Award (1992); the government of Iceland's Order of the Falcon (2000); the University of Manitoba Long Service Award (2001); and most recently, the Jon Sigurdsson Chapter of the IODE Good Citizenship Award (2018). In 2003, she was selected as Fjallkona (Maid of the Mountain) of the Icelandic Festival of Manitoba.

On September 22, 2019, the Libraries unveiled a plaque in the Iceland Board Room to pay homage to Sigrid, an outstanding librarian and subject specialist, and her significant contributions to the Libraries, the University, the wider research community, and her Icelandic community. In part, the plaque reads: “She dedicated her career to the preservation of the Icelandic-Canadian experience through her work acquiring and caring for the Icelandic narratives of Manitoba and the Prairies.”

Left to mourn Sigrid’s passing are her husband Robert Sproule, and children, Meghan, Michael and Matthew.



UNIVERSITY
OF MANITOBA

Office of the University Secretary

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MEMORANDUM

DATE: November 20, 2019

TO: David Barnard, Chair of Senate

FROM: Jeff M. Leclerc, University Secretary 

SUBJECT: **APPROVAL OF MOTION, Board of Governors – November 19, 2019**

On November 19, 2019, Board of Governors approved the following motion:

THAT the Board of Governors approve six new offers, two amended offers, and the withdrawal of six offers, as set out in Appendix A of the Report of the Senate Committee on Awards [dated September 24, 2019].

The Board received for information and discussion the following items from Senate:

- *Implementation of Post-baccalaureate Diploma in Medical Physiology and Pathophysiology*
- *Academic Schedule for 2020 Summer Term*
- *Extension of Suspensions of Admissions to Post-baccalaureate Diploma in Agrology, Master of Science in Textile Sciences, Master of Science in Family Social Sciences, Master of Arts in Icelandic*
- *Closure of Bachelor of Science and Minor in Textile Sciences*
- *Revision to the Academic Schedule for 2019-2020 Spring Convocation*

Copy: Janice Ristock
Digvir Jayas

JL/sf

Report of the Senate Executive Committee

Preamble

The Executive Committee of Senate held its regular monthly meeting on the above date.

Observations

1. Speaker for the Executive Committee of Senate

Dean Jeff Taylor, Faculty of Arts, will be the Speaker for the Executive Committee for the January meeting of Senate.

2. Request from Faculty of Arts Senators RE: Senate Statement on the Importance of Higher Education

The Executive Committee was informed that development of a statement on the importance of higher education, which was to be prepared by President Barnard and Professor Prentice, was in progress.

3. Comments of the Executive Committee of Senate

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

Respectfully submitted,

Dr. David Barnard, Chair
Senate Executive Committee

Terms of Reference:

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

Report of the Senate Committee on Curriculum and Course Changes – Submitted to Senate for Ordinary Debate RE: Preliminary Engineering Program

Preamble:

1. The [terms of reference](#) for the Senate Committee on Curriculum and Course Changes (SCCCC) are available on the University Governance website. The SCCCC is “to recommend to Senate on the introduction, modification or abolition of undergraduate programs, curricula or courses”.
2. At its meeting on October 25, 2019, the SCCCC considered a proposal from the Faculty of Engineering, to modify the curriculum of the Preliminary Engineering Program.
3. The Senate Committee on Admissions (SCADM) also considered the proposal at its meeting on November 22, 2019.
4. Curriculum changes would take effect for the 2020/2021 Academic Year. The revised admission requirements (advanced entry), which would follow from the curriculum changes, would take effect for the September 2021 admissions cycle.

Observations

1. The Committee considered a proposal from the Faculty of Engineering to modify the Preliminary Engineering Program. The list of Written English Courses for Engineering students would be modified to reflect recent course changes (Senate, December 4, 2019). Specifically, POLS 1506 – Survey of Political Studies, which, effective for the Fall 2020, can no longer be used to meet the University’s written English (W) requirement, will be removed from the list.

Recommendation

The Senate Committee on Curriculum and Course Changes recommends:

THAT Senate approve modifications to the curriculum of the Preliminary Engineering Program, Faculty of Engineering, effective September 1, 2020.

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.

Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Engineering to modify the admission requirements for the Bachelor of Science in Engineering degree program (2019.11.22)

Preamble:

1. The terms of reference for this committee can be found at: http://umanitoba.ca/admin/governance/governing_documents/governance/sen_committees/490.htm.
2. The Faculty of Engineering is proposing to amend the list of written English courses that can be presented by students as part of the admission requirements.
3. The proposal was approved by the Engineering Faculty Council on September 6th, 2019 and was endorsed by SCADM on November 22nd, 2019.

Observations:

1. Engineering students must take one course from the written “English courses for Engineering students” list as part of their program. Courses from this list may be included in the GPA calculation used for admission purposes.
2. The Department of Political Studies is submitting a proposal to Senate to remove the “W” designation from POLS1506.
3. Given the changes from the Department of Political Studies, POLS 1506 will be removed from “English courses for Engineering students” list.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to modify the admission requirements for the Bachelor of Science in Engineering degree program be approved effective for the Fall 2021 intake.

Respectfully submitted
Laurie Schnarr, Chair, Senate Committee on Admissions

Written English Courses for Engineering Students

ASIA 1420	Asian Civilization to 1500 (3)
ASIA 1430	Asian Civilization from 1500 (3)
CATH 1190	Introduction to Catholic Studies (3)
ENGL 1200	Representative Literary Works (6)
ENGL 1300	Literature Since 1900 (6)
ENGL 1340	Introduction to Literary Analysis (3)
ENGL 1400	Thematic Approaches to the Study of Literature (3)
GPE 2700	Perspectives on Global Political Economy (3)
GRMN 1300	Masterpieces of German Literature in English Translation (3)
GRMN 1310	Love in German Culture in English Translation (3)
HIST 1XXX †	Any 1000 level HIST course, (3 or 6 credit hours)
HIST 2XXX †	Any 2000 level HIST course, (3 or 6 credit hours)
NATV 2020	The Métis in Canada (3)
POL 1900	Love, Heroes and Patriotism in Contemporary Poland (3)
POL 2600	Polish Culture until 1918 (3)
POL 2610	Polish Culture 1918 to the present (3)
POLS 1502**	Introduction to Political Studies (3)
POLS 1506**	Survey of Political Studies (3)
POLS 2302	Introduction to Political Theory (3)
POLS 2502	Introduction to World Affairs (3)
POLS 2504	Introduction to International Relations (3)
POLS 2602	Introduction to Comparative Politics (3)
POLS 2702	Introduction to Canadian Politics (3)
POLS 2802	Introduction to Indigenous Politics (3)
RLGN 1322	Introduction to Eastern Religions (3)
RLGN 1324	Introduction to Western Religions (3)
RLGN 1424	Religion and Sexuality (3)
RLGN 1440	Evil in World Religions (3)
RLGN 2036	Introduction to Christianity (3)
RLGN 2140	Introduction to Judaism (3)
RLGN 2160	Hebrew Bible (Tanakh / "Old Testament") (3)
RLGN 2170	Introduction to the New Testament (3)
RLGN 2222	The Supernatural in Popular Culture (3)
RLGN 2590	Religion and Social Issues (3)
RUSN 1400	Masterpieces of Russian Literature in English Translation (3)
RUSN 2280	Russian Culture until 1900 (3)
RUSN 2290	Russian Culture from 1900 to the present (3)
RUSN 2310	Exploring Russia Through Film (3)
UKRN 2200	Ukrainian Myths, Rites and Rituals (3)
UKRN 2410	Ukrainian Canadian Cultural Experience (3)
UKRN 2590	Ukrainian Literature and Film (3)
UKRN 2770	Ukrainian Culture until 1900 (3)
UKRN 2780	Ukrainian Culture from 1900 to the present (3)
UKRN 2820	Holodomor and Holocaust in Ukrainian Literature and Culture (3)
WOMN 1500	Introduction to Women's and Gender Studies in the Humanities (3)
WOMN 1600	Introduction to Women's and Gender Studies in the Social Sciences (3)
WOMN 2560	Women, Science and Technology (3)

** This course requires a laboratory.

† Unallocated credits may not be used.

Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Arts to modify the direct entry admission requirements for the Bachelor Arts degree program (2019.11.22)

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 is proposing a modification to the direct entry admission requirements for the Bachelor of Arts degree program. The proposed requirements are in alignment with the institutional direct entry admission requirement framework.
3. The proposal was approved by the Arts Faculty Council on October 1st, 2019 and was endorsed by SCADM on November 22nd, 2019.

Observations:

1. At the May 16, 2018 Senate meeting a new direct entry framework was approved.
2. The proposed modifications align with the direct entry framework.
3. The minimum eligibility for admission will be a 70% average over the four academic courses with no less than 60% in any one course.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to modify the direct entry admission requirements for the Bachelor of Arts degree program be approved effective for the Fall 2022 intake.

Respectfully submitted
Laurie Schnarr, Chair, Senate Committee on Admissions


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



UNIVERSITY
OF MANITOBA

Faculty of Arts

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DATE: October 17, 2019
TO: Jeff Adams, Executive Director, Enrollment Services
FROM: Jeff Taylor, Dean, Faculty of Arts 
SUBJECT: *Faculty of Arts Direct Entry Admissions Regulations*

This memo is to inform you that, at its meeting on October 1, 2019, Arts Faculty Council approved a proposal to modify the Faculty of Arts Direct Entry Admissions regulations. This proposal comes forward in response to the University of Manitoba Direct Entry Admissions template proposed by your office in January 2018.

I have enclosed the complete proposal for the Senate Committee on Admissions (SCADM) to consider.

c: J. Leboe-McGowan, Associate Dean
G. Sobie, Manager, Student Services

University of Manitoba

Faculty of Arts

Proposed Modification to the Faculty of Arts Direct Entry Admissions Criteria

Background:

A pathway for high school students to enter the Faculty of Arts directly (rather than entering Arts via U1 transit) was introduced in 2013. Since then, the admissions criteria for Direct Entry to the Faculty of Arts has been:

- Manitoba high school graduation, with five full credits at the Grade 12 level, in courses designated S (Specialized), G (General), or U (Dual Credit-University), or the equivalent standard from other provinces and countries will be considered.
- A minimum average of 85% in three Grade 12 40S or 40U credits and a minimum grade of 60% in each of the three credits.
- One of the three credits included in the minimum average of 85% must be Grade 12 40S English.

Direct Entry was introduced to recognize that many students in high school had a clear understanding of their educational goals and direction. Rather than requiring students to apply to University 1, Arts and the other Faculties and Schools at the University of Manitoba introduced Faculty specific Direct Entry requirements so that high school students who met the minimum requirements could begin their academic careers in their Faculty of choice.

Observations:

In 2018 Enrollment Services introduced a Direct Entry Admissions template that all Faculties have been asked to adopt. The Senate approved template outlines the following minimums:

- Manitoba high school graduation, with five full credits at the Grade 12 level, in courses designated S (Specialized), G (General), or U (Dual Credit-University), **or** the equivalent standard from other provinces and countries will be considered.
- A minimum 70% average over the following, with no less than 60% in each course:
 - English 40S (Grade 12)
 - Mathematics 40S (Grade 12)
 - Two additional 40S courses (Grade 12)

Over the past several years and primarily because of the proliferation of Direct Entry admission options, U1 has experienced a shift in the type of students they serve. In the beginning, U1 was the place where (almost) all first year University of Manitoba students began. However, over time, U1 has become the destination for students who:

- a. Are predominantly undecided or uncertain about their future studies; and,
- b. Do not meet the current minimum direct entry requirements set by their target faculty.

The U1 First Year Centre is a place where students are provided with excellent advice and the tools to help them make good choices about their future studies. There is no question that the role of U1 is a valuable one and it will continue to serve students who fall into the exploratory/ undecided group.

For high school students who have already decided where they are headed and what they need to study in order to get there, connecting early with their Faculty of choice for program specific advice and guidance can be very beneficial. The Faculty of Arts regularly provides advice and guidance to University 1 students who express a clear desire to pursue programs in the liberal arts and humanities.

A typical year sees approximately 1000 students transit to the Faculty of Arts from U1. Many of these students have known from day one that they were headed toward a particular Faculty of Arts program, but may not have met the minimum 85% average currently required for direct entry. We would like to offer these students the opportunity to choose to enter the Faculty of Arts at the outset. Applying the Senate approved Direct Entry Admissions Template to the Faculty of Arts Direct Entry admissions category will provide the opportunity for more students to enter the Faculty of Arts directly from high school.

Proposed modification to the Faculty of Arts section of the Academic Calendar, as follows:

Section 2: Admission to the Faculty of Arts B. A. General, Advanced, or Honours Degree Programs

2.1 Direct Entry from High School

Eligible students may apply to enter the Faculty of Arts upon completion of a high school diploma. Eligible students **must** meet the criteria listed below:

- Manitoba high school graduation, with five full credits at the Grade 12 level, in courses designated S (Specialized), G (General), or U (Dual Credit-University), or the equivalent standard from other provinces and countries will be considered.
- A minimum average of ~~85%~~ 70% in ~~three~~ four academic Grade 12 40S or 40U credits and a minimum grade of 60% in each of the ~~three~~ four credits.
- One of the ~~three~~ four academic credits included in the minimum average of ~~85%~~ 70% must be Grade 12 English 40S.
- One of the four academic credits included in the minimum average of 70% must be Grade 12 Mathematics 40S.

Note: ~~High school mathematics is NOT required for admission to the Faculty of Arts. However~~ It is recommended students complete either applied mathematics or pre-calculus within the Manitoba high school curriculum, or equivalent, ~~to facilitate their ability to fulfill the University's "M" (or "mathematics") requirement for graduation and to enter certain Arts programs which~~ require mathematics.

The number of Direct Entry students admitted to the Faculty of Arts may be capped and / or adjusted on an annual basis. Please consult the Faculty of Arts Applicant bulletin for further detail in this regard.

This change will be implemented for the 2022 Fall Term intake.

Report of the Senate Committee on Admissions concerning a proposal from the Faculty of Arts to create a Dual Credit High School Admission Category (2019.11.22)

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 is proposing the creation of this new admission category. This category is designed for Manitoba high school students who are seeking admission to the institution in order to receive credit for a university level course they complete while still in high school.
3. The proposal was approved by the Arts Faculty Council October 1st, 2019 and was endorsed by SCADM on November 22nd, 2019.

Observations:

1. For a number of years, certain Faculty of Arts language courses have been offered to students enrolled in local Winnipeg high schools. Upon completion of the course students who achieved a passing grade would earn university credit.
2. Historically these students were admitted to the Division of Extended Education. Upon reviewing the current admission requirements, it was determined that the existing Senate-approved courses in high school criteria would prevent high school students at a less senior level from gaining admission to the institution.
3. Some Arts faculty members have invested considerable time and effort in this initiative, particularly to develop opportunities for students in Hebrew courses and Latin courses.
4. This category would not result in an admission pathway to a degree program within the Faculty of Arts.

Recommendation:

The Senate Committee on Admissions recommends that the proposal to create a Dual Credit High School Admission Category in the Faculty of Arts be approved effective for the Fall 2020 intake.

Respectfully submitted
Laurie Schnarr, Chair, Senate Committee on Admissions


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



UNIVERSITY
OF MANITOBA

Faculty of Arts

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Fax (204) 474-7590
Email Arts_inquiry@umanitoba.ca

DATE: October 17, 2019
TO: Jeff Adams, Executive Director, Enrollment Services
FROM: Jeff Taylor, Dean, Faculty of Arts 
SUBJECT: *Faculty of Arts Dual Credit High School Admissions Category*

This memo is to inform you that, at its meeting on October 1, 2019, Arts Faculty Council approved a proposal to introduce a Faculty of Arts Dual Credit High School admissions category. This proposal comes forward in order to meet a need related to certain Faculty of Arts courses that are regularly offered to Manitoba High School students, who need to gain admission to the University of Manitoba in order to write the challenge exam related to the course offering and ultimately receive University credit for the University level course(s) they have completed while in High School.

I have enclosed the complete proposal for the Senate Committee on Admissions (SCADM) to consider.

c: J. Leboe-McGowan, Associate Dean
G. Sobie, Manager, Student Services



UNIVERSITY
OF MANITOBA

Faculty of Arts

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DATE: July 17, 2019
TO: J. Taylor, Dean, Faculty of Arts
FROM: J. Leboe-McGowan, Chair, Faculty of Arts Academic Regulations Policy Committee
(ARPC)
SUBJECT: ARPC Proposal for Faculty Executive to Consider – Dual Credit High School Admissions Category

PREAMBLE

The terms of reference of the above Committee stipulate that it shall recommend to Faculty Council, through the Arts Executive Committee, with respect to undergraduate regulations relating to admission, General, Advanced and Honours degree programs, examinations, grading system, required performance levels and all requirements for receiving degrees.

At its meeting on June 17, 2019, the Committee considered the following matter:

Introduction of a Dual Credit High School Admissions Category

Background:

For some time, certain Faculty of Arts language courses have been offered at local Winnipeg high schools (Latin courses at Sisler High School; Hebrew at Gray Academy). In the past, students enrolled in these courses had the opportunity to use the knowledge gained in these courses to write a challenge exam. If they achieved a passing grade, they would receive a final grade equivalent to their performance on the exam and course credit for the relevant 1000-level courses at the University of Manitoba (LATN 1080 – Introduction to the Reading of Latin 1; LATN 1090 – Introduction to the Reading of Latin 2; HEB 1250 – Hebrew I; HEB 1260 – Hebrew II). Ideally, so that the material is still fresh in their minds, students would be provided with the opportunity to write the challenge exam soon after they complete the high school courses in which they received instruction in these languages. In the past, the procedure for allowing this was to admit these students to the Division of Extended Education, allowing them to enroll in LATN 1080, LATN 1090, HEB 1250, or HEB 1260. After these students wrote the challenge for credit exam, the relevant instructor would assign a grade based on their performance and submit this grade to Extended Education as their final grade for the course. At present, the Faculty of Extended Education applies criteria for admitting students based on the number of high school credits they have completed. These criteria prevent high school students, specifically those at a less senior level, from gaining admission to the University of Manitoba. Moreover, the Courses in High School admission policy administered by Extended Education is not designed to accommodate for course credits granted for performance on challenge exams. Rather, that policy is designed for granting course credit in cases for which University of Manitoba faculty members teach, or support the teaching of, courses in local high schools. Consequently, it is necessary for

the Faculty of Arts to create our own avenues for these students to gain admission to the University, so they can complete courses outside of our degree programs, when appropriate.

Observation:

Arts faculty members have invested considerable time into helping the high schools identified above to develop Hebrew and Latin courses. Those high schools rely on the University of Manitoba providing an opportunity for students to receive course credit as a way to attract registrations in these courses. Preserving this opportunity for Latin trainees at Sisler and Hebrew trainees at Gray Academy is simply a matter of allowing a special pathway for students to gain admission to the University of Manitoba. This pathway would only allow these admitted students to register in LATN 1080/LATN 1090 or HEB 1250/HEB 1260 for the purpose of writing the Challenge Exam and receiving a grade for these courses. It would also provide a pathway for high school students to write challenge exams to receive credit for other Arts courses, if other Departments or Programs wish to provide such opportunities in the future. This special admissions category would not provide a pathway for students to gain admission to any Faculty of Arts degree program. Students would need to follow the routes to gaining admission to a Faculty of Arts degree program that any other prospective student would have to follow.

Recommendation:

Proposed modification to the Faculty of Arts section of the Academic Calendar, as follows:

Section 2: Admission to the Faculty of Arts B. A. General, Advanced, or Honours Degree Programs

2.6 Admission as a Special Student

The Faculty of Arts does not accept students under the special student category. Students seeking admission as a special student should apply to Extended Education.

2.7 Admission as a Dual Credit High School Student

Dual credit courses in high schools may be offered in partnership with school divisions and high schools. This opportunity is designed for students with particular interest in receiving equivalent to university-level training in a subject area and in receiving university-level credit for the training they receive at the high school level. To complete particular courses for university credit prior to their high school graduation by writing a challenge exam, some students may qualify for admission to the Faculty of Arts under our Dual Credit High School Student Admissions Category.

Note that courses offered as dual credit may vary from year to year. Interested high schools should consult the Faculty of Arts Dean's Office for course availability and information on the dual credit course approval processes.

All prospective students must provide the following to be eligible for admission as a Dual Credit High School Student:

*evidence of full-time registration in a Manitoba high school,

*written recommendation of academic ability from their high school principal (or designate) confirming that they are academically in good standing and academically prepared to take equivalent to university-level courses

*written approval of the Head/Program Director of the Department/Program offering the course that they are seeking to challenge and the Faculty of Arts Dean's Office,

*completion of course pre-requisites as approved by Senate,

Proposed addition to Section 3: Basic Faculty Regulations for the Faculty of Arts B. A. General, Advanced, or Honours Degree Programs

3.6 Requirements for Dual Credit High School Students

Students admitted as dual credit high school students will be required to demonstrate their competencies in a course by challenging the university final exam.

Challenge exams will be scheduled by the relevant Department or Program and may be invigilated either on the University of Manitoba campus or at the student's high school. The University of Manitoba faculty member who is responsible for the delivery of the course will determine the structure and duration of the exam.

High schools will be responsible for delivering the appropriate content to ensure students are prepared for the examinations. If they are willing to do so, a UM faculty member will work with each high school to ensure that high school instructors are provided with the course content that equivalent to the content of the corresponding courses offered at the University of Manitoba. Such support includes supplying course outlines, textbook information, and where appropriate, sample midterms and final examinations. These arrangements must be approved by the Department Head/Program Director within the unit that is responsible for these course offerings at the University of Manitoba.

Students admitted will be subject to the same regulations concerning voluntary withdrawals and appeal procedures as all other students admitted to the Faculty of Arts. Limited access restrictions will apply to university courses from which students have voluntarily withdrawn while enrolled as a Dual Credit High School student.

In addition to the university requirements listed above, all dual credit high school courses must adhere to requirements outlined in the provincial dual credit policy. Contact the Faculty of Arts Student Services office for information on available courses and for information regarding which high schools may offer dual credit for their students as an option.

Report of the Senate Committee on Instruction and Evaluation RE: Report of the Faculty of Graduate Studies on Course, Curriculum and Regulation Changes RE: Modification of Professional Unsuitability By-law, Department of Psychology

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. By a resolution in writing, on November 19, 2019, SCIE considered the Report of the Faculty of Graduate Studies on Course, Curriculum and Regulation Changes RE: Modification of Professional Unsuitability By-law, Department of Psychology.

Observations:

1. The proposed modification of the Department of Psychology's Professional Unsuitability By-law would correct an error in the composition of the Professional Unsuitability Review Committee, in 2.00 (d), by replacing the wording "of the Psychological Association of Manitoba" with "of the relevant discipline's regulatory authority".

Recommendation

The Senate Committee on Instruction and Evaluation recommends:

THAT Senate approve the Report of the Faculty of Graduate Studies on Course, Curriculum and Regulation Changes RE: Modification of Professional Unsuitability By-law, Department of Psychology, effective upon Senate approval.

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 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 Psychology.

Observations

1. The **Dept. of Psychology** proposes changes to its Professional Unsuitability Bylaw. This bylaw was last considered by FGS Council on October 11, 2018 and passed by Senate on March 6, 2019. The Dept. of Psychology subsequently found an error in the wording of their PUB that although minor in appearance could have significant consequences if the bylaw ever needed to be invoked. Please note the attached change in 2.00 (d) via tracked changes.

Recommendations

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

Dept. of Psychology

Respectfully submitted,

Dr. Louise Simard, Chair
Faculty Council of Graduate Studies

/ak

PROFESSIONAL UNSUITABILITY BY-LAW (formatted as approved by Senate)

1.00 JURISDICTION

In this section the term "Applied Psychology" refers to the admissions areas of, Applied Behaviour Analysis, Clinical and School Psychology.

1.01 General

The Department of Psychology may require any student to withdraw from an Applied Psychology Training Program pursuant to the procedures set out in this By-Law when the student has been found unsuited, on considerations of competence or professional fitness, for the practice in an area of Applied Psychology. A student may be required to withdraw at any time throughout the academic year or following the results of examinations at the end of any academic term. This right to require withdrawal prevails notwithstanding any other provision in the Department's Rules or Regulations.

1.02 Grounds for Required Withdrawal

A student may be required to withdraw from the Department when the student has been found:

- a) guilty of such conduct which, if participated in by a practicing applied psychologist in the corresponding area, would result in violation of the Code of Ethics published by the Canadian Psychological Association, the Professional and Ethical Compliance Code for Behavior Analysts published by the Behavior Analyst Certification Board, or the Principles for Professional Ethics published by the National Association of School Psychologists; and/or
- b) to have, in any clinic or practicum, practiced incompetently and subsequently failed to achieve the goals of a remediation plan; and/or
- c) to have jeopardized professional judgment through self-interest; and/or
- d) to have demonstrated behaviour with respect to other students, colleagues, faculty or the public which is exploitative, irresponsible or destructive.

1.03 Conflict of Jurisdiction

If a question arises as to whether a matter falls within the academic regulations of the Department or this By-Law, or as to whether a matter is within the jurisdiction of the Discipline By-Law of the University or this By-Law, as the case may be, the question shall be referred to the President of the University for final decision.

2.00 PROFESSIONAL UNSUITABILITY REVIEW COMMITTEE

2.01 Subject to the procedures specified in Section 3.00, the Department will form a Professional Unsuitability Review Committee, herein called the "Review Committee," whose membership shall be as follows:

- a) The Chair of the Department's standing Examination and Evaluation Committee, who shall act as Chair of the Review Committee;
- b) The members of the Examination and Evaluation Committee;
- c) A faculty member of the appropriate Applied Psychology Training Program who is elected by Program faculty and not currently serving as a member of the Examination and Evaluation Committee, ;
- d) A psychologist appointed by the Head who has been a registered member in good standing of the relevant discipline's regulatory authority of the Psychological Association of Manitoba for at least the previous five years and who is not affiliated with an Applied Psychology Training Program;
- e) The Dean of the Faculty of Graduate Studies or delegate.

3.00 PROCEDURE

3.01 Allegations of conduct or circumstances described in Articles 1.01 and 1.02 herein should be brought to the attention of the Department Head. The Head shall refer matters to the Chair of the Examination and Evaluation Committee in a written report, setting out the name of the student involved, the alleged facts and the ground(s) allegedly warranting withdrawal pursuant to Articles 1.01 and 1.02, and the instruction and authority to form the Review Committee. In no circumstances will a referral be based on any anonymous allegations or materials. Anonymous

materials and allegations are defined as those where authorship has not been disclosed to both the review committee and the respondent.

3.02 The Review Committee shall send a Notice of hearing to the named student as set out under Article 4.02; shall determine whether any of the grounds requiring withdrawal under Articles 1.01 and 1.02 exist at a hearing of the matter pursuant to this By-law; and grant a disposition in accordance with Article 7.02 herein.

3.03 Once a reference has been made to the Review committee, the proceedings may continue notwithstanding that the student has subsequently voluntarily withdrawn from the Program or has refused to participate in the proceedings.

4.00 NOTICE TO STUDENT

4.01 The Chair of the Review Committee shall, as soon as possible after receipt of the reference and review of the materials, provide the student concerned with a copy thereof and, at the same time, inform the student in writing of the grounds for referral as well as the membership of the Review Committee and the date, time, and place for consideration by the Review Committee of the matters set out in the reference. This notice, a copy of which will be provided to the Review Committee and to the student, will include all materials to be considered as part of the hearing.

4.02 The Notice from the Chair shall include a statement that, if the allegations contained in the reference are established to the satisfaction of the Review committee, then the student may be required to withdraw from the Program.

4.03 At least seven days notice of the Review Committee hearing shall be given to the student.

5.00 HEARING PROCEDURES

5.01 The student may appear in person and be represented by someone other than legal counsel. Legal counsel may be present as an observer.

5.02 The hearing shall be closed to all persons except the members of the Review Committee, the student, the designated representative of the student, legal counsel if any, and the Student Advocate.

5.03 The student or his/her representative shall have the right to hear and to cross-examine witnesses, to have access to all documents submitted to the Review Committee for consideration, to call witnesses, and to submit other evidence.

5.04 A quorum for the Review Committee shall be 75% of the membership thereof.

5.05 The Chair of the review committee shall vote only to break a tie.

5.06 A simple majority of the members hearing the matter is required for any finding or for the determination of the appropriate disposition of the matter.

5.07 The student shall not be required to give evidence but, if the student elects to do so, then the student may be cross-examined by the Review Committee.

5.08 Members of the review Committee shall be bound by confidentiality in respect of information received in Committee.

5.09 a) A faculty member shall not be disqualified from sitting as a member of the Review Committee hearing the matter by reason only that such faculty member has had previous contact with the student or has prior personal knowledge of the matter.

b) The student whose case is to be dealt with shall be permitted to challenge and thereby cause to be disqualified not more than two members of the Review Committee. In such a case, the Department or Program, whichever is appropriate, may replace the disqualified member(s).

5.10 These hearing procedures shall also apply, mutatis mutandis, in the case of an appeal.

5.11 The results of the hearing and the grounds therefore shall be conveyed in writing to the Head of the Department, the Dean of the Faculty of Graduate Studies, the student, the designated representative of the student, and to the Student Advocate when requested by the Student Advocate.

6.00 APPEALS

6.01 If a student wishes to appeal a decision of the Review Committee, then such appeal may be made to the Faculty of Graduate Studies by delivering a notice of appeal in writing to the Dean of the Faculty within fifteen working days of the student being notified of the decision from which he/she intends to appeal.

6.02 The notice of appeal to the Faculty of Graduate Studies shall clearly indicate whether the appeal is from a finding of fault or fact on the one hand, or from the disposition on the other, or from both.

6.03 Upon receipt of the notice of appeal, the Dean of the Faculty of Graduate Studies shall, as soon as practical, convene a meeting to consider the appeal and shall give to the student a copy of the notice calling the meeting at least five days before the date of such meeting.

6.04 In the event of an appeal, the implementation of any decision of the Review Committee shall be suspended until the matter has been disposed of by the body hearing the appeal.

6.05 In the case of a decision by the Faculty of Graduate Studies, the decision may be appealed to the Senate Appeals Committee in accordance with the procedures of that body.

6.06 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.

6.07 The time for delivering the notice of intention to appeal to the Faculty of Graduate Studies may be extended by the Dean.

7.00 DISPOSITION OF THE MATTER

7.01 The body hearing the matter shall, after hearing all the evidence, meet in closed session with its members only, to consider its findings and the disposition to be made of the matter.

7.02 The body hearing the matter may individually or in combination:

- a) determine that no action should be taken in respect of the matter;
- b) reprimand the student;
- c) require the student to withdraw from the specific Applied Psychology Training Program for a specified period of time;
- d) require the student to withdraw from the Program, indefinitely;
- e) require the student to withdraw from the Program with no right to apply for re-admission to the Program;
- f) attach conditions which must be fulfilled before any application for re-admission to the Program can be considered;
- g) attach conditions prescribing future conduct by the student.

THE SENATE COMMITTEE ON UNIVERSITY RESEARCH REPORT ON THE PROPOSAL TO ESTABLISH THE INSTITUTE FOR GLOBAL PUBLIC HEALTH

Preamble:

1. The Policy for *Research Centres, Institutes and Groups*, stipulates that all new research Centres/Institutes are to be reviewed by the Senate Committee on University Research (SCUR) prior to being transmitted to the Senate Planning and Priorities Committee and to Senate, in order to be established by the Board of Governors.
2. At its meeting on September 17, 2019, SCUR received a proposal from the Rady Faculty of Health Sciences to establish the Institute of Global Public Health.
3. The Senate Committee on University Research establishes a review sub-committee for each new Centre/Institute proposed. In accordance with the Policy, the task of each sub-committee was to review the proposal to determine if the Centre/Institute should be established. The Committee was further charged with recommending to SCUR the establishment of the Centre/Institute.

Observations:

1. The review process followed that which is outlined in sections 2.3 and 2.4 of the Policy *Research Centres, Institutes and Groups*. The following was noted:
 - a) The proposed research institute will be named the Institute for Global Public Health (IGPH)
 - b) Description and Justification:
 - i) Mission and Objectives

The stated mission of the proposed IGPH will be to “improve health equity in Canada and globally”. Their proposal indicates a multi-pronged approach to fulfilling this mission. The proposal’s authors specify that the pursuit of this mission will be furthered by “generating and translating knowledge to improve public health policies and programs through high quality research, high quality education and training, and developing innovative program delivery models”.

- ii) Scope of Activities

The proposed institute will be established within the Rady Faculty of Health Sciences, providing a collaborative platform for multiple units within that Faculty, including the College of Medicine, the College of Nursing, the Department of Community Health Sciences, the Department of Medical Microbiology, the Department of Pediatrics, and the Department of Obstetrics and Gynecology. Within the proposal, there is an explicit assertion that the proposed Institute will strengthen partnerships with other faculties to enhance “interdisciplinary engagement in global public health”. Although the Institute will be headquartered in Winnipeg, the proposal includes a plan to establish Regional Hubs in Kenya and India. These three hubs will be aimed at coordinating technical collaborations and program delivery activities in those regions, as well as in Pakistan,

Ukraine, Nigeria, and South American countries, with a particular emphasis on developing partnerships in Peru.

iii) Description of research benefits and opportunities

The proposal lists several anticipated research benefits and opportunities arising from creation of the Institute, including:

- *advancement, translation, and dissemination of research in global health that focuses on reducing inequities in population health.
- *increasing high-quality peer-reviewed scholarly publications in global public health.
- *increasing the number and profile of presentations at international research and public health conferences.
- *strengthening research collaborations with faculties and departments across the university and fostering interdisciplinary research initiatives in global public health.
- *increasing the number of high-quality graduate students enrolled at the University of Manitoba in the area of global public health.
- *supporting the development of teaching of academic courses focused on global public health.
- *enhancing collaborative research training programs with partner institutions in other countries.
- *developing and maintaining a diverse portfolio of evidence-informed public health program implementation projects.
- *supporting governments to enhance evidence-informed program models.
- *developing and maintaining a network of program leaders and implementers to disseminate program innovations and models
- *creating a global Program Science network of Governments, national and international institutes, and academic institutions.
- *collaborating with the national or local government to improve the design, implementation, and evaluation of public health policies and programs.
- *collaborating with NGOs and other academic institutions to improve the generation and translation of knowledge to improve public health.

c) Constitution:

i) Organizational Structure

The proposed institute would be established within the Rady Faculty of Health Sciences and would provide a platform for collaborations between researchers from the units within that Faculty identified above, and would provide a context for the development of partnerships with members of other University of Manitoba faculties. The Institute will be led by an Executive Director and a group of Faculty of Health Science faculty members, who will seek to attract affiliate faculty members from across the university to work collaboratively on the Institute's projects. Members of the Institute will establish an Advisory Board, consisting of global leaders in public health from academia, government programs, international organizations, and from the community. This Board will meet annually to offer guidance for the Institute's strategic direction and to facilitate collaborative relationships with global partners.

With respect to the Institute's global structure, the proposal is for the University of Manitoba headquarters to coordinate the development of five core teams, each led by

a Deputy Director and consisting of members recruited from faculty and other experts affiliated with the Institute.

1. A *Research Team* will have responsibility for guiding technical strategies and providing technical support for knowledge transfer activities.
2. An *Education Team* will be tasked with establishing and fulfilling the educational agenda of the Institute.
3. A *Management and Finance Team* will lead the administrative and managerial support for global and regional teams, as well as having responsibility for managing the Institute's budget.
4. A *Technical Collaboration Team* will have responsibility for developing global and national technical collaborations with Governments, Academic and Public Health Institutions, NGOs, and communities.
5. A *Program Delivery Team* will develop Institute programs, will monitor and provide technical support to programs within partner countries, and will support regional teams by providing strategic input and guidance in program design.

The Institute will also establish three *Regional Hubs*, each led by a Deputy Director, to develop annual action plans and priorities for the Institute's projects within partner countries and will review and assess outcomes for these projects in cooperation with the project directors in those countries.

1. An *Indian Regional Hub* will be the main external global hub and will support technical collaboration and program delivery within India and Ukraine.
2. A *Kenyan Regional Hub* will coordinate the Institute's programs in Kenya and Nigeria.
3. A *Manitoba Hub* will support projects in Manitoba, Pakistan, and Peru.

Each of these Hubs will develop strategic and annual work plans for activities within their regions of responsibility, identify funding opportunities and knowledge transfer priorities, and coordinate with other IGPH teams in knowledge generation, synthesis, and dissemination.

In addition to the organizational components described above, the proposed IGPH will also benefit from existing CGPH partnerships with local organizations in their regions of operation, including the India Health Action Trust (IHAT) and Karnataka Health Promotion Trust (KHPT) in India, Partners for Health & Development in Africa (PHDA) in Kenya, the West African Centre for Public Health & Development (WACPHD) in Nigeria, and the Centre for Global Public Health – Pakistan (CGPH – Pakistan).

- ii) Categories of Membership, iii) Procedures for Appointments, and iv) Responsibilities of Membership

The proposal defines three categories of membership. *Core Full-Time Faculty Members*, appointed jointly by the Dean of Health Sciences and the Director of the Institute from Faculty of Health Science units, will have responsibility for leading or implementing research, education and service initiatives. *Affiliate Faculty Members* will be appointed, upon request, for three-year terms and may originate from any University of Manitoba faculty. These members will work collaboratively with Core Faculty Members on research and education projects. The proposal includes a commitment for Affiliate members to receive the Institute's support in accessing and

using global infrastructure for research and other global health scholarly activities. *Research and Administrative Staff* will be appointed by the Director or delegates within the Institute and will have defined responsibilities to support the Institute's research and education activities.

d) Management:

Appointed by and reporting to the Dean of Health Sciences, the management of the IGPH will be led by the Executive Director, and a team of Deputy Directors, jointly appointed by the Dean of Health Sciences and the Executive Director to lead each of the five core teams and the three regional hubs.

e) Proposed Membership

The proposal is for Dr. James Blanchard, Professor, Departments of Community Health Sciences and Medical Microbiology, to serve as the IGPH's first Executive Director and for a group of 9 faculty members from a number of Faculty of Health Science units, such as the Departments of Community Health Sciences, Pediatrics and Child Health, Medical Microbiology, and Obstetrics and Gynecology, to serve as Core Faculty Members.

f) Physical Resources

The proposed Institute will be headquartered at the Faculty of Health Sciences on the University of Manitoba's Bannatyne Campus, and will utilize physical resources already allocated to the existing Centre for Global Public Health (CGPH). These resources include 3,184 square feet of office space for faculty, management, research and support staff, and students/trainees. The proposed IGPH will also share office space, infrastructure, and support staff with partners at locations in India (in Delhi, Bengaluru, and Lucknow), Pakistan (in Islamabad), Kenya (in Nairobi), and Nigeria (in Abuja).

The proposal also lists sizeable data resources and computing infrastructure, including a data repository provided by funding from a CFI awarded to Dr. Blanchard, 30 data servers at the University of Manitoba and at the Regional Hubs, 41 personal computers, networked printers, a photocopier, and projection equipment.

g) Financial Resources

The proposed Institute will rely on an annual total of \$34.3 million, secured through the grant support that has been awarded to CGPH members. The objective of the IGPH will be to enhance the scope and impact of work currently being pursued by the CGPH, which will require raising additional funds. The proposal includes a detailed business plan and budget, with a description of available overhead revenues from investigators that will support the proposed IGPH, available overhead revenues to support projects in Kenya through an NGO (the Partners for Health and Development in Africa or PHDA), and projected overhead revenues from funded ongoing CGPH projects.

The proposal identifies a list of expenses, including the allocation of 45% of overhead revenue generated by the IGPH to the Faculty of Health Sciences for administrative

costs, University of Manitoba operating costs to provide budgets for the Deputy Directors of the Core Management team, administration and finance costs to support 25 ongoing projects in various countries, the salaries of Deputy Directors' research support staff, office expenses, international travel for meetings and management or partnership activities that are separate from travel required for specific projects, funds to support activities managed by the three Regional Hubs, and the cost of gathering the IGPH's global team for an annual strategic review and planning meeting.

h) Statements of Support and Commitment

We received letters of support from Dr. Stephen Moses, Professor and Head, Department of Community Health Sciences and Dr. Brian Postl, Dean, Faculty of Health Sciences.

2. The membership of the sub-committee was as follows:

- Dr. Jason Leboe-McGowan, Faculty of Arts (Chair)
- Dr. Andrew Halayko, Rady Faculty of Health Sciences
- Dr. Gary Glavin, Office of the Vice-President (Research and International)

3. The assessment of the sub-committee was as follows:

In the view of the sub-committee, the proposed Institute will conduct extremely valuable research, educational, and program delivery activities in the area of global public health, both in Manitoba and in several other countries. Overall, we were impressed with both the financial and physical resources available to fulfill the stated mission of the Institute and to facilitate interdisciplinary collaborations within the Faculty of Health Sciences and across the university of Manitoba. The Institute will benefit from relationships with several organizations across various countries that have already been established through the CGPH over the past two decades. Furthermore, we assess the existing physical resources described above that already support the CGPH as more than sufficient to support the proposed IGPH. We also anticipate that the existing financial support that has supported the operations of the CGPH will also be sufficient to ensure the long-term viability of the proposed IGPH. Efforts to broaden the scope of the Institute's activities will be supported by a stated commitment to secure additional funds.

The objectives and planned activities of the Institute fit very well with several pillars of the University of Manitoba's strategic plan, including the University of Manitoba's overarching mission "to create, preserve, communicate and apply knowledge, contributing to the cultural, social and economic well-being of the people of Manitoba, Canada and the world." The Institute will contribute in significant ways to fulfilling the University's strategic priority of "Inspiring Minds through Innovative and Quality Teaching" by providing excellent training opportunities for students in the area of global public health. It will support the University's goals to drive "Discovery and Insight through Excellence in Research". The global public health research, education, and program development and delivery activities of the proposed Institute will figure prominently in fostering the University's goal of "Forging Connections to Foster High Impact Community Engagement". Moreover, the Institute's mission to promote global health equity provides a superb fit with the University of Manitoba's strategic research priorities to advance "Human Rights and Social Justice" and to conduct "Integrative Research in Health and Well-Being". Our expectation is that the activities of the proposed Institute will also have high impact in furthering the University of Manitoba's strategic research priority to promote "Safe, Healthy, Just and Sustainable Food Systems".

Although these did not significantly impact on our decision regarding whether to recommend establishment of the proposed IGPH, the sub-committee members did identify some issues in the content of the proposal that the authors should address. We consider this list of items as suggestions for improvement of the proposal document, but should not impact upon the approval of the proposed Institute.

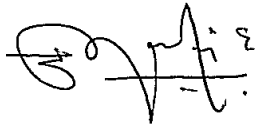
1. The organizational structure of the proposed Institute is quite complex and the description provided within the proposal would benefit from revisions aimed at making it easier for the reader to develop an understanding as to how the various components and organizational structure of the proposed Institute fit together.
2. The complexity of the organizational structure also raised concerns that the proposed Institute may not be capable of flexibly responding to rapid changes in circumstances and taking advantage of emerging opportunities. One suggestion that we have is for the proposed IGPH to plan for more frequent communication between the Executive Director and Deputy Directors, in addition to the planned Annual Meeting. Perhaps quarterly conference calls between the managers of the Institute's core teams and regional hubs would help to overcome the challenges of ensuring that such a complex organization can quickly adapt to changing circumstances.
3. There was a lack of clarity and specifics in the proposal with respect to how the proposed organizational structure of University of Manitoba faculty members, consisting of Core Members and Affiliate Members, and the Organizational Management Structure, consisting of the Executive Director, Deputy Directors, and those reporting to the Deputy Directors, will interact and coordinate their roles and responsibilities. Furthermore, it was unclear how the Advisory Board will contribute to the activities of the proposed Institute. For example, we were uncertain as to how the objectives developed by the Advisory Board would be implemented by the other organizational structures. More details about reporting plans for the various organizational components of the proposed Institute, and a more detailed description of how the Institute plans to integrate the contributions of these various components, would be useful.
4. It would be useful for the proposal to include a clearer and more detailed explanation as to how the creation of the proposed IGPH will enhance existing activities already advanced by the CGPH.
5. Sub-committee members viewed the plans for enhancing interdisciplinary collaborations with members from faculties other than the Faculty of Health Sciences as non-specific and underdeveloped. It would be useful for the proposal to include specific examples of initiatives arising from the establishment of the proposed IGPH that will enable the development of these collaborations.
6. The sub-committee members considered the proposal to be lacking in specific examples as to the type of research that would be pursued through the proposed IGPH. The proposal would be improved by the addition of illustrative examples of projects that members are currently leading. Doing so would provide assessors with a greater appreciation for the type of project that the IGPH can be expected to lead and facilitate. In particular, the type of work that will be conducted in India, in Ukraine, in Peru, and in African countries other than Kenya would be helpful.

7. The sub-committee members were concerned that the budget for the Institute is projected to be in a negative balance from Years 2 to 5. For assessors to develop full confidence in the financial resources available for the IGPH's activities, it will be necessary to address these projected shortfalls and to be provided with details about plans aimed at resolving these deficits.
8. The proposal describes the projected revenue for IGPH projects based on current annual revenue from ongoing CGPH projects as \$1.6 million and projects an annual 2% increase of this source of revenue, without explanation. The basis for such a projection should be specified.

Recommendation:

THAT the *Institute for Global Public Health* be established for a term of 5 years, from December 4, 2019 through December 3, 2024.

Respectfully submitted,



Dr. Digvir Jayas, Chair
Senate Committee on University Research

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

Report of the Senate Planning and Priorities Committee on a proposal to establish the Institute for Global Public Health

Preamble:

1. The [terms of reference](#) of the Senate Planning and Priorities Committee (SPPC), which are found on the University Governance website, charge SPPC 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. The process for approving research institutes set out in section 2.1 of the procedure for [Research Centres, Institutes, and Groups](#) specifies the authority to establish research institutes resides with the Board of Governors, normally on the recommendation of Senate. Proposals for research institutes are transmitted from SCUR to the Chair of the SPPC to determine if SPPC review is required, and to Senate through its Executive Committee.
3. At its meeting on October 28, 2019, the SPPC considered a proposal from the Rady Faculty of Health Sciences to establish the Institute for Global Public Health.

Observations:

1. The proposed institute would be established by (i) renaming the existing Centre for Global Public Health, in the Department of Community Health Sciences, Max Rady College of Medicine, as the “Institute for Global Public Health,” (ii) transferring administrative responsibility to the Rady Faculty of Health Sciences, and (iii) restructuring the constitution and membership of the Centre/Institute to involve researchers from other departments in the College of Medicine, the College of Nursing, and other academic units across the University.
2. The Centre for Global Public Health was established in 2008 prior to the University adopting a policy and procedure on *Research Centres, Institutes, and Groups* and was not formally established through Senate and the Board of Governors. The Rady Faculty of Health Sciences is seeking Senate and Board approval of the Institute in order to promote greater research collaboration across the University and increase the University’s research impact in the areas of global public health and health equity.
3. The Institute’s mission would be “... to improve health equity in Canada and globally... by generating and translating knowledge to improve public health policies and programs through high quality research, ...education and training, and developing innovative program delivery models.” The proposal details objectives and related goals to be pursued in order to achieve the mission, including in the areas of (i) research and knowledge translation, (ii) public health education, (iii) program delivery, and (iv) technical collaboration.
4. The Institute would be established in the Rady Faculty of Health Sciences as a platform for researchers, initially in various departments in the College of Medicine, the College of Nursing, and other Colleges in the Faculty, to develop stronger interdisciplinary collaborations in global public health research. Revised membership categories signal an intent to establish university-wide research collaborations over time. They would include (i) Core Faculty from any department or College in the Faculty, (ii) Affiliate

Faculty Members from any faculty at the University, appointed for three-year terms to work collaboratively with Core Faculty, and (iii) Research and Administrative Staff from various academic units.

5. The Institute's global research would focus on six key countries: Canada (primarily in Manitoba, initially), Ukraine, Kenya, Nigeria, Pakistan, and India. The new structure for the Institute would involve three regional hubs, the Manitoba Hub, based at the Institute in Winnipeg, the African Hub, based in Nairobi, Kenya, and the Indian Hub, based in Delhi, India. Five core support teams, comprising a Director, Core Faculty, and management and technical support staff, would support the Institute's global initiatives in the areas of research, education, management and finance, technical collaboration, and program delivery. Three core support teams would be based in the Manitoba Hub and two at the Indian Hub.
6. The Executive Committee, comprising the Executive Director and Directors of core support teams, would meet at least three times annually to establish research priorities, review strategic plans, and approve annual work plans. An Advisory Board, including academic leaders from the University and leaders in global health would meet annually to review and make recommendations on the Institute's research and strategic priorities.
7. Resources to support the infrastructure and management of the Institute would primarily be derived from overhead funds generated by external funding, including research grants and funding from governments in partner countries. On the basis of revenue for current projects and future projects up for renewal, the Institute's estimated annual operating revenue would be \$1.6 million, with annual increases of approximately 2 percent. The Institute would also have access to overhead funds carried over from previous years in the Centre (\$750,000 estimated to be spent over five years) and, in Year 1, from the Partners for Health and Development in Africa (PHDA) (\$50,000).
8. Resources would be required for (figures are for Year 1):
 - administrative costs in the Rady Faculty of Health Sciences (45 percent of overhead revenue = \$720,000);
 - salaries and benefits for (i) core management positions (\$220,000), including for the Director, Management and Finance, and partial salaries other Directors (n=5) based in Winnipeg and internationally and (ii) administrative and research support staff (\$190,000);
 - office expenses (\$75,000);
 - international travel and logistics (\$30,000);
 - operating expenses at global hubs and offices in India, Pakistan, and Kenya/Nigeria, (\$525,000);
 - annual meeting for strategic planning and reviews (\$40,000).

The budget included with the proposal does not include project-specific activities supported by direct grant funds.

9. The Institute would be located at the Bannatyne Campus, in spaces currently occupied by the Centre for Global Public Health, including office spaces for faculty, management, research and administrative support staff, and students/trainees. It would have access to significant data resources and computing infrastructure, as detailed in the proposal.
10. The SPPC asked the proponents of the proposed Institute to consider whether the proposal might signal or clarify whether addressing disparities for Indigenous health outcomes might be a research priority or concern for the Institute, given its mission to improve health equity in Canada and globally. In response, the Faculty has revised the

proposal to communicate that the Institute would, in collaboration with *Ongomiizwin* (Indigenous Institute of Health and Healing), develop this as an area of focus as it expands its collaborative and interdisciplinary work in the area of health equity.

11. The SPPC asked about the benefits of converting the department-based Centre to a faculty-based Institution, with a different structure and composition. Representatives of the Office of the Vice-President (Research and International) present at the meeting said the new structure would (i) facilitate the operation of the unit, which was currently led by one individual, by distributing responsibility for managing research and administrative activities to several Directors; (ii) streamline research planning and implementation; and (iii) create efficiencies through the establishment of five core support teams (research, education, management and finance, technical collaboration, program delivery) that would support activities at the three regional hubs, rather than having separate teams for each of these functions at each of the regional hubs.

Recommendation

The Senate Planning and Priorities Committee recommends:

THAT Senate recommend that the Board of Governors approve the establishment of the Institute for Global Public Health, for a five-year period ending December 3, 2024. The Senate Planning and Priorities Committee recommends that the Vice-President (Research and International) not implement the proposal to establish this Institute until satisfied that there would be sufficient existing space and sufficient existing resources.

Respectfully submitted,

Professor David Watt, Chair
Senate Planning and Priorities Committee

Proposal to establish the Institute for Global Public Health

a) Name of Research Institute: Institute for Global Public Health

b) Description and Justification

Background

The Centre for Global Public Health (CGPH) was established in 2008 within the Department of Community Health Sciences at the University of Manitoba with the following objectives:

1. Establish an efficient and effective administrative and management structure to support existing programs and facilitate the development of new global public health initiatives;
2. Develop a strong academic faculty core to expand the capacity for research, service delivery, education and knowledge translation; and
3. Establish a program structure that will facilitate improved integration of global public health initiatives into the wider UM research and education programs.

The Centre's focus was three-fold: research, education, and service (programs). Since it was primarily centred within the Department of Community Health Sciences with collaboration with faculty members in other Departments within the Faculty, it was never formally established as a University of Manitoba Research Centre or Institute. Over the past decade the CGPH has greatly expanded its impact and scope, both geographically and with respect to the global public health areas it addresses. To promote enhanced collaboration across the University of Manitoba's departments, colleges and faculties and thereby increase the impact of the University of Manitoba's global public health research we propose to establish a Faculty level research institute: the ***Institute for Global Public Health (IGPH)***. Additional details on the IGPH model are provided in Appendix A. Based in the Rady Faculty of Health Sciences the new Institute will build on the previous success of the CGPH by expanding collaborations within the Faculty and with the wider University of Manitoba community and establishing a unique global platform for research, education and service.

Mission and Objectives

The mission of the IGPH is to ***improve health equity in Canada and globally***. The IGPH will achieve this by generating and translating knowledge to improve public health policies and programs through high quality research, high quality education and training, and developing innovative program delivery models. The impact of this work will be enhanced through strategic technical collaborations with government, non-government and academic institutions and organizations in key global geographies. The mission of the IGPH aligns well with the University of Manitoba's Strategic Research Plan 2015-2020. It provides a global scope for high impact in the "Integrative and Well-Being Research" theme. It also builds on the Signature Area of "Population and Global Health". Moreover, the IGPH will seek to strengthen the University of Manitoba's global impact in the research themes of "Human Rights and Social Justice" and "Safe, Healthy, Just and Sustainable Food Systems" by strengthening global platforms for research, knowledge translation and technical collaboration in these areas. Aligning with its mission the IGPH has established the following goals and objectives:

1. Research & Knowledge Translation

Goal: Advance, translate and disseminate research in global health with a focus on generating science for reducing inequities in population health.

- Increase the production of high-quality peer-reviewed scholarly publications in the area of global public health.
- Increase research funding in global public health, focusing on national and international research funding agencies.
- Increase the number and profile of presentations at international research and public health conferences.
- Strengthen research collaborations with faculties and departments across the university and creating and fostering high impact interdisciplinary research initiatives in global public health.

2. Education

Goal: Prepare leaders in public health science and practice to address current and future public health challenges.

- Increase the number of high-quality graduate students (Masters and Doctoral level) enrolled with the University of Manitoba train in the area of global public health.
- Increase the number of post-doctoral fellows that train at the University of Manitoba in the field of global public health.
- Support the development and teaching of academic courses focused on global public health, along with short courses in diverse geographies.
- Enhance collaborative research training programs with partner institutions in other countries.

3. Program Delivery

Goal: Design and implement comprehensive and scalable evidence-informed strategies to inform and influence public health outcomes.

- Develop and maintain a portfolio of evidence-informed public health program implementation projects in diverse geographic, social and cultural contexts.
- Support governments to scale up effective evidence-informed program models.
- Develop and maintain a network of program leaders and implementers to accelerate the dissemination of program innovations and models.

4. Technical Collaboration

Goal: Establish sustained partnerships with national and local government, institutions, non-governmental organization (NGO) and other academic partners to improve/optimize the health programs and generate evidence to inform public health policies and programs.

- Create a global Program Science network of Governments (National/Provincial) within the key geographies, national and international institutes and academic institutions.
- Collaborate with the national or local government to improve the design, implementation and evaluation of public health policies and programs.
- Collaborate with NGOs and other academic institutions to improve the generation and translation of knowledge to improve public health impact.

The establishment of an Institute for Global Public Health is expected to considerably enhance the activities that have already been advanced by the CGPH. These include:

- **Enhance collaborative research in global health within the UM** – By establishing the Institute, a wider range of interdisciplinary and interprofessional collaborations will be promoted. Whereas the current CGPH is primarily embedded within the Department of Community Health Sciences, a faculty-wide Institute will provide a platform to engage core

and affiliated faculty members from across the Rady Faculty of Health Sciences, and will enhance collaboration with other faculties from a more cross-cutting administrative platform. The Institute will pro-actively seek a wider base of faculty members and trainees to participate in collaborative research, leveraging the Institute's global research platforms and resources.

- **Strengthen global platforms** – The Institute will operate under a revised funding model that will allow it to strengthen and sustain its critical partnerships and platforms in core geographies. This will provide greater efficiency for collaborative initiatives, while elevating the profile of the UM in its focus countries.
- **Enhance research training** – As an Institute, new research training programs and opportunities will be provided for a wider set of disciplines, utilizing novel training methods, mobilizing interdisciplinary mentorship teams, and providing unique opportunities for trainees to work together in global public health initiatives.

c) Constitution

The proposed Institute of Global Public Health (IGPH) would be established under the Rady Faculty of Health Sciences (see Figure 1). The IGPH would be set up as a collaborative platform for various departments of the Max Rady College of Medicine, the College of Nursing, and other academic units within the Rady Faculty of Health Sciences. Further, the IGPH would establish stronger partnerships with other faculties, providing a stronger university-wide, interdisciplinary engagement in global public health.

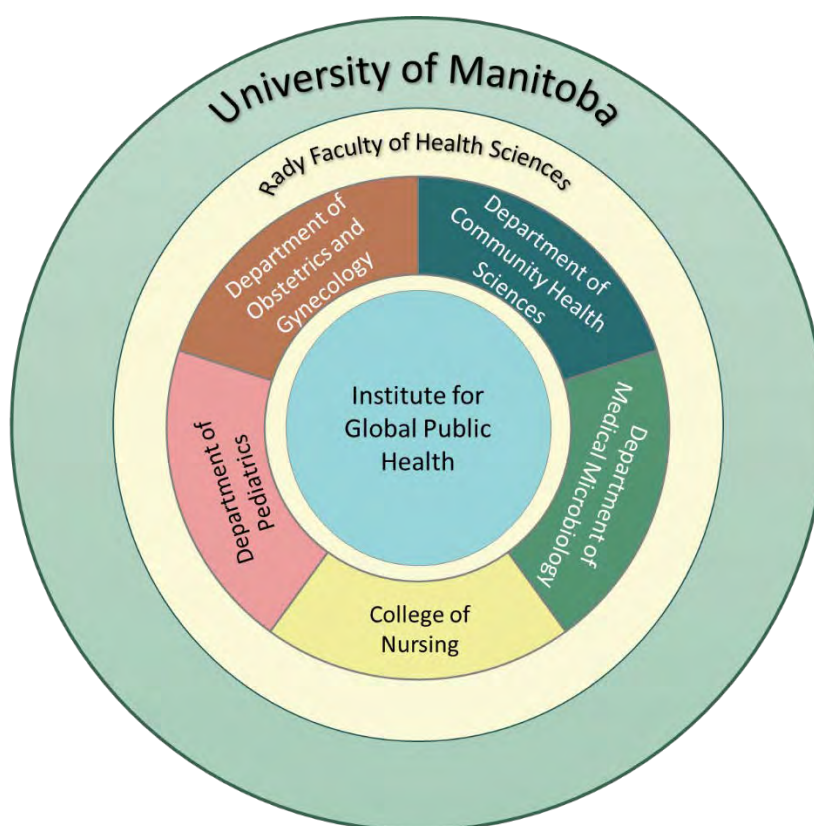


Figure 1: Institute of Global Public Health

Enhancing Interdisciplinary Collaboration

A core feature of the Institute will be the enhancement of interdisciplinary collaboration to address key global public health challenges, and positioning the University of Manitoba as a unique institution with respect to how it brings diverse perspectives and disciplines together to enhance health equity. Examples of collaborative initiatives envisioned under the auspices of the Institute include:

- **Strengthening health equity through primary care** – As countries across the world focus on initiatives to meet the Sustainable Development Goals, including Universal Health Coverage, there is a renewed emphasis on developing strong primary care systems that will provide better access to quality health care to the marginalized and disadvantaged. The Institute will be well-positioned to tackle this challenge by mobilizing professionals from across the health disciplines and professions to work together to study and apply ways to improve primary care. In India, the Institute will build on a large portfolio of public health programs to work with the national and state governments, NGOs and academic institutions to conduct research into the gaps in primary care coverage, to identify and test innovative solutions, and to build capacity for health systems to improve their coverage and equity. Faculty members and trainees from nursing, medicine, community health sciences, social work, and other disciplines can contribute to this initiative.
- **Improving maternal, newborn, child, and adolescent health (MNCAH)** – The UM (through CGPH) has established a large portfolio of research, technical assistance and program delivery in the area of MNCAH in India and Pakistan. New programs are being developed in sub-Saharan Africa, and opportunities are emerging through partnerships in Peru. Research into how best to improve the availability, quality and utilization of MNCAH services presents a key opportunity for interdisciplinary collaboration, bringing together clinicians from nursing and medicine, community health scientists, and social scientists to better understand how to improve the continuum of care in MNCAH. In addition, new opportunities in nutrition and early child development are anticipated.
- **Addressing risk and vulnerability of adolescent girls and young women** – The CGPH has created a portfolio of research initiatives in India, Kenya, Nigeria and Ukraine focusing on the risk and vulnerability of adolescent girls and young women in relation to HIV, reproductive health, and violence. There are important opportunities to engage researchers from across the health disciplines, while engaging with faculty members and trainees from the Centre for Human Rights Research, Social Work, and other disciplines.

As the Institute expands its collaborative and interdisciplinary work in the area of health equity, opportunities to address disparities in health outcomes for Indigenous populations will be developed as a focus area. The Institute plans to build on the UM's commitment in this area through collaboration with *Ongomiizwin*, the Indigenous Institute of Health and Healing, and drawing on the expertise and leadership available across the UM and in the broader Manitoba community to strengthen its global health work with Indigenous communities and building knowledge networks that will enhance exchange of experiences and knowledge between global and Canadian contexts.

Global Structure

The CGPH is currently working in many countries, particularly if we consider the many and diverse technical collaborations. However, as we move forward, we have planned to intensify our focus on six key countries: Canada, Ukraine, Kenya, Nigeria, Pakistan and India. The focus in Canada will be primarily on the province of Manitoba, but will expand to other provinces / territories as opportunities emerge. We also plan to expand into South America through collaboration in Peru. These countries have been selected because they exhibit areas of poor health with unique challenges and tremendous inequity, particularly among the most vulnerable populations. Additionally, these countries provide important distinct epidemiologic, cultural and social contexts in which to work and learn. Further, we have been working in these countries over the past 10 plus

years and have established important and sustained partnerships with government, non-governmental organizations and communities and we are committed to maintaining those partnerships and building on our previous work. Each country program and platform may be configured slightly differently but they will all have the four critical core elements discussed in Appendix A - technical collaboration, research, education and program delivery.

Figure 2 shows the operational structure and global architecture for the proposed Research Institute.

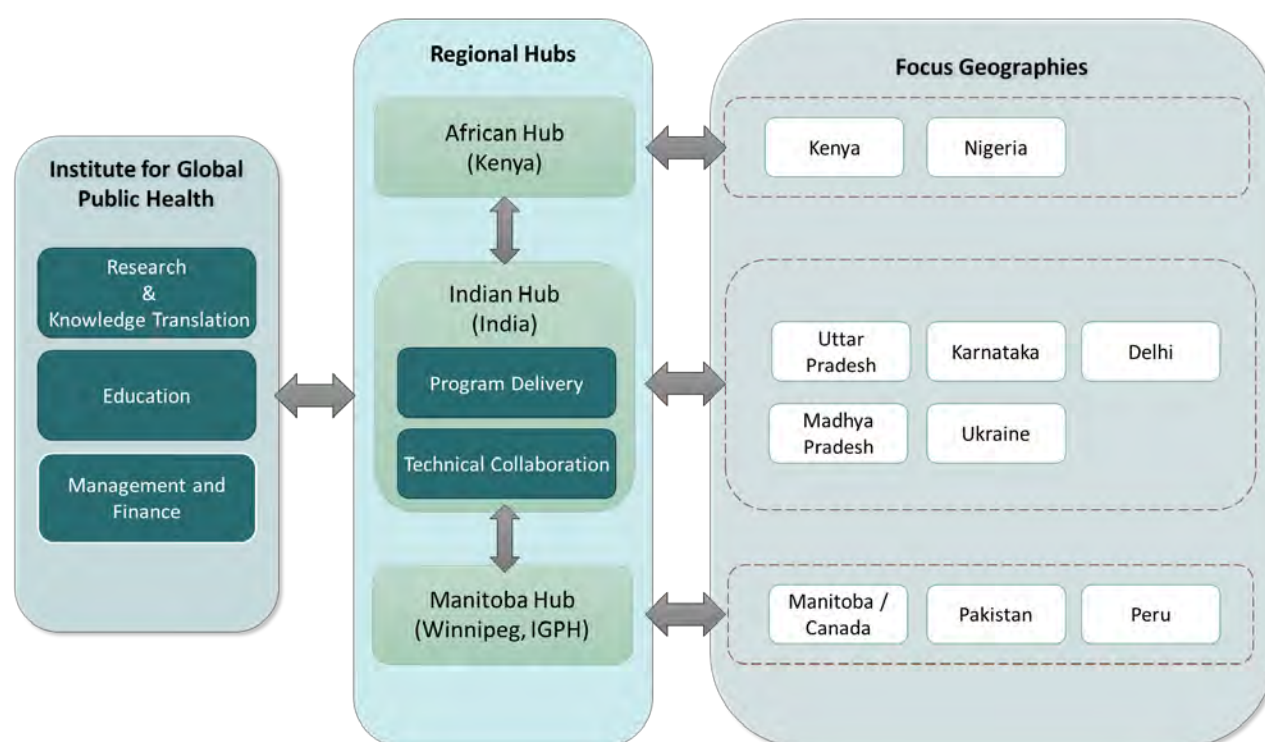


Figure 2. Global structure of the IGPH

Country Programs / Focus Geographies

The Institute will focus on programs in core geographies, where there have been important partnerships established and where there is already infrastructure and a portfolio of public health programs. These focus geographies with country programs include two African countries (Kenya and Nigeria), four states in India (Uttar Pradesh, Karnataka, Delhi and Madhya Pradesh), Ukraine, Pakistan, Peru, and Manitoba / Canada. Within each focus geography the Institute will continue to support and develop research and education programs embedded in public health programs, in partnership with governments, non-government organizations, and academic institutions.

At the country or sub-nationally at the province/state level, project directors will lead the projects under the supervision and direction of the Regional Hubs. They will also be responsible for coordinating with the local partners of IGPH. This aligns with our current management approach, while providing a more consistent structure across regions.

One of the unique strategies that has been established over the past two decades is the identification and partnership with local organizations for implementation of projects. Currently, there are five local organizations who are our key partners in our focus geographies. The UM engages in India through partnership with India Health Action Trust (IHAT) & Karnataka Health Promotion Trust (KHPT), in Kenya through Partners for Health & Development in Africa (PHDA), in

Nigeria through West African Centre for Public Health & Development (WACPHD) and in Pakistan through the Centre for Global Public Health – Pakistan (CGPH – Pakistan). CGPH/UM has been instrumental in working with, engaging and supporting local public health experts in developing and furthering the work of these institutions.

- *India Health Action Trust (IHAT)* was established in 2003 as a trust under the Indian Trust Act and is governed by a board of Trustees. University of Manitoba (UM) works with IHAT through a service and collaboration agreement wherein IHAT and UM by mutual consent may agree to collaborate on projects. UM funds as well as provides technical assistance on projects executed by IHAT. UM/CGPH faculty members and/or Independent Contractors have been members of the IHAT board of trustees. IHAT has projects on HIV/AIDS and RMNCH and Nutrition.
- *Karnataka Health Promotion Trust (KHPT)* was established in 2003 as a trust under the Indian Trust act and is governed by a board of Trustees. UM works with KHPT through a service and collaboration agreement wherein KHPT and UM by mutual consent may agree to collaborate on projects. UM has funded projects under KHPT but currently only provides technical assistance on a select number of projects. UM/CGPH faculty members and/or Independent contractors have been members of the board of trustees. KHPT has projects on HIV/AIDS, RMNCH, TB, Nutrition and non-communicable diseases (NCDs).
- *Partners for Health and Development in Africa (PHDA)* was established in 2014 as a Non-Governmental Organization under the Kenyan Non-Governmental Organization Co-ordination Act and is governed by a board of trustees. PHDA also has a formal executive structure with a chief executive officer responsible for the operations of the organization. UM works with PHDA through a project agreement wherein PHDA and UM by mutual consent may agree to collaborate on projects. However, PHDA is also fully controlled by UM. UM funds as well as provides technical assistance to projects in Kenya through PHDA. UM faculty are members of the board of trustees. PHDA has projects on HIV/AIDS and RMNCH.
- *West African Centre for Public Health and Development (WACPHD)* was established in 2014 as a charitable organization under Nigerian law and is governed by a board of trustees. UM works with WACPHD through a memorandum of understanding (MoU) wherein WACPHD and UM by mutual consent may work together on activities which may warrant a supplementary agreement. UM has funded projects under WACPHD and currently provides technical assistance to the organization. UM/CGPH faculty members and/or Independent contractors have been members of the board of trustees. WACPHD currently does not have any active projects.
- *Centre for Global Public Health Pakistan (CGPH-Pakistan)* was established in 2012 as a private limited company under “The Companies Ordinance, 1984” as per Pakistan’s law. CGPH-Pakistan has an executive structure wherein a chief executive officer is responsible for the operations of the organization. UM works with CGPH-Pakistan through a service and collaboration agreement wherein CGPH-Pakistan and UM by mutual consent may agree to collaborate on projects. UM funds as well as provides technical assistance on projects executed by CGPH-Pakistan. The company is governed through its board of directors. A UM contractor has been the Director of the Board for the company from establishment to date. CGPH-Pakistan works on projects related to HIV/AIDS and RMNCH.

The IGPH is committed to working with these local partner organizations to develop strong technical and managerial capabilities.

Regional Hubs

To support the country programs in focus geographies, the Institute will work through three Regional Hubs, one for Africa (based in Nairobi, Kenya), one for India and Ukraine (based in Delhi, India), and one for Manitoba / Canada, Pakistan and Peru (based at the Institute in Winnipeg, Canada). The Regional Hubs will provide research, educational, administrative, and management support for each of the country programs, ensuring that there is coordination of strategies and efficient use of technical and managerial supports from the faculty and management and finance staff of the Institute. The Regional Hubs will also facilitate linkages between programs and organizations and institutions in the different countries and for knowledge translation and dissemination. These regional hubs will support the IGPH's aim to develop a network of premiere global public health institutions for knowledge exchange and to leverage and draw on global expertise and strengths.

Core Support Teams

The IGPH's global initiatives will be supported by five core support teams: Research and Knowledge Translation, Education, Management and Finance, Programs, and Technical Collaborations. Each team will consist of IGPH faculty members, along with management and technical staff drawn from IGPH programs and other support staff. Three of the teams will be based at the IGPH headquarters in Winnipeg, while two will be based at the regional office in Delhi, India.

- *The Research team* - This team will help shape the technical strategies, provide technical support for the country programs and identify the research priorities. It will also consist of core resources to enhance the efficiency of research at the IGPH, including support for grant development, preparation of protocols and materials for research ethics boards, and the development of knowledge products.
- *The Education team* - This team will be responsible to set up and fulfil the educational agenda of IGPH. This will include development of training programs and curricula in global public health, as needed, supporting the recruitment of high quality trainees, preparing trainees for engagement in global public health research, and enhancing career opportunities for trainees as they progress through training programs.
- *The Management and Finance team* - This team will be responsible for administrative and managerial support to the global and regional teams while also looking after the finances of the Institute. This will include ensuring that all fiduciary responsibilities are attended to, through coordination with the UM management and finance teams and with the country program teams.
- *The Technical Collaboration team* - This team will be responsible to develop the global and national technical collaborations with Governments, Academic and Public Health Institutions, local NGO partners and communities. This will include identifying key partnerships, shaping collaborative agreements, and developing joint initiatives.
- *The Program Delivery Team* - This team will be responsible for developing the programs across the focus geographies in coordination/guidance with the Regional Hub leadership and the Technical Collaboration team. These include technical support initiatives with government programs, and public health program implementation projects.

Organizational Structure

The IGPH will report to the Dean of the Rady Faculty of Health Sciences. Overall leadership for the IGPH will be provided by an Executive Director, who will be responsible for the overall strategic direction of the Institute, development of collaborations across the university, and ensuring that

there is effective and efficient management of all aspects of the Institute. Each Director will provide overall leadership for one of the core teams (i.e. Management and Finance, Technical Collaborations, Research and Knowledge Translation, Education and Training, Programs, and Regional Hubs), and will have three main responsibilities:

- Work with the Executive Director, and other faculty to develop overall strategies for their respective areas.
- Establish and lead processes to coordinate activities in their portfolios across geographies and program domains.
- Develop mechanisms to measure and communicate progress within their portfolios.

An Executive Committee will be formed, consisting of the Executive Director and Directors. The Executive Committee will be responsible for setting research priorities, reviewing strategic plans and approving annual Institute work plans, and reviewing and approving applications for Affiliate Faculty membership with the institute. The Executive Committee will convene at least three times annually. In addition, each Director will have regular communications with country programs and regional hubs to coordinate activities, monitor progress, identify issues that need to be addressed, and to share information about new initiatives. At least once annually, there will be a general Institute-wide meeting held to bring together key faculty members, technical and program staff, and trainees together to review major initiatives, discuss strategies, identify key management issues, and to strengthen partnerships.

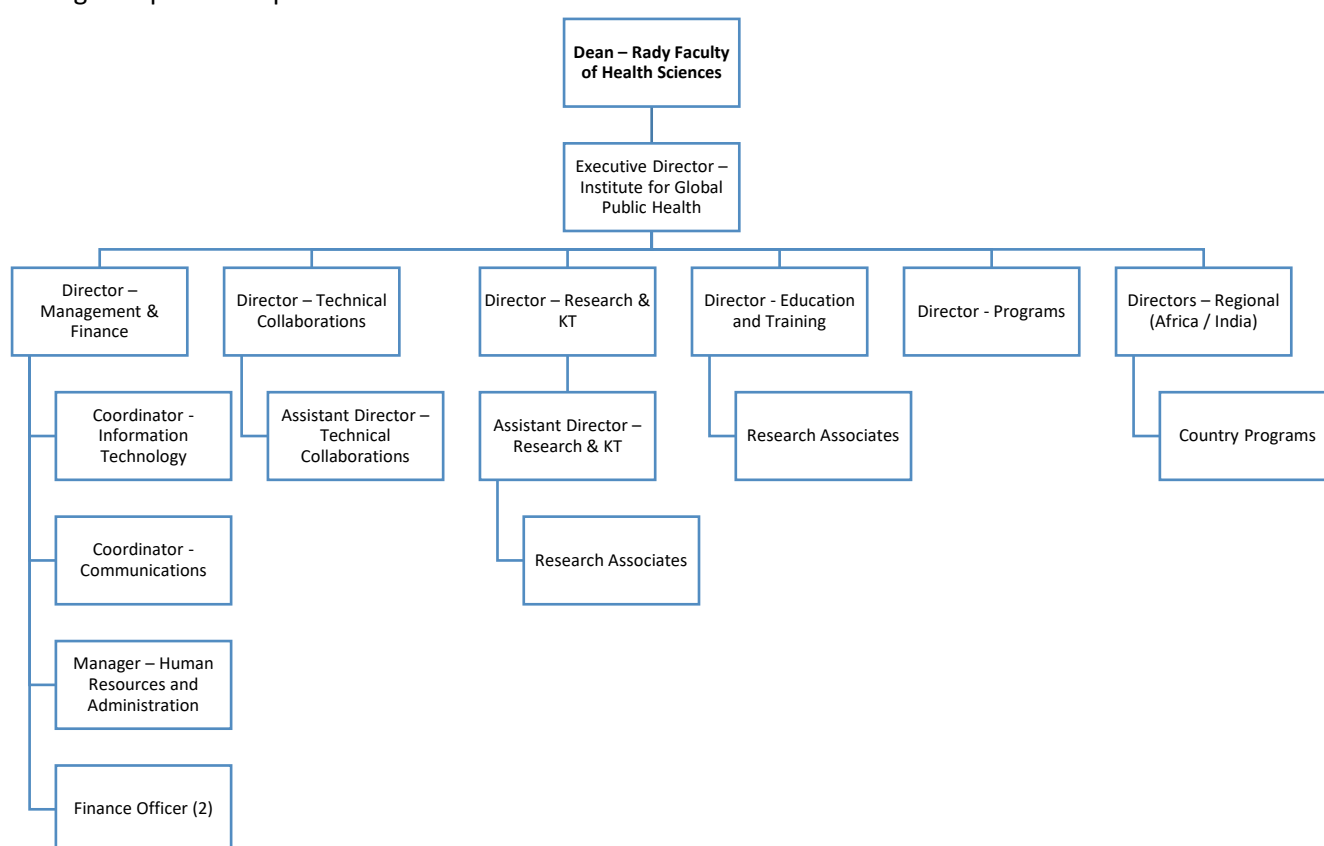


Figure 3: Organizational management structure of the IGPH

Each Director will have the support of a team of technical and support personnel, as outlined in the organogram below. The Director, Management and Finance will direct a team that includes coordinators for information technology, communications, human resources, and finance. Each will provide cross-cutting support to the Institute's initiatives globally. The Directors for Technical Collaborations and Research and Knowledge Translation will each have a senior level Assistant

Director, providing leadership and support in each of those large portfolios. Research Associates will provide further support to the Research and Education teams, and for other teams as required.

Membership

The Institute will have three categories of members:

- 1) Core Full-time Faculty
- 2) Affiliate Faculty Members
- 3) Research and Administration Staff

Core Faculty will be identified and appointed jointly by the Dean of the Rady Faculty of Health Sciences in consultation with the Director of the Institute, and with the concurrence of their respective Department Heads and/or Deans. Core Faculty members can be appointed from any of the Departments / Colleges of the Rady Faculty of Health Sciences and will have designated responsibilities within the Institute for leading or implementing research, education and service initiatives. Those that have leadership / administrative responsibilities will normally have a portion of salary provided by the Faculty and/or Institute to support them in their roles. Core Faculty members will have access to the Institute's research and administrative resources to support them in the research and educational roles, including in particular support for their overseas initiatives through the Institute's global infrastructure. To begin, the following faculty members will constitute the core faculty of the Institute:

- James Blanchard (Executive Director) – Professor, Departments of Community Health Sciences and Medical Microbiology, Rady Faculty of Health Sciences (Tier 1 Canada Research Chair).
- Stephen Moses – Professor, Departments of Community Health Sciences and Medical Microbiology, Rady Faculty of Health Sciences.
- Ties Boerma – Professor, Department of Community Health Sciences, Rady Faculty of Health Sciences (Tier 1 Canada Research Chair).
- Robert Lorway – Associate Professor, Department of Community Health Sciences, Rady Faculty of Health Sciences (Tier 2 Canada Research Chair).
- Marissa Becker – Associate Professor, Department of Community Health Sciences, Rady Faculty of Health Sciences.
- Lisa Avery – Assistant Professor, Departments of Community Health Sciences and Obstetrics and Gynecology, Rady Faculty of Health Sciences.
- Maryanne Crockett – Associate Professor, Departments of Pediatrics and Child Health, Community Health Sciences and Medical Microbiology.
- Shiva Halli – Professor, Department of Community Health Sciences, Rady Faculty of Health Sciences.
- B.M. Ramesh – Assistant Professor, Department of Community Health Sciences, Rady Faculty of Health Sciences.
- Faran Emmanuel – Assistant Professor, Department of Community Health Sciences, Rady Faculty of Health Sciences.

Affiliate Faculty Members will be appointed after requesting an affiliate role with the Institute. Faculty members from any faculty in the University of Manitoba are eligible for an affiliate role with the Institute. They will normally be appointed for 3-year terms and will work collaboratively on research and education projects in collaboration with Core Faculty members, utilizing and strengthening the Institute's global research platforms. The Executive Committee of the institute will be proactive in identifying Affiliate Faculty members from diverse departments and faculties to strengthen the interdisciplinarity of the institute's research programs. Affiliate Faculty Members will

engage with the Institute as principal or co-investigators on institute projects, collaborating with Core Faculty Members. The IGPH will provide support for Affiliate members to access and use global infrastructure for research and other scholarly activities in global health. The IGPH will establish a formal mechanism to incorporate Affiliate Faculty Members, establish mechanisms for regular meetings and communications with all members to strengthen the development of collaborative initiatives across departments, colleges and faculties.

Research and Administration Staff will be recruited, appointed and managed by the Director or delegated managers within the Institute. They will have designated responsibilities in accordance with the Institute's strategic plan and annual workplans, and in support of the Institute's portfolio of research and education activities. Current leadership personnel include:

- Doris Kuzma (IGPH / UM) – Director, Management and Finance.
- Parinita Bhattacharjee (India/Kenya) – Director, Programs.

- Tahira Reza (Pakistan) – Country Lead.
- Kalada Green (Nigeria) – Country Lead.
- H.L. Mohan (India) – Senior Technical Advisor.
- Shajy Isac (India) – Senior Technical Advisor.
- Reynold Washington (India) – Senior Technical Advisor.
- Vasantha Kumar (India) – Executive Director, Uttar Pradesh Technical Support Unit.
- John Anthony (India) – Senior Technical Advisor.

Advisory Board

The IGPH will establish an Advisory Board, consisting of academic leaders from within the University of Manitoba, and selected leaders in global health. The Advisory Board will meet annually to review the Institute's overall strategy and portfolio and provide guidance and recommendations to the Executive Director and UM leadership regarding the strategic direction of the Institute. The Advisory Board will also consider and recommend opportunities for the formation of collaborative relationships within the UM, with other Canadian institutions, and with other global health institutions and organizations. The guidance from the Advisory Board would be integrated into the strategic plans and work plans of the Institute's Executive Committee and through the portfolios of the Directors. At each annual meeting of the Board the Institute will provide a report summarizing how the Institute has addressed the Board's recommendations and will also highlight key strategic questions to be addressed by the Board.

Physical Resources

The IGPH will be established at the Rady Faculty of Health Sciences, at the University of Manitoba's Bannatyne Campus. Currently, global public health staff affiliated with the CGPH have a total of 3,184 square feet of office space for faculty, management, research and support staff, and students / trainees. In addition, the IGPH shares office space and infrastructure and support staff with its partners at offices in India (Delhi, Bengaluru, Lucknow), Pakistan (Islamabad), Kenya (Nairobi) and Nigeria (Abuja).

The IGPH will also have access to a large set of data resources and computing infrastructure, including:

- A large data repository, established through a CFI grant to Dr. Blanchard.
- 30 data servers, distributed globally at the UM and in global hubs.
- Personal computers – 17 desktops and 24 laptops.

- Networked printers, photocopier, projection equipment.

Financial Resources, Business Plan, and Budget

As noted above, since its inception 10 years ago the CGPH has expanded rapidly in terms of the scope and complexity of its operations. In 2017/18 the CGPH was managing 26 projects across 5 continents with a total annual grant revenue of \$34.3 million. However, it has been largely managed as a collection of projects, rather than as the large, integrated global enterprise that it has become. Moving forward, it is important to clearly identify the core global infrastructure required for the management, operations and academic support necessary to sustain and expand the scope and impact of the UM's work in global health. This will entail both the development of stronger mechanisms to foster technical partnerships and a stable professional team for project management and business development. This will require 5 years of stable funding that supports core personnel and infrastructure beyond what is funded strictly through project funding. During that time, it is our goal to raise additional funds to develop a strong, stable long-term funding plan for the IGPH.

The business plan and budget for the IGPH is based on the strategy and organizational structure described in the above sections.

We propose a funding model that supports the IGPH out of existing revenue, relying on projected revenue from indirect costs (overheads) derived from IGPH projects. It should be noted that this budget does not include the project-specific activities that are supported by direct grant funds. Below is a proposed budget that outlines sources of revenue and expenses. On an annual basis, the budgets will be reviewed and adjusted to ensure that expenditures will be aligned with anticipated revenues, to ensure a sustainable long-term funding model.

Revenue

Projected revenue is from four sources:

A.1 Overhead funds on hand / CGPH – Over the past several years the CGPH has managed to accumulate and pool overhead funds from investigator portions, and these funds will be directed to supporting the overall IGPH infrastructure and management costs.

A.2 Overhead funds on hand / PHDA – Over the past few years, overhead funds on Kenya projects (mostly from CGPH projects) have accumulated to support PHDA. It is proposed that these be allocated for expenditure in year 1 to address some short-term transitional funding needs for the PHDA office and management in Nairobi.

A.3 Annual overhead revenue – We project that the total overhead revenue from CGPH projects will be approximately \$1.6 million annually, with annual increases of approximately 2%. This projection is based on the current portfolio of projects, and future projections of overhead revenue from projects up for renewal. As noted above, revenue projections will be updated annually and the budgets adjusted accordingly.

Expenses

B.1 Dean, Rady Faculty of Health Sciences – It is proposed that 45% of all overhead revenue generated by the IGPH would go to the Dean, Rady Faculty of Health Sciences to cover administrative costs.

B.2 IGPH / UM Operating Expenses – The IGPH operating expenses are separated into UM-based costs and costs for sustaining our critical operations in our global “hubs”.

For the IGPH / UM operating costs, we have included budgets for the following positions:

B.2.1 – Core Management – These include funds to support Deputy Directors as outlined above. The main costs will be for the Deputy Director for Operations / Management. The incumbent is Doris Kuzma (currently CGPH’s Senior Program Manager). In the new structure, her responsibilities are expanded to manage a larger portfolio and to take a larger role in the management of our regional hubs. In addition, we are projecting partial salaries for other Deputy Directors based in Winnipeg and overseas.

B.2.2 – Administration / Finance – We currently manage over 25 projects in several countries with a total annual budget of approximately \$35 million. Though we fund most of our admin/finance needs out of projects, the sheer volume of the administrative support (e.g. for travel, logistics, etc.) that is beyond project work necessitates some core funding for finance/admin.

B.2.3 – Research Support Staff – To help support each of the Deputy Directors, we require research support staff, to coordinate research activities, prepare new grant proposals, prepare annual reports for projects, manage ethical approval processes both in Canada and abroad, etc.

B.2.4 – Office expenses - To support all of the various communications, office running costs, etc.

B.2.5 – International Travel – This is to support travel to key meetings and activities outside of specific project activities, usually to deal with management processes and/or maintain relationships with key partners.

B.3 IGPH Global Hubs and Offices – We propose to support three global hubs to manage our research and program implementation projects. The India Hub will manage all projects in India, and provide additional support in other geographic regions including Africa and Ukraine. The Africa Hub will be based out of Nairobi and will support operations in Kenya, sub-Saharan Africa and Nigeria (west Africa). We have also budgeted for separate operating costs to support core activities for our office in Pakistan.

B.4 – Annual Meeting – We plan to bring our global team together annually for strategic reviews and planning.

Budget Projections

		Year 1	Year 2	Year 3	Year 4	Year 5
A.	Revenue					
A.1	Overhead funds (on hand - CGPH)	150,000	150,000	150,000	150,000	150,000
A.2	Overhead funds (on hand - PHDA)	50,000				
A.3	Estimated O/H annual revenue	1,600,000	1,632,000	1,664,640	1,697,933	1,731,891
	A. Subtotal	1,800,000	1,782,000	1,814,640	1,847,933	1,881,891
B.	Expenses					
B.1.1	Dean RFHS (45% of overhead revenue)	720,000	734,400	749,088	764,070	779,351
	B.1 Subtotal	720,000	734,400	749,088	764,070	779,351
B.2	IGPH / UM Operating					
B.2.1	Core Management	220,000	224,400	228,888	233,466	238,135
B.2.2	Administrative / Finance personnel	50,000	51,000	52,020	53,060	54,122
B.2.3	Research Support Staff	140,000	142,800	145,656	148,569	151,541
B.2.4	Office Expenses	75,000	76,500	78,030	79,591	81,182
B.2.5	International Travel / Logistics	30,000	30,600	31,212	31,836	32,473
	B.2 Subtotal	515,000	525,300	535,806	546,522	557,453
B.3	IGPH / Global Hubs and Offices Operating					
B.3.1	India	210,000	214,200	218,484	222,854	227,311
B.3.2	Pakistan	75,000	76,500	78,030	79,591	81,182
B.3.3	Africa (Kenya / Nigeria)	240,000	180,000	183,600	187,272	191,017
	B.3 Subtotal	525,000	470,700	480,114	489,716	499,511
B.4	Global Networking					
B.4.1	Annual Meeting	40,000	40,000	40,000	40,000	40,000
	B.4 Subtotal	40,000	40,000	40,000	40,000	40,000
	Projected revenues	1,800,000	1,782,000	1,814,640	1,847,933	1,881,891
	Projected expenditures	1,800,000	1,770,400	1,805,008	1,840,308	1,876,314
	Net	0	11,600	9,632	7,625	5,577

Appendix A

IGPH Model

IGPH's mission is **to improve health equity globally**. This mission will be achieved through our work as a committed global team based on principles, strategies, and core elements that have been developed over the past decades through the University of Manitoba's global health work. Three overarching **principles** will guide the future work of the institute: establishing key partnerships, ensuring sustained engagement, and focusing on community needs. Three main **strategies** will be employed to achieve our objectives: applying a program science framework, integrated knowledge translation, and defining priority populations and a geography-specific focus. These guiding principles and strategies form the operating parameters that will define our country-relevant program activities, comprised of four **core elements**: technical collaboration, research, education and program delivery. Figure A1 is a schematic representation of IGPH Model, with further description of the model below.

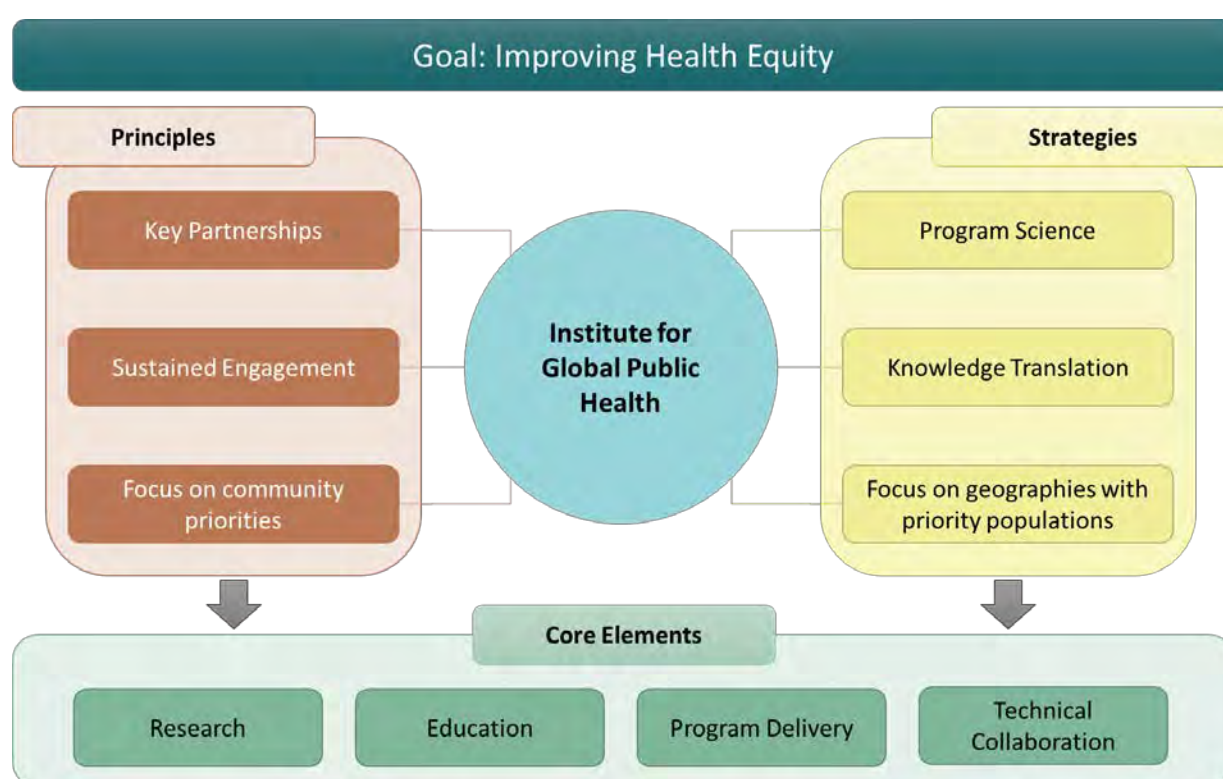


Figure A1: Institute of Global Public Health Model

Principles

The three overarching principles that will drive IGPH's strategies are: i) partnerships with governments, institutions and communities; ii) sustained engagement and; iii) community focus.

While there have been tremendous gains in public health over the past century, these health achievements have not been realized across all populations, all geographies or all health conditions. Often groups, or sub-populations, suffer disproportionately from many diseases and conditions resulting in higher rates of morbidity and mortality. Therefore, reducing disease burden and improving health outcomes among these groups is critical in order to improve population health and should be a cornerstone of public health programming and research. In addition to the public health benefits, there is a social and moral imperative to ensuring that the disparities in health outcomes

are reduced. As such, our IGPH model places the idea of **equity** as a driving force in setting our global agenda.

Further, to meet our goal of improving health equity, we are required to set long term objectives for our work and our projects which can only be realized through meaningful and sustained engagement with partners in the places and countries in which we work. These **partnerships** include partnerships with local and national government as well as with communities and community-based organizations. We also intend to build on strong partnerships with institutes of national and global reputation. Sustained engagement and partnerships are made possible, in part, by our committed investments in formal country infrastructure which serves as the home to our country programs and technical support teams. By situating IGPH at the interface frontline program and government policy partners, we are able to provide timely technical and research support in response to the ever-changing needs “on the ground” and assist in translating new findings into policy and programs at scale. Thus, through **sustained engagement** with various partners by way of stable country platforms, trust is developed, and mutual long-term goals and objectives are established. The projects we develop, implement, monitor and refine, and the technical support we provide, enable us to work towards the main goal of improving health equity.

Partnerships and engagement with **community** are central to the way we work. We establish program and research priorities, objectives and activities through ongoing and meaningful engagement with community. This includes incorporating community knowledge and leadership in the design of research and for shaping policies and programs.

Within the university the institute will be the hub for drawing together the diverse research expertise across faculties and departments to form unique, high-impact interdisciplinary initiatives that will strengthen global partnerships and strengthen the university’s ability to address complex global public health challenges.

Strategies

Our strategy will focus on identifying priority populations and geographies using a program science framework. These strategic directions ultimately influence how we will develop our portfolios of work and how we will design and implement our projects.

The overarching principles outlined above will determine how we identify our **priority populations and geographies**. Focus populations may include key populations at risk of HIV, such as female sex workers, or may include broader groups such as women and children. This approach represents a commitment to focus on decreasing the disparities in health and improving health outcomes across the population. In addition to determining priority populations, we will also strategically decide on the locations/countries/regions in which we will work to ensure that investment in effort and resources will have the greatest impact. These decisions on population and geography will be influenced by the principles of equity, sustained engagement, partnership and based on community priorities.

Program Science will form the core of our work. Our academic commitment, through this framework, ensures that we are continuously learning to adapt the framework to different public health areas in different settings, addressing critical knowledge gaps and contributing to knowledge generation. This framework also ensures that our work is not based on stand-alone research- the research questions we pursue are shaped by the program queries, concerns and challenges faced across the program cycle. Science, and our scientists, will be embedded within our programs and this is true across the continuum of those involved, from the students with whom we work, to our

faculty and other scientists in other faculties and departments and with our external partners and collaborators.

Knowledge translation is inherently an integral part of the Program Science approach. Knowledge translation activities take place at each stage of the program cycle including strategic planning and priority setting, program implementation, management and monitoring. It also serves as the mechanism linking the four core elements underlying each country program: technical assistance, program delivery, research and education. Our audience for knowledge translation will include global normative bodies such as the WHO and the UN groups, funders, frontline program planners and implementers, government and policy makers at the national and state level, communities, civil society organizations and academia. A variety of knowledge translations approaches will be used to cater to the specific interests of our audience. These may include the development and implementation of learning sites, training courses, development of scientific publications, technical reports, convening scientific meetings and symposia, and dissemination events with stakeholders. These processes enable fluid and consistent exchange between our team and our stakeholders and audience to share learning and translate findings in to policy, program and further research.

Core Elements

Our principles and strategies shape our program of work which will consist of four core elements: technical collaboration, research, capacity strengthening and training, and program delivery (see Figure A2). Through **technical collaboration** we aim to transfer skills and assist in building capacity in governments, NGOs and other community organizations.



Figure A2: Core elements and Key activities

Research

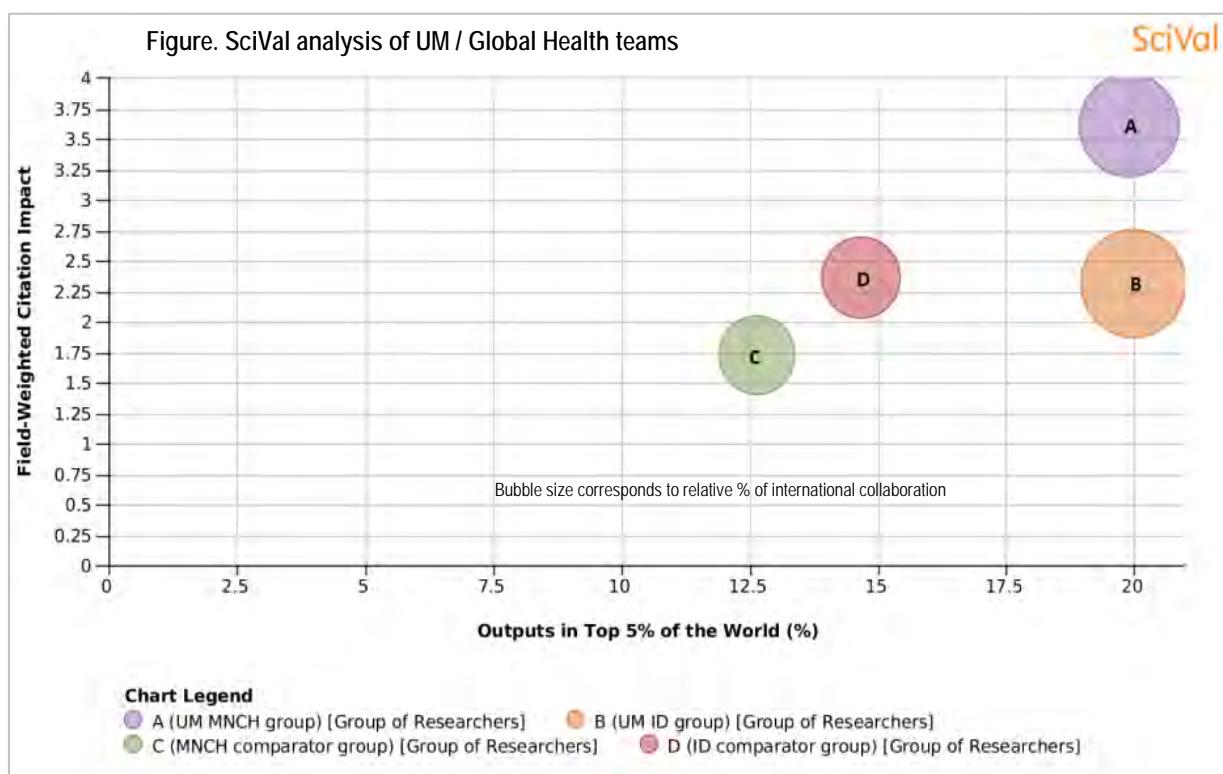
By tethering programs to **research** and by having embedded research within programs and through technical support, the institute will generate new and important knowledge which can lead to policy change and improved population health outcomes. The Institute will promote research and research expertise that are varied and multi-disciplinary. Research approaches will include operational

research to guide our programs, exploratory research to understand needs and priorities, evaluative research to help monitor programs and applied critical social theory to help advance our knowledge and understanding. Research methods may include both quantitative and qualitative approaches and the Institute will focus on ensuring that its research is community based and/or that research questions are driven by the needs, questions and challenges of communities and programs. The institute will build on a substantial body of work that has been developed by core faculty engaged in global public health research. The UM is recognized as a leader in global public health. Discoveries by the UM and colleagues in HIV prevention in Kenya have guided national HIV prevention and care programs in Africa and Asia, and now form core components of global HIV prevention strategies. Research by the UM and colleagues embedded in large programs to improve reproductive, maternal, neonatal and child health (RMNCH) is identifying novel methods to improve health care availability and quality, and is transforming the design and implementation of arguably the world's largest single RMNCH program, managed by the UM and colleagues, covering the state of Uttar Pradesh, in North India.

Through several embedded country programs, the university has developed a unique global infrastructure and through this infrastructure there has also been assembled a large and unique set of databases related to HIV, RMNCH, nutrition and tuberculosis in various countries. These databases provide an invaluable opportunity for further population level analyses to understand health inequities and examine public health interventions. The platforms and databases have attracted a network of researchers from leading academic institutions globally and have resulted in extremely productive collaborations. The establishment of the institute is intended to foster broader collaboration within the university, bringing together researchers from different disciplines to accelerate knowledge production and dissemination and to amplify global impact.

CGPH faculty currently hold 3 Canada Research Chairs (CRC): Dr. James Blanchard holds a Tier 1 CRC in Global Public Health, Dr. Ties Boerma holds a Tier 1 CRC in Population and Global Health and Dr. Robert Lorway holds a Tier 2 CRC in Global Intervention Politics and Social Transformation. CGPH has also recently been allocated an additional Tier 2 CRC and are currently recruiting for that position. In addition, two faculty members hold CIHR New Investigator Awards. University faculty that have been engaged in global health have been highly productive in comparison to researchers from other U-15 institutions, as evident by scholarly outputs with peer reviewed publications in top scholarly journals (see Figure A3).

Figure A3. Summary of the research productivity and impact of core IGPH faculty.



Education

Currently, faculty with the CGPH supervise Masters and PhD graduate level students in the Department of Community Health Sciences. Faculty with the CGPH currently supervise 7 PhD students and 1 MSc student and have graduated 3 PhD students in the past year. CGPH students have engaged in HIV and maternal, neonatal, child health research using quantitative and qualitative methodologies. Graduate students supervised by CGPH-affiliated faculty have been very successful in receiving both provincial as well as national level funding. In addition, the CGPH currently has 3 postdoctoral fellows working in the field of maternal, neonatal and child health. As well as supervising graduate students, CGPH-affiliated faculty members teach a graduate level course on global health (Core Concepts in Global: Populations, Policies, and Programs (CHSC 7200)).

CGPH-affiliated faculty also supervise clinical trainees engaged in global health work within the Rady Faculty of Health Sciences. Clinical trainees include medical students who are a part of the BSc Medicine Research Program and medical residents and clinical fellows engaged in research. In addition, CGPH faculty provide supervisory support to undergraduate trainees participating in the Canadian Queen Elizabeth II Diamond Jubilee Scholarship Program (QES) and the International Infectious Diseases and Global Health Training Program (IIDGHTP). The QES Program at the University of Manitoba is hosted by the Indigenous Institute of Health and Healing- Ongomiizwin- and is focused on Indigenous and Global health. The IIDGHTP is hosted by the Department of Medical Microbiology and provides a unique interdisciplinary training environment for graduate level students from Canada, Kenya, India and Columbia. Global public health faculty members have contributed to the development and implementation of both programs, with faculty members acting as supervisors and mentors to students within these training programs.

The institute will be committed to furthering opportunities for education and training in global public health by engaging students at all levels within the UM and other academic institutions to participate global health research and program initiatives. By working with departments and

faculties the institute will create unique learning opportunities and actively engage learners in various disciplines to train together in various global contexts. Faculty affiliated with the institute will also support education by mentoring graduate students from various departments and faculties who have an interest in global public health, thereby supporting the university to offer unique educational opportunities for students in diverse disciplines. The vision is to develop a unique interdisciplinary training platform wherein faculty members from across departments and faculties in the university will collaborate to build a learning environment that will attract top students from around the world and produce high quality graduates ready to make an impact.

Program Delivery

We have over 20 years of experience with **program delivery** in critical areas of public health including HIV prevention and care, maternal, neonatal and child health, nutrition and adolescent health and over the next 5-10 years, we will work to diversify our program delivery. We use mixed implementation strategies including direct implementation as well as implementation through partnerships and technical support. Coverage and scale are key factors in our program delivery. We aim to ensure that our program delivery, or the delivery we inform, is comprehensive and integrated, involving a combination of services across a continuum. Further, our programs are based on research and sound evidence and we continue to ensure that research is embedded as an integral part of the program cycle so that we are continuously learning, refining and evolving. The Institute will build on an established record of excellence in global public health program delivery, which has resulted in a large platform for embedded research, education and technical collaboration. Since its inception in 2008 to date, CGPH has been awarded 58 projects from multiple funding agencies including CIHR, World Bank, WHO, Bill & Melinda Gates Foundation (BMGF), USAID, Grand Challenges, and others. Areas of program focus include HIV/AIDS, reproductive, maternal, neonatal, child health (RMNCH), nutrition, and a range of other public health domains are implemented in India, Pakistan, Nigeria, Kenya, Ukraine and Canada. The gross value of these projects is around \$250 million since 2008 (including projects funded directly through our implementing partners in India). These projects have spanned some or all stages of a public health program cycle, from epidemic appraisal, to program design and delivery, scale-up and program evaluation. Each step of program evolution adheres to the principles of key partnership, sustained engagement and focus on community, and the program as whole consists of the core elements of technical collaboration, research, education and program delivery.

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 Law.

Observations

1. The **Faculty of Law** proposes two updates to the Masters of Human Rights supplemental regulations as noted below and the deletion of HMRT 7400. See attached.
 - The MHR program has 9 credit hours of compulsory courses, 9 credit hours of elective courses and two streams: practicum and thesis. The practicum stream also requires a major research paper from students. The initial program proposal asked practicum students to register in GRAD 7030 *Practicum* (which requires a minimum 300 hour site placement and a 4,000 word self-reflective paper) and HMRT 7400 *Major Research Project in Human Rights* (which requires a publishable major research paper (7,500-10,000 words), may be inspired by the practicum placement, is reviewed by the advisor and second reader, and is presented at a student-led symposium). Upon review of the supplemental regulations, it was determined GRAD 7030 was not being used by the Master of Human Rights program as intended by the Faculty of Graduate Studies (Section 4.8.1.1.).

The adopted solution is to delete HMRT 7400 and roll the requirements into GRAD 7030. Students must have an examining committee and the 7,500-10,000 word paper becomes a practicum and is submitted to MSpace at graduation time.

- The MHR program elects to harmonize its English language requirements with those of the Faculty of Graduate Studies in order to ensure that applications are received from a range of international students, who may otherwise be dissuaded from applying to the MHR (Section 1.1.7). The program will still assess the applications on a case-by-case basis (bearing in mind the FGS regulations and supplementary regulations) to ensure that only students are admitted with a very good chance of succeeding in the program. In two years' time, the program may reassess its language requirements in light of student recruitment and the performance of admitted international students.

Course Deletion

HMRT 7400 Major Research Project in Human Rights **-3**

NET CREDIT HOUR CHANGE **-3**

Recommendations

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

Faculty of Law

Respectfully submitted,

Dr. Louise Simard, 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 Regulation	Supplemental Regulation
<p>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 the date on the admission letter. Applicants will be placed on hold, which prevents registration until all admission requirements have been submitted. 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, see 1.1.5). 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. For international degrees or where the transcript 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>1.1.6 Transcripts: University of Manitoba</p> <p>University of Manitoba students are not required to submit University of Manitoba transcripts.</p>	
<p>1.1.7 Proficiency in English</p> <p>A successfully completed English Language Proficiency Test from the approved list is required of all applicants unless they have received a secondary school diploma and/or university degree from Canada or one of the countries listed on the <u>English Language Proficiency Test Exemption List</u> (see 1.1.8). The Faculty of Graduate Studies requires a passing, acceptable English Language Test score in order to offer admission. Please note: In all cases, test scores older than two (2) years (from the time of completing the test) are invalid.</p> <p>Thresholds required for successful completion are indicated in parentheses.</p> <ul style="list-style-type: none"> University of Michigan English Language Examination Assessment Battery (MELAB) (80%) Test of English as a Foreign Language (TOEFL)– Internet based -iBT (86; minimum score of 20 in each of reading, writing, listening and speaking categories) 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) <p>Note:</p> <p>In addition, foreign language students may be asked by the department/unit to complete the CanTEST prior to or following registration in the Faculty of Graduate</p>	<p>Proficiency in English must be demonstrated prior to admission by one of the following:</p> <p>i) Possessing a high school diploma or university degree from Canada or one of the countries on the English Language Proficiency Test Exemption List;</p> <p>ii) Successfully completing an English Language Proficiency Test;</p> <p>TOEFL – Achieve a minimum iBT (internet based test) score of 100; or a minimum score of 250 computer based test</p>

Faculty of Graduate Studies Regulation	Supplemental Regulation
<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; or ○ Canadian institutions empowered by law to grant degrees; or ○ Colleges and universities outside Canada which are officially recognized by The Faculty of Graduate Studies. <p>All students applying for a Master's degree program must have attained a minimum GPA of 3.0 in the last two (2) full years (60 credit hours) of study. This includes those applying for direct admission and those entering from a Pre-Master's program. Students who meet the minimum requirements for admission to the Faculty of Graduate Studies are not guaranteed admission.</p> <p>Note: This is the minimum requirement of the Faculty of Graduate Studies and departments/units may have higher standards and additional criteria.</p>	<ul style="list-style-type: none"> • <i>Indicate which specific major areas are acceptable</i> <p>An admissions/selection committee, to be named by the program Director, will review all applications.</p> <ol style="list-style-type: none"> 1. At least one undergraduate-level course in human rights or equivalent field experience is preferred. 2. Two letters of reference. Letters may be academic and/or professional. 3. Statement of interest (maximum two pages) that includes reasons for seeking admission, an outline of the applicant's relevant background, a tentative indication of whether the student is likely to pursue a thesis or practicum, and a potential thesis topic, if applicable.
<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 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 twelve (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 six (6) credit hours at the 7000 level or above, with the balance of the coursework at the 3000 level or above. A maximum of twenty-four (24) credit hours of coursework is allowed unless the department/unit's supplemental</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>

Faculty of Graduate Studies Regulation	Supplemental Regulation
<p>regulations indicate otherwise. The student must complete the thesis/practicum at The University of Manitoba.</p>	<p>Students will complete 18 course credits and one of the following:</p> <ul style="list-style-type: none"> • a practicum (GRAD 7030) with a related major research paper (7,500-10,000 words) suitable for external evaluation; or • a thesis (GRAD 7000). <p>Students must complete three (9 credit hours of) required 7000-level graduate courses and at least three (9 credit hours of) additional graduate-level (7000), Law or post-baccalaureate (5000-level) courses from an approved list. The list of approved courses is expected to change annually, depending on the offerings in partner faculties. Please see: https://law.robsonhall.com/programs/mhr/</p> <p>Required courses:</p> <ul style="list-style-type: none"> • HMRT 7100: Theory and Practice of Human Rights (3) • HMRT 7200: Selected Topics in Human Rights Research and Methods (3) • HMRT 7300: Human Rights Law (3) • GRAD 7500: Academic Integrity (0) <p>After the completion of 9 credit hours within the program, students must apply for either the thesis stream or the practicum stream.</p> <p>Students applying for the thesis stream must submit:</p> <ul style="list-style-type: none"> • an updated statement regarding the proposed area of research to ensure MHR faculty can support the proposed research project; • an MHR transcript • evidence of support from a faculty member willing to work on the thesis; and • one or more previous MHR course papers. <p>Students applying for the practicum stream must submit a two- to three-page document specifying particular areas of research interest and potential practicum work sites.</p> <p>Students in both streams submit their applications to their advisors. The advisor will consult with the professor teaching the practicum course, where applicable, and may consult with the director of the program or the student's other professors. The advisor will send a memo to the MHR committee to record the decision made. The director of the program will notify the student of the decision. In cases where an application cannot be approved, the advisor will work with a student to develop and resubmit another application either for the thesis or practicum streams.</p>
<p>4.4.2 Course-based/Comprehensive Examination Route</p>	<p><i>If unit offers one of these routes, indicate if the minimum or maximum number of credit hours required in the program differs from that required</i></p>

Faculty of Graduate Studies Regulation	Supplemental Regulation
<p>membership requirements for that student). One (1) 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>4.5.3 Student's Advisor/Co-advisor</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. If a student does not have an advisor/co-advisor, then the interim advisor will be required to complete the Advisor Student Guidelines. The advisor/co-advisor and the student are required to approve the agreement. If the parties cannot agree on any component(s) of the ASG, the matter should be referred to the department/unit Head, Graduate Chair, or the Dean of the Faculty of Graduate Studies. The Advisor Student Guidelines is to be completed again if there is a change in advisor/co-advisor or when a co-advisor is added mid-way through the student's program.</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 Head, Graduate Chair, or the Dean of the Faculty of Graduate Studies. It is the responsibility of the unit offering the program in which the student is studying to arrange an alternate advisor if this is appropriate and necessary.</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), at least two (2) of whom must be members of the Faculty of Graduate Studies (http://umanitoba.ca/faculties/graduate_studies/governance/academic_membership.html). All examiners must be deemed qualified by the department/unit Head and be willing to serve. It is expected, under normal circumstances, that Advisory Committee members will possess at least 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, Post-Doctoral fellows, and Research Assistants or Associates 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</p>	<p>NEW 2019-20! <i>There is no longer a requirement for an "internal-external" advisory committee member</i></p> <p>Thesis option: In some situations, the program director may exercise the option to include an external reviewer.e.g. a faculty member from another university or an academically qualified staff member of a human rights organization.</p> <p>Practicum option: The student's <u>faculty</u> advisor will consult an external examiner <u>e.g. a faculty member from another university or an academically qualified staff member of a human rights organization</u>, following submission of the major research paper. The external examiner will normally be selected by the advisor in consultation with the MHR program director. Together the advisor and examiner will evaluate the major research paper and determine whether it passes or fails. In cases of disagreement between the advisor and examiner, the MHR program director or chair will decide whether the major research paper passes or fails.</p>

Faculty of Graduate Studies Regulation	Supplemental Regulation
	<p>The Major Research Paper in Human Rights critically reflects on and contextualizes the student's practicum experience. It must be between 7,500 to 10,000 words, including notes and bibliography, and should be of high enough quality to be suitable for academic or professional journal publication. Students will work with their practicum advisor to develop a topic that is informed by their practicum experience. The resulting paper will be reviewed by the <u>faculty</u> advisor and a second reader (<u>a member of the Faculty of Graduate Studies</u>).</p> <p><u>In some situations, the program director may exercise the option to include an external reviewer external to the MHR, e.g. a faculty member from another university or an academically qualified staff member of a human rights organization, who will serve as an external examiner.</u></p> <p>Students will present an abbreviated summary of their research results at a student-led symposium dedicated to this purpose, after which a passing or failing grade will be assigned by the advisor and examiner. In cases of disagreement between the advisor and examiner, the MHR program director or chair will decide whether the major research paper passes or fails.</p> <p>Should a major research paper fail, a student will be given one additional opportunity to revise and resubmit it for evaluation. Should it fail a second time, the student will be required to withdraw from the program.</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), at least two (2) of whom must be members of the Faculty of Graduate Studies. All examiners must be deemed qualified by the department/unit Head and be willing to serve. It is expected that, under normal circumstances, Examination Committee members will have a Master's degree or equivalent. The composition of, and any changes to, the examining committee, including the advisor/co-advisor, must be approved by the Faculty of Graduate Studies. Individual department/units establish specific requirements for examination and students should consult department/unit supplemental regulations for specific requirements.</p>	<p><i>NEW 2019-20! There is no longer a requirement for an "internal-external" examining committee member</i></p> <p><i>Specify how the examining committee differs from the advisory committee</i></p> <p>Thesis stream: Normally the Thesis Advisory Committee serves as the Thesis Examining Committee. The Thesis Advisory Committee must consist of a minimum of three persons (see 4.6.1).</p> <p>Practicum stream: The student's <u>faculty</u> advisor will, along with an external examiner, evaluate the major research paper arising from the student's practicum, <u>the review may include an external examiner who is selected by the advisor. The external examiner will be selected by the advisor and must be approved by the MHR director. While the advisor will work with the student to shape the topic and</u></p>



MEMORANDUM

Date: November 26, 2019

To: Jeff LeClerc, University Secretary

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

Re: **College of Rehabilitation Sciences – Proposal to Create Departments**

Please find enclosed a proposal to create Departments within the College of Rehabilitation Sciences.

We are requesting from the Senate (and the Board of Governors) approval to create the Departments of Occupational Therapy; Physical Therapy; and Respiratory Therapy.

The proposal was recommended for approval by the College of Rehabilitation Sciences Council on October 15, 2019 and recommended for approval by the Faculty Council, Rady Faculty of Health Sciences, on November 26, 2019.

Thank you.

Copy: Dr. Reg Urbanowski, Dean, College of Rehabilitation Sciences
Marcia Langhan, Director, Planning & Priorities, Rady Faculty of Health Sciences
Leanne LeClair, Department Head, Occupational Therapy
Barbara Shay, Department Head, Physical Therapy
Denise Mackay, Department Head, Respiratory Therapy

Encl.

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

Rady Faculty of
Health Sciences



UM

A Proposal for the Creation of Departments
in the College of Rehabilitation Sciences,
Rady Faculty of Health Sciences

October, 2019

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I. Introduction & Purpose

The purpose of this document is to present a proposal for the creation of three Departments within the College of Rehabilitation Sciences, Rady Faculty of Health Sciences, specifically the creation of:

- Department of Physical Therapy (“PT”)
- Department of Occupational Therapy (“OT”)
- Department of Respiratory Therapy (“RT”)

This has arisen as a result of consultations and feedback received within the College of Rehabilitation Sciences.

II. Background

The Dean, College of Rehabilitation Sciences requested a review of the current College of Rehabilitation Sciences committee structure and terms of reference, in order to ensure efficiency and currency. By way of background, the programs within the College of Rehabilitation Sciences are as follows:

- Occupational Therapy: the Master of Occupational Therapy (MOT) degree program is a graduate program that prepares students for entry to practice in the discipline of Occupational Therapy. The MOT is also offered through an Accelerated Program for qualified therapists holding a bachelor’s degree or equivalent in occupational therapy.
- Physical Therapy: the Master of Physical Therapy (MPT) degree program is a graduate program that prepares students for entry to practice in the discipline of Physical Therapy.
- Respiratory Therapy: the Bachelor of Respiratory Therapy (BRT) degree program is an undergraduate program that prepares students for entry to practice in the discipline of Respiratory Therapy. The BRT is also offered through a Degree Completion program for qualified therapists holding a diploma in Respiratory Therapy.

The College of Rehabilitation Sciences also offers the Master of Science: Rehabilitation Sciences graduate program, designed to provide research training to individuals in the field of rehabilitation. The program requires the completion of coursework and a research-based thesis, which entails the completion of an original scientific study in rehabilitation.

In conjunction with the Faculty of Kinesiology and Recreation Management, the College of Rehabilitation Sciences also offers a multi-unit, research-based Ph.D. in Applied Health Sciences. The program offered is a unique and timely Ph.D. program, which includes the treatment and discussion at a graduate level of applied health science as a multi-dimensional entity, while at the same time allows for individualized high-quality health science research with an individual researcher, or small group of researchers.

III. Process to Date

The first part of the initial review was reviewing documentation including the College of Rehabilitation Sciences Committees' terms of reference, organization charts provided and the College Council Bylaw. Marcia Langan, Director, Planning & Priorities, facilitated the review. An important part of the review was the meetings with key University members to determine the approach that would work best for the College of Rehabilitation Sciences ("CoRS").

Consultations occurred with:

- CoRS Committee Working Group (February 1, 2018)
- University Secretary, Jeff Leclerc (April 3, 2018)
- Dean, CoRS, Reg Urbanowski (April 17, May 24, July 17, 2018)
- Professor Archie Cooper (April 18, 2018)
- Acting Department Head, OT, Pam Wener (May 3, 2018)
- Department Head, PT, Barb Shay (May 3, 2018)
- Vice-Dean, Academic Affairs, Sara Israels (May 10, 2018)
- Past Department Head, RT, Ken Chambers (May 23, 2018)
- Department Head, OT, Leanne Leclair (July 18, 2018)
- Dean & Vice-Provost (Health Sciences), Brian Postl and Dean, CoRS, Reg Urbanowski (July 26, 2018)
- All CoRS Faculty and Staff meeting (August 22, 2018)
- CoRS Governance Working Group¹ (October 23, 2018)
- Vice-Provost (Integrated Planning & Academic Programs) David Collins and Dean, CoRS, Reg Urbanowski (December 5, 2018)
- CoRS Leadership Council (February 19, 2019)
- CoRS Governance Working Group (February 27, 2019)
- CoRS Council meeting (April 29, 2019)
- All CoRS Faculty and Staff meeting (August 21, 2019)

¹ The Governance working group consists of :

- University Secretary, Jeff Leclerc
- Vice-Provost (Integrated Planning & Academic Programs), David Collins
- Dean, CoRS, Reg Urbanowski
- Department Head, OT, Leanne Leclair
- Department Head, PT, Barbara Shay
- Department Head, RT, Ken Chambers
- Director, Planning and Priorities RFHS, Marcia Langan
- CoRS Office Manager, Maribel Abrenica
- Professor Emeritus, OT, CoRS, Juliette Cooper
- Professor, PT, CoRS, Tony Szturm
- Instructor II, Academic Fieldwork Coordinator, OT, CoRS, Margaret Anne Campell-Rempel
- Admissions/Recruitment Officer, CoRS, Kristen Stefanson
- PT Department Assistant, CoRS, Michelle Thomas

IV. Proposal Rationale

The University of Manitoba Faculties, Schools, Professional Colleges, Departments, Divisions and Institutes Policy provides the listing of approved Faculties, Divisions, Colleges, Departments, Divisions and Institutes within each Faculty.

For the College of Rehabilitation Sciences, it does not show approved Departments (or Divisions):
[http://umanitoba.ca/admin/governance/media/Faculties_Schools_Professional_Colleges_Departments_Divisions_Institutes_Policy - 2018 04 17.pdf](http://umanitoba.ca/admin/governance/media/Faculties_Schools_Professional_Colleges_Departments_Divisions_Institutes_Policy_-_2018_04_17.pdf)

In discussions noted above, it appears that at some point, there were draft Department Council Bylaws that went through an approval process within the then School of Medical Rehabilitation and the then Faculty of Medicine, however, it does not appear they were ever reviewed by the Senate Committee on Rules and Procedures or approved by Senate. This occurred in approximately 2005.

Therefore, even though CoRS has been operating for many years as if it has approved Departments, it appears that there are no approved formalized Departments. Each unit has a Department Head that has been appointed by way of search process. Faculty have been appointed to the units as if they were formalized Departments.

The recommendation from the Governance Working Group is to formalize the Department structure, as this is the way the units have been operating, and institute the Department Councils by way of approved bylaws. This was taken to the CoRS Council meeting on April 29, 2019, on an informal basis.

The rationale for the proposal to create the three Departments is:

- Historically, the disciplines have carried on their work as if they are Departments of CoRS and therefore faculty and staff within the three disciplines (OT; PT; RT) prefer to continue be recognized and have a presence as Departments.
- OT, PT and RT are each distinct professional disciplines, each with their own accreditation process and requirements.
- The University of Manitoba works within a Departmental structure with Departments having defined authority.
- Funding can remain as is currently funded through the Department (no change).
- Faculty appointments can remain at the Department level (no change).
- This will not pose any obstacles to the current accreditation requirements for the disciplines.
- There will be little disruption to the operation of CoRS.

CoRS is therefore proposing the Department of Physical Therapy, the Department of Occupational Therapy, and the Department of Respiratory Therapy, be officially created, and requests the attached draft bylaws establishing Department Councils for each Department, be approved.

V. Proposal Consideration & Approval

The authority regarding decisions on University academic structure rests with the Board of Governors, and the power to make recommendation on these matters rests with Senate.

This proposal was presented and was recommended for approval at the CoRS College Council meeting on October 15, 2019.

This proposal is now being submitted for approval to the Senate and the Board of Governors, through the University Secretary.

Report of the Implementation Working Group for the Cooper Commission Report

Preamble

1. The Implementation Working Group for the Cooper Commission Report (the “Working Group”) was established by the Senate Executive Committee on May 2, 2012.
2. The terms of reference for the working group are:
 - a. to establish a detailed plan for the implementation of the Cooper Commission recommendations;
 - b. to delegate tasks and establish groups to develop the necessary policies, processes and activities to meet the recommendations;
 - c. to research and encourage the incorporation of work done at other similar institutions in the areas identified in the recommendations;
 - d. to provide bi-monthly reports to Senate Executive and Senate on the progress of implementation;
 - e. to propose timelines for the implementation of Cooper Commission recommendations.
3. The Committee has met since the spring of 2012 to facilitate the implementation of the recommendations in the Cooper Commission report.

Observations

1. The Report of the Cooper Commission was approved by Senate in 2012. The report contained nine recommendations. The Working Group was established to oversee the implementation of the recommendations. Each recommendation in the report and its status follows below:

Recommendation	Status
<i>a. that the university adopt a standard set of definitions for terms related to accommodation.</i>	COMPLETE – These definitions are set out in the Student Accessibility Procedure, approved effective January 1, 2015.
<i>b. that where academic programs are subject to external accreditation or approval, a document outlining essential skills and abilities be developed and submitted for approval by Senate; the content of this document should be congruent with the requirements outlined by the respective registering college</i>	IN PROGRESS – 8 programs have received Senate approval as of June 11, 2019. See attached Update on Development of Graduate Program Essential Skills and Abilities Requirements.

<p>or approval body (e.g., College of Registered Nurses of Manitoba; College of Physicians and Surgeons of Manitoba).</p>	
<p>c. that Senate require each unit to identify and submit to Senate for approval written rationales for the bona fide academic requirements of its existing programs and of any newly developed programs.</p>	<p>COMPLETE - As of June, 2019 – COMPLETE for all but 5 of Graduate Programs.</p> <p>With respect to undergraduate programs, on June 20, 2018, Senate approved the following recommendation of the Working Group:</p> <p style="padding-left: 40px;">That upon completion of the graduate program BFARs, the Working Group reassess the recommendation to create BFARs for undergraduate programs and report to Senate Executive and Senate accordingly.</p>
<p>d. that Senate adopt a new or revised policy regarding accommodation that:</p> <p><i>i. reflects the right of students with disabilities to accommodation and to a fair, timely, respectful, and confidential process to reach accommodation decisions as well as the right of the University to uphold high academic standards.</i></p> <p><i>ii. includes provision for delegation of authority, reflecting the following points:</i></p> <ul style="list-style-type: none"> - <i>delegation of authority should be based upon the type of accommodation sought</i> - <i>decisions are grounded in individuals with the expertise most appropriate to the case in question</i> - <i>Departments (or the Unit, in the case of</i> 	<p>COMPLETE – The Accessibility Policy and the Student Accessibility Procedure were approved, effective January 1, 2015.</p> <p>The documents were reviewed and amended in 2017.</p> <p>Delegation of authority is outlined in section 2.2 (a) Modification, (b) Substitution, (c) Waiver, (d) Degree Notwithstanding a Deficiency.</p> <p>Departments have an essential role outlined in section 2.12 Responsibilities and Rights of Academic Staff Members and 2.14 Responsibilities and Rights of Faculties/Schools, including Accessibility Advisory Committees, and Accommodation Teams.</p> <p>Delegations of authority are outlined in section 2.2 and delegations of authority must be made in writing.</p> <p>Each Faculty has developed an Accessibility Advisory Committee.</p> <p>The Student Accessibility Appeal Procedure lists the process for resolving conflicts regarding accommodation, including the authority of Senate, Deans/Directors, and consulting with the Accessibility Advisory Committee.</p>

<p><i>Faculties without Departments) have an essential role in the accommodation process</i></p> <ul style="list-style-type: none"> - <i>The recipient of authority to deal with accommodations be given express permission to sub-delegate (so long as the sub-delegation is well documented) to ensure timely and consistent decision making and fairness to the student as well as protection of the student's privacy and the confidentiality of the information.</i> <p><i>iii. requires each Faculty/School to establish an Accessibility Advisory Committee to serve as an advisory body to the Dean/Director on all matters related to accommodation of students with disabilities including resolution of conflicts within the Faculty/School. The Accessibility Advisory Committee is obligated to consult the academic Department/Unit before giving advice.</i></p> <p><i>iv. sets out review mechanisms to resolve conflicts regarding accommodations within a Faculty/School. These mechanisms should:</i></p> <ul style="list-style-type: none"> - <i>explicitly address the authority delegated by Senate to the</i> 	
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<p><i>Dean/Director with respect to accommodation and the obligation for the Dean/Director to consult with appropriate individuals and the Faculty/School-level Accessibility Advisory Committee before rendering a decision about accommodation.</i></p> <ul style="list-style-type: none"> - <i>define the process to be followed when the conflict involves accommodation in inter-Faculty programs such as graduate or joint programs.</i> 	
<p><i>e. that Senate establish an Academic Accommodation Appeal Committee, a standing committee of Senate, whose role it is to hear and decide upon appeals related to accommodation.</i></p>	<p>COMPLETE -The Student Accessibility Appeal Procedure and the Senate Committee on Academic Accommodation Appeals were approved, effective September 1, 2015.</p>
<p><i>f. that broad education be provided on a regular basis to the university community on the University's duty to provide reasonable accommodation to students with disabilities, and on the procedures to be followed when accommodation is requested, including: guidelines on how to deal appropriately and in a confidential manner with matters involving personal issues, in particular, personal health information. The education should be delivered</i></p>	<p>COMPLETE- This education has been developed, implemented and is offered on a regular basis. The first offering was the "Duty to Accommodate" presentations from 2014-2015. This presentation was provided to over 40 academic units by a team of presenters from the Office of Legal Counsel, Human Rights and Conflict Management, and Student Accessibility Services.</p> <p>The Accessibility for Manitobans Act Customer Service Training were the next campus wide presentations to occur from 2016-ongoing. It is required that all staff and faculty of the University attend or view this training as a condition of employment.</p> <p>Student Accessibility Services continues to collaborate with academic units and the Centre for the Advancement of</p>

by Student Accessibility Services in collaboration with the Office of Fair Practices and Legal Affairs.	Teaching and Learning for course offerings and presentations.
g. that SAS develop a web-based handbook for instructors on accommodating students with disabilities	COMPLETE – The handbook has been developed and is updated by SAS. http://umanitoba.ca/student/accessibility/media/SAS-Handbook.pdf
h. that SAS provide information to the university community through an annual report to Senate (similar to the Student Advocacy Annual Report) on the accommodation of and services provided for each of the main categories of disabilities. SAS could also create information such as 'Best Practices Information Reports' which could be posted on the SAS website and would provide education and a more transparent account about accommodations.	COMPLETE - Annual reports are available on the Student Accessibility Services website. http://umanitoba.ca/student/accessibility/annual-reports.html
i. that the University of Manitoba Accessibility Policy and Procedures be revised to: i. clarify the lead role taken by SAS to verify the existence of a disability and propose accommodations and the professional documentation that students must provide to SAS (e.g., University of California - Berkeley Campus Plan for Accommodating the Academic Needs of Students with Disabilities). ii. use the term 'accredited health professional' by which is meant "professionals	COMPLETE – The Accessibility Policy and the Student Accessibility Procedure were approved, effective January 1, 2015. The lead role in verification has been clarified within the Procedure. The Procedure includes the term <i>Registered Health Professional</i> which is the recognized term in Manitoba. The web based Disability Assessment Form is available here: http://umanitoba.ca/student/accessibility/media/Disability-Assessment-Form.pdf The Procedure includes specifications and outlines rights and responsibilities for each group, section 2.3-2.24.

<p><i>conducting assessments and rendering diagnoses must be regulated and qualified to do so” 13In the case of students with mental health issues, a list of qualified diagnosticians would include, but not be limited to, licensed psychologists, psychiatrists, and neurologists, or other professionals with training and expertise in the diagnosis of mental disorders.</i></p> <p><i>iii. establish a web-based printable form for use by the professional submitting a diagnosis on behalf of a student with a disability.</i></p> <p><i>iv. include information about how ex post facto requests for accommodation will be managed.</i></p> <p><i>v. specify how communications will flow to those with a ‘need to know’ and ‘when to know’, taking into account both the University’s obligation to protect the student’s confidentiality and the need for collegial academic decision making.</i></p> <p><i>vi. specify the roles, rights and responsibilities of the following parties in development and implementation of the accommodation plan: Student; Accessibility Advisor; Coordinator, Student Accessibility Services; Course Instructor; Department Head; Dean/Director; Graduate Chair; Graduate Advisor; Graduate Committee; Accessibility</i></p>	
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2. The Working Group wishes to acknowledge the significant and excellent work accomplished by the representatives of each academic program over the last seven years in implementing the recommendations of the Cooper Commission report. The policy and procedure changes have provided greater clarity, transparency and efficiency in the provision of accommodations. The creation of Accommodation Teams and Accessibility Advisory Committees at the unit levels have provided the venues for on-going discussion and resolution of issues related to accessibility and accommodation. The education and outreach offerings on accommodations and accessibility, along with the accessibility training modules offered pursuant to the *Accessibility for Manitobans Act* have increased awareness and knowledge about accessibility across the university community. These are all significant wins for the University of Manitoba, its students, faculty and staff.
3. As the identification and approval of graduate-level BFARs is nearing completion, the Working Group has turned its attention to its 2018 recommendation to Senate: “that upon completion of the graduate program BFARs, the Working Group reassess the recommendation to create BFARs for undergraduate programs and report to Senate Executive and Senate accordingly”.
4. The Working Group has re-evaluated the efficacy of requiring every undergraduate program to develop BFAR statements. To do so would be resource intensive, and the Working Group has considered alternatives to meet the spirit of the Cooper Commission report that would be (a) more effective and (b) take into account the impact of the implementation of the other Cooper Commission recommendations. These recommendations include the policy changes, the implementation of unit-level AACs and Accommodation Teams and the additional educational resources and opportunities that are now in place.
5. The Working Group also noted that the vast majority of accommodations provided at the undergraduate level occur at the individual course level, rather than at the program-level. (Senate clearly indicated that BFARs should be developed at the program, and not course level). Creating BFAR statements at the program level for undergraduate programs would not provide usable standards against which to assess accommodations at the course-level. Undergraduate courses are also used to meet requirements for multiple different programs, which would add to the complexity of the exercise and impair the usefulness of the results. The Working Group acknowledges both the limited applicability and enormous effort required to develop program-level BFARs for all undergraduate programs. However, the Working Group also acknowledges that some undergraduate programs may elect to develop BFARs even in the absence of a requirement to do so.
6. The Working Group considered what alternatives might meet the spirit of the Cooper Commission report requirement to develop BFARs, and recommends that units incorporate a review of a program’s accessibility as part of academic program reviews.

Recommendations

The Working Group recommends:

- a. That Accommodation Teams remain as the avenue for considering non-standard accommodation requests. Non-standard accommodations need to be considered on a case-by-case basis such as a modification to a full-time program or an alternate schedule. The Accessibility Advisory Committees will continue to review the impact of accommodations on academic standards and could forward BFAR recommendations to the Dean/Director as needed.
- b. That undergraduate programs not be required to, but be given the scope to, develop program level bona fide academic requirements, if they so choose.
- c. That the Senate Committee on Academic Review consider revising the policy on *Academic Program Reviews* to include an accessibility audit as part of the undergraduate program review process.
- d. That the Cooper Commission Implementation Working Group be disbanded once the outstanding five graduate program BFAR's are completed.

Respectfully submitted,

Carolyn Christie and Jeff M. Leclerc,
Co-Chairs

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